

The Gables New Primary School Social Impact Assessment

Prepared for School Infrastructure NSW



'Gura Bulga'

Liz Belanjee Cameron

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



'Dagura Buumarri'

Liz Belanjee Cameron

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



'Gadalung Djarri'

Liz Belanjee Cameron

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

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

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

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

Contact:

Kate McClure
Principal

kmcclure@ethosurban.com
+61 460 928 200

This document has been prepared by:

Kate McClure (KM)
Solomon Charles (SC)

14 November 2024

This document has been reviewed by:

Erin Henshaw-Hill (EHH)

14 November 2024

Version No.

Date of issue

Prepared by

Approved by

1.0 (DRAFT)

08/10/2024

SC, KM

EHH

2.0 (FINAL)

31/01/2025

SC, KM

EHH, LB

Reproduction of this document or any part thereof is not permitted without written permission of Ethos Urban Pty Ltd. Ethos Urban operates under a Quality Management System. This report has been prepared and reviewed in accordance with that system. If the report is not signed, it is a preliminary draft.



Ethos Urban Pty Ltd | ABN 13 615 087 931 | Sydney NSW | Melbourne VIC | Brisbane QLD | ethosurban.com

Contents

1.0	Introduction	5
1.1	Site description	5
1.2	Statement of Significance	6
1.3	Approach	6
1.4	Qualifications of Report Authors	6
2.0	Methodology	8
2.1	Assessment Objectives	8
2.2	Social Factors for Assessment	9
2.3	Social Significance Rating Approach	9
2.4	Information Sources	10
2.5	Assumptions	11
3.0	Site Context and Proposed Development	12
3.1	Subject Site	12
3.2	Surrounding Context	14
3.3	Development Objectives	14
4.0	Strategic Policy Context	16
5.0	Social Locality and Baseline	17
5.1	Defining Social Localities	17
5.2	Demographic Profile	20
5.3	Local Social Infrastructure and Public Transport	22
5.4	Social Issues and Trends	25
6.0	Community and Stakeholder Perspectives	26
6.1	School Infrastructure NSW Engagement Overview	26
6.2	SIA Field Observations	27
7.0	Social Impact Assessment	28
7.1	Scoping	28
7.2	Key Affected Communities	28
7.3	Impact Assessment	28
8.0	Conclusion	34
8.1	Key Findings	34
8.2	Summary of Mitigation Measures	34

Figures

Figure 1 Site aerial5

Figure 2 Site Context12

Figure 3 Box Hill North Precinct13

Figure 4 Site Aerial 14

Figure 5 Render of Gables New Primary School.....15

Figure 6 Gables New Primary School Layout.....15

Figure 7 Social localities map19

Figure 8 Gables Bus Routes.....22

Figure 9 Gables New Primary School Proposed Bus Stop.....23

Figure 10 Social Infrastrucutre Map..... 24

Figure 11 Summary of mitigation measures 34

Tables

Table 1 REF Reporting Requirements 6

Table 2 SIA Authors' Qualifications..... 7

Table 3 Assessment Structure..... 8

Table 4 Defining Magnitude Levels for Social Impacts..... 10

Table 5 Defining Likelihood Levels of Social Impacts..... 10

Table 6 Social Impact Significance Matrix..... 10

Table 7 Strategic Policy Drivers16

Table 8 Social Locality Definition.....17

Table 9 Overview of Demographics 20

Table 10 Resident Population Projections.....21

Table 11 Community Survey Feedback.....26

Table 12 Summary of Social Impacts.....29

Appendices

Appendix	Page
A. Demographic Profile	37

1.0 Introduction

This Social Impact Assessment has been prepared by Ethos Urban on behalf of the NSW Department of Education (the **Applicant**) to assess the potential environmental impacts that could arise from the development of The Gables New Primary School at Lot 301 DP 1287967 on Fontana Drive, Gables (the **site**).

This report has been prepared to assess the social impacts caused by the construction and operation of The Gables New Primary School.

This report accompanies a Review of Environment Factors that seeks approval for the construction and operation of a new primary school at the site, which involves the following works:

- Construction of school buildings, including learning hubs, a school hall and an administration and library building.
- Construction and operation of a public preschool.
- Delivery of a sports court and fields.
- Construction of car parking, waste storage and loading area.
- Associated site landscaping and open space improvements.
- Associated off-site infrastructure works to support the school, including (but not limited to) services, driveways and pedestrian crossings.

For a detailed project description, refer to the Review of Environmental Factors prepared by Ethos Urban.

1.1 Site description

The site is located on Cataract Road, Gables, within The Hills Local Government Area (LGA), approximately 50km northwest of the Sydney CBD and 10km north of the Rouse Hill Town Centre. It comprises one lot, legally described as Lot 301 DP 1287967, that measures approximately 2.2ha in area. The site is bound by Pennant Way to the north, Cataract Road to the east, Fontana Drive to the west and a vacant lot to the south.

An aerial image of the site is shown at **Figure 1**.



 The Site



NOT TO SCALE

Figure 1 Site aerial

Source: Nearmap, edits by Ethos Urban

1.2 Statement of Significance

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

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

1.3 Approach

This report has been produced to meet the REF reporting requirements (**Table 1**) and has been guided by the NSW Department of Planning, Housing and Infrastructure (DPHI) Social Impact Assessment Guideline for State Significant Projects as updated in February 2023 ('the SIA Guideline').

The SIA draws on analysis of current and forecast social conditions of the defined study area/s, along with details of the proposed development, to assess its likely social impacts. It also draws on the outcomes of community consultation that has been specially undertaken to inform the SIA.

The purpose of this report is to analyse the potential social impacts that may arise from the development, during construction and operational phases. It subsequently recommends appropriate social mitigation and benefits optimisation measures.

Table 1 REF Reporting Requirements

Item	REF Requirement	Relevant Section of Report
30	Social Impact Assessment (Standalone specialist report)	This report, in its entirety, addresses the REF Requirement.

1.4 Qualifications of Report Authors

The SIA Guideline requires authors are 'suitably qualified persons' who hold appropriate qualifications and have relevant experience in social science or related areas. The lead author's qualifications, experience and demonstrated understanding of social impacts is outlined below.

Name: Erin Henshaw-Hill

Qualifications, expertise, and professional memberships (refer to Table 2)

Date the SIA was completed: 14 November 2024

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

Signed:



Name of Lead Author: Kate McClure

Qualifications, expertise, and professional memberships (refer to Table 2)

Date the SIA was completed: 13 November 2024

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

Signed:



Table 2 SIA Authors' Qualifications

Author	Expertise/Qualifications
Erin Henshaw-Hill Associate Director, Social Strategy and Engagement	<i>BA, MURP</i> Erin has over 10 years of experience in social planning in both the private and public sectors. with expertise in social strategy, policy and planning.
Kate McClure Principal, Social Strategy and Engagement	<i>BA (Hons), MUP</i> Kate has 10 years' experience across social sustainability, community infrastructure and planning, and is a member of the Planning Institute of Australia.
Solomon Charles Senior Urbanist, Social Strategy	<i>BA-Hons (Human Geography)</i> Solomon has 2 years of experience in social science research focusing on urban social sustainability and has worked on numerous SIAs for SSDA projects.

2.0 Methodology

The assessment of social impacts in this report has been prepared in accordance with the SIA Guideline. SIA involves the analysis of social changes and impacts on communities that are likely to occur as a result of a particular development, planning scheme, or government policy decision.

This methodology is designed to ensure that the social environment of communities is considered as part of project decision-making. Social impacts vary in their nature and can be positive or negative, tangible or intangible, physically observable, or psychological (fears and aspirations). Social impacts can be quantifiable, partly quantifiable or qualitative. They can also be experienced or perceived differently by different people and groups within a community, or over time.

Ultimately, there can be two main types of social impacts (both positive and negative) that may arise as a result of the proposed development. First, direct impacts can be caused by the proposal which may cause changes to the existing community, as measured using social indicators, such as population, health and employment. Secondly, indirect impacts that are generally less tangible and more commonly related to matters such as community values, identity and sense of place. Both physically observable as well as psychological impacts need to be considered.

2.1 Assessment Objectives

- This SIA seeks to identify how people will be impacted by the proposal, through:
- Identifying, analysing and assessing any likely social impacts, whether positive or negative, that people may experience at any stage of the proposal lifecycle, as a result of the proposal
 - Investigating whether any group in the community may disproportionately benefit or experience negative impacts and proposing commensurate responses consistent with socially equitable outcomes
 - Developing social impact mitigation and enhancement options for any identified significant social impacts.

Table 3 Assessment Structure

Element	Location
Methodology	2.0
Overview of site context and proposed development	3.0
Review of relevant policy context at local and state level	4.0
Social baseline analysis of the existing socio-economic environment, involving: <ul style="list-style-type: none">• Social locality definition• Demographic analysis, including current and forecast characteristics• Mapping of current social infrastructure	5.0
Analysis of findings of stakeholder and community consultation undertaken to identify community and stakeholder values, concerns and aspirations	6.0
Identification of the social impacts of the proposal. The SIA appraises the significance of each identified impact based on its duration, extent and sensitivity of impact “receivers.” This results in a social significance rating for impacts and benefits.	7.0
Concluding comments	8.0

2.2 Social Factors for Assessment

The SIA Guideline classifies social impacts using a suite of social factors, which forms the core basis of this assessment:

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

2.3 Social Significance Rating Approach

The assessment includes an assessment of the **social significance** of each impact across the suite of factors, including the **likelihood** of each identified impact, along with the envisaged **duration, extent, and potential to mitigate/enhance**.

Magnitude of impact generally considers the following dimensions:

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

Each impact has ultimately been assessed and assigned an overall **significance rating**, which considers both the **likelihood** of the impact occurring and the **consequences** should the impact occur. The assessment also sets out recommended **mitigation, management and monitoring measures** for the identified impacts.

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

Table 4 Defining Magnitude Levels for Social Impacts

Magnitude level	Meaning
Transformational	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.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/ improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/ improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	Little noticeable change experienced by people in the locality.

Source: NSW DPE, 2023 Technical Supplement - Social Impact Assessment Guideline for State Significant Projects

Table 5 Defining Likelihood Levels of Social Impacts

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

Source: NSW DPE, 2023, Technical Supplement - Social Impact Assessment Guideline for State Significant Projects.

Table 6 Social Impact Significance Matrix

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

Source: NSW DPE, 2023, Technical Supplement - Social Impact Assessment Guideline for State Significant Projects.

2.4 Information Sources

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

- Design Guide for Schools (Government Architect NSW, 2018)
- Environmental Design in Schools (Government Architect NSW, 2018)
- Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)
- Local Strategic Planning Statement (The Hills Shire, 2022)
- NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
- Our Plan for NSW Public Education, Government (NSW Department of Education, 2024)
- Western City District Plan (Greater Sydney Commission, 2018)

Technical reports used to inform the SIA include:

- Construction Traffic Management Plan, Structural Civil Traffic Façade 2024

- Landscape Design Report, Oculus 2024
- Schematic Design Report, Architectus 2024
- School Transport Plan, Structural Civil Traffic Façade 2024
- Transport and Accessibility Impact Assessment, Structural Civil Traffic Façade 2024

2.5 Assumptions

Assumptions applied to complete this SIA include:

- The key findings of the background studies and technical reports are accurate.
- Socio-economic data for each study area accurately reflects the community demographic profile.
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views.
- All potential social impacts to the local community and special interest groups that can reasonably be identified have been included in this report

3.0 Site Context and Proposed Development

3.1 Subject Site

The site is located near the corner of Fontana Drive and Cataract Road, Gables, within The Hills Local Government Area (LGA), approximately 50km northwest of the Sydney CBD and 10km north of the Rouse Hill Town Centre (see **Figure 2**).

The site is within the Box Hill North Precinct (now known as 'The Gables'), which is envisioned as a high-quality, integrated and ecologically sustainable urban neighbourhood with a mixed-use town centre, approximately 4,000 dwellings, rehabilitated waterways and a new school (see **Figure 3**). The site is in the general location of the envisioned school as indicated in the Box Hill North Precinct indicated Layout Plan in *The Hills Development Control Plan 2012* (the Hills DCP). A new sports field and the Gables mixed-use town centre are planned to the site's north.

A substantial portion of the precinct has been constructed, particularly to the site's south and east.

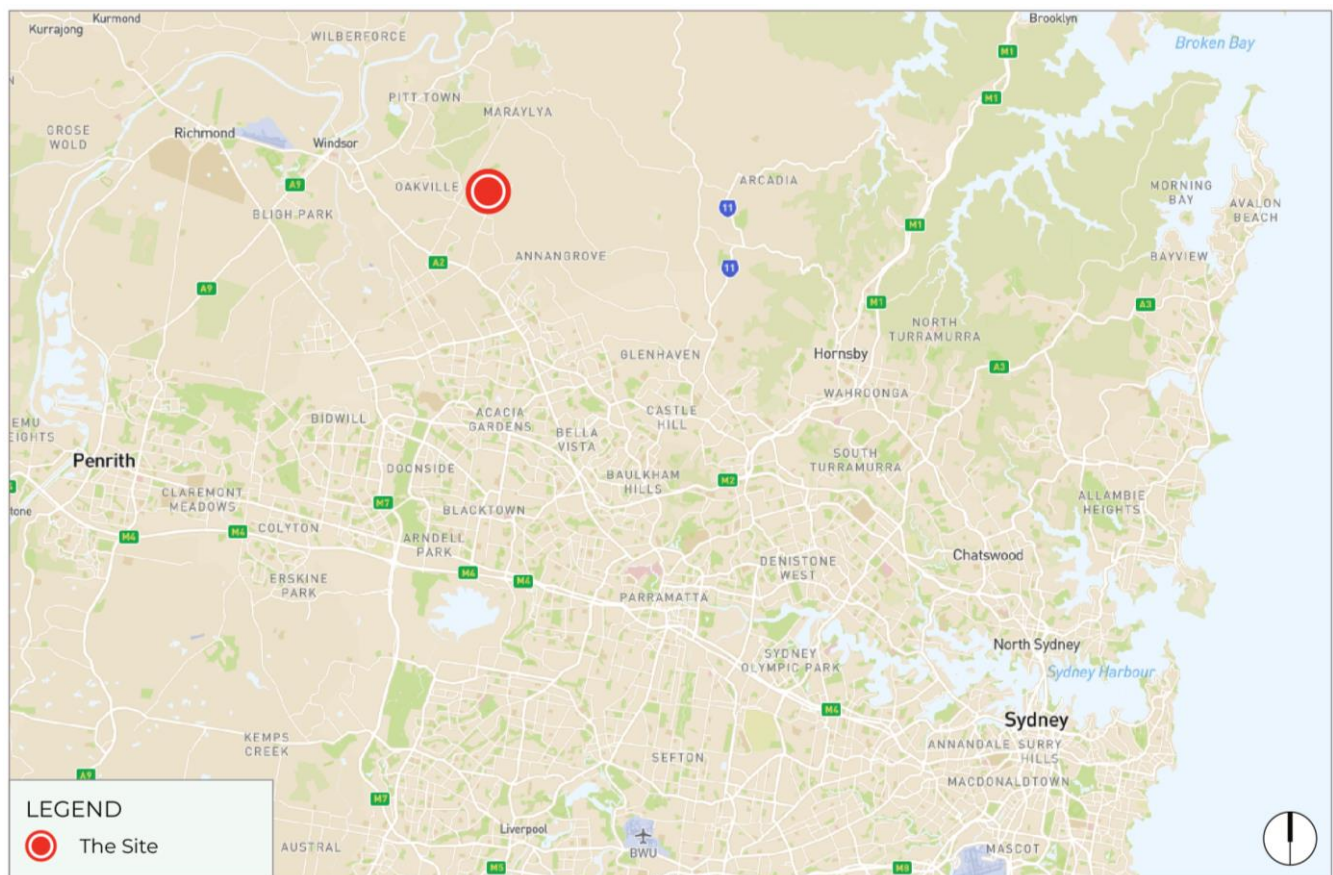


Figure 2 Site Context

Source: Mapbox, edits by Ethos Urban

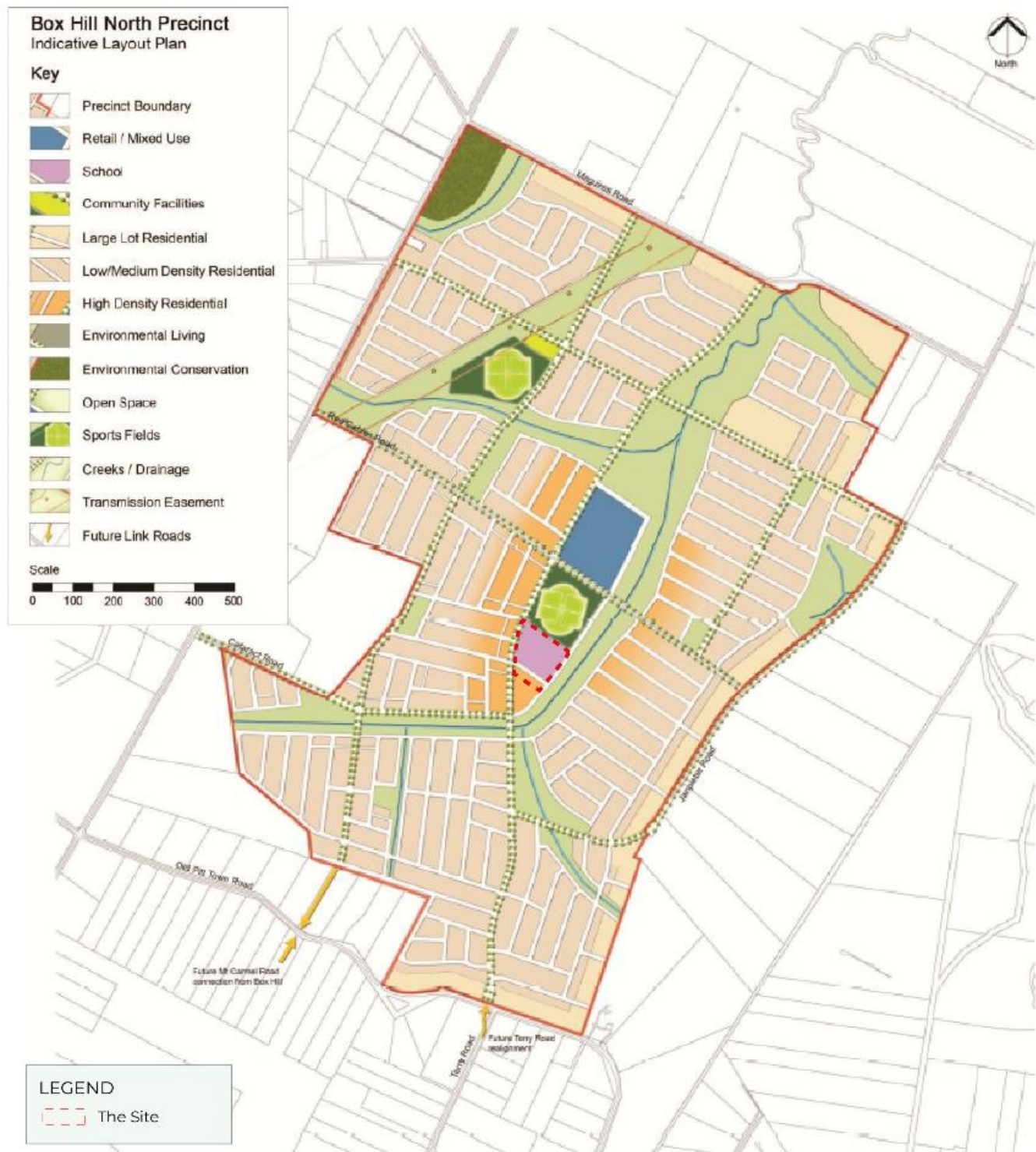


Figure 3 Box Hill North Precinct

Source: The Hills DCP 2012, edits by Ethos Urban

The site comprises one lot, legally described as Lot 301 DP 1273518, that covers an area of approximately 2.21ha. This lot was recently approved and registered with the NSW Land Registry Services under Development Application No. 1099/2019/ZB. An aerial photo of the site is shown in **Figure 4**.



 The Site

 NOT TO SCALE

Figure 4 Site Aerial

Source: Nearmap, edits by Ethos Urban

3.2 Surrounding Context

As described above and illustrated in **Figure 4**, the site's surrounding context is transforming from former rural lands into a new urban neighbourhood in line with the Box Hill North Precinct Masterplan (see **Figure 3**). The following points describe current and planned development that surrounds the site:

- **North:** A new two-way road is under construction immediately to the site's north between Fontana Drive and Cataract Road. A vacant lot is located on the other side of the road, which is planned to be a future sporting field with associated car parking. The Santa Sophia Catholic College, constructed in 2021, is further north on the other side of Red Gables Road. The Gables Town Centre is envisioned in the area surrounding the Catholic College.
- **East:** The riparian corridor runs to the site's south and east. Residential dwellings are envisioned further east of the site in a currently vacant lot.
- **South:** Aspect Hills Shire School, a new special purpose school for children with autism, is located immediately south of the site, and is due to open in 2025. Sidley Park is located further south on the other side of the Riparian corridor and is surrounded by low-density residential dwellings.
- **West:** A collection of vacant subdivided lots, and partially constructed and complete low-density residential dwellings are located west of Fontana Drive. The Box Hill North Precinct Plan envisions the future development of high-density residential housing in this area.

3.3 Development Objectives

The design vision for the project is to create a school environment that is connected to country, local community and nature. The design of the Gables Public School follows a series of forms that create an address to Fontana Drive, broken down in scale and mass to respond to the local context. The scheme draws upon the colours of country, introducing a sense of play reflective of the building uses.



Figure 5 Render of Gables New Primary School
 Source: Architectus



Figure 6 Gables New Primary School Layout
 Source: Oculus

4.0 Strategic Policy Context

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

- Design Guide for Schools (Government Architect NSW, 2018)
- Environmental Design in Schools (Government Architect NSW, 2018)
- Local Strategic Planning Statement (The Hills Shire, 2022)
- NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
- Our Plan for NSW Public Education, Government (NSW Department of Education, 2024)
- Western City District Plan (Greater Sydney Commission, 2018)
- Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)

Table 7 Strategic Policy Drivers

Policy theme	Key implications for impact assessment	Source
Planning for liveability	<ul style="list-style-type: none">• It is a vision of Greater Sydney Region Plan to enable most residents to reside “within 30 minutes of their jobs, education and health facilities, services and great places” (p. 6). It is a state priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing, and local services.• Schools contribute towards creating and supporting inclusive and vibrant neighbourhoods. There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich, and resilient communities.• “Improved quality of life can be achieved by co-locating schools, recreation, transport, community and health facilities, social infrastructure and local services in walkable mixed-use places” (p. 146, Western City District Plan).	<ul style="list-style-type: none">• Western City District Plan (Greater Sydney Commission, 2018)• Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)• Design Guide for Schools (Government Architect NSW, 2018)
Delivering more schools to keep up with demand	<ul style="list-style-type: none">• The Hills Shire LSPS identifies Council’s advocacy for the NSW Government to address the timely funding and delivery of necessary infrastructure to support residential growth, particularly regional transport upgrades and school• The Department of Education is seeking to complete new primary school projects as a part of its plan to enable successful education out outcomes• The 2024-25 Budget is delivering record education funding, including \$3.6 billion for new and upgraded schools in Western Sydney. This targeted investment will ensure growing communities get access to a world class public education.	<ul style="list-style-type: none">• Local Strategic Planning Statement (The Hills Shire, 2022)• Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024)• NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
School infrastructure’s role in sustainable communities	<ul style="list-style-type: none">• The application of environmental design principles to schools increases their social, economic and environmental value to become assets for new or established communities• Good environmental design can improve learning outcomes, student and teacher health and wellbeing.• Introducing or improving environmental design principles can help schools embrace their local setting and cultural history and identity, including Aboriginal cultural heritage.• Driving equitable outcomes, opportunities and experiences for all learners and staff is critical to the development of an outstanding education system	<ul style="list-style-type: none">• Environmental Design in Schools (Government Architect NSW, 2018)• Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024)

5.0 Social Locality and Baseline

This section provides an overview of the subject site and its current social context, in relation to a defined social locality or ‘area/s of social influence,’ reflecting geographies of primary and secondary social impact. The baseline analysis assesses the existing social characteristics of the community within the identified study area/s to better understand the potential community characteristics and specific communities that may experience impacts as a result of construction and operation of the proposal.

Key findings

- The locality surrounding the proposed site for the development of Gables New Primary School is characterised by family households with children.
- The surrounding community generally have a higher-than-average incomes and own their own homes with mortgages.
- The area has experienced very high levels of population growth between 2016-2024, with an annual growth rate of 57.4%. This trend highlights potential built up demand for social infrastructure and services such as public schools.

5.1 Defining Social Localities

For the purposes of the SIA, social localities have been defined, taking into consideration the need to factor in both local social impacts and those likely to occur on a broader scale. The areas of social influence have been determined for the proposal based on the consideration of:

- The construction activities and operational uses of the proposal.
- The likely scale and extent of potential direct and indirect impacts and benefits of the proposal on the social factors identified in the SIA Guideline. This includes indirect impacts that are generally less tangible and more commonly relate to matters such as community values, identity and sense of connection to place.
- Cumulative impacts that may impact affected communities as a result of other transport, construction and major urban renewal processes underway within or proximate to the corridor or localities.
- The potentially affected built or natural features that have social value or importance located on or near the construction sites, and the social characteristics of the areas likely to be affected by the proposal, as informed by the social baseline study and other technical assessments that inform the EIS.
- The community and stakeholder groups that would be most likely affected by the direct and indirect impacts, based on stakeholder and community engagement activities, and other available information sources.

Based on the above, this assessment has considered the following ‘areas of social influence’ as shown in **Table 8**.

Table 8 Social Locality Definition

Study Area	Relevance to SIA	Definition in this SIA
Primary social locality (PSL)	<ul style="list-style-type: none">• Likely to be localised social impacts relating to the immediate surrounds of the site, for example impacts associated with the construction of new buildings (i.e., amenity values, access, noise, air quality).• Longer term impacts such as potential noise, light, traffic and/or increased activity in the area may occur within the close proximity to the proposed development.	<ul style="list-style-type: none">• The Primary Social Locality (PSL) is defined by an area of roughly 250m surrounding the site. This is the area likely to be most impacted by construction of the proposal, as well as any direct impacts such as traffic, noise, changes to views etc.• The size of the PSL is proportional to the anticipated scope of development and is defined by urban special features (such as roads, railways, waterways)
Secondary social locality (SSL)	<ul style="list-style-type: none">• Understand the broader impacts and benefits that the proposed development will likely have on the surrounding community.• Note: Proposed catchment area	<ul style="list-style-type: none">• The secondary social locality (SSL) is defined using proposed school catchment zone (Scenario 2.2 2026) outlined by the Schools Infrastructure NSW Community and Engagement Strategy• Using the future school catchment zone as the SSL allows for analysis of social impacts and

Study Area	Relevance to SIA	Definition in this SIA
		benefits on future users of Gables New Primary School

These social localities are shown over the page in **Figure 7**.

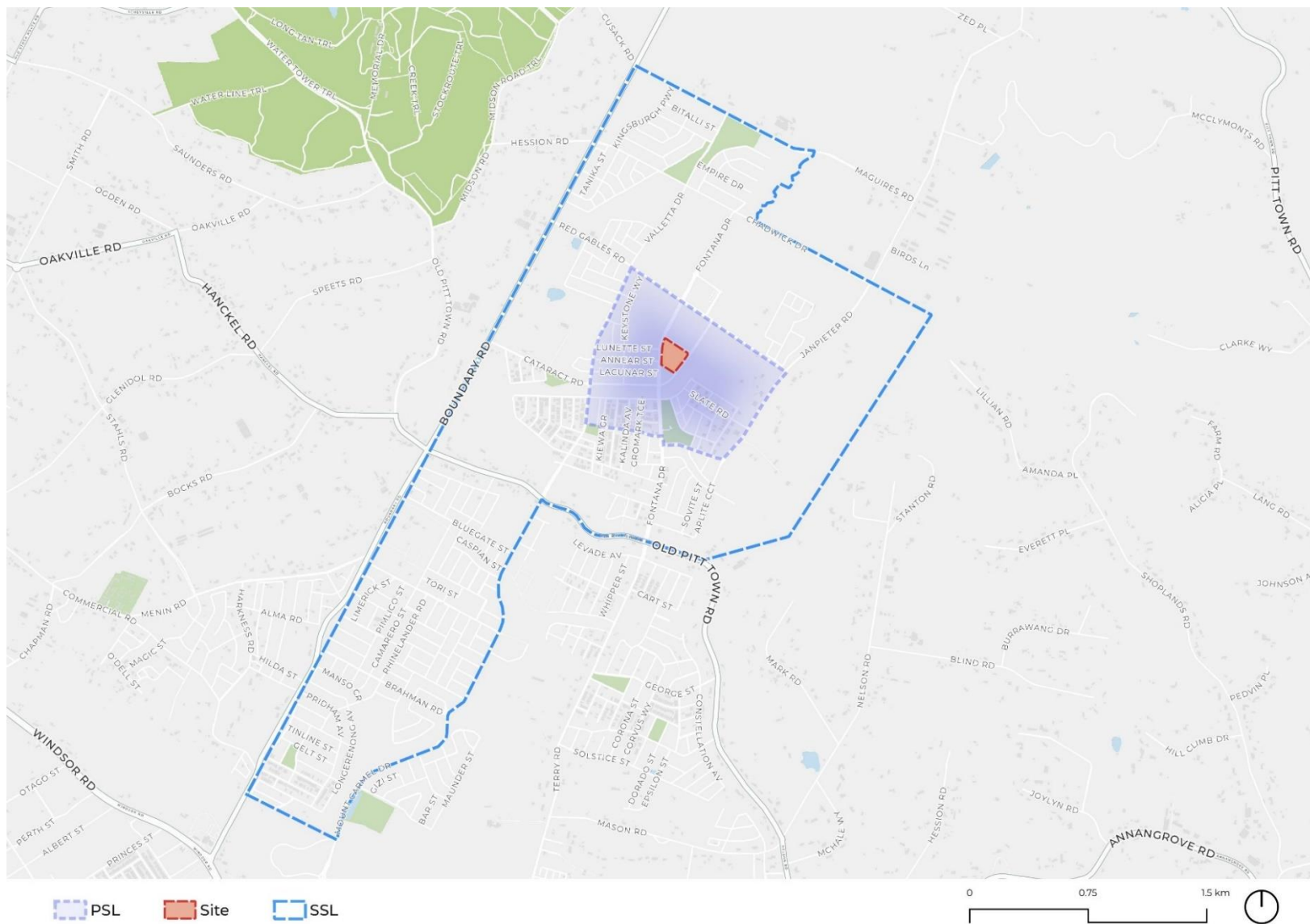







Figure 7 Social localities map

Source: Ethos Urban

5.2 Demographic Profile

Based on 2021 ABS Census of Population and Housing data, an overview of the demographic profile of the identified study areas is compared to the. Key findings in relation to relevant social indicators are highlighted below with detailed demographic tables available in **Table 9**.

Table 9 Overview of Demographics

Characteristics	Summary
 Age structure	The PSL has a younger than average population with a median age of 30 years. The SSL follows this trend with a median age of 31 years, substantially younger than the Greater Sydney baseline median age of 37 years. The proportion of residents who are primary school aged (5-11 years) is higher in the PSL (16.2%) and SSL (20.4%), compared to the baseline (8.8%).
 Median Income	The PSL has a high median household income of \$177,670. This socioeconomic profile is reflected across the SSL, with a median household income of \$159,730, compared to the greater Sydney average of \$108,750.
 Cultural diversity	Levels of cultural diversity across the PSL and SSL reflect Greater Sydney norms. The proportion of the population born overseas in the PSL is substantial (40.6%). This is reflected across the SSL (41.2%) and baseline (42.9%). However, the top three countries of birth outside of Australia in the PSL are India (11.9%), the Philippines (7.1%) and Pakistan (3.1%), compared to the baseline where the top 3 countries are China (4.9%), India (3.8%), England (3.1%). The proportion of Aboriginal and Torres Strait Islander residents is slightly lower in the PSL (0.7%), compared to the baseline (1.8%).
 Household composition	Couple families with children comprise a majority of households in the PSL (68.1%) and SSL (64.3%) and is substantially larger household composition than the baseline (36.1%). Lone person households are uncommon across the PSL (3.4%) and SSL (6.4%), compared to the baseline (23.3%)
 Tenure Type	A majority of occupied dwellings are owned with a mortgage in the PSL (84%) and SSL (73%). This trend different from the Greater Sydney baseline where ownership with a mortgage occurs at a lower rate (34%). Renting is less common across the PSL (6.5%) and SSL (19.7%), compared to the baseline (36.1%). Outright ownership is uncommon in the PSL (6.5%), though is slightly more common across the SSL (11.7%) and comprises close to a third of dwellings across the baseline (28.3%)

Disclaimer regarding COVID-19 Pandemic

It is our view that interpretation of small area data from the 2021 ABS Census – that is any geography smaller than a State - should have due consideration for potential outcomes arising from the COVID-19 pandemic. For example, at a small area level trend analysis relative to 2011 and 2016 Censuses should be treated with some degree of caution, as potential changes in demographics/behaviour may reflect temporary rather than structural changes as a result of COVID-19.

5.2.1 Population Forecasts

For the purposes of this analysis, population projections have been sourced with reference to Transport for NSW and have been rebased to the latest ABS estimated resident population figure. **Table 10** shows historical and projected population from 2016 to 2041.

The SSL is anticipated to grow at a sustained rate between 2024-2041, with an average annual growth rate of 1.0%, comparable to the 1.1% growth rate of Greater Sydney. It is noted that the SSL has experienced very high levels of population growth between 2016-2024, with an annual growth rate of 57.4%. This trend highlights potential built up demand for social infrastructure and services such as public schools.

Table 10 Resident Population Projections

Population (no.)	2016	2024	2026	2036	2041	2016 - 2024	2024 - 2041
SSL	230	8,650	8,840	9,750	10,180	+8,420	+1,530
Average Annual Growth (no.)	2011 - 2016	2016 - 2024	2024 - 2026	2026 - 2036	2036 - 2041	2016 - 2024	2024 - 2041
SSL	-20	+1,050	+100	+90	+90	+1,050	+90
Average Annual Growth Rate (%)	2011 - 2016	2016 - 2024	2024 - 2026	2026 - 2036	2036 - 2041	2016 - 2024	2024 - 2041
SSL	-7.5%	57.4%	1.1%	1.0%	0.9%	57.4%	1.0%
Benchmark	2016	2024	2026	2036	2041	2016 - 2024	2024 - 2041
Greater Sydney	5,024,920	5,438,970	5,578,580	6,255,940	6,600,740	+414,050	+1,161,770
Average Annual Growth	+83,194	+51,756	+69,805	+67,736	+68,960	+51,760	+68,340
Growth Rate	1.7%	1.0%	1.3%	1.2%	1.1%	1.0%	1.1%

Source: ABS, TfNSW

Disclaimer regarding small area data

Given the small size of the Primary Social Locality, its population forecast has been deemed unrepresentative and was excluded from this report. This is due to a significant misalignment between the Transport for NSW Travel Zone Projections areas which are used to establish reliable population projections and the Primary School Locality.

5.3 Local Social Infrastructure and Public Transport

5.3.1 Existing and planned Social Infrastructure

Existing social infrastructure accessible within SSL is mapped in **Figure 10**. As shown on the map, there are a number of small open space reserves, no community facilities and only one Catholic primary and secondary school within the SSL (Santa Sophia Catholic College).

There is additional social infrastructure planned for the area including:

- **A 60-place childcare facility** located on the Gables New Primary School site. This will co-locate childcare and educational facilities. The facility is expected to open in 2027.
- **A special needs school** is being developed directly to the South of Gables New Primary School at Fontana Dr and Cataract Rd, Aspect Hills Shire School. This facility will support 72 students K-6 and provides specialist education for children with autism. The facility is expected to open for Term 1 2025.
- **A new sports and recreation centre** referred to as Central Playing Fields. It will include a synthetic hockey field, two interchangeable basketball and netball courts, an athletic track, informal sports facilities, playground and amenities building. It is anticipated that Gables New Primary School will have access to the facilities. The facility is expected to open in 2025.

5.3.2 Current Public Transport Infrastructure

Local bus services are the only accessible form of public transport available in Gables. At present Gables New Primary School does not have a dedicated bus stop on Fontana Dr, with the nearest stop located approximately 250m to the south of the site at Cataract Rd. Current bus routes are shown below in **Figure 8**.



Figure 8 Gables Bus Routes

Source: Structural Civil Traffic Façade

5.3.3 Proposed Public Transport Infrastructure

The Transport and Accessibility Impact Assessment (TAIA) identified a potential location for a future bus stop to serve the Gables New Primary School, located at the site's southwest boundary on Fontana Dr (see **Figure 9**).



Figure 9 Gables New Primary School Proposed Bus Stop

Source: Structural Civil Traffic Façades

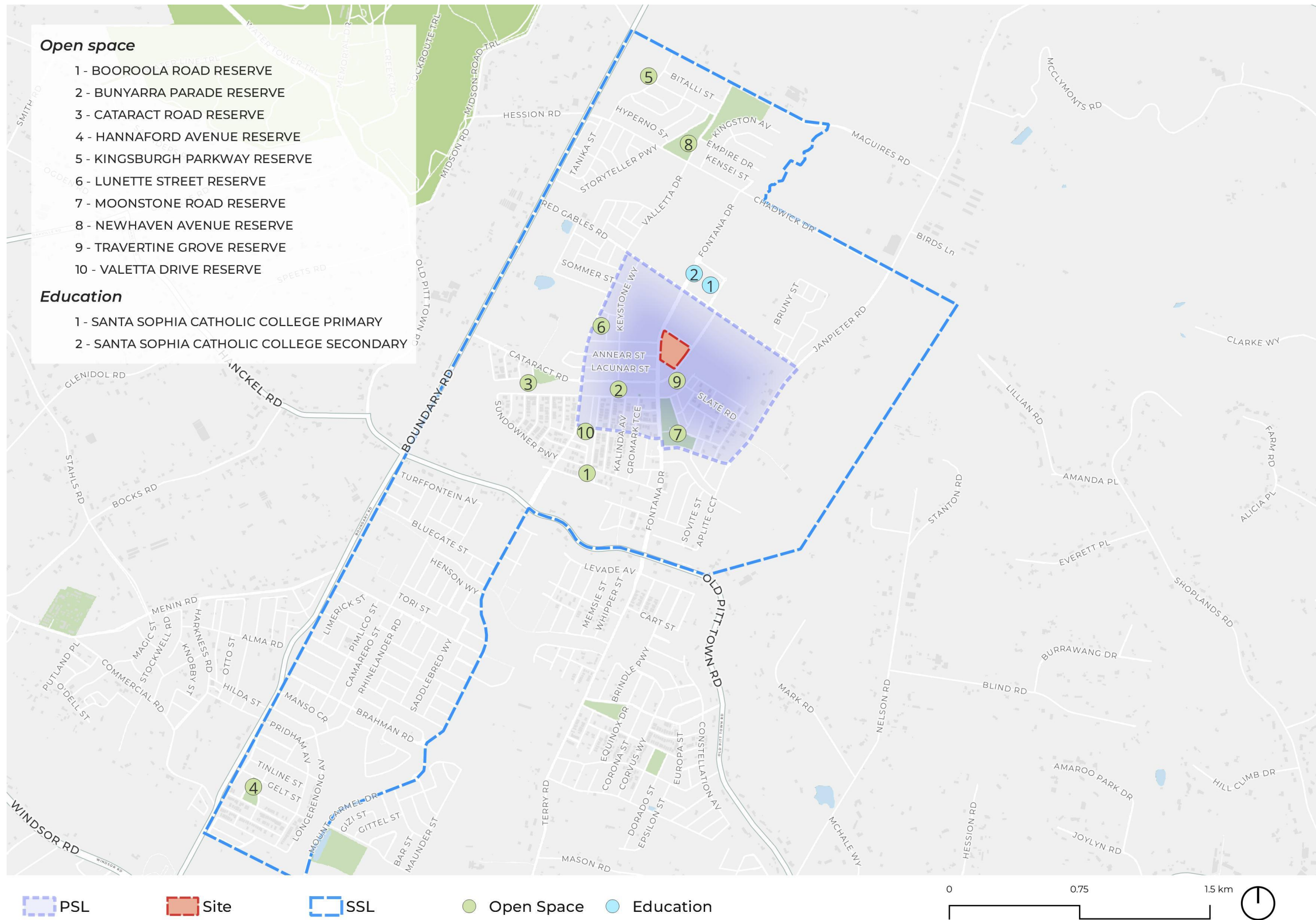


Figure 10 Social Infrastrucutre Map

Source: Ethos Urban, NSW Government

5.4 Social Issues and Trends

This section identifies relevant social issues and trends that are relevant to the proposal.

5.4.1 Timely delivery of social infrastructure in new communities

New communities are confronted with significant rates of population growth, creating demand for new social infrastructure, such as schools, childcare, community centres, recreational facilities, etc. A persistent policy challenge is the planning, scheduling, and delivery of social infrastructure, which can undermine the potential of growth areas¹. An emerging pattern in growth areas is below average accessibility to social infrastructure².

Social infrastructure plays an important role in providing essential services and fostering community cohesion. It helps boost social relations, community wellbeing, and increases social capital, including building trust, social networks, and increasing knowledge or skills. These functions are particularly important in a contexts where rapid population growth with diverse community compositions is occurring.

5.4.2 Shared use of school infrastructure

NSW Department of Education implemented the Joint Use of School Facilities and Land Policy in 2017 as a commitment to the construction of new facilities and maintenance of existing facilities, as well as to establish conditions for partnerships between the NSW Department of Education and other stakeholders to invest in facilities for shared use. The facility should be for the mutual benefit of all parties involved and be shared between the school and other stakeholders over its lifetime. The Greater Sydney Commission has outlined the advantages of joint and shared use of infrastructure:

“Infrastructure can be adapted and shared for different uses – school and open space facilities can be used for community, sports, arts, screen, cultural and recreational use when they are not otherwise required. Creating opportunities for increased shared use, and more flexible use, of under-utilised facilities can support growth and respond to the different needs of local demographic groups...Joint and shared use of facilities is encouraged to make school assets available to the community outside school hours and to give schools access to community facilities”³

School assets that could be shared with the surrounding community include open space, playgrounds, sporting fields, school halls, meeting spaces, classrooms, and/or school libraries. It is a state priority to promote the joint and shared use of school and community facilities in order to increase access to community space and cope with increasing demand for open space and recreational facilities.

¹ Delivering social and community infrastructure in Australia's growing cities (AHURI, 2021)

² Delivering social and community infrastructure in Australia's growing cities (AHURI, 2021, p.3)

³ Greater Sydney Commission, "Western City District Plan", (2018), https://www.hawkesbury.nsw.gov.au/_data/assets/pdf_file/0008/110213/western-district-plan-0318.pdf

6.0 Community and Stakeholder Perspectives

The following section provides an overview of the community and stakeholder consultation undertaken to inform the SIA. The purpose of this section is to highlight user values and aspirations relevant to the proposed development.

6.1 School Infrastructure NSW Engagement Overview

A community engagement survey was conducted by SINSW. A total of **7** participants provided feedback between 18-26 September 2024. The most significant concern categories which were identified as ‘very important’ by all survey respondents were **public transport** accessibility and **landscaping and shading**.

Table 11 Community Survey Feedback

Community concerns		Summary
Accessibility inclusive environment	Most respondents (5) identified an accessible and inclusive environment as very important. The other respondents (2) identified it as ‘important’ and ‘somewhat important’.	
Community access to school facilities	Most respondents (5) identified community access to school facilities as very important. The other respondents (2) identified it as ‘important’ and ‘somewhat important’.	
Public transport	All respondents (7) identified public transport access as very important.	
Aesthetics	Aesthetic and building design were regarded as less important among the respondents compared to other categories. Two (2) responded with a neutral sentiment, one (1) as not important, two (2) as important and two (2) as very important.	
Effective use of space	A majority of respondents (5) identified ‘effective use of space’ as very important, with one identifying it as somewhat important and one neutral.	
Landscaping and shading	All respondents (7) identified landscaping and shading as being very important.	
Deigned to reflect Aboriginal cultural heritage	Fewer respondents regarded designing to reflect Aboriginal cultural heritage as a high priority compared to other categories, though it was still supported. Three (3) respondents identified it as very important, one (1) as important, two (2) as somewhat important, and one (1) as neutral.	
Construction timelines	Most respondents (5) identified construction timelines as very important, with two (2) identifying them as important.	

Community concerns		Summary
Preferred mode of transport	Most respondents (5) identified walking and other forms of active transport as their preferred transport modes. One (1) identified driving and the other selected public transport (1).	
Additional comments	<p>Addition concerns regarded:</p> <ul style="list-style-type: none"> • Traffic and road congestion during peak drop off and pick-up times • The provision of a temporary facility for the 2025 academic year • Timely delivery of Gables New Primary School. 	

Source: SINSW

6.2 SIA Field Observations

A site visit was conducted on 26 September 2024 by a member of the SIA team. The following details key findings relevant to this assessment:

- Taking bus route 643 from Rouse Hill to Gables at 4pm showed a substantial amount of primary school children commuting to the Rouse Hill area to access primary school education. The bus was at capacity with predominantly primary school children, taking an approximately 30-minute journey to Gables and Box Hill.
- The Gables area was observed to have a substantial amount of construction activity, including the development of residential homes, road and footpath infrastructure, and Aspect Gables special education school.
- Access to Gables New Primary School is currently limited via public transport, with bus stops located approximately 10 minutes away from the site area.

7.0 Social Impact Assessment

The assessment has been based on the information available to date and is informed by a review and analysis of available documents relevant to the proposal, and the outcomes of engagement conducted to inform this SIA. This section summarises the scoping phase previously conducted and provides the full social impact assessment, with regard to the information provided in the previous sections of this report.

7.1 Scoping

Scoping is the first phase of a social impact assessment and is the initial consideration of possible social impacts associated with a proposed development. This stage includes:

- Defining social locality boundaries that represent the areas of social interest for this assessment
- Identifying issues of concern relating to the project
- Identifying stakeholders affected by the proposed development

7.2 Key Affected Communities

Considering the outcomes of the social baseline, within the social locality, the following individuals and communities are likely to be impacted by the proposal:

- Future students of Gable Primary School
- Future parents of students of Gables New Primary School
- Access Hills Shire School students
- Current residents surrounding the site
- Future residents surrounding the site
- Residents of Gables
- Primary school education workers
- Future workers
- Local Aboriginal community.

7.3 Impact Assessment

The following section sets out the assessment of material social impacts arising from the proposed development and recommended responses, including measures to enhance social benefits and mitigate potentially negative impacts, across the suite of factors set out in the SIA Guideline. The assessment has been based on the information available to date, and is a desktop study, informed by a review and analysis of available documents relevant to the proposal and community engagement conducted by SINSW.

Table 12 Summary of Social Impacts

Social Impact	Impact category	Key affected communities	Duration	Social significance rating (unmitigated)	Social significance rating (mitigated)
Positive					
Improved access to primary education for future students and their families.	<ul style="list-style-type: none"> Livelihood Community 	<ul style="list-style-type: none"> Future students of Gable Primary School Future parents of students of Gables New Primary School 	Ongoing	Almost Certain / Major = Very High	Almost Certain / Major = Very High
Improved community cohesion	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Residents of Gables 	Ongoing	Almost Certain / Major = Very High	Almost Certain / Major = Very High
Potential for increased walkability and use of active transport options	<ul style="list-style-type: none"> Health and wellbeing Accessibility 	<ul style="list-style-type: none"> Future students of Gable Primary School Future parents of students of Gables New Primary School 	Ongoing	Almost Certain / Major = High	Almost Certain / Major = High
Negative					
Disruption to daily routines due to construction	<ul style="list-style-type: none"> Health and wellbeing Way of life 	<ul style="list-style-type: none"> Residents surrounding the site Students of Aspect Hills Shire School 	Temporary (18 months)	Almost Certain / Moderate = High	Almost Certain / Moderate = High
Increased traffic and reduced access to on street parking	<ul style="list-style-type: none"> Accessibility Way of life 	<ul style="list-style-type: none"> Residents surrounding the site Future residents surrounding the site 	Ongoing	Almost Certain / Moderate = High	Possible / Moderate = Medium

7.3.1 Improved access to primary education for future students and their families

The provision of a new public primary school in an area which has experiencing high levels of population growth will benefit the current and future community. Primary education is an essential service which should be accessible to all eligible children (ages 4-12). Increasing access to public education in Gables mitigates risks of capacity issues at surrounding public schools, notably Oakville Primary School.

The social baseline shows significant levels of population growth that has recently taken place between 2016-2024 (see **Section 5.2.1**). The baseline community profile also shows that a majority of households are couple families with children, indicating high demand for school infrastructure (see **Section 5.2**). Further, the timely delivery of social infrastructure in greenfield growth areas is critical to ensuring equitable access to education for children in newly established communities, reducing the likelihood of urban spatial inequality between outer-suburban growth areas and established communities along the lines of access to education (see **Section 5.4.1**).

Duration: <i>Ongoing</i>	Extent: <i>SSL</i>	Social factor: <i>Access</i>
--------------------------	--------------------	------------------------------

Positive	Almost Certain / Major = Very High
----------	------------------------------------

Enhanced

The future school will be delivered with a capacity for approximately 1000 students. This is expected to provide adequate capacity to meet the community’s future demand. The school will also provide specialist support classes for students who may require additional learning support.

Accounting for the above project enhancements, the level of social impact remains as **Very High (positive)**.

7.3.2 Improved community cohesion

Schools are key pieces of social infrastructure which provide communities with a range of amenities and opportunities for social interaction, improving community cohesion outcomes. The joint community use of school facilities has been a focus of the NSW Department of Education (see **Section 5.4.2**). Primary school facilities, such as sports fields, outdoor courts, and school halls can be used for a range of different community-oriented activities outside of school hours. This may include hosting local sports teams, providing space for extracurricular activities and education (such as Saturday language schools), providing grounds to accommodate community events (such as markets), and providing performing arts spaces.

The provision of social infrastructure which can be used by the wider community provides sites for social interaction which are currently unavailable across the Gables area (SSL), as shown by the social infrastructure map (see **Figure 10**).

Further, schools provide opportunities for the children of a community to build social ties. Relationships formed in early childhood can last into adulthood, building long term social bonds across communities. Parents across the community may also begin to form relationship with one another due to their children’s friendships. This has positive implications for community cohesion.

Duration: <i>Ongoing</i>	Extent: <i>SSL</i>	Social factor: <i>Community</i>
--------------------------	--------------------	---------------------------------

Positive	Almost Certain / Major = Very High
----------	------------------------------------

Enhanced

The proposal will be located near other community facilities, including a planned childcare facility, special needs school to the south of the site, and Catholic primary school to the north (see **Section 5.3.1**). The proposal will also share access to the new Gables Central Playing Fields facility, which has been identified as a key sports and

recreational hub for Gables. The co-location of social infrastructure to promote social cohesion aligns with current best practice trends in social infrastructure delivery.

The landscape designs for the school ground and outdoor play spaces have incorporated Designing with County principles which include 'creative play' and 'yarning circles' (see **Figure 6**). These enhancements will likely encourage collaborative social experiences between future students, contributing to the development of childhood social ties as well as building cultural awareness.

The development of a co-located network of community infrastructure will significantly benefit community cohesion outcomes across Gables. Maintaining the level or social impact as **Very High (positive)**.

SIA Recommendations:

- Support the development of community programming such as a monthly school market to foster community use of the proposed school grounds to foster community cohesion.

7.3.3 Potential for increased walkability and use of active transport options

The provision on a new primary school in Gables will improve walkability and active transport outcomes by providing a key education facility within walking distance from a significant portion of Gables residents within the school catchment. This has the potential to reduce the number of trips taken by car by parents doing school drop-offs and pick-ups, facilitated by more opportunities to walk or use active transports due to the proposal's location in a central area of the locality.

Walkable neighbourhoods promote positive health and wellbeing outcomes by encouraging passive exercise throughout everyday life.

As described in **Section 6.2** primary school children were observed riding the bus home from the Rouse Hill are to the Gables, highlighting the inaccessibility of public primary education within walking distance of students and families within the Gables area.

Duration: <i>Ongoing</i>	Extent: approx. 1.5km from site	Social factor: Accessibility Health and wellbeing
--------------------------	---------------------------------	---

Positive	Almost Certain / Major = High
-----------------	--------------------------------------

Enhanced

The development of Gables town centre approximately 500m to the north of the site will further benefit walkability and active transport outcomes. The concurrent development of education and retail shows a shift towards walkability by reducing the overall need for Gables residents to take every trip by car due to the clustering of key services and retail amenities.

The development of Gables New Primary School near to the future town centre will have significant walkability benefits, maintaining the level of social impact as **High (positive)**.

SIA Recommendations:

- Encourage community-based walking to school programs, such as the 'Walking School Bus'. This typically involves parents from the community leading a walking group of primary school students to and from school.
- Use school programs to encourage active transport use. This may include the implementation of education programs such as Bike-ed, which is designed to teach children how to cycle and navigate local street networks safely.

7.3.4 Disruption to daily routines

Construction activities are expected to impact the community surrounding the site. This will likely include dust, noise, vibration, increased traffic and reduced on street parking. This could have an impact on people's ability to enjoy their home environments or ability to concentrate especially if they work from home. Construction activities may also impact the mental health of surrounding residents who have sensitivities to noise or dust pollution. Noise can also disproportionately impact children and shift workers who sleep during standard construction hours. Accessibility to homes may also be impacted if parking is restricted or detours are implemented during periods of heavy construction.

Aspect Hills Shire School is a special purpose school for children with autism adjoining the south of the site. The school is due to open in 2025 and is expected to have students attending when construction takes place. Children with autism may be particularly sensitive to the disruption resulting from construction activity.

Residents living on Fontana Dr. (to the west of the site) my experience cumulative construction impacts, due to the overlapping construction periods of Aspect Hill Shire special needs school and residential development throughout the PSL.

Duration: Temporary / cumulative	Extent: PSL	Social factor: Surroundings, health and wellbeing
----------------------------------	-------------	---

Negative	Almost Certain / Moderate = High
----------	----------------------------------

Mitigated

Construction works will be carried out during the standard allowable work hours of 7.00am to 6.00pm Monday to Friday and 8.00am to 1pm Saturday. This will reduce the impact of noise and vibration during morning and evening periods. In addition, high-volume construction traffic days or periods (such as concrete pours) will be communicated to the community, and where possible are to be coordinated with other construction projects to avoid excessive impact to the road network (Structural Civil Traffic Façade, 2024). This will work in tandem with community notification for high impact construction periods.

Due to the site's close proximity to neighbouring residents and the likelihood of construction impacts occurring, the level of social impact will remain. However, the implementation of mitigation measures will likely reduce the overall severity of the impact to **Medium (negative)** and is considered acceptable in the context of the proposal.

SIA recommendation/s:

- Liaise with parties responsible for development across the locality to coordinate community notification of construction works, particularly for road closures and detours.
- Consult with Aspect Hills Shire School on the timing and impact of works and any specific mitigations to consider that could reduce disruption to students.

7.3.5 Increased traffic and reduced access to on street parking

The operation of a new primary school will likely increase traffic during school pick-up and drop-off hours. This will likely impact the way of life for residents surrounding the site, particularly those living on Fontana Dr. This has the potential to impact accessibility outcome for affected residents due to an increase in congestion and travel times.

The TAIA (Structural Civil Traffic Façade, 2024) details potential shortfalls in staff parking availability, with 34 parking space provided for a total of 68 staff (once the school is at capacity). Staff members may choose to park in the surrounding area if the car park is at capacity, reducing availability for local residents. The TITA identifies up to 17-minute wait times during drop-off and pick up periods (Structural Civil Traffic Façade, 2024). This will likely impact the way of life of local residents using the road network during peak periods. Further, the close proximity of Santa Sophia College, Aspect Gables and proposed Gables New Primary School may cause cumulative traffic impacts during peaking drop-off and pick-up hours.

Duration: Ongoing	Extent: PSL	Social factor: accessibility, way of life
-------------------	-------------	---

Negative	Almost Certain / Moderate = High
----------	----------------------------------

Mitigated

A variety of transport modes will be encouraged to reduce private vehicle use by parents during drop-off and pick-up and staff members. This includes the implementation of a 'Holistic Transport Strategy' to encourage

walking and cycling (Structural Civil Traffic Façade, 2024). The implementation of an additional bus stop at Gables New Primary School along Fontana Dr has also been proposed in the TITA (see **Figure 9**). Another key traffic mitigation is to stagger the bell times (start and end of school days) between Santa Sofia College, Aspect Gables and The Gables New Primary School to reduce the risk of cumulative traffic impacts on the local community and future parents of children attending the new school (Structural Civil Traffic Façade, 2024).

The implementation of mitigation measures will minimise the over impact on traffic and parking across the locality, reducing the overall level of impact to **Medium (Negative)** and is considered acceptable in the context of the proposal.

SIA recommendation/s

- Use school programs to encourage active transport use. This may include the implementation of education programs such as Bike-ed, which is designed to teach children how to cycle and navigate local street networks safely.

8.0 Conclusion

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

8.1 Key Findings

The Gables Box Hill area has experienced significant population growth in recent years, with a majority of households being couple families with children. This underlines the importance of developing school infrastructure to service the community.

Gables New Primary School will have significant social benefits. It will provide greater access to primary education whilst improving positive walkability and community cohesion outcomes for future users of the school and surrounding community.

The proposal will likely cause some negative social impacts associated with the construction and operations of a new school. Construction impacts will likely affect the community surrounding the site and will contribute to cumulative construction impacts associated with concurrent development taking place across the locality.

Operational impacts will likely be caused by increase traffic during peak pick-up and drop-off periods. The proximity of Santa Sofia College and Aspect Gables special needs school pose a risk of cumulative congestion at peak pick-up and drop-off periods. However, the implementation of mitigation measures will reduce negative impacts to acceptable levels.

Overall, the project is assessed to have a positive social impact for the community, with the benefits associated with the delivery of a new primary school, including access to education and wider community benefits of school infrastructure assets, considered to have a high to very high impact.

8.2 Summary of Mitigation Measures

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

Figure 11 Summary of mitigation measures

Project Stage	Mitigation Measures	Relevant Section of Report
Design (D) Construction (C) Operation (O)		
O	<ul style="list-style-type: none">Support the development of community programming such as a monthly school market to foster community use of the proposed school grounds to foster community cohesion.	Section 7.3.2
O	<ul style="list-style-type: none">Encourage community-based walking to school programs, such as the 'Walking School Bus'. This typically involves parents from the community leading a walking group of primary school students to and from school.	Section 7.3.3
O	<ul style="list-style-type: none">Use school programs to encourage active transport use. This may include the implementation of education programs such as Bike-ed, which is designed to teach children how to cycle and navigate local street networks safely.	Section 7.3.3
C	<ul style="list-style-type: none">Liaise with parties responsible for development across the locality to coordinate community notification of construction works, particularly for road closures and detours.Consult with Aspect Hills Shire School on the timing and impact of works and any specific mitigations to consider that could reduce disruption to students.	Section 7.3.4

Appendix A Demographic Profile

Category	PSA	SSA (LGA)	Greater Sydney
<u>Income</u>			
Median individual income (annual)	\$72,610	\$66,690	\$45,930
Variation from Greater Sydney median	+58.1%	+45.2%	n.a.
Median household income (annual)	\$177,670	\$157,690	\$108,750
Variation from Greater Sydney median	+63.4%	+45.0%	n.a.
Individual income			
No income	10.9%	10.6%	11.2%
Low	16.6%	16.0%	28.7%
Medium	44.5%	50.4%	43.1%
High	28.0%	23.0%	17.0%
Household income			
No income	0.0%	0.6%	2.1%
Low	0.0%	2.9%	11.3%
Medium	15.2%	19.6%	34.3%
High	84.8%	77.0%	52.3%
<u>Age Structure</u>			
0 years	1.7%	2.3%	1.2%
1-2 years	4.1%	4.6%	2.4%
3-4 years	4.6%	4.0%	2.4%
5-6 years	5.6%	4.3%	2.5%
7-11 years	10.6%	9.5%	6.3%
12-17 years	8.2%	6.6%	7.1%
18-24 years	6.9%	6.7%	8.8%
25-34 years	14.0%	18.9%	15.6%
35-49 years	30.3%	28.1%	21.7%
50-59 years	8.8%	7.0%	12.0%
60-69 years	3.8%	5.4%	9.7%
70-84 years	1.4%	2.3%	8.4%
85 years and over	0.0%	0.3%	1.9%
Males	47.1%	49.1%	49.4%
Females	52.9%	50.9%	50.6%
Median Age (years)	30.5	31.0	37.3
<u>Country of Birth</u>			
Australia	59.4%	58.8%	61.1%
Aboriginal and Torres Strait Islanders	0.7%	1.1%	1.8%
Other Major English Speaking Countries	6.1%	5.6%	7.1%
Other Overseas Born	34.4%	35.6%	31.8%
% speak English only at home	59.6%	57.4%	61.0%
<u>Household Composition</u>			
Couple family with no children	20.7%	21.8%	24.5%
Couple family with children	68.1%	61.8%	36.1%
Couple family - Total	88.8%	83.5%	60.5%
One parent family	7.8%	8.0%	11.0%
Other families	0.0%	0.3%	1.1%
Family Households - Total	96.6%	91.8%	72.6%
Lone person household	3.4%	7.0%	23.3%
Group Household	0.0%	1.2%	4.1%
<u>Dwelling Structure (Occupied Private Dwellings)</u>			
Separate house	100.0%	366.0%	56.1%
Semi-detached, row or terrace house, townhouse etc.	0.0%	1.3%	12.8%

Flat, unit or apartment	0.0%	0.1%	30.7%
Other dwelling	0.0%	0.0%	0.4%
<i>Occupancy rate</i>	<i>99.1%</i>	<i>96.1%</i>	<i>91.8%</i>
Average household size	3.6	3.3	2.7
<u>Tenure Type (Occupied Private Dwellings)</u>			
Owned outright	6.5%	11.7%	28.3%
Owned with a mortgage	84.0%	68.3%	34.0%
<u>Rented</u>	<u>9.5%</u>	<u>19.7%</u>	<u>36.1%</u>
<i>State or territory housing authority</i>	0.0%	0.0%	3.3%
<i>Housing co-operative/community/church group</i>	0.0%	0.0%	0.8%
<i>Other</i>	9.5%	19.7%	32.0%
Other tenure type	0.0%	0.3%	1.6%
<u>Attending Education (% of those attending)</u>			
Pre-school	12.2%	12.9%	8.0%
<u>Infants/Primary Total</u>	<u>44.8%</u>	<u>42.3%</u>	<u>31.4%</u>
<i>Government</i>	58.2%	62.0%	68.6%
<i>Catholic</i>	24.7%	23.6%	18.8%
<i>Other</i>	17.0%	14.3%	12.5%
<u>Secondary Total</u>	<u>20.6%</u>	<u>20.7%</u>	<u>24.9%</u>
<i>Government</i>	46.1%	42.9%	54.7%
<i>Catholic</i>	29.2%	33.2%	25.3%
<i>Other</i>	24.7%	23.9%	20.0%
Technical or Further Educational Institution	6.9%	6.9%	10.2%
University or other Tertiary Institution	12.7%	14.9%	21.4%
Other type of educational institution	2.8%	2.3%	4.2%
<u>Highest Level of Education Completed (% of population aged 15 years and over)</u>			
Year 12 or equivalent	83.9%	78.6%	71.4%
Year 9-11 or equivalent	15.4%	19.4%	23.5%
Year 8 or below	0.6%	1.6%	3.5%
Did not go to school	0.0%	0.4%	1.6%
<u>Non-school Qualifications (Employed persons aged 15 years and over)</u>			
Postgraduate degree	16.3%	17.3%	16.3%
Graduate diploma or certificate	4.6%	3.6%	3.7%
Bachelor degree	42.1%	39.2%	37.8%
Advanced diploma or diploma	17.0%	16.2%	16.7%
Certificate	20.0%	23.8%	25.5%
<u>Employment Status</u>			
Unemployed/ looking for work	3.1%	3.5%	5.0%
Labour force participation rate	83.8%	77.4%	60.0%
<u>Need for Assistance</u>			
With Need for Assistance	2.0%	2.1%	5.5%
No Need for Assistance	98.0%	97.9%	94.5%
<u>Top 10 Countries of Birth</u>			
	<u>PSA</u>	<u>SSA (LGA)</u>	<u>Greater Sydney</u>
1	Australia (59.4%)	Australia (58.8%)	Australia (61.1%)
2	India (11.9%)	India (11.5%)	China (4.9%)
3	Philippines (7.1%)	Philippines (4.9%)	India (3.8%)
4	Pakistan (3.1%)	Pakistan (2.0%)	England (3.1%)
5	South Africa (2.0%)	England (2.0%)	Vietnam (1.9%)
6	England (1.8%)	Nepal (1.9%)	Philippines (1.9%)
7	New Zealand (1.7%)	Sri Lanka (1.7%)	New Zealand (1.7%)
8	Sri Lanka (1.6%)	South Africa (1.6%)	Lebanon (1.2%)

9	Nepal (1.4%)	China (1.5%)	Nepal (1.2%)
10	China (1.2%)	Iran (1.4%)	Iraq (1.1%)
<u>Top 10 Languages Spoken at home (other than English)</u>			
	<u>PSA</u>	<u>SSA (LGA)</u>	<u>Greater Sydney</u>
1	Punjabi (5.3%)	Punjabi (4.9%)	Mandarin (5.3%)
2	Tagalog (4.8%)	Hindi (3.8%)	Arabic (4.4%)
3	Urdu (3.7%)	Tagalog (2.9%)	Cantonese (2.9%)
4	Hindi (3.0%)	Urdu (2.6%)	Vietnamese (2.3%)
5	Nepali (1.9%)	Nepali (2.5%)	Hindi (1.5%)
6	Tamil (1.9%)	Gujrati (2.0%)	Greek (1.5%)
7	Arabic (1.8%)	Mandarin (1.9%)	Spanish (1.3%)
8	Sinhalese (1.4%)	Tamil (1.7%)	Nepali (1.2%)
9	Gujrati (1.3%)	Persian (1.6%)	Korean (1.2%)
10	Malayalam (1.2%)	Arabic (1.5%)	Italian (1.0%)
<u>Religion</u>			
Buddhism	1.3%	1.9%	4.1%
Christianity	50.0%	51.3%	49.0%
Hinduism	13.9%	14.0%	5.2%
Islam	9.2%	7.4%	6.7%
Judaism	0.0%	0.0%	0.7%
Other Religions	4.7%	4.8%	1.3%
No religious association	20.9%	20.6%	32.9%
<u>Long-term Health Conditions</u>			
Asthma	7.8%	10.9%	6.3%
Cancer	24.7%	24.6%	1.9%
Dementia	6.2%	4.5%	0.5%
Diabetes	0.0%	0.0%	4.1%
Heart disease	20.2%	13.4%	2.9%
Kidney disease	4.9%	4.2%	0.4%
Lung condition	1.2%	0.6%	0.8%
Mental health condition	0.0%	0.1%	6.1%
Stroke	11.5%	18.0%	0.4%
Other	0.0%	0.6%	6.9%
None	23.5%	23.2%	63.4%
<u>Provided Unpaid Childcare</u>			
Females	51%	48%	29%
Males	43%	41%	24%