

# Gledswood Hills High School Social Impact Assessment

Prepared for NSW Department of Education



**'Gura Bulga'**

Liz Belanjee Cameron

'Gura Bulga' – translates to Warm Green Country. Representing New South Wales.



**'Dagura Buumarri'**

Liz Belanjee Cameron

'Dagura Buumarri' – translates to Cold Brown Country. Representing Victoria.



**'Gadalung Djarri'**

Liz Belanjee Cameron

'Gadalung Djarri' – translates to Hot Red Country. Representing Queensland.

Ethos Urban acknowledges the Traditional Custodians of Country throughout Australia and recognises their continuing connection to land, waters and culture.

We pay our respects to their Elders past, present and emerging.

In supporting the Uluru Statement from the Heart, we walk with Aboriginal and Torres Strait Islander people in a movement of the Australian people for a better future.

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# 1.0 Introduction

This Social Impact Assessment (SIA) has been prepared by Ethos Urban on behalf of the NSW Department of Education (DoE) to assess the potential environmental impacts that could arise from the proposed new Gledswood Hills High School (the **Proposal**) at 9 Gregory Hills Drive, Gledswood Hills (the **site**). The works are proposed by the DoE to meet the growth in educational demand in Gregory Hills and Gledswood Hills, and the broader South West Growth Area.

This report has been prepared to identify, predict and evaluate likely social impacts arising from the Proposal and propose responses to the predicted impacts.

## 1.1 Summary of the Activity

The proposed activity involves the construction and operation of a new high school at the site accommodating 1000 students, including:

- A series of school buildings along the northern, eastern and southern site boundaries.
- A school hall.
- An assembly area, sports field and multi sports courts.
- Car parking and a Kiss and Drop zone.
- Associated on and off-site infrastructure to support the school, including a new pedestrian crossing and relocation of the existing bus stop on Gregory Hills Drive to the site frontage.

The Review of Environmental Factors prepared by Ethos Urban provides a full description of the proposed works.

## 1.2 Site Description

60km southwest of the Sydney CBD and approximately 3.5km from Narellan Town Centre. It comprises one lot, legally described as Lot 2 in DP 1262720, that measures approximately 4.15ha in area. The site is bound by Digitaria Drive to the north and Gregory Hills Drive to the south. To the east lies two vacant lots, a childcare centre and a fast-food outlet. To the west lies another childcare centre and a vacant lot (which also has approval for a childcare centre). On the southern side of Gregory Hills Drive is a learn to swim facility and Gregory Hills Hotel and associated bottle shop.

An aerial image of the site is shown at **Figure 1** and a site plan at **Figure 2**.

## 1.3 Concept Approval

This report has considered the concept approval (DA/2017/45/1) for a mixed-use development comprising bulky goods premises, business premises, food and drink premises, indoor recreation facilities, two hotels and a cinema. It has been determined that the concept approval is not applicable to the subject of this report, and implications for assessment have not been identified.

## 1.4 Significance of Environmental Impacts

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the Proposal, it is determined that:

- The extent and nature of potential impacts are low and will not have significant impact on the locality, community and/or the environment.
- Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment.





 The Site



NOT TO SCALE

**Figure 1** Site Aerial

Source: Nearmap 2024 (markup by Ethos Urban)



**Figure 2** Site Plan

# 2.0 Methodology

This document has been prepared in accordance with the Guidelines for Division 5.1 assessments (the Guidelines) by the Department of Planning, Housing and Infrastructure (DPHI).

This SIA is a desktop study only and has not undertaken primary research.

## 2.1 Information Sources

The following are the key data sources and policy documents used to prepare this SIA (ordered by title):

### Primary Sources

Desktop study only. No primary research has been undertaken.

### Secondary Sources

#### State policy

- Design Guide for Schools (Government Architect NSW, 2018)
- Environmental Design in Schools (Government Architect NSW, 2018)
- Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)
- NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
- Our Plan for NSW Public Education, Government (NSW Department of Education, 2024)
- Western City District Plan (Greater Sydney Commission, 2018)

#### Local policy

- Local Strategic Planning Statement (Camden council, 2020)
- Camden Council Children and Families Strategy 2023-2027

#### Technical reports

- Preliminary Construction Management Plan, December 2024, TSA Riley
- Transport Access Impact Assessment, November 2024, SCT Consulting
- Architectural Statement, djrd Architects, November 2024
- Agency consultation minutes, October 2024, TSA Riley
- Community Consultation Activity Summary, Department of Education, November 2024

## 2.2 Qualifications of Report Authors

The lead author's qualifications, experience and demonstrated understanding of social impacts is outlined below.

**Name: Lucy Band** - *I confirm the SIA contains all relevant information, and understand my legal and ethical obligations, and that none of the information in the SIA is false or misleading.*

Signed: 

Table 1 SIA Authors' Qualifications

Author	Expertise/Qualifications
Lucy Band Director, Social Strategy	BA Communications, MA Environmental Management, Grad Dip Urban and Regional Planning, MPIA, SIMNA, IAP2 certified.  Lucy is an industry leading social planner with experience working in the built environment sector and has contributed to city shaping projects across Australia and the UK.

# 3.0 Proposal Background

The Camden Secondary School Catchment Group is experiencing significant residential growth to the north-east of the Nepean River, as new urban release areas have been progressively released and developed on formally rural land. As part of the NSW Government's plan to rebuild essential services, a new high school for the communities of Gledswood and Gregory Hills was identified as an election commitment in the FY2023/ 2024 budget.

The permanent high school is due to open Day 1, Term 1 2027, subject to planning approvals. To meet the demand for more educational facilities in the short term, the temporary Gregory Hills Public School facilities will be repurposed to enable the new high school to open earlier, catering for Year 7 students from Day 1 Term 1 2027, subject to planning approvals.

## 3.1 Demand for New High School

Between August to December 2023 the NSW Government undertook an audit of enrolment growth to understand student population changes and how these have differed in geographical areas across NSW over the past 5 years, from 2018 to 2023.

The audit revealed specific areas have experienced substantial growth due to a localised and concentrated surge in dwellings and corresponding student numbers, most notably in the north-western and south-western corridors of Sydney. These areas not only exceeded the population projections made in 2016 but have done so at a rate much faster than projected, with student populations in these areas growing by over 240 per cent in the past 5 years.

Gledswood Hills – Gregory Hills is identified in the top 10 areas for student enrolment growth areas (**Table 2**) and top 20 areas for dwelling growth (**Table 3**).

Table 2 Top 20 student enrolment growth areas in NSW government schools: 2018-2023

Rank	Area Name	Actual enrolments in 2018	Actual enrolments in 2023	Student growth rate	Student growth rate %
7	Gledswood Hills – Gregory Hills	805	1,969	1,164	145%

Table 3 Top 20 dwelling growth areas in NSW: 2018-2023

Rank	Area Name	Dwellings 2018*	Dwellings 2023*	Dwelling growth %
14	Gledswood Hills - Gregory Hills	4,040	5,922	47%



## 4.0 Strategic Policy Context

The following section identifies the key social drivers for this site, based on a review of key state and local policies and strategies.

**Table 4 Strategic Policy Drivers**

Policy theme	Key implications for impact assessment	Source
Planning for liveability	<ul style="list-style-type: none"> <li>It is a vision of Greater Sydney Region Plan to enable most residents to reside “within 30 minutes of their jobs, education and health facilities, services and great places” (p. 6). It is a state priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing, and local services.</li> <li>Schools contribute towards creating and supporting inclusive and vibrant neighbourhoods. There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich, and resilient communities.</li> <li>Improved quality of life can be achieved by co-locating schools, recreation, transport, community and health facilities, social infrastructure and local services in walkable mixed-use places.</li> <li>The built and social environment can significantly influence health outcomes. Healthy placemaking, such as promoting walkable centres and neighbourhoods, encourages greater physical activity and social connection.</li> </ul>	<ul style="list-style-type: none"> <li>Western City District Plan (Greater Sydney Commission, 2018)</li> <li>Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)</li> <li>Design Guide for Schools (Government Architect NSW, 2018)</li> <li>Local Strategic Planning Statement (Camden Council, 2020)</li> </ul>
Delivering more schools to keep up with demand	<ul style="list-style-type: none"> <li>The Department of Education is seeking to complete new primary school projects as a part of its plan to enable successful education outcomes</li> <li>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.</li> <li>The Children and Families Strategy aims to provide a safe, supportive and healthy environment for children to grow up and reach their full potential, including adequate supply of quality education and care services. The Strategy identifies a requirement for an increase in educational infrastructure to meet the needs of the growing population, including high schools. The Strategy also identifies there are long waitlists for child allied health services, such as speech therapy and pre-schools in the Camden LGA.</li> <li>Camden Council LSPS identifies Council's goal to collaborate with the NSW Government to provide services and develop social infrastructure to meet the needs of its community.</li> </ul>	<ul style="list-style-type: none"> <li>Local Strategic Planning Statement (Camden Council, 2020)</li> <li>Camden Council Children and Families Strategy 2023-2027</li> <li>Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024)</li> <li>NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)</li> </ul>
School infrastructure's role in sustainable communities	<ul style="list-style-type: none"> <li>The application of environmental design principles to schools increases their social, economic and environmental value to become assets for new or established communities</li> <li>Good environmental design can improve learning outcomes, student and teacher health and wellbeing.</li> <li>Introducing or improving environmental design principles can help schools embrace their local setting and cultural history and identity, including Aboriginal cultural heritage.</li> <li>Driving equitable outcomes, opportunities and experiences for all learners and staff is foundational for an outstanding education system</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Design in Schools (Government Architect NSW, 2018)</li> <li>Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024)</li> </ul>

# 5.0 Social Baseline

This section provides an overview of the existing social conditions and trends without the project and provides a benchmark against which potential social impacts can be assessed.

## 5.1 Defining Social Localities

For the purpose of understanding the social baseline, two social localities have been identified, as shown in **Table 5** and **Figure 3**. Social localities establish the geographical and social boundaries which have been used to understand potential impacts.

Table 5 Social Locality Definition

Study Area	Relevance to SIA	Definition in this SIA
Primary social locality (PSL)	<p>This area has been identified to understand the impacts to people living, working and visiting in close proximity to the site. People in PSL are likely to experience:</p> <ul style="list-style-type: none"><li>- temporary construction impacts (i.e., amenity values, access, noise, air quality)</li><li>- longer terms impacts associated with built form and operations (e.g. noise, light, traffic and/or increased activity in the area)</li></ul>	<ul style="list-style-type: none"><li>• The PSL is defined by an area of roughly 600m surrounding the site. This is the area likely to be most impacted by construction of the proposal, as well as any direct impacts such as traffic, noise, changes to views etc.</li><li>• The size of the PSL is proportional to the anticipated scope of the activity and is defined by urban special features (such as roads, railways, waterways)</li></ul>
Secondary social locality (SSL)	<p>This area has been identified to undertand the Proposal's role in the broader community. People with the SSL are likely to experience impacts associated:</p> <ul style="list-style-type: none"><li>- access to education</li><li>- social infrastructure provision</li><li>- economic benefits during construction and operation</li></ul>	<ul style="list-style-type: none"><li>• The SSL is defined using proposed school catchment zone outlined by NSW Public School Finder Catchment.</li></ul>

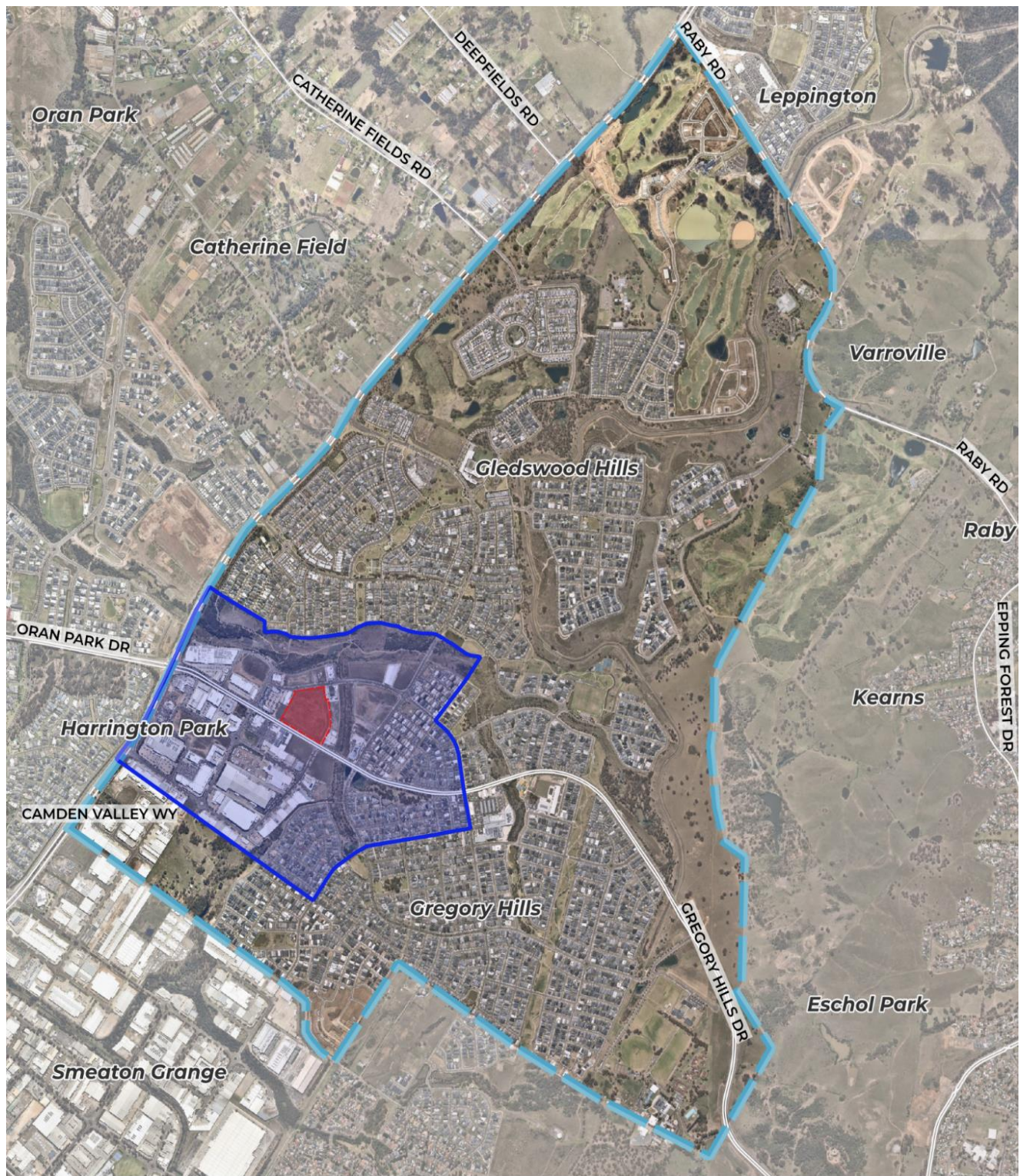
## 5.2 Impacted Communities

**Table 6** provides a summary of the potentially impacted communities within the PSL and SSL and considerations for the social impact assessment.

Table 6 Impacted Communities

Study Area	Impacted Group	Considerations for Assessment
PSL	<ul style="list-style-type: none"><li>• Residents of the PSL (owners and renters)</li><li>• Neighbouring businesses and landowners</li><li>• Business in the PSL</li></ul>	<ul style="list-style-type: none"><li>• The are no neighbouring residential properties which may be sensitive to construction impacts. However, there are neighbouring childcare centres (existing &amp; proposed) and medical uses, that may be sensitive to construction impacts including noise, dust and vibration.</li></ul>
SSL	<ul style="list-style-type: none"><li>• Residents of the SSL</li><li>• Parents, students and teachers within the SSL, including those at other schools</li></ul>	
Regional	<ul style="list-style-type: none"><li>• Construction, teaching and other support function workers</li><li>• Broader residential and business community</li></ul>	<ul style="list-style-type: none"><li>• Economic impacts are likely to be experienced at a regional level</li></ul>
Future	<ul style="list-style-type: none"><li>• Future students, teachers and school staff of Gledswood Hills High School</li><li>• Future parents and carers of students of Gledswood Hills High School</li></ul>	<ul style="list-style-type: none"><li>• The SIA acknowledges future stakeholders who may be impacted positively or negatively by the Proposal. This includes future generations that are impacted by decisions made today.</li></ul>





## LEGEND

Subject Site
  Primary Social Locality
  Secondary Social Locality

0 40 80 120 M



**Figure 3** Social Localities Map

Source: Ethos Urban, Nearmap, NSW Public School Finder



## 5.3 Social Patterns and Trends

Based on 2021 ABS Census of Population and Housing data or other stated data sources, an overview of the key social patterns and trends affecting the SSL is provided below.

**Table 7 Social Trends**

Social Trend	Supporting data
<b>Young families with young children</b>	<ul style="list-style-type: none"> <li>The SSL has a higher share of households with children comprising of 55.2% households compared to Greater Sydney.</li> <li>The SSL has a higher share (23.6%) of adults aged 25-34 years compared to Greater Sydney. The SSL also has a higher proportion (13.1%), or young children aged 0-4, compared to Greater Sydney.</li> <li>Additionally, the SSL also has a lower median age of 29.6 years compared to 32 years in Camden LGA and 37.3 years in Greater Sydney.</li> </ul>
<b>Rapid population growth and new communities</b>	<ul style="list-style-type: none"> <li>The SSL experienced high levels of population growth between 2016-2024 with an average annual growth rate of 18.6% that saw the population grow from 4,940 to 19,310. In contrast the Greater Sydney average annual growth rate was a mere 1.2% during the same eight-year period.</li> <li>The SSL is expected to continue growing at an average annual population growth rate of 5.8% between 2024-2036, higher than the Greater Sydney baseline at 1.2%.</li> </ul>
<b>Higher median income</b>	<ul style="list-style-type: none"> <li>The annual median household income in the SSL is higher at \$135,550 compared to \$120,860 in Camden LGA and \$108,750 in Greater Sydney. The median individual income was also higher at \$58,780 which is 28.0% higher than the Greater Sydney benchmark of \$45,930 and Camden LGA and \$51,300.</li> </ul>
<b>Higher share of residents born in Australia</b>	<ul style="list-style-type: none"> <li>A higher proportion of residents were born in Australia in the SSL (69.4%) and Camden LGA (76.3%), compared to the Greater Sydney average (61.1%). The top three countries of birth outside of Australia are India (4.1%), Philippines (2.9%) and Iraq (2.2%).</li> <li>In the SSL 64.2% spoke only English at home compared 76.7% in Camden LGA. A sizeable proportion of households speak languages other than English at home, with the top three languages being Arabic (4.4%), Hindi (3.1%), and Spanish (2.4%).</li> </ul>
<b>Aboriginal and Torres Strait Islander community</b>	<ul style="list-style-type: none"> <li>The Camden Local Government Area sits within the Tharawal Local Aboriginal Land Council boundaries on the traditional lands of the Dharawal Peoples, as well as the Dharug and Gundungurra Nations.</li> <li>3,716 (3.1%) of people in the Camden LGA identify as aboriginal or Torres Strait Islander people, as compared to only 1.7% across Greater Sydney.</li> </ul>
<b>Community formation</b>	<ul style="list-style-type: none"> <li>50.8% of Camden Council area's population moved address in the last 5 years compared to 41.0% in Greater Sydney, which is indicative of greenfield areas and people moving into new communities.</li> <li>Owning homes with a mortgage is the most common (64%) tenure type in the SSL, followed by renting (26.6%) and then outright ownership (9.1%). The dwelling occupancy rate across the SSL is 97.2% and is comparable to Camden LGA at 96.4%.</li> </ul>
<b>Health challenges</b>	<ul style="list-style-type: none"> <li>The NSW School Students Health Behaviours Survey, 2017 showed that an estimated 25.2% of SWS secondary school students aged 12-17 years were overweight or obese, much higher compared to the NSW average of 20.6% and the second highest among all LHDs in NSW (almost 5% above the state average) and 18% were estimated to be overweight, compared to NSW average of 16.2%(CEE, 2016b).</li> </ul>

# 6.0 Community and Stakeholder Perspectives

The following section provides an overview of the community and stakeholder consultation undertaken by the DoE as well as outcomes of a media scan. The purpose of this section is to highlight community perceptions and sentiment towards the proposal and inform the assessment of impacts.

## 6.1 Community Consultation

Community consultation undertaken by SINSW aligns with the DoE Stakeholder and Community Participation Plan by engaging community during the design phase of the project. This allowed community perspectives to shape the design process and technical study outcomes prior to the lodgement and exhibition of the Proposal.

Consultation activities were undertaken by SINSW are outlined in **Table 8**.

Table 8 Community Consultation activities

Information session	Agenda
May 2024	<ul style="list-style-type: none"><li>Consultation session to get community feedback on the temporary school design and answer questions and concerns.</li></ul>
August 2024	<ul style="list-style-type: none"><li>Opportunity to meet the new principal</li><li>Tour the temporary facilities for the high school</li></ul>
September 2024	<ul style="list-style-type: none"><li>Reveal logo for the high school and first look of the uniform.</li><li>New head teachers appointed.</li></ul>
December 2024 – upcoming	<ul style="list-style-type: none"><li>Reveal concept design and renders for the permanent build</li><li>Orientation session for Year 7 families – to be led by Public Schools</li></ul>

## 6.2 TSA Agency Consultation

On Friday 25th October 2024 consultation was undertaken with SINSW, key project team members and Camden Council. Key issues discussed that relate to the social impact assessment include:

- A Flood Evacuation Management Plan should be prepared and acknowledged that a ‘shelter in place’ strategy could be appropriate.
- Council agreed on the appropriateness of this site for a proposed high school use
- Council advised that more carparking would be beneficial and that Kiss & Drop on Digitaria Drive has the potential for traffic congestion, albeit at different peak times than anticipated commercial precinct.

## 6.3 Media Scan

This section provides a summary of key media articles that reference the Proposal. A media scan is used as a technique to understand community and stakeholder perspectives, where primary engagement for the SIA has not been undertaken.

The following articles were identified to provide a summary of community and stakeholder sentiment towards the Proposal. The media scan is not comprehensive list of all media articles that may reference the Proposal.

Table 9 Media Scan

Date	Publication and Link	Key Points	Project Implications
30 Apr 2024	<b>Mirage News</b> <a href="#">New High School for Sydney's</a>	<ul style="list-style-type: none"><li>NSW Government is fast tracking the new high school for Gregory Hills and Gledswood Hills by 2 years.</li><li>Highlights that this is a win for local families who have been awaiting local school infrastructure for years.</li></ul>	<ul style="list-style-type: none"><li>Community awareness of the project and opportunities for engagement.</li></ul>



Date	Publication and Link	Key Points	Project Implications
	<a href="#">South-West Fast Tracked</a>	<ul style="list-style-type: none"> <li>Highlights that Camden is a rapidly growing part of Sydney's outer South-West with the suburb experiencing some of the most rapid population growth in Australia.</li> </ul>	<ul style="list-style-type: none"> <li>Clear positive community sentiments in relation to the project.</li> <li>Clear positive political sentiments in relation to the project.</li> </ul>
27 Dec 2023	<b>South West Voice</b>  <a href="#">New high school for Gledswood, Gregory Hills confirmed</a>	<ul style="list-style-type: none"> <li>New public high school to be built at Gregory Hills Drive in Gledswood Hills in close proximity to the existing local primary schools (Gregory Hills Public School and Gledswood Hills Public School).</li> <li>Highlights that the school will cater to up to 1,000 students when it opens in 2027 and is being master planned to expand to 2,000 student capacity in the future.</li> <li>NSW Education Minister, Prue Car, highlighted the population growth of the area, and that she recognises the importance of delivering the schools for the communities of the Camden LGA.</li> <li>Car also articulates that the community of Gledswood Hills and Gregory Hills have long been asking for a public high school for their kids.</li> </ul>	<ul style="list-style-type: none"> <li>Community awareness of the project and opportunities for engagement.</li> <li>Clear positive political sentiments in relation to the project.</li> <li>Clear positive community sentiments in relation to the project.</li> </ul>
11 Sep 2023	<b>9 News</b>  <a href="#">NSW government announces \$3.5 billion school building blitz</a>	<ul style="list-style-type: none"> <li>5 new schools promised across Western Sydney by the Minns Government, with a total of 15 new schools to be built in the region over the next 4 years.</li> <li>Premier Minns highlighted the desperate need for education infrastructure to keep pace with the growing population of the area.</li> <li>Education Minister, Prue Car, highlighted that the wait is "finally over" for communities where schools were promised but not delivered by the former Coalition government.</li> </ul>	<ul style="list-style-type: none"> <li>Political support for the project reflects positive community sentiment.</li> <li>Insinuates high level of social license amongst the community for the project.</li> </ul>

# 7.0 Social Impact Assessment

The following section sets out the social impact assessment methodology applied and provides an assessment of the identified impacts, including any residual impact after the application of project mitigation/enhancement measures.

## 7.1 Social Factors

Social impacts refer to the consequences that people experience when a project brings change. The following social impact categories have been considered and form the basis of this assessment.

Table 10 Social Impact Categories

<b>Way of life</b> How people live, get around, work, play and interact with one another each day	<b>Community</b> Its composition, cohesion, character, how it functions, resilience, and people's sense of place	<b>Accessibility</b> How people access and use infrastructure, services and facilities (private, public, or not-for-profit)	<b>Livelihoods</b> Including people's capacity to sustain themselves through employment or business
<b>Health and wellbeing</b> People's physical, mental, social and spiritual wellbeing – especially for people vulnerable to social exclusion or substantial change, psychological stress (from financial or other pressures), access to open space and effects on public health	<b>Surroundings</b> Access to and use of natural and built environment, including ecosystem services (shade, pollution control, erosion control), public safety and security, as well as aesthetic value and amenity	<b>Culture</b> Both Aboriginal and non-Aboriginal - people's shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings	<b>Decision-making systems</b> The extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.

## 7.2 Social Significance Rating

The significance rating of each identified impact is determined by assessing the **likelihood** and **magnitude** of each impact. The magnitude considers dimensions such as the extent of impacts, duration of impacts, intensity/scale of impacts, sensitivity of the people affected, and their level of concern or interest.

The social impact significance matrix specified in the SIA Guideline has been adapted for the purposes of undertaking this social and impact assessment.

Table 11 Social Impact Significance Matrix

Likelihood	Magnitude				
	Minimal	Minor	Moderate	Major	Transformational
Very unlikely	Low	Low	Low	Medium	Medium
Unlikely	Low	Low	Medium	Medium	High
Possible	Low	Medium	Medium	High	High
Likely	Low	Medium	High	High	Very high
Almost certain	Low	Medium	High	Very high	Very high

Source: DPHI 2023

## 7.3 Impact Assessment

The following section sets out the assessment of material social impacts arising from the Proposal and recommended responses to enhance social benefits and mitigate potentially negative impacts.

Impact	Key supporting evidence	Impacted communities	Impact Dimensions			Potential Impact		Project responses - avoidance, minimisation or enhancement	Residual impact after project responses
			Period	Duration	Extent	Rating	Experience		
<p><b>Improved access to education for the local community.</b></p> <p>The provision of a new public high school in a growth area will benefit future students and their families within the school catchment. It will also help alleviate overcrowding at surrounding high schools in the South West Growth area.</p> <p><i>Social factor(s): Accessibility</i></p>	<ul style="list-style-type: none"><li>Existing high schools in the Camden Schools Catchment Group are overcrowded, including John Edmundson and Casula High School.</li><li>The SSL has experienced a high rate of growth in student enrolments, dwellings and population. This growth is expected to continue.</li><li>The SSL has more families with young children who will create future demand as they progress to high school.</li><li>The media scan shows clear positive community sentiment towards the Proposal.</li></ul>	<ul style="list-style-type: none"><li>Future students, parents and carers in the SSL</li><li>Students, parents, carers and teachers within the Camden School Catchment Group who attend overcrowded schools</li></ul>	Operation	Ongoing	SSL	Almost Certain/ Major  <b>Very High</b>	<b>Positive</b>	<ul style="list-style-type: none"><li>The use of the Expandable School Model plans for the growth of a school based on projected figures and enrolments. This allows for the provision of additional facilities when required.</li></ul>	Almost Certain / Major  <b>Very High</b>
<p><b>Provision of new community infrastructure and sense of place.</b></p> <p>Schools are essential community infrastructure that provide benefits beyond education. Schools attract people to an area, support community connections and social cohesion, especially in new communities.</p> <p>The benefits of a new school are amplified by the shared-use of school facilities with the local community.</p> <p><i>Social factor(s): Community, health and wellbeing</i></p>	<ul style="list-style-type: none"><li>Shared-used of school facilities are proposed to include playing field and schools hall. There will boost the supply of social infrastructure in the PSL, in particular active recreation and community halls.</li><li>A review of social infrastructure shows limited active recreation within walking distance from the site. Gregory Hills Community Centre is 1.2 kms from the site.</li><li>Aligns with Camden Council LSPS goal to collaborate with the NSW Government to provide social infrastructure to meet the needs of its community.</li><li>The Architectural Statement (pg. 16) states. the plaza at Digitaria Drive provides a welcoming entry to the site to encourage community interaction through meeting and gathering. The identity of the school though use of colour, Connecting with Country design with waiting, meeting and learning spaces creates a sense of place and belonging to its community and children of all ages.</li></ul>	<ul style="list-style-type: none"><li>Future students, parents and carers of Gledswood Hills High School</li><li>Residents of the SSL</li><li>Broader residential and business community</li></ul>	Operation	Ongoing	SSL	Almost Certain/ Moderate  <b>High</b>	<b>Positive</b>	<ul style="list-style-type: none"><li>Promotion of shared use facilities and SINSW Share my School program with local community.</li><li>Include an Acknowledgement of Country within the design in prominent position to recognise Traditional Owners and encourage increased awareness of local Aboriginal culture.</li></ul>	Almost Certain / Moderate  <b>High</b>
<p><b>Co-location of a school with other social infrastructure</b></p> <p>The Proposal will be located in close proximity to a range of complimentary services, which will support convenience for the community, walkability of the area and overall quality of life.</p> <p><i>Social factor(s): Community, health and wellbeing</i></p>	<ul style="list-style-type: none"><li>The Proposal is located in close proximity to childcare centres, private hospital, medical centre, learn to swim school, occupational therapy, fitness centre and other retail services. Gregory Hills Town Centre and Gledswood Hills Primary Schools are also nearby.</li><li>Aligns with Camden Council LSPS priority to improve quality of life by co-locating schools, recreation, transport, community and health facilities, social infrastructure and local services in walkable mixed-use places.</li></ul>	<ul style="list-style-type: none"><li>Future students, parents and carers of Gledswood Hills High School</li><li>Future teaching staff</li><li>Broader residential and business community</li></ul>	Operation	Ongoing	SSL	Likely/Minor  <b>High</b>	<b>Positive</b>	<ul style="list-style-type: none"><li>In line with the Transport Access Impact Assessment implement the following:<ul style="list-style-type: none"><li>A School Travel Coordinator (STC) will be engaged in the first year of operations to promote travel behaviour change for all school stakeholders (students, parents/carers, and all staff). This should include travel to school behaviours as well as travel to nearby services.</li></ul></li></ul>	Almost Certain / Moderate  <b>High</b>
<p><b>Economic opportunities during construction and operation</b></p> <p>Construction and operation of the Proposal will provide economic</p>	<ul style="list-style-type: none"><li>Based on a school with a comparable capital investment value is it likely the Proposal will support 55 jobs during construction and 62 job during operational</li></ul>	<ul style="list-style-type: none"><li>Construction, teaching and other support function workers</li><li>Businesses with the PSL</li></ul>	Construction and Operation	Temporary and Ongoing	SSL	Almost Certain/ Moderate  <b>High</b>	<b>Positive</b>	<ul style="list-style-type: none"><li>Implement local procurement principles into contracts to direct economic benefits to the local community during construction and operation.</li></ul>	Almost Certain / Major  <b>High</b>

Impact	Key supporting evidence	Impacted communities	Impact Dimensions			Potential Impact		Project responses - avoidance, minimisation or enhancement	Residual impact after project responses
			Period	Duration	Extent	Rating	Experience		
benefits for workers as well as local businesses.  <i>Social factor(s): Livelihoods</i>	(based on 54 teachers, 8 non-teaching staff). <ul style="list-style-type: none"><li>The site is also located next to food and beverage outlets and other services which are likely to be used by workers during construction and operation.</li></ul>								
<b>Health impacts for students from proximity to a future fast-food restaurant</b> The eastern boundary of the Proposal, at the corner of the service road and Gregory Hills Drive, borders a fast-food restaurant (under construction), which may influence poor food decisions for students.  <i>Social factor(s): Community, health and wellbeing</i>	<ul style="list-style-type: none"><li>Obesity for secondary school students is a known health challenge in the SWLHD. Obesity can negatively impact children's physical and mental health and social wellbeing and contributes to establishment chronic conditions.</li><li>The food environment immediately surrounding the school grounds has been found to influence purchasing decisions, a. In particular density of major fast-food outlets.<sup>1 2</sup></li><li>The design has considered the interface with the fast-food restaurant. The staff car park will be located along the eastern boundary and a perimeter fence will prevent direct access to the restaurant from the school. The main entrance/exit point as well as kiss and drop zone are also located away from the eastern boundary.</li><li>This SIA has also considered the nearby Gregory Hills Hotel and associated bottle shop. Based on the professional management of the venue including Responsible Service of Alcohol and other policies prohibiting the sale of alcohol to minors, it is unlikely the presence of this venue will have a negative impact on students. Any additional liquor licence applications in the local area will be subject to separate community impact statement under the <i>Liquor and Gaming Act</i>.</li></ul>	<ul style="list-style-type: none"><li>Future students and parents of Gledswood Hills High School</li><li>Broader residential and business community</li></ul>	Operation	Ongoing	SSL	Possible /Moderate <b>Medium</b>	<b>Negative</b>	<ul style="list-style-type: none"><li>Implement promotion of healthy food choices and provision of health options at the school canteen, which are affordable, tasty, nutritious, and appealing to school students.</li><li>To discourage fast food consumption provide space within the design where students can gather/socialise before/after school and limit entry/exit points on the eastern boundary.</li><li>Monitor future applications for fast food restaurants applications or signage in close proximity to the school. Noting that density of outlets has been found to influence increased discretionary purchases of fast-food.</li><li>Liaise with future fast-food restaurant and Gregory Hills Hotel to promote responsible behaviours, strong local relationships and students wellbeing.</li></ul>	Possible/Minimal <b>Low</b>
<b>Disruption associated with the construction of the new high school facilities .</b> Construction activities will likely impact the daily routines and amenity of the surrounding residents and businesses. This may include increased construction traffic, heavy vehicles, dust, noise, and vibration. Cumulative construction impacts or 'construction fatigue' may be experienced due to construction on other vacant lots and broader construction in the growth area.	<ul style="list-style-type: none"><li>There are no immediate residential neighbours that would be impacted by construction. However, there are medical, and childcare uses that may be sensitive to construction impacts.</li><li>Construction on vacant sites surrounding the site, particularly along the eastern boundary may contribute to cumulative construction impacts.</li></ul>	<ul style="list-style-type: none"><li>Residents, business owners, workers and visitors with the PSL</li><li>Road users</li></ul>	Construction	Temporary	PSL	Likely/ Moderate <b>High</b>	<b>Negative</b>	<ul style="list-style-type: none"><li>Implement delivery method that improves efficiency to reduce construction timeframes and impacts.</li><li>Future preparation of a Construction Management Plan should contain a communications and engagement plan to minimise disruption, including notification requirements for periods of high impacts, key contacts for enquiries and a complaints management process.</li><li>Construction Management Plan should also consider the needs of potentially sensitive receivers including childcare and medical uses neighbouring the site.</li><li>Liaise with parties responsible for other proposed activity to coordinate community notification of</li></ul>	Likely/Minimal <b>Low</b>

<sup>1</sup> Trapp GSA, Hooper P, Thornton L, Kennington K, Sartori A, Hurworth M, Billingham W. Association between food-outlet availability near secondary schools and junk-food purchasing among Australian adolescents. Nutrition. 2021 Nov-Dec;91-92:111488. doi: 10.1016/j.nut.2021.111488. Epub 2021 Sep 12. PMID: 34626957.

<sup>2</sup> Trapp GSA, Hooper P, Billingham W, Thornton L, Sartori A, Kennington K, Devine A, Godrich S, Sambell R, Howard J, Bivoltsis A. Would you like fries with that? Investigating fast-food outlet availability near schools in Perth, Western Australia. Health Promot J Austr. 2023 Feb;34(1):85-90. doi: 10.1002/hpja.682. Epub 2022 Dec 4. PMID: 36433680; PMCID: PMC10108019.

Impact	Key supporting evidence	Impacted communities	Impact Dimensions			Potential Impact		Project responses - avoidance, minimisation or enhancement	Residual impact after project responses
			Period	Duration	Extent	Rating	Experience		
<i>Social factor(s): Way of life, accessibility, health and wellbeing, surroundings</i>								construction works, particularly for road closures and detours.	
<b>Increased wait times and impact on daily routines</b> During AM and PM peaks there will be an increase in wait times for road users, in particular at the intersections of Gregory Hills Drive / Holborn Crescent and Gregory Hills Drive / The Hermitage Way.  <i>Social factor(s): Way of life, accessibility</i>	<ul style="list-style-type: none"><li>The Transport Access Impact Assessment found that delays increase across all intersections, as a result of the Proposal, but the four intersections examined have capacity to accommodate the additional traffic volumes. The intersections along Gregory Hills are the most impacted.</li><li>Appropriate bus, walking and cycling infrastructure are in place within the enrolment boundary and additional is infrastructure is proposed within the Proposal.</li></ul>	<ul style="list-style-type: none"><li>Future students and parents of Gledswood Hills High School</li><li>Residents, business owners, workers and visitors with the PSL</li><li>Road users</li></ul>	Operations	Ongoing	PSL / SSL	Possible/Moderate <b>Medium</b>	<b>Negative</b>	<ul style="list-style-type: none"><li>In line with the Transport Access Impact Assessment implement the following:<ul style="list-style-type: none"><li>A School Travel Coordinator (STC) will be engaged in the first year of operations to promote travel behaviour change for all school stakeholders (students, parents/carers, and all staff).</li><li>Implement and update the School Transport Plan annually for the first two years to encourage walking, cycling and the use of public transport</li></ul></li><li>Provide tree planting for shade along Digitaria Drive southern side.</li></ul>	Possible/Minimal <b>Low</b>



# 8.0 Conclusion

An assessment of social impacts has been undertaken with consideration to the issues identified through the social baseline analysis. Each impact has been appraised in terms of the significance of the impact, based on the likelihood and magnitude of the change experienced by the community.

## 8.1 Statement of Significance

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the proposed activity, it is determined that the Proposal will deliver positive social benefits in the form of increased access to education, provision of new community infrastructure and improved convenience and walkability through the co-location of a new schools with other complimentary services.

- The extent and nature of potential impacts are low and will not have significant impact on the locality, community and/or the environment.
- Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment.

## 8.2 Mitigation Measures

This section summaries the recommended mitigation measures to address negative social impacts identified in **Section 7.3**.

Table 12 Summary of mitigation measures

Project Stage <i>Design (D)</i> <i>Construction (C)</i> <i>Operation (O)</i>	Mitigation measure	Reason for mitigation measure	Relevant section of report
D	<ul style="list-style-type: none"><li>• The use of the Expandable School Model plans for the growth of a school based on projected figures and enrolments. This allows for the provision of additional facilities when required.</li></ul>	To respond to future demand for education in a growing community.	7.3
D	<ul style="list-style-type: none"><li>• Provide space within the design where students can gather/socialise before/after school and limit access points on the eastern boundary.</li></ul>	To discourage fast food consumption by students before and after school.	7.3
D	<ul style="list-style-type: none"><li>• Provide tree planting for shade along Digitaria Drive southern side.</li></ul>	To reduce urban heat impacts on students and support uptake of active transport.	7.3
D	<ul style="list-style-type: none"><li>• Include an Acknowledgement of Country within the design in prominent position to recognise Traditional Owners and encourage increased awareness of local Aboriginal culture.</li></ul>	To promote cultural awareness and community cohesion.	7.3
C	<ul style="list-style-type: none"><li>• Implement a delivery method that improves efficiency to reduce construction timeframes and impacts.</li></ul>	To reduce construction impacts on the local community.	7.3
C	<ul style="list-style-type: none"><li>• Future preparation of a Construction Management Plan should contain a communications and engagement plan to minimise disruption, including notification requirements</li></ul>		7.3

	for periods of high impacts, key contacts for enquiries and a complaints management process.		
C	<ul style="list-style-type: none"> <li>Construction Management Plan should also consider the needs of potentially sensitive receivers/vulnerable groups including childcare and medical uses neighbouring the site.</li> </ul>	To reduce construction impacts on potentially sensitive receivers.	7.3
C	<ul style="list-style-type: none"> <li>Liaise with parties responsible for other proposed activity to coordinate community notification of construction works, particularly for road closures and detours.</li> </ul>	To reduce cumulative construction impacts on the local community by coordinating activities.	7.3
O	<ul style="list-style-type: none"> <li>Implement promotion of healthy food choices and provision of health options at the school canteen, which are affordable, tasty, nutritious, and appealing to school students. This should be aligned to the Healthy School Canteen Strategy.</li> </ul>	To discourage fast food consumption by students before and after school and promote health choices and education environment.	7.3
O	<ul style="list-style-type: none"> <li>Monitor any future applications for fast food restaurants/fast food signage applications in close proximity (400m) to the school. Noting that density of outlets has been found to influence increased discretionary purchases of fast-food.</li> </ul>		7.3
O	<ul style="list-style-type: none"> <li>Liaise with future fast-food restaurant and Gregory Hills Hotel to promote responsible behaviours, strong local relationships and students' wellbeing.</li> </ul>		7.3
O	<ul style="list-style-type: none"> <li>In line with the Transport Access Impact Assessment implement the following: <ul style="list-style-type: none"> <li>A School Travel Coordinator (STC) will be engaged in the first year of operations to promote travel behaviour change for all school stakeholders (students, parents/carers, and all staff). This should include travel to school behaviours as well as travel to nearby services.</li> <li>Implement and update the School Transport Plan annually for the first two years to encourage walking, cycling and the use of public transport</li> </ul> </li> </ul>	To reduce traffic impacts on local community and promote active transport.	7.3

# Appendix A Community profile

Table 13 Community Profile Summary

Category	Secondary Social Locality	Camden LGA	Greater Sydney
<b><u>Income</u></b>			
Median individual income (annual)	\$58,780	\$51,300	\$45,930
Variation from Greater Sydney median	+28.0%	+11.7%	n.a.
Median household income (annual)	\$135,550	\$120,860	\$108,750
Variation from Greater Sydney median	+24.6%	+11.1%	n.a.
<b><u>Age Structure</u></b>			
0 years	3.0%	1.9%	1.2%
1-2 years	5.4%	3.8%	2.4%
3-4 years	4.7%	3.6%	2.4%
5-6 years	4.2%	3.5%	2.5%
7-11 years	7.8%	7.9%	6.3%
12-17 years	6.7%	8.3%	7.1%
18-24 years	6.8%	8.3%	8.8%
25-34 years	23.6%	16.3%	15.6%
35-49 years	24.1%	22.4%	21.7%
50-59 years	7.2%	10.0%	12.0%
60-69 years	4.9%	7.3%	9.7%
70-84 years	1.4%	5.6%	8.4%
85 years and over	0.1%	1.0%	1.9%
Median Age (years)	29.6	32.0	37.3
<b><u>Country of Birth</u></b>			
Australia	69.4%	76.3%	61.1%
Aboriginal and Torres Strait Islanders	2.1%	3.3%	1.8%
Other Major English Speaking Countries	3.8%	5.5%	7.1%
Other Overseas Born	26.8%	18.1%	31.8%
% speak English only at home	64.2%	76.7%	61.0%
<b><u>Household Composition</u></b>			
Couple family with no children	22.7%	22.9%	24.5%
Couple family with children	<u>55.2%</u>	<u>48.8%</u>	<u>36.1%</u>
Couple family - Total	77.8%	71.7%	60.5%
One parent family	9.9%	12.0%	11.0%
Other families	0.6%	0.8%	1.1%
Family Households - Total	88.3%	84.5%	72.6%
Lone person household	10.3%	13.9%	23.3%
Group Household	1.4%	1.6%	4.1%
<b><u>Tenure Type (Occupied Private Dwellings)</u></b>			
Owned outright	9.1%	20.2%	28.3%
Owned with a mortgage	64.0%	53.3%	34.0%
Rented	<u>26.6%</u>	<u>25.0%</u>	<u>36.1%</u>
State or territory housing authority	0.1%	1.0%	3.3%
Housing co-operative/community/church group	0.0%	0.4%	0.8%
Other	26.5%	23.6%	32.0%
Other tenure type	0.4%	1.5%	1.6%
<b><u>Need for Assistance</u></b>			

With Need for Assistance	3.2%	4.8%	5.5%
No Need for Assistance	96.8%	95.2%	94.5%
<b><u>Top 10 Countries of Birth</u></b>	<b><u>Secondary Social Locality</u></b>	<b><u>Camden LGA</u></b>	<b><u>Greater Sydney</u></b>
1	Australia (69.4%)	Australia (76.3%)	Australia (61.1%)
2	India (4.1%)	India (2.5%)	China (4.9%)
3	Philippines (2.9%)	England (2.4%)	India (3.8%)
4	Iraq (2.2%)	New Zealand (1.5%)	England (3.1%)
5	Fiji (2.0%)	Philippines (1.3%)	Vietnam (1.9%)
<b><u>Top 10 Languages Spoken at home (other than English)</u></b>	<b><u>Secondary Social Locality</u></b>	<b><u>Camden LGA</u></b>	<b><u>Greater Sydney</u></b>
1	Arabic (4.4%)	Arabic (2.3%)	Mandarin (5.3%)
2	Hindi (3.1%)	Spanish (1.6%)	Arabic (4.4%)
3	Spanish (2.4%)	Hindi (1.5%)	Cantonese (2.9%)
4	Urdu (1.7%)	Punjabi (1.2%)	Vietnamese (2.3%)
5	Tagalog (1.5%)	Italian (1.1%)	Hindi (1.5%)
<b><u>Long-term Health Conditions</u></b>			
Arthritis	3.2%	6.2%	6.3%
Asthma	6.7%	7.3%	6.3%
Cancer	0.5%	1.9%	1.9%
Dementia	0.0%	0.5%	0.5%
Diabetes	2.7%	3.9%	4.1%
Heart disease	1.0%	2.7%	2.9%
Kidney disease	0.2%	0.6%	0.4%
Lung condition	0.2%	1.0%	0.8%
Mental health condition	4.9%	6.7%	6.1%
Stroke	0.0%	0.6%	0.4%
Other	5.8%	6.8%	6.9%
None	74.6%	61.9%	63.4%

Source: ABS Census of Population and Housing 2021

Note: interpretation of small area data from the 2021 ABS Census should consider potential outcomes from the COVID-19 pandemic.

**Table 14 Resident Population Projections**

<b>Population (no.)</b>	<b>2016</b>	<b>2024</b>	<b>2031</b>	<b>2036</b>	<b>2016 - 2024</b>	<b>2024 - 2036</b>
Secondary Social Locality	4,940	19,310	30,680	38,170	+14,370	+18,860
Camden LGA	80,270	139,170	176,040	203,600	+58,900	+64,430
<b>Greater Sydney</b>	<b>5,024,920</b>	<b>5,533,750</b>	<b>6,060,640</b>	<b>6,422,630</b>	<b>+508,830</b>	<b>+888,880</b>
<b><u>Average Annual Growth (no.)</u></b>						
Secondary Social Locality		+1,800	+1,550	+1,500	+1,800	+1,570
Camden LGA		+7,360	+5,080	+5,510	+7,360	+5,370
<b>Greater Sydney</b>		<b>+63,600</b>	<b>+74,970</b>	<b>+72,400</b>	<b>+63,600</b>	<b>+74,070</b>
<b><u>Average Annual Growth Rate (%)</u></b>						
Secondary Social Locality		18.6%	6.0%	4.5%	18.6%	5.8%
Camden LGA		7.1%	3.2%	3.0%	7.1%	3.2%
<b>Greater Sydney</b>		<b>1.2%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.2%</b>

Source: ABS ERP 2024, TfNSW Population Projections 2016