



New primary school in Googong

Social Impact Assessment

Client: School Infrastructure NSW

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Contact:

Sophie Le Mauff
sophie.lemauff@elton.com.au
9387 2600

**SYDNEY
02 9387 2600**

Level 27, 680 George Street
Sydney NSW 2000

www.elton.com.au
consulting@elton.com.au
Sydney | Brisbane | Canberra | Darwin | Melbourne | Perth
ABN 56 003 853 101

Elton Consulting is now part of the WSP Group.

Prepared by	Sophie Le Mauff, Sophie Drysdale, Grace Fryar, Alexander Iping
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Reviewed by	Sophie Le Mauff and Will Roden
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1 Introduction

1.1 Background and project description

This Social Impact Assessment (SIA) accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) in support of an application for a State Significant Development (SSD-10326042).

The development is for a new primary school located on land bound by Gorman Drive, Aprasia Avenue, Wilkins Way and McPhail Way in Googong.

This report addresses the relevant Secretary's Environmental Assessment Requirements (SEARs), namely:

- » *Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020.*

In addition:

- » *Targeted consultation in accordance with the draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment) must also occur where there is a requirement to prepare and submit a Social Impact Assessment.*

The proposed development is for construction and operation of a new primary school in Googong that will accommodate up to 700 students. The proposed development is a Core 35 school and includes:

- » A collection of 1-2 storey buildings containing 30 home base units, 3 special education learning units, canteen, hall, library and administrative facilities.
- » On-site carpark with 60 spaces and on-street kiss-and-ride facilities.
- » Outdoor sports court and play area.
- » Integrated landscaping, fencing and signage.

Figure 1 Proposed master plan



Source: Pedavoli Architects, Design Analysis Report, 2021

1.2 Policy context

State policy context

The *NSW Infrastructure Strategy Building Momentum 2018-2038* (Infrastructure NSW, 2018) highlights the need to ensure that school infrastructure keeps pace with student numbers, and provides modern, digitally-enabled learning environments for all students. This includes a need to “upgrade all existing permanent learning spaces to Future Learning environments over the long term”.

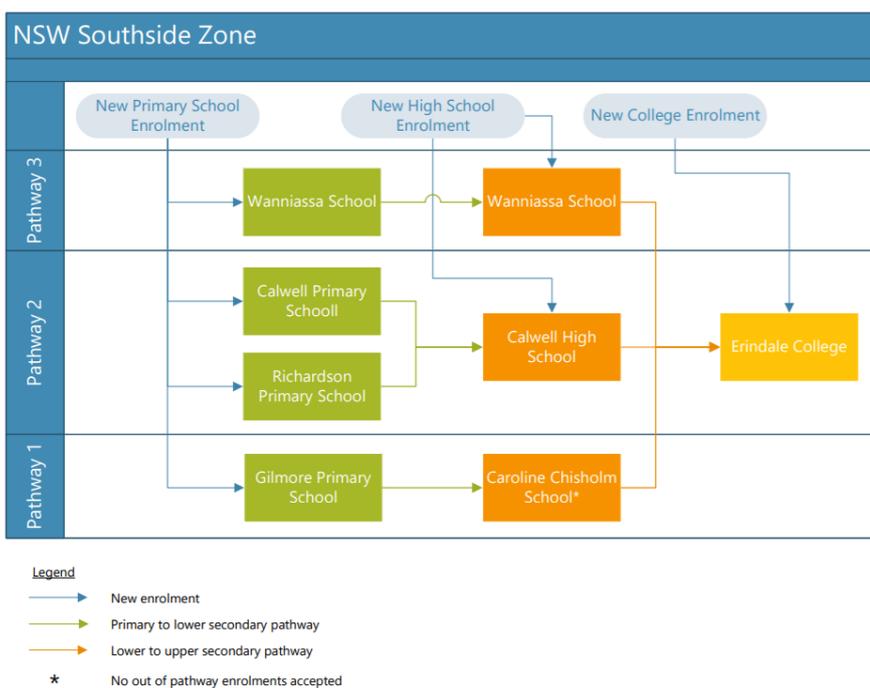
School Infrastructure NSW’s *2020 Delivery Strategy* (SINSW, December 2020) identifies a commitment to provide “the best learning environments at public schools across NSW to meet the needs of a growing student population”. The strategy identifies a series of new and upgraded school projects clustered into six geographic clusters of investment aimed at achieving economies of scale. A new primary school in Googong is identified in the Strategy, as part of the South East & Tablelands / Riverina cluster of investment.

ACT Government policy changes

As further discussed in the baseline, a significant number of residents living in south-west NSW, including Queanbeyan-Palerang, are employed in the ACT, with a large number of children also attending school in the ACT.

The ACT Government has recently implemented changes to enrolment policy, titled ‘NSW Pathways Zones’. These changes mean that NSW residents can choose from a list of selected schools for children to attend. Those residing in the Queanbeyan-Palerang LGA, considered as the ‘NSW Southside Zone’, have access to the schools shown in Figure 2.

Figure 2 Pathway zones



While this means that NSW students currently attending schools in the ACT are guaranteed a pathway to complete their schooling, existing and future families residing in Queanbeyan-Palerang LGA have a more limited choice of schools to send children to, reinforcing needs for school infrastructure on the NSW side of the border.

Social Impact Assessment (SIA) Guideline

The Department of Planning, Industry and Environment’s (DPIE) *SIA Draft Guideline* and *Technical Supplement* (2020) provide a framework to identify and assess social impacts. Key steps of the SIA process as per the *Draft Guideline* are discussed throughout this report.

Local policy context

A review of Queanbeyan-Palerang Council’s *Local Strategic Planning Statement (LSPS) (2020)* and *Community Strategic Plan 2018-2028 (CSP) (2018)* identifies that:

- » Providing residents with access to employment, education, recreational facilities and other high level urban resources will be key considerations underpinning new settlement in our region, with Googong specifically identified as an area of future growth that will require new facilities
- » Increasing equitable access to education services contributes to healthy and connected communities.

Googong Masterplan and Development Control Plan (DCP)

Googong is a suburb experiencing substantial population growth within the LGA, primarily driven by rezoning and new land release areas. Notably, Googong has had the greatest population growth within the LGA since 2006, and this is expected to continue over the next 10 to 15 years (*LSPS*).

The Googong DCP and Master Plan outline six residential areas, two rural residential neighbourhoods and commercial centres planned for the area. There are four neighbourhood centres and the higher order town centre planned in Googong, with activity centres providing a mixture of uses such as retail, commercial, community, civic, residential, seniors housing, and recreation. The future primary school is within the southern portion of Neighbourhood 1A as shown by Figure 2 below.

The objectives of the DCP in relation to community facilities are described below (our emphasis in bold):

- 1) Provide a range of **quality, safe and well located** community and educational facilities suitable for the needs of residents throughout Googong.
- 2) Encourage the **co-location** of appropriate services and facilities adjacent to school sites including, but not limited to, child care facilities, health centres, recreation and sports facilities.
- 3) Encourage the design of education and community buildings that are **accessible to all and that provide a high level of amenity, health and well-being for users**. Ensure community facilities including schools and recreation spaces are appropriately distributed across Googong as shown on Appendix 2.
- 4) Encourage, as far as practical, the co-location of compatible facilities and services in or adjacent to neighbourhood centres to promote safety, security and efficient use of resources.



Source: Googong DCP, Queanbeyan-Palerang Council, 2010

2 Methodology

This section describes the methodology that was used during the preparation of this SIA, which is consistent with the requirements of DPIE's *Draft SIA Guideline* (2020).

2.1 Project establishment

Tasks included in the project establishment stage of the report included an inception meeting and **document review** of relevant State and local documents, strategies, and policies, as well as the State Significant Development Application (SSDA) package and plans. This includes agency feedback into the preparation of the SEARs.

2.2 Social baseline development

Tasks involved in the development of the social baseline (see **Section 3**) include:

- » **Social locality definition:** GIS mapping was undertaken to determine the project's social locality. This stage provided the foundational work for the social baseline by determining the study area.
- » **Data collection and analysis:** data was sourced and organised as per DPIE's *Draft SIA Guideline* (2020) impact categories. Data was managed to best align with the social locality; however, at times, this was not possible due to data sources and data boundaries. Data was then analysed to understand any differences within the social locality and between the social locality and surrounding areas. This enabled identification of potential areas that the project may impact.

2.3 Stakeholder engagement

Stakeholder engagement is an important aspect of SIA. In the case of the new primary school in Googong, significant consultation was undertaken by SINSW before and during the preparation of the SIA. Findings from this process were considerable and included direct feedback from the community, as well as agency feedback provided during the preparation of the SEARs. All feedback was considered as part of the SIA. A series of additional interviews were conducted as part of the preparation of the SIA. Details of the engagement process and findings are provided in **Section 4**.

2.4 Impact identification

Based on outcomes from the baseline, engagement activities, technical reports and information about the project – expected and perceived impacts were identified and listed (see **Section 5**). Consideration was given to their nature (positive or negative), when they would most likely occur in relationship to project stages, which DPIE impact category they align with (in accordance with the *Draft SIA Guideline* and *Technical Supplement*), and organised in themes for ease of discussion.

2.5 Impact assessment

Each impact was assessed using methods provided in the DPIE *Draft SIA Guideline* and *Technical Supplement*. These methods are detailed further in **Section 5**.

2.6 Enhancement, mitigation and residual impact

Enhancement and mitigation measures were developed for each impact, in order to respectively enhance positive impacts or reduce negative impacts. Considering proposed enhancement and mitigation measures, each social impact was reassessed to determine the social risk post-mitigation or enhancement. This process used the methods discussed in **Section 5**.

3 Social baseline

A social baseline is a summary of the existing social environment in which the project is located. The data gathered in this section acts as the baseline against which eventual social change is measured. A social baseline considers different geographic scales to understand relative social differences between areas of interest.

3.1 Social locality

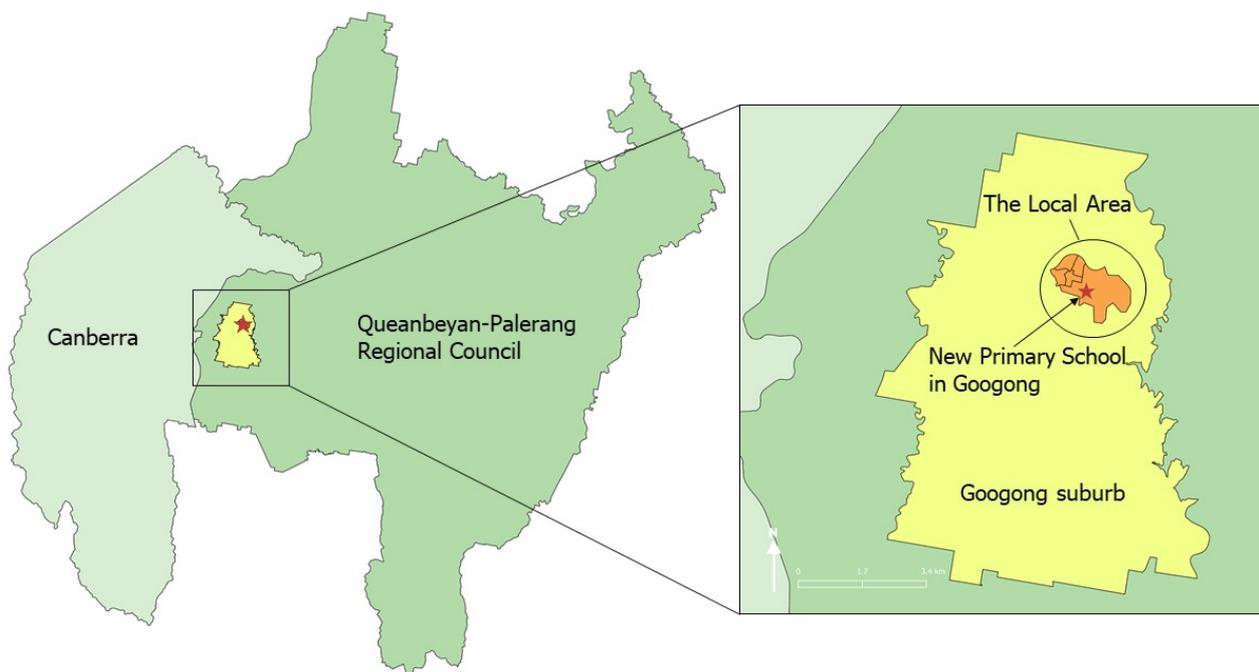
The social locality includes three geographical areas for this base line. These include:

- » **The Local Area** is the amalgamation of four Statistical Areas 1 (SA1) (i.e. 1101143, 1101147, 1101148 and 11001149), which include and surround the proposed primary school site (but not the exact entirety of the Googong release area due to statistical boundaries). This is shown in orange in Figure 3 below.
- » **The suburb of Googong** incorporates the Local Area, proposed primary school site and broader area and is shown in yellow in Figure 3 below.
- » **The Queanbeyan-Palerang Regional Council** (the Local Government Area (LGA)) which includes the Local Area, proposed primary school site and the rest of the LGA. The LGA is shown in dark green in Figure 3 below.

Together these three areas represent the social locality, reflecting socio-economic and demographic characteristics at the local area, suburb and LGA levels.

For the purpose of this report, and unless otherwise specified, "Googong" will refer to the Googong release area as opposed to the Googong suburb.

Figure 3 Social locality – New Primary School in Googong



Source: Elton Consulting

3.2 The site

The new primary school in Googong is located 10.5km from the Queanbeyan CBD. It will be part of the Queanbeyan Primary School Community Group (SCG), which also contains six public primary schools and two private primary schools. The Queanbeyan Primary School SCG borders the Australian Capital Territory (ACT) located to the west.

3.3 Indicators

The social baseline has been conceptualised in accordance with DPIE's *Draft SIA Guideline* (2020). The Guideline outlines eight categories to be used for identifying potential social impacts. The categories are detailed in **Appendix A**.

Detailed baseline data tables are provided in **Appendix B**.

3.3.1 Way of life

In 2016, Googong suburb had a resident population of 2,690, representing about twice the size of the resident population of the Local Area. Both the Local Area and Googong suburb are small (population and geographical size) in comparison to the Queanbeyan-Palerang Regional Council.

Googong suburb's current population is now estimated at 5,344, likely driven by population growth in the Local Area.

The Local Area is a relatively new community and experienced significant population growth between the 2011 and 2016 Census periods, with the population growing from 0 to 1,283 in five years.

Substantial growth has also occurred in Googong suburb where the population increased by 140% from 1,122 to 2,690 between 2011 and 2016. Most population growth occurring in the suburb is from the Local Area, with the Local Area representing 47.7% of the suburb's population.

The Googong suburb has a relatively high proportion of new residents, as does the Local Area. While the Queanbeyan-Palerang LGA has the highest proportion of long term residents, most residents in the Local Area have moved to their current address within the last five years. As described during consultation, some residents have come to Googong to build because of expensive price points in Canberra. It was also described during consultation that the area attracted first home owners because of the range of facilities that are provided in the release area including playgrounds, swimming pool and parks, as well as a shopping centre and community events such as Googfest.

3.3.2 Community

The Local Area is characterised by a younger age profile compared to the suburb, with a high proportion of babies, pre-schoolers and young workers. This is consistent with the high proportion of family households, specifically couples with children, within the Local Area, and reflects demographic trends usually associated with greenfield developments (see below).

Googong suburb has a relatively moderate age profile compared to the Local Area and Queanbeyan-Palerang LGA, while Queanbeyan-Palerang has a relatively older population.

There is a total of 160 primary school aged students in the Local Area, including 88 (i.e. 55%) attending a government primary school, as well as 190 (i.e. 15%) child care aged students who will soon be joining primary education. The relatively low proportion of children attending a government primary school is similar to the suburb, noting that the proportion of children enrolled in a government primary school is significantly larger in the LGA (ABS).

Greenfield developments

Research undertaken by .id explores the demographic composition of greenfield developments and how they change over time. Greenfield developments are characterised by rapid population growth, often with the developed area going from no residents to a new community. Traditionally, greenfield developments deliver affordable detached dwellings offering 'family style housing'. Consequently, newly developed estates are characterised by young couple or families with children, notably in the 0-4 and 25-34 age groups. However, as the community ages, demographic changes occur, such as an increase in older small households (associated with children potentially leaving the home and parents ageing in place).

Relevance and implications for the local area

The Local Area reflects many of the demographic characteristics of a greenfield development including rapid population growth, high proportion of residents aged between 0-4 and 25-34, and couple households with children.

Children will need to attend preschool, primary school then high school, then will grow into adulthood and leave the area, or have their own children and repeat the cycle.

3.3.3 Accessibility

School choice

Based on the current population estimate for Googong suburb, it is estimated that there are around 600 primary school students in Googong suburb in 2021 – a significant increase from the 320 children identified in the ABS Census in 2016. Assuming school attendance patterns identified in the ABS Census have continued, this means around:

- » 55% of these children attend government schools (350 students)
- » 33% attend Catholic schools (200 students) and 11% attend other non-government schools (70 students).

Consultation with SINSW also suggests that a significant proportion of public school students in Googong currently attend ACT government schools. It also noted that the distance from Googong to the closest school (Queanbeyan South PS) is 7kms, noting that some would travel a greater distance, for example those going to school in ACT.

The future school will be part of the Queanbeyan Primary School Community Group and will likely incorporate portions of the existing Queanbeyan Public School and Queanbeyan South Public School catchments.

It is important to note that demand for government primary schools is not equal across local primary schools, with some schools operating above enrolment capacity and others below. Table 1 shows Queanbeyan Public School is operating at 16.4% over designed capacity in comparison to Queanbeyan South Public School which has approximately 35.6% capacity for more students. Queanbeyan Public School is the only government primary school to have experienced a decrease in enrolments over this period however it is still operating over capacity.

Table 1 Enrolment and capacity at Queanbeyan and Queanbeyan South Public Schools

	Queanbeyan Public School	Queanbeyan South Public School
Enrolments	673	402
Capacity	578	624

Source: Baker and Gladstone (2020), Sydney Morning Herald, using data from NSW Department of Education, accessed at <https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p541fh.html>

Stakeholders also identified that schools like Jerrabomberra were significantly over capacity and operating with several demountables. According to them, most children from Googong go to Queanbeyan, Jerrabomberra and Canberra for schooling with around 100 students attending Jerrabomberra Public School alone. However, due to district boundaries, this number has decreased and Jerrabomberra Public School does not accept out of catchment enrolments any more (with the exception of siblings).

Council's *Satisfaction and Wellbeing Survey 2020* identified that:

- » 56% of respondents agreed that they had access to good quality education, with 10% disagreeing. Those not living in the urban area of Queanbeyan were less likely to agree.
- » The proportion of respondents agreeing that they have access to good quality education decreased between 2018 and 2020.

Roads and access

The proposed school site is approximately 10.5 kilometres south of the Queanbeyan town centre, with access available via Old Cooma Road. The site is bordered by four streets, Wilkins Way to the east, Gorman Drive to the south, McPhail Way to the west and Aprasia Avenue to the north.

The *Preliminary School Travel Plan* (Ason Group, 2021) identifies that the local area already benefits from a good walking and cycling network, including on-road and shared path infrastructure.

Public transport

One bus route operates in the release area, connecting Googong to Queanbeyan. The Anglican School operates a school service within its catchment.

3.3.4 Culture

The Local Area and Googong suburb have a lower proportion of Aboriginal and/or Torres Strait Islander residents compared to the LGA.

In terms of the proportion of residents born overseas, the Local Area and Googong suburb have a relatively high proportion of residents born in India and the Philippines. The Local Area can be described as having higher levels of cultural diversity compared to the LGA, and this was also confirmed during consultation. In the Local Area, 19% of residents speak a language at home other than English compared to 21% across the suburb and 16% across the LGA.

Top languages spoken at home in the Local Area include Malayalam (2%), Punjabi (2%), Tagalog (2%), Mandarin (1%), and Macedonian (1%).

As shown by Table 2, Queanbeyan South Public School and Queanbeyan Public School have a high proportion of indigenous students which is important to note as school catchments will likely be restructured.

Table 2 Cultural profile of Queanbeyan and Queanbeyan South Public Schools

	Queanbeyan Public School	Queanbeyan South Public School	Local Area
Indigenous students	9%	22%	1.6%
Language background other than English	25%	25%	19%

Consultation also identified that the site used to be an important gathering place for trade and ceremonies.

3.3.5 Health and wellbeing

The Queanbeyan-Palerang Regional Council is part of the Southern New South Wales Local Health District (SNSWLHD). Key health and wellbeing challenges include:

- » 66% of males and 62% of females have a high body mass
- » 9% of adults are affected by diabetes
- » Hospitalisation for mental distress and self harm is higher than the rest of NSW.

In the Local Area, around 3% of the resident population require assistance with core activities.

The Index of Community Socio-educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. ICSEA provides a comparative tool to assess a school's level of educational advantage or disadvantage that students bring to their academic studies. ICSEA values typically range from approximately 500 (representing schools with extremely disadvantaged student backgrounds) to about 1,300 (representing schools with extremely advantaged student backgrounds). Building ICSEA uses information relating to parental occupation, school education and non-school education obtained from student enrolment records (ACARA, 2020).

As detailed in Table 3, Queanbeyan Public School and Queanbeyan South Public School have average levels of socio-educational advantage.

Table 3 ICSEA for Queanbeyan Public School and Queanbeyan South Public School

	Queanbeyan Public School	Queanbeyan South Public School
Index of Community Socio-Educational Advantage (ICSEA)	1008	939

Consultation further identified that:

- » There is a level of mortgage stress for some households particularly young families
- » There are some community members with special education needs as well as older people in the community that have reduced mobility or physical disabilities.
- » There is a level of isolation and car dependency due to the location of the release area
- » There is however a strong sense of community with community events.

In terms of quality of life, Council's *Satisfaction and Wellbeing Survey*, conducted in 2020, identified a high quality of life in the Queanbeyan-Palerang LGA. Most participants (89%) rated their quality of life as good or extremely good. When asked whether participants feel they have access to good quality health services, 67% agreed with the statement, which is slightly less than the 75% who agreed in 2018.

3.3.6 Surroundings

The population growth in Googong and the Local Area has been driven by rezoning and new land release areas. The Local Area and Googong will continue to grow over the next 10-15 years as the Googong masterplan is delivered. This means that the Local Area will continue to change and evolve, with approximately 16,000 people expected by 2035 (*Googong DCP*, 2010).

The site is adjacent to a neighbourhood shopping centre and two local parks (Lovegrove Park (including playground) and Hopper Park) and is within a residential area with mostly single to two-storey detached dwellings. The site was cleared of native vegetation during the construction works for the subdivision of the Googong residential area and is therefore highly degraded and altered from its original state.

During consultation for Council's *CSP 2018-2028*, residents of the Queanbeyan-Palerang LGA commented that they value the natural environment and bushland setting of the LGA. One of the key strengths of the LGA is its proximity to Canberra (for employment), major transport infrastructure and lifestyle opportunities (such as the

Snowy Mountains and the Coast). The value placed on the natural environment means that residents of the LGA are displeased with traffic congestion, poor connectivity, poor public transport, the quality of open and public spaces. However, development in Googong will provide housing diversity, open space and recreational facilities to the LGA in the future.

Council’s *Satisfaction and Wellbeing Survey* identified the services of both highest satisfaction and highest importance to the community include the surrounding environment, such as cleanliness of public domain (e.g. streets), parks, reserves and playground.

3.3.7 Livelihoods

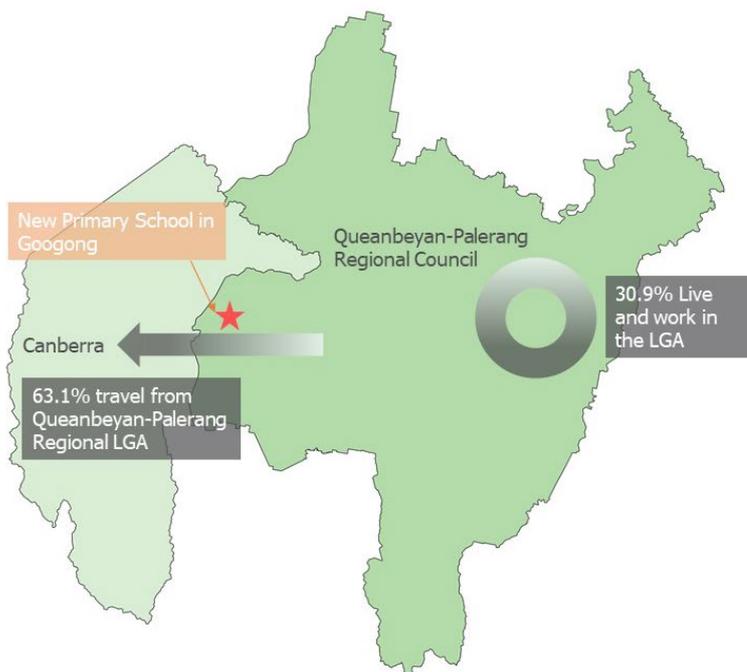
Employment

The Local Area has a larger proportion of residents in the labour force and lower unemployment rate compared to Googong suburb and LGA.

The Local Area and Googong suburb share the same top industries of employment, reflecting the same drivers of economic activity at the local and suburb levels. These include ‘Public Administration and Safety’, ‘Health Care and Social Assistance’ and ‘Construction’.

Approximately 63% of the LGA labour force travel to Canberra for work, as shown in Figure 4. The *LSPS* also identifies that LGA residents travel to ACT for education and other services.

Figure 4 Place of work – Queanbeyan-Palerang Regional Council



Source: ABS 2016; Person Aged 15 Years and Over Place of Work; LGA (POW); LGA (UR); produced by Elton Consulting

As described in Table 4, Queanbeyan Public School also has a higher number of teaching (42) and non-teaching staff (9) in comparison to Queanbeyan South Public School (24 teaching staff, 8 non-teaching staff), noting the considerably larger enrolments at Queanbeyan Public School.

Table 4 Employment at Queanbeyan and Queanbeyan South Public Schools

	Queanbeyan Public School	Queanbeyan South Public School
Teaching staff	42	24
Non-teaching staff	9	8

Housing

It is noted that most residents in the Local Area are homeowners.

Socio-economic advantage or disadvantage

ABS's Socio-economic Advantage and Disadvantage assesses the economic and social conditions of households within an area. Variables considered in the assessment of Socio-economic Advantage and Disadvantage include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (ABS, 2018).

This social baseline has considered the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) using deciles. The deciles range from 1 to 10, where 1 represents greater disadvantage and a general lack of advantage in an area while 10 represents a lack of disadvantage and greater advantage in an area.

Both the Local Area and Googong suburb have the highest SEIFA decile score, reflecting lower levels of disadvantage and higher levels of advantage. The Queanbeyan-Palerang Region also has a high SEIFA decile score of 9.

3.3.8 Decision making systems

Council's *Satisfaction and Wellbeing Survey* identified that residents were satisfied with Council, where 40% more residents were satisfied rather than dissatisfied. However, it was noted by one participant that they felt decisions were made without the ability for the community to comment.

During consultation, the Googong community was described as being "very strong", with its own social media activity and platforms, that have contributed to a strong sense of identity.

Implications for baseline

- » Googong has been and will continue to be a **growing area** within the broader area and LGA
- » The Local Area represents 47.7% the suburb's population, meaning it is a **major population centre** within the suburb
- » There are larger proportions of families and children in the Local Area, demographic groups that **create demand for education infrastructure, noting the current absence of primary school in Googong**
- » Only half of children currently enrolled in primary school are attending a government primary school, which is a significantly lower proportion than the LGA, but may change through the provision of a new primary school.
- » Primary schools within the SCG are experiencing enrolment growth and some are operating over capacity. The catchment of the future primary school will incorporate portions of other school catchments and likely **influence enrolments for these schools**
- » There are smaller proportions of Aboriginal and/or Torres Strait Islander residents and lower levels of socio-economic disadvantage in the Local Area which suggests that the population is **less vulnerable**, however future school catchments may be restructured and result in more disadvantaged children attending the future school
- » Larger proportions of cultural diversity in terms of languages spoken at home and people born overseas indicating a population with **potential needs for cultural or linguistic supports**
- » More than 60% of the LGA population travels from the LGA to ACT to work. **A new school may impact employment migration or number of trips** to multiple destinations if people currently travel to drop children at school
- » There are **decreasing levels of satisfaction** in relation to access to quality education in the LGA, which a new school infrastructure project may help address.

4 Stakeholder engagement

The outcomes of this report leverage the analysis and findings of previous consultation undertaken by SINSW with the community and key government stakeholders. Findings from consultation undertaken as part of other technical studies prepared to inform the SSDA were also reviewed.

Elton Consulting adopted a targeted stakeholder engagement approach to complement findings and develop this SIA.

4.1 Previous consultation findings

Community values

Community engagement undertaken as part of the Queanbeyan-Palerang *CSP 2018-2028* found that:

- » Residents valued:
 - > The opportunities available through the LGA's convenient proximity to the larger metropolitan centre of Canberra and the Coast
 - > The neighbourly, friendly, caring and inclusive community
 - > The natural environment including the landscapes and bush
 - > The peace, quiet and the clean air.
- » Resident felt:
 - > Public spaces are neglected and ugly specifically referencing issues such as graffiti, rubbish, general neglect and noise
 - > Dissatisfaction with sport and recreation facilities
 - > The LGA has poor transport infrastructure, including traffic congestion, lack of road connectivity and poor public transport
 - > There are issues with uncontrolled dogs
 - > Unsafe.

Feedback on the new primary school proposal

Other engagement undertaken as part of the preparation of the SSDA has identified the following key findings.

Key positive aspects:

- » The uptake of active transport and public transport alternatives for students will be encouraged through the provision of new infrastructure and services.
- » The configuration and design of buildings will respond to the climatic conditions of the site.
- » Learning spaces will be designed to respond to community needs (identified through community survey).
- » There are opportunities for shared use agreements.
- » There are opportunities to reflect Country through design and management.

When asked how they thought a new primary school will contribute to the Googong community, respondents most frequently discussed the 'Community', 'Local' and 'Families' themes. The word cloud below shows some of the responses provided.

5 Impact identification, assessment and measures

This section of the SIA identifies, then assesses expected and perceived social impacts, with consideration given to nature (positive or negative), when the impact will most likely occur (project stage) and the relevant DPIE impact category (impact category).

It also identifies mitigation measures that have been identified to mitigate negative social impacts, as well as enhancement measures aimed at further strengthening social benefits.

5.1 Preliminary scoping

A preliminary scoping of impacts identified likely impacts using the DPIE’s *Draft SIA Guideline*, including categories described in the social baseline. A preliminary scoping table is provided in **Appendix D**.

5.2 Impact assessment and measures

Following the scoping process, findings from literature and other technical specialists, detailed social baseline and engagement were used to refine the identification of impacts and understand their potential significance.

The impact assessment process utilised tools from the DPIE SIA *Draft Guideline* and *Technical Supplement* (2020), to assess each impact in relation to its likelihood and its magnitude (i.e. extent, duration, severity/scale, sensitivity/importance, level of concern/interest). These tools are further described in **Appendix E**.

An overall social impact significance is then attributed using the tool described in Table 5.

Table 5 Social impact significance assessment tool

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

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

The following sections discuss the expected and perceived impacts of the proposed school in Googong. These are addressed in themes, as some impacts are related and can be categorised into themes.

Each section identifies the impacts, discusses their significance and recommends mitigation or enhancement measures.

Enhancement and mitigation measures were developed for each impact, in order to respectively enhance positive impacts or reduce negative impacts. A series of measures were identified that are relevant for planning/design stages, while another series of measures are relevant for the longer term operations of the school post-project. SINSW is not expected to be responsible for the implementation of all measures.

Considering proposed enhancement and mitigation measures, each social impact was then reassessed to determine the social risk post-mitigation or enhancement.

A Social Impact Management Plan (SIMP) is provided in **Appendix F**, and includes two tables providing a full assessment of each impact pre and post-mitigation or enhancement measures.

5.3 Increase in local choice for families

Identified impacts:

- » New local primary school responds to current gap within Googong and recent policy changes in ACT
- » Increased availability of public school education (rather than fee paying)
- » Reduced travel time
- » Reduced trips
- » Increased walking/cycling opportunities
- » Improved satisfaction with schools
- » New OOSH responds to needs
- » Increased demand for public transport
- » Change of schools and possible anxieties for children
- » Increased local social connections
- » Reduced enrolments in other schools
- » Possible reduction in staff in other schools
- » Local job creation (construction and operations)
- » New school will respond to future demands
- » Potential risks if demand is underestimated

Responding to existing needs

The baseline identified that there is only one primary school (non-government) within the Googong release area with enrolments that have significantly increased in the past 5 years.

The future school will be part of the Queanbeyan Primary School Community Group and will likely incorporate portions of the existing Queanbeyan Public School and Queanbeyan South Public School catchments, noting that 100 students from Googong also attend Jerrabomberra Public School and some also attend Canberra schools.

The closest school for residents of the Local Area is Queanbeyan South Public School which is approximately 7kms to the north of Googong. Residents travelling to other schools would therefore travel greater distances. For those residing in Googong and working in ACT, a new local school will also possibly reduce distance as well as the number of trips required to attain multiple destinations, though this depends on where families reside, and would be further reinforced through provision, in the future, of the planned high school, or other social infrastructure, or commercial or employment opportunities within the release area, as identified during consultation.

In addition, the proposed new school will respond to new or cumulative demands potentially being created by changes to ACT policies and the new ACT Pathway zones resulting in a reduction of school choice for NSW families.

For children currently attending school elsewhere, a new school within Googong would enable children to go to school locally instead of commuting elsewhere in the LGA or ACT. The out of school care (OSHC) space that the future school will include will also allow operations of OSHC which is an existing gap in the Googong area, as identified during consultation. The provision of OSHC will likely further contribute to the popularity of the new school, as parents will be able to travel to one destination, and will not have to travel to different locations when children age into primary-school years.

This will result in reduced commuting times for students and parents, with associated time and cost savings for households. As per the *Design Analysis Report* (Pedavoli Architects, 2021), 79% of students are within 1,200m (15-minute walk) of the proposed school site, with a number of households also located within 400m (i.e. 5-minute walk) as shown on Figure 5 below. A new school on the proposed site will therefore likely be associated with increased walking for children and families, with associated health and wellbeing benefits. In addition to walking, cycling may be another active transport alternative, with 82% of students residing within a 15-minute bicycle distance to the school. As identified during consultation, "kids like to ride and walk to school, it's attractive to have a local school".

The proposal will provide 60 bicycle parking spaces which is consistent with requirements (*Transport Assessment*, Ason Group, 2021). The *Preliminary School Travel Plan* (Ason Group, 2021) identifies a series of measures that should be implemented in future detailed design or operations of the school to further maximise active transport.

Figure 5 Walking catchment analysis



Source: *Design Analysis Report*, Pedavoli Architects, 2021

Council’s *Satisfaction and Wellbeing Survey 2020* identified that only 56% of respondents agreed that they had access to good quality education and that satisfaction with education has decreased between 2018 and 2020. Satisfaction with schools may increase as a result of the project.

Change to existing school communities

During consultation, some participants suggested children may change schools to attend the new primary school in Googong. They noted other factors will also affect parents’ decision-making on this matter, including the delivery and catchment of the high school identified in the Googong State Planning Agreement (2011) (recognising that other high schools have been funded elsewhere in the LGA e.g. Jerrabomberra). Some families may prefer not to enrol their children in the new primary school in Googong to minimise disruption to schooling, and to ensure a smooth transition to high schools located outside Googong.

Changing school is an important aspect of children’s lives which may be associated with some levels of anxiety, however consultation identified that children enjoy going to school locally and making friends in their local area. As also identified during consultation, a local school established within its local community is also likely to create social connections, between children but also families and the broader community. It was described that “children going to school with their neighbours to build relationships is hugely important”.

Changing schools may also result in reduced enrolments for other schools. During consultation, it was identified that this would be a positive impact for schools, like Jerrabomberra, which are currently operating above capacity. Families currently enrolled at the Anglican School may or may not wish to enrol children at a public school instead, depending on personal preferences.

It was also noted during consultation that significantly reduced enrolments may be associated with a loss of staff in these schools. On the other hand, the EIS notes that a total of 48 FTE jobs will be created with the operation of the new school, in addition to approximately 336 FTE construction jobs (*EIS – New Primary School at Googong*,

Mecone, 2021). This will provide employment opportunities locally, further supporting local economies, noting that consultation identified that there currently is a lack of local employment opportunities in Googong.

Responding to future needs

In the future, families whose children do not attend school yet will also benefit from a local school.

As shown by Table 6 below, between 2006 and 2016, the Googong urban release area experienced the greatest population increases in the LGA and this is expected to continue over the next 10-15 years (*LSPS*), noting that by 2035 the population of the Googong release area will be approximately 16,000 people (*DCP*, 2010).

Table 6 Population growth

	Local Area			Googong			Queanbeyan-Palerang Regional Council		
	2011	2016	Change	2011	2016	Change	2011	2016	Change
Population	0	1,283	100%	1,122	2,690	140%	52,343	56,027	7%

Source: Australian Bureau of Statistics; 2011 and 2016

Demand analysis has used dwelling yield information from the Googong developer, with 6,190 dwellings approved, to be provided up to 2036. It is noted that in 2021, Googong suburb’s population is now estimated at 5,344, likely driven by population growth in the release area, which is significant growth compared to 2016.

As the population increases, the demand for local schooling also increases. Based on population growth expected in Googong to 2036, it is estimated that student demand for a public school in Googong will increase to around 1,000 students by 2036. This is a relatively conservative estimate as it assumes the current proportion of primary students going to public schools (55%) will continue, however this is below the NSW average (69%) and it is likely that the development of new government schools will increase the share of students moving to public education. A new school in Googong will therefore respond to future growing demands.

Consultation has confirmed that demands for Jerrabomberra Public School were underestimated and that the school still operates over capacity. This is a risk for a new school in this region given the fast-growing population.

The implications of not properly planning for future demand may include the new school being overcrowded in the short to medium term, or other schools within the SCG being overcrowded. As a result schools may need to build demountable classrooms.

Impact assessment and mitigation/enhancement measures

Social risks in order of significance (starting from very high):	Social benefits in order of significance (starting from very high):
<ol style="list-style-type: none"> 1. Potential impacts on wellbeing if demand is underestimated 2. Possible reduction in staff in other schools 3. Change of schools and possible anxieties for children. 	<ol style="list-style-type: none"> 1. New local primary school responds to current gap within Googong and recent policy changes in ACT 2. Increased availability of public school education (rather than fee paying) 3. New OSHC responds to needs 4. New school will respond to future demands 5. Improved satisfaction with schools 6. Reduced travel time (depending on location of residence, work and other services) 7. Reduced trips (depending on location of residence, work and other services) 8. Increased walking/cycling opportunities 9. Increased local social connections

- 10. Local job creation (construction and operations)
- 11. Reduced enrolments in other schools.

Mitigation measures:

1. Ensure design enables sufficient space for any expansion if required
- Operations:*
2. Support teachers if positions are made redundant (there are processes already in place)
 3. Ensure adequate support mechanisms are provided for children changing school

Enhancement measures:

1. Finalise School Travel Plan
 2. High school in Googong, and delivery of other required social/commercial infrastructure or employment by other stakeholders will further reduce travel time and /or number of trips for families
 3. Increase accessibility to school through providing public and active transport services/infrastructure
 4. Incorporate local procurement measures to further enhance employment benefits for local community
 5. Finalise location of pedestrian crossings.
- Operations:*
6. Consider preschool in later stages if required
 7. Implement recommendations identified in the School Travel Plan
 8. Organise out of school hours activities involving the broader community
 9. Support transfers of teachers if positions are made redundant in existing schools

Monitoring measures:

- » Monitor demands to ascertain demands in the future
- » DoE/school to conduct regular surveys as per "Tell Them From Me" program
- » Conduct surveys with local community to monitor community satisfaction and wellbeing (Council)

5.4 Amenity impacts

Identified impacts:

- » Strengthen sense of community identity
- » The new built form will not create any unreasonable visual impact and unlikely to lead to social impacts
- » Minimal disruption to walking and cycling during construction
- » Impacts on traffic during construction will create nuisances
- » No unreasonable impact on traffic
- » No impact on off-street parking
- » Cumulative perceived safety risks/concerns for pedestrians
- » Pedestrian crossings will allow safe pedestrian movements
- » Construction noise exceeding standards
- » Operational noise for adjacent neighbours especially from outdoor areas, however the impact will depend on individual perceptions
- » Dust during construction
- » Potential of vibration impacts during construction on neighbouring dwellings

Building community pride

The *Googong DCP* (Queanbeyan-Palerang Regional Council, 2010) has long identified the development of a school within the neighbourhood centre and seeking the provision of “quality, safe and well located [...] educational facilities”, which this project will deliver. The site is located adjacent other community and commercial uses, including a playground and early child care centre and a future school will further reinforce this community hub.

As identified during consultation, a new local school “will help to further develop our community” and will build the sense of pride of the community. It will also create social benefits for families as they become involved with the school and the school community, creating social links between neighbours.

Consultation has identified that “there is a lot of interest from the community in this project” and that the local community do want the site to be developed, given it is currently a vacant site that attracts various animals including kangaroos.

Consultation also identified strong community expectations and that the delivery of the school had been delayed, with limited communications in regards to changes to timeframes. This has been challenging for some families who have had to change enrolment plans instead of continuous schooling at one school.

Traffic generation and parking demands

The proposal includes one vehicle access on Aprasia Avenue and four pedestrian accesses with one on each of the frontage roads. Located in the north-west corner of the site adjacent to Aprasia Avenue is the proposed staff carpark which can accommodate 60 vehicles. Two dedicated Kiss & Drop areas are proposed – one for whole school use along Aprasia Avenue and another on Gorman Drive for the special needs unit.

Construction

The impact of traffic in the area during construction was a concern expressed during consultation.

The *Preliminary Construction Management Plan (CMP)* (Hansen Yuncken, 2021) acknowledges that construction will be associated with light and heavy vehicle traffic, and that:

- » Heavy vehicle traffic will generally arrive and depart outside of the peak periods, and therefore will not contribute to the peak construction traffic periods
- » Use of arterial roads will be encouraged for construction and delivery vehicles
- » Contractors and construction workers will be encouraged to carpool or utilize public transport services within the area, thereby reducing the minimal parking demand in the surrounding Googong area.

In addition, a Traffic Management Plan will be prepared as part of a final CMP at the next planning stage, and will ensure “the safety of all workers and road users in the vicinity of the construction site”.

The *Preliminary CMP* further describes that the development is expected to create minimal disruption to pedestrian movements within the area, as existing footpaths will remain open in order not to interfere with pedestrians and cyclists.

It is noted that the *Transport Assessment* (Ason Group, 2021) does not identify other cumulative impacts.

Operations

The proposal will provide 60 car parking spaces for staff and students with specific requirements, and on-street kiss-and-ride facilities.

The *Transport Assessment* (Ason Group, 2021) estimates that the school will result in 269 trips in morning peak and 167 trips in afternoon peak, most of which would occur at the kiss-and-ride facilities. It concludes that there will not be adverse impacts on the adjoining road network and that local intersections have ample spare capacity to accommodate those trips.

Significant concerns were expressed during consultation, particularly in relation to pedestrian safety. It was described that the current situation was already concerning, particularly due to traffic associated with the existing Anglican School. It was also mentioned that children will likely walk around the school site before and after school site, further emphasising the need for adequate and safe pedestrian infrastructure. The proposal includes crossing points however the location of these is still being discussed between relevant authorities.

There were also concerns raised in relation to car parking and the *Transport Assessment* (Ason Group, 2021) identifies that the proposed on-site car parking will respond to the number of future staff.

In addition, the *Transport Assessment* (Ason Group, 2021) identifies that there may be value in developing a shared school bus arrangement with the Anglican School to further maximise public transport, and to investigate any further bus services with Transport for NSW (TfNSW).

Noise and vibration

Construction

The *Acoustic Assessment* (PWNA, 2021) identifies that works will possibly exceed relevant criteria for residential and commercial uses surrounding the site, including the child care centre located to the west. It lists a series of noise mitigation measures that should be applied during construction.

It also identifies that noise impacts from construction traffic is unlikely to have an impact at the nearest affected properties.

Operations

The *Acoustic Assessment* (PWNA, 2021) identifies that “predicted noise levels during periods of the day when the entire student faculty is utilising the outdoor play areas (i.e. recess and lunch) are likely to exceed” criteria. This will impact residences located opposite the school, however whether or not this a negative or positive impact will depend on each individual’s own perceptions, further noting that the NSW Land and Environment Court (LEC) has noted that “all noise that emanates from the normal activities at a school is not offensive”. Based on this, the *Acoustic Assessment* (PWNA, 2021) concludes that noise emanating from outdoor play areas will be acoustically acceptable and justified, and suggests some operational mitigation measures.

Noise emanating from outdoor areas may be further emphasised out of school hours including weekends should shared uses be agreed upon in the future. Design considerations detailed within the *Design Analysis Report* (Pedavoli Architects, May 2021) have proposed layout and landscaping measures that aim to address potential acoustic impacts from the development during operation.

To address any noise emanating from indoor areas, the *Acoustic Assessment* (PWNA, 2021) recommends acoustic treatments to incorporate in detailed design which will result in compliance with standards. Any community use of the hall should be permitted between 7am and 10pm only, to minimise any impacts on neighbours.

Traffic is likely to be associated with short-term exceedance of criteria during drop-off and pick-up areas (approximately 45 minutes twice a day on weekdays) with impacts for residents of Apraisa Avenue and Gorman Drive, but this will not result in unacceptable acoustic impacts.

Visual impact

The visual impact of the development on adjacent properties was a concern raised during consultation. The proposed built form will be of a maximum of two storeys, which is consistent with other built form in the local area (EIS, Mecone, 2021).

As previously mentioned, the site is currently vacant and development will logically create a new built structure in the local area.

An assessment of the visual impact concludes that the proposal will result in no significant or unreasonable impacts on views, acknowledging that it will obscure existing views to the surrounding hills.



Source: EIS (Mecone, 2021)

Other amenity impacts

Construction

Dust will be an expected impact during construction, along with noise and traffic previously discussed.

A Preliminary CMP has been prepared which identifies that all works will be carried out in accordance with relevant legislation.

The project team has described that construction timeframes were being compressed to minimise impacts on the Local Area.

Impact assessment and mitigation/enhancement measures

Social risks in order of significance (starting from very high):

1. Construction noise exceeding standards
2. Impacts on traffic during construction will create nuisances
3. Cumulative perceived safety risks/concerns for pedestrians

Social benefits in order of significance (starting from very high):

1. Strengthen sense of community identity
2. Pedestrian crossings will allow safe pedestrian movements (location to be confirmed).

4. Operational noise for adjacent neighbours especially from outdoor areas, however the impact will depend on individual perceptions
5. Minimal disruption to walking and cycling during construction
6. No unreasonable impact on traffic
7. The new built form will not create any unreasonable visual impact and unlikely to lead to social impacts
8. No impact on off-street parking
9. Potential vibration impacts on neighbouring dwellings
10. Dust during construction

Mitigation measures:

1. Finalisation of *CMP*
2. Include recommendations from *Acoustic Assessment* (in relation to noise and vibration)
3. Improve communications as per DoE policies leading up to construction /opening
4. Implement recommendations of *Transport Assessment* and *CMP*
5. Ensure built form and design of buildings is sympathetic to existing and planned development adjacent to the site

Operations:

6. As per *Transport Assessment*, implement programs and policies to assist with spreading the peak arrival and departure periods which will also require staff to supervise the kiss 'n' drop areas during each period
7. Implement no stopping areas to avoid traffic congestion
8. Supervise and manage the kiss 'n' drop areas.

Enhancement measures:

1. Implement recommendations of *Transport Assessment* and *CMP*
2. Confirm compressed delivery timeframes to minimise impacts
3. Consider a shared agreement to use North Village Centre car park
4. Finalise location of pedestrian crossings

Operations:

5. Support involvement of parents in the school operations as per DoE programs
6. Maximise public transport by implementing recommendations from the *Transport Assessment* including investigation of shared school bus opportunities with Anglican School and any further bus services with TfNSW.

Monitoring measures:

- » Measures recommended in *Transport Assessment* and *School Travel Plan*, including travel surveys once school is operational to monitor travel modes
- » Measures as per *CMP* recommendations, including management of any issues and complaints

5.5 Effective and inclusive design

Identified impacts:

- » Adaptive and flexible learning spaces to support contemporary learning and teaching
- » Design will support good thermal conditions
- » Special needs units respond to needs and make all feel welcome
- » School is designed to be accessible to all
- » Design and landscaping identify principles that celebrate Aboriginal heritage and culture
- » Open spaces and play areas will support health and wellbeing
- » Safe school environment for all
- » Potential impacts on Aboriginal heritage
- » Spaces are designed to accommodate shared uses but shared uses have not been negotiated yet.

Future focused teaching and learning

The project will result in 30 learning spaces which are in line with demand forecasts for the region and reflect the delivery of education within innovative learning environments.

The *Design Analysis Report* (Pedavoli Architects, May 2021) identifies that the design will provide framed construction that allows the internal walls to be reconfigured in the future to adapt to future learning requirements, resulting in a flexible variety of learning spaces.

DoE¹ has identified a series of actions to improve the quality of teaching conditions and student learning outcomes in NSW schools, and this includes new approaches to classroom designs to ensure that learning space:

- » *Is mobile, flexible, varied and connected*
- » *Provides students with choice in where and how they learn*
- » *Can be adapted to accommodate learning modes and technology*
- » *Provides optimum learning conditions such as temperature, light and acoustics*
- » *Supports opportunities for students to learn independently and in small and large groups*
- » *Supports collaborative learning and teaching for students and teachers.*

Such spaces are designed to support contemporary learning and teaching, which is aimed at building the skills and capabilities that students will need to thrive in their future.

It was further identified that 39.65% of respondents preferred innovative learning spaces and another 41.69% flexible learning spaces, which indicates the proposed flexible spaces will be likely appreciated.

It was mentioned during consultation that some families preferred methods described as “progressive traditional” which represents one teacher in one classroom. It was also mentioned that some children do not “operate well in open plan”. While teachers are encouraged to work in a collaborate manner, teaching methods are adapted by each teacher. Teaching methods will be adapted according to needs and preferences, and the proposed designs will ensure that all spaces are able to be adapted accordingly.

The *Design Analysis Report* (Pedavoli Architects, May 2021), the school will be designed to ensure natural ventilation and passive cooling, and be built with high solar reflectance index materials, to promote comfortable learning and teaching conditions.

¹ <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/learning-space>

Accessible and inclusive design

The project will provide three learning spaces that can be converted to special education learning units as required. DoE's *Disability Strategy 2019* identifies that demand for disability support is growing by 4% annually.

Providing these spaces will therefore address needs and ensure that students and their families feel welcome and receive the support they need.

The *Design Analysis Report* (Pedavoli Architects, May 2021) notes that the school is being designed to incorporate ramps and lifts, and will provide walkway transitions between the various areas. The *Accessibility Report* (JAZ Building Consultants, 2021) notes "access for people with disabilities will be provided to the proposed school on an independent, functional and equal basis." The report also notes detailed design elements will require further review to confirm this conclusion in the next planning phase.

It is noted that providing educational facilities that are "accessible to all" and "provide a high level of amenity, health and well-being" was a key objective of the Googong DCP, which the proposed design will provide.

Support and wellbeing

Based on the baseline, some of the children that will attend the school in the future will transfer from Queanbeyan Public School and Queanbeyan South Public School. Characteristics of these schools identified higher proportions of cultural diversity, including children from Indigenous origin, and that the schools had average levels of socio-educational advantage. With school catchments zones being modified, some children attending the future school may be from more disadvantaged families compared to the Googong Local Area, and may require support at school.

Cultural celebration

Consultation with traditional landowners was conducted during project development. As mentioned in the baseline, the site used to be a gathering place. The site and surrounding areas have cultural significance which should be reflected in the design. Consultation identified that respect and belonging were two key concepts and that stone and wood were significant materials and tools for local Aboriginal people. Other suggestions were made with direct relevance for detailed design, wayfinding and naming of features.

Importantly, the *Aboriginal and European Archaeological Assessment* (Navin Officer Heritage Consultants, 2021) did not find any Aboriginal objects or areas of archaeological potential and concluded that no further heritage assessments are required for the site. It is therefore unlikely that the project will impact on cultural heritage.

The *Design Analysis Report* (Pedavoli Architects, May 2021) and *Landscaping Plan* (Taylor Brammer Landscape Architects, 2021) identify principles and a site narrative that have been developed through the applied material palette, landscape design, signage and wayfinding strategy to include the local narrative, history and culture of traditional Indigenous groups. The project team has documented findings from conversations with elders and Aboriginal organisations and this process will continue into the detailed design including detailed landscaping. Feedback from the NSW Government Architect recognises and supports the engagement that has taken place to date and the "intention to create a connection with place".

The plant species that are proposed can be integrated into the planting strategy and utilised as an educational tool about the traditional custodians of the land.

Open spaces and play areas

The school has been designed to deliver a range of play spaces including an outdoor sports court and play areas. This will encourage recreation and physical activity for the school community and support health and wellbeing outcomes for children particularly.

Consultation has identified that the community would appreciate being able to access open spaces and recreation areas, such as the basketball courts.

Consultation also identified that using the school's hall would be strongly appreciated as the only other hall in Googong is in high demand and often unavailable, and that opportunities should be investigated in the future for

joint events/services. The NSW Government Architect also supports future shared use opportunities for school facilities/spaces.

Shared use of school facilities is encouraged when they are not required for use by the school, but it is not yet clear whether these spaces in the new primary school at Googong will be accessible to the broader community out of school hours. Shared use arrangements are considered and approved by school principals² so discussions about shared use of facilities are likely to be held closer to the school’s completion date. Should shared use agreements be developed when the school starts operating, the proposed design will provide adequate, well located and varied spaces for the community to use. The *Design Analysis Report* (Pedavoli Architects, May 2021) describes that the design and location of the hall, carpark and the open space has considered the potential for future shared use agreements.

In addition, the proposed design also incorporates Crime Prevention Through Environmental Design (CPTED) principles which will be adequate should shared uses occur in the future. CPTED principles will also generally ensure that the school environment is safe for all.

Impact assessment and mitigation/enhancement measures

<p>Social risks in order of significance (starting from very high):</p> <ol style="list-style-type: none"> 1. With changes to school zones and potential transfers from other schools, some children may be from more disadvantaged families and requires support 2. Potential impact on Aboriginal heritage. 	<p>Social benefits in order of significance (starting from very high):</p> <ol style="list-style-type: none"> 1. Special needs units respond to needs and make all feel welcome 2. Open spaces and play areas will support health and wellbeing 3. Buildings are all served by ramps and/or lifts, and open spaces are accessible by walkways facilitating access by people with disability 4. Design provide natural light, ventilation and good acoustics for a healthy and safe learning environment 5. Design and landscaping identify principles that celebrate Aboriginal heritage and culture 6. Adaptive and flexible learning spaces will support contemporary learning and teaching 7. Safety and passive surveillance including if shared uses occur 8. Improved educational attainments 9. Spaces are designed to accommodate shared uses but shared uses are not confirmed yet.
<p>Mitigation measures:</p> <ol style="list-style-type: none"> 1. Continue to engage with traditional landowners and implement recommendations from <i>Aboriginal and European Archaeological Assessment</i> in relation to unanticipated discovery protocols <p><i>Operations:</i></p> <ol style="list-style-type: none"> 2. Ensure children with special needs including from more disadvantaged backgrounds are supported. 	<p>Enhancement measures:</p> <ol style="list-style-type: none"> 1. Address all requirements in detailed design and implement recommendations from <i>Accessibility Assessment</i> 2. Incorporate recommendations from NSW Government Architect 3. Further reinforce cultural celebration in detailed design. In doing so, incorporate recommendations from traditional landowners and from NSW Government Architect in relation to cultural

² NSW Department of Education (2021), Community Use of School Facilities, accessed at <https://policies.education.nsw.gov.au/policy-library/policies/community-use-of-school-facilities>

celebration, including the establishment of yarning circles.

Operations:

4. Support/consider good access to technology within school and homes particularly for more disadvantaged families
5. Consult with school community regarding teaching preferences, and inform of benefits of teaching methods
6. Monitor impact of flexible spaces on student engagement and learning outcomes as per DoE learning space toolkit
7. Ensure teachers are approved to teach special education.
8. Confirm opportunities for year-round shared uses of open spaces/halls, including implementation of 'Share our Space' during holidays
9. Joint events/services
10. Ensure sun safety as per DoE policies along with all other wellbeing policies.
11. Ensure children with special needs including from more disadvantaged backgrounds are supported.

Monitoring measures:

- » Monitor health and wellbeing as per DoE Tell Them From Me program
 - » Monitor safety as per DoE Tell Them From Me program
-

6 Conclusions and monitoring

This SIA has been prepared to accompany an EIS that supports a State Significant Development Application (SSDA) for a new primary school in Googong.

This SIA has been prepared using the findings of a policy and literature review, review of technical studies, social baseline, and consultation feedback. It has followed the necessary steps of SIA preparation identified in DPIE's *Draft Guideline* in order to identify then assess social impacts, and to develop enhancement and mitigation measures. Social impacts were assessed pre and post-mitigation/enhancement measures.

The new primary school in Googong will represent an important piece of public infrastructure and will support the overall wellbeing of the existing and future community.

Significant social benefits have been identified, including the following very high benefits:

- » New local primary school responds to current gap within Googong and recent policy changes in ACT
- » Increased availability of public education (rather than fee paying)
- » New local primary school responds to existing needs for after school care
- » Special needs units respond to needs and make all feel welcome
- » Open spaces and play areas will support health and wellbeing.

No very high social risks were identified, however the following high risks were identified:

- » Increased risks to pedestrian safety, with mitigation measures incorporating the inclusion of pedestrian crossings (final locations have not been confirmed yet at this stage of the planning process) and the implementation of the measures recommended in the *Transport Assessment* including *School Travel Plan*
- » Noise and vibration impacts during construction which may exceed standards, with a series of mitigation measures put forward in the *Acoustic Assessment*.

Enhancement and mitigation measures have also been identified, including the following monitoring measures to implement post-construction:

- » Monitor enrolments and needs to ascertain demands in the future
- » Conduct surveys with local community to monitor community satisfaction and wellbeing
 - » Measures recommended in *Transport Assessment* and *School Travel Plan*, including travel surveys once school is operational to monitor travel modes
- » Monitor any issues and complaints and provide response in line with management plan recommendations
- » Monitor health, wellbeing and safety as per DoE Tell Them From Me program.

Appendices

- A Social impact categories and indicators
- B Baseline data
- C Standard interview discussion guide
- D Preliminary scoping
- E Assessment tools
- F Social impact management plan

A Social impact categories and indicators

Category	Description	Indicators	Source
Way of life	How people live, how they get around, how they work, how they play, and how they interact each day	Population	ABS
		Household composition	ABS
Community	Composition, cohesion, character, how the community functions and people's sense of place	Age	ABS
		Sex	ABS
		Length of residency	ABS
Accessibility	How people access and use infrastructure, services and facilities, whether provided by public, private or not-for profit organisations	Type of school institution attending	ABS
		Local schools	MySchool
		School enrolments	MySchool
		School capacity	NSW Department of Education
Culture	Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings	Aboriginal and/or Torres Strait Islander residents	ABS
		Country of birth	ABS
Health and wellbeing	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	Health data	NSW Department of Health
Surroundings	Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity	Dwelling type	ABS
		Geographical context	Queanbeyan-Palerang Regional Council
		Community values	Queanbeyan-Palerang Regional Council
		Land use change	Queanbeyan-Palerang Regional Council Profile .id
Livelihoods	Livelihoods, including people's capacity to sustain themselves through employment or	Industry of employment	ABS

	business, whether they experience personal breach of disadvantage, and the distribution of equity of impacts and benefits	Employment	ABS
		Occupation	ABS
		Workforce migration	ABS
		IRSAD	ABS
		Tenure type	ABS
Decision making systems	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.		

B Baseline data

Way of life

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

Population

The Local Area currently has a resident population of 1,283 people, representing just under half of the resident population of Googong. Both the Local Area and suburb of Googong are small (population and geographical size) in comparison to the Queanbeyan-Palerang Regional Council.

Population data from the 2011 and 2016 Census shows that the Local Area is a new development/land release area with the population growing from 0 to 1,283 in five years. Substantial growth is also reflected across Googong, with the suburb's population increase 140%. Based on the population growth in the Local Area, it is fair to assume the majority of the growth occurring in Googong is from the Local Area.

	Local Area			Googong			Queanbeyan-Palerang Regional Council		
	2011	2016	Change	2011	2016	Change	2011	2016	Change
Population	0	1,283	100%	1,122	2,690	140%	52,343	56,027	7%

Source: Australian Bureau of Statistics; 2011 and 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Population

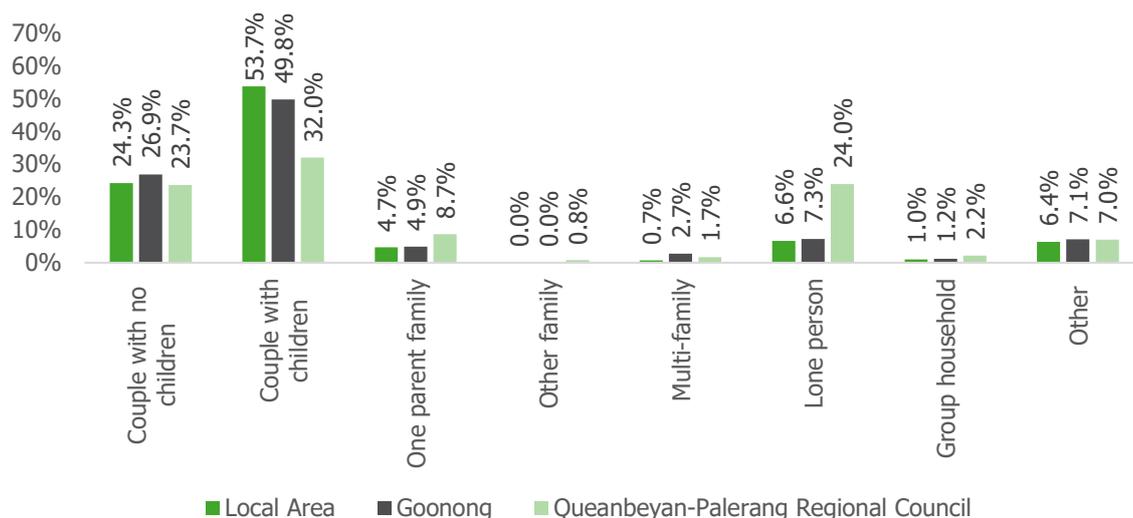
Household composition

The Local Area and Googong share similar household compositions. Key differences between the Local Area and Googong include:

- » A slightly higher proportion of couples with children in the Local Area compared to Googong
- » A slightly lower proportion of couples with no children in Googong compared to the Local Area.

The Queanbeyan-Palerang Region has a different household composition compared to the Local Area and Googong. Differences include:

- » A notably lower proportion of couples with children compared to the Local Area and Googong
- » Nearly double the proportion of one parent families compared to Local Area and Googong
- » More than three times the proportion of lone person households compared to Local Area and Googong.



Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Family Household Composition (Dwelling)

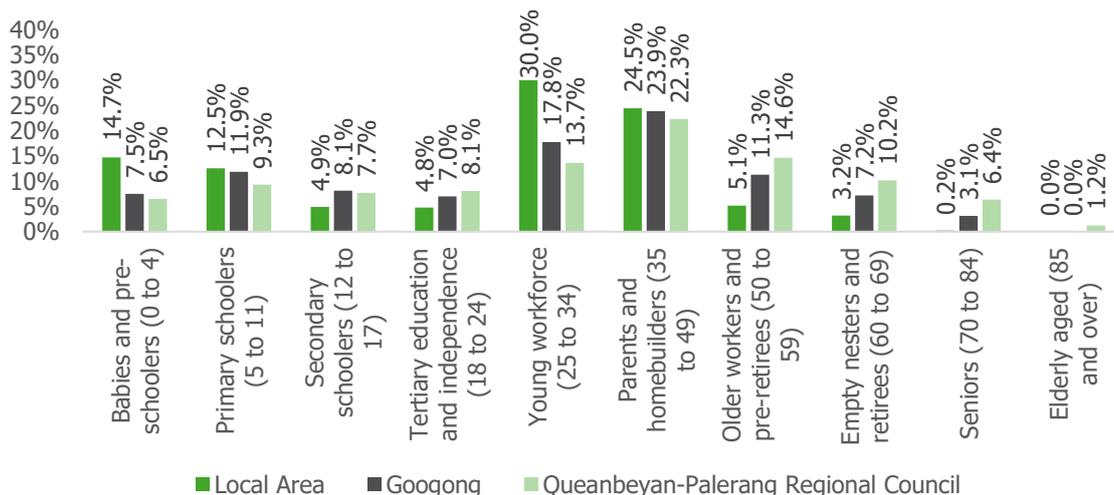
Community

Composition, cohesion, character, how the community functions and people’s sense of place.

Age profile

The age profiles of the three areas vary notably. Key characteristics for each area are explored below:

- » The Local Area is characterised by a younger age profile, reflected by:
 - > A very high proportion of babies and pre-schoolers compared to Googong and the Queanbeyan-Palerang Region
 - > A very high proportion of young workers compared to Googong and the Queanbeyan-Palerang Region
 - > A very low proportion of residents aged 50-84 and no elderly aged residents
- » Googong has a relatively moderate age profile when compared to the Local Area and the Queanbeyan-Palerang Region:
 - > Similar proportions of residents aged 0-24 compared to the Queanbeyan-Palerang Region
 - > A larger older population compared to the Local Area, however smaller than Queanbeyan-Palerang Region
- » The Queanbeyan-Palerang Region has a relatively older population, reflected by:
 - > A high proportion of empty nesters and retirees, seniors and a moderate proportion elderly aged residents compared to the Local Area and Googong



Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Age; Service age groups adapted from profile .id

Sex

The representation of females and males across all three areas is fairly even with no evident imbalances.

	Local Area	Googong	Queanbeyan-Palerang Regional Council
Female	51.4%	50.5%	49.8%
Male	48.6%	49.5%	50.2%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Sex

Length of residency

Length of residency varies dramatically across the three areas. The characteristics of each area are summarised below:

- » The Local Area has a very low proportion of residents who had the same residential address during the 2011 census. This suggests that most residents are 'new' to the area, reflecting land use changes, population growth and urbanisation. This is also reflected in the population change between 2011 and 2016.
- » Googong also has a relatively high proportion of new residents in the suburb. While not as significant as the Local Area, it does reflect growth change. It is important to acknowledge that the Local Area does represent a significant proportion of Googong's resident population.
- » The Queanbeyan-Palerang Region has the highest proportion of long term residents.

Residential address in 2011	Local Area	Googong	Queanbeyan-Palerang Regional Council
Same as in 2016	2.1%	28.5%	49.7%
Elsewhere in Australia	71.2%	51.1%	33.2%
Overseas	6.0%	3.9%	3.3%
Not stated	5.9%	7.1%	7.3%
Not applicable	14.7%	9.5%	6.5%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Usual Address Five Years Ago Indicator

Accessibility

How people access and use infrastructure, services and facilities, whether provided by public, private or not-for-profit organisations.

Local schools

In close proximity to the Local Area there are seven primary schools in NSW, four of which are Government primary schools. Enrolment data from 2016 to 2020 shows that five out of the seven primary schools are experiencing increasing enrolment trends. Queanbeyan Public school is the only Government primary school to experience a decrease in enrolments over this period. This suggests that demand is growing for NSW primary schools close to the Local Area.

Source: Australian Curriculum, Assessment and Reporting Authority; MySchool; 2020

Capacity of local schools

Primary School	Enrolment cap	2020 Enrolment	Enrolment capacity	Comment
Queanbeyan East Public School	301	260	-41	Has approximately 13.6% capacity for more students
Queanbeyan Public School	578	673	+95	Operating 16.4% over designed capacity
Queanbeyan South Public School	624	402	-222	Has approximately 35.6% capacity for more students
Queanbeyan West Public School	324	459	+135	Operating 42.7% over designed capacity
The Anglican School Googong	n/a	328	n/a	Increasing

Source: Department of Education based on <https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lff.html>

School attendance type

In the Local Area there is a total of 160 primary school aged residents with 88 attending a Government primary school.

The Local Area and Googong have similar trends of primary school attendance type, with just over half of primary school aged residents attending a Government School. This is lower than the rate across the Queanbeyan-Palerang Region. A higher proportion of primary school aged residents attend non-Government schools in the Local Area and Googong compared to the Queanbeyan-Palerang Regional.

	Local Area	Googong	Queanbeyan-Palerang Regional Council
Number of primary school aged residents	160	320	5,211
Number of residents attending a Government primary school	88	170	3,590

Primary school type	Local Area	Googong	Queanbeyan-Palerang Regional Council
Government	54.5%	53.1%	68.9%
Catholic	30.8%	32.2%	24.4%
Other Non-Government	13.3%	11.9%	6.7%
Total Non-Government	44.1%	44.1%	31.0%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Type of Education Institution Attending

Culture

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

Aboriginal and/or Torres Strait Islander residents

The Local Area has the lowest proportion of Aboriginal and/or Torres Strait Islander residents when compared to Googong and Queanbeyan-Palerang Region. The Queanbeyan-Palerang Region has the highest proportion of Aboriginal and/or Torres Strait Islander residents of the three comparison areas

	Local Area	Googong	Queanbeyan-Palerang Regional Council
Aboriginal and/or Torres Strait Islander	1.6%	2.1%	3.1%
Non-Indigenous	90.4%	89.7%	89.8%
Not stated	7.7%	8.2%	7.1%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Indigenous Status

Country of birth

Across the three comparison areas, the top five countries of birth are reasonably similar, with the three of the five top countries being Anglo-Saxon. However, in both Googong and the Local Area, the proportion of residents born in India and the Philippines is relatively high. In the Local Area, the proportion of residents born in India and the Philippines represent half of all residents across the top five countries of birth. This can be summarised as:

- » The Local Area has relatively low diversity when considering the top five countries of birth of residents
- » The Local Area has relatively high cultural diversity when considering residents' representation in the top five countries of birth.

Local Area	Googong	Queanbeyan-Palerang Regional Council
India (3.8%)	England (3.2%)	England (3.0%)
England (3.1%)	India (2.1%)	India (1.5%)
Philippines (2.6%)	Philippines (1.5%)	New Zealand (1.4%)
South Africa (1.4%)	New Zealand (1.0%)	The former Yugoslav Republic of Macedonia (0.9%)

New Zealand (1.2%)

South Africa (0.9%)

Philippines (0.8%)

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Persons Place of Usual Residence

Health and wellbeing

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.

Health summary

The Queanbeyan-Palerang Regional Council is part of the Southern New South Wales Local Health District (SNSWLHD). Key health and wellbeing challenges include:

- » 66% of males and 62% of females have a high body mass
- » 9% of adults are affected by diabetes
- » Hospitalisation for mental distress and self harm is higher than the rest of NSW.

6.1.1 Surroundings

Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity.

Geographical context

Based on the Queanbeyan-Palerang Regional Council's Community Strategic Plan, the key strategic advantages of the LGA are:

- » 10km / 10 minutes from Canberra International Airport
- » 17km / 10 minutes from Canberra CBD
- » 202 km / 2.5 hours to snowfields
- » 2.5 hours by train to Sydney
- » 135km / 1.45 hours from the coast.

Together these strategic advantages highlight a range of lifestyle and work benefits for residents of the LGA, including opportunity for weekend trips (micro-adventures) to desired locations such as the Snowy Mountains and South Coast NSW, access to major employment opportunities and transport infrastructure for intra and inter State / international travel.

Land use change

Googong is a suburb experiencing substantial population growth within the LGA, primarily driven by rezoning and new land release areas. Notably, Googong has had the greatest population growth within the LGA, while other areas have experienced moderate population declines. According to Council's Draft Local Strategic Planning Statement (2020), Googong is expected to continue to grow for the next 10 to 15 years based on the Googong master plan. The Googong master plan outlines six residential areas, two rural residential neighbourhoods and commercial centres planned for the area. It is anticipated that Googong will provide both housing diversity and high quality open space and recreation facilities in the future, servicing the greater LGA.

Livelihoods

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

Employment

The Local Area has a large and capable workforce. This is reflected by:

- » A comparatively high proportion of residents employed in full time work
- » A very low unemployment rate
- » A moderately low proportion of residents not engaged in the labour force.

Compared to the Local Area, Googong and Queanbeyan-Palerang Region have a:

- » Lower proportion of residents employed in full time work compared to the Local Area
- » Higher unemployment
- » Larger proportion of residents not engaged in the labour force.

	Local Area	Googong	Queanbeyan-Palerang Regional Council
Of residents engaged in the labour force			
Work full time	73.0%	69.4%	65.6%
Work part time	18.9%	21.8%	24.8%
Away from work	6.9%	5.5%	55.5%
Unemployed	1.2%	2.1%	4.0%
Of total population			
Not in the labour force or not applicable	35.7%	43.9%	45.3%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Labour Force Status

Industry of employment

The Local Area and Googong share the same top industries of employment, reflecting the same drivers of economic activity at both the local level and suburb level. Queanbeyan-Palerang Region has similar key industries of employment to the Local Area and Googong except for the representation of Retail trade the absence of Professional, Scientific and Technical.

Together this suggests that:

- » Public administration and safety is an important employer across the Local Area, suburb and LGA
- » Education and training represents a notable proportion of employment
- » Very few residents engaged in manual or low skills jobs (for example, jobs that do not require specialisation).

Local Area	Googong	Queanbeyan-Palerang Regional Council
Public Administration and Safety (33.9%)	Public Administration and Safety (29.6%)	Public Administration and Safety (25.4%)

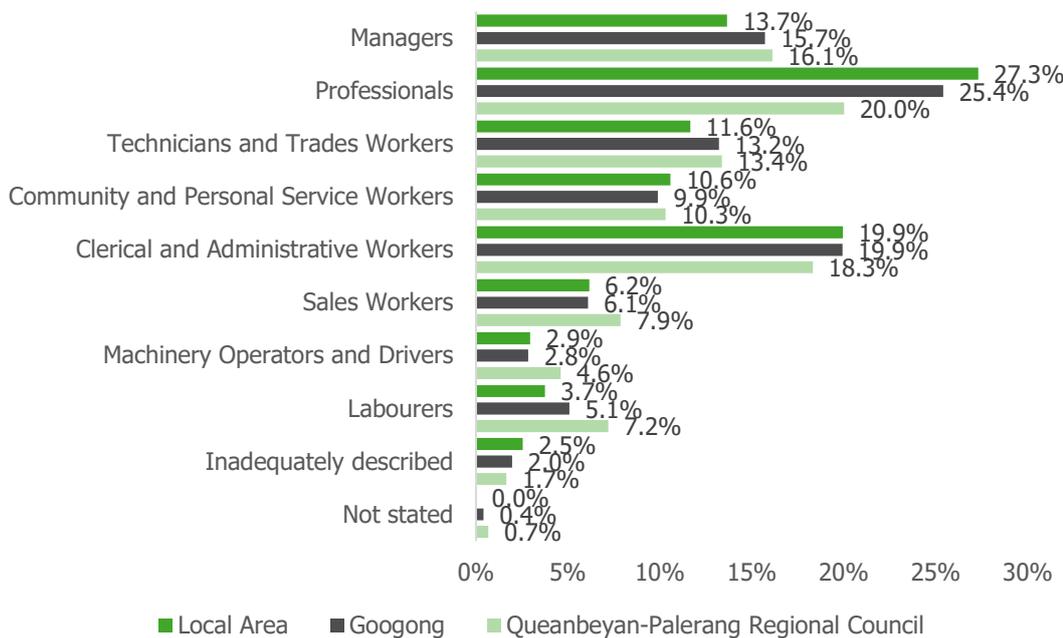
Health Care and Social Assistance (12.4%)	Health Care and Social Assistance (11.5%)	Construction (10.1%)
Construction (9.2%)	Construction (11.3%)	Health Care and Social Assistance (9.6%)
Education and Training (7.8%)	Education and Training (8.1%)	Retail trade (8.1%)
Professional, Scientific and Technical (7.0%)	Professional, Scientific and Technical (6.7%)	Education and Training (7.2%)

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Industry of Employment

Occupation

Across all three areas of analysis, the most common occupation among residents was professionals, followed by clerical and administrative workers and managers. Key similarities and differences between the Local Area, Googong and Queanbeyan-Palerang Region include:

- » In the Local Area, the most common occupation is professionals. This was also the highest among the three comparison areas.
- » There is a low representation of machinery operators and drivers, labourers and sale workers in the Local Area and Googong compared to the Queanbeyan-Palerang Region
- » The proportion of managers and clerical and administrative workers is fairly similar across the Local Area, Googong and the Queanbeyan-Palerang Region.



Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Occupation

Workforce migration

Considering residents place and work and usual residential address, more than half of labour force who reside in the Queanbeyan-Palerang Regional Council travel to work in Canberra (63.1%) while only 30.9% live and work in the LGA. When taking into account the top industries of employment and resident occupation across the LGA, Canberra evidently provides a range of skilled employment opportunities for residents.

SEIFA

Socio-economic Advantage and Disadvantage assesses the economic and social conditions of households within an area. Variables considered in the assessment of Socio-economic Advantage and Disadvantage include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (Australian Bureau of Statistics, 2018).

This social baseline has considered the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) using deciles. The deciles range from 1 to 10, where 1 represents greater disadvantage and a general lack of advantage in an area while 10 represents a lack of disadvantage and greater advantage in an area.

Both the Local Area and Googong have the highest SEIFA decile score, reflecting low disadvantage and high advantage. The Queanbeyan-Palerang Region also has a high SEIFA decile score of 9. Based on the decile scores across the three areas, there is relatively low disadvantage and high advantage across the LGA. Areas within the LGA, such as the Local Area and Googong, have more advantage and less disadvantage than the broader LGA.

	Local Area	Googong	Queanbeyan-Palerang Regional Council
IRSAD (1-10)	10	10	9

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); IRSAD Deciles

Tenure type

Tenure type varies across the three analysis areas. In the Local Area and Googong, most residents are homeowners or buyers. Differences between the Local Area and Googong include:

- » A lower proportion of residents own their dwelling outright in the Local Area compared to Googong
- » A higher proportion of residents own their dwelling with a mortgage in the Local Area compared to Googong
- » A slightly higher proportion of residents rent in the Local Area compared to Googong.

The Queanbeyan-Palerang Region has a different tenure profile compared to the Local Area and Googong with:

- » A relatively high proportion of residents own their dwelling outright
- » A relatively low proportion of residents own their dwelling with a mortgage
- » A relatively high proportion of residents renting.

	Local Area	Googong	Queanbeyan-Palerang Regional Council
Owned outright	3.7%	19.9%	25.9%
Owned with a mortgage	78.9%	64.0%	38.1%
Total home ownership	82.6%	83.9%	64.0%
Rented	9.6%	7.3%	26.3%
Not stated	7.1%	7.6%	8.4%

Source: Australian Bureau of Statistics; 2016; SA11001143, SA1101147, SA1101148, SA1101149, Googong (SSC), Queanbeyan-Palerang Regional (A); Tenure Type

C Standard interview discussion guide

New primary school in Googong

Project Social Impact Assessment

Date 9387 2600

About us

Elton Consulting has been engaged by Hansen Yuncken on behalf of School Infrastructure NSW to do a SIA for the proposed new primary school at Googong. The SIA will inform the Environmental Impact Assessment for this State Significant Development Application.

Our understanding is that the new school will have capacity for up to 700 students.

We are talking with key stakeholders to get their feedback on potential social impacts of the proposal. These can be both positive and negative. We are also seeking feedback on potential mitigation measures for negative impacts and enhancement measures for positive impacts.

About you

- » What works well in the area/what doesn't work so well?
- » What are opportunities that the project can help address?
- » As relevant: Enrolment and capacity, future catchment, and impacts on existing school catchments/ Socio-economic profile of future school community (students, families, staff, other users) – any vulnerable groups with specific needs? /Potential impacts on neighbouring schools in catchment areas due to change in enrolments

Likely impacts

- » What are positive impacts that you think will be associated with the project (on children who will be attending/staff, broader community in the local area)?
- » What are concerns or negative impacts associated with the project (on children who will be attending/staff, broader community in the local area)?
- » How do you think these impacts could be mitigated or enhanced?
- » What are the most significant impacts in your view?
- » Is there anything else you think we need to know as we are completing our SIA for the proposed new school?

D Preliminary scoping

Expected and perceived impacts	Nature	Project stage	Impact category
Excitement	Positive	Pre-construction	Community Way of life
Incorrect information about when the school will be delivered changed leading to students having to attend school outside of the area (triggering anxiety and stress)	Negative	Pre-construction	Community Decision making systems
New school attracting new residents	Positive	Pre-construction	Community Way of life
New school will create jobs	Positive	Construction	Community Livelihoods
Increased traffic	Negative	Construction / Operation	Accessibility Surroundings
New school will create jobs within Googong meaning local residents might not have to travel as far to work	Positive	Operation	Community Livelihoods
Increased demand for public transport e.g. public bus stops on Gorman drive pose safety risks and are unable to accommodate multiple buses	Negative	Operation	
Local street network is narrow and cannot accommodate heavy vehicle traffic or kerbside parking on both sides of the street	Negative	Operation	Accessibility Surroundings
Parking within a 250m radius around the school is restricted due to driveways and potential opposition from residents	Negative	Operation	
Improved learning environments	Positive	Operation	
Increased educational attainments are expected to positively impact students' education experience	Positive	Operation	Community Health and wellbeing Way of life
Reduce overcrowding in other SCG schools	Positive	Operation	
Less travel time for parents and students for school drop off and pick ups	Positive	Operation	Way of Life
Site is exposed to weather due to location on a ridge – harsh climate with hotter summers and colder winters expected	Negative	Operation	Health and Wellbeing
Risk of stormwater flooding to the north-east and south-west corners	Negative	Operation	Surroundings

E Assessment tools

Source for this appendix is the NSW DPIE *Draft SIA Guideline* and *Technical Supplement* (2020).

Likelihood assessment tool

Likelihood level	Meaning
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

Magnitude assessment tool

Characteristics	Details needed to enable assessment	
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including and potentially vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional).
	Duration	When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Severity or scale	What is the likely scale or degree of change? (e.g. mild, moderate, strong).
	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 severity. Concern itself can lead to negative impacts, while interest can lead to expectations of positive impacts.

Magnitude level assessment tool

Magnitude level	Meaning and examples
Transformational	Substantial change experience in community wellbeing, livelihood, amenity, 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 on 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	Not noticeable change experienced by people in the locality.

Social impact significance assessment tool

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

F Social impact management plan

Assessment of expected and perceived impacts pre-mitigation/enhancement

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Increase in local choice for families											
New school infrastructure locally	New local primary school responds to current gap within Googong and recent policy changes in ACT	Way of life Accessibility	Positive	Almost certain	Future school catchment /Googong	Operations	High	High	High	Transformational	Very high (A5)
	Increased availability of public education (rather than fee paying)	Way of life Accessibility Livelihoods	Positive	Almost certain	Future school catchment /Googong	Operations	High	High	High	Transformational	Very high (A5)
	Reduced travel time for future school users (depending on location of residence, work and other services)	Way of life Accessibility	Positive	Possible	Future school catchment /Googong	Operations	High	Moderate	Moderate	Major	High (C4)
	Reduced trips for future school users (depending on location of residence, work and other services)	Way of life Accessibility	Positive	Possible	Future school catchment /Googong	Operations	High	Moderate	Moderate	Major	High (C4)
	Increased walking/cycling opportunities	Way of life Accessibility Health and wellbeing	Positive	Possible	Walkable catchment/local area	Operations	High	High	High	Major	High (C4)
	Improved satisfaction with schools	Community Health and wellbeing	Positive	Possible	Future school catchment/local area	Operations	High	High	High	Major	High (C4)
	Increased social connections	Community Health and wellbeing	Positive	Possible	Future school catchment/local area	Operations	High	Moderate	Moderate	Moderate	Medium (C3)
700 places provided	Responds to future demands, but potential risks if demand is underestimated	Way of life Accessibility	Positive	Likely	Future school catchment/local area / other SCG schools	Operations	High	High	High	Major	High (B4)
New out of school care space	Responds to existing needs for after school care	Way of life Accessibility	Positive	Almost certain	Future school catchment /Googong	Operations	High	High	High	Major	Very high (A4)
Provision of 60 bicycle spaces and active transport infrastructure	Active transport opportunities for students and staff	Way of life Accessibility Health and wellbeing	Positive	Likely	Future school community	Operations	High	High	Moderate	Major	High (B4)
Local job creation: 48 new jobs (permanent) and 336 during construction	Local job creation (construction and operations) strengthening local economy and livelihoods	Way of life Livelihoods Health and wellbeing	Positive	Possible	LGA and region	Construction/ Operations	Moderate	High	Moderate	Moderate	Medium (C3)
Increased demand for public transport	New public transport services may be provided	Way of life Accessibility Health and wellbeing	Positive	Possible	Future school community/local area	Operations	Moderate	High	Moderate	Moderate	Medium (C3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Changes to existing school communities	Reduce overcrowding in other SCG schools	Way of life Health and wellbeing	Positive	Possible	SCG school communities	Operations	Moderate	High	High	Major	High (C3)
	Change of schools and possible anxieties for children	Way of life Health and wellbeing	Negative	Possible	Future school community	Construction / operations	Moderate	High	Moderate	Moderate	Medium (C3)
	Possible reduction in staff in other schools	Livelihoods Health and wellbeing	Negative	Possible	SCG school communities	Operations	Moderate	High	Moderate	Moderate	Medium (C3)
	Reduced enrolments at Anglican School	Way of life Accessibility	Negative	Possible	Anglican school community	Operations	Moderate	Low	Low	Minor	Medium (C2)
Amenity impacts											
Development of vacant site (earmarked for school)	Strengthen sense of community identity	Community Surroundings	Positive	Likely	Future school catchment/local area	Construction / operations	High	High	High	Major	High (B4)
Delays in delivery	Delays in delivery are impacting some families and reinforced by lack of communications, also may impact on schooling for some children	Community Accessibility Decision-making systems	Negative	Possible	Other schools in the SCG/future school community	Construction	Moderate	Moderate	High	Moderate	Medium (C3)
Increased traffic with new school	No unreasonable impact on traffic in the local network	Accessibility Surroundings	Negative	Unlikely	Local area	Operations	Low	Moderate	High	Moderate	Medium (D3)
	Increased traffic on local road network surrounding site during construction will create nuisances	Accessibility Surroundings	Negative	Likely	Local area	Construction	Low	Moderate	Low	Minor	Medium (B2)
	Potential impact on on-street parking, however proposed on-site parking will accommodate demands for parking	Accessibility Surroundings	Negative	Unlikely	Local area	Operations	Low	Low	High	Minor	Low(D2)
	Increased risks to pedestrian safety	Accessibility Health and wellbeing Surroundings	Negative	Possible	Future school community/local area	Construction/ Operations	High	High	High	Major	High (C3)
Other amenity impacts (noise, vibration, dust)	Noise and vibration impacts during construction may exceed standards	Accessibility Health and wellbeing Surroundings	Negative	Almost certain	Local area	Construction	High	High	High	Moderate	High (A3)
	Dust during construction	Health and wellbeing Surroundings	Negative	Almost certain	Local area	Construction	Moderate	Low	Low	Minor	Medium (A2)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
	Operational noise for adjacent neighbours especially from outdoor areas, however the impact will depend on individual perceptions	Health and wellbeing Surroundings	Negative	Possible	Local area	Operations	Low	Moderate	Low	Minor	Medium (C2)
Visual impact	The new built form will not create any unreasonable visual impact and unlikely to lead to social impacts	Surroundings	Negative	Unlikely	Local area	Construction/ Operations	Low	Low	Low	Minor	Low (D2)
Effective and inclusive school environment											
Classroom design	Adaptive and flexible learning spaces will support contemporary learning and teaching	Way of life Community Health and wellbeing	Positive	Likely	Future school community	Operations	High	High	High	Major	High (B4)
	Improved educational attainment	Way of life Community Health and wellbeing	Positive	Possible	Children transferring to future school	Operations	High	High	High	Major	High (C3)
Accessible and inclusive design	Special needs units respond to needs and make all feel welcome	Way of life Community Health and wellbeing	Positive	Almost certain	Future school community	Operations	High	High	Moderate	Major	Very High (A4)
	Buildings are all served by ramps and/or lifts, and open spaces are accessible by walkways facilitating access by people with disability	Way of life Community Health and wellbeing Accessibility	Positive	Likely	Future school community	Operations	High	High	Moderate	Major	High (A3)
Support and wellbeing	With changes to school zones and potential transfers from other schools, some children may be from more disadvantaged families and requires support	Way of life Community Health and wellbeing	Negative	Possible	Future school community	Operations	Low	High	Low	Moderate	Medium (C3)
ESD principles have been incorporated	Design provide natural light, ventilation and good acoustics for a healthy and safe learning environment	Way of life Community Health and wellbeing	Positive	Likely	Future school community	Operations	High	High	High	Moderate	High (B4)
CPTED principles	Safety and passive surveillance including if shared uses occur	Way of life Community Health and wellbeing	Positive	Likely	Future school community	Operations	High	High	Moderate	Major	High (B4)
Open spaces and play areas	Open spaces and play areas will support health and wellbeing	Way of life Community Health and wellbeing	Positive	Almost certain	Future school community	Operations	Moderate	High	High	Major	Very high (A4)
	Spaces are designed to accommodate shared uses but shared uses are not confirmed yet	Way of life Community Health and wellbeing	Positive	Possible	Local area	Operations	Moderate	High	High	Moderate	Medium (C3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
		Accessibility									
Connecting to country	Potential impact on Aboriginal heritage	Community Culture	Negative	Unlikely	Local area	Construction / operations	Low	High	High	Moderate	Medium (D3)
	Design and landscaping identify principles that celebrate Aboriginal heritage and culture	Community Culture	Positive	Likely	Future school community/local area	Operations	High	High	High	Major	High (B4)

Re-assessment of social risk, taking into consideration recommended mitigation and enhancement measures

Impact	Nature pre-measure	Rating pre-measure	Mitigation / Enhancement	Nature	Likelihood	Magnitude	Residual rating
Increase in local choice for families							
New local primary school responds to current gap within Googong and recent policy changes in ACT	Positive	Very high (A5)	<i>Operations:</i> 1. Consider preschool in later stages if required	Positive	Almost certain	Transformational	Very high (A5)
Increased availability of public education (rather than fee paying)	Positive	Very high (A5)	n/a	Positive	Almost certain	Transformational	Very high (A5)
Reduced travel time for future school users (depending on location of residence, work and other services)	Positive	High (C4)	2. High school in Googong, and delivery of other required social/commercial infrastructure or employment by other stakeholders will further reduce travel time and /or number of trips for families	Positive	Likely	Major	High (B4)
Reduced trips for future school users (depending on location of residence, work and other services)	Positive	High (C4)	3. Increase accessibility to school through providing public and active transport services/infrastructure	Positive	Likely	Major	High (B4)
Increased walking/cycling opportunities	Positive	High (C4)	4. Finalise location of pedestrian crossings 5. Finalise School Travel Plan 6. Increase accessibility to school through providing public and active transport services/infrastructure <i>Operations:</i> 7. Implement recommendations identified in the School Travel Plan	Positive	Likely	Major	High (B4)
Improved satisfaction with schools	Positive	High (C4)	8. High school in Googong	Positive	Likely	Major	High (B4)
Increased social connections	Positive	Medium (C3)	<i>Operations:</i> 9. Organise out of school hours activities involving the broader community	Positive	Likely	Moderate	High (B3)
Responds to future demands, but potential risks if demand is underestimated	Positive	High (B4)	10. Ensure design incorporates sufficient space for any expansion if required	Positive	Possible	Major	High (B4)
Responds to existing needs for after school care	Positive	Very high (A4)	n/a	Positive	Almost certain	Major	Very high (A4)
Active transport opportunities for students and staff	Positive	High (B4)	<i>Operations:</i> 11. Encourage students and staff to use active transport alternatives (programs, incentives) as per recommendations of School Travel Plan and DoE policies 12. Provide active transport infrastructure to service school catchment area and monitor need for upgrades (Council)	Positive	Almost certain	Major	Very high (A4)
Local job creation (construction and operations) strengthening local economy and livelihoods	Positive	Medium (C3)	13. Incorporate local procurement measures to further enhance benefits for local community	Positive	Likely	Moderate	High (B3)
New public transport services may be provided	Positive	Medium (C3)	14. Maximise public transport by implementing recommendations from the Transport Assessment including investigation of shared school bus with Anglican School and additional public bus services (TfNSW)	Positive	Likely	Major	High (B4)
Reduce overcrowding in other SCG schools	Positive	High (C3)	n/a	Positive			High (C3)

Impact	Nature pre-measure	Rating pre-measure	Mitigation / Enhancement	Nature	Likelihood	Magnitude	Residual rating
Change of schools and possible anxieties for children	Negative	Medium (C3)	Construction/operations: 15. Ensure adequate support mechanisms are provided for children changing school	Negative	Possible	Minor	Medium (C2)
Possible reduction in staff in other schools	Negative	Medium (C3)	Operations: 16. Support teachers if positions are made redundant (there are processes already in place)	Negative	Possible	Minor	Medium (C2)
Reduced enrolments at Anglican School	Negative	Medium (C2)	n/a	Negative			Medium (C2)
Amenity impacts							
Strengthen sense of community identity	Positive	High (B4)	Operations: 17. Support involvement of parents in the school operations as per DoE programs	Positive	Almost certain	Major	Very high (A4)
Delays in delivery are impacting some families and reinforced by lack of communications, also may impact on schooling for some children	Negative	Medium (C3)	18. Improve communications leading up to construction /opening	Negative	Unlikely	Minor	Low (D2)
No unreasonable impact on traffic in the local network	Negative	Medium (D3)	Operations: 19. As per Transport Assessment, implement programs and policies to assist with spreading the peak arrival and departure periods which will also require staff to supervise the kiss 'n' drop areas during each period 20. Implement no stopping areas to avoid traffic congestion 21. Staff to supervise and manage the kiss 'n' drop areas	Negative	Unlikely	Minor	Low (D2)
Increased traffic on local road network surrounding site during construction will create nuisances	Negative	Medium (B2)	22. Finalise Final Construction Management Plan (CMP) 23. Implement CMP 24. Implement recommendations of Transport Assessment	Negative	Possible	Minor	Medium (C2)
Potential impact on on-street parking, however proposed on-site parking will accommodate demands for parking	Negative	Low (D2)	25. Implement recommendations of Transport Assessment 26. Establish a shared agreement to use North Village Centre car park	Negative	Unlikely	Minimal	Low (D1)
Increased risks to pedestrian safety	Negative	High (C3)	27. Implement recommendations of Transport Assessment and CMP 28. Finalise location of pedestrian crossings	Negative	Unlikely	Moderate	Medium (D3)
Noise and vibration impacts during construction which may exceed standards	Negative	High (A3)	29. Finalise CMP 30. Confirm compressed delivery timeframes to minimise impacts 31. Implement recommendations from Acoustic Assessment (in relation to noise and vibration)	Negative	Possible	Moderate	Medium (C3)
Dust during construction	Negative	Medium (A2)	32. Finalise CMP	Negative	Possible	Minor	Medium (C2)
Operational noise for adjacent neighbours especially from outdoor areas, however the impact will depend on individual perceptions	Negative	Medium (C2)	Operations: 33. Implement recommendations from Acoustic Assessment (in relation to noise and vibration)	Negative	Possible	Minor	Medium (C2)
The new built form will not create any unreasonable visual impact and unlikely to lead to social impacts	Negative	Low (D2)	34. Ensure built form and design of buildings is sympathetic to existing and planned development adjacent to the site 35. Provide a staged delivery approach to ensure residents have a transition period	Negative	Unlikely	Minimal	Low (D1)

Impact	Nature pre-measure	Rating pre-measure	Mitigation / Enhancement	Nature	Likelihood	Magnitude	Residual rating
Effective and inclusive school environment							
Adaptive and flexible learning spaces will support contemporary learning and teaching	Positive	High (B4)	<p><i>Operations:</i></p> <p>36. Support/consider good access to technology within school and homes particularly for more disadvantaged families</p> <p>37. Consult with school community regarding teaching preferences, and inform of benefits of teaching methods</p>	Positive	Almost certain	Major	Very High (A4)
Improved educational attainment	Positive	High (C3)	<p><i>Operations:</i></p> <p>38. Monitor impact of flexible spaces on student engagement and learning outcomes as per DoE learning space toolkit</p>	Positive	Likely	Major	High (B4)
Special needs units respond to needs and make all feel welcome	Positive	Very High (A4)	<p><i>Operations:</i></p> <p>39. Ensure teachers are approved to teach special education</p>	Positive	Almost certain	Major	Very High (A4)
Buildings are all served by ramps and/or lifts, and open spaces are accessible by walkways facilitating access by people with disability	Positive	High (A3)	40. Address all requirements in detailed design and implement recommendations from Accessibility Assessment	Positive	Almost certain	Major	Very High (A4)
With changes to school zones and potential transfers from other schools, some children may be from more disadvantaged families and require support	Negative	Medium (C3)	<p><i>Operations:</i></p> <p>41. Ensure children with special needs including from more disadvantaged backgrounds are supported</p>	Positive	Possible	Major	High (C4)
Design provide natural light, ventilation and good acoustics for a healthy and safe learning environment	Positive	High (B4)	n/a	Positive			High (B4)
Safety and passive surveillance including if shared uses occur	Positive	High (B4)	n/a	Positive			High (B4)
Open spaces and play areas will support health and wellbeing	Positive	Very high (A4)	<p><i>Operations:</i></p> <p>42. Ensure sun safety as per DoE policies along with all other wellbeing policies.</p>	Positive	Almost certain	Major	Very high (A4)
Spaces are designed to accommodate shared uses but shared uses are not confirmed yet	Positive	Medium (C3)	<p>43. Incorporate recommendations from NSW Government Architect</p> <p><i>Operations:</i></p> <p>44. Confirm opportunities for shared uses of open spaces/halls</p> <p>45. Joint events/services</p>	Positive	Almost certain	Major	Very high (A4)
Potential impact on Aboriginal heritage	Negative	Medium (D3)	46. Continue to engage with traditional landowners to strengthen celebration and implement recommendations from ACHA in relation to unanticipated discovery protocols	Negative	Unlikely	Minor	Low (D2)
Design and landscaping identify principles that celebrate Aboriginal heritage and culture	Positive	High (B4)	47. Further reinforce cultural celebration in detailed design. In doing so, incorporate recommendations from traditional landowners and from NSW Government Architect in relation to cultural celebration, including the establishment of yarning circles.	Positive	Almost certain	Major	Very high (A4)

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