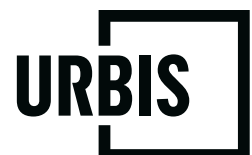




SOCIAL IMPACT ASSESSMENT

New high school in
Jerrabomberra

Prepared for
DEPARTMENT OF EDUCATION
12 October 2021



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

**We acknowledge, in each of our offices the Traditional
Owners on whose land we stand.**

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EXECUTIVE SUMMARY

This Social Impact Assessment (SIA) accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act) to accompany an application for a State Significant Development (SSD No 24461956). The SSD is for a new high school in Jerrabomberra (the site).

Assessing social impacts

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

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

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

Potential social impacts

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

- **Engagement and integration of Aboriginal culture:** the engagement with Aboriginal cultural values throughout the design process has contributed to a proposal which protects, enhances and integrates Aboriginal values on site. Given the potential location of an Aboriginal site on school grounds, this SIA advocates for the recommendations of the ACHA to be prioritised and implemented to help mitigate any potential loss in the future. Overall, the engagement and integration of Aboriginal culture is likely to have a positive impact on the community.
- **Improved access to education:** the development of a new high school in Jerrabomberra will generate a very high positive impact by increasing access and capacity to local enrolments in an area of identified need. The location of the school will also reduce the need for students and parents to travel long distances to access education, generating positive health and wellbeing outcomes.
- **Access to facilities and open space:** the proposal is likely to have a positive impact on student access to open space and recreation. Most student recreation needs can be met on site, with playing field access to be facilitated via a joint use arrangement of David Madew Oval. Given there are four playing fields at David Madew Oval, it is expected that the casual, daytime recreation needs of the community can still be met and are unlikely to be significantly impacted by the proposal.

This impact could be further enhanced through the implementation of the recommendations provided, which include measures to help reduce overuse of David Madew Oval and encourage greater community use of school facilities outside of hours.

- **Change to visual character:** the proposal is unlikely to have a significant impact on the visual character of Jerrabomberra. This is largely influenced by the location of the site in an area suitable for development, the design of the buildings to avoid overshadowing and visual impacts to surrounding residential properties, and the use of landscaping, setbacks and façade treatments to better integrate the proposal with the surrounding natural environment.
- **Pedestrian safety and access:** the Transport Assessment does not identify any issues with the ability of the school to facilitate safe pedestrian movement and access to the site. Based on the information available within the Transport Assessment, the proposal is therefore likely to have a neutral impact on student pedestrian safety and access.

Overall impact assessment

Based on this assessment and the above social impacts, it's likely that the proposal will create a positive impact on the community. This is influenced by the provision of accessible, local education places and the design of the school to respond to local and student needs. The overall impact of this proposal could be further enhanced through the implementation of the SIA recommendations provided.

All recommendations are provided in Section 6 of this SIA.

1. INTRODUCTION

Urbis Pty Ltd (Urbis) was engaged by the Department of Education to prepare a Social Impact Assessment (SIA) for a new high school in Jerrabomberra (the site). This SIA accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act) in support of an application for a State Significant Development.

1.1. PROJECT OVERVIEW

The proposed development is for the construction of a new high school in Jerrabomberra. The proposal will meet community demand and to ensure new learning facilities are co-located near existing open space infrastructure. The proposal generally includes the following works:

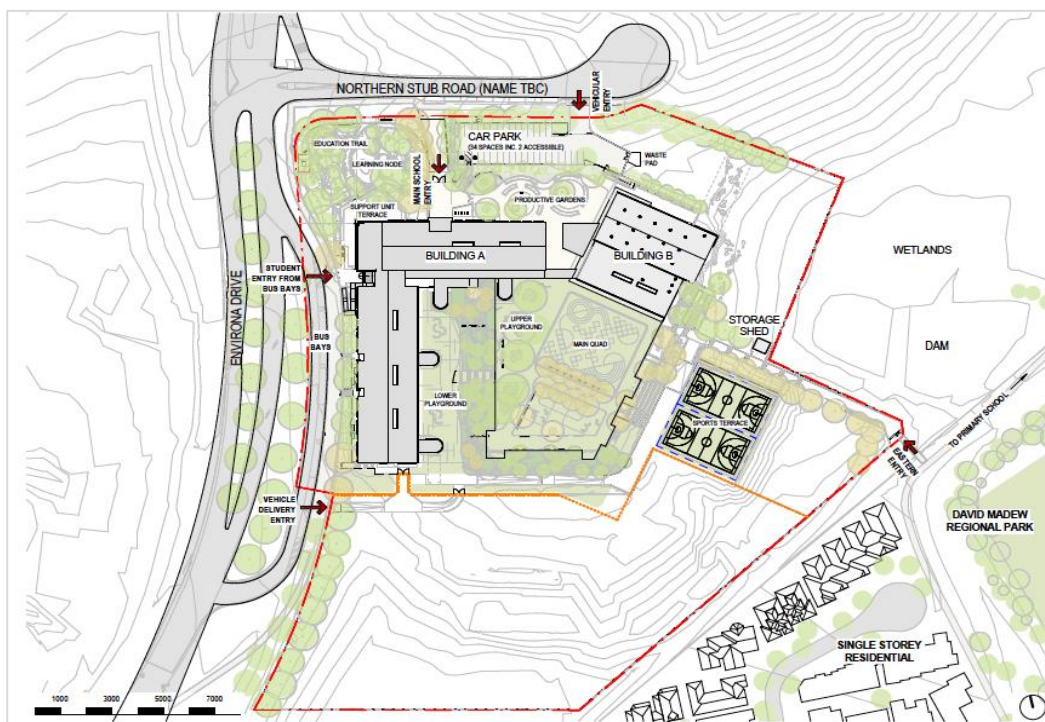
- Site preparation
- Construction of a series of buildings up to three storeys including administration/staff areas, library, hall and general learning spaces
- Construction of new walkways, central plaza and outdoor games courts
- Construction of a new at-grade car park
- Associated site landscaping and open space.

The proposal has been designed to accommodate approximately 500 students with Stream 3 teaching spaces, however the core facilities will be future proofed to a Stream 5 to enable possible future expansion to meet projected demand.

The proposal will include site preparation works, such as clearing and levelling to accommodate the proposed buildings and play areas. The proposal will involve the construction of a series of buildings housing general learning spaces, administration and staff wings, outdoor learning areas, a library and assembly hall.

The proposal will include construction of a new driveway and hardstand with access proposed off the northern stub road east of Environa Drive. Pedestrian access is proposed off Environa Drive and the northern stub road.

Figure 1 Proposed site plan



Source: TKD Architects

1.2. REPORT PURPOSE AND SCOPE

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

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

Figure 2 Social impact categories



1.3. STRUCTURE OF THIS REPORT

This report is structured into seven chapters as follows:

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

2. METHODOLOGY

This section outlines the methodology to prepare this assessment, with reference to legislative requirements.

2.1. LEGISLATIVE REQUIREMENTS

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

Table 1 SEARs item for SIA

SEARs Requirement
9. Social Impacts
<ul style="list-style-type: none">Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guideline

Source: SEARs issued on 13 August 2021 for SSD 24461956

2.2. ASSESSMENT METHODOLOGY OVERVIEW

The following methodology was undertaken to prepare this SIA. The methodology was informed by the guidance contained within the DPIE SIA Guidelines for State Significant Projects (2021).

Table 2 SIA methodology

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

2.3. APPROACH TO ASSESSING SOCIAL IMPACTS

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

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

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

Likelihood and magnitude level characteristics

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

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

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

Management measures

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

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



3. POLICY CONTEXT

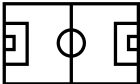

A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. This included the following documents:

- South West and Tablelands Regional Plan 2036 (2017)
- Queanbeyan-Palerang Regional Council's (Council):
 - Towards 2040 Local Strategic Planning Statement (2020)
 - Community Strategic Plan 2018 – 2028 (2018)
 - Sports Facilities Strategic Plan (2017)
 - South Jerrabomberra Structure Plan (2013).

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

Table 3 Policy review impact scoping

Theme	Summary of findings
Protecting Aboriginal culture and natural landscapes 	<p>As discussed in the South West Tablelands Regional Plan 2036, the Aboriginal community has strong links to the region's rural, alpine and coastal landscapes. This heritage is irreplaceable and should be appreciated, valued and protected for the benefit of all communities. To support this, Council's Local Strategic Planning Statement (LSPS) identifies a key planning priority to work closely with all Aboriginal communities to ensure Indigenous heritage values are recognised and protected in development decisions.</p> <p>Consultation as part of Council's Community Strategic Plan (CSP) also identified that the community highly values the area's natural landscapes and bushland settings and want to see this maintained into the future. To support this, Council's LSPS outlines some key planning outcomes for the areas surrounding Queanbeyan (including Jerrabomberra). This includes ensuring development impacts on the natural environment are managed and balanced, and for development to incorporate environmentally sensitive and energy efficient design.</p>
Increasing access to education facilities 	<p>Communities near the ACT-NSW border are experiencing increased demand for schools and enrolment places. The Regional Plan identifies that there are approximately 5,354 NSW students who travel to the ACT for school, of whom 70% come from the Queanbeyan – Palerang LGA. The ACT has reduced capacity to accommodate these students, with the Regional Plan recognising that schools in Canberra are facing increasing enrolments and capacity pressures. Increasing access to schools for NSW border residents is therefore identified as a key planning priority in the Regional Plan.</p> <p>While students from many locations in Queanbeyan – Palerang access schooling in the ACT, demand from certain areas, such as Jerrabomberra, is more pronounced. Over the next 15 years, the South Jerrabomberra land release area (where the site is located) will accommodate an additional 1,500 dwellings and 4,725 people. Council's LSPS recognises that more education opportunities will be needed in the area to support this population growth.</p>

Theme	Summary of findings
<p>Accessing sport and recreation facilities</p> 	<p>There is a reasonably strong focus on sport and recreation in strategies and plans prepared by Council. For example, one of the planning priorities in the LSPS is 'We have an active and healthy lifestyle' (pg.23), with the associated outcome emphasising the provision of recreation facilities. In addition, one of five key dislikes identified through community engagement associated with the Community Strategic Plan was "dissatisfaction with sports and recreation facilities and sportsgrounds" (pg. 13).</p> <p>Council's Sports Facilities Strategic Plan identifies a growing demand for recreation facilities in the LGA due to regional growth and a higher than average population of young people. With touch football, soccer and rugby league identified as the most popular sports across the LGA, demand is more pronounced for outdoor fields and change room facilities. The Sports Facilities Strategic Plan identifies that David Madew Oval is at risk of overuse by these sports and requires careful management to avoid these fields failing.</p> <p>To assist with ongoing demand, Council has committed to building the Queanbeyan-Palerang Regional Sports Complex in South Jerrabomberra, approximately 800m from the site. The complex will include four football fields, two hockey fields, warm up pitches and club rooms. Funding for the complex has been secured with construction dates yet to be released. The Sports Facilities Strategic Plan identifies opportunities to link the new centre to David Madew Oval and any future school development to help increase the capacity of the centre for tournaments or regional events.</p>
<p>Supporting healthy and socially connected communities</p> 	<p>Council's CSP identifies that people appreciate living in the LGA as there are opportunities to develop strong social connections with others. Providing accessible social infrastructure (such as schools) and recreational facilities can greatly increase the opportunity to build social connections amongst others and improve individual health.</p> <p>The Regional Plan highlights the importance of fostering social connections through infrastructure, recognising that all neighbourhoods should be socially inclusive, accessible, healthy and safe. To support this, the Regional Plan identifies that new recreational facilities and public buildings should allow people to reconnect with others and the surrounding landscape via walkways, cycleways and public transport.</p>

4. SOCIAL BASELINE

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

4.1. SOCIAL LOCALITY

The site is located in Jerrabomberra, approximately 6 km from the centre of Queanbeyan and 18 km from Canberra. The existing Jerrabomberra neighbourhood is located to the east of the site, with most residents living in detached, single storey dwellings.

The site is located on undeveloped land and is currently surrounded by rural lands to the west and north. Several community and recreational facilities are located to the east of the site, along Bicentennial Drive and Coachwood Avenue. These facilities include Jerrabomberra Public School, David Madew Oval, Jerrabomberra Tennis Courts and Jerrabomberra Skate Park.

The area surrounding the site is expected to experience considerable urban development over the coming years due to its positioning within the South Jerrabomberra urban land release area. A large portion of South Jerrabomberra is occupied by the Poplars Innovation and Learning Precinct. The site is located within this precinct. The precinct is expected to accommodate a range of new uses including a business park, retail outlets and nature reserves.

Figure 3 Site area map



Source: TKD Architects

Figure 4 Site photos



Picture 1 View to site from Bayside Crescent



Picture 2 View to site from pedestrian pathway on Coachwood Avenue



Picture 3 Pathway connecting pedestrians from Coachwood Avenue to Bayside Crescent



Picture 4 View to David Madew Oval and amenities building from pathway



Picture 5 Residential dwellings located opposite the site on Palm Crescent



Picture 6 Residential dwellings located opposite the site on Bayside Crescent

4.2. COMMUNITY PROFILE

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

A community profile has been developed for the suburb of Jerrabomberra. This profile is based on 2016 census data from Profile id. The demographic characteristics of Queanbeyan-Palerang LGA and Regional NSW have been used for comparison purposes. It is recognised that while the population data from ABS was published five years ago, it remains the most recent population data source until the release of the 2021 census data in June 2022.

In 2020, there were 9,896 people estimated to be living in Jerrabomberra. Key characteristics of this community include:



Families with children dominant

Over half of Jerrabomberra households are couple families with children (53.3%), which is significantly higher than in the LGA (32.8%) and Regional NSW (25.4%).



Age characteristics align with family structure

A high proportion of people living in Jerrabomberra are aged between 10 – 19 years (17.3%) and 35 – 49 years (26.7%), reflecting the family nature of the suburb. There are smaller proportions of people in these age groups in the LGA (12.6% and 22.4% respectively).



Aboriginal and Torres Strait Islander population

In Jerrabomberra, 1.6% of the population identify as Aboriginal and Torres Strait Islander, which is a lower proportion than in the LGA (3.1%) and Regional NSW more broadly (5.5%).



High car dependence

Over 80% of employed Jerrabomberra residents travel to work by car. There is minimal public transport use, with fewer than 1% of employees travelling to work via public transport.



Economically advantaged

Jerrabomberra is in the top 10% of NSW suburbs for socio economic advantage. Approximately half of Jerrabomberra households earn an income of \$2,500 or more per week compared to only 30.7% in the LGA and 14.6% across Regional NSW.



Future population

By 2036, the population of Jerrabomberra is expected to decrease by 13.7% to 8,542 people. However, considerable population growth will be concentrated immediately next to the suburb boundary in the Tralee – Environa area which is part of the South Jerrabomberra precinct.

Crime and safety

As part of the community profile, an analysis of NSW Bureau of Crime Statistics and Research (BOCSAR) data was also undertaken on 7 June 2021 to assess crime and safety risk around the site.

As of 7 June 2021, the site was not within a crime hotspot for any reported crime types. This is to be expected as there is currently no urban development on site.

More broadly, Jerrabomberra also has limited rates of crime. The suburb generally has a lower rate of crime compared to the LGA and NSW averages, with most crimes concentrated in the neighbouring centre of Queanbeyan.

4.3. EDUCATION CONTEXT

ACT and NSW school context

The ACT and NSW Governments have a long-standing Memorandum of Understanding (MoU) for Regional Collaboration. This MoU aims to increase opportunities for collaboration and shared resourcing to achieve better regional outcomes and service delivery to the ACT community and the south east NSW region (including Jerrabomberra).

Under this MoU, the ACT Government has historically provided education services to NSW residents in the south east region. In 2019, this arrangement was changed by the ACT Government, due to ongoing capacity restraints, to limit the number of ACT schools available to NSW residents.

Under the new arrangement, NSW residents can only attend certain ACT schools in Belconnen and Tuggeranong (approximately 20 – 30 minutes drive from Jerrabomberra). The number of ACT schools available to Jerrabomberra residents has subsequently been limited to four primary schools and three high schools. Longer term, it is expected that access to schools in the ACT will be restricted to ACT residents.

Consultation with Schools Infrastructure NSW (SINSW) indicates that the change in servicing arrangements has created new demand for accessible NSW schools in regional areas. It has also created challenges for some NSW families, as ACT schools are now unlikely to accept new sibling enrolments where a family may have a child enrolled in a non-designated school.

Local schools and enrolment data

High school students in Jerrabomberra currently travel to Queanbeyan or Canberra to access secondary education. Karabar High School is the only existing NSW government high school that includes Jerrabomberra in its catchment area. Karabar High School is also a partially selective high school.

Enrolment data from the NSW Government Centre for Education Statistics indicates that Karabar High School has seen a growth in student numbers over the last decade and is nearing capacity. The school has a capacity of 950 students, with 948 students enrolled in 2020.

Tirriwirri School is also located in the catchment area between Karabar High School and Queanbeyan South Public School. Tirriwirri School is a new K – 12 School for Specific Purpose (SSP) and is only available for students with a disability.

4.4. ENGAGEMENT OUTCOMES

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

This section contains a summary of the key community feedback received during this process which has informed this SIA. The Consultation Outcomes Report should be referred to for a complete source all engagement activities and feedback.

Community and stakeholder consultation

SINSW undertook the following activities as part of the proposal:

- An online community survey, from November 2020 – December 2020
- Three in-person community engagement and information sessions, held in November 2020
- Distribution of planning updates and frequently asked questions on the proposal to approximately 9,900 Jerrabomberra households from November 2020 – July 2021.

The Consultation Outcomes Report notes that most of the community appears to support the development of a new high school in Jerrabomberra, with 95% of the 695 survey respondents in support of the school. Other feedback received related to questions about the catchment area, integrating sustainable design features and ensuring students can safely walk and/or cycle to the school.

Consultation with Aboriginal and Torres Strait Islander communities

TKD Architects undertook two Walk on Country consultation sessions with representatives from the NSW Aboriginal Education Consultative Group (AECG) and traditional land owners. The Walk on Country sessions provided an opportunity for the AECG and traditional land owners to provide feedback on the proposed design and operation of the school.

The Architectural Design Report prepared by TKD Architects contains a complete summary of the feedback received during these sessions and relevant design changes. Some key feedback provided by the AECG and Traditional Land Owners during these sessions include:

- Consider referencing the surrounding ridge lines in the design.
- Provide school entrances which are wide enough for people to gather.
- Consider opportunities to store the existing stone on site and celebrate it throughout the design.
- Consider using the external pavements for Indigenous patterns and designs in consultation with a local artist.
- Create a 'yarning circle' in the north west site corner, with the possibility of using rocks excavated from the site.
- Seek opportunities to provide seating options under the trees beside the quadrangle.
- Consider the impact of site fencing to the Indigenous community and the institutional feel fencing invokes. Site fencing could be co-located with planting to soften the façade or painted black to recede into the landscape. Where possible, the building perimeter should be used as the secure line.
- Provide opportunities to reference and incorporate the Golden Sun Moth into the proposal. The Golden Sun Moth is significant to the site and should have habitat provided on site.
- Ensure references to Country are integrated throughout the whole site and not just in the northern street frontage/north west street corner.

Consultation with Queanbeyan-Palerang Regional Council

As part of the preparation of this SIA, Urbis sought an interview with Council officer/s to discuss the SIA and potential social impacts from Council's perspective. At the time of this report, Council has not accepted this request.

4.5. AREAS OF SOCIAL INFLUENCE

Considering the social locality, demographic data and engagement outcomes, the area of social influence is mostly confined to Jerrabomberra, with some influence on the broader LGA.

Within the area of social influence, the following individuals and communities are likely to be impacted by the proposal:

- Local Aboriginal community
- Current and future secondary students in Jerrabomberra
- Current and future Jerrabomberra Public School students
- Users of David Madew Oval
- Other Jerrabomberra residents
- Queanbeyan-Palerang LGA residents.

5. EXPECTED AND PERCEIVED IMPACTS

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

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

5.1. NEUTRAL TO LOW IMPACTS

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

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

Social impact category	Impact assessment summary
<ul style="list-style-type: none"> ▪ Way of life ▪ Surroundings 	<p>Potential for increased noise and vibration during the construction and operation of the school</p> <p>The proposal utilises Design for Manufacture and Assembly (DfMA) whereby elements of the building are constructed offsite in a controlled factory environment and lifted into place onsite. Maximising off-site fabrication results in a reduction in construction amenity impacts onsite such as noise and vibration.</p> <p>The Noise and Vibration Assessment prepared by Acoustic Logic assess the potential amenity impacts from the proposal on surrounding neighbours against relevant Environmental Protection Authority and acoustic guidelines. The assessment considers that noise from the school will generally not exceed noise emissions criteria, except for some play noise to residents immediately north of the site. This exceedance is considered to be an acceptable level of impact given that:</p> <ul style="list-style-type: none"> ▪ Play areas have been situated as far away from residential boundaries as feasible, with a significant distance and barrier separation between the play areas and residents. ▪ Play noise is already considered to be part of the existing noise environment as the site is adjacent to Council operated sporting fields. Residents are therefore more likely to adapt to the intermittent play noise from the school. <p>The assessment recommends several acoustic treatments and management controls to help further mitigate noise impacts. These include various measures such as limiting school activities to general hours of operation, directing external speakers/bells away from residents, confining maintenance and construction works to daytime hours and developing a complaints handling procedure. The assessment also includes several mitigation measures to ensure any noise impacts from aircrafts on school buildings is at acceptable and complying levels.</p> <p>Provided the recommendations are adopted, the Noise and Vibration Assessment considers the proposal will not adversely impact the acoustic amenity of surrounding properties.</p>

5.2. MODERATE TO HIGH IMPACTS

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

Table 5 Impact scoping – moderate to high impacts (included for further assessment)

Social impact category	Preliminary assessment (refer to Section 7 for complete assessment)
<ul style="list-style-type: none"> ▪ Culture 	<p>Engagement and integration of Aboriginal culture</p> <p>As identified in Council's LSPS and by the Government Architect of NSW, it is important for people to work closely with Aboriginal communities to ensure Indigenous heritage values are recognised and protected during development.</p> <p>The proposal has engaged with Aboriginal communities throughout the design process and has incorporated several design elements which aim to protect, enhance and integrate the Aboriginal values on site.</p>
<ul style="list-style-type: none"> ▪ Community ▪ Way of life 	<p>Improved access to education</p> <p>There are currently no high schools in Jerrabomberra, with all students required to travel to Queanbeyan or Canberra to access school. However, recent changes to the ACT enrolment policy and population growth are increasing the demand for local enrolment places.</p> <p>The provision of a new high school in Jerrabomberra will help meet this demand and is expected to have a positive impact on the community.</p>
<ul style="list-style-type: none"> ▪ Community ▪ Health and wellbeing ▪ Way of life 	<p>Access to facilities and open space</p> <p>The proposal provides a range of high-quality open space areas and recreational facilities on site. The school also proposes to use David Madew Oval to supplement the recreation space for students.</p> <p>Access to recreational facilities and open space is essential for the development of liveable and healthy communities. The proposal may potentially impact on this access through use of David Madew Oval, but has opportunities to enhance the community's access to social infrastructure and open space through shared use arrangements, subject to future planning.</p>
<ul style="list-style-type: none"> ▪ Community ▪ Surroundings ▪ Way of life 	<p>Change to visual character</p> <p>The site is located on undeveloped land and is surrounded by bushland and a semi-rural environment. Approximately 15 houses directly overlook the site along Bayside Court and Palm Court and have a view to rural land.</p> <p>The site area and surrounds are currently undergoing a period of transition and will experience increased urban development with the release of the South Jerrabomberra Precinct. While the development of the school is aligned with this built form, the proposal will represent a change to the visual environment which may be more pronounced on the immediate neighbours.</p>

Social impact category	Preliminary assessment (refer to Section 7 for complete assessment)
<ul style="list-style-type: none"> ▪ Accessibility 	<p>Pedestrian safety and access</p> <p>Given the localised nature of the school, the proposal is expected to facilitate high rates of student pedestrians and cyclists. It is essential for all school sites to facilitate safe pedestrian and vehicle access to school grounds.</p> <p>The Transport Assessment prepared by GHD outlines Jerrabomberra's existing active transport network and relevant traffic measures which will be implemented to help facilitate safe access to the school.</p>

6. ASSESSMENT OF SIGNIFICANT IMPACTS

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

6.1. ENGAGEMENT AND INTEGRATION OF ABORIGINAL CULTURE

Description of impact	Impacted groups
Increasing engagement and integration with Aboriginal culture throughout the design of the proposal	<ul style="list-style-type: none"> Local Aboriginal community Current and future secondary students and staff in Jerrabomberra
Current environment	
<p>The Ngunawal and Ngarigo people are some of the Aboriginal custodians of land and waters in the local area.</p> <p>Based on the 2016 Census, 1.6% of the Jerrabomberra community identify as Aboriginal and Torres Strait Islander. This is a lower proportion than in the LGA (3.1%) and in Regional NSW (5.5%). Council's LSPS contains a key planning priority to work closely with Aboriginal communities to ensure Indigenous heritage values are recognised and protected during development.</p>	
Impact of the proposal	
<p>An Aboriginal Cultural Heritage Assessment (ACHA) was prepared by Eco Logical Australia Pty Ltd to identify, assess and protect any Aboriginal cultural heritage values on site. The ACHA was completed over a 12 month period and involved a range of methodologies, including archaeological testing and consultation, to enable a robust assessment.</p> <p>The ACHA indicates there are two registered Aboriginal sites within the site grounds, one of which could not be found. The ACHA identifies that the construction of the proposal will impact on this site and result in a loss of cultural value.</p> <p>To help mitigate this loss, the ACHA states a site visit will be organised with all Registered Aboriginal Parties prior to construction to reclaim any surface artefacts associated with the site (if found). Any artefacts collected will be catalogued and analysed to help facilitate the reburial process as needed. The ACHA considers that this is a sufficient mitigation measure and identifies that the proposal can proceed without further archaeological testing, in line with their recommendations and reporting context.</p> <p>The school has also been designed in consultation with Traditional Land Owners to help better integrate and respect Aboriginal cultural values throughout the school grounds and learning spaces. As outlined in Section 4.4, the AECG and Traditional Land Owners provided feedback through the Walk on Country sessions for consideration in the school design. In response to this feedback, the design of the school has integrated several measures to better integrate Aboriginal cultural values on site. These measures include:</p> <ul style="list-style-type: none"> Maintaining views to the ridge lines and reflecting the alpine landscape in the building colour palette. Providing a nine meter wide entrance and forecourt area to allow people to gather. 	

- Incorporating the use of rocks found on site into the landscape design, particularly through the Educational Walk and main playground area.
- Providing coloured concrete and synthetic play surfaces that could incorporate patterns designed by a local artist.
- Painting the perimeter fence black and co-locating it with plants to help soften and recede the boundary line into the landscape.
- Providing a yarning circle in the north west corner to facilitate outdoor learning and educational talks from local community members.
- Incorporating the Bogong moth as a motif into the design of the folding metal screens on the building facades.
- Providing places to sit under trees throughout the school grounds.
- Showing an awareness of Country through the entire scheme, with the high point of the site being the key strategic driver for determining where buildings are located on site. This is supplemented by material choices, colour palettes, and will be further expanded via graphic overlays and building names once these aspects are developed.

Management measures	SIA recommendations
<ul style="list-style-type: none"> ▪ Consultation with the Aboriginal community throughout the design process to ensure cultural heritage values are recognised, protected and embedded into the proposal. ▪ Integrating key feedback received during this consultation process to embed Aboriginal cultural values at the start of the design process. 	<ul style="list-style-type: none"> ▪ Implement the recommendations outlined in the Aboriginal Cultural Heritage Assessment. ▪ Implement the recommendations provided by the AECG and Traditional Land Owners where possible, as outlined in the Architectural Design Report and Walk on Country sessions. ▪ Maintain consultation with Aboriginal and Torres Strait Islander communities to keep them informed of the final design and to allow further opportunities for input as the proposal progresses.
Residual impact (considering management measures)	
Likelihood: Likely	Magnitude: Moderate
<p>The engagement with Aboriginal cultural values throughout the design process has contributed to a proposal which protects, enhances and integrates Aboriginal values on site. Given the potential location of an Aboriginal site on school grounds, this SIA advocates for the recommendations of the ACHA to be prioritised and implemented to help mitigate any potential loss in the future. Overall, the engagement and integration of Aboriginal culture is likely to have a positive impact on the community.</p>	

6.2. IMPROVED ACCESS TO EDUCATION

Description of impact	Impacted groups
Increased supply of and access to education facilities in Jerrabomberra	<ul style="list-style-type: none"> Current and future secondary students in Jerrabomberra and Jerrabomberra Public School students Queanbeyan-Palerang LGA residents
Current environment	
<p>There are currently no high schools in Jerrabomberra. All high school students in Jerrabomberra are therefore required to travel to surrounding towns such as Queanbeyan (approximately 7 km) or across the border to Canberra (approximately 18 km) to attend school. In some cases, students may be traveling for up to one hour each day (20 – 30 minutes each way) and are generally reliant on private vehicles or buses to travel.</p> <p>The capacity of schools in neighbouring areas to accommodate the Jerrabomberra population is declining. As outlined in Section 4.3, recent changes by the ACT Government have limited the number of secondary schools available to Jerrabomberra residents, with the view to eventually end this arrangement in the long term. Data from the NSW Government Centre for Education Statistics also shows that the number of high school enrolments in the area has been increasing, with Karabar High School currently accommodating 948 students against a capacity of 950 students. The projected population growth in South Jerrabomberra over the next 15 years is expected to increase the demand for local enrolment places.</p> <p>Given this demand, the South West Tablelands Regional Plan and Council's LSPS include priority actions to increase access to schools within the local area. Council's LSPS also recognises that more education opportunities are needed in the area to support population growth.</p>	
Impact of the proposal	
<p>The proposal will provide a new high school in Jerrabomberra with capacity for up to 500 students, helping to meet the need for local secondary education. The operation of the school by the NSW Government (as opposed to a private operator) will increase the accessibility of enrolment places to a broad cross section of the community.</p> <p>The development of a new high school in Jerrabomberra responds to community and Council aspirations. Community consultation on the proposal indicates that the new school is a much needed and wanted piece of infrastructure, with an online survey conducted by SINSW in November 2020 showing that 93% of the respondents believe a new education campus will benefit the local community.</p> <p>The location of the school in Jerrabomberra also increases accessibility to both students and parents. Currently, all secondary students in Jerrabomberra are reliant on vehicles or buses to travel to school. The proposed location next to the existing residential areas will reduce travel times for students and families and provide students with the opportunity to walk or cycle to school. This has potential to increase positive health outcomes, with the uptake of active transport methods to school known to improve concentration and cardiovascular health among students, as well as reducing stress levels (Heart Foundation, Active Travel to School 2019).</p> <p>As outlined in Section 4.4, the proposal has been positively received by the community. Other comments raised by the community during the consultation process included questions about the lack of information</p>	

on the school's enrolment dates, capacity and curriculum offering. SINSW has provided communication around some of these items where possible, including most recently within the July 2021 planning update.

Management measures	SIA recommendations
<ul style="list-style-type: none"> ▪ Location of the school opposite Jerrabomberra Public School to maximise convenience for Jerrabomberra families who need to manage pick up/drop off for children of primary and high school ages. ▪ Design of the core school buildings to enable future expansion if demand for enrolment places exceed current supply. ▪ Development of a School Transport Plan to monitor and advocate for the safe uptake of active travel methods throughout the operation of the school. 	<ul style="list-style-type: none"> ▪ Consider the entire suburb of Jerrabomberra when determining the catchment areas for local schools. ▪ Clearly communicate the catchment area to all existing and prospective families in the broader Jerrabomberra area, as well as providing information around intake years as soon as readily available.
Residual impact (considering management measures)	
Likelihood: Almost certain	Magnitude: Major
<p>Based on the above assessment, it is expected the development of a new high school in Jerrabomberra will generate a very high positive impact by increasing access and capacity to local enrolments in an area of identified need. The location of the school will also reduce the need for students and parents to travel long distances to access education, generating positive health and wellbeing outcomes.</p>	

6.3. ACCESS TO FACILITIES AND OPEN SPACE

Description of impact	Impacted groups
Access to open space, recreation and community facilities to students and the Jerrabomberra community	<ul style="list-style-type: none"> ▪ Jerrabomberra residents ▪ Current and future secondary students in Jerrabomberra ▪ Users of David Madew Oval
Current environment	
<p>The provision of schools and recreational facilities are essential to the development of liveable communities. As outlined in Section 3, Council strategies recognise that access to these facilities are fundamental to improving individual wellbeing and building social connections.</p> <p>The site is strategically located opposite some of the suburb's key social and recreational facilities, including Jerrabomberra Public School and David Madew Oval. Population growth and changing sports participation rates are increasing pressure on the supply of recreational facilities across the LGA. Council's Sports Facilities Strategic Plan notes that David Madew Oval is at risk of overuse and demand for club amenities (such as home and away/male and female change rooms) is increasing.</p> <p>To assist with ongoing demand, Council has committed to building the Queanbeyan-Palerang Regional Sports Complex in South Jerrabomberra, approximately 800m from the site. The complex will include four football fields, two hockey fields, warm up pitches and club rooms. Funding for the complex has been secured with construction dates yet to be released.</p>	
Impact of the proposal	
<p>The proposal will provide a new high school for up to 500 students, all of whom need access to suitable outdoor open spaces and recreation facilities. Community engagement undertaken by SINSW indicates that providing sports courts and outdoor learning areas on site is highly important to the community.</p> <p>The proposal contains approximately 14,277 sqm of open space on site, equating to 28.6 sqm of open space per student. This far exceeds the minimum benchmark outlined in the SINSW School Site Selection and Development Guidelines (October 2020) and the Educational Facilities and Standards Guidelines of 10 sqm of open space per student.</p> <p>These open space areas can support a diversity of recreational activities and include:</p> <ul style="list-style-type: none"> ▪ Two outdoor, multi-purpose sports courts and one indoor court ▪ A main quadrangle which can also used for hard-court activities such as handball ▪ Outdoor landscaped terraces areas for socialising and passive play ▪ A landscaped 'educational walk' through bushland and vegetation, and a productive garden. <p>While the site can accommodate most student recreational needs, the school will not have a playing field on site. To help accommodate this, the proposal will seek a joint use arrangement for one playing field within David Madew Oval. It is expected the joint use arrangement will seek exclusive use of one playing field during school hours.</p> <p>As this arrangement will permanently restrict daytime access, the proposal will represent a loss of public recreation access during weekdays. Given there are four playing fields within David Madew Oval, it is</p>	

expected that casual daytime users will still have access to the remaining three fields. While the current usage patterns of David Madew Oval are unknown, playing fields are generally used intermittently during the day for casual play and recreation amongst individuals or small groups. Based on this, it is therefore likely that the casual, daytime recreation needs of the community can still be accommodated through the remaining playing fields at David Madew Oval.

However, Councils Sports Facilities Strategic Plan notes that David Madew Oval is at risk of overuse. The joint use arrangement of David Madew Oval therefore has potential to further impact on the quality of the oval for evening and weekend use by the community. Recommendations have been made below to help mitigate this.

As a new school in a growing area, the proposal represents a rare opportunity to increase community access to social infrastructure and open space through shared use arrangements. This has potential to positively impact on community health and wellbeing, and further strengthen the role of schools as sites of broader social connection. SINSW is currently investigating the potential to allow community use of the hall outside of school hours, under a separate joint use arrangement.

Management measures	SIA recommendations
<ul style="list-style-type: none"> Design of high-quality and embellished open space areas on site to enable a diversity of active and passive recreational activities. Co-location of the school adjacent to Jerrabomberra Public School to enable future sharing of resources if needed. 	<ul style="list-style-type: none"> Work with Council to develop and fund a maintenance schedule for David Madew Oval (in proportion to school use) to compensate any impact to playing field quality and ensure it is protected from overuse. Enable the joint use of the school's on-site learning and recreational facilities for community use outside of school use. Consideration should be given to use of the school hall and outdoor sports courts.
Residual impact (considering management measures)	
Likelihood: Likely	Magnitude: Moderate
<p>Based on the above assessment, the proposal is likely to have a positive impact on student access to open space and recreation. Most student recreation needs can be met on site, with playing field access to be facilitated via a joint use arrangement of David Madew Oval. Given there are four playing fields at David Madew Oval, it is expected that the casual, daytime recreation needs of the community can still be met and are unlikely to be significantly impacted by the proposal.</p> <p>This impact could be further enhanced through the implementation of the recommendations provided, which include measures to help reduce overuse of David Madew Oval and encourage greater community use of school facilities outside of hours.</p>	

6.4. CHANGE TO VISUAL CHARACTER

Description of impact	Impacted groups
Potential change to the visual character of Jerrabomberra	<ul style="list-style-type: none"> Jerrabomberra residents
Current environment <p>Jerrabomberra is a relatively low density, residential suburb within the Queanbeyan-Palerang LGA. It has considerable natural assets, being surrounded by bushland to the east and rural lands to the west (where the site is located). Some of the suburb's key social infrastructure is concentrated along Coachwood Avenue and Bayside Court, directly adjacent to the site. This includes Jerrabomberra Public School, David Madew Oval, Jerrabomberra Tennis Court and Jerrabomberra Skate Park. Approximately 15 homes directly overlook the site along Bayside Court and Palm Court. These homes currently have a view to rural land.</p> <p>The suburb's existing rural lands are in a period of transition and will experience increased urban development over the next 15 years. This is due to the development of South Jerrabomberra, an urban land release area which borders the existing Jerrabomberra neighbourhood and extends to the adjacent suburb of Tralee. As outlined in Section 4.1, a large portion of South Jerrabomberra is occupied by the Poplars Innovation and Learning Precinct. The precinct will introduce a range of new uses to the area including a business park, retail outlets and education facilities.</p>	
Impact of the proposal <p>The proposal will introduce a new two to three storey secondary school within the Poplars Innovation and Learning Precinct. While education uses are permitted on site, the school is located on undeveloped land and therefore represents a change to the current visual landscape. This change will be most pronounced for residents living opposite the site on Bayside Court and Palm Court.</p> <p>Changes to an area's visual environment can be met by concern in any community given, the potential impact on residential amenity and neighbourhood character. This concern can be ameliorated by ensuring new developments respond to local character, key sightlines are preserved and residential privacy is maintained.</p> <p>The proposal has been designed to maximise access to education in an area suitable for development. In selecting this site, the proposal will have a similar mass and scale to the buildings planned for the Poplars Innovation and Learning Precinct. The Architectural Design Report therefore considers this site would be more aligned to the area's local character compared to an alternative location in Jerrabomberra, where there would be a higher discrepancy in built form between the school and the established residential surrounds.</p> <p>The building design and location also minimises the potential visual impact on surrounding residences. The mass of the school building has been broken down over split levels to reduce the overall bulk and enable visual permeability through the site. A shadow analysis prepared by TKD Architects shows that there will be no overshadowing impacts to residents at Bayside Court and Palm Court, with all shadows at mid-winter confined to the school boundary. School buildings are also concentrated in the middle of the site, away from residential properties, with planting proposed in front of fence lines to reduce the visual impact on neighbours.</p> <p>Several other design measures have been incorporated into the proposal to enable the school to better integrate with and respond to the local character. This includes:</p>	

- Providing a large landscape setback between the school buildings and adjacent site boundaries to retain the open space character of the existing surrounds
- Selecting a material palette which ties into the natural landscape
- Providing landscaping around fencing and carparking areas to soften the building boundaries.

Management measures	SIA recommendations
<ul style="list-style-type: none"> ▪ Provision of new landscaping and fencing with adjoining neighbours to maintain residential privacy and reduce the potential visual impact on households. ▪ Use of low intensity and low height lighting to minimise potential light spill to neighbours. ▪ Design of the school buildings to be two to three storeys, aligned with the character and scale of the existing town environment. ▪ Selection of natural tones and textures for the external façade materials to better integrate the school buildings with the surrounding landscape. ▪ Retention of large setbacks between the school buildings and adjacent site boundaries to maintain the open space character of the surroundings and reduce potential overshadowing impacts. 	<ul style="list-style-type: none"> ▪ Develop a maintenance schedule for the site to ensure that the grounds and external landscaped areas are cared for all year round. ▪ Enable the school to be part of the Department of Education 'Share our Space' program to provide broad public benefit and invite people into the site. This reduces the potential for the site to become isolated from the community, particularly during long periods of inactivity during the school holidays, and helps to better integrate the site into the urban fabric.
Residual impact (considering management measures)	
Likelihood: Possible – Unlikely	Magnitude: Minor
<p>Based on the above assessment, the proposal is unlikely to have a significant impact on the visual character of Jerrabomberra. This is largely influenced by the location of the site in an area suitable for development, the design of the buildings to avoid overshadowing and visual impacts to surrounding residential properties, and the use of landscaping, setbacks and façade treatments to better integrate the proposal with the surrounding natural environment.</p>	

6.5. PEDESTRIAN SAFETY AND ACCESS

Description of impact	Impacted groups
Ability of the proposal to facilitate safe pedestrian movement and access to the site	<ul style="list-style-type: none"> ▪ Current and future secondary students in Jerrabomberra ▪ Jerrabomberra residents
Current environment	
<p>The site is situated on undeveloped land and therefore has limited pedestrian and vehicle access. Existing access to the site is via an informal dirt driveway from Tomsitt Drive, to the north of the site. As part of the continual development of the Poplars Innovation Precinct, several new roads are under construction around the site. This includes Environa Drive (which will replace the dirt driveway from Tomsitt Drive) and North Road, a new secondary access road positioned along the site's northern boundary.</p> <p>The Transport Assessment prepared GHD identifies that Jerrabomberra has a high reliance on cars and a limited walking and cycling network. The assessment identifies several barriers around the site which impacts on the functionality of the traffic and active transport network. This includes:</p> <ul style="list-style-type: none"> ▪ A lack of protected pedestrian/cyclist crossings along Jerrabomberra Parkway and Tomsitt Drive ▪ Narrow pedestrian paths around the site which are unlikely to accommodate multiple people ▪ Localised traffic congestion around Coachwood Avenue (adjacent to the site) during peak pick up and drop off times with Jerrabomberra Public School. 	
Impact of the proposal	
<p>As outlined by the SINSW School Site Selection and Development Guidelines (October 2020), all new school sites must facilitate safe pedestrian and vehicle access to school grounds. Where possible, new schools should also be located within walking distance to public transport to reduce the reliance on cars and parking.</p> <p>Given the localised nature of the school, the proposal is expected to facilitate high rates of student pedestrians and cyclists. The Transport Assessment undertaken by GHD estimates that, based on the expected catchment area and transport patterns for regional high schools, approximately 50% of incoming students will walk and/or cycle to school and 15% will catch the bus. It is therefore imperative that safe pedestrian and cycle access can be provided as part of the proposal.</p> <p>The proposal will help facilitate safe pedestrian access to the site through the integration of planned road upgrades and on-site design measures. The Transport Assessment notes the following upgrades will be implemented to support active transport connectivity to the high school and wider Jerrabomberra township:</p> <ul style="list-style-type: none"> ▪ Provision of a pedestrian crossing at the intersection of North Road and Environa Drive, and on Jerrabomberra Parkway between Coachwood Avenue and Bicentennial Drive. ▪ Construction of a new footpath on the western side of Jerrabomberra Parkway, north of the crossing. ▪ Widening the path at the end of Coachwood Avenue to 2.5m to support increased pedestrian activity and the implementation of a new shared path. 	

Shared cycle paths, end of trip facilities and bike storage within the school grounds will also help facilitate and encourage the use of active transport methods to school.

Management measures

- Development of a Transport Plan to monitor and advocate for the safe uptake of active travel methods throughout the operation of the school.
- Provision of end of trip facilities on school grounds to help facilitate active transport. These facilities include bike parking spaces and separate showers and lockers for students and staff.
- Consultation with relevant QPRC staff and preparation of multiple iterations of the TA in response to their feedback.

SIA recommendations

- Implement the management measures and recommendations outlined in the Transport Assessment and Transport Plan.

Residual impact (considering management measures)

Likelihood: Likely

Magnitude: Minimal

The Transport Assessment does not identify any issues with the ability of the school to facilitate safe pedestrian movement and access to the site. Based on the information available within the Transport Assessment, the proposal is therefore likely to have a neutral impact on student pedestrian safety and access.

7. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the development of a new high school in Jerrabomberra.

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

- **Engagement and integration of Aboriginal culture:** the engagement with Aboriginal cultural values throughout the design process has contributed to a proposal which protects, enhances and integrates Aboriginal values on site. Given the potential location of an Aboriginal site on school grounds, this SIA advocates for the recommendations of the ACHA to be prioritised and implemented to help mitigate any potential loss in the future. Overall, the engagement and integration of Aboriginal culture is likely to have a positive impact on the community.
- **Improved access to education:** the development of a new high school in Jerrabomberra will generate a very high positive impact by increasing access and capacity to local enrolments in an area of identified need. The location of the school will also reduce the need for students and parents to travel long distances to access education, generating positive health and wellbeing outcomes.
- **Access to facilities and open space:** the proposal is likely to have a positive impact on student access to open space and recreation. Most student recreation needs can be met on site, with playing field access to be facilitated via a joint use arrangement of David Madew Oval. Given there are four playing fields at David Madew Oval, it is expected that the casual, daytime recreation needs of the community can still be met and are unlikely to be significantly impacted by the proposal.

This impact could be further enhanced through the implementation of the recommendations provided, which include measures to help reduce overuse of David Madew Oval and encourage greater community use of school facilities outside of hours.

- **Change to visual character:** the proposal is unlikely to have a significant impact on the visual character of Jerrabomberra. This is largely influenced by the location of the site in an area suitable for development, the design of the buildings to avoid overshadowing and visual impacts to surrounding residential properties, and the use of landscaping, setbacks and façade treatments to better integrate the proposal with the surrounding natural environment.
- **Pedestrian safety and access:** the Transport Assessment does not identify any issues with the ability of the school to facilitate safe pedestrian movement and access to the site. Based on the information available within the Transport Assessment, the proposal is therefore likely to have a neutral impact on student pedestrian safety and access.

7.1. RECOMMENDATIONS

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

- Implement the recommendations outlined in the Aboriginal Cultural Heritage Assessment.
- Implement the recommendations provided by the AECG and Traditional Land Owners where possible, as outlined in the Architectural Design Report and Walk on Country sessions.
- Maintain consultation with Aboriginal and Torres Strait Islander communities to keep them informed of the final design and to allow further opportunities for input as the proposal progresses.
- Consider the entire suburb of Jerrabomberra when determining the catchment areas for local schools.
- Clearly communicate the catchment area to all existing and prospective families in the broader Jerrabomberra area, as well as providing information around intake years as soon as readily available.
- Work with Council to develop and fund a maintenance schedule for David Madew Oval (in proportion to school use) to compensate any impact to playing field quality and ensure it is protected from overuse.
- Enable the joint use of the school's on-site learning and recreational facilities for community use outside of school use. Consideration should be given to use of the school hall and outdoor sports courts.
- Develop a maintenance schedule for the site to ensure that the grounds and external landscaped areas are cared for all year round.

- Enable the school to be part of the Department of Education 'Share our Space' program to provide broad public benefit and invite people into the site. This reduces the potential for the site to become isolated from the community, particularly during long periods of inactivity during the school holidays, and helps to better integrate the site into the urban fabric.
- Implement the management measures and recommendations outlined in the Transport Assessment and Transport Plan.

7.2. OVERALL IMPACT ASSESSMENT

Based on this assessment and the above social impacts, it's likely that the proposal will create a positive impact on the community. This is influenced by the provision of accessible, local education places and the design of the school to respond to local and student needs. The overall impact of this proposal could be further enhanced through the implementation of the SIA recommendations provided.

REFERENCES

Demographic data

Profile id, 2016 Census data – Jerrabomberra, Queanbeyan-Palerang LGA and Regional NSW

Forecast id, population projections – Jerrabomberra and Queanbeyan-Palerang LGA

NSW Government Centre for Education Statistics 2020, Master dataset: NSW Government School locations and student enrolment numbers 2020

Policy documents

NSW Department of Education 2018, Educational Facilities Standards and Guidelines

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

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

NSW Department of Planning Industry and Environment 2036, South West and Tablelands Regional Plan 2036

Queanbeyan-Palerang Regional Council 2020, Local Strategic Planning Statement

Queanbeyan-Palerang Regional Council 2018, Community Strategic Plan

Queanbeyan-Palerang Regional Council 2017, Sports Facilities Strategic Plan

Queanbeyan-Palerang Regional Council 2013, South Jerrabomberra Structure Plan

Schools Infrastructure NSW 2020, School Site Selection and Development Guidelines

Other

Heart Foundation 2019, Active Travel to School

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