

The URBIS logo consists of the word "URBIS" in a bold, white, sans-serif font. To the right of the text is a white square frame that is open on the right side. A white vertical line extends from the top of the page down to the top of the square frame, and a white horizontal line extends from the right side of the square frame across the page.

URBIS

SOCIAL IMPACT ASSESSMENT

Sydney Olympic Park new
high school

Prepared for

SCHOOL INFRASTRUCTURE NSW

21 September 2021

This Social Impact Assessment was prepared and reviewed by:

Director
Dr Rachel Trigg
Doctor of Philosophy (Built Environment)
Bachelor of Arts (Social Geography)
Member of Planning Institute of Australia

I confirm this SIA contains all relevant information and complies with legal and ethical obligations of social impact practitioners, including those set out in the Social Impact Assessment Guidelines for State Significant Projects (2021) prepared by the Department of Planning, Industry and Environment.

I further confirm that none of the information contained in the SIA is false or misleading.



This Social Impact Assessment was prepared by:

Senior Consultant
Alyce Noney
Master of Urban Management and Planning
Bachelor of Planning
Member of Planning Institute of Australia

Consultant
Hugo Walton
Bachelor of Arts (Human Geography)
Bachelor of Planning
Member of Planning Institute of Australia

Project Code
Report Date
P0032822
30 August 2021

Urbis acknowledges the important contribution that Aboriginal and Torres Strait Islander people make in creating a strong and vibrant Australian society.

We acknowledge the Wangal people of the Eora nation, the Traditional Owners on whose land the Sydney Olympic Park new high school is proposed.

All information supplied to Urbis in order to conduct this research has been treated in the strictest confidence. It shall only be used in this context and shall not be made available to third parties without client authorisation. Confidential information has been stored securely and data provided by respondents, as well as their identity, has been treated in the strictest confidence and all assurance given to respondents have been and shall be fulfilled.

© Urbis Pty Ltd
50 105 256 228

All Rights Reserved. No material may be reproduced without prior permission.

You must read the important disclaimer appearing within the body of this report.

urbis.com.au

CONTENTS

Executive Summary.....	1
1. Introduction	3
1.1. Project overview.....	3
1.2. Purpose and scope of this report.....	4
1.3. Structure of this report	4
2. Methodology	5
2.1. Legislative requirements	5
2.2. Assessment methodology overview	5
2.3. Approach to assessing social impacts.....	6
3. Policy context	7
4. Social baseline	9
4.1. Social locality	9
4.2. Surrounding social infrastructure	10
4.3. Community profile	12
4.4. Relevant engagement outcomes	13
4.5. Areas of social influence	15
5. Expected and perceived impacts	17
5.1. Neutral to low impacts.....	17
5.2. Moderate to high impacts	17
6. Assessment of significant impacts	20
6.1. Engagement with Aboriginal culture	20
6.2. Improved access to education	21
6.3. Traffic generation	23
6.4. Access to open space for students.....	25
6.5. Access to public open space	27
6.6. Access to community facilities	28
6.7. Noise and amenity	30
7. Conclusion	33
7.1. Recommendations	34
7.2. Overall impact assessment.....	35
References	36
Disclaimer.....	37

FIGURES

Figure 1 Proposed site plan.....	3
Figure 2 Social impact categories	4
Figure 3 Social context	9
Figure 4 Site photos.....	11

TABLES

Table 1 SEARs item for SIA	5
Table 2 Policy review impact scoping.....	7
Table 3 Key stakeholder feedback	13
Table 4 Impact scoping – neutral to low impacts (not included for further assessment)	17
Table 5 Impact scoping moderate to high impacts: included for further assessment.	17

EXECUTIVE SUMMARY

Urbis Pty Ltd (Urbis) was engaged by School Infrastructure NSW (SINSW) to prepare a Social Impact Assessment (SIA) for 7-9 Burroway Road, Wentworth Point (the site). The SIA is to inform a State Significant Development Application (SSDA) for the Sydney Olympic Park new high school in Wentworth Point.

Assessing social impacts

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. Social impacts are the consequences that people experience when a new project brings change. Social impacts are those that impact on people's way of life, community, accessibility, decision making, culture, livelihoods, surroundings and health and wellbeing.

The potential impacts of the proposal are assessed by comparing the magnitude of impact (minimal – transformational) against the likelihood of the impact occurring (very unlikely – almost certain). This risk assessment methodology has been used from the DPIE SIA Guideline: Technical Supplement (2021) and is outlined below.

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

Potential social impacts

Based on the assessment in this report, the key social impacts of the proposal are considered to be:

- **Engagement with Aboriginal culture:** Engagement with Registered Aboriginal Parties and the Burramatta Aboriginal Education Consultative Group (AECG) has contributed to a proposal which seeks to integrate and protect Aboriginal values on site. This is likely to have a positive impact on the community. This impact could be further enhanced by implementing the opportunities identified by the AECG and continuing to consult and be guided by this group as the proposal progresses.
- **Improved access to education:** It is expected the development of a new high school in Wentworth Point will generate a very high positive impact by increasing access to and capacity of co-educational secondary education in an area of identified need. The location of the school will also reduce the need for students and parents to commute longer distances to access education, generating positive health and wellbeing outcomes.
- **Traffic generation:** The Transport Access Impact Assessment (TAIA) considers that the location of the proposal will reduce the number of cars leaving the suburb each day, with approximately 60% of students expected to walk and/or cycle to school. This is a significant change to current conditions, where most students travel by car or bus to access schools outside Wentworth Point. The TAIA therefore considers that the proposal will contribute to a net reduction in traffic and will not impact on the current capacity of major road intersections.

Based on this, the proposal is unlikely to negatively impact on cumulative traffic in the area. The proposal is more likely to have a long term positive impact on the community by helping to reduce traffic volumes and encouraging more active modes of travel.

- **Access to open space for students:** The proposal will initially have a medium negative impact on student access to open space when the school is at capacity. This is largely due to the limited open space available on site. This impact is likely to be more pronounced for Wentworth Point students given the existing deficit of open space throughout the suburb.

The longer term impact will depend on the development of the adjoining play space and the execution of the subsequent Joint Use Agreement. Once the playing field is constructed and the Joint Use Agreement is executed, the open space needs of all students are likely to be met.

Given this, it is recommended that the intake for Stage 2 only occurs when the adjoining playing field is available and ready for school use.

- **Access to public open space:** The proposal will not encroach or block access to the Peninsula Park and is therefore expected to have a neutral impact on public open space access. This SIA recommends that the recent changes to the proposed high school's site boundary continue to be communicated to the community, as there appears to be ongoing uncertainty around the physical relationship between the school and the park.
- **Access to community facilities:** The proposal will provide a range of contemporary learning and recreational facilities which are expected to greatly support student wellbeing. Given the strategic location of the school in a high growth area, the proposal represents a valuable opportunity to support broader community wellbeing by enabling use of these facilities after hours.

This SIA makes recommendations to support this through the development of shared use arrangements. If implemented, it is expected this will have a high positive impact on the local community.

- **Noise and amenity:** In the short term, noise created during the construction of the school is likely to have a high negative impact on Wentworth Point residents and students and staff at Wentworth Point Public School.

The Noise Impact Assessment considers that excessive noise will be confined to the construction period, particularly during excavation and structural works. The assessment contains several mitigation measures and recommendations to help reduce and manage these impacts on the community. The use of the Design for Manufacture and Assembly (DfMA) during construction of the school will also significantly reduce the length of construction time.

Given the existing construction context and population density in Wentworth Point, any noise impacts from construction are likely to be felt more acutely by the community. This SIA therefore advocates that the recommendations of the Noise Impact Assessment are prioritised and implemented.

Overall impact assessment

Based on this assessment and the above social impacts, it is likely the proposal will create a positive impact on the community. This is influenced by the provision of accessible, local education places in an area of identified need, the potential to decrease student related vehicle traffic in Wentworth Point and the potential improve social infrastructure access for the community.

The SIA identified two key impacts which are likely to be felt more acutely by the community. This includes impacts around access to open space for students and increased noise during construction. The overall impact of the proposal could be further enhanced through the implementation of the SIA recommendations, particularly those targeted at reducing and mitigating these impacts.

All recommendations are contained in Section 6 of this SIA.

1. INTRODUCTION

Urbis Pty Ltd (Urbis) was engaged by School Infrastructure NSW (SINSW) to prepare a Social Impact Assessment (SIA) for 7-9 Burroway Road, Wentworth Point (the site). The SIA is to inform a State Significant Development Application (SSDA) for the Sydney Olympic Park new high school in Wentworth Point.

1.1. PROJECT OVERVIEW

The proposed development is for the construction of a school whereby the project is known as Sydney Olympic Park new high school. The school is to be developed in two stages. The SSD application will seek consent for both Stage One and Stage Two. While Stage Two is submitted as part of this proposal, construction is subject to approval of additional funding.

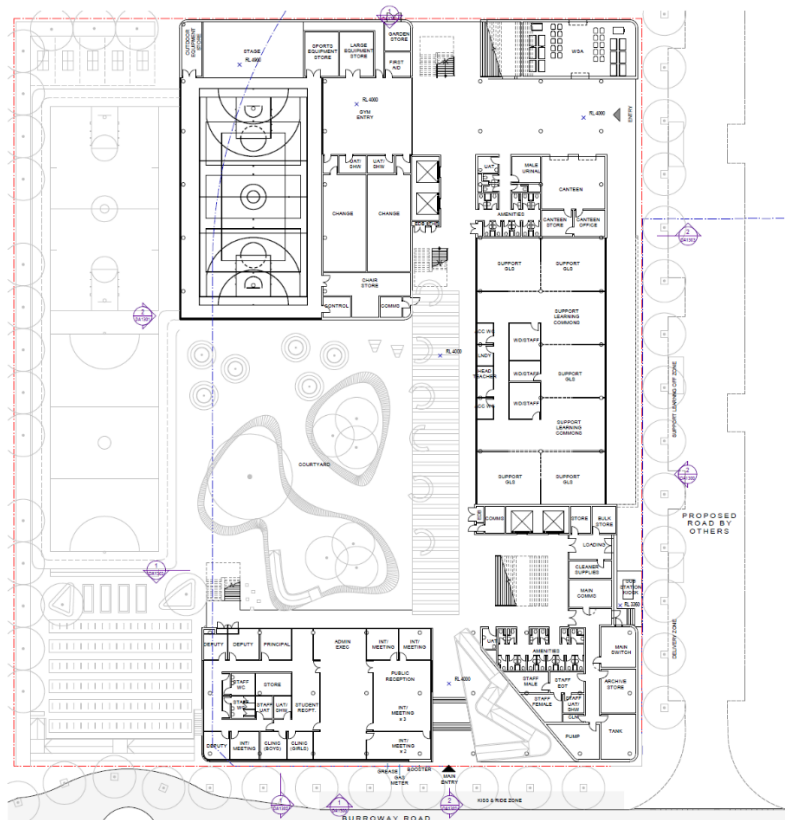
Stage One will provide for a Stream 5 high school, catering for up to 850 students. Stage Two will bring the school up to a stream 9 school capability catering up to 1,530 students.

The design features a six storey building. To the north of the site, a hall building (for sports and performance) is proposed.

The play space required to meet the need of students for Stage One can be generally accommodated onsite, within the 9,511sqm available. Additional play space may be required to accommodate the increased student numbers anticipated during Stage 2. The proposed adjoining play space comprises an area of around 8,800sqm, and will be subject to a Joint Use Arrangement and available for public use outside school hours. The future Wentworth Point Peninsula Park will result in an open space area of approximately 4ha.

The remainder of the peninsula (Transport for NSW land) is under review and will be subject to a separate approval process. Redevelopment of this land will include the new access road proposed off Burroway Road along the eastern boundary of the subject site and is proposed to include car parking, drop-off zones and delivery zones.

Figure 1 Proposed site plan – Ground floor



Source: Woods Bagot

1.2. PURPOSE AND SCOPE OF THIS REPORT

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. It involves a detailed and independent study to scope potential social impacts, identify appropriate mitigation and enhancement measures and provide recommendations aligned with professional standards and statutory obligations.

In line with the Department of Planning, Industry and Environment's (DPIE) SIA Guideline for State Significant Projects (2021), social impacts are the consequences that people experience when a new project brings change. For the purposes of a SIA, 'people' can be individuals, households, groups, communities, businesses or organisations. These impacts can be categorised as follows:

Figure 2 Social impact categories



1.3. STRUCTURE OF THIS REPORT

This report has seven chapters as summarised below:

- **Chapter 1** (this chapter) introduces the proposal, purpose and scope of this report
- **Chapter 2** outlines the SIA legislation requirements and methodology applied to complete this SIA.
- **Chapter 3** reviews the key findings and strategic directions from relevant state and local policies, as it relates to the proposal.
- **Chapter 4** provides a social baseline of the study area including the site's locality, social and demographic characteristics, and consultation outcomes.
- **Chapter 5** outlines a preliminary assessment of expected and perceived social impacts of the proposal.
- **Chapter 6** assess the significant (moderate to very high impacts) of the proposal, including mitigation and management measures.
- **Chapter 7** concludes the SIA by setting out a summary of the social impacts, recommendations and overall impact assessment.

2. METHODOLOGY

The methodology used to assess potential social impacts is discussed in this section, with reference to the legislative requirements.

2.1. LEGISLATIVE REQUIREMENTS

This SIA has been prepared in response to the requirements contained in the Secretary's Environmental Assessment Requirements (SEARs) for this proposal, as outlined in Table 1.

Table 1 SEARs item for SIA

8. Social Impacts
Provide a Social Impact Assessment (SIA) prepared in accordance with the Social Impact Assessment Guideline 2021. The SIA should consider:
Relevant Policies and Guidelines:
<ul style="list-style-type: none">▪ Social Impact Assessment Guideline 2021 (Department of Planning Industry and Environment).▪ Community Infrastructure Strategy (City of Parramatta Council, 2020).

Source: SEARs issued on 19 July 2021 for SSD 11802230

2.2. ASSESSMENT METHODOLOGY OVERVIEW

The following methodology was undertaken to inform the preparation of this SIA. This methodology was informed by the guidance contained in the DPIE SIA Guidelines (2021).

Background review	Impact scoping	Assessment and reporting
<ul style="list-style-type: none">▪ Review of surrounding land uses and site visit▪ Review of relevant state and local policies to understand potential implications of the proposal▪ Analysis of relevant data to understand the existing community.	<ul style="list-style-type: none">▪ Review of site plans, technical assessments and community consultation outcomes▪ Consultation with key stakeholders to identify potential impacts▪ Identification of impacted groups.	<ul style="list-style-type: none">▪ Assessment of significant impacts considering management measures▪ Provision of recommendations to enhance positive impacts, reduce negative impacts and monitor ongoing impacts.

2.3. APPROACH TO ASSESSING SOCIAL IMPACTS

The assessment of social impacts can be approached in several ways. The International Association for Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is also used in the DPIE SIA Guideline: Technical Supplement (2021).

The DPIE risk assessment methodology is outlined below and has been applied in this SIA.

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

Likelihood and magnitude level characteristics

The likelihood and magnitude levels are determined by subjective and objective components. It considers both individual experiences, community perceptions and technical evaluations.

The likelihood level assesses the probability of the impact occurring impact. The level of magnitude assesses the likely significance of the impact and considers several characteristics including:

- **Extent** – the volume of people expected to be affected and their relative location to the proposal
- **Duration** – the timeframe and frequency of potential impacts
- **Severity or scale** – the degree of change from the existing condition as a result of the impact
- **Sensitivity or importance** – the extent to which people or an environment can adapt to or mitigate the impact, including the value they attach to the matter and their capacity to cope and/or adapt to change.
- **Level of concern/interest** – the level of interest or concern among the people affected.

Management measures

Social impacts are assessed before and after the implementation of management measures. Management measures are designed to reduce negative impacts and enhance positive impacts. These measures can take different forms and may be incorporated in the planning, construction, or operational stage of the proposal.

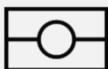


Section 5 of this report assess potential impacts prior to management measures as part of the impact scoping phase. Impacts which are assessed as moderate or higher are considered significant and included for further assessment in Section 6. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level.


3. POLICY CONTEXT

A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. A full list of documents reviewed for this policy context are included in the Reference List at the conclusion of this report.

A summary of the key findings from the policy review, as it relates to the proposal, are outlined below.

Table 2 Policy review impact scoping

Theme	Summary of findings
Protecting and strengthening Aboriginal culture 	<p>As discussed in the Central City District Plan, Aboriginal culture is deeply entwined in the landscapes of Greater Sydney. The District Plan recognises that this culture can be strengthened by supporting Aboriginal self-determination, economic participation and contemporary cultural expression through initiatives such as the development of culturally appropriate social infrastructure.</p> <p>To support this, Council's Local Strategic Planning Statement (LSPS) aims to engage and consult with Aboriginal people throughout land use planning processes to better understand, support and integrate their aspirations on site. The Government Architect of NSW (GANSW) Designing and Connecting with Country Framework provides further directions around engagement with Aboriginal peoples to inform the planning and design of built environment projects across NSW. Under this framework, all projects should value and respect Aboriginal cultural knowledge, with Aboriginal people co-leading key aspects of the design and development process.</p>
Increasing access to education facilities 	<p>Population growth is increasing the demand for schools and enrolment places across Parramatta communities. By 2036, the Central City District Plan identifies an additional 89,360 students will need to be accommodated within government and non-government schools in the district. Enrolment demand is anticipated to be more pronounced within the Parramatta LGA, as the area will accommodate the highest growth in the student population.</p> <p>To help accommodate this growth, the Infrastructure Summary Paper for Greater Parramatta and the Olympic Peninsula identifies a new high school will be needed for Sydney Olympic Park and its surrounds. As the population grows and land supply decreases, the District Plan recognises that planning for new schools must incorporate innovative design approaches. This includes measures such as providing flexible learning spaces, encouraging more efficient land use and facilitating greater sharing of spaces and facilities.</p>
Demand for open space and recreation facilities 	<p>There is increasing pressure on the supply of open space and recreation facilities in Wentworth Point. As identified by Council's Community Infrastructure Strategy (CIS), the suburb has the highest deficit of open space provision across the LGA. This deficit is expected to increase by 2041. The suburb also experiences gaps in open space walkability, with some residents not within walking distance (250m or 400m) of a local park or recreation facility.</p> <p>The CIS recognises that complex planning controls and existing access constraints, including limited access to the foreshore, have reduced the amount of available open space and recreation facilities in Wentworth Point. The CIS</p>

Theme	Summary of findings
	<p>identifies several priority recommendations to help increase open space supply and improve accessibility. Key recommendations include to:</p> <ul style="list-style-type: none"> ▪ Deliver a new play space which targets the teenage age group. ▪ Deliver a new indoor recreation facility with at least four multi-courts. ▪ Improve access to active and passive recreation opportunities by upgrading or delivering new district and local open spaces. This include overseeing the development of the Peninsula Park. ▪ Advocate for the provision of open space and recreation facilities within private developments to support resident needs, including those of families and children.
<p>Increasing use of schools as community facilities</p> 	<p>The District Plan highlights that schools are important facilities in supporting the development of socially connected and vibrant neighbourhoods. It also recognises that schools provide a valuable opportunity to increase access to community facilities and open space through shared use arrangements.</p> <p>Council's LSPS identifies that population growth and limited land availability are increasing the demand for community facility space across the LGA. To assist in this, the LSPS outlines a key planning priority to work with the Department of Education to develop shared use arrangements for schools for community use and to create a policy for sharing maintenance costs. Council's CIS identifies that this will help address the under-provision of local community facility space across the LGA, including at Wentworth Point.</p>

4. SOCIAL BASELINE

This section provides a social baseline of the study area including the site's locality, social context, demographic characteristics, engagement outcomes and area of social influence.

4.1. SOCIAL LOCALITY

The site is located at 7 – 11 Burroway Road, at the Wentworth Point peninsula. Since its rezoning from industrial to residential use in 2013, the suburb has experienced considerable urban development. Most of the existing industrial sites in Wentworth Point have now been redeveloped as high density apartments.

The site is located on cleared, vacant land and is surrounded by a mix of land uses at various stages of development. This includes Wentworth Point Public School to the west, the future Peninsula Park to the north and a mixed use development site to the east. Development of the latter for 522 apartments has been approved.

Road access to the suburb is limited. Due to the location of Wentworth Point on a peninsula, the suburb is described by Council's CIS as having a "one way in and one way out" traffic system (2020: pg.669). Access throughout the suburb is expected to improve with the construction of Stage 2 of the Parramatta Light Rail, which will connect the suburb to Olympic Park and Parramatta CBD.

Figure 3 Site area



Source: Mecone. Dotted red area indicates the adjoining play space subject to a joint use arrangement

4.2. SURROUNDING SOCIAL INFRASTRUCTURE

The following table summarises the key open space and education facilities in proximity to the site to help understand the potential impact of the proposal on these facilities. Given the nature of the proposal, these facilities are more likely to be impacted (either positively or negatively) by the construction of a new high school and therefore have been included for further analysis within the social baseline.

Table 2 Open space and education review

Category	Key provision findings
Open space and recreation	<p>As identified by Council's CIS, Wentworth Point currently lacks open space and recreation facilities. Most of the existing open space in the suburb is communal space provided as part of high density residential developments, and is not publicly accessible. These spaces are typically small courtyard parks which support limited passive recreation activities, such as space for relaxing and children's play.</p> <p>There are two key areas of public open space in Wentworth Point which are also within walking distance of the site. These are the Millennium Parklands and the future Peninsula Park. Millennium Parklands stretches for approximately 24km from Wentworth Point to Sydney Olympic Park and predominately provides space for unstructured recreation, such as walking.</p> <p>The proposed area for the playing field is located directly adjacent to the site on land currently owned by Transport for NSW. The playing field area is part of the Peninsula Park. The Peninsula Park is not part of this proposal and has been planned in various stages and configurations since its announcement in 2014. In June 2014, the former Urban Growth NSW and former Auburn Council signed a Precinct Support Scheme Agreement to allocate \$5 million to the design and construction of the 3.9ha Peninsula Park (City of Parramatta Council; Precinct Planning – Wentworth Point). As of June 2021, remediation works have been completed (Landcom 2020, Wentworth Point Park). The design of the park and construction timeline have not been released.</p>
Education facilities	<p>Concord High School is the only existing government high school that includes Wentworth Point within its catchment (NSW Department of Education 2021, NSW Public School Finder). Concord High School is a co-educational secondary school located approximately 9km from the site. Enrolment data from the Australian Curriculum, Assessment and Reporting Authority (ACARA) indicates that Concord High School has experienced a steady growth in enrolment numbers over the past five years and currently has 1,286 students. In 2020, the school had 15 demountables to accommodate this growth.</p> <p>Most other government schools in surrounding suburbs are single sex. This includes schools such as Auburn Girls High School, Homebush Boys High School, Strathfield Girls High School, Burwood Girls High School and Granville Boys High School. By 2022, Wentworth Point is expected to fall in the catchment area for Homebush Boys High School (NSW Department of Education 2021, NSW Public School Finder).</p> <p>Wentworth Point Public School is also located directly adjacent to the site. The primary school was opened in 2018 and includes three support unit classes. Since its opening the school has experienced growth in student enrolments and has installed six demountables on site to help accommodate this demand (ACARA 2020).</p>

Figure 4 Site photos



Picture 1 The site with Wentworth Point Public School in the background



Picture 2 Wentworth Point Public School



Picture 3 Marina Square commercial and residential building



Picture 4 Wentworth Point Community Centre and Library



Picture 5 Pierside commercial and residential building



Picture 6 Woo-La-Ra Reserve, Millennium Parklands

4.3. COMMUNITY PROFILE

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

A community profile has been developed for Wentworth Point based on demographic data from the Australian Bureau of Statistics (ABS Census 2016) and Forecast.id. The demographic characteristics of the City of Parramatta LGA and Greater Sydney have been used for comparison purposes. It is recognised that while population data from ABS was published five years ago, it remains the most recent population data source until the release of 2021 Census data in June 2022.

In 2020, it is estimated that there are 11,340 people living in Wentworth Point. Key characteristics of this community (as derived from 2016 ABS Census data) include:



Small households of young adults

Close to 60% of Wentworth Point residents are aged between 20 – 39 years, which is a significantly higher proportion than in the LGA (36%) and Greater Sydney (31%). Most of these residents live in couple households or by themselves, which is reflected in the suburb's smaller average household size (2.1).



High density rental living

Wentworth Point is one of the most densely populated suburbs in NSW, with a population density of 199.43 persons per hectare. Almost all residents live in a flat or apartment (99%) and are renting (61%). These are significantly higher proportions than in the LGA (38% and 41% respectively).



Aboriginal and Torres Strait Islander population

In Wentworth Point, 0.5% of the population identify as Aboriginal and Torres Strait Islander, which is a lower proportion than the LGA (0.7%) and Greater Sydney (1.5%).



Culturally and linguistically diverse

Most of the Wentworth Point population were born overseas (63%) and speak a language other than English at home (52%). The most common non-English spoken languages are Mandarin (15%) and Korean (9%).



Socio-economic advantage

The suburb is in the top 10% of NSW suburbs for socio economic advantage and has a higher median weekly personal income (\$1,087) than Greater Sydney (\$719).



Strong population growth

By 2036, the population in Wentworth Point is expected to increase by 66% to 18,828 people. The proportion of children aged 10 – 19 years is also forecast to grow and is expected to total 1,062 people by 2036.

4.4. RELEVANT ENGAGEMENT OUTCOMES

As part of the EIS process, engagement was undertaken with agencies and community groups to inform them of the project and provide an opportunity for feedback on the proposal. This engagement has been documented within the Consultation Report prepared by SINSW (2021) which is lodged with the EIS.

This section contains a short overview of the key consultation outcomes as they relates to the SIA. The Consultation Report should be referred to for a complete source of all engagement activities and feedback.

Community consultation

SINSW undertook virtual information sessions on the proposal from 23 March 2021 – 1 April 2021. The sessions provided an opportunity for the community to become informed about the proposal and to provide feedback on the proposed design. Community members could also provide feedback through online forms or via dedicated phone and email addresses.

Key areas of community feedback included:

- Support for the development of a new high school in Wentworth Point.
- Concern about the impact of the high school on the availability of open space in the suburb, particularly in relation to the Peninsula Park.
- Concern about the size of the school site and its capacity to accommodate future enrolment growth and student open space needs.
- Questions around the catchment area for the school and expected enrolment dates.
- Concern about the location of the school and the potential impact on traffic and residential amenity (both during construction and operation of the school), particularly given the existing development density of the suburb.

Stakeholder engagement

As part of this SIA, interviews were undertaken with key stakeholders to help understand the local characteristics of the community and any potential positive or negative social impacts of the proposal.

Interviews were held by Urbis in June 2021 with:

- Department of Education: attended by the Director, Education and Leadership - Auburn Network of Schools
- City of Parramatta Council: attended by Council's Social Outcomes Project Officer, Recreation Planner, Open Space Planner, Community Place Development Officer and Place Manager for Wentworth Point.

The following table summarises the key themes and feedback from these interviews as it relates to the SIA.

Table 3 Key stakeholder feedback

Key theme	Feedback summary
City of Parramatta Council	
Community characteristics	<ul style="list-style-type: none">▪ There are generally higher rates of first-generation international migrants and people on student visas in Wentworth Point compared to elsewhere in the LGA. Some of these residents do not have direct family or community ties in the area, which can present some social challenges.▪ It is expected that more families and children will reside in Wentworth Point as the population matures. These families are likely to be from different cultural backgrounds, given the trends in apartment living from people born overseas.▪ It is felt that Wentworth Point is home to an active and mobilised community which is willing to contribute time and support for the benefit of the suburb's development.

Key theme	Feedback summary
	<p>This includes social support to residents and being active on issues which may impact on the suburb, such as infrastructure and transport delivery.</p>
Education demand and access	<ul style="list-style-type: none"> ▪ There is community support for a new high school in Wentworth Point to help meet community and student needs. Some students travel up to an hour to access education, which has caused stress on families managing before/after school drop offs and may also be impacting on student health. ▪ Co-locating the school with Wentworth Point Primary School is seen as beneficial by Council and the community as it will likely ease the transition for students between primary and high school. ▪ There is concern from the community that the new school will not have adequate capacity to meet expected enrolment demand, particularly given that Wentworth Point Public School has already exceeded original capacity forecasts.
Open space demand and needs	<ul style="list-style-type: none"> ▪ There is an existing lack of open space within Wentworth Point, particularly of local parks and sportsfields. ▪ Landcom previously committed to delivering a Peninsula Park at the northern end of Wentworth Point. The location of the proposal adjacent to the future park site has been met with some community concern over the potential loss of planned open space. ▪ The potential delivery of a new sportsfield as part of the proposal is seen by Council as a positive benefit to the Wentworth Point community. The design of any future sportsfields should: <ul style="list-style-type: none"> – Consider the type of embellishments needed to support both public and sports club use. This may include amenities such as change rooms, flood lighting, durable playing surfaces and carparking. – Avoid or soften the use of large fences around sportsfields to maximise community accessibility. – Integrate the sportsfield with the future Peninsula Park to create an accessible open space area for the community. ▪ Where possible, the proposal should aim to maximise tree canopy coverage, in alignment with Council targets.
Potential impacts and enhancement measures	<ul style="list-style-type: none"> ▪ The construction of the proposal may contribute to cumulative impacts to neighbour amenity as a result of increased noise and dust emissions. ▪ The development of a new school in the area provides an opportunity to foster greater collaboration between the two schools, students and the community. ▪ SINSW should continue to consult with the community through the planning, design and construction of the school to enable people to become informed about the final design and for the proposal to respond to key community feedback and needs.

Key theme	Feedback summary
Director, Education and Leadership (DEL)	
Education demand and access	<ul style="list-style-type: none"> There is strong demand for a new high school in Wentworth Point to help meet expected enrolment forecasts. There is also a need to increase access to education, with some students travelling over an hour to access the closest secondary school (i.e. Concord High School). There is strong community support and demand for a co-ed secondary school in Wentworth Point, given the high rates of single-sex government high schools in the area.
Potential transport and noise impacts	<ul style="list-style-type: none"> It is recognised that there are existing traffic congestion issues in Wentworth Point. The proposal has potential to reduce traffic levels during the school morning and afternoon peak times, as more students will be able to walk or cycle to school. Wentworth Point has experienced long periods of construction over the past few years and the construction of the school could further contribute to these noise and amenity impacts. These impacts should be reduced wherever possible.
Joint use and enhancement opportunities	<ul style="list-style-type: none"> Schools provide important sites for community connection and can help supplement social infrastructure provision through shared use programs. Wentworth Point Public School already participates in the 'Share our Space' program and is one of the most used school sites in the Auburn school network. There is potential for the proposal to help further develop and support social ties in the area and become a key community site for Wentworth Point. This has potential to generate considerable social benefits, given the limited social infrastructure provided in the suburb and the number of new residents in the community. The potential development of a sportsfield in Wentworth Point may also help build a sense of community in the area by supporting the establishment of local sporting clubs. The implementation of shared use arrangements for sporting fields are not uncommon for school sites and can have positive benefits for school students and the community. Co-locating the proposal with Wentworth Point Public School is expected to generate positive social benefits by helping to ease student transition between primary and high school and providing an opportunity to share facilities between the two campuses.

4.5. AREAS OF SOCIAL INFLUENCE

Considering the social baseline, the area of social influence is immediate and mostly contained to Wentworth Point. Within the area of social influence, the following individuals and communities are likely to be impacted by the proposal:

- Local Aboriginal community
- Wentworth Point residents
- Current and future secondary students in Wentworth Point

- Wentworth Point Public School
- Parramatta LGA residents.

5. EXPECTED AND PERCEIVED IMPACTS

A proposal may cause a range of direct and indirect social impacts which can have a positive, negative or neutral impact on the existing environment and community. A SIA should assess the expected and perceived impacts which are considered to have the most significant impacts on the community and identified stakeholder groups.

This section outlines the impact scoping considerations which were used to inform the determination of significant social impacts. These impacts are informed by the contextual information outlined in Sections 1 to 4 of this SIA and are assessed against the SIA criteria described in Section 2.

5.1. NEUTRAL TO LOW IMPACTS

Table 4 outlines the social impacts considered to have a neutral to low on the community. These are not considered to have a significant impact on the community and are not included for further assessment.

Table 4 Impact scoping – neutral to low impacts (not included for further assessment)

Social impact category	Impact assessment summary
▪ Livelihoods	<p>Potential for increased employment opportunities during construction and operation of the proposal</p> <p>The development of a new school in Wentworth Point is likely to create increased employment opportunities for the region. This includes potential job creation for the construction and building industry, as well as additional full time teaching roles within the Auburn Schools network.</p> <p>The potential number of jobs the proposal will support is not confirmed at the time of writing this report. It is recommended that as these details are confirmed, jobs are prioritised for the local area to help further enhance positive social impacts. Opportunities to support employment for at risk groups, such as culturally and linguistically diverse communities, should also be investigated where possible.</p>

5.2. MODERATE TO HIGH IMPACTS

Table 5 outlines the social impacts which are considered moderate to high. These impacts are considered significant and are included for further assessment in Section 6 of this report.

Table 5 Impact scoping moderate to high impacts: included for further assessment.

Social impact category	Preliminary assessment (Refer to Section 6 for complete assessment)
▪ Culture	<p>Engagement and integration with Aboriginal culture</p> <p>As identified in Council's LSPS and by the Government Architect of NSW, it is important for people to work closely with Aboriginal communities to ensure Aboriginal cultural and heritage values are recognised and protected during development.</p> <p>The proposal has engaged with Registered Aboriginal Parties as part of the Aboriginal Cultural Heritage Assessment Report and has also engaged with the Burramatta Aboriginal Education Consultative Group to inform the design of the school. Some</p>

Social impact category	Preliminary assessment (Refer to Section 6 for complete assessment)
	consultation received during this process included feedback on how the proposal can further integrate Aboriginal cultural interpretation into the proposal.
<ul style="list-style-type: none"> Community Way of life 	<p>Improved access to education</p> <p>There are currently no high schools in Wentworth Point, with secondary students typically required to travel to Concord to access school. Consultation indicates that some students are experiencing long travel times and the capacity of local school network is declining.</p> <p>The provision of a new high school in Wentworth Point will help meet this demand and is expected to have a positive impact on the community.</p>
<ul style="list-style-type: none"> Accessibility Way of life 	<p>Traffic generation</p> <p>Wentworth Point has existing traffic constraints, due to its location on a peninsula. The location of the new school has therefore caused concern in the community that the proposal will exacerbate existing traffic congestion in the area.</p> <p>Indicative traffic modelling suggests the school will not impact on traffic congestion and represents an opportunity to reduce vehicle movements by enabling more students to walk and/or cycle to school.</p>
<ul style="list-style-type: none"> Health and wellbeing 	<p>Access to open space for students</p> <p>It is essential for all school sites to provide play areas and open spaces for student use. The proposal will provide a range on open space areas on site to support a diversity of recreational activities.</p> <p>Community consultation on the proposal indicates there is concern the proposed school will have insufficient open space for students, given the size of the site.</p>
<ul style="list-style-type: none"> Community Health and wellbeing 	<p>Access to public open space</p> <p>There is an existing deficit of open space in Wentworth Point. Since 2014, there have been plans to build Peninsula Park for the benefit of the Wentworth Point community.</p> <p>The new school will be located directly adjacent to the planned park. Community consultation on the proposal indicates there is concern the proposal will block access and encroach on the park area, potentially impacting on the amount of public open space available to the community. While this is unlikely to occur as part of this SSD, this impact has been included for further analysis due to the high level of community concern.</p>
<ul style="list-style-type: none"> Community Health and wellbeing 	<p>Access to community facilities</p> <p>The provision of schools and community facilities is essential to the development of liveable communities. There is a current deficit of community facility space in Wentworth Point.</p>

Social impact category	Preliminary assessment (Refer to Section 6 for complete assessment)
	As a new school in a growing area, the proposal represents a valuable opportunity to increase community access to social infrastructure through shared use arrangements.
<ul style="list-style-type: none"> ▪ Health and wellbeing ▪ Surroundings 	<p>Noise and amenity</p> <p>The proposal will result in a new school in Wentworth Point being constructed in close proximity to other potential development and also to a considerable number of apartments.</p> <p>Community and stakeholder consultation on the proposal indicates there is concern the school will generate increased noise impacts to residents, both during construction and operation of the school. This concern is heightened by the existing and planned construction works occurring around the site.</p>

6. ASSESSMENT OF SIGNIFICANT IMPACTS

The following section provides a detailed assessment of the significant social impacts to the proposal, as identified in Table 5. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level. The assessment process used to determine each impact level is described in Section 2.

6.1. ENGAGEMENT WITH ABORIGINAL CULTURE

Description of impact	Impacted groups
Potential for increased community engagement with Aboriginal culture due to the design of the proposal	<ul style="list-style-type: none"> Local Aboriginal community Current and future secondary students and staff in Wentworth Point
Current environment	
<p>The Wann and Darug people are some of the Aboriginal custodians of land and water in the local area.</p> <p>Today 0.5% of the Wentworth Point community identify as Aboriginal and Torres Strait Islander. This is a lower proportion than in the LGA (0.7%) and Greater Sydney (1.5%). Council's LSPS and the GANSW Designing and Connecting with Country Frameworks contain clear aims to work closely with Aboriginal people to ensure Aboriginal cultural values are recognised, respected and integrated during development.</p>	
Impact of the proposal	
<p>An Aboriginal Cultural Heritage Assessment Report (ACHA) was undertaken by Comber Consultants to identify the Aboriginal cultural values and heritage significance of the site. The ACHA found that the site is on reclaimed land and contains no Aboriginal archaeological potential which may be impacted by the proposal.</p> <p>The design of the school has been developed in response to the GANSW Designing and Connecting with Country Frameworks. As outlined in the Architectural Design Report, the design concept is influenced by the site values of sky, horizon and earth and has sought to integrate this in the proposed building configuration and colour palette.</p> <p>The project team has also engaged with Registered Aboriginal Parties, the Local Aboriginal Land Council and other state agencies as part of the ACHA. SINSW also met with the Burramatta Aboriginal Education Consultative Group (AECG) on 21 August 2021 to inform the design of the school. Based on the design presented, the AECG noted no concerns with the proposal moving forward. The AECG provided several areas of feedback to further integrate Aboriginal culture on site. This included measures such as ensuring First Nation artists from the area are involved in the project and establishing a reference group (in consultation with the community and elders) to advise on building names for the school.</p>	
Management measures	SIA recommendations
<ul style="list-style-type: none"> Preparation of an ACHA to ensure the proposed works will not negatively impact on existing Aboriginal heritage and cultural values on site. Consultation with the Aboriginal community to assist in recognising, protecting and embedding 	<ul style="list-style-type: none"> Implement the recommendations of the Aboriginal Cultural Heritage Assessment. This includes ensuring consultation is undertaken with Aboriginal communities to provide input into the design principles for the new school.

cultural heritage values into the design of the proposal.	<ul style="list-style-type: none"> Continue to meet and implement the advice provided by the AECG, as it relates to the school design. Maintain consultation with Aboriginal and Torres Strait Islander communities to keep them informed of the final design and to allow for further opportunities for input as the proposal progresses.
Residual impact (considering management measures)	
Likelihood: Likely	Magnitude: Minor
<p>Engagement with Registered Aboriginal Parties and the Burramatta Aboriginal Education Consultative Group has contributed to a proposal which seeks to integrate and protect Aboriginal values on site. This is likely to have a positive impact on the community.</p> <p>This impact could be further enhanced by implementing the opportunities identified by the AECG and continuing to consult and be guided by this group as the proposal progresses.</p>	

6.2. IMPROVED ACCESS TO EDUCATION

Description of impact	Impacted groups
Increased supply of and access to education facilities in Wentworth Point	<ul style="list-style-type: none"> Current and future secondary students in Wentworth Point Current and future secondary students within the future catchment area
Current environment	
<p>There are currently no high schools in Wentworth Point. Concord High School is the only government high school within the suburb's catchment area and is located approximately 9km from the site. Consultation with Council and the DEL indicate that some Wentworth Point students are travelling up to an hour each day to access Concord High School, which has caused stress on families managing before/after school drop offs.</p> <p>The capacity of the local school network to accommodate the Wentworth Point population is decreasing. Data from ACARA shows that the number of high school enrolments at Concord High School has been steadily increasing, with the school currently accommodating 1,286 students and 15 on-site demountables. The projected growth in the student population across Wentworth Point and the Parramatta LGA is also expected to increase the demand for local enrolment places. Given this demand, the Infrastructure Summary Paper for Greater Parramatta and the Olympic Peninsula (GPOP) includes a priority action to develop a new high school for Olympic Park and its surrounds.</p> <p>There is also limited education choice in the area, with the only other government high schools in the area being single-sex schools. Consultation with the DEL indicates there is strong demand from the community to have a co-ed government school in the area.</p>	

Impact of the proposal

The proposal will provide a new high school in Wentworth Point with eventual capacity for up to 1,530 Year 7 – 12 students, helping to meet the need for local secondary education. The operation of the school by the NSW Government (as opposed to a private operator) as a co-ed school will increase the accessibility of enrolment places to a broader cross section of the community.

The development of a new high school to service Wentworth Point and Olympic Park directly responds to community and Council aspirations, with consultation on the proposal indicating there is support for a new high school in the local area to help meet the demands of the growing community.

The location of the school in Wentworth Point also increases accessibility to both students and parents. The majority of secondary students in Wentworth Point are currently reliant on vehicles or buses to travel to school. The proposed location of the school within the Wentworth Point community will reduce travel times for students and families and provide students with the opportunity to walk or cycle to school. This has potential to increase positive health outcomes, with the uptake of active transport methods to school known to improve concentration and cardiovascular health among students, as well as reducing stress levels (Heart Foundation, Active Travel to School 2019).

While the proposal has been positively received by the community, questions have been raised about the expected catchment area of the school and the ability of the school to accommodate future growth. There are particular concerns that the size of the new high school will not be sufficient to meet forecast enrolment numbers, considering the enrolment growth at Wentworth Point Public School. SINSW has designed the proposal to accommodate a second stage, which will enable the school to cater for up to 1,530 students. Construction of Stage 2 is subject to additional funding.

In regard to catchment areas, the Department of Education (DoE) have established a clear process to determine the intake years and enrolment boundaries for new schools. This process is informed by a range of information sources including leading demographic data, projected enrolment trends and the availability of public and active transport routes. The catchment area is typically determined by DoE six to 12 months prior to the opening of a new school to ensure the community is kept informed around enrolment periods and to allow the school to prepare for incoming enrolment numbers.

Management measures

- Location of the school opposite Wentworth Point Public School to maximise convenience for Wentworth Point families who need to manage pick up/drop off for children of primary and high school ages. The co-location also presents opportunities for the future sharing of educational resources between the two campuses, helping to maximise access to education facilities for students of all ages.
- Design of the school buildings and interface to enable a future Stage 2 development to increase the capacity of the school to 1,530 students if enrolment places exceed supply.
- Development of a School Transport Plan to help increase and advocate for the safe uptake

SIA recommendations

- Aim for the catchment area for the new school to encompass the entire suburbs of Wentworth Point and Sydney Olympic Park. The catchment area should be developed and refined in line with existing DoE processes.
- Clearly communicate the catchment area to all existing and prospective families in the broader Wentworth Point and Sydney Olympic Park community, as details are confirmed.

<p>of active travels methods throughout the operation of the school.</p> <ul style="list-style-type: none"> ▪ Development of a clear process around catchment areas 	
Residual impact (considering management measures)	
Likelihood: Almost certain	Magnitude: Major
<p>Based on the above assessment, it is expected the development of a new high school in Wentworth Point will generate a very high positive impact by increasing access to and capacity of co-educational secondary education in an area of identified need. The location of the school will also reduce the need for students and parents to commute longer distances to access education, generating positive health and wellbeing outcomes.</p>	

6.3. TRAFFIC GENERATION

Description of impact	Impacted groups
Potential for increased traffic generation around the site and exacerbation of traffic congestion in Wentworth Point	<ul style="list-style-type: none"> ▪ Wentworth Point residents ▪ Current and future secondary students and staff in Wentworth Point
Current environment	
<p>The site is located on Burroway Road, close to the intersections of Hill Road and Wentworth Place. Wentworth Point has existing traffic constraints and is described as having a ‘one way in and one way out’ traffic system (Parramatta CIS 2020: pg.669). This is due to the suburb’s location on a peninsula, with most traffic filtering through Hills Road or Bennelong Parkway.</p> <p>The Transport Access Impact Assessment (TAIA) undertaken by SCT Consulting indicates that Wentworth Point residents have a high reliance on cars. This is influenced by the current lack of public transport networks within the suburb, with the closest train stations located at Sydney Olympic Park and Rhodes. The TAIA also indicates that most students are travelling up to 30 minutes by car or 60 minutes by public transport each way to attend school. These vehicle movements add to the volume of traffic leaving and entering the suburb each day.</p>	
Impact of the proposal	
<p>The proposal will introduce a new school into Wentworth Point which will generate increased traffic and pedestrian movements around the site. Consultation on the proposal indicates there is strong concern that the proposal will exacerbate existing traffic congestion in the area, particularly along Hill Road. There are also concerns that the proposal will increase pressure on the suburb’s public transport network.</p> <p>Given the localised nature of the school, the proposal is expected to facilitate high rates of student pedestrians and cyclists. The TAIA anticipates that, based on the expected catchment area and school travel patterns, approximately 60% of incoming students will walk and/or cycle to school and 10% will catch public transport. Compared to current conditions, the proposal is therefore expected to reduce the</p>	

number of cars leaving the suburb each day for school trips and will contribute to an overall net reduction in traffic.

To help further reduce the reliance on cars, the proposal also integrates several measures to encourage and facilitate safe pedestrian access to the site. This includes the construction of four new zebra crossings on Burroway Road, Wentworth Place and Footbridge Boulevard, as well as the development of on-site end of trip facilities for students and staff.

The TAIA identifies that there will be a concentrated increase in cars along Burroway Road during the school morning and afternoon peak times. The TAIA finds that this increase is unlikely to change existing traffic conditions. Traffic modelling undertaken by SCT Consulting indicates that the intersections immediately surrounding the site (including at Hill Road) will continue to operate at the highest service level, with spare road capacity. This modelling also indicates that the existing bus network will have sufficient capacity to accommodate incoming students. Additional bus services will be required to meet the expected demands from Stage 2 of the proposal.

Management measures	SIA recommendations
<ul style="list-style-type: none"> Provision of end of trip facilities and bicycle parking within school grounds to encourage active travel modes. Construction of four new zebra crossings in proximity to the site to facilitate safe pedestrian movements and encourage more students to walk to school. Location of the school in walking distance to two public bus routes to enable greater public transport use. Use of Design for Manufacture and Assembly (DfMA) to reduce the amount of on-site construction time and the associated impacts to the surrounding road and traffic network. Development of a School Transport Plan to help increase active transport modes and reduce the reliance on private vehicles. Development of a Construction Traffic Management Plan to enable the safe movement of vehicle and pedestrian traffic around the site and to minimise disturbances to the road network during construction. 	<ul style="list-style-type: none"> Implement the management measures and recommendations outlined in the TAIA, including those to support the delivery of the School Transport Plan. Continue to communicate with the community around the expected vehicle and pedestrian movements around the school, and the way in which these will be accommodated.
Residual impact (considering management measures)	
Likelihood: Unlikely	Magnitude: Minimal
<p>The TAIA considers that the location of the proposal will reduce the number of cars leaving the suburb each day, with approximately 60% of students expected to walk and/or cycle to school. This is a significant change to current conditions, where most students travel by car or bus to access schools</p>	

outside Wentworth Point. The TAIA therefore considers that the proposal will contribute to a net reduction in traffic and will not impact on the current capacity of major road intersections.

Based on this, the proposal is unlikely to negatively impact on cumulative traffic in the area. The proposal is more likely to have a long term positive impact on the community by helping to reduce traffic volumes and encouraging more active modes of travel.

6.4. ACCESS TO OPEN SPACE FOR STUDENTS

Description of impact	Impacted groups
Access to open space to incoming school students	<ul style="list-style-type: none"> Current and future secondary students in Wentworth Point
Current environment	
<p>It is important for all school sites to provide play areas and open spaces for student use. These spaces provide students with the opportunity to socialise with students and participate in recreational activities, which contribute to improved wellbeing and personal development. As the site is undeveloped, there is currently no open space on site.</p> <p>The SINSW School Site Selection and Development Guidelines (2020) and the Educational Facilities and Standards Guidelines (EFSG) state that new schools should provide a minimum of 10 sqm of open space per student. The EFSG advises that open play space can consist of:</p> <ul style="list-style-type: none"> Paved and grassed areas Rooftops and terraces Covered outdoor areas. <p>The School Site Selection and Development Guidelines also state that new schools should consider the living conditions of the surrounding urban environment. As most high density areas have limited backyard or active open space, the Guidelines consider that schools should provide students and the broader community with added amenity through the provision of on-site open space.</p>	
Impact of the proposal	
<p>The proposal is for the construction of Stage 1 and Stage 2 of the school concurrently, subject to additional funding for Stage 2. Stage 1 will provide for 850 students, and Stage 2 will bring enrolment capacity up to 1,530 students. All students will need access to suitable outdoor open spaces and recreation facilities. Community consultation on the proposal indicates there is concern the new school will have insufficient open space to cater for student needs.</p> <p>The proposal will provide 6,738 sqm of open space for the 850 incoming students during Stage 1. This equates to 7.9 sqm of open space per student. This is 2.1 sqm of open space per student less than the EFSG benchmark.</p> <p>The EFSG suggests management measures for school proposals where the open space benchmark cannot be met. For secondary schools, this includes supplementing open space provision with Council owned open space and/or demonstrating that the site can provide desirable play outcomes. The GANSW Design Guide for Schools (2018) provides some insight into play outcomes, stating that schools should “allow for passive and dynamic play of different age groups” (2018: 18). The proposal has sought to</p>	

achieve this by providing a range of high quality open space areas and recreational facilities that can support a diversity of activities. This includes the following spaces:

- Two outdoor multipurpose sports courts and an indoor court
- A main landscaped lawn area for free play and socialising
- Dual outdoor learning and breakout spaces, including landscaped seating areas and a productive garden.

It is likely that this design approach and the inclusion of a range of open space areas will help meet most of the recreation needs of students during Stage 1. Additional play space is expected to be made available to the school through the construction of a new playing field in the Peninsula Park and the execution of a Joint Use Agreement to use this field. The construction of this field and subsequent Joint Use Agreement is subject to a separate planning pathway. If the school is operational prior to the development of this play space, alternative arrangements will need to be made for students to access a sportsfield.

The proposal also includes the development of Stage 2 of the school, which will cater for up to 1,530 students. Considering only the on-site open space, this will equate to a provision rate of 4.4 sqm of open space per student.

The development of the playing field and Joint Use Agreement will help supplement this provision. The proposed space is expected to be 8,800 sqm. The construction and school use of this play space would improve the provision of open space to the entire 1,530 students to 10.2 sqm per student. The development of this space would also provide students with direct access to a sportsfield.

As noted above, the creation of the new play space is not part of this proposal and is subject to a separate planning pathway and approval process. It is recognised that the timing between introducing a new population group and providing readily available facilities has a considerable impact on a community's way of life. The negative social impact typically increases the longer the delay between the arrival of a new community and the opening of a facility. Both stages of the new school are expected to be constructed by 2024, with phased enrolment intakes to be managed by DoE. While discussions are currently underway with relevant agencies, details on the expected design and delivery of the proposed play space are yet to be confirmed.

Management measures	SIA recommendations
<ul style="list-style-type: none"> ▪ Provision of a range of open spaces on site, including multipurpose courts and general play areas, to help support the recreation needs of incoming students. ▪ Design of high quality and embellished open spaces areas on site to enable a diversity of active and passive recreational activities. ▪ Ongoing discussions to plan for the joint use arrangement of the proposed play space adjoining the site for school use. ▪ Consultation with the community throughout the proposal to inform residents of the intended school design and open space offerings. 	<ul style="list-style-type: none"> ▪ Communicate clearly about the proposed joint use arrangements and on-site open space areas to ensure the community remains informed about the site design and carrying capacity. ▪ Advocate for the construction of the new play space on the adjacent site as soon as possible. ▪ Open Stage 2 of the school to incoming students only when the adjoining playing field is constructed and a joint use agreement secured.

Residual impact (considering management measures)	
Likelihood: Likely	Magnitude: Minor to moderate
<p>Based on the above assessment, the proposal will initially have a medium negative impact on student access to open space when the school is at capacity. This is largely due to the limited open space available on site. This impact is likely to be more pronounced for Wentworth Point students given the existing deficit of open space throughout the suburb.</p> <p>The longer term impact will depend on the development of the adjoining play space and the execution of the subsequent Joint Use Agreement. Once the playing field is constructed and the Joint Use Agreement is executed, the open space needs of all students are likely to be met.</p> <p>Given this, it is recommended that the intake for Stage 2 only occurs when the adjoining playing field is available and ready for school use.</p>	

6.5. ACCESS TO PUBLIC OPEN SPACE

Description of impact	Impacted groups
Potential impact to public open space access as result of the proposal	<ul style="list-style-type: none"> Wentworth Point residents
Current environment	
<p>As outlined in Section 3, Wentworth Point experiences several challenges in relation to open space access and provision. The suburb has the highest deficit of open space provision across the LGA, with many residents beyond walking distance (250m or 400m) of a local park or recreation facility. Council's Community Infrastructure Strategy identifies that ongoing population growth, complex planning controls and existing foreshore access constraints have contributed to the suburb's challenges around open space provision.</p> <p>The site is located next to the planned Peninsula Park. The park has been planned in various stages and configurations since its announcement by the NSW Government in 2014. As of June 2021, the design, delivery or construction timeline for the park have not been released.</p> <p>Outside this SSD, there have been ongoing concerns expressed by some Wentworth Point residents about the lack of progress and clarity around the development of the Peninsula Park. This concern has been heightened by the lack of open space in Wentworth Point and the perceived overdevelopment of the suburb.</p>	
Impact of the proposal	
<p>The proposed high school is located directly adjacent to the Peninsula Park site. Community consultation on the proposal indicates there is concern the school will block access and encroach on the park area, potentially impacting on the amount of public open space available to the community.</p> <p>The new school is not located on the planned Peninsula Park area. As outlined in the Auburn LEP, the Peninsula Park area extends from the foreshore to the school boundary. The school will not block access to the park, with the Wentworth Point Indicative Structure Plan indicating that park access will be provided along the eastern foreshore with connections to Bennelong Bridge.</p>	

As a separate project, TfNSW is expected to deliver an 8,800 sqm play space within the Peninsula Park area. The play space will directly adjoin the school's northern boundary and is intended to be subject to a joint use arrangement. Under this arrangement, it is likely that the play space will be used exclusively by the school during school hours.

As the details for the delivery of Peninsula Park, the delivery of the play space and any joint use arrangements have not been finalised, its expected there will be a high level of uncertainty and concern amongst the community around access to the Peninsula Park. While these matters are outside the scope of this SSD and SIA, it is strongly recommended that there be clear communication and meaningful engagement with the Wentworth Point community on the design and delivery of, and access to, open space on the peninsula.

Management measures	SIA recommendations
<ul style="list-style-type: none"> Reduction in the site boundary since the original SEARs request in 2020 to exclude the playing field area. The entire Peninsula Park area therefore remains the responsibility of TfNSW to deliver to the community. 	<ul style="list-style-type: none"> Continue to clearly communicate the high school's site boundary to the Wentworth Point community. Enable the joint use of the school's on-site recreational facilities for community use outside school use. Given the existing deficit of recreational facilities in Wentworth Point, priority should be given to use of the indoor and outdoor courts for broader community use. Continue to communicate with TfNSW and Council throughout the design process to ensure the site interface with the Peninsula Park boundary is of a high visual amenity.
Residual impact (considering management measures)	
Likelihood: Unlikely	Magnitude: Minimal
Based on the above assessment, the proposal will not encroach or block access to the Peninsula Park and is therefore expected to have a neutral impact on public open space access. This SIA recommends that the recent changes to the proposed high school's site boundary continue to be communicated to the community, as there appears to be ongoing uncertainty around the physical relationship between the school and the park.	

6.6. ACCESS TO COMMUNITY FACILITIES

Description of impact	Impacted groups
Potential opportunity to improve access to community facilities for Wentworth Point	<ul style="list-style-type: none"> Wentworth Point residents Parramatta LGA

Current environment

The provision of community facilities is essential to the development of liveable communities. The Central City District Plan recognises that access to these facilities is fundamental to building socially connected and vibrant neighbourhoods.

Currently, Wentworth Point is served by the Wentworth Point Community Centre and Library. The centre was opened in 2019 and is located approximately 200m from the site.

As outlined in Section 3, population growth and limited land availability is increasing the demand for community facility space across the Parramatta LGA. This demand is more pronounced in certain areas, with Council strategies recognising that Wentworth Point has an existing under provision of community space.

To assist with ongoing demand, Council has identified a number of planning priorities to help increase access to community facility space. This includes working with DoE to develop shared use arrangements for schools and to create a policy for sharing maintenance costs.

Impact of the proposal

The proposed high school will introduce a range of contemporary learning and recreational facilities into the Wentworth Point, designed by leading architects. This includes the provision of:

- Two six storey buildings comprising of flexible learning spaces and dedicated facility classrooms, such as science labs and visual art rooms.
- A single storey hall, capable of supporting indoor recreation activities and performances.

As a new school in a growing area, the proposal represents a valuable opportunity to increase community access to social infrastructure through shared use arrangements. This has potential to positively impact on community wellbeing, and further strengthen the role of schools as sites of broader social connection. Stakeholder consultation on the proposal indicates that this could be particularly beneficial for Wentworth Point, given the limited social infrastructure provision in the suburb and the growing number of new residents.

Management measures

- Co-location of the school with Wentworth Point Public School, to enable future sharing of resources if needed.
- DoE's adoption of the Share Our Space policy to explore community use of school facilities in line with educational requirements and direction from the school principal.

SIA recommendations

- Work with relevant stakeholders to develop a shared use arrangement for community use of school buildings and facilities outside hours, aligned with DoE policy. Priority should be given to facilities which are easily accessible and adaptable, such the hall.
- Consider ways to invite the community on site to help support community connections and interactions. This could include measures such as holding an open day when the school commences operation and inviting the public to school events. It could also include prioritising use of school facilities for activities which target at-risk groups or key social needs in the local area.

Residual impact (considering management measures)	
Likelihood: Possible	Magnitude: Moderate
<p>The proposal will provide a range of contemporary learning and recreational facilities which are expected to greatly support student wellbeing. Given the strategic location of the school in a high growth area, the proposal represents a valuable opportunity to support broader community wellbeing by enabling use of these facilities after hours.</p> <p>This SIA makes recommendations to support this through the development of shared use arrangements. If implemented, it is expected this will have a high positive impact on the local community.</p>	

6.7. NOISE AND AMENITY

Description of impact	Impacted groups
Potential impact to residential amenity from increased noise during construction and operation of the school	<ul style="list-style-type: none"> Wentworth Point residents Wentworth Point Public School students and staff
Current environment <p>Wentworth Point is one of the most densely populated suburbs in NSW. The suburb has a population density of 199.43 persons per hectare, with almost all (99%) residents living in an apartment.</p> <p>Wentworth Point has experienced continual urban development and population growth since its rezoning from industrial uses to residential land in 2013. While development has eased in parts of the suburb, construction works are expected to increase around the site following the approval and/or commencement of several development applications. This includes construction at the following development sites:</p> <ul style="list-style-type: none"> Burroway Road – located immediately next to the high school site and expected to accommodate 522 new apartments, a marina and various restaurants. Construction is expected to occur alongside/after the opening of the school, as the Burroway Road site is currently being reassessed to accommodate the school boundary. Block H – located immediately opposite the site at 16 Burroway Road and 5 Footbridge Boulevard. The site is expected to accommodate 350 dwellings, with a pending application seeking to increase this yield. Hill Road – located to the west of Hill Road, approximately 290m from the site. The site is expected to accommodate 1,780 dwellings, with 364 residential units already constructed. 	
Impact of the proposal <p>The proposal will construct a new school in Wentworth Point in close proximity to a range of other development sites and apartments. Community and stakeholder consultation on the proposal indicates there is concern the school will generate increased noise impacts to residents, during construction and operation of the school. This concern is heightened by the existing and planned construction works occurring around the site, which are likely to be causing cumulative impacts on some residents.</p> <p>The construction of any development can generate a range of amenity impacts such as increased noise, vibration or dust emissions which can negatively impact on community health and wellbeing. While negative, these impacts are generally short term and can often be mitigated. Construction related impacts</p>	

can be minimised by reducing the length of on-site construction, decreasing the intensity of noise, vibrations and dust emissions and compensating residents where appropriate.

To minimise the duration of construction occurring on site, the proposal will use Design for Manufacture and Assembly (DfMA). By using DfMA, most of the school buildings will be constructed off-site. Once complete, the buildings will be transported and craned to site, significantly reducing the duration of construction noise and vibration impacts to the community.

A Noise Impact Assessment was undertaken by Norman Disney & Young to assess the potential amenity impacts from the proposal on surrounding neighbours. The assessment considers that noise from the operation of the school will not exceed noise emissions standards and will comply with the relevant industry guidelines. Based on predicted noise modelling, construction noise and vibration emissions are expected to exceed compliance standards. The Noise Impact Assessment therefore considers that construction works will have a noticeable impact on surrounding neighbours, particularly during excavation and structural works.

The Noise Impact Assessment contains several measures to help reduce the potential impacts to residents during construction. These measures are detailed in full within the Noise Impact Assessment and include recommendations such as:

- Preparing a Construction Noise and Vibration Management Plan to guide and minimise impacts relating to construction noise, including from vehicle traffic and workers
- Scheduling high noise and/or vibration causing activities at the least sensitive time of the day and ensuring that these activities do not occur simultaneously
- Employing the use of solid hoardings to act as a noise barrier where required.

Management measures	SIA recommendations
<ul style="list-style-type: none"> ▪ Developing a Noise Impact Assessment to assess and reduce the potential impacts from the proposal on surrounding neighbours. ▪ Implementing the DfMA technique to considerably reduce the duration and intensity of construction works occurring on site. 	<ul style="list-style-type: none"> ▪ Implement the management measures and recommendations outlined in the Noise Impact Assessment. ▪ Ensure the community is regularly informed about the expected construction schedule and the construction impacts they are likely to experience. ▪ Consider ways to reduce the intensity of cumulative construction impacts on the community. This may involve various measures, such as coordinating invasive construction activities with surrounding development sites and factoring in time for reprieve. ▪ Consider ways to streamline and integrate the construction process for Stages 1 and 2 of the proposal, if approved. Emphasis should be placed on avoiding protracted construction timelines and looking at ways to construct parts of the stages simultaneously, as appropriate.

Residual impact (considering management measures)	
Likelihood: Likely	Magnitude: Major
<p>In the short term, noise created during the construction of the school is likely to have a high negative impact on Wentworth Point residents and students and staff at Wentworth Point Public School.</p> <p>The Noise Impact Assessment considers that excessive noise will be confined to the construction period, particularly during excavation and structural works. The assessment contains several mitigation measures and recommendations to help reduce and manage these impacts on the community. The use of the DfMA during construction of the school will also significantly reduce the length of construction time.</p> <p>Given the existing construction context and population density in Wentworth Point, any noise impacts from construction are likely to be felt more acutely by the community. This SIA therefore advocates that the recommendations of the Noise Impact Assessment are prioritised and implemented.</p>	

7. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the development of the Sydney Olympic Park new high school.

Based on the assessment in this report, the key social impacts of the proposal are:

- **Engagement with Aboriginal culture:** Engagement with Registered Aboriginal Parties and the Burramatta Aboriginal Education Consultative Group has contributed to a proposal which seeks to integrate and protect Aboriginal values on site. This is likely to have a positive impact on the community. This impact could be further enhanced by implementing the opportunities identified by the AECG and continuing to consult and be guided by this group as the proposal progresses.
- **Improved access to education:** It is expected the development of a new high school in Wentworth Point will generate a very high positive impact by increasing access to and capacity of co-educational secondary education in an area of identified need. The location of the school will also reduce the need for students and parents to commute longer distances to access education, generating positive health and wellbeing outcomes.
- **Traffic generation:** The Transport Access Impact Assessment (TAIA) considers that the location of the proposal will reduce the number of cars leaving the suburb each day, with approximately 60% of students expected to walk and/or cycle to school. This is a significant change to current conditions, where most students travel by car or bus to access schools outside Wentworth Point. The TAIA therefore considers that the proposal will contribute to a net reduction in traffic and will not impact on the current capacity of major road intersections.

Based on this, the proposal is unlikely to negatively impact on cumulative traffic in the area. The proposal is more likely to have a long term positive impact on the community by helping to reduce traffic volumes and encouraging more active modes of travel.

- **Access to open space for students:** The proposal will initially have a medium negative impact on student access to open space when the school is at capacity. This is largely due to the limited open space available on site. This impact is likely to be more pronounced for Wentworth Point students given the existing deficit of open space throughout the suburb.

The longer term impact will depend on the development of the adjoining play space and the execution of the subsequent Joint Use Agreement. Once the playing field is constructed and the Joint Use Agreement is executed, the open space needs of all students are likely to be met.

Given this, it is recommended that the intake for Stage 2 only occurs when the adjoining playing field is available and ready for school use.

- **Access to public open space:** The proposal will not encroach or block access to the Peninsula Park and is therefore expected to have a neutral impact on public open space access. This SIA recommends that the recent changes to the proposed high school's site boundary continue to be communicated to the community, as there appears to be ongoing uncertainty around the physical relationship between the school and the park.
- **Access to community facilities:** The proposal will provide a range of contemporary learning and recreational facilities which are expected to greatly support student wellbeing. Given the strategic location of the school in a high growth area, the proposal represents a valuable opportunity to support broader community wellbeing by enabling use of these facilities after hours.

This SIA makes recommendations to support this through the development of shared use arrangements. If implemented, it is expected this will have a high positive impact on the local community.

- **Noise and amenity:** In the short term, noise created during the construction of the school is likely to have a high negative impact on Wentworth Point residents and students and staff at Wentworth Point Public School.

The Noise Impact Assessment considers that excessive noise will be confined to the construction period, particularly during excavation and structural works. The assessment contains several mitigation measures and recommendations to help reduce and manage these impacts on the community. The use

of the Design for Manufacture and Assembly (DfMA) during construction of the school will also significantly reduce the length of construction time.

Given the existing construction context and population density in Wentworth Point, any noise impacts from construction are likely to be felt more acutely by the community. This SIA therefore advocates that the recommendations of the Noise Impact Assessment are prioritised and implemented.

7.1. RECOMMENDATIONS

The following recommendations are provided to further manage the potential impacts from the proposal:

- Implement the recommendations of the Aboriginal Cultural Heritage Assessment. This includes ensuring consultation is undertaken with Aboriginal communities to provide input into the design principles for the new school.
- Continue to meet and implement the advice provided by the AECG, as it relates to the school design.
- Maintain consultation with Aboriginal and Torres Strait Islander communities to keep them informed of the final design and to allow for further opportunities for input as the proposal progresses.
- Aim for the catchment area for the new school to encompass the entire suburbs of Wentworth Point and Sydney Olympic Park. The catchment area should be developed and refined in line with existing DoE processes.
- Clearly communicate the catchment area to all existing and prospective families in the broader Wentworth Point and Sydney Olympic Park, as well as the expected contingency plans around enrolment capacity. This should be undertaken throughout the planning, design and construction stages, as details are confirmed.
- Implement the management measures and recommendations outlined in the TAIA, including those to support the delivery of the School Transport Plan.
- Continue to communicate with the community around the expected vehicle and pedestrian movements around the school, and the way in which these will be accommodated.
- Communicate clearly about the proposed joint use arrangements and on-site open space areas to ensure the community remains informed about the campus design and carrying capacity.
- Advocate for the construction of the new play space on the adjacent site as soon as possible.
- Open Stage 2 of the school to incoming students only when the new play space is constructed and a joint use agreement secured.
- Continue to clearly communicate the high school's site boundary to the Wentworth Point community.
- Enable the joint use of the school's on-site recreational facilities for community use outside school use. Given the existing deficit of recreational facilities in Wentworth Point, priority should be given to use of the indoor and outdoor courts for broader community use.
- Continue to communicate with TfNSW and Council throughout the design process to ensure the site interface with the Peninsula Park boundary is of a high visual amenity.
- Work with relevant stakeholders to develop a shared use arrangement for community use of school buildings and facilities outside hours, aligned with DoE policy. Priority should be given to facilities which are easily accessible and adaptable, such the hall.
- Consider ways to invite the community on site to help support community connections and interactions. This could include measures such as holding and open day when the school commences operation and inviting the public to school events. It could also include prioritising use of school facilities for activities which target at-risk groups or key social needs in the local area.
- Implement the management measures and recommendations outlined in the Noise Impact Assessment.
- Ensure the community is regularly informed about the expected construction schedule and the construction impacts they are likely to experience.

- Consider ways to reduce the intensity of cumulative construction impacts on the community. This may involve various measures, such as coordinating invasive construction activities with surrounding development sites and factoring in time for reprieve.
- Consider ways to streamline and integrate the construction process for Stages 1 and 2 of the proposal, if approved. Emphasis should be placed on avoiding protracted construction timelines and looking at ways to construct parts of the stages simultaneously, as appropriate.

7.2. OVERALL IMPACT ASSESSMENT

Based on this assessment and the above social impacts, it is likely the proposal will create a positive impact on the community. This is influenced by the provision of accessible, local education places in an area of identified need, the potential to decrease student related vehicle traffic in Wentworth Point and the potential to improve social infrastructure access for the community.

The SIA identified two key impacts which are likely to be felt more acutely by the community. This includes impacts around access to open space for students and increased noise during construction. The overall impact of the proposal could be further enhanced through the implementation of the SIA recommendations, particularly those targeted at reducing and mitigating these impacts.

REFERENCES

Demographic data

Australian Curriculum, Assessment and Reporting Authority (ACARA) 2020 – My School Data

Australian Bureau of Statistics Census (ABS) 2016 – Parramatta LGA, Greater Sydney and Wentworth Point

Forecast id, population projections – Wentworth Point

Policy documents

NSW Department of Education 2018, Educational Facilities Standards and Guidelines

NSW Department of Planning Industry and Environment 2021, Social Impact Assessment Guideline – State Significant projects

NSW Department of Planning Industry and Environment 2021, Social Impact Assessment Guideline – Technical Supplement to support the Social Impact Assessment Guideline for State Significant projects

NSW Department of Planning, Industry and Environment 2014, Wentworth Point Precinct Development Control Plan

NSW Government Architect 2020, Connecting with Country Draft Framework

NSW Government Architect 2020, Designing with Country Discussion Paper and Framework

NSW Government Architect 2018, Design Guide for Schools

Greater Sydney Commission 2019, GPOP – Place-based Infrastructure Compact Pilot Summary Paper

Greater Sydney Commission 2018, Central City District Plan

City of Parramatta 2020, Local Strategic Planning Statement (City Plan 2036)

City of Parramatta 2020, Community Infrastructure Strategy

City of Parramatta 2018, Community Strategic Plan 2018-2038: Butbutt Yura Barra Ngurra

City of Parramatta 2017, Socially Sustainable Parramatta Framework

City of Parramatta 2017, Ways Walking Strategy

City of Parramatta 2017, Bike Plan

School Infrastructure NSW 2020, School Site Selection and Development Guidelines

Other

City of Parramatta Council, Precinct Planning – Wentworth Point,
<https://www.cityofparramatta.nsw.gov.au/vision/precinct-planning/wentworth-point>

Heart Foundation 2019, Active Travel to School

Landcom 2020, Wentworth Point Park, <https://www.landcom.com.au/places/wentworth-point-park/>

NSW Department of Education 2021, NSW Public School Finder, <https://schoolfinder.education.nsw.gov.au/>

DISCLAIMER

This report is dated 21 September 2021 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of School Infrastructure NSW (**Instructing Party**) for the purpose of Social Impact Assessment (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.

All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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

Whilst Urbis has made all reasonable inquiries it believes necessary in preparing this report, it is not responsible for determining the completeness or accuracy of information provided to it. Urbis (including its officers and personnel) is not liable for any errors or omissions, including in information provided by the Instructing Party or another person or upon which Urbis relies, provided that such errors or omissions are not made by Urbis recklessly or in bad faith.

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

APPENDIX A

REVIEW QUESTIONS

SIA Guidelines Review Questions

Appendix C of the DPIE SIA Guideline for State Significant Projects (2021) contains a series of review questions. These questions are used to confirm that the requirements of the Guideline have been fulfilled when considering the scale of social impacts relevant to the project. The Guidelines state that DPIE will refer to these questions in undertaking its assessment of the project.

The review questions are therefore a tool to help guide practitioners and assessors in undertaking a SIA.

The review questions have been completed below for this SIA at the request of SINSW.

Table 6 DPIE SIA Guideline Review Questions

Review questions	Response
General	
1. Does the lead author meet the qualification and experience requirements?	Yes
2. Has the lead author provided a signed declaration?	Yes
3. Would a reasonable person judge the SIA report to be impartial, transparent and suitably rigorous given the nature of the project?	Yes
Project's social locality and social baseline	
4. Does the SIA report identify and describe all the different social groups that may be affected by the project?	Yes
5. Does the SIA report identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?	Yes
6. Does the SIA report identify and describe historical, current, and expected social trends or social changes for people in the locality, including their experiences with this project and other major development projects?	Yes
7. Does the social baseline study include appropriate justification for each element, and provide evidence that the elements reflect both relevant literature and the diversity of views and likely experiences?	Yes
8. Does the social baseline study demonstrate social-science research methods and explain any significant methodological or data limitations?	Yes
Identification and description of social impacts	
9. Does the SIA report adequately describe likely social impacts from the perspectives of how people may experience them, and explain the research used to identify them? When undertaken as a part of SIA scoping and initial assessment, has the plan for the SIA report been detailed?	Yes Urbis was engaged to prepare this SIA following SEARs. Urbis understands an initial SIA scoping report was not completed prior to requesting SEARs.

Review questions	Response
10. Does the SIA report apply the precautionary principle to identifying social impacts, and consider how they may be experienced differently by different people and groups?	Yes
11. Does the SIA report describe how the preliminary analysis influenced project design and EIS engagement strategy?	Refer to Question 9
Community engagement	
12. Were the extent and nature of engagement activities appropriate and sufficient to canvass all relevant views, including those of vulnerable or marginalised groups?	SINSW undertook widespread community and stakeholder engagement as documented within the Consultation Report (SINSW, 2021). This SIA is based on these outcomes as well as the targeted consultation undertaken by Urbis as described in Section 4.
13. How have the views, concerns and insights of affected and interested people influenced both the project design and each element of the SIA report?	Refer to Section 6
Predicting and analysing social impacts	
14. Does the SIA report impartially focus on the most important social impacts to people at all stages of the project, without any omissions or misrepresentations?	Yes
15. Does the SIA report analyse the distribution of both positive and negative social impacts, and identify who will benefit and who will lose from the project?	Yes
16. Does the SIA report identify its assumptions, and include sensitivity analysis and alternative scenarios? (including 'worst-case' and 'no project' scenarios where relevant)	Yes
Evaluating significance	
17. Do the evaluations of significance of social impacts impartially represent how people in each identified social group can expect to experience the project, including any cumulative effects?	Yes
18. Are the evaluations of significance disaggregated to consider the likely different experiences for different people or groups, especially vulnerable groups?	Yes
Responses, monitoring and management	

Review questions	Response
19. Does the SIA report propose responses that are tangible, deliverable, likely to be durably effective, directly related to the respective impact(s) and adequately delegated and resourced?	Yes
20. Does the SIA report demonstrate how people can be confident that social impacts will be monitored and reported in ways that are reliable, effective and trustworthy?	<p>This SIA has been developed in this context.</p> <p>If the DPIE assessing officers agree that the SIA recommendations provided are acceptable, they will be added as conditions of consent. SINSW will work with DPIE to implement and monitor these as appropriate.</p>
21. Does the SIA report demonstrate how the proponent will adaptively manage social impacts and respond to unanticipated events, breaches, grievances and non-compliance?	<p>Mitigation measures have been identified and recommended to best manage significant social impacts based on the information available at the time and our understanding of likely future events.</p> <p>If the DPIE assessing officers agree that the SIA recommendations provided are acceptable, they will be added as conditions of consent. SINSW will work with DPIE to implement and monitor these as appropriate.</p>

Source: DPIE SIA Guideline 2021 – Appendix C