

Social Impact Assessment

Concept Proposal & Stage 1 Newington College

15 May 2026

Prepared for: Council of Newington College



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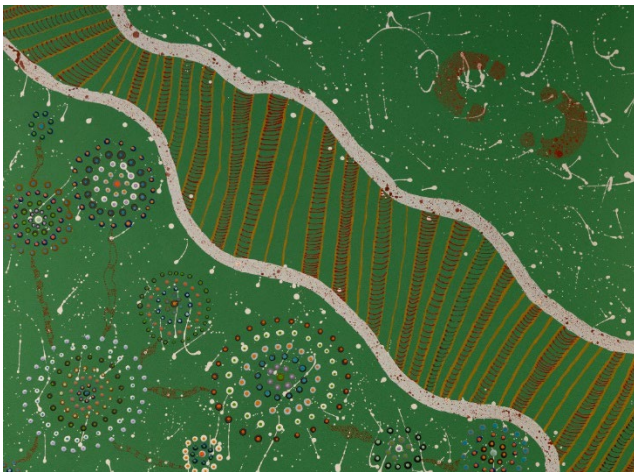
Acknowledgment of Country

Urbis acknowledges the Traditional Custodians of the lands we operate on.

We recognise that First Nations sovereignty was never ceded and respect First Nations peoples continuing connection to these lands, waterways and ecosystems for over 60,000 years.

We pay our respects to First Nations Elders, past and present.

Urbis is committed to incorporating our respect for First Nations cultures, peoples and storytelling in our work across the Country. We are proud to have partnered with Darug Nation artist, **Hayley Pigram**, and to profile her artwork – **Sacred River Dreaming**.



The river is the symbol of the Dreaming and the journey of life. The circles and lines represent people meeting and connections across time and space. When we are working in different places, we can still be connected and work towards the same goal.

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Executive Summary

Urbis Ltd (Urbis) has been commissioned by the Council of Newington College (the Applicant) to prepare this Social Impact Assessment in accordance with the technical requirements of the Secretary's Environmental Assessment Requirements (SEARs), and in support of the State Significant Development Application (SSD-78268465) for alterations and additions to the Senior School Campus at 200-244 & 221-235 Stanmore Road, Stanmore.

The SSDA seeks staged development consent for the proposed concept proposal for alterations and additions at Newington College and detailed Stage 1 works.

Report purpose and scope

A SIA is an independent and objective study which identifies and analyses the potential positive and negative social impacts associated with a proposed development. It involves a detailed study to scope potential positive and negative social impacts, identify appropriate mitigation and enhancement measures and provide recommendations aligned with professional standards and statutory obligations. It is the intention of that the SIA process will inform the proposal, not just reflect and report on impacts.

Social impacts can be understood as the consequences that people (individuals, households, groups, communities, or organisations) experience when a new project brings change. A SIA considers physical and intangible impacts, direct and indirect impacts, short term (construction) and long term (operational) impacts.

The DPHI Social Impact Assessment Guideline (**SIA Guideline**) (2025) states that a SIA should consider the likely changes to the following social elements of value to people: way of life, community, accessibility, culture, health and wellbeing, surroundings, livelihoods and decision-making systems.

Methodology

A SIA social baseline, field study, impact scoping and assessment were undertaken to complete this report. A detailed methodology is included in Section 2. The methodology was informed by the guidance contained within the SIA Guideline and Technical Supplement (DPHI 2025).

The potential social impacts of the proposal are assessed by comparing the magnitude of impact (minimal to transformational) against the likelihood of the impact occurring (very unlikely to almost certain). This risk assessment methodology has been applied from the DPHI SIA Guideline: Technical Supplement (2025) and is outlined in Section 6 of this report.

Existing environment

The Newington College Senior Campus is located at 200-244 Stanmore Road, Stanmore and is bordered by Stanmore Road to the north, Newington Road to the south and College Lane to the west. The College boundary also includes the Concordia building to the north at 221-235 Stanmore Road. The main campus is legally described as Lot 8 in DP710369 and the Concordia site is legally described as Lot A in DP109269, Lot 1 in DP49, Lot B in DP330028, and Lot 1 in DP526319.

Key features of the site include:

- The main campus site is a regular shaped allotment with an area of 8.7ha. The Concordia site (and access handle to Cavendish Street), immediately north of the main campus is irregular in shape and is 2,903sqm in area.

- The topography of the main campus is a defining characteristic, particularly the grassed slope from the historic Founders Building down to Johnson Oval. The site has an overall fall of approximately 18m from the north-west corner to south-east corner.
- The at-grade car park adjacent to the Concordia building sits approximately 2.8m above the Stanmore Road street level, and is accessed via Cavendish Street (to the rear).
- The existing school buildings are largely located along the College Lane and Newington Road edges of the site. Existing buildings generally range from 2-4 storeys in scale. The balance of the site comprises at-grade car parking and sporting facilities, including sporting ovals and tennis courts.
- The Concordia building across Stanmore Road is a two-storey building with basement and car parking accessed from Stanmore Road. An at-grade car park is located within the eastern portion of this site, with vehicular access from a driveway to Cavendish Street (to the north).
- The site has a primary frontage to Stanmore Road (which accommodates both vehicular and pedestrian access to the site) and a secondary frontage to Newington Road, which is generally limited to pedestrian access and service vehicles.
- The area surrounding the site is predominantly zoned R2 Low Density Residential and includes a combination of single dwellings and residential flat building ranging from 1-3 storeys in height. Stanmore Train Station is located approximately 220m to the north. An existing pedestrian bridge and signalised traffic lights provide pedestrian access over Stanmore Road to Stanmore Train Station, further north.

Potential positive and negative social impacts

A summary of the potential positive and negative social impacts identified is provided in the table below, presented by impact significance. The full assessment is provided in Section 6.

Table 1 Summary of potential positive and negative social impacts

Impact category	Impact description	Unmitigated assessment	Mitigated assessment	Recommendations provided
Way of life	Provision of additional sporting and arts facilities for the local community	Medium Positive	High Positive	Yes. Refer to section 6.2.1.1
Community	Enhanced opportunities for student interaction and connection	Low Positive	High Positive	Yes. Refer to section 6.2.2.1
Accessibility	Access to enhanced academic, co-curricular, and gender-inclusive facilities for the school community	Low Positive	High Positive	Yes. Refer to section 6.2.3.1
Accessibility	Disruption to teaching and learning environment during construction	Low Negative	Low negative to negligible	Yes. Refer to section 6.2.3.2
Accessibility	Increased access to parking and pedestrian routes	Low Positive	Medium Positive	Yes. Refer to section 6.2.3.3

Impact category	Impact description	Unmitigated assessment	Mitigated assessment	Recommendations provided
Culture	Potential disruptions to Aboriginal sites and culture	Negligible	Medium Positive	Yes. Refer to section 6.2.4.1
Health and wellbeing	Impact to health and wellbeing for the school community, local residents and businesses during construction and operation	Medium Negative during construction, Low Negative during operation	Low Negative to negligible during construction, Low Positive during operation	Yes. Refer to section 6.2.5.1
Health and wellbeing	Contributing to students' health and wellbeing	Low Positive	High Positive	Yes. Refer to section 6.2.5.2
Surroundings	Visual impact and overshadowing	Low Negative	Medium Positive	Yes. Refer to section 6.2.6.1
Surroundings	Impact on local character and heritage values of the area	Medium Negative	Medium Positive	Yes. Refer to section 6.2.6.2
Livelihoods	Increased employment and economic opportunities during construction and operation	High Positive	High Positive	Yes. Refer to section 6.2.7.2
Decision-making systems	Involvement of school community and the local community into planning processes and opportunities for feedback	Medium Positive	Medium Positive	Yes. Refer to section 6.2.8.1
Cumulative social impacts	- Cumulative traffic and parking impacts during construction and operation - Cumulative noise and vibration impacts during construction			Yes.

Proposed mitigation, enhancement and management measures

A consolidated list of measures to enhance positive social impacts and mitigate negative social impacts identified throughout this SIA report and summarised in the table above is provided in Section 7. Additional SIA recommendations to further enhance positive impacts and mitigate negative impacts are also provided in Table 19 in Section 7.1 of the report

1 Introduction

1 Introduction

This Social Impact Assessment (**SIA**) has been prepared by Urbis Ltd (**Urbis**) on behalf of Council of Newington College (**the Applicant**). The SIA is submitted to the NSW Department of Planning, Housing and Infrastructure (**DPHI**) in support of a State Significant Development Application (**SSD-78268465**) for the alterations and additions to the Newington College Senior Campus in Stanmore (**the site**).

1.1 Report purpose and scope

An SIA is an independent and objective study that identifies and analyses a proposed development's potential positive and negative social impacts. It involves a detailed study to scope potential positive and negative social impacts, identify appropriate mitigation and enhancement measures and provide recommendations aligned with professional standards and statutory obligations. This SIA process intends to inform the Proposal, not just reflect and report on impacts.

Social impacts can be understood as the consequences people (individuals, households, groups, communities, or organisations) experience when a new project brings change. A SIA considers both physical and intangible impacts, as well as direct and indirect impacts, including short-term (construction) and long-term (operational) impacts.

The NSW Department of Planning, Housing and Infrastructure's (DPHI) Social Impact Assessment Guideline (2025) states that an SIA should consider the likely changes across eight categories, as illustrated in Figure 1.

Figure 1 SIA categories



Source: SIA Guidelines (DPHI 2025, p. 5)

1.2 SIA guidelines and requirements

This SIA aligns with the best practice methods contained within the DPHI's SIA Guideline (2025). The DPHI SIA Guideline (2025) provides a framework to identify, predict and evaluate likely social impacts and helps to provide greater clarity and certainty for applicants and the community.

This SIA also considers the guidance contained in Marrickville DCP 2011 (Stanmore falls into the former Marrickville Council area those DCP continues to be applied in the suburb).

1. This report has been prepared in response to the requirements contained within the Secretary's Environmental Assessment Requirements (**SEARs**) dated 28 October 2025 and issued for the SSDA (**SSD-78268465**). The individual SEARs item relevant to this SIA is outlined in Table 2 below.

Table 2 SEARs item

Item	Description of Requirement	Section Reference (this Report)
22	Social Impact: Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects.	This report (Sections 6-7)

Source: SEARs issued for the proposal, issued 28 October 2025 (DPHI 2025)

1.3 Proposal overview

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

The SSDA seeks consent for staged alterations and additions to the Newington College Senior Campus comprising:

Concept Proposal for the provision of new and upgraded facilities, including:

- Building envelope for the redevelopment of Sevington Courts to accommodate recreational facilities and teaching spaces (refer to detailed Stage 1 Works below).
- Building envelope for alterations and additions to Centenary Hall and development of an adjoining, four storey teaching and learning facility (College Lane building). This development will accommodate a cafeteria and dining hall, lecture theatre, multi-purpose teaching spaces and additional pastoral spaces.
- Building envelope for the redevelopment of the Concordia building to accommodate a performance theatre, multi-purpose gallery and exam centre, new teaching spaces and basement car parking. The Concordia redevelopment includes a new pedestrian bridge across Stanmore Road to the main campus.
- Landscaping design strategy across the campus.
- Car parking provision and circulation arrangements.
- Increase of 368 students and 45 full-time equivalent (**FTE**) staff.

Detailed Stage 1 Works, including:

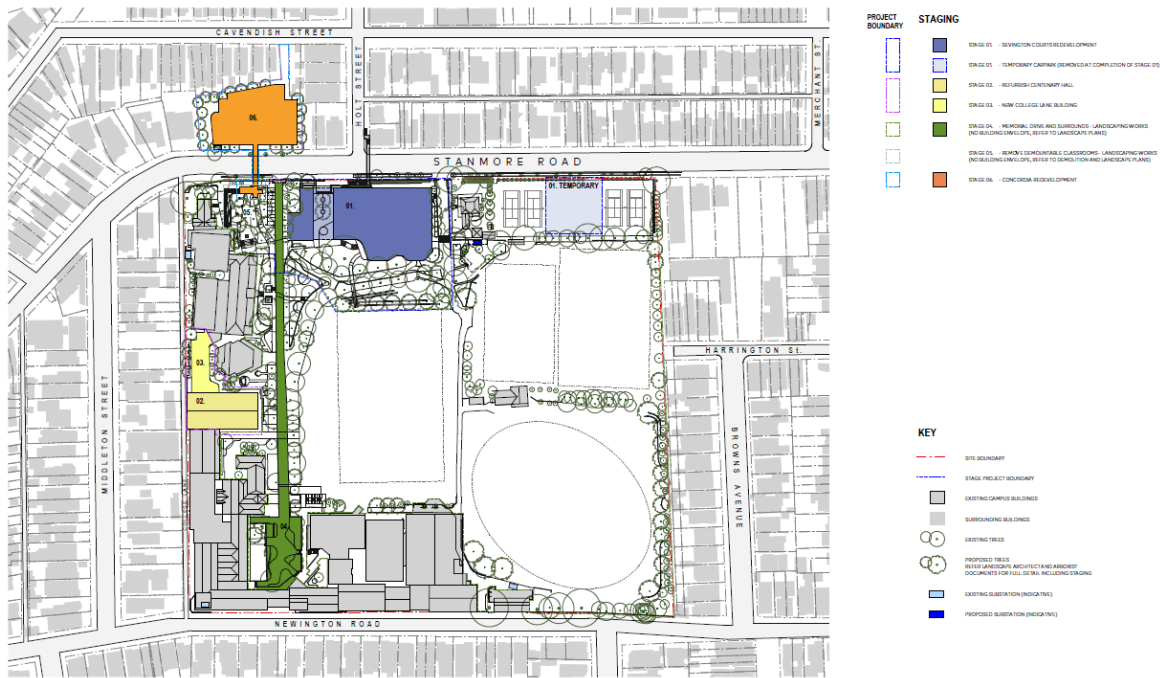
- Earthworks and the associated demolition of Sevington Courts.
- Construction, fit-out and operation of 3 storey building comprising multi-purpose indoor and rooftop courts, fitness centre, multi-purpose teaching spaces, amenities and basement car parking.
- Construction, fit-out and operation of 4 storey building comprising multi-purpose teaching spaces, administrative functions and amenities.
- Alterations to the existing driveway within the site to facilitate vehicle access to the new basement car park.
- Temporary car park during construction phase of Stage 1 Works.
- Tree removal and new landscaping adjacent to the Stage 1 development site.
- Increase of 368 students and 45 FTE staff.

Figure 2 Site aerial map



Source: Urbis, 2025

Figure 3 Concept Masterplan



Source: AJC, 2026

1.4 Authorship and SIA declaration

The authorship of the SIA Declarations for this report is provided in the following Sections.

1.4.1 Authors

This SIA has been prepared by a suitably qualified and experienced lead author and reviewed and approved by a suitably qualified and experienced co-author, who holds appropriate qualifications and has relevant experience to carry out the SIA for this proposal. The following introduces each author:

Allison Heller	Project Director
Position	Director
Qualifications	Bachelor of Town Planning, University of NSW Post Grad Diploma History of Architecture & Art, University of London
Affiliations	Member of Planning Institute of Australia Member of Property Council of Australia – Social Sustainability Roundtable
Experience	Allison has deep expertise in the field of impact assessment. She has delivered social impact assessments, health and health equity impact for a range of state significant projects and precincts for government and private sector clients.
Dr. Melanie Feeney	Quality assurance
Position	Associate Director
Qualifications	Certificate in Social Impact Assessment, The University of Strathclyde PhD, Maastricht University, titled <i>"Becoming Sustainable? Analysing Industry and Government Responses to Climate Change and the Energy Transition"</i> Master of Sustainability, the University of Sydney Bachelor of Public Health, Griffith University
Experience	Experience in writing SIA reports for education projects, in the context of the SIA Guideline (DPHI 2025) and best practice social research, evaluation and impact assessment.
Rebekka McWhirter	Lead author
Position	Consultant
Qualifications	Bachelor of Arts (Archaeology), University of Sydney Master of Planning, Macquarie University
Experience	Experience in writing SIA reports for education projects, in the context of the SIA Guideline (DPHI 2025) and best practice social research, evaluation and impact assessment.
Serena Pek	Co-Author
Position	Assistant Social Planner

Qualifications	Bachelor of City Planning (Honours) (current), University of New South Wales
Experience	Experience in writing SIA reports for education projects, in the context of the SIA Guideline (DPHI 2025) and best practice social research, evaluation and impact assessment.

1.4.2 Declaration

The authors declare that this SIA report:

- Was completed on 15 May 2026
- Has been prepared following the EIA process under the EP&A Act
- Has been prepared in alignment with the DPHI's (2025) SIA Guideline
- Contains all reasonably available proposal information relevant to the SIA
- As far as Urbis is aware, it contains information that is neither false nor misleading.

Rebekka McWhirter

Rebekka McWhirter
Lead Author
15 May 2026

[Signature]

Dr. Melanie Feeney
Project Director
15 May 2026

1.5 SIA guidelines review questions and responses

The review questions outlined by the SIA Guideline (2025) are designed to confirm that the requirements of the SIA Guideline have been fulfilled when considering the scale of social impacts associated with the proposed development. Table 3 below outlines these review questions and indicates how they have been addressed in this SIA.

Table 3 Guideline review questions and responses

Question	SIA Review questions	Addressed by report (yes/no), relevant Section
1	Does the lead author meet the qualification and experience requirements?	Yes – Section 1.41
2	Has the lead author provided a signed declaration?	Yes – Section 1.4
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 social baseline		
4	Does the SIA define and justify the social locality based on the spatial extent of expected impacts?	Yes – Section 3.1
5	Does the SIA identify and describe the social context/locality including different social groups likely to be affected by the project?	Yes – Section 3.1

Question	SIA Review questions	Addressed by report (yes/no), relevant Section
6	Does the SIA identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?	Yes – Section 3.1
7	Does the SIA 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 – Section 3.1
8	Does the social baseline study present data relevant to the social impacts, supported by relevant literature and a diversity of relevant views and likely experiences?	Yes – Section 3.3
9	Does the social baseline study demonstrate applied social-science research methods and explain any significant methodological or data limitations?	Yes – Section 3.1
Identification and description of social impacts		
10	Does the SIA 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 been detailed?	Yes – Section 66
11	Does the SIA apply the precautionary principle to identifying social impacts, and consider how they may be experienced differently by different people and groups?	Yes – Section 6 and 76
12	Does the SIA describe how the preliminary social impact analysis has influenced project design?	Yes – Section 6 and 7 for recommendations on project design
Community Engagement		
13	Were the extent and nature of engagement activities appropriate and sufficient to canvass views of those most affected, including those of vulnerable or marginalised groups?	Yes – Section 4
14	Have the views, concerns and insights of affected and interested people influenced both the project design and the impact assessment, management and monitoring?	Yes – Section 46
Predicting and analysing social impacts		
15	Does the SIA impartially focus on the most important social impacts to people at all stages of the project, without any omissions or misrepresentations?	Yes – Section 76
16	Does the SIA analyse the distribution of both positive and negative social impacts, and identify who will benefit and who will likely experience greater costs because of the project?	Yes – Section 76

Question	SIA Review questions	Addressed by report (yes/no), relevant Section
17	Does the SIA identify its assumptions, and include sensitivity analysis and alternative scenarios? (including 'worst-case' and 'no project' scenarios where relevant)	The methodology Section of the report sets out the key assumptions underpinning the assessment (refer to Section 2). This includes the assumption that information provided through other technical reports (e.g., traffic and noise) is accurate. The SIA considers alternative Site scenarios from the perspective of the 'worst case' scenario (i.e., no technical mitigations), in alignment with the EIS. We note that consideration of alternative Site options (e.g., no development, different types of development) has been considered separately as part of the business case process, which has informed the EIS, and upon which the SIA has drawn. It is the role of the SIA, however, to assess the chosen development scenario at hand and not alternative scenarios considered at the business case stage. Therefore, our sensitivity analysis and assessment of 'worst case' scenarios relate to a 'no mitigations' scenario for the chosen development option. This evidence is assessed as part of the SIA tables in Section 76.
Evaluation significance		
18	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 – Section 66
General		
19	Are the evaluations of significance disaggregated to consider the likely different experiences for different people or groups, especially vulnerable groups?	Yes – Section 66
Responses, monitoring and management		
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 – Section 77
21	Does the SIA report demonstrate how people can be confident that social impacts will be monitored and reported in ways that are reliable, effective and trustworthy?	Yes – Section 77
22	Does the SIA demonstrate how the applicant will adaptively manage social impacts and respond to unanticipated events, breaches, grievances and non-compliance?	Yes – Section 77

1.6 Structure of this report

This SIA has seven Sections as summarised below:

- **Section 1** (this Section) introduces the proposal, purpose and scope of this report.
- **Section 2** outlines the legislative requirements and methodology applied to complete this SIA.
- **Section 3** provides a social baseline of the study area, including the Site's context, social and demographic characteristics, and policy context.
- **Section 4** provides an overview of the field study undertaken to inform the SIA, including an overview of the key findings.
- **Section 5** identifies and provides details on the proposal's social locality.
- **Section 6** assesses the positive and negative social impacts of the proposal, including with and without mitigation and enhancement measures.
- **Section 7** outlines the mitigation, enhancement, and management measures of the assessed impacts.

2 Methodology

2 Methodology

The methodology undertaken to prepare this SIA is outlined in Table 4. The SIA Guideline and Technical Supplement (DPHI 2025) informed the methodology below.

Table 4 Methodology overview

Stage	Activities
Social baseline	▪ Site visit of surrounding land uses and site. ▪ Review of relevant state and local policies and strategies to understand potential social implications. ▪ Analysis of relevant data sets to understand the existing community profile and community values, strengths and vulnerabilities. ▪ Identification of likely impacted groups and communities. ▪ Early identification of potential social impacts (positive and negative) based on research tasks undertaken.
SIA field study	▪ Engagement with the local community through webinars, a community information session and an online survey. ▪ Summary of project briefings feedback from Inner West Council, as provided by Urbis Planning and Engagement teams. ▪ Analysis of field study data and identification of key themes.
Impact scoping	▪ Review of social baseline and SIA field study outcomes. ▪ Review of proposal plans, proposal documentation and relevant technical assessments. ▪ Identification of the proposal's social locality and likely impacted groups. ▪ Identification and scoping of potential social impacts (positive and negative), mitigation and enhancement measures. ▪ Identification of potential opportunities for additional measures to be incorporated into the proposal.
Assessment and reporting	▪ Assessment of social impacts (positive and negative) with and without mitigation and enhancement measures. ▪ Provision of recommendations to further reduce negative social impacts and enhance positive social impacts. ▪ Preparation of draft and final SIA reports.

2.1 Approach to assessing social impacts

The assessment of social impacts can be approached in several ways. The Technical Supplement of DPHI's SIA Guideline (2025) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the magnitude of an impact against the likelihood of the impact occurring.

The DPHI's risk assessment methodology has been applied in this SIA and is outlined in Section 6.

2.2 Assumptions

- This report is dated 9 February 2026 and incorporates information and events up to that date only, and excludes any information arising, or event occurring, after that date.
- In preparing this report, Urbis was required to make judgments which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.
- All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and based on information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and forecasts set out in this report will depend, among other things, on the actions of others over which Urbis has no control.
- Information provided through other technical reports that have informed the identification and assessment of impacts is assumed to be accurate.
- This report has been prepared with due care and diligence by Urbis, and the statements and opinions given by Urbis in this report are provided in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

3

Social Baseline

3 Social Baseline

This Section provides a social baseline of the site and surrounding area. This includes a review of the site location, policy context and demographic profile. The findings from the social baseline have been used to inform the approach to consultation, scoping of initial impacts and the formation of the site's social locality (as described in Section 55).

3.1 Site location

3.1.1 Site context

Newington College Senior Campus is located at 200–244 Stanmore Road, Stanmore in the Inner West Local Government Area (LGA) and is bordered by Stanmore Road to the north, Newington Road to the south and College Lane to the west. The College boundary also includes the Concordia building to the north at 221–235 Stanmore Road. The main campus is legally described as Lot 8 in DP710369 and the Concordia site is legally described as Lot A in DP109269, Lot 1 in DP49, Lot B in DP330028, and Lot 1 in DP526319.

The College is an independent school for boys from Year 7 to Year 12. This school has been located on the Stanmore campus since 1881. In 2023 the College announced plans for a phased transition to co-education.

Specifically, the key feature of the site include:

- The main campus site is a regular shaped allotment with an area of 8.7ha. The Concordia site (and access handle to Cavendish Street), immediately north of the main campus is irregular in shape and is 2,903m² in area.
- The at-grade car park adjacent to the Concordia building is accessible via Cavendish Street (to the rear).
- The existing school buildings are largely located along the College Lane and Newington Road edges of the site. Existing buildings generally range from 2–4 storeys in scale. The balance of the site comprises at-grade car parking and sporting facilities, including sporting ovals and tennis courts.
- The Concordia building across Stanmore Road is a two-storey building with basement and car parking accessed from Stanmore Road. An at-grade car park is located within the eastern portion of this site, with vehicular access from a driveway to Cavendish Street (to the north).
- The site has a primary frontage to Stanmore Road (which accommodates both vehicular and pedestrian access to the site) and a secondary frontage to Newington Road, which is generally limited to pedestrian access and service vehicles.

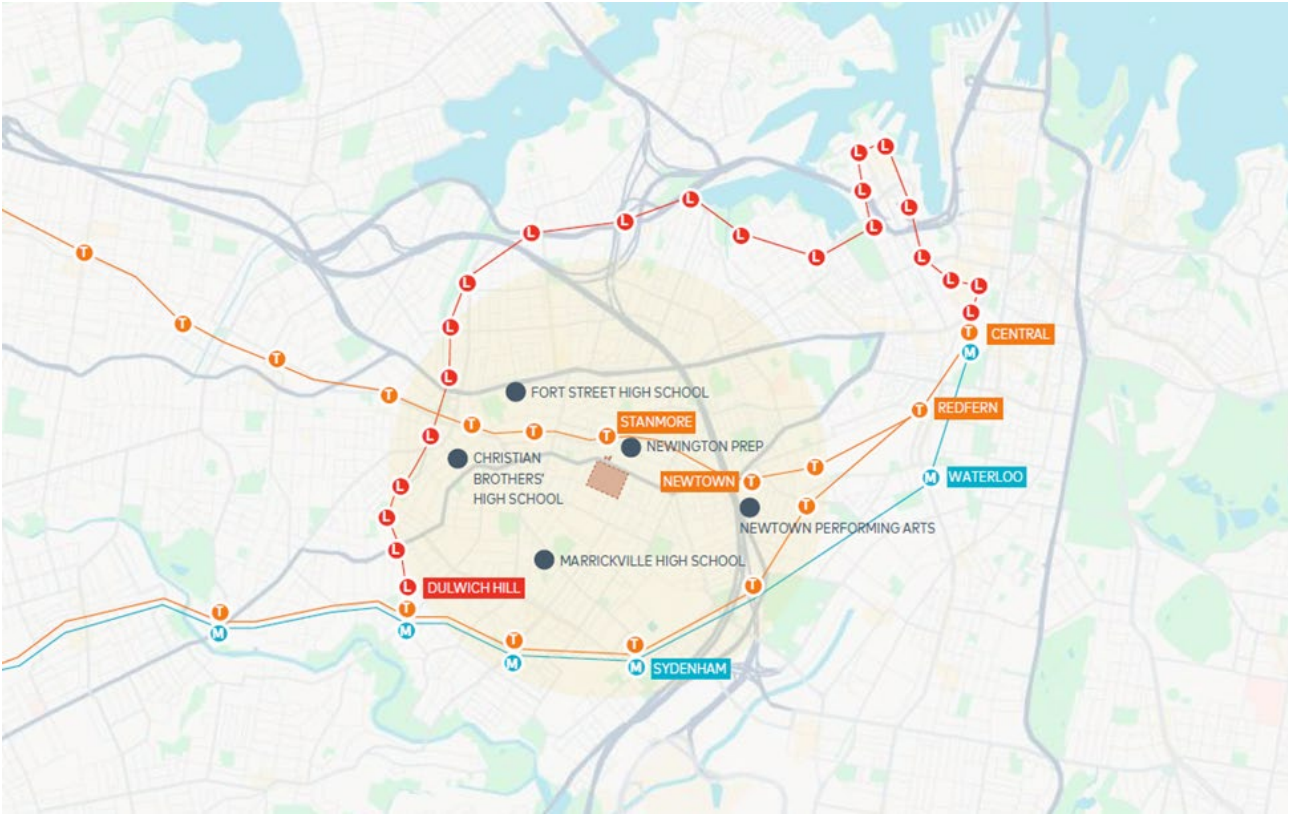
3.1.2 Local context

The area surrounding the site is predominantly zoned R2 Low Density Residential. It includes a combination of single dwellings and residential flat buildings ranging from 1–3 storeys in height. The surrounding of the school also includes several education facilities: Stanmore Public School, Newington College Wyvern House Preparatory School, Newington ELC and Cavendish Street Pre-School.

An existing pedestrian bridge and signalised traffic lights provide pedestrian access over Stanmore Road to Stanmore Train, further north. The Stanmore Train Station is located approximately 220 metres to the north. Generally, the site is well connected to public transport with additional bus stops located along Stanmore Road and surrounding local roads.

A site context map and site photos are provided in Figure 5 and Figure 6 below.

Figure 4 Site and local context



Source: AJC, 2026

Figure 5 Site photos



Picture 1 View south-east along Stanmore Rd boundary. Location of multi-purpose sports hall



Picture 2 View north-east towards Stanmore Rd. Location of multi-purpose sports hall



Picture 3 View north-west across Stanmore Rd to location of the future arts facilities and pedestrian link



Picture 4 View north-east across Stanmore Rd to location of the future arts facilities



Picture 5 View south-west along western site boundary. Location of future College Lane building



Picture 6 Centenary Hall, future School Heart

Source: Urbis, 2025

3.2 Policy context

A review of relevant state and local policies was undertaken to understand the strategic context of the proposal and any potential impacts (positive and negative). This includes:

State

- Greater Sydney Commission, Greater Sydney Region Plan: A Metropolis of Three Cities – Connecting People (GSRP) (2018)
- Greater Sydney Commission, Eastern City District Plan – Connecting Communities (ECDP) (2018)
- NSW Department of Education, Disability Inclusion Action Plan 2021–2025 (DIAP) (2021)
- NSW Department of Education, Design Framework: Sustainability (2023)
- NSW Department of Education (Government Architect), Environmental Design in Schools (EDS) (2018)
- NSW Government Architect, Design Guide for Schools (2018)
- State Environmental Planning Policy (SEPP) (Transport and Infrastructure) 2021

Local

- Inner West Council, Local Strategic Planning Statement (LSPS) (2020)
- Inner West Council, Inclusion Action Plan 2023–2026 (2023)
- Inner West Council, Arts and Music Recovery Plan 2023 (2023)
- Inner West Council, Community Strategic Plan – Our Inner West 2036 (CSP) (2022)
- Inner West Council, Community Engagement Strategy 2022–2024 (2022).
- Inner West Council, Creative Inner West: Cultural Strategy 2022–2025 (2022)
- Inner West Council, Cycling Strategy 2023 (2023)
- Inner West Council, Pedestrian Access and Mobility Plan (2021)
- Inner West Council, Recreation Strategy and Action Plan 2023–32 (2023)

The key social themes from the policy review are summarised in Table 5 below.

Table 5 Key social themes from policy review

Theme	Summary of findings
Supporting increasing demand for school infrastructure 	Both the GSRP and the ECDP emphasise the importance of aligning educational infrastructure with changing demographics, and ensuring facilities are strategically located along transport routes and within growth precincts. Social infrastructure, including schools, plays a vital role in connecting people and fostering relationships. These connections contribute to healthy, culturally rich and cohesive communities built on shared values and trust. The ECDP identifies the need for sharing school facilities through shared use agreements in areas with an undersupply of local facilities. It considers it essential to use non-traditional facilities and spaces for sport, recreation and community uses. The LSPS outlines the importance of increasing access to education and the upgrading and expansion of existing facilities to accommodate future population growth. It emphasises the need to do this while ensuring healthy learning environments and encouraging physical activity and social interaction.

	The CSP further aims to provide quality children's educational facilities, resources and activities to ensure a strong foundation for lifelong learning.
Supporting a cohesive and inclusive community 	The CSP aims to create a welcoming and connected community where inclusivity is fostered. Within this Plan, the Inner West Council commits to providing access and services for people at all stages of life and abilities. The NSW Department of Education's Disability Inclusion Action Plan (DIAP) aims for students of all abilities to feel welcome in their local school communities. As such, it notes that school infrastructure should be made more accessible and compliant with disability standards and Universal Design principles. The LSPS and Disability Inclusion Plan commits to creating environments for equal inclusion, including through the built environment and providing services to improve the quality of life and health of its community assets.
Supporting Aboriginal and Torres Strait People and connection to Country 	The Inner West Council supports and acknowledges the rights of Aboriginal and Torres Strait Islander people to self-determination (as outlined in the LSPS and CSP). The NSW Government Architect's Design Guide for Schools notes that schools should be designed to respond to and enhance the positive qualities of their setting, including considering local Aboriginal cultural heritage values in topography, integrated landscaping, and designs which enhance on-site amenity. Similarly, the NSW Department of Education's Design Framework: Sustainability aims to respect and care for Country.
Promoting physical activity to increase health and sense of belonging 	The GSRP supports healthy, resilient and socially connected communities. Accordingly, the ECDP supports the provision of healthy, safe and inclusive places for people of all ages and abilities that support active, resilient and socially connected communities. It encourages the joint and shared use of facilities between local governments and the private sector, to make school assets available to the community outside school hours and to give schools access to community facilities. Similarly, the Inner West CSP aspires to foster a healthy and active community where people experience a sense of connection and wellbeing. The LSPS further acknowledges the importance of a healthy built environment, and how the built environment can be planned and managed to support and encourage physical activity and social interactions. The LSPS highlight Council's challenges in providing new quality open spaces for communities, due to the density of existing built environment, high land prices and limited funding. Council acknowledges that they will need to find innovative solutions to provide the additional facilities required to ensure the community can keep healthy and active.
Targeting sustainable practices 	The EDS aims to deliver schools with good design including positive environmental, social and economic outcomes. This includes design to minimise the consumption of energy, water and natural resources, and to reduce waste and encourage recycling. The EDS emphasises the benefit of implementing passive design such as in cross-ventilation, passive heating and cooling and external and natural shading. The LSPS targets sustainability including reducing carbon emissions and managing energy, water and waste efficiently with Priority 2 and 5 specifically aiming for Inner West to be a zero emissions and waste community.

Preserve local character and sense of place



Many of Inner West Council's strategic planning strategies aim to preserve the Inner West local character and sense of place. For instance, the LSPS outlines the need to support the LGA's growth through strategically aligned infrastructure. The LSPS highlights that this infrastructure should respect place and local character to preserve the unique character of the Inner West. This is to be achieved through planning priorities, objectives and actions under six themes, including "unique, liveable, networked neighbourhoods", "creative communities and strong economy" and "caring, happy, healthy communities".

3.3 Demographic profile

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

A demographic profile has been developed for the 'local area' and comprises combined SAI data of the population within a 500m radius of the College. The 'local area' captures immediate neighbours who may experience direct impacts as a result of the proposal. The profile is based on demographic data from the Australian Bureau of Statistics (2021) Census of Population and Housing, Atlas id.community profile, population projections from DPHI (2024), data from Socio-Economic Indexes for Areas (SEIFA), Australia and NSW Bureau of Crime Statistics and Research (BOCSAR).

The demographic characteristics of the Inner West LGA has been provided as it captures communities which may experience regional impacts and benefits of the proposal. Demographic characteristics of Greater Sydney has been used, where relevant, to provide a comparison.

The tables below detail the datasets used in analysing the local area, Inner West LGA and Greater Sydney area:

Population, age and diversity



The local area has a lower proportion of children aged 0–14 years compared to Inner West LGA and Greater Sydney. This could indicate a trend towards smaller family sizes or a higher proportion of young adults without children.

In 2021, there were 9,708 people living in the local area, compared to 182,818 within Inner West LGA and 5,231,147 in Greater Sydney.

The average age of the study area was 37.8 years old, which is slightly younger than the average age of 38 for Inner West LGA and 38.4 for Greater Sydney.

There was a slightly lower proportion of children aged 0–14 years in the local area (13.2%), compared to Inner West LGA (14.6%) and Greater Sydney (18.4%).

The population in the local area decreased by 441 residents between the 2016 and 2021 census dates, representing a decrease of 4.3%. In comparison, the population in Inner West LGA increased by 0.43% and a population increase of 8.4% within Greater Sydney.

The population for Inner West LGA is forecast to grow from 182,818 in 2021 to 226,484 in 2041 (23.8%) and the population for Greater Sydney is forecast to grow from 8,097,062 in 2021 to 10,070,467 in 2041 (24.4%).

Culture and diversity



Compared to Inner West LGA and Greater Sydney, the local area had a less culturally diverse population.

At the time of the Census, 1.1% of the population in the local area identified as Aboriginal and/or Torres Strait Islander, compared to 1.2% within Inner West LGA and 1.6% within Greater Sydney.

There was a higher proportion of people born in Australia (71.1%) within the local area, compared to Inner West LGA (62.6%) and Greater Sydney (59.5%).

There was a notably higher level of households in the local area where English was the only language used at home (78.1%), compared to Inner West LGA (69.8%) and Greater Sydney (59.4%).

The top three spoken languages other than English in the local area were Greek (4.6%), Chinese languages (2.6%) and Italian (1.4%).

Education and qualifications



The local area had relatively high educational attainment and a high proportion of primary and secondary school students.

In 2021, 47.8% of people in the local area attending an educational institution were engaged in Primary or secondary education. This was higher than the 40.8% for Inner West LGA.

Within the local area, there was a higher proportion of people with a bachelor's degree or higher (66.8%) as their highest level of educational attainment, compared to that of Inner West LGA (48.2%) and Greater Sydney (54.0%).

The top three occupations within the local area were 'professionals' (46.4%), 'managers' (16.9%) and 'clerical and administrative workers' (11.9%). This aligned with the top three occupations within the LGA being 'professionals' (41%), 'managers' (18.7%) and 'clerical and administrative workers' (11.7%).

There was also a higher proportion of people with a Certificate as their highest level of educational attainment (14.7%) compared to that of Inner West LGA (7.8%), however both were significantly lower compared to Greater Sydney (25.5%).

Workforce, employment and income

The local area had relatively low levels of unemployment, with people in the area predominantly working within the 'professional, scientific and technical services' industries.

Within the local area, 71.4% of people aged 15 years or older reported being employed, with 3.5% reporting being unemployed and 25.1% not being in the labour force. This is similar to that of Inner West LGA with 68.4%, 4.8% and 26.7% respectively.

The local area had slightly lower levels of unemployment (3.5%) to Inner West LGA (4.7%) but significantly lower than Greater Sydney (5.1%).



Within the local area, the three top industries of employment were 'professional, scientific and technical services' (16.6%), 'health care and social assistance' (13.3%) and 'education and training' (12.4%). This aligns with the three top industries in Inner West LGA, being 'hospitals (except psychiatric hospitals)' (4.5%), 'higher education' (3.4%) and 'computer system design and related services' (3.3%).

In the Inner West LGA, family (\$3,155) and personal (\$1,207) median weekly income were significantly higher than in Greater Sydney (\$2,374 and \$881 respectively). However, the household median weekly income was slightly lower in the Inner West LGA (\$2,340) compared to Greater Sydney (\$2,374).

11.2% of the Inner West LGAs residents were classed as low income earners (people earning less than \$500 per week) compared to 9.8% in Greater Sydney.

Within the local area, the average number of motor vehicles per dwellings were 1.2. This is consistent with the average within Inner West LGA (1.2), but lower compared to Greater Sydney (1.7).

Housing and homelessness



In the local area, most people lived in flats or apartments with high levels of home ownership.

Within the local area, the most popular housing type were flats or apartments (35.9%), which is lower than Inner West LGA (42.4%) and higher than Greater Sydney (28.2%).

Further, 26.7% of people in the local area reported living in 'semi-detached, row or terrace house, townhouse etc' and 25.8% reported living in 'separate dwellings'. This indicates that the local area comprises of a mixture of low to medium density living.

The average household size of the local area was 2.3 people, which was similar to the 2.3 people average of Inner West LGA but slightly lower than Greater Sydney (2.7).

Most residents in the local area own their dwellings (53.8%). This is similar to that of Inner West LGA (54.0%) but lower than Greater Sydney (62.9%). Of this, 23.4% reported owning their dwelling outright, with 30.4% owning with a mortgage.

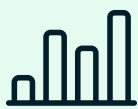
The average weekly rent in the local area was \$550 and the average monthly mortgage repayments were \$3,480. This is higher than the \$500 and \$3,000 respectively, for Inner West LGA, and \$470 and \$2,427 respectively, for Greater Sydney.

Advantage and disadvantage

Inner West LGA generally ranked within the top 30-10% (Decile 7-10) of LGAs across the SEIFA indexes, indicating overall high levels of socio-economic advantage.

According to the 2021 SEIFA, Inner West LGA was within the top 10% (Decile 10) of LGAs in Australia in terms of education and occupation. This indicates that people in the LGA were highly educated and skilled, compared to other NSW LGAs. This may include a higher proportion of people with high educational attainment and working in high skill occupations, and fewer people without qualifications or in low skilled occupations.

The LGA generally ranked within the top 10% (Decile 10) of LGAs in Australia in terms of relative socio-economic advantage and disadvantage. This indicates that the people in the LGA



experienced relatively higher levels of socio-economic advantage, and lower levels of disadvantage.

The LGA ranked in the top 30% (Decile 7) of LGAs in Australia in terms of economic resources. This indicates that the people in the LGA had relatively high access to financial resources, which may include more households with high income and lower levels of unemployment.

Health, wellbeing and disability



The LGA had a higher proportion of people with long-term health conditions, including those with a mental health condition.

There were no available health statistics for the local area, however 44.4% of the population in Inner West LGA reported having long-term health conditions. This is significantly higher than Greater Sydney (27.5%). The top three long-term health conditions in the LGA were 'mental health conditions (including depression or anxiety)' (10.4%), 'any other long-term health condition(s)' (8.5%) and 'asthma' (8.0%).

10.3% of people aged 15 years and over within Inner West LGA had provided unpaid assistance to a person with a disability, health condition or due to old age. This was similar to the 10.6% within Greater Sydney.

Less residents in Inner West LGA (4.8%) reported requiring assistance in their day-to-day lives due to disability compared to Greater Sydney (5.2%).

Crime and safety



As of September 2024, crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) indicates that the Inner West LGA has higher rates of crime (per 100,000 population) for break and enter, liquor offences, and steal from dwelling compared to NSW averages.

Two-year crime trends from October 2023 to September 2024 indicate that most crimes are stable in Inner West LGA, with the exception of steal from motor vehicle (up 13.2% per year) and steal from retail store (up 10.2% per year).

3.4 Newington College profile

Data on the local school context has been sourced from the Australian Curriculum, Assessment and Reporting Authority (ACARA). The data available comprises the three Newington College campuses, being Newington College (Stanmore), Newington College – Lindfield Preparatory School (Lindfield) and Newington College – Wyvern House Preparatory School (Stanmore). The College caters for year K-12 students across the three campuses.

- Over the past four years, enrolments at Newington College have grown by approximately 1%, bringing the current student population to 1,482
- The majority of students have an English language background (76%).
- 1% of students identify as Aboriginal and/or Torres Strait Islander.
- The Index of Community Socio-Educational Advantage (ICSEA) enables comparisons between schools based on the level of educational advantage or disadvantage that students bring to their academic studies, which have been demonstrated to have an impact on students' literacy and

numeracy performance. Newington College has a ICSEA percentile of 98. This indicates that the school is within the top 2% of schools in Australia. Moreover, 68% of the students at Newington College are in the top quarter of students across Australia in terms of the distribution of Socio-Educational Advantage (SEA).

4 SIA Field Study

4 SIA Field Study

This Section provides an overview of the community and stakeholder consultation undertaken as part of this SIA. Consultation is critical to understanding what is important to people and how they feel they may be impacted by the proposal.

In some cases, what people may expect to feel may not be what eventuates as part of the proposal. The consultation summary below does not distinguish between this and summarises the consultation as it was heard to provide an accurate sentiment of people's thoughts, feelings and feedback. The assessment of social impacts (refer to Section 66) considers the outcomes from consultation against the details of the proposal and other technical report findings.

Approach and summary of SIA field study and engagement activities

Urbis' Social Planning and Engagement teams developed and undertook an integrated SIA field study and engagement program to accompany the proposal. The field study was informed by the outcomes of the social baseline (see Section 33) to identify the potentially impacted community and appropriate engagement methods. Activities were focused on individuals and groups within the immediate social locality (see

Figure 7) as well as key stakeholders.

The methods of engagement and consultation with community and key stakeholders are provided in Table 6 below. Additional communication and engagement activities were also undertaken by representatives from the Urbis Engagement team and are detailed in full in the Engagement Outcomes report.

A copy of relevant engagement materials are provided in Appendix A.

Table 6 Methods of engagement and consultation

Method	Administered	Timeframes	Invited	Participated
SIA Field study activities				
Community survey	Online, distributed via postcard letterbox distribution	Between 26 February 2025 until 28 March 2025	Neighbours within 500m of the site (2,173 properties)	117 responses received
Engagement activities				
Inner West Council briefing	Online via videoconference	24 January 2025	Inner West Council Planning department	Three representatives from Inner West Council's Planning department (Director, Senior Manager DA Assessments and DA Manager).
Inner West Council Councillor briefing	Online via videoconference	4 June 2025	Inner West Council Councillors	Four Councillors and three representatives from Inner West Council
Pre-DA meeting with Inner West Council	Online via videoconference	14 May 2025	Inner West Council	Four representatives from Inner West Council
Office of Jenny Leong MP briefing	Online via videoconference	19 December 2024	Office of Jenny Leong MP	One representative from Office of Jenny Leong MP
Community webinars	Online via videoconference	11 March 2025 and 2 April 2025	Neighbours within 500m of the site (2,173 properties) and elected officials	Over 125 community members attended the webinars

Method	Administered	Timeframes	Invited	Participated
Community pop-up session	In person at Newington College	15 March 2025	Neighbours within 500m of the site (2,173 properties) and elected officials	Approximately 30 people attended including community members, College students and parents
Door knock	In person	26 February 2025	Surrounding residents in the local area	Residents of about 31 properties in the local area
Community Newsletter distributions	Distributed via letterbox drop	9 December 2024 and 26 February 2025	Neighbours within 500m of the site (2,173 properties)	2,173 properties
Community enquiry lines	Dedicated project email and 1800 phone number	Duration of the engagement period	Surrounding community and key stakeholders	No phone calls and 12 emails received.

4.1 Council Briefing Summary of Findings

Council briefings were undertaken on 24 January 2025 and 4 June 2025. Additionally, a Pre-DA meeting was held on 14 May 2025. It is noted that Urbis' Social Planning team did not undertake in-depth interviews with Council for the SIA, and Council consultation materials provided by Urbis' Planning and Engagement teams have been summarised.

- 3 representatives from Council's Planning department attended on the briefing on 24 January, as well as representatives from Newington College, AJC and Urbis' Planning team.
- 4 Councillors and 3 Council staff attended the briefing on 4 June 2025, as well as representatives from Newington College, AJC, Traffic and Urbis' Planning and Engagement teams.
- 4 Council representatives attended the Pre-DA meeting on 14 May 2025, as well as representatives from Newington College, AJC, Traffic and Urbis' Planning and Heritage teams.

Key feedback and recommendations from Council that arose during these meetings relevant to the assessment of social impacts (positive and negative) is summarised below:

Table 7 Council briefing feedback summary

Key themes	Feedback summary
Traffic and parking	▪ Concern was raised around local traffic and parking impacts generated by parents during drop-off and pick-up times, particularly around the Addison Road area. ▪ Council noted preferences for using main roads like Stanmore Road for carpark and construction traffic access, rather than using local streets including Cavendish and Holt Streets to reduce local traffic congestion. ▪ Concern was raised about disruption to the local traffic network caused by construction traffic, indicating a need to manage truck movements and set downs on local streets.

Key themes	Feedback summary
	- Concern was raised around carparking impacts for nearby residents and Newington College Prep School during construction and operation, particularly as a result of the anticipated student population of the College, and College students travelling via car. - Queries around the heightened risk of increased traffic volume was raised, especially to young children in school zones and near crossings.
Shared use of facilities	Council expressed interest in opportunities for activation and the use of public space given the Applicant's interest to facilitate community use of the Sevington development, encouraging communication with the community or formalising any informal arrangements.
Building design and visual impacts	- Consideration to ensure that the height, bulk and scale of the proposal's developments aligns with the surrounding streetscape character, noting that the design of the Sevington Building (at the time) was out of context of the local streetscape. - Consideration to align with the recommendations by the State Design Review Panel to ensure Connecting with Country design outcomes, opportunities to enhance pedestrian access and wayfinding through landscaping and design and providing activation.
Heritage and environmental impacts	- Concerns were raised about retaining the trees along Stanmore Road, highlighting the need for a Tree Management Plan given the ongoing piecemeal approach to removing trees across the campus and considering future College projects. - Consideration to ensure that the proposal does not affect the heritage significance of the heritage listed items onsite, and character of these or surrounding heritage items through the proposal's design and visual character.
Neighbouring amenity impacts during construction and operation	- Concern was raised around visual and acoustic privacy of neighbours, including cumulative operational noise emissions, managing the openings of sightlines and construction related noise impacts. - Queries about managing solar access and overshadowing of surrounding buildings due to the proposal was raised by Council.
Recommendations	Council recommended a Plan of Management to be prepared, to demonstrate the maintenance of neighbouring amenity. This includes operational management such as security, parking, pedestrian access and safety, management traffic movements during and outside of school hours, and recommendations to ensure the health and safety of College staff, students and residential neighbours during construction and operation.

4.2 Local State MP Briefing Summary of Findings

An online meeting with the Office of Jenny Leong MP occurred in December 2024 and was attended by 1 office member, and representatives from Newington College and Urbis' Planning and Engagement teams. Key feedback relevant to the assessment of social impacts (positive and negative) included:

Table 8 Local State MP feedback summary

Key themes	Feedback summary
Traffic and parking	The member inquired about plans for construction traffic management, particularly mitigation of impacts to traffic and local roads.

Shared use of facilities	Potential community access to the proposed facilities and details formalising this access, and the potential for the Office to be involved in this community engagement process (to further explore sharing facilities).
Community engagement and consultation	The member requested transparency regarding community consultation and engagement activity outcomes including a summary of queries and responses arising from community briefings, and community engagement check ins.

4.3 Community Webinar Summary of Findings

Community webinars were undertaken on 10 March 2025 and 2 April 2025. Over 96 people attended the community webinar on 10 March 2025. A summary of the feedback and questions received during the webinar on 11 March is provided in Table 9 below.

Table 9 Community webinar 10 March 2025 feedback summary

Key themes	Feedback summary
Traffic and parking	- Attendees raised concerns about the proposed carpark for the Concordia Building, specifically questioning which roads will serve as the entrance and exit. The community prefers that Newington College use Stanmore Road for all carpark access and building works, avoiding local roads like Cavendish and Holt Streets. - Concerns were also raised about whether all traffic in and out of the Concordia site will be directed onto Stanmore Road, avoiding congested backstreets. Attendees noted that Newington buses, often empty, stream up Cambridge Street every morning and afternoon, contributing to traffic issues. - Examples of traffic problems include school buses double parked in front of Wyvern House, gridlocking traffic along Cambridge Street, and parents stopping in the middle of the roundabout at Cambridge and Merchant Streets. The Stanmore Ward Councillors and Newington College are aware of community complaints. - Questions were raised about what constitutes 'adequate' onsite parking and measures to manage parent behaviours at drop-off and pick-up times. Concerns were also expressed about Buildings 2A and 2B pushing more traffic onto College Lane during construction and once operational. - The Stanmore community has made it clear they do not want Holt and Cavendish Streets used for the Concordia Club entrance, feeling their concerns have not been listened to. While the increase in onsite parking was acknowledged positively, questions remain about short-term parking for construction workers, the expected increase in staff and students, and whether the increased parking will meet growing needs. - Questions were raised about how residents are meant to park on College Lane during construction.
Safety	- The small school zone has a higher-than-normal student population, with many young children. The Concordia Building is near two crossings on Cavendish and Holt Streets. Increased traffic on local roads will impact initiatives promoting walking and active lifestyles, particularly affecting Stanmore Public School, the Cavendish Street Early Learning Centre, and Newington College students. Traffic is already chaotic during mornings and afternoons, and more traffic will worsen this issue. The community has witnessed challenges in traffic management by Newington College, such as school buses double parked. - Attendees inquired about Newington College's traffic management plan to address increased risks to children from five nearby schools.

Key themes	Feedback summary
Public and active transport	Attendees raised concerns about the focus on encouraging the use of public transport. They questioned whether there was an emphasis on encouraging staff and parents to use public transport and what measures the school was taking to encourage students and teachers to use public transport instead of driving.
Building design and usage	- Concerns were raised that Centenary Hall (Stage 2) is expected to reduce morning daylight to the 29 Middleton Street apartment building and impact residents' privacy. - Some attendees also expressed dissatisfaction, stating they would not use the facilities.
Heritage and environmental impact	Attendees raised concerns about the impact on the heritage precinct outside the campus. They inquired whether the Heritage Impact Assessment would cover the impact on heritage beyond the campus itself and whether there was any regard to height precedents with the SSD process.
Community engagement and communication	- Attendees raised concerns about the nature of community engagement and communication. They questioned whether Newington was planning to acquire more properties around Concordia. - Attendees expressed frustration, feeling that the webinar conversation was one-sided. - Surveys conducted by Newington College may be skewed, and more accurate feedback comes directly from the local community, including parents of Stanmore Public School, Cavendish Street Pre School, Newington College parents, and the School Crossing Supervisor.
Construction and development timeline	Attendees raised concerns about the construction and development timeline. They inquired about the estimated timing for the construction of Phase I if the SSDA was approved.

Twenty-five people attended the community webinar on 2 April 2025. A summary of the feedback and questions received during the webinar on 2 April is provided in Table 10 below.

Table 10 Community webinar 2 April 2025 feedback summary

Key themes	Feedback summary
Traffic and Parking	- Concerns were raised about whether parking in Cavendish Street will be reduced to allow for the size of construction vehicles turning into Cavendish Street. - Attendees raised concerns about where the heavy vehicles will be parked during construction, particularly while waiting for another truck to be loaded or concrete to be poured. - Attendees raised concerns about where parents will be able to drop off their kids during the construction period.
Construction and development timeline	- Attendees inquired about the projected timeframe from approval to completion of the project. - Attendees inquired about whether construction will occur on weekends. - Attendees inquired about how much disruption there will be for students.

Key themes	Feedback summary
Building design and usage	- Attendees inquired about what Concordia will be used for in the new developments. - Attendees inquired about when they will be privy to the design of the Sevington building. - Attendees raised concerns about whether the existing trees along Stanmore Rd will remain in front of the Sevington building.
Council and Planning Permission	- A Councillor attendee inquired about the engagement with the Inner West Council, asking for more details about what the engagement was and what further contact there will be with the Council. - Attendees inquired about whether there is confidence that planning permission will be approved for all developments.

4.4 Community Information Session

On 15 March 2025 a community information session was held on-site at Newington College, Stanmore. A summary of the feedback and questions received during the community information session is provided in Table 11 below.

Table 11 Community information session feedback summary

Key themes	Feedback summary
Traffic and parking	- Concerns and questions were raised related to traffic and parking management - One person provided negative feedback, particularly in relation to traffic management (operational and prospective traffic management). Concerns included buses double parking and inconsiderate parent parking, with worries that the project will exacerbate these issues.
Accessibility	One person offered helpful insight and the offer to provide a consultative voice on accessibility regarding students living with disability/design for sensory inclusion. These details will be shared with the AJC team.
Construction and development timeline	Questions related to project timeline and timing
Positive feedback	- Overall, the response was very positive, with comments like "just get on and do it – but make it look like Cranbrook, don't make it look like Scots." - Most people were interested, positively so, and wanted more details.
Stakeholder attendance and influence	- It was noted that the State MP did not attend. - Councillors from Stanmore Ward at Inner West Council did not attend. - One person, provided emotional and negative feedback. Although her influence is considered low, her feedback will need to be addressed.

4.5 Community Survey Summary of Findings

An online community SIA survey was developed to understand the potential social impacts of the proposal and potential mitigation and enhancement measures. Appendix A of this report includes a copy of the survey questions, and Appendix B includes a detailed summary of survey findings.

The SIA survey received 117 responses, including 55 completed survey responses and 62 incomplete survey responses (i.e. one or more questions were skipped). Of those who responded, a majority were residents living within 500m of the site or nearby suburbs (including Stanmore, Enmore, Marrickville or Petersham). Table 12 includes a summary of the key points raised by survey respondents.

Table 12 Community survey summary of findings

Key themes	Feedback summary
Existing use of sport and recreation facilities and opportunities	Some survey respondents indicated that they currently use the College's sporting facilities, but a larger proportion of respondents noted that they use sport and recreation facilities in the local area including tennis courts, public pools, parks, council libraries, community centre and town hall facilities. Respondents recommended the shared use of College's facilities, including sports and recreation facilities, green space and the College Hall. Other respondents suggested access to the school's facilities by public school students and free overnight off-street parking.
Potential positive impacts	Respondents identified the increase in car parking facilities on-site to limit College staff, students and visitors parking in the surrounding road network, improved facilities for the College and provision of jobs during construction as key positive impacts. Other respondents noted positive economic impacts on local businesses and opportunities for the broader community to have access to the facilities as potential positive impacts generated by the proposal. Respondents believed the proposal would positively impact College students and staff and local businesses. Suggestions to enhance positive impacts generated by the proposal included ensuring parking facilities accommodate the demands of the College community, providing bus bays within the College grounds, providing entry and exit points to the Concordia building via Stanmore Road and providing community access to College facilities.
Potential negative impacts	Respondents expressed concerns regarding the potential increase in traffic congestion and stress on local on-street parking due to an increased student cohort, and the negative impact on the College community feel from this increase in students. Other concerns raised were related to overdevelopment and overshadowing. Construction-related concerns were also raised, including traffic and parking congestion due to an increase in construction vehicles, pedestrian safety and access to the College, and noise and pollution impacts to the College community. Respondents believed the proposal would negatively impact residents and the surrounding community, users of the surrounding road network and those in the community with long-term health issues. Potential mitigation measures identified by respondents included traffic management during construction and operation, increasing on-site parking provision, staggering class start and finish times and holding special events in various locations to prevent traffic congestion. Other suggestions included increasing the number of College open days, limiting enrolment numbers and considering the renovation of existing buildings onsite.

4.6 Key implications of SIA field study findings

This section outlines the key social impacts identified by participants throughout the SIA field study and engagement activities. All consultation sought to understand how participants viewed their community, and to identify how the proposal may impact their community. Participants identified both positive and negative impacts, as well as opportunities to mitigate or enhance these potential impacts, shown in Table 13.

Table 13 Community identified potential positive impacts, negative impacts, and opportunities

Positive impacts	Negative impacts	Opportunities
▪ Improved access to facilities for the school community. ▪ Onsite parking to mitigate growing College parking needs both short and long-term ▪ Supporting local businesses and economy with greater student population ▪ Local employment during construction ▪ Access to education with the recent move toward co-education (although not part of this proposal)	▪ Potential to exacerbate existing traffic congestion and limited parking availability around the site particularly during drop-off and pick-up hours ▪ Heightened risk to safety, particularly to young children, cyclists and pedestrians during construction and operation ▪ Visual impacts to existing streetscape due to the proposal's bulk, scale and design ▪ Potential impacts to nearby heritage precinct and items ▪ Potential noise, air quality, privacy and solar access impacts to nearby residents ▪ Impacts of health and wellbeing to students and quality of teaching and learning ▪ Potential change to community and College character	▪ Provide community access to school facilities ▪ Foster ongoing transparent communication methods with the community during the construction process and future developments ▪ Enhance pedestrian access and wayfinding through landscaping and activation ▪ Connecting with Country outcomes ▪ Encourage College community to take public transport ▪ Potential to provide overnight parking in the College grounds

5 Social Locality

5 Social Locality

A social locality helps to identify the scale and nature of the proposal's likely social impacts, as well as the likely impacted groups.

This proposal's likely social locality (shown in

Figure 7) was determined based on a review of the proposal, surrounding context and consultation outcomes. The social locality considers three key areas and likely impacted groups. These include:

- **Immediate social locality:** This area includes communities that may be directly impacted by the proposal, including nearby residents, workers, services and businesses located immediately around the site. This includes the Newington College community (students and staff) who use the facilities, broader College community (including families and visitors), Cavendish Street Preschool, residential neighbours particularly those living on College Lane, Newington Road, Browns Avenue, Cavendish and Holt Street as well as users along Stanmore Road. This encompasses users approximately 300m of the College, given localised traffic and parking impacts/concerns along Stanmore Road/Cambridge Street identified by the community during consultation (refer to Section 4). These communities may experience localised impacts such as visual, noise, dust and changes to the traffic and pedestrian network, as well as improved access to facilities.
- **Surrounding social locality:** This locality includes communities within 500m of the College including residents, business owners and workers, including Stanmore Public School and Newington College Wyvern House Preparatory School communities, and users of Stanmore Train Station. This 500m radius has been similarly used by the Urbis Engagement team to determine the area the most likely to experience impacts (refer to section 4). Urbis' Social Planning and Engagement teams developed and undertook an integrated SIA field study and engagement program to accompany the proposal. The field study was informed by the outcomes of the social baseline (see Section 33) to identify the potentially impacted community and appropriate engagement methods. Activities were focused on individuals and groups within the immediate social locality (see

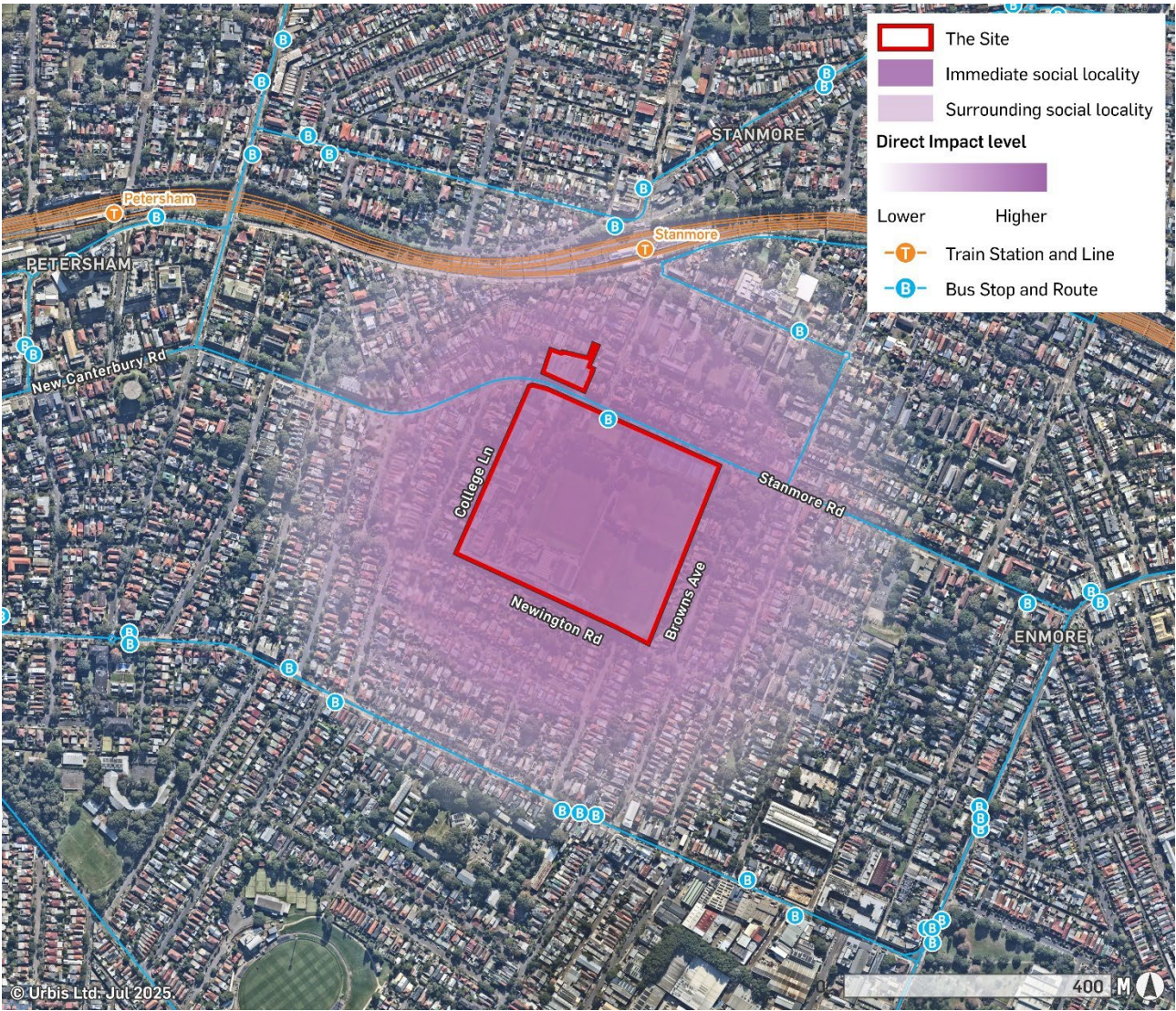
- Figure 7) as well as key stakeholders.

The methods of engagement and consultation with community and key stakeholders are provided in Table 6 below. Additional communication and engagement activities were also undertaken by representatives from the Urbis Engagement team and are detailed in full in the Engagement Outcomes report.

A copy of relevant engagement materials are provided in Appendix A.

- These communities may experience residual impacts such as visual impacts, changes to the traffic and pedestrian network and access to facilities for College students and staff that live or travel within this locality.
- **Broader social locality:** This locality recognises that the broader area has the potential to benefit from the proposal either directly or indirectly through the enhancement of school facilities in the context of projected population growth of the LGA. This includes younger age groups and planned population growth of the College's student body. It also recognises students in the wider enrolment and bus service catchments that may attend the College, commuting from areas such as Cronulla, Eastern Suburbs, North Shore, Strathfield, Dee Why, Annandale, Lane Cove, Drummoyne, Mosman, Northbridge and Roseville.

Figure 6 Social locality



Source: Urbis, 2025

6

Social Impact Assessment

6 Social Impact Assessment

This Section presents a ranking of the identified social impacts associated with the proposal. It is structured by the social impact categories outlined in the SIA Guideline (DPHI 2025), as shown in Table 14 below.

6.1 Assessment Approach

Each impact is assessed following the risk assessment methodology applied in the SIA Guideline Technical Supplement (DPHI, 2025), whereby the significance of each potential social impact is assessed by comparing the magnitude of the impact against the likelihood of the impact occurring.

This methodology and associated assessment parameters are outlined in the tables below.

Table 14 Social impact category definitions

Social impact category	Definition
Way of life	including how people live, how they get around, how they work, how they play, and how they interact each day.
Community	including composition, cohesion, character, how the community functions, resilience, and people's sense of place.
Accessibility	including how people access and use infrastructure, services and facilities, whether provided by a public, private, or not-for-profit organisation.
Culture	both Aboriginal and non-Aboriginal, including shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings.
Health and wellbeing	including physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, access to open space and effects on public health.
Surroundings	including ecosystem services such as shade, pollution control, erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity.
Livelihoods	including people's capacity to sustain themselves through employment or business.
Decision-making systems	including the extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.

Source: SIA Guideline (DPHI 2025, p.13)

Table 15 Significance matrix

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

Source: DPPI, 2025, SIA Guideline: Technical Supplement, p. 17

Table 16 Likelihood levels

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

Source: SIA Guideline: Technical Supplement (DPPI 2025, p. 16)

Table 17 Magnitude levels

Magnitude level	Meaning
Transformational	Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	Little noticeable change experienced by people in the locality.

Source: SIA Guideline: Technical Supplement (DPPI 2025, p. 17)

Table 18 Dimensions of social impact magnitude

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

Source: SIA Guideline: Technical Supplement (DPHI 2025, p. 16)

Mitigation and enhancement measures

Social impacts are assessed before and after the implementation of mitigation measures (for negative social impacts) and enhancement measures (for positive social impacts). These measures can take various forms and may be incorporated into the design, planning, construction, or operational stages of the proposed development. Mitigation measures, enhancement measures, and SIA recommendations are summarised in the Section 7.1.

SIA recommendations

SIA recommendations are proposed throughout the impact assessment to enhance positive social impacts further and mitigate negative social impacts. These measures have not been included in the assessment of mitigated or enhanced impacts but have been recommended as additional measures for consideration by the applicant to enhance the social outcomes of the proposal. Mitigation and enhancement measures, which are committed to and have informed the assessment of mitigated and enhanced social impacts, are detailed in the 'mitigated' and 'enhanced' sections of each social impact throughout this Section and summarised in the Section 7.1. SIA recommendations are identified separately from the mitigated and enhanced assessment for each impact and are summarised in the Section 7.2.

6.2 Assessment of impacts across social categories

This Section provides an assessment of the key impacts of the projects, as per the categories set out in the SIA Guideline.

6.2.1 Way of life

Guideline definition: *Way of life, including how people live, how they get around, how they work, how they play, and how they interact each day.*

6.2.1.1 Provision of additional sporting and arts facilities for the local community

Affected stakeholders	Duration of impact
Immediate, surrounding and broader social locality (surrounding residents and schools, and facility visitors)	Operation
Assessment – without mitigation: Medium Positive	

High-quality sporting and arts facilities play a vital role in supporting both student development and broader community wellbeing. Access to spaces such as performance venues, galleries and multi-purpose courts encourages active lifestyles, fosters creativity, and provides opportunities for social connection. When these facilities are made available for community use, they can help bridge gaps in local infrastructure, particularly in areas where open space and recreational amenities are limited. For students, these facilities enrich the educational experience by promoting teamwork, discipline, and cultural engagement, while for the wider community they offer inclusive spaces for participation, learning and celebration.

State and local strategies, including the Greater Sydney Region Plan and Eastern City District Plan (refer to Section 3.2), recognise the benefits of sharing school facilities through formal shared use arrangements. Such arrangements can provide the local community with additional spaces to meet, connect and engage in activities that support healthy living. This is particularly important in high-density areas such as the Inner West Council LGA, where Council has acknowledged the challenge of delivering new quality open spaces for residents (refer to Section 3.2).

The shared use of Newington College's sporting and arts facilities has been identified as a priority by both the community and Council representatives (refer to Section 4). During Council interviews, representatives recommended engaging with the community and formalising existing informal arrangements to ensure these facilities are accessible to the public.

At the time of writing, the College has formalised shared use arrangements for these facilities, as outlined in the Plan of Management (PoM) (Urbis, 2026):

- New Gym Basketball Courts and Swimming Pool: 6:00pm–9:00pm, 2–4 times per week
- Centenary Hall: Sunday hire
- Drama Centre, Concordia Gallery and Lecture Theatre: As booked

These facilities are utilised by a range of sporting, community and alumni groups for purposes including training, performances and markets, creating a valuable link between the College and the broader community.

Considering the existing access arrangements for the local community to the College's facilities, the unmitigated impact is assessed as **medium positive**, given the almost certain likelihood and minor magnitude.

Assessment – with mitigation/enhancement: High Positive

The proposal includes the development of an additional teaching and learning facility, including lecture halls (College Lane building), an arts facility including a performance theatre and gallery space (Concordia building) and two buildings consisting of multi-purpose indoor and rooftop sports courts, gymnasium, teaching spaces and amenities (Sevington development). These spaces will further support the College's teaching and learning environment, and sporting and recreational offerings.

Further, the Applicant has committed to extending shared use arrangements to make these facilities accessible to the community during out-of-hours. The PoM outlines the following proposed out-of-hours uses for the Sevington development:

- Indoor Courts: Monday–Friday, 6:00pm–10:00pm;
- Rooftop Courts: Saturday, 6:00am–8:00pm (when not required by the College);
- Fitness Centre and Classrooms: Sunday, 8:00am–8:00pm (when not required by the College).

It is assumed that the existing shared use arrangements for Centenary Hall and Concordia building will remain consistent after the proposed works and will be reviewed as part of detailed SSDA's for these stages of the masterplan.

These arrangements have the potential to meet the sport and recreational needs of the local and surrounding communities, responding to Council's concern about the provision of new recreation and open spaces in the long-term. The Applicant has further responded to feedback raised by survey respondents, Council and the Local MP during SIA field study and engagement activities (refer to Section 4) which highlighted the desire for shared use arrangements and access to the proposed facilities by local schools and the broader community.

As a result, the mitigated impact is assessed as **high positive**, given the almost certain likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- As suggested in the SIA field study (Section 4), consider increasing the number of open days at the College to foster better community connections.
- Ensure access is available for all ranges of individuals, including people with disability. Explore opportunities to go beyond minimum accessibility requirements in the next stage of the development.

6.2.2 Community

Guideline definition: *Community, including composition, cohesion, character, how the community functions, resilience, and people's sense of place.*

6.2.2.1 Enhanced opportunities for student interaction and connection

Affected stakeholders	Duration of impact
Immediate social locality (College students)	Operation
Assessment – without mitigation: Low Positive	

The provision of new and upgraded facilities at Newington College is expected to enhance opportunities for student interaction and connection, fostering a stronger sense of community cohesion across the College.

As outlined in the Policy Review (refer to Section 3.2), the expansion of educational facilities and infrastructure plays a key role in connecting people – including students and staff – and supporting the formation of social networks. These connections contribute to healthy, culturally rich and inclusive communities built on shared values and trust. Relevant policies, such as Council's Community Strategic Plan (2022), Local Strategic Planning Statement (2020) and the NSW Department of Education's Disability Inclusion Action Plan (2021), emphasise the importance of school infrastructure that encourages social interaction for students of all ages and abilities.

From 2028, Newington College will welcome a female student cohort as part of its transition to a co-educational model. In line with this change, senior school capacity is planned to grow from 1,492 students in FY2025 to 1,860 students by FY2033. The proposed infrastructure will support this transition by providing inclusive, accessible and well-designed spaces that enable seamless integration of new cohorts and encourage engagement across the student body.

Consultation feedback (refer to Section 4) indicates that community members expect the proposal to have a positive impact on both staff and students, with improved facilities seen as a catalyst for stronger connections and a more cohesive school environment.

With consideration for the proposal's provision of indoor and outdoor spaces that will support social interaction and connection, the unmitigated impact is assessed as **low positive**, given the likely likelihood and moderate magnitude.

Assessment – with mitigation/ enhancement: High positive

The Architectural Design Report (AJC, 2026) identifies a range of design features and spaces within the proposed developments that will facilitate student engagement. These include the cafeteria, dining hall, performance theatre, musical rehearsal spaces, art venue and pastoral space within the Centenary Hall redevelopment, as well as College Lane and Concordia buildings. The Sevington development will provide multi-purpose indoor and outdoor courts, a gym and fitness centre, an informal auditorium and associated amenities. In addition, the Design Report highlights outdoor gathering and landscaped areas that will further encourage student interaction. These include an outdoor learning space within the Sevington development, an outdoor canteen gathering area as part of the Centenary Hall upgrades, and enhanced College forecourts – all designed to support outdoor learning, play and social connection.

Additionally, the proposed infrastructure will play a key role in supporting the integration of the incoming female student cohort and the wider diversification of the College's population. Through the delivery of inclusive, accessible and well-considered spaces, the development will create natural opportunities for connection and engagement across the student body. This will help ensure that both new and existing cohorts can interact, collaborate and contribute to a cohesive school community. The Architectural Design Report (AJC, 2026) emphasises that gender-inclusive design principles will be embedded in the delivery of the infrastructure, ensuring facilities meet the needs of all students.

With consideration for the proposal's provision of indoor and outdoor spaces that will support social interaction and connection, this mitigated impact is assessed as **high positive**, given the likely likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- Consider regular programming of activities, events or gatherings which bring together each section of the school and its students in order to enhance the sense of community across the entire College.

6.2.3 Accessibility

Guideline definition: Accessibility, including how people access and use infrastructure, services and facilities, whether provided by a public, private, or not-for-profit organisation

6.2.3.1 Access to enhanced academic, co-curricular, and gender-inclusive facilities for the school community

Affected stakeholders	Duration of impact
Immediate social locality (school community)	Operation

Assessment – without mitigation: Low positive

The provision of enhanced and expanded academic, co-curricular, and gender-inclusive facilities will create high-quality learning environments that support academic achievement, personal development, and the wellbeing of the entire school community. The inclusion of gender-inclusive facilities will also ensure the needs of the incoming female cohort are met, improving access to the full range of school activities and contributing to positive educational outcomes.

Newington College currently provides a broad range of academic, arts, and sports programs that cater to diverse interests and abilities, fostering participation across the school community.

As a member of the Athletic Association of the Great Public Schools (AAGPS), the College offers competitive and recreational opportunities in sports such as basketball, cricket, swimming, tennis, AFL, rugby, and more. Weekly fixtures, carnivals, and regattas are accessible to students of all skill levels, with sport compulsory from Years 7–12. The Talented Athlete Sports Program (TASP) supports individual development while balancing academic and wellbeing needs. Key sporting facilities on site include:

- Three cricket ovals, three rugby fields, and two football fields

- Covered basketball court
- Taylor Sports Centre with a 25-metre heated indoor pool (water polo-ready)

Additionally, the college's arts programs span music, drama, visual arts, filmmaking, and creative writing, combining classroom learning with co-curricular activities. Students participate in collaborative productions, exhibitions, festivals, and publications, encouraging creative expression and inclusion. Key arts facilities include:

- Concordia Gallery with exhibition space
- Music rooms and studios for rehearsal, teaching, and practice
- Old Boys Lecture Theatre and Function Centre
- Duckmanton Drama Centre for theatre, music, dance, and film
- Centenary Hall (1,200 seats)

Consultation (refer to Section 4) indicated a clear and positive response from community and stakeholders regarding the proposed expansion of on-site facilities, with many recognising the benefits these upgrades would bring to both current and future students.

Therefore, with consideration to the current facilities offered on campus and the extensive programs offered within the school, this unmitigated impact is assessed as **low positive**, due to the likely likelihood and minor magnitude.

Assessment – with mitigation/enhancement: High positive

As outlined in the Co-Education Plan, Newington College will transition to a co-educational model, with senior school capacity increasing from 1,482 students in FY2024 to 1,860 students by FY2033. This growth will be supported through the provision of additional general learning spaces, specialist facilities, shared amenities, staff rooms, and other collective areas designed to meet the needs of a larger and more diverse student population.

The concept master plan sets out a series of staged developments to deliver these facilities. Stage 2 involves alterations and additions to the building envelope of Centenary Hall. Stage 3 will deliver a new four-storey teaching and learning facility, the College Lane Building. Stage 6 focuses on the redevelopment of the Concordia Building to include a performance theatre, a multi-purpose hall that can function as a gallery and examination space, additional classrooms, and basement car parking, along with a pedestrian bridge across Stanmore Road to improve connectivity with the main campus.

Stage 1 of the detailed design will commence with the Sevington development, comprising two 3–4 storey buildings housing multi-purpose indoor and rooftop courts, a strength and conditioning gymnasium, flexible teaching spaces, administrative areas, amenities, and basement car parking. This stage also includes modifications to the existing driveway to enable vehicle access to the new basement car park. Completion is targeted for the start of Term 1, 2028, with Level 1 providing six classrooms as part of the Stage 1 decanting strategy to maintain uninterrupted teaching and learning during the broader redevelopment.

Collectively, these improvements will broaden and enhance access to academic and co-curricular facilities, ensuring they are inclusive and responsive to the needs of all students. This aligns directly with supporting the school community's access to enhanced academic, co-curricular, and gender-inclusive facilities as Newington College moves towards full co-education by 2033.

As discussed above, the proposal will enhance the access to academics and co-curricular facilities to the school communities. Therefore, this mitigated impact is assessed as **high positive**, given the likely likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- Develop and implement gender-inclusive programming and sports pathways for female students, incorporating tailored training schedules, access to specialist coaching, and equitable use of indoor and rooftop courts, gymnasium spaces, and performance facilities. Consultation with female students should inform program design to ensure offerings reflect their interests and aspirations.
- Design and program flexible, multi-purpose learning and activity spaces to accommodate a wide range of academic, cultural, and social activities. This should include events that foster collaboration across year levels and backgrounds, with adaptable configurations to support both large gatherings and smaller group activities.

- Establish a structured community engagement and feedback framework during the transition to co-education, incorporating regular forums, surveys, and pilot programs to test new facilities and activities. This process should identify emerging needs, address barriers to participation, and ensure facilities and programs remain responsive to the evolving school community.

6.2.3.2 Disruption to teaching and learning environment during construction

Affected stakeholders	Duration of impact
Immediate social locality (College community, including staff and students)	Construction

Assessment – without mitigation: Low negative

Construction activities associated with the Proposal will likely cause disruption to the access of learning spaces on campus, which may affect daily activities including moving through the campus. Construction activities may also impact the quality of learning due to noise and vibration. Students and staff need a quiet and stable environment to focus and perform effectively.

Limited access to select school learning spaces and facilities is expected to occur during construction, which may impact College staff and students as it will potentially result in less quality or availability of suitable teaching environments. Additionally, excessive noise can interfere with concentration, communication, and overall cognitive function, making it difficult for students to absorb information and for teachers to deliver lessons effectively. While vibration can cause physical discomfort and distraction, further hindering the learning process.

Finally, increased construction-related traffic can cause disruptions to the convenient access to and throughout the school which could lead to delays and difficulty accessing the school site.

Feedback from the SIA field study (Section 4) highlighted concern from the local community and other stakeholders over the disruption on learning and teaching during construction, including in relation to dust, noise and traffic. Other concerns related to the disruptions of the access and safety within the College. Enquiries about the level of disruption for students were also raised in the second webinar.

However, the Proposal seeks to minimise disruption to the ongoing operation of the College through the proposed six stages as part of the Masterplan and Concept Proposal. As such, demolition, excavation and construction-related impacts are expected to be coordinated with the relevant detailed approval of each stage, with the redevelopment of Sevington Courts (Stage 1) (including demolition, excavation and construction works) anticipated to occur between 2027-2028.

Further, the Noise and Vibration Impact Assessment (NVIA) by Renzo Tonin & Associates (2026) concludes that the majority of noise levels generated during construction is expected to comply with noise management levels (NMLs) for most sensitive receivers, and construction-related vibrations have not been assessed at this stage.

Similarly, the Preliminary Construction Traffic and Pedestrian Management Plan (CTPMP) (TRAFFIX, 2026) notes that construction-vehicle movements are expected to have no adverse impacts on the surrounding road network. Further analysis of construction-related noise, vibration and traffic impacts have been detailed in Sections 6.2.6.1.

Given the expected staging of construction works as part of the College Masterplan and Concept Proposal which seeks to minimise disruptions to the College's operations, the unmitigated impact is assessed as **low negative**, given the possible likelihood and minor magnitude.

Assessment – with mitigation/enhancement: Low negative to negligible

To mitigate temporary access impacts to teaching and learning spaces, a Construction Management Plan (CMP) will be prepared to guide construction hours and align with management measures in relation to noise and vibration, dust, odour control, vegetation protection, vehicular and pedestrian access and safety. At the time of writing this report, the CMP was not available and therefore has not been assessed.

The proposal will also adhere to recommendations and mitigation measures outlined in the Preliminary CTPMP and NVIA to outline intended College community and visitor access plans and reduce the extent of further potential disruptions to the surrounding environment during construction. These have been outlined in the relevant accessibility and health and wellbeing impacts (refer to Section 6.2.6.1).

Assuming that the development of the Construction Management Plan will implement the recommendations in the above technical studies during construction but still considering that construction will result in temporary access impacts to learning spaces, the mitigated impact is assessed as **low negative to negligible**, given the possible likelihood and minimal magnitude.

SIA recommendations – additional social mitigations

- Ensure the development and implementation of a communication and engagement strategy for the construction period as part of the future Construction Management Plan to ensure effective and ongoing communication with the surrounding community, provide an opportunity for the community to express queries and concerns (including access concerns), and enable the applicant to address any issues.

6.2.3.3 Increased access to parking and pedestrian routes

Affected stakeholders	Duration of impact
Immediate social locality (local residents, businesses, workers and the school community)	Construction and operation
Assessment – without mitigation: Low Positive	

Increased traffic and growing demand for parking can affect local communities by disrupting safe and convenient vehicle and pedestrian access to workplaces, schools, shops, services and facilities. These impacts can contribute to congestion, reduced walkability, and heightened safety risks for road users, particularly vulnerable groups such as children, older adults and people with disabilities.

As identified in the SIA field study (Section 4), traffic and pedestrian management is already a concern for the local community during both construction and operation of the proposal. Current issues include school buses double parking, parking conflicts between the school community and residents (particularly during drop-off, pick-up and weekend sporting events), parents stopping at roundabouts on Cambridge and Merchant Streets, and gridlock along Cambridge Street. Community feedback further indicated concerns that construction and operation may exacerbate congestion, reduce parking availability, and create unsafe conditions for pedestrians and cyclists, especially young children in school zones. Specific issues raised included the location of drop-off and pick-up zones during construction, a preference for car park access to the proposed Concordia Building via Stanmore Road rather than Cavendish and Holt Streets, potential parking loss on Cavendish Street to accommodate large construction vehicles, and the location of heavy vehicle parking during construction.

According to the Transport & Accessibility Impact Assessment (Traffix, 2026), the current context of the Main Campus includes multiple access points along Stanmore Road, College Lane and Newington Road, with a mix of maintenance-only, restricted, and general-use gates. The Concordia Building has access points on Stanmore Road west of Holt Street (main entry for staff and students), adjacent to the car park, at two locations along the western boundary, and on Cavendish Street adjacent to No. 158. Off-street parking provision includes 38 staff spaces at the Concordia Building, 19 staff and 8 visitor spaces at Sevington, 15 staff spaces along the internal road, 3 visitor and 3 other-use spaces at the Founders Building, and 2 staff spaces at Centenary. Student drop-off and pick-up facilities include an off-street area with eight kerbside spaces accessed from Stanmore Road, and on-street spaces along Newington Road comprising four spaces east of College Lane and eight spaces east of the rear pedestrian access, both signposted for school-day use during peak times.

The Architectural Design Report (AJC, 2026) highlights congestion in the site's circulation network, where pedestrians and vehicles share paths, creating conflict points. The most critical area is the south-west of the forecourt at the junction of Memorial Drive and the driveway south of Sevington Courts, a key arrival route for students, staff, and visitors from the bridge or pedestrian crossing. While vehicle use here is low for much of the day, peak drop-off and pick-up periods reveal significant safety and efficiency issues. The masterplan aims to reduce pedestrian-vehicle crossover through design interventions, with secondary crossover at the Newington Road maintenance access being more manageable due to the ability to schedule vehicle movements outside peak foot traffic times.

With consideration to the above, the unmitigated impact on pedestrian access and parking availability is assessed as **low positive**, reflecting an unlikely likelihood and minimal magnitude. Broader traffic implications, particularly those relating to the detailed design, will be assessed in depth in the Transport and Accessibility Impact Assessment (Traffic, 2026) and the Environmental Impact Statement (Urbis, 2026).

Assessment – without mitigation: Medium Positive

The concept masterplan outlines the redevelopment of the Concordia building to include a performance theatre, multi-purpose gallery, exam centre, new teaching spaces, and basement car parking. A key feature of this redevelopment is a new pedestrian bridge across Stanmore Road, providing a direct link to the main campus and improving connectivity.

Stage 1 detailed works focus on the Sevington development, comprising two 3–4 storey buildings with multi-purpose indoor and rooftop courts, a strength and conditioning gymnasium, flexible teaching spaces, administrative areas, amenities, and basement parking. These works, along with the Concordia redevelopment, will deliver additional parking capacity, helping to ease current constraints and improve pedestrian movement across the site.

Consultation with the College confirmed that surrounding residents regularly use the campus and existing footbridge to access Stanmore Station. The proposed pedestrian bridge will enhance this connection by offering a safer and more streamlined route. As part of Stage 6 in the masterplan, the bridge will link key pedestrian areas of the campus to the new Concordia development, removing existing conflicts between vehicles and pedestrians near the Sevington driveway and Memorial Drive. The bridge will be designed in accordance with Transport for NSW requirements and will provide 24-hour public access, with lifts and stairs available at all times. This infrastructure will not only improve safety on campus but also strengthen pedestrian connectivity for both the College community and the wider public.

With consideration to the increased parking provision proposed and the enhanced pedestrian access intended, this mitigated impact is assessed as **medium positive** given an unlikely likelihood and minimal magnitude.

SIA recommendations – additional social mitigations

- Council representatives recommended the implementation of a Plan of Management that operational management such as security, parking, pedestrian access and safety, management traffic movements during and outside school hours, and recommendations to ensure the health and safety of College staff, students and residential neighbours during construction and operation. Future detailed traffic management plan during operation and construction should consider the impacts on the five nearby schools, including safety to the respective school communities.

6.2.4 Culture

Guideline definition: *Culture, both Aboriginal and non-Aboriginal, including shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings*

6.2.4.1 Potential disruptions to Aboriginal sites and culture

Affected stakeholders	Duration of impact
Immediate social locality (local Aboriginal people and communities, future residents and visitors)	Construction and operation

Assessment – without mitigation: Negligible

The construction and operation of urban development can impact sites of Aboriginal significance, disrupt cultural heritage and the connection to the land. The impact on Aboriginal objects, the landscape, and the spiritual connection to Country should be carefully considered in the planning, construction and operation of a proposal.

The proposal is located on the lands of the Gadigal, Wangal and Dharug people. In 2021, there was a comparable proportion Aboriginal and/or Torres Strait islander people in the local area (1.1%) compared to the Inner West LGA (1.2%) and Greater Sydney average (1.6%) (refer to Section 3.3).

The preparation of the Aboriginal Cultural Heritage Assessment Report (ACHAR) prepared by Urbis (2026) involved consultation with relevant Registered Aboriginal Parties (RAPs) relevant to the site to ensure their perspectives and inputs were considered and reflected during the design process.

The ACHAR found that there were no Aboriginal objects or places were identified within 500m of the site, and no landscape features within the site that indicates likely past Aboriginal use. It further notes that the site has been

impacted by high historical disturbances and as very low to low potential to retain Aboriginal objects. As such, the ACHAR notes that there are no historical associations between Aboriginal people and the site and the absence of objects with scientific or aesthetic value. However, it notes that the site has social and cultural value to the Aboriginal community, although this is assessed to have low significance given the site's high level of historical disturbance.

With consideration to the ACHAR findings, the unmitigated impact is assessed as **negligible**, given the unlikely likelihood and minimal magnitude.

Assessment – with mitigation/ enhancement: Medium positive

In response to feedback received from RAPs which identified the need to repatriate any identified Aboriginal objects on the site to facilitate cultural learning, the ACHAR outlines several recommendations to address any potential negative impacts from the proposal, including:

- No further archaeological investigation is required given that the proposed works are unlikely to cause harm to Aboriginal objects.
- Follow the Unexpected Archaeological Finds Procedure and Human Remains Procedure outlined in the ACHAR to ensure any finds are appropriately managed and mitigated. Before ground disturbances occur, workers should be briefed on their responsibilities if archaeological deposits are found.

As outlined in the SIA field study (refer to Section 4), Council representatives highlighted that consideration should be given to the State Design Review Panel to ensure that Connecting with Country design are implemented as part of the proposal. The SSDA Architectural Design Report (Design Report) (AJC, 2026) outlines the following Connecting with Country (CwC) initiatives that were undertaken for the proposal, including:

- A Walk on Country with a Traditional Custodian, Elder and/or Knowledge Holder to deepen cultural understanding, connect with the land, and gain insights into the history of the local area
- A Vision Validation Workshop with Traditional Custodians, the project team, College staff and students to further evolve long-term relationships between the local First Nations community and the College

From these activities, next steps were identified, including:

- Finalising the CwC Design Principles Framework to detail opportunities for the proposal's architectural and landscape design, and operation
- Developing an action plan to implement CwC aspects
- Forming a First Nations Working Group to provide meaningful guidance to the project team through the project lifecycle

The Design Report further identified architectural design elements that have opportunities to integrate CwC principles including storytelling opportunities through the design of Memorial Drive, the new footbridge link and forecourts, culturally symbolic patterning along the facades of the College Lane building and Sevington development and a First Nations cultural space within Le Couter, providing a safe space for learning.

The Landscape Design Report (Oculus, 2026) further indicates that wayfinding motifs, opportunities for art installation with storytelling components, natural sandstone materials and endemic planted zones will be integrates in the proposal's landscaping, to enhance safe, cultural spaces.

Assuming CwC steps and elements are continued during the detailed design phase, the mitigated impact is assessed as **medium positive**, given the likely likelihood and minor magnitude.

SIA recommendations – additional social mitigations

- Continue engagement with Aboriginal and local stakeholders during the Detailed SSDA stages to inform opportunities for design elements to enhance the proposal's celebration of local culture and connection to Country.
- Commit to the procurement of local Aboriginal artists and businesses to deliver Aboriginal artwork and installations throughout the site.
- Investigate initiatives to provide targeted employment and training opportunities for Aboriginal and Torres Strait Islander people during the construction and operational period to enhance outcomes beyond the design of the proposal.

6.2.5 Health and wellbeing

Guideline definition: *Health and wellbeing, including physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, access to open space and effects on public health*

6.2.5.1 Impacts to health and wellbeing for the school community, local residents and businesses during construction and operation

Affected stakeholders	Duration of impact
Immediate social locality (local residents, workers, facilities and businesses and the school community)	Construction and operation

Assessment – without mitigation: Medium Negative during construction, Low Negative during operation

Construction and operational activities can impact the health and wellbeing of the local and College communities through noise, vibration and traffic disturbances. These disruptions can affect physical health, mental wellbeing, and overall quality of life by increasing stress and anxiety and exacerbating existing medical conditions. Vulnerable populations, such as those with pre-existing health issues, are more likely to be adversely affected.

As noted in the demographic profile (refer to Section 3.3), Inner West Council LGA has a higher proportion of people with long-term health conditions, who may be more susceptible to noise and traffic related impacts. This includes individuals with mental health conditions and asthma.

During the SIA field study (refer to Section 4), both the community and Council expressed concern about construction and operational disturbances, particularly related to noise. The College community, including staff and students and the surrounding community were identified as cohorts who may be potentially impacted by these disturbances. Additionally, SIA survey respondents identified individuals with pre-existing health issues to be potentially more vulnerable to any negative impacts generated by construction.

Additionally, concerns were raised about the proposal's potential impact on pedestrian access and its effects on active mode of transportation and lifestyle. Traffic and pedestrian management were highlighted as significant concerns by the local community, with the potential to become sources of stress if not properly managed. The safety of young children attending nearby schools was also a major concern.

The Noise and Vibration Impact Assessment (NVIA) prepared by Renzo Tonin & Associates (2026) identified several surrounding residential, educational, recreational and community areas that could be potentially sensitive to noise and vibration. An overview of the construction and operation activities and expected sensitive receivers as detailed in the NVIA is provided below.

Construction

Construction activities are expected to occur between Monday to Friday, 7am to 5pm, and Saturday, 8am to 1pm, and no construction activities on Sundays or public holidays.

The NVIA assessed potential noise and vibration levels anticipated from excavation, vehicle movements, aircraft noise and internal and external activities associated with the construction of the proposal. The NVIA identifies several sensitive residential receivers, along Stanmore Road and Cavendish Street and College Lane residences. It predicts that the majority of noise levels generated from plant items during construction are expected to comply with noise management levels (NMLs) for Stanmore Road receivers (70dB) but will exceed NMLs for Cavendish Street and College Lane residences (50-54dB), resulting in these receivers being highly affected.

The NVIA further notes that vibration impacts generated from construction activities are difficult to predict due to variables including soil type and equipment used, and potential vibration generated at receivers will be dependent on separation distances.

The Preliminary Construction Traffic and Pedestrian Management Plan (CTPMP) (TRAFFIX, 2026) notes that construction-vehicle movements are considered minor and expected to predominantly fall outside of peak hours, with no adverse impacts to the surrounding road network. However, it notes that a cumulative construction activity assessment could not be undertaken, and the future appointed building would be encouraged to minimise overlapping construction impacts with nearby construction sites.

With consideration to noise, vibration and traffic impacts generated during the proposal's construction, the unmitigated impact is assessed as **medium negative**, given the likely likelihood and minor magnitude.

Operation

The College operates during school hours, as well as on weekends and after school hours to accommodate sporting activities and competitions. The NVIA assessed operational noise arising from vehicle activity on the site and sporting activities associated with the proposal. It notes that the potentially most affected residential receiver is located at 207 Stanmore Road from operational noise relating to the proposal, as well as additional vehicles entering and exiting the College site. It notes that the development is not likely to result in an increase in traffic noise to existing residential receivers.

The Transport & Accessibility Impact Assessment (TAIA) (TRAFFIX, 2026) has assessed that the anticipated additional 45 staff and 378 students will create negligible impacts on public transport, which will support additional trips. The TAIA notes that this sustainable travel usage will reduce private vehicle trips to the College, resulting in reduced traffic delay, lower greenhouse and air pollutant emissions and active transport supports the health and wellbeing of students. Encouraging public transport usage is also seen to help young students become more confident, independent users.

However, the TAIA also notes that the additional staff and student trips generated to and from the College, particularly during peak pick-up (146 total additional trips) and drop-off hours (97 total additional trips) are expected to be moderate. Despite this, it notes that the development will not result in any unacceptable traffic impacts, which may address community concerns about traffic-related stress.

The proposed pedestrian bridge across Stanmore Road connecting to the Concordia building will facilitate a safer pathway for the College community and public through the direct and protected path. It will also contribute to providing an accessible pathway for the community, enhancing the safety of all pedestrians.

With consideration for potential operational noise and traffic impacts, the unmitigated assessment during the proposal's operation is **low negative**, given the possible likelihood and minor magnitude.

Assessment – with mitigation/ enhancement: Low Negative to negligible during construction, Low Positive during operation

Construction

The NVIA identifies a range of industry-standard mitigation measures to manage noise and vibration impacts caused by construction works, including, but not limited to the following measures relevant to this assessment:

- Preparation of the detailed Construction Noise Management Plan (CNMP) should consider consultation with highly affected receivers to determine less sensitive noise periods and potential respite periods;
- Maximising the distance between noisy plant and sensitive receivers;
- Using less noisy plant and equipment, which is to be maintained, turned off when not in use and limiting simultaneous use;
- Staging construction to erect solid external walls first to provide noise shielding;
- Forming good relationships with people living and working in the vicinity of the site throughout the project lifecycle, including keeping them informed and addressing complaints;
- Implementing a management procedure to respond to noise complaints that arise from construction activities, where complaints will need to be investigated and mitigated;
- To address potential vibration impacts site specific buffer or minimum working distances are to be implemented. A detailed Construction Vibration Management Plan (CVMP) will also need to be prepared as part of the detailed design phase.

The CTPMP also includes mitigation measures to manage construction-related congestion and parking impacts as noted in Section 6.2.3.2. These measures have the potential to enhance the health and wellbeing of the local community, by mitigating traffic-related concerns and stresses.

Considering the mitigated measures outlined above, the mitigated impact during construction is assessed as **low negative to negligible**, given the unlikely likelihood and minor magnitude.

Operation

The NVIA includes several measures to mitigate noise for nearby residential receivers during operation. These include:

- Consider a 1.5m high screen installed to the perimeter of the rooftop courts of the Sevington development. If this is implemented, the NVIA expects no expected noise amenity issues to nearest residential receivers and cumulative sports emissions would be capable of complying with background NMLs during the proposed hours of use.
- If feasible, an awning should be added to the vehicle entry to shield vehicle-related noise for nearby residential receivers and should be lined with absorptive material (subject to confirmation at the detailed design stage). The exit driveway should also be closed to shield vehicle-related noise to a nearby residential receiver dwelling, or alternative arrangements should be negotiated with this receiver.

As indicated in Section 6.2.6.1, the TAIA also includes a Preliminary Operational Traffic Management Plan outlining proposed traffic facilities, including bicycle facilities and management measures to address operational traffic impacts and enhance active transport use. The Green Travel Plan (GTP) (TRAFFIX, 2026) also aims to improve student health and wellbeing and reduce private vehicle trips by promoting active and sustainable travel options to the College community.

Given the mitigation measures outlined above to address operational noise and enhancements to health and wellbeing through encouraging active transport modes, the mitigated impact is assessed as **low positive**, given the possible likelihood and minor magnitude.

SIA recommendations – additional social mitigations

- Ensure the development and implementation of a communication and engagement strategy for the construction period as part of the future CNMP and CVMP to ensure effective and ongoing communication with the surrounding community, provide an opportunity for the community to express queries and concerns (including in relation to noise impacts), and enable the Applicant to address any issues.
- Develop an operational Plan of Management (PoM) in the next stages of development which outlines an approach to monitoring and managing amenity impacts. This should include channel and mechanism for queries and concerns.

6.2.5.2 Contributing to students' health and wellbeing

Affected stakeholders	Duration of impact
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Immediate social locality (College students)	Operation
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Assessment – without mitigation: Low Positive

The proposal has the potential to make a significant positive contribution to the health and wellbeing of Newington College students through the provision of additional and quality sports, arts and educational infrastructure. Mission Australia's 2023 Youth Survey found that around 25% of respondents aged 15–19 reported experiencing stress, anxiety, depression, or low self-esteem, with mental health identified as the leading barrier to achieving work and study goals.

Policy review (refer to Section 3.2) emphasises the importance of creating healthy, safe, and inclusive environments that support active, resilient, and socially connected communities. The Inner West Community Strategic Plan recognises the role of the built environment in encouraging physical activity and social interaction, while Council's Local Strategic Plan highlights the challenge of delivering new, high-quality open spaces and innovative facilities to keep communities healthy and active.

Research demonstrates that both physical and creative activities can deliver substantial benefits to the physical and mental health of children and young adults. Sport, combined with the supportive social environment provided by teachers, coaches, and parents, is shown to enhance social skills, positive behaviours, and self-esteem.

Participation trends identified by the Australian Sports Commission show that less than one-quarter of 15–17-year-olds are sufficiently active during this critical life stage. Around 21% are highly active, exceeding recommended guidelines through frequent involvement in multiple activities, driven by enjoyment, social connection, and personal wellbeing. In contrast, 74% are insufficiently active, facing barriers such as fear of judgement, low confidence, competing time commitments, and reduced parental support. A further 5% are inactive, often due to poor past experiences, low fitness, and limited interest.

Additional data from the Australian Sports Commission highlights a broader decline in participation as young people move through adolescence. Despite high levels of initial involvement in sport among children, participation in community and club-based sport drops by approximately 50 per cent between the ages of 11–14 and 15–19, with this downward trend continuing into adulthood. AusPlay data further shows a marked reduction in sports club participation for Australians aged over 15 compared to those aged 0–14, with a 42 per cent decline for males and a 60 per cent decline for females. These figures underscore the importance of providing inclusive, adaptable, and engaging sporting environments during the senior school years to counteract this drop-off and sustain lifelong participation.

According to Creative Australia – Next Generation Now: Benefits of the Arts for Children and Young People (2025), participation in the arts can foster creative resilience in young people, enabling them to imagine, aspire to, and actively work towards a sustainable and liveable future. Research by Woodland et al. on youth theatre in disaster-affected communities addresses the increasing mental health impacts of climate change on young people. The study also highlights the connections between wellbeing and cultural citizenship.

Community feedback (refer to Section 4) indicates that while some local residents currently use the College's sporting facilities, many rely on other local sport and recreation assets such as tennis courts, public pools, parks, libraries, community centres, and town halls. Respondents recommended greater shared use of the College's facilities, including sports and recreation spaces, green areas, and the College Hall, to strengthen community access and promote health and wellbeing outcomes.

With consideration to the above, the unmitigated impact is assessed as a **low positive** given its likely likelihood and minor magnitude.

Assessment – with mitigation/ enhancement: High Positive

The proposed on-site facilities will provide current and future students with direct access to high-quality infrastructure that supports physical activity, recreation, and social connection, without the need to travel off-campus. This convenience reduces barriers to participation, improves safety, and minimises the impact of after-school activities on family schedules, transport requirements, and student fatigue. Importantly, the proposal will expand sporting opportunities for current male students, introducing a broader range of activities through the transition to co-education. Enhanced facilities will support skill development, encourage diverse interests, and promote ongoing participation in sport throughout life.

As outlined in Section 6.2.3.1, the master plan and Stage 1 works will deliver a range of new and upgraded facilities, including female-specific infrastructure such as netball court's. This will provide targeted opportunities to increase participation among female students, diversify the recreation offering, and ensure equitable access to sport and physical activity as the College transitions to co-education.

Additionally, the proposed redevelopment of the Concordia Building aims to diversify infrastructure to enhance the integration of arts, education, and public amenity. The project will deliver a performance theatre, a multi-purpose gallery, an examination centre, new teaching spaces.

As noted above, the Mission Australia's Youth Survey found that approximately 25% of respondents aged 15–19 reported experiencing stress, anxiety, depression, or low self-esteem, with mental health identified as the leading barrier to achieving work and study goals. In this context, embedding sport, recreation, and extra-curricular activities within the school environment offers a practical way to help students balance academic demands with opportunities to maintain their health and wellbeing. By reducing travel time and integrating these activities into the school day, the proposal creates accessible pathways for students to engage in physical activity, build social networks, and participate in creative pursuits that support resilience and positive mental health.

During consultation (refer to Section 4), it was highlighted opportunities to share the new and upgraded facilities with the broader community, including public school students. Facilitating shared use outside of school hours has the potential to extend health and wellbeing benefits beyond the College, giving local young people access to high-quality spaces for sport, recreation, and social interaction. The proponent has confirmed that the future facilities will be accessible to the wider community in a shared use arrangement. This will enhance the ability for students in the wider area that do not attend the college to access the benefit of sport/recreation infrastructure. Thus, supporting the health and wellbeing of the wider community.

With consideration to the above, the mitigated impact is assessed as a **high positive** given its almost certain likelihood and major magnitude.

SIA recommendations – additional social mitigations

- Develop and implement strategies and programs that encourage participation in both physical and creative activities across the entire student cohort, with tailored options to support the inclusion of students with disabilities.
- Provide access to sports and recreational facilities during student break times (such as recess and lunch) to promote regular physical activity and support active lifestyles throughout the school day.
- Introduce inclusive programming and targeted opportunities designed to engage future female students in sport, recreation, and extra-curricular activities, ensuring equitable access and participation as the College transitions to co-education.

6.2.6 Surroundings

Guideline definition: *Surroundings, including 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.*

6.2.6.1 Visual impact and overshadowing

Affected stakeholders	Duration of impact
Immediate social locality (surrounding residents and services)	Operation
Assessment – without mitigation: Low negative	

Visual impacts and overshadowing from new development can affect the amenity of surrounding communities by reducing access to natural light, altering views, and impacting the overall sense of space. The site is predominantly surrounded by R2 Low Density Residential zoning, comprising single dwellings and residential flat buildings of 1–3 storeys.

The masterplan proposal includes alterations and additions to Centenary Hall, construction of a four-storey teaching and learning facility (College Lane Building), redevelopment of the Concordia Building, and development of two 3–4 storey buildings as part of the Sevington development.

As outlined in the SIA field study (Section 4), Council representatives emphasised the need to consider visual and privacy impacts on surrounding residents. Community concerns included potential overshadowing, particularly from Centenary Hall (Stage 2), which may reduce morning daylight to properties at 29 Middleton Street, and possible privacy impacts. Council also raised the importance of retaining trees along Stanmore Road and recommended preparation of a Tree Management Plan. This concern was echoed in community engagement sessions, with questions about the retention of existing trees along Stanmore Road and in front of the Sevington Building.

Shadow studies in the Architectural Design Report (AJC, 2026) indicate that overshadowing from the proposed Sevington and College Lane buildings will primarily affect the College campus, with minor shadowing of Stanmore Road from the Concordia development.

The Visual Impact Assessment (Urbis, 2026) analysed seven representative public viewpoints agreed with heritage and planning specialists:

- VP01 – View north-east from Founders Building: representative of Stage 1 from a key internal campus location.
- VP02 – View west from cricket ground walkway: representative of Stages 2 and 3 relative to existing campus development.
- VP03 – View west towards Sevington Courts from Stanmore Road: representative of Stage 1 from the public domain.
- VP04 – View south from intersection of Holt Street and Stanmore Road: representative of views from the southern edge of the HCA and neighbouring residences.

- VP05 – View north-west towards Concordia Building from pedestrian overbridge: representative of Stage 6 and the pedestrian bridge from a high-use public location.
- VP06: View west-south-west from Cavendish Street: view from close residential street north of Concordia building.
- VP07: View south-east from Middleton Street towards College Lane: view from close residential street towards Chapel and Centenary Hall.

Overall, visual impacts for most views are low, with high visibility of the Sevington and Concordia developments largely confined to within the College campus. With regard to the surrounding land context and the outcomes of the visual assessment, the unmitigated impact is assessed as **low positive**, reflecting its likely likelihood and minor magnitude.

Assessment – with mitigation/ enhancement: Medium Positive

The Visual Impact Assessment (Urbis, 2026) finds that the proposal is acceptable from a visual impact perspective. The assessment concludes that the development will not affect the visual character or scenic quality of neighbouring Heritage Conservation Areas (HCAs).

It further confirms that:

- The proposal will not impact any views of heritage significance identified in the Conservation Management Plan (CMP).
- The design is compatible with existing development within the campus.
- The proposal aligns with viewer expectations for a school campus setting.

Overall, the VIA supports the proposal on visual grounds, noting its consistency with the established character and context of the site.

Additionally, the Landscape Design Report (Oculus, 2026) sets out the guiding principles for the proposal to ensure that visual amenity is retained or enhanced. These principles emphasise responding to local character, enhancing biodiversity, and preserving the existing tree canopy. The design approach also incorporates Connecting with Country principles, strengthens connections across the campus, and embeds gender-inclusive design considerations. Together, these elements aim to create a redevelopment that is visually cohesive. Further design measures aimed at enhancing the visual amenity of the locality are assessed in Section 6.2.6.2.

The Proposal incorporates strategic, high-quality landscape to enhance visual corridors. Further considering the proposal's alignment with the existing visual landscape, the mitigated impact is assessed as **medium positive**, given the likely likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- Communicate with neighbours about the impacts of the development and design considerations which reduce the shadow impact and/or reduce prolonged shadow-cast.

6.2.6.2 Impact on local character and heritage values of the area

Affected stakeholders	Duration of impact
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Immediate social locality (local residents, businesses and visitors)	Operation
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Assessment – without mitigation: Medium Negative

New developments can revitalise areas, improve design quality, and boost local vitality. However, in places with valued architecture, landscapes, and heritage, they can also risk diminishing the qualities that define local identity. Careful planning is essential to ensure growth enhances rather than erodes a community's character.

As outlined in Section 3.2 of the Inner West Council Local Strategic Planning Statement (LSPS), future infrastructure and development should be guided by a commitment to respecting place and local character. This approach is intended to safeguard the unique identity of the Inner West, ensuring that new projects contribute positively to the area's sense of place.

The LSPS sets out planning priorities, objectives, and actions under six overarching themes. These include:

- Unique, liveable, networked neighbourhoods aiming to foster well-connected communities that retain their distinctive character.
- Creative communities and strong economy that is supportive of cultural vitality and economic resilience through thoughtful urban design and land use.
- Caring, happy, healthy communities that promote wellbeing and inclusivity through accessible public spaces, services, and facilities.

Newington College is a long-standing institution within Stanmore and the Inner West, contributing significantly to the area's character. As noted in the Urban Design Report prepared by AJC (2026), the College was founded in 1863 under the Wesleyan Methodist Church and has occupied its Stanmore site since 1881. The campus contains several heritage-listed elements, including the Old Chapel and Le Couteur buildings, the Hardy Wilson Garden Memorial commemorating former students who died in WWI, and the sandstone Founders Building. Other protected features include the Stanmore Road entry, Johnson Oval, the Parsonage – a representative late Victorian residence – and the Moreton Bay fig trees along Newington Road. All works to these areas must be undertaken with consideration for their historical, cultural, and architectural significance.

As outlined in the Urban Design Report (AJC, 2026), the Concept Proposal and Stage 1 works involve a series of developments that have potential to affect the local character and heritage values of the area. The Concept Proposal includes:

- Construction, fit-out and operation of two, 3-4 storey buildings (Sevington development) comprising multi-purpose indoor and rooftop courts, gymnasium for strength and conditioning, multi-purpose teaching spaces, administrative functions, amenities and basement car parking (Stage 1).
- Alterations and additions to the Centenary Hall building envelope (Stage 2).
- Development of a four-storey teaching and learning facility (College Lane Building) (Stage 3).
- Redevelopment of the Concordia Building to accommodate a performance theatre, multi-purpose hall (gallery and exam space), classrooms, and basement car parking (Stage 6). This stage also includes a new pedestrian bridge across Stanmore Road linking to the main campus.

During consultation (refer to section 4), community members expressed concern about potential impacts on the heritage precinct located beyond the campus boundaries. Questions were raised about whether the Heritage Impact Assessment would address heritage items outside the site, and some respondents to the SIA survey noted the potential for the proposal to alter the established community character. Council representatives similarly emphasised the need for the proposal's height, bulk, and scale to be consistent with the surrounding streetscape, while noting that the existing Sevington Building is currently out of context with the local character.

Any visual impact to surrounding local character or historical items has been assessed in section 6.2.6.1.

With consideration of the above, the unmitigated impact on local character and heritage value is assessed as **medium negative**, due to the likely likelihood and moderate magnitude.

Assessment – with mitigation/ enhancement: Medium Positive

As outlined in the Urban Design Report (AJC, 2026), highlights the design considerations that will be implemented to mitigate impacts on local character and heritage values, the proposal retains significant trees on the south and west of the site, including the Hills Weeping Fig, with building and court layouts adjusted to accommodate them. The sports-hall wing along Stanmore Road is designed with a heavy masonry base and lighter roof form to reflect nearby residential character, while carved double-height vertical openings align with the rhythm of existing conifer trees and stone fence pillars, providing glimpses into the hall and supporting passive surveillance. The pavilion wing incorporates a glazed ground floor and lighter timber structure to create visual interconnectivity, with complementary masonry ensuring cohesion between building elements. Building mass is reduced adjacent to the heritage-listed Parsonage to respect its residential scale, and a context-responsive colour palette, drawn from surrounding Victorian, Federation and inter-war architecture, harmonises the development with the established streetscape.

Furthermore, in relation to the design elements implemented, the Heritage Impact Statement (Urbis, 2026) found that the staged masterplan for Newington College achieves a balance between contemporary educational requirements and the preservation and enhancement of heritage values. The removal of non-significant structures will improve site planning and strengthen visual connections, particularly around the Old Chapel and Stanmore Road frontage. The

Statement also notes that the proposed building envelopes for Centenary Hall, College Lane, and the Concordia redevelopment have been designed to respect the scale and setting of nearby heritage items. As outlined in section 6.2.6.1, the Visual impact assessment indicates that these new forms will have limited visibility from sensitive viewpoints, with design measures such as stepped-back upper levels and façade modulation supporting their sensitive integration into the campus context.

Additionally, Urbis (2026) has prepared a Conservation Management Plan (CMP) to guide the conservation and management of the site's significant elements. The CMP is designed to assist property owners and occupiers in planning maintenance and undertaking new works in a way that respects heritage values. It includes a detailed analysis of the site's heritage significance and its broader context, providing a framework for informed decision-making.

In recognition of the design elements that respond to Stanmore's local character and the historical significance of Newington College, and on the basis that all recommendations in the HIS and CMP are implemented, this mitigated impact is assessed as **medium positive**, given its likely likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- No further recommendations at this time.

6.2.7 Livelihoods

Guideline definition: Livelihoods, including people's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits.

6.2.7.1 Contribution to local economy and increased job creation opportunities

Affected stakeholders	Duration of impact
Local and regional workforce (including Newington College students and staff, young working population, and community members)	Construction and operation
Assessment – without mitigation: High positive	

The proposal is expected to generate employment opportunities that will support the livelihoods of people in the local and surrounding communities during both the construction and operational phases.

Analysis of the demographic profile (refer to Section 3.3) shows that the local area has a lower unemployment rate (3.5%) compared to the Inner West LGA (4.7%) and Greater Sydney (5.1%). While overall unemployment is relatively low, young people in the area tend to experience higher rates of unemployment. The proposal has the potential to enhance workforce participation among this group, as well as others with relevant skills and experience.

Construction of the new development in the local area will require a dedicated workforce over an estimated 444 construction and 45 operational jobs as outlined in the Construction Management Plan (CMP). The approximately 444 construction jobs are expected to be created across a range of roles, including surveyors, electricians, plumbers, carpenters, bricklayers, roofers, riggers, concreters, engineers, architects, supervisors, plasterers, pipefitters, and metalworkers. These positions will require qualifications ranging from trade certificates to degrees in construction, civil engineering, and related fields.

While the most common industries of employment in the local area are 'professional, scientific and technical services' (16.6%), 'health care and social assistance' (13.3%) and 'education and training' (12.4%), there will be a need for individuals skilled in trades. The proposal will create both direct and indirect employment opportunities during the construction phase, with local businesses such as cafes, shops, and service providers likely to benefit from increased patronage. In addition, targeted social procurement and apprenticeship programs could help build local skills and strengthen long-term livelihoods.

In the operational phase, the proposal includes transitioning the school to a co-educational model. This change is expected to increase student enrolments, which will require additional teaching, administrative, and support staff to meet the needs of a larger and more diverse student population. These roles will contribute to sustained employment

in the education sector and strengthen the school's capacity to deliver high-quality learning outcomes. Beyond construction, the operational phase of the development is expected to provide ongoing employment opportunities in sectors such as education and sports and recreation, further contributing to the local and regional workforce.

Given that the proposed development will introduce jobs during construction but also ongoing operation employment allowing for the increase in student enrolment numbers, the impact is considered **high positive**, given its likely likelihood and moderate magnitude.

Assessment – with mitigation/ enhancement: High positive

The increased workforce, of an estimated 444 construction and 45 operational jobs, would strengthen the economic contribution of the school by for the community. The proposal represents a significant opportunity to invigorate the local economy through increasing the number of people travelling into the area, both students and operational and construction jobs. It is expected that the influx of people will stimulate local spending, create jobs, and ultimately driving economic growth and sustainability, reinforcing its role as a positive contributor to the local economy during construction and throughout ongoing operation.

With consideration to the above, the enhanced impact remains **High positive**, given the likely likelihood and moderate magnitude.

SIA recommendations – additional social mitigations

- At the construction stage, explore opportunities to collaborate with local job agencies and employment services to identify and match local job seekers with available positions.
- Explore opportunities to appoint a construction company with local employment/procurement strategies and programs that provide opportunities to source locally and/or support marginalised groups in the community.

6.2.8 Decision-making systems

Guideline definition: *Decision-making systems, including the extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.*

6.2.8.1 Involvement of school community and the local community into planning processes and opportunities for feedback

Affected stakeholders	Duration of impact
Immediate and surrounding social locality (school community, local community)	Operation

Assessment – without mitigation: Medium Positive

The ability to stay informed and provide feedback in the decision-making process is key to ensuring that development aligns with the needs and values of the community. Engaging with those directly affected, positively and negatively, allows their perspectives to be heard and insights to be gathered. In return, this creates a social license between the community and the project, fostering a sense of ownership, building trust, and garnering support for the project.

The Newington College community, along with the broader Inner West community, has been given substantial opportunity to provide feedback and raise concerns regarding the proposed site redevelopment. As outlined in Section 4, community and stakeholder engagement has been undertaken in parallel with this Social Impact Assessment (SIA) and the broader Environmental Impact Statement (EIS). To support this process, Newington College engaged Urbis to design and deliver a comprehensive consultation program using a range of methods and platforms. This approach ensured that community members and key stakeholders could share their views in ways that suited their preferences and availability.

The Engagement Outcomes Report (Urbis, 2026) details the breadth and depth of this consultation. During the pre-submission phase, participants were offered multiple feedback channels, including surveys, information sessions, and direct stakeholder meetings. They were also informed about how to lodge formal submissions to the Department of Planning, Housing and Infrastructure (DPHI) during the public exhibition period, as well as the timeframe for public

access to the proposal. This allowed community members and other key stakeholders to voice their concerns or opinions regarding the proposal, which ultimately contributes to informing the decision-making process.

Community consultation and engagement undertaken for this SSDA included:

- Distribution of a community postcard, incorporating the SIA survey, to properties within a 5 km radius of the college, resulting in 115 community responses.
- Two community webinar sessions for local residents and interested community members, with a total of 100 attendees.
- A community information session open to all community members.
- Consultation with key stakeholders, including local and state Members of Parliament

Feedback from the first community webinar (refer to Section 4) indicated that some attendees had concerns regarding the nature of community engagement and communication. Specifically, several participants expressed frustration that the discussion felt one-sided. Additional concerns were raised during this webinar about previous surveys conducted by Newington College. These issues were not raised at the second webinar, the community information session, or in the SIA survey feedback. Additional feedback has been noted in the Engagement Outcomes Report (Urbis, 2026).

Therefore, with consideration to the breadth of community engagement and the evident participation of the community throughout this process, the unenhanced impact is assessed as **medium positive** given its likely likelihood and moderate magnitude.

Assessment – with mitigation: Medium Positive

Given the efforts of Newington College to provide consultation opportunities through the planning process, this overall mitigated impact remains as **medium positive**. There is no further assessment required.

SIA recommendations – additional social mitigations

In the SIA survey, community members were asked the ways in which they would like to receive communication in the future. More than one answer was possible, and a majority of participants preferred communication via posted letters (47%), via email (43%) and via information session events (40%). Further participants also highlighted that they would prefer to be informed and/or consulted throughout all phases of the development with clear transparent information, including by being given explanations on how to raise concerns and how these will be handled and recorded. The highest priority in terms of information to be provided to the community were the project timeline and milestones, traffic and parking management during construction and operation, and communication channels available to raised concerns, and the way these will be handled and recorded. It is therefore recommended:

- In the next stages of the development, implement a communication strategy that includes projects updates through letters, emails, and information sessions to ensure broad and effective reach within the community.
- Appoint a Community Liaison Officer to act as a direct point of contact for community members. This role will help address concerns promptly and maintain a personal connection with the community.
- Provide clear, transparent information about the development process. This includes detailed explanations on how community members can raise concerns, how these concerns will be addressed, and how they will be recorded.
- Use visual aids, such as renderings and models, to help community members better understand the development plans and their impact. This can make complex information more accessible and engaging.

6.3 Cumulative impacts

Cumulative impacts refer to the incremental, sustained, and combined effects of human activities and natural variations over time. These impacts can be both positive and negative and may result from the compounding effects of a single project or from multiple projects occurring within the same area. They also arise from the accumulation of effects from past, current, and future activities (DPHI 2022, p.4).

The Environmental Impact Statement (EIS) prepared by Urbis (2026) confirms that there are no relevant approved or likely significant developments in the immediate vicinity of the college at this time. The current application does not include demolition, excavation, or other intrusive works as part of its conceptual components. Approval for detailed design and construction of the future Concept Proposals will be sought separately. As such, any cumulative impacts associated with construction activities for these future proposals will be assessed in subsequent Detailed State Significant Development Applications (SSDAs).

While no overlapping developments are currently identified, any future projects in the area that coincide with the construction or operational phases of the proposal may contribute to cumulative social impacts. These could include increased demand on local services, changes to traffic and access, or heightened disruption to community activities. Should such circumstances arise, the proponent will need to maintain ongoing communication with stakeholders and actively monitor potential overlapping impacts. This will help to identify, manage, and minimise any adverse social effects.

Cumulative traffic and parking impacts during construction and operation

There is the potential for cumulative traffic and parking impacts to happen if other construction works are undertaken at the school or at surrounding residences, businesses and other community facilities. This could result in changes to parking availability, increased traffic congestion or prolonged changes to the capacity and access of the road and pedestrian network.

The communities most impacted by cumulative social impacts associated with construction would be the residents, users of facilities on streets immediately surrounding the College (including students, parents, and carers from other surrounding educational institutions) and the overall School community (including students, staff and students' parents and/or carers).

To minimise this cumulative impact, the development of a detailed Construction Management Plan (including Construction Traffic Management Plan) at the Construction Certificate (CC) stage needs to consider the potential cumulative impacts from surrounding developments. This includes coordinating construction activities and management measures within this plan across associated nearby development sites to help minimise impacts. Safe and accessible pedestrian access, including to and from public transport and along pedestrian routes, should be included to ensure continuous pathways are still available during construction. It should be ensured that these pathways are accessible by a wide range of individuals including people with disabilities (i.e., wheelchair, low vision) and parents with pram. The CMP should also consider coordinating construction 'relief' days and consultation mechanism (i.e., complaints handling procedures) as appropriate.

During operation, there may be potential for cumulative traffic congestion and parking impacts with surrounding land uses, including Cavendish Street Preschool, Stanmore Public School, and Newington College Wyvern House Preparatory School. There is a potential for these schools to accommodate a greater number of students in the future. To mitigate this potential impact, it is recommended that Newington College sustained communication with those facilities, Council and Transport for NSW to foresee any potential negative impacts and coordinate a relevant approach (i.e., coordinate school bus timelines to avoid concentration of school buses on the road at the same time).

Cumulative noise and vibration impacts during construction

There is the potential for cumulative noise and vibration impacts to happen if other construction works are undertaken at the school or at surrounding residential, businesses or other community facilities. This has the potential to have prolonged health and wellbeing impacts to residents, particularly given the proximity of residences and educational facilities surrounding the site, and the potential for overlapping construction activities.

The communities likely to be the most impacted by cumulative noise and vibration social impacts would be residents, workers, businesses, services and visitors to the immediate social locality, as well as the School community including students, their parents/carers and staff.

To mitigate potential cumulative impacts related to noise and vibration during construction, a comprehensive CMP including a Construction Noise and Vibration Management Plan (CNVMP) should be developed at the CC Stage. It should take into account the cumulative impacts from nearby developments and consider coordinating construction activities and management measures to minimise impacts on the local community and School community. This involves synchronising construction schedules, arranging construction 'relief' days, and establishing appropriate consultation and complaints mechanism.

SIA recommendations – social mitigation

- To minimise cumulative construction impacts, the detailed CMP should identify and assess potential cumulative construction-related impacts (i.e., noise, vehicle movements, pedestrian safety) associated with other surrounding developments. Mitigation and monitoring measures should be provided for all identified cumulative construction impacts.
- Ensure that the alternative accessible pathways identified in the detailed CMP as accessible to a wide range of users (i.e., people with disabilities, parents with pram) so some individuals are not negatively impacted by these changes.
- Consider sustaining communication with surrounding educational facilities, Council and Transport for NSW to foresee any potential negative impacts related to traffic and parking during operation.

7 Mitigation, Enhancement and Management

7 Mitigation, Enhancement and Management

This Section provides a summary of:

- Identified positive and negative social impacts,
- Corresponding unmitigated and mitigated risk rankings, and
- Proposed mitigation, enhancement and management measures.

To inform the implementation of the proposed mitigation and enhancement strategies, key potential stakeholders and/or partners have been identified. The involvement and participation of these key stakeholders and/or partners in the monitoring and management of social impacts and social benefits will improve the outcomes of the proposed mitigation and management strategies.

Not all potential impacts will be the responsibility of the applicant to mitigate or manage. In some cases, their role may be to cooperate or inform the mitigation, provide data and information to future tenants. In other cases, they may have direct responsibility for mitigation and management of the identified potential social impacts and the opportunity for partnerships.

7.1 Summary of proposed mitigation, enhancement and management of social impacts

A summary of the identified social impacts and benefits, risk ratings and proposed mitigation, enhancement, and management strategies is provided in Table 19 below.

Table 19 Summary of proposed mitigation, enhancement and management strategies of social impacts

Theme	Matter	Unmitigated /Unenhanced	Mitigated /Enhanced	Proposed mitigation, enhancement and management	Responsibility	Potential partners
Way of life	Provision of additional sporting and arts facilities for the local community	Medium positive	High positive	Ensure the proposed community out-of-hours facility access arrangements are detailed in the Plan of Management.	The proponent	Inner West Council
Community	Enhanced opportunities for student interaction and connection	Low positive	High positive	Ensure the proposal delivers inclusive, accessible and well-considered spaces to ensure new and incoming cohorts can interact, embedding gender-inclusive design principles in the design of the facilities.	The proponent	Project architect
Accessibility	Access to enhanced academic, co-curricular, and gender-inclusive facilities for the school community	Low positive	High positive	Ensure the developments planned as part of the Concept Master Plan integrate gender-inclusive design principles and are inclusive to the needs of all students, supporting the College's Co-Education Plan.	The proponent	Project architect
	Disruption to teaching and learning environment	Low negative	Low negative to negligible	Ensure the Construction Management Plan prepared details management measures for amenity impacts.	The proponent Construction contractor	Transport consultant

Theme	Matter	Unmitigated /Unenhanced	Mitigated /Enhanced	Proposed mitigation, enhancement and management	Responsibility	Potential partners
	during construction			Implement mitigation measures outlined in the Preliminary CTPMP and NVIA.		Noise and vibration consultant
	Increased access to parking and pedestrian routes	Low positive	Medium positive	- Ensure the delivery of additional parking spaces as part of the Sevington and Concordia developments to ease current traffic and parking constraints. - Continue consultation with the local community around the development stages of the new pedestrian footbridge.	The proponent	Transport for NSW
Culture	Potential disruptions to Aboriginal sites and culture	Negligible	Medium positive	- Incorporate Connecting with Country principles into the landscape and architectural design to acknowledge local Aboriginal culture and heritage. - Ensure the implementation of all mitigation measures and recommendations outlined in the ACHAR to address identified heritage considerations. - Continue engagement with Aboriginal stakeholders during the detailed SSDA stages.	The proponent	Project architect Project landscape architect Local Aboriginal stakeholders, community members and artists
Health and wellbeing	Impacts to health and wellbeing for the school community, local residents and businesses during construction and operation	Medium negative during construction, low negative during operation	Low negative to negligible during construction, low positive during operation	Implement mitigation measures outlined in the Preliminary CTPMP, NVIA and TAIA.	The proponent Construction contractor	Transport consultant Noise and vibration consultant

Theme	Matter	Unmitigated /Unenhanced	Mitigated /Enhanced	Proposed mitigation, enhancement and management	Responsibility	Potential partners
	Contributing to students' health and wellbeing	Low positive	High positive	Ensure the Proposal's facilities provide equitable, diverse offerings for all genders, including aligning with universal design standards and programming to encourage participation across the entire student cohort.	The proponent	Project architect Project landscape architect
Surroundings	Visual impact and overshadowing	Low negative	Medium positive	Implement the enhancement measures as outlined in the Landscape Design Report, including Connecting with Country principles and gender-inclusive design considerations.	The proponent	Project architect Project landscape architect Visual impact consultant
	Impact on local character and heritage values of the area	Medium negative	Medium positive	- Implement the enhancement measures as outlined in the Urban Design Report to ensure the Proposal's design harmonises with the established streetscape and respects the scale and setting of nearby heritage items. - Follow the guidance provided in the Conservation Management Plan to manage significant elements on the site.	The proponent	Heritage consultant Project architect Project landscape architect
Livelihoods	Contribution to local economy and increased job creation opportunities	High positive	High positive	- During construction, the creation of around 444 jobs provides immediate economic benefits that help offset short-term impacts, supporting local trades, suppliers and services. - In operation, approximately 45 ongoing jobs deliver long-term employment, increasing daily activity and local spending, and supporting economic stability.	The proponent	Local recruitment agency Newington College existing and prospective list of suppliers

Theme	Matter	Unmitigated /Unenhanced	Mitigated /Enhanced	Proposed mitigation, enhancement and management	Responsibility	Potential partners
Decision-making systems	Involvement of school community and the local community into planning processes and opportunities for feedback	Medium positive	Medium positive	- Community consultation and engagement for the Proposal provided various opportunities for the community to provide feedback through a variety of methods and platforms. - Continue to commit to ongoing engagement throughout future stages.	The proponent	Engagement consultant
Cumulative impacts	Cumulative traffic and parking impacts during construction and operation	Considering the significant community concerns received, the SIA recommends: - The development of a detailed CMP including a CTPMP, ensuring safe and accessible pedestrian access during construction - Continue to communicate with surrounding land users, Inner West Council and Transport for NSW to mitigate negative impacts to impacted users.				The Proponent Construction contractor Transport consultant Transport for NSW Inner West Council
	Cumulative noise and vibration impacts during construction	Ensure the CMP and CNVMP considers cumulative noise and vibration impacts from adjoining or nearby significant developments, which may include synchronising construction schedules, arranging construction 'relief' days and establishing a complaints mechanism.				The Proponent Construction contractor Noise and vibration consultant

7.2 Further SIA recommendations

The following provides a summary of the recommendations are proposed to enhance positive impacts further and mitigate negative impacts as previously identified in Section 6. These measures have not been included in the assessment of mitigated or enhanced impacts but have been identified as additional measures for consideration by the applicant to enhance the social outcomes of the proposal. Mitigation and enhancement measures, which are committed to and have informed the assessment of mitigated and enhanced social impacts, are summarised in Section 7.1 above.

Communication

- Establish a structured community engagement and feedback framework during the transition to co-education, incorporating regular forums, surveys, and pilot programs to test new facilities and activities. This process should identify emerging needs, address barriers to participation, and ensure facilities and programs remain responsive to the evolving school community.
- Continue engagement with Aboriginal and local stakeholders during the Detailed SSDA stages to inform opportunities for design elements to enhance the proposal's celebration of local culture and connection to Country.
- Ensure the development and implementation of a communication and engagement strategy for the construction period as part of the future CNMP and CVMP to ensure effective and ongoing communication with the surrounding community, provide an opportunity for the community to express queries and concerns (including in relation to noise impacts), and enable the Applicant to address any issues.
- Communicate with neighbours about the impacts of the development and design considerations which reduce the shadow impact and/or reduce prolonged shadow-cast.
- In the next stages of the development, implement a communication strategy that includes projects updates through letters, emails, and information sessions to ensure broad and effective reach within the community.
- Appoint a Community Liaison Officer to act as a direct point of contact for community members. This role will help address concerns promptly and maintain a personal connection with the community.
- Provide clear, transparent information about the development process. This includes detailed explanations on how community members can raise concerns, how these concerns will be addressed, and how they will be recorded.
- Use visual aids, such as renderings and models, to help community members better understand the development plans and their impact. This can make complex information more accessible and engaging.
- Consider sustaining communication with surrounding educational facilities, Council and Transport for NSW to foresee any potential negative impacts related to traffic and parking during operation

Design development and enhancements

- Design and program flexible, multi-purpose learning and activity spaces to accommodate a wide range of academic, cultural, and social activities. This should include events that foster collaboration across year levels and backgrounds, with adaptable configurations to support both large gatherings and smaller group activities.
- Commit to the procurement of local Aboriginal artists and businesses to deliver Aboriginal artwork and installations throughout the site.

- Investigate initiatives to provide targeted employment and training opportunities for Aboriginal and Torres Strait Islander people during the construction and operational period to enhance outcomes beyond the design of the proposal.

Construction management

- Ensure the development and implementation of a communication and engagement strategy for the construction period as part of the future Construction Management Plan to ensure effective and ongoing communication with the surrounding community, provide an opportunity for the community to express queries and concerns (including access concerns), and enable the applicant to address any issues.
- To minimise cumulative construction impacts, the detailed CMP should identify and assess potential cumulative construction-related impacts (i.e., noise, vehicle movements, pedestrian safety) associated with other surrounding developments. Mitigation and monitoring measures should be provided for all identified cumulative construction impacts.
- If pedestrian pathways are closed during construction, provide alternative routes that are safe, accessible, and suitable for all users, including people with disabilities and parents with prams, to ensure no one is disadvantaged by the changes.

Operation and ongoing opportunities

- As suggested in the SIA field study (Section 4), consider increasing the number of open days at the College to foster better community connections.
- Ensure access is available for all ranges of individuals, including people with disability. Explore opportunities to go beyond minimum accessibility requirements in the next stage of the development.
- Consider regular programming of activities, events or gatherings which bring together each section of the school and its students in order to enhance the sense of community across the entire College.
- Develop and implement gender-inclusive programming and sports pathways for female students, incorporating tailored training schedules, access to specialist coaching, and equitable use of indoor and rooftop courts, gymnasium spaces, and performance facilities. Consultation with female students should inform program design to ensure offerings reflect their interests and aspirations.
- Develop and implement an operational Plan of Management (PoM) in the next stages of development to address operational matters such as security, parking, pedestrian access and safety, and traffic movements during and outside school hours. The PoM should include measures to protect the health and safety of College staff, students, and nearby residents during both construction and operation, and outline mechanisms for monitoring and managing amenity impacts. A detailed traffic management plan should also be prepared for both construction and operational phases, taking into account the safety and amenity of the five nearby schools and their communities, and providing clear channels for queries and concerns.
- Develop and implement strategies and programs that encourage participation in both physical and creative activities across the entire student cohort, with tailored options to support the inclusion of students with disabilities.
- Provide access to sports and recreational facilities during student break times (such as recess and lunch) to promote regular physical activity and support active lifestyles throughout the school day.
- Introduce inclusive programming and targeted opportunities designed to engage future female students in sport, recreation, and extra-curricular activities, ensuring equitable access and participation as the College transitions to co-education.

Acronyms

Acronyms	Term
ABS	Australian Bureau of Statistics
BOCSAR	NSW Bureau of Crime Statistics and Research
CBD	Central Business District
CHP	Community Housing Provider
CSP	Community Strategic Plan
CTMP	Preliminary Construction Transport Management Plan
DCP	Development Control Plan
DPHI	NSW Department of Planning, Housing and Infrastructure
EIS	Environmental Impact Statement
EDC	Estimate Development Cost
FSR	Floor Space Ratio
GFA	Gross Floor Area
LGA	Local Government Area
LEC	Land and Environment Court
LEP	Local Environmental Plan
LHS	Local Housing Strategy
LSPS	Local Strategic Planning Statement
NSW	Noise South Wales
NVIA	Noise and Vibration Impact Assessment
SEARs	Secretary's Environmental Assessment Requirements
SEIFA	Socio-Economic Indexes for Areas
SEPP	State Environmental Planning Policy
SIA	Social Impact Assessment
SIS	State Infrastructure Strategy
SAL	Suburbs and Localities
SSDA	State Significant Development Application
TfNSW	Transport for New South Wales

Acronyms	Term
TIA	Transport Impact Assessment
VAC	Visual Absorption Capacity
VIA	Visual Impact Assessment

References

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

Demographic, crime and health data

Australian Bureau of Statistics, Census of Population and Housing, 2021, NSW, Inner West LGA (SA3) and SA1 data.

Australian Bureau of Statistics, Socio-Economic Indexes for Areas (SEIFA), 2021, Inner West

Atlas.id.community, Community Profile – Inner West

Australian Curriculum, Assessment and Reporting Authority, 2021, School enrolment data.

NSW Bureau of Crime Statistics and Research, Inner West LGA and NSW hotspot maps and crime rates.

NSW Department of Planning, Infrastructure and Housing, 2024, Population Projections

Policy documents

- Greater Sydney Region Plan, A Metropolis of Three Cities – Connecting People (2018)
- Greater Sydney Commission, Eastern City District Plan – Connecting Communities (ECDP) (2018)
- NSW Department of Education, Disability Inclusion Action Plan 2021–2025 (2021)
- NSW Department of Education, Design Framework: Sustainability (2023)
- NSW Department of Education, Design Framework: Master Planning for Schools (2023)
- NSW Department of Education, Design Guide for Schools (2018)
- NSW Department of Education, Environmental Design in Schools (2018)
- Inner West Council, Local Strategic Planning Statement (LSPS) (2023)
- Inner West Council, Inclusion Action Plan 2023–2026 (2023)
- Inner West Council, Arts and Music Recovery Plan 2023 (2023)
- Inner West Council, Community Strategic Plan – Our Inner West 2036 (2022)
- Inner West Council, Community Engagement Strategy 2022–2024 (2022).
- Inner West Council, Creative Inner West: Cultural Strategy 2022–2025 (2022)
- Inner West Council, Cycling Strategy 2023 (2023)
- Inner West Council, Pedestrian Access and Mobility Plan (2021)
- Inner West Council, Recreation Strategy and Action Plan 2023–32 (2023)

Technical studies prepared for this Proposal

Noise and Vibration Impact Assessment (Renzo Tonin & Associates, 2026)

Architectural Design Report (AJC, 2026)

Architectural Plans – Concept Mater Plan (AJC, 2026)

Architectural Plans – Stage 1 works (AJC, 2026)

The Landscape Design Report (Oculus, 2026)

Transport & Accessibility Impact Assessment (TAIA) prepared by TRAFFIX (2026)

Construction Traffic and Pedestrian Management Plan (CTPMP) prepared by TRAFFIX (2026)

Green Travel Plan (GTP) (TRAFFIX, 2026)

Visual Impact Assessment (Urbis, 2026)

Plan of Management (Urbis, 2026)

Aboriginal Cultural Heritage Assessment Report (Urbis, 2026)

Historical Archaeological Impact assessment (Urbis, 2026)

Heritage Impact State (Urbis, 2026)

Community Engagement Outcomes Report (Urbis, 2026)

Conservation Management Plan (Urbis, 2026)

Academic sources

Mission Australia. (2023). Youth Survey Report 2023. Mission Australia. <https://www.missionaustralia.com.au/what-we-do/research-impact-policy/youth-survey>

Creative Australia. (2025). Next Generation Now: Benefits of the Arts for Children and Young People. Creative Australia. <https://creative.gov.au/research>

Australian Sports Commission. (n.d.). AusPlay survey data. Australian Sports Commission. <https://www.sportaus.gov.au/ausplay>

Clift, S., & Camic, P. M. (Eds.). (2016). The effects of participating in creative activities on the health and well-being of children and young people: A rapid review of the literature. Arts Council England.

Faulkner, G., & Tamminen, K. A. (2016). Sport activities, along with the social environment created by teachers, coaches and parents, are known to enhance social skills, behaviours and self-esteem in children. In Encyclopedia of Sport and Exercise Psychology. Sage Publications

Other

NSW Department of Planning, Housing and Infrastructure, 2023, Social Impact Assessment Guideline and Technical Supplement.

NSW Department of Planning, Housing and Infrastructure, 2022, Cumulative Impact Assessment Guidelines for State Significant Projects.

Disclaimer

This report is dated 15 May 2026 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of Newington College (**Instructing Party**) for the purpose of SIA (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

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Appendix A Community Survey

Social Impact Assessment (SIA) Survey – Newington College Masterplan

Urbis Ltd (Urbis) is undertaking a Social Impact Assessment on behalf of Newington College (the College) to accompany a State Significant Development Application (SSDA) for a proposed staged Masterplan within the Newington College Stanmore campus, located at 200 Stanmore Road, Stanmore NSW 2048 (the site).

About the proposal

Newington College has been based at Stanmore for over 140 years and is renewing part of its campus.

The proposed works seek to upgrade and adaptively reuse existing teaching spaces. They also seek to provide new facilities to address short-term improvements, and also to enable the long-term sustainability of the College. This will also allow an increase in its students and staff, commensurate with Newington's transition to a fully co-educational school by 2033.

At this stage in the planning process, the SSDA includes:

- **Centenary Hall:** Alterations and additions, along with the development of a new, adjoining 4-storey teaching and learning facility.
- **Concordia Building:** Transformation of this existing building on 221-235 Stanmore Road into a performing arts precinct with new multi-purpose and teaching spaces, and additional underground car parking.
- **Sevington Courts:** Redevelopment of this existing court space into a 3-storey building that will house multi-purpose hall, teaching spaces, a fitness centre and additional car parking.
- Additional car parking and amenities for visitors and families.

The SSDA is staged to allow ongoing teaching and learning during various proposed works. The Sevington Courts redevelopment is the first stage of the SSDA

The College is working with a range of technical experts to ensure the proposal is designed and delivered with students and neighbours in mind. The College is undertaking a series of assessments to identify how potential impacts of the proposal can be addressed.

What is a Social Impact Assessment?

A Social Impact Assessment is an independent study undertaken to identify and assess potential positive and negative social impacts associated with a proposed development. Social impacts can be understood as consequences to you, your family and your community when a new development brings change.

The Social Impact Assessment process is guided by the NSW Department of Planning, Housing and Infrastructure's [Social Impact Assessment Guideline](#) (2023).

The SIA will be available for public viewing during the SSDA exhibition period, during which it will be open to receive public submissions via the NSW Major Projects website:
<https://www.planningportal.nsw.gov.au/major-projects>

About this survey

This survey aims to gather insights from the community and key stakeholders (such as students and staff, residents, visitors and workers) about how this proposal may impact them and the local area. Survey responses will inform the SIA, including identifying positive and negative impacts and potential mitigation or enhancement measures.

The survey should take approximately **10 minutes** to complete, and all responses will be kept anonymous. The survey closes **28 March 2025** at 5pm.

Thank you in advance for your contribution.

****Section break****

A little about you first.

1. Which of the following best describes you? *Please select all that apply.*
 - I. Nearby resident (living within 500m from the site).
 - II. Nearby landlord.
 - III. Resident of Stanmore, Enmore, Marrickville or Petersham.
 - IV. Resident of another suburb in the Inner West LGA
 - V. School staff or faculty.
 - VI. Current student at the College.
 - VII. Current parent or carer of a student attending the College.
 - VIII. Former student or alumni of the College.
 - IX. Current user of the College's venues/hire facilities.
 - X. Regular visitor to the area.
 - XI. Worker or business owner in the area.
 - XII. Other. Please specify: _____

Tick box – select all that apply

2. In a few words, what do you like about your connection to the College or the local area?

Comment box

****Section break****

Social infrastructure and facilities

3. Do you currently use Newington College's venues and hire facilities? (Select one)
 - Yes, frequently (at least once a week)
 - Yes, occasionally (at least once a month)
 - Rarely (a few times per year)

- Never

4. If you use the College's venue and hire facilities, please describe how you use them.

Comment box

5. Do you use any community, sport/recreation or arts facilities in the Inner West LGA? (Select one)

- Yes, frequently (at least once a week)
- Yes, occasionally (at least once a month)
- Rarely (a few times per year)
- Never

6. If you use facilities in the Inner West LGA, please list them.

Comment box

7. If you don't use facilities in the Inner West LGA, do you use any outside the area? (Select one)

- Yes
- No

8. What shared facility use (community use) opportunities would you like to see made available to the community as part of the Newington College Masterplan?

Comment box

****Section break****

Social impacts

The following questions relate to understanding how, from your perspective, the Newington College Masterplan may impact you and the local area. Your feedback will inform the assessment of potential social impacts and the definition of management measures and opportunities to maximise positive impacts.

Social impacts can include positive and negative impacts on you, your family or other community members. These can include short- and long-term impacts during construction and/or during the operational phase of the Newington College Masterplan.

Positive or negative impacts may be in relation to (but not limited to):

- Your ability to have a say in decisions that affect your life
- Amenity impacts during construction
- Employment, training and development opportunities
- Local livelihood and local business opportunities
- How you access education services and facilities
- How you access community services and facilities
- How you express your beliefs and customs (including First Nations Connection to Country)
- Your access, use and impact on the natural and built environment

- Your physical or mental health
- Your community's well-being, including how your community looks and functions
- Your day-to-day activities

9. How would the proposed Newington College Masterplan mainly impact the community? (Select one)

Positively

Negatively

Both positively and negatively

Neither positively nor negatively

Unsure

10. Why do you feel this way?

Comment box

11. What specific groups or community members would be positively or negatively impacted by the proposal?

Comment box

12. Please describe the **most important positive impacts** that the proposal will create once operational.

Comment box

13. How can these positive impacts be further enhanced (maximised)?

Comment box

14. Please describe the **most significant negative impacts** that the proposal will create once operational.

Comment box

15. How could these negative impacts be avoided or reduced (mitigated)?

Comment box

16. On a scale of 1 (not at all) to 10 (very much), please use the slide below to indicate the extent to which you will be being impacted by the construction works associated with the proposed Newington College Masterplan.

Sliding rating scale

17. Please describe how the construction works may impact you or the community:

Comment box

Section break**

Engagement and communication

18. Throughout the planning process, and if approved, development and construction phase – how would you prefer Newington College to communicate with you (please select all that apply):

- Email
- Phone or SMS
- Posted letters
- Information session events
- Newington website
- Newington eNewsletter
- Other

19. At what phases in the project would you like to be informed and consulted?

Comment box

20. What information about the project is of highest priority to you?

Comment box

Appendix B Community Survey Findings

A community survey was developed to understand the potential social impacts of the proposal and potential mitigation and enhancement measures. A quick-response (QR) code and online link for the survey were included in the community newsletter distributed to local residents on 26 February 2025. The survey was open between 26 February 2025 and open till 28 March 2025.

Throughout the engagement period, 117 responses were received. This include 55 completed survey responses and 62 incomplete survey responses (meaning one or more questions were left blank).

The following process was undertaken to analyse the responses:

- Responses were read to identify the unique themes for each survey question.
- The total number of responses containing each unique theme was recorded for each survey question.
- The frequency of each unique theme was calculated by percentage.

As some survey responses were open-ended and did not limit respondents to a choice of one theme per response, respondents often identified multiple themes per question. Some respondents did not answer all questions in the survey, and blank responses were removed from totals when calculating the percentages below.

Question 1: Which of the following best describes you? Please select all that apply.

There were 157 responses to this question with respondents able to select multiple options. Of these:

- 53% (or 55 respondents) were nearby residents (living within 500m from the site)
- 35% (or 36 respondents) were residents of the suburb of Stanmore, Enmore, Marrickville or Petersham
- 23% (or 24 respondents) were current parents of carers of a student attending Newington College
- 8.65% (or 9 respondents) were former students or alumni of Newington College
- 8% (or 8 respondents) were residents of another suburb in Inner West LGA
- 8% (or 8 respondents) were regular visitors to the area
- 4% (or 4 respondents) were nearby landlords
- 4% (or 4 respondents) were workers or business owners in the area
- 3% (or 3 respondents) were school staff or faculty
- 3% (or 3 respondents) were current users of the College's venues or hire facilities
- 2% (or 2 respondents) were current students at Newington College
- 1% (or 1 respondents) were 'other' and identified as a recent parent

Question 2a: In a few words, what do you like about your connection to the College or the local area?

Zero (0) responses

Question 3: Do you currently use Newington College's venues and hire facilities?

78% (or 63 respondents) never use the College facilities

11% (or 9 respondents) frequently use (at least once a week) the College facilities

10% (or 8 respondents) rarely use the College facilities

0% occasionally use (at least once a week) use the College facilities

Question 4: If you use the College's venue and hire facilities, please describe how you use them?

There were 29 responses to this question. Key themes raised included the majority of comments confirming they do not use the facilities, or users indicating they used the sporting facilities, attend functions or visit the facilities as part of Saturday sports and school drop-off/pick-up.

Q5. Do you use any community, sport/recreation or arts facilities in the Inner West LGA? (Select one)

53% (or 41 respondents) frequently use (at least once a week) community facilities in the LGA

18% (or 14 respondents) occasionally use (at least once a month) community facilities in the LGA

17% (or 13 respondents) rarely use (a few times per year) community facilities in the LGA

12% (or 9 respondents) never use community facilities in the LGA

Question 6a. If you use community, sport/recreation or arts facilities in the Inner West LGA, please list them

There were 50 responses to this question. Key facilities used included tennis courts, public pools, and parks for sports and recreation, as well as council libraries, the community centre, and town hall facilities.

Question 6b. Do you use any facilities outside Inner West LGA?

54% (or 40 respondents) did not use any facilities outside the LGA

46% (or 34 respondents) did use facilities outside the LGA

Question 7: What shared facility use (community use) opportunities would you like to see made available to the community as part of the Newington College Masterplan?

There were 50 respondents to this question. Key recommendations for shared use of the College facilities included green space and grounds, oval, tennis courts, swimming pool, basketball courts, the College Hall, and making the library and study hall available for other students. Additionally, the gym, music facilities for lessons, and general opening of facilities for public school students were recommended. Overnight free off-street parking in the proposed parking facilities were also suggested.

Question 8: How would the proposed Newington College Masterplan mainly impact the community?

73% (or 43 respondents) indicated that the Masterplan would negatively impact them

19% (or 11 respondents) indicated that the Masterplan would impact them both positively and negatively

3% (or 2 respondents) indicated that the Masterplan would impact them neither positively nor negatively

3% (or 2 respondents) were unsure how the Masterplan would impact them

2% (or 1 respondent) indicated that the Masterplan would positively impact them

Question 9: Why do you feel this way?

There were 54 respondents to this question. Key themes included the positive economic impact on local businesses from an increased student cohort, the future-proofing of the College with updated facilities, and potential opportunities to share these facilities with the broader community. Concerns were raised

about construction disruption, including dust, noise, traffic, and its impact on learning and teaching. Traffic congestion and parking issues, particularly during school events and weekend sports, were highlighted. Safety concerns for pedestrians, cyclists, and local children due to high traffic volumes were noted, as well as worries about how the development might change the community character.

Question 10: What specific groups or community members would be positively or negatively impacted by the proposal?

There were 53 respondents to this question.

Key groups and communities who were identified to be positively impacted by the proposal included students and staff, as well as local businesses potentially benefiting economically from increased business opportunities associated with the increase in student cohort.

Key groups and communities who were identified to be negatively impacted by the proposal included residents and surrounding community, community members with health issues such as asthma and commuters using the surrounding road networks.

Question 11: Please describe the most important positive impacts that the proposal will create once operational.

There were 50 respondents to this question. Key themes included the increase of car parking facilities on-site to limit College staff, students and visitors parking on surrounding road network, the improved facilities for students, staff and visitors to the College as well as construction jobs. Although the recent move towards co-education at the College is not part of this proposal, it received numerous positive comments.

Question 12: How can these positive impacts be further enhanced (maximised)?

There were 42 respondents to this question. Key themes included ensuring parking facilities can fully accommodate the College community to lessen the impact on surrounding road networks, providing bus bays within the College grounds to reduce congestion (as the existing bus stop is on Stanmore Road), and provide entry and exit to the Concordia building via Stanmore Road to minimise impact on Cavendish Street and Holt Road. Additionally, the provision of a 50-metre swimming pool and opening up facilities to the broader community were highlighted.

Question 13: Please describe the most significant negative impacts that the proposal will create once operational.

There were 47 responses to this question. Key themes included the potential increase in on-street parking and traffic congestion due to a larger student cohort, the negative impact on the College community feel from the student increase, and concerns about overdevelopment and overshadowing.

Question 14: How could these negative impacts be avoided or reduced (mitigated)?

There were 50 responses to this question. Key themes included traffic management and increasing parking within school grounds. Other suggestions also included limiting on-site car parking to deter driving as well as encouraging active travel for students and staff. The implementation of a detailed traffic and pedestrian management plan and keeping development within the main College grounds was also suggested. Staggered class start and finish times were proposed to reduce congestion, and holding special events at other locations was suggested to prevent parking and traffic issues. Additionally, there were calls to limit students driving to school and parking on local streets. Other themes included increasing the number of open days at the College to foster better community connections, limiting enrolment numbers, opening College facilities to the community, and considering the renovation of existing buildings on site.

Question 15: On a scale of 1 (not at all) to 10 (very much), please use the slide below to indicate the extent to which you will be impacted by the construction works associated with the proposed Newington College Masterplan.

There were 53 responses to this question, with an average matrix score of 8.85.

Question 16: Please describe how the construction works may impact you or the community.

There were 51 responses to this question. Key themes included concerns about traffic, congestion, and parking issues due to the increase in construction vehicles and tradespeople parking on local streets. There were also worries about noise and pollution affecting staff, students, and surrounding communities. Additionally, disruptions to daily routines and services, access and safety within the College, and the safety of pedestrians using surrounding road networks, and road closures were highlighted as significant concerns.

Question 17: Throughout the planning process, and if approved, development and construction phase – how would you prefer Newington College to communicate with you (please select all that apply):

There were 106 responses to this question.

47% (or 25 respondents) preferred communication via posted letters.

43% (or 23 respondents) preferred communication via email.

40% (or 21 respondents) preferred communication via information session events.

19% (or 10 respondents) preferred communication via Newington College eNewsletter

19% (or 10 respondents) preferred communication via 'other'.

17% (or 9 respondents) preferred communication via the Newington College website.

15% (or 8 respondents) preferred communication via phone or SMS.

Question 18: At what phases in the project would you like to be informed and consulted?

There were 50 responses to this question. The majority of respondents preferred to be informed and or consulted throughout all phases of the development, with clear transparent information, including how to raise concerns and how these will be handled and recorded.

Question 19: What information about the project is of highest priority to you?

There were 45 responses to this question. Key themes of highest priority included project timeline and milestones, traffic and parking management during construction and operation, how to voice concerns and information related to the reasoning for the proposal as well as design.

Appendix C Operation of the College

Existing school buildings and facilities on site includes:

Building 1: Old Gymnasium (1967)

Building 2: Taylor Sports Centre (1993)

Building 3: Ray Centre & Pyke Centre

Building 4: Prescott Block and War Memorial Building (1921-1999)

Building 5: Nesbitt Wing

Building 6: Technology Centre

Building 7: Founders Building (1877)

Building 8: Music (1986)

Building 9: Centenary Hall (1962)

Building 10: Chapel (1984)

Building 11: Le Couteur (1938)

Building 1: Old Gymnasium (1967)

Building 12: Tupou

Building 13: Duckmanton Drama

Building 14: Old Chapel (1874)

Building 15: Demountables

Building 16: Concordia

17: Sevington Courts

Building 18: Parsonage (1886)

Building 19: Chaplain's Residence (1953)

Building 20: Glasson Pavillion (1934)

21: Johnson Oval

22: Old Boy's Oval

23: Buchannan Oval

The existing College site plan is shown in The area surrounding the site is predominantly zoned R2 Low Density Residential. It includes a combination of single dwellings and residential flat buildings ranging from 1-3 storeys in height. The surrounding of the school also includes several education facilities: Stanmore Public School, Newington College Wyvern House Preparatory School, Newington ELC and Cavendish Street Pre-School.

An existing pedestrian bridge and signalised traffic lights provide pedestrian access over Stanmore Road to Stanmore Train, further north. The Stanmore Train Station is located approximately 220 metres to the north. Generally, the site is well connected to public transport with additional bus stops located along Stanmore Road and surrounding local roads.

A site context map and site photos are provided in below.

Figure 7 College site plan



Source: AJC



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