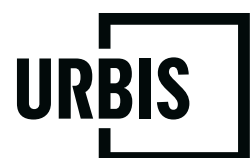




# **PYMBLE LADIES' COLLEGE SECONDARY INOVATION PRECINT AND CAMPUS COMMONS**

Social Impact Assessment (SIA)

Prepared for  
**PYMBLE LADIES' COLLEGE**  
25 March 2025



## URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

|                    |                                              |
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| Project Code       | P0056474                                     |
| Report Number      | FINAL                                        |



## Acknowledgement 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.

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.

Title: Sacred River Dreaming  
Artist Hayley Pigram  
Darug Nation  
Sydney, NSW

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# EXECUTIVE SUMMARY

Urbis Ltd (Urbis) was engaged by Pymble Ladies' College (the proponent) to prepare a Social Impact Assessment (SIA) for Pymble Ladies' College campus, at 20 Avon Road, Pymble (the site). The SIA has been prepared in accordance with the technical requirements of the Secretary's Environmental Assessment Requirements (SEARs) and in support of the preparation of an Environmental Impact Statement (EIS) and State Significant Development Application for the proposed Secondary Innovation Precinct (SIP) and Campus Commons (SSD- 79146716) to the Department of Planning, Housing and Infrastructure (DPHI).

## 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 NSW Department of Planning, Housing and Infrastructure's (DPHI) Social Impact Assessment Guideline (2023) 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 was 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 2023).

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 (2023) and is outlined in Section 6 of this report.

## EXISTING ENVIRONMENT

Pymble Ladies' College is an independent Kindergarten to Year 12 school for girls from, established in 1916. The College also includes a boarding school, accommodating almost 150 residential boarding students on the College campus. The College is located roughly in the centre of Ku-ring-gai LGA, on Sydney's Upper North Shore, approximately 15km from Sydney Central Business District (CBD). The College is located between the key commercial centres of Hornsby to the north and Chatswood to the south.

The College is well connected through its proximity to Pymble Train Station, which is located on the T1 North Shore and Western Line, connecting to major centres such as North Sydney, Sydney CBD and beyond. It is also situated near the Pacific Highway, a major arterial road. Pymble local centre, comprising small-scale retail and commercial land-uses is also located in close proximity to the College, along Grandview Street and centred around the station. With the College being well connected, its enrolment catchment consists of a very wide geographical area.

## POTENTIAL POSITIVE AND NEGATIVE SOCIAL IMPACTS

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

| Impact category      | Impact description                                                                                      | Mitigated assessment                                                                                                                                                                                          | Recommendations provided      |
|----------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Way of life          | Provision of high quality teaching and learning environments supporting education and learning outcomes | <b>High positive</b> for the immediate social locality (existing and future College staff and students)                                                                                                       | Yes. Refer to Section 6.2.1.1 |
| Way of life          | Disruption to teaching and learning environments during construction                                    | <b>Low negative</b> for the immediate social locality (College staff and students)                                                                                                                            | Yes. Refer to Section 6.2.1.2 |
| Community            | Enhanced opportunities for student interaction and connection                                           | <b>High positive</b> for the immediate social locality (College students, in particular Senior School students)                                                                                               | Yes. Refer to Section 6.2.2.1 |
| Accessibility        | Changes to pedestrian access within the College campus during construction and operation                | <b>Low negative (construction) and medium positive (operation)</b> for the immediate social locality (College staff, students and visitors)                                                                   | Yes. Refer to Section 6.2.3.1 |
| Accessibility        | Disruption to traffic and vehicular access and parking                                                  | <b>Low negative to nil (construction) and nil (operation)</b> for the immediate and surrounding social locality (College students, staff and families and surrounding residents, business owners and workers) | No.                           |
| Culture              | Potential impact to Aboriginal sites and culture                                                        | <b>Medium positive</b> for immediate, surrounding and broader social locality (including First Nations people and communities)                                                                                | No.                           |
| Culture              | Representation and celebration of College history and heritage                                          | <b>Low negative</b> for the immediate social locality (College staff, existing and past students, families and visitors)                                                                                      | Yes. Refer to Section 6.2.4.2 |
| Health and wellbeing | Amenity impacts during construction                                                                     | <b>Low negative</b> for the immediate social locality                                                                                                                                                         | Yes. Refer to Section 6.2.5.1 |



| Impact category           | Impact description                                                                                                                                                                                                                                                                                                                                                            | Mitigated assessment                                                                                                                               | Recommendations provided      |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|                           |                                                                                                                                                                                                                                                                                                                                                                               | (College students, staff and visitors) and surrounding social locality (nearby residents)                                                          |                               |
| Surroundings              | Change to visual surroundings and local character                                                                                                                                                                                                                                                                                                                             | <b>Medium positive</b> for the immediate social locality (College students, staff and visitors) and surrounding social locality (nearby residents) | No.                           |
| Livelihoods               | Facilitating pathways into STEAM related tertiary education and employment                                                                                                                                                                                                                                                                                                    | <b>Medium positive</b> for the immediate social locality (College students, staff and visitors)                                                    | Yes. Refer to Section 6.2.7.1 |
| Decision-making systems   | Involvement of school community into planning process and enhanced opportunities for community feedback                                                                                                                                                                                                                                                                       | <b>Medium positive</b> for the immediate and surrounding social localities                                                                         | Yes. Refer to Section 6.2.8.1 |
| Cumulative social impacts | <p>A discussion on cumulative social impacts is outlined in Section 6.3. This includes the following cumulative social impacts:</p> <ul style="list-style-type: none"> <li>Construction related impacts from multiple projects within the College campus</li> <li>Potential for additional cumulative impacts from future construction projects in the local area.</li> </ul> |                                                                                                                                                    | Yes. Refer to Section 6.3.1   |

## PROPOSED MITIGATION, ENHANCEMENT AND MANAGEMENT MEASURES

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

# 1. INTRODUCTION

Urbis Ltd (Urbis) was engaged by Pymble Ladies' College (the proponent) to prepare a Social Impact Assessment (SIA) in accordance with the technical requirements of the Secretary's Environmental Assessment Requirements (SEARs), and in support of a State Significant Development Application (SSDA) for the proposed Secondary Innovation Precinct (SIP) and Campus Commons (SSD- 79146716) at Pymble Ladies' College, located at 20 Avon Road, Pymble (the site).

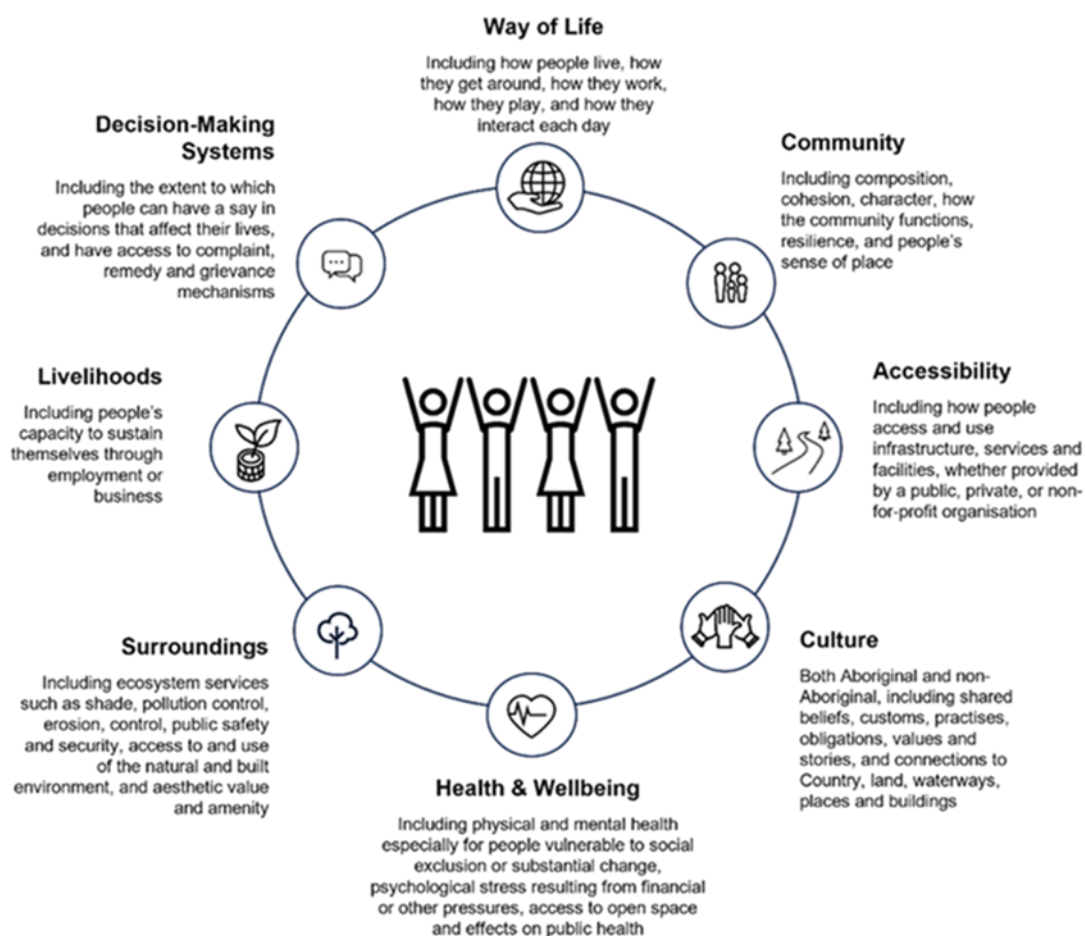
## 1.1. REPORT PURPOSE AND SCOPE

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 NSW Department of Planning, Housing and Infrastructure's (DPHI) Social Impact Assessment Guideline (2023) states that a SIA should consider the likely changes to the following social elements of value to people.

Figure 1 SIA categories



Source: SIA Guidelines (DPHI 2023, p. 19)

## 1.2. SIA GUIDELINES AND REQUIREMENTS

This SIA aligns with the best practice methods contained within the DPHI's SIA Guideline (2023). The DPHI SIA Guideline (2023) provides a framework to identify, predict and evaluate likely social impacts and helps to provide greater clarity and certainty for proponents and the community.

This SIA also considers the guidance contained in Ku-ring-gai Council's Social Impact Assessment Policy (2015).

This SIA has been prepared to satisfy the Secretary's Environmental Assessment Requirements (SEARs) for the proposal issued on 16 January 2025. The individual SEARs item relevant to this SIA is outlined in Table 1 below.

Table 1 SEARs item (SSD– 79146716)

| Item | SEARs requirement                                                                                                                                                                                                                  | Relevant section of report |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 20   | Social Impact: Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Project and is targeted and proportionate to the project's context and likely impacts. | This report (Sections 1-7) |

Source: SEARs issued for the proposal, issued 16 January 2025 (DPHI 2025)

## 1.3. PROPOSAL OVERVIEW

This SIA is to inform a State Significant Development Application (SSDA) for a new development within Pymble Ladies' College campus, at 20 Avon Road, Pymble. The development site is identified as Lots 11 – 17 DP7131 and Lot 1 DP69541.

The application seeks consent for the development of a Secondary Innovation Precinct (SIP), involving the construction of a five-storey building that will consolidate science, technology, engineering, arts and mathematics (STEAM) based learning opportunities, and an open and events learning space called the Campus Commons, which will connect the SIP to the rest of the College campus. Collectively these two components form 'the proposal'.

Specifically, the SSDA seeks development consent for:

- Demolition of the current Isabel Harrison Administration and Reception building, Dorothy Knox House and the John and Robert Vicars Buildings on the site.
- Site preparation including excavation, service installation and vegetation and tree removal.
- Construction of a terraced five-storey and basement building presenting as three-storeys from the main vantage point. The building will include a central open atrium, a robotics lab, a multi-purpose dining hall, large lecture hall, diverse learning spaces and landscaped external terraces for outdoor and flexible learning.
- Construction of the Campus Commons, consisting of a campus green and amphitheatre, for outdoor learning and events.
- Provision of pedestrian access at the southern point of the building and from the Campus Commons to the west. Provision of vehicle access to the basement level from the existing rear service road and two car parking spaces.
- Minor realignment of the existing access road at the Flagpole Lawn.
- Architectural and landscape plans for the SIP and Campus Commons are show in Figure 2 and Figure 3 below.

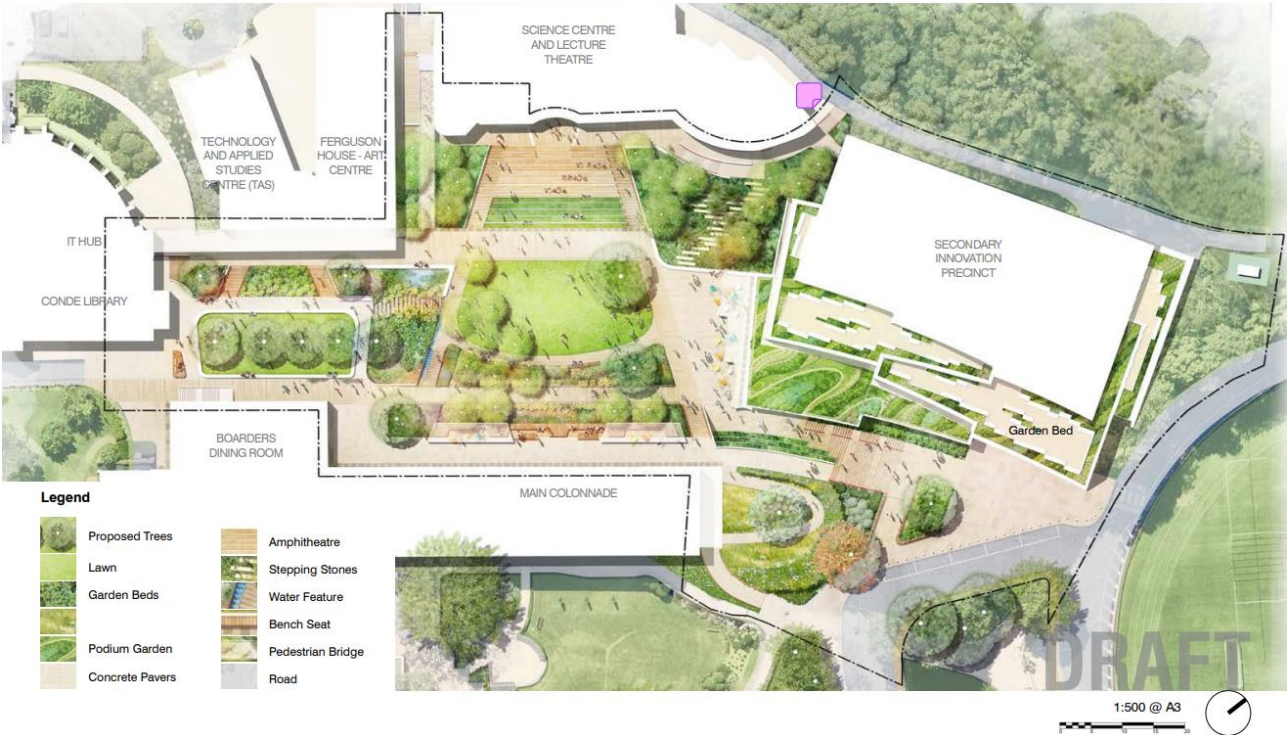
The purpose of the development is to deliver secondary education facilities within the existing College to accommodate STEAM learning opportunities. It is also to deliver built form outcomes that respond to the growing needs of the College, in line with the desired future character of the school.

Figure 2 Ground Floor Architectural Plan



Source: 3XN Architects, 2025

Figure 3 Landscape plan



Source: TCL, 2025

### **1.3.1. Pymble Ladies' College campus and the development site**

The development site is located within Pymble Ladies College (the College) at 20 Avon Road, Pymble within the Ku-ring-gai Local Government Area (LGA). The development site is legally described as Lot 1 DP69541 and Lots 1-26 DP7131.

The development site comprises the land whereby all works that form part of the SSDA are proposed. The development site is located in the central western section of the campus, shown by the red outline in Figure below. It is noted that this assessment has considered potential social impacts within the College campus and within the immediate and boarder social localities (see section 5).

Key features of the College campus and development site are as follows:

- The whole College campus is approximately 20 hectares and has a sloping topography (from north to south and a cross fall from east to west).
- The College campus contains several existing buildings and facilities to support the functioning of the school.
- The College campus accommodates Year 7 to Year 10 students in the western section (Main Colonnade and John and Robert Vicars Buildings), Years 11 and 12 in the southern section (Kate Maison Building) and Kindergarten to Year 6 located in the central section (John Reid Building). The College campus also includes a range of supporting sport, recreation and other facilities, spaces and amenities that supporting the functioning of the school and its academic and extracurricular offerings. The College also includes a boarding school, accommodating almost 150 residential boarding students on the College campus.
- Vehicular access to the College campus is via separate ingress and egress driveways on the northern and western sections of Avon Road (Gates 1, 2 and 3). Similarly, pedestrian access is provided through multiple gates along Avon Road.
- The development site is located near the western boundary of the College campus (closest to Avon Street, Pymble).
- The majority of the development site currently comprises existing buildings, including Isabel Harrison Administration and Reception building, Dorothy Knox House and the John and Robert Vicars Buildings.
- The development site also contains dense vegetation including mature trees and landscaped areas.



Figure 4 Aerial Photograph of Site



Source: Nearmaps, 2025

## 1.4. AUTHORSHIP AND SIA DECLARATION

The authorship SIA Declarations for this report are provided in the following sections.

### 1.4.1. Authors

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

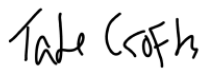
|                       |                                                                                                                                                                                                                                               |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Allison Heller</b> | Project director                                                                                                                                                                                                                              |
| Position              | Director                                                                                                                                                                                                                                      |
| Qualifications        | Bachelor of Town Planning, University of NSW<br>Post Grad Diploma History of Architecture & Art, University of London                                                                                                                         |
| Affiliations          | Member of Planning Institute of Australia<br>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. |
| <b>Sarah Braund</b>   | Review and quality assurance                                                                                                                                                                                                                  |
| Position              | Associate Director                                                                                                                                                                                                                            |
| Qualifications        | Master of Policy Studies, University of New South Wales<br>Bachelor of Landscape Architecture, University of New South Wales                                                                                                                  |

|                        |                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience             | Experience in writing SIA reports across a variety of industries (including education, health and employment projects) in the context of the SIA Guideline (DPHI 2023) and best practice social research, evaluation and impact assessment. |
| <b>Tate Crofts</b>     | Lead author and SIA analyst                                                                                                                                                                                                                 |
| Position               | Consultant                                                                                                                                                                                                                                  |
| Qualifications         | Bachelor of Arts (History), University of Queensland<br>Bachelor of Social Science (Development), University of Queensland                                                                                                                  |
| Affiliations           | Graduate member, Planning Institute of Australia                                                                                                                                                                                            |
| Experience             | Experience in writing SIA reports across a variety of industries (including education, health and employment projects) in the context of the SIA Guideline (DPHI 2023) and best practice social research, evaluation and impact assessment. |
| <b>Louise Popowitz</b> | Co-author and SIA analyst                                                                                                                                                                                                                   |
| Position               | Consultant                                                                                                                                                                                                                                  |
| Qualifications         | Master of Urban Planning and Environment, RMIT<br>Bachelor of Science (Natural Resources – Nature Management), University of Copenhagen                                                                                                     |
| Affiliations           | Full Member, Planning Institute of Australia                                                                                                                                                                                                |
| Experience             | Experience in writing SIA reports across a variety of industries (including education, health and employment projects) in the context of the SIA Guideline (DPHI 2023) and best practice social research, evaluation and impact assessment. |
| <b>Sholto Bremner</b>  | Co-author and SIA analyst                                                                                                                                                                                                                   |
| Position               | Consultant                                                                                                                                                                                                                                  |
| Qualifications         | Bachelor of Science and Advanced Studies (Environmental Studies & International Relations), University of Sydney                                                                                                                            |
| Experience             | Experience in writing SIA reports across a variety of industries (including education, health and employment projects) in the context of the SIA Guideline (DPHI 2023) and best practice social research, evaluation and impact assessment. |

### 1.4.2. Declaration

The authors declare that this SIA report:

- Was completed on 24 March 2025
- Has been prepared in accordance with the EIA process under the EP&A Act
- Has been prepared in alignment with the DPHI's (2023) SIA Guideline
- Contains all reasonably available Proposal information relevant to the SIA
- As far as Urbis is aware, contains information that is neither false nor misleading.



Tate Crofts  
Consultant  
25 March 2025



Sarah Braund  
Associate Director  
25 March 2025

## 1.5. SIA GUIDELINES REVIEW QUESTIONS AND RESPONSES

The review questions outlined by the SIA Guideline (2023) 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 2 below outlines these review questions and indicates how they have been addressed in this SIA.

Table 2 Guideline review questions and responses

| <b>SIA Review questions</b>                                                                                                                                                                                                 | <b>Addressed by report (yes/no), relevant section</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Does the lead author meet the qualification and experience requirements?                                                                                                                                                    | Yes – section 1.4                                     |
| Has the lead author provided a signed declaration?                                                                                                                                                                          | Yes – section 1.4.2                                   |
| Would a reasonable person judge the SIA report to be impartial, transparent and suitably rigorous given the nature of the project?                                                                                          | Yes – section 1.2, 2, 3, 4, 5, 6                      |
| <b>Project's social locality and social baseline</b>                                                                                                                                                                        |                                                       |
| Does the SIA report identify and describe all the different social groups that may be affected by the project?                                                                                                              | Yes – section 3, 4, 5                                 |
| Does the SIA report identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?                                                          | Yes – section 1.3, 3, 4, 5                            |
| Does the SIA report identify and describe historical, current, and expected social trends or social changes for people in the locality, including their experiences with this project and other major development projects? | Yes – section 1.3, 3, 4, 5                            |
| Does the social baseline study include appropriate justification for each element, and provide evidence that the elements reflect both relevant literature and the diversity of view and likely experiences?                | Yes – section 3                                       |
| Does the social baseline study demonstrate social-science research methods and explain any significant methodological data or limitations?                                                                                  | Yes – section 2, 3                                    |
| <b>Identification and description of social impacts</b>                                                                                                                                                                     |                                                       |
| Does the SIA report adequately describe likely social impacts from the perspectives of how people may experience them, and explain the research used to identify them? When undertaken as a part of SIA                     | Yes – section 3, 4, 5, 6                              |



| <b>SIA Review questions</b>                                                                                                                                                 | <b>Addressed by report (yes/no), relevant section</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| scoping and initial assessment, has the plan for the SIA report been detailed?                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Does the SIA report apply the precautionary principle to identifying social impacts, and consider how they may be experienced differently by different people and groups?   | Yes – section 3, 4, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Does the SIA report describe how the preliminary analysis influenced project design and EIS engagement strategy?                                                            | Yes – section 1.2, 3 (3.2, 3.4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Community Engagement</b>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Were the extent and nature of engagement activities appropriate and sufficient or canvass all relevant views, including those of vulnerable or marginalised groups?         | Yes – section 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| How have the views, concerns and insights of affected and interested people influenced both the project design and each element of the SIA report?                          | Yes – section 3, 4, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Predicting and analysing social impacts</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Does the SIA report impartially focus on the most important social impacts to people at all stages of the project, without any omissions or misrepresentations?             | Yes – section 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Does the SIA report analyse the distribution of both positive and negative social impacts, and identify who will benefit and who will lose from the project?                | Yes – section 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Does the SIA report identify its assumptions, and include sensitivity analysis and alternate scenarios? (including 'worst-case' and 'no project' scenarios where relevant?) | <p>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) are accurate.</p> <p>The SIA considers alternative site scenarios from the perspective of the 'worst case' scenario (i.e., no technical mitigations), in alignment with the EIS.</p> <p>We note that consideration of alternative site options (e.g., no development, different types of development) have</p> |

| SIA Review questions                                                                                                                                                                          | Addressed by report (yes/no), relevant section                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                               | <p>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 – not other alternative scenarios considered at the business case stage.</p> <p>Therefore, our sensitivity analysis and assessment of ‘worst case’ scenarios relate to a ‘no mitigations’ scenario for the chosen development option.</p> <p>This evidence is clearly assessed as part of the SIA tables at Section 6.</p> |
| <b>Evaluation significance</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 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 3, 4, 5, 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Are the evaluations of significance disaggregated to consider the likely different experiences for different people or groups, especially vulnerable groups?                                  | Yes – section 3, 4, 5, 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Responses, monitoring and management</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 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 6, 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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 6, 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Does the SIA report demonstrated how the proponent will adaptively manage social impacts and respond to unanticipated events, breaches, grievances and non-compliance?                        | Yes – section 6, 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## 1.6. STRUCTURE OF THIS REPORT

This SIA has seven chapters as summarised below:

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

## 2. METHODOLOGY

The methodology undertaken to prepare this SIA is outlined in Table 3. The methodology was informed by the guidance contained within the SIA Guideline and Technical Supplement (DPHI 2023) and with reference to Ku-ring-gai Council's Social Impact Assessment Policy (2015).

Table 3 Methodology overview

| Stage                    | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social baseline          | <ul style="list-style-type: none"> <li>Site visit of surrounding land uses and site.</li> <li>Review of relevant state and local policies and strategies to understand potential social implications.</li> <li>Analysis of relevant data sets to understand the existing community profile and community values, strengths and vulnerabilities.</li> <li>Identification of likely impacted groups and communities.</li> <li>Early identification of potential social impacts (positive and negative) based on research tasks undertaken.</li> </ul> |
| SIA field study          | <ul style="list-style-type: none"> <li>Engagement with stakeholder representatives from Ku-ring-gai Council</li> <li>Engagement with the local community through community newsletter distribution, online community survey, and community briefings</li> <li>Analysis of field study data and identification of key themes.</li> </ul>                                                                                                                                                                                                             |
| Impact scoping           | <ul style="list-style-type: none"> <li>Review of social baseline and SIA field study outcomes.</li> <li>Review of proposal plans, proposal documentation and relevant technical assessments.</li> <li>Identification of the proposal's social locality and likely impacted groups.</li> <li>Identification and scoping of potential social impacts (positive and negative), mitigation and enhancement measures.</li> <li>Identification of potential opportunities for additional measures to be incorporated into the proposal.</li> </ul>        |
| Assessment and reporting | <ul style="list-style-type: none"> <li>Assessment of social impacts (positive and negative) with and without mitigation and enhancement measures.</li> <li>Provision of recommendations to further reduce negative social impacts and enhance positive social impacts.</li> <li>Preparation of draft and final SIA reports.</li> </ul>                                                                                                                                                                                                              |

### Approach to assessing social impacts

The assessment of social impacts can be approached in several ways. The Technical Supplement of DPHI's SIA Guideline 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.

## Assumptions

- This report 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 judgements 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 on the basis of 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 given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

## 3. SOCIAL BASELINE

This chapter 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 5).

### 3.1. SITE LOCATION

#### 3.1.1. Local context

Pymble Ladies' College is an independent Kindergarten to Year 12 school for girls from, established in 1916. The College also includes a boarding school, accommodating almost 150 residential boarding students on the College campus.

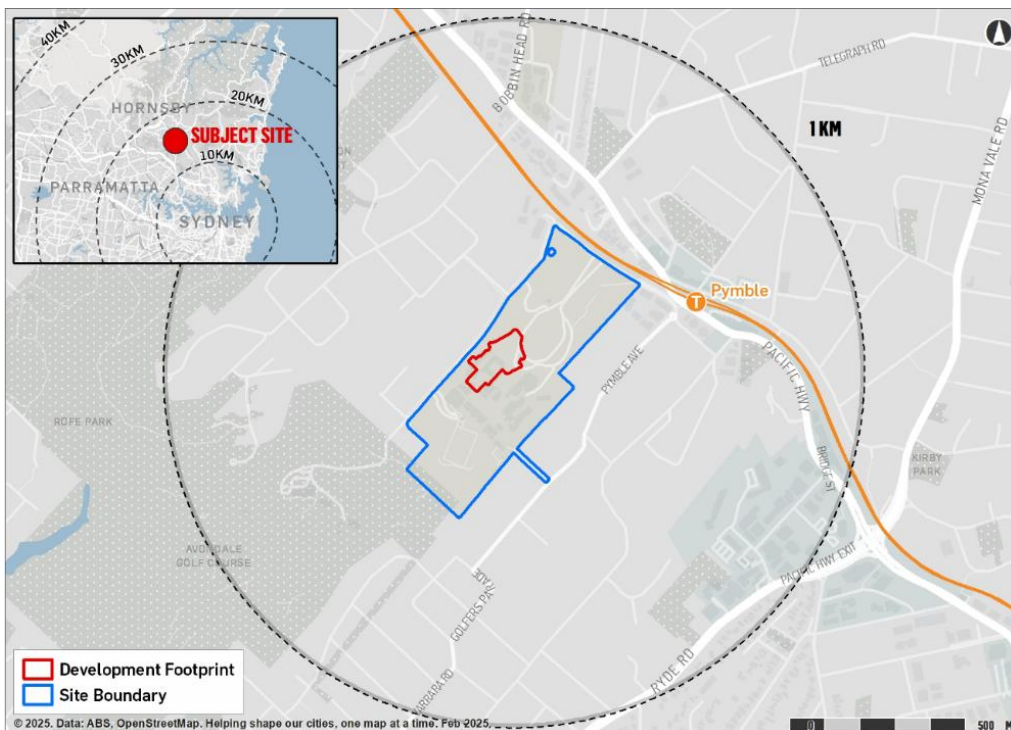
Pymble Train Station is approximately 300m from the College, with pedestrian access via an underpass under the Pacific Highway. Pymble local centre, comprising small-scale retail and commercial land-uses is also located in close proximity to the College, along Grandview Street and centred around the station.

The College adjoins Avondale Golf Club to the south-west. The North Shore railway line runs parallel to Avon Road and the College's north-eastern boundary. The immediate College surrounds comprise primarily of low density residential dwellings. There are however more recently constructed apartment dwellings close to the train station, on Avon Road, Pymble Avenue, Everton Street and Livingston Avenue.

The College is well connected to public transport, being within walking distance to Pymble Train Station. Regular bus services near the site depart near Pymble Station along Pacific Highway, with services including route 575 (Macquarie University to Hornsby), 579 (Grandview St to Pacific Hwy) and N90 (Hornsby to Town Hall).

The site context is shown in Figure 5 below.

Figure 5 Site context map



Source: Urbis, 2025



Figure 6 Site photos



Picture 1 View of development site from an internal College service road to the north-west

Source: Urbis, 2025



Picture 2 Robert Vicars building on the development site (to be demolished)

Source: Urbis, 2025



Picture 3 Isabel McKinney Harrison building on the development site (to be demolished)

Source: Urbis, 2025



Picture 4 Grey House Precinct within the College (under construction)

Source: Urbis, 2025



Picture 5 Dense vegetation between the development site and Avon Road

Source: Urbis, 2025



Picture 6 Pymble Street residential area

Source: Urbis, 2025

### 3.1.2. Regional context

Pymble Ladies' College is located roughly in the centre of Ku-ring-gai LGA, on Sydney's Upper North Shore, approximately 15km from Sydney Central Business District (CBD). The College is located between the key commercial centres of Hornsby to the north and Chatswood to the south.

The College is well connected through its proximity to Pymble Train Station, which is located on the T1 North Shore and Western Line, connecting to major centres such as North Sydney, Sydney CBD and beyond. It is also situated near the Pacific Highway, a major arterial road. With the College being well connected, its enrolment catchment consists of a very wide geographical area.

In accordance with the 2025 amendments to Chapter 6 - Low and Mid-Rise Housing of the State Environmental Planning Policy (SEPP) (Housing) 2021, the suburb of Pymble has been identified as one of 171 station locations across Greater Sydney suitable for increased housing supply within 800 metres of train stations. This selection is part of the second stage of the Low to Mid-Rise (LMR) Housing strategy aimed at facilitating the development of increased residential density through mid-rise housing near stations.

Being within 800m of Pymble Train Station, the local area in which the College is located is subject to these reforms, suggesting potential growth and change in the area in the future.

## 3.2. POLICY CONTEXT

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

### State

- Greater Sydney Commission, Greater Sydney Region Plan: A Metropolis of Three Cities – A Plan for Growing Sydney (2018)
- Greater Sydney Commission, Our Greater Sydney 2056: North District Plan – Connecting Communities (2018)
- NSW Government, State Environmental Planning Policy (SEPP) (Transport & Infrastructure) 2021
- NSW DPHI, Better Placed: Design Guide for Schools (2018)
- NSW DPHI, Better Placed: Environmental Design in Schools (2018)
- NSW DPE, Greater Sydney Outdoors Study (2019)
- NSW Government, NSW Women's Strategy 2023–2026 (2022)
- Government Architect NSW, Connecting with Country (2023)

### Local

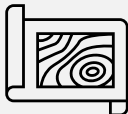
- Ku-ring-gai Council, Local Environmental Plan (2015)
- Ku-ring-gai Council, Local Strategic Planning Statement (LSPS) (2020)
- Ku-ring-gai Council, Community Strategic Plan (CSP) (2022)
- Ku-ring-gai Council, Open Space and Recreation Needs Study (2023)
- Ku-ring-gai Council, Open Space Acquisition Strategy (2006)
- Ku-ring-gai Council, Urban Forest Strategy (2022)
- Ku-ring-gai Council, Development Control Plan (2024)

The key social themes from the policy review are summarised in Table 4 below.



Table 4 Key social themes from policy review

| Theme                                                                                                                                     | Summary of findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meeting demands for school facilities</b><br>         | <p>The Ku-ring-gai LGA is recognised for its high-quality educational facilities and attracts many students, as reported in the Local Strategic Planning Statement (LSPS). Projections from North District Plan indicate an additional 5,733 students will need access to schools in the Ku-ring-gai area by 2036. The NSW Government identifies that both government and non-government schools in the North District will need to accommodate this increased demand.</p> <p>Both the Greater Sydney Region Plan and the North City District Plan stress the importance of providing services and infrastructure to meet the community's changing needs.</p> <p>The LSPS also envisions the development of infrastructure will be required to accommodate needs generated by the growing younger population. The Greater Sydney Region Plan identifies local educational facilities as critical infrastructure and essential to achieving a '30-minute' city.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Access to high-quality learning environments</b><br> | <p>Better Placed: Environmental Design in Schools (2018) identifies there is growing appreciation of the significant role that good design can play in education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn. Additionally, Better Placed: Design Guide for Schools (2018) explains high quality educational facilities foster collaboration and create a shared identity and ownership for the communities they serve. They also help deliver better educational results, being purpose-built learning spaces that support collaborative learning for students.</p> <p>Both the Greater Sydney Outdoors Study (2019) and the Open Space and Recreation Needs Study (2023) highlight the need to provide outdoor learning and recreation spaces, as they enhance people's educational experience and their physical and mental wellbeing. Further, Need 1 of the Open Space and Recreation Needs Study focuses on the need for multipurpose spaces that enhance opportunities for informal recreation and explains the need to provide open spaces as they assist in building stronger communities and foster social inclusion.</p> <p>The North District Plan also identifies the need to deliver high quality outdoor spaces for recreation and leisure to support healthy and active lifestyles and bring people together. Similarly, A Metropolis of Three Cities plan directs the creation of healthy, resilient and socially connected communities.</p> |
| <b>Increasing opportunities in STEM</b><br>            | <p>The NSW Women's Strategy 2023–2026 explains that cultural norms embedded in early childhood education and schools play a crucial role in shaping the career aspirations of girls and young women and commits to supporting STEM uptake in schools. Theme 3: pathways into work and careers, encourages young women to forge careers in STEM, aiming to reduce current gender segregation within STEM industries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Recognising and honouring local</b>                                                                                                    | <p>The LSPS (2020) outlines that Ku-ring-gai LGA contains 101 recorded Aboriginal sites, though it is thought that at least twice that number are undiscovered. Most of these sites are in bushland reserves, with others on private property.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Theme                                                                                                                          | Summary of findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>culture and heritage</b><br>               | <p>The LGA is also the birthplace of the National Trust of Australia (NSW), and Council remains committed to valuing its significant built and natural heritage. Through various heritage programs and policies, Council actively works to identify and protect Ku-ring-gai's heritage.</p> <p>The LSPS's 20-year vision intends to conserve and celebrate diverse Indigenous cultural heritage, ensuring that Aboriginal peoples' spiritual and cultural values, as well as their connection to Country and natural systems, are recognised, respected and cared for.</p> <p>The Government Architect of NSW's (GANSW) Designing with Country Discussion Paper and Connecting with Country Framework provide directions around engagement with Aboriginal people to inform the planning and design of built environment projects across NSW. Under this framework, all projects should value and respect Aboriginal cultural knowledge, with Aboriginal people co-leading key aspects of the design and development process.</p> <p>The North District Plan's 'Priority 4: Fostering healthy, creative, culturally rich, and socially connected communities' highlights the commitment to honouring the District's Aboriginal people, their histories, and their connections to Country and community. This dedication ensures a valuable and ongoing contribution to the district's heritage, culture, and identity.</p> |
| <b>Valuing green and natural spaces</b><br> | <p>The North District Plan's Priorities #19 and #22 focus on enhancing urban tree canopy cover, delivering Green Grid connection and mitigating climate change impacts and urban heat island effects.</p> <p>Ku-ring-gai LGA is also known for its national parks and tree lined residential streets. It is Council's priority to maintain their reputation and quality of life for current and future residents. This is emphasised through the Ku-ring-gai Urban Forest Strategy including 4 guiding principles focusing on retaining and protecting, expanding and integrate green landscaping elements within the built environment, monitoring and maintaining as well as collaboration and incentivisation to promote tree coverage and their associated benefits.</p> <p>The Better Placed: Design Guide for Schools design quality principle 1 states schools should respond to their context, built form and landscape to enhance the setting, landscape and surroundings scenery. While the Better Placed: Environmental Design in Schools notes biophilic landscaping of outdoor learning areas can connect students with nature.</p>                                                                                                                                                                                                                                                                           |

### 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 Pymble suburb, referred to as the 'local area' throughout, based on demographic data available from the Australian Bureau of Statistics (ABS) (2021) Census of Population and Housing, and DPHI (2022). The demographic characteristics of Ku-ring-gai LGA and Greater Sydney have been used, where relevant, to provide a comparison.

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

## Population and age



In 2021, there were 11,775 people living in the local area representing 9.49% of the residents in Ku-ring-gai LGA.

There was a similar proportion of children aged 0-14 years in the local area (19.7%) and the LGA (19.5%), but higher than Greater Sydney (18.5%). In the local area, people aged 10-14 represented the largest age cohort (8.1%) which was higher than Greater Sydney (6.2%).

The median age in the local area increased from 40 in 2016 to 41 in 2021. This is lower compared to the median age of 42 in Ku-ring-gai LGA in 2021.

The population in the local area is projected to increase from 11,775 in 2021 to 18,339 in 2041, representing a population increase of 55.7% over a 20-year period.

## Culture and diversity



There are 32 (or 0.3%) Aboriginal and/or Torres Strait Islander people living in the local area, which is a greater proportion than Ku-ring-gai LGA (0.2%), but less compared to Greater Sydney (1.7%).

There were a lower proportion of people born in Australia in the local area (53.1%) compared to the LGA (55.3%), but higher than Greater Sydney (43.2%).

There was a high proportion of households in the local area where English was the only language spoken at home (60.4%), which is lower compared to the LGA (64.0%), but higher than Greater Sydney (57.3%).

The most common languages spoken other than English in households in the local area were Mandarin (15.5%), Cantonese (5.8%) and Korean (2.8%).

## Education and qualifications



Within the local area, there was a high level of educational attainment, with 58.6% of residents having a bachelor's degree or above. This is a greater proportion than the LGA (53.7%) and Greater Sydney (33.3%).

In 2021, 58.5% of people in the local area that were attending an educational institution were engaged in primary or secondary education. This was similar to the LGA (58.4%), and higher than Greater Sydney (47%).

## Workforce and employment



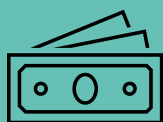
In the local area, of those aged 15 and over, there was higher participation in the labour force (64.1%) compared to the LGA (62.1%) and Greater Sydney (60.0%). Of those in the labour force, full-time workers comprised 57.9%, which was similar to the LGA and Greater Sydney (57.5% and 55.5% respectively).

The three most common occupations within the local area were 'professionals' (43.6%), 'managers' (23.5%) and 'clerical and administrative workers' (11.9%). This aligned with the top three occupations in the LGA (41.6%, 22.3% and 12.3% respectively).

There was a slightly lower proportion of people with a Certificate as their highest level of educational attainment in the local area (3.2%) compared to the LGA (4.6%), though both were significantly lower than that of Greater Sydney (11.8%).

Within the local area and Ku-ring-gai LGA, the top three industries of employment were, 'computer systems design and related services' (5.2% and 5.0% respectively), 'hospitals (except psychiatric hospitals)' (4.2% and 4.1% respectively), and banking (3.4% and 3.8% respectively).

## Income



The personal median weekly income in the local area was \$1,224, which was higher than the LGA (\$1,117) and significantly higher than Greater Sydney (\$881).

The family and household median weekly incomes in the local area were also higher at \$3,757 and \$3,379 respectively, compared to the LGA (\$3,447 and \$3,038 respectively) and Greater Sydney (\$2,374 and \$2,077 respectively).

## Housing and homelessness



The most common housing types in the local area were separate houses (72.4%) followed by flats or apartments (24.8%), indicating primarily a lower-density housing environment. This aligns with the LGA and Greater Sydney in which separate houses and flats or apartments as the most popular housing types (68.6% and 27.1% respectively), and Greater Sydney (55.8% and 30.7% respectively).

A high proportion of homes were owned with a mortgage in the local area (39.3%), which was higher than in LGA (37.2%) and Greater Sydney (33.3%).

Less homes were owned outright in the local area (38.1%) than in the LGA (40.2%), but this was higher than Greater Sydney (27.8%).

The proportion of residents in local area that were renting (20.6%) was higher than in the LGA (19.8%), but lower than Greater Sydney (35.9%).

In the local area, 33.9% of households that were renting had rent payments that were greater than 30% of household income. This was lower than the LGA (35.2%) and Greater Sydney (35.3%).

Of those who owned a home with a mortgage in the local area, 23.9% households had mortgage monthly repayments greater than 30% of household income. This was greater than the LGA (22.5%) and Greater Sydney (19.8%).

The median weekly rent in the local area was \$630 and the median monthly mortgage repayments were \$3,689. This was similar to the LGA, at \$630 and \$3,500 respectively.

Data on the estimated levels of homelessness has been analysed according to the ABS 2021 Estimating Homelessness Census. This data is only available at the regional level and has been gathered as a data set for Ku-ring-gai LGA.

There were an estimated 135 homeless persons living in Ku-ring-gai LGA, with 25 people staying temporarily with other household(s) (rate of 20.2 per 100,000 people) compared to 32.0 per 100,000 people in Greater Sydney. Similarly, a lower proportion of people in the LGA were living in 'severely' crowded dwellings (18 - rate of 14.5 per 100,000 people) compared to 233.0 per 100,000 people in Greater Sydney.

## Advantage and disadvantage

According to the 2021 Socio-Economic Indexes for Areas (SEIFA) data, the Pymble suburb had the highest level of advantage in Ku-ring-gai LGA.



The local area had a score of 1,179 on the Index of Relative Socio-economic Advantage and Disadvantage and a percentile of 100, meaning it was one of the most advantaged suburbs in Australia.

This indicates that people in the LGA are highly educated and skilled, compared to in other LGAs in Australia. 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 local area had a percentile of 99 on the Index of Relative Socio-economic Disadvantage, indicating a low level of disadvantage in the local area.

Similarly, Ku-ring-gai LGA had a decile of 10 in the Index of Socio-economic Advantage and Disadvantage and a percentile of 98, placing it in the top 2% LGAs in Australia. This indicates that people in the LGA experience low levels of socio-economic disadvantage.

The local area was ranked within the top 10% on both the Index of Education and Occupation and the Index of Economic Resources. This indicates that people in the local area have greater access to educational, occupational and financial resources, which may include a relatively higher proportion of high-income households and educational opportunities, and lower levels of unemployment.

## Health, wellbeing and disability



There was a higher proportion of people with no long-term health conditions in the local area (70.6%) compared to the LGA (68.3%) and Greater Sydney (65.1%).

The top three long term health conditions in the local area were: asthma (6.3%), arthritis (5.1%), and mental health condition (including depression or anxiety) (4.4%).

Data from NSW Government's HealthStats provides information about the proportion of overweight and obese children, and physical activity data of children (2020-2023). This data is presented at the Local Health District (LHD) level. The site is located in the Sydney LHD. Between 2020 to 2023, 18.1% of children in the Sydney LHD were overweight or obese, which is lower than the NSW average (23.5%).

Between 2022 to 2023, 17.9% of children in the Sydney LHD met physical activity guidelines (one hour or more of moderate to vigorous physical activity each day), which is lower than the NSW average (20.0%).

In the local area, a similar proportion of people provided unpaid assistance to a person with a disability, health condition or due to old age during the two weeks before Census Night (12.0%) and the LGA (12.1%), but this was higher than Greater Sydney (10.6%).

## Crime and safety



Crime data gathered between October 2023 to September 2024 from the NSW Bureau of Crime Statistics and Research (BOCSAR) indicates that the Pymble suburb and Ku-ring-gai LGA generally have lower rates of crime (per 100,000 population) for all residential related crimes compared to NSW averages.

The local area had a crime rate of 279.1, which was greater than the LGA, which had a crime rate of 217.4

Two-year crime trends between October 2023 to September 2024 indicate that most crimes in the local area and LGA are stable or not clear. However, in the LGA, there were increases in non-domestic assault (47.4% increase) and malicious damage to property (47.7% increase).



BOCSAR produces hotspots to illustrate areas of crime density relative to crime concentrations across NSW. The site is located near medium hotspots for break and enter dwelling, stealing from a motor vehicle and malicious damage to property.

### 3.4. PYMBLE LADIES' COLLEGE PROFILE

Data about the local school context has been sourced from the Australian Curriculum, Assessment and Reporting Authority (ACARA). The data available comprises the four separate components of the main College: The Junior School, Middle School, Upper School and Senior School.

- Enrolments at the College have increased by approximately 2.9% from 2,377 students in 2023 to 2,447 students in 2024.
- The College has a culturally diverse student cohort, with 57% of students having a language background other than English.
- 1.0% of students identify as Aboriginal and/or Torres Strait Islander.
- Co-curricular opportunities include 32 sports, performing arts, extended and experiential learning activities.
- The Index of Community Socio-Educational Advantage (ICSEA) enables comparison 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' literary and numeracy performance. The College has an ICSEA percentile of 98. This indicates that the school is within the top 2% of schools in Australia. Moreover, 73% of students in the College are in the top quarter in terms of socio-economic advantage.

## 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 (Section 6) 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 Urbis' Engagement team developed and undertook an SIA field study and engagement program to accompany the proposal. The field study was informed by the outcomes of the social baseline (see Section 2) to identify the potentially impacted community and appropriate engagement methods. Activities were focused on individuals and groups within the immediate and surrounding social locality (see Section 5, Figure 8), as well as key stakeholders.

The methods of engagement and consultation with community and key stakeholders are provided in Table 5. 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.

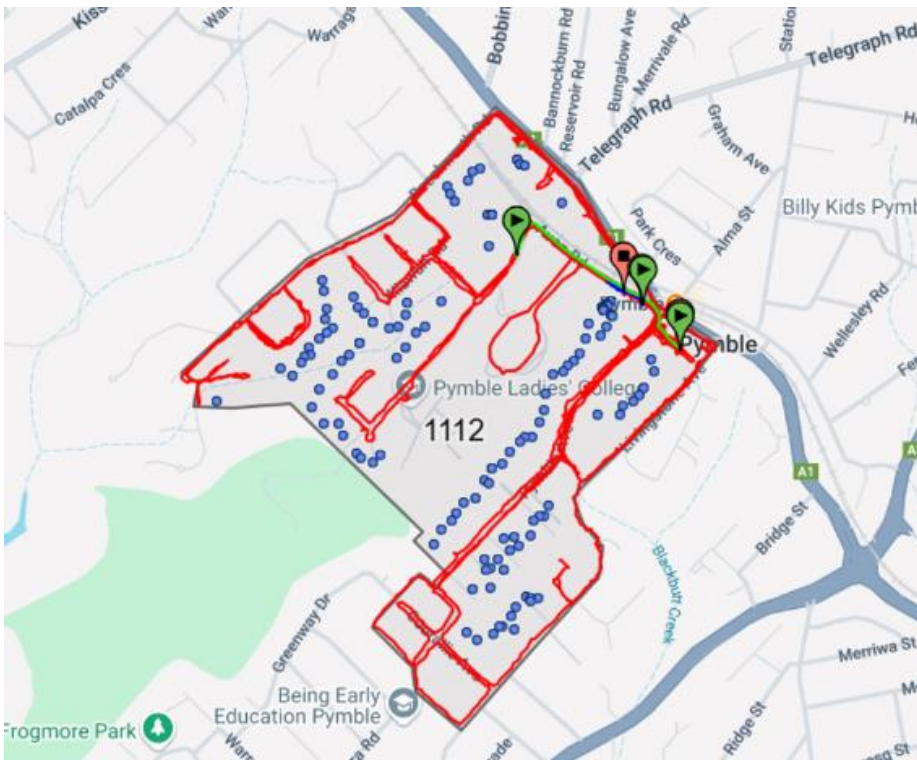
A copy of relevant engagement material is provided in Appendix A.

Table 5 Methods of engagement and consultation

| Method                                      | Administered                                                                      | Timeframe                         | Invited                                                                                                   | Participated                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>SIA focused activities</b>               |                                                                                   |                                   |                                                                                                           |                                                            |
| In-depth interview with Ku-ring-gai Council | Online via videoconference                                                        | 7 March 2025                      | Representatives from Ku-ring-gai Council                                                                  | Ku-ring-gai Council community development manager          |
| Community survey                            | Online, QR code and URL on the school community newsletter and URL School website | 11 February 2025 to 14 March 2025 | Immediate neighbours and wider community in the boundary shown in Figure 7 below and the school community | 40 responses received                                      |
| <b>Engagement activities</b>                |                                                                                   |                                   |                                                                                                           |                                                            |
| Door knock                                  | In person                                                                         | 17 October 2024                   | Neighbours in the immediate boundary shown in blue in Figure 7 below                                      | Residents of approximately 80 properties in the local area |
| Newsletters & eNewsletters                  | Distributed via letterbox drop<br>Email distribution                              | 18 October 2024 and 11            | Immediate neighbours and wider community                                                                  | 1,112 properties<br>6 key stakeholders                     |

| Method                                | Administered                                             | Timeframe                    | Invited                                                                                                   | Participated                                                      |
|---------------------------------------|----------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|                                       |                                                          | February 2025                | in the boundary shown in Figure 7 below<br><br>Elected officials, Avondale Golf Club and community groups |                                                                   |
| Email and phone enquiry lines         | An 1800 number and email address                         | 18 weeks                     | Key stakeholders                                                                                          | Not specified                                                     |
| Project webpage                       | Online webpage shared via Pymble Ladies' College website | Throughout consultant period | School community and interested stakeholders                                                              | TBC                                                               |
| Webinar                               | Advertised via project webpage                           | Throughout consultant period | Wider community and stakeholder                                                                           | Did not occur due to low interest, with drop-in session preferred |
| Drop-in community information session | In person                                                | 29 October 2024              | Neighbours in the immediate boundary shown in blue in Figure 7 below                                      | 1 person                                                          |

Figure 7 Community notification distribution area



Source: Urbis, 2025

## 4.1. IN-DEPTH INTERVIEWS SUMMARY OF FINDINGS

An online meeting with a community development representative from Ku-ring-gai Council was undertaken to discuss the local characteristics of the community and any potential social impacts or benefits associated with the proposal. The online meeting took place on 7 March 2025.

Key feedback from this interview, as relevant to the assessment of social impacts is summarised in Table 6 below.

Table 6 Summary of Ku-ring-gai Council representative feedback on the proposal

| Key themes                                                  | Feedback summary                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increasing opportunities for engagement in STEM             | The proposed SIP's STEM focused infrastructure and opportunities align with public policy directions and a recent focus on supporting 'Women in STEM'.                                                                                                                                                                   |
| Supporting student wellbeing and connections                | The range of proposed formal and informal spaces will provide opportunities for students to socialise and connect.                                                                                                                                                                                                       |
| Potential for the proposal to benefit the broader community | The proposal will provide high quality, specialist STEAM infrastructure for College students. Public schools in the area are not as well-equipped with specialist infrastructure. The positive benefits of the proposal could be expanded, should the facilities be available in some capacity to the broader community. |

| Key themes           | Feedback summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Traffic generation   | <p>There is the potential for negative impacts in relation to traffic generation, particularly during construction. Traffic currently can build up on Avon Road during drop-off and pick-up hours, with College families accessing the school. Traffic mitigation strategies will be needed to address this issue, and to ensure pedestrian safety.</p> <p><i>NOTE: Urbis informed the Council's representative that the proposal does not include an increase on staff and/or student numbers, therefore will not generate additional traffic or parking needs during operation.</i></p> |
| Construction impacts | <p>There is also the potential for the construction of the proposal to impact the surrounding community (including noise), although it is noted construction will be contained within the College grounds. It is understood that a number of technical reports will address these impacts and specify mitigation measures.</p>                                                                                                                                                                                                                                                            |

## 4.2. COMMUNITY SURVEY SUMMARY OF FINDINGS

A community survey was developed to understand the potential social impacts of the proposal and potential mitigation and enhancement measures. Two community newsletters were distributed to 1,112 properties within the local area, where the community survey was included in the second newsletter on 11 February 2025. A copy of the newsletter and community survey is included in Appendix A of this report.

Throughout the engagement period, 40 survey responses were received. This included 16 completed survey responses and 26 incomplete responses (i.e. one or more questions were skipped). A summary of key findings is shown in Table 7 and Table 8 below.

Table 7 Summary of positive impacts and suggestions identified in the community survey

| Key themes and suggestions                       | Number of responses involved | Feedback summary                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provision of STEM facilities and learning spaces | 6                            | <p>STEM focused infrastructure was identified as a positive contribution. Respondents believed the provision of STEM equipment, facilities and learning spaces will improve opportunities for students to be involved STEM activities and contribute to better educational outcomes.</p> <p>Suggestions to enhance infrastructure included continuous engagement with the intended users of the space (staff and secondary students).</p> |
| Visual amenity through building design           | 2                            | <p>Responses suggested the SIP will contribute positively to the visual amenity of the College campus and will bring a timely upgrade of dated secondary buildings that do not reflect the immediate surrounding visual character.</p> <p>Concern however was also raised about a potential loss of reference to the College's history through the removal of existing buildings. The removal of these buildings would result</p>         |

| Key themes and suggestions | Number of responses involved | Feedback summary                                                                                                     |
|----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                            |                              | in a loss of reference and recognition of school history and means to honour important College identities.           |
| Local employment           | 2                            | Supporting local employment through the provision of STEM facilities was identified as a potential positive benefit. |

Table 8 Summary of negative impacts and suggestions identified in the community survey

| Key themes and suggestions                                                     | Number of responses involved | Feedback summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Traffic generation and reduced car parking during construction                 | 8                            | <p>Traffic congestion during the construction period, particularly during drop-off and pick-up times on Avon Road and Pymble Street, was raised as a concern by several respondents. Car parking spaces in the College were noted to be at capacity. It was perceived the increase in vehicles during construction could negatively impact the surrounding area .</p> <p>Suggested traffic and reduced car parking mitigation measures included, creating a traffic management plan that addresses traffic congestion during drop-off and pick-up times and undertaking major construction during off-peak times, particularly during school holidays. Other suggestions included capping student enrolment until the completion of construction and encouraging public transport usage for staff and students.</p> |
| Other construction impacts                                                     | 9                            | Increased noise during construction was identified as a potential negative impact to way of life of nearby residents, staff and students. Additionally, there was general concern in relation to student safety and general accessibility of the school during the construction period. Other concerns included pollution and visual impacts if lights were left on during non-school hours.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Cumulative impacts of ongoing construction as part of the College's masterplan | 2                            | Concerns were raised in relation to impacts caused by ongoing construction, due to multiple developments associated with the College's masterplan. This included the overcrowding of existing facilities and open space, which has the potential to negatively impact the experience of students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## 4.3. ENGAGEMENT ACTIVITIES SUMMARY OF FINDINGS

The Urbis Engagement undertook several engagement activities during the consultation processes to raise community and stakeholder awareness of the proposal and offer opportunities to provide feedback. Feedback received from these engagement activities were similar in nature to feedback received through the community survey findings. Potential issues and concerns raised related to:



- Visual impacts from the large size and height of the SIP
- Increased traffic congestion and lack of street parking, in particular during construction
- Loss of green space/vegetation
- Potential for noise and vibration during construction.

There was also positive sentiment regarding the proposal, including in relation to the building athletic and the provision of purpose-built classrooms.

The Community and Stakeholder Engagement Outcomes Report (Urbis, 2025) provides a more detailed summary of engagement findings.

## 4.4. 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 9.

Table 9 Community identified potential positive impacts, negative impacts, and opportunities

| Potential positive impacts                                                                                                                                                                                                                                                             | Potential negative impacts                                                                                                                                                                                                                                                                                                                                                                                                                               | Potential opportunities                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Increasing opportunities for engagement in STEM</li> <li>▪ Purpose-built classrooms and spaces</li> <li>▪ Supporting student wellbeing and connections</li> <li>▪ A visually appealing building design</li> <li>▪ Local employment</li> </ul> | <ul style="list-style-type: none"> <li>▪ Potential to exacerbate existing traffic congestion and impact parking availability around the College campus</li> <li>▪ Potential noise and air quality impacts to nearby residents</li> <li>▪ Cumulative impacts of ongoing construction due to multiple building projects at the College</li> <li>▪ Visual impacts relating to the height and scale of the proposal</li> <li>▪ Loss of vegetation</li> </ul> | <ul style="list-style-type: none"> <li>▪ Potential to provide broader benefits through providing opportunities for broader community use</li> </ul> |

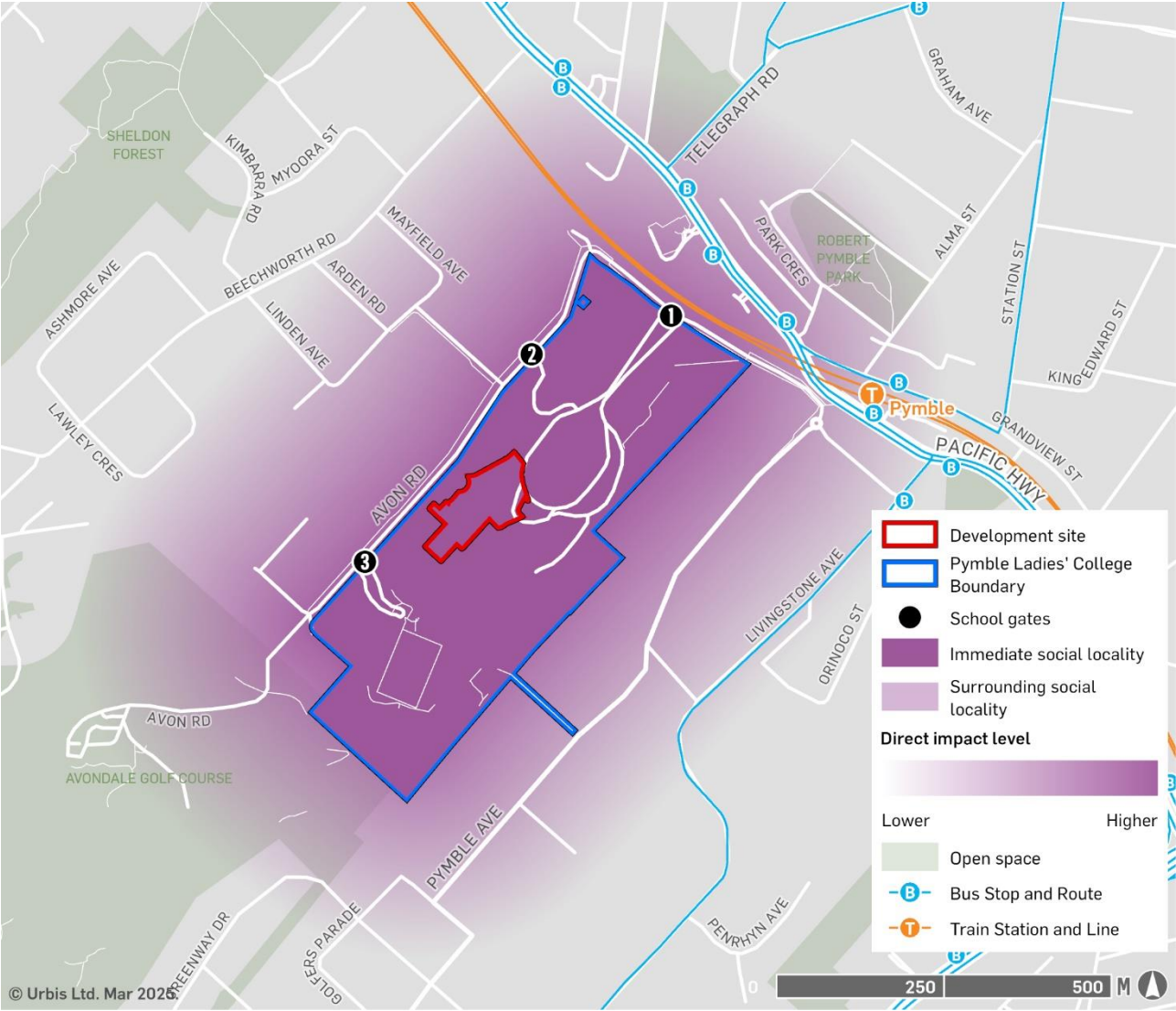
## 5. SOCIAL LOCALITY

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

- **Immediate social locality:** This locality includes the Pymble Ladies' College community, including staff, students (day and boarding students) and broader College community (families, visitors etc.). These groups may experience impacts relating to air quality, noise, traffic and pedestrian access during construction as well as potential benefits from the proposal in relation to the provision of new facilities and spaces.
- **Surrounding social locality:** This locality includes communities immediately surrounding the College including residents, business owners and workers, including in particular residents along Avon Road and Pymble Avenue and users of Avondale Golf Club. These communities may experience localised impacts such visual, noise and air quality impacts and changes to the traffic and pedestrian network.
- **Broader social locality:** This locality recognises the broader area that has the potential to benefit from the proposal indirectly and potentially directly through the enhancement of school facilities in the context of projected population growth (including in younger age groups) across the LGA. It also recognises the College's wide enrolment catchment, therefore impacts to a broad geographical area.

Figure 8 Social locality



Source: Urbis, 2025

## 6. SOCIAL IMPACT ASSESSMENT

This chapter provides a ranking of the identified social impacts of the proposal. It is structured by the social impact categories outlined in the SIA Guideline (DPHI 2023) – as shown in Table 10 below.

### 6.1. ASSESSMENT APPROACH

Each impact is assessed in accordance with the risk assessment methodology applied in the SIA Guideline Technical Supplement, 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 10 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 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, 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, and changes to public health overall |
| 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                 |
| 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                          |
| Decision-making systems | Particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.                               |

Source: SIA Guideline (DPHI 2023, p.19)

Table 11 Significance matrix

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

Source: DPHI, 2023, SIA Guideline: Technical Supplement, p. 13

Table 12 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 (DPHI 2023, p. 12)

Table 13 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 (DPHI 2023, p. 13)

Table 14 Dimensions of social impact magnitude

| Dimension                   | Explanation                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Extent                      | Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including any vulnerable people? Which location(s) and people are affected? (e.g., near neighbours, local, regional, future generations).                                                                                                                        |
| Duration                    | When is the social impact expected to occur? Will it be time-limited (e.g., over particular project phases) or permanent?                                                                                                                                                                                                                                 |
| 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 2023, p. 12)

## 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 different forms and may be incorporated in the design, planning, construction, or operational stage of the proposed development. Mitigation measures, enhancement measures, and SIA recommendations are summarised in Section 7.1.

## SIA recommendations

SIA recommendations are proposed throughout the impact assessment to further enhance positive social impacts 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 proponent 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 Section 7.1. SIA recommendations are identified separately from the mitigated and enhanced assessment for each impact, and are summarised in Section 7.2.

## 6.2. ASSESSMENT OF IMPACTS ACROSS 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 high quality teaching and learning environments supporting education and learning outcomes

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Duration of impact |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Immediate social locality (existing and future College staff and students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Operation          |
| <b>Assessment – without mitigation:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |
| <p>The proposed Secondary Innovation Precinct and Campus Commons will deliver an enhanced learning environment for both current and future secondary students, and teaching environment for current and future staff members, through the provision of a high-quality and well-designed building and outdoor learning area which will increase opportunities for flexible and informal learning.</p> <p>As highlighted in Section 3.2 (policy context), Better Placed: Environmental Design in Schools (2018) identifies a growing appreciation of the significant role that good design can play in delivering education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn. Additionally, high quality educational facilities foster collaboration and create a shared identity and ownership for the communities they serve. They also help deliver better educational results, being purpose-built learning spaces that support collaborative learning for students.</p> <p>The SIA Field Study revealed strong support for the proposal, with many survey respondents expressing a positive response to the provision of new learning spaces for students. It was also considered a timely upgrade, as some respondents highlighted the need for the replacement of dated infrastructure with new learning spaces.</p> <p>As per the Design Report (3XN, 2025), the proposed building will include several design features to enhance students' learning environments outside of class times, including informal meeting spaces, focus areas, and open learning areas. The inclusion of large windows and open centralised atrium will also ensure good visibility, lighting, and air flow throughout these areas which will increase both utilisation and comfort. In particular, the provision of designated senior study spaces, including a kitchenette and balcony, will greatly improve the experience of senior students while studying and utilising these areas. The provision of designated staff areas, including staff rooms and balconies, will also enhance the experience of teachers and teaching staff throughout their daily operation.</p> <p>Both the Greater Sydney Outdoors Study (2019) and the Open Space and Recreation Needs Study (2023) highlight the need to provide outdoor learning and recreation spaces, as they enhance the educational experience and physical and mental wellbeing of users. The Campus Commons, in particular the inclusion of terraced and amphitheatre seating, will provide a space for outdoor formal and informal learning.</p> <p>Noting the provision of high-quality teaching and learning spaces in accordance with the principles outlined in the Better Placed: Environmental Design in Schools policy, this unenhanced impact is considered <b>medium positive</b>, given the <b>possible</b> likelihood and <b>moderate</b> magnitude.</p> |                    |



#### Assessment – with mitigation/ enhancement: high positive

In addition to the delivery of high-quality learning and teaching spaces, the proposed building will deliver several specialist and purpose-built facilities to enable research and education in STEAM fields, including a robotics lab, design and textile workshops, metal and timber workshops, a food technology hub, and coding rooms. Notably, the provision of these specialist STEAM learning areas will likely result in a greater uptake of STEAM classes or enhanced interest in these areas, which may also contribute to greater industry connections and tertiary STEAM pathways (discussed further in Section 6.2.7.1).

As outlined in the policy context, The NSW Women's Strategy 2023–2026 (2022) identifies that cultural and social norms, embedded in early childhood education and schools, play a crucial role in shaping the career aspirations of girls and young women. Notably, Theme 3 of the Strategy commits to supporting STEM uptake in schools through pathways into work and careers, wherein it encourages young women to forge careers in STEM and aims to reduce current gender segregation within STEM industries.

During the SIA Field Study, survey respondents reiterated the importance of providing specialist STEM facilities. One respondent stated, 'It will provide a space that is needed on campus for students involved in STEM and the arts. It will also be very new so can be tailored for its uses with the newest equipment and be well designed for its uses which some of the current spaces lack'.

Council's representative also recognised the positive benefits the proposal will have for the College community in relation to providing specialist spaces for STEM-related education. The representative noted that this positive impact could be further expanded if these facilities could also benefit the broader community.

Recognising the provision of specialist STEM facilities in addition to high-quality general teaching and learning spaces, facilitating access to STEM opportunities for girls/ young women, the enhanced impact is assessed as **high positive**, given the **almost certain** likelihood and the **moderate** magnitude.

#### SIA recommendations – additional social mitigations/enhancements

The following recommendation is provided to further enhance the impact of the proposal:

- Explore opportunities for the proposal, in particular the STEM facilities, to deliver broader community benefits outside of school use. For example, this could include establishing partnerships or programs to host STEM-related school holiday workshops and programs for the broader community.

#### 6.2.1.2. Disruption to teaching and learning environments during construction

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Duration of impact |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Immediate social locality (College staff and students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Construction       |
| Assessment – without mitigation: medium negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |
| The construction activities associated with the proposal will likely cause temporary disruption to the way of life for College staff and students, including daily activities such as attendance at classes and moving throughout the campus. In particular, the proposal will require the demolition of three existing learning buildings, including the current Isabel Harrison Administration and Reception building, Dorothy Knox House and the John and Robert Vicars Buildings on the development site. The proposal will require the temporary use of approximately 14 demountable buildings to host regular classes during the construction period. |                    |

This will predominantly impact current College staff and students, by the requirement to temporarily access, teach, and learn in changed and potentially more limited teaching environments. The proposed location of the demountable buildings is in the 'Back Court' of the College Campus, which currently serves as contractor parking. The temporary relocation of classrooms to this area may cause logistical issues for teaching staff, such as adjustment to regular teaching plans or classroom setup, as well as to students who may experience longer walk times between classes or changed daily habits and routine.

These construction-related concerns were raised by survey respondents during the SIA Field Study, with particular regard to the ongoing construction projects at the College. One respondent stated that "for the current students it has meant over-crowding as classes are increased before facilities are completed. Open space and existing facilities have been reduced during construction".

Though the proposal will bring a significant positive impact to current College students and teachers through the provision of a new high-quality and well-designed building (see above impact), the temporary disruption to the daily operation and way of life for staff and students during the construction period will result in a **medium negative** (unmitigated) impact, given the **likely** likelihood and **minor** magnitude.

#### **Assessment – with mitigation/ enhancement: low negative**

To mitigate the temporary disruption to the way of life of current College staff and students during construction, a Construction Management Plan has been prepared. The Construction Management Plan (PLC, 2025) notes that construction will occur in a single stage over 24 months from December 2026 to December 2028. Construction will occur during standard construction hours, and will align with several environmental management measures in relation to noise and vibration, dust, odour control and vegetation protection.

The Proponent has advised that the demountable buildings used to temporarily house students during the construction period will be of high quality, well-equipped and adequately embellished to support learning to meet student needs.

The proposal will also adhere to any recommendations and mitigation measures outlined by the Noise Impact Assessment (Pulse White Noise Acoustics, 2025) to reduce the extent of further potential disruption to the surrounding environment. This is further discussed in relation to wellbeing and amenity impacts during construction (see Sections 6.2.5).

Assuming all recommendations identified are adopted and incorporated throughout construction, though noting that residual impacts to way of life may still occur due to the relocation of classrooms, this impact (mitigated) is assessed as **low negative**, given the **unlikely** likelihood and **minimal** magnitude.

#### **SIA recommendations – additional social mitigations/enhancements**

The following recommendations are provided to further mitigate the impact of the proposal:

- Maintain clear and consistent avenues of communication with relevant stakeholders during construction, including staff, students and their families. This should include clear communication in relation to how disruptions are being managed by the College.

## **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, in particular Senior School students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Operation          |
| <b>Assessment – without mitigation:</b> high positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |
| <p>In addition to the provision of high-quality learning environments (Section 6.2.1.1), the proposed new building will also bring enhanced opportunities for student interaction and connection, which can foster a greater sense of community cohesion at the College. This will particularly benefit Senior School students, given the provision of a designated senior study area including kitchenette and balcony. This was reiterated during the SIA Field Study, as survey respondents expressed enthusiasm for the space, and one respondent stated that, “the proposed development looks like it will be a lovely space for the secondary students once it is completed”.</p> <p>As noted in Section 6.2.1.1, the Greater Sydney Outdoors Study (2019) and the Open Space and Recreation Needs Study (2023) highlight how the provision of outdoor learning and recreation spaces can enhance educational experiences, and physical and mental wellbeing for users. Crucially, they can also assist in building stronger communities and fostering social inclusion by providing opportunities for social interactions.</p> <p>The Design Report (3XN, 2025) indicates the SIP will include several design features that will provide opportunities for students to interact and engage with each other. These include informal meeting spaces and open learning areas, a food court for the College community, and a ‘social spine’ atrium staircase which will act as a centralised hub for gathering and interaction.</p> <p>The Landscape Design Report (TCL, 2025) also identifies opportunities for meeting and socialising within the Campus Commons. In particular, the amphitheatre and various seating areas will provide opportunities for student interaction. This space will be capable of supporting a range of organised activities, such as events or performances, as well as informal social activities during breaks, before and after school. Notably, accessibility has been prioritised within the proposal to ensure that all students can access spaces and participate in College life.</p> <p>With consideration of the various indoor and outdoor spaces that encourage and support social interaction and connectivity, this impact (unenhanced) is assessed as <b>high positive</b>, given the <b>likely</b> likelihood and <b>moderate</b> magnitude.</p> |                    |
| <b>Assessment – with mitigation/ enhancement:</b> high positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |
| No further enhancement measures have been identified, therefore this impact remains assessed as <b>high positive</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |
| <b>SIA recommendations – additional social mitigations/enhancements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |
| <p>The following recommendation is provided to further enhance the impact of the proposal:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |

### 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. Changes to pedestrian access within the College campus during construction and operation

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Duration of impact         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate social locality (College staff, students and visitors)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Construction and operation |
| <b>Assessment – without mitigation:</b> Construction: medium negative / Operation: low positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |
| <b>Construction</b> <p>In line with the proposal's associated construction activities, current pedestrian access within the College will be temporarily disrupted and changed while construction occurs. This change will be predominantly experienced by current students, staff and visitors who regularly move throughout the site.</p> <p>Current access into and within the College includes several pedestrian links between the main entrances and key buildings, areas, and destinations. From the Pymble Train Station, students and staff primarily access the College via a wombat crossing on Avon Road, which is overseen by a traffic controller, and through the main pedestrian gate. Additionally, there is another pedestrian crossing near the roundabout, however this access is not regularly used due to lack of regular monitoring. There is also a wombat crossing on Pymble Avenue next to Grey House Walk, which is also monitored by a traffic controller. These access points will not be disrupted as construction vehicles and workers will be accessing the site from Gate 2 on Avon Road.</p> <p>During construction, the proposal will require the demolition of three buildings and various earthworks which will require sections of the College to be temporarily sectioned off and/or restricted from staff and student access. This will result in changes to current access and movement patterns. Further, during the SIA Field Study (Section 4), concerns were raised related to pedestrian safety due to the perceived increased traffic generated during the construction phase. However, the Traffic Impact Assessment (Urbis, 2025) identified that minimal negative impacts on student and staff pedestrian activity related to construction vehicle arrival and departure of the site are anticipated.</p> <p>Given the temporary disruption to pedestrian access is projected to be limited during construction, this unmitigated impact is assessed as <b>medium negative</b>, given the <b>possible</b> likelihood and <b>minor</b> magnitude.</p> <b>Operation</b> <p>Once operational, the proposal will change access into and around the development site, likely improving current arrangements. The Architectural Design Report (3xn GxN, 2025) and Landscape Architecture Report (T.C.L 2025) details that the primary pedestrian access to the proposal will be on the southeast face of the building, facing the main pick-up and drop-off area for Junior and Middle school students. Another access point will be on the southwest side, facing the Campus Green area. Several footpaths on the southeast and southwest sides are expected to be used by students to reach the development from other campus buildings. New landscaping on the southwest side will introduce walkways and shared paths.</p> <p>Given the proposed changes to pedestrian access within the development site this impact is assessed as <b>low positive</b>, due to the <b>possible</b> likelihood and <b>minimal</b> magnitude.</p> |                            |

**Assessment – with mitigation/ enhancement:** Construction: low negative / Operation: medium positive

### Construction

In order to mitigate potential safety risks during construction, a Construction Management Plan (Pymble Ladies' College, 2025) has been prepared. Further, a Preliminary Construction Traffic Management Plan (Urbis, 2025) provides several mitigation measures to prevent impacts on pedestrian movements, including:

- The work site will be securely enclosed to prevent students from entering and fencing and gates will be used to clearly delineate construction zones and permitted College bus areas
- Adequate protection will be installed where heavy vehicle paths intersect with pedestrian paths
- Truck movements will be restricted to outside peak drop-off and pick-up times and construction access and deliveries will be restricted during College bus operation times.
- College staff or traffic marshals will direct and safely guide students to the bus loading/unloading area, with entry only allowed via the Main Oval to the south.

Assuming the mitigation measures are implemented, this mitigated impact is assessed as **low negative**, given the **unlikely** likelihood and **minor** magnitude.

### Operation

With the proposed new walkways and access paths across the campus, it is expected that the additional pedestrian facilities and proposed landscaping will improve pedestrian circulation to the proposal and other campus buildings, creating a more inviting environment for students and enhancing access. Further, in accordance with CPTED recommendations incorporated into the design, the proposal will improve wayfinding throughout and around the development site.

With the anticipation that the pedestrian access will be significantly improved across the campus, this enhanced impact is assessed as **medium positive**, due to its **likely** likelihood and **minor** magnitude.

### SIA recommendations – additional social mitigations/enhancements

The following recommendations are provided to further enhance/mitigate the impact of the proposal:

### Construction

- Provide regular communication to staff, students and parents/carers on changed traffic and pedestrian conditions within the College Campus during the construction period.

## 6.2.3.2. Disruption to traffic, vehicular access and parking

| Affected stakeholders                                                                                                                              | Duration of impact         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate and surrounding social locality (College students, staff and families/caretakers and surrounding residents, business owners and workers) | Construction and operation |
| <b>Assessment – without mitigation:</b> Construction: Medium negative / Operation: Low negative                                                    |                            |

Increased traffic and demand for parking can impact communities by disrupting access in and around a local area, including access to work, school, shops, services and facilities.

Feedback from the SIA Field Study (Section 4) identified community concerns relating to traffic congestion and parking availability during construction and operation. Key points raised included:

- Disruption to access points to the school from Avon Road caused by construction traffic, particularly during drop off and pick up times, as well as Livingstone Ave, Everton St, Pymble Ave and Pacific Highway, with a participant stating: *"The construction of the building will generate considerable traffic that will be additional to the daily traffic PLC already generates"*.
- Concerns regarding the loss of 4 visitor carparking spaces during operation and requests that additional car parking spaces be provided for students, staff and tradespeople as part of the proposal.

## Construction

The Preliminary Construction Traffic Management Plan (CTMP) (Urbis, 2025) notes that indicative construction works is estimated to last 24 months, with works anticipated to occur between 7am and 6pm Monday to Friday, with no works scheduled on weekends. The Preliminary CTMP anticipates construction could generally generate a peak of 74 heavy vehicle movements per day, along with approximately 39 light vehicle movements in the morning and afternoon, related to construction workers entering and leaving the site. However, all construction vehicle movements will be restricted to arriving from Pacific Highway, a state road, onto the local road network of Livingstone Avenue, then Everton Street, from where trucks will turn onto Avon Road to reach Gate 2.

The Preliminary CTMP reports that construction workers' arrival and departure by private vehicles would occur outside of peak road network times, making it unlikely that there would be a noticeable impact on local traffic.

According to the Estimated Development Cost (EDC) report a total of approximately 868 (direct & indirect) new full time equivalent (FTE) jobs during the construction phase. The Preliminary CTMP highlights that there is limited capacity for on-site carparking during construction, with some parking made available within the proposed construction laydown area at Kelso Car Park near Gate 2. Details of on-site parking for construction workers will be provided in the subsequent CTMP, which will be prepared for future stages of approval once a contractor has been appointed.

During construction, 40 carparking spaces within Kelso Car Park will not be available for use by College staff. Plans to address staff parking needs during this time include accommodating/ relocating 25 spaces to the 'Under the Pines' area and five spaces to the 'Back Court' area, leading to a temporary loss of 4 parking spaces. The College's school buses will continue to access the College via Gate 2 and Kelso Car Park during construction. Loading and unloading will occur within an area by the oval, as discussed under Section 6.2.3.1.

With consideration to the findings of the Preliminary CTMP that construction traffic impact is not anticipated, the minimal loss of parking spaces but community concerns and that construction will generate some level of additional vehicle movement, this impact is assessed as **medium negative**, given the **possible** likelihood and **minor** magnitude.

## Operation

The proposal does not include an increase of students or staff places, therefore it will not generate additional traffic or parking needs. The TIA (Urbis, 2025) states that of the existing 431 carparking spaces at the College, a total of 4 visitor carparking spaces at the Flagpole carpark area will be permanently removed, representing a 2% reduction in the overall supply.

The TIA found that peak traffic times, typically during school pick-up and drop-off, are unlikely to increase due to the proposal and that the removal of 2% of the existing supply is considered negligible. Therefore, the assessment concludes that the proposed carparking areas on site can meet the demand and no further measures are proposed to accommodate the proposal.

With consideration that the proposal will not generate additional traffic and parking demand during operation, and the TIA conclusions regarding the loss of parking spaces being negligible, this impact is assessed as **low negative to nil**, given the **unlikely** likelihood and **minimal** magnitude.

#### **Assessment – with mitigation/ enhancement:**

Construction: Low negative to nil / Operation: nil

#### **Construction**

The Preliminary CTMP states that heavy vehicle traffic will be distributed throughout the working day, with deliveries and other activities scheduled outside the identified road network and peak school traffic, to minimise impact to the surrounding road network.

A Traffic Guidance Schemes (TGSs) will be developed for the detailed CTMP to ensure pedestrian and driver safety around the work site and reduce risks during heavy vehicle or equipment manoeuvres. Additionally, plans will be created to manage specific truck movements at Gate 2 and all local intersections between the access point and Pacific Highway.

The Preliminary CTMP further suggests that recommendations outlined in the Green Travel Plan (GTP) (Urbis, 2025), provided for the operational phase of the proposal, could also be implemented as part of the detailed CTMP, to encourage construction workers to utilise active and public transport usage to access the site (see recommendations in operation assessment below). Besides the GTP, the CTMP provides the following recommendations to minimise parking and traffic impacts:

- Workers to be informed about limited carparking spaces
- Workers to be actively discouraged from parking in surrounding streets
- Provision of tool/equipment storage on site to minimise need for vehicle transport
- Regular community and stakeholder consultation on the progress of proposal and any changes to traffic conditions.

The development and implementation of the CTMP and GTP during the construction phase has the potential to mitigate traffic and parking impacts and the potential for this impact to **low negative to nil** (given the **unlikely** likelihood and **minimal** magnitude).

#### **Operation**

The GTP outlines initiatives to foster greener transportation to the College, including:

- Creating a Transport Access Guide (TAG) for travel options to the school.
- Including information about safe pedestrian routes, marshal locations, carpooling and parking, and promoting walking through the TAG and newsletter.
- Joining events like National Ride2School Day and Walk to School Day and running green travel challenges, like a pedometer challenge, for students and staff
- Offering bike safety workshops and road safety education



With consideration of the negligible operational impacts to carparks and traffic flow and additional measures proposed in the GTP, and assuming these are implemented, this impact assessed as **nil**.

#### **SIA recommendations – additional social mitigations/enhancements**

No further recommendations are proposed.

## **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 impact to Aboriginal sites and culture**

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Duration of impact         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate, surrounding and broader social locality (including First Nations people and communities)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Construction and operation |
| <b>Assessment – without mitigation/enhancement:</b> low negative to nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |
| <p>Pymble Ladies' College is built on Guringai (or Kuringai) Country of the Cammeraigal people, the traditional owners of the land and is located within the boundary of Metropolitan Local Aboriginal Land Council. The construction of any new development should consider impacts on Aboriginal objects, the landscape and the spiritual connection Aboriginal people have with Country.</p> <p>As outlined in the policy context, the Ku-ring-gai LSPS's (2020) 20-year vision intends to conserve and celebrate diverse Aboriginal cultural heritage, ensuring their spiritual and cultural values, as well as their connection to Country and natural systems, are recognised, respected and cared for. Additionally, the North District Plan's 'Priority 4: Fostering healthy, creative, culturally rich, and socially connected communities' illustrates the commitment to honouring the District's Aboriginal people, their histories, and their connections to Country and community.</p> <p>The Aboriginal Cultural Heritage Assessment (ACHA) (Artefact, 2025) carried out consultation with several indigenous organisations, to ensure their perspective and inputs were reflected. Both the ACHA and the draft Archaeological Technical Report (artefact, 2024) found the following:</p> <ul style="list-style-type: none"><li>▪ No registered Aboriginal sites were identified within the study area</li><li>▪ No Aboriginal objects or sites were identified during the archaeological survey and the study area demonstrated significant levels of disturbance</li><li>▪ It is unlikely that Aboriginal objects will be present within the study area due to the significant levels of disturbance caused by the development of the College campus across the twentieth century</li><li>▪ No specific cultural heritage values have been identified for the study area through background research.</li></ul> <p>The Aboriginal Cultural Heritage Assessment, found there were no mitigation measures are necessary due to the absence of Aboriginal objects, sites and cultural heritage values for the study area, and the lack of potential for Aboriginal objects to be present. However, it is recommended to include an unexpected finds policy outlining the protocols to be followed in the event that unexpected Aboriginal objects are encountered during the works must be prepared and presented to project personnel during site inductions.</p> |                            |

With consideration of the ACHA findings regarding it being very unlikely there would be any objects or sites of significance within the development site or surrounds, this unmitigated/unenhanced impact is assessed as **low negative to nil**, given the **very unlikely** likelihood and **moderate** magnitude.

**Assessment – with enhancement:** medium positive

The Government Architect of NSW's (GANSW) Designing with Country Discussion Paper and Connecting with Country Framework provide directions around engagement with Aboriginal people to inform the planning and design of built environment projects across NSW. Under this framework, all projects should value and respect Aboriginal cultural knowledge, with Aboriginal people co-leading key aspects of the design and development process.

A Connecting with Country (CwC) process was undertaken for the proposal. The Connecting with Country Report (Artefact, 2025) proposes several enhancement measures, including:

- Adopting design principles that reflect Aboriginal cultural heritage including, acknowledge and connect to Country, create culturally safe spaces, use of indigenous language, respect of women's' business and continue to consult within the design stages for the current planning proposal and future development of the site
- Actioning appropriate recommendations from the section outcomes for country in the CwC report, including consider how the diversity of Countries that the students represent can be incorporated into art and design and continue with current Aboriginal education programs.
- Facilitating ongoing consultation and design workshops with Aboriginal stakeholders during subsequent key development stages
- Integrating meaningful interpretation/artwork/landscape elements within the design development stages of this project, through the development of a Heritage Interpretation and Art Strategy, involving consultation with key stakeholders
- Arranging Cultural Awareness Training for current and future project team members
- Updating Aboriginal stakeholders on the progress of the future development of the site.

The Design Report (3XN, 2025) describes two initiatives that were undertaken during the design process including a Walk on Country through Ku-ring-Gai Chase National Park with the project team and a Connecting with Country workshop at the College with Konanggo Cultural Heritage Services and Aboriginal and Torres Strait Islander students. These initiatives provided valuable opportunities to enhance understanding of the area's cultural importance and provide opportunities to discuss cultural safety and representation. From these activities several outcomes and next steps have been identified for incorporation into the detailed design, including:

- Developing an art strategy for the SIP and Campus Commons. Possible initiatives include welcome/acknowledgement of Country at the building entry, imprints into the concrete flooring, markers in landscape paving, references to weaving/ woven artwork
- Providing weaving workshops at the school and including traditional weaving plants within the landscape
- Incorporating colours of country in the design
- Incorporating a culturally safe spaces in the landscape
- Utilising planting that reflects the Countries of students who have attended the College.

Assuming Connecting with Country elements are implemented during the design phase, the enhanced impact is assessed as a **medium positive**, given the **likely** likelihood and **minor** magnitude.

#### SIA recommendations – additional social mitigations/enhancements

No further recommendations are proposed.

### 6.2.4.2. Representation and celebration of College history and heritage

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration of impact         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate social locality (College staff, existing and past students, families and visitors)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Construction and operation |
| <b>Assessment – without mitigation:</b> medium negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |
| <p>The Heritage Impact Assessment Report (Artefact, 2025) acknowledges the buildings to be demolished as part of the proposal have heritage significance at the local level for their historic, associative, aesthetic, social, and representative heritage values. The four buildings are named for a person or family of note in the Colleges' history including Dorothy Knox (former principal from 1936 till 1967), Isabel Harrison (former student and long-time member of the College's Council), Robert (College's Council member) and John Vicars.</p> <p>The Heritage Impact Assessment Report found the proposed new building would have little to no adverse visual heritage impacts on listed items in the vicinity, mainly due to the surrounding mature vegetation. The report further explained, due to the distance of the nearby heritage items from the study area, the proposed design would not have physical impacts on heritage curtilages, including potential impacts caused by construction activities. Although, the current buildings in the study area possess some historical significance they are not listed on any statutory or non-statutory heritage registers. As such, their demolition would have little to no adverse visual or physical heritage impact.</p> <p>However, the SIA survey results revealed some past College students were concerned about the demolition of the existing buildings. They felt that the removal of these buildings would result in a loss of reference and recognition of school history and means to honour important College identities.</p> <p>With consideration of the Heritage Impact Assessment findings, but the value placed by some members of the College community on the ties the buildings have to College history, this unmitigated impact is assessed as <b>medium negative</b>, given the <b>likely</b> likelihood and <b>minor</b> magnitude.</p> |                            |
| <b>Assessment – with mitigation/ enhancement:</b> low negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |
| <p>The Heritage Impact Assessment Report (Artefact, 2025) outlined several mitigation measures to reduce the potential negative impacts of development of the site, including:</p> <ul style="list-style-type: none"> <li>▪ Preparing a Photographic Archival Recording report documenting the study area prior to commencement of works</li> <li>▪ Incorporating heritage interpretation initiatives within the proposal</li> <li>▪ Adopting an 'unexpected finds procedure' to reduce the potential for disruption to any heritage items on site. It is proposed that if any unexpected items of significance are uncovered during excavation works, all work will be stopped in the immediate area of the item, and a qualified archaeologist will be engaged to assess the finds.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |

The Design Report (3XN, 225) does not include any further interpretation initiatives relating to College history and heritage.

With consideration of the proposed measures, but that these initiatives will not specifically mitigate impacts in relation to the loss of the existing buildings and reference to people of significance to the College, this impact is assessed as **low negative**, given the **possible** likelihood and the **minimal** magnitude.

#### SIA recommendations – additional social mitigations/enhancements

The following recommendation is provided to further mitigate the impact of the proposal:

- Consider honouring people of importance (including Isabel Harrison, Dorothy Knox and Robert and John Vicars) through the naming of levels, rooms, indoor or outdoor spaces within the SIP or Campus Commons.

## 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. Amenity impacts during construction

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Duration of impact |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Immediate social locality (College students, staff and visitors) and surrounding social locality (nearby residents)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Construction       |
| <b>Assessment – without mitigation:</b> high negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |
| <p>There is a potential risk for the College students, staff, visitors to the College, workers and surrounding residents to experience) from the construction of the proposal.</p> <p>Construction noise and air quality impacts (related to dust) may have adverse impacts on the health and wellbeing of students, staff and visitors to the College as well as surrounding residents. Emissions like that of noise, vibration and dust have potential to impact individuals and/or vulnerable groups health and wellbeing. This could be through disruption to regular activities, including students and staff's ability to focus during lessons, or air quality impacts limiting outdoor activities.</p> <p>As no increase in student and staff numbers form part of this proposal, and there are existing similar uses on the development site amenity impacts during operation have not been assessed.</p> <p>The demographic profile (Section 3) found that two of the top three long term health conditions in the local area were asthma, and mental health conditions, conditions which can be exacerbated when exposed to construction site dust, pollution and noise impacts.</p> <p>The SIA Field Study (Section 4) identified concerns from staff, students and surrounding residents related to pollution, dust and noise impacts, with one participant noting that <i>"the coming and going of trucks is also disruptive, especially considering where buildings and houses are in relation to the site"</i>.</p> <p>The SSD Acoustic Assessment (AA) by Pulse White Noise Acoustics (2025) assessed potential noise and vibration levels from construction, vehicle movements and internal and external activities associated with the construction of the proposal.</p> |                    |

The AA identifies five sensitive residential development receivers, in the immediate area of the proposal. It is predicted that noise levels can exceed the noise management level (NMLs) of +10dB (defined as the point where there may be some community reaction to noise) when works are undertaken near a residential receiver, but they will remain below the highly noise-affected level (75dB).

With the proposal located within the existing College grounds and the proximity to surrounding school buildings, it is predicted that College staff and students will also be impacted by construction noise.

Air quality impacts are likely during the demolition and construction phase. If not managed effectively, emissions from dust due to demolition of existing structures, use of heavy equipment, and particulate matter from motor vehicles or generators may have adverse health and wellbeing impacts on some individuals in proximity to the development site.

As per the Hazardous Materials Report & Register (HazMat) by CETEC (2025), hazardous materials e.g. asbestos, lead, synthetic mineral fibres (SMF), ozone depleting substances (ODS), and Mercury have been identified on site, and thus remedial and repair works undertaken as part of the construction works, will be required to be appropriately licensed contractors in accordance with *NSW Work Health and Safety Regulation, 2017* and the *SafeWork NSW Code of Practice How to Safely Remove Asbestos, 2022*. Access to these areas will be for authorised personnel only. The Environmental Protection Authority (EPA) govern matters relating to site contamination and human health, and this SIA assumes regulatory compliance in a way that ensures that any risk is of an acceptable level. The HazMat also outlines a range of mitigation measures to ensure the risk is appropriately managed. These includes:

- Development of an Asbestos Management Plan
- Remedial works undertaken by appropriately licenced contractors and assessors.

It is therefore assumed that hazardous materials will be managed in accordance with regulations and the above measures.

Given the possible health impacts associated with unmitigated exposure to noise and dust, the unmitigated impact is assessed as **high negative** given the **almost certain** likelihood and **moderate** magnitude.

#### Assessment – with mitigation: low negative

The Proponent has advised that the College has a regular internal communication plan that will be issued to staff regarding any noisy activities, to assist decisions relating to relocating classes. The plan has been informed by past College development projects.

The Proponent also noted the intention to issue the school diary to construction companies when tendering for the works so they can provide a tender program that acknowledges sensitive periods and any associated requests for suspension of works.

The AA identifies a range of industry-standard mitigation measures to manage noise and vibration impacts caused by the construction works, including:

- Development and implementation of a stakeholder communication plan, including letterbox drops to surrounding residents, informing them of current and upcoming works, including advanced warning of potential disruptions
- Monitoring of NMLs and vibration criteria for external sensitive receivers
- Ongoing review of mitigation measures
- Establishing complaints register for recording and addressing incoming complaints.

These measures are supported by the Construction Management Plan (CMP) by Pymble Ladies' College (2025) which provides measures to minimise noise and vibration impacts, including:

- Construction and demolition work will take place within approved standard hours
- Noise reduction techniques, including but not limited to barriers, enclosures, and silencers, will be employed to ensure compliance with noise criteria
- A plywood hoarding will be installed
- The quietest feasible construction equipment will be selected
- Localised treatments, such as barriers and shrouds, will be used around fixed plant
- Respite periods will be provided.

The CMP (PLC, 2025) outlines measures to control dust generation, including:

- To prevent airborne dust particles from migrating into the surrounding environment, water will be sprayed at the source of origin and surrounding areas
- The Head Contractor will develop and implement a dust prevention management strategy, which will be agreed upon by the project stakeholders
- Additional precautions during the works will include covering all haulage trucks with tarpaulins and monitoring weather conditions, including wind
- Management plans to be developed with head contractor to prevent foreseeable dust impacts.

While it is assumed the above measures will be implemented including acknowledgement of sensitive teaching periods and ability to request suspension of works, the AA does to provide an assessment of noise impacts post mitigation the impact of noise during construction cannot be confirmed. In addition, regardless of mitigations, it is possible users of spaces close to the development site will be exposed to some levels of noise. The mitigated impact is therefore assessed as **low negative** given the **possible likelihood** and **minimal magnitude**.

#### SIA recommendations – additional social mitigations/enhancements

The following recommendations are provided to further enhance the impact of the proposal:

- The stakeholder communication plan proposed in the AA, should include informing the College and surrounding communities of mitigation measures being undertaken to manage noise, air quality, traffic, parking and hazardous materials during the construction period to provide clarity and reassurance.
- The stakeholder communication plan should also include a channel and process (e.g. contact number and register) for the community to raise queries and concerns and enable the proponent to address any issues.

### 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. Change to visual surroundings and local character

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Duration of impact         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate social locality (College students, staff and visitors) and surrounding social locality (nearby residents)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Construction and operation |
| <b>Assessment – without mitigation:</b> low positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |
| <p>The proposal will result in changes to the visual surroundings of the development site. Most significantly, the SIP represents an increase in the height and scale of development on the site, with the five-storey building at a reduced level (RL) of 145.3 metres, leading to potential visual changes that may impact surrounding residents.</p> <p>The policy context highlights the importance of maintaining and enhancing the existing bushland character of the area when planning new development. Ku-ring-gai Council is known for its national parks and nature orientated streetscape. The importance placed on maintaining this environment is highlighted in the guiding principles within the Ku-ring-gai Urban Forest Strategy. These principles focus on retaining, protecting, expanding and integrating green landscaping elements within the built environment, as well as monitoring, maintaining and incentivising tree canopy coverage and its associated benefits. Further, the Education SEPP and the Better Placed: Design Guide for Schools design quality principle 1, states schools should respond to their context, built form and landscape to enhance the setting, landscape and surrounding scenery.</p> <p>Several respondents to the SIA survey noted the proposal will be a timely upgrade of the dated secondary buildings that do not reflect the immediate surrounding visual character including the native vegetation behind the building.</p> <p>The Visual Impact Assessment (VIA) (Urbis, 2025), found that visual impacts for all views were judged to range between nil and low. Additionally, based on VIA fieldwork and desktop analysis, views from neighbouring dwellings are unlikely to be affected by visual change resulting from the proposal. It is noted that higher levels of visual effects were from within the College campus.</p> <p>With consideration of the increased scale of the SIP building but the VIA assessment findings visual impacts will be nil to low and community feedback regarding an existing lack of architectural integration, the unenhanced impact is considered <b>low positive</b>, given the <b>possible</b> likelihood and <b>minimal</b> magnitude.</p> |                            |
| <b>Assessment – with mitigation/ enhancement:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |
| <p>Aligning with the policy context, the Design Report (3XN, 2025) describes the intension to integrate the SIP building into the College landscape and exiting vegetated environment. The building form and design, characterised by stepped terraces, green roof and subtle curves along the southern facade, seek to integrate the building into the surrounding landscape and compliment surrounding, historic school buildings. The report describes the prioritisation of a human scale environment and connection to nature, offering students inspiring views and access to outdoor spaces.</p> <p>The draft Landscape Report (T.C.L, 2025) explains the proposal will utilise local indigenous species to enhance biodiversity and reinforce local character. This includes the planting of Blue Gum High Forest in the Campus Commons to link to the surrounding native landscape.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                            |

The VIA notes that the SIP and Campus Commons are consistent with surrounding development and visual character and will increase compatibility over time as the green roof, terraces and ground level planting establishes and softens the built form, merging with the bushland surroundings.

With consideration of the architectural and landscape design measures utilised to integrate the building into and compliment the surrounding landscape, the enhanced impact is considered **medium positive**, given the **likely** likelihood and **minor** magnitude.

#### SIA recommendations – additional social mitigations/enhancements

No further recommendations are proposed.

## 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. Facilitating pathways into STEAM-related tertiary education and employment

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Duration of impact |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Immediate social locality (College students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Operation          |
| <b>Assessment – without mitigation:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |
| <p>As discussed in Section 6.2.1.1, the proposal will provide high quality spaces for STEAM-related teaching and learning. Access to these purpose-built spaces and the classes and programs provided from them, will enhance the learning and educational experience of students and support the development of STEAM skills and knowledge. For some students it could also potentially foster a lasting passion and involvement in STEAM beyond their time at school.</p> <p>As emphasised in the policy context, The NSW Women's Strategy 2023–2026 (2022) identified that cultural and social norms embedded in early education plays a crucial role in shaping the career aspirations of girls and young women. The provision of high-quality learning facilities could support an uptake of STEM in schools, enabling early opportunities for young women to develop a passion and interest in the field. Importantly, this can provide a pathway into STEM tertiary education and careers, supporting young women to forge careers in STEM while reducing gender segregation in these industries. The Better Placed: Environmental Design in Schools (2018) explains the crucial role of good design principles in educational outcomes, with evidence linking them to the quality of the learning environment.</p> <p>The Pymble Ladies' College strategic plan for 2021-2030, "Watch Us Change the World," includes directions in relation to fostering young women's interest and academic excellence in STEAM subjects that can initiate enrolment in STEAM university education and employment pathways.</p> <p>As noted, the Design Report (3XN, 2025) highlights the proposal has been designed to serve as a nucleus for STEAM-focused education, featuring technology-rich learning spaces, collaborative areas, and event facilities.</p> <p>Noting the potential to facilitate pathways into STEAM related tertiary education and employment through the provision of high quality, purpose-built spaces, the unenhanced impact is assessed as <b>medium positive</b>, given the <b>possible</b> likelihood and <b>minor</b> magnitude.</p> |                    |
| <b>Assessment – with mitigation/ enhancement:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |



No further mitigations measures have been identified, therefore this impact remains assessed as **medium positive**.

#### SIA recommendations – additional social mitigations/enhancements

The following recommendations are provided to further enhance the impact of the proposal:

- Consider hosting events and activities during operation that facilitate connections and partnerships with STEAM industries. In addition, explore opportunities for some programs and activities to be accessed by the broader community to further extend and enhance proposal benefits.

## 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 into planning process and enhanced opportunities for community feedback

| Affected stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Duration of impact         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Immediate and surrounding social locality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Construction and operation |
| <b>Assessment – without mitigation:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |
| <p>Important decisions around the built environment can have adverse effects on how people interact and live within communities. The ability to contribute feedback in the decision-making process is a key social impact consideration. Specifically, this includes the ability to identify or raise concerns about particular social impacts and to contribute to or influence the decision-making process, including through the planning and design phases of a proposal.</p> <p>Further, ensuring people are effectively informed about new development is critical to reducing feelings of uncertainty and fear. Providing avenues for people to provide input and further providing a platform for face-to-face consultation is critical.</p> <p>As outlined in Section 4, an extensive engagement process was conducted for the proposal, involving the provision of clear and transparent information about the proposal and the SSDA process. This involved engagement with the surrounding community, College community and key stakeholders. The SIA field study also involved additional engagement activities focused on seeking feedback on social impacts. The engagement process and outcomes are documented in the Engagement Outcomes Report (Urbis, 2025), and summarised in Section 4 of this report.</p> <p>Considering the engagement process undertaken to seek and reflect community and stakeholder feedback in the development of the proposal, this unenhanced impact is assessed as <b>medium positive</b>, given the <b>possible</b> likelihood and the <b>minor</b> magnitude.</p> |                            |
| <b>Assessment – with mitigation/ enhancement:</b> medium positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |
| <p>The Engagement Outcomes Report notes that Pymble Ladies' College will continue to keep stakeholders and the community informed of the proposal planning and approval process through the exhibition and determination phases by:</p> <ul style="list-style-type: none"> <li>Continuing to engage with the community about the project, its potential impacts, and the approval process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                            |

- Enabling the community to seek clarification about the project through two-way communication channels.

Noting the engagement process will continue throughout the approval process, this enhanced impact is assessed as **medium positive**, given the **likely** likelihood and the **minor** magnitude.

#### SIA recommendations – additional social mitigations/enhancements

The following recommendations are provided to further enhance the impact of the proposal:

- Involve students and staff in the design development process to ensure key future proposal users are provided opportunities to input, the design caters to user needs and to foster a sense of ownership.
- Maintain clear and consistent avenues of communication with the College community, surrounding community and key stakeholders throughout the construction period and provide a channel and process for managing queries and concerns.

## 6.3. CUMULATIVE IMPACTS

Cumulative impacts are the result of incremental, sustained and combined effects of human action and natural variations over time, and can be both positive and negative (DPHI 2022, p.4). They can be caused by compounding effects of a single project or multiple projects in an area, and by the accumulation of effects from past, current, and future activities as they arise (ibid, p.4).

There are currently limited state significant and local projects operating or intended to operate in and around the social locality which may contribute to cumulative impacts to the proposal. The key project to note is a development within the Pymble Ladies' College campus current under construction, including in the Table below.

Table 15 Concurrent development projects

| SSDA Reference      | Development Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Current Status                                                                                                                                              |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SSD-17424905</b> | Pymble Ladies College – Grey House Precinct: <ul style="list-style-type: none"> <li>▪ Five-storey building to accommodate the following:</li> <li>▪ Junior school classrooms for existing students</li> <li>▪ Science, technology, engineering and mathematics laboratories; health and wellbeing facilities and a dance academy for existing students</li> <li>▪ Out-of-school-hours care</li> <li>▪ A new early learning centre for 90 children; and</li> <li>▪ Outdoor learning spaces for existing students.</li> </ul> | Under Construction – two modifications to landscaping and outdoor play areas are currently under assessment and are in the 'response to submissions' stage. |

Source: Major Projects (DPHI 2025)

### 6.3.1. Potential cumulative impacts

#### Construction related impacts from multiple projects within the College campus

While the majority of respondents were supportive of the development of new, high quality facilities at the College, including the proposal, there was some concern expressed by the community during the SIA field study, about ongoing construction at the College.

Construction related impacts include those addressed within the SIA assessment including those relating to noise, air quality, traffic and access.

Pymble Ladies' College has confirmed that the Grey House Precinct construction will be completed and the precinct operational prior to commencement of the proposal. While the construction projects will not overlap there is still the potential for construction fatigue for staff, students and nearby residents as a result of back-to-back projects. This highlights the importance of the successful implementation of the mitigation measures identified through Section 6.2, and consideration of the additional SIA recommendations proposed.

#### **Potential for additional future construction projects in the local area**

As noted in Section 3, in accordance with the 2025 amendments to Chapter 6 - Low and Mid-Rise Housing of the State Environmental Planning Policy (SEPP) (Housing) 2021, the suburb of Pymble has been identified as one of 171 station locations across Greater Sydney suitable for increased housing supply within 800 metres of train stations. This raises the potential for additional construction activity in the local area.

To minimise any potential cumulative impacts the following is recommended:

- The construction contractor and the proponent should consult with surrounding landowners of any concurrent developments to understand expected construction timelines and activities and identify possible measures to reduce conflicts and cumulative impacts. This should be reflected in the future Construction Management Plan.

## **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 stakeholder 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 proponent 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 16 below.

Table 16 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 high quality teaching and learning environments supporting education and learning outcomes | Medium positive         | High positive       | <ul style="list-style-type: none"> <li>Specialist, purpose-built facilities to enable research and education in STEAM fields, including a robotics lab, design and textile workshops, metal and timber workshops, a food technology hub, and coding rooms</li> </ul>                                                                                                                                                                             | Proponent      | Architect<br><br>Landscape architect |
| Way of life | Disruption to teaching and learning environments during construction                                    | Medium negative         | Low negative        | <ul style="list-style-type: none"> <li>The demountable buildings used as teaching spaces during the construction period will be of high quality, well-equipped and adequately embellished to support learning and to meet student needs.</li> <li>The Construction Management Plan (CMP) provides a range of mitigation measures that will be implemented during the construction period and will align with environmental management</li> </ul> | Proponent      | Construction contractor              |

| Theme                | Matter                                                                                   | Unmitigated /Unenhanced                                  | Mitigated /Enhanced                                      | Proposed mitigation, enhancement and management                                                                                                                                                                                                                                                                                                                                                                                               | Responsibility                       | Potential partners                                     |
|----------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------|
|                      |                                                                                          |                                                          |                                                          | <p>requirements in relation to noise and vibration, dust, odour control and vegetation protection.</p> <ul style="list-style-type: none"> <li>The Noise Impact Assessment outlines measures that will be implemented to reduce potential impacts to surrounding localities.</li> </ul>                                                                                                                                                        |                                      |                                                        |
| <b>Community</b>     | Enhanced opportunities for student interaction and connection                            | High positive                                            | High positive                                            | <ul style="list-style-type: none"> <li>No enhancement measures are identified at this stage.</li> </ul>                                                                                                                                                                                                                                                                                                                                       | Proponent                            | Architect<br>Landscape architect                       |
| <b>Accessibility</b> | Changes to pedestrian access within the College campus during construction and operation | Construction: medium negative<br>Operation: low positive | Construction: low negative<br>Operation: medium positive | <ul style="list-style-type: none"> <li>During construction: standard mitigation measures will be implemented including stakeholder consultation, restricted access, aligning construction hours to standard working hours, and implementation of a Construction Management Plan and a Construction Traffic Management Plan.</li> <li>During Operation: new improved access paths, routes of travel and wayfinding will be provided</li> </ul> | Proponent<br>Construction contractor | Traffic consultant<br>Architect<br>Landscape architect |

| Theme                | Matter                                              | Unmitigated /Unenhanced                                      | Mitigated /Enhanced                                     | Proposed mitigation, enhancement and management                                                                                                                                                                                                                                                                                                                    | Responsibility                           | Potential partners                                                                                                                    |
|----------------------|-----------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                     |                                                              |                                                         | through the development site and connecting to the surrounding campus.                                                                                                                                                                                                                                                                                             |                                          |                                                                                                                                       |
| <b>Accessibility</b> | Disruption to traffic, vehicular access and parking | Construction: Medium negative<br><br>Operation: Low negative | Construction: Low negative to nil<br><br>Operation: nil | <ul style="list-style-type: none"> <li>During construction: parking options will be communicated to workers and a Traffic Guidance Scheme and Green Travel Plan will be developed and implemented as part of the CTMP.</li> <li>During operation: a TAG for school travel options will be developed, implemented and promoted to students and families.</li> </ul> | Proponent<br><br>Construction contractor | Traffic consultant                                                                                                                    |
| <b>Culture</b>       | Potential impact to Aboriginal sites and culture    | Low negative to nil                                          | Medium positive                                         | <ul style="list-style-type: none"> <li>The design of the proposal has incorporated feedback and inputs received through the Connecting with Country process and will incorporate several elements in the architectural and landscape design to recognise and reflect Aboriginal culture and heritage.</li> </ul>                                                   | Proponent<br><br>Construction contractor | Aboriginal Cultural Heritage Consultant<br><br>Connecting with Country consultant<br><br>Project architect<br><br>Landscape architect |
| <b>Culture</b>       | Representation and celebration of                   | Medium negative                                              | Low negative                                            | <ul style="list-style-type: none"> <li>The Heritage Impact Assessment proposed preparing a photographic archival recording</li> </ul>                                                                                                                                                                                                                              | Proponent                                | Heritage consultant                                                                                                                   |

| Theme                       | Matter                                            | Unmitigated /Unenhanced | Mitigated /Enhanced | Proposed mitigation, enhancement and management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Responsibility                           | Potential partners                   |
|-----------------------------|---------------------------------------------------|-------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------|
|                             | College history and heritage                      |                         |                     | and adopting an unexpected finds procedure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                          |                                      |
| <b>Health and wellbeing</b> | Amenity impacts during construction               | High negative           | Low negative        | <ul style="list-style-type: none"> <li>▪ CMP measures will be implemented to minimise noise, vibration and dust impacts, including containing work within approved hours, noise reduction techniques and preparation and implementation of a dust prevention management strategy.</li> <li>▪ The College will implement a regular internal communication plan that will be issued to staff regarding any noisy activities, to assist decisions relating to relocating classes. Construction tenderers will also be issued the school diary so the construction schedule can be designed around sensitive periods.</li> </ul> | Proponent<br><br>Construction contractor | Noise and Vibration consultant       |
| <b>Surroundings</b>         | Change to visual surroundings and local character | Low positive            | Medium positive     | <ul style="list-style-type: none"> <li>▪ The design and landscape report outline several enhancement measures including integrating the building into the surrounding landscape through its form and design and plantings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | Proponent                                | Architect<br><br>Landscape architect |



| Theme                   | Matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unmitigated /Unenhanced | Mitigated /Enhanced | Proposed mitigation, enhancement and management                                                                                                  | Responsibility | Potential partners                                                   |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------|
| Livelihood              | Facilitating pathways into STEAM-related tertiary education and employment                                                                                                                                                                                                                                                                                                                                                                                                         | Medium positive         | Medium positive     | <ul style="list-style-type: none"> <li>No enhancement measures are identified at this stage.</li> </ul>                                          | Proponent      |                                                                      |
| Decision making systems | Involvement of school community into planning process and enhanced opportunities for community feedback                                                                                                                                                                                                                                                                                                                                                                            | Medium positive         | Medium positive     | <ul style="list-style-type: none"> <li>The Engagement Outcomes Report proposes continuing engagement throughout the approval process.</li> </ul> | Proponent      | Engagement consultant                                                |
| Cumulative impacts      | <ul style="list-style-type: none"> <li>Construction related impacts from multiple projects within the College campus with potential for construction fatigue for staff, students and nearby residents as a result of back-to-back projects and associated noise, vibration, dust and traffic issues.</li> </ul> <p>Potential for additional future construction projects in the local area with station locations across Greater Sydney suitable for increased housing supply.</p> |                         |                     |                                                                                                                                                  |                | Proponent<br>Construction contractor<br>Future developers<br>Council |

## 7.2. FURTHER SIA RECOMMENDATIONS

The following provides a summary of the recommendations are proposed to further enhance positive impacts 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 proponent 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 and engagement

- Provide regular communication to staff, students and parents/carers on changed traffic and pedestrian conditions within the College Campus during the construction period.
- The stakeholder communication plan proposed in the Acoustic Assessment, should include informing the College and surrounding communities of mitigation measures being undertaken to manage noise, air quality, traffic, parking and hazardous materials during the construction period to provide clarity and reassurance.
- The stakeholder communication plan should also include a channel and process (e.g. contact number and register) for the community to raise queries and concerns and enable the proponent to address any issues.

### Design

- Consider honouring people of importance (including Isabel Harrison, Dorothy Knox and Robert and John Vicars) through the naming of levels, rooms, indoor or outdoor spaces within the SIP or Campus Commons.
- Involve students and staff in the design development process to ensure key future proposal users are provided opportunities to input, the design caters to user needs and to foster a sense of ownership.

### Construction management

- Plans for temporary teaching and learning spaces (demountable buildings) should ensure spaces are well-equipped, adequately embellished to support learning, and of adequate size and scale.
- Maintain clear and consistent avenues of communication with relevant stakeholders during construction, including staff, students and their families. This should include clear communication in relation to how disruptions are being managed by the College.
- The construction contractor and the proponent should consult with surrounding landowners of any concurrent developments to understand expected construction timelines and activities and identify possible measures to reduce conflicts and cumulative impacts. This should be reflected in the future Construction Management Plan.
- The construction contractor and the proponent should consult with surrounding landowners of any concurrent developments to understand expected construction timelines and activities and identify possible measures to reduce conflicts and cumulative impacts. This should be reflected in the future Construction Management Plan.

### Operation management

- Explore opportunities for the proposal, in particular the STEM facilities, to deliver broader community benefits outside of school use. For example, this could include establishing partnerships or programs to host STEM-related school holiday workshops and programs for the broader community.

- 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.
- Consider hosting events and activities during operation that facilitate connections and partnerships with STEAM industries. In addition, explore opportunities for some programs and activities to be accessed by the broader community to further extend and enhance proposal benefits.

## 8. ACRONYMS

| Acronyms | Term                                                   |
|----------|--------------------------------------------------------|
| AA       | Acoustic Assessment                                    |
| ABS      | Australian Bureau of Statistics                        |
| BOCSAR   | NSW Bureau of Crime Statistics and Research            |
| CMP      | Construction Management Plan                           |
| CSP      | Community Strategic Plan                               |
| DA       | Development Application                                |
| DPHI     | NSW Department of Planning, Housing and Infrastructure |
| EDC      | Estimated Development Cost                             |
| EIS      | Environmental Impact Assessment                        |
| EPA      | Environment Protection Authority                       |
| FTE      | Full time equivalent                                   |
| GCCSA    | Greater Capital City Statistical Area                  |
| GTP      | Green Travel Plan                                      |
| HANML    | Highly Affected Noise Management Levels                |
| LALC     | Local Aboriginal Land Council                          |
| LGA      | Local Government Area                                  |
| LSPS     | Local Strategic Planning Statement                     |
| NML      | Noise Management Levels                                |
| OTAMP    | Operational Transport and Access Management Plan       |
| RAP      | Registered Aboriginal Parties                          |
| SAL      | Suburbs and Localities                                 |
| SEARs    | Secretary's Environmental Assessment Requirements      |
| SEIFA    | Socio-Economic Indexes for Areas                       |
| SEPP     | State Environmental Planning Policy                    |
| SIA      | Social Impact Assessment                               |
| SIP      | Secondary Innovation Precinct                          |

| <b>Acronyms</b> | <b>Term</b>                                            |
|-----------------|--------------------------------------------------------|
| SMF             | Synthetic mineral fibres                               |
| SSDA            | State Significant Development Application              |
| STEAM           | science, technology, engineering, arts and mathematics |
| TIA             | Traffic and Impact Assessment                          |
| VIA             | Visual Impact Assessment                               |

## 9. REFERENCES

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

### **Demographic, crime and health data**

Australian Bureau of Statistics, Census of Population and Housing, 2021, Greater Sydney, Ku-ring-gai LGA, Pymble (SAL13294) data.

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

NSW Bureau of Crime Statistics and Research, Pymble, Ku-ring-gai LGA and NSW hotspot maps and crime rates.

NSW Department of Planning, Housing and Infrastructure, 2022, NSW population projections.

### **Policy documents**

Greater Sydney Commission, Greater Sydney Region Plan: A Metropolis of Three Cities – A Plan for Growing Sydney (2018)

Greater Sydney Commission, Our Greater Sydney 2056: North District Plan – Connecting Communities (2018)

NSW Government, State Environmental Planning Policy (SEPP) (Transport & Infrastructure) 2021

NSW DPHI, Better Placed: Design Guide for Schools (2018)

NSW DPHI, Better Placed: Environmental Design in Schools (2018)

NSW DPE, Greater Sydney Outdoors Study (2019)

NSW Government, NSW Women's Strategy 2023–2026 (2022)

Government Architect NSW, Connecting with Country (2023)

Ku-ring-gai Council, Local Environmental Plan (2015)

Ku-ring-gai Council, Social Impact Assessment Policy (2015)

Ku-ring-gai Council, Local Strategic Planning Statement (LSPS) (2020)

Ku-ring-gai Council, Community Strategic Plan (CSP) (2022)

Ku-ring-gai Council, Open Space and Recreation Needs Study (2023)

Ku-ring-gai Council, Open Space Acquisition Strategy (2006)

Ku-ring-gai Council, Urban Forest Strategy (2022)

Ku-ring-gai Council, Development Control Plan (2024)

### **Technical studies prepared for this proposal**

3XN GXN, 2025, Architectural Design Report

Artefact, 2025, Archaeological Technical Report

Artefact, 2025, Connecting with Country

Artefact, 2025, Statement of Heritage Impact

Arup, 2025, Preliminary Flood Report

BG&E, 2024, Water Management Plan

BlackAsh, 2025, Bushfire statement

CETEC, 2025, Hazardous Materials Report & Register

CETEC, 2025, Preliminary Hazard Analysis

CPP, 2025, Qualitative Wind Assessment

Econ Environmental, 2025, Construction Soil & Water Management Plan

Greywacke Geotechnics, 2024, Preliminary Acid Sulfate Soils Assessment

Group DLA, 2025, Access Report

Group DLA, 2025, BCA Compliance Report

IGS, 2024, Ecologically Sustainable Design Report

Jensen Hughes, 2025, Preliminary Fire Safety Engineering Review

JK Geotechnics, 2025, Geotechnical investigations

Narla environmental, 2025, Streamlined Biodiversity Development Assessment Report

PWNA, 2025, Acoustic Assessment

Pymble Ladie's College, 2025, Preliminary Construction Management Plan

T.C.L, 2025, Landscape Architecture Development Application Report

Tree Survey, 2024, Arboricultural Impact Assessment & Tree Protection Plan

Urbis, 2025, Green Travel Plan

Urbis, 2025, Operational Transport and Access Management Plan

Urbis, 2025, Preliminary Construction Traffic Management Plan

Urbis, 2025, Traffic Impact Assessment

Urbis, 2025, Visual Impact Assessment

WPS, 2025, Waste Management Plan

## **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.

## 10. DISCLAIMER

This report is dated 24 March 2025 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 Pymble Ladies' College (**Instructing Party**) for the purpose of Social Impact Assessment (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).

In preparing this report, Urbis was required to make judgements 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 on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

In preparing this report, Urbis may rely on or refer to documents in a language other than English, which Urbis may arrange to be translated. Urbis is not responsible for the accuracy or completeness of such translations and disclaims any liability for any statement or opinion made in this report being inaccurate or incomplete arising from such translations.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

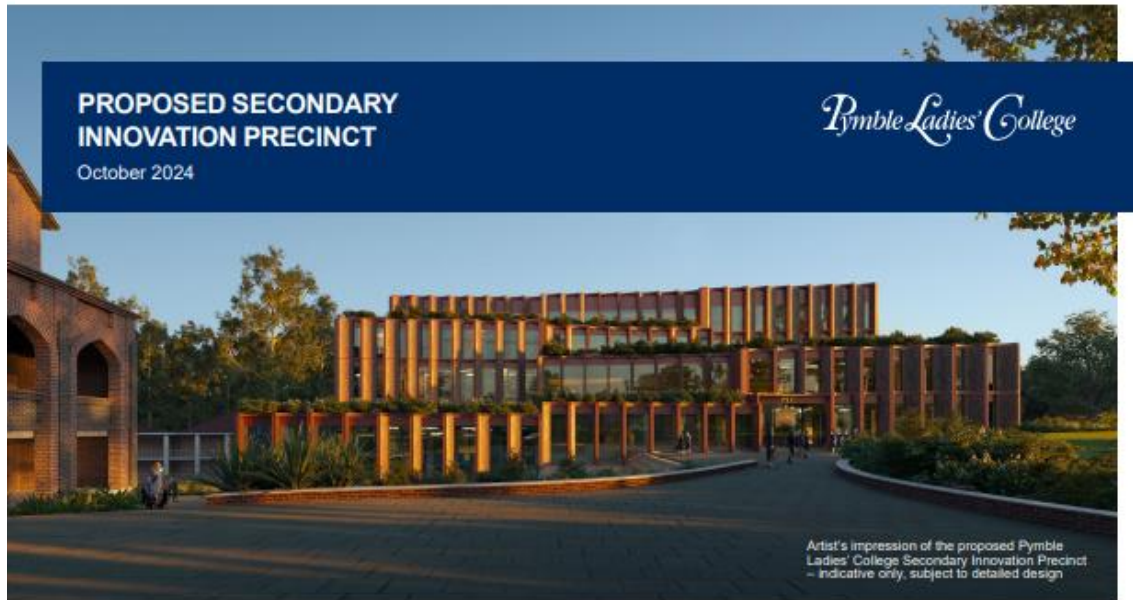


# APPENDIX A

# SIA ENGAGEMENT MATERIALS

## A.1 COMMUNITY NEWSLETTER

Figure 9 Community newsletter 1



**Pymble Ladies' College is in the early stages of developing a Secondary Innovation Precinct within its main campus at Avon Road, Pymble.**

The Secondary Innovation Precinct is the final development in the College Master Plan and will deliver diverse learning spaces, designed to foster STEM-based programs and facilities for year 11 and 12 students.

As a valued neighbour and member of our local community, we welcome your involvement in the early stages of this project.

A Concept Design for the Precinct has been produced and includes:

- ▶ Demolition of several internal buildings onsite.
- ▶ Construction of a terraced five-storey building presenting as three-stories from main vantage point.
- ▶ A central open atrium.
- ▶ A robotics lab, a multi-purpose dining hall, large lecture hall, and study & learning rooms.
- ▶ Diverse learning spaces including general learning studios, break out spaces, hybrid areas and common areas.
- ▶ External terraces for outdoor learning and flexible learning.
- ▶ A campus green, including an amphitheatre, for outdoor learning and events.

### WE HEARD WHAT IS IMPORTANT TO YOU

Pymble Ladies' College is working to ensure the proposal is designed and delivered with the safety and comfort of our students and neighbours as a priority. We have developed a proactive and comprehensive engagement program that will keep our neighbours informed about the project and provide avenues for ongoing feedback.

We recognise that minimising potential additional traffic impacts on surrounding streets is a high priority for our neighbours. The proposal's location within the campus has been chosen to ensure it will not impact our neighbours' privacy or solar access. We understand managing impacts from construction including noise, dust, and ensuring safety on the surrounding streets is very important.

## PYMBLE LADIES' COLLEGE MASTER PLAN 2020

The Secondary Innovation Precinct is proposed to be the final development in the Master Plan.



### COMMUNITY CONSULTATION

We are committed to genuinely engaging with our neighbours and the community through a collaborative and transparent process.

We will consult with our community throughout the development of the Secondary Innovation Precinct:



### ABOUT PYMBLE LADIES' COLLEGE

Pymble Ladies' College opened its gates more than 100 years ago as an independent school educating girls from Kindergarten to Year 12 to become compassionate and influential young women with the hearts and minds to make the world a better place for all.

The College's five core values of Care, Courage, Integrity, Respect and Responsibility affirm its commitment to the Christian heritage of Pymble Ladies' College and identity as a Uniting Church School in Australia.

The College's Strategic Direction, Watch Us Change the World provides a framework and focus for all aspects of teaching and learning, with an emphasis on developing the whole student in all areas in her life.

### COMMUNITY DROP-IN SESSION

You are invited to attend a community information session. Feel free to drop by any time to find out more about the proposal and speak directly to the project team.

**Date:** Tuesday 29 October 2024

**Time:** 6.00 – 8.00 pm (drop by any time)

**Location:** Common Room, Lower Colonnade, Pymble Ladies' College

### FOR MORE INFORMATION

Visit: <https://www.pymblelc.nsw.edu.au>

### CONTACT US

Pymble Ladies' College has commissioned Urbis Engagement to collect your feedback and provide further information about the Secondary Innovation Precinct project. You can reach the team on:

✉ [communityengagement@pymblelc.nsw.edu.au](mailto:communityengagement@pymblelc.nsw.edu.au)

☎ 02 9497 7840



Figure 10 Community newsletter 2





Project area and campus context.

AVON ROAD

SITE

### PLANNING PATHWAY

Pymble Ladies' College is seeking approval to construct and operate the Precinct. The College is seeking approval for the proposal from the DPHI through a State Significant Development Application (SSDA) process.

#### OCTOBER 2024 | PROJECT INTRODUCTION

Sharing the project with the surrounding community and key stakeholders.

#### JANUARY 2025

Pymble Ladies' College requested and received from the DPHI Secretary's Environmental Assessment Requirements (SEARs). The SEARs ensure government agencies and relevant service providers are informed and provided with the opportunity to request certain information be addressed within the SSDA.

#### FEBRUARY 2025 | WE ARE HERE

An Environmental Impact Statement (EIS) is being prepared which will assess any potential impacts from construction and operation and suggest mitigation measures. The College is seeking feedback from its neighbours and community to help inform the EIS.

#### EARLY 2025 | LODGEMENT

Pymble Ladies' College will formally lodge the SSDA and the DPHI will publicly exhibit the proposal.

- The College is expecting a determination within 12 months of lodging the SSDA.
- If approved, construction will begin during the summer school holiday period from late 2025 with the aim to open early 2029.

### ABOUT PYMBLE LADIES' COLLEGE

Pymble Ladies' College opened its gates more than 100 years ago as an independent school educating girls from Kindergarten to Year 12.

The College's five core values of Care, Courage, Integrity, Respect and Responsibility affirm its commitment to the Christian heritage of Pymble Ladies' College and identity as a Uniting Church School in Australia.



SCIENCE CENTRE

ENTRY

PROPOSED SECONDARY INNOVATION PRECINCT BUILDING

Proposed site plan of the Precinct.

### WEBINAR

You are invited to attend a Webinar to find out more about the proposal and speak directly to the project team.

Date: **Thursday 27 February 2025**

Time: **7.00-8.30pm** (Please be aware the webinar may conclude early).

Platform: **Zoom**. Please register your interest to attend via the contact details below. A Zoom link will be sent to you.

### FIND OUT MORE AND PROVIDE YOUR FEEDBACK

Pymble Ladies' College is committed to ensuring the proposal is designed and delivered with the safety and comfort of our students and neighbours as a priority.

The College has commissioned Urbis Engagement to collect your feedback and provide further information about the Secondary Innovation Precinct project. You can reach the team on:

✉ [communityengagement@pymblelc.nsw.edu.au](mailto:communityengagement@pymblelc.nsw.edu.au)

☎ 02 9497 7840

### SOCIAL IMPACT ASSESSMENT SURVEY

Urbis is preparing a Social Impact Assessment (SIA) survey as part of the SSDA. To inform the assessment of social impacts and benefits, we are seeking feedback from the community to better understand the needs of the local area.

The survey is open until 5pm on **Friday 28 February**.

Scan the QR code with your phone or access the survey here: [urbis.questionpro.com.au/PymbleSIA](https://urbis.questionpro.com.au/PymbleSIA)



### FOR MORE INFORMATION

[www.pymblelc.nsw.edu.au/secondary-innovation-precinct](http://www.pymblelc.nsw.edu.au/secondary-innovation-precinct)



## A.2 COMMUNITY SURVEY TOOL

Figure 11 Community Survey



### Proposed development at Pymble Ladies' College (Secondary Innovation Precinct and Campus Commons) - Social Impact Survey

This survey has been developed to inform a Social Impact Assessment (SIA) being prepared to accompany a State Significant Development Application (SSDA) for a proposed new development at Pymble Ladies' College – 20 Avon Road, Pymble. The proposed development comprises a new Secondary Innovation Precinct and Campus Commons.

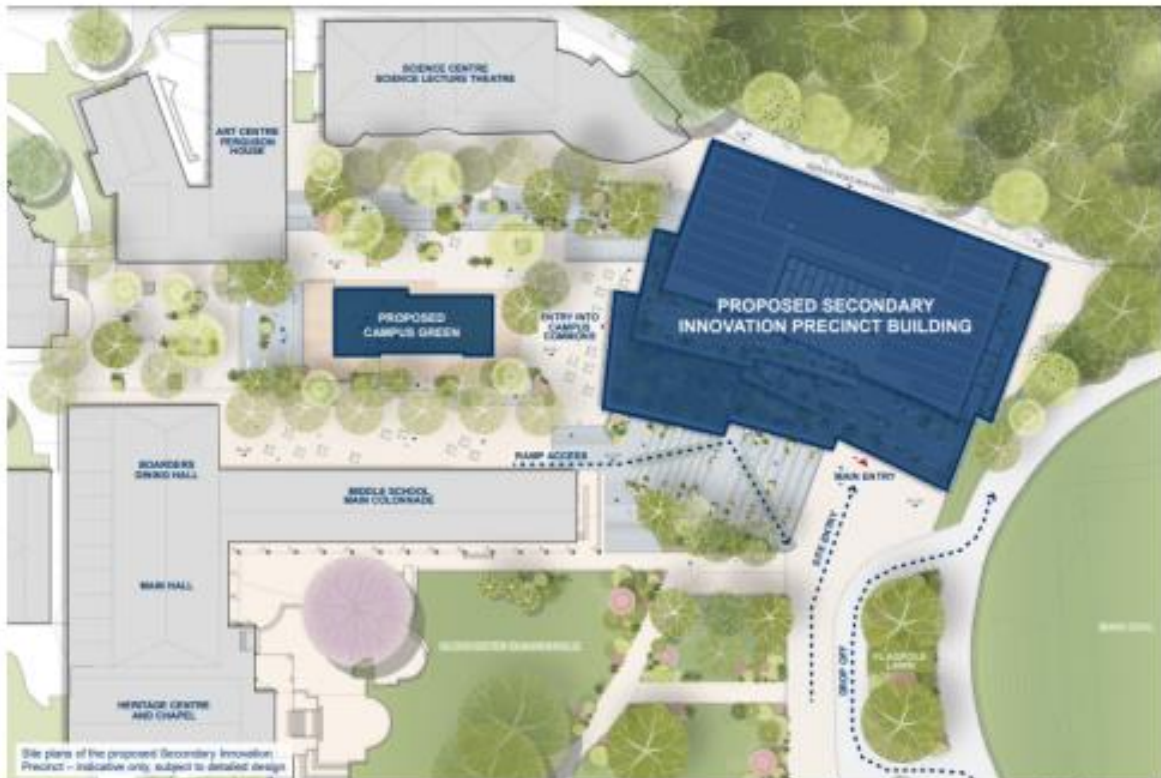
The SIA and this survey are being undertaken by Urbis, a specialist consultancy firm.

#### About this proposal

The Secondary Innovation Precinct is a five-storey building that will consolidate STEAM (science, technology, engineering, arts and mathematics) based learning opportunities. The Campus Commons is an outdoor learning and events space connecting the Secondary Innovation Precinct to the rest of the campus.

The development comprises:

- Demolition of the current Isabel Harrison Administration and Reception building, Dorothy Knox House and the Robert & Jack Vicars buildings on the site.
- Site preparation including excavation, service installation, and vegetation and tree removal.
- Construction of a terraced five-storey building presenting as three-stories from the main vantage point. The building will include a central open atrium, a robotics lab, a multi-purpose dining hall, large lecture hall, diverse learning spaces, and landscaped external terraces for outdoor and flexible learning.
- Construction of the Campus Commons, consisting of a campus green and amphitheatre, for outdoor learning and events.
- Provision of pedestrian access at southern point of the building and from the Campus Commons to the west. Provision of vehicle access to the basement level from the existing rear service road and two car parking spaces.
- Minor realignment of the existing access road at the Flagpole Lawn.



*Site plan showing the proposed new Secondary Innovation Precinct building and Campus Commons*



*Artist's impression of the proposed Pymble Ladies' College Secondary*

*Innovation Precinct (Indicative only. Subject to detailed design)*

### **What is a Social Impact Assessment (SIA)?**

A SIA is an objective independent study undertaken to identify and assess potential positive and negative social impacts associated with a proposed project. Social impacts can be understood as the consequences that people (individuals, households, groups, communities and organisations) experience when a new project brings change.

A SIA considers social impacts in relation to: Way of Life; Community; Accessibility; Culture; Health and Wellbeing; Surroundings; Livelihoods; and Decision-making Systems. When completing this survey, please consider how each of these elements may be impacted for you or your community.

The SIA process is being 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 key stakeholders and community members, including the Pymble Ladies' College community (students, teachers, staff and families) and the surrounding community (e.g. residents, workers, business owners) about how this project may impact them in positive and negative ways.

Survey responses will also help to identify mitigation and enhancement measures and initiatives that could be implemented during the design, construction and/or operation of the proposed development to reduce negative impacts and enhance positive impacts.

The survey should take approximately 5 – 10 minutes to complete, and all responses will be kept anonymous.

The survey closes at **5pm on Friday 28 Feb.**

Thank you in advance for your contribution.

Which of the following best describes you?

- ☐ Nearby resident (living within 500m from the site)
- ☐ Resident of Pymble
- ☐ Resident of another nearby suburb
- ☐ Nearby landlord
- ☐ Regular visitor to the area
- ☐ Worker or business owner in the local area
- ☐ Pymble Ladies' College family member
- ☐ Pymble Ladies' College student
- ☐ Pymble Ladies' College teacher or staff member
- ☐ Other, please specify:

---

In a few words, what do you like most about the local area?

In a few words, what do you like most about Pymble Ladies' College and the College campus?

In what way do you anticipate the proposed development will mainly impact the Pymble Ladies' College community (staff, students and families)?

- ☐ Positively
- ☐ Negatively
- ☐ Both positively and negatively
- ☐ Neither positively nor negatively
- ☐ Unsure

In what way do you anticipate the proposed development will mainly impact the local community (e.g. residents, workers or businesses in the surrounding area)?

- ☐ Positively
  - ☐ Negatively
  - ☐ Both positively and negatively
  - ☐ Neither positively nor negatively
  - ☐ Unsure
-

Please describe any positive impacts you anticipate will be generated by the proposed development.

*These could include impacts to you, other members of the College or local community, short and long term impacts, impacts during construction and/or impacts during the operation of the building.*

*Positive impacts may be in relation to: way of life; community; accessibility; culture; health and wellbeing; surroundings; livelihoods; and decision-making systems.*

How could these positive impacts be further enhanced?

Please describe any negative impacts you anticipate will be generated by the proposed development.

*These could include impacts to you, other members of the College or local community, short and long term impacts, impacts during construction and/or impacts during the operation of the building.*

*Positive impacts may be in relation to: way of life; community; accessibility; culture; health and wellbeing; surroundings; livelihoods; and decision-making systems.*

How could these negative impacts be avoided or reduced?

---

Do you have any additional comments about the proposed development that you would like to share?

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## A.3 COUNCIL DISCUSSION GUIDE

Figure 12 Council discussion guide



### **SOCIAL IMPACT ASSESSMENT FOR PROPOSED DEVELOPMENT AT PYMBLE LADIES' COLLEGE (SECONDARY INNOVATION PRECINCT AND CAMPUS COMMONS)**

#### **DISCUSSION GUIDE: KU-RING-GAI COUNCIL**

Urbis has been engaged by Pymble Ladies' College to undertake a Social Impact Assessment (SIA) to inform and accompany a State Significant Development Application (SSDA) for a proposed new development at Pymble Ladies' College. The proposed development comprises a new Secondary Innovation Precinct and Campus Commons.

The SIA process will be guided by the Department of Planning, Housing and Infrastructure's Social Impact Assessment Guidelines (2023) in accordance with NSW Government's assessment requirements and to ensure best practice.

#### **PROJECT OVERVIEW**

The proposed site is located at Pymble Ladies' College, 20 Avon Road, Pymble.

The Secondary Innovation Precinct is a five-storey building that will consolidate STEAM (science, technology, engineering, arts and mathematics) based learning opportunities. The Campus Commons is an outdoor learning and events space connecting the Secondary Innovation Precinct to the rest of the campus.

The development comprises:

- Demolition of the current Isabel Harrison Administration and Reception building, Dorothy Knox House and the Robert & Jack Vicars buildings on the site.
- Site preparation including excavation, service installation, and vegetation and tree removal.
- Construction of a terraced five-storey building presenting as three-stories from the main vantage point. The building will include a central open atrium, a robotics lab, a multi-purpose dining hall, large lecture hall, diverse learning spaces, and landscaped external terraces for outdoor and flexible learning.
- Construction of the Campus Commons, consisting of a campus green and amphitheatre, for outdoor learning and events.
- Provision of pedestrian access at southern point of the building and from the Campus Commons to the west. Provision of vehicle access to the basement level from the existing rear service road and two car parking spaces.
- Minor realignment of the existing access road at the Flagpole Lawn.

#### **ABOUT THE INTERVIEW**

As part of the SIA process, Urbis is undertaking interviews with key stakeholders. The purpose of these interviews is to inform our understanding of the local context, potential social impacts (both positive and negative), and any impact mitigation or enhancement measures.

Our discussion with you will inform Urbis' assessment of social impacts. We typically identify the organisations represented by key stakeholders in our reporting, but do not identify individual interviewees. Answers to the questions will be reported by key themes.

The interview will be approximately 30-45 minutes in duration, undertaken online via Microsoft Teams by two Urbis representatives. The following interview questions provide a starting point for the discussion. We will share concept plans for the proposal with you during the interview.

Thank you in advance for your time and for sharing your knowledge and insight.

## **INTERVIEW QUESTIONS**

### **Social and site context**

As part of the SIA, we have examined ABS 2021 Census data and population projections for Pymble to understand the social context.

- From Council's perspective, are there any key social challenges or opportunities associated with the site or local area that we should be aware of?
- From Council's perspective, how does Pymble Ladies' College currently interact with the local area?

### **Potential social impacts**

The following questions explore how the proposal may impact the Pymble Ladies' College community (staff, students and families) and the broader local community, including in relation to the key social impact categories identified in the Social Impact Assessment Guidelines (refer table on the following page).

- Do you anticipate there will be any positive social impacts generated by the proposed development. If so, what are they?
  - How could these positive impacts be further enhanced? Are there opportunities to expand the impact of the proposed development?
- Do you anticipate there will be any negative impacts generated by the proposed development. If so, what are they?
  - How could these negative impacts be avoided or reduced (mitigated)?
- Is there the potential for the proposal to contribute to any cumulative social impacts in the surrounding area?

### **Other**

- Do you have any other comments on the proposal or feedback to inform the SIA?

Table 1: Social impact categories (DPHI, 2023)

| Impact category                | Definition                                                                                                                                                                                                              |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Way of life</b>             | Including how people live, how they get around, how they work, how they play, and how they interact each day                                                                                                            |
| <b>Community</b>               | Including composition, cohesion, character, how the community functions and people's sense of place                                                                                                                     |
| <b>Accessibility</b>           | Including how people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation (e.g., health services, community services, roads, etc.)              |
| <b>Culture</b>                 | Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings                                                            |
| <b>Health and wellbeing</b>    | Including physical and mental health especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall |
| <b>Surroundings</b>            | 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                 |
| <b>Livelihoods</b>             | Including people's capacity to sustain themselves through employment (e.g., jobs) or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits             |
| <b>Decision-making systems</b> | Particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.                               |

