



# **WILLOWTREE COMMUNICATIONS**

## **GILLIESTON PUBLIC SCHOOL REDEVELOPMENT AND NEW PUBLIC PRESCHOOL**

### **SOCIAL IMPACT ASSESSMENT**

**PROPERTY AT 100 RYANS ROAD, 19 NORTHVIEW STREET, GILLIESTON  
ROAD, RYANS ROAD AND NORTHVIEW STREET, GILLIESTON HEIGHTS,  
NSW**

Prepared by Willowtree Communications Pty Ltd  
on behalf of the Department of Education

Ref: WTJ22-288 (WTCJ24-0006)

22 April 2025

**Willowtree Communications acknowledges the Traditional Custodians of Country throughout Australia and recognises their continuing and ongoing connections to land, waters, and community.**

**We acknowledge the Cammeraygal people, the Traditional Custodians of the land where this document was prepared, as well as the Traditional Owners of the Land where the proposed activity will be located, the Wonnarua people. We pay our respects to Elders past, present, and emerging.**

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Project Reference	WTJ22-288 (WTCJ24-0006)	
Contact:	Jacqueline Baptista <a href="mailto:jbaptista@willowtc.com.au">jbaptista@willowtc.com.au</a>	
Version and Date	Prepared by	Checked by
Version No. 1 - DRAFT 25/10/2024	Aishwariaa Unni Junior Associate	Jacqueline Baptista Senior Communications Manager
Version No. 2 - draft Final 26/11/2024	Jacqueline Baptista Senior Communications Manager	Peer Reviewer Juliet Suich, Managing Director, Two Trees & Co,
Version No.3 - Final 17/01/2025	Aishwariaa Unni Junior Associate	Stephanie Barker Executive Director, Strategy and Engagement
Version No.4 - Final Revised 22/04/2025	Aishwariaa Unni Junior Associate	Stephanie Barker Executive Director, Strategy and Engagement

#### **SYDNEY**

Suite 204, Level 2

165 Walker Street

North Sydney NSW 2060

02 9929 6974

[engage@willowtc.com.au](mailto:engage@willowtc.com.au)

[willowtreeplanning.com.au](http://willowtreeplanning.com.au)

#### **BRISBANE**

Level 3

260 Queen Street

Brisbane QLD 4000



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# 1. Project Establishment

## 1.1 Purpose of the Report

Willowtree Communications has been appointed by School Infrastructure NSW (SI NSW) to prepare a Social Impact Assessment (SIA) to accompany a **Review of Environmental Factors (REF)** for the Gillieston Public School redevelopment and new public preschool. 'Social impacts' are generally experienced when a new project brings change. This SIA evaluates the social impacts associated with the redevelopment of the existing school, which involves a significant change to the provision of community infrastructure in response to its location in the Gillieston Heights urban release area.

The site is located in the northern part of Gillieston Heights, one of a series of residential urban release areas in the Kurri Kurri–Maitland corridor. The property is at 100 Ryans Road, 19 Northview Street, Gillieston Road, Ryans Road, and Northview Street, Gillieston Heights, NSW. The school is located west of Cessnock Road, the major road link between the Kurri Kurri and Maitland town centres.

The current school catchment area includes Gillieston Heights in Maitland LGA and extends south to include parts of the greenfield residential area of Cliftleigh in Cessnock LGA. The redevelopment responds to the expected growth in this catchment, noting that the existing school already uses demountable classrooms to meet local needs due to the area's growth over the last decade.

The Gillieston Public School redevelopment and new public preschool seeks to increase school capacity to service growth in the student population in the school catchment from new residential development. The activity expands and upgrades the school facilities and infrastructure, with changes to the existing school (demolition of select structures, site preparation and tree removals), the construction of a three-storey school building with 32 general learning spaces and support hubs, a school hall and a public preschool, and an extension of parking spaces and pedestrian facilities).

This SIA aims to identify key affected communities, predict and evaluate likely, potential, and perceived social impacts arising from the project, and propose mitigation, enhancement, or management of these impacts. DPHI's Guidelines for Social Impact Assessment has informed the preparation of this SIA. The activity is being assessed under the REF process in keeping with recently revised provisions under chapters 2 and 3 of the State Environmental Planning Policy (Transport and Infrastructure) 2021.

In mid-2022, NSW Schools Infrastructure (NSW SI) commenced engagement as part of the 'planning' phase to redevelop the Gillieston Public School. Following the approval of funding for the school's redevelopment in 2024, NSW SI moved into the development 'approvals' phase and is leading the Community and Stakeholder Engagement, explained on their project page (<https://www.schoolinfrastructure.nsw.gov.au/schools/1/1982.html>).

## 1.2 The Activity

The original public school, concentrated in the western corner of the site, was established in 1858 to provide education services to the surrounding rural community. The redevelopment of the school will significantly increase its capacity and add a public preschool and a range of ancillary spaces.

The Gillieston Public School redevelopment and new public preschool comprises the following activity (refer to **Figure 1** and **Figure 2**):

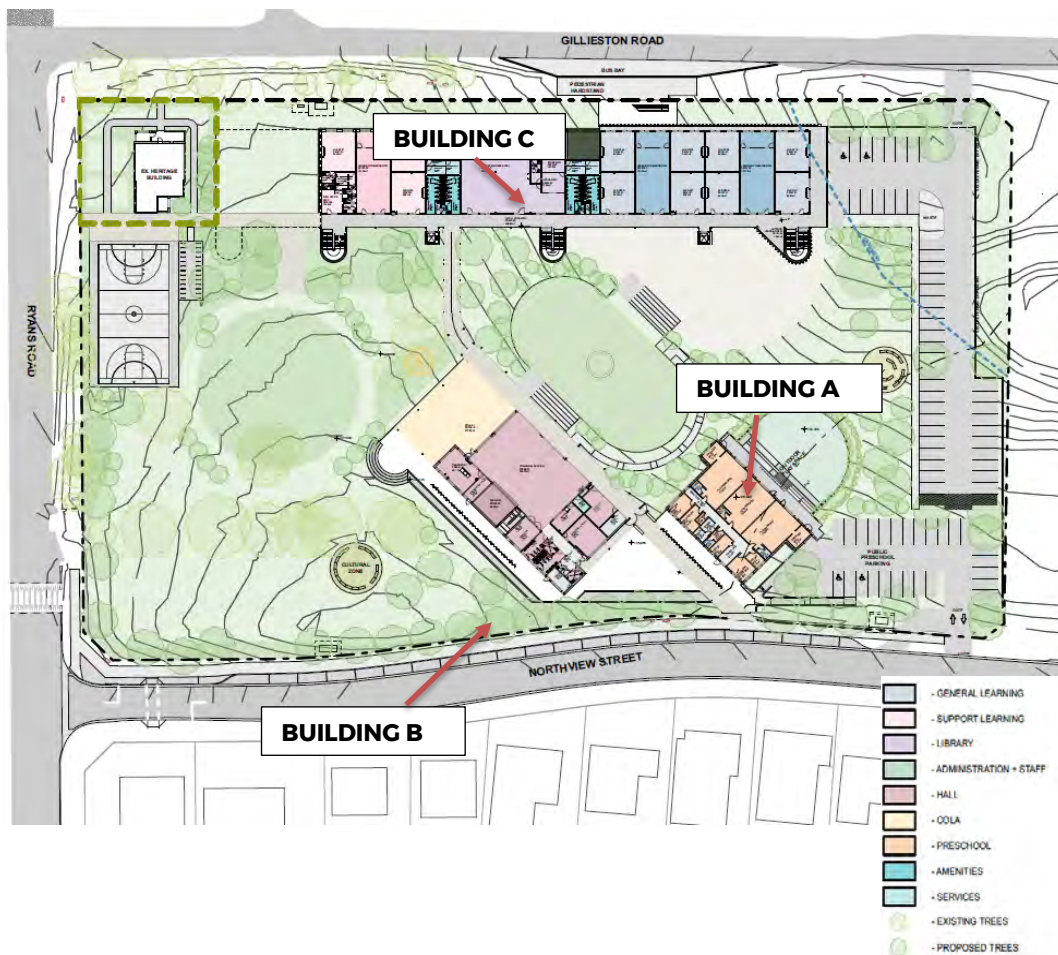
- Demolition and removal of existing temporary structures.
- Site preparation activity, including demolition, earthworks, and tree removal.
- Construction comprising of
  - 32 permanent general learning spaces and 3 support teaching spaces
  - Administration and staff hubs
  - New Hall, canteen and library



- Out of school hours care (OSHC)
- Public preschool (standalone building for 60 places)
- Covered Outdoor Learning Areas (COLAs)
- Outdoor play areas, including games courts and yarning circle
- New at-grade car parking
- Extension of the existing drop-off / pick-up area and new bus bay
- Realignment of the existing fencing
- Associated stormwater infrastructure upgrades
- Associated landscaping
- Associated pedestrian and road upgrades

According to the Building Classification Assessment, the proposed buildings consist of:

- Building A: Class 9b Early childhood centre
- Building B: Class 9b Communal Space (Hal and OSHC)
- Building C: which includes
  - Lower Ground - Class 5 Admin/Office & Class 9b Special Programs (School)
  - Ground - Class 9b Library and School Classrooms
  - First Floor - Class 9b School Classrooms
  - Second Floor - Class 9b School Classrooms



**Figure 1: Proposed Site Plan (Ground Floor)**

Source: School Infrastructure NSW and SHAC, 04 October 2024



View from Gillieston Road looking Southwest



Birdseye view from North looking South

**Figure 2: Proposed School Architectural Renders**

Source: School Infrastructure NSW and SHAC, 2024

The redevelopment activity of the school will make provision for the expansion of the school and new preschool as follows:

- Students x 736
- Staff x 50
- Preschool Children x 60
- Preschool Staff x <10

This involves the retention of existing heritage building and 13 demountables, including the OSHC and the Hall and new activities, including:

- preparation of the east half of the site for construction activity, followed by the construction of
  - Building A (Public Preschool and parking for the preschool)
  - Building C
  - Parking
  - Remediation and landscaping
- construction of Building B (new School Hall)



The redevelopment has been designed to accommodate further capacity through new/relocated demountable and/or an extension of Building C. This is understood to have the potential to grow the school population to 1,012 students, which would take the total staff number to 69. The delivery/removal of demountable is managed under a separate complying development pathway.

The current operating hours for the school and associated services are as follows:

- The school hours are from 8:45 am to 3:05 pm, Monday to Friday
- Office hours are 9:00 am to 5:00 pm, Monday to Friday
- The Y Gillieston Heights (part of the Y NSW's network of Outside School Hours Care services) operates OSHC and vacation care services during:
  - Before School Care: Monday – Friday (6:00 am to 8:35 am)
  - After School Care: Monday – Friday (3:05 pm to 6:00 pm)
  - Vacation Care (during school holidays): Monday – Friday (6:00 am to 6:00 pm)
- Share our Space initiative in 2021, including opening the school gates for public access from 8 am to 5 pm on weekends and school holidays
- Use of school facilities available for hire and/or operating outside of school hours is managed by the School Principal within existing guidelines.

Following redevelopment, the school operation hours will be maintained as existing (confirm), and preschool operating hours will match the OSHC operating hours:

- Main school: 8:45 am to 3:05 pm
- Pre School: 8:45 am to 3:05 pm
- Before school care: 6:00 am-8:35 am
- After school care: 3:05 pm-6:00 pm
- Vacation care (during school holidays): 6:00 am-6:00 pm

**The SIA, therefore, considers the delivery of Buildings A (Preschool), Building C (GLAs) and Building B (School Hall and OSHC) relating to:**

- **Students x 736**
- **Staff x 50**
- **Preschool Children x 60**
- **Preschool Staff x <10**
- **Car parking x 83 spaces (includes 68 spaces for staff, 15 spaces for pre-school operation) and 37 bicycle storage**
- **Demolition (Library, COLA, Admin building and existing parking), site activity and landscaping**

### 1.3 Site and Surrounds

The site address is 100 Ryans Road, 19 Northview Street, Gillieston Heights, and has a total area of 23,385m<sup>2</sup> (refer **Figure 3**). It comprises:

- Lot 51 DP 1162489, the existing school property, and
- Lot 2 DP 1308605 in the southeastern corner, which was previously considered as part of the future residential area, had a Planning Agreement which has since been removed on 29th October 2024, with the Department of Education gaining the owner's consent in relation to this lot on 27<sup>th</sup> of August 2024.

The site gently slopes down towards the east of the site and is bounded west by Ryans Road, to the north by Gillieston Road and south by Northview Street. To the east is vacant land zoned for urban residential development, which is subject to a development Application lodged with Maitland Council 9DA/2019/278, which is for 'Staged Torrens Title Subdivision of four (4) lots into 175 lots and two drainage reserves'.

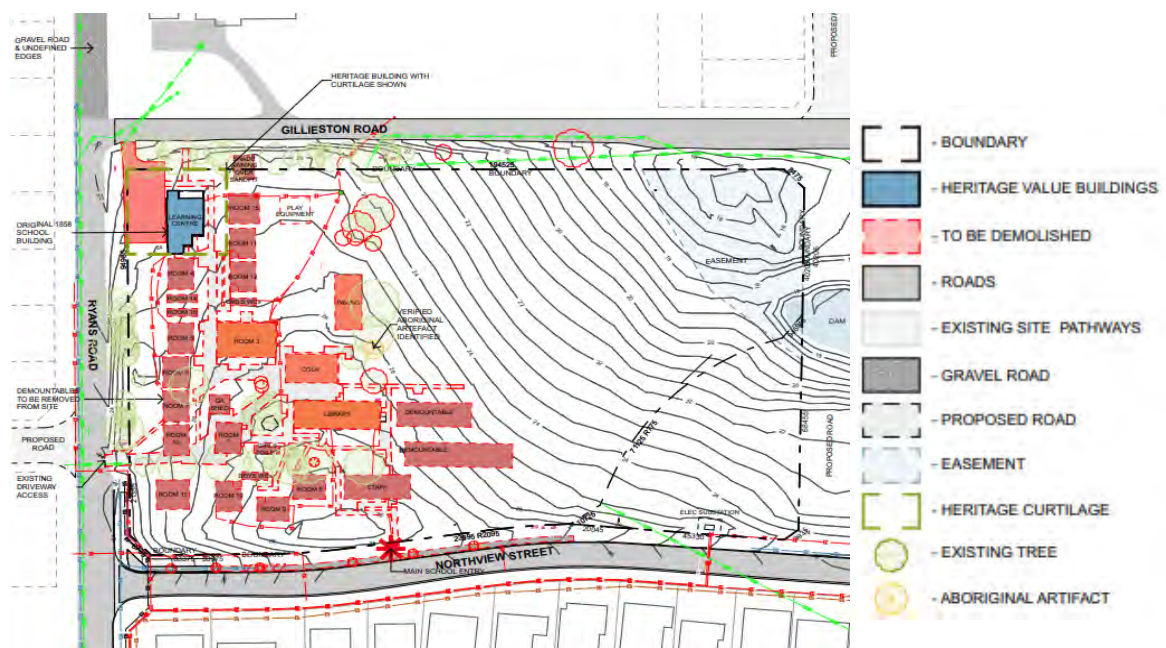




**Figure 3: Site Location Aerial Map**

Source: Nearmap, 2024

Permanent existing buildings consist of the original schoolhouse that will be retained, a Main Administration Building, a Library and a General Learning Space (GLS) building located in the centre of the subject site. Thirteen (13) existing demountable classrooms currently occupy the subject site (that will continue to be utilised throughout the redevelopment), and limited car parking is provided from Gillieston Road for some staff, with others currently utilising street parking (refer to **Figure 4**).



**Figure 4: The Existing Site**

Source: School Infrastructure NSW and SHAC, 2024

## **Surrounds**

The Gillieston Public School site is located around 10 km northeast of Kurri Kurri, 3 km south of Maitland and is in the Maitland Local Government Area (LGA). It is approximately 500m west of Cessnock Road and approximately 30 km northwest of Newcastle.

Gillieston Public School is surrounded by many developing housing estates, such as Saddlers Ridge, Gillieston Grove, Wallis Creek, Darcy's Peak and Cliftleigh, as well as the older, well-established area of Gillieston Heights.

The site is located in Wonnaruah Country [Wonarua/ Wanarua/ Wonnuaruah/ Wannerawa/ Wonnah Kuah] and is within the Mindaribba Local Aboriginal Land Council area. Aboriginal Cultural Heritage Assessment Report and Connection to Country design approach has informed the design considerations.

The school was established in 1858 and was originally known as Fishery Creek School until 1893. The area is currently undergoing a significant transformation from rural to urban, which commenced in the early 2000s. Housing development continues and is underway to the west and south of the site, and future housing is anticipated to the east and north, consistent with the residential zone boundary. The school redevelopment will serve projected growth in the Central Maitland release area corridor along Cessnock Road, which, when fully developed, will link urban areas of Kurri Kurri and Maitland.

The site has vehicle access via an entrance on Gillieston Road and a pedestrian entry from Northview Street to the school's south. Gillieston Road meets Ryan Road to the north. Northview Street runs south of the site. The site is approximately 30 km from Newcastle and approximately 300 metres north and west of Cessnock Road.

## **1.4 Strategic Context**

The school's redevelopment as part of the urbanisation of the Kurri Kurri–Maitland corridor is responding to the NSW government's longstanding population and housing growth strategies in the Lower Hunter–Greater Newcastle area. Council strategies provide detailed context for the corridor's transformation alongside a range of community, infrastructure, and precinct plans. Relevant policies are outlined as follows.

The population of Maitland LGA has almost doubled from 56,055 in 2001 to 90,226 in the 2021 census. It is estimated to continue with an annual growth rate of 2.41%. Whilst not as high as Maitland, Cessnock LGA's population grew from 46,823 in 2001 to 63,632 in 2021, an annual growth rate of 1.81%. Both LGAs are growing at a far greater rate than the state average growth rate of 0.95%.

High population growth is a regional consideration, and the Hunter Regional Plan 2041 (2022), which includes both Maitland and Cessnock LGAs, outlines how the Hunter's population of 860,000 people is expected to increase to nearly 950,000 by 2041. According to the population forecast, both LGAs are to experience additional growth, with a total estimated population by 2041 of 144,536 in Maitland and 89,501 in Cessnock.

The Hunter Region accommodates over 427,000 jobs in the wine, equine, mining, energy and manufacturing sectors. The projected population growth will need an additional 101,800 dwellings across the region, much of which will be delivered through greenfield development, including the Gillieston and Cliftleigh area in the 'Central Maitland' greenfield corridor area. [stats check needed]

The 2022 Regional Plan identified the dwellings required by 2041 for each LGA. In early 2024, the NSW Government released 5-year housing targets for LGAs in the Six City Region as part of the commitment to the National Housing Accord's aspiration to deliver 1.2 million homes over the five years. Housing targets include:

- Maitland LGA: 25,200 to 2041; 5,300 in the five years to 2029

- Cessnock LGA: 12,600 to 2041; 3,900 in the five years to 2029

The 2022 Regional Plan highlights a range of relevant considerations for managing the projected growth, including:

- The critical role of the Urban Development Program to monitor residential growth and guide infrastructure investment, such as investment in road infrastructure
- Support the right of Aboriginal residents to economic self-determination
- Shared and diverse heritage is valued, recognised and conserved:
  - *Connection with Country is at the core of designing and planning new projects and places.*
  - *Aboriginal cultural heritage is recognised and celebrated as living and dynamic and not dealt with statically through harm prevention and protection alone.*
  - *Items, areas, objects and places of heritage significance are conserved.*
- Good public transport connectivity to reduce car dependency, including:
  - *Access is provided to housing, jobs and services by walking, cycling and public transport.*
  - *Urban areas and densities support the efficient and viable operation of public transport services.*
- Accessibility guidelines, including enhanced walkability, local access to schools, and improved public transport (15-minute walkability), including:
  - *integrate walking and cycling networks into the design of new communities*
  - *prioritise walking and cycling in areas around schools, health services, aged care facilities, sporting, cultural and recreational facilities*
- Create 15-minute neighbourhoods to support mixed, multi-modal, inclusive and vibrant communities
  - Local centres like Gillieston provide services such as shopping, dining, health and personal services to meet the daily and weekly needs of the local community.
  - Urban settlement patterns maximise the use of existing infrastructure and reduce travel demand, especially by car.
  - Neighbourhoods maximise mobility independence and active and public transport opportunities.
  - Neighbourhoods provide local access to education, jobs, services, open space and community activities.
- *People and places are resilient and actively managed to reduce the impacts of climate change and reach net zero*
  - Communities are designed and equipped to be safe, hazard-resilient places.
  - Development is located away from high- risk areas to avoid community exposure to natural hazards as far as is practical.
  - Places are designed to support the goal of net zero emissions by 2050 and opportunities for mitigation and adaptation to a changing climate and environment.
- Maitland and Kurri-Kurri Strategic Centres support growth along the corridor and provide a range of civic, retail, commercial and recreational services. The potential for increased housing and employment in these areas will be determined by councils.

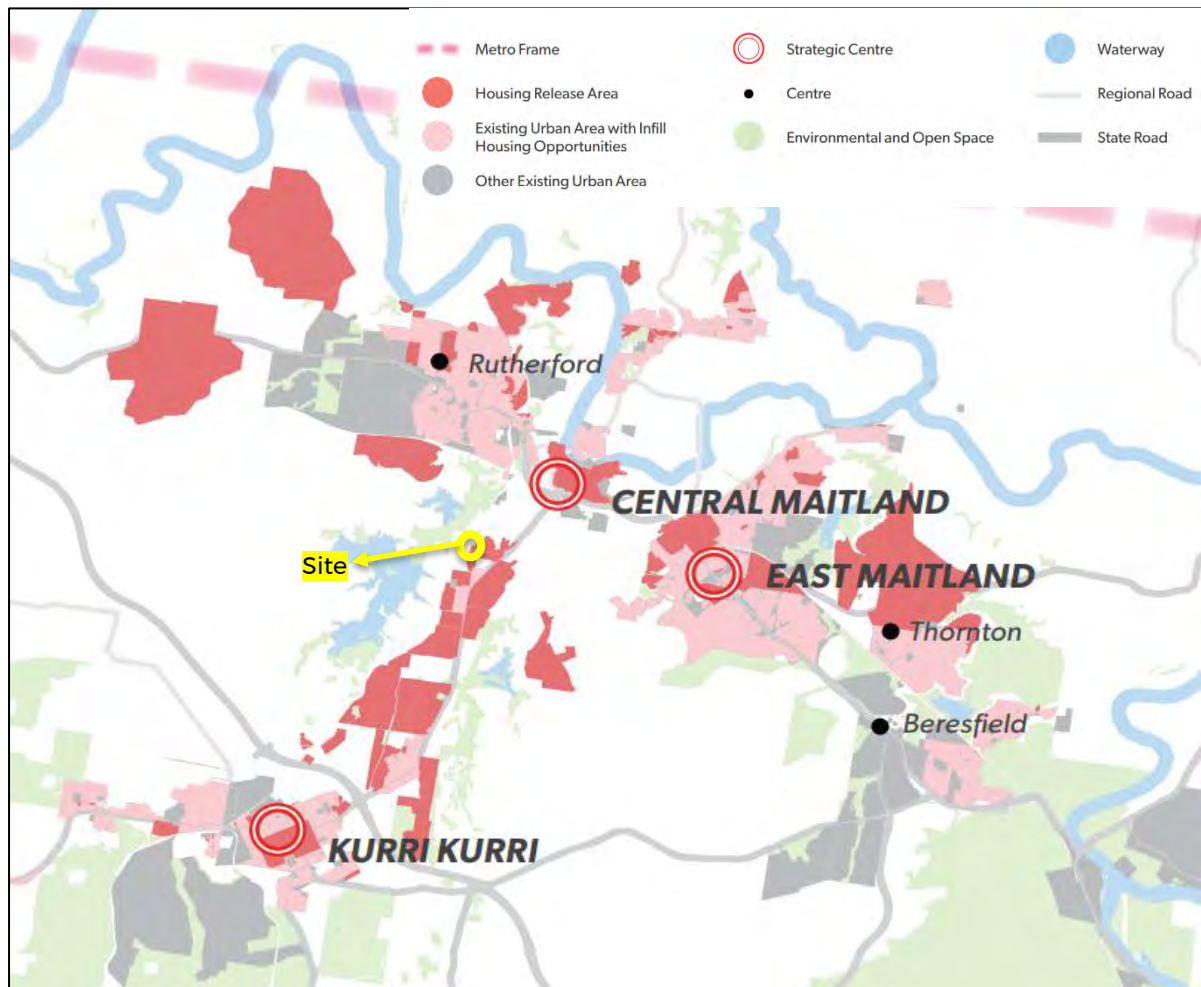
The Greater Newcastle Metropolitan Plan, released in 2018, was to support the delivery of an earlier Hunter Regional Plan and provides greater context on housing growth (refer **Figure 5**), noting,

*"A significant proportion of Greater Newcastle's greenfield development will continue to occur in Maitland, focused on the two priority housing release areas of Thornton-Lochinvar and Maitland-Kurri Kurri."*

The NSW State Infrastructure Strategy 2022-2042 (2022) highlights the need to ensure that educational infrastructure is capable of keeping pace with the needs of the future student population by ensuring sufficient space and modern and digital learning environments, which are also supported by open space and services, including access to public transport. This is in addition to provisions made by councils to fund local infrastructure through local development contributions.



NSW Schools Infrastructure aims to provide “...new and upgraded schools to meet growing enrolments to ensure every school-aged child has access to high-quality education facilities at their local school.” Gillieston Public School redevelopment is identified in the 2023-24 NSW SI Delivery Strategy.



**Figure 5: Housing Release Areas**

Source: Greater Newcastle Metropolitan Plan, 2018

Maitland Local Strategic Planning Statement 2040+ (2020) (LSPS) recognises the ongoing need for school infrastructure noting: “With the continued growth of our population, there will be an increasing demand on our local schools. There is a need for new educational facilities and the upgrading of existing facilities to continue to provide quality education to our community.” The LSPS further notes, “Council will continue to advocate for the NSW Government to address the growing backlog in our facilities such as libraries and schools”.

The LSPS, guides local development and details how Maitland, the largest centre in the LGA, 3 km north of Gillieston Public School, is a major employment location. The town centre provides a range of district-level community facilities as well as, East Maitland Hospital, shopping centres and art gallery.

The recently introduced Housing and Productivity Contribution for the Lower Hunter - Greater Newcastle area makes provision for infrastructure to support growth. Contributions raised from residential development in the urban release area surrounding the school can help to deliver essential infrastructure such as schools, hospitals, public buildings, major roads, public transport infrastructure, and regional open spaces. An Infrastructure Opportunities Plan to identify priorities for funding is being coordinated through the Department of Planning Housing and Infrastructure’s (DPHI’s) Urban Development Program.



A range of policies have been developed to assist school design and place-making outcomes by the NSW Government Architect's Office and include Design Guide for Schools and Environmental Design in Schools. These recognise schools are a vital part of any healthy and thriving community and good learning outcomes can be closely related to the quality of the school environment.

A more detailed context is discussed in **Section 3** that includes social baseline for the identified social locality.

### **1.5 Initial Scope of Impacts**

Consistent with the DPHI SIA Guidelines, an initial scoping of social impacts was undertaken in as part of the project establishment. The social impact scoping draws on the strategic context set out above, planning and technical reports and site visit as detailed in **Section 4**.

This initial scoping identified key themes and guided the appropriate degree of detail required to identify and evaluate social impacts.

The overarching themes are:

- **A community in transition:** The school redevelopment is proposed within a high growth area that has been transitioning from rural land use for over a decade. There is significant need for the expansion of school services to service population growth in the area.
- **Infrastructure needs and sequencing:** To keep pace with growth across all aspects of the new community the redevelopment of the school is a consideration within a much broader range of infrastructure needs across all aspects of the development of new urban communities. These include:
  - Need for increased social services and infrastructure;
  - Transport infrastructure investment; and
  - Public and community facilities, including open space and recreation facilities.
- **Liveability and well-being:** The manner in which the school operates and integrates into people's day-to-day activities will affect people's quality of life. This will include all of the school community including students, parents, teachers and staff. The physical manner in which the school is linked into and forms part of the local neighbourhood, including accessibility will affect people's health and well-being through:
  - Opportunities to walkability and cycle;
  - Access to a range of open spaces and recreational facilities; and
  - Opportunities to meet new people, support social connections and community activities.
- **School that is fit for purpose:** that respects the values of the local community and where consideration is given to both the design quality and culture that the school fosters, including being a social anchor for the local community, providing a safe and healthy learning environment as well as supporting families through preschool and outside school hours care.

This initial scoping informed the social research and impact assessment methodology outlined in the following section alongside the detailed investigations and assessment to support the redevelopment activity listed below.

- Arboricultural Impact Assessment Statement (Arbpro, 2024)
- Aboriginal Cultural Heritage Assessment (ACHA) (EMM, 2024)
- Accessibility Assessment Report(City Plan, 2024)
- Architectural Design Report (SHAC, 2024)
- Building Code Assessment (BCA) Report (City Plan, 2024)
- Bushfire Protection Assessment (BPA) (Ecological, 2024)
- Civil Engineering Report (ACOR, 2024)

- Design Excellence Report (SHAC, 2024)
- Desktop Review Report (ADW Johnson, 2024)
- Embodied Emissions Memorandum (Arcadis, 2024)
- European Heritage Impact Statement (Umwelt, 2024)
- Landscape Schematic (Terras Landscape Architects 2024)
- Mechanical and Electrical report (Arcadis, 2024)
- Noise and Vibration Impact Assessment (RWDI, 2024)
- Preliminary Construction Management Plan (PCMP) (Johnstaff, 2024)
- Preliminary Desktop Site Investigation – Contamination (Stantec, 2024)
- Remedial Action Plan (Stantec, 2024)
- Traffic Impact Assessment. (Bitzios Consulting, 2024)
- Visual Impact Assessment (SHAC, 2024)
- Waste Management Plan (MRA Consulting, 2024)

## 2. Methodology

The methodology for preparing this SIA follows DPHI's SIA Guideline 2023 and has informed the structure of this report. Key components are outlined below.

### Project Establishment and Scoping

As outlined in the previous section, the steps included:

- Review of NSW SI 'planning phase' technical documents, public communications and engagement activities;
- Review of concept plans and supporting project documents that scoped requirements for Aboriginal cultural heritage, non-indigenous heritage, transport planning, environmental considerations including flooding and conflict of uses with rural activities (including poultry farm to the northeast of the site);
- Review of relevant policy documents to assess key impacts at regional and local spatial scales in the context of both Maitland and Cessnock LGAs and
- Site visit conducted in mid-September 2024, including the adjoining growth corridor and school catchment area.

### Social Baseline Development and Social Locality

The social baseline and social locality (detailed in **Section 3**) was established by undertaking:

- A spatial analysis to identify the social locality appropriate for the assessment of social impacts, which is effectively the area of social influence for the school redevelopment;
- An analysis of demographic characteristics of the social locality and wider context to provide insights into the social baseline, including any vulnerable groups and
- An analysis of the social and other characteristics of the existing school community.

### Community and Stakeholder Engagement

Details of the community stakeholder engagement on social impacts are provided in detail in **Section**

**4.** The key steps are as follows:

- A review of the outcomes of community and stakeholder consultations is undertaken as part of NSW School Infrastructure's 'planning' earlier phase;
- Regular engagement with the NSW School Infrastructure Project management team and Communications team, particularly to coordinate community engagement where appropriate;
- Regular liaison with project team planners, project managers, and project technical consultants, particularly to understand technical responses to impacts;
- Contact with key stakeholders (agency, local government and community) to offer briefing and request interviews
- Engagement with the community to ensure they have opportunities to access information and participate in information sessions, including distribution of a Community Update Newsletter, opportunities to respond to a community survey and enquiries and feedback opportunities

### Impact Identification, Assessment and Prediction

In **Section 5**, the potential impacts were refined, and each social impact's significance was assessed, drawing on relevant findings from the social locality and social baseline. This process utilised tools from DPHI's SIA *Guideline*- Technical Supplement to assess each impact in relation to its likelihood and magnitude (refer to Figure 4) and included consideration of factors such as extent, proximity, duration, severity, scale sensitivity, value, and interest.

Likelihood level	Meaning
<b>Almost certain</b>	Definite or almost definitely expected (e.g. has happened on similar projects)
<b>Likely</b>	High probability
<b>Possible</b>	Medium probability
<b>Unlikely</b>	Low probability
<b>Very unlikely</b>	Improbable or remote probability

Magnitude level	Meaning
<b>Transformational</b>	Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
<b>Major</b>	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
<b>Moderate</b>	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
<b>Minor</b>	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
<b>Minimal</b>	Little noticeable change experienced by people in the locality.

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

**Figure 6: Social Impact Significance Matrix**

Source: SIA Guideline- Technical Supplement, 2023

### Mitigation Recommendations

Measures for mitigating residual impacts in response to the negative impacts, as well as measures to enhance positive impacts, were identified in **Section 5**. This was undertaken in consultation with the project team, and opportunities to enhance positive impacts, mitigate negative impacts, and address residential or cumulative impacts were identified.

### Conclusion

The conclusion provides a summary of the assessment of social impacts and highlights any ongoing requirements associated with the delivery of the proposed activity. The conclusion also summarises how the key requirements of the SIA Guidelines have been addressed in this report.



### 3. Social Baseline

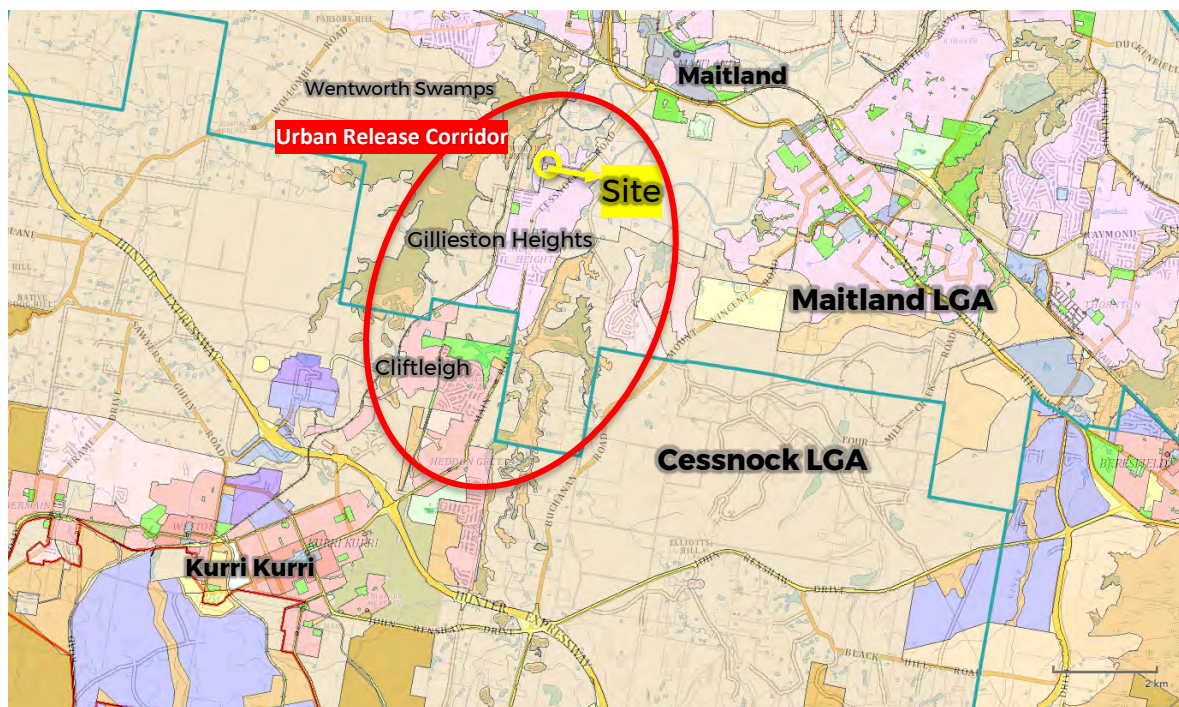
The social baseline study describes the social context without the project. It documents the existing social environment, conditions, and trends relevant to the impacts identified. The study is a benchmark against which direct, indirect, and cumulative impacts can be predicted and analysed.

#### 3.1 Social Locality

The social locality describes the area of social influence for the project. The social locality is informed by the project's nature, scale and intent, specifically:

- Key affected communities, which include individuals or groups within the community whom the project would directly or indirectly impact, including those vulnerable or marginalised.
- The wider catchment area of the school and the associated neighbourhoods
- Surrounding factors such as the environment or heritage
- Construction and operation processes
- Scale and extent of potential impacts, both direct and indirect, in both short and long-term
- Cumulative impacts that can affect the communities over time - Social impacts across the social locality in proximity to the site may be affected by impacts from the proposed activity and other undertakings in the vicinity to facilitate planned population growth.

A top-down and bottom-up approach was taken to identify the social locality and its wider context. From a regional perspective, as detailed in **Section 1.4**, the site is located in the corridor between Kurri Kurri and Maitland. A detailed view of these urban release areas is provided via NSW Planning Portal Spatial Viewer and shows the immediate locality of the areas of Gillieston, Gillieston Heights and Cliftleigh, forming a discrete urban community between Maitland and Kurri Kurri – northeast of the Hunter Expressway and southwest of the New England Highway (refer to **Figure 7**).



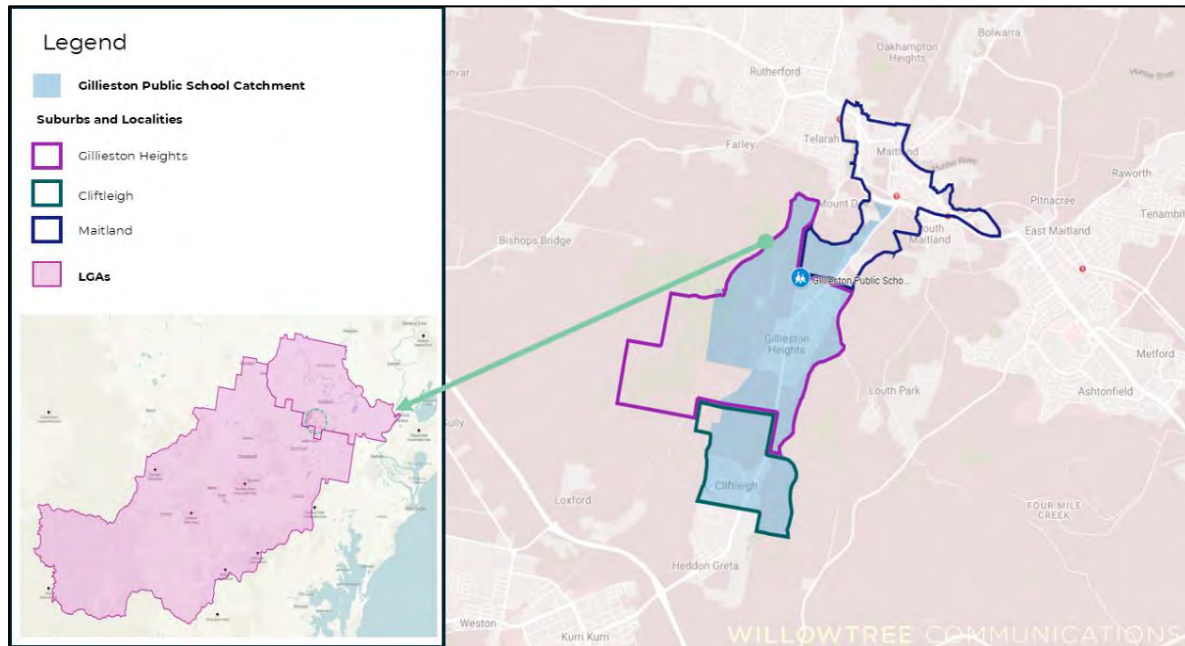
**Figure 7: Central Maitland Growth Corridor**

Source: NSW Spatial Viewer, 2024 & Willowtree Communications

An analysis of environmental features reinforces the discrete nature of this corridor, noting that:

- The urban release areas is a contiguous corridor characterised by a mix of pastureland, established and emerging residential areas and former rural industrial sites being transitioned to residential;
- Wentworth Wetlands or Wentworth Swamps are nearby. Parts of Swamp Creek are located approximately 1.5km north and west of the subject site. Swamp Creek rises in the Broken Back Range to the east and travels downstream through Neath and Abermain before travelling through the urban area of Weston prior to draining in Wentworth Swamp to the southeast of the site.
- There is a ridge running north-south through the site, approximately 50m east of the western site boundary. The ridge slopes gently down in a northerly direction with a gently slope down to the west and a steep slope down to the east to the site boundaries. The low-lying area directly to the east of the site can be boggy and feeds into a culvert draining north underneath Gillieston Road, it may experience localised flooding during rain events.
- The site itself is not flood-prone; however, there is a chain of dams to the north, east and west of the site, with the largest to the northwest. These dams are linked by ephemeral creek lines that lead to the north away from the site, eventually linking into Swamp Creek to the north of the site. The Swamp Creek and wetlands landscape that separates Gillieston Heights from the Maitland urban area to the north and are important elements of the local rural landscape character.
- Mine subsidence affects areas to the west of the growth corridor, which has helped inform the western boundary of the urban release areas. According to review of available mine tracings detailed in the mine subsidence assessment report provided by Stantec, shows bord and pillar mine workings adjacent the site at depths of about 320 m and 430 m for Top and Bottom Seams respectively. The detailed review is available in the Desktop Mine Subsidence Assessment.
- This wetland landscape also supports important biodiversity values.
- Pockets of remnant vegetation and rural landscapes are bushfire prone, and buffers and Asset Protection Zones (APZ) are important to the protection of the emerging urban community from natural hazards.

The synthesis of data and research related to the nature of the project and the characteristics of key affected communities demonstrates that the appropriate social locality extends across the School catchment zone. This area of influence is well represented by the ABS Suburbs and Localities (SALs) areas of Gillieston Heights, Cliftleigh to the south, and Maitland to the north. These three SALs all contain parts of the school catchment. The extent of the school catchment is within this corridor and includes parts of the Gillieston Heights, Cliftleigh and Maitland Suburbs and Localities (SALs) (refer to **Figure 8**). The social locality, therefore, includes recently developed greenfield areas, land rezoned for urban residential land uses, and some surrounding rural areas as well as Maitland Strategic Centre, 3 km north of the site.



**Figure 8: Social Locality Including the Gillieston Public School Catchment Zone**

Source: Google Maps, 2024 & Willowtree Communications

Whilst the Gillieston Heights and Cliftleigh SALs are largely consistent with the school catchment, the Maitland SAL extends to the Maitland Strategic Centre outside of the school catchment. Relevant data is provided for all three SALs rather than in aggregated form to highlight where data for the Maitland Centre needs to be differentiated.

The spatial extent of the social locality spreads across both Maitland and Cessnock LGAs, which means the wider context of the two LGAs provides important context for the social baseline, alongside a comparison to the Lower Hunter Region. It should be noted that where data is not available for the social locality, data is presented for the most relevant geography where it is available.



### Social Locality Photos:

The aerial photos below (Figure 7) show the transformation from a rural to an urban residential corridor in the school catchment, demonstrating the magnitude of change in the area.



**Figure 9: Aerial Photo Series (2011 - 2024) of School Catchment**

Source: Nearmaps, 2024

The current school comprises of the following:

- Permanent buildings:
  - Original Brick Cottage
  - Library buildings
  - Main Administration Building
  - Library
  - General Learning Space Building (GLS)
- Temporary:
  - thirteen (13) existing demountable classrooms
- Carparking central to the site is provided from Gillieston Road for staff



- Pedestrian access is available via this main entrance from Gillieston Road and via a separate pedestrian-only access gates on Northview Street and Ryans Road.
- large area of open space situated in the eastern portion

Site and Locality Photos show the site and surrounding neighbourhood.



**Gillieston Public School looking northwest from Northview St**



**New housing development within 150m of the school**



**Gillieston Public School looking southwest from Gillieston Road**



**Demountable classrooms currently servicing the school**

**Figure 10: Location Photos**

*Source: Willowtree Communications*

**Surrounding Neighbourhood Features and Development Activity:**

The social infrastructure in the vicinity includes:

- Community Facilities including Gillieston Heights Community Hub – 1.3 km and The Heights Learning Community – 730 m
- Recreation areas and Parks include Gillieston Heights Dog Off-Leash Area – 630 m, Joseph Maxwell VC Park – 750 m, Wood Street Park – 950 m and Wallis Creek Park- 1.08 km

- Roy Jordan Sports Complex- 855 m next to which a new Gillieston Heights Skate Park will be located
- Victor Warby Reserve – 1.17 km

Current applications relevant to the site and surroundings are being assessed by Maitland Council or the Department of Planning Housing and Infrastructure, including:

- Gillieston Heights East Precinct Subdivision – Lot 1 DP 1308605 – **residential subdivision** development proposal 9DA/2019/278, which is for 'Staged Torrens Title Subdivision of four (4) lots into 175 lots and two drainage reserves'.
- Gillieston Heights West Precinct – current Development Proposal for **residential development** is subject to Subsidence Advisory NSW Lot 17 DP 263196 (as per records on NSW Spatial portal)
- DA/2022/912 at Cessnock Road GILLIESTON HEIGHTS NSW 2321 [**Two Hundred and Twenty-Four (224) Lot Torrens Title Subdivision (14 Stages)**] (~2km)- The proposal relates to Precinct 1B of the site subdivision (Figure 1), and the development application seeks consent for Torrens title subdivision of this land.
- DA/2023/551 at 457 Cessnock Road and 65 Redwood Drive Gillieston Heights (~2.2 km) [**Torrens Title Subdivision to Create Three Hundred and Twenty Two (322) Residential Lots, Three (3) Stormwater Basins and Three (3) Public Reserve Lots**]- The proposal relates to land within the south-east Gillieston Heights Urban Release Area and the development application seeks consent for Torrens title subdivision of this land. The subdivision is commonly known as 'Wallis Creek South'.
- DA/2024/40 at 11 Cessnock Road GILLIESTON HEIGHTS [**Demolition of Existing Structures and Construction of a New Medical Centre**] (~1km)- The proposed development is for the demolition of the existing structures and construction of single-storey Medical Centre for General Practitioners (GP)

The land to the north of the school at Gillieston Heights comprising Lot 2 DP 997874 and Lot 1 DP 986279 have no record on current Development Applications.

### 3.2 Baseline Demographics

Demographic analysis of the social locality (Gillieston Heights, Maitland and Cliftleigh SALs) and wider (Maitland and Cessnock LGAs) has been undertaken to establish demographic characteristics that can be used for understanding how key affected communities will experience social impacts. Key characteristics are summarised as follows and detailed data and sources are in **Appendix A - Demographic Data**.

#### Population, Age and Housing

Maitland LGA had a total resident population of 90,226 in the 2021 census, and Cessnock LGA had 63,632 with a forecast estimated population in 2041 of 144,536 and 89,501, respectively.

In 2021 the Social Locality was home to 9,085 residents, split between Gillieston Heights (3,150), Cliftleigh (2,309), and Maitland (1,980). The social locality had a young population, with 10.3% of all people being primary school-aged children (5-11 years) and 8.9% babies (0-4 years). Children under 11 years of age comprised 19.2% of the total population of the Social locality in comparison to 16.1% of Cessnock LGA and 17.1% Maitland LGA. The median age of the SALs varies from 43 in Maitland to 30 in Gillieston and 27 in Cliftleigh. The younger median age of Gillieston Heights and Cliftleigh shows these areas are dominated by young families compared to the broader demographic mix in Maitland SAL.

With the exception of Maitland SAL, there is limited housing diversity across the social locality or the wider area, where detached dwellings are the predominant housing type at over 80-90%. Maitland SAL has a lower proportion of separate houses at 64.4%, which largely reflects the higher density of housing development in the town centre. Detached dwellings constitute a high proportion of homes in Gillieston Heights (83.1%) and Cliftleigh (89.1%), as well as Cessnock LGA (90.5%) and Maitland LGA (87.3%).

Gillieston Heights has the highest proportion of couples with children (40.5%) compared to Cliftleigh (33.1%) and Maitland SAL (30.6%) within the social locality. Maitland SAL (at 25.7%) and Cliftleigh (at 21.5%) have a greater number of single-parent families than Gillieston Heights (at 16.75%); however, this is within the range of the wider area of Maitland (18.1%) and Cessnock (22.1%) LGAs.

#### Diversity

The traditional owners and custodianship of Cessnock LGA and Maitland LGA lies largely with the lands of the Wonnarua Nation and also includes Darkinung and Awabakal lands, and the area is represented by the Mindaribba Local Aboriginal Land Council.

There are currently 7.9%, 10.8% and 7.3% of people who identify as Aboriginal and Torres Strait Islander People in Gillieston Heights, Cliftleigh and Maitland, respectively, which is very similar to Cessnock (10.2%) and Maitland (7.5%) LGAs. This is much higher than the proportion of Aboriginal and Torres Strait Islander people measured at the state level (3.4%, 2021 ABS).

Over 80% of people in the social locality were born in Australia, which reflects the diversity levels of the Maitland and Cessnock LGAs. There is a broad mix of places of birth amongst people born outside of Australia, including England, India, New Zealand, Scotland, the Philippines, South Africa, Bangladesh and the United States of America.

The dominant ancestries of the people living in the Social Locality and wider area are Australian and English, which make up roughly 90% of the population.

In the social locality, most of the population speaks only English at home. A very small percentage of the population have other languages spoken at home, and these include Punjabi (0.8%), Malayalam (0.7%), and Hindi (0.6%), which are the top three in Gillieston Heights. In comparison, Tagalog (1.4%), Filipino (0.7%), and Punjabi (0.5%) are the most spoken languages in Cliftleigh. Maitland SAL has residents that speak Bengali (0.6%), Mandarin (0.5%), Nepali (0.4%), Urdu (0.3%) and Hindi (0.3%) at home.

## **Education**

Around 15% of the population in the social locality have attained at least one tertiary qualification or higher [Gillieston Heights (15.2%); Cliftleigh (13.4%) and Maitland (16%)]. This is proportionate to that of Maitland LGA (15.4%) however Cessnock LGA is slightly lower (9.6%). About 60% of the people within the social locality and the wider population of the two LGAs over the age of 15 have completed their grade 12 education.

## **Employment and Income**

The participation in the workforce varies and is higher in Gillieston and Cliftleigh, 87.9 %, and 88.2%, respectively, whereas only 54.9% of people were in the labour force in Maitland SAL. The participation in workforce was at 64% at Maitland LGA had 56.5% at Cessnock LGA.

According to the 2021 census, the median household weekly income is higher in parts of the social locality of Gillieston (\$1,986) and Cliftleigh (\$2,018) than in the Maitland SAL, which is \$1241. This is also higher than the median household income of the wider area of Cessnock (\$1493) and Maitland (\$1,766).

However, the proportion of households that earn relatively high household incomes of over \$3000 is similar in both Gillieston Heights (88.3%), Cliftleigh (87.9%) and Maitland (71.2%), which is similar to that of the Cessnock (75.7%) and Maitland (79%) LGAs.

Low income similarly varies, with a higher percentage of households who earn less than \$650 in Maitland (21.9%) when compared to Gillieston Heights (10.49%) and Cliftleigh (5.59%). However, the wider area shows a higher percentage of lower income in Cessnock LGA (17.2%) than in Maitland LGA (14.17%).

Occupations between the local areas are contrary, with the people in Cessnock LGA being employed as technicians and trades (18.1%), as personal services workers (13.9%) and labourers (12.8%), however in Maitland LGA we see professionals dominate the occupation data (17%), followed by technicians and trades (16.2%), and community and personal service workers (13.4%).

Socio-Economic Indexes for Areas (SEIFA) combines Census data such as income, education, employment, occupation, housing, and family structure to summarise an area's socio-economic characteristics. The Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) data is presented in terms of percentile for each of the three SALs and an area with all indicators equal to the state average will receive a 50%.

The 2021 IRSAD index shows levels of advantages and disadvantages within the State, and Gillieston Heights (at 43%) and Cliftleigh (at 38%) have higher levels of incidences of advantage than the suburb of Maitland, at 17%, but is below the state average. However, a comparison between Cessnock LGA, at 21%, shows an area with higher incidences of disadvantage and lower advantage when compared to Maitland LGA, at 60%, which scores above the state average. This is in transition as parts of these once regional communities that are being urbanised with new greenfield developments.

## **Health and Wellbeing**

In the Social locality, about 7.8% of people require assistance with core activities, which is similar to that of Cessnock (7.8%) and Maitland (6.7%) LGAs. Additionally, 12.1% and 10.9% of the population in Gillieston Heights and Cliftleigh, respectively, are providing unpaid healthcare for people with disabilities, health conditions, or old age, which is similar to both the LGAs at 13.1%. This compares to the NSW 11.5% for providing unpaid healthcare.



## **Accessibility**

Car dependency is high in the social locality and wider area. The use of public transport in the social locality for the journey to work is highest in Maitland SAL (3.1%), which includes a rail station when compared to Gillieston Heights and Cliftleigh at less than 1%. This is consistent with Maitland and Cessnock LGA levels of public transport journey to work trips at 1% and 0.5%, respectively. When looking more broadly at urban areas with higher levels of access to public transport in the neighbouring Newcastle LGA, this only increases to 1.7% of public transport users.

The average car ownership in the social locality is around 2.0, with Cliftleigh having the highest average at 2.1. The car ownership levels is similar at 2.0 in both Cessnock and Maitland LGAs at 2.0.

Active transport is also at low levels. Data for the LGAs shows levels of walking to work at 2%. However, the NSW percentage of people who walk to work is at around 2.5% which includes the higher levels of Greater Sydney and Newcastle (urban areas) which are around 3.5%.

## **Crime and Safety**

Bureau of Crime Statistics & Research (BOSCAR) data provides insights into the level and types of crime in the surrounding area. Types of crime includes:

- Breaking and entering of non-dwelling, is not prevalent in Gillieston Heights and Cliftleigh, however, there is a significant hotspot in Maitland
- Motor Vehicle Theft, incidences of occurrences over the three suburbs, with greater hotspot indicator set in south of Cliftleigh and north of Maitland suburb
- Steal from Motor Vehicle, significant hotspot in Maitland, with a few incidences in Gillieston Heights and Cliftleigh
- Malicious Damage to property: Significant larger hotspot density in Maitland, compared to Gillieston Heights and Cliftleigh that do have incidences of property damage.

### **3.3 Gillieston Public School Demographic Profile and Insights**

#### **The School Community**

The Gillieston Public School had a total enrolment of 341 students between the ages of 5 and 11 in 2023. This increase from 297 in 2022 has shown steady growth since 2010, when there were 87 students. As the school's capacity is currently 339 places (2023), it is therefore currently operating at full capacity, and redevelopment is required to meet the needs of the growing community.

Furthermore, existing school buildings include both permanent structures and temporary (demountable) buildings used as learning and associated spaces. More than half of the school's teaching spaces are demountable buildings with a total of thirteen demountable classrooms. The original school residence at Gillieston Public School, built in 1893, serves as staff and storage space (Building D) that makes an important contribution to the local character. Gillieston Public School is not listed on the NSW State Heritage Register; however, Gillieston Public School is listed by the Department of Education as a heritage item on the Section 170 Register. This listing is addressed in the European Heritage Impact Statement. Heritage reports have also identified that the school site has recorded an isolated artefact site, which is addressed in the Aboriginal Cultural Heritage Assessment Report.

The school hosts a range of school activities, such as art, music, sports, or drama. From Monday, 5 April, to Friday, 16 April 2021, the school had a Share Our Space program, with open space available to the community between 8 a.m. and 5 p.m. All parents and community members are invited to the Gillieston Public School P&C meetings, which are held on the first Wednesday of each month at 5 p.m.

Gillieston Public School currently employs 20.3 full-time equivalent (FTE) teaching staff and 2.7 FTE non-teaching staff, a steady increase from 8.5 and 1.7 teaching and non-teaching staff, respectively, in 2014.

Adjoining schools include Maitland Public School, Pelaw Main Public School, Kurri Kurri Public School, Stanford Merthyr Infants School and Kurri Kurri High School.



**Figure 11: Gillieston Public School Catchment**

Source: NSW Public School Finder

The index for Community Socio-Educational Advantage (ICSEA) shows Gillieston Public School has an ICSEA value of 938 for the year 2023, which is a little below average for the NSW. The 2023 Annual School Report confirms that Socio-economic background equity loading is used to meet the additional learning needs of students at Gillieston Public School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement.

In terms of the student population, in 2023 the Gillieston Public School included 67 (19.64%) students who identify as Aboriginal or Torres Strait Islander and the school has an Aboriginal student support unit. These findings reflect the community backgrounds of the larger community beyond the catchment area including Maitland LGA with 7.5% and Cessnock with 10.5% indigenous populations.

Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gillieston Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population while maintaining cultural identity. Funds have been targeted to provide additional support to students, enabling initiatives in the school's strategic improvement plan, including wellbeing.

The 2023 Annual School Report confirms that activities partially or fully funded with this equity loading include employment of additional specialist learning support officers (SLSO) to support Aboriginal students and community consultation, and engagement to support the development of cultural competency. The allocation of this funding has provided for additional SLSOs were employed across all Kindergarten classes in Term 1 to give students more support in their first term of school. Also, cultural

programs ran weekly for Aboriginal students to increase their cultural identity and belonging within the school.

Surveys conducted and presented in the school's annual report 2023 show that over 75% of the Aboriginal Students agree that they feel good about their culture at school. The same report also shows that over 70% of students felt that the teachers understood their culture well.

The Annual Report states that "Budget constraints do not allow for additional SLSOs in 2024; however, additional support will be given to Kindergarten students in the first weeks of school. Funding will be used to employ an additional teacher and make a 15th class. This will make class sizes smaller and ensure classes will not need to be restructured during the year if enrolments continue to increase." The Report also states that "Cultural programs will continue in 2024, with an Aboriginal teacher continuing to lead Aboriginal education. An Aboriginal education team will be formed to assist with growing Aboriginal education opportunities due to the increasing number of Aboriginal students enrolling."

According to the school reports, among the 355 enrolled students in 2023, 20 (5.6%) English as an additional dialect (EALD) a subset of Language Background other than English (LBOTE). English language proficiency equity loading provides support for students at all four phases of English language learning at Gillieston Public School. Funds have been targeted to provide additional support to students, enabling initiatives in the school's strategic improvement plan, including evidence-based Pedagogies. The 2023 Annual Report confirms activities partially or fully funded with this equity loading included additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.

The report outlined that the allocation of this funding supported EAL/D students to be more confident and prepared to take risks with their language use, as noted in teacher observations and work samples, and that the next steps is for EAL/D students to continue to be supported by additional teaching staff.

Low level adjustment for disability equity loading also provides support for students at Gillieston Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students, enabling initiatives in the school's strategic improvement plan, including wellbeing. Funding supports the employment of a second teacher's aide, which has allowed more intensive and individualised support for identified students and staff.

Notwithstanding the support mechanism, the redevelopment of the school means that these vulnerable communities will require consideration during delivery.

### **The School Environment**

The need for the school's redevelopment is well documented. The *Education Report* published by the New South Wales Legislative Council in October 2022 on the planning and delivery of school infrastructure in NSW had several observations regarding the Gillieston Public School, including:

*"Parents at Gillieston were clear in their view that the school's dated infrastructure – initially built for the local farming families – was having a detrimental effect on their children's' learning and development."*

Specific callouts included that there is a high turnover in staff at the school. Other concerns included:

*"Aside from the poor classrooms providing for learning, Mr Todd Sellers, a parent at the school, asserted that the uneven ground and slope of the school's playing field has resulted in a number of student injuries, including ankle sprains and other injuries. On the same issue, Ms Katie Ferguson argued that the inappropriateness of this field for school sport training means that*

students at the school don't get the same opportunities as others, such as participating in inter-school sports competitions"

"...the poor quality of toilet facilities was emblematic of a failure to maintain infrastructure in existing schools...Gillieston Public School, whose bathrooms were of a poor standard, was housed in demountable and, in the case of Gillieston, serviced by the original septic system. Parents from that school described this arrangement, which requires the toilets to be emptied fortnightly by a truck, causing a strong odour, as equivalent to 'third world conditions.'"

### Access to the School

The School Student Transport Scheme (SSTS) NSW gives eligible students free or concession travel between home and school on public transport and school bus services provided Rover Coaches. Morning Services including the S934 From Kurri Kurri, Heddon Greta & Gillieston Heights. Afternoon services include the S851 To Gillieston Heights and S936 To Kurri Kurri.

Active transport networks are transitioning with no existing pedestrian signals nor separated walkways, or cycleways leading to the school. However, Ryans Road to the west of the school is currently being upgraded. The nearest major transport route, Cessnock Road includes a shared path for active transportation however this does not link to the school, or any other constructed or dedicated pedestrian pathways leading to the school.



**Figure 12: Access to Gillieston Public School**

Source: Development Application Supporting Documentation Gillieston Public School demountable project (2022)- \*(image predates road works to Ryans Road)

The closest train station is at Maitland, approximately 3.5 kilometres to the north of the site. Non school bus public transport is almost a kilometre away from the school. The closest bus stops to the site are Cessnock Rd before Saddlers Dr or Cessnock Rd opposite Gillieston Rd, both of which are at a 900 m walking distance from the school. These bus routes have limited services, with the 164 Cessnock to



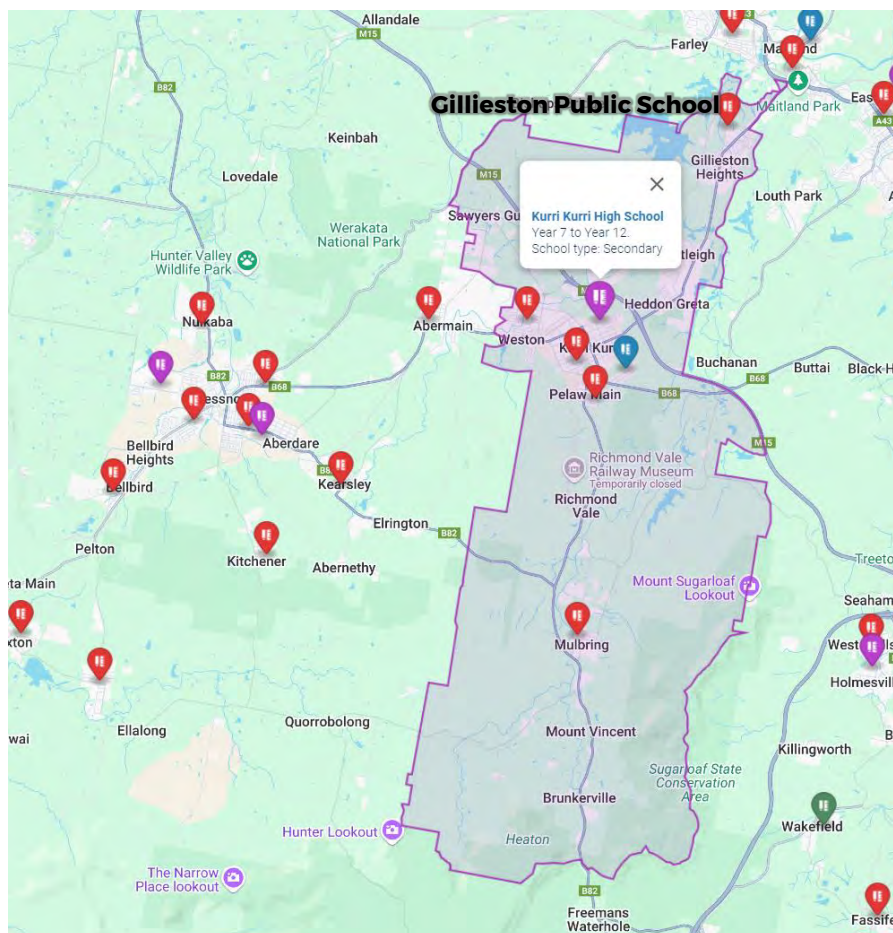
Maitland via Kurri Kurri service frequency being one service every hour and the 166 Kurri Kurri to Maitland service frequency also being one service every hour.

Ryans Road and Gillieston Road both extend from Cessnock Road, and in the vicinity of the school, Ryans Road is widened and kerbed as part of the residential development of the area; however, Gillieston Road remains an un-kerbed and narrow rural road. The main arterial Road servicing the social locality is Cessnock Road, which connects to New England Highway in the north at Maitland and Hunter Expressway in the south near Kurri Kurri. Local road safety concerns documented by TfNSW largely relate to incidents on main arterial Cessnock Road. A series of serious crashes in 2024, including 3 fatalities, has increased the local concerns regarding this major roadway.

### Relationship to Surrounding Schools

Gillieston Public School is a feeder school to Kurri-Kurri High School after joining the Kurri Kurri Learning Community (KKLC) in 2020. It previously acted as a primary feeder for Rutherford Technology High School and aligned with the Rutherford Learning Community (RLC). Students with siblings enrolled at Rutherford Technology High School can continue to be accepted there until 2026.

The Kurri Kurri Learning Community includes Kurri Kurri High's four other feeder primary schools: Weston, Kurri Kurri, Pelaw Main, and Mulbring. It also includes the pre-primary school Stanford Merthyr Infants School.



**Figure 13: Kurri Kurri High School Catchment**

Source: NSW Public School Finder

## 4 Engagement

Engagement on social impacts was adapted from the International Association of Public Participation's (IAP2) Public Participation spectrum and took into account NSW SI's previous engagement in the planning phase as well as coordination opportunities with the current 'approvals' phase.

### 4.1 Early Engagement

Earlier 'planning processes' as documented below (**Table 1**) and also recorded by the *Education Report 2022* (outlined in the School's social baseline refer to **Section 3.3**) illustrate community involvement in prior to this engagement phase.

**Table 1: Early Community Engagement**

Date	Targeted Stakeholders	Activity	Outcomes
October 2022	All NSW	Premier's Announcement <ul style="list-style-type: none"> <li>Announced a \$1.6 billion to build and upgrade NSW public schools</li> <li>"Premier Dominic Perrottet said the NSW Government was investing in a brighter future for New South Wales, and that nothing was more important than the education of the State's children.</li> </ul>	Large media response across local media channels
July 2022	School Community	NSW SI released an update on Gillieston Public School redevelopment, and what could be expected in terms of upcoming activity and the increase in amenities.	NSW SI website – project page Local distribution
October 2022	Education Report 2022 published by NSW Legislative Council	Included documentation of community feedback on Gillieston Public School	NSW Parliament website
07/02/2023	Maitland Council	Three meetings with Maitland Council attended by SINSW 17/06/2022, 24/11/2022 and 7/02/2023	Meeting notes recorded by SI NSW
15/09/2023	School Community	NSW SI released an update on Gillieston Public School redevelopment, and confirmed the project has moved to 'approvals' and included dedicated enquiries contact	Media release from DENSW

Targeted early project engagement importantly included school community engagement via a Project Review Group, Meetings, and survey. A series of ad-hoc meetings were undertaken and a drop-in session with representatives from the local school community including the principals, parents, and students, to discuss aspects of the design, consultation and construction approach and seek feedback and input from the community.

### 4.2 Project Engagement Strategy

Moving into the 'approval stage' the objectives employed by NSW SI for engagement were to inform and involve key stakeholders and work directly to understand and address concerns. The focus of community participation was to inform and consult to obtain feedback and provide feedback as the project progresses.

The engagement on social impacts was coordinated with but independent of SI NSW engagement activities. The engagement was undertaken from August to October 2024. The objectives underpinning engagement on social impacts included:

- Clear Communications: Ensuring there is clear, and factual information is available about the proposed redevelopment.
- Coordination: including coordination with the Department of Education to identify and liaise with key stakeholders
- Independence: including independent requests for input from local community and stakeholders
- Pro-active engagement: This included Willowtree Communication undertaking independent engagement activities

A summary of the engagement strategy for social impact is provided in the following table.

**Table 2: Engagement Strategy Relating to Social Impacts**

Activity	Strategic intent
Approvals Phase - Community information session 16 September 2024 at Gillieston Public School	This provided an opportunity for face-to-face engagement between the school communities, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. Information sessions are widely advertised through the communication channels listed in this table.
Communications Collateral - including Project webpage, Information Pack, Project Updates and Works Notifications	This included multiple channels for accessing information, including website and local distribution of project information to stakeholders delivered via letterbox drop and school newsletter. <a href="https://edu.nsw.link_Gillieston-PS">edu.nsw.link_Gillieston-PS</a>
Contact channels (Emails and project information phone number)	Providing direct responses to stakeholder and community contact.
School community communication (Newsletter input, P&C meetings)	Providing ongoing updates as required and direct responses to questions.
Community Survey	Provide an independent opportunity to gather data around the interests and concerns of the community to ascertain social impacts including providing open ended questions to address novel or uncalculated issues.

The key Community Stakeholders identified in consultation with NSW SI and through research by Willowtree Communications included:

- School principal and school community
- Local neighbourhood - Gillieston Rd, Northview St, 60 – 98 Ryans Rd, Vintage Dr, Semillon Ridge and Port Cove

Stakeholders from the wider area included:

- Local Aboriginal Land Council and registered parties for the Aboriginal Cultural Heritage Assessment
- Maitland and Cessnock Councils town and social planners and Maitland transport planners
- Department of Primary Industries
- Principal of Kurri Kurri High
- Local NSW MP Jenny Aitchison

The community engagement activities undertaken for the 'approvals' phase by NSW SI are outlined in **Table 3**.

**Table 3: NSW SI Community Engagement**

Date	Targeted Stakeholders	Activity	Outcomes
Ongoing	Community	Progress summary of engagement carried out by School Infrastructure NSW (SINSW) engagement for the community by keeping them informed of the changes and activity happening within the school grounds. The progress summary can be found in the Department of Education website.	Ongoing updates

09/09/2024	School Community	<ul style="list-style-type: none"> <li>Information Pack distribution via student post</li> <li>Facebook updates (GPS FB)</li> <li>Drop in event (16/09/2024) held from 2.30 pm – 6.30 pm in the school library.</li> </ul>	School community is well informed on the progress of the upgrades to the school and are generally supportive.
30/05/24 7/06/24 12/09/24 15/09/24	Indigenous Community	<ul style="list-style-type: none"> <li>Consultation meetings with Project Team</li> <li>Email information pack and link to survey</li> <li>Offer for further engagement</li> </ul>	Workshops and engagement to appreciate the issues concerning the Indigenous Australians
11/09/24	NSW DPI	2 x phone calls to the DPI Ourimbah office 11/09/2024 and 23/09/2024. No response to messages left. No email address available.	No response
16/09/2024	Residents of the social locality – local neighbourhood	Information pack delivered to residents within the local area	No response
16/09/2024	Gillieston School Principal Lauren Fernando	Discussion of progress of redevelopment and recap of issues identified in earlier 'planning phase'	Provided past school community surveys
16 & 17/09/2024	Representative of office of Jenny Aitchison State Member of Parliament	Willowtree Communications met with representative from the minister's office at the school drop in event and followed up with emailed link to survey and offer for further consultation.	No response
18/09/24	Maitland Council Traffic	Emailed link to survey and offer for further consultation	No response
18/09/24	Maitland Council Community Planner	Emailed link to survey and offer for further consultation	No response
19/09/2024	Cessnock Council	Emailed link to survey and offer for further consultation. Received a follow up email and was appreciative of the information.	No response.

#### 4.3 Social Impact-Specific Engagement Activities

Targeted and independent engagement to understand community values and potential impacts was undertaken alongside NSW SI engagement activities. These are summarised in **Table 4** and include the community stakeholder focus and description and reach of those activities.

**Table 4: Engagement Activities**

Engagement Activity	Target stakeholder	Description and reach
Information pack letterbox distribution	Adjoining neighbours	The information pack provided by Department of Education was delivered to all adjoining neighbours prior to the drop in event at the school on 16 <sup>th</sup> September.
Dept of Education /SI NSW Information pack school distribution	School Community	Distribution through student mail and posted on the Schools' Facebook page
Project Webpage – link to online survey	All stakeholders	NSW SI website ( <a href="#">LINK</a> )
Drop in event	All stakeholders	Drop in event held in the Library at Gillieston Public School 16/09/2024 was attended by representatives of SINSW, Department of Education, and members of the project team as well as a representative of the local Member Jenny Aitchison MP. Information, visual representations and site plans were available for exhibition and the event was accessible to all stakeholders to



		attend. Opportunity for questions and feedback were provided – refer Engagement Report for details.
Email distribution of Information Pack to select stakeholders	Select community and agency stakeholders including: <ul style="list-style-type: none"> <li>• Jenny Atchison NSW MP</li> <li>• NSW DPI</li> <li>• Maitland Mercury (media)</li> <li>• Newcastle Herald (media)</li> <li>• Cessnock Council</li> <li>• Indigenous Project Consultants</li> </ul>	Information Pack provided in <b>Appendix B</b>

## Summary of Survey

The survey was conducted as part of the community engagement function to help inform the social impact assessment of the redevelopment of Gillieston Public School. The design of the survey was to provide a description, baseline analysis, assessment of positive and negative impacts, and help identify potential mitigation measures to minimise impacts and enhance benefits to the broader community.

The survey was designed to capture both quantitative and qualitative data to ensure not only could results be measured but that the community had the opportunity to voice their concerns and any issues that may not have been initially apparent could be identified. The survey design required the respondents to answer questions to determine their standard demographics and baseline activity, as well as social and lifestyle concerns. Stakeholder feedback was incorporated into the survey to ensure a wide-ranging analysis was undertaken.

A total of 15 questions were posed, and responses were recorded through the Survey Monkey Platform and collated by Willowtree Communications for preparation for reporting and presentation purposes.

The survey was made available online and promoted through an information pack designed by the Department of Education (**Appendix B**) on a QR code distributed through the local area and a community Drop-in Session, held in the local area on the 16 September 2024.

## Summary of Survey Results

Survey results are documented in **Appendix C**. However, due to the low response rate of under ten surveys, it is not possible to draw significant conclusions directly from the data, however survey findings did reinforce insights gained from the extensive consultation with stakeholders and the community have highlighted key themes that have emerged through the engagement process. These include:

- Road access, traffic management (medium level of concern/interest)
- Safety, drop off and pick up specifically (medium level of concern/interest)
- Noise and dust during construction (low level of concern/interest)
- General support of the upgrades. (high level of concern/interest)

Direct quotes from the survey results are in **Table 5**..

## Engagement Key Findings Summary:

### *Positive Impacts*

The majority of the community is supportive of the upgrades to Gillieston Public School, with an understanding that the existing facilities are no longer “fit for purpose”, particularly with intensive residential development in the area.

Positive impacts: for the school include improved facilities, expanded learning spaces and modern design. The most significant change will be in the increased capacity of the school.

### Negative Impacts

Core concerns are around the accessibility of the school for drop off and pick up, from both the school community and residents of Northview St (a cul-de-sac adjacent to the entry to the school), with traffic and safety being the focus.

Negative impacts are clustered around traffic and congestion on adjacent roads, in particular Northview and Reily where students are dropped off and picked up. Due to a lack of a dedicated well designed 'kiss and drop' area, safety concerns are significant amongst the community especially during peak times and events at the school, particularly in relation to pedestrian safety of children crossing roads. Engagement indicates a well-designed and dedicated 'kiss and drop' area, along with upgrades to Gillieston Rd and Ryans Rd could mitigate the traffic and safety concerns raised by stakeholders.

Concerns around dust and noise during construction were also emphasized while recognising that residential development in the area has been the largest contributing factor to this issue. As the school will be operating during construction, impacts such as dust and noise will need to be minimised for the health and safety of the school community.

Ongoing concerns about safe access to the school and traffic management in the locality are the subject of ongoing discussions between SINSW and the Maitland Council aimed at identifying appropriate solutions, mitigation and management.

**Table 5: Survey Quotes**

<b>(Road access, traffic management)</b>	<b>Safety, drop off and pick up</b>	<b>General support</b>
<i>Increased traffic around the school. Multi storey buildings where classrooms are open plan and noise levels</i>	<i>My only concern is the safety of the students is foremost in every decision during the build.</i>	<i>It will improve the amenity to the area, and I feel it will cater to the future growth of region</i>
<i>The impacts from the school as it is currently, is extremely hindering during school drop off and pickup to the point where I can't get down my own street to get home. I'm concerned this will be much worse with the larger school</i>	<i>The entry to the school staying on the dead-end street drop off and pick up is a nightmare and accident waiting to happen</i>	<i>As I can see the plan for the Gillieston public school it's a huge improvement for the school and a huge impact for our children to have a good and nice school.</i>
<i>the traffic and the parking specifically if there are an event in the school</i>	<i>PLEASE. Remove the entry of the school from a dead-end street. Some pedestrians crossing, staff parking area to stop them from parking out front of the school where we are supposed to drop out kids off</i>	<i>I don't see any negative impact; it's a huge improvement to the school.</i>

## 5 Social Impact Identification and Assessment

### 5.1 Social Impact Evaluation

This section evaluates the expected social impacts expected impacts of Gillieston Public School redevelopment. The description of each impact includes the social value category the impact relates to, the type of impacts (positive or negative) and an assessment of the likelihood and magnitude of the impact. It then provides any standard or project specific mitigation to identify the residual impact significance. The residual impacts are then discussed in more detail in **Section 5.2**

The first tranche of impacts relates to the construction phase, noting student remain on site during this phase. The second tranche relates to the operational phase, once the construction is complete, and the redeveloped school is catering to a larger number of students, and the preschool is operational. Technical Reports have informed the assessment are listed in Section 1.5

#### 5.1.1 Construction Phase

**Table 6: Construction Phase Social Impact Assessment and Mitigation**

<b>CONSTRUCTION - NOISE AND AIR QUALITY</b>				
<b>Relevant categories for assessment</b>	Way of Life, Community, Health and Wellbeing, Surroundings			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>Construction activities cause a decline in acoustic amenities and air quality. It can cause a potential decline in health or well-being for immediate neighbours and existing students and staff</b>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Negative: Material deterioration in amenity.</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Moderate magnitude, short-term duration</li> </ul>	<ul style="list-style-type: none"> <li>Workforce education</li> <li>24-hour complaint hotline and follow-up</li> <li>Limited hours of construction through mitigation measures.</li> <li>Dust suppression activities</li> <li>Temporary screening where required and Installation of noise</li> </ul>	<ul style="list-style-type: none"> <li>Construction Environmental Management Plan (CEMP) to establish environmental criteria in relation to noise, dust, traffic and contractor behaviour and the like should be established prior to the commencement of construction.</li> <li>CEMP to identify mitigation measures - dust suppression and screening techniques, including stockpile locations and particular construction activities that require additional screening of high dust or windblown</li> </ul>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Negative</p> <p>The predicted construction noise and air quality levels are based on the typical worst-case scenario and that plant and equipment is operating concurrently. These conditions are not realistically going to be constant.</p> <p>Consequently, it is essential to ensure close liaison between the School and the construction project manager to facilitate collaboration and problem</p>

	<p>Reference –</p> <p>Noise and Vibration Impact Assessment prepared by RWDI (2024) Architectural Design Report prepared by SHAC (2024) Preliminary Construction Management Report (PCMP) prepared by Johnstaff Projects (2024)</p>	<p>barriers/blankets)/ hoardings</p> <ul style="list-style-type: none"> <li>Noise-attenuated plant and equipment</li> <li>Standard constructions for the ceiling and walls, and standard 6mm openable glazing with no rubber acoustic seals for the satisfactory mitigation of external noise ingress.</li> </ul>	<p>debris, rumble grid at site exit if required.</p> <ul style="list-style-type: none"> <li>The CEMP should include a detailed Construction Stakeholder Management Plan and/or Community Engagement Plan to establish channels of communication and complaints handling procedures in relation to noise, dust, traffic and, contractor behaviour and the like prior to the commencement of construction.</li> <li>The CEMP should include timeframes and accountability for resolution) that also includes regular communication with affected receivers and stakeholders, specifically the Gillieston Public School community, affected residential receivers and any additional stakeholders identified throughout the construction process.</li> </ul>	<p>solving to help ensure construction noise impacts can be effectively managed and mitigated and specify when unattended noise monitoring of construction activities might be required.</p> <p>If residual noise and air quality impacts occur and complaints are received, adaptive management techniques can be adopted as suggested in the PCMP and Noise and Vibration Impact Assessment, including:</p> <ul style="list-style-type: none"> <li>Strictly controlling where construction will interface with the public;</li> <li>Selection of equipment and low impact construction methods to mitigate noise, dust and vibration impacts where possible.</li> <li>Regular construction risk assessment using the Interface Strategy principles to identify areas of potential interface that may affect business continuity;</li> <li>Stakeholder notices / updates.</li> </ul> <p>This SIA recommends the implementation of a Construction Environmental Management Plan (CEMP) incorporating a Stakeholder Management Plan and/or Community Engagement Planas detailed in PCMP, which would help ensure adaptive management of any residual construction amenity impacts. The Stakeholder Management Plan will be made available with the Construction Environmental Management Plan prior to the commencement of construction.</p> <p>Subject to implementation of the recommendations from Noise and Vibration Impact Assessment, and a CEMP (and PCMP), acoustic and air quality amenities are able to be managed and mitigated to a generally acceptable degree of change over a relatively short duration, impacting a minimal number of sensitive receivers.</p>
<b>CONSTRUCTION – TRAFFIC</b>				



Relevant categories for assessment	Way of Life, Community, Health and Wellbeing, Surroundings, Accessibility			
Impact or Benefit	Evaluated Significance	Standard Mitigation/Enhancement	Project Specific Mitigation/Enhancement	Residual Impact Significance Assessment
<p><b>Construction equipment and traffic, including heavy vehicles, are likely to disrupt the immediate environment of the School- affecting immediate neighbours and existing students.</b></p>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Negative: Material deterioration in amenity - workers, equipment and material will be transported via Cessnock Road and Ryans Road to the Gillieston Public School site (not via the rural Gillieston Road).</p> <p>Increased traffic is expected along Ryans Road and Northview Street along the western and southern site boundaries</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Moderate magnitude, short-term duration</li> </ul> <p>Reference – Traffic Impact Assessment prepared by Bitzios Consulting 2024 Architectural Design Report prepared by SHAC (2024)</p>	<ul style="list-style-type: none"> <li>Vehicles to obey traffic rules and road restrictions</li> <li>Construction workers to park within the construction site where possible</li> </ul>	<p>Construction traffic will require active and adaptive management, particularly given that construction activities can generate traffic during school drop-off and pick-up times.</p>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Negative</p> <p>Subject to the implementation of mitigation measures, minor disruptions to the way of life, such as routines, school pick up and drop off, or changes to classroom locations, as well as disruption to learning environments associated with construction, are anticipated.</p> <p>This will require active contractor management by NSW SI. and diligent implementation of the recommendations from Traffic and Transport Impact, and the SIA mitigation recommendations detailed in Section 6.</p> <p>Clear and reciprocal communications between the school administration and the Lead Contractor are key to high-quality and responsive construction management through the implementation of the Stakeholder Management Plan</p> <p>On this basis, construction traffic, parking and safety are considered able to be managed and mitigated to a generally acceptable degree of change over a relatively short duration, impacting a minimal number of sensitive receivers.</p>

<b>CONSTRUCTION - CONTAMINATION</b>				
<b>Relevant categories for assessment</b>	Community, Livelihood, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>Site remediation can lead to potential exposure to contaminants that can have adverse impacts on the health of workers, students and staff.</b></p>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Negative: The preliminary site investigation report has identified lead, zinc, nickel, asbestos and TRH F3. Asbestos containing material was found adjacent to east of Buildings D. As such during construction the project is expected to encounter some areas impacted as a result of contamination.</p> <p>The Intrusive Geotechnical Investigation report have also identified the site has a high hazard/risk in terms of Dryland Salinity</p> <p>Reference:- Preliminary Construction Management Report (PCMP) prepared by Johnstaff Projects (2024) Reference: Preliminary Desktop Site Investigation – Contamination prepared by Stantec (2024)</p>	<ul style="list-style-type: none"> <li>• Prior to any demolition activities all buildings and structures should first be subjected to a hazardous building material assessment to ensure the appropriate management of such materials.</li> <li>• Following demolition and removal of building waste, and subject to asbestos clearance inspections, an appropriate level of investigation and waste classification should be undertaken for soils underlying demolition areas</li> </ul>	<ul style="list-style-type: none"> <li>• A Remediation Action Plan (RAP) has been developed to outline the remediation status of the site, and the following were recommended as part of the remediation strategy: <ul style="list-style-type: none"> <li>◦ Additional investigation in previously inaccessible areas (underneath hardstands and / or beneath existing demountable buildings and demolition of any structures) to determine additional areas requiring remediation</li> <li>◦ Engineered design and capping requirement of the fill embankment / encapsulation area</li> <li>◦ Remedial excavation of contaminated soils</li> <li>◦ Development and implementation of a Long-Term Environmental Management Plan for the site</li> </ul> </li> <li>• Develop an Unexpected Finds Protocol as recommended in PCMP to manage risks of unidentified impacts such as hazardous materials or waste in fill material at the site.</li> <li>• Prepare a Construction and Environmental Management Plan (CEMP) to minimise potential risks to human health and the environment during implementation of the RAP</li> </ul>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Negative</p> <p>The investigations undertaken during the preparation of Preliminary Desktop Site Investigation–Contamination report and Remediation Action Plan (RAP) found some locations where contamination due to lead, zinc and nickel present (exceeding the ecological criteria) and requiring remediation</p> <p>The post-site remediation, routine monitoring should be conducted to ensure the procedures remain effective, as recommended in RAP and PCMP</p>

	Intrusive Geotechnical Investigation report prepared by Stantec (2024) Remediation Action Plan prepared by Stantec (2024)		<ul style="list-style-type: none"> <li>The preparation of waste classification assessments (as required) for disposal of impacted soil. It is recommended that stockpiling and assessment of each area or spoil type to confirm the final classification due to the heterogeneity in the fill material.</li> <li>Any material being removed from the site (including virgin excavated natural materials or VENM) must be classified for off-site disposal in accordance with the EPA (2014) Waste Classification Guidelines and/or an NSW EPA Resource Recovery Order</li> </ul>	
<b>CONSTRUCTION - EMPLOYMENT</b>				
<b>Relevant categories for assessment</b>	Community, Livelihood, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>Construction of the school will generate additional employment that can mean a positive benefit to the local community with the potential to affect the health and well-being of students (including preschool), staff and immediate neighbours (Northview Street).</b>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Positive: Increase in employment</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Minor magnitude, short-term duration</li> </ul> <p>Reference- <a href="#">School Infrastructure NSW</a> Education Development Program</p>	SI NSW tenders for construction through NSW procurement protocols that require a wide range of compliance standards for workers/contractors used for construction	The project will require the employment of a construction workforce during the period of delivering the new school infrastructure	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Positive</p> <p>The redevelopment provides an opportunity to enhance local skills and enhance local workforce ability to support the large and ongoing program of NSW Schools Infrastructure Skilled workers/contractors will benefit from additional opportunities and continue to deliver quality outcomes.</p>

<b>CONSTRUCTION - DELIVERY OF SCHOOL HALL BUILDING</b>				
<b>Relevant categories for assessment</b>	Way of Life, Community, Health and Wellbeing, Surroundings, Decision making systems			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>The school hall (and associated OSHC) is central to the school grounds and will cause disruption to the school community.</b>	<p>Likely + Moderate = <b>High</b></p> <p>Negative: Confines construction impacts to defined periods to meet demand as it grows over time</p> <ul style="list-style-type: none"> <li>Likely(High probability)</li> <li>Moderate magnitude, short-term duration</li> </ul> <p>Reference – Staging Layout in Architectural Design Report prepared by SHAC 2024</p>	<ul style="list-style-type: none"> <li>See above considerations for construction – noise, air quality and traffic.</li> </ul>	<ul style="list-style-type: none"> <li>The project is planned to ensure that current staff and students can stay on site during the construction period, as outlined in the staging plan.</li> <li>The focus of early activities is the delivery of improved amenities and facilities.</li> <li>Later delivery activities comprise the Building B (School Hall) and can be managed within manageable disruption to school operation in accordance with a CEMP</li> <li>The recommended mitigation measures detailed in project technical reports confirm that existing school activities can continue during all construction activities.</li> </ul>	<p>Possible + Moderate = <b>Medium</b></p> <p>Mix of positive and negative</p> <p>The CEMP should address any potential negative impacts of construction delivery in detail and how school operations will be taken into account, including how existing and any new students will be impacted /benefit from delivery.</p> <p>The plan is to address:</p> <ul style="list-style-type: none"> <li>Risk management of delayed outcomes - where any delayed construction prolongs the duration of construction</li> <li>Implementation of a Stakeholder Management Plan is to include continued updates (via newsletter, through school and SI NSW website) on School redevelopment program.</li> </ul>
<b>CONSTRUCTION - LOCAL CHARACTER AND VISUAL IMPACT</b>				
<b>Relevant categories for assessment</b>	Community, Culture, Way of Life, Surroundings, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>The changes to local character and landscape and</b>	<p>Almost Certain + Minor = <b>Medium</b></p>	<ul style="list-style-type: none"> <li>Landscape Plan industry standard requirements including opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>Implement landscaping plans as outlined in the Arboriculture Impact Assessment and Tree Protection</li> </ul>	<p>Almost Certain + Minor = <b>Medium</b></p>



<p><b>character due to site preparation and construction activities</b></p>	<p>Negative: Clearing of vegetation and 35 trees on the site as part of site preparation activities may temporarily reduce amenity of the site. There is also likely changes to the local population during the construction due to influx of the construction workforce.</p> <ul style="list-style-type: none"> <li>• Almost certain likelihood (definitely expected)</li> <li>• Minor magnitude: Long-term duration; however, landscape plan will reduce impacts</li> </ul> <p>Reference:- Landscape Schematic prepared by Terras Landscape Architects (2024)</p>	<p>retain significant trees and contribute to long term landscape setting and streetscape and mitigate urban heat island effects</p>	<p>Management Plan, including retention of 17 selected mature trees, enhanced vegetation, using local native planting</p> <ul style="list-style-type: none"> <li>• CEMP measures to manage construction noise and vibration, air quality and site security compatible with industrial zone.</li> <li>• Use of screening- reflective of local character and identity.</li> <li>• Continue to communicate with surrounding residents and businesses post-construction in order to smoother transition.</li> </ul>	<p>Positive</p> <p>Subject to implementation of CEMP and Landscape Plan that takes into account transition of rural area to urban area.</p>
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## 5.1.2 Operational Phase

**Table 7: Operation Phase Social Impact Assessment and Mitigation**

<b>OPERATION-PRIMARY SCHOOL PLACES</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Accessibility, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b><i>The school redevelopment will provide for an increase in school places from 339 to 736 to meet current and increased demand.</i></b></p>	<p>Almost Certain + Very High = <b>Transformational</b></p> <p>Positive: Increased local primary school places, Improved local education</p> <p>The most significant social benefits of the activity relate to improved way of life and health and wellbeing of staff and students at Gillieston School. This is associated with the provision of the new school facilities built to contemporary health and safety standards including connection to town sewer.</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing NSW Education investment plan to respond to growth over time through NSW Budget process</li> </ul>	<ul style="list-style-type: none"> <li>Communication of expanded school capacity by NSW SI and Department of Education channels including MySchool website and enrolment activities</li> <li>Build partnerships and explore opportunities to increase shared use of School facilities including onsite community activities, open days / orientation days, other events and P&amp;C activities</li> </ul>	<p>Almost Certain + Very High = <b>Transformational</b></p> <p>Positive</p> <p>The social benefit associated with provision of new and enhanced facilities is expected to be transformational for existing and new students. It is a key benefit of the proposed project. Gillieston Public School will be able to maintain a high-profile local presence as a key community anchor for building social and human capital. There will be positive social benefits for staff at the school aligning teaching with access to improved, state of the art education facilities.</p> <p>As local population and demand for school and preschool places is expected to grow gradually in the school catchment zone there will be continued need for cooperation between Department of Education and School staff and the wider school community of students and carers/parents.</p> <p>The new facilities is expected to have a transformational and positive impact on staff and students including:</p> <ul style="list-style-type: none"> <li>Delivery of high-quality flexible learning and teaching environments in contemporary purpose-built spaces outdoor play, and sports areas; and modern core facilities.</li> <li>Enhanced sense of belonging to place through the implementation of t with Country design principles</li> </ul>

	<ul style="list-style-type: none"> <li>Very High magnitude, extended duration</li> </ul> <p>Reference : Architectural Design Report prepared by SHAC 2024 Building Code Assessment (BCA) Report prepared by City Plan (2024) Landscape Schematic prepared by Terras Landscape Architects (2024)</p>			<p>in the landscape and architectural reports to provide outdoor yarning and gathering spaces, considering seasonal change, and incorporating a range of colours, finishes and materials in landscape elements and opportunities for views out of the site to the landscape beyond</p> <ul style="list-style-type: none"> <li>Despite these transformational benefits, some students and staff may struggle to adjust to the changing character of the School. While the school population is expected to almost triple, this will occur over time, and will not be experienced as a one off substantive change. Gillieston Public School encourages attendance, resilience and adaptation amongst students and parents through participation in school activities. Diversity and inclusion are strong values for the school. The new facilities will provide enhanced opportunities for all of the School community enhancing the resilience of individuals affected to manage change through education and opportunity.</li> </ul> <p>Improvements are expected to way of life, daily routines, and health and wellbeing for students and staff through better access to greater social opportunity, inclusion and accessibility as well as improved amenities, teaching and recreational facilities to meet existing growing local demand.</p>
<b>OPERATION-PRE-SCHOOL PLACES</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Accessibility, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>School redevelopment activity calls for the establishment of a new preschool that caters to 60 students</b>	<p>Almost Certain + Very High = <b>Transformational</b></p> <p>Positive: Improved local early learning capacity</p>	<ul style="list-style-type: none"> <li>NSW government Initiative of \$769 million investment to build 100 new public preschools co-located at public primary schools by 2027,</li> </ul>	<ul style="list-style-type: none"> <li>In the local area, and broader school catchment zone there is limited preschool capacity. Equity in education begins in early childhood and universal preschool can help work towards increased access for all</li> </ul>	<p>Almost Certain + Very High = <b>Transformational</b></p> <p>Positive</p> <p>Preschools co-located with schools leverage existing school facilities and school community to enhance learning outcomes, in particular literacy outcomes for</p>

<ul style="list-style-type: none"> <li>As part of the recognition of a state wide shortage of preschool places in high growth areas the NSW Budget increased funding to deliver 100 new preschools.</li> </ul>	<ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Very High magnitude, extended duration</li> </ul> <p>Reference : Architectural Design Report prepared by SHAC 2024 BCA Assessment Report prepared by City Plan (2024) Civil Engineering Report prepared by ACOR (2024)</p>	including building preschools at new public primary schools.	children no matter their circumstances.	<p>students. The benefits of improved quality of services through investment in infrastructure can better meet children's and carer's needs.</p> <p>Focusing on children aged four and five through provision of access to free (publicly funded) and quality education and care removes the burden of debt for a necessity. In addition, it will reduce the number of families facing long childcare waitlists, or long commutes to the existing nearest centre.</p> <p>It is expected that the new Gillieston Preschool will quickly gain a high-profile presence in the local community as the population and demand for preschool places is addressed and continues to grow in the surrounding area.</p>
<b>OPERATION- OSHC AND VACATION CARE</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Accessibility, Health and Wellbeing, Livelihoods			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>The redevelopment activity will provide new and additional facilities for OSHC and vacation care services to accommodate increased demand from the local and school community</b></p>	<p>Almost certain + Major = <b>Very High</b></p> <p>Positive: Improved local childcare amenities and support to working parents and caregivers</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Major magnitude, extended duration</li> </ul>	<p>Enhancement of OSHC and vacation care services in underserved areas in NSW as recognised by NSW Budget increased funding to deliver extensive program of school upgrades and new schools</p>	<ul style="list-style-type: none"> <li>Enhancement of OSHC and vacation care capacity will be delivered as part of the delivery of Building B (new School Hall)</li> <li>This service and any additional capacity created by its relocation to the Building B is to be communication through open and transparent communication by Gillieston Public School to school community.</li> </ul>	<p>Almost certain + Major = <b>Very High</b></p> <p><b>Positive</b></p> <p>OSHC and School holiday care provide children the opportunity to learn extend what's taught in the classroom setting through physical education, problem-solving, experimentation etc. This care has the following benefits</p> <ul style="list-style-type: none"> <li>Supports children's learning achievement, engagement and wellbeing</li> <li>Provides developmental play opportunities in a multi-age environment</li> <li>Supports families to work or study outside school hours.</li> </ul>

	Reference- Architectural Design Report prepared by SHAC 2024 Building Code Assessment (BCA) Report prepared by City Plan (2024)			It is expected that the new Gillieston Preschool will quickly gain a high-profile presence in the local community as the population and demand for OSHC and vacation care is addressed and continues to grow in the surrounding area.
<b>OPERATION-AMENITIES</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Accessibility, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>The redevelopment will address the needs of the existing School community and enhance existing facilities / service. It will provide contemporary education facilities new/improved play space, school hall, canteen, library and COLA.</b>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Positive: Increased amenities for the current and future school students.</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Moderate magnitude, extended duration</li> </ul> <p>Reference: Design Excellence Report by SHAC(2024) Accessibility Assessment Report prepared by City Plan (2024)</p>	<ul style="list-style-type: none"> <li>Enhancement through design standards for schools provided by Designing with Country, Better Placed Design Guide for Schools, Better Placed Environmental Design in Schools, Greener Places, Aligning Movement and Place and Design Guide For Heritage.</li> <li>Further, use of guidelines and framework provided to enhance and align the design and place making by responding to the Country through built environment framework of "Connecting With Country".</li> <li>Provision of buildings and spaces that meet modern Australian Standards and the Disability Discrimination Act, 1992 will significantly enhance accessibility for</li> </ul>	<p>The SEPP (Educational Establishments and Child Care Facilities) Design Principles have informed the proposed redevelopment, which incorporates elements which are likely to improve both staff and students' sense of cohesion and wellbeing:</p> <ul style="list-style-type: none"> <li>Entrances are well integrated into a considered internal circulation pattern and various users</li> <li>Open corridors and passageways, natural lighting and significant views outdoors</li> <li>Appropriate safety and lighting for evening and night-time users</li> <li>Green and sustainable elements and communal spaces that allow congregation, play and outdoor learning as the physical centre of the campus</li> <li>Library as the heart of the campus and centre of learning activities.</li> </ul>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Positive</p> <p>New school facilities are expected to deliver a substantial improvement in wellbeing and community.</p> <p>The provision of modern and fit for purpose and digitally enabled teaching and learning spaces can provide staff with a better experience teaching with students with enhanced learning outcomes.</p> <p>The school design supports community accessibility and inclusiveness and will allow the school community to build on the existing school's values and strengths.</p> <p>In accordance with NSW SI standard practice ongoing maintenance of these facilities will be required to ensure improvements are maintained into the long term for the benefit of future generations of students.</p>



		people of all ages and abilities across the campus.  Provision of buildings spaces and amenities that meet relevant health and safety regulations and requirements		
<b>OPERATION- VISUAL IMPACT AND LOCAL CHARACTER</b>				
<b>Relevant categories for assessment</b>	Community, Culture, Way of Life, Surroundings			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>• Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>Permanent changes to surroundings through the establishment of the expanded school. This will change the experience of surroundings for students, staff and local.</b>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Negative: Changes to the physical and visual aspects of the school in relation to its surroundings due to the project scale</p> <ul style="list-style-type: none"> <li>• Almost certain(almost definitely expected)</li> <li>• Minor magnitude, extended duration</li> </ul> <p>Reference- Visual Impact Assessment prepared by SHAC (2024)</p>	<ul style="list-style-type: none"> <li>• Requirements for Visual Impact Assessment ensures that the activity addresses landscape setting and incorporate measures such as high-quality design elements that respond to local context.</li> </ul>	<p>The Visual Impact Assessment outlines the following measures to reduce the potential visual impacts including:</p> <ul style="list-style-type: none"> <li>• Consideration towards proposed materiality with the intention of being coherent and align with the existing character of the site.</li> <li>• Proposed landscaping towards the rear of the site acting as screening between school and local area.</li> <li>• The existing demountables to be removed and replaced with landscaping replacing their location.</li> </ul>	<p>Almost Certain + Minor = <b>Medium</b></p> <p>Positive</p> <p>The visual impact assessment of the Gillieston Primary School design confirms that it creates a low to low-moderate effect on the surrounding landscape's scenic quality and visual character.</p> <p>The scale, materiality, location on site, and proposed landscaping of the activity can aid in minimising the interruption to the existing character of its context.</p> <p>Changes the scale of the activity due to the large 3 storey building are part of the transition from rural to urban and the delivery of much needed social infrastructure. It is anticipated that the building would be considered as an important landscape for the growing community in Gillieston Heights and the surroundings.</p>

<b>OPERATION-EMPLOYMENT</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Health and Wellbeing, Livelihoods			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>The expanded operation of the school will generate productivity and liveability benefits including additional direct and indirect jobs</b></p>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Positive: Increased employment opportunities for the local residents</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Moderate magnitude, extended duration</li> </ul> <p>Reference: Traffic Assessment prepared by Bitzios Consulting 2024 BCA Assessment Report prepared by City Plan (2024) Visual Impact Assessment prepared by SHAC (2024) Statement of European Heritage Impact prepared by Umwelt (2024)</p>	<p>Enhancement through procurement protocols of Department of Education</p>	<ul style="list-style-type: none"> <li>The redevelopment will almost triple the capacity of the school and increase the FTE teacher and support roles from 23 to 58 staff according to Traffic Assessment report</li> <li>There is also further employment opportunities associated with the proposed Preschool, with an increase in the total FTE opportunities.</li> <li>Indirect jobs also arise from the increased school population providing extra-curricular activities facilitated at the school and operational requirements of the OSHC, vacation care and School Canteen.</li> <li>According to BCA Assessment Report the school will be able to accommodate a total of up to 79 staff members</li> <li>The redevelopment of the school increases the facilities suitable for hosting events including school hall, learning area and larger landscaped playground and associated parking area</li> </ul>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Positives</p> <p>Employment is a contributor to health, social inclusiveness and resilience Operation of the School will result in improved economic outcomes for a range of people and businesses as a result of increases in the number of direct and indirect jobs.</p> <p>The proposed redevelopment aims to triple the student population, which would require a proportional increase in teaching and non-teaching staff. This will increase opportunities for people to access local employment and is likely to include teaching and non-teaching positions and a range of indirect roles supporting service delivery such as canteen, music or sports services attached to the school. Overall, this will benefit community values, way of life, community, livelihoods, health and wellbeing and the surroundings.</p> <p>Following completion of construction there will be a significant change in the visual appearance of the site within the landscape, as well as significant change in the local character of the neighbourhood as a result of increased in students and staff. The site sits in an area of land use transition, from rural to suburban residential and is an identified part of the growth area, so will see further change in the future. As a result, the architectural design must balance the need to respond sympathetically to diverse existing neighbouring land uses with the need to establish the character and style of the precinct for future generations, including current</p>

				<p>school students and those of the surrounding evolving residential precinct.</p> <p>The proposed redevelopment retains the old teacher's cottage building, built in 1897, that has historic significance to the local community. Gillieston Public School is listed as a heritage item on the Section 170 Register of the Department of Education. The building be retained to maintain the local sense of place and connection with shared values."</p> <p>It is expected that the composition and character of the school community and the local community area will also change significantly over the coming years with the increasing urbanisation across the school catchment zone. It is reasonable to expect that overall, the benefits of new and purpose-built facilities will generally allow the transitional changes to be surpassed by the significant benefits of the new school.</p> <p>The school will continue to be an important hub for social connection, resilience building and social cohesion within the local community. The new school facilities and expanded services will allow the school to build on its existing strengths and values.</p>
<b>OPERATION -ABORIGINAL CULTURAL HERITAGE</b>				
<b>Relevant categories for assessment</b>	Community, Culture, Surroundings			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>The school redevelopment activity represents opportunities to enhance connection with Country and culture as well as with the local community</b></p>	<p>Likely + Minor = <b>Medium</b></p> <p>Positive: Connecting with the First Nations Heritage. The school has a strong connection to the Aboriginal or Torres Strait Islander community in the area</p>	<ul style="list-style-type: none"> <li>The proposed design considers relevant requirements for Aboriginal Cultural Heritage and connecting with Country</li> </ul>	<ul style="list-style-type: none"> <li><i>Walking Together, Working Together</i> the agreement between NSW Aboriginal Education Consultative Group (Inc) and the Department of education has informed the design of the proposed redevelopment</li> <li>An Aboriginal Cultural Heritage Assessment (EMM, October 2024)</li> </ul>	<p>Likely + Minor = <b>Medium</b></p> <p>Positive</p> <p>The project team has undertaken consultation with Aboriginal or Torres Strait Islander stakeholders close to</p>

<p><b>The school redevelopment will enhance outcomes specifically for Aboriginal students</b></p>	<p>In 2021 there were 246 students enrolled or which 32 were Aboriginal and Torres Strait Islander students</p> <ul style="list-style-type: none"> <li>• Likely (high probability)</li> <li>• Minor magnitude, extended duration</li> </ul> <p>Reference:</p> <p>Aboriginal Cultural Heritage Assessment prepared by EMM (2024)</p>		<p>including engagement with Registered Aboriginal Parties and community representatives including the Local Aboriginal Land Council has also informed the proposed redevelopment.</p> <ul style="list-style-type: none"> <li>• The ACHA identified one Aboriginal site within the project area, a low-density artefact scatter. The ACHA listed the following key recommendations: <ul style="list-style-type: none"> <li>○ No ground disturbance activities are permitted within 10 m of identified Aboriginal site without AHIP</li> <li>○ Develop a Construction Environmental Management Plan (CEMP) or equivalent, to ensure the cultural landscape is considered throughout the project.</li> <li>○ Maintain consultation with registered Aboriginal parties throughout the delivery</li> </ul> </li> <li>• Connecting to Country design features identified include playground upgrades to provide a Yarning Circle</li> <li>• School community to maintain programs for supporting Aboriginal students and retaining and enhancing students connection with Aboriginal culture</li> <li>• The redevelopment allows for continued adaptive reuse of the historic school building on the site as listed in the Department of Education Section 170 Register</li> </ul>	<p>the site, and incorporating Aboriginal or Torres Strait culture and narratives is a key design objective.</p> <p>This is enhanced through implementation of connecting with Country features for the long-term benefit of future generations of students. Retention of the original school building on a highly visible corner of site retains meaningful representation of the longstanding connection of the School to the local community.</p> <p>The school redevelopment will enhance connections further through a planned yarning circle to be established in the playground.</p>
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<b>OPERATION-NOISE</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Surroundings, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>Due to the increase in school capacity, there is likely to be an increase in the noise generated that can disrupt the acoustic amenity of the neighbouring community.</b></p>	<p>Almost Certain + Moderate = <b>High</b></p> <p>Negative: Deteriorating acoustic amenities</p> <ul style="list-style-type: none"> <li>Almost certain likelihood (definitely expected)</li> <li>Moderate magnitude as extended duration</li> </ul> <p>Reference- Noise and Vibration Impact Assessment prepared by RWDI (2024)</p>	<p>Department of Education guidance on appropriate school operation procedures</p>	<p>The Noise and Vibration Assessment assesses the potential amenity impacts of on surrounding neighbours against relevant EPA and acoustic guidelines.</p> <p>The assessment recommends several acoustic treatments and management controls to mitigate noise impacts. These include various measures such as</p> <ul style="list-style-type: none"> <li>school PA system and bells directed internally and away from adjoining residential neighbourhood</li> <li>incorporating glazing on teaching spaces and noisy spaces facing inwards to the site with residential receivers screened by school buildings</li> <li>School timetable manages high noise activities of students to discrete times including recess, lunch and sports periods etc (e.g. <i>Recess and lunch breaks could be staggered such that no more than half of the student capacity (~370 students) are in the outdoor play areas at any given time (numbers to be confirmed based on feasibility for the school operations)</i>)</li> <li>Consistent School communications and a complaint handling procedure. <ul style="list-style-type: none"> <li>Implementation of recommendations from acoustic studies such as applying considered design, the implementation of appropriate acoustic treatments, and noise</li> </ul> </li> </ul>	<p>Almost Certain + Minor = <b>Medium</b></p> <p><b>Negative</b></p> <p>The EPA has identified that noise can cause stress and annoyance, interfere with daily activities (including talking, hearing, and studying) and disturb sleep (NSW EPA, 2020).</p> <p>There is potential for minor residual social impacts on local amenity due to increase in noise associated with increased student numbers</p> <p>However, the school design includes noise attenuation elements that would help to minimise the impact of increase noise at this site as well as operational management as noted in the Noise and Vibration Impact Assessment Report.</p>



			management controls [e.g. ventilation of rooms in Building B facing Northview Street and Building C facing Gillieston Road should be provided by other means to maintain this acoustic performance ] to mitigate unacceptable levels of noise in internal and external Gillieston Public School spaces to the specified noise management levels appropriate for an Education Facility.	
<b>OPERATION-TRAFFIC, PARKING AND ACCESS</b>				
<b>Relevant categories for assessment</b>	Community, Way of Life, Surroundings, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<b>Potential increase in traffic and vehicle movements as well as increased numbers of students and pedestrians in and around the School with potential for conflict or safety issues if not well managed.</b>	<p>Likely + Moderate = <b>High</b></p> <p>Negative: Pressure on road capacity and street parking with potential increased congestion and potential risks to pedestrian safety, including safety of children</p> <ul style="list-style-type: none"> <li>Likely (re: high probability to occur)</li> <li>Moderate magnitude as long term duration</li> </ul> <p>Reference- Traffic Assessment prepared by Bitzios Consulting 2024 Architectural Design Report prepared by SHAC (2024)</p>	<ul style="list-style-type: none"> <li>Identify opportunities to encourage active transport for students / staff e.g. safe walk to school routes, bicycle parking within the school, bicycle training track included in landscape design.</li> <li>Undertake and implement recommendations from relevant traffic studies undertaken as part of the project planning</li> <li>Standard 40 km/hr speed limits enforced adjacent to all schools in NSW</li> </ul>	<ul style="list-style-type: none"> <li>Current access to the school is generally through a pedestrian gate on Northview St, on the southeast of the site. However, there is no vehicle bay or formal provision for alighting a vehicle causing children and parents to be in the middle of the road at the busiest time of day.</li> <li>The main entrance to the school is located along Gillieston Road, in close vicinity to the Bus Stops and has good access for pedestrians and cyclist</li> <li>The Transport, Traffic and Parking Impact Assessment concludes that <ul style="list-style-type: none"> <li>The planned upgrade to Ryans Road, new school car park accessed via Northview Drive and Gillieston Road, and new bus and drop-off/pick-up areas with 11 spaces in Northview Street will be adequate to meet the demands of the proposed redevelopment</li> </ul> </li> </ul>	<p>Possible + Moderate = <b>Medium</b></p> <p><b>Negative</b></p> <p>In addition to the proposed redevelopment, upgrades to the surrounding road network are needed as part of the urban growth corridor. The projected growth and change across the locality will contribute to the need for Gillieston Road to be upgraded from a rural road (refer Section 5.2).</p> <p>As the school population increases the potential for congestion at school drop off and pick up times will increase and will require ongoing enforcement of traffic management measures.</p> <p>The delivery of the transport and transit infrastructure will be covered in detail in the Traffic Assessment</p> <p>Clear and reciprocal communications between the school administration and school community will be required to manage these impacts over the long term . High quality, responsive and adaptive traffic, transport</p>

	Civil Engineering Report prepared by ACOR (2024)		<ul style="list-style-type: none"> <li>○ Additional pedestrian traffic will be accommodated by perimeter footpaths to Northview Road and Ryans Road</li> <li>○ Upgrades to adjacent footpaths for access to the School will include a specific “kiss and drop” area Transport NSW note that school Drop-off and Pick- up zones reduce traffic and illegal parking, provide adult supervision, allow smaller children to remain secured in the car during drop off and pick up and reinforce road safety for all.</li> <li>○ The new school car park will cater for 83 vehicles including 4 accessible parking spaces (68? school staff car parking and 15 public pre-school car parking), accessed via Northview Drive and Gillieston Road, and the site will accommodate bicycle storage for 37 bikes next to the Sports Building</li> <li>○ Additional dedicated storage will be provided to staff, students and parents to promote the use of additional bicycle parking facilities</li> <li>○ The project proposes the provision of a wombat crossing on Ryan Road and provision of a children’s crossing on Northview Street. A footpath along the school site’s frontage on Gillieston Road will also be provided in vicinity of the school bus stop and staff car park driveway.</li> <li>● Implementation of recommendations from the Traffic Assessment report that outlines the following key mitigation measures <ul style="list-style-type: none"> <li>○ Effectively separate construction and School operational traffic</li> <li>○ The project proposes the provision of a wombat crossing on Ryan</li> </ul> </li> </ul>	<p>and parking management can be achieved through implementation of a Green Travel Plan (detailed at <b>Section 6</b>) that encourages students to choose active transport and makes appropriate management and mitigation procedures for congestion parking and school pick up and drop off activities.</p> <p>On this basis operational traffic, parking and safety are considered able to be managed and mitigated to a generally acceptable level.</p>
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			<p>Road and provision of a children's crossing on Northview Street.</p> <ul style="list-style-type: none"> <li>○ A footpath along the school site's frontage on Gillieston Road will also be provided in vicinity of the school bus stop and staff car park driveway.</li> <li>○ Additional dedicated storage will be provided to staff, students and parents to promote the use of additional bicycle parking facilities.</li> </ul>	
<b>OPERATION-SAFETY</b>				
<b>Relevant categories for assessment</b>	Surroundings, Health and Wellbeing			
<b>Impact or Benefit</b>	<b>Evaluated Significance</b>	<b>Standard Mitigation/Enhancement</b>	<b>Project Specific Mitigation/Enhancement</b>	<b>Residual Impact Significance Assessment</b>
<p><b>The school design has incorporated the use of Crime Prevention Through Environmental Design (CPTED). The expanded services also come with added security of additional staff.</b></p>	<p>Possible + Minor = <b>Medium</b></p> <p>Positive: Improving local sense of safety and security. Extended duration</p> <ul style="list-style-type: none"> <li>● Almost certain likelihood (definitely expected)</li> <li>● Minor magnitude, extended-term duration</li> </ul> <p>Reference- Architectural Design Report prepared by SHAC (2024) Mechanical and Electrical report prepared by Arcadis (2024).</p>	<p>Standard safety design features that require consideration under design guidelines include fencing, signage, access points, lighting and landscaping of the school grounds</p>	<ul style="list-style-type: none"> <li>● CPTED features include high visibility of school perimeter, fencing, signage at gateways and lighting of key buildings within the schoolgrounds</li> <li>● The school will have the provision of CCTV and access control to the main gate as per the design and SINSW requirements as per the Mechanical and Electrical report</li> <li>● Additionally, standard signages are to be put up for the safety and wellbeing of students and relevant building users</li> <li>● The following include the recommendations set out in the Architectural Design Report that employs CPTED such as: <ul style="list-style-type: none"> <li>- Adding necessary zoning and fencing to act as physical and symbolic boundary makers, to delineate space from shared, public space to private, school base.</li> <li>- The provision of access control and utilisation of space management</li> </ul> </li> </ul>	<p>Possible + Minor = <b>Medium</b></p> <p>Negative</p> <p>School vandalism is an ongoing management consideration for all schools and School Principals can access a range of measures through the Department of Education to respond to increased safety considerations.</p>

			strategies like GPS inclusion, activity coordination, rapid repair of vandalism and removal or refurbishment of decayed physical assets as methods for crime prevention.	
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## **5.2 Decision Making Systems**

The school redevelopment is central to the surrounding transformation of the greenfield area, which requires a multitude of decisions over more than a decade. Engagement activities highlighted this in two ways:

- School specific considerations: as documented in the Education Report 2022 and ongoing engagement the existing school is at capacity with more than ten demountable, established buildings and playground and amenities are run down run down and in poor condition and in need of an upgrade
- School catchment considerations: as many unaddressed issues relating to the whole urban development program for the new residential communities being established in Gillieston Heights and Cliftleigh corridor were raised – where infrastructure such as road upgrades, new parks and community facilities are being delivered alongside growth or are needed

Decision making for school specific issues have been managed by Department of Education and NSW School Infrastructure through engagement on ‘planning’ and ‘approvals’ phases in consultation with relevant state agencies including NSW Treasury, Department of Planning, Housing and Infrastructure and Transport for NSW and Maitland Council.

Community access to decision making is provided through engagement activities, exhibition of development proposals in the surrounding area, and access to a range of council activities including local traffic committee and planning for community and recreation services.

A potential challenge for the school redevelopment is the combination of planning pathways available to facilitate/deliver school expansion. Whilst the redevelopment activity discrete to this REF provides a clear indication of future growth at the school, the potential to increase the school population further through the use of demountables can be pursued through complying development. A Fact Sheet entitled ‘Using Complying Development In Schools’ was released by the former Department of Planning and Environment.

The Fact Sheet notes that:

- Complying development is permissible only when carried out within the boundaries of an existing or approved school. It cannot occur outside the boundaries of an existing or approved school, including on adjoining or nearby land,
- Development carried out as complying development must not contravene any existing conditions of development consents applying to a site relating to hours of operation, noise, car parking, vehicular movement, traffic generation, loading, waste management, landscaping or student/staff numbers, and
- developments that will result in an additional 50 or more students must be accompanied by a certificate issued by the relevant roads authority. The purpose of the certificate is to certify that any impacts on the surrounding road network as a result of the activity will be acceptable if specified requirements are met.

Whilst there are no consultation requirements in regard to complying development, ‘the person undertaking the school development is required to give written notice to owners or occupiers of dwellings located within 20 metres of the land proposed to be developed at least two/seven days before the commencement of activities.’

These provisions for complying development try to balance the need for schools to have the flexibility to respond to increases in demand within defined parameters. However, this can create uncertainty for adjoining residential areas, given that no consultation is required and a short notification period. As per the Fact sheet, ‘schools proposing developments are strongly encouraged to discuss development plans with their surrounding community’.



### **5.3 Cumulative Impacts**

The school redevelopment is central to the surrounding transformation of the greenfield area and cumulative impacts relate more to the transformation of the whole of the surrounding area from rural to suburban residential communities. The presence and refurbishment of a historic school can provide a much-needed focus and landmark for the growing community, and its redevelopment is set to enhance this as an important community hub and have flow on effects for the community through improved facilities and additional services such as the pre-school and hall. Anticipated improvements include educational outcomes/experience, health, and well-being.

As the student population increases and pre-school services become available, there are also potential negative cumulative impacts to be experienced by students, particularly during the construction/transition phase. These could cause discomfort for the students due to the successive changes that they will experience due to the changes in their surroundings and require a transition plan of management.

The high growth rates identified in the strategic context for the school catchment will be felt outside of the school catchment. For example, growth in adjoining primary school catchments is also occurring and that impact will be experienced in the wider area, especially by the Kurri Kurri High School. It is understood the Department of Education closely monitor student population growth and catchment boundaries in order to respond to demand in a timely way.

There may be further negative social impacts arising from poor alignment of infrastructure with growth and the provision of community facilities in the surrounding area. This could lead to the co-incidence of new subdivisions, housing development, and local road upgrades happening at the same time as the school is being redeveloped. On the other hand, there could be a cascade effect where construction at the school is completed only to see further construction activity in undeveloped residential land to the east and north of the site or the necessary upgrade of Gillieston Road commences.

Maitland Council, in consultation with the Department of Planning, Housing and Infrastructure and agencies including TfNSW and the Department of Education / NSW Schools Infrastructure, are establishing an Infrastructure Opportunities Plan for the area through the newly established Urban Development Program for the Lower Hunter-Greater Newcastle area. This will provide one avenue to better coordinate and consult on the alignment of infrastructure with growth and support the Council and the community with an evidence base to better understand the rate of change.

## 6 Mitigation Recommendations

There are a range of project specific and targeted mitigation measures identified in this SIA that are required to manage and mitigate potential social impacts and enhance social benefits. These mitigation measures are the responsibility of the Proponent to ensure they will occur.

On balance, the overall social impacts of the activities during operation (as described in **Section 5** are expected to benefit some people and communities in relation to way of life, accessibility, surroundings, health, community, and culture. The most significant social benefits of the relate to:

- Improved health and wellbeing of staff and students at Gillieston Public School associated with upgrades to the existing school and provision of the new facilities built to contemporary health and safety standards. This social impact is expected to be transformational on existing and future students. It is a key benefit of the proposed project;
- Enhance individual well-being and educational outcomes for students and enhanced community and culture as a result of new pre-school offering at the school additional capacity in holiday care and OSHC, reducing carers commute times and permitting greater flexibility for working carers.
- Improved community and culture including an enhanced sense of belonging to place through the implementation of a high quality design scheme that is respectful of the landscape and environment in which it sites and implements connecting with Country design principles including a landscape strategy to provide outdoor yarning and gathering spaces, considering seasonal change, and incorporating a range of colours, finishes and materials in landscape elements and opportunities for views out of the site to the landscape beyond.

On balance, the overall construction social impacts (as described in **Section 5** have potential to adversely affect people and communities who live in the immediate vicinity of the subject site. Despite this, the project is planned such that it ensures that current staff and students can stay on site during the construction period. The potential to mitigate impacts is high, as construction management and effective engagement can be utilised to address and manage any concerns that stakeholders may have.

To achieve this, clear and reciprocal communication between the key affected communities (school and local residents) the proponent (NSW SI) and the Construction Manager/Lead Contractor is key to high quality and responsive construction management. It is crucial that the Principal and school community as well as immediate neighbours are kept informed about all changes that may impact them throughout the project.

Recommendation: implement the findings of the relevant technical reports that accompany the REF, specifically. In addition, this SIA recommends the following project specific mitigation measures.

### CONSTRUCTION

#### **Recommendation C.1:** Construction Management

Before any construction work at the site, prepare and implement a CEMP as outlined in the PCMP this is to include:

- A Construction Environmental Management Plan (CEMP) is recommended to ensure the construction site is managed effectively and meets relevant environmental criteria and regulations. The CEMP should address the social impacts identified in the Social Impact Assessment (SIA) and aim to preserve the amenity of the site and surroundings, people way of life, health and wellbeing and social connections. Key components of the CEMP should include:

- Detailed construction schedules, phases, and operating hours, highlighting their potential construction amenity, health and safety impacts on the local community including ( but not limited to):
  - construction plan to address how school operations will be taken into account, during delivery activities including how existing and any new students will be impacted /benefit as well as risk management of delayed outcomes,
  - Site safety and management including dust, noise and vibration access and traffic and other potential health triggers
  - Noise and vibration management and monitoring, with quiet work methods implemented as necessary
  - Access and traffic management, parking, and road network impacts
  - Measures to maintain site safety and prevent crime (CPTED strategies).
  - Contact information for key personnel, construction methods, and hours of operation.
  - A complaints handling procedure with 24/7 emergency contact information and visible onsite contact details for addressing concerns from the community during construction. If residual impacts persist and complaints are received, adaptive management techniques can be adopted such as programming of very noisy construction activities over school holidays where possible and/or noise attenuation for plant [confirm SI NSW approach]

**Recommendation C.2:** Project Co-ordination

Establish a Project Co-Ordination Group with a clear governance structure and procedures to:

- Establish a transparent framework to manage the project, enabling certainty and clarity of timing
- Provide a consistent and robust approach to the planning and delivery of the School, ensuring a clear structure of reporting and decision-making
- Maintain clear lines of communication between Department of Education, Schools Infrastructure, Gillieston Public School and other relevant stakeholders.
- It should establish a Bi-weekly progress meeting involving the contractor, SINSW and school staff representatives to identify emergent issues and proactively address challenges before they escalate
- Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate

**Recommendation C.3:** Stakeholder Management

Prepare and implement a Stakeholder Management Plan post approval to foster ongoing trust, transparency, and collaboration with all stakeholders. Engaging effectively with the community and other key stakeholders will be critical to successfully identifying and mitigating social impacts while enhancing project outcomes. It is recommended that the Stakeholder Management Plan includes the following:

The Stakeholder Management Plan is to establish clear and transparent communication with stakeholders throughout the construction phase. It should enable meaningful engagement, address community concerns, and mitigate social impacts by focusing on the following:

- Community Notification - providing information to the public before construction begins and at key milestones;
- Communication on Changes – providing updates on any changes such as access, pedestrian safety, traffic, parking, and noise conditions, including complaint handling and resolutions;
- Stakeholder Identification - ensuring all affected groups are represented;
- Communication Channels - through all relevant media including online Platforms, Newsletters and Fact Sheets, Targeted Emails and Phone Calls;

- Crisis Communication Plan – to best manage any negative issues arising, a rapid response plan will be required to address concerns quickly with factual, reassuring communication and maintain open dialogue to resolve issues; and
- Monitoring and Reporting - to address public complaints and report to authorities to ensure regulatory compliance.

**Recommendation C.4:** Construction Traffic Management

Prepare and Implement a Construction Traffic Management Plan as recommended in the PCMP and the Traffic and Transport Impact Assessment to:

- Effectively separate construction and School operational traffic
- Manage construction deliveries so they are timed to occur outside of peak School pick up and drop off times
- Separate pedestrian and vehicle entrances, and access routes. Install temporary barriers to keep pedestrians and site traffic apart
- Provide safe and clear crossing places
- Control vehicle entry points and turning areas where possible using a one-way system. Identify parking areas and delivery routes loading zones, away from the work area
- Educate workers - traffic management in the induction for everyone
- Communicate clearly with the school community and neighbours including provision of site plan, School and construction traffic routes and times.

**Recommendation C.5:** Site Remediation

Prepare and Implement a Remediation Action Plan (RAP) and/or Human Health and Ecological Risk Assessment (HHERA) to:

- Define the extent of remediation required to make the site suitable for the intended land use
- Assess appropriate remediation options;
- Document the remediation methodology, including associated safety and environmental management controls; and
- Outline any potential ongoing monitoring or management requirements to ensure the continued protection of human health and the environment.

**OPERATIONAL**

**Recommendation O.1:** Transport and Accessibility

To ensure equitable and safe access to the school, measures need to be implemented to improve mobility infrastructure that accommodate forecasted traffic increases as is outlined in the Traffic Assessment Report prepared by Bitzios Consulting 2024.

An Operational Green Travel Plan (GTP) is recommended to manage the future state impacts of operations-related traffic and parking on surrounding road networks and communities. The key issues to address include:

- Safety: Protect the School community and the public from operational traffic.
- Congestion: Reduce traffic congestion and delays caused by construction vehicles.
- Compliance: Adhere to regulations and encourage active travel
- Community Relations: Minimise the negative impact on local communities by keeping them informed and reducing disruptions.

The GTP should outline measures to ensure that the School operating at full capacity in the future can minimise disruptions, maintain safety, and ensure efficient traffic flow. Key components include:

- Current traffic conditions
- Projected phased vehicle movements

- Traffic control measures with a focus on pedestrian and cyclist safety, especially for children, older people, people with prams and those with disabilities
- Parking and kiss and drop areas
- Control of noise and emissions
- Emergency access provisions
- Monitoring and reporting
- Stakeholder communication strategy

**Recommendation O.2: Acoustics**

Based on the identification of potential residual operational impact of the school, the following are suggested to promote the acoustic amenity of surrounding receivers:

- Children in outdoor play areas are to be supervised by staff to manage any excessive noisy behaviour.
- The school to maintain a complaints register
- Speakers should be located and orientated to provide good coverage of the school areas whilst being directed away from residences. The volume of the system should be adjusted on site so that announcements and bells are clearly audible on the school site without being excessive. The bell system should be set so that it only occurs on school days.

**Recommendation O.3: Local Character and Surroundings**

The redevelopment of the school is a significant change that will have a large visual impact and will contribute to the urbanisation of the landscape and change the local character. However the provisions included within the Architectural Design Report and the Landscape schematics, a few of which are listed below, can not only make this transformation positive, but also can lead to a sense of local pride and community cohesion:

- The landscaping design and setbacks provide for a positive visual character, and acts as a buffer between the school and neighbouring residents ensuring privacy.
- The geometry of the facade screen can be used as a learning tool. The inclusion of native planting provides an opportunity to learn about bush tucker, bush medicine & how the natural environment
- The Architectural design team in consultation with the local Indigenous knowledge holders, have incorporated various elements that allows for clear connection to the distant mountain ranges, waterways and Connection with Country.
- All amenities open onto public corridors and circulation zones, which allows for the discussions in terms of the school's amenities (e.g. hardcourts, library or hall) for shared use with the community.



## **7 Conclusion**

The community are broadly supportive of the upgrades to Gillieston Public School, with an understanding that the existing facilities are no longer “fit for purpose”, particularly with intensive residential development in the area.

The core concerns have been around the accessibility of the school for drop off and pick up, from both the school community and residents of Northview St (a cul-de-sac adjacent to the entry to the school), with traffic and safety being the focus of concerns, and have been addressed with appropriate mitigation measures implemented at the school.

Overall, the community considers the upgrades to the school as a necessary addition to the local area with young families eager for the new facilities to be completed to meet the needs of the growing population.

The social impacts assessment has included an initial; scoping, evaluation identification of standard and project specific enhancement and mitigation measure as well as address residual mitigation, decision making and cumulative impacts.

Declaration of Authorship is provided in **Appendix D** confirming the assessment of the activity through the Review of Environmental Factors will provide an appropriate consideration and commitment to enhancement and mitigation measures as outlined in **Sections 5** and **6** of this report.

## Appendix A – Demographic Data

### Population and Households

Age Profile											
Age Structure	Primary						Secondary				Source
	Gillieston Heights (SAL)		Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Maitland LGA		ABS 2021
	No.	%	No.	%	No	%	No.	%	No.	%	
Median Age	30	-	27	-	43	-	37	-	36		
Babies to Preschoolers (0-4)	517	10.8	275	11.9	82	4.1	4,283	6.7	6220	6.9	
Primary Schoolers (5-11)	599	12.5	282	12.2	125	6.3	6002	9.4	9181	10.2	
Secondary Schoolers (12-17)	307	6.4	171	7.4	116	5.9	4827	7.6	7344	8.1	
Tertiary Edu/Independence age (18-24)	418	8.7	250	10.8	159	8.0	5301	8.3	3744	4.1	
Young Workforce (25-34)	1012	21	619	8.5	269	13.6	9104	14.3	8175	14.3	
Parent and Homebuilders (35-49)	1199	20.7	396	26.9	405	20.5	11667	18.3	12945	26.8	
Older Workers and Pre-Retirees (50-59)	352	7.3	123	5.4	272	13.7	7673	12.1	10486	11.6	
Empty Nesters and Retirees (60-69)	303	6.3	128	5.6	242	12.2	7430	11.7	9245	11	
Seniors (70-84)	263	5.5	52	8.5	212	10.7	6165	9.7	8175	9.1	
85 and over	42	0.9	10	0.4	86	4.3	1167	1.8	1494	1.7	
Household Composition											
Household Structure	Primary						Secondary				Source
	Gillieston Heights (SAL)		Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Maitland LGA		ABS 2021
	No.	%	No.	%	No	%	No.	%	No.	%	
Couple family with Children	559	40.5	216	33.1	148	30.6	6,727	39.3	11,109	44	
Couple family without Children	95	47.6	289	44.3	193	40	6,372	37.2	9,222	36.5	
One Parent Family	230	16.7	140	21.5	124	25.7	3,775	22.1	4,562	18.1	
Single/Lone Person Households	312	18.5	113	14.7	298	36.8	5,497	24.4	7,256	22.2	
Group Households	34	2	24	3.1	36	4.4	565	2.5	811	2.5	
Average Household Size	2.8	-	2.9	-	2.2	-	2.6	-	2.7	-	

Dwelling Structure											
Occupied Private Dwellings	Gillieston Heights (SAL)		Primary				Secondary				Source
	No.	%	No.	%	No	%	No.	%	No.	%	ABS 2021
Separate house	1443	83.1	724	89.1	578	64.4	20,413	90.5	28,499	87.3	
Semi-detached, row or terrace house, townhouse, etc	126	7.3	40	4.9	111	12.4	1,731	7.7	3,138	9.6	
Flat or apartment	6	0.3	6	0.7	58	6.5	300	1.3	752	2.3	
Other dwelling	110	6.3	0	0.0	54	6.0	59	0.3	214	0.7	

## Education

Attendance											
Educational Attendance	Gillieston Heights (SAL)		Primary				Secondary				Source
			Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Maitland LGA		ABS 2021
	No.	%	No.	%	No	%	No.	%	No.	%	
	Type of educational institution (total enrolment)										
Preschool	202	13.4	97	12.6	24	4.4	1,586	8.3	2374	8.8	
Primary School	549	36.4	264	34.3	126	23.1	5,518	28.9	8559	31.6	
Secondary School	256	17	141	18.3	106	19.4	3,897	20.4	6180	22.8	
Tertiary Education or TAFE	319	21.1	175	22.7	141	25.9	4,648	24.4	5720	21.1	
Govt vs Non-Govt Enrolments (total enrolment)											
Government primary	348	23.1	195	25.3	84	15.4	3907	20.5	5441	20.1	
Government secondary	157	10.4	115	14.9	58	10.6	2644	13.9	3535	13.1	
Non-government primary	200	13.2	70	9.1	40	7.3	1609	8.4	3110	11.5	
Non-government secondary	90	6	34	4.4	47	8.6	1254	6.5	2635	9.8	

Attainment											
Highest level of Educational Attainment ( People aged 15 years and over)	Gillieston Heights (SAL)		Primary				Secondary				Source
	No.	%	No.	%	No.	%	No.	%	No.	%	ABS 2021
Bachelor Degree level and above	533	15.2	223	13.4	271	16	4,876	9.6	10,950	15.4	
Advanced Diploma and Diploma level	362	10.3	150	9	157	9.2	3,712	7.3	6,688	9.4	
Certificate level IV	244	7	128	7.7	87	5.1	2,569	5.1	4,155	5.9	
Certificate level III	744	21.2	351	21.1	280	16.5	10,468	20.6	13,315	18.8	
Year 12	465	13.3	239	14.4	204	12	5,402	10.6	8,389	11.8	

<b>Year 10</b>	145	4.1	239	14.4	271	16	8,834	17.4	11,088	15.6
<b>Certificate level II</b>	495	14.1	3	0.2	0	0	75	0.1	82	0.1
<b>Certificate level I</b>	0	0	0	0	0	0	6	0	7	0
<b>Year 9 or below</b>	265	7.6	116	7	159	9.4	5,935	11.7	6,932	9.8
<b>Inadequately described</b>	80	2.3	45	2.7	32	1.9	1,239	2.4	1,814	2.6
<b>No educational attainment</b>	0	0	5	0.3	5	0.3	152	0.3	210	0.3
<b>Not stated</b>	178	5.1	91	5.5	185	10.9	5,420	10.7	4,467	6.3

## Diversity

### Indigenous Population

Population	Gillieston Heights (SAL)		Primary Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Secondary Maitland LGA		NSW	Source
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
<b>Total Resident population</b>	4796	-	2309	-	1980	-	63633	-	90226	-		<b>ABS 2021</b>
<b>Indigenous population</b>	380	7.9	249	10.8	143	7.3	6,480	10.2	6,738	7.5	3.4	

### Ancestry

Ancestry	Gillieston Heights (SAL)		Primary Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Secondary Maitland LGA		Source
	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>Australian</b>	2,229	46.5	1112	48.2	769	39	28,431	45	40,000	44	<b>ABS 2021</b>
<b>English</b>	1,983	41.3	898	38.9	813	41.2	26,848	42	38,863	43	
<b>Scottish</b>	451	9.4	234	10.1	243	12.3	7,347	12	9,437	11	
<b>Australian Aboriginal</b>	395	8.2	262	11.3	137	6.9	5,762	9	6,530	7	
<b>Irish</b>	394	8.2	151	6.5	299	15.2	5,752	9	9,626	11	

### Top Countries of Birth

Country	Gillieston Heights (SAL)		Primary Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Secondary Maitland LGA		Source
	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>Australia</b>	4205	87.7	2041	88.4	1648	83.6	55,921	87.9	78443	86.9	<b>ABS 2021</b>
<b>India</b>	93	1.9	17	0.7	-	-	171	0.3	800	0.9	
<b>England</b>	70	1.5	30	1.3	40	2	1,199	1.9	1655	1.8	
<b>New Zealand</b>	57	1.2	-	-	17	0.9	609	1	940	1	

<b>Scotland</b>	-	-	10	0.4	-	-	224	0.4	-	-
<b>Philippines</b>	37	0.8	58	2.5	16	0.8	305	0.5	577	0.6
<b>South Africa</b>	21	0.4	10	0.4	-	-	-	-	379	0.4
<b>Bangladesh</b>	-	-	-	-	16	0.8	-	-	-	-
<b>United States of America</b>	-	-	-	-	8	0.4	-	-	-	-

#### Language used at home, top 5 responses (other than English)

Language	Gillieston Heights (SAL)		Primary		Maitland (SAL)		Cessnock LGA		Secondary		Maitland LGA		Source
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>Punjabi</b>	37	0.8	12	0.5	-	-	-	-	-	-	332	0.4	<b>ABS 2021</b>
<b>Malayalam</b>	34	0.7	-	-	-	-	-	-	-	-	344	0.4	
<b>Hindi</b>	31	0.6	-	-	5	0.3	-	-	-	-	-	-	
<b>Auslan</b>	23	0.5	-	-	-	-	-	-	-	-	-	-	
<b>Arabic</b>	18	0.4	-	-	-	-	-	-	-	-	-	-	
<b>Tagalog</b>	-	-	33	1.4	-	-	100	0.2	-	-	255	0.3	
<b>Filipino</b>	-	-	16	0.7	-	-	-	-	-	-	-	-	
<b>Urdu</b>	-	-	12	0.5	6	0.3	-	-	-	-	-	-	
<b>Spanish</b>	-	-	10	0.4	-	-	90	0.1	-	-	-	-	
<b>Bengali</b>	-	-	-	-	11	0.6	-	-	-	-	-	-	
<b>Mandarin</b>	-	-	-	-	9	0.5	83	0.1	-	-	265	0.3	
<b>Nepali</b>	-	-	-	-	7	0.4	-	-	-	-	-	-	
<b>Thai</b>	-	-	-	-	-	-	131	0.2	-	-	-	-	
<b>Vietnamese</b>	-	-	-	-	-	-	86	0.1	-	-	-	-	
<b>Afrikaans</b>	-	-	-	-	-	-	-	-	-	-	207	0.2	
<b>English only used at home</b>	4319	90.1	2076	89.9	1731	87.8	57361	90.1	81723	90.6			

#### Accessibility

#### Motor Vehicle Ownership and Travel Movements

Movement and Motor Vehicle Ownership	Gillieston Heights (SAL)		Primary		Maitland (SAL)		Cessnock LGA		Secondary		Newcastle LGA		NSW		Source
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
															<b>ABS 2021</b>



<b>Average motor vehicles per dwelling</b>	2	-	2.1	-	1.7	-	2	-	2	-	1.7	-	2	-
<b>Car as driver or passenger</b>	1610	65.6	812	67.9	440	51.2	17,842	65.8	27,409	63.3	46,715	54.3	1,737,359	47.2
<b>Public transport</b>	21	0.9	10	0.8	27	3.1	132	0.5	429	1	1,506	1.7	147,492	4.0
<b>Active Transport (walked or cycled)</b>	-	-	4	0.3	46	5.4	381	1.4	472	1.1	3065	3.5	92,368	2.5
<b>Other (truck/motorcycle)</b>	26	1	7	0.6	-	-	381	1.4	290	0.7	-	-	26,390	0.7
<b>Worked from home</b>	386	15.7	165	13.8	158	18.4	3,528	13	7,369	17	20,111	23.4	1,141,467	31.0

## Livelihood

<b>Household income</b>											
<b>Income</b>	<b>Primary</b>						<b>Secondary</b>				<b>Source</b>
	Gillieston Heights (SAL)		Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Maitland LGA		<b>ABS 2021</b>
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	
<b>Median weekly personal income</b>	\$947	-	\$937	-	"\$635	"	-	\$696	-	"\$802	
<b>Median weekly Household income</b>	\$1,712	-	\$2,018	-	"\$1,241	"	-	\$1,493	-	\$1,766	
<b>Household weekly income Less than \$650 (low)</b>	177	10.5	43	5.6	177	21.9	3885	17.2	4628	14.2	
<b>Household weekly income \$3,000 or more (high)</b>	1488	88.3	676	87.9	575	71.2	17076	75.7	25788	79.0	

<b>Occupation</b>											
<b>Top 5 responses</b>	<b>Primary</b>						<b>Secondary</b>				<b>Source</b>
	Gillieston Heights (SAL)		Cliftleigh (SAL)		Maitland (SAL)		Cessnock LGA		Maitland LGA		<b>ABS 2021</b>
	Occupation	%	Occupation	%	Occupation	%	Occupation	%	Occupation	%	
	Professionals	16.7	Technicians and Trades Workers	17.2	Professionals	18.6	Technicians and Trades Workers	18.1	Professionals	17	

Technicians and Trades Workers	15.2	Community and Personal Service Workers	15.8	Community and Personal Service Workers	15.4	Community and Personal Service Workers	13.9	Technicians and Trades Workers	16.2
Community and Personal Service Workers	12.7	Professionals	14.2	Technicians and Trades Workers	14.7	Labourers	12.8	Community and Personal Service Workers	13.4
Clerical and Administrative Workers	12.6	Clerical and Administrative Workers	12	Managers	12.6	Machinery Operators and Drivers	12.5	Clerical and Administrative Workers	12.5
Machinery Operators and Drivers	10.6	Labourers	10.9	Labourers	11.3	Professionals	11.8	Managers	10.4

#### Industries of Employment

	Primary				Secondary				Source
	Gillieston Heights (SAL) Industries %	Cliftleigh (SAL) Industries %	Maitland (SAL) Industries %	Cessnock LGA Industries %	Maitland LGA Industries %				ABS 2021
Top 5 responses	Coal Mining 5.9	Other Social Assistance Services 5.3	Other Social Assistance Services 4.5	Coal Mining 7.5	Coal Mining 5.1				
	Other Social Assistance Services 5.6	Coal Mining 4.5	Hospitals (except Psychiatric Hospitals) 3.5	Other Social Assistance Services 3.4	Other Social Assistance Services 4				
	Hospitals (except Psychiatric Hospitals) 4.4	Hospitals (except Psychiatric Hospitals) 4.2	Cafes and Restaurants 3	Aged Care Residential Services 3.2	Hospitals (except Psychiatric Hospitals) 3.9				
	Supermarket and Grocery Stores 3.5	Aged Care Residential Services 3.7	State Government Administration 2.6	Hospitals (except Psychiatric Hospitals) 2.9	Takeaway Food Services 2.9				
	Takeaway Food Services 2.4	Supermarket and Grocery Stores 2.3	Supermarket and Grocery Stores 2.4	Supermarket and Grocery Stores 2.7	Supermarket and Grocery Stores 2.6				

#### SEIFA Score

SEIFA	Gillieston Heights (SAL)	Primary Cliftleigh (SAL) %	Maitland (SAL) %	Cessnock LGA %	Secondary Maitland LGA %	District	Source
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### Long-Term Health Conditions

### Need for Assistance and Disabilities

## Crime

<b>Incidents of Crime [Year to June 2023] Rate per 100,000 population</b>										
<b>Top 5 Types of Crime</b>	<b>Gillieston Heights (SAL)</b>		<b>Primary</b>		<b>Maitland (SAL)</b>		<b>Secondary</b>		<b>Source</b>	
			<b>Cliftleigh (SAL)</b>				<b>Cessnock LGA</b>		<b>Maitland LGA</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Assault and related offences</b>	49	17.5	18	15	116	7.74	812	13.95	1166	13.69
<b>Justice procedures offences</b>	44	15.71	12	10	499	33.29	762	13.09	1198	14.07
<b>Stalking, harassment and threatening behaviour</b>	40	14.29	16	13.33	65	4.34	488	8.38	738	8.67
<b>Theft</b>	39	13.93	19	15.83	192	12.81	1374	23.6	1711	20.09
<b>Property damage</b>	22	7.86	6	5	57	3.8	651	11.18	756	8.68
<b>Weapons and explosives offences</b>	5	1.79	13	10.83	21	1.4	149	2.56	140	1.64
<b>Burglary/Break and enter</b>	19	6.79	12	10	51	3.4	383	6.58	459	5.39
<b>Transport regulation offences</b>	-	-	-	-	260	17.34	2	0.03	512	6.01

<b>Top Crimes in Bayside LGA [from July 2023 to June 2024]</b>					
<b>Top 5 Crimes</b>	<b>Cessnock LGA</b>	<b>2-year Trend</b>		<b>Maitland LGA</b>	<b>2-year Trend</b>
		<b>Youth Offenders (10-17)-Rate per 100,000</b>			
<b>Assault</b>	729.3	Stable		832	Stable
<b>Against justice procedures</b>	481.3	Stable		520	Stable
<b>Stalking, harassment and threatening behaviour</b>	495.9	Stable		321.5	Down 37.0% per year
<b>Theft</b>	539.7	Up 60.9% per year		557.8	Stable
<b>Property damage</b>	612.6	Stable		340.4	Down 43.8% per year
		<b>All Offenders – Rate per 100,000</b>			
<b>Assault</b>	1194.6	Stable		1263.7	Stable
<b>Against justice procedures</b>	1294.8	Up 25.6% per year		1351.3	Stable
<b>Stalking, harassment and threatening behaviour</b>	737.7	Stable		784.1	Stable
<b>Theft</b>	3192.3	Stable		2966.4	Stable
<b>Property damage</b>	909.3	Stable		767	Stable

## Gillieston School Specific Demographics

### Potentially Impacted Schools - Enrolments

Existing School	2022 Enrolments	2023 Enrolments	Existing Capacity	2023 Capacity Level (%)	Source
Gillieston Public School	297	341	339	100.50%	Gillieston Public School Annual Report, 2023; Maitland Public School Annual Report, 2023; Kurri Kurri Public School Annual Report, 2023; NSW Government 2024
Kurri Kurri Public School	561	632	642	98.40%	
Maitland Public School	453	431	457	94.30%	

### Index of Community Socio-Educational Advantage (ICSEA)

ICSEA	Gillieston Public School	Kurri Kurri Public School	Maitland Public School	Source
School ICSEA value	938	898	940	MySchool
School ICSEA percentile	20	10	20	

### Cultural Backgrounds of Current Students at Gillieston Public School and Nearby Schools

Cultural Background	Gillieston Public School	Kurri Kurri Public School	Maitland Public School	Source
Indigenous Students (%/ No)	67	24	17	MySchool
Non-English Language Background (%/No)	9	2	3	

### Cultural Backgrounds of Current Students at Gillieston Public School and Nearby Schools

Cultural Background	Gillieston Public School	Kurri Kurri Public School	Maitland Public School	Source
Indigenous Students (%/ No)	67	24	17	My School
Non-English Language Background (%/No)	9	2	3	

### Full-Time Equivalent (FTE) Staff at Gillieston Public School and Nearby Schools

Cultural Background	Gillieston Public School	Kurri Kurri Public School	Maitland Public School	Source
FTE Teaching Staff	20.3	38.4	29.6	My School
FTE Non-Teaching Staff	2.7	8.1	6.1	

### Index of Community Socio-Educational Advantage (ICSEA)

ICSEA	Gillieston Public School	Kurri Kurri Public School	Maitland Public School	Source
School ICSEA value	938	898	940	My School
School ICSEA percentile	20	10	20	

Appendix B - Department of Education Information Pack

Rebuilding Public Education

NSW Department of Education

Gillieston Public School  
Information Pack | August 2024

Image: Concept design view from Gillieston Road subject to changes.



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 \$8.9 billion for new and upgraded schools. This targeted investment will ensure growing communities get access to a world class public education.

The upgrade will include:

New modern classrooms

3 support classrooms

New large modern preschool

New administration and upgrade to site services

New hall with canteen and out-of-school-hours

Covered outdoor learning area

New library

Outdoor spaces/ sports areas

Upgraded kiss and drop, bus bay

covered bike parking and staff carparking

Landscaping, yarning circle, and covered walkways

Lift accessibility

A new public preschool will also be built at the school as part of the NSW Government commitment to expand access to early childhood education. The preschool will be separated from the primary school areas and will have its own entry, parking and secure outdoor area with play equipment.

Construction will be coordinated to ensure the current school remains operational and enable teaching and learning to continue onsite.



Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 452 651  
[schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)



Rebuilding Public Education

NSW Department of Education

Artist impressions (indicative only)

Concept design birds eye view from east looking west



Concept design of school entrance on Northview Street



Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 452 651  
[schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)



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Rebuilding Public Education

NSW Department of Education

### Proposed site concept plan

**Legend**

Classrooms	Hall, canteen and OOSH	Spots court
OOB	Existing heritage building	Parking
Preschool	40 student playing circle	Rise and shine
Ground floor - Administration, Library and 2 Classrooms	Ecological play	Bus bay
Library hall	Open play	

### Indicative timeline

We are here

Early planning	Masterplan complete	Concept design complete	Planning lodgment	Schematic design complete	Construction tender release	Construction tender awarded	Construction commences	New building complete	Overall project complete and handover
Complete	Complete	Complete	Late 2024	Late 2024	Late 2024	Early 2025	Mid/Late 2025	tbc	tbc

The timeline is indicative subject to awarding of the construction tender.

Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 482 651  
[schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)

Rebuilding Public Education

NSW Department of Education

### Have your say – Social Impact Assessment

As part of the statutory planning process for the Gillieston Public School redevelopment, we will prepare a Social Impact Assessment (SIA). The SIA will identify how the redevelopment is likely to impact people and communities.

By identifying these impacts, we can put measures in place to manage potential adverse impacts and maximise the benefits.

For an opportunity to comment on the project, please participate in our SIA survey **before midnight on Monday 23 September 2024** by scanning the QR code or visit [edu.nsw.link/Gillieston-Survey](https://edu.nsw.link/Gillieston-Survey).

### More information

More information about the project can be found at [edu.nsw.link/Gillieston-PS](https://edu.nsw.link/Gillieston-PS) or by scanning the QR code:

If you have any questions about this project, you can also contact School Infrastructure NSW during business hours on the contact details below.

You can also register to receive project updates, works notifications and other communications emailed directly by completing the contact form [edu.nsw.link/GilliestonPS-SignUp](https://edu.nsw.link/GilliestonPS-SignUp) or scanning the QR code.


Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 482 651  
[schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)

## Appendix C - Community Survey Results



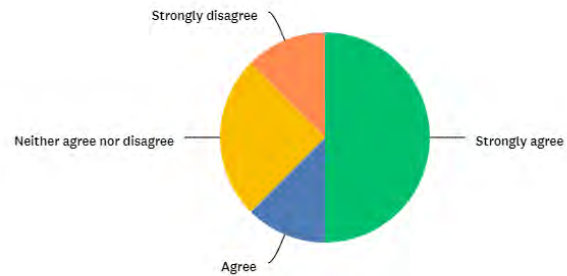


Q9


 Customize Save as

Traffic impacts from construction have been identified as a potential issue for residents during the upgrades so any disruptions will be mitigated prior to building

Answered: 8 Skipped: 0

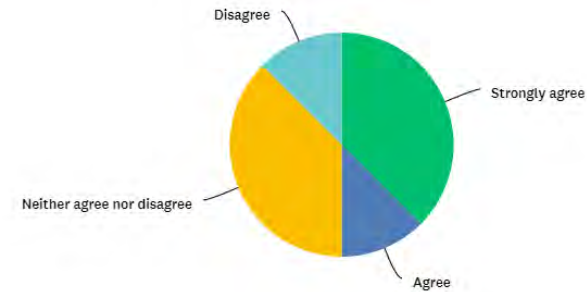


Q10

 Customize Save as

There are sufficient protections for indigenous heritage and culture within the area:

Answered: 8 Skipped: 0

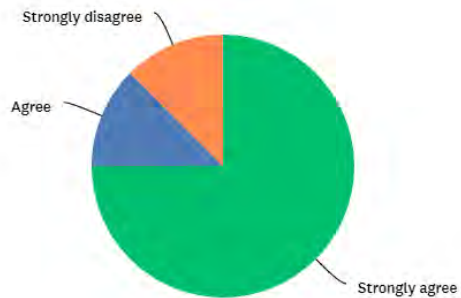


Q11


 Customize

I am supportive of the proposed upgrade of Gillieston Public School:

Answered: 8 Skipped: 0

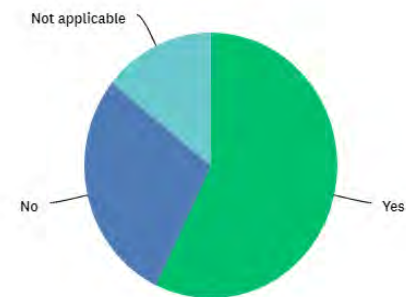


Q12

 Customize Save as

Do you intend to send your child/children to the upgraded Gillieston Public School?

Answered: 7 Skipped: 1



## Survey Result - Open Text Summary

### Q13. What are the issues in your community that you worry about the most?

Q13. What are the issues in your community that you worry about the most?	Q14. What positive impacts are you hoping for from the upgrades at Gillieston Public School and how significant do you think they will be?	Q15. What negative impacts do you fear from the development how significant do you think they will be?
The impacts from the school as it is currently, is extremely hindering during school drop off and pickup to the point where I can't get down my own street to get home. I'm concerned this will be much worse with the larger school development	It will improve the amenity to the area, and I feel it will cater to the future growth of region	Larger school, more people in an area that isn't designed to take them
Noise of construction and machines during learning times, dust pollution, losing play areas.	Quality learning spaces available for students and staff. Flat surfaces, car park spaces available	Increased traffic around the school. Multi storey buildings where classrooms are open plan and noise levels
the traffic and the parking specifically if there are an event in the school	As I can see the plan for the Gillieston public school it's a huge improvement for the school and a huge impact for our children to have a good and nice school.	I don't see any negative impact; it's a huge improvement to the school.
None	The carpark down the bottom	None
Too much traffic on single residential roads for the existing homes, and not enough parking for residents currently as roads narrow and people speed along these roads - need speed humps to slow drivers down these back streets. Not a suitable area to enlarge the primary school for more children to attend. Parents already get frustrated trying to negotiate the existing homes/cars park, it's like a dodgem cars and school drop off and pick up. Not enough main roads servicing the population of people already in the area. Condition of the roads in the area, potholed, not enough though put into natural areas for families to play and relax outdoors in the area, the backup of traffic on the roads entering Gillieston heights area during peak times, the current roads in the area are overused already and in bad condition due to the amount of traffic from residents.	The school is in an awkward suburban area that doesn't allow for through traffic and the streets are already congested with residents' cars. The school should be relocated to a more central easier access area for parents and children	Very significant impact for noise, frustrated angry parents trying to get into the area to collect and drop off children, traffic impacts and car parking is already a nightmare with the current use of parents parking a on nature strips, ruining grass, gravel runoff during the rain, and the noisy from the school bell system of playing music is so loud interferes terribly with peaceful enjoyment during the week when working from home. Litter from the kids and parents dropping cigarette butts, junk wrappers, fast food wrappers is turning the suburb into a rubbish tip already.

Ensuring the safety of students attending the school nearby construction daily.	Hoping to see improved facilities for the students - which will be growing in numbers with the housing developments currently	My only concern is the safety of the students is foremost in every decision during the build.
The increase in residential buildings with minimal planning	Supports education which ALL children and teachers deserve	Traffic congestion
Traffic. Cessnock road is over capacity already most of the students who attend GPS live on the opposite side of the road to the school itself my child isn't entitled to a bus pass because we live "to close" to the school yet we live nowhere near the only safe crossing for Cessnock Road. A crossing needs to be put in at the top of Darcy's peak	One way in, one way out PLEASE. Remove the entry of the school from a dead-end street. Some pedestrians crossing, staff parking area to stop them from parking out front of the school where we are supposed to drop out kids off	The entry to the school staying on the dead-end street drop off and pick up is a nightmare and accident waiting to happen

## Appendix D - Declaration of Author

This document has been prepared to meet the requirements of DPHI's Social Impact Assessment Guideline (2023) and relevant standards for conducting social impact assessments.

The information presented in this assessment is based on thorough research, analysis, and professional expertise in the field. Efforts have been made to ensure the accuracy, integrity, and transparency of the data and findings contained within this document. The authors' qualifications are outlined below.

The purpose of this social impact assessment is to evaluate the potential social impacts of the Gillieston Public School Redevelopment and provide actionable recommendations for the proponent to mitigate and enhance outcomes.

The contributions of individuals and organisations consulted during the assessment process are acknowledged, and a commitment to upholding ethical practices throughout has been established.

**Jacquelines Baptista**

BA Psychology, Sydney University

**Aishwariaa Unni**

M City Planning University of New South Wales;  
B-Tech Civil Engineering, Vellore Institute of Technology

**Juliet Suich**

M Phil. Ecology and Evolutionary Biology; Master of Environmental Science, Macquarie University; Bachelor of Town Planning, University of New South Wales

**Willowtree Communications**

Senior Communications Manager, Lead Author

**Willowtree Communications**

Junior Associate - Planner

**Two Trees & Co.**

Peer Reviewer v26/11/2024

From January 2025 Stephanie Barker (B Sc (Architecture), Master Urban and Regional Planning) as the Executive Director Willowtree Communications commenced oversight of the SIA. Stephanie's extensive experience in liveability policy, gained across many years leading strategic planning for social infrastructure in the six cities region, means she is well qualified to have brought this SIA to finalisation.