SOCIAL IMPACT ASSESSMENT

Hawkesbury Centre of Excellence – SSDA- 15001460

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Rob Dwyer  24 June 2021

Prepared by:

RPS

Rob Dwyer
Planning Manager - Newcastle

Unit 2A, 45 Fitzroy Street
Carrington NSW 2294

T +61 2 4940 4200
E rob.dwyer@rpsgroup.com.au

Prepared for:

School Infrastructure NSW (SI NSW)

C/o Colliers International

Level 8, 259 George Street
Sydney, NSW

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EXECUTIVE SUMMARY

This Social Impact Assessment (SIA) has been prepared on behalf of School Infrastructure New South Wales (SINSW), as part of the Department of Education, for new educational buildings located on part of the Western Sydney University (Hawkesbury Campus) site, Richmond NSW. The Centre of Excellence in Agricultural Education (herein referred to as the "CoE") will provide new agricultural / STEM teaching facilities with general learning and administration spaces to be utilised by rural, regional, metropolitan and international secondary school students. The CoE will accommodate up to 325 students and up to 20 full-time employees consisting of farm assistants, administration staff and teachers and up to five itinerant staff members. The CoE will also include short-term on-site accommodation facilities for up to 62 visiting students and teaching professionals from regional and rural NSW.

The project is a State Significant Development which requires the preparation of an environmental impact statement (EIS) and the preparation of this document is guided by the Secretary's Environmental Assessment Requirements (SEARs) for the project. Item 8 of the SEARs identifies the need for the inclusion of an assessment of the social consequences of the schools' relative location within the EIS. This SIA has been prepared for that purpose and:

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

The SIA concludes that the negative social impacts are primarily associated with the construction phase of the project both directly and as a result of cumulative construction works. The associated negative impacts include:

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

Several positive social impacts were identified during the assessment including:

- Equity of access to education and associated services for different social and cultural groups.
- Significant new direct and indirect jobs created during both construction and operational phases creating a positive impact to the local economy.
- Improvements to way of life, especially for young people, from increased educational opportunities available locally and access to higher education learning opportunities benefitting the community.
- Exposure to tertiary learning pathways and unique immersive learning outcomes for secondary students.
- The proposals' relative location is considered a positive outcome for the site and creates a unique, inclusive learning facility.

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

1 INTRODUCTION

This SIA has been prepared on behalf of SINSW as part of the Department of Education for new educational buildings located on part of the Western Sydney University (Hawkesbury Campus) site. The CoE will provide new agricultural / STEM teaching facilities with general learning and administration spaces to be utilised by rural, regional, metropolitan and international secondary school students. The CoE will accommodate up to 325 students and up to 25 full-time employees consisting of farm assistants, administration staff and teachers and up to five itinerant staff members. The CoE will also include short-term on-site accommodation facilities for up to 62 visiting students and teaching professionals from regional and rural NSW. SINSW is preparing a State Significant Development Application (SSDA15001460) for the project which will be located at 2 College Street, Richmond (the 'site') as shown in **Figure 1.**

The Department of Planning, Industry and Environment (DPIE) have issued SEARs for the project, refer to Section 1.3 of this SIA for further information, and this SIA has been prepared in accordance with the specific requirements of the SEAR's and generally in accordance with DPIE Draft Social Impact Assessment Guideline – State significant projects October ,2020 (DPIE SIA, 2020).

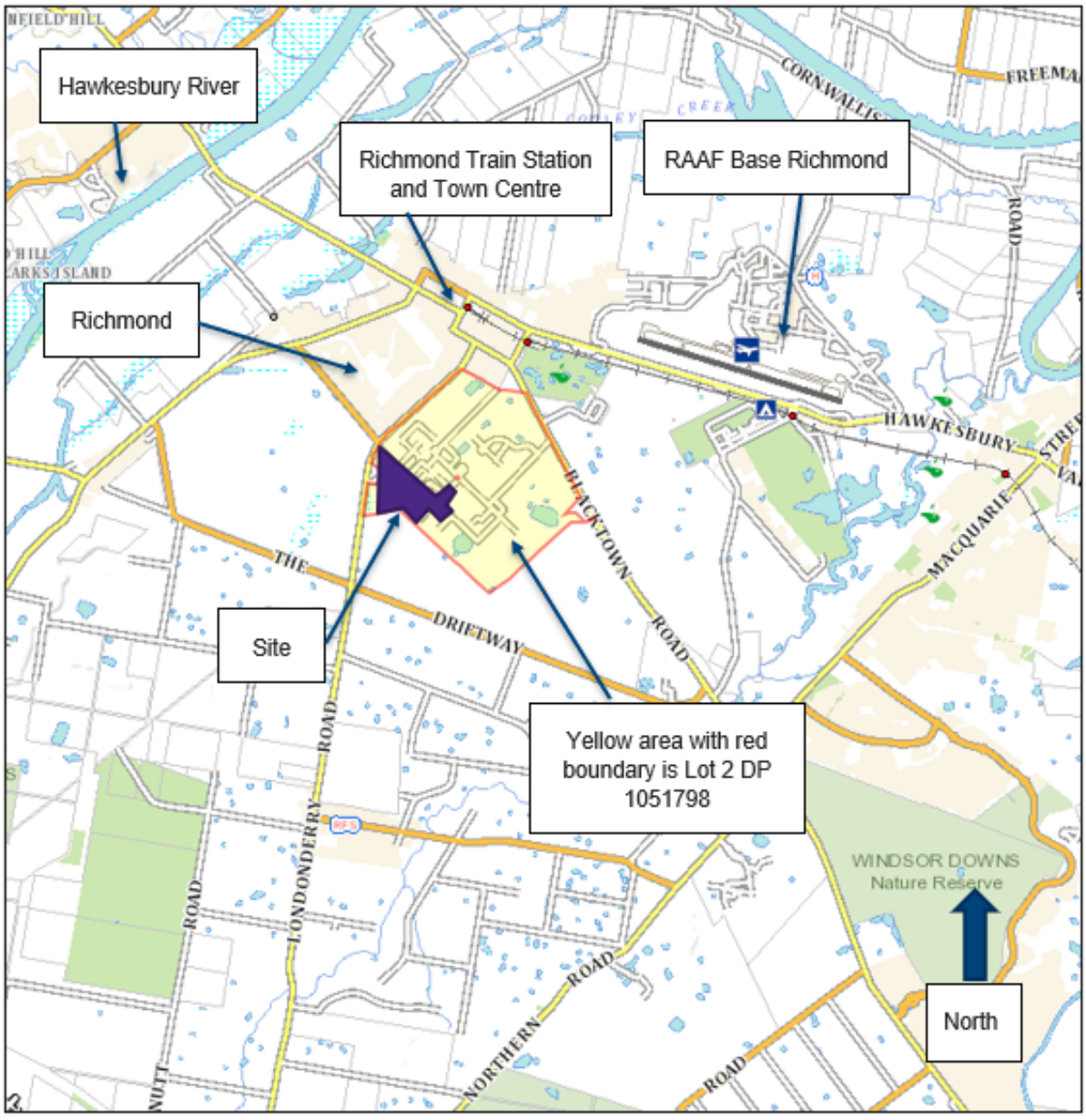

Figure 1 Site Context Plan

(Source SIX Maps)

1.1 Site description and context

The site is located within the Western Sydney University (Hawkesbury Campus) site (WSU Hawkesbury Campus), which is approximately 13.2km^2 in area, covering multiple parcels. The proposed will be sited on Lot 2 DP 1051798, 2 College Street, Richmond. The site is to be leased from Western Sydney University to the Department of Education on a long-term basis.

The proposed development is to be erected over currently vacant land, in the south western corner of the parcel. Surrounding landmarks include Richmond Town centre, located approximately 2.7m to the north west of the site and approximately 600m from the nearest residential area; Richmond Train Station and Town Centre to the north approximately 550m and Sydney CBD to the southeast approximately 50 m. The site is within the Hawkesbury Local Government Area (LGA).

The site is bordered by the main Western Sydney University Village, located to the north-east of the site, with the Microbiology Science Lab to the southeast. University student accommodation is located to the northwest of the proposal.

1.1.1 Neighbouring schools

The proposed development will offer a contemporary secondary educational facility providing agriculture and STEM education and short-term living accommodation. **Figure 2** provides the location of neighbouring school facilities within a 5km radius.

- Hobartville Public School – Primary School.
- Richmond High School.
- St. Monica's Catholic Primary School.
- Richmond Public School – Kindergarten to Year 6.

1.1.2 Traffic infrastructure

The site is to be integrated to the Western Sydney University (Hawkesbury Campus) internal road network; with main access via College Drive to the north which connects to arterial road Blacktown Road (north). Vines Drive extends generally east to west and connects to Londonderry Road to the west. The site is accessed from the frontage to Vines Drive north and from Maintenance Lane to the southeast.

The site is well serviced by public transport with the Western Line providing multiple stops in proximity to the site. Public transport connects to the Richmond Train Station approximately 2km to the north of the proposal.

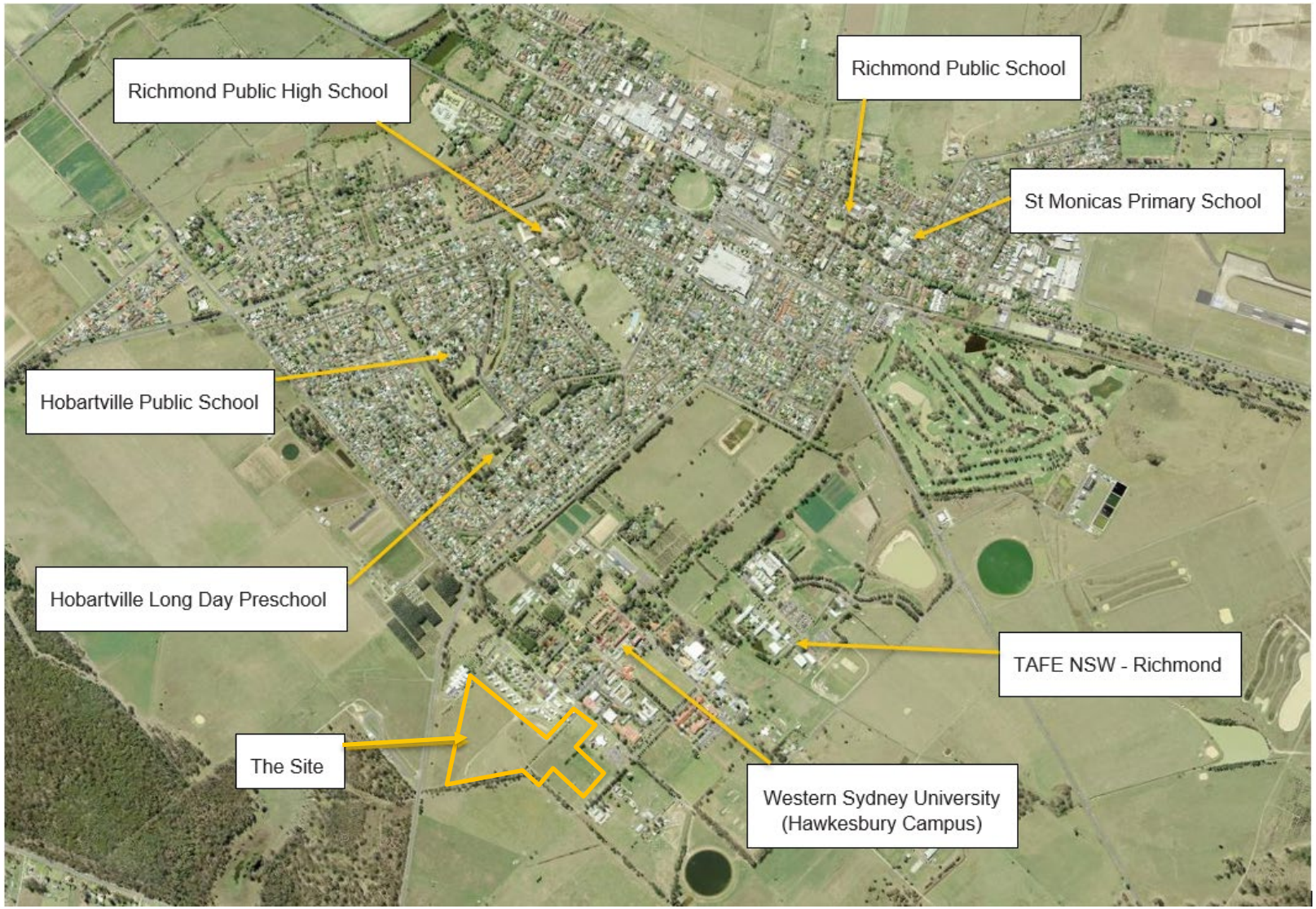

Figure 2 Schools in the locality (Source SIX Maps)

1.2 Project description

A summary of the key elements of the proposal is provided below and is supported by architectural plans prepared by NBRS Architecture / Colliers International which are contained in **Appendix A** and a proposed site plan is provided as **Figure 3.**

The proposed development involves the construction and operation of a new CoE in Agricultural Education on a leased land parcel within the Western Sydney University (Hawkesbury Campus) site, Richmond NSW.

The CoE will provide new agricultural / STEM teaching facilities with general learning and administration spaces to be utilised by rural, regional, metropolitan and international school students. The CoE will accommodate up to 325 students and up to 20 full-time employees consisting of farm assistants, administration staff and teachers and up to five itinerant staff members. The CoE will also include short-term on-site accommodation facilities for up to 62 visiting students and teaching professionals from regional and rural NSW.

The CoE will include five science laboratories, ten general learning spaces, practical activity teaching areas, seminar, botany room, administration block and accommodation facilities. It will also include covered outdoor learning areas, dining / recreation hall, canteen and kitchen, agricultural plots, significant landscaping spaces, car parking and provision of necessary infrastructure.

The proposed development has been designed to be well integrated into the Western Sydney University site, having due regard for scale, bulk and orientation of existing buildings. The educational facilities will display linear open building forms in single story design with open spaces and lightweight construction techniques. The site is benefitted by views Blue Mountains to the west and the building and landscape plans have incorporated viewing opportunities into the design.

The project will deliver:

- Three academic blocks (Block B, C and D).
- Short-term, dormitory site accommodation with capacity for 62 patrons (Block F).
- Dining hall, Conference space and canteen (Block E).
- Administrative building (Block A).
- Support facilities for management and maintenance of site.
- External works to accommodate circulation and covered walkways between buildings.
- Pedestrian walkways.
- Student and staff amenities.
- Covered Outdoor Learning Areas.
- Staff car parking area and mini-bus drop off and pick up area. The parking located in front of block A is for visitors.
- Short-term accommodation car parking area. The parking near block F is for staff.
- Green house.
- Various agricultural and animal plots and associated agricultural workshop.
- Provision of waste facility area.
- Installation of all essential services including stormwater management devices where required.
- Operation of the CoE site.

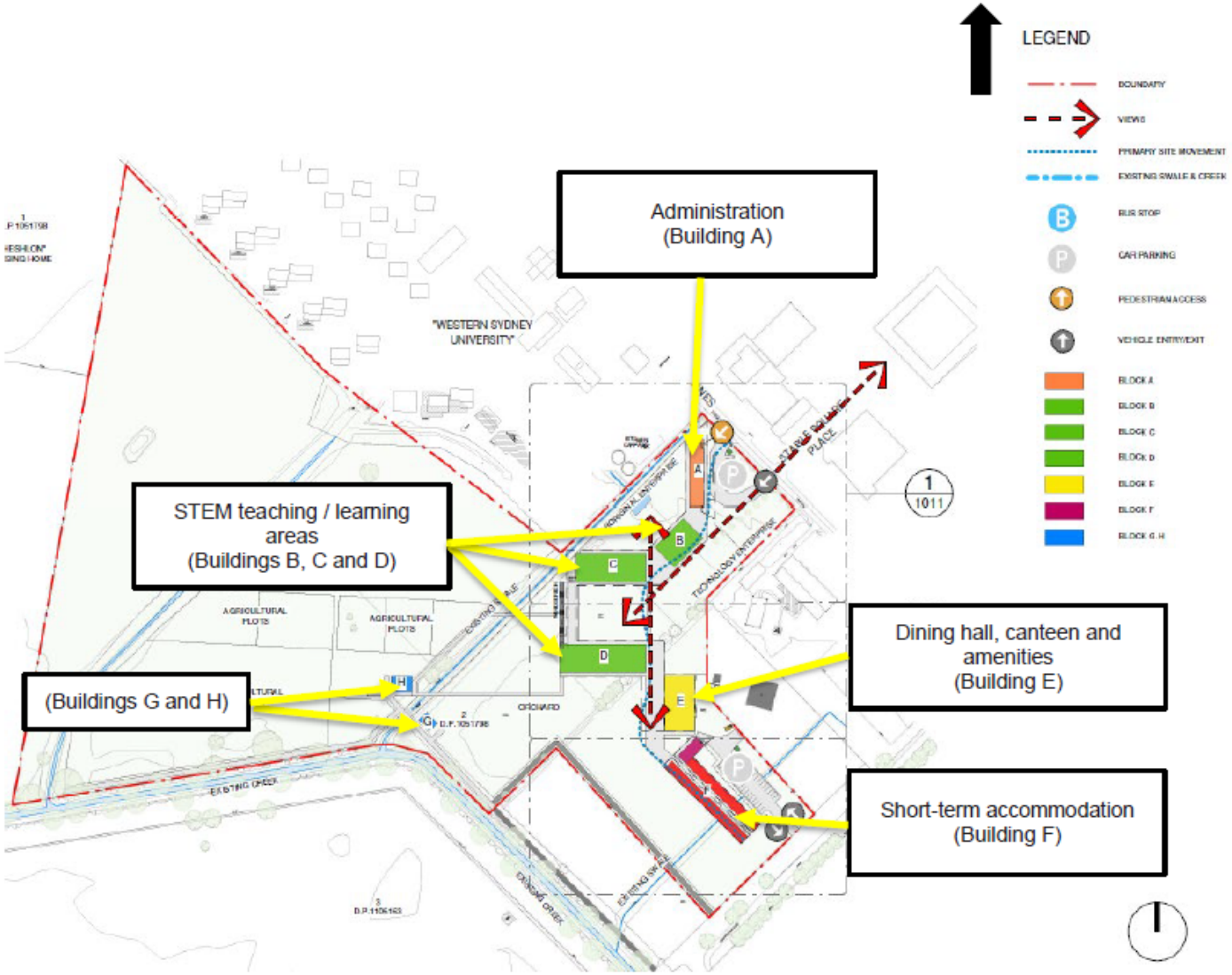

Figure 3 Proposed site plan (Source: NBRS Architects)

1.3 SEAR's issued for the project

The DPIE issued the SEARs for the project on 19th March 2021. This report outlines the social consequences of the school's relative location as requested by DPIE. The SIA has been prepared to address Item 8 of SEARs as outlined in **Table 1**.

Table 1 Secretary's Environmental Assessment Requirements – Social Impacts

Secretary's Environmental Assessment Requirements	Where addressed in this SIA
Include an assessment of the social consequences of the schools' relative location.	Section 6.0 and Section 8.0

The purpose of this SIA is to address Item 8 of the SEARs requirements and additional requirements of the SI NSW as listed in Section 1.4.

1.4 SIA Scope of Works

The SI NSW Brief for the SIA preparation provided a Detailed Description / Scope of Works as per below.

- Complete Social Impact Assessment aligning with SIA Guidelines.
- Prepare a social impact assessment, which addresses the SEARs issued for the project.
- Provide an assessment of the social impacts that relate to the Hawkesbury Centre of Excellence including but not limited to the following key components:

– Site context and local project area.
– The proposed project works.
– Regulatory framework overview relevant to the SIA.
– Strategic policies overview and plans relevant to the SIA.
– The project area's social baseline description.
– Stakeholder engagement process undertaken for the SIA.
– The project's social impacts assessment and analysis.
– Mitigation and enhancement measures for the project's social impacts.
– Considerations of the project on mental health outcomes.
– A description of the cumulative impacts of this project.
– A summary of findings.

1.5 Structure of this Report

The structure of this SIA has been prepared with consideration of the *Draft Social Impact Assessment Guideline – State significant projects* (DPIE, July 2020). The format of the report is outlined in Error! Reference source not found. below.

Table 2 Report structure overview

Section		Section Content
1.	Introduction	Describes the site description, site context and project description.
2.	Methodology	Identifies the study area and source of baseline data.
3.	Stakeholder engagement	Outlines the on-going stakeholder engagement throughout construction and operation and is being undertaken in-conjunction with SINSW.
4.	Regulatory framework	Outlines the project as an 'educational establishment' and is a new school and a SSDA is to be prepared and lodged with DPIE.
5.	Policy Context	Provides a review of relevant policies applicable to the project.

Section	Section Content
6. Social Baseline	Presents baseline information including population and housing projections.
7. Consultation	Outlines the stakeholder and community feedback that has occurred with the project.
8. Expected and perceived impacts.	Outlines the expected and perceived impacts associated with the project.
9. Impact Assessment	Identifies the likely social and economic impacts of the proposal and cumulative impacts.
10. Social impact enhancement, mitigation and residual impacts	Provides recommendations for mitigation.
11. Monitoring and management framework	Describes the need, if such is established, of practical arrangements for monitoring and managing social impacts during operation.
12. Summary of findings	Provides the conclusions for the report and any further recommendations for mitigation for inclusion in the EIS / SSDA.

2 METHODOLOGY

2.1 Study Area

The study area for this SIA is the Richmond, Clarendon Statistical Area (SA-2 Richmond, Clarendon) as shown in **Figure 4**.

2.2 Scope

The site is referred to as the Hawksbury Centre of Excellence with physical address of 2 College Street, Richmond and is located within the City of Hawkesbury Local Government Area (LGA).

The SIA seeks to address the following:

- Social issues including population data, health, community services and facilities.
- Perceived impacts on employment, economic and industry factors.
- Accessibility.
- The cumulative likely social impacts of the proposal.

2.3 Baseline information

A comprehensive desktop assessment has been undertaken to identify the key impacts of the site on the surrounding environment and local community. This data is interpreted to analyse and predict the likely impacts of the proposed development on the locality.

Information has been retrieved from the following sources to support this assessment:

- Census Data from the Australian Bureau of Statistics (ABS).
- Review of the relevant Council and State Strategic Documents.
- Bureau of Crime Statistics and Research.
- Hawkesbury City Council website.

2.4 Consultation

Whilst Item 8 of the SEARs for the proposed development does not specifically mention consultation, page 10 of the SEARs stipulates the proponents' requirements regarding consultation.

2.5 Assessment

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

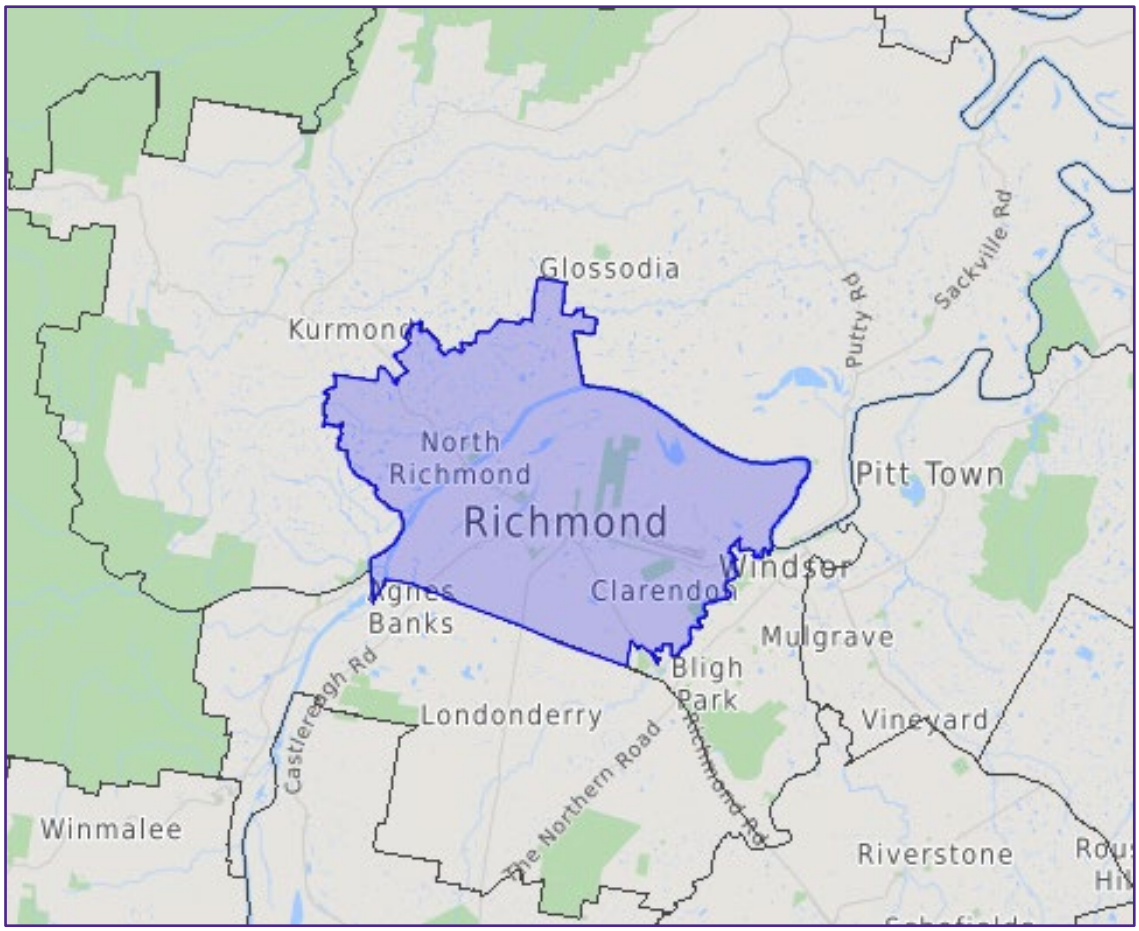

Figure 4 SIA study area and SA2 boundary

3 STAKEHOLDER ENGAGEMENT

The project is an initiative of the Department of Education delivered by SINSW. Ongoing consultation has occurred with the City of Hawkesbury and its various technical experts which has informed the development of this project. It is anticipated that the following parties will have an interest in the project and have been consulted:

- Department of Planning, Infrastructure and Environment.
- NSW Government Architect.
- NSW Office of Environment and Heritage.
- Hawkesbury City Council.
- Transport for NSW.
- Heritage Council of NSW.
- Utility Service Providers (ie. Sydney Water).
- Aboriginal Groups.
- Community Stakeholders.

4 REGULATORY FRAMEWORK

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

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

> (1) Development for the purpose of a new school (regardless of the capital investment value).
>
> (2) Development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school.
>
> (3) Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017), including associated research facilities, that has a capital investment value of more than $30 million.

The project is defined as an 'educational establishment' and is a new school. Accordingly, a State Significant Development application (SSDA) is to be prepared and lodged with DPIE.

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

5 POLICY CONTEXT

5.1 NSW Department of Education Strategic Plan 2018-2022

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

The Hawkesbury Centre of Excellence will provide access to students in association with Richmond High School, for the further educational opportunities and will cater for Year 9 to Year 12 students. The proposal seeks to provide modern teaching facilities and will include shared multi-function spaces within for school and community use.

5.2 Western City District Plan

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

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

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

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

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

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

This report was prepared by Cred Consulting for the Greater Sydney Commission. The document informs aspects of the Greater Sydney Region Plan – A Metropolis of Three Cities. This document provides an analysis of the nature and value of social capital across greater Sydney. It identifies the physical elements or "social connectors" which facilitate social capital. It identifies that quality education and care creates positive social connections with families and children and is "one of the most sustainable pathways towards reducing the economic and social disparities between the rich and poor". High quality teaching will promote better learning outcomes at school, which will result in better education, employment and health after children have finished school.

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

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

Between 2016 and 2036, the population of infants aged 0-4 years is projected to increase by 85,000, with 333,000 more children and young people aged 5-19 than today. This strategy acknowledges there is an increase in number of children across the region, leading to pressure for access to education services. The proposed development addresses relevant objectives of this plan, being Objective 1, Objective 2, Objective 3 and Objective 6, as per below.

- Objective 1: The proposed development will support the three cities through delivering education infrastructure in Western Sydney. This will support the population growth in the area, and across the region.
- Objective 2: The proposed development will accommodate the growing population of children and respond to the residential and employment growth in Richmond.
- Objective 3: The proposed development is responded to the future needs of social and school infrastructure in Greater Sydney. It will provide a modern, and innovative learning space that will respond to the needs of a young growing population.
- Objective 6: The proposed development supports this objective, providing a service and infrastructure to meet the significant increase in students. Schools are essential local infrastructure.

5.5 Future Transport Strategy 2056

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

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

The proposed development is consistent with the Strategy by providing increased educational student capacity in the Hawkesbury area reducing the need for local students to travel large distances to access educational services. The development will also reduce the load on public transport and roads by allowing students to access the school via alternative methods such as walking or cycling etc.

5.6 State Infrastructure Strategy 2018- 2038 Building the Momentum

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

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

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

5.7 Hawkesbury Community Strategic Plan 2036

The Hawkesbury Community Strategic Plan outlines the directions and strategies for the area over a 20-year period. The plan acknowledges the changing nature of the demographic and aims to support a connected, healthy and inclusive Hawkesbury.

As the community demographic changes, the Hawkesbury Council aims to ensure provision of innovative opportunities for education, leisure and education through library, resources and facilities. The CoE will offer quality education, resources and facilities related to agriculture and education provision.

6 SOCIAL BASELINE

6.1 Project's social locality

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

- Richmond, Clarendon Statistical Area.
- Local Study Area "the locality – ABS Statistical Area 2 (SA2) boundary of Richmond - Clarendon as shown I Figure 4. ABS 2016 data, and ABS estimated projections for 2018 are used for this SIA. This information is used for data comparison purposes and consideration of community issues.
- The Greater Sydney statistical area (for comparison purposes).
- NSW Bureau of Crime Statistics and Research for overall Hawkesbury LGA.

The development reflects the significant need for contemporary additional public education and community infrastructure in the area. The project is a new facility for high school students within the local catchment area to receive skilled training in STEM and agricultural education. The new school will respond to the Education Facilities Standards and Guidelines (EFSG) requirements for a centre of Excellence (NSW Department of Education). The project provides an opportunity to deliver a new educational facility for high school students catering to STEM and Agricultural students that will be an exemplar for students in NSW, providing innovative educational facilities that are more accessible to the local community.

The SEARs, Section 8 has requested an assessment of the social consequences of the schools' relative location.

The proposal is sited within 1.6km from Richmond High School and is designed to encourage students to access the CoE through public, private, or active transport. The site is located approximately 2km south of the Richmond train station and Richmond Town Centre and approximately 600m SE from the nearest residential area, Hobartville.

The surrounding university services provide a unique opportunity for secondary students attending the CoE. The CoE will provide a local resource to students from Richmond High School to access facilities, classes and research opportunities. The development enables students to immerse themselves in a learning environment that will result in better development of educational pathways and industry engagement, collaborative research opportunities and experience with innovative agricultural practices.

The short-term accommodation can accommodate more students resulting in equal opportunities to educational opportunities for students from remote areas. The establishment of onsite learning experiences creates more immersive learning outcomes and stronger engagement with tertiary education options. The recreational spaces and dining areas the school can administer appropriate programming for students throughout their stay at the school.

The security of the site has been considered with regards to the differing demographics of high school and university-aged students. The proposal has been located to the south of the University with a clear separation between the CoE space and University buildings. The design incorporates fencing and will be suitably managed and maintained during operation.

The proposal's relative location is considered a positive outcome for the site and creates a unique, inclusive learning facility.

This SIA examines the external impacts on the locality to determine the social consequences by utilising 2016 Census data for the Richmond Census District.

6.2 Existing social baseline

6.2.1 Population and people

Census data provides that there were 13,842 people living within the subject area in 2016. The population in the locality has grown marginally from the 2012 Census.

In 2016, the working age range (15-64 years old) represented approximately 63% of the population in the Richmond locality; of the population of the locality was within the 18 – 59 years age bracket compared to 59% of the Greater Sydney Area population within the same bracket.

Local residents over the age of 60 accounted for 24.7% of the population, compared to 19% of the Greater Sydney population within the same age bracket.

In 2016, 67.9% of residents in the locality were born in Australia, 6.8% of residents were born on England, 2.0% in New Zealand, 1.4% in Malta and 1.2% Netherlands. The Greater Sydney Area recorded a total of 42.9% of births occurred overseas.

English only proficiency was 86.3% compared to 58% for the Greater Sydney Area.

6.2.2 Income

In 2016, the locality displayed a median household income of $1,317 per week. The median weekly personal income for people aged 15 years and older was $658 per week.

6.2.3 Education and Employment

Of people aged 15 and over in Richmond - Clarendon (Statistical Area Level 2), 13.1% reported having completed Year 12 as their highest level of educational attainment, 19.7% had completed a Certificate III or IV and 9.1% had completed an Advanced Diploma or Diploma. In Richmond – Clarendon, 29.2% of people reported attending an educational institution. Of these, 25.7% were in primary school, 19.5% in secondary school and 21.9% in a tertiary or technical institution.

The most common occupations in Richmond - Clarendon (Statistical Area Level 2) included Technicians and Trades Workers 17.4%, Professionals 16.3%, Clerical and Administrative Workers 13.4%, Community and Personal Service Workers 12.0%, and Managers 10.7%.

6.2.4 Transport

In Richmond - Clarendon, on the day of the Census, the most common methods of travel to work for employed people were:

- Car, as driver 67.2%,
- Car, as passenger 4.4% and
- Train 3.9%.

Other common responses were Worked at home 3.7% and Walked only 3.5%. On the day, 6.4% of employed people used public transport (train, bus, ferry, tram/light rail) as at least one of their methods of travel to work and 73.6% used car (either as driver or as passenger).

Overall, 59,800 Greater Sydney residents travel predominantly to work via car as a driver or passenger.

Alternative modes of travel to work for Greater Sydney residents are via public transport (22.8%).

6.2.5 Family and community

In 2016, the average household size in the locality was 3.2 persons, less than the Greater Sydney average of 2.8 persons. For families, the median weekly rent was $360 and median monthly mortgage repayments was $1,900.

Of all households, 67.3% were family households, 29.5% were single person households and 3.2% were group households.

6.2.6 SEIFA Disadvantage

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

There are two indexes used for this assessment.

- Index of Relative Socio-economic Disadvantage – ranking from disadvantaged, to least disadvantaged.
- Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) – ranked from most disadvantaged to most advantaged.

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

In 2016, the Richmond - Clarendon SEIFA Index of Disadvantage was 967. It is in the 28th quintile of the IRSD index (the least disadvantaged). In comparison the SEIFA Index for Greater Sydney in 2016 was 1,018.

6.2.7 Crime

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

- Assault: 303.1 per 100,000
- Homicide: 1 per 100,000
- Robbery: 13.4 instances.
- Sexual Assault: 203.6 instances.
- Theft:153.1 instances.
- Malicious Damage to Property:653.8
- Disorderly Conduct: 25.3
- Drug Offences:127.8

7 CONSULTATION

Stakeholder and community feedback have been integral to the development of this proposal. Feedback was sought from stakeholders and communities through consultation activities and communication channels.

The Project Reference Group (PRG) has conducted ongoing meetings which commenced on 31 January 2020 and have met on eleven occasions to date. The project team held two community information sessions which resulted in approximately 55 attendees, 45 feedback forms, and numerous face-to-face comments to project team members. The project team has also responded to 2 direct emails and 1 phone call about the project.

Consultation identified key issues of community interest for consideration during the preparation of the EIS and included the following.

- Interest in the coordination, logistics and relationship between RHS and the COE, as well coordination of all agricultural schools in the area.
- Concern about travel time and logistics to transport students between RHS and COE, including teacher supervision, mode of travel and frequency.
- Suitability of location.
- Incorporation of Aboriginal farming.
- Integration with the Aerotropolis plan for Western Sydney.
- Practical experience essential, including crop trials and large-scale farming.
- Recruitment process for academic staff to ensure best practices are taught.

Community consultation will occur through the exhibition of the SSDA and through the construction and operational phases and incorporate the feedback received into the designs and studies lodged with the SSDA. A community consultation summary report prepared by NSW Department of Education is contained in **Appendix B**.

8 EXPECTED AND PERCEIVED IMPACTS

As per the draft *Social Impact Assessment Guidelines* the following section is provided and identifies the expected and perceived social impacts relating to the proposed development. The impacts listed below are based on the information available at the time this document was prepared. Social impacts may change or be altered during the life cycle of a project and should be regularly monitored and reviewed as outlined in Section 10.

8.1 Way of life

- Privacy, peace and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).
- Will the development distance people and/or businesses?
- Will the development affect how people get around?

8.2 Community

- Changes to the community composition and character caused by change in land use.

8.3 Access to and use of infrastructure, services and facilities

- Will the development enhance equity of access to facilities?
- Will the development enhance accessibility of school facilities for the broader community outside school hours?
- Will there be any restrictions on residents accessing local services during construction?

8.4 Culture

Will the development enhance opportunities for (multi)cultural expression through design?

8.5 Health and wellbeing

- Safety of children/ pedestrians especially with increased traffic.
- Health concerns of using potentially contaminated land for school activities.
- Health improvements from displacing contamination.
- Will community health be improved by enhanced public access to school facilities?

8.6 Surroundings

- Potential improvements to noise, dust, light and visual impacts.
- Changes to aesthetic values and privacy.

8.7 Livelihoods

- Impacts on the ability of those working in agriculture to sustain themselves.

8.8 Decision-making systems

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

9 IMPACT ASSESSMENT AND PREDICTION

9.1 Social impact significance matrix used in this SIA

In accordance with the Draft Social Impact Assessment Guideline- State significant projects (DPIE, July 2020) and associated Technical Supplement the following tables (**Table 3** to **Table 5**) are used to evaluate the likely significance of both positive and negative social impacts. The ratings of likelihood, and magnitude – and therefore overall significance – typically have both subjective and objective components, as this will depend on people's individual experiences and/or perceptions as well as technical evaluations.

Likelihood levels of social impact are defined in **Table 3**.

Table 3 Likelihood of social impacts

Likelihood Level	Meaning
Almost Certain	Definite or almost definitely expected (e.g., has happened on similar projects)
Likely	High probability
Possible	Medium probability
Unlikely	Low probability
Very unlikely	Improbable or remote probability

Characteristics of social impact magnitude are detailed in **Table 4**.

Table 4 Characteristics of social impact magnitude

Characteristic		Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively) including any potential vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional)
	Duration	When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Severity or scale	What is the likely scale or degree of change? (e.g. mild, moderate, severe)
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter; whether it is rare/unique or replaceable; the extent to which it is tied to their identity; and their capacity to cope with or adapt to change.
	Level of concern / interest	How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or severity. Concern itself can lead to negative impacts, while interest can lead to expectations of positive impacts.

The definitions for various magnitude levels for social impacts are provided in **Table 5**.

Table 5 Defining magnitude levels for social impacts

Magnitude level	Meaning and examples
Transformational	Substantial change experienced in community wellbeing, livelihood, amenity, infrastructure, services, health. And/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/improvement to something hat people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration / improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	No noticeable change experienced by people in the locality.

Using the likelihood levels provided in **Table 3**, the magnitude characteristics in **Table 4** and the definition of magnitude levels in **Table 5** enables the social impact significance matrix, **Table 6**, to be utilised to determine the significance of the social impacts from the proposed development.

Table 6 Social impact significance matrix

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

9.2 Impact assessment

The potential positive and negative social impacts resulting from Hawkesbury Centre of Excellence project have been identified. **Table 7** itemises these impacts and provides a significance rating for each impact and commentary.

Table 7 Social impact evaluation of the CoE project

Potential impacts on people	Significance rating	Comments
Way of Life		
Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).	Magnitude = Moderate Likelihood = Possible Significance = Medium	Short term impact during the construction phase for neighbours (students and staff) within immediate vicinity of project e.g. noise, dust, vibration etc. Permanent impacts during ongoing operation. Nearest residential receptors are located 600m north-west from the site.
Will the development displace people and/or business?	Magnitude = Moderate Likelihood = Likely Significance = High	Short term minimal impact during construction primarily confined to students and employees within WSU. Daily periodic impacts during ongoing operation.
Will the development affect how people get around?	Magnitude = Minor Likelihood = Possible Significance = Medium	The proposal is adjacent the existing University campus and is accessed by internal road networks, there are limited expected impacts on the throughfare of traffic. The site will be well connected to access points.
Community		
Changes to community composition and character caused by change in land use.	Magnitude = Minor Likelihood = Unlikely Significance = Low	Community composition expected to remain unchanged. Project is considered to result in a more vibrant, inclusive community.
Access to and use of infrastructure, services, and facilities		
Will the development enhance equity of access to facilities?	Magnitude = Major Likelihood = Almost Certain Significance = Very High	The CoE will be a public school open to students within the catchment area and but also students across NSW and is designed to provide immersive learning outcomes for students interested in STEM and Agricultural courses. The short-term accommodation allows for better access to onsite learning experiences and equity in access to learning opportunities. Greater access to higher education pathways among local residents.
Will the development enhance accessibility of school facilities for the	Magnitude = Major Likelihood = Likely	Shared multi-function spaces within for school and community use.

Potential impacts on people	Significance rating	Comments
broader community outside school hours?	Significance = High	
Will there be any restrictions on residents accessing local services during construction?	Magnitude = Minor Likelihood = Likely Significance = Low	Short term minimal impact during construction for select groups.
Culture		
Opportunities for (multi)cultural expression through design	Magnitude = Moderate Likelihood = Likely Significance = High	The CoE has been designed to incorporate Aboriginal narratives and multi- cultural expression. Consultation with traditional owners of the land has been undertaken to in the naming of and design of the school.
Health and wellbeing		
Safety of children/pedestrians, especially with increased traffic.	Magnitude = Moderate Likelihood = Likely Significance = High	Shared multi-purpose campus is sited in proximity to existing educational facilities and is expected to maintain the safety of students. Consideration of student well-being has been addressed in the design through the security of the design and siting on the built form. The short-term accommodation is located further away from the adjacent WSU campus buildings. Boundary fencing will contain the site to control ingress and egress of patrons. Opportunities for private and active transport are available. Utilisation of public transport for access will be promoted.
Health concerns of using former contaminated land for school activities.	Magnitude = Minor Likelihood = Unlikely Significance = Low	Short term impact during the construction phase, the presence of contaminated soils has not been identified at the site.
Health improvements from displacing contaminated land.	Magnitude = Moderate Likelihood = Possible Significance = Medium	The site is currently vacant, the proposed use does not have any perceived health impacts on the community.
Will community health be improved by enhanced public access to school facilities?	Magnitude = Major Likelihood = Likely Significance = High	The integration of high school students into a tertiary education site will allow for better community health for young people to access engaging opportunities.
Surroundings		
Potential improvements to noise dust, light and visual impacts.	Magnitude = Major Likelihood = Likely Significance = High	Minimal perceived impact over the duration of construction.
Changes to aesthetic values and privacy.	Magnitude = Major Likelihood = Likely Significance = High	Change from rural aesthetic to building architecture that has a strong utilitarian nature with surrounding buildings and environmental values that comply with modern expectations for developments.
Livelihoods		
Impacts on the ability of those working in existing industries to sustain themselves.	Magnitude = Minor Likelihood = Very Unlikely Significance = Low	The inclusion of the CoE increases the opportunities for diversity in the locality, potentially attract new demographics for attendance at the school and employment opportunities.
Decision-making systems		
Whether affected people can make informed decisions and feel they have	Magnitude = Minor Likelihood = Very Unlikely	Community consultation and comment during the project life cycle through various platforms.

Potential impacts on people	Significance rating	Comments
power to influence project decisions, including elements of project design	Significance = Low	

9.3 Cumulative impacts

The proposal for CoE is expected to have a significant positive impact on the surrounding community and has the potential to diversify the locality. The potential cumulative social impacts are considered to have a positive outcome. The following addresses the perceived social impacts associated with the CoE:

- Negative impacts associated with the construction of multiple large projects over the same timeframe. Projects are expected to occur over the next 4 years, with the severity of the impacts associated with Hawkesbury Centre of excellence dependant on the timeline of other projects. Summary of the potential impacts are listed below:
  - Increase in traffic to the area – truck movements, workforce etc.
  - Increased short term workforce in the area.
  - Increase in construction noise.
  - Limited access to the area for residents, students, and other site users.
- Positive changes to community composition and character due to new infrastructure, services, residencies following completion of surrounding projects.
- Significant new direct and indirect jobs created during both construction and operational phases creating a positive impact to the local economy.
- Improvements to way of life, especially for young people, from increased educational opportunities available locally; access to higher education learning opportunities benefitting the community.
- Exposure to tertiary learning pathways and unique immersive learning outcomes for students.

10 MITIGATION AND RESIDUAL IMPACTS

Mitigation measures (standard and project-specific ones) and residual impact significance have been developed based upon the impacts and significance rating in **Table 8**.

Table 8 Mitigation measures response table

Potential impacts on people	Significance rating	Standard mitigation measures	Project-specific mitigation measures	Residual impact significance
Way of Life				
Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation).	Medium	Workforce education Complaint system (hotline) Use noise attenuated plant and equipment. Real-time noise monitoring	**Specific mitigation measures for the project to be outlined in EIS.**	Low (negative)
Will the development displace people and/or business?	High	Minimising vehicle movements into and out of site and limited works hours 7am-5pm, reduced weekend work Developing and implementing a traffic management plan.	**Specific construction mitigation measures for the project to be outlined in EIS.** Additional bus routes assumed to be implemented for site. Most users will utilise public transport.	Medium (negative)
Will the development affect how people get around?	Medium	Traffic flows ingress and egress to the site may be diverted for construction purposes.	**Implement traffic management plan.**	Medium (negative)
Community				
Changes to community composition and character caused by change in land use.	Low	Mitigation measures not required*	Mitigation measures not required*	Low (positive)
Access to and use of infrastructure, services and facilities				
Will the development enhance equity of access to facilities?	Very High	Mitigation measures not required*	Mitigation measures not required*	Very High (positive)
Will the development enhance accessibility of school facilities for the broader community outside school hours?	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Will there be any restrictions on residents accessing local services during construction?	Low	Construction activities management under CEMP Traffic management plan implemented	Alternative pedestrian accesses to be established to allow free flow of foot traffic and provide access to business and services.	Low (negative)

Potential impacts on people	Significance rating	Standard mitigation measures	Project-specific mitigation measures	Residual impact significance
Culture				
Opportunities for (multi)cultural expression through design	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Health and wellbeing impacts				
Safety of children/pedestrians, especially with increased traffic.	High	Traffic management plan implemented.	Infrastructure works on Londonderry Road and the completion of footpaths on Vines Drive.	High (positive)
Health concerns of using contaminated land for school activities.	Low	Land has not been identified as contaminated.	Ensure traffic management control is implemented. Limit vehicle movements outside of peak traffic times Follow hierarchy of control.	Low (negative)
Health improvements from displacing contaminated land.	Medium	Mitigation measures not required*	Mitigation measures not required*	Medium (positive)
Will community health be improved by enhanced public access to school facilities?	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Surroundings				
Potential improvements to noise dust, light and visual impacts.	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Changes to aesthetic values and privacy.	High	Mitigation measures not required*	Mitigation measures not required*	High (positive)
Livelihoods				
Impacts on the ability of those working in existing industries to sustain themselves.	High	Contribution to agriculture industry.	Ability for the project to provide opportunities for the people working in the agricultural industry.	High (positive)
Decision-making systems				
Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design	Low	Ensure community engagement programs are implemented during the project life cycle.	Ensure the design is open for public feedback and ensure all comments are addressed. Ensure community is engaged through multiple platforms to limit exclusion.	Low (negative)

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

11 MONITORING AND MANAGEMENT PLAN

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

11.1 Monitoring Program

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

Table 9 Monitoring Program.

Desired outcomes	Indicators	Target	Methodology	Frequency	Monitoring responsibility
Way of Life					
Improvement to privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities (following construction)	Positive community feedback following construction	Positive feedback score from neighbours and site users (suggested 80% positive)	Notification feedback	Annually (as required)	Community engagement team
Community					
Positive changes to community composition and character caused by new residents and families.	Positive change in community demographic and size	Population increase (suggested 5%)	Source data from ABS, Council and local service providers	Annually (as required)	Community engagement team
Access to and use of infrastructure, services and facilities					
Accessibility of school facilities for the broader community.	Public accessing and utilising facilities	Utilisation of facility (suggested 85% positive)	Review of facility data	Annual	SINSW
Minimise impacts of construction activities – noise, traffic etc.	Number of complaints registered	Limit recorded complaints to two (2) per month	Complaints Register	Monthly	Community engagement team
Livelihoods					
Impacts on neighbours, including their ability to sustain themselves minimised.	Number of complaints registered. Positive feedback on public surveys	Limit recorded complaints to two (2) per month. Positive feedback from neighbours	Complaints Register and Ongoing transparency	Monthly (as required)	Community engagement team

11.2 Incident notification and reporting

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

11.3 Data-sharing

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

12 SUMMARY OF FINDINGS

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

The SIA concludes that the negative social impacts are primarily associated with the construction phase of the project both directly and as a result of cumulative construction works. The associated negative impacts include:

- Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly changes to people's daily lives and activities.
- How people get around if traffic/parking demands increase.
- Restrictions on residents accessing local services during construction.
- Noise impacts to the surrounding WSU Campus during construction.
- Impacts on neighbours, including their ability to sustain themselves.

Several positive social impacts were identified during the assessment including:

- Equity of access to education and associated services for different social and cultural groups.
- Significant new direct and indirect jobs created during both construction and operational phases creating a positive impact to the local economy.
- Improvements to way of life, especially for young people, from increased educational opportunities available locally and access to higher education learning opportunities benefitting the community.
- Exposure to tertiary learning pathways and unique immersive learning outcomes for secondary students.
- The proposals' relative location is considered a positive outcome for the site and creates a unique, inclusive learning facility.

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

13 AUTHOR QUALIFICATION AND DECLARATION

The SIA for Hawkesbury Centre of Excellence has been prepared by:	
Name	Rob Dwyer, Planning Manager, RPS
Qualification	• Bachelor of Science, Human and Physical Geography (Newcastle University) • Graduate Diploma of Urban and Regional Planning (University of New England)
Memberships	• Fellow Member, Planning Institute of Australia (PIA) • Expert Member, NSW DP&E Independent Hearing Assessment Panels (IHAPs) • Member, Hunter Chapter Property Council of Australia (PCA)
Recent experience	• Green Square Integrated Community Facility and School SIA. • Mosman High School upgrade SIA. • Bankstown North School upgrade SIA. • Mulgoa Primary School SIA (in preparation). • Bay Resort, Anna Bay SIA.
Declaration	I declare that this SIA contains all available information that is relevant to the social impact assessment of the development to which this SIA relates and it is true in all material particulars and does not, by its presentation or omission of information, materially mislead.
Signature	
Name	Rob Dwyer
Date	24-06-2021

14 REFERENCES

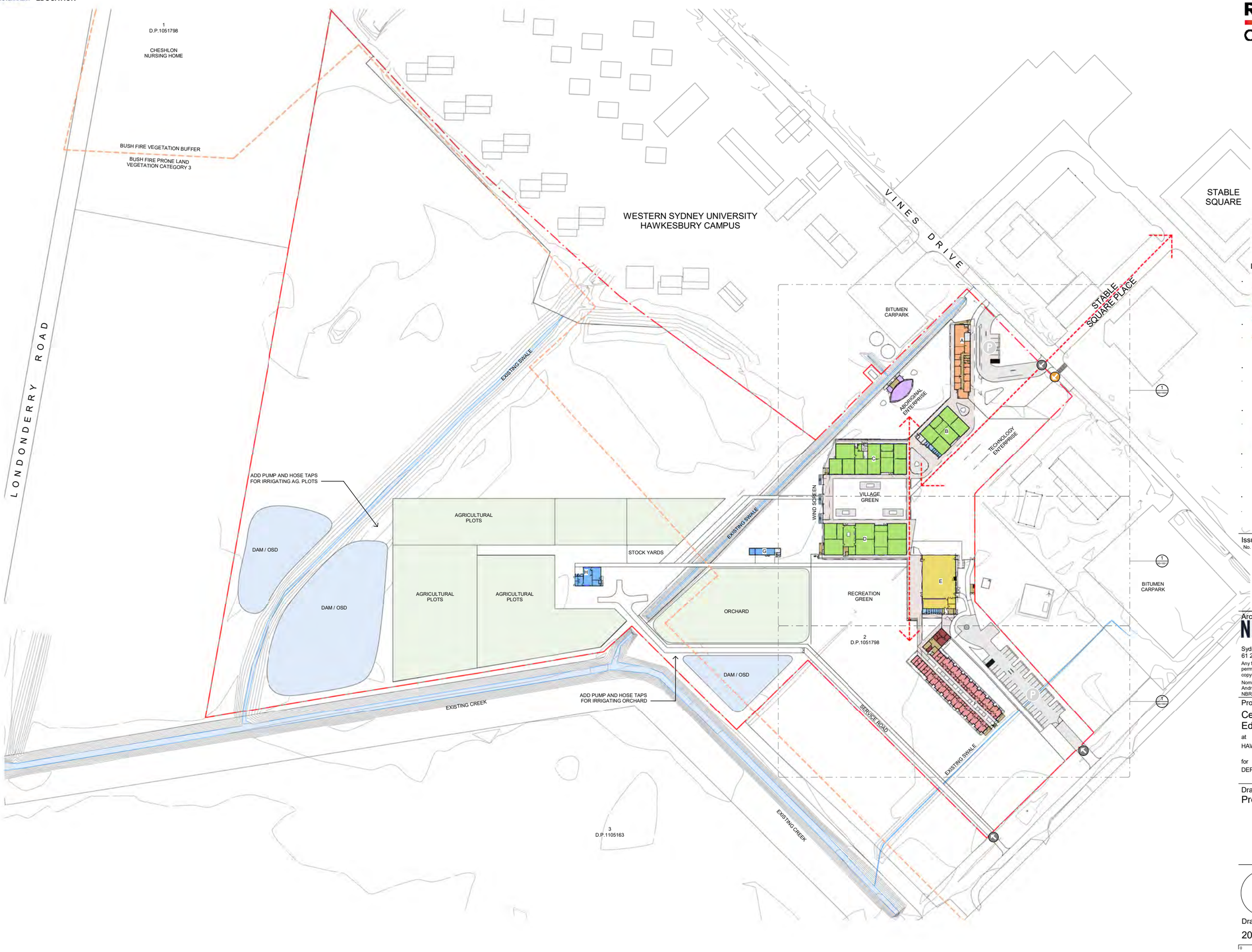
- Australian Bureau of Statistics (ABS) (Census 2016).
- Australian Bureau of Statistics (4221.0 - Schools, Australia, 2018).
- Draft Social Impact Assessment Guideline – State significant projects (DPIE, October 2020)
- Appendix A of the Technical Supplement to support the Social Impact Assessment Guideline – State significant projects (DPIE, October 2020).
- Department of Planning, Infrastructure and Environment, Population and Dwelling Forecasts 2016-2041.
- Greater Sydney's Social Capital Its Nature and Value (Cred Consulting, 2017).
- Sustainable Sydney 2030.
- Hawkesbury Local Environmental Plan 2012.
- City of Sydney Local Strategic Planning Statement.
- NSW Department of Education Strategic Plan 2018-2022.
- Hawkesbury DCP 2012.

Appendix A
Extract from Architectural Plans

NSW GOVERNMENT EDUCATION

NBRSARCHITECTURE.

RICHARD CROOKES CONSTRUCTIONS



Issue

No.	Date	Description	Chkd

Architect

NBRSARCHITECTURE.

Sydney
61 2 9922 2344 nbrsarchitecture.com

Nominated Architect:
Andrew Duffin NSW 5602
NBRS & Partners Pty Ltd VIC 51197

ABN 16 002 247 565

Project

Centre of Excellence in Agricultural Education

at

HAWKESBURY

for

DEPARTMENT OF EDUCATION

Drawing Title

Proposed Site Plan

PRELIMINARY

Date 31/03/2021 8:01:04 AM

Scale As indicated @ A1

Drawing Reference

20417-NBRS-A-SSDA-0102

Revision

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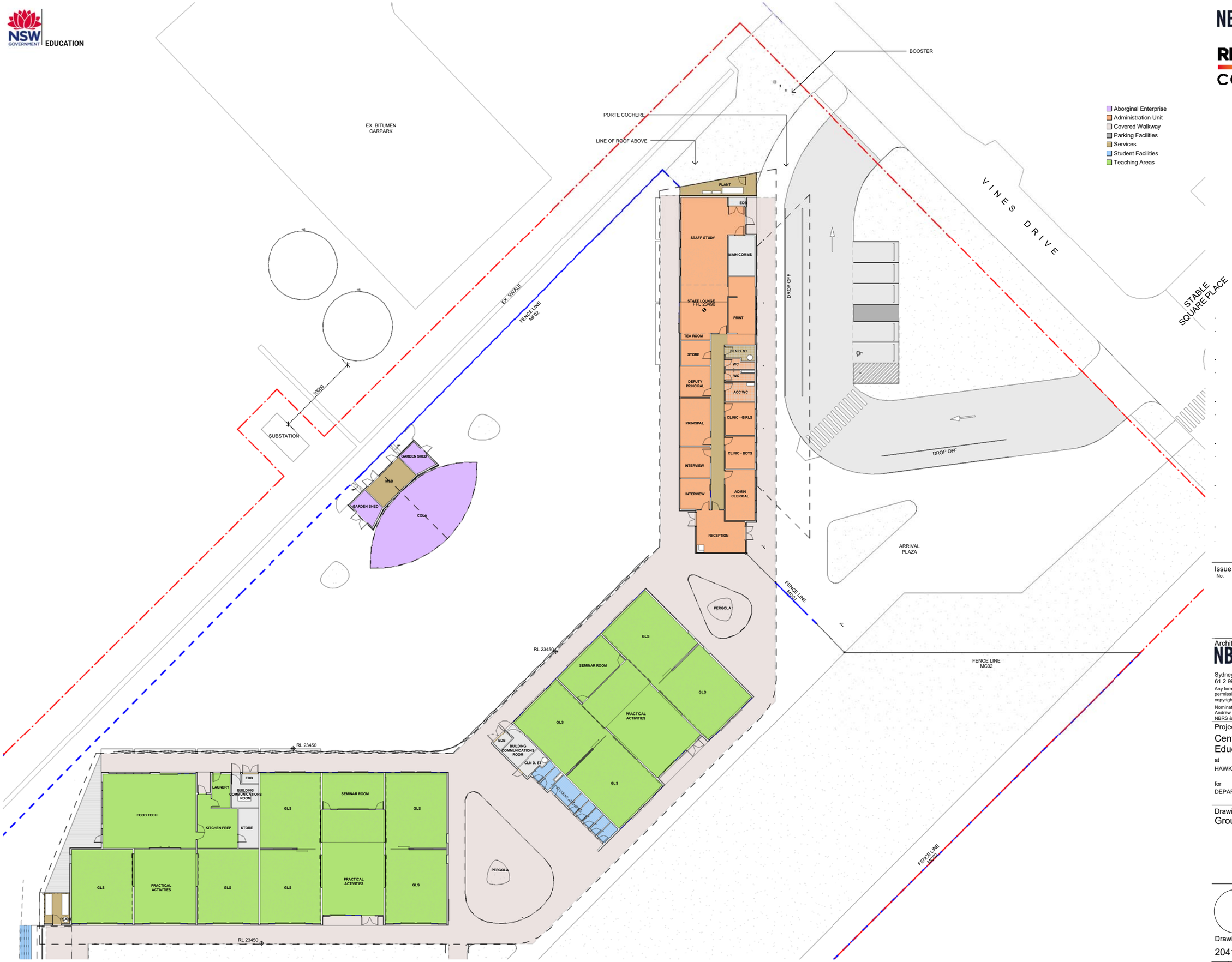
NSW GOVERNMENT EDUCATION

NBRSARCHITECTURE.

RICHARD CROOKES CONSTRUCTIONS



Issue

No.	Date	Description	Chkd

Architect

NBRSARCHITECTURE.

Sydney
61 2 9922 2344 nbrsarchitecture.com

Nominated Architect:
Andrew Duffin NSW 5602 © 2020
NBRS & Partners Pty Ltd VIC 51197 ABN 16 002 247 565

Project

Centre of Excellence in Agricultural Education

at

HAWKESBURY

for

DEPARTMENT OF EDUCATION

Drawing Title

Ground Floor Part Plan 1

PRELIMINARY

Date 31/03/2021 8:01:40 AM

Scale 1 : 200 @ A1

Drawing Reference

20417-NBRS-A-SSDA-1000

Revision

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NSW GOVERNMENT EDUCATION

NBRSARCHITECTURE.

RICHARD CROOKES CONSTRUCTIONS

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Issue

No.	Date	Description	Chkd

Architect
NBRSARCHITECTURE.
Sydney
61 2 9922 2344 nbrsarchitecture.com

Nominated Architect:
Andrew Duffin NSW 5602
NBRS & Partners Pty Ltd VIC 51197

ABN 16 002 247 565

Project

Centre of Excellence in Agricultural Education

at

HAWKESBURY

for

DEPARTMENT OF EDUCATION

Drawing Title

Ground Floor Part Plan 2

PRELIMINARY

Date 31/03/2021 8:01:47 AM

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Drawing Reference

20417-NBRS-A-SSDA-1001

Revision

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NSW GOVERNMENT | EDUCATION

NBRSARCHITECTURE.

RICHARD CROOKES CONSTRUCTIONS

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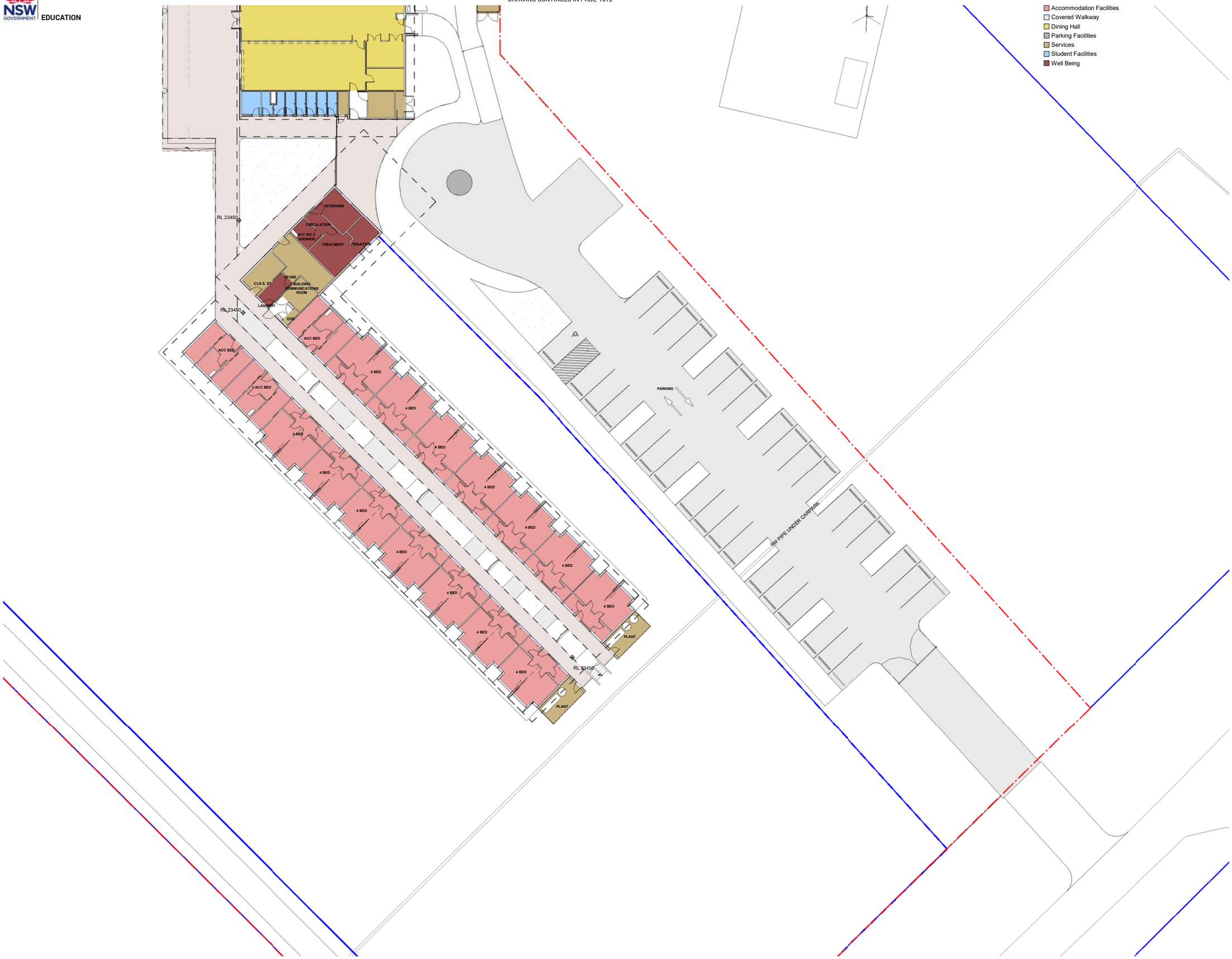

Issue

No.	Date	Description	Chkd

Architect

NBRSARCHITECTURE.

Sydney
61 2 9922 2344 nbrsarchitecture.com

Nominated Architect:
Andrew Duffin NSW 5602
NBRS & Partners Pty Ltd VIC 51197

ABN 16 002 247 565

Project

Centre of Excellence in Agricultural Education

at

HAWKESBURY

for

DEPARTMENT OF EDUCATION

Drawing Title

Ground Floor Part Plan 3

PRELIMINARY

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Drawing Reference

20417-NBRS-A-SSDA-1002

Revision

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Appendix B
Community Consultation Report

NSW GOVERNMENT | Education

May 2021

School Infrastructure NSW

Community Consultation Summary Report

Centre of Excellence in Agricultural Education

Contents

1. Introduction

School Infrastructure NSW's (SINSW) mission is to provide school infrastructure solutions by working collaboratively with all stakeholders to create learning environments across NSW that serve future needs and make us proud.

As part of our transformation in the way we plan, develop and deliver schools across the state, we are committed to openly sharing information. This will show how one school compares with its neighbouring group of schools. It also explains the challenges we face in the complex world of schools planning. Part of this transparency means that we will let the community know which schools will be worked on and at what time. It will take time since we have over 2,200 schools across the state, so we will address high growth areas within each district and region across the State first.

As we develop a range of options for addressing school infrastructure requirements, members of the community will be able to see and comment on our proposal before it is finalised. Feedback is important and helps us refine our planning process. Whilst we cannot commit to implementing everything suggested, engaging with the broader community ensures we've considered what's important to you, and balanced this with practicality and cost to deliver sustainable and relevant solutions for schools.

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed Centre of Excellence in Agricultural Education. It forms part of the Environmental Impact Statement required for the State Significant Development (SSD) application (SSD-15001460) as specified in the Secretary's Environmental Assessment Requirements (SEARs).

This report summarises the engagement undertaken for this stage of the proposed upgrades by outlining:

- the SEARs for stakeholder and community consultation
- the consultation process undertaken, including key meetings with stakeholders
- a summary of feedback received, and issues raised, by specific stakeholders, and
- how feedback has been considered in the development of the SSD application.

2. Background

The NSW Government is investing $7 billion over the next four years, continuing its program to deliver more than 200 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

The Centre of Excellence in Agricultural Education (CoE) is a project that was announced by the Minister of Education on 10 December 2019. The CoE is proposed to be co-located on the Western Sydney University (WSU) Hawkesbury campus. The CoE is currently in a pilot phase operating without premises, on a smaller scale with no residential accommodation.

In 2015, there was a previous announcement to move Hurlstone Agricultural High School from its existing site in Glenfield, to Hawkesbury, and build a new agriculturally focused, boarding, selective high school on the WSU site. This project did not progress, and the new CoE project has superseded this previous announcement.

The current proposal for the CoE will involve farming enterprises, learning facilities and a residential facility to support teaching and learning to students in agricultural education. In addition, the CoE will support teaching and learning for industry, overseas students, and educators in NSW. This will be delivered through programs facilitated directly through the CoE with other schools in NSW.

The CoE, alongside a neighbouring project at Richmond High School (RHS) will establish “Richmond Agricultural College”. An operational model that will encompass the educational streams at RHS and the new CoE. For students wishing to access the educational streams at RHS, they will enrol directly through RHS and will access the CoE on the WSU campus on a tailored basis through their course of study. Students from other schools across the State will access the CoE through their school initiating engagement in an agricultural (AgSTEM) program or project-based learning opportunity managed by the CoE.

The CoE will support high-quality educational outcomes to meet the needs of its students and deliver:

- Agriculture labs and science labs
- Aboriginal farming enterprise (in partnership with community and industry)
- Pods for partnership work with industry (e.g. vertical farming)
- Flexible learning and collaborative spaces
- Food technology space
- Short term accommodation facilities for visiting students and teachers
- Administrative facilities
- Agricultural enterprises.

2.1. Project description

The proposed development involves the construction and operation of a new CoE on a leased land parcel within the Western Sydney University (Hawkesbury Campus) site, Richmond NSW.

The CoE will provide new agricultural / STEM teaching facilities with general learning and administration spaces to be utilised by rural, regional, metropolitan and international school students. The CoE will accommodate up to 325 students and up to 25 full-time employees consisting of farm assistants, administration staff and teachers and up to five itinerant staff members. The CoE will also include short-term on-site accommodation facilities for up to 62 visiting students and teaching professionals from regional and rural NSW.

The CoE will include five science laboratories, ten general learning spaces, practical activity teaching areas, seminar, botany room, administration block and accommodation facilities. It will also include covered outdoor learning areas, dining / recreation hall, canteen and kitchen, agricultural plots, significant landscaping spaces, car parking and provision of necessary infrastructure.

The proposed development has been designed to be well integrated into the Western Sydney University site, having due regard for scale, bulk and orientation of existing buildings. The educational facilities will display linear open building forms in single story design with open spaces and lightweight construction techniques. The site is benefitted by views Blue Mountains to the west and the building and landscape plans have incorporated viewing opportunities into the design.

The project will deliver:

- Three academic blocks (Block B, C and D).
- Short-term, dormitory site accommodation with capacity for 62 patrons (Block F).
- Dining hall, Conference space and canteen (Block E).
- Administrative building (Block A).
- Support facilities for management and maintenance of site.
- External works to accommodate circulation and covered walkways between buildings.
- Pedestrian walkways.
- Student and staff amenities.
- Covered Outdoor Learning Areas.
- Staff car parking area and mini-bus drop off and pick up area. The parking located in front of block A is for visitors
- Short-term accommodation car parking area. The parking near block F is for staff.
- Green house.
- Various agricultural and animal plots and associated agricultural workshop.
- Provision of waste facility area.
- Installation of all essential services including stormwater management devices where required.
- Operation of the CoE site.

2.2. Secretary's Environmental Assessment Requirements

The Secretary's Environmental Assessment Requirements (SEARs) for the State Significant Development were received on 19 March 2021. An excerpt can be found below.

"During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, relevant special interest groups, including local Aboriginal land councils and registered Aboriginal stakeholders and affected landowners. In particular, you must consult with:

- the relevant Council.
- Government Architect NSW (through the NSW SDRP process).
- Transport for NSW.

Consultation should commence as soon as practicable to inform the scope of investigation and progression of the proposed development.

The EIS must describe and include evidence of the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.

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

3. Consultation Approach

3.1. Consultation objectives

As set out in the Community Engagement Plan, the following community engagement objectives have been identified for this proposal:

- Promote the benefits of the project
- Build key schools community stakeholder relationships and maintain goodwill with impacted communities
- Manage community expectations and build trust by delivering on our commitments
- Provide timely information to impacted stakeholders, schools and broader communities
- Address and correct misinformation in the public domain
- Reduce the risk of project delays caused by negative third-party intervention
- Leave a positive legacy in each community.

3.2. Description of consultation and communication channels and activities

The table below describes the consultation and communication channels and activities that have been undertaken and the strategic intent of each activity.

Activity	**Strategic intent**
School community engagement (Project Review Group, Meetings, workshops and design user group sessions)	Project Review Group meetings, ad-hoc meetings and workshops comprise representatives from the Centre of Excellence in Agricultural Education and Richmond High School to discuss aspects of the design, consultation and construction approach and seek feedback and input from members. Design user groups seek input from end users including staff about the proposed design and its applicability.
Community information sessions	Provide an opportunity for face to face engagement between the school communities, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. Information sessions are widely advertised through the communication channels listed in this table. A community update regarding a new state-wide agricultural model be found at Appendix 1. Sample display board material can be found at Appendix 2.
Communications (Project webpage, Information Pack, Project Updates and Works Notifications)	Publication of project information. A screen print of the project webpage can be found at Appendix 3. A sample information pack can be found at Appendix 4. Sample FAQs be found at Appendix 5.
Contact channels (Emails and 1300 project information number)	Direct responses to stakeholder and community contact.

3.3. Consultation activities

A key factor of the project is the governance provided through the Project Reference Group (PRG), which provides feedback on critical design elements and the overall project direction. PRG meetings commenced on 31 January 2020 and has met on 11 occasions to date. PRG membership comprises school principals (Centre of Excellence and Richmond High School) and project team members.

Date/s	Targeted stakeholders	Consultation activity	Attendance
2020			
31/01/20	SINSW and COE leadership team	PRG #1	Regular PRG meeting
19/02/20	Richmond High School community (and Centre of Excellence)	Community information session	39 attendees
21/02/20	General Public – Richmond Market Place	Information stand	16 attendees
27/02/20	SINSW, COE leadership team and architects	PRG #2	Regular PRG meeting
05/03/20	SINSW, COE leadership team and Western Sydney University	PRG #3	Regular PRG meeting
09/06/20	SINSW, COE leadership team and Western Sydney University	PRG #4	Regular PRG meeting
07/08/20	SINSW, COE leadership team and Western Sydney University	PRG #5	Regular PRG meeting
06/10/20	SINSW, COE leadership team and Western Sydney University	PRG #7 (note there was no PRG #6)	Regular PRG meeting
21/10/20	SINSW, COE leadership team and Western Sydney University	PRG #8	Regular PRG meeting
09/11/20	SINSW, COE leadership team and Western Sydney University	PRG #9	Regular PRG meeting
10/12/20	SINSW, COE leadership team and Western Sydney University	PRG #10	Regular PRG meeting
2021			
27/01/21	SINSW, Project Managers, Centre of Excellence Leadership team and architects	Design Consult Meeting #2	Design workshop meeting
16/02/21	SINSW, Project Managers, Centre of Excellence Leadership team and architects	Design Consult Meeting #3	Design workshop meeting
09/03/21	SINSW, Project Managers, Centre of Excellence Leadership team and architects	Design Consult Meeting #4	Design workshop meeting
12/03/21	SINSW, Project Managers, Centre of Excellence Leadership team, architects and Technical Stakeholder Group	Design Consult Meeting #5 – Concept design presentation with TSG	Design workshop meeting
19/03/21	SINSW, Project Managers, Centre of Excellence Leadership team and architects	Design Consult Meeting #6 – Concept presentation with School	Design workshop meeting
23/03/21	SINSW, Project Managers, Centre of Excellence Leadership team, architects and Western Sydney University	Design Consult Meeting #7 – with Western Sydney University	Design workshop meeting
29/03/21	SINSW, Project Managers, Centre of Excellence Leadership team and architects	Design Consult Meeting #8	Design workshop meeting
31/03/21	SINSW and Centre of Excellence Leadership team	PCG #1	Project Control Group Meeting
01/04/21	SINSW, COE leadership team and Western Sydney University	PRG #11	Regular PRG meeting
28/04/21	SINSW and Centre of Excellence Leadership team	PCG #2	Project Control Group Meeting

3.5. Communication actions

The table below outlines the communication actions undertaken to keep stakeholders and communities informed about this proposal.

Date	Targeted stakeholders	Communication channel and action
2019		
December 2019	School community, nearby residents	A new state-wide agricultural model – Community update
2020		
February 2020	Community information session attendees (Richmond High School)	Information pack, Information Boards, FAQs
February 2020	Community information session attendees (General Public – Richmond Market Place)	Information pack, Information Boards, FAQs
September 2020	School and local community	Community engagement outcomes report
2021		
May / June 2021 (specific date TBC)	School and Local community information session (General Public – Richmond HS)	Project Update, Information pack and Information Boards

4. Stakeholder and Community Feedback

Stakeholder and community feedback have been integral to the development of this proposal. Feedback was sought from stakeholders and communities through the consultation activities and communication channels listed in Section 3.

The project team has held 2 community information sessions for this project, which resulted in approximately 55 attendees, 45 feedback forms, and numerous face-to-face comments to project team members. The project team has also responded to 2 direct emails and 1 phone call about the project.

Consultation identified key issues of community interest for consideration during the preparation of the Environmental Impact Statement.

Key issues included:

- Interest in the coordination, logistics and relationship between RHS and the COE, as well coordination of all agricultural schools in the area
- Concern about travel time and logistics to transport students between RHS and COE, including teacher supervision, mode of travel and frequency
- Suitability of location
- Incorporation of Aboriginal farming
- Integration with the Aerotropolis plan for Western Sydney
- Practical experience essential, including crop trials and large-scale farming
- Recruitment process for academic staff to ensure best practices are taught.

4.1. Stakeholder meetings and correspondence

This section outlines a summary of the key consultation undertaken with stakeholders, as defined and required by the SEARs.

Stakeholder	Date/s	Feedback topics	Outcomes
Western Sydney University (WSU)	Fortnightly meetings – 21/01/21, 11/02/21, 25/02/21, 11/03/21, 23/03/21, 25/03/21, 01/04/21	• Sub Station Location • Infrastructure services connection • Landscape • ESD Principles • Landlord Consent Submission	• Agreement on the preferred location of the sub-station- Option 4 – Behind Fire Water Tanks • Agreement in principle obtained from WSU for services connection • SI confirmation to WSU regards ESD targets • Submission of the Drawings and Documentation to WSU 17 March 2021 for approval.
Transport for NSW	16/03/21 13/04/21 27/04/21	• Traffic movements • Site access • Vehicle circulation • Car parking spaces • Vehicle movements • Non-car travel modes • Traffic impacts • Construction Traffic Management Plan	• Introduction of the project to the Transport Working Group • Additional information to be provided with respect to the modes of transportation for the students at CoE • Confirmation of the proposed study areas for counts & modelling • TfNSW advised that the status of the Preferred Option Report for the Richmond Bridge Duplication is still under investigation with no preference • TfNSW advised that there is no masterplan for future bus transport services for this area.
Hawkesbury City Council – Transport representatives	16/03/21 13/04/21 27/04/21	• Traffic movements • Site access • Vehicle circulation • Car parking spaces • Vehicle movements • Non-car travel modes • Traffic impacts • Construction Traffic Management Plan	• Council requested the addition of Campus Dr-Blacktown Rd intersection to the proposed traffic study scope • Council advised that Council has 10yr projected program re Stage 2 Funding list for pedestrian and cyclist path upgrade but re unable to advise where this is at.
Government Architect (State Significant Design Review Panel)	17/03/21	• Low-scale rural typology for the built form • Strong presence and connection to existing WSU • Prioritising pedestrian amenity • Landscape species endemic to the site • Connection with Country • Connectivity and access • Masterplan and landscape • Buildings	• SDRP requested the project to review and incorporate where appropriate to the recommendations received. • Responses have been addressed within the EIS and Architect Design response.
Special interest groups: local Aboriginal land council	30/03/21 and 20/04/21	• Utilisation of Aboriginal Enterprise • Opportunity for connection through stories, language • Opportunity for artwork on site and opportunity for community involvement • Opportunity for propagating / aboriginal agriculture	• Project team to explore furniture / seating to allow for gatherings in aboriginal enterprise area • Review artwork opportunities and community artists • School curriculum addressing facets of agriculture practices. • Inclusion of yarning circle and area for dance.

5. Project response

The feedback received during consultation has been considered in the preparation of the Environmental Impact Statement. The table below provides a detailed summary of the key issues that emerged and the corresponding project response.

Key issues	Project response	Relevant report
Interest in the coordination, logistics and relationship between the COE and RHS, as well as coordination of all agricultural schools in the area	The construction of a new Centre of Excellence in Agricultural Education (CoE) was announced by the NSW Department of Education in December 2019, and will be co-located on the Western Sydney University (WSU) Hawkesbury campus. The Centre of Excellence currently utilises WSU and TAFE/industry partnership facilities, delivering a range of programs to support agricultural and STEM education for students from across NSW. The Centre of Excellence received its first cohort of agricultural specialist stream (AgSTEM) students from Richmond Agricultural College in 2021. These students are enrolled through Richmond High School and spend three days a week at the Centre of Excellence campus. In 2022 the first academically selective agricultural (AgSTEM) stream will commence.	Transport and Accessibility Report
Concern about travel time and logistics to transport students between RHS and COE, including teacher supervision, mode of travel and frequency	School Operations have advised that no direct plans have been made at an operational level as of yet.	N/A
Suitability of location (at Hawkesbury Campus)	The CoE will be co-located at the Western Sydney University (WSU) Hawkesbury campus.	Transport and Accessibility Report.
Incorporation of Aboriginal farming	We will deliver Aboriginal farming enterprises (in partnership with community and industry)	Landscape Report and drawings.
Integration with the Aerotropolis plan for Western Sydney	N/A – Not mentioned in project communications	N/A
Practical experience essential, including crop trials and large-scale farming	We will deliver agriculture labs and science labs, pods for partnership with industry (e.g. vertical farming) and agricultural enterprises.	Architectural drawings and documentation.
Recruitment process for academic staff to ensure best practices are taught	The COE will follow standard Department of Education recruitment protocols.	N/A

6. Next Steps

In preparing the SSD application for the CoE, the project team has met the consultation requirements prescribed by the SEARs. The project proposes to deliver positive educational outcomes through investment into agricultural education and has received largely positive feedback throughout community consultation.

School Infrastructure NSW has demonstrated in this report how it has engaged with stakeholders and how feedback has been incorporated into the designs and studies lodged with the SSDA.

Continued engagement will take place with stakeholders and communities during the statutory exhibition of the SSDA, as well as during future stages of the planning and development process.

School Infrastructure NSW will continue to update the project webpage and produce updates at key project stages for stakeholders and communities.

Appendices

Appendix 1: Sample Community update

NSW Department of Education – School Infrastructure

A new state-wide agricultural model
Community update

10 December 2019

A new state-wide agricultural education model

The NSW Government is spending $6.7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

A new model for state wide agricultural education is being designed. The establishment of Richmond Agricultural College includes a new Centre of Excellence in agricultural education in the Hawkesbury and the creation of a new agricultural specialty stream and a new academically selective stream at Richmond High School. As part of this new model, Hurlstone Agricultural High School will keep its name and stay at the Glenfield site.

Richmond High School

Richmond High School will be upgraded to support an agricultural specialty stream and a new academically selective stream. There will be an upgrade to facilities focused on the delivery of agricultural education.

Students will be able to enrol in the new academically selective stream through the traditional selective schools entry method. Entry to the agricultural specialty stream will be through a rigorous selection process, based on a portfolio and interview, to determine student interest and potential in agricultural education.

Centre of Excellence

A new residential Centre of Excellence in agricultural education will be co-located with the Western Sydney University (WSU) Hawkesbury campus. It will be available for agricultural students from Hurlstone Agricultural High School, Richmond High School and all other schools in NSW. It will also be available for teacher training for TAFE, WSU, industry and overseas students.

Hurlstone Agricultural High School

As part of this new model, Hurlstone Agricultural High School will keep its name and stay at the Glenfield site as an academically selective, boarding, agricultural high school. Boarding facilities will be upgraded and the dairy facilities will be retained.

Keeping you updated

The new plans for Hurlstone Agricultural High School, Richmond High School and the Centre of Excellence will be presented as the preferred option in a business case that will be submitted to NSW Treasury in early 2020.

Before we finalise the business case, we will consult with the community. Information sessions are planned for February 2020 in Glenfield and Richmond. We will provide further information on dates and locations of these sessions in January 2020.

NSW GOVERNMENT

Appendix 2: Sample display boards from community information session

NSW Department of Education – School Infrastructure

Project overview

Design is underway for a Centre of Excellence in agricultural education offering agricultural and STEM learning facilities to students across NSW.
The proposed facilities include:

- Agriculture labs and science labs
- Aboriginal farming enterprise (in partnership with community and industry)
- Pods for partnership work with industry e.g. vertical farming
- Precision farming technology space
- Permaculture and botany facilities
- Flexible learning and collaborative spaces
- Short term residential accommodation for students, up to 60 spaces.

The Centre will offer:

- Teacher training for TAFE and WSU and education for industry and overseas students
- Connections with industry leaders, WSU, and TAFE for research projects, educational events, immersion programs, excursions, transition pathways into agriculture and STEM fields.

Artist impressions of the Centre of Excellence

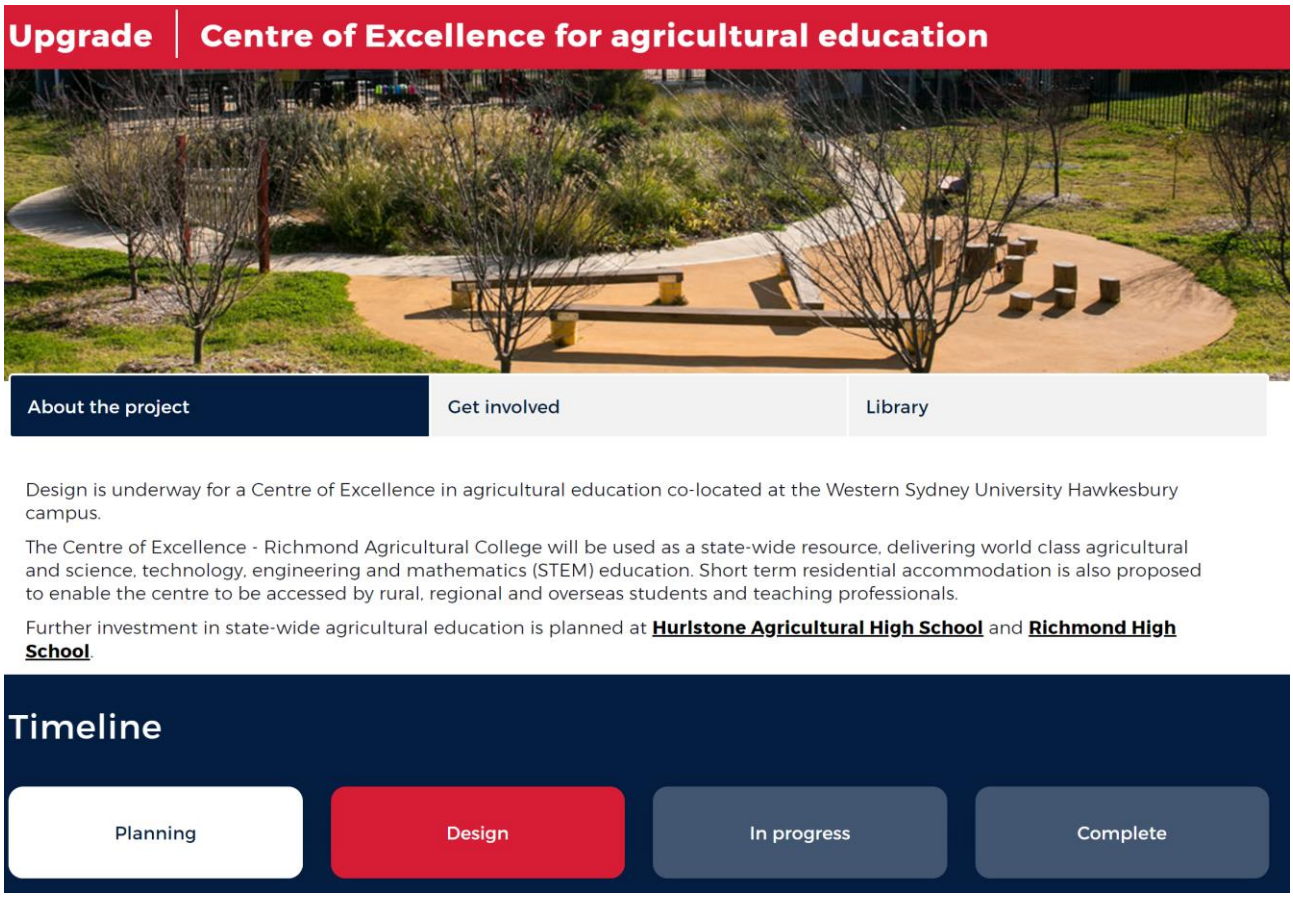
Centre of Excellence in
Agricultural Education

For more information phone: 1300 482 651
Email: schoolinfrastructure@det.nsw.edu.au

schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

Appendix 3: Screenshot of project webpage



Appendix 4: Sample Information Pack

NSW Department of Education – School Infrastructure

Hurlstone Agricultural High School Centre of Excellence in agricultural education Richmond High School

Information pack

February 2020

Example of a new science laboratory

The NSW Department of Education is implementing a new model for state-wide agricultural education, which includes:

CENTRE OF EXCELLENCE (COE) IN AGRICULTURAL EDUCATION

- The CoE will deliver contemporary agricultural, science, technology, environment and maths education facilities to be used by students state-wide.

HURLSTONE AGRICULTURAL HIGH SCHOOL

- The school at Glenfield will be retained at its existing location with an upgrade to boarding facilities and retaining the existing dairy facilities.

RICHMOND HIGH SCHOOL

- New agricultural specialty stream and a new academic selective stream, supported by an upgrade to facilities with a focus on science, technology, environment and maths (STEM) and agricultural education.

schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

Appendix 5: Sample FAQs

NSW Department of Education – School Infrastructure

Centre of Excellence in agricultural education

What is the Centre of Excellence in agricultural education?

The Centre of Excellence (CoE) will be a purpose built education facility that will deliver contemporary agricultural and STEM education programs to students and professional learning programs for teachers. Programs run by the centre will be linked to the NSW syllabus.

Where will the Centre of Excellence be located?

The CoE will be co-located at the Western Sydney University (WSU) Hawkesbury campus.

Who will the Centre of Excellence be available to?

It will be available for agricultural students from all schools in NSW, including Richmond High School, and Hurlstone Agricultural High School. It will also be available for teacher training for TAFE and WSU and partnered industry programs.

The CoE will have short-term residential facilities on site to enable education and training opportunities for students and teachers from rural and regional areas of NSW as well as overseas students.

How much time will my child spend at the Centre of Excellence?

This will depend on the nature of the program that your child is connected to within the CoE. The CoE Principal has managed a number of pilot programs since 2018 from the WSU Hawkesbury campus in partnership with WSU, TAFE and industry. The Principal will determine future syllabus and programs to support the educational delivery of agriculture and STEM education across NSW.

How can I enrol my child in the Centre of Excellence?

You cannot enrol directly in the CoE. The CoE will provide various programs and project based learning opportunities to visiting school groups from across NSW. To attend, your child's school must initiate engagement in an agricultural program managed by the CoE.

What facilities and enterprises will be shared with WSU and TAFE NSW?

Students will have access to shared facilities on the WSU campus, including sports fields, specialist teaching and research areas as part of partnered projects. They will have access to the WSU Living Labs, including the WSU Farm, water management, land management and resource sustainability systems.

Agricultural programs, in partnership with TAFE, will also facilitate access to specialist areas on the TAFE campus, including horticulture, landscaping and animal care facilities.

There are existing farm enterprises at Richmond High School and there will be newly developed enterprises at the CoE. There will be industry enterprises as part of partnered learning programs.

What types of educational programs are being developed with WSU and TAFE?

A variety of projects are being developed including:

- Immersion programs in specialist areas including agriculture, STEM, sustainability
- Partnered programs with specialist schools in the university
- Articulated entry pathways
- Shared delivery of curriculum
- Academic mentoring
- Undergraduate mentoring
- Leadership opportunities
- Teacher professional learning
- Teacher pre-service education
- K-12 programs to tailored stages/curriculum areas
- Shared use of facilities

Who is the Principal of the Centre of Excellence?

Kris Beazley

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

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