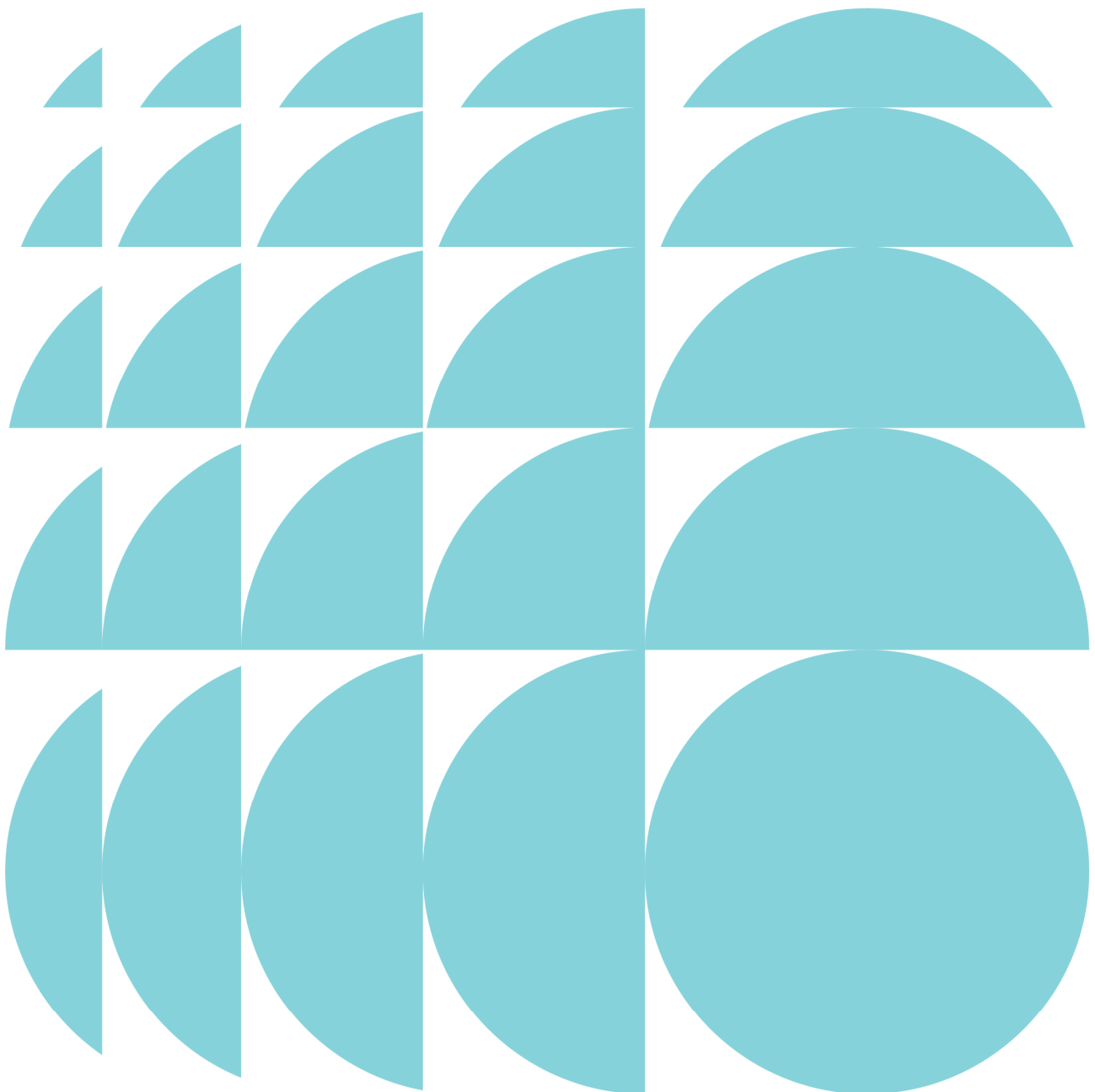




CONTACT

Allison Heller	Director	aheller@ethosurban.com	(02) 9133 0390
----------------	----------	------------------------	----------------

Reproduction of this document or any part thereof is not permitted without prior written permission of Ethos Urban Pty Ltd.

This document has been prepared by:

This document has been reviewed by:



LUCY FOKKEMA

15 October 2019



ALLISON HELLER

15 October 2019

Reproduction of this document or any part thereof is not permitted without written permission of Ethos Urban Pty Ltd. Ethos Urban operates under a Quality Management System. This report has been prepared and reviewed in accordance with that system. If the report is not signed, it is a preliminary draft.

Ethos Urban Pty Ltd
ABN 13 615 087 931.
www.ethosurban.com
173 Sussex Street, Sydney
NSW 2000 t +61 2 9956 6962

Contents

1.0	Introduction	2
2.0	Site context and proposed development	2
2.1	Site and locational context	2
2.2	Proposed development	4
3.0	Strategic policy context	4
3.1	Education strategy drivers	4
3.2	Social strategy and social infrastructure drivers	5
3.3	Social impact implications	7
4.0	Local social context	7
4.1	Population profile	7
4.2	Demand for education facilities	9
4.3	Social infrastructure analysis	11
4.4	Community and stakeholder consultation	12
4.5	Social impact implications	14
5.0	Social Impact Analysis	15
5.1	Social impact analysis – approach	15
5.2	Social impact analysis – key findings	15
6.0	Concluding comments	21

Figures

Figure 1	Locational context	3
Figure 2	Aerial photograph of site and surrounds	3
Figure 3	Age structure, 2016	8
Figure 4	School locations, Wagga City Primary School Community Group	10
Figure 5	Social infrastructure map	13

1.0 Introduction

This Social Impact Statement provides a concise analysis of potential social impacts – both positive and negative – associated with the proposed new Wagga Wagga Public School, within the City of Wagga Wagga. It also sets out proposed responses to these impacts, with a view to enhancing benefits and mitigating negative impacts.

The preparation of an SIS is a requirement of the Secretary's Environmental Assessment Requirements (SEARs) for the State Significant Development Application (SSD 9494) for the project. Specifically, the SEARs require:

An assessment of the social consequences of the school's relative location and decanting activities, if proposed.

This report addresses the issues specified in the SEARs in the context of a more holistic strategic appraisal of the social impacts and benefits of the scheme – during both construction and operational phases.

This document analyses the:

- Strategic policy context, including relevant state and local government social and education infrastructure strategies;
- Local social context, including the demographic profile of the area, local social infrastructure and demand for education facilities, and outcomes of community consultation undertaken to date, and
- Forecast social impacts of delivering the proposed development at this location, including during construction.

It demonstrates how the proposed Estella Road Public School meets community needs in the region – in this case, the need for a new K-6 public school in a location accessible to residents of the Estella and Boorooma areas. The proposed new public school has also been designed to provide access to community facilities on the school site that could be used by the broader community.

This report has been developed via a desktop review, drawing on the outcomes of community consultation that has been undertaken to date, as has been specified by Schools Infrastructure NSW, on the basis that further stakeholder and community engagement is planned to follow at subsequent stages of the planning process.

2.0 Site context and proposed development

2.1 Site and locational context

The site is located at Estella Road, Estella in the Wagga Wagga Local Government Area approximately 4.5km north of the Wagga CBD (refer **Figure 1** over page).

The site is legally known as Lot 4 in DP 1218378. The site is generally regular in shape with an area of approximately 3ha. It is currently clear of development. An aerial photograph of the site is shown at **Figure 2** over page.

The site is located in an area with suburban and rural characteristics:

- To the north is the Charles Sturt University campus; a car park associated with the University adjoins the northern boundary;
- To the south are single level residential dwellings of Estella;
- To the east is Peter Hastie Oval and the grounds of the Charles Sturt University campus which is clear of development. City of Wagga Wagga has developed a draft master plan for this area (dated August 2017), as part of the Northern Sporting Precinct, and
- To the west are the grounds of Charles Sturt University campus which is clear of development.



Figure 1 Locational context

Source: Ethos Urban



Figure 2 Aerial photograph of site and surrounds

Source: Ethos Urban

2.2 Proposed development

The following section includes a brief description of the proposed development. The SSDA seeks consent for the construction of a new educational establishment to accommodate approximately 370 students with core facilities provided to meet the needs of up to 552 future students.

The SSDA specifies the following:

- Construction of five new two-storey school buildings comprising:
 - Collaborative learning spaces
 - Classrooms
 - Offices for teachers and administrative staff
 - Hall
 - Library
- Associated site landscaping and open space improvements;
- Parking and loading facilities;
- Removal of trees, and
- School signage.

3.0 Strategic policy context

The following section identifies the key social drivers for the site and scheme, based on a review of key relevant state and local policies and strategies, specifically relating to: (1) key education directions and (2) social strategy and social infrastructure directions.

3.1 Education strategy drivers

The following section includes a review of state and local plans that articulated the desired outcomes for the site from an education perspective. The following documents have been reviewed:

- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *School Assets Strategic Plan* (NSW Schools Infrastructure, 2017)

As the Estella Road Public School has not yet been constructed, there is no school-specific strategic plan available to be reviewed.

Strategic Plan 2018 – 2022	
NSW Department of Education (2018)	
Purpose & vision	The NSW Department of Education's (DoE) strategic plan aims to <i>"prepare young people for rewarding lives as engaged citizens in a complex and dynamic society"</i> (p.1)
Key actions	The strategic plan includes ten goals that set DoE's direction over the next five years and emphasises the importance of ensuring all children in NSW have access to a high quality education, are engaged in learning and can successfully transition to higher education, training and work. The following goal is relevant to the proposal: • Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching</i> (p.1)

School Assets Strategic Plan	
NSW Schools Infrastructure (2017)	
Purpose & vision	The NSW School Assets Strategic Plan is a high level document that aims to coordinate planning for and delivery of both new and expanded schools. The Plan encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure. The priorities of the Plan include: • <i>Ensuring that our schools can flexibly accommodate increasing student numbers with school expansions and modular buildings.</i> • <i>Involving the community in new approaches to planning. Instead of upgrading education one school at a time, we are collaborating with the community to determine how best to distribute students and deliver new and upgraded facilities within an area or region.</i> • <i>Making it easier for school infrastructure projects to start by streamlining the approvals in a new education-based State Environmental Planning Policy.</i> • <i>Investigating how we can better harness innovative technologies and equip our education facilities for the digital age.¹</i>

3.2 Social strategy and social infrastructure drivers

The following section includes a review of state and local policies, strategies and documents that articulate the desired social outcomes for the site and locality, including social infrastructure directions. The following documents have been reviewed:

- *Riverina-Murray Regional Plan 2036* (Department of Planning and Environment, 2017)
- *Wagga View – Community Strategic Plan 2040* (City of Wagga Wagga, 2016)
- *City of Wagga Wagga Section 94 Contributions Plan 2006 – 2019* (City of Wagga Wagga, 2006).

Riverina-Murray Regional Plan 2036	
NSW Department of Planning & Environment (2017)	
Purpose & vision	The Riverina-Murray Regional Plan sets the strategic vision for the next 20 years in the region. The vision is focussed on achieving the following four goals: • <i>A growing and diverse economy.</i> • <i>A health environment with pristine waterways.</i> • <i>Efficient transport and infrastructure networks.</i> • <i>Strong, connected and healthy communities.</i> (p.9) The Plan notes that Wagga Wagga is NSW's largest inland city and that “over the next twenty years, the majority of housing is likely to be delivered in regional cities and this will need to be supported by infrastructure” (p.49). The Plan notes that there are significant release areas in Wagga Wagga which are likely to be the focus of significant housing growth. The Plan also contains a number of “local government narratives” for each of the local governments within the Riverina-Murray region. For the Wagga Wagga LGA, the Plan highlights that: <i>“Wagga Wagga is the largest inland regional city in NSW and had a population of 63,428 in 2015. It is also the largest retail, commercial, administrative and population centre in the Riverina Murray, servicing the needs of surrounding settlements in a catchment of over 185,000 people...</i> <i>...It exhibits strong economic growth and is set for a positive, exciting future with genuine confidence evidenced by significant development activity...</i>

¹ NSW Government, Building schools and skills 2018, <<https://www.nsw.gov.au/improving-nsw/projects-and-initiatives/nsw-state-infrastructure-strategy/building-schools-and-skills/>>

Riverina-Murray Regional Plan 2036	
	...Wagga Wagga provides services to the wider region through the Rural Referral Hospital, and is also a key educational centre, providing quality education and training across the full spectrum of learning, including Charles Sturt University's largest campus and TAFE Riverina." (p.65).
Key actions	The plan recognises Wagga Wagga as a key educational centre, providing education and quality training across the full spectrum of learning (p. 65). The Plan contains the following directions relevant to the provision of schools and education: • Direction 6: Promote the expansion of education and training opportunities. – Action 6.3: Facilitate joint venture opportunities for the development of shared community/school facilities on school sites, including sporting fields, amenities, parking, community halls, child care, arts and library facilities.

Wagga View – Community Strategic Plan 2040	
City of Wagga Wagga (2016)	
Purpose & vision	Wagga View – Community Strategic Plan 2040 identifies the City of Wagga Wagga's strategic direction for the next two decades. The CSP identifies community needs and aspirations and is based on extensive consultation with the community. The vision of the CSP is: <i>"In 2040, Wagga Wagga will be a thriving, innovative, connected and inclusive community on the Murrumbidgee. Rich in opportunity, choice, learning and environment, Wagga is a place where paths cross and people meet."</i>
Key actions	The plan identifies a series of strategic directions to achieve this vision: • Community leadership and collaboration. • Safety and health. • Growing economy, including: – Objective: We are a centre for education and training: – Provide opportunities for training and lifelong learning – Create partnerships to develop industry specific training – Provide integrated training opportunities. – Improve access to education for our community. – Provide courses for new and emerging technologies and industry. – Inspire local business people to further their education through formal course and training opportunities. (p.35) • Our identity and sense of place. • Our environment.

Section 94 Contributions Plan 2006 - 2019	
City of Wagga Wagga (2006)	
Purpose & vision	City of Wagga Wagga's Section 94 Development Contributions Plan provides the framework for developer contributions towards provision of public amenities and services such as community and cultural facilities, open space and recreation facilities and roads.
Key actions	The plan identifies from a review of population projections (dated from 2006) as well as the City's facilities that it will need to address the following key facility demands arising from new residential development in the LGA: • Additional parklands and open spaces to serve the new and emerging neighbourhoods. • Increased use of existing sportsgrounds and other recreation areas and facilities.

Section 94 Contributions Plan 2006 - 2019

- *Pedestrian and cycle access to connect the growing neighbourhoods with each other and with the city centre.*
- *Increased travel and vehicle trips and consequent impacts on the City's transport network and provision of CBD car parking.*
- *Increased use of community and civic facilities, such as neighbourhood centres.*

Although the Plan does not appear to have been updated since 2006, it is assumed that these identified facilities needs are still relevant.

3.3 Social impact implications

A review of the key social and education drivers for the scheme highlight the following social impact implications:

- Wagga Wagga LGA is currently undergoing significant growth, with new population and housing driving demand for increased infrastructure provision, including schools and other social infrastructure to support the wellbeing of the community.
- As the largest city in the region, Wagga Wagga is a key educational centre for the broader Riverina-Murray area. It is the location of key educational facilities including the largest campus of Charles Sturt University and TAFE Riverina.
- Improving access to lifelong learning is an important priority for the Wagga Wagga community and City of Wagga Wagga Council.

4.0 Local social context

The following section analyses the local social context of the proposal, including population growth and change, demand for education facilities and local social infrastructure available to the site and the outcomes of community and stakeholder engagement.

4.1 Population profile

The following community profile of Wagga Wagga LGA uses population and employment data from multiple sources. The results of the 2016 ABS Census of Population and Housing, sourced from the City of Wagga Wagga's Community Profile (<https://profile.id.com.au/wagga-wagga>) has been used to identify key socio-economic and demographic characters of the Wagga Wagga LGA community in comparison with broader Regional NSW.

Population and age structure

The estimated resident population of the Wagga Wagga LGA grew by 5% between 2016 and 2011, from 60,045 residents in 2011 to 63,276 residents in 2016.

Wagga Wagga LGA has a younger age profile compared with broader Regional NSW:

- The median age in Wagga Wagga LGA is 35 years, compared with 43 across regional NSW
- There is a higher proportion of children under 12 compared with Regional NSW as a whole:
 - 6.7% of people in Wagga Wagga LGA are aged 0 to 4 years, compared with 5.8% in Regional NSW
 - 9.6% of people in Wagga Wagga LGA are aged 5 to 11 years, compared with 8.9% in Regional NSW
- There is a higher proportion of younger adults compared with Regional NSW:
 - 10.9% of people in Wagga Wagga LGA are aged 18 to 24 years, compared with 7.9% in Regional NSW
 - 13.8% of people in Wagga Wagga LGA are aged 25 to 34 years, compared with 11.0% in Regional NSW.

The age structure of Wagga Wagga LGA, in comparison with Regional NSW, is shown in **Figure 3** over page.

Household type and dwelling type

The household profile of Wagga Wagga is as follows:

- 28.1% of households in Wagga Wagga LGA are couples with children, compared with 25.4% of households across Regional NSW
- 25.4% of households in Wagga Wagga LGA are couples without children, compared with 27.0% of households across Regional NSW
- 24.9% of households in Wagga Wagga LGA are lone person households, compared with 25.5% of households across Regional NSW.

The majority of dwellings (83.3%) in Wagga Wagga LGA are separate houses, comparable to the dwelling mix of Regional NSW as a whole (80.2% separate houses).

Forecast population growth

According to the Department of Planning and Environment projections, the population of Wagga Wagga LGA is forecast to grow from 65,850 residents in 2016 to 77,950 residents in 2036.

The number of couple families with dependents is forecast to grow from 7,500 in 2016 to 8,550 in 2036.

The number of 0 to 4 year olds in Wagga Wagga LGA is forecast to grow from 4,350 in 2016 to 4,700 in 2036; and the number of 5 to 9 year olds is forecast to grow from 4,200 in 2016 to 4,800 in 2036 (+600 over twenty years).²

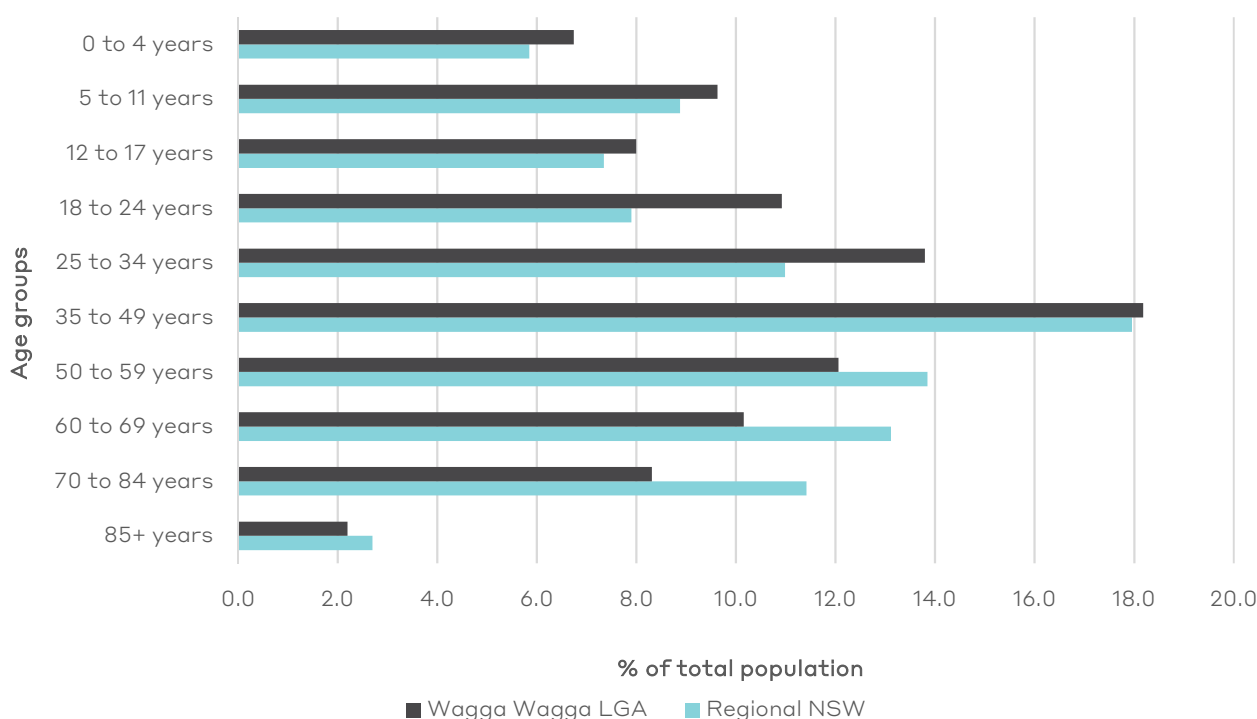


Figure 3 Age structure, 2016

Source: ABS Census 2016, compiled and presented by .id demographic consultants

² NSW Department of Planning and Environment 2016, Population projections <<http://www.planning.nsw.gov.au/research-and-demography/demography/population-projections>>

4.2 Demand for education facilities

Schools Infrastructure NSW has undertaken detailed enrolment demand analysis to underpin planning for the new Public School.

This analysis demonstrates increased demand for teaching spaces across the Wagga City Primary School Community Group. The Group currently consists of 12 public schools, shown in **Figure 4** over page. The key findings of Schools Infrastructure NSW's demand analysis are:

- The Wagga City Primary School Community Group is forecast to undergo significant growth. In 2017, 3,824 students were enrolled in the Community Group across 12 schools, and enrolment numbers are forecast to increase to 4,175 students in 2026, and then decline slightly to 4,085 students by 2031 (overall increase of 6.8% between 2017 and 2031).
- This enrolment increase results in a demand for approximately 176 teaching spaces in 2031. Currently, there are 197 teaching spaces available within the school group. Although the school group has enough spaces to cater for projected demand, the schools with capacity are not in the right locations to service the new growth areas of Boorooma and Estella, to the north of Wagga Wagga CBD.
- There is currently a lack of local primary school facilities to meet growing student demand expected to occur north of the Murrumbidgee River near Boorooma and Estella. There is also poor or limited access to other primary schools within the Wagga City Primary School Community Group for students residing in these areas. Forecast growth in these areas is estimated to increase demand for primary school facilities by an estimated 350 additional students.
- There are limited opportunities to expand other schools to meet growing demand from new growth areas. For example, North Wagga Public School, the closest existing school to the new release areas, is currently operating at capacity, and has limited potential for expansion due to flooding issues. In 2012, North Wagga PS was badly damaged by flooding and school operations were relocated for nine months while repairs were undertaken. City of Wagga Wagga has now placed significant restrictions on all forms of development in the North Wagga area, as a result of persistent flooding.

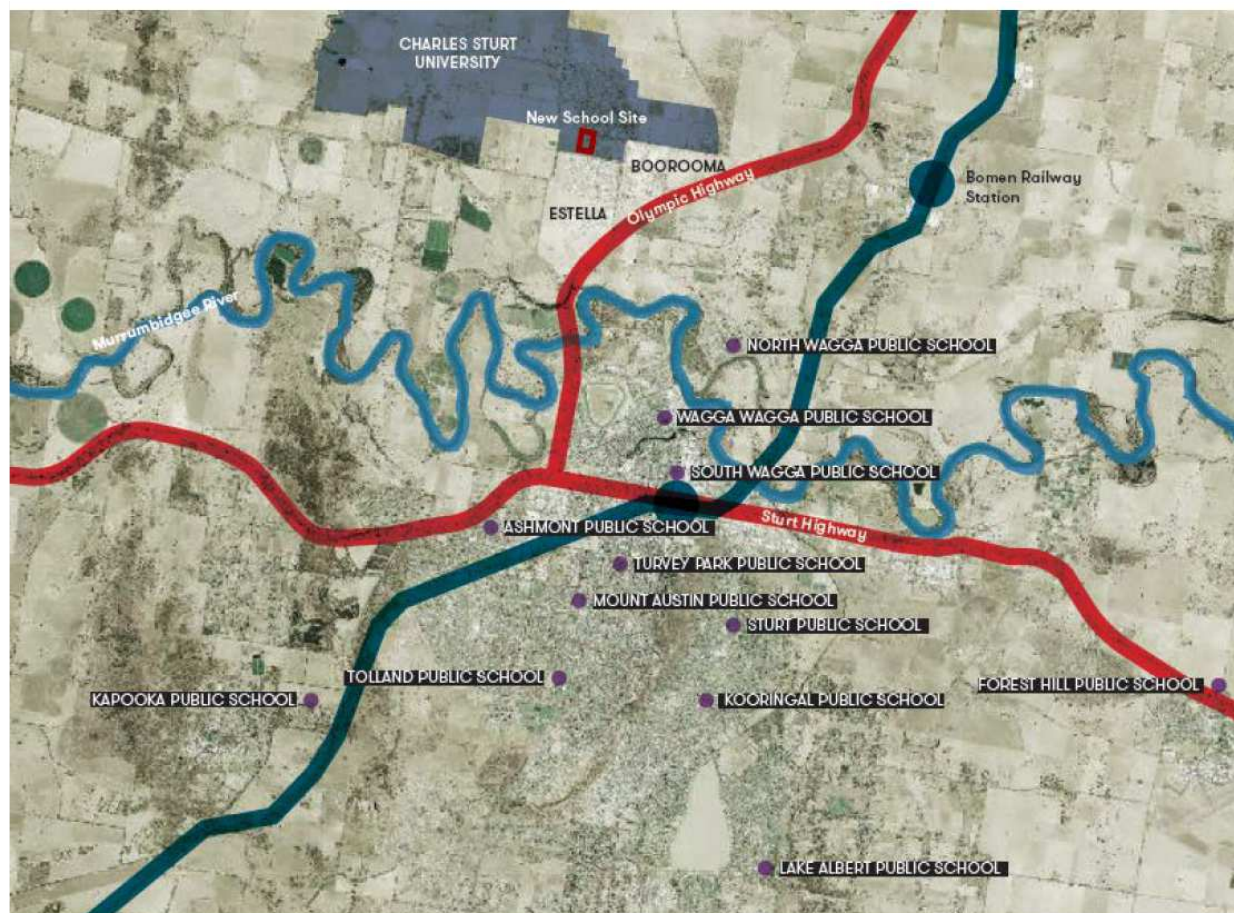


Figure 4 School locations, Wagga City Primary School Community Group

Source: Hayball, 2018.

4.3 Social infrastructure analysis

A desktop review of the existing local infrastructure has been undertaken to inform this Social Impact Statement and establish a baseline for the assessment of existing facilities.

This assessment has identified and mapped social infrastructure within a local catchment of 800m from the site, a distance equivalent to a 10-15 minute walk (refer to **Figure 5**). Social infrastructure has been grouped into six categories, as follows:

- Public open space
- Recreation and sport facilities
- Community halls
- Places of worship
- Public and active transport
- Child care
- Schools.

Public open space and walking/cycling paths

The suburb of Estella is well serviced by a range of public open spaces. Within the walking catchment of the school there are a number of significant public open spaces which provide essential recreational facilities for the local community. In particular, Gunn Drive Park includes tennis courts and a playground and Menneke Park includes a basketball court and playground. Both parks are located to the south of the site.

As part of the *Draft Northern Sporting Precinct Master Plan* (City of Wagga Wagga, 2017) a new recreational area and cycling and walking tracks are proposed adjacent to the site.

Recreation and sporting facilities

The site is located adjacent to the Peter Hastie Oval, located on land owned by Charles Sturt University which is shortly to be transferred to City of Wagga Wagga ownership. The site is also a short distance from tennis courts at Gunn Drive Park and a basketball court at Menneke Park.

Peter Hastie Oval, and sites adjacent to it (including the school site) have been identified in the City of Wagga Wagga's *Draft Northern Sporting Precinct Master Plan* (2017) as the site for a future sporting precinct to serve the needs of Wagga's northern suburbs. The future precinct is planned to include community facilities, new netball courts, sporting fields and other ancillary recreation uses. The community consultation process that accompanied the development of the master plan indicated community support for community facilities on the site, and highlighted that the community view safety and accessibility as priorities for the facilities.

Hayball has advised that the Council intends to modify the draft master plan, to exclude the school site, reduce the precinct area and remove community facilities which are now included in the school site.

Community halls and libraries

There are no community halls or public libraries located within walking distance of the site, however, the school is proposed to include a communal hall and library which will be made available to the community.

Places of worship

There is one place of worship located within walking distance of the school at Vianney College, which is a seminary, training priests to serve in Wagga Wagga and surrounds.

Public and active transport

The site is serviced by a regular bus network, and there are bus stops located in close proximity to the site at Darnell Smith Avenue and Gunn Drive. The school is located a short distance from the following bus routes:

- Route 966: University & Estella to Wagga Wagga via North Wagga Wagga
- Route 967: University & Estella to Wagga Wagga via Colin Knott Drive

- Route 968: Estella & Estella Rise to Wagga Wagga via Colin Knott Drive

Adjacent to the site, there is an off road walking and cycling path. This trail extends through the suburb of Estella towards Charles Sturt University.

Child care centres

The site is located within walking distance of Goodstart Early Learning Centre in Estella and the Early Learning and Nurture Centre at Charles Sturt University. Angel's Paradise Adaptive Montessori Centre is located slightly outside the walking catchment for the school.

Schools

A secondary school at Riverina Anglican College is located slightly outside the walking catchment for the site. There are no primary or government schools located within walking distance of the site.

4.4 Community and stakeholder consultation

Consultation process to date

Community consultation has been undertaken by Schools Infrastructure NSW to inform the project to date. This process has involved:

- Project reference group: A PRG has been established to provide key information to and seek guidance from key school stakeholders during the planning, design and construction phases of the project.
 - The primary functions of the PRG are to:
 - Act as a conduit between the project and the community, providing informed feedback to the group; and
 - Endorse various stages of the project, including the design.
 - The PRG for the Estella Road Public School includes a range of stakeholders, including NSW Department of Education, project management (GHD), architecture (Hayball), City of Wagga Wagga, Charles Sturt University and community (Estella Progress Association) representatives.
- Stakeholder workshops: Between May and August 2018, Hayball, the architect for the project, coordinated a number of workshops with key stakeholders to inform the design of the school. The outcomes of these workshops have been shared during PRG meetings. These workshops have included:
 - Two education workshops to unpack the education principles for the site and the use of the space for learning, including representatives from NSW Department of Education, Wagga Primary School Educators, representative of the Estella community, City of Wagga Wagga and CSU.
 - Two design workshops to engage with Aboriginal members of the community and identify how the Aboriginal cultural heritage of the Wiradjuri could be interpreted in the design of the school. These workshops were attended by representatives of the local Aboriginal Education Consultant Group, local Wiradjuri elders, NSW Department of Education, CSU, City of Wagga Wagga and Hayball.
 - Four workshops with Charles Sturt University to discuss the CSU Master Plan and opportunities for joint use between CSU and the school. These workshops were attended by representatives from CSU, NSW Department of Education and Hayball.
- Information booths: Two information booth sessions have so far been undertaken, at a shopping centre for Education Week and at a Community Christmas Party planned by the Estella Progress Association.

GHD has also developed a Community Engagement Plan (dated July 2018) to inform the planning process for the school.

It is also noted that as this is a new school, there is no formal P&C group, only local community representation.



Figure 5 Social infrastructure map

Source: Ethos Urban, 2018.

Outcomes of consultation process to date

Stakeholder consultation (via PRG meetings and stakeholder workshops)

The PRG has identified the following issues to date:

- The delivery of high quality education for students should be the priority for the project. Learning outcomes should be the central driver of the project, and consideration should be given to the diversity of student needs, as well as innovation in pedagogy and teaching practices. Opportunities for joint use arrangements of school facilities should not come at the expense of student outcomes.
- The proposed school development should be effectively integrated with the local environment and social context of the Estella area, and the Wiradjuri people should be actively engaged in the development of the school to ensure that Aboriginal narratives are reflected in and embedded in the school design.
- The proposed school should maximise opportunities for joint use of facilities between stakeholders, including:
 - CSU – consider opportunities for CSU trainee teachers to collaborate within the school, including space for professional development and teacher training, and
 - Local community – layout of the school should maximise opportunities for the community to access school facilities (in particular the community hall and community rooms). There are also safety concerns around balancing community access to the school during school hours.
- Parking and traffic management is a significant issue for the local community, and consideration should be given to bus access to the school.
- NSW Department of Education has already begun to receive calls about enrolment in the new school in Estella, indicating significant demand for education facilities in the local area.

Broad-based community consultation (via information booths)

More information booth sessions are planned to occur throughout the development of the detailed scheme design.

4.5 Social impact implications

The following are key implications of the review of the local social context for the proposed scheme:

- The age profile of Wagga Wagga LGA is significantly younger compared with regional NSW more broadly. There is a comparatively high number of primarily school aged children, as well as couples with children. This indicates increased demand for education facilities in the LGA;
- Wagga Wagga LGA is forecast to undergo significant growth to 2036. Population projections from the NSW Department of Planning & Environment indicate forecast growth in couple families with dependents and primary school aged children;
- Schools Infrastructure NSW has undertaken detailed demand analysis for education facilities in the area. Demand analysis for the new school in Estella demonstrates significantly increased enrolments across the Wagga City Primary Schools Community Group to 2031. In 2017, 3,824 students were enrolled in the Community Group across 12 schools, and enrolment numbers are forecast to increase to 4,175 students in 2026, and then decline slightly to 4,085 students by 2031 (overall increase of 6.8% between 2017 and 2031);
- Demand analysis undertaken by Schools Infrastructure NSW indicates that while these new enrolments could be absorbed by existing schools in the area, existing schools are poorly located to meet the needs of students from new growth areas at Estella and Boorooma;
- The site is well-serviced by open space and recreation facilities, as well as active and public transport options that link the site with the surrounding neighbourhood. There are no public community facilities (e.g. libraries or community halls) located in walking distance of the site. Charles Sturt University houses a number of facilities that could potentially be utilised by the community, and
- Schools Infrastructure NSW has coordinated stakeholder consultation to inform the design of the school, including the establishment of a PRG. The PRG has highlighted that learning outcomes and delivery of high quality education should be the driver for the project, and that opportunities for joint use arrangements with the local community and Charles Sturt University should be balanced with the priority of learning outcomes.

5.0 Social Impact Analysis

5.1 Social impact analysis – approach

The International Association for Impact Assessment's (IAIA) International Principles for Social Impact Assessment guideline (2003) sets out a series of principles to guide consideration of social elements, within the practice of environmental impact assessment.

The document defines Social Impact Assessment as:

“the process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment.”

The document identifies eight key factors as a means of identifying, conceptualising and defining social impacts of a project, these being:

- People's way of life: how they live, work, play and interact with each other on a day-to-day basis;
- Their culture: in terms of their shared beliefs, customs, values and language or dialect;
- Their community: its cohesion, stability, character, services and facilities;
- Their political systems: the extent to which people are able to participate in decisions that affect their lives, the level of democratisation that is taking place, and the resources provided for this purpose;
- Their environment: the quality of the air and water people use; the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to; the adequacy of sanitation, their physical safety, and their access to and control over resources;
- Their health and wellbeing: health is a state of complete physical, mental, social and spiritual wellbeing and not merely the absence of disease or infirmity;
- Their personal and property rights: particularly whether people are economically affected, or experience personal disadvantage which may include a violation of their civil liberties, and
- Their fears and aspirations: their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.

This Social Impact Statement seeks to respond to the intent, objectives and principles outlined in the IAIA, and accordingly has used the guidance provided by this document to assist with the identification, consideration and assessment of the social impacts associated with the project.

5.2 Social impact analysis – key findings

The following section highlights the potential social impacts of the development – positive and negative – both during construction and in relation to the completed school. It also sets out potential enhancement or mitigation measures to be taken into account during the planning and construction process.

This summary analysis specifically addresses the matter raised in the SEARs for the SSDA:

- *An assessment of the social consequences of the schools' relative location and decanting activities, if proposed.*

“Relative location” is assumed to mean the school's relationship to the locality and the community.

“Decanting activities” are assumed to refer to the processes undertaken to relocate students and teaching spaces to enable the upgrading of existing school facilities. As the school has not yet been built or occupied by students, and therefore no decanting is proposed to occur, this SIS does not assess the social consequences of decanting activities.

This analysis also addresses some broader matters not specified through the SEARs.

It is also pointed out that the social impacts of the development will be experienced differently by different parts of the community. Key affected communities include:

- Local residents;
- Adjacent neighbours;
- Broader community in the locality;
- Future parents, families and guardians connected to the school;
- Future children/students;
- Future school staff, both teaching and non-teaching, and
- Education professions in the Wagga Wagga area.

In this context, it is noted that this Social Impact Statement has been developed via a desktop review, as stakeholder and community engagement has been undertaken separately and will continue throughout subsequent stages of the planning process, as per the Community Engagement Plan developed by GHD on behalf of Schools Infrastructure NSW. Information regarding consultation undertaken to date has been included in this desktop analysis.

The following social impacts have been identified as key to this project:

- Access to education opportunities;
- Access to and use of community facilities;
- Construction impacts;
- Local amenity impacts, and
- Safety.

Access to education opportunities

The development of the new Public School in Wagga Wagga LGA will increase the provision of school places in the local area by 370 enrolments to meet forecast demand for school enrolments. The design of the school will also allow the potential future expansion of the school to accommodate 552 enrolments in total on the site.

Improved provision of education opportunities in the Wagga Wagga LGA is a priority for both local and state government, as the area is home to large numbers of children and a growing population.

Potential impacts

- Increased availability of enrolments to meet student demand in new growth areas (primarily Estella and Boorooma) and across the Wagga City Primary Schools Community Group. The development of Estella Road Public School will take pressure off existing public schools in the area while accommodating forecast growth in school enrolments in the area.
- Increased accessibility to public schools for families in the Estella and Boorooma local areas, which are located a comparatively far distance from existing public schools in Wagga Wagga. Provision of a new school in this location is likely to reduce the social and financial costs associated with students attending school far from their homes, and may encourage students to undertake active transport to school.
- Provision of new facilities and equipment to deliver high quality learning outcomes, including a library, hall, classrooms and outdoor spaces. The future focused design of the space has the potential to enhance student learning and teacher productivity by flexibly catering for multiple teaching methods.
- Increased opportunities for teacher professional development through joint use agreement with Charles Sturt University and provision of teacher collaboration space, leading to improved learning outcomes for students. In particular:

Potential impacts

- Opportunities for trainee teachers from Charles Sturt University to enhance their teaching skills and experience through collaboration with the new school;
- Opportunities for teacher professional development in association with Charles Sturt University; and
- Opportunities to create professional learning collaborations with the wider Wagga Wagga network.
- Increased opportunities for community connection. Estella is a relatively new suburb of Wagga Wagga, and the provision of a school in the area will act as a focal point for future social interaction for the community, providing opportunities for community members to meet each other and form bonds – supporting social capital-building over the long term.
- Increased opportunities for students to learn about Wiradjuri heritage and living culture, as the school is located close to the Yindymurra Reconciliation Place, located north-west of the site in Charles Sturt University, and this learning opportunity is a stated objective for the project.
- Increased student enrolments within the broader Wagga City Primary Schools Community Group will reduce crowding and congestion within existing schools and provide students with more learning and play spaces.
- Increased employment opportunities in the local area for teaching and non-teaching staff associated with operation of the school.
- Increased resilience to future flooding events. The project will also assist the Wagga City Primary Schools Community Group to adapt to the likely impact of future flooding events, as the new school in Estella will offer teaching spaces for students if they are displaced from other schools (e.g. North Wagga Public School) due to flooding.

Responses/ mitigation measures

- The school has been planned as a partnership between Schools Infrastructure NSW, City of Wagga Wagga and Charles Sturt University, to enhance the potential for shared use of school facilities, as reflected in the precinct plan for the school.
- Explore opportunities to maximise active transport options to school for students and their families in Estella and Boorooma.
- Ensure that community members (which may include future students and their families) are engaged and updated regarding the proposed development, as appropriate. Potential to explore opportunities for existing young people in Estella and Boorooma, or students in other primary schools within the Wagga City Schools Community Group to provide input to the design.
- Hayball and Schools Infrastructure have coordinated design workshops with local Aboriginal stakeholders to ensure that Aboriginal narratives are incorporated into the design of the school. Future opportunities to collaborate between the school and the local Wiradjuri community should also be explored.

Summary

Overall impact	High positive impact
Duration	Long term
Extent	Surrounding locality, broader Wagga Wagga LGA
Ability to adapt	High
Likelihood of impact	Very likely

Access to and use of community facilities

The proposed development includes a school hall, library, classrooms, play spaces and open space. As the school will contain facilities sufficient to meet the needs of the school community, it will not rely on access to nearby community facilities for successful operation. Additionally, most dwellings within Wagga Wagga LGA are separate houses, and students are likely to have access to backyards and play spaces at home.

The school will be delivered in partnership between Schools Infrastructure NSW, Charles Sturt University and City of Wagga Wagga. The school site will feature joint use community facilities including community meeting rooms, kitchenette, trainee teacher facilities, professional learning staff spaces and public toilets. Core facilities such as the hall and library, will be available for wider community use out of school hours.

There are opportunities for the whole school, as required, to be opened up to community use outside of school hours, including a variety of learning spaces and outdoor learning play. Additionally, subject to further discussion between relevant stakeholders, the school will have access to Peter Hastie Oval and future proposed recreational facilities adjacent to the site as part of the modified master plan for the Northern Sporting Precinct.

Analysis of the social infrastructure context of the site indicates that there is limited access to libraries or community halls within the suburb of Estella. Community facilities within the school site will therefore offer new opportunities for the broader Estella community to access social infrastructure close to their homes.

Potential impacts

- Positive social impacts of increased provision of accessible community facilities to the broader Estella community, to meet the needs of the growing population of the area and address the existing limited social infrastructure provision in the area.
- Positive social impacts associated with increased opportunities for the wider community to access school facilities outside of school hours, subject to discussions between City of Wagga Wagga, NSW Department of Education and the school administration. For example:
 - School court and open play area could be made available as play space during school holidays and after hours;
 - Community Hall could be leased to local community groups;
 - Library could be modified to allow for community use throughout the day, for example, for arts and cultural programs, multi-media / computer classes, and
 - Canteen could be made available for weekend sporting/recreational use.
- Potential opportunities to facilitate increased interaction between the school and wider communities, for example, through shared use of the Peter Hastie Oval, Charles Sturt University facilities and recreation facilities developed as part of the modified master plan for the Northern Sporting Precinct adjacent to the site.

Responses/ mitigation measures

- The school site has been designed with joint use of school facilities in mind. The school site will feature shared community facilities including community meeting rooms, kitchenette, trainee teacher facilities, professional learning spaces and public toilets. Core facilities such as the Hall and Library, will be available for wider community use out of school hours.
- The school facilities that have been designated for shared use by the community have been located close to the street frontage at Estella Road, to maximise the accessibility to the community, as recommended by the PRG.
- Design of the school should ensure that while the school is a secure space for students and staff, that through design, the school invites community use and is well-integrated with the surrounding community, welcomes connections to and from the surrounding community. For example, the entry of the school has been designed to maintain the secure perimeter of the school while providing for clear and direct access by the public out of school hours.
- Engage the broader Estella community to identify opportunities to undertake shared use of school facilities, with consideration to the school's opening hours, safety requirements, maintenance costs and broader community needs.
- The site is currently included in a draft master plan for the Northern Sporting Precinct, which plans for increased community and recreation facilities in the area. City of Wagga Wagga have indicated they will be modifying this master plan in light of the plans for the school. Future opportunities for sharing recreation

facilities within the Northern Sporting Precinct with the new school should be explored, to maximise the use of these facilities.

- Develop a Plan of Management for the school to identify safety and security measures to enhance community access and use of the site outside of school hours while balancing interactions between students and staff.

Summary	
Overall impact	Positive impact, subject to implementation of shared use agreement between key stakeholders
Duration	Long term
Extent	Variable, depends on outcomes of consultation regarding use of school by the community
Ability to adapt	High
Likelihood of impact	Likely

Social impacts of construction

The proposal involves the construction of new buildings and associated works. Construction will be managed by a Construction Management Plan.

There are no decanting activities proposed in association with the construction phase. This will minimise potential negative impacts associated with the interactions between construction workers and students, or potential impacts to learning outcomes associated with decanting activities.

Potential impacts
• Construction and associated works will likely lead to increased noise, dust and vibration impacts to the local area during the construction period. These impacts will be managed as per the Construction Management Plan (CMP). • Likely negative social impacts of increased traffic in the local area during the construction phase, including increased noise and vibration, pressure on parking and potential increased risks to pedestrian safety. • Likely significant increase in noise due to more people and vehicles accessing site during construction, including noise impacts associated with truck movements and construction equipment.

Responses/ mitigation measures
• The CMP is to include strategies to minimise the negative impacts associated with construction activity, including traffic, noise, dust, visual and odour impacts. • Develop a mechanism for neighbouring residents to provide feedback during construction, such as providing the contact details of site managers. • Ensure that construction updates are provided to surrounding residents regarding construction activity.

Summary	
Overall impact	Negative, temporary and subject to the implementation of mitigation measures included in the CMP
Duration	Short term
Extent	Surrounding locality
Ability to adapt	Medium
Likelihood of impact	Very likely

Local amenity impacts

The operation of a new school at the site on Estella Road is likely to result in a significant impact on the local amenity of the area, primarily related to noise and traffic impacts, if not well managed.

Potential impacts

- Potential negative impacts on local amenity due to the significant increase in traffic and vehicle movements associated with school – if not well managed. Up to 370 students and their families, as well as staff, accessing the site during peak pick up and drop off times and throughout the day. Many of these students will access the site via car.
- The increased traffic in the area is likely to have the following impacts, if it is not well managed:
 - Pressure on street parking in the area surrounding the school;
 - Increased congestion around the school, and
 - Increased risk to pedestrians during peak pick-up and drop-off periods.
- Negative impacts on local amenity due to the increased noise associated with the operation of the school. During the operation of the school, there are likely to be noise impacts related to outdoor play, PA system, school bells and other aspects of school operation. However, in the indicative concept scheme, the active play and sportsgrounds on the site are located towards the back of the site, away from residential development.
- Potential positive social impacts associated within increased opportunities for students to walk and cycle to school from nearby locations. There are existing off-road cycle paths located adjacent to the school and extending into the suburb of Estella.

Responses/ mitigation measures

- The CMP is to include strategies to minimise the negative impacts associated with construction activity, including traffic, noise, dust, visual and odour impacts.
- Develop a Plan of Management for the school that identifies:
 - Strategies to coordinate increased traffic associated with school operations to minimise risks to pedestrians and inconvenience for existing residents, and
 - Methods for local residents to provide feedback to the school regarding excessive noise. However, school noise is likely to peak during the day and will therefore affect a limited number of local residents.
- Identify opportunities to encourage active transport for students / staff e.g. safe walk to school routes, bicycle parking within the school, bicycle training track included in landscape design. This is intended to reduce the pressure on street parking and reduce school-related traffic on local roads.
- Undertake and implement recommendations from relevant traffic studies undertaken as part of the project planning and development process.

Summary

Overall impact	Negative (if not well managed)
Duration	Long term
Extent	Surrounding locality
Ability to adapt	Medium
Likelihood of impact	Very likely

Safety

The operation of a new school at the site on Estella Road is likely to result in a significant safety impacts to be managed.

Potential impacts

- Positive safety impacts associated with the school, as it is likely to activate an area with otherwise limited development during the day and at night, if school facilities are jointly used by the community.
- The precinct plan for the school identifies that the school arrangement will provide opportunities for natural surveillance to enhance the safety of students and staff while on the school premises.
- Potential safety impacts associated with managing community access to community facilities located on the school site when school is in operation.

Responses/ mitigation measures

- Ensure that the school is designed to align with CPTED principles to enhance the safety of students and staff, as well as community members potentially accessing the school outside of school hours.
- If the school is to be accessed by community groups during or outside of school hours, a Plan of Management will be required that addresses the safety issues associated with night time use of the school.

Summary

Overall impact	Mixed
Duration	Long term
Extent	Neighbouring residents
Ability to adapt	Medium
Likelihood of impact	Medium

6.0 Concluding comments

This Social Impact Statement (SIS) has been undertaken to support this State Significant Development Application.

This SIS has considered a range of social impacts arising from the SSDA, including impacts associated with access to education opportunities, access to social infrastructure, social impacts of construction, local amenity impacts and safety impacts.

As noted above, this SIS is based on a desktop review, drawing on the outcomes of community consultation that has been undertaken to date, as has been specified by Schools Infrastructure NSW, on the basis that further stakeholder and community engagement is planned to follow at subsequent stages of the planning process.

This SIS has demonstrated that the proposed development of the new Public School in Estella, within Wagga Wagga LGA, will bring a mix of positive and negative impacts.

The social impacts of the proposed development are likely to be positive, and primarily relate to improved access to education opportunities for students residing in Estella and Boorooma, as well as improved access to social infrastructure for local residents associated with opportunities for joint use of school facilities.

The proposed development is also likely to generate limited negative social impacts, associated with the construction phase, and with increased noise and traffic congestion associated with the operation of the school, if not well managed. It is considered that the negative impacts of the proposed development can generally be well mitigated through implementation of a Construction Management Plan and appropriate Plan of Management for the school, including management measures for construction vehicles and local traffic during construction.

On balance, the scheme will generate significant long term social benefits in the local area and broader Wagga Wagga area.