SOCIAL IMPACT ASSESSMENT

The New School at Mulgoa Rise – SSD-11070211

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EXECUTIVE SUMMARY

This Social Impact Assessment (SIA) has been prepared on behalf of School Infrastructure NSW for a new primary school in Mulgoa Rise, Glenmore Park. School Infrastructure NSW is preparing a State Significant Development Application (SSD-11070211) for the project located at 1-23 Forestwood Drive, Glenmore Park (Lot 1663 in DP1166869) (the 'site') as shown in **Figure 1** and **Figure 2**.

The school will cater for 414 students from kindergarten through to Year 6 with the potential to be expanded later as demand grows. The school will comprise of multiple buildings made up of various indoor and outdoor functional spaces including school hall, library, staff facilities, administrative areas, large assembly area, games court, shared sensory play area and playground.

The project is a State Significant Development Application which requires the preparation of an environmental impact statement (EIS), and its' preparation is guided by the Secretary's Environmental Assessment Requirements (SEARs) for the project. Item 9 of the SEARs issued 9 December 2020, identified the need for the preparation of a Social Impact Assessment (SIA) in accordance with the *Draft Social Impact Assessment Guideline 2020* which:

- Identifies and analyses the potential social impacts of the development, from the points of view of the affected communities and other relevant stakeholders, i.e., how they expect to experience the project
- Considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected.
- Assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest.
- Includes mitigation measures for likely negative social impacts, and any proposed enhancement measures.
- Details how social impacts will be adaptively monitored and managed over time.

The SIA concluded that the negative social impacts are primarily associated with the construction phase of the project both directly and because of cumulative construction works. The associated negative impacts include:

- Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities.
- How people get around if traffic/parking demands or noise levels increase.

Several positive social impacts were identified during the assessment including:

- Equity of access to education and associated services for different social and cultural groups.
- Enhancement of public space.
- Changes to environmental values, visual landscape, aesthetic values, and amenity.
- Improvement of community cohesion, identity, and sense of place.

Key mitigation measures to reduce the social impact of the project include, undertaking regular community consultation, facilitating channels for complaints and feedback, implementing traffic management plans to reduce access and safety issues, and reducing construction impacts through a construction environmental management plan.

A preliminary monitoring and management plan is provided in **Section 10**. The monitoring findings will be reported on the project website and where required by DPIE will be used to monitor compliance with conditions. Findings will also be presented at any community engagement meetings, which can be used to review and seek feedback on the monitoring program and whether actions, strategies or targets should be revised.

Following the review of social impacts identified during this assessment there are no unreasonable social impacts that would preclude approval of the project. Subject to the imposition of conditions of consent the proponent may be required to submit a social impact management plan (SIMP) for approval by the Planning Secretary.

1 INTRODUCTION

This SIA has been prepared on behalf of School Infrastructure NSW for a new primary school in Mulgoa Rise, Glenmore Park. School Infrastructure NSW is preparing a State Significant Development Application (SSD-11070211) for the project located at 1-23 Forestwood Drive, Glenmore Park (Lot 1663 in DP1166869) (the 'site') as shown in **Figure 1** and **Figure 2**.

The Department of Planning, Industry and Environment (DPIE) have issued Secretary's Environmental Assessment Requirements (SEAR's) for the project, refer to **Section 1.3** of this SIA for further information, and this SIA has been prepared in accordance the specific requirements of the SEAR's.

Figure 1 Site context plan

(Source: Six Maps)

Figure 2 Site location plan

(Source: Six Maps)

1.1 Site description and context

The site is the entirety of Lot 1663 in DP1166869, 1-23 Forestwood Drive, Glenmore Park and has an area of approximately three (3) hectares. The site is located within Mulgoa Rise an urban release area that is bordered by national park, reserves and bushland situated on the foothills of the Blue Mountains. The subject site is currently vacant with grass covering ground surfaces with no structures present.

A mix of single and two storey residential properties are located along the southern and western boundaries of the site. Mulgoa Rise Fields, accompanied with 116 public car parking spaces, is located to the east of the site. To the north of the site, there is a proposed four-story mixed-use development.

An early childhood learning facility is located to the northeast corner of the site on the corner of Deerubbin and Glenholme Drives.

The site is located approximately 54.6 km west from the Sydney CBD. The closest town centre is Glenmore Park, which is located approximately 2.2km north-west of the site.

1.1.1 Neighbouring schools

The Glenmore Park locality is surrounded by the localities of Orchard Hills to the east, Mulgoa to the south, Regentville to the north-west and Jamisontown and South Penrith to the north.

Figure 3 provides the location of various schools in these localities based upon an approximate 3 km radius from the site. Schools include the following:

- Nepean Christian School.
- Fernhill School.
- Glenmore Park High School.
- Bethany Catholic Primary School.
- Caroline Chisholm College.
- Glenmore Public School.
- Surveyors Creek Public School.
- Penrith Anglican College.

1.1.2 Transport infrastructure

The site has frontage to Forestwood Drive, Darug Avenue, and Deerubbin Drive. There is currently no pedestrian access point to the site from these street frontages. A bus stop (794) is currently located on Darug Avenue adjacent the north end of the eastern boundary of the site and stops in both directions. A dedicated bus stop is likely to be provided for the project along with multiple pedestrian crossings.

The site does not have train services within walking distance but does have a bus route connecting to Penrith (the location of the nearest station). Primary vehicular access to the local area is via three key roads that connect the site to the neighbouring suburbs centres of Glenmore Park, Penrith, and Mulgoa

Figure 3 Schools within the locality of the Site

(Source: Six Maps)

1.2 Project description

The proposed development involves the construction and operation of a new primary school at Glenmore Park (Mulgoa Rise). The development will initially accommodate 414 students, with the ability to be expanded to 1000 students when demand requires, which would be subject of a separate planning approval process.

Development approval will facilitate a Core 21 school with 18 learning spaces (LS), plus 2 support classes. The development will also include a school hall, library, staff facilities, and administrative areas built to Core 35, allowing capacity for future expansion. A large assembly area, games court, shared sensory play area and playground will also form part of the development.

The new school will provide the surrounding community access to the school's core facilities and will also provide Outside School Hours Care (OSHC) services to assist working families that commute distances and work extended hours.

The school is proposed to be open for students in January 2023.

The State Significant Development Application for the project seeks consent for the following key components.

- General learning areas.
- Multipurpose communal hall.
- Covered Outdoor Learning Areas (COLA).
- Administration area.
- Staff area including amenities.
- Student amenities.
- Library.
- Canteen.
- Storage.
- Assembly Area.
- Games Court.
- Shared sensory play area.
- Landscaping.
- Pedestrian circulation.
- Pedestrian access points.
- Internal open space.
- Staff car park with access off Forestwood Drive.
- Bike and scooter parking.
- Bus zone and drop off/pick spaces.
- Pedestrian crossings on Forestwood Drive, Darug Avenue, and Deerubbin Drive.
- Waste collection area.
- Connection of site services, including gas, potable water, sewer, power (including a new sub-station), and the NBN.

Extracts from the Architectural Plans prepared by NBRS & Partners Pty Ltd (NBRS Architecture), associated with SSD-11070211 are contained in **Appendix A.**

1.3 SEAR's issued for the project

The DPIE issued the SEARs for the project on 2 December 2020. The SEARs identified the need for the preparation of the SIA in accordance with the *draft Social Impact Assessment Guideline 2020*. The SIA aims to achieve the following outcomes:

- Identifies and analyses the potential social impacts of the development, from the points of view of the affected communities and other relevant stakeholders, i.e., how they expect to experience the project.
- Considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected.
- Assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest.
- Includes mitigation measures for likely negative social impacts, and any proposed enhancement measures.
- Details how social impacts will be adaptively monitored and managed over time.

The purpose of this SIA is to address the SEARs requirements and additional requirements of SI NSW for the SIA as listed below and in Section 1.4 below.

SEAR's Item 9 – Social Impacts

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

1.4 Structure of this report

The structure of this SIA has been prepared with consideration of the *Draft Social Impact Assessment Guideline – State significant projects* (DPIE, October 2020) and specifically Appendix A of the *Technical Supplement to support the Social Impact Assessment Guideline – State significant projects* (DPIE, October 2020).

The format of the report is as follows:

- Introduction – describes the site description, site context and project description.
- Methodology – identifies the study area and source of baseline data.
- Stakeholder engagement – Review client engagement to date and identify inputs to further engagement.
- Regulatory framework – outlines the project as an 'educational establishment' and is a new school and a SSDA is to be prepared and lodged with DPIE.
- Policy Context – provides a review of relevant policies applicable to the project.
- Social Baseline – presents baseline information including population and housing projections.
- Expected and perceived impacts
- Impact Assessment – identifies the likely social and economic impacts of the proposal and cumulative impacts.
- Social impact enhancement, mitigation and residual impacts – provides recommendations for mitigation.
- Monitoring and management framework – describes the need, if such is established, of practical arrangements for monitoring and managing social impacts during operation.
- Summary of findings - provides the conclusions for the report and any further recommendations for mitigation for inclusion in the EIS / SSDA.

2 METHODOLOGY

2.1 Study area

The study area for the SIA is the suburb of Glenmore Park as shown in **Figure 4**. The school's location boarders the suburb of Mulgoa, however, the potential impacted communities are expected to be exclusively located within Glenmore Park.

2.2 Scope

The site is referred to as the school site which is addressed as 1-23 Forestwood Drive, Glenmore Park and is located within the Penrith City Council Local Government Area (LGA). The SIA addresses the following:

- Social issues including population data, health, community services and facilities.
- Employment, economic and industry impacts.
- Accessibility.
- The likely social impacts (positive, negative and cumulative) of the proposal.

2.3 Baseline information

Data about the site, its context and potential impacts have been compiled from a comprehensive desktop study to understand the local community and local issues and predict, analyse and assess the likely impact of future development.

A range of sources have been used for the desktop study as follows:

- Census data (2016) from the Australian Bureau of Statistics (ABS).
- Review of relevant Council and State strategic documents.
- Bureau of Crime Statistics and Research.
- Penrith City Council website.

2.4 Consultation

The SEARs for the development under SSD-11070211 determine that consultation is required throughout the SSDA process.

2.5 Assessment

This report considers potential social and economic impacts on the community (existing and future). It identifies both negative and positive impacts, cumulative impacts and identifies potential mitigation measures and strategies to minimise negative impacts and maximises positive impacts.

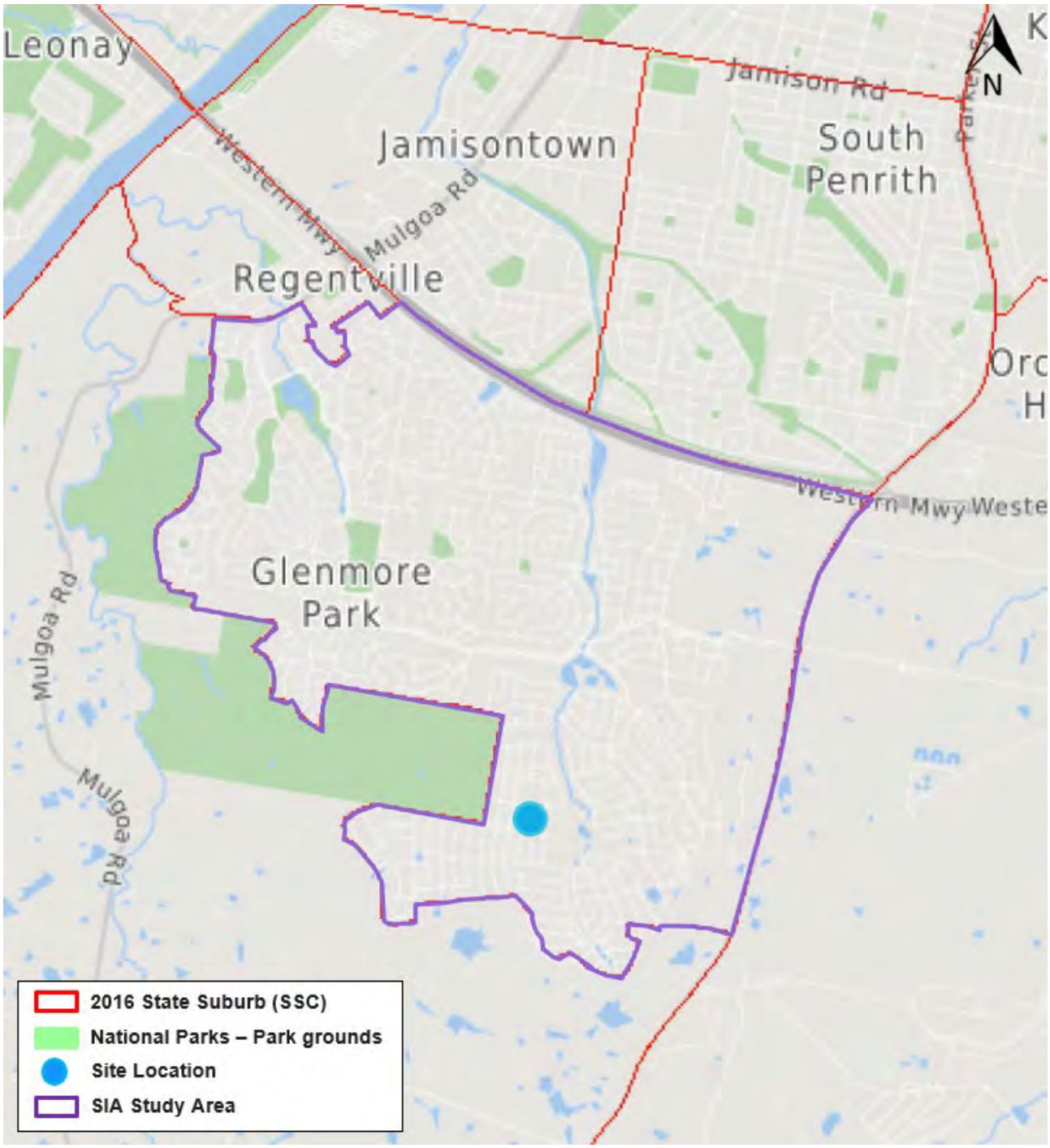


Figure 4 SIA study area and SSC boundaries

(Source: Australian Bureau of Statistics)

3 STAKEHOLDER ENGAGEMENT

A diverse range of stakeholders are involved with the development of the new school and associated community. Each will offer a different perspective on the future school depending on their role and background.

Beyond the school boundaries the community will also offer a different perspective. Some members of the community may wish to use the future school facilities out of school hours, while others who live in close proximity may be concerned about construction impacts. It is anticipated that the following parties will have an interest in the project and will be consulted during the SSDA process.

- Local members
  - Federal – Member for Lindsay Melissa McIntosh
  - State – Member for Mulgoa Tanya Davies
- Government agencies and peak bodies
  - Transport for NSW
  - Roads and Maritime Services NSW
  - Fire and Rescue NSW
  - NSW Department of Planning, Industry and Environment
  - NSW Environmental Protection Authority
  - NSW Rural Fire Service
  - Sydney Water
  - NSW Heritage Council
  - NSW Office of Environment and Heritage
  - NSW Department of Premier and Cabinet
  - Greater Sydney Commission
  - Urban Growth
  - Landcom
  - NSW Teachers Federation
- SINSW and DoE
- Penrith City Council.
- Future school community.
- Land developer - Mulpha Norwest.
- Glenmore Park Learning Alliance.
- Local community – Mulgoa Rise and Glenmore Park.
- Nearby public schools and preschools in the area.
- Nearby residents and business.
- SI NSW / DoE Project Control Group (PCG).

4 REGULATORY FRAMEWORK

4.1 State Environmental Planning Policy (State and Regional Development) 2011

State Environmental Planning Policy (State and Regional Development) 2011 identifies development types that are of state significance, or infrastructure types that are of state or critical significance. Under the SRD SEPP, the following development is classified as state significant development:

(1) Development for the purpose of a new school (regardless of the capital investment value).

(2) Development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school.

(3) Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017), including associated research facilities, that has a capital investment value of more than $30 million.

The project is defined as an 'educational establishment' and is a new school. Accordingly, a SSDA is to be prepared and lodged with DPIE.

The SSDA will be accompanied by an environmental impact statement and its preparation is to be guided by the SEAR's issued for the project. Social impact assessment requirements are discussed in **Section 1.3** of this SIA.

5 POLICY CONTEXT

5.1 NSW Department of Education Strategic Plan 2018-2022

The purpose of this document is to underpin the vision, purpose and goals for DoE which is to provide the best education system and prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. DoE understands that children and young people form the centre of decision making, and have identified goals that support, encourage, and engage students within their education system.

The school will cater for kindergarten through to Year 6 students, will provide modern teaching facilities and will include shared multi-function spaces within for school and community use.

5.2 Western City District Plan

The Western City District Plan, updated in March 2018, includes a range of priorities and actions to appropriately support the strategic growth of Sydney's Western City District. The Western City District Plan (Greater Sydney Commission) identifies the following:

- Within the next 20 years to 2036, an increase of 24,950 children aged four or younger is projected, with 41 per cent of this growth located in the Camden LGA
- The NSW Department of Education estimates an extra 77,978 students will need to be accommodated in both government and non-government schools in the district by 2036.

As the figures above clearly indicated the increase of students by 2036, it is necessary to provide appropriate school infrastructure to cater to the growth. Evidently, it has been marked as a priority in the Western City District Plan that:

> *"Planning for new schools, and the use of existing schools, must respond to growth and changing demand in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities, and flexible learning spaces. Safe walking and cycling links to schools encourage young people to be more active and better connect schools with local communities."*

As outlined Planning Priority W3, facilities such as schools can be the focus of neighbourhoods. School design must consider how it contributes vibrancy to a neighbourhood, and how it can provide safe and easy access for children. Schools will require safe active transport connections which can be used by all types of people. As outlined in Planning Priority W4, to foster healthy, creative and culturally rich, socially connected communities, walkable streets are required. This will provide connections from homes, to schools, and to daily needs and facilities. The design of the development has considered pedestrian connections to residential development in the area.

The proposed development will also contribute to the vibrance of the neighbourhood through architectural design, landscaping, and providing a landmark for the area. Future mixed used development located to the north of the proposed development will provide a positive economic and social relationship between the two developments and the wider community. In addition, the potential for the community to utilise the school facilities for events and gatherings will foster a connected community.

5.3 Greater Sydney's Social Capital its Nature and Value (Cred Consulting, 2017)

This report was prepared by Cred Consulting for the Greater Sydney Commission. The document informs aspects of the *Greater Sydney Region Plan – A Metropolis of Three Cities*. This document provides an analysis of the nature and value of social capital across greater Sydney. It identifies the physical elements or "social connectors" which facilitate social capital.

It identifies that quality education and care creates positive social connections with families and children and is “one of the most sustainable pathways towards reducing the economic and social disparities between the rich and poor"[1].

High quality teaching will promote better learning outcomes at school, which will result in better education, employment and health after children have finished school.

Learning connectors and social infrastructure connectors are fairly evenly distributed throughout the Western City District. The school will support and strengthen the learning connectors in the district.

5.4 The Greater Sydney Regional Plan, A Metropolis of Three Cities

The Greater Sydney Region Plan, A Metropolis of Three Cities aims to rebalance growth and deliver benefits to residents across Greater Sydney through implementing appropriate infrastructure, productivity and liveability guidelines.

Between 2016 and 2036, the population of infants aged 0-4 years is projected to increase by 85,000, with 333,000 more children and young people aged 5-19 than today. This strategy acknowledges there is an increase in number of children across the region, leading to pressure for access to education services. The proposed development addresses the relevant objectives of this plan below.

- **Objective 1:** The proposed development will support the three cities through delivering education infrastructure in Western Sydney. This will support the population growth in the area, and across the region.
- **Objective 2:** The proposed development will accommodate the growing population of children and respond to the residential and employment growth in Glenmore Park.
- **Objective 3:** The proposed development is responded to the future needs of social and school infrastructure in Greater Sydney. It will provide a modern, and innovative learning space that will respond to the needs of a young growing population.
- **Objective 6:** The proposed development supports this objective, providing a service and infrastructure to meet the significant increase in young children. Schools are essential infrastructure, and this development will support young families in the area.
- **Objective 7:** The proposed development will contribute to a more healthy, resilient and socially connected community. It is well placed to support a vibrant neighbourhood and will increase foot and cycle traffic within the area.
- **Objective 14:** The proposed development provides safe walking and cycling links to the new school and encourages children to be more active through incidental exercise. As it is already close to established bike paths, residential development and bus routes, students and teachers will be encouraged to use these for active and public transport. In result, this will reduce car use and congestion on the roads.

5.5 Future Transport Strategy 2056

Future Transport 2056 sets a 40-year vision, directions and outcomes framework for customer mobility in NSW. It encompasses a suite of strategies and plans for transport to provide an integrated vision for the state.

This strategy acknowledges children are an important group of customers who need access to safe accessible transport to school. It emphasises that safety of customers is the highest priorities and continues to educate people on encouraging save behaviours within children. In addition, children will be encouraged to use active travel, and public transport.

[1] Mario Luis Small, Unanticipated Gains: Origins of Network Inequality in Everyday Life (Oxford: Oxford University Press, 2009).

This development supports this strategy through providing multiple bicycle storage areas across the vicinity of the site.

5.6 State Infrastructure Strategy 2018 – 2038 Building the Momentum

The *State Infrastructure Strategy 2018 – 2038 Building the Momentum* plan is a 20-year strategy that sets out Infrastructure NSW's independent advice on the current state of NSW's infrastructure and the needs and priorities within the next 20 years. Their strategic objective for education in NSW is to deliver infrastructure to keep pace with student numbers and provide modern, digitally enabled learning environments for all students.

This strategy acknowledges NSW's population is forecast to growth to over 12 million by 2056. To support this growing population, supporting infrastructure such as schools are required for a fast-growing population. Nearly 200,000 more students will be enrolled into public schools by 2036.

The proposed development responds to the population pressure through the provision of social infrastructure and building schools. This development will support a young population that will benefit from well designed, modern designed school infrastructure. It embodies this strategy by providing a variety of open and shared learning spaces combined with practical activity area to deliver a modern and innovative learning experience for children.

6 SOCIAL BASELINE

6.1 Project's social locality

For the purposes of this SIA, the social locality of the project has been determined upon review of Australia Bureau of Statistics (ABS) data as follows.

- Glenmore Park SSC 2016 statistical area.
- Local Study Area "the locality Glenmore Park SSC 2016 Census Data as shown in **Figure 4**. ABS 2016 data, and ABS estimated projections for 2018 are used for this SIA. This information is used for data comparison purposes and consideration of community issues.
- NSW Bureau of Crime Statistics and Research for the overall Penrith LGA.

The development of the new school is a School Infrastructure NSW project reflecting the significant need for contemporary additional public education and community infrastructure in the area.

The project is a new public primary school (Kindergarten – Year 6). The new school will respond to the Education Facilities Standards and Guidelines (EFSG) requirements for a Core 21 School Facility (NSW Department of Education). The project provides an opportunity to deliver a new multi-service school that will be an exemplar for new public schools in NSW, providing innovative educational facilities that are more accessible to the local community outside of school hours.

6.2 Existing social baseline

6.2.1 Population and people

In the 2016 Census, there were 23,004 people in Glenmore Park. Growth in the locality has increased significantly since 2011 with the resident population increasing by approx. 3000 people. Of the 23, 004 people, 48.5% were male and 51.5% were female. Aboriginal and/or Torres Strait Islander people made up 2.4% of the population.

The median age of people was 32 years. Children aged 0 - 14 years made up 24.5% of the population and people aged 65 years and over made up 6.9% of the population. The most common countries of birth were England 3.5%, India 2.7%, Philippines 1.9%, New Zealand 1.3% and South Africa 0.6%.

The 2016 Census indicated that 81.8% of people only spoke English at home. Other languages spoken at home included Punjabi 1.7%, Arabic 1.2%, Tagalog 1.0%, Hindi 0.9% and Spanish 0.7%.

6.2.2 Income and employment

There were 13,145 people who reported being in the labour force in the week before Census night in Glenmore Park. Of these 65.4% were employed full time, 26.5% were employed part-time and 3.9% were unemployed. In 2016, the Glenmore Park median household income was $2,213 per week and is significantly higher than the NSW and Australian medians.

6.2.3 Education

In 2016, 32.9% of people were attending an educational institution. Of these, 33.5% were in primary school, 26.0% in secondary school and 19.3% in a tertiary or technical institution. For people aged 15 and over in Glenmore Park, 17.2% reported having completed Year 12 as their highest level of educational attainment, 19.5% had completed a Certificate III or IV and 11.0% had completed an Advanced Diploma or Diploma.

6.2.4 Transport

At the time of the 2016 census, residents of Glenmore Park travel predominantly to work via car as a driver or passenger (73.8%). The rest travel via public transport or worked from home.

6.2.5 Family and community

The 2016 Census family compositions in Glenmore Park, were 59.0% couple families with children, 26.0% were couple families without children and 14.3% were one parent families.

The household compositions were 88.6% family households, 10.1% single person households and 1.3% group households. For households, the median weekly rent was $450 and median monthly mortgage repayments was $2,167. These medians were both higher than the NSW and Australian values.

6.2.6 SEIFA Disadvantage

ABS define socio-economic advantage and disadvantage in relation to their access to material, and social resources, and their ability to participate in society. Socio-Economic Indexes for Areas (SEIFA) was developed by ABS to determine areas for economic opportunity and determine areas that require more services. Access to education, and commitment to school qualifications are important when determining socio-economic advantage and disadvantage, as skills obtained through school education can improve standard of living and the surrounding community.

There are two indexes used for this assessment.

- The Index of Relative Socio-economic Disadvantage (IRSD).
- The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD).
- The Index of Education and Occupation (IEO).
- The Index of Economic Resources (IER).

SEIFA data is distributed into deciles, with the lowest scoring 10% of areas are given a decile number of 1. The highest 10% of areas are given a decile number of 10.

In 2016, Glenmore Park SEIFA Index of Disadvantage is 1069 which is one of the highest scoring (the least disadvantaged) state decile distribution of scores for Relative Socio-Economic Disadvantage (IRSD).

6.2.7 Crime

The NSW Bureau of Crime Statistics and Research (BOSCAR) identifies key crime statistics for the overall Penrith LGA area from January 2019 to December 2020. Overall, the trend is considered stable. Key statistics are outlined below:

- Murder (recorded victims, not criminal incidents) - 1.4 per 100,000.
- Domestic violence related assault - 647.5 per 100,000.
- Non-domestic violence related assault - 516.0 per 100,000.
- Sexual assault - 113.2 per 100,000.
- Indecent assault, act of indecency and other sexual offences - 104.7 per 100,000.
- Robbery without a weapon - 21.6 per 100,000.
- Robbery with a firearm - 1.4 per 100,000.
- Robbery with a weapon not a firearm - 16.9 per 100,000.
- Break and enter dwelling - 292.1 per 100,000.
- Break and enter non-dwelling - 109.4 per 100,000.
- Motor vehicle theft - 178.4 per 100,000.
- Steal from motor vehicle - 488.3 per 100,000.
- Steal from retail store - 372.8 per 100,000.

- Steal from dwelling - 197.2 per 100,000.
- Steal from person - 57.3 per 100,000.
- Malicious damage to property - 871.5 per 100,000.
- Drug Offences - 489.3 per 100,000.

7 EXPECTED AND PERCEIVED IMPACTS

The following section outlines the expected and perceived social impacts related to the school project. The impacts listed below are based on the information available at the time this document was prepared. Social impacts may change or be altered during the life cycle of a project and should be regularly monitored and reviewed.

7.1 Way of Life

- Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).
- How people get around if traffic/parking demands or noise levels increase.

7.2 Community

- Changes to community composition and character caused by new residents and families.
- Community cohesion, identity, and sense of place.
- Potential changes to the community over time as the school attracts new residents.

7.3 Access to and use of infrastructure, services, and facilities

- Equity of access to education and associated services for different social and cultural groups.
- Accessibility of school facilities for the broader community outside school hours.
- Will there be any restrictions on residents accessing local services during construction?

7.4 Culture

- Opportunities for (multi)cultural expression through design.

7.5 Health and wellbeing

- Will community health be improved by public access to school facilities.
- Safety of children/pedestrians, especially with increased traffic.
- Stress and uncertainty, or hope, around neighbourhood change.

7.6 Surroundings

- Will there be loss or enhancement of public space?
- Changes to environmental values, visual landscape, aesthetic values, and amenity.

7.7 Livelihoods

- Impacts on neighbours, including their ability to sustain themselves.
- Will anyone experience personal advantage or disadvantage?

7.8 Decision-making systems

- Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design.

8 IMPACT ASSESSMENT AND PREDICTION

8.1 Social impact significance matrix used in this SIA

In accordance with the *Draft Social Impact Assessment Guideline – State significant projects* (DPIE, July 2020) and associated Technical Supplement the following tables (**Table 1** to **Table 4**) are used to evaluate the likely significance of both positive and negative social impacts. The ratings of likelihood and magnitude – and therefore overall significance – typically have both subjective and objective components, as this will depend on people's individual experiences and/or perceptions as well as technical evaluations.

Likelihood levels of social impact are defined in **Table 1.**

Table 1: Likelihood levels of social impacts

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

Characteristics of social impact magnitude are detailed in **Table 2**.

Table 2: Characteristics of social impact magnitude

Characteristic		Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively) including any potential 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, severe)
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter; whether it is rare/unique or replaceable; the extent to which it is tied to their identity; and their capacity to cope with or adapt to change.
	Level of concern / interest	How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or severity. Concern itself can lead to negative impacts, while interest can lead to expectations of positive impacts.

The definitions for various magnitude levels for social impacts are provided in **Table 3.**

Table 3: Defining magnitude levels for social impacts.

Magnitude level	Meaning and examples
Transformational	Substantial change experienced 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 in a widespread area.
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration / improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	No noticeable change experienced by people in the locality.

Using the likelihood levels provided in **Table 1**, the magnitude characteristics in **Table 2** and the definition of magnitude levels in **Table 3** enables the social impact significance matrix, **Table 4**, to be utilised to determine the significance of the social impacts from the proposed development.

Table 4: Social impact significance matrix

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

8.2 Impact assessment

Positive and negative social impacts resulting from the school development have been identified. **Table 5** itemises these impacts and provides a significance rating for each impact and commentary.

Table 5: Social impact evaluation of the school project.

Potential impacts on people	Significance rating	Comments
Way of Life		
Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).	Magnitude = Moderate Likelihood = Possible Significance = Medium	**Construction:** Short term impact during the construction phase for neighbours within immediate vicinity of project e.g., noise, dust, vibration etc. **Operation:** Permanent periodic impacts during ongoing operation of the school.
How people get around if traffic/parking demands or noise levels increase.	Magnitude = Moderate Likelihood = Possible Significance = Medium	**Construction:** Short term impact of noise during construction. On-site parking expected and traffic impacts minimal during start and finish times along with deliveries. **Operation:** Daily periodic impacts during ongoing operation. Increased traffic/noise during drop-offs/pick-ups. Increase in noise during school breaks.
Community		
Changes to community composition and character caused by new residents and families.	Magnitude = Minor Likelihood = Unlikely Significance = Low	Community composition expected to remain unchanged with slight increase in families with children.
Community cohesion, identity, and sense of place.	Magnitude = Moderate Likelihood = Likely Significance = High	Project will provide a positive addition to existing community cohesion, identity, and sense of place. The school will create a platform for community cohesion.
Potential changes to the community over time as the school attracts new residents.	Magnitude = Minimal Likelihood = Possible Significance = Low	Community not expected to significantly change due to school. Changes would be positive creating a more vibrant and diverse community.

Potential impacts on people	Significance rating	Comments
Access to and use of infrastructure, services, and facilities		
Equity of access to education and associated services for different social and cultural groups.	Magnitude = Major Likelihood = Almost Certain Significance = Very High	The school will be a public school open to all students within the catchment area and is designed to allow for future expansion. The school will have a multi-use hall that will be available to the wider community for a range of uses.
Accessibility of school facilities for the broader community outside school hours.	Magnitude = Moderate Likelihood = Likely Significance = High	The school will have a multi-use hall that will be available to the wider community for a range of uses. The school will also provide Outside School Hours Care (OSHC) services to assist dual-working families with parents commuting and working long hours.
Will there be any restrictions on residents accessing local services during construction?	Magnitude = Minor Likelihood = Likely Significance = Low	The site currently has not accessible service (vacant land). The site is large enough that works and resources associated with the construction of the school will be contained within the site boundaries. The adjacent Mulgoa Fields and early childhood learning centre will not be impacted during construction.
Culture		
Opportunities for (multi)cultural expression through design	Magnitude = Moderate Likelihood = Likely Significance = High	Stakeholders will be given opportunities during the initial and final design process to allow for (multi)cultural expression through design. The site narrative draws on the preliminary research into the indigenous history of the locality. Mulgoa Rise is the location where two indigenous boundaries intersect; the area is recorded as a meeting point for the two clans. The diagram of the site arranges the learning villages around the pivot point of the library and administration as a representation of the two clans. The landscape design will be developed to reflect this narrative.
Health and wellbeing		
Will community health be improved by public access to school facilities	Magnitude = Moderate Likelihood = Likely Significance = High	The school will have a multi-use hall that will be available to the wider community for a range of uses presumed to improve community health.
Safety of children/pedestrians, especially with increased traffic.	Magnitude = Minor Likelihood = Possible Significance = Medium	Additional pedestrian crossings will be installed adjacent to school access points utilising the School Crossing Supervisor program to increase mobility and safety around schools by enhancing the performance of pedestrian traffic facilities.
Stress and uncertainty, or hope, around neighbourhood change.	Magnitude = Minor Likelihood = Unlikely Significance = Low	The school project and site location were well documented as part of the Mulgoa Rise urban release with current residents aware of the project before purchasing their properties. Expected that some residents purchased property with the expectation that the school will be built.
Surroundings		
Will there be loss or enhancement of public space?	Magnitude = Major Likelihood = Likely Significance = High	The site is currently vacant land. There will be an enhancement of public space with the construction of the school and the associated facilities i.e., multi-use hall.
Changes to environmental values, visual landscape, aesthetic values, and amenity.	Magnitude = Major Likelihood = Likely Significance = High	The site layout arranges the buildings along the north and west roads to create positive

Potential impacts on people	Significance rating	Comments
		streetscapes and maximise consolidated play space for the school. The proposed landscaping will provide new habitats for native fauna and shading for students. With the proposed landscaping there is also the opportunity to bring back in some of the sites original ecology before becoming a quarry.
Livelihoods		
Impacts on neighbours, including their ability to sustain themselves.	Magnitude = Minor Likelihood = Very Unlikely Significance = Low	The area surrounding the school site predominantly consists of residential properties. The school is expected to have a positive impact on any current of future businesses via increased potential customers from parents, teachers, students, and visitors.
Will anyone experience personal advantage or disadvantage?	Magnitude = Minor Likelihood = Very Unlikely Significance = Low	The nature of the school and limited presence of businesses is not predicted to create personal advantage of disadvantage.
Decision-making systems		
Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design	Magnitude = Minor Likelihood = Very Unlikely Significance = Low	Community consultation will be undertaken following the SINSW Community Engagement Plan outlining a framework for stakeholders to make informed decisions and influence design.

8.3 Cumulative impacts

The existing social environment has the potential to experience change, in the near future, with the proposed four storey mixed use development to the north of the school.

The above project may have the potential to create cumulative social impacts with the proposed school project along with the cumulative impacts caused by the linked activities associated with the project. The following is an overview of the potential cumulative social impacts associated with the school:

- Negative impacts associated with the potential construction of the two projects concurrently. A summary of the potential impacts is listed below:
  - Increase in traffic to the area – truck movements, workforce etc.
  - Increased short term workforce in the area.
  - Increase in construction noise.
  - Limited access to the area for residents and site users
- Positive changes to community composition and character due to new infrastructure, services, businesses following completion of projects. This may have cumulative effects of increasing community cohesion, sense of community, and improved community health.
- Significant new direct and indirect jobs created during both construction and the operational phases creating a positive impact to the local economy.
- Increase in environmental noise from general operation of school and proposed four storey mixed use development to the north of the school.

9 MITIGATION AND RESIDUAL IMPACTS

Mitigation measures (standard and project-specific ones) and residual impact significance have been developed based upon the impacts and significance rating in **Table 5**. The mitigation measures and residual impact significance are detailed in **Table 6.**

Table 6: Mitigation measures response table

Potential impacts on people	Significance rating	Standard mitigation measures	Project-specific mitigation measures	Residual impact significance
Way of Life				
Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).	Medium	Workforce education Discussion of noise at pre-works Community Consultative Committee meeting Complaint system (hotline) Use noise attenuated plant and equipment. Real-time noise monitoring	**Construction:** Noise will not exceed the limits set out by the Environmental Protection Authority (EPA). No machine work will occur approved outside the working hours unless additional approval has been requested. Plan noise generating works during off peak times when people are not at home i.e., weekdays 9am-3pm **Operation:** The project Noise Trigger Level criteria at the nearest affected residence suggested at 50LAeq during the day, 43LAeq during the evening and 38LAeq during the night. Most of the operational noise will occur during the day and is not expected to be above 50LAeq.	Low (negative)
How people get around if traffic/parking demands or noise levels increase.	Medium	Minimising vehicle movements into and out of site and limited works hours 7am-5pm, reduced weekend work Developing and implementing a traffic management plan.	**Construction:** Plan truck/plant movements during off peak times when people are not at home i.e., weekdays 9am-3pm All vehicles to be parked within site boundary. **Operation:** Additional bus route to be implemented for school. Additional pedestrian crossings to be installed to disperse queuing. On site school parking designed to allow for one space per staff member	Low(negative)
Community				

Potential impacts on people	Significance rating	Standard mitigation measures	Project-specific mitigation measures	Residual impact significance
Changes to community composition and character caused by new residents and families.	Low	Mitigation measures not required*	Mitigation measures not required*	Low (positive)
Community cohesion, identity, and sense of place.	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Potential changes to the community over time as the school attracts new residents.	Low	Mitigation measures not required*	Mitigation measures not required*	Low (positive)
Access to and use of infrastructure, services and facilities				
Equity of access to education and associated services for different social and cultural groups.	Very High	Mitigation measures not required*	Mitigation measures not required*	Very High (positive)
Accessibility of school facilities for the broader community outside school hours.	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Will there be any restrictions on residents accessing local services during construction?	Low	Construction activities management under CEMP Traffic management plan to be implemented	Alternative pedestrian accesses to be established to allow free flow of foot traffic and provide access to business and services. Construction vehicles not permitted to park on streets.	Low (negative)
Culture				
Opportunities for (multi)cultural expression through design	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Health and wellbeing impacts				
Will community health be improved by public access to school facilities	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Safety of children/pedestrians, especially with increased traffic.	Medium	Traffic management plan implemented and followed	Additional pedestrian crossings will be installed adjacent to school access points utilising the School Crossing Supervisor program to increase mobility and safety around schools by enhancing the performance of pedestrian traffic facilities.	Low (negative)
Stress and uncertainty, or hope, around neighbourhood change.	Low	Community engagement through design and notification process through construction.	Community engagement plan implemented through life cycle of the project. Engaging with community (neighbourhood) during design and consultation period for feedback. Regular communication with community notifying project	Low (negative)

Potential impacts on people	Significance rating	Standard mitigation measures	Project-specific mitigation measures	Residual impact significance
			milestones, incidents, and changes.	
Surroundings				
Will there be loss or enhancement of public space?	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Changes to environmental values, visual landscape, aesthetic values, and amenity.	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Livelihoods				
Impacts on neighbours, including their ability to sustain themselves.	Low	Traffic management plan implemented	Alternative pedestrian accesses to be established to allow free flow of foot traffic and provide access to business and services.	Low (negative)
Will anyone experience personal advantage or disadvantage?	Low	Mitigation measures not required*	Mitigation measures not required*	Low (positive)
Decision-making systems				
Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design	Low	Community engagement through design and notification process through construction. Empower community and individuals to be actively involved in the project.	Community engagement plan implemented through life cycle of the project. Active and passive engagement with the community during the design and consultation period.	Low (negative)

*Positive social impacts on people – does not require mitigation measures.

10 MONITORING AND MANAGEMENT PLAN

The purpose of the monitoring and management plan is to provide a preliminary plan for monitoring and adaptively managing social impacts. If the project is approved, conditions of consent may include a requirement for the proponent to submit a social impact management plan (SIMP) for approval by the Planning Secretary. Conditions of consent might also require actions to prevent, minimise, mitigate and/or enhance social impacts; or set standards and performance measures for monitoring and/or change components of the project.

10.1 Monitoring Program

The monitoring findings will be reported on the project website and where required to the Department to support compliance with conditions. Findings will also be presented at any community engagement meetings, which can be used to review and seek feedback on the monitoring program and whether actions, strategies or targets should be revised – refer to **Table 7** below.

Table 7: Monitoring Program

Desired outcomes	Indicators	Target	Methodology	Frequency	Monitoring responsibility
Way of Life					
Changes to privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (following construction)	Positive or neutral community feedback following construction	Positive or neutral feedback score from neighbours and site users using Likert scale	Community Surveys	Initially following completion of construction then as required.	Community engagement team
Community					
Positive changes to community composition and character caused by new residents and families.	Positive change in community demographic and size	Population increase (suggested 5%)	Source data from ABS, Council and local service providers	Annually (as required)	Community engagement team
Access to and use of infrastructure, services and facilities					
Accessibility of school facilities for the broader community.	Public accessing and utilising facilities	Utilisation of facility (suggested 50% utilisation)	Review of facility data	Monthly for the first 12 months following construction completion	School Infrastructure NSW
Minimise impacts of construction activities – noise, traffic etc.	Number of complaints registered	Limit recorded complaints to two (2) per month	Complaints Register	Active during construction	Community engagement team
Livelihoods					
Impacts on neighbours, including their ability to sustain themselves minimised.	Number of complaints registered.	Limit recorded complaints to two (2) per month.	Complaints Register	Active during construction	Community engagement team

10.2 Incident notification and reporting

A complaints register will be utilised during and following the construction phase of the project. The register will document and provide mechanisms for responding to complaints, breaches, and grievances. The register will be made available to the community via the project website and presented as part of any community engagement meetings held to providing information to the community.

10.3 Data-sharing

Where cumulative impacts are identified during the life of the project, mechanisms to facilitate data-sharing between projects will be implemented. This will be achieved by ensuring monitoring data is publicly available and current through the project website, along with actively engaging with other developments.

11 SUMMARY OF FINDINGS

This SIA has provided an assessment of the social impacts of the proposed school project. The report has identified and addressed the key social impacts associated with the proposal and provides a set of recommended mitigation and enhancement measures. The report satisfies the social impact assessment requirements as identified in the SEARs for the proposal and has been prepared with consideration of the *Draft Social Impact Assessment Guideline – State significant projects*.

The SIA concludes that the negative social impacts are primarily associated with the construction phase of the project. The associated negative impacts include:

- Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities.
- How people get around if traffic/parking demands or noise levels increase.

Several positive social impacts were identified during the assessment including:

- Equity of access to education and associated services for different social and cultural groups.
- Enhancement of public space.
- Changes to environmental values, visual landscape, aesthetic values, and amenity.
- Improvement of community cohesion, identity, and sense of place.

Key mitigation measures to reduce the social impact of the project include, undertaking regular community consultation, facilitating channels for complaints and feedback, implementing traffic management plans to reduce access and safety issues, and reducing construction impacts through a construction environmental management plan.

Following the review of social impacts identified in this SIA there are no unreasonable social impacts that would preclude approval of the project.

12 AUTHOR QUALIFICATIONS AND DECLARATION

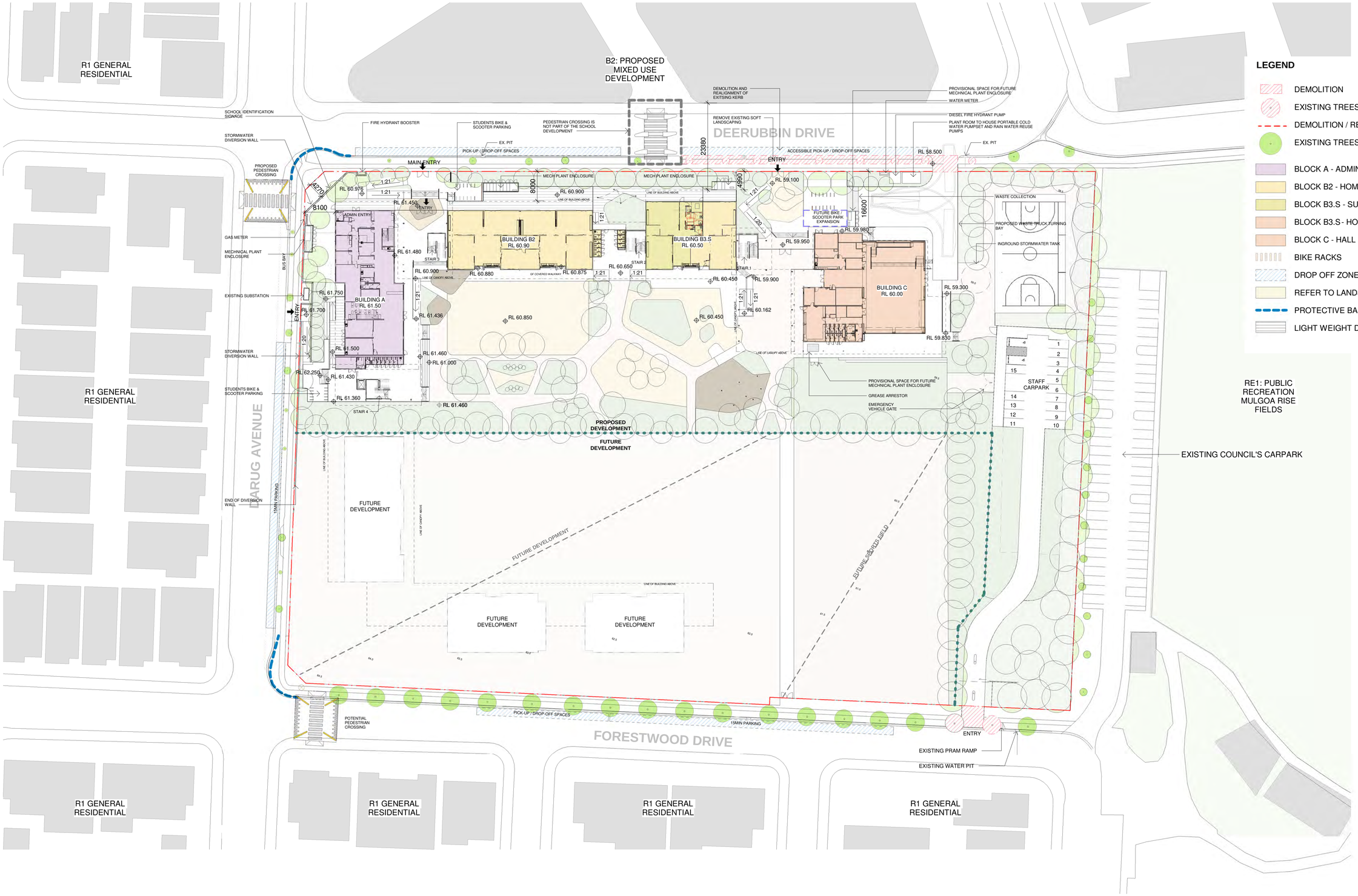
The SIA for Green Square ICFS has been prepared by:	
Name	Rob Dwyer
Qualification	• Bachelor of Science, Human and Physical Geography (Newcastle University) • Graduate Diploma of Urban and Regional Planning (University of New England)
Memberships	• Fellow Member, Planning Institute of Australia (PIA) • Expert Member, NSW DP&E Independent Hearing Assessment Panels (IHAPs) • Member, Hunter Chapter Property Council of Australia (PCA)
Recent experience	• Mosman High School upgrade SIA. • Bankstown North School upgrade SIA. • Hawkesbury Centre of Excellence SIA. • Bay Resort, Anna Bay SIA.
Declaration	I declare that this SIA contains all available information that is relevant to the social impact assessment of the development to which this SIA relates to, and it is true in all material particulars and does not, by its presentation or omission of information, materially mislead.
Signature	
Name	Rob Dwyer
Date	11-08-2021

13 REFERENCES

- Australian Bureau of Statistics (ABS) (Census 2016).
- Australian Bureau of Statistics (4221.0 - Schools, Australia, 2018).
- Social Impact Assessment Guideline – State significant projects (DPIE, July 2020)
- Appendix A of the Technical Supplement to support the Social Impact Assessment Guideline – State significant projects (DPIE, October 2020).
- Department of Planning, Infrastructure and Environment, Population and Dwelling Forecasts 2016-2041.
- NBRS Architecture – *Architectural Design Report, August 2021*.
- Greater Sydney's Social Capital Its Nature and Value (Cred Consulting, 2017).
- Sustainable Sydney 2030.
- Penrith Local Environmental Plan 2010.
- Western City District Plan (Greater Sydney Commission, 2018).
- NSW Department of Education Strategic Plan 2018-2022.

Appendix A

Extract from Architectural Plans



LEGEND

- DEMOLITION
- EXISTING TREES TO BE REMOVED
- DEMOLITION / REMOVAL
- EXISTING TREES
- BLOCK A - ADMIN AND LIBRARY
- BLOCK B2 - HOME BASES LEARNING
- BLOCK B3.S - SUPPORT ED. HUB
- BLOCK B3.S - HOME BASES LEARNING
- BLOCK C - HALL
- BIKE RACKS
- DROP OFF ZONE
- REFER TO LANDSCAPE DRAWINGS
- PROTECTIVE BALUSTRADE
- LIGHT WEIGHT DECKING

Issue

No.	Date	Description	Chkd
1	12/04/2021	ISSUE FOR COORDINATION	
2	16/04/2021	SD ISSUE	
3	23/04/2021	ISSUE FOR COORDINATION	
4	04/05/2021	SSDA ISSUE	
5	14/07/2021	FOR INFORMATION	
6	19/07/2021	COORDINATION ISSUE	JL
7	28/07/2021	ISSUE FOR COORDINATION	
8	06/08/2021	SSDA ISSUE	JL
9	11/08/2021	SSDA ISSUE	JL

SSDA ISSUE

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Drawing Title
SITE PLAN

PRELIMINARY

Project
NEW PRIMARY SCHOOL IN MULGOA RISE
at
1-23 Forestwood drive, Glenmore Park, NSW 2745, Australia

for
SINSW

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Nominated Architect:
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Drawing Reference 20415-NBRS-DR-A-SSDA-0110
Revision 9

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AERIAL PERSPECTIVE - CORNER OF DEERUBBIN DRIVE & DARUG AVE (NTS)

Issue

No.	Date	Description	Chkd
1	04/05/2021	SSDA ISSUE	
3	06/08/2021	SSDA ISSUE	JL

SSDA ISSUE

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Drawing Title
3D IMAGE 1

Project
NEW PRIMARY SCHOOL IN MULGOA RISE
at
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for
SINSW

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Nominated Architect:
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Drawing Reference
20415-NBRS-DR-A-SSDA-7001
Revision
3