Melrose Park High School
Social Impact Assessment

Prepared for NSW Department of Education

Ethos
Urban

'Gura Bulga'
Liz Belanjee Cameron

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

'Dagura Buumarri'
Liz Belanjee Cameron

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

'Gadalung Djarri'
Liz Belanjee Cameron

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

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

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

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

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1.0　Introduction

This Social Impact Assessment (SIA) has been prepared to support a Review of Environmental Factors (REF) for the NSW Department of Education (DoE) for the construction and operation of the new Melrose Park High School project (the Activity) at 37 Hope Street, Melrose Park

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 assessment of the nature and extent of potential social impacts caused by the proposed development, it has been determined the construction and operation of the Melrose Park High School (HS) will:

- Improve access to high school education for students and their families
- Provide an option for whole-of-school education due to the co-location of Melrose Park Public School and the proposed Melrose Park HS
- Improve community cohesion through provision on new social infrastructure
- Increase walkability and use of active transport
- Temporarily disrupt daily routines during construction
- Increase traffic at peak school drop-off and pick-up periods

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):

- Central City District Plan (Greater Sydney Commission, 2018)
- 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 (City of Parramatta, 2022)
- 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)

Technical reports used to inform the SIA include:

- Architectural Design Report (NBRS, 2024)
- Construction Traffic Management Plan (TTW, 2024)

- Noise and Vibration Impact Assessment (ARUP, 2024)
- Preliminary Construction Management Report (Colliers, 2024)
- School Travel Plan (TTW, 2024)
- Traffic and Accessibility Impact 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: 20 January 2025

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:

Lucy Band.

Name of Lead Author: Solomon Charles

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

Date the SIA was completed: 20 January 2025

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:

Solomon Charles

Table 1   SIA Authors' Qualifications

Author	Expertise/Qualifications
Lucy Band Director, Social Strategy	*BA Communications, MA Environmental Management, Grad Dip Urban and Regional Planning, PIA, IAP2, SIMNA* Lucy is an industry leading social planner with over 10 years' experience working in the built environment sector and has contributed to city shaping projects across Australia and the UK.
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   Proposed Development

2.1   Site Description and Context

The site is located at 37 Hope Street Melrose Park within the Parramatta Local Government Area (LGA) and the traditional land of the Dharug people. The site covers an approximate area of 9,500 sqm and is generally rectangular in shape. The site is currently cleared and vacant. The site is located approximately 8 kilometres east of the Parramatta CBD.

Figure 1   Site area
Source: SINSW, Ethos Urban

2.2   Summary of Activity

The proposed activity involves the construction and use of a new high school in two stages for approximately 1,000 students. The site plan is available below in **Figure 2**.

Stage 1 of the proposed activity includes the following:

- Site preparation works.
- Construction of Block A – a six-storey (with additional roof/plant level) school building in the south-western portion of the site containing staff rooms and General Learning Spaces (GLS).
- Construction of Block B – a one storey (double height) hall, gymnasium, canteen and covered outdoor learning area (COLA) building in the south-eastern portion of the site.
- Construction of Block C – a single storey plant and storage building at the north-eastern portion of the site.
- Associated landscaping.
- Construction of on-site car parking.
- Provision and augmentation of services infrastructure.
- Associated public domain infrastructure works to support the school, including (but not limited to):

- Provision of kiss and drop facilities along Wharf Road.
- Pedestrian crossings.
- Paths and paving within the Wharf Road Gardens to provide access to the school.

Stage 2 of the proposed activity includes the following:

- Construction of Block D – a five-storey (with additional roof/plant level) school building in the north-western portion of the site containing staff rooms and GLS:
- Additional open play spaces within the terrace areas of Building D.
- Minor layout amendments to Block A.

2.2.1 Anticipated Population

it is anticipated that Stage 1 will accommodate approximately 560 students and 52 staff members. When stage 2 is completed, the total capacity is anticipated to be 1,000 students and 79 staff. SINSW estimate that enrolments will be close to 560 in opening year 2027. It is expected that school capacity will increase gradually and reach its maximum capacity by 2036.

Table 2   Proposed Development Capacity

	Stage 1	Stage 2
Students	560	1,000
Staff	52	79
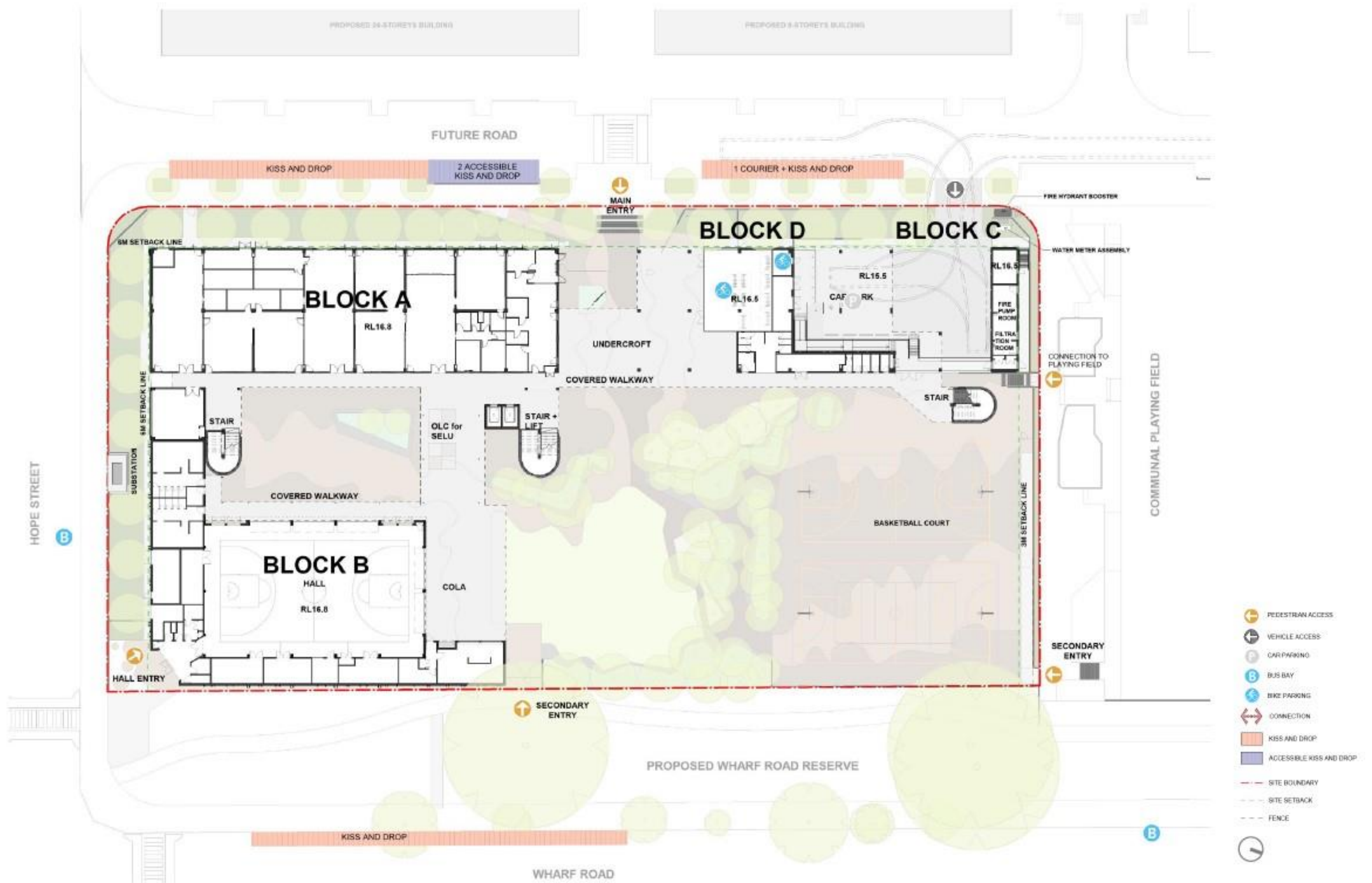
Figure 2   Site Plan

Source: NBRS

2.3   Melrose Park Urban Renewal Precinct Planning

The Melrose Park Urban Renewal Precinct is located approximately 7km to the east of the Parramatta CBD. The Precinct is approximately 55 hectares in size and is divided into Northern and Southern sub-precincts. The maps below (**Figure 3**) shows the Melrose Park Precinct, with Hope Street delineating the North and South sub-precincts. Planning for the redevelopment of this precinct commenced in 2016 and has involved consultation between the City of Parramatta, landowners, applicants and various State agencies
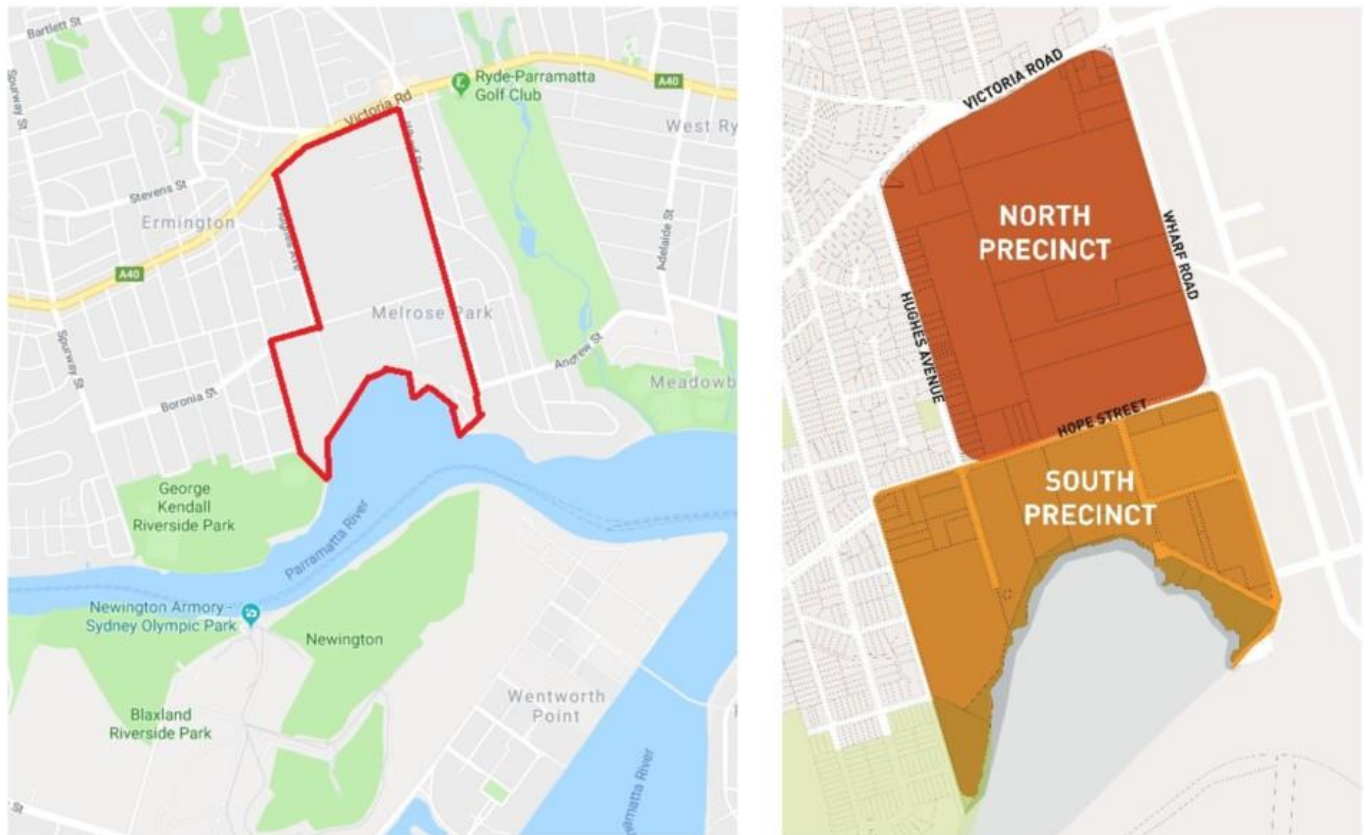
Figure 3   Melrose Park Urban Renewal Precinct

Source: City of Parramatta

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:

- Central City District Plan (Greater Sydney Commission, 2018)
- 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 (City of Parramatta, 2022)
- 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)

Table 3   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 • City of Parramatta LSPS aims to create a high quality and safe walking and cycling network across the LGA to cater for and encourage short trips (up to 2km) to local centres, jobs, public and shared transport services, schools and local open space	• Central 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 (City of Parramatta, 2020)
Delivering more schools to keep up with demand	• City of Parramatta 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 DoE 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.	• Local Strategic Planning Statement (City of Parramatta, 2020) • 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	• 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 • The City of Parramatta LSPS identifies Council's goal to work with NSW DoE to create shared use arrangements of school assets by the broader community and develop a policy for sharing maintenance costs.	• Environmental Design in Schools (Government Architect NSW, 2018) • Our Plan Driving for NSW Public Education, Government (NSW Department of Education, 2024 • Local Strategic Planning Statement (City of Parramatta, 2020)

Policy theme	Key implications for impact assessment	Source
Community consultation for School Infrastructure	• The DoE approach to stakeholder and community engagement is guided by the community participation principles of the EP&A Act. • When engaging with neighbours, DoE 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 4** 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 4   Social Locality Definition

Study Area	Relevance to SIA	Definition in this SIA
Primary Social Locality (PSL)	People within the PSL are likely to experience localised social impacts due to their proximity to the site, for example: • temporary construction impacts (i.e., amenity values, access, noise, air quality) • longer terms impacts associated with built form and operations (e.g. noise, light, traffic and/or increased activity in the area)	• The PSL is defined by an area of roughly 250m surrounding the site. The size of the PSL is proportional to the anticipated scale of development and is defined by urban features (such as roads)
Social Locality (SSL)	People within the SSL are likely to experience impacts associated with the project's role in broader community for example: • local economic benefits during construction and operation • education benefits for current and future students	• The Melrose Park HS catchment area has been selected as the SSL. • Using the future school catchment zone as the SSL allows for analysis of social impacts and benefits on future users of Melrose Park HS.

4.1.1 Impacted Communities

Table 5 provides a summary of the potentially impacted communities within the PSL and SSL and considerations for the social impact assessment.

Table 5   Key affected community groups

Local Stakeholders	Future Stakeholders	Potential stakeholder sensitive
• Residents of the PSL • Workers in the PSL • Visitors to the PSL • Residents of the Melrose Park, Ermington, Denistone West area • Melrose Park Public School community – students, parents, carers and staff	• Future students at Melrose Park HS • Parents of future students accessing Melrose Park HSS • Future residents of the PSL / Melrose Park Urban Renewal Precinct • Future residents of Melrose Park Urban Renewal Precinct	• People who are sensitive to construction impacts (people with long term health conditions or mobility impairments) • Young children attending Melrose Park Public School may be vulnerable to construction impacts and the learning environment may also be sensitive to noise.

Figure 4   Social localities map

Source: Ethos Urban

4.2   Demographic Profile

This section provides an overview of the demographic profile of the school catchment area (SSL) as compared to the Greater Sydney baseline. Key findings in relation to relevant social indicators are highlighted below with detailed demographic tables available in Error! Not a valid bookmark self-reference. Demographic profile references *2021 ABS Census of Population and Housing* data and population projections are based on NSW Common Planning Assumptions 2024 Projections.

Table 6   Overview of Demographics

Characteristics	Summary
Age structure	**A middle-aged population** The median age in the SSL is 37.4 years, comparable to the Greater Sydney baseline median of 37.3 years. The amount of high school age students within the SSL, between 12-17 years of age (6.7%), is also comparable to the Greater Sydney baseline (7.1%).
Population change	**Higher population growth** The SSL experienced a higher average annual growth rate between 2016-2023 (2.9%) in comparison to the baseline of Greater Sydney (1.2%). The population of the SSL is projected to continue to grow at a steady rate above the baseline of Greater Sydney between 2023-2041 (2.9% in comparison to 1.2%). Population growth within the SSL is forecasted to be the highest between 2028-2036 (3.2%) in comparison to other years and the baseline. The projected high school age population within the SSL is also forecasted to continue to grow between 2023-2041.
Median Income	**Comparable incomes** The SSL has a median household income of $106,670, marginally lower than the Greater Sydney baseline (-1.9%). The SSL has a marginally higher proportion of no income (12.1%) and low income (30.2%) residents in comparison to the baseline. Overall, individual and household income within the SSL are comparable to the Greater Sydney baseline with only marginal differences.
Cultural diversity	**A culturally diverse population** A higher proportion of residents within the SSL were born overseas (42.7%) in comparison to the Greater Sydney baseline (38.9%). The top three countries of birth outside of Australia are China (9.8%), South Korea (6.4%) and the Philippines (2.1%). A substantial proportion of households speak languages other than English at home, with the top three languages being Mandarin (10.5%), Korean (8.1%) and Cantonese (6.5%). The proportion of people who identify as Aboriginal or Torres Strait Islander across the SSL (1.2%) is similar to the Greater Sydney baseline (1.8%).
Household composition	**A high proportion of households with children** Couple families with children comprised the majority of households in the SSL (41.4%), higher than the baseline of Greater Sydney (36.1%). Other household composition characteristics were comparable between the SSL and the baseline.
Tenure Type	**Most homes are rented in the SSL** Renting is the most common tenure type within the SSL (39.7%), followed by ownership with a mortgage (35.3%). These rates are higher than that of the baseline, which are 36.1% and 34% respectively. Outright ownership is lower within the SSL (23.9%) in comparison to the baseline of Greater Sydney (28.3%). The dwelling occupancy rate slightly higher across the SSL (93%) in comparison to the baseline (91.8%).
High school level	**Moderate rates of high school completion** Approximately 25% of the SSL population did not complete high school level education, comparable to the baseline of Greater Sydney (28.6%). Notably, approximately 26% of the total population within the SSL are attending education.

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.

4.3   Detailed Population Projections Considerations

Resident population forecasts have been prepared by:

- Rebasing the official Statistical Area Two (SA2) boundary projections from the NSW Common Planning Assumptions 2024 Projections to account for the latest ABS historic population estimates in the SSL. There are two SA2 boundaries that overlap with the defined SSL which include West Ryde-Meadowbank and Ermington-Rydalmere.
- Adopting a historic growth share model to forecast likely growth in the SSL, it is assumed that the SSL will absorb 7.2% of the West Ryde-Meadowbank SA2 growth as well as 68.3% of the growth in the Ermington-Rydalmere SA2.

The assumed growth share should be treated conservatively however, as it based on historic patterns and does not account for future patterns of planned development activity within the SSL, which includes precincts located in the SSL that will see a major uplift in the resident population.

Consideration should be given to the future potential of the Melrose Park Urban Renewal Precinct, which based on the relevant Transport Management and Accessibility Plan that identifies a maximum capacity of 11,000 dwellings and together with an average household size of 2.8 within the SSL, would see the precinct accommodate up to +30,800 people once fully realised.

However, under current assumptions, NSW Common Planning Assumptions at an SA2 level estimate a total uplift of +11,090 persons over the 18 year period between 2023 and 2041 at an average annual growth rate of +620 persons per annum (or 2.9%). A detailed breakdown of forecast growth can be seen below in **Appendix A**.

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 School Infrastructure NSW Engagement Overview

SINSW conducted a community information session on 29 October 2024 at Melrose Park Public School. There were **45** attendees, predominantly residents who live around the proposed high school site and parents/carers of students at Melrose Park Public School. Consultation outcome are summarised below in **Table 7**.

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

Table 7   Community Survey Feedback

Community concerns	Summary
Traffic and parking related concerns	- Inquiry into school bus services - Questions into school kiss and ride locations - Questions on parking allocations for students
Infrastructure related enquiries	- Question on the construction timeframe - Questions about construction noise and dust mitigation measures - Question on measure to ensure privacy from neighboring high rise residential buildings
School related questions	- Questions on when enrolment will open - Questions on the school catchment zone - Questions on student population size - Questions on how student movement across different levels - Questions on when teachers and the principal will be recruited

Source: SINSW

6.0 Social Impact Assessment

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

6.1.1 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 8   Social impact categories

Way of life	Community	Accessibility	Livelihoods
How people live, get around, work, play and interact with one another each day	Its composition, cohesion, character, how it functions, resilience, and people's sense of place	How people access and use infrastructure, services and facilities (private, public, or not-for-profit)	Including people's capacity to sustain themselves through employment or business
Health and wellbeing	**Surroundings**	**Culture**	**Decision-making systems**
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	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	Both Aboriginal and non-Aboriginal - people's shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings	The extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.

6.1.2 Environmental factors for hospital and school activities:

In accordance with the Addendum Guidelines this report has taken into consideration the following environmental factors for hospital and school activities that relate to social impact assessment:

- the environmental impact on the community
- the transformation of the locality
- reduction of the aesthetic, recreational, scientific or other environmental quality or value of the locality
- the effects on any locality, place or building that has:
  - aesthetic, anthropological, archaeological, architectural, cultural, historical, scientific or social significance,
  - or other special value for present or future generations
- long-term effects on the environment
- risk to the safety of the environment
- cumulative impacts from the development and other surrounding approved developments

6.1.3 Social Significance Rating

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

The assessment also considers the residual impact after the application of enhancement or mitigation measures.

Table 9   *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

6.2   Impact Assessment

Table 10 sets out the assessment of material social impacts arising from the proposed site activity and recommended responses to enhance social benefits and mitigate potentially negative impacts.

Table 10   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 public high school education for the existing and future Melrose Park community. Providing essential high school infrastructure in a rapidly growing urban renewal area alongside the delivery of residential dwellings will improve equity of access to education for the community by reducing the need to travel to schools in surrounding areas (e.g., Marsden High School, Cumberland High School). The provision of a new high school next to Melrose Park Public School will provide the opportunity for whole-of-school education in one location *Social factor(s): Accessibility*	• Using NSW Common Planning Assumptions 2024 Projections, it is anticipated that the SSL will experience higher levels of population growth 3.6% per annum between 2028-2036 (see **Table 6**). However, as identified in **Section 4.3**, population growth may be higher than the NSW Government projections suggests, due to the delivery of 11,000 new dwellings across the Melrose Park Urban Renewal Precinct, once built to capacity.	• Future students of Melrose Park HS • Parents of future Melrose Park HS students	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, as reflected by the planned delivery of Melrose Park HS across Stages 1 and 2.	Melrose Park 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 overcrowding. *Residual impact rating:* 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. Supporting community cohesion is important for communities underdoing urban renewal, as it helps new families establish social ties. The provision of a new high school next to Melrose Park Primary School will also support cohesion through the opportunity for whole of school education in one location , helping to maintain long term social bonds *Social factor(s): Community, health and wellbeing*	• Aligns with the City of Parramatta LSPS goal to create shared use arrangements of school assets • The SSL population has high levels of cultural diversity. Providing community infrastructure supports cohesion of diverse communities (see **This section** provides an overview of the demographic profile of the school catchment area (SSL) as compared to the Greater Sydney baseline. Key findings in relation to relevant social indicators are highlighted below with detailed demographic tables available in Error! Not a valid bookmark self-reference. Demographic profile references *2021 ABS Census of Population and Housing* data and population projections are based on NSW Common Planning Assumptions 2024 Projections. • Table 6) • 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 City of Parramatta LSPS	• Future students of Melrose Park HS • Parents of future Melrose Park HS students • Broader community	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.	Melrose Park HS will support community cohesion outcomes though providing option for whole-of-school education and diverse social uses, including public use of sports facilities, grounds, and teaching and learning spaces. *Residual impact rating:* Almost Certain / Major = **Very High**

Change	Evidence	Affected stakeholders	Phase	Duration	Area	Likelihood, Consequence / Significance	Direction	Mitigation / Enhancement	Residual impact
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. Future Aboriginal students of Melrose Park HS may also benefit from increased cultural recognition *Social factor(s): Culture*	• 1.9% of the SSL population is of Aboriginal and Torres Strait islander decent	• Future students of Melrose Park HS • Aboriginal community	Operations	Ongoing	SSL	**Likely, Minor** **Medium**	**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 Melrose Park 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:* Likely / Moderate = **High**
Development of education infrastructure which prioritises 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 public bus stops on Hope St and Wharf St, with potential for Wharf St bus stop to be moved close to the site. This will provide access the surrounding locality. Further Paramatta Light Rail Stage 2 will provide future transport connection to Parramatta and Sydney Olympic Park. A Light Rail stop is planned for Melrose Park, with construction anticipated to commence in 2025 (TTW, 2024) • Improved active and public transport use aligns with the strategic objectives the Central City District Plan to enable most residents to reside within 30-mins of education facilities. • Aligns with the City of Parramatta LSPS to create a high quality and safe walking and cycling network across the LGA to cater for and encourage short trips (up to 2km) to local centres, jobs, public and shared transport services, schools and local open space • The School Travel Plan prioritises active and public transport modes (TTW, 2024)	• Future students of Melrose Park HS • Parents of future Melrose Park HS students	Operations	Ongoing	SSL	**Almost Certain, Moderate** **High**	**Positive**	• Implement school programs and to encourage the use of public and active transport • Provide shading at school bus stop shelters to reduce risk of urban heat impacts on students. • The School Travel Plan prioritises active transport use by encouraging safe active transport use. As part of this approach, additional crossings on Wharf Road and Hope Street, as well as footpath widening works on Wharf Road and on-site bicycle facilities have been proposed to further facilitate (TTW, 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**

Impact	Evidence	Affected groups	Phase	Duration	Location	Likelihood / Significance	Nature	Mitigation / Enhancement measures	Residual impact
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. Residents may experience cumulative construction impacts or 'construction fatigue' due to development activities across the Melrose Park Urban Renewal Precinct, involving the construction of high-density residential dwellings surrounding the site. In particular the Sekisui House development spanning development covering 30ha to the north of the proposed site. *Social factor(s): Way of life, access, heath and wellbeing, surroundings*	• The development of residential dwelling surrounding the site is proposed (see **Figure 4**). • As detailed by the Construction Traffic Management Plan (CTMP), the proposal may generate increased construction traffic on high volumes days (such as concrete pours) (TTW, 2024) • Results from the Noise and Vibration Impact Assessment indicate that all nearby residential receivers are predicted to exceed the noise management levels for the majority of construction phases. (ARUP, 2024).	• Residents of the PSL	Construction	Temporary	PSL	**Almost Certain, Moderate** **High**	**Negative**	• Future preparation of a detailed CTMP 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 and presence of young children attending Melrose Park Public School and protecting the learning environment from high noise levels • Liaise with parties responsible for development across the locality to coordinate community notification of construction works, particularly for road closures and detours. • High-volume construction traffic days or periods are to be coordinated to avoid excessive impact to the road network (TTW, 2024)	Moderate construction related disruption to the daily routine of residents surrounding the site. Construction will not prevent residents from accessing the road network or reduce enjoyment of the locality. The project's contribution to cumulative construction impacts will also be minimised *Residual impact rating:* Likely / Moderate = **High**
School operational impacts including noise impacts and increased demand on the road network across the surrounding locality. Traffic impacts will likely be most prominent during peak school drop-off and pick-up periods at future kiss and ride. This will likely increase congestion, particularly on Wharf Rd and New Rd [West of site boundary], which are anticipated to host the three school kiss and rides areas. The co-location of Melrose Park HS with Melrose Park Public School has the potential to cause cumulative traffic impacts during peak periods. *Social factor(s): Way of life, accessibility*	• As detailed by the Noise and Vibration Impact Assessment, The majority of outdoor noise criteria for the school itself also comply with the target (ARUP, 2024) • In a worst-case scenario following the delivery of Stage 2 of Melrose Park HS, an additional 189 vehicle trips would be generated by the proposal at peak school drop-off and pick-up periods (TTW, 2024)	• Residents of the PSL • Future parents of students of Melrose Park HS	Operations	Ongoing	PSL / SSL	**Likely, Moderate** **High**	**Negative**	• Implementation of School Travel Plan to encourage walking, cycling and the use of public transport (TTW, 2024) • Stagger bell times between Melrose Park Public School and new Melrose Park HS by 20 minute (TTW, 2024). • The proposal includes internal noise controls and acoustic separation (NBRS, 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 / Minor = **Medium**

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 proposed new High School will improve access to education for future students across the school catchment and alleviate pressure on existing high schools across the surrounding locality.
- The co-location of the proposed High School and Melrose Park Public School will provide opportunities for a whole-of-school experience for future students, improving community and education outcomes.
- Positive social impact will be experienced by surrounding community by providing publicly accessible social infrastructure, improving community cohesion outcomes.
- 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 development across the Melrose Park Urban Renewal Precinct. 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.

7.2 Summary of Mitigation Measures

This section summaries the recommended mitigation measures to address negative social impacts identified in **Section 6.2**.

Table 11   Summary of mitigation measures

Project Stage *Design (D)* *Construction (C)* *Operation (O)*	Mitigation Measures	Relevant Section of Report
O	• 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.	6.2
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.	6.2
D / O	• Implement school programs and to encourage the use of public and active transport	6.2

	• Provide shading at school bus stop shelters to reduce risk of urban heat impacts on students.	
C	• Future preparation of a detailed CTMP 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 and presence of young children attending Melrose Park Public School and protecting the learning environment from high noise levels • Liaise with parties responsible for development across the locality to coordinate community notification of construction works, particularly for road closures and detours. • High-volume construction traffic days or periods are to be coordinated to avoid excessive impact to the road network (TTW, 2024)	**6.2**
O	• Implementation of School Travel Plan to encourage walking, cycling and the use of public transport (TTW, 2024) • Stagger bell times between Melrose Park Public School and new Melrose Park HS by 20 minute (TTW, 2024). • The proposal includes internal noise controls and acoustic separation (NBRS, 2024)	**6.2**

Appendix A Demographic Profile

Table 12   Resident Population Forecasts and Projections

	2016	2023	2026	2036	2041	2016 - 2023	2023 - 2041
Population (no.)							
SSL	13,570	16,540	17,620	24,640	27,630	+2,970	+11,090
Greater Sydney	5,024,920	5,450,500	5,685,780	6,422,630	6,784,510	+425,580	+1,334,010
Average Annual Growth (no.)	**2016 - 2023**	**2023 – 2028**	**2028 - 2036**	**2036 - 2041**	**2016 - 2023**	**2023 - 2041**	
SSL	+420	+360	+700	+600	+420	+620	
Greater Sydney	+60,797	+78,427	+73,236	+72,376	+60,800	+74,110	
Average Annual Growth Rate (%)	**2016 - 2023**	**2023 – 2028**	**2028 - 2036**	**2036 - 2041**	**2016 - 2023**	**2023 - 2041**	
SSL	2.9%	2.1%	3.2%	2.3%	2.9%	2.9%	
Greater Sydney	1.2%	1.4%	1.2%	1.1%	1.2%	1.2%	

Source: NSW Common Planning Assumptions 2024, Ethos Urban

Table 13   Resident Age Forecasts and Projections

	2016	2023	2026	2036	2041	2016 - 2023	2023 - 2041
Population (no.)							
Daycare/Pre-School (0-4 years)	1,030	1,060	1,160	1,620	1,890	+30	+830
Primary School ages (5-11 years)	1,190	1,450	1,440	1,930	2,190	+260	+740
High School ages (12-18 years)	1,080	1,230	1,340	1,670	1,840	**+150**	**+610**
Average Annual Growth (no.)	**2016 - 2023**	**2023 - 2026**	**2026 - 2036**	**2036 - 2041**	**2016 - 2023**	**2023 - 2041**	
Daycare/Pre-School	+0	+30	+50	+50	+4	+46	
Primary School ages	+40	+0	+50	+50	+37	+41	
High School ages	**+20**	**+40**	**+30**	**+30**	**+21**	**+34**	

Source: TfNSW, Ethos Urban

Table 14   General Population Characteristics

Category	SSL	Greater Sydney
Income		
Median individual income (annual)	$44,430	$45,930
Variation from Greater Sydney median	-3.3%	*n.a.*
Median household income (annual)	$106,670	$108,750
Variation from Greater Sydney median	-1.9%	*n.a.*
Individual income		
No income	12.1%	11.2%
Low	30.2%	28.7%
Medium	42.6%	43.1%
High	15.1%	17.0%
Household income		
No income	2.3%	2.1%
Low	12.9%	11.3%
Medium	33.4%	34.3%
High	51.3%	52.3%
Age Structure		

0 years	1.4%	1.2%
1-2 years	2.5%	2.4%
3-4 years	2.6%	2.4%
5-6 years	2.8%	2.5%
7-11 years	6.2%	6.3%
12-17 years	6.7%	7.1%
18-24 years	8.0%	8.8%
25-34 years	15.5%	15.6%
35-49 years	22.7%	21.7%
50-59 years	12.4%	12.0%
60-69 years	9.6%	9.7%
70-84 years	7.9%	8.4%
85 years and over	1.7%	1.9%
Males	50.3%	49.4%
Females	49.7%	50.6%
Median Age (years)	37.4	37.3
Country of Birth		
Australia	57.3%	61.1%
Aboriginal and Torres Strait Islanders	*1.2%*	*1.8%*
Other Major English Speaking Countries	4.1%	7.1%
Other Overseas Born	38.6%	31.8%
% speak English only at home	*50.8%*	*61.0%*
Household Composition		
Couple family with no children	22.0%	24.5%
Couple family with children	41.4%	36.1%
Couple family - Total	63.4%	60.5%
One parent family	11.7%	11.0%
Other families	1.2%	1.1%
Family Households - Total	76.3%	72.6%
Lone person household	21.2%	23.3%
Group Household	2.5%	4.1%
Dwelling Structure (Occupied Private Dwellings)		
Separate house	60.0%	56.1%
Semi-detached, row or terrace house, townhouse etc.	20.9%	12.8%
Flat, unit or apartment	19.0%	30.7%
Other dwelling	0.2%	0.4%
Occupancy rate	*93.0%*	*91.8%*
Average household size	2.8	2.7
Tenure Type (Occupied Private Dwellings)		
Owned outright	23.9%	28.3%
Owned with a mortgage	35.3%	34.0%
Rented	39.7%	36.1%
State or territory housing authority	10.5%	3.3%
Housing co-operative/community/church group	0.4%	0.8%
Other	28.8%	32.0%
Other tenure type	1.0%	1.6%
Attending Education (% of those attending)		
Pre-school	8.5%	8.0%
Infants/Primary Total	32.8%	31.4%
Government	62.9%	68.6%
Catholic	30.4%	18.8%
Other	6.7%	12.5%
Secondary Total	23.4%	24.9%
Government	53.7%	54.7%
Catholic	37.7%	25.3%

Other	8.6%	20.0%
Technical or Further Educational Institution	11.4%	10.2%
University or other Tertiary Institution	20.2%	21.4%
Other type of educational institution	3.7%	4.2%
% of total population attending education	*25.8%*	*25.8%*

Highest Level of Education Completed (% of population aged 15 years and over)

Year 12 or equivalent	74.9%	71.4%
Year 9-11 or equivalent	20.4%	23.5%
Year 8 or below	3.3%	3.5%
Did not go to school	1.4%	1.6%

Employment Status

Unemployed/ looking for work	5.3%	5.0%
Labour force participation rate	59.3%	60.0%

Need for Assistance

With Need for Assistance	5.7%	5.5%
No Need for Assistance	94.3%	94.5%

Top 10 Countries of Birth	**SSL**	**Greater Sydney**
1	Australia (57.3%)	Australia (61.1%)
2	China (9.8%)	China (4.9%)
3	Korea South (6.4%)	India (3.8%)
4	Philippines (2.1%)	England (3.1%)
5	India (2.0%)	Vietnam (1.9%)
6	Lebanon (2.0%)	Philippines (1.9%)
7	Iran (1.9%)	New Zealand (1.7%)
8	England (1.7%)	Lebanon (1.2%)
9	New Zealand (1.3%)	Nepal (1.2%)
10	Indonesia (1.1%)	Iraq (1.1%)

Top 10 Languages Spoken at home (other than English)	**SSL**	**Greater Sydney**
1	Mandarin (10.5%)	Mandarin (5.3%)
2	Korean (8.1%)	Arabic (4.4%)
3	Cantonese (6.5%)	Cantonese (2.9%)
4	Arabic (5.0%)	Vietnamese (2.3%)
5	Persian (1.5%)	Hindi (1.5%)
6	Hindi (1.0%)	Greek (1.5%)
7	Italian (1.0%)	Spanish (1.3%)
8	Indonesian (1.0%)	Nepali (1.2%)
9	Tagalog (0.9%)	Korean (1.2%)
10	Spanish (0.8%)	Italian (1.0%)

Religion

Buddhism	3.5%	4.1%
Christianity	54.0%	49.0%
Hinduism	2.7%	5.2%
Islam	5.7%	6.7%
Judaism	0.0%	0.7%
Other Religions	0.9%	1.3%
No religious association	33.2%	32.9%

Long-term Health Conditions

Arthritis	5.1%	6.3%
Asthma	4.4%	6.3%
Cancer	2.2%	1.9%
Dementia	0.5%	0.5%
Diabetes	4.4%	4.1%
Heart disease	2.8%	2.9%
Kidney disease	0.3%	0.4%

Lung condition	0.7%	0.8%
Mental health condition	6.1%	6.1%
Stroke	0.6%	0.4%
Other	7.7%	6.9%
None	65.2%	63.4%
Provided Unpaid Childcare		
Females	31%	29%
Males	25%	24%