

Social Impact Assessment

**Proposed Richmond Agricultural
Centre, College Drive, Richmond**

**Prepared for:
NSW Department of Education**

MAY 2025

Sarah George Consulting
Social Planning Consultants

Sarah George Consulting
Social Planning Consultants
ABN: 69 034 057 001

Po Box 319, Marrickville NSW 1475

Ph: 0418 439 813

Email: sgeorgeconsulting@gmail.com

Sarah George Consulting acknowledges the traditional custodians of the lands on which we work. We pay our respects to Elders past, present and emerging.

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Executive summary

This Social Impact Assessment (SIA) has been prepared by Sarah George Consulting on behalf of the Department of Education (DoE) (the Proponent) to assess the potential impacts that could arise from the activities associated with the Richmond Agricultural Centre development at 2 College Street Richmond (Part Lot 2 DP1051798) (the site).

This SIA considers the proposal in the context of impacts on access; impacts on privacy, overshadowing, peace and quiet and visual amenity; impacts on a sense of place; impacts on the way people get around; and impacts on wellbeing. The SIA considers feedback from the school and local community on the proposal.

This report accompanies a Review of Environmental Factors (REF) that seeks approval for the construction and operation of the agricultural centre which will provide facilities for a specialist agricultural curriculum at the site. The activities associated with establishing the Richmond Agricultural Centre involves the following works:

- The removal of trees and fencing
- Construction of a general learning hub
- Construction of a science hub
- Construction of a multipurpose hall
- Construction of an administration building
- Construction of canteen and amenities building
- Construction of a new parking area (including accessible spaces), driveway and kiss and drop facilities.
- The provision of outdoor agricultural learning areas comprising:
 - Agricultural plots
 - Aboriginal enterprise
 - Agricultural shed and greenhouse
 - Animal plots with associated stock yard, animal shelters, troughs and stock lane
 - Gravel access road with wash bay
- Landscaping including new trees, entry forecourt, village green and kitchen garden
- Ancillary services and infrastructure upgrades including new substation and HV Works, sewer pump station, water booster, dual carriage vehicle access and pedestrian paths
- Wayfinding and school identification signage.

The SIA identifies that the proposed *Richmond Agricultural Centre* will generate a number of positive impacts for students, families, and staff through improved accessibility to public education with a focus on STEM in a purpose built school, positive impacts on a sense of place for the school community and on wellbeing for students, families and staff.

Potentially negative impacts identified are associated with increased traffic on local streets, particularly at school drop-off and pick-up times. These impacts are in part ameliorated by the provision of an on-

site kiss and drop area, proximity to public transport, and the use of internal University roads for access to the school.

The SIA concludes that the proposed school is unlikely to result in any unexpected or unreasonable social impacts for the community and the proposal is supportable from a social planning perspective.

1.0 INTRODUCTION

This Social Impact Assessment (SIA) has been prepared by Sarah George Consulting on behalf of the Department of Education (DoE) (the Proponent) to assess the potential impacts that could arise from the activities associated with the Richmond Agricultural Centre development at 2 College Street Richmond (Part Lot 2 DP1051798) (the site).

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This report accompanies a Review of Environmental Factors (REF) that seeks approval for the construction and operation of the agricultural centre which will provide facilities for a specialist agricultural curriculum at the site.

This SIA considers the proposal in the context of:

- Impacts on access – will there be an improvement to the quality or provision and response to emerging and changing needs?
- Impacts on privacy, overshadowing, peace and quiet, and visual amenity (views/vistas) – will there be significant change for neighbours and the local areas during both construction and operation?
- Impacts on sense of place – will there be effects on community cohesion or how people feel connected to the place and its character?
- Impacts on the way people get around – will there be changes associated with traffic or parking in the area?
- Impacts on wellbeing – will there be benefits for students and the community associated with better school facilities, sporting facilities and grounds, and active transport options?

The SIA includes an overview of the social locality in which the site is included, identification of area of impact, evaluation of the impact of the proposal and identification of any mitigation or enhancement measures.

2.0 SUBJECT SITE & PROPOSED DEVELOPMENT

2.1 Subject site

The site is located on 2 College Street, Richmond (Part Lot 2 DP1051798). The site is located within the Hawkesbury City Council area and is zoned SP1 Special Activities (the SP1 Zone) by the *Hawkesbury Local Environmental Plan 2012* (the LEP).

Development surrounding the subject site comprises university uses to the south, and east of the site, with residential uses to the north and west.

Figure 1 is a site plan showing the location of the proposed Richmond Agricultural Centre within its regional context. **Figure 2** is an aerial image of the site and its immediate surrounds



Figure 1: Location of the proposed Richmond Agricultural Centre (source: ePlanning Spatial Viewer).



Figure 2: Aerial image of the site showing the location of the proposed Richmond Agricultural Centre (source: Nearmap, dated 27 October 2024).

The boundary of REF works is shown in Figure 3 and comprises:

- Leased area: This is the area of land leased by the Department of Education from Western Sydney University (WSU) for the proposed Richmond Agricultural Centre. This area comprises 14.25ha of land with frontage to College Drive of 480 metres. The future school site comprises existing agricultural land within the WSU campus bound by College Drive to the east, Londonderry Road to the west, WSU facilities to the south and vacant WSU agricultural land to the north.
- WSU Campus: This is the area of land between the leased area and College Drive.

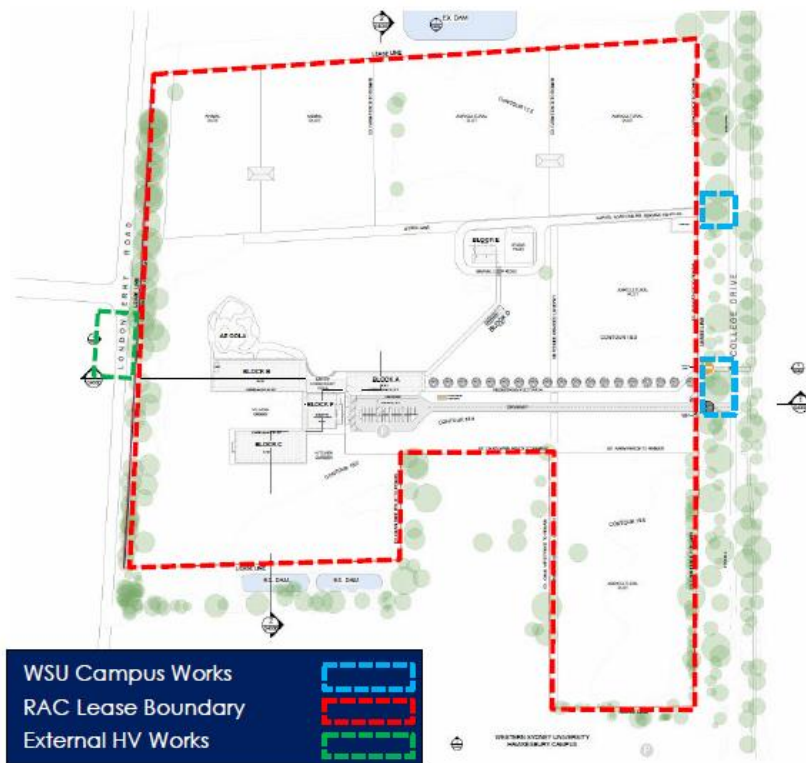


Figure 3: Extent of the proposed works at Richmond Agricultural Centre (source: NBRS Architecture).

2.2 Proposed development

The proposed purpose-built Centre seeks to provide a state of the art education establishment for the study of agriculture in addition to the regular school curriculum. The proposed school would accommodate approximately 325 students, supported by a total of 27 teachers and support staff.

The activities associated with establishing the Richmond Agricultural Centre involves the following works:

- The removal of trees and fencing
- Construction of a general learning hub
- Construction of a science hub
- Construction of a multipurpose hall
- Construction of an administration building
- Construction of canteen and amenities building
- Construction of a new parking area (including accessible spaces), driveway and kiss and drop facilities.
- The provision of outdoor agricultural learning areas comprising:

- Agricultural plots
- Aboriginal enterprise
- Agricultural shed and greenhouse
- Animal plots with associated stock yard, animal shelters, troughs and stock lane
- Gravel access road with wash bay
- Landscaping including new trees, entry forecourt, village green and kitchen garden
- Ancillary services and infrastructure upgrades including new substation and HV Works, sewer pump station, water booster, dual carriage vehicle access and pedestrian paths
- Wayfinding and school identification signage.

Two main entry points are proposed, both on College Drive, one for pedestrian access and the other for vehicle access.

The proposal includes an on-site kiss and drop area, and 25 car parking spaces.

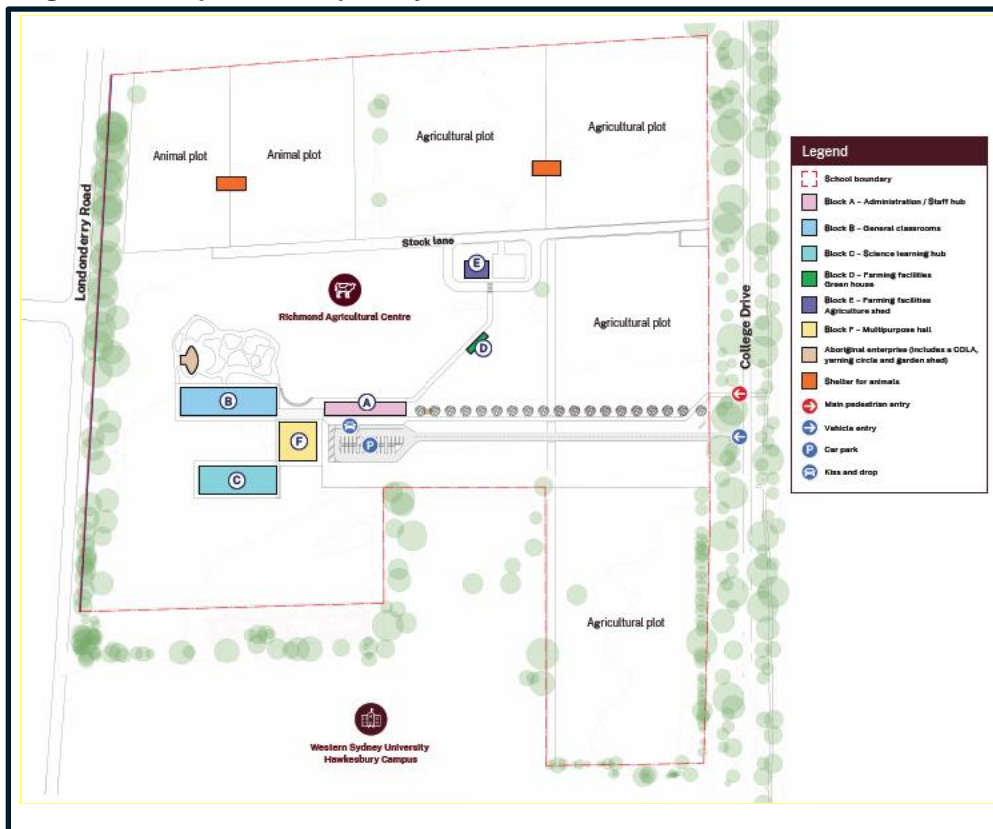
The proposed school buildings are set back from Londonderry Road, with site landscaping/trees retained along this frontage.

The school campus proposes the following general hours for students:

8.00am – 4.00pm Monday – Friday.

Staff may be on site earlier than 8.00am and after 4.00pm weekdays.

Plans of the proposed campus prepared by NBRS accompany the application, and the proposed site layout reproduced below:

Figure 4 – Proposed campus layout

It is anticipated that the school campus will be complete by late 2026.

2.3 Richmond Agricultural Centre

Richmond Agricultural Centre provides a city based AgSTEM school which provides local, high value education and employment/tertiary study pathway opportunities for students of Sydney and in particular of Greater Western Sydney¹. The school is currently operating on the site, in demountable buildings.

The Centre is focussed on the provision of AgSTEM futures, peri-urban agriculture to meet the demands of local production in the Sydney basin linked to protected cropping, new and emerging hi-tech production and industries such as aquaculture and closed circular systems, agribusiness, agritech and agri-engineering linked to the new Western Sydney Airport and associated industries.

¹ <https://richmondagcollege-h.schools.nsw.gov.au/about-our-school.html>

2.4 Existing education context

The subject site sits wholly within the grounds of Western Sydney University and the proposed campus will provide education pathways for students to the University.

There are 13 existing schools in the Richmond area, including the temporary Richmond Agricultural College:

School	Address	Distance from site
Richmond Public School	115 Windsor Street Richmond	1.9km
Richmond High School	140 Lennox Street, Richmond	1.4km
Richmond Agricultural Centre	Subject site (housed in demountable buildings)	0
St Monica's Primary School	32 Francis Street Richmond	1.8km
Colo High School,	218 Bells Line of Road, North Richmond	7.5km
Hobartville Public School	16 Valder Avenue, Hobartville	1.2km
Richmond North Public School	14 Grose Vale Road, North Richmond	5.7km
Windsor Public School	2 Dight Street, Windsor	7.0km
Windsor High School	Windsor Road, McGraths Hill	9.6km
Bligh Park Public School	Alexander Street, Blight Park	7.7km
St Matthew's Primary School	12 Tebbutt Street, Windsor	7.1km
Hawkesbury High School	1 Hibberts Lane, Freemans Reach	15km
Freemans Reach Public School	Kurmond Road, Freemans Reach	13.9km

Source: Google, Google Maps

3.0 SCOPE AND METHODOLOGY

Social impact assessment methodologies focus on traditional models of sociological research which include the use of both quantitative data – in this case statistical data; and qualitative data (observations, case studies, consultation).

This SIA includes consideration of the existing character of the area, based on data derived from the 2016 and 2021 Census; consideration of the potential impacts generated by the proposal, both short and long term; and considers any enhancement or mitigation measures.

The SIA also considers feedback provided by the local and school communities gathered through the community engagement process.

4.0 PLANNING AND POLICY CONTEXT

4.1 NSW Government Rebuilding Public Education

As part of the NSW Governments plan to rebuild public education, the 2024-2025 Budget is delivering education funding, including \$8.9 billion for new and upgraded schools. The aim of this investment is to ensure growing communities get access to a world class public education.

Funding is being directed to new schools, and to upgrading existing schools.

Specific to this project, \$3.6 billion has been allocated for new and upgraded schools in Western Sydney.

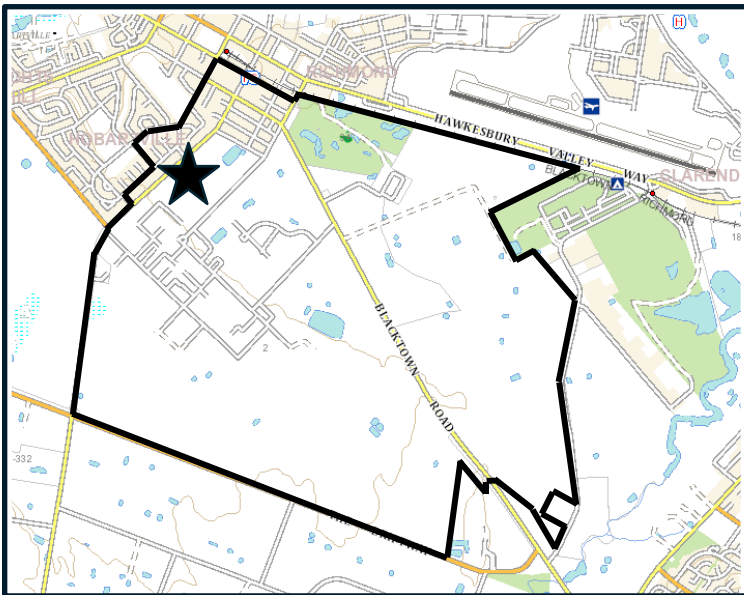
5.0 SOCIAL LOCALITY AND CONTEXT

5.1 Socio-economic and demographic characteristics

The social locality of the proposed Centre has been determined to include the area illustrated on Figure 3. This area is comprised of five (5) Statistical Areas Level 1 (SAL1) (12404146606, 12404146620, 12404146614, 12404146613 & 12404146621) and is considered to be the area most likely to experience impacts associated with construction and operation. SAL1 – 12404146606 includes the subject site and the wider Western Sydney University site and extends to the east of Blacktown Road to include Richmond Golf Course and other land to the south, is included but no data is available for this area due to low population.

The proposed Centre is likely to generate positive impacts for high school aged students from a much broader area, including Greater Western Sydney, and other parts of Sydney.








Figure 3 – Identified primary social locality






Data drawn from the 2016 and 2021 Census is presented in the *Demographic Profile Table* in Appendix A.

The socio-economic and demographic profile of the suburb reveals:

Table 1 – Socio-economic and demographic summary

	<p>A greater proportion of the population who identify as Aboriginal and or Torres Strait Islander in the immediate vicinity (5.5%), the suburb of Richmond (4.4%) and in the Hawkesbury LGA (4.8%) compared to Greater Sydney (1.7%) and NSW (3.4%)</p> <p>A smaller proportion of the population born overseas in a non-English speaking Country in the immediate vicinity (17.3%), the suburb of Richmond (22.9%) and in the Hawkesbury LGA (13.2%) compared to Greater Sydney (32.7%) and NSW (30.3%)</p> <p>A smaller proportion of residents who speak a language other than English at home in the immediate vicinity (16.0%), the suburb of Richmond (21.5%), and in the Hawkesbury LGA (11.6%) compared to Greater Sydney (37.4%) and NSW (26.5%)</p>
	<p>A slightly older population with the median age of residents of the immediate vicinity (40), and the suburb of Richmond (43), older than that in the Hawkesbury LGA (39), Greater Sydney (37) and NSW (39)</p>
	<p>A less wealthy population with a lower median weekly household income in the immediate vicinity (\$1,458), and the suburb of Richmond (\$1,353), compared to the Hawkesbury LGA (\$1,980), Greater Sydney (\$2,077) and NSW (\$1,829)</p>
	<p>A lower median weekly rent in in the immediate vicinity (\$397), the suburb of Richmond (\$375) and in the Hawkesbury LGA (400) compared to Greater Sydney (470) and NSW (\$420)</p>
	<p>Higher rates of unemployment in the immediate vicinity (5.4), compared to the suburb of Richmond (4.8) , the Hawkesbury LGA (3.2), Greater Sydney (5.1) and NSW (4.9)</p>
	<p>Residents are more likely to have never married in the immediate vicinity (37.7%) and in the suburb of Richmond (37.8%), compared to the Hawkesbury LGA (34.6%), Greater Sydney (36.4%) and NSW (35.7%)</p>
	<p>More likely to be a couple with no dependent children in the immediate vicinity (37.8%), and in the suburb of Richmond (39.5%), compared to the Hawkesbury LGA (36.4), Greater Sydney (34.8%) and NSW (44.7%)</p>

	<p>The majority of households report owning one car in the immediate vicinity (43.9%), and in the suburb of Richmond (45.9%) compared to the Hawkesbury LGA (26.5%), Greater Sydney (39.5%) and NSW (37.8%)</p>
	<p>The majority of dwellings are separate houses in the immediate vicinity (75.2%), the suburb of Richmond (55.1%), the Hawkesbury LGA (86.8%), Greater Sydney (55.8%) and NSW (65.6%)</p> <p>The majority of dwellings are privately rented in the immediate vicinity (45.1%), and in the suburb of Richmond (44.1%), compared to the Hawkesbury LGA (24.0%), Greater Sydney (32.6%) and NSW (29.4%).</p> <p>Three bedroom dwellings are the most common dwelling size in the immediate vicinity (52.7%), and in the suburb of Richmond (44.1%) compared to the Hawkesbury LGA (38.9%), Greater Sydney 30.9%) and NSW (34.7%)</p>
	<p>A greater proportion of employed residents work in technical and trade occupations in the immediate vicinity (19.3%), and in the Hawkesbury LGA (18.4%), compared to the suburb of Richmond (13.9%), Greater Sydney (10.5%) and NSW (11.8%).</p> <p>Professional occupations were most common in the suburb of Richmond (17.8%), Greater Sydney (29.3%) and NSW (25.8%)</p>

Residents of the social locality and the suburb of Richmond generally appear to slightly older, working in technical and trade occupations, and residing in separate dwellings most likely to be rented.

The proposed school is unlikely to generate any changes to the socio-economic or demographic make-up of the social locality or the suburb of Richmond as it will not generate changes to the resident population.

5.2 SEIFA Index

The Socio-Economic Indexes for Areas (SEIFA) measures the relative level of socio-economic disadvantage and/or advantage based on a range of Census characteristics.

There are two key Indexes that are commonly used to determine advantage or disadvantage:

- Index of Relative Socio-Economic Disadvantage (IRSD) which contains only disadvantage indicators (unemployment, income levels, education levels) which is best used to distinguish disadvantaged areas but doesn't differentiate between those areas which are highly advantaged, and those that may be lacking a lot of disadvantage.
- Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) which contains indicators of disadvantage as well as indicators of advantage (professional occupations, high incomes, high levels of education attainment, larger dwellings).

A high SEIFA index means a lower level of disadvantage, whereas a lower score indicates a higher level of disadvantage.

Percentile scores are also created to indicate an approximate position of a small area compared to other Australian suburbs and localities. The higher the percentage indicates the higher the socio-economic status.

	Richmond & District	Hawkesbury LGA	Greater Sydney	NSW
SEIFA Score	970.9	1025.9	1010.0	1000.0
Percentile	27	57	48	42

<https://profile.id.com.au/hawkesbury/seifa-disadvantage-small-area>

Based on data from the 2021 Census, the Richmond and District area had lower SEIFA index scores compared to the LGA, Greater Sydney and NSW suggesting a less advantaged population.

5.3 Population Projections

Data compiled by the NSW Department of Planning, Housing and Infrastructure identifies that the Richmond-Clarendon SA2 area is anticipating modest population growth to 2041 of 0.7%, with an increase in population of approximately 2,330.

6.0 COMMUNITY ENGAGEMENT

Starting in August 2021, School Infrastructure NSW has undertaken engagement with the local and school communities utilising a variety of methods including project updates on the School Infrastructure website, direct community notifications, works notifications, and an information session.

Details of the Community Engagement Activities undertaken are included in the Community Engagement Report included at Appendix B to this report.

Specific to the REF process, School Infrastructure NSW provided a project update on the website and held an information session at the temporary school on 9 April 2025.

The information session was advertised to neighbours in proximity to the site via a notice delivered to letterboxes. The notice included information about the information session, and a link to a survey seeking feedback on the preliminary plans.

Information boards were presented detailing the proposed campus.

43 community members attended the session including parents, students, staff, a local MP.

A total of 19 people completed the survey which was open for responses between 2 April and 14 April 2025.

The majority of responses (78.9%) were parents/carers of prospective students. 3 responses were from local residents one from a local worker, and one from a nearby business owner.

When asked about concerns associated with the proposal (e.g. traffic, particularly during pick-up and drop-off periods), 58% of respondents confirmed this was a concern.

Respondents were provided with the opportunity to make other comments about the proposal and the following themes emerged, some appearing to relate to the existing temporary school, which are not part of the subject application, and others to the proposed campus:

- Public transport and access:

- Improve access to the school from Londonderry Road for better transport options.
- Organise a public transport bus to connect the school with Richmond or East Richmond train station.
- Increase train services to meet rising school enrolments and demand.
- Escalate transport issues to better support parents sending children to the school.
- Ensure pedestrian and cyclist access on Londonderry Road for Hobartville residents.
- Infrastructure and facilities:
 - Request for a temporary sports area to support students' emotional wellbeing during recess.
 - Provide sports facilities such as a basketball court in the multipurpose hall, to ensure access to physical activity for children.
 - Urgent call to start building the school due to project delays and current reliance on demountable, which leads to student departures.
 - Request for regular project updates on infrastructure development.
 - Increase bike storage capacity as current facilities are insufficient.
 - Suggestion to create maker spaces for clean machinery like 3D printers.
 - Improve Wi-Fi coverage across the entire campus and establish an IoT network with MAC-based authentication.
 - Implement rainwater harvesting for agricultural use.
- Building layout and design:
 - Suggest reorienting science lab benches to accommodate 30 students instead of 24.
 - Recommend relocating staff spaces closer to the playground and staff room and positioning the office at the front of the building for better accessibility. Positioning the admin reception on the opposite side.

7.0 SOCIAL IMPACT ASSESSMENT

7.1 Potential areas of social impact

The proposed development is considered in the context of following areas of impact:

- Access
- Privacy, overshadowing, peace and quiet and visual amenity
- Sense of place
- How people get around
- Wellbeing
- Matters raised during community engagement

These areas of impact are considered in the table below.

Table 2 – Potential social impacts

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
Access - will there be an improvement to the quality of provision and a response to emerging and changing needs	<ul style="list-style-type: none"> • The proposed Campus will provide educational opportunities for students from Sydney, with a focus on this in Greater Western Sydney who are interested in studying AgSTEM. • The school has been operating on the site and the delays to the project have been the subject of enquiries and complaints to the School Infrastructure inbox and 1300 number and has been the subject of media articles. 	No enhancement measures identified. Positive benefits of the proposal win terms of access will only be realised if consent is granted for the proposal.
Privacy. Overshadowing, peace and quiet, and visual amenity (views/vistas) – will there be	<ul style="list-style-type: none"> • The proposed Campus has been designed with buildings 	Proposed school buildings separated from nearest residential dwellings by a large strip of open

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
significant change for neighbours and the local area during both construction and operation?	<p>located centrally within the site, separated from the closest residential dwellings on Londonderry Road, to minimise any impacts on residential properties on the north-western side of this road. As such, no impacts in terms of privacy or overshadowing are generated.</p> <ul style="list-style-type: none"> • The proposed campus is unlikely to result in any significant changes to the peace and quiet of the area. The proposed campus will accommodate 325 students. Noise may be generated from students at school drop-off/pick-up times, at breaks, and when school finishes. In addition, noise may be generated by the school bell and PA system. • An <i>REF Acoustic Assessment</i> prepared by Pulse White Noise Acoustics considers noise emissions from the school, and potential noise intrusions and recommends treatments to future building facades to ensure internal noise levels are within permissible limits. • The proposed school buildings are to be set back from street frontages, as the site is 	<p>space, and existing trees along site boundary with Londonderry Road. No impacts on privacy, overshadowing are generated.</p> <p>The proposed school campus represents a positive in terms of visual amenity compared to the existing demountable buildings the school is occupying.</p> <p>The temporary school is located approximately 550m from the subject site and as such, is unlikely to be impacted by construction noise.</p> <p>Some construction noise may be heard by nearby neighbours, however given site separation, this is unlikely to be significant. Mitigation measures to minimise construction noise are identified in the <i>REF Acoustic Assessment</i>.</p> <p>As detailed in the <i>REF Acoustic Assessment</i> accompanying the application, the following recommendations are proposed to minimise impacts on the peace and quiet of the area and concludes that noise emissions from the PA system is capable of achieving noise emission goals, and that any noise associated with the use of</p>

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
	<p>currently undeveloped, the proposal will result in changes to the visual presentation of the site. It is not anticipated that these visual changes will result in any significant or detrimental impacts on visual amenity from outside of the campus, or from within the University. The majority of the subject site will remain undeveloped, retaining the existing visual character of much of the overall site.</p>	<p>school play areas at recess and lunch may exceed the formulated criteria but “all noise that emanates from the normal activities at a school is not offensive.”</p>
<p>Sense of place – will there be effects on community cohesion or how people feel connected to the place and its character?</p>	<ul style="list-style-type: none"> • It is not anticipated that the proposed campus will result in any negative effects on community cohesion or how people feel connected. The proposed campus is located within a Tertiary Education campus and as such is a complimentary use. • The proposal may result in benefits in terms of how students and staff feel connected to the place, and on community cohesion within the school community through the provision of a new, state of the art campus. • The visual character of the site may change, but this change is not considered to be out of character with the existing University. 	<p>No enhancement measures identified.</p> <p>No mitigation measures required.</p>

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
The way people get around – will there be changes associated with traffic or parking in the area?	<ul style="list-style-type: none"> • During construction, there is likely to be increased truck and vehicle movements on local roads. Construction vehicles will enter the site via Londonderry Road. • As the site is located wholly within the university campus, it is anticipated that parking for worker vehicles can be accommodated on the site. • On completion, the proposed campus will result in increased traffic associated with staff arriving to and leaving from the campus, and traffic increases at school drop-off and pick-up times. • Some concern expressed during the community engagement process about impacts to traffic, particularly at drop-off/pick up times. The proposed campus provides parking for 25 vehicles for staff, students and visitors and it is not anticipated that the proposal will increase demand for parking on local streets. 	<ul style="list-style-type: none"> • Temporary construction related traffic and parking impacts can be managed and mitigated through application of the <i>Construction Transport Management Plan</i> to minimise the impacts on local roads and to avoid movements during peak times. • A <i>Transport and Accessibility Impact Assessment</i> prepared by Metafora accompanies the application. • The site is accessible using public transport (train and bus) students will be encouraged to utilise public transportation to and from school.
Wellbeing – will there be benefits for students and the community associated with better school facilities, sporting facilities and grounds, and active transport options?	<ul style="list-style-type: none"> • The proposed campus will provide a state-of-the-art campus for students and staff which will provide an enhanced learning environment for students. 	No mitigation required.

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
	<ul style="list-style-type: none"> The large site provides significant areas for outside learning and application, providing increased opportunities for wellbeing and practical application of learning. The <i>Traffic and Accessibility Impact Assessment</i> notes that cycle paths in the area are limited and that many students live outside of a comfortable distance to cycle to school. It is noted that the school P&C are considering a dedicated school bus to facilitate student transport. 	
<p>Matters raised during consultation:</p> <ul style="list-style-type: none"> Public transport and access Infrastructure and facilities. Building layout and design 	<ul style="list-style-type: none"> Support from the school community for strengthened public transport pathways and access to the school. Suggestion of pedestrian/cycle access from Londonderry Road. Need for the school to be inclusive and accessible. Need for multipurpose hall to include sports options. Need for the school to be built after long delays. Building layout and design suggestions are noted. Layout and design are in line with current DoE practices including limits to student numbers in 	<ul style="list-style-type: none"> It is noted that the school P&C are considering a dedicated school bus to facilitate student transport. Pedestrian access to the school will be via College Drive only reducing pedestrian activity on Londonderry Road. Proposed school will be BCA complaint to ensure accessibility and inclusivity. Multipurpose Hall to include options for sport. Proposed school includes 48 bicycle parking spaces. The subject application progresses plans for the Centre after the noted delays.

Type of impact	Description of impacts on the community	Enhancement/mitigation measures (as required)
	some classes for WHS compliance.	

7.2 Mitigation Measures

As detailed in Chapter 7.1, the potentially negative issues identified through the community engagement process related to amenity impacts (noise and traffic).

Project state	Mitigation measures	Relevant report section
Design (D) Construction (C) Operation (O)		
C	Construction Transport Management Plan prepared to stipulate construction vehicle travel to the site to minimise impacts on local roads.	Chapter 7.1 & <i>Traffic and Accessibility Impact Assessment</i> accompanying application.
C	Noise from construction including equipment etc.	Chapter 7.1 and <i>REF Acoustic Assessment</i> Chapter 6.11 including mitigation measures for construction related impacts.
O	<ul style="list-style-type: none"> Recommended building envelope treatments as outlined in section 4.1 should be implemented. A detailed acoustic review of all building services is required prior to installation once final selections are made to ensure compliance. A review of the proposed Public Address/bell system is recommended once locations of speakers are known to ensure compliance. Use of the hall the following management controls are to be implemented: <ul style="list-style-type: none"> School hall is limited to 7:00am to 10:00pm. Noise levels within the school must not exceed 90dBA LAeq (sound pressure level). 	<i>REF Acoustic Assessment</i> & Chapter 7.1.

	<ul style="list-style-type: none"> It's recommended the school hall audio system be limited to 90 dBA LAeq (sound pressure level). Recommended traffic management controls associated with the southern kiss and drop should be implemented (refer to TIA/associated management plan). 	
O	<ul style="list-style-type: none"> Temporary construction related traffic and parking impacts can be managed and mitigated through application of the <i>Construction Transport Management Plan</i> to minimise the impacts on local roads and to avoid movements during peak times. 	Chapter 7.1 & <i>Traffic and Accessibility Impact Assessment</i>

7.3 Residual impacts

As noted in the table above, the potentially negative impacts generated by the proposal relate to noise emissions and traffic impacts on local roads.

The *REF Acoustic Assessment* notes that noise emissions from the school associated with students playing at recess and lunch are 'not offensive', and that noise associated with the school bell PA system is able unlikely to exceed accepted noise limits. Noise associated with bells and the PA system will only be generated during school days.

Traffic impacts on local roads and intersections have been determined, in the *Traffic Accessibility Impact Assessment* as being negligible.

No residual impacts are apparent.

8.0 CONCLUSION

This streamlined SIA has been prepared to assess the potential social impacts arising from the proposed Richmond Agricultural Centre on the site within Western Sydney University, Richmond in the context of impacts on access, impacts on privacy, overshadowing, peace and quiet and visual amenity, impacts on a sense of place, impacts on the way people get around, and impacts on wellbeing.

The proposal is likely to generate a limited number of potentially negative social impacts requiring mitigation, with the most likely impacts associated with construction-related impacts (traffic, noise), which are able to be effectively managed through the application of a *Construction Management Plan* and *Construction Traffic Management Plan*.

The only ongoing impacts likely to be experienced by the community on completion of the proposed school relate to noise impacts and traffic impacts, particularly at school drop-off and pick up times. Noise impacts from school play areas have been determined to not be offensive. Traffic impacts have been determined to be negligible.

The proposed development will generate a number of positive benefits for students, their families, staff.

The proposed Centre is unlikely to generate any negative social impacts.

The proposed Richmond Agricultural Centre is supportable on social planning grounds.

APPENDIX A

SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE TABLE

Demographic Profile Table

Demographic Characteristic	Immediate vicinity 2016	Immediate vicinity 2021	Richmond Suburb 2016	Richmond Suburb 2021	Hawkesbury LGA 2016	Hawkesbury LGA 2021	Greater Sydney 2016	Greater Sydney 2021	NSW 2016	NSW 2021
Total Persons	1,865	1,887	5,482	5,418	64,592	67,207	4 823 991	5, 231,147	7 480 228	8,072,163
Aboriginal and/or Torres Strait Islander	91 (4.8%)	105 (5.5%)	206 (3.8%)	236 (4.4%)	2,393 (3.7%)	3,252 (4.8%)	70 135 (1.4%)	90,939 (1.7%)	216 176 (2.8%)	278,043 (3.4%)
Culturally and linguistically diverse Persons	304 (16.3%)	327 (17.3%)	1,099 (20.0%)	1,244 (22.9%)	8,864 (13.7%)	8,899 (13.2%)	1 474 715 (30.5%)	1,706,348 (32.6%)	1 646 057 (22.0%)	2,444,754 (30.3%)
(i) No. born overseas in non-English speaking country.	253 (13.6%)	303 (16.0%)	979 (17.8%)	1,164 (21.5%)	7,585 (11.7%)	7,814 (11.6%)	1 727 574 (35.8%)	1,957,409 (37.4%)	1 882 015 (25.1%)	2,146,080 (26.5%)
(ii) No. speaking lang. other than English at home										
In need of assistance							236 139 (4.9%)	270,665 (5.1%)	402 048 (5.3%)	464,712 (5.7%)
Age range:										
0-4 years					4,101 (6.4%)	4,152 (6.2%)	310,173 (6.4%)	312,364 (6.0%)	465,135 (6.2%)	
5-14 years					8,767 (13.5%)	8,697 (12.9%)	590,126 (12.2%)	650,843 (12.5%)	921,195 (12.3%)	468,056 (5.8%)
15-19 years	128 (6.8%)	104 (5.5%)	254 (4.6%)	262 (4.8%)	4,580 (7.0%)	4,391 (6.5%)	288,362 (5.9%)	294,764 (5.6%)	448,425 (5.9%)	1,001,950 (12.4%)
20-24 years	216 (11.6%)	166 (8.8%)	480 (8.8%)	417 (7.7%)	359 (6.6%)	912 (14.7%)	340,737 (16.0%)	343,064 (13.6%)	489,673 (13.4%)	457,896 (5.6%)
25-34 years	128 (6.8%)	127 (6.7%)	508 (9.3%)	359 (6.6%)	912 (14.7%)	4,245 (13.6%)	340,737 (16.0%)	343,064 (13.6%)	489,673 (13.4%)	496,185 (6.1%)
35-44 years	125 (6.7%)	333 (17.6%)	781 (14.3%)	912 (16.8%)	4,387 (6.8%)	4,245 (6.3%)	340,737 (16.0%)	343,064 (13.6%)	489,673 (13.4%)	496,185 (6.1%)
45-54 years	260 (13.9%)	192 (10.2%)	592 (10.7%)	569 (10.5%)	8,026 (12.5%)	8,837 (13.2%)	774,405 (16.0%)	811,314 (15.5%)	1,067,524 (14.2%)	1,142,026 (14.1%)
55-64 years	208 (11.1%)	248 (13.1%)	642 (11.7%)	581 (10.7%)	8,117 (12.6%)	7,913 (11.8%)	777,748 (13.6%)	777,748 (13.6%)	1,002,886 (13.4%)	1,103,170 (13.6%)
65-74 years	251 (13.4%)	232 (12.3%)	627 (11.5%)	612 (11.3%)	9,549 (14.7%)	9,179 (13.6%)	696,037 (14.4%)	667,167 (12.8%)	977,984 (13.0%)	1,016,948 (12.6%)
75-84 years	204 (10.9%)	198 (10.5%)	509 (8.2%)	561 (10.4%)	7830 (12.2%)	8,649 (13.7%)	627,580 (13.0%)	579,166 (11.1%)	889,763 (11.9%)	961,784 (11.9%)
85 years and over	173 (9.3%)	129 (6.8%)	450 (8.2%)	517 (9.5%)	5,571 (8.7%)	6,363 (9.5%)	524,011 (10.8%)	439,467 (8.4%)	677,020 (9.0%)	788,725 (9.7%)
	140 (7.5%)	49 (2.6%)	371 (5.8%)	378 (7.0%)	2,638 (4.1%)	3,559 (5.3%)	480 (0.1%)	249,517 (4.8%)	373,115 (4.9%)	451,521 (5.6%)
	35 (1.8%)						372,488 (7.7%)			183,895 (2.3%)

Demographic Characteristic	Immediate vicinity 2016	Immediate vicinity 2021	Richmond Suburb 2016	Richmond Suburb 2021	Hawkesbury LGA 2016	Hawkesbury LGA 2021	Greater Sydney 2016	Greater Sydney 2021	NSW 2016	NSW 2021
					1,010 (1.6%)	1,215 (1.8%)	204,051 (4.2%) 96,022 (1.9%)	105,729 (2.0%)	167,506 (2.2%)	
Unemployment rate	9.0	5.4	7.3	4.8	4.3	3.2	6.0	5.1	6.3	4.9
Median weekly household income	\$1,182	\$1,458	\$1,146	\$1,353	\$1,668	\$1,980	\$1750	\$2,077	\$1486	\$1,829
Median rent	\$3355	\$397	\$340	\$375	\$360	\$400	\$420	\$470	\$380	\$420
Med Age	38	40	42	43	38	39	36	37	38	39
Ave household size	2.2	2.3	2.1	2.1	2.8	2.8	2.8	2.7	2.6	392.6
Marital Status (aged 15+)										
Married	582 (38.1%)	587 (36.5%)	1,584 (33.3%)	1,596 (33.7%)	25,509 (49.3%)	26,273 (48.3%)	1 934 134 (49.3%)	2,062,160 (48.3%)	2 965 285 (48.6%)	3,124,151 (47.3%)
Separated	78 (5.1%)	79 (4.9%)	198 (4.2%)	225 (4.7%)	1,704 (3.3%)	1,741 (3.2%)	111 495 (2.8%)	125,769 (2.9%)	190 199 (3.1%)	209,657 (3.2%)
Divorced	203 (13.3%)	226 (14.0%)	610 (12.8%)	636 (13.4%)	4,722 (9.1%)	5,021 (9.2%)	298 433 (7.6%)	332,916 (7.8%)	512 297 (8.4%)	569,516 (8.6%)
Widowed	115 (7.5%)	109 (6.7%)	490 (10.3%)	498 (10.5%)	2,409 (4.7%)	2,532 (4.7%)	185 646 (4.7%)	191,863 (4.5%)	331 655 (5.4%)	339,990 (5.1%)
Never married	548 (35.9%)	607 (37.7%)	1,868 (39.3%)	1,789 (37.8%)	17,383 (33.6%)	18,790 (34.6%)	1 393 988 (35.5%)	1,555,230 (36.4%)	2 094 457 (34.3%)	2,358,844 (35.7%)
Religious Affiliation										
No Religion	456 (24.4%)	645 (34.2%)	1,350 (24.6%)	1,684 (31.1%)	15,443 (23.9%)	22,678 (33.7%)	1,188,280 (24.6%)	1,583,084 (30.3%)	1,879,562 (25.1%)	2,644,165 (32.8%)
Catholic	450 (24.1%)	359 (19.0%)	1,270 (23.1%)	1,040 (19.2%)	17,768 (27.5%)	17,458 (26.0%)	1,213,1236 (25.1%)	1,210,979 (23.1%)	1,846,443 (24.7%)	1,807,730 (22.4%)
Hindu	463 (24.8%)			153 (2.8%)						
Buddhism	347 (18.4%)									
Not stated	156 (8.4%)	121 (6.4%)	654 (11.9%)	535 (9.9%)	5,337 (8.3%)	3,725 (5.5%)	425,538 (8.8%)	326,469 (3.2%)	684,969 (9.2%)	548,340 (6.8%)
Family Structure										
Couple families with dependent children under 15 years and	182 (38.8%)	175 (36.0%)	403 (33.8%)	427 (34.4%)	8,393 (49.0%)	8,635 (46.8%)	501 238 (40.1%)	667,760 (48.4%)	718 364 (37.0%)	809,586 (37.9%)

Demographic Characteristic	Immediate vicinity 2016	Immediate vicinity 2021	Richmond Suburb 2016	Richmond Suburb 2021	Hawkesbury LGA 2016	Hawkesbury LGA 2021	Greater Sydney 2016	Greater Sydney 2021	NSW 2016	NSW 2021
other dependent children										
Couple families with no children	156 (33.3%)	184 (37.8%)	456 (38.2%)	491 (39.5%)	5,732 (33.4%)	6,724 (36.4%)	416 588 (33.4%)	480,444 (34.8%)	709 524 (36.5%)	954,588 (44.7%)
One parent families with dependent children	120 (25.6%)	116 (23.8%)	308 (25.8%)	301 (24.2%)	2,824 (16.5%)	2,903 (15.7%)	113 772 (9.1%)	208,478 (15.1%)	192 626 (9.9%)	337,729 (15.8%)
Other families	11 (2.3%)	11 (0.6%)	27 (2.3%)	27 (2.2%)	189 (1.1%)	188 (1.0%)	22 992 (1.8%)	23,497 (1.7)	32 483 (1.6%)	34,061 (1.6%)
Car Ownership										
None	70 (9.2%)	81 (10.2%)	233 (11.3%)	239 (11.0%)	824 (3.9%)	884 (3.8%)	179 500 (11.0%)	203,081 (11.1%)	239 625 (9.2%)	262,031 (9.0%) 1,096,761 (37.8%) 989,258 (34.1%) 321,310 (11.0%) 187,380 (6.5%)
One	307 (40.5%)	348 (43.9%)	903 (43.7%)	996 (45.9%)	5,502 (25.8%)	6,100 (26.5%)	603 062 (37.1%)	722,036 (39.5%)	946 159 (36.3%)	
Two	258 (34.0%)	228 (28.8%)	586 (28.4%)	634 (29.2%)	7,926 (37.2%)	8,434 (36.6%)	532 633 (32.8%)	590,650 (32.3%)	887 849 (34.0%)	
Three	88 (11.6%)	121 (15.3%)	262 (12.7%)	267 (12.3%)	6,418 (30.1%)	7,398 (32.1%)	164 918 (10.1%)	181,932 (9.9%)	283 044 (10.8%)	
4 or more							89 744 (5.5%)	105,239 (5.7%)	152 500 (5.8%)	
Housing (dwellings)										
Sep house	570 (75.2%)	595 (75.2%)	1,138 (55.0%)	1,198 (55.1%)	18,306 (85.9%)	20,015 (86.8%)	924 225 (52.5%)	1,020,631 (55.8%)	1 729 820 (59.8%)	1,902,734 (65.6%)
Semi-detached	181 (23.8%)	181 (22.8%)	625 (30.2%)	649 (29.9%)	2,195 (10.3%)	2,1968 (9.5%)	227 238 (49.8%)	234,000 (12.8%)	317 447 (35.7%)	340,582 (11.7%)
Unit	7 (0.9%)	4 (0.5%)	292 (14.1%)	312 (14.4%)	489 (2.3%)	660 (2.9%)	456 233 (25.9%)	561,988 (30.7%)	519 380 (17.9%)	630,030 (21.7%)
Other dwelling	0	0	6 (0.3%)	9 (0.4%)	153 (0.7%)	121 (0.5%)	9 129 (0.5%)	8,216 (0.4%)	23 583 (0.8%)	19,374 (0.7%)
Unoccupied dwellings	43 (5.4%)	37 (4.7%)	181 (8.0%)	191 (8.1%)	1,516 (6.6%)	1,424 (5.8%)	136 055 (7.7%)	164,628 (8.3%)	284 741 (9.8%)	299,524 (9.4%)
Home fully owned	223 (29.4%)	223 (28.2%)	620 (30.0%)	660 (30.4%)	6,550 (30.7%)	7,406 (32.1%)	472 635 (29.1%)	507,635 (27.8%)	839 665 (32.2%)	914,537 (31.5%)
Being purchased	211 (27.8%)	182 (23.0%)	437 (21.1%)	458 (21.1%)	8,896 (41.8%)	9,424 (40.9%)	539 917 (33.2%)	608,735 (33.3%)	840 665 (32.2%)	942,804 (32.5%)

Demographic Characteristic	Immediate vicinity 2016	Immediate vicinity 2021	Richmond Suburb 2016	Richmond Suburb 2021	Hawkesbury LGA 2016	Hawkesbury LGA 2021	Greater Sydney 2016	Greater Sydney 2021	NSW 2016	NSW 2021
Private rental	300 (39.6%)	357 (45.1%)	903 (43.6%)	958 (44.1%)	5,174 (24.3%)	5,536 (24.0%)	485 404 (29.9%)	596,390 (32.6%)	722 020 (27.7%)	851,852 (29.4%)
Public housing							67 845 (4.1%)	60,927 (3.3%)	104 902 (4.0%)	92,733 (3.2%)
Dwelling Structure - # of bedrooms										
0	7 (0.9%)	9 (1.1%)	7 (0.3%)	10 (0.5%)	72 (0.3%)	98 (0.4%)	12 812 (0.7%)	16,194 (0.9%)	17 157 (0.6%)	21,051 (0.7%)
1	42 (5.5%)	60 (7.6%)	113 (5.5%)	124 (5.7%)	621 (2.9%)	663 (2.9%)	118 881 (7.3%)	147,857 (8.1%)	157 194 (6.0%)	190,792 (6.6%)
2	106 (14.0%)	109 (13.8%)	635 (30.8%)	650 (29.9%)	2,309 (10.8%)	2,499 (10.8%)	402 675 (24.8%)	470,207 (25.7%)	577 675 (22.1%)	657,578 (22.7%)
3	415 (54.7%)	417 (52.7%)	914 (44.3%)	958 (44.1%)	8,934 (41.9%)	8,961 (38.9%)	548 987 (33.8%)	565,467 (30.9%)	970 001 (37.2%)	1,006,121 (34.7%)
4	166 (21.9%)	190 (24.0%)	327 (15.8%)	403 (18.5%)	8,913 (41.8%)	10,598 (46.0%)	376 427 (23.1%)	440,351 (24.0%)	633 184 (24.3%)	743,910 (25.6%)
5							101 053 (6.2%)	133,837 (7.3%)	148 851 (5.7%)	194, 074 (6.7%)
6+							23 774 (1.4%)	31,239 (1.7%)	34 370 (1.3%)	45,329 (1.5%)
Migration										
Same add 1yr ago							3 695 742 (77.5%)	4,119,424 (79.7%)	5 718 965 (77.3%)	6,335,812 (79.4%)
Same add 5 yr ago							2 402 160 (53.2%)	2,635,497 (53.6%)	3 775 527 (53.8%)	4,095,964 (53.8%)
Occupation										
Manager	91 (11.2%)	70 (8.4%)	255 (10.6%)	265 (11.6%)	4,152 (12.8%)	4,647 (13.9%)	311 762 (13.7%)	368,876 (15.2%)	456 084 (13.5%)	536,820 (14.6%)
Professional	121 (14.9%)	147 (17.6%)	413 (17.2%)	408 (17.8%)	4,781 (14.8%)	5,217 (15.6%)	597 798 (26.3%)	711,729 (29.3%)	798 126 (23.6%)	952,131 (25.8%)
Technical & Trade	138 (17.0%)	161 (19.3%)	393 (16.3%)	318 (13.9%)	6,018 (18.6%)	6,151 (18.4%)	265 056 (11.6%)	254,555 (10.5%)	429 239 (12.7%)	436,589 (11.8%)
Community	111 (13.7%)	109 (13.0%)	333 (13.8%)	317 (13.8%)	3,261 (10.1%)	3,478 (10.4%)	218 206 (9.6%)	225,062 (9.2%)	350 261 (10.3%)	390,779 (10.6%)
Clerical	113 (13.9%)	92 (11.0%)	302 (12.6%)	282 (12.3%)	4,894 (15.1%)	4,828 (14.5%)	331 135 (14.5%)	334,504 (13.7%)	467 977 (13.8%)	480,612 (13.0%)

Demographic Characteristic	Immediate vicinity 2016	Immediate vicinity 2021	Richmond Suburb 2016	Richmond Suburb 2021	Hawkesbury LGA 2016	Hawkesbury LGA 2021	Greater Sydney 2016	Greater Sydney 2021	NSW 2016	NSW 2021
Sales	68 (8.4%)	73 (8.7%)	220 (9.1%)	190 (8.3%)	2,834 (8.8%)	2,562 (7.7%)	205 051 (9.0%)	188,556 (7.7%)	311 414 (9.2%)	294,889 (8.0%)
Machinery op	68 (8.4%)	70 (8.4%)	193 (8.0%)	225 (9.8%)	2,698 (8.3%)	2,829 (8.5%)	128 020 (5.6%)	136,033 (5.6%)	206 839 (6.1%)	222,186 (6.0%)
Labourer	99 (12.2%)	111 (13.3%)	259 (10.8%)	221 (9.7%)	3,121 (9.7%)	3,043 (9.1%)	171 450 (7.5%)	164,335 (6.7%)	297 887 (8.1%)	300,966 (8.1%)
Travel to work										
Car driver	548 (67.7%)	454 (54.5%)	1,476 (61.8%)	1,109 (48.4%)	22,422 (69.5%)	16,881 (50.6%)	1 197 269 (52.6%)	832,277 (34.2%)	1 953 399 (57.7%)	1,587,613 (43.0%)
Train	56 (6.9%)	11 (1.3%)	138 (5.8%)	50 (2.2%)	826 (2.6%)	211 (0.6%)	247 051 (10.8%)	60,858 (2.5%)	252 786 (7.4%)	62,460 (1.7%)
Bus							125,503 (5.5%)	28,786 (1.2%)	133,903 (3.9%)	34,408 (0.9%)
Worked from home		188 (22.6%)	72 (3.0%)	518 (22.6%)	1,729 (5.4%)	8,440 (25.3%)	98,906 (4.3%)	944,501 (38.8%)	163,026 (4.8%)	1,141,467 (30.9%)
Walked only	14 (1.7%)	20 (2.4%)	145 (6.1%)	111 (4.8%)		522 (1.7%)				

Source: 2016 Census data (www.abs.gov.au) – General Community Profile – as at Jan 2025

APPENDIX B

COMMUNITY ENGAGEMENT REPORT

Communications and engagement undertaken for

Richmond Agricultural Centre

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Purpose

This document has been prepared as an internal document to support the preparation of planning documentation for projects pursuing a Review of Environmental Factors planning pathway under Part 5. It is not for public release.

Communications

Date issued	Communication type (project update/works notifications)	Summary of content
August 2021	<u>Project update</u>	The master planning and concept design phases are now complete. A Very Early Contractor Involvement (VECI) has been engaged and the schematic design phase is in progress. Throughout the project design phases, feedback has been sought from stakeholders. Site investigations have been completed.
January 2022	<u>Community notification</u>	<p>The project is a State Significant Development (SSD-15001460) and the NSW Department of Planning and Environment (DPE) is currently assessing the application for this project.</p> <p>Draft Conditions of Approval have been issued for the project and a Construction Noise and Vibration Management Sub-Plan has been prepared.</p>
March 2022	<u>Project update</u>	The State Significant Development has been approved by the Department of Planning and Environment.

Date issued	Communication type (project update/works notifications)	Summary of content
		<p>We now have the necessary planning consent to deliver the project.</p> <p>Detailed Design of the project has been endorsed by the Project Control Group.</p> <p>Next steps will include site establishment activities to prepare for construction to start.</p>
December 2022	Project update	The construction of the new school has been impacted due to the heavy rainfall. The rainfall has resulted in groundwater being trapped below the land surface of the school site. Site investigations have been conducted to inform the best way to manage drainage of the groundwater. Results are being reviewed.
April 2023	Project update	Elevated PFAS levels were found in the water source and an alternative site on the WSU campus is underway.
August 2023	Works notification	Given that some preparatory works had already taken place, the original site must now be restored to its

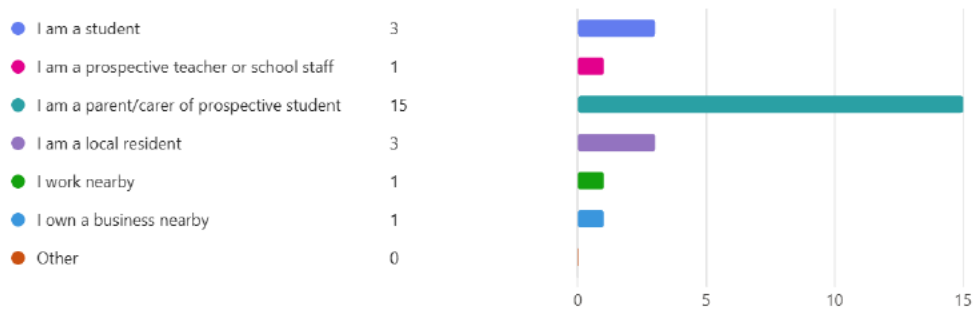
Date issued	Communication type (project update/works notifications)	Summary of content
		previous condition. Work to restore the site will start from Monday 28 August 2023 and is expected to continue for up to three months.
August 2023	Community update	We are actively working to identify an alternative site for the school and undertaking testing and preliminary work to determine the long-term suitability of possible sites. Frequently asked questions.
December 2023	Works notification	Work to install the new demountable buildings will commence early in the new year and should be completed in mid February.
September 2024	Project update	Announcing the new site for the school at Western Sydney University and new scope.
Most recent: April 2025	Project update (Information boards presented at the info session)	Announcing the official name 'Richmond Agricultural Centre' and the information session details to show the master plan and concept designs.

Engagement activities

Please note, there were earlier engagement activities for the previous designs/site. The below is in regard to the current plans and designs.

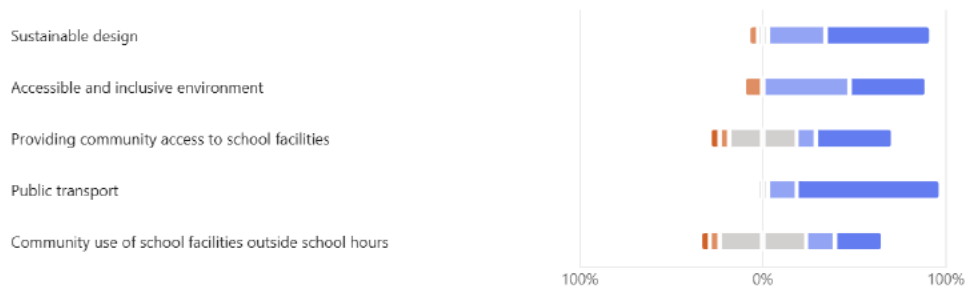
- **Presented at a Parent and Citizens (P&C) meeting**
 - To share master plan designs with the P&C and reassure the P&C the project is progressing.
 - Date: 26 November 2024
 - Attendees: the Senior Project Director, Project Director, Public Schools representative, Community Engagement Manager and Senior Community Engagement Manager.
- **Community information session**
 - Date and time: 9 April 2025, 2:30pm-6pm
 - Location: Richmond Agricultural Centre demountable buildings at the Western Sydney University
 - Information boards presented: [Richmond Agricultural Centre – April 2025](#)
 - 43 community members attended:
 - Parents
 - Students
 - Staff
 - The local MP Ms Robyn Anne Preston
- **Survey** to collect community feedback on the plans for the new school.
 - 19 people completed the survey
 - Survey opened 2 April 2025 and closed at midnight 14 April 2025 (12 days).
 - There were 8 questions in total. Average time to complete 3:15 minutes.
 - Most responses were completed on the day of the information session (9 April 2025).
 - Findings from the survey are below:

2. Which group best describes you? (Choose all that apply)



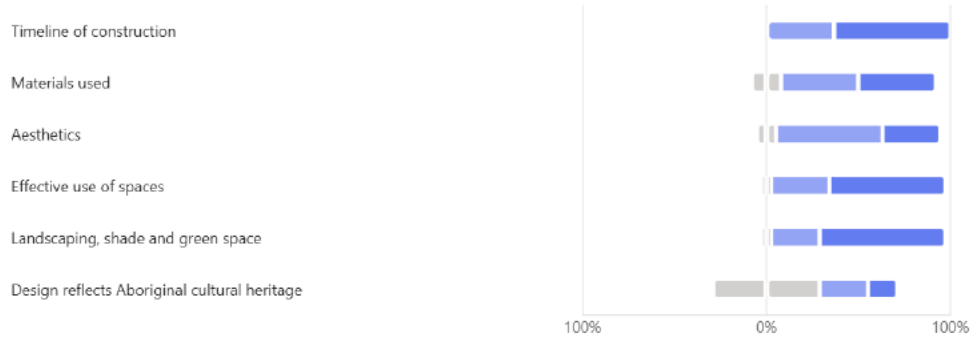
3. What elements are important for the design to consider to ensure it meets the needs of the school community?

● Not important
 ● Somewhat important
 ● Neutral
 ● Important
 ● Very important



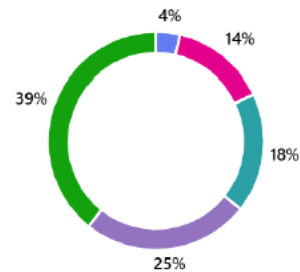
4. What aspects of building design are most important to you?

● Not important ● Somewhat important ● Neutral ● Important ● Very important



5. What is your preferred mode of transport for your child/children to get to school? Please leave blank if not relevant to you.

● Walk 1
 ● Ride or scoot 4
 ● Car 5
 ● Bus 7
 ● Other public transport 11



Please note: 'Other public transport' detailed response was not captured in this survey. Further comments from respondents suggests train as another option for public transport.

6. Are you concerned about possible increases in school traffic, particularly during pick-up and drop-off periods in the mornings and afternoons?

● Yes 11
 ● No 8
 ● Other 0



7. Do you have any other comments about the project that you would like to make?

Full responses will be sent separately. Summary below:

- Public transport and access
 - Improve access to the school from Londonderry Road for better transport options.
 - Organise a public transport bus to connect the school with Richmond or East Richmond train station.
 - Increase train services to meet rising school enrolments and demand.
 - Escalate transport issues to better support parents sending children to the school.
 - Ensure pedestrian and cyclist access on Londonderry Road for Hobartville residents.
- Infrastructure and Facilities:
 - Request for a temporary sports area to support students' emotional wellbeing during recess.
 - Provide sports facilities, such as a basketball court in the multipurpose hall, to ensure access to physical activity for children.
 - Urgent call to start building the school due to project delays and current reliance on demountables, which leads to student departures.
 - Request for regular project updates on infrastructure development.
 - Increase bike storage capacity as current facilities are insufficient.
 - Suggestion to create maker spaces for clean machinery like 3D printers.
 - Improve WiFi coverage across the entire campus and establish an IoT network with MAC-based authentication.
 - Implement rainwater harvesting for agricultural use.
- Building Layout and Design:
 - Suggest reorienting science lab benches to accommodate 30 students instead of 24.
 - Recommend relocating staff spaces closer to the playground and staff room, and positioning the office at the front of the building for better accessibility. Positioning the admin reception on the opposite side.

Project enquiries

- Details of enquires and complaints received about the project through the SI inbox and 1300 number:
 - 36 email enquiries
 - 4 phone enquiries
 - From 18 enquirers
- Themes of the enquiries:
 - Delays to site selection and lack of communication about the delays
 - Delays to construction
 - Changes to practical learning areas/scope
 - Request earlier access for student learning on site.


Media

- 5 February 2024 - [These agriculture students got into their dream school but it still hasn't been built - ABC News](#)
- 27 April 2023 - [Show time strengthens community ties](#)
Centre of Excellence in Agricultural Education - Richmond Agricultural College is busy preparing for tomorrow's start to the 2023 Hawkesbury Show.
- 22 Apr 2023 at 8:30am - [WSU plans abandoned after PFAS contamination - ABC listen](#)
"A planned Centre of Excellence for Agriculture Education has been abandoned by Western Sydney University, after PFAS was found on the site."
- 19 August 2021 - [Indigenous culture inspires NSW agricultural school | ArchitectureAu](#)
- 19 April 2023 - [PFAS contamination at WSU Hawkesbury likely from landfill, not RAAF base – EPA - Hawkesbury Post](#)
- 26 May 2023 [Local PFAS fears rise after new \\$22 million settlement and concerns over human costs - Hawkesbury Post](#)
- 13 September 2023 [Richmond residents call for contamination testing - ABC News](#)

Appendices

Project webpage


NSW Department of Education School Infrastructure
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School Infrastructure Home > Richmond Agricultural Centre

Richmond Agricultural Centre



About the project
Get involved
Library

As part of the NSW Government's plan to rebuild public education, the 2024-25 Budget is delivering record education funding, including \$3.6 billion for new and upgraded schools in Western Sydney. This targeted investment will ensure growing communities get access to a world class public education.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW including the Richmond Agricultural Centre. Co-located at the Western Sydney University Hawkesbury campus, the Richmond Agricultural Centre will be used as a statewide resource delivering world-class agricultural and science, technology, engineering and mathematics (STEM) education.

The benefits

- ten classrooms
- five science labs
- administration building
- farm shed
- kitchen
- greenhouse
- other amenities

Timeline

Planning
Design
In progress
Complete

Progress summary
Next steps

Additional information

Fast facts

Commencement 2022	Architect NBRS
Builder Richard Crookes Construction	Electorate Hawkesbury
Address Western Sydney University Hawkesbury campus Richmond NSW 2763	

Most recent project update – April 2025

Rebuilding Public Education

NSW Department of Education

Richmond Agricultural Centre

Centre of Excellence in Agricultural Education

Project update | April 2025

Caption: Student engaged in agricultural education



Investing in our schools

As part of the NSW Government's plan to rebuild public education, the 2024-25 Budget is delivering record education funding, including \$3.6 billion for new and upgraded schools in Western Sydney. This targeted investment will ensure growing communities get access to a world class public education.

Introducing the official name: Richmond Agricultural Centre

We are thrilled to share an important update regarding the school's identity. After careful consideration, the school has been officially named Richmond Agricultural Centre. This was formerly referred to in communications as the Centre of Excellence in Agricultural Education.

This name and byline '*Centre of Excellence in Agricultural Education*' reflects the school's commitment to providing a focused and enriched agricultural education experience for students and the community. Moving forward, all project communications will refer to the name Richmond Agricultural Centre. We appreciate your support during this transition.

Community drop-in information session: Wednesday 9 April 2025

We warmly invite the school community to attend a drop-in information session to find out more about the Richmond Agricultural Centre project and have the opportunity to speak with members of the project team. The session will be held in a demountable classroom on site.

Time: 2:30 pm to 6 pm

Location: The administration building, Richmond Agricultural Centre, located at Western Sydney University (see map on next page)

You can drop in at any time during the information session. If you are unable to attend, shared at the information session will be made available online afterwards.

Register your interest and provide the project team with questions and comments prior to the event by visiting edu.nsw.link/RichmondAgCentre-InfoSession or by scanning the QR code.



Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
schoolinfrastructure.nsw.gov.au



News clippings

5 February 2024 - [These agriculture students got into their dream school but it still hasn't been built - ABC News](#)

These agriculture students got into their dream school but it still hasn't been built

By national education and parenting reporter Claudia Long

Public Schools

Tue 6 Feb 2024



Students at the Centre of Excellence in Agricultural Education have been waiting years for the 'world class' facilities. (ABC News: Claudia Long)

[abc.net.au/news/show-agriculture-school-yet-.../](#)

Share article

In short:

Students selected to attend a new agricultural school are worried they'll never get to experience the promised state-of-the-art facilities.

PFAS contamination disrupted project plans and students say they have been left in the dark over the centre's future.

What's next?

School Infrastructure NSW says it is actively working on an alternative plan.

When the Centre of Excellence in Agricultural Education was announced in December 2018, Amanda Jordan thought it would be the perfect fit for her son Adam.

It promised state-of-the-art labs, greenhouses, and outdoor learning areas, ticking all the boxes for Adam, whose interest in agriculture and chicken farming began before high school.



The vision for the Centre of Excellence inspired students like Adam Jordan.

Amid the fanfare of the announcement, politicians touted the new centre as an education hub for farming industries of the future, to be built on the campus of Western Sydney University TAFE.

Inspired by its vision of doing education a little differently, Adam applied to join the selective school and classes began in 2021 in temporary facilities.

But three years on, the site where the centre was meant to be built lies empty.



Drinks: Water For You Politics World Business More » Search the news

These agriculture students got into their dream school but it still hasn't been built

After being advised in April last year that the proposed site was irreparably damaged by PFAS contamination, families say they've been kept in the dark about whether, where or when the school will be built.

"It doesn't exist," said Ms Jordan.

"My son's in year 10 this year.

"I'm starting to think that he'll never see the school and that it'll be the case that the school won't be built in time for him to finish."



Instead of a world-class Centre of Excellence, students say they've been given sub-par facilities. (ABC: Supplied: NSW Government)

PFAS derails plans

In 2021, the Centre of Excellence's first students began learning in what they thought was a temporary arrangement, split across Western Sydney University classrooms and Richmond TAFE.

In early 2022 the planned site, next to Western Sydney University's TAFE campus, was all prepped for construction to begin.



Plans for the centre included five science labs, agricultural jobs and modern learning spaces. (ABC: Supplied: NSW Government)

But then it flooded.

The July floods washed so much toxic PFAS over the site that it was impossible to effectively clean up the chemicals and the site was rendered unusable.

Now it sits empty, save for some long grass and insects.



The site where the school was meant to be built remains bare. (ABC News: Claudia Long)

Ms Jordan isn't at all convinced her son will get foot in the 'world-class' education centre he applied to learn in.

"He'll be a child that's actually going all the way through high school without actually having a school," she said.

"The school is supposed to be an agriculture school but there are no animals."

- <https://www.abc.net.au/news/2024-02-06/nsw-agriculture-school-yet-to-be-built/103427130> 27

April 2023 - Show time strengthens community ties

Show time strengthens community ties

Centre of Excellence in Agricultural Education - Richmond Agricultural College is busy preparing for tomorrow's start to the 2023 Hawkesbury Show.

27 April 2023



Fowl play: Students from the Centre of Excellence in Agricultural Education - Richmond Agricultural College outside the poultry pavilion at the 2022 Hawkesbury Show.

Students at the Centre of Excellence in Agricultural Education - Richmond Agricultural College are gearing up for the 2023 Hawkesbury Show.

The Hawkesbury Show runs from 28-30 April and is the second-largest agricultural show in the state, behind Sydney's Royal Easter Show.

Centre of Excellence in Agricultural Education - Richmond Agricultural College Principal Kris Beazley said students had been busy preparing for the show.

"We bump in on the Wednesday before and stay for the whole show. It's like an open day for us, a chance to showcase the great work our students are doing and what they've achieved," she said.

The Centre of Excellence will exhibit livestock, art, horticulture and photography at the show, and is also hoping some special guests will be able to make a surprise appearance.

"We're hoping our koalas will be back in time for the start of the show," Ms Beazley said.

"They're part of the Kreative Koalas - Art4 Agriculture initiative and are currently on exhibition in the Shoalhaven. They will join our Archibull winning cows in Ag Ed Alley."

Ms Beazley said the Centre of Excellence worked closely with the Hawkesbury District Agricultural Society and other organisations involved with the show.

"A large percentage of our families have joined the show society this year and also value the connection our school has with our local community and local producers," she said.

"We do a lot of learning at the showground. We also hold our ag camp there, along with our Meet and Greet evenings for new families.


"Through that connection, we've been able to establish strong relationships with industry, while also supporting our community."

The Centre of Excellence will run its vertical Garden Challenge, in partnership with NSW and ACT Nursery Growers Association, and junior journalists from the college will be out and about interviewing industry professionals and members of the community during the show.

Ms Beazley said the college would deliver a primary school ag-focused workshop tomorrow.

News

22 April 2023 - [WSU plans abandoned after PFAS contamination - ABC listen](#)




SYDNEY SATURDAY BREAKFAST →

WSU plans abandoned after PFAS contamination

Sat 22 Apr 2023 at 8:30am

▶ Play 11 m

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 ABC SYDNEY

A planned Centre of Excellence for Agriculture Education has been abandoned by Western Sydney University, after PFAS was found on the site.


Despite plans to reduce the communities' risk of exposure, this recent discovery is outside the designated area of management.

Tony Bosworth is the editor of the Hawkesbury Post, he spoke to Simon Marnie about the contamination.

[Click here to read the full story.](#)

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APPENDIX C

EXPERIENCE AND QUALIFICATIONS OF AUTHOR

Sarah George – BA (Psych/Soc), Cert IV Youth Work

QUALIFICATIONS:

Bachelor of Arts majoring in Psychology & Sociology (Macquarie University); Teaching by Distance (TAFE OTEN); Certificate IV – Workplace Training & Assessment, Youth Work Certificate IV (TAFE NSW).

EXPERIENCE:

In practicing as a consultant, I have completed assignments for a number of clients in the private and public sector, including:

- preparation of Statements of Evidence and representation as an Expert Witness in the Land and Environment Court of NSW;
- preparation of the City of Sydney Council's Alcohol-Free Zone Policy Review & Guide;
- preparation of a draft Local Approvals Policy for the City of Sydney ("Sex on Premises Venues");
- preparation of Social Impact Assessments for Development Applications, including Matthew Talbot Lodge, Vincentian Village and the Ozanam Learning Centre for St Vincent de Paul, Malek Fahd Islamic School, and Hotel Development Applications at Hurstville and La Perouse and numerous packaged liquor licences;
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing; and
- preparation of numerous Social Impact Assessments for licensed premises, both hotels and off-licence (retail) premises for submission to the Office of Liquor Gaming and Racing and the former Liquor Administration Board.

Prior to commencing as a consultant, I worked in community organisations and in the non-Government and private sectors in numerous roles including:

- Teacher – TAFE Digital (Mental Health, Alcohol & Other Drugs, Youth Work & Community Services)
- Project Officer – Education & Development with Hepatitis NSW

- Case Manager Big Brother Big Sister Mentoring Program with the YWCA NSW
- Drug and Alcohol educator and counsellor
- Youth Worker

I also worked for several years in a Town Planning Consultancy.

MEMBERSHIPS:

International Association of Impact Assessment

OTHER:

Justice of the Peace for NSW