New High School for Schofields and Tallawong
Social Impact Assessment

Prepared for the Department of Education NSW

Ethos Urban

Prepared by Ethos Urban

13 January 2025 | 2240446

'Gura Bulga'

Liz Belanjee Cameron

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

'Dagura Buumarri'

Liz Belanjee Cameron

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

'Gadalung Djarri'

Liz Belanjee Cameron

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

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

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

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

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This document has been prepared by:		**This document has been reviewed by:**	
Solomon Charles (SC) Isabelle Best (IB)	13 January 2025	Lucy Band (LB)	13 December 2024

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1.0 Introduction

This Social Impact Assessment has been prepared to support a Review of Environmental Factors (REF) for the NSW Department of Education (DoE) for the construction and operation of a new high school for Schofields and Tallawong (the activity).

The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as "development permitted without consent" on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37A of the T&I SEPP.

This document has been prepared in accordance with the Guidelines for Division 5.1 assessments (the Guidelines) by the Department of Planning, Housing and Infrastructure (DPHI). The purpose of this report is to analyse the potential social impacts that may arise from the High School during construction and operational phases. It subsequently recommends appropriate social mitigation and benefits optimisation measures.

1.1 Statement of Significance

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the proposed activity, it is determined that the construction and operation of the proposed new high school for Schofields and Tallawong (the activity) will:

- Improve access to high school education for students and their families
- Improve community cohesion in associated with the provision on new social infrastructure
- Improve Connecting with Country education outcomes
- Increase walkability and use of active transport
- Temporarily disrupt daily routines during construction and contribute to cumulative construction impacts
- Increase traffic at peak school drop-off and pick-up periods
- Risk of environmental emergencies such as bushfires, flooding and heatwaves exacerbated by the urban heat island effect.

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

The extent and nature of anticipated positive impacts associated with the delivery of a new high school and key social infrastructure are **high**, as detailed by this assessment.

1.2 Methodology

This report 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'. While this project is not considered State Significant, this guideline represents best practice in NSW and has informed the approach to this SIA.

Based on Social Impact guidance for REF approval pathway this report is a streamlined desktop study only and has not undertaken primary research.

The 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 (Blacktown City Council, 2020)
- 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)
- Urban Heat (Department of Planning, Housing and Infrastructure, 2024)

Technical reports used to inform the SIA include:

- Traffic Access Impact Assessment (SCT Consulting, 2024)
- Connecting with County Report (Yerrabingin, 2024).
- Noise and Vibration Impact Assessment (Acoustic Studio, 2024).
- Bushfire Risk Assessment Report (Blackash Bushfire Consulting, 2024).
- The Flood Impact and Risk Assessment (TTW, 2024).

1.3 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: Lucy Band

Qualifications, expertise, and professional memberships (refer to Table 1)

Date the SIA was completed: 8 October 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: Solomon Charles

Qualifications, expertise, and professional memberships (refer to Table 1)

Date the SIA was completed: 22 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 1 SIA Authors' Qualifications

Author	Expertise/Qualifications
Lucy Band Director, Social Strategy	*BA Communications, MA Environmental Management, Grad Dip Urban and Regional Planning, IAP2 Certified, Member of the Planning Institute of Australia, Member of the Social Impact Network Australia.* Lucy is an industry leading social planner that has contributed to city shaping projects across Australia and the UK.
Isabelle Best Principal, Social Strategy	*BCPlan, Grad Cert Social Impact (current), MPIA, SIMNA* Isabelle has 8+ years' experience in the social and urban planning profession. She has led many social impact assessments for various projects across NSW, and is highly experienced in identifying social impacts, crafting social impact mitigation measures, and undertaking targeted social impact engagement activities.
Solomon Charles Senior Urbanist, Social Strategy	*BA-Hons (Human Geography)* 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 Site Description and Proposed Activity

2.1 Site Description

The site is known as 201 Guntawong Road, Tallawong, NSW (the site), and is legally described as part of Lot 1 in Deposited Plan 1283186. The site is located within the Blacktown Local Government Area at the corner of Guntawong Road and Clarke Street, Tallawong and is approximately 4 hectares in area. The site has an approximately 100-metre-long frontage to Guntawong Road along its northern boundary. Nirmal Street provides a partial frontage along the eastern boundary of the site with plans to extend Nirmal Street to provide a future connection to Guntawong Road.

The site is predominantly cleared land and consists of grassland with several patches of remnant native vegetation particularly within the northern portion of the site. As a result of precinct wide rezonings, the surrounding locality is currently transitioning from a semi-rural residential area to a highly urbanised area with new low to medium density residential development with supporting services. The site is located approximately 1.5km to the northwest of Tallawong Metro Station and is also serviced by an existing bus stop along Guntawong Road.

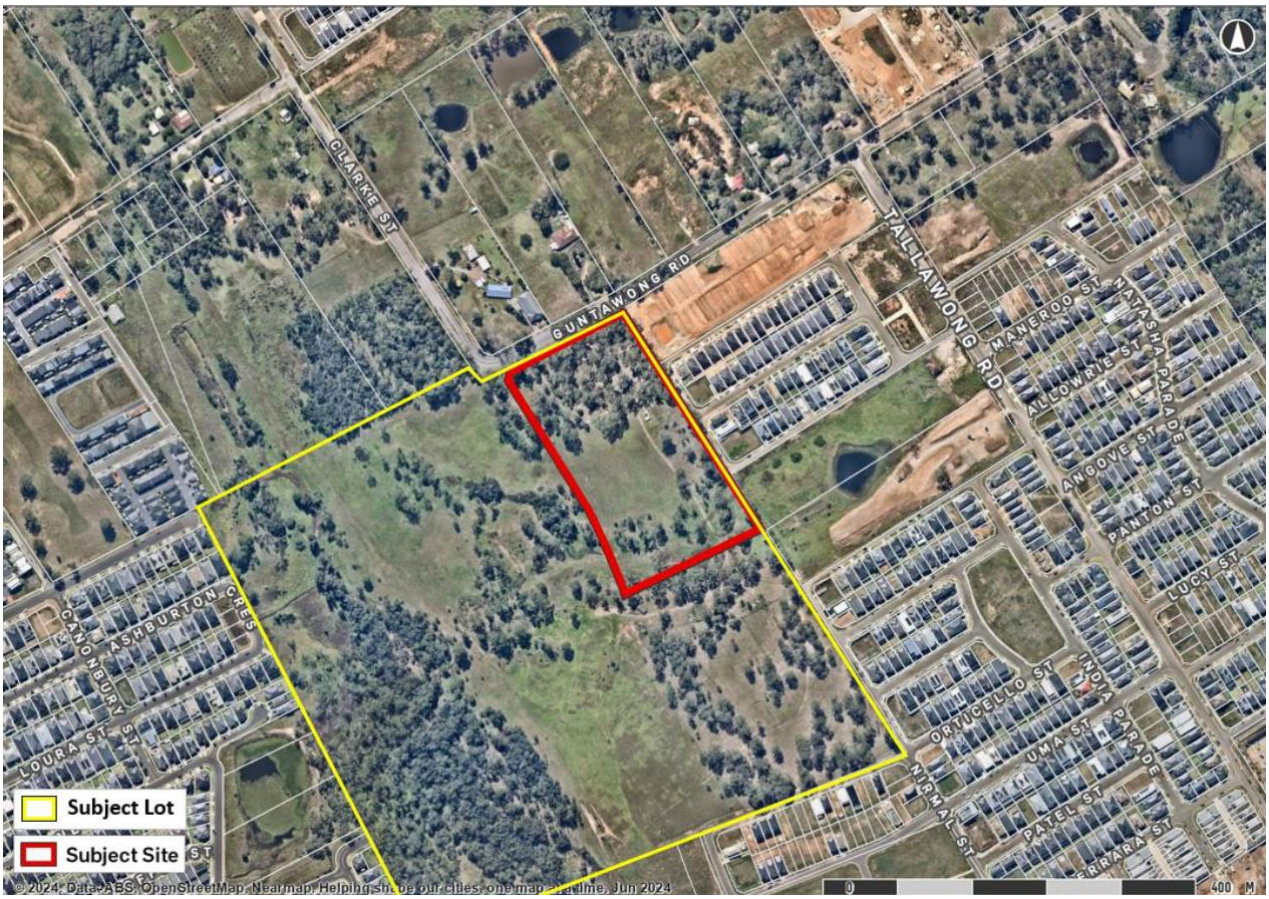

Figure 1 Aerial Photograph of Site

Source: Urbis, 2024

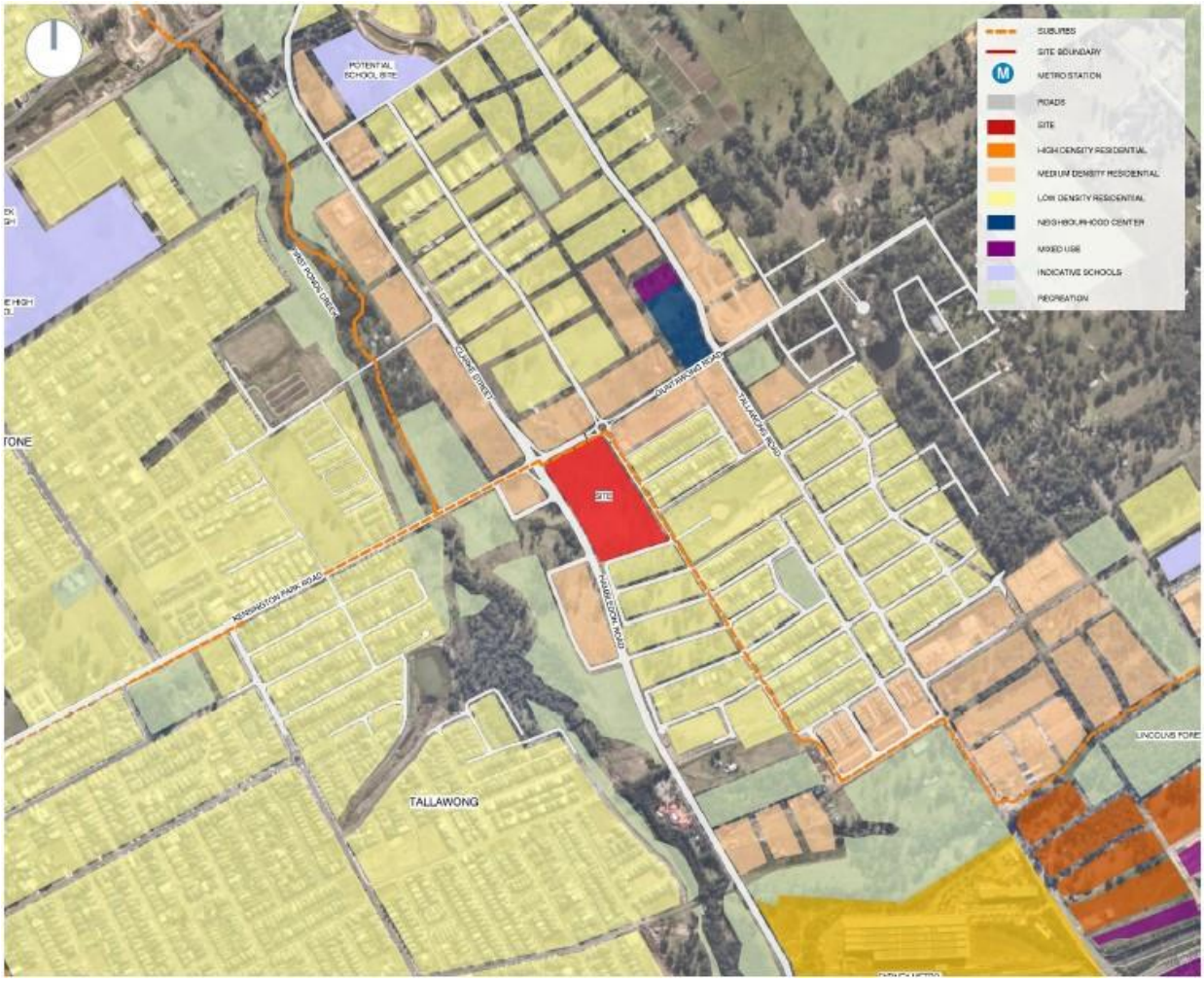

Figure 2 Proposed future development surrounding the site

Source: Site Image Landscape Architects

2.2 Proposed Activity Description

The proposed activity is for the construction and operation of a new high school known as the New High School for Schofields and Tallawong. The new High School will accommodate up to 1,000 students. The school will provide 49 permanent teaching spaces (PTS), and 3 support teaching spaces (STS) across three buildings.

The buildings will be three-storey in height and will include teaching spaces, specialist learning hubs, a library, administrative areas and a staff hub. Additional core facilities are also proposed including a standalone school hall, a carpark, a pickup and drop off zone along Nirmal Street, two sports courts and a sports field.

Specifically, the proposal involves the following:

- Three learning hubs (three-storeys in height) accommodating 49 general teaching spaces and 3 support learning units (SLUs).
- Other core facilities including amenities, library, staff hub and administrative areas.
- Standalone school hall.
- Separate carpark and pick up and drop off zone.
- Open play space including two sports courts and a sports field.
- Associated public domain works.
- Site access arrangements as follows:
  - Main pedestrian entrance off Nirmal Street.
  - Pick up and drop off zone proposed along Nirmal Street.
  - Onsite parking access via Nirmal Street.

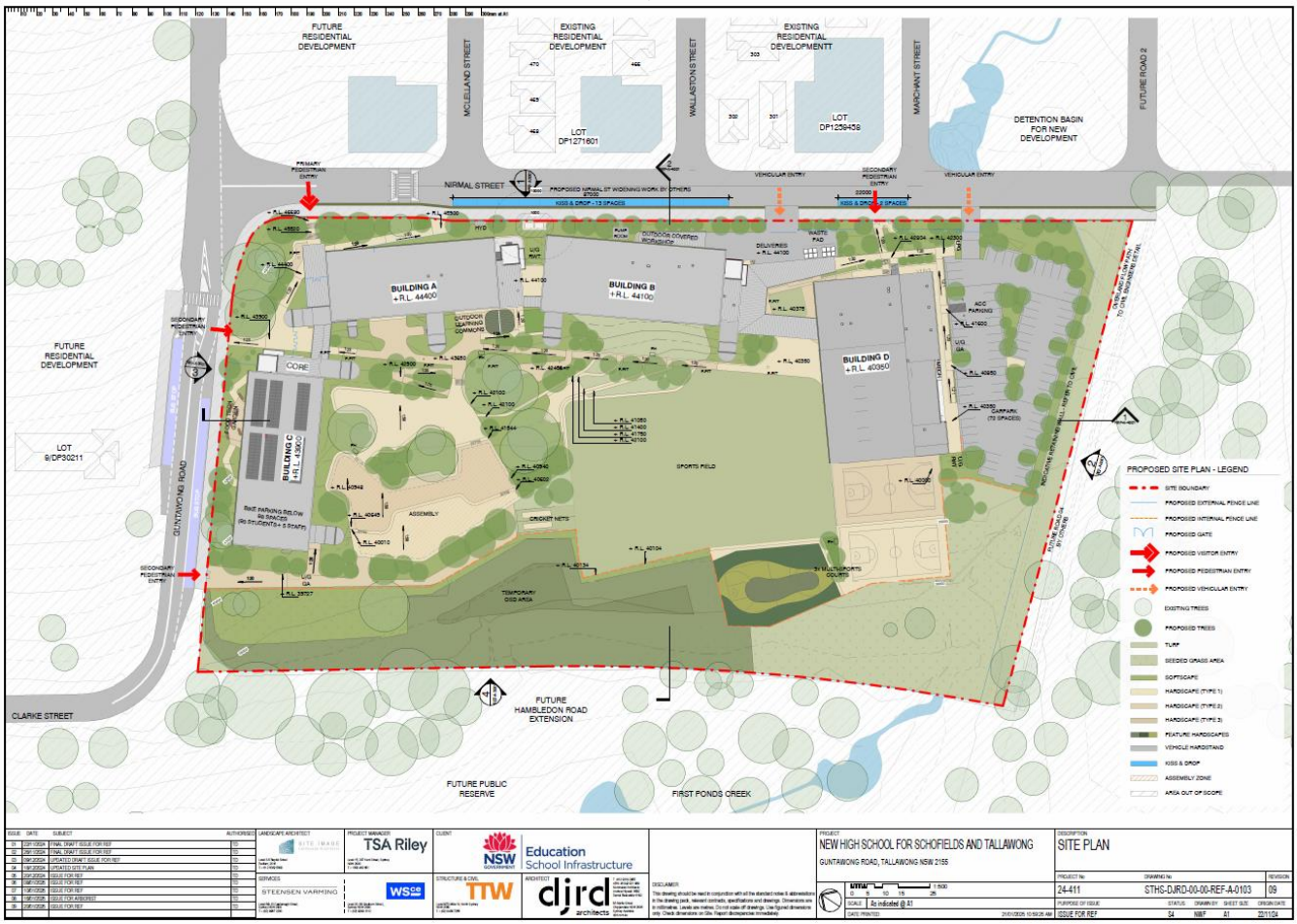

Figure 3 Proposed Site Plan

Source: DJRD Architects, 2025

3.0 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)
- Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017)
- Local Strategic Planning Statement (Blacktown City Council, 2020)
- NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
- Our Plan for NSW Public Education, Government (NSW Department of Education, 2024)
- Stakeholder and Community Participation Plan (NSW Department of Education, 2024)
- Western City District Plan (Greater Sydney Commission, 2018)

Table 2 Strategic Policy Drivers

Policy theme	Key implications for impact assessment	Source
Planning for liveability	• 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 • Life expectancy rates in Blacktown City are lower than State and national averages, and rates of obesity and diabetes are increasing. Better access to open space and sport and recreation facilities will help to improve people's health and make it easier to interact and feel a sense of belonging. • Providing safe, high-quality walking and cycling links that cater for and encourage short trips to schools, and other trip attractors. • Mitigating urban heat is a priority both in new developments and established urban areas. A range of urban cooling strategies will be needed when planning for urban renewal precincts, transport interchanges and stations/stops and community facilities	• 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) • Local Strategic Planning Statement (Blacktown City Council, 2020)
Delivering more schools to keep up with demand	• Blacktown City Council LSPS identifies Council's goal to collaborate with the NSW Government to maximise opportunities for shared and joint use of educational facilities • 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.	• Local Strategic Planning Statement (The Hills Shire, 2022) • NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)
School infrastructure's role in sustainable communities	• 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	• Environmental Design in Schools (Government Architect NSW, 2018) • Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024

Policy theme	Key implications for impact assessment	Source
Community consultation for School Infrastructure	• The Department of Education's approach to stakeholder and community engagement is guided by the community participation principles of the EP&A Act. • When engaging with neighbours, The Department of Education will consider what impact the development will have, including issues such as privacy, solar access, views and visual impacts, overshadowing, noise generation, hours of operation, traffic and parking impacts	• Stakeholder and Community Participation Plan (NSW Department of Education, 2024)

4.0 Social Locality and Baseline

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

4.1 Defining Social Localities

For the purpose of this assessment, two social localities have been identified, as shown in **Table 3** and **Figure 4**. Social localities establish the geographical and social boundaries which will be used to understand potential impacts, as well as the surrounding social infrastructure context.

Table 3 Social Locality Definition

Study Area	Relevance to SIA	Definition in this SIA
Primary social locality (PSL)	• 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 High School.	• The PSL is defined by an area of roughly 250m surrounding the site and considers urban features such as roads and open space. 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)	• Understand the broader impacts and benefits that the proposed High School will likely have on the surrounding community.	• The SSL is defined using proposed school catchment zone outlined by Schofields Tallawong Business Case • Using the future school catchment zone as the SSL allows for analysis of social impacts and benefits on future users of Schofields Tallawong High School

4.1.1 Impacted Communities

Table 4 provides a summary of the potentially impacted communities within the PSL and SSL and considerations for the social impact assessment.

Table 4 Key affected community groups

Impacted Communities	Consideration for Assessment
• Parents and students within the SSL • Parents and students within the North West Growth Area attending school which are overcrowded • Future students and parents of Schofields Tallawong HS • Blacktown City Council • Residents of the SSL • Residents of the PSL	• Improved access to education • Increased public access to social infrastructure • Improved Understanding of Aboriginal cultural knowledge and practices • Improved access to education using active transport • Improved community cohesion due to increased public access to social infrastructure • Construction disruption • Traffic impact associated with school operations

Figure 4 Social localities map

Source: Ethos Urban, NSW Government

4.2 Demographic Profile

Based on *2021 ABS Census of Population and Housing* data, an overview of the demographic profile of the school catchment area (SSL) is compared to the Greater Sydney baseline. Key findings in relation to relevant social indicators are highlighted below with detailed demographic tables available in **Table 5**.

Table 5 Overview of Demographics

Characteristics	Summary
Age structure	**A younger population** The median age in the SSL is 30 years, younger than the Greater Sydney baseline median of 37 years. The high school age cohort comprises a slightly larger proportion of SSL population (16.5%) compared to the baseline (15.9%). The SSL has a substantially larger cohort of people aged 25-34 (23.4%), as opposed to the baseline (15.6%).
Population change	**Rapid population growth** The SSL experienced very high levels of population growth between 2016-2024. The SSL average annual growth rate was 23.1%, which saw the population grow from 2,310 to 12,170. By contrast the Greater Sydney average annual growth rate was 1% during the same eight-year period. SSL annual population growth between 2024-2036 is projected to be 1.1%, equal to the Greater Sydney baseline
Median Income	**Higher median incomes** The SSL has a median household income of $124,910, higher than the Greater Sydney baseline (+14.9%). The SSL has a larger proportion of medium incomes residents (52.7%) and lower proportion of lower incomes residents (17.7%), comparted to the baseline which has a larger proportion of low-income earners (28.7%).
Cultural diversity	**A culturally diverse population** A high proportion of residents were born overseas in the SSL (47.7%) compared to the greater Sydney average (38.9%). The top three countries of birth outside of Australia are India (17.3%), China (4.1%) and the Philippines (3.4%). A substantial proportion of households speak languages other than English at home, with the top three languages being Punjabi (5.5%), Hindi (5.3%), and Mandarin (4.9%). The proportion of people who identify as Aboriginal or Torres Strait Islander across the SSL (1.9%) is similar to the Greater Sydney baseline (1.8%).
Household composition	**A high proportion of households with children** Households with children comprise a majority of households in the SSL (55.4%) compared to the baseline (47.1%). There are fewer lone-person households (16.2%) than the baseline (23.3%).
Tenure Type	**Most homes are rented in the SSL** Renting is the more common tenure type in the SSL (48.5%), followed by ownership with a mortgage (43.9%). Outright ownership is uncommon across the locality (7.4%). Renting is the most common across greater Sydney, though at a lower rate (36.1%), ownership with a mortgage occurs at lower rate than the SSL (34%), whereas ownership outright is substantially more common across Greater Sydney (28.3%). The dwelling occupancy rate slightly lower across the SSL is comparable (89.6%) to the baseline (91.8%).

5.0 Community and Stakeholder Perspectives

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

5.1 Schools Infrastructure NSW Engagement Overview

A project page has been established and details of a school Infrastructure email and hotline have been shared with the community. A community engagement survey was conducted by SINSW. A total of **6** participants provided feedback between 17 September and 4 October 2024. The most significant concern categories which were identified as 'very important' by all survey respondents were timely completion, accessibility and public transport links.

Table 6 Community Survey Feedback

Community concerns	Summary
Accessibility inclusive environment	83% of respondents identified, accessibility and inclusive environment to be the most important element.
Timely completion	The most consistent comments identified by respondents in the comments section identified that a timely completion of the project is by far the most important element. This is compounded by the emails received through the SINSW inbox.
Public transport	Public transport has been identified as an important element for the community with 63% of responses identifying this as very important and over a third of respondents identifying bus or other public transport as their means of transportation to and from school.

Source: SINSW

SINSW conducted a community information session on 17 December 2024. There were **12** attendees in total. **7** attendees were parents of children currently going to Schofields Public School, **4** community members with children interested to attend the school once it opens and **1** teacher from a surrounding Catholic school. Out of the attendees, **8** were already in the project mailing list and **4** new names were added.

Key messages heard and responses

- Overall positive to see that a high school will be built in the area.
- Timely completion was the topic of most interest, a proposed project timeline was communicated on the session with the comment that this was subject to planning approval and weather during construction.
- The second most asked question related to timeline of enrolment opening, catchment areas staff appointments and school operations. The community were informed that school operations are likely to begin once the construction of the school starts and the community will be updated once this information becomes available.
- Questions about the scope of 1000 students being sufficient were asked. Response shared was that the school will be master planned for 2000 students which may be built at a later stage depending on the student and population need.

5.1.1 Consideration of Early Stakeholder Engagement

Community consultation undertaken by SINSW aligns with the DoE Stakeholder and Community Participation Plan by engaging community during the design phase of the project (see **Section 3.0**). This allowed community perspectives to shape the design process and technical study outcomes prior to the lodgement and exhibition of the proposed new High School for Schofields and Tallawong REF.

6.0 Social Impact Assessment

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

6.1 Social Factors

Social impacts refer to the consequences that people experience when a project brings change. The SIA Guideline classifies social impacts using a suite of social factors, which forms the core basis of this assessment, these include:

Table 7 Social impact categories

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)	**Livelihoods** Including people's capacity to sustain themselves through employment or business
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	**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	**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.

6.2 Social Significance Rating

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

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

Table 8 Social Impact Significance Matrix

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

Source: DPHI 2023

6.3 Impact Assessment

Table 9 sets out the assessment of material social impacts arising from the proposed High School and recommended responses to enhance social benefits and mitigate potentially negative impacts. .

Table 9 Summary of Social Impacts

Impact	Key supporting evidence	Impacted communities	Impact Dimensions			Potential Impact (without standard mitigation techniques)		Project responses - avoidance, minimisation or enhancement	Residual impact after project response
			Period	Duration	Extent	Rating	Experience		
Improved access to secondary education for future students and their families. The provision of a new public high school in an area which has experiencing high levels of population growth will benefit the current and future community. High school education is an essential service which should be accessible to all eligible adolescents. Increasing access to public education in Schofields and Tallawong will help to alleviate capacity issues at surrounding high schools, notably Rouse Hill HS and Riversone HS. *Social factor(s): Accessibility*	• The SSL had a very high population growth rate of 23.1% per annum between 2016-2024 (see **Table 5**) • The Schofields Tallawong HS business case identified capacity constrains at Riverstone HS and Rouse Hill HS as a key reason for the development of a new high school in the Schofields Tallawong area, to keep up with demand for education facilities. • The new high school will accommodate up to 1,000 students. The school will provide 49 permanent teaching spaces (PTS), and 3 support teaching spaces (STS). • General support for the project was shown by the community during the community information session (see **Section 5.1**)	• Parents and students within the SSL • Parents and students within the North West Growth Area	Operations	Ongoing	SSL	**Almost Certain, Major** **Very High**	**Positive**	• The use of the Expandable School Model plans for the growth of a school based on projected figures and enrolments. This allows for the provision of additional facilities when required.	Schofields Tallawong HS will be able to meet growing demand using the Expandable School Model. This will allow the school to sustainably provide access to education facilities, avoiding the overcrowding that high schools in the surrounding locality have experienced. Almost Certain / Major = **Very High**
Provision of new community infrastructure which can be used by the surrounding community. This has the potential to improve community cohesion through community use of school facilities. This may include the use of sports facilities by local sport clubs, hall spaces, and afterhours extra-curricular programs, such as Saturday language school programs. *Social factor(s): Community, health and wellbeing*	• Aligns with Blacktown City Council LSPS goal to collaborate with SINSW to maximise opportunities for shared and joint use of educational facilities • The SSL population has high levels of cultural diversity. Providing community infrastructure supports cohesion of diverse communities (see **Table 5**) • There is a limited supply of social infrastructure across the SSL and no supply of social infrastructure within the PSL (see **Figure 4**) • Better access to sport and recreation facilities will help to improve people's health and make it easier to interact and feel a sense of belonging. This aligns with the goals of the Blacktown City Council LSPS	• Residents of the SSL • Blacktown City Council	Operations	Ongoing	SSL	**Almost Certain, Moderate** **High**	**Positive**	• Promote the availability of shared-use and the SINSW Share my School program • 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.	Schofields Tallawong HS will support community cohesion outcomes though diverse social uses, including public use of sports facilities, grounds, and teaching and learning spaces. Almost Certain / Major = **Very High**

Education and knowledge sharing through Connection with Country programs and landscape design has the potential to improve students' understandings of the locality through an Aboriginal cultural lens (Darug Nation). This may also include school programs that incorporate education and knowledge sharing with ecological regeneration practices. Future Aboriginal students of Schofields Tallawong HS may also benefit from increased cultural recognition *Social factor(s): Culture*	• The Schofields Tallawong HS SDRP report details Connecting with County design approaches aimed at ecological regeneration and education and knowledge sharing (Site Image Landscape Architects, 2024). • As detailed by the Connecting with Country (CwC) Report The new High School presents a unique opportunity to facilitate processed of regeneration for the physical landscape, building relationships between people, plants, animals, and Country (Yerrabingin, 2024) • The CwC highlights opportunities for the integration of Dharug knowledge into the curriculum, presenting a powerful way to ensure cultural continuity and foster cross-cultural understanding (Yerrabingin, 2024). • 1.9% of the SSL population is of Aboriginal and Torres Strait islander decent	• Future students of Schofields Tallawong HS • Aboriginal community	Operations	Ongoing	SSL	**Likely, Moderate** **<u>High</u>**	**Positive**	• Promote regular education and knowledge sharing programs in partnership with the Darug people (e.g., working with the Darug Custodian Aboriginal Corporation) • Include an Acknowledgement of Country within the design in prominent position.	Future students of Schofields Tallawong HS will gain in depth understandings of local Aboriginal culture and land care practices. This will improve long term social awareness of Aboriginal cultural practices. *Residual impact rating:* Almost Certain / Moderate = **High**
Development of education infrastructure which priorities active and public transport use will increase walkability and reduce private vehicle use for school drop-offs and pickups. Creating a more walkable and public transport-oriented neighbourhood by providing key education infrastructure near to where people live will benefit surrounding residents. Increasing walkability has health and wellbeing benefits associated with increased exercise throughout everyday life *Social factor(s): Access, health and wellbeing*	• Public transport connections to the new school have been planned. Key public transport connections include a school bus stops and public bus stop on Guntawong Rd, with potential for a bus stop located on a widened Nirmal St. This will provide access the surrounding locality as well as Tallawong Metro Station (see SDRP report, Site Image Landscape Architects 2024, p. 17). • Improved active and public transport use aligns with the strategic objectives the Western City District Plan to enable most residents to reside within 30-mins of education facilities. • Aligns with the Blacktown City Council LSPS goals to provide safe, high-quality walking and cycling links that cater for and encourage short trips to schools	• Future students of Schofields Tallawong HS • Future parents of students of Schofields Tallawong HS	Operations	Ongoing	SSL	**Almost Certain, Moderate** **<u>High</u>**	**Positive**	• Implement school programs and to encourage the use of public and active transport • Develop a School Travel Plan • Provide shading at school bus stop shelters to reduce risk of urban heat impacts on students. • Construct two zebra crossings on Guntawong Rd and Nirmal St prior to school operation to provide safe access for students from bus stops and the surroundings transport network (SCT Consulting, 2024).	Minimal use of private vehicles for school drop-off and pick-ups. This will minimise additional traffic generation associated with the operation of a high school facility and improve health and wellbeing outcome amongst students using active transport. *Residual impact rating:* Almost Certain / Moderate = **High**

Disruption associated with the construction of the new high school facilities will likely impact the daily routines of neighbouring residents and enjoyment of the surrounding locality. This may be caused by increased construction traffic, dust, noise, and vibration. *Social factor(s): Way of life, access, health and wellbeing, surroundings*	• The development of residential dwelling surrounding the site is proposed (see **Figure 2**). • Residents may experience cumulative construction impacts or 'construction fatigue' due to the development of Riverstone East Stage Precinct (stage 1 and 2) involving the construction of residential dwellings surrounding the site. In particular development along Nirmal St, Guntawong Rd, and McClelland St, as well as a roundabout at the intersections of Nirmal St and Guntawong Rd have the potential to cause cumulative construction disruption. • As detailed by the Noise and Vibration Impact Assessment (NVIA), Residents to the north, east, and west of the site will likely experience a +10 dB increase in noise above background levels associated with construction activities during standard construction hours. There is also a medium risk of vibration impacts affecting neighbouring residents (Acoustic Studio, 2024).	• Residents of the PSL	Construction	Temporary	PSL	**Likely, Moderate** **<u>High</u>**	**Negative**	• Future preparation of a Construction and Environmental Management Plan should contain measures to effectively communicate and engage with the surrounding community to minimise disruption, including notification requirements for periods of high impact, key contacts for enquiries and a complaints management process. • The CEMP should consider the cultural and linguistically diverse profile of the local community profile. • Liaise with parties responsible for residential development across the locality to coordinate community notification of construction works, particularly for road closures and detours. • A Construction Noise and Vibration Management Plan (CNVMP) will be prepared by the construction contractor, as identified by the NVIA.	Construction impacts are likely to still be experienced but will be temporary in nature. The project's contribution to cumulative construction impacts will also be minimal *Residual impact rating:* Likely / Minimal = **Low**
School operational impacts including noise impacts and increased demand on the road network across the surrounding locality during school drop-off and pick-ups at future kiss and ride. This will likely increase congestion, particularly on Nirmal St which is anticipated to host the school kiss and ride and indented bus stops *Social factor(s): Way of life, accessibility*	• Traffic modelling shows substantially reduced level of service on Clarke St during the morning peak with current modelling conditions (SCT Consulting, 2024). • The proposed new High School site will be located in close proximity to residential dwellings. Noise receivers may be impacted by operational noise from the new High School (Acoustic Studio, 2024)	• Residents of the PSL • Future parents of students of Schofields Tallawong HS	Operations	Ongoing	PSL / SSL	**Likely, Moderate** **<u>High</u>**	**Negative**	• SINSW will be responsible for constructing the western side of Nirmal St. The street will be built wider to accommodate increased traffic associated with proposed school bus stop and kiss and ride area, helping to ease traffic congestion generated by the proposal. • Implementation of active transport plan to encourage walking, cycling and the use of public transport • Use of the school hall will have allowances for door and windows to be kept closed for noisy activities and amplified music during school hours and after hours up to 10pm (Acoustic Studio, 2024). • Screening will be considered to control noise emissions from Covered Outdoor Workshop areas facing residential noise sensitive receivers (Acoustic Studio, 2024).	Minimal impact on surrounding road network during school drop-off and pick-up periods. Traffic generated by the future school with be supported by the surrounding road network. *Residual impact rating:* Likely / Minimal = **Low**

Risk of flooding, bushfire and urban heat. Future student and staff of the proposed new High School may be at risk of environmental emergencies such as bushfires, flooding and heatwaves exacerbated by the urban heat island effect. This has the potential to impact the health and wellbeing of future school users. *Social factors(s): Heath and wellbeing*	• The school buildings are not within designated Bushfire Prone Land and are not likely to be subject to bushfire attack (Blackash Bushfire Consulting, 2024). • The Flood Impact and Risk Assessment identified the southern portion of the site as flood-affected in events as frequent as the 20% of the annual exceedance probability. This is due to the presence of a first-order creek which conveys overland flows (TTW, 2024). • Urban intensification increased the urban heat island effect (building carparks, buildings etc.). During heatwaves, temperatures in western Sydney, which as less green cover are sometimes 10 degrees higher than in eastern Sydney (DPHI, 2024)	• Future parents of students of Schofields Tallawong HS	Operations	Ongoing	The site	**Likely / Minor** **<u>Medium</u>**	**Negative**	• As per the Planning for Bushfire Protection and Rural Fire Service 2019 requirements, a Bushfire Emergency Management and Evacuation Plan will be prepared prior to the occupation of the new school (Blackash Bushfire Consulting, 2024). • A Flood Emergency Response Plan (FERP) will be prepared to reduce the risk of flooding to people on site during a flood event, as well as the incorporation of an open swale to the south of the site to manage incoming flows from the upstream catchment (TTW, 2024). • The Landscape Plan for the new High School will increase the total tree canopy cover onsite by 1,680 sqm. Total tree canopy cover will account for 24% of the site area and will be concentrated in areas with large amounts of asphalt and concrete surfaces (e.g., staff carpark) (Site Image, 2024)	Flooding risk will be minimised by incorporating floodwater management systems. Emergency flooding and bushfire response plans will also be prepared prior to the occupation of the new schools. Heatwaves will continue to present a risk to the health and wellbeing of future students and staff. However, the project will not substantially contribute to the locality's head island effect due to the increase in tree canopy cover. *Residual impact rating:* Possible / Minimal = **Low**

7.0 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.

7.1 Assessment Summary

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

- The new Schofields Tallawong HS will improve access to education for future students across the school catchment and alleviate pressure on existing high school across the North West Growth Area.
- Positive social impact will be experienced by surrounding community by providing publicly accessible social infrastructure, improving community cohesion outcomes.
- The implementation of Connecting with Country principles will likely improve future students' understandings of the locality through an Aboriginal cultural lens. This can be further enhanced though programs involving collaboration with local aboriginal groups.
- The development of a new high school in a growth area will improve active transport outcomes, working towards the strategic vision accessing education with 30-minites of residents and creating a more walkable urban environment.
- Local residents surrounding the site may experience disruption to their daily routines during the construction. This may be experienced as a cumulative impact due to coinciding residential and road development occurring across the locality. However, the implementation of mitigation measures will minimise construction impacts and the projects contribution to cumulative disruption.
- Traffic generated during peak drop-off and pick-up periods has the potential to impact the way of life of residents across the surrounding locality. However, the use of mitigation measures to simultaneously accommodate increased traffic and incentives the use of active and public transport will reduce to the over risk traffic impacts affecting local residents.
- Future student and staff of the new High School may be at risk of environmental emergencies such as bushfires, flooding and heatwaves exacerbated by the urban heat island effect.

7.2 Mitigation Measures

This section summaries the recommended mitigation measures to address negative social impacts identified in **Section 6.3**.

Table 10 Summary of mitigation measures

Project Stage ***Design (D)*** ***Construction (C)*** ***Operation (O)***	**Mitigation Measures**	**Relevant Section of Report**
O	• The use of the Expandable School Model plans for the growth of a school based on projected figures and enrolments. This allows for the provision of additional facilities when required.	**6.3**
O	• Promote the availability of shared-use and the SINSW Share my school program • Support the development of community programming to foster community use of the proposed school grounds to foster community cohesion.	**6.3**
D / O	• Promote regular education and knowledge sharing programs in partnership with the Darug people (e.g., working with the Darug Custodian Aboriginal Corporation) • Include an Acknowledgement of Country within the design in prominent position.	**6.3**

O	• Implement school programs and to encourage the use of public and active transport • Develop a School Travel Plan • Provide shading at school bus stop shelters to reduce risk of urban heat impacts on students. • Construct two zebra crossings on Guntawong Rd and Nirmal St prior to school operation to provide safe access for students from bus stops and the surroundings transport network.	**6.3**
C	• Future preparation of a Construction and Environmental Management Plan (CEMP) should contain measures to effectively communicate and engage with the surrounding community to minimise disruption, including notification requirements for periods of high impact, key contacts for enquiries and a complaints management process. • The CEMP should consider the cultural and linguistically diverse profile of the local community profile. • Liaise with parties responsible for residential development across the locality to coordinate community notification of construction works, particularly for road closures and detours. • A Construction Noise and Vibration Management Plan (CNVMP) will be prepared by the construction contractor, as identified by the NVIA.	**6.3**
O	• SINSW will be responsible for constructing the western side of Nirmal St. The street will be built wider to accommodate increased traffic associated with proposed school bus stop and kiss and ride area, helping to ease traffic congestion generated by the proposal. • Implementation of active transport plan, through a School Travel Plan, to encourage walking, cycling and the use of public transport. • Use of the school hall will have allowances for door and windows to be kept closed for noisy activities and amplified music during school hours and after hours up to 10pm. • Screening will be considered to control noise emissions from Covered Outdoor Workshop areas facing residential noise sensitive receivers	**6.3**
D/ O	• As per the Planning for Bushfire Protection and Rural Fire Service 2019 requirements, a Bushfire Emergency Management and Evacuation Plan will be prepared prior to the occupation of the new school. • A Flood Emergency Response Plan (FERP) will be prepared to reduce the risk of flooding to people on site during a flood event, as well as the incorporation of an open swale to the south of the site to manage incoming flows from the upstream catchment. • The Landscape Plan for the new High School will increase the total tree canopy cover onsite by 1,680 sqm. Total tree canopy cover will account for 24% of the site area and will be concentrated in areas with large amounts of asphalt and concrete surfaces (e.g., staff carpark)	**6.3**

Appendix A Demographic profile

Table 11 Resident Population Projections

Population (no.)	2016	2024	2026	2036	2041	2016 - 2024	2024 - 2041
SSL	2,310	12,170	12,310	13,270	14,050	+9,860	+1,880
Average Annual Growth (no.)	**2011 - 2016**	**2016 - 2024**	**2024 - 2026**	**2026 - 2036**	**2036 - 2041**	**2016 - 2024**	**2024 - 2041**
PSL	+50	+1,230	+70	+100	+160	+1,230	+110
Average Annual Growth Rate (%)	**2011 - 2016**	**2016 - 2024**	**2024 - 2026**	**2026 - 2036**	**2036 - 2041**	**2016 - 2024**	**2024 - 2041**
SSL	2.3%	23.1%	0.6%	0.8%	1.1%	23.1%	0.8%
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

Table 12 General Population Characteristics Profile

Category	SSL	Greater Sydney
Income		
Median individual income (annual)	$58,110	$45,930
Variation from Greater Sydney median	*+26.5%*	*n.a.*
Median household income (annual)	$124,910	$108,750
Variation from Greater Sydney median	*+14.9%*	*n.a.*
Individual income		
No income	11.5%	11.2%
Low	17.7%	28.7%
Medium	52.7%	43.1%
High	18.0%	17.0%
Household income		
No income	1.0%	2.1%
Low	3.5%	11.3%
Medium	30.5%	34.3%
High	65.0%	52.3%
Age Structure		
0 years	2.0%	1.2%
1-2 years	4.2%	2.4%
3-4 years	3.6%	2.4%
5-6 years	3.3%	2.5%
7-11 years	7.8%	6.3%
12-17 years	6.5%	7.1%
18-24 years	10.0%	8.8%
25-34 years	23.4%	15.6%
35-49 years	26.3%	21.7%
50-59 years	6.7%	12.0%
60-69 years	4.3%	9.7%
70-84 years	1.6%	8.4%
85 years and over	0.2%	1.9%
Males	49.4%	49.4%

Females	50.6%	50.6%
Median Age (years)	30.0	37.3
Country of Birth		
Australia	52.3%	61.1%
Aboriginal and Torres Strait Islanders	*1.9%*	*1.8%*
Other Major English Speaking Countries	5.2%	7.1%
Other Overseas Born	42.5%	31.8%
% speak English only at home	*49.9%*	*61.0%*
Household Composition		
Couple family with no children	22.8%	24.5%
Couple family with children	44.0%	36.1%
Couple family - Total	66.7%	60.5%
One parent family	11.4%	11.0%
Other families	1.0%	1.1%
Family Households - Total	79.2%	72.6%
Lone person household	16.2%	23.3%
Group Household	4.6%	4.1%
Dwelling Structure (Occupied Private Dwellings)		
Separate house	67.3%	56.1%
Semi-detached, row or terrace house, townhouse etc.	7.4%	12.8%
Flat, unit or apartment	25.3%	30.7%
Other dwelling	0.0%	0.4%
Occupancy rate	*89.6%*	*91.8%*
Average household size	2.9	2.7
Tenure Type (Occupied Private Dwellings)		
Owned outright	7.2%	28.3%
Owned with a mortgage	43.9%	34.0%
Rented	48.5%	36.1%
State or territory housing authority	0.0%	3.3%
Housing co-operative/community/church group	0.0%	0.8%
Other	48.5%	32.0%
Other tenure type	0.4%	1.6%
Attending Education (% of those attending)		
Pre-school	10.4%	8.0%
Infants/Primary Total	34.6%	31.4%
Government	72.0%	68.6%
Catholic	16.9%	18.8%
Other	11.1%	12.5%
Secondary Total	21.2%	24.9%
Government	55.6%	54.7%
Catholic	27.1%	25.3%
Other	17.3%	20.0%
Technical or Further Educational Institution	11.1%	10.2%
University or other Tertiary Institution	18.9%	21.4%
Other type of educational institution	3.7%	4.2%
Highest Level of Education Completed (% of population aged 15 years and over)		
Year 12 or equivalent	78.7%	71.4%
Year 9-11 or equivalent	18.8%	23.5%
Year 8 or below	1.7%	3.5%
Did not go to school	0.8%	1.6%
Non-school Qualifications (Employed persons aged 15 years and over)		
Postgraduate degree	18.8%	16.3%
Graduate diploma or certificate	3.2%	3.7%
Bachelor degree	40.4%	37.8%

Advanced diploma or diploma	16.0%	16.7%
Certificate	21.7%	25.5%
Employment Status		
Unemployed/ looking for work	4.7%	5.0%
Labour force participation rate	73.0%	60.0%
Need for Assistance		
With Need for Assistance	2.9%	5.5%
No Need for Assistance	97.1%	94.5%
Top 10 Countries of Birth	**PSA**	**Greater Sydney**
1	Australia (52.3%)	Australia (61.1%)
2	India (17.3%)	China (4.9%)
3	China (4.1%)	India (3.8%)
4	Philippines (3.4%)	England (3.1%)
5	New Zealand (2.5%)	Vietnam (1.9%)
6	Pakistan (1.9%)	Philippines (1.9%)
7	Sri Lanka (1.6%)	New Zealand (1.7%)
8	Iran (1.4%)	Lebanon (1.2%)
9	England (1.2%)	Nepal (1.2%)
10	Fiji (1.0%)	Iraq (1.1%)
Top 10 Languages Spoken at home (other than English)	**PSA**	**Greater Sydney**
1	Punjabi (5.5%)	Mandarin (5.3%)
2	Hindi (5.3%)	Arabic (4.4%)
3	Mandarin (4.9%)	Cantonese (2.9%)
4	Gujrati (3.5%)	Vietnamese (2.3%)
5	Urdu (2.4%)	Hindi (1.5%)
6	Cantonese (1.8%)	Greek (1.5%)
7	Tagalog (1.7%)	Spanish (1.3%)
8	Tamil (1.6%)	Nepali (1.2%)
9	Persian (1.6%)	Korean (1.2%)
10	Sinhalese (1.4%)	Italian (1.0%)
Religion		
Buddhism	2.8%	4.1%
Christianity	41.0%	49.0%
Hinduism	18.2%	5.2%
Islam	7.3%	6.7%
Judaism	0.0%	0.7%
Other Religions	5.5%	1.3%
No religious association	25.2%	32.9%
Provided Unpaid Childcare		
Females	38%	29%
Males	32%	24%

Source: ABS