

Liverpool Boys and Girls High School Upgrade

Social Impact Assessment

Prepared for the Department of Education NSW



'Gura Bulga'

Liz Belanjee Cameron

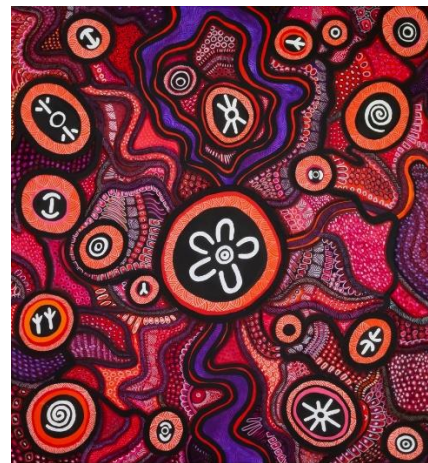
'Gura Bulga' – translates to Warm Green Country. Representing New South Wales.



'Dagura Buumarri'

Liz Belanjee Cameron

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



'Gadalung Djarri'

Liz Belanjee Cameron

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

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

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

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

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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 redevelopment of the existing Liverpool Boys and Girls High School (BGHS) into a combined campus on the existing Liverpool Boys High School site.

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 report has been prepared in accordance with the NSW Department of Planning, Housing and Infrastructure (DPHI) Guidelines for Division 5.1 assessments – Considerations of environmental factors for health services and schools, Addendum October 2024 (Addendum Guidelines). The purpose of this report is to analyse the potential social impacts that may arise as a result of the redevelopment of Liverpool BGHS during construction and operational phases. It subsequently recommends appropriate social mitigation and benefits optimisation measures.

Refer to the Review of Environmental Factors prepared by Ethos Urban for a full description of works.

1.1 Site Description

The site is known as 18 Forbes Street, Liverpool, within the Liverpool Local Government Area (LGA). The site is legally described as Lot 1 DP 1137425 and has a total area of approximately 74,973m².

The site comprises a broadly rectangular portion of land which currently contains the existing Liverpool Boys High School, Liverpool Girls High School and the Gulyangarri Public School, which commenced operations in January 2024 and is located to the east of the wider site. The site's western portion contains Liverpool Boys High School and Liverpool Girls High School. Liverpool Girls High School is in the site's southwest and comprises three, two-storey buildings. Liverpool Boys High School is in the site's northwest and comprises four, two-storey buildings with adjacent at-grade car parking and various sports courts.



Figure 1 Site Plan

1.2 Statement of Significance

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the proposed activity, it is determined that the construction and operation of the proposed combined Liverpool BGHS will:

- Increase school capacity and provide new purpose built internal and external spaces to support a growing population.
- Improve community access to social infrastructure through shared-use arrangements of school facilities.
- Promote education and knowledge sharing through Connecting with Country school programs and incorporation in the architectural and landscape design.
- Create a change to the learning and teaching experience due to merging of genders within the new co-education school campus which may be experienced positively or negatively by the existing school community.
- Result in some temporary disruption associated with the construction of the new high school facilities.
- Result in some school operational impacts including noise and increased demand on the road network across the surrounding locality.

The extent and nature of anticipated positive impacts associated with the redevelopment of the school, community access to social infrastructure, and education and knowledge sharing through improved opportunities for Connecting with Country are found to have a residual **Very High** and **High** impact.

The extent and nature of potential negative impacts are found to have a residual **Low** 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 community. The changes to learning and teaching experiences due to the merging of genders is considered a neutral impact as there are mixed views on this being positive or negative for students and the community. Overall, this impact was found to have a residual **Low** impact.

1.3 REF Deliverable Requirement Reporting

Social Impact

Does the REF include an assessment of the social impacts of the proposed activity comprising either:	Yes, an assessment of social impacts is provided in Section 6.0 of this report.
<ul style="list-style-type: none">• Sites identified for a school in a Voluntary Planning Agreement (VPA), Concept Approval, Precinct Plan, Indicative Layout Plan, adopted Masterplan, or other adopted strategic planning document, together with upgrades to existing schools - Social impact addressed in REF by the consultant town planner (i.e. no standalone SIA report).• New schools where land has not been identified as a school in a strategic planning document or VPA etc - Social impact addressed in the REF by consultant town planner (or suitably experienced), or as necessary, in a stand-alone report.• Schools subject to closures or mergers, or where there is loss of, or substantial change to, community infrastructure: Comprehensive SIA as a separate report prepared by suitably experienced consultant.	

1.4 Methodology

This report has been prepared in accordance with the Addendum Guidelines which note that social impacts on the community should be considered in a SIA. Based on the social impact guidance this report is mostly a streamlined desktop study, with some consultation outcomes received via a SIA survey to the community.

In addition to the Addendum Guidelines, the following are the key data sources and policy documents used to prepare this SIA:

- 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)
- Connected Liverpool 2040 – Local Strategic Planning Statement (Liverpool 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)

Technical reports used to inform the SIA include:

- Architectural Design Report (NBRS, 2025).
- Noise and Vibration Impact Assessment (Acoustic Studio, 2025).
- Transport and Accessibility Impact Assessment (TTW, 2025).
- Preliminary School Transport Plan (TTW, 2025).

1.5 Qualifications of Report Authors

The preparation of a SIA requires that 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: 18 February 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:



Name of Lead Author: Isabelle Best

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

Date the SIA was completed: 18 February 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:



Table 1 SIA Authors' Qualifications

Author	Expertise/Qualifications
Lucy Band Director, Social Strategy	<i>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.</i> Lucy is an industry leading social planner that has contributed to city shaping projects across Australia and the UK.
Isabelle Best Principal, Social Strategy	<i>BCPlan, Grad Cert Social Impact (current), MPIA, SIMNA</i> 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.

2.0 Proposal

The Liverpool BGHS redevelopment will bring together the two existing schools to create a new co-educational school for up to 2,000 students, located in the new Liverpool Health and Education Sub Precinct.

The proposal seeks approval for the redevelopment of the Liverpool BGHS into a single co-educational school, including:

- [REDACTED]
- Construction and operation of a six-storey school building, including school hall and gymnasium
- A central courtyard, sports field, and sports courts
- Associated parking and building services
- Tree removal
- Associated landscaping and play spaces
- Augmentation of service infrastructure
- Associated off-site infrastructure works to support the school, including (but not limited to) services, kiss and drop off and pedestrian crossings.

Refer to the Review of Environmental Factors prepared by Ethos Urban for a full description of works.

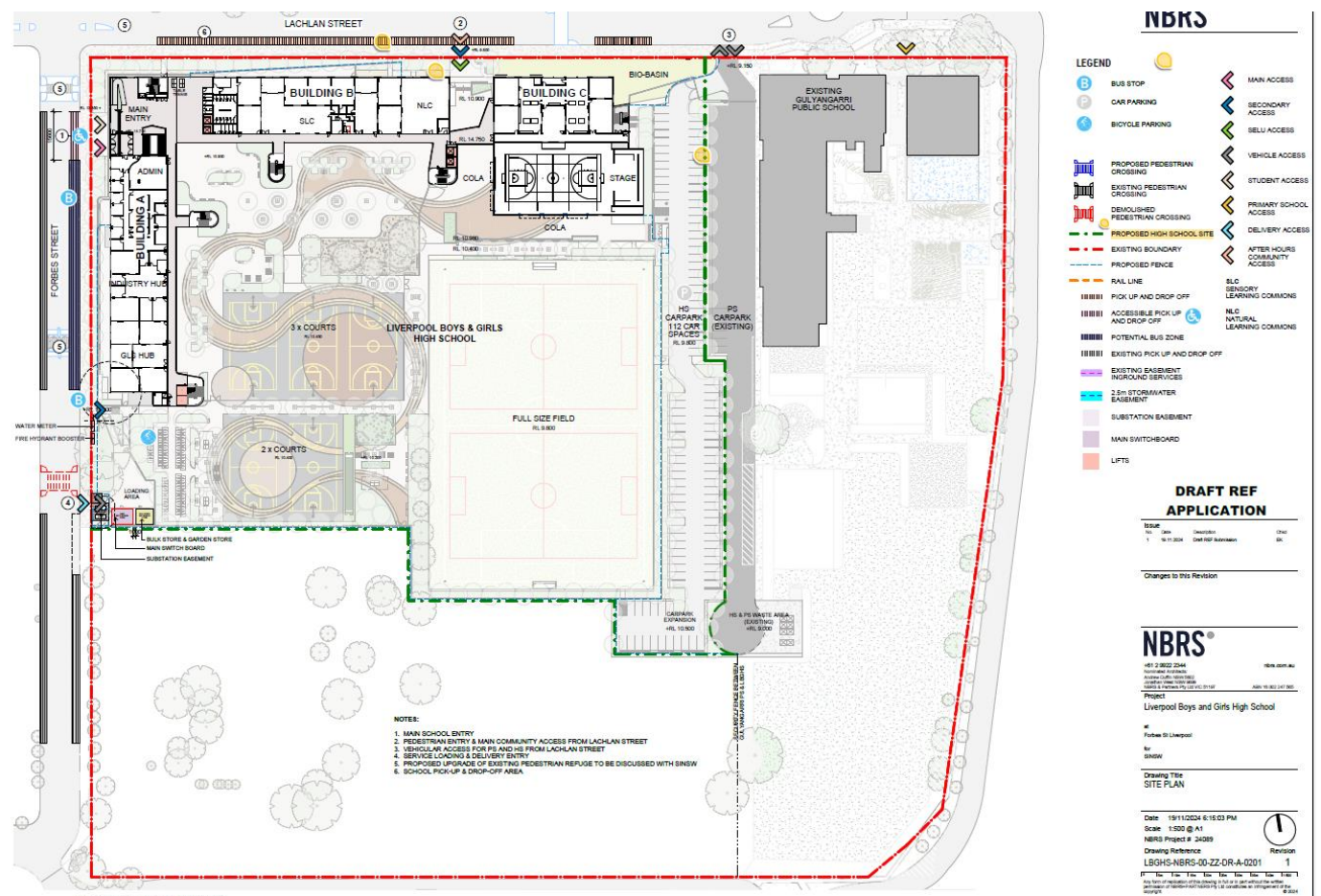


Figure 2 Proposed Site Plan

Source: NBRS, 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)
- Connected Liverpool 2040 – Local Strategic Planning Statement (Liverpool 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)

Table 2 Strategic Policy Drivers

Policy theme	Key implications for impact assessment	Source
Delivering more schools to keep up with demand	<ul style="list-style-type: none">• The NSW Department of Education estimates that an extra 77,978 students will need to be accommodated in both government and non-government schools in the Western City District by 2036, including 21,072 in Liverpool.• 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. The budget is also prioritising lifting the standard of school facilities such as classrooms, science labs, workshops, performance and arts spaces etc.• Liverpool City Council has identified that it will “collaborate with the Department of Education and other education providers to support growth” as an action within the Productivity theme of the Local Strategic Planning Statement.• Liverpool Innovation Precinct identified as a key “world class” precinct and opportunity for education jobs by Liverpool City Council.• Liverpool City Council identifies education as a competitive advantage of Liverpool, also noting its potential to improve its standing as an education destination through building on its network of outstanding government and non-government schools.• The Western City District Plan will collaborate with the Western Sydney City Deal including all levels of government to fulfill City Deal commitments, including “skills and education”.• The Western City District Plan identifies that “Planning for new schools, and the use of existing schools, must respond to growth and changing demand in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities, and flexible learning spaces.”	<ul style="list-style-type: none">• Connected Liverpool 2040 – Local Strategic Planning Statement (Liverpool City Council, 2020)• Our Plan for NSW Public Education, (NSW Department of Education, 2024)• NSW Budget: Rebuilding Public Education (Schools Infrastructure NSW, 2024)• Western City District Plan (Greater Sydney Commission, 2018)
School infrastructure’s role in sustainable communities	<ul style="list-style-type: none">• Liverpool Council has identified a strategy to collaborate with the NSW DoE on opportunities to share school infrastructure with the wider community.• The NSW Government identifies “School infrastructure that meets the needs of a growing population and supports improved student outcomes” as a key focus area of the Plan for NSW Public Education.• 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.	<ul style="list-style-type: none">• Connected Liverpool 2040 – Local Strategic Planning Statement (Liverpool City Council, 2020)• Environmental Design in Schools (Government Architect NSW, 2018)• Our Plan for NSW Public Education, (NSW Department of Education, 2024)• Western City District Plan (Greater Sydney Commission, 2018)

Policy theme	Key implications for impact assessment	Source
	<ul style="list-style-type: none"> 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 are identified as critical drivers in the development of an outstanding education system. In the Western City District, Liverpool has endorsed co-operative relationship and resource sharing of school and community facilities to address the population growth and demand for community facilities and sports fields. 	
Planning for liveability	<ul style="list-style-type: none"> It is a vision of the Western City District 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 also a State priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing, and local services. Schools contribute towards creating and supporting inclusive and vibrant neighbourhoods. There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich, and resilient communities. “Improved quality of life can be achieved by co-locating schools, recreation, transport, community and health facilities, social infrastructure and local services in walkable mixed-use places” (p. 146, Western City District Plan). The NSW Government identifies their commitment “to making schools the centre of local communities through initiatives designed to bring people together and create opportunities for learning, work and play”. 	<ul style="list-style-type: none"> Western City District Plan (Greater Sydney Commission, 2018) Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017) Design Guide for Schools (Government Architect NSW, 2018) Our Plan for NSW Public Education, (NSW Department of Education, 2024)

4.0 Social Locality and Baseline

This section provides an overview of the existing social conditions and context and trends and provides a benchmark against which potential social impacts can be assessed.

4.1 Surrounding context

Gulyangarri Public School, on the site's eastern portion was approved under development consent SSD-10391-Mod 2 for the staged development of a new 2-3 storey primary school with a final capacity of 1,280 students. It also includes a public preschool. The school only recently opened, with student intake commencing in January/February of 2024. The approved school includes an internal road accessible from Lachlan Street.

The site is located north of Liverpool Hospital and west of a warehouse/office facility on the eastern side of the railway. Medium density residential dwellings are located to the north and east of the site along Lachlan Street and Forbes Street. St Raphael's Greek Orthodox Church is also located to the east of the site along Forbes Street.

4.2 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)	<ul style="list-style-type: none">Likely to be localised social impacts relating to the immediate surrounds of the site, for example impacts associated with the construction of new buildings (i.e., amenity values, access, noise, air quality).Longer term impacts such as potential noise, light, traffic and/or increased activity in the area may occur within the close proximity to the proposed High School.	<ul style="list-style-type: none">The PSL incorporates the immediate residents, businesses and other uses most likely to experience impacts. The PSL is bound by the rail corridor to the east, Elizabeth Street to the south, Bigge Street to the west and Remembrance Drive to the north.The size of the PSL is proportional to the anticipated scope of development and is defined by urban special features (such as roads, railways, waterways).
Secondary social locality (SSL)	<ul style="list-style-type: none">Understand the broader impacts and benefits that the proposed High School will likely have on the surrounding community.	<ul style="list-style-type: none">The SSL incorporates an area where existing and future residents are most likely to access social infrastructure, services, facilities and employment.Using the school catchment zone as the SSL allows for analysis of social impacts and benefits on future residents, particularly high school aged children and their families.

4.2.1 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
<ul style="list-style-type: none">Parents and students within the SSLExisting and future students and parents of Liverpool Boys and Liverpool Girls High SchoolExisting staff of Liverpool Boys and Liverpool Girls High SchoolGulyangarri Public School communityLiverpool Hospital workers, patients and visitorsResidents and workers in the SSLResidents and workers in the PSL	<ul style="list-style-type: none">Improved learning and teaching experience due to introduction of high quality and purpose-built internal buildings.Disruption to existing routines and learning spaces due to construction and relocation process.Potential changes to learning and teaching experience due to transition to co-educational school.Construction related impacts such as noise, vibration, air pollution, and traffic.

Impacted Communities

Consideration for Assessment

- Increased traffic on Lachlan Street during operation due to location of Kiss and Rise during pick-up and drop-off times.
- Potential for decreased parking availability in local streets with the likely uplift in number of students and therefore potential for –students to drive and park at school.
- Change in local character impacts with an increase in school building heights.

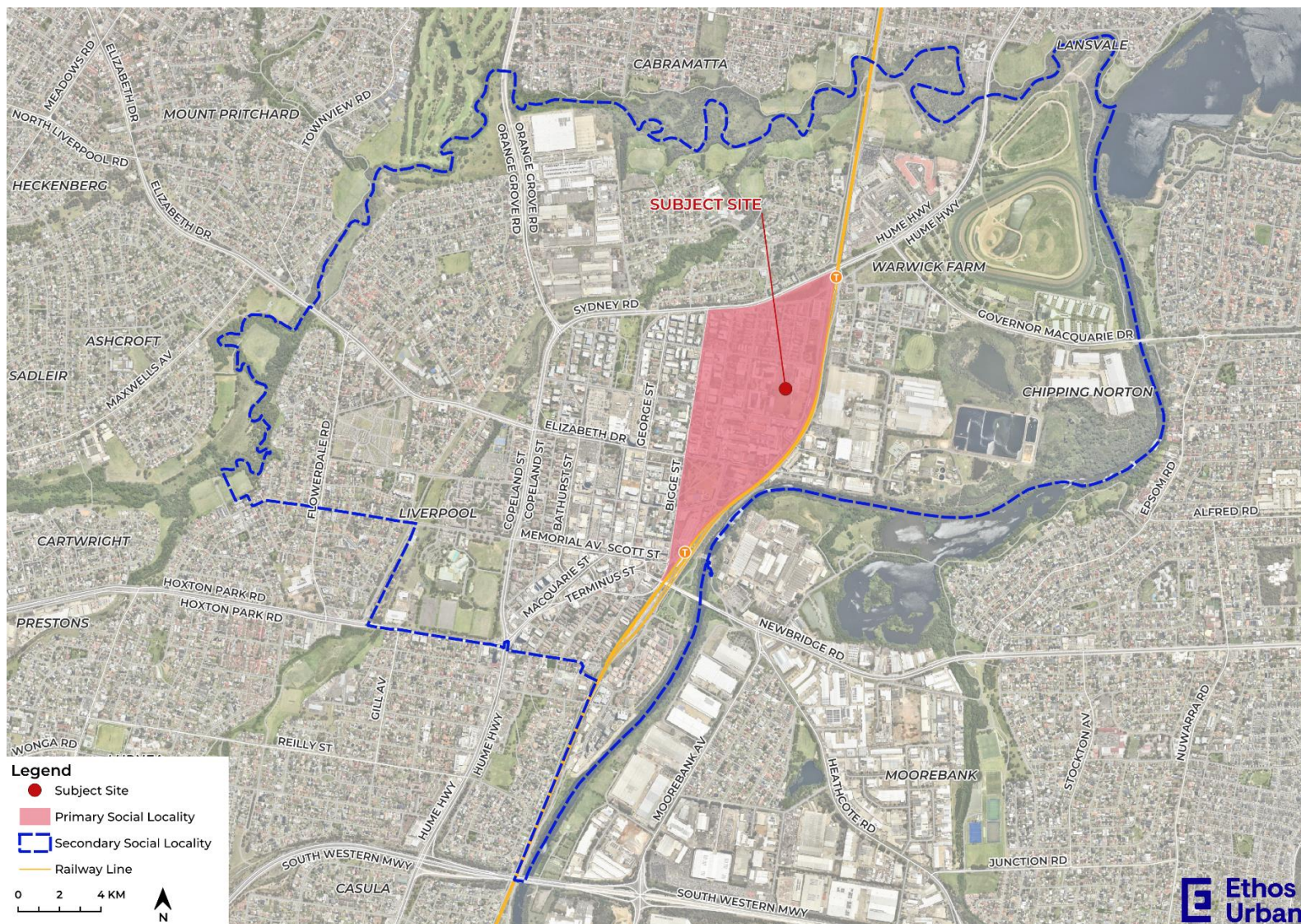


Figure 4 Social localities map

Source: Ethos Urban, NSW Government

4.3 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

Summary
<p>A younger population</p> <p>The median age in the SSL is 33 years, younger than the Greater Sydney baseline median of 37 years. The high school age cohort comprises a slightly lower proportion of SSL population (5.3%) in comparison to the baseline (7.1%). The SSL has a substantially larger cohort of people aged 25-34 (21.3%), as opposed to the baseline (15.6%).</p>
<p>Rapid population growth</p> <p>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.</p> <p>SSL annual population growth between 2024-2036 is projected to be 1.1%, equal to the Greater Sydney baseline</p>
<p>Majority of students attend Government education</p> <p>There is a significantly higher proportion of residents attending Government secondary education within the SSL (72.9%) in comparison to the baseline (54.7%). Similarly, there is a higher proportion of residents attending Government primary education within the SSL (74%) in comparison to the baseline (68.6%).</p>
<p>Lower median incomes</p> <p>The SSL has a median household income of \$66,170, lower than the Greater Sydney baseline (-39.2%). In terms of individual income, the SSL has a higher proportion of low-income individuals (38.2%) in comparison to the baseline (28.7%), and a considerably lower proportion of high-income individuals (4.8%) in comparison to the baseline (17%).</p>
<p>A culturally diverse population</p> <p>A high proportion of residents were born overseas within the SSL (62.7%) compared to the greater Sydney average (38.9%). The top three countries of birth outside of Australia are Iraq (10.1%), India (6.5%) and Vietnam (3.7%).</p> <p>A substantial proportion of households speak languages other than English at home, with the top three languages being Arabic (17.6%), Serbian (7.6%), and Vietnamese (5.2%).</p> <p>The proportion of people who identify as Aboriginal or Torres Strait Islander across the SSL (1.4%) is similar to the Greater Sydney baseline (1.8%).</p>
<p>An average proportion of households with children</p> <p>Couple families with children are slightly lower within the SSL (28.2%) in comparison to the baseline (36.1%). Similarly, the proportion of family households within the SSL (63.5%) is slightly lower than the baseline (72.6%). There are slightly higher lone-person households (32.63%) than the baseline (23.3%).</p>
<p>Most homes are rented in the SSL</p> <p>Renting is the most common tenure type in the SSL (67%), with a much higher proportion of the population renting in comparison to the baseline (36.1%). However, renting is the most common tenure type within both the SSL and the baseline. Outright ownership (12.9%) and ownership with a mortgage (19%) is lower within the SSL in comparison to the baseline (28.3% and 34% respectively).</p> <p>The dwelling occupancy rate is slightly lower across the SSL (86.5%) to the baseline (91.8%).</p>

4.4 School community profile

Liverpool Boys High School was established in 1955 and has a student population of around 600 students. It is a comprehensive boy's school in the southwest of Sydney with over 88% of students speaking a language other than English and representing nearly 60 cultural groups. The schools currently have 34 students who identify as first nations as well as some staff members including the current Deputy Principal of the Boys School (Architectural Design Report, NBRS, 2025).

Liverpool Girls High School was established in 1954 and has a student population of around 700 students. It is a multicultural girl's high school with over 91% of students speaking a language other than English at home.

Both schools are situated amongst a cluster of other SINSW projects which share communities and stakeholders including Liverpool West Public School, Liverpool Public School and Mainsbridge School for Specific Purposes (SSP).

5.0 Community and Stakeholder Perspectives

The following section provides summary of survey findings from the SIA survey. Engagement outcomes from other stakeholder activities can be found in the Engagement Outcomes Report submitted with this REF. The purpose of this section is to highlight community perceptions and sentiment towards the proposal and inform the assessment of impacts.

5.1 SIA survey overview

A SIA survey was distributed to 691 households with a project update by SINSW on Wednesday 4 December 2024. The survey was live from this date until Tuesday 17 December 2024. A total of **16** participants provided feedback:

- 60% were parents/caregivers
- 26% were nearby residents
- One respondent was a member of staff at the school, and one was a student (remaining 12%).
- Two respondents live on neighbouring streets, both on Lachlan Street.
- Three respondents are under 18, with most respondents (40%) aged between 45-54.
- 81% of respondents identified as female.

A summary of the survey findings is provided below.

Survey summary

- 62% agreed that there is a need to redevelop the school. Reasons for support included:
 - Improvements to building amenity and quality of buildings.
 - Potential to improve culture by combining schools.
 - Perspective that co-ed schools should be more available.
- Other positive changes noted by respondents included:
 - More space for students at lunch time
 - Access to new and better buildings.
 - Improved connection and feeling of being part of a bigger community with the merging of the schools.
- Potential negative changes that respondents felt might occur due to the proposal include:
 - Potential changes to student catchment area
 - Co-education
 - Potential noise during construction if there is night-time activity.
- When asked to what degree do respondents support the redevelopment:
 - 37.5% completely support
 - 12.5% strongly support.
 - 12.5% somewhat support
 - 12.5% are neutral
 - 12.5% somewhat oppose
 - 12.5% completely oppose.

6.0 Social Impact Assessment

This following section sets out the SIA 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 6 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 spaceaesthetic value and amenity 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 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 of 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.

6.3 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 7 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

6.4 Impact Assessment

Table 8 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 8 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		
<p>Increased school capacity and new purpose built internal and external spaces to support a growing population</p> <p>High school education is an essential service which should be accessible to all eligible adolescents.</p> <p>As part of the NSW Government’s plan to rebuild public education, \$3.6 billion has been dedicated for new and upgraded schools in Western Sydney. The investment responds to areas which are experiencing population growth to ensure high quality public education meets the needs of current and future communities.</p> <p><i>Social factor(s): Accessibility, Community</i></p>	<ul style="list-style-type: none">The SSL had a very high population growth rate of 23.1% per annum between 2016-2024 (see Table 5)The new school will cater for up to 2,000 students with new teaching spaces and specialist facilities including new library, hall and sports fields. As part of the redevelopment, the school will also offer an expanded and advanced subject offering for students that are not currently offered at the two schools VET kitchen, expanded music and performance offering, expanded PDHDPE offering and larger woodwork and visual arts spaces.More than half (62%) of survey respondents agreed that there is a need to redevelop the school and 62.5% either completely supported, strongly supported or somewhat supported the redevelopment of the school.	<ul style="list-style-type: none">Parents and students within the SSLExisting and future students and parents of Liverpool Boys and Liverpool Girls High School	Operations	Ongoing	SSL	Almost Certain, Major Very High	Positive	<ul style="list-style-type: none">Masterplanning and concept design phases undertaken to ensure design complies with Large School Department of Education Educational Facilities and Standards Guidelines (EFSG) (Architectural Design Report, NBRS, 2025).Incorporation of best practice pedagogy for learning spaces (Architectural Design Report, NBRS, 2025).Architectural and landscape design facilitates opportunities for self-direction, self-reflection, evaluation and collaboration (Architectural Design Report, NBRS, 2025).	<p>The redevelopment of Liverpool BGHS will have a long-term positive impact on the local community by expanding the enrolment capacity of public education in Liverpool, improving the learning and teaching experience and expanding student subject and facility offerings with new purpose built and contemporary buildings.</p> <p>Almost Certain / Major = Very High</p>
<p>Improved community access to social infrastructure through shared use arrangements including recreation, open space and the community hall.</p> <p><i>Social factor(s): Accessibility</i></p>	<ul style="list-style-type: none">As identified in Section 3 there is an increasing focus on enhancing the role of schools in the local community. This includes opportunities to share school infrastructure with the wider community.	<ul style="list-style-type: none">Parents and students within the SSLExisting and future students and parents of Liverpool Boys and Liverpool Girls High SchoolResidents and workers in the SSLResidents and workers in the PSL	Operation	Ongoing	SSL	Almost Certain, Moderate High	Positive	<ul style="list-style-type: none">As articulated in the Architectural Design Report prepared by NBRS, the design fosters a strong connection between the school and its surrounding community by providing community access to sports facilities, the gym, library and the bistro terrace.The sports field is a competition sized field which further enhances its function and useability outside of school hours.	<p>Community access to several school spaces will likely have a long-term positive impact on strengthening community and school relationships and enhance availability of social infrastructure in Liverpool.</p> <p>Almost Certain / Moderate = High</p>

<p>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.</p> <p><i>Social factor(s): Culture</i></p>	<ul style="list-style-type: none">As noted in Section 4.0 of this report, 34 students identify as Aboriginal as well as some staff members including the Deputy Principal of the boys school.The proportion of people who identify as Aboriginal or Torres Strait Islander across the SSL (1.4%) is slightly smaller than the Greater Sydney baseline (1.8%).The Walk on Country feedback identified that there is a feeling of displacement among students, not just Aboriginal students, but other who may be refugees or have difficult or unsafe backgrounds (Architectural Design Report, NBRS, 2025).	<ul style="list-style-type: none">Parents and students within the SSLExisting and future students and parents of Liverpool Boys and Liverpool Girls High SchoolAboriginal community	Operations	Ongoing	SSL	Likely, Major <u>Very High</u>	Positive	<ul style="list-style-type: none">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.Implementation of a yarnning circle for boys and girls.Incorporation of curved, organic circles in the design and reuse of existing artwork from the current school campuses that include First Nations artwork.Incorporate cultural symbols and first nationals learning opportunities with Aboriginal knowledge shared in graphics and language for each department.	<p>Current and future students of Liverpool BGHS will gain in depth understandings of local Aboriginal culture and land care practices which is likely to improve upon the current opportunities for learning and engagement. This will improve long term social awareness of Aboriginal cultural practices.</p> <p><i>Residual impact rating:</i> Almost Certain / Major = Very High</p>
<p>Changes to learning and teaching experience due to merging of genders within the new co-education school campus</p> <p>The NSW Government has made a commitment that every student in NSW will have guaranteed access to a co-educational public school by 2027. The combining of Liverpool Girls and Liverpool Boys School is in response to this commitment.</p>	<ul style="list-style-type: none">The SIA survey results found mixed responses, with some supporting the schools combining and becoming co-ed, with others seeing this as a negative impact (see Section 5.0).The consultation period on the co-educational intake area adjustments which occurred over October and November 2023 also saw mixed responses with 40.2% believing this was a positive action, 24% neutral and 35.8% negative¹.Further, consultation was undertaken by SINSW in 2022 on the merger of the schools. Feedback at this time was generally supportive with 56% in favour of a co-educational school, 26% with no preference and 18% not in favour.	<ul style="list-style-type: none">Parents and students within the SSLExisting and future students and parents of Liverpool Boys and Liverpool Girls High School	Operations	Temporary	SSL	Possible, Moderate <u>Medium</u>	Neutral (Positive and negative depending on perspective)	<ul style="list-style-type: none">None identified.	<p>It is expected that for those who see the merging of the schools as a negative impact, this will remain in the short-term. However, for majority of the school community, it is expected that over time the current and future students and families of Liverpool BGHS will adapt to the co-educational model.</p> <p><i>Residual impact rating:</i> Possible / Minimal = Low</p>

¹ <https://education.nsw.gov.au/about-us/strategies-and-reports/coeducational-school-access>

<p>Temporary disruption associated with the construction of the new high school facilities will likely impact the daily routines of staff and students as well as potentially the enjoyment of the surrounding locality for neighbouring residents. This may be caused by increased construction traffic, dust, noise, and vibration.</p> <p><i>Social factor(s): Way of life, access, health and wellbeing, surroundings</i></p>	<ul style="list-style-type: none"> There are residents located adjacent the school site along Lachlan Street and Forbes Street. The Noise and Vibration Impact Assessment (NVIA) prepared by Acoustic Studio identified these residential properties as being the most affected residential noise receivers. Residents surrounding the school site may experience cumulative construction fatigue due to the recently completed construction of Gulyangarri Public School which was completed in 2023. Feedback from the SIA survey (see Section 5.0) identified that a potential negative impact could be noise during construction, particularly if night-time activities occur. As detailed by NVIA, it is anticipated that construction noise impacts at existing residential receivers are predicated to be generally above the Noise Monitoring Levels (NMLs) however within the Highly Affected Noise Level for the majority of the construction works except for when works are carried out at the boundary of the site. 	<ul style="list-style-type: none"> Existing students and parents of Liverpool Boys and Liverpool Girls High School Existing staff of Liverpool Boys and Liverpool Girls High School Residents of the PSL 	<div>Construction</div> <div>Temporary</div> <div>PSL</div>	<div>Possible, Moderate</div> <div>Medium</div>	<div>Negative</div>	<ul style="list-style-type: none"> Standard construction hours to be implemented for the project which are Monday to Friday 7:00am to 6:00pm, Saturday 8:00am to 1:00pm and no activity on Sunday and public holidays. Construction and operation of the school will occur over three stages. Stage 1 will include providing a temporary school to accommodate the staff and students at Liverpool Boys High School. Stage 2 will involve the construction of the school and Stage 3 will involve decanting the LGHS and LBHS. The temporary school will ensure there is minimal disruption to the learning environment of students. Future preparation of a Construction Noise and Vibration Management Plan (CNVMP) when the Contractor is appointed to outline the works and set out the project specific mitigation. This should include measures to effectively communicate and engage with families at the school, as well as the surrounding community to communicate when high impact/noisy works will occur and provide a key contact for enquiries and a complaints management process. The CNVMP should consider the cultural and linguistically diverse profile of the local community profile when communicating about construction work activities. 	<p>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 as there are no other identified projects surrounding the site. The staged approach to the school construction and operation, including providing a temporary school before construction of the new school buildings begin, will alleviate some of the disruption to students and staff.</p> <p><i>Residual impact rating:</i> Likely / Minimal = Low</p>
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<div><div><div>School operational impacts including noise impacts and increased demand on the road network across the surrounding locality</div><div>Potential noise generating activities during operation of the school and potential traffic congestion on Lachlan Street and surrounding streets during pick-up and drop-off.</div><div>Social factor(s): Way of life, accessibility</div></div><div><div><div><div><div></div></div><div>Currently 28% of students travel by car as a passenger to/from school and 2% travel as the driver (Preliminary Transport Plan, TTW, 2024).</div></div><div><div><div></div></div><div>Staff are very dependent on private car usage with 94% of staff travelling to/from school via private vehicle.</div></div><div><div><div></div></div><div>Kiss and drop off location is moving from Forbes Street to southern side of Lachlan Street.</div></div><div><div><div></div></div><div>The Transport and Accessibility Impact Assessment prepared by TTW assesses the traffic impacts of the proposal at opening (in 2028) and at ultimate year (2038). It finds that the intersection of Lachlan Street and Forbes Street at ultimate year deteriorates in the AM hours. This is due to the southern approach having the worst movement, and the worst performing movement was the right turning movement as right-turning vehicles must give way to the through movement at Lachlan Street. All other intersections assessed were found to operate satisfactorily during AM and PM periods.</div></div><div><div><div></div></div><div>As detailed in the NVIA, operational noise from the development is capable of meeting relevant noise criteria if noise mitigation measures are implemented in the final design. No mitigation measures were found to be required for traffic noise from the project.</div></div></div><div><div><div></div></div><div>Residents of the PSL</div></div><div><div><div></div></div><div>Existing and future students and parents of Liverpool Boys and Liverpool Girls High School.</div></div></div></div> <div>Operations</div> <div>Ongoing</div> <div>PSL / SSL</div> <div>Possible, Moderate <u>Medium</u></div> <div>Negative</div> <div><div><div><div></div></div><div>Preliminary School Transport Plan prepared by TTW to guide transport operations and policies at the school. A priority of this plan is to reduce car travel by staff to 50% through several initiatives like a booking system for car spaces</div></div><div><div><div></div></div><div>Design of the school has located playground areas away from boundaries facing noise sensitive receivers and school speakers face inwards to the school away from residents (NVIA, Acoustic Studio).</div></div><div><div><div></div></div><div>To improve the performance of the intersection of Lachlan Street and Forbes Street, TTW recommends the inclusion of a right turn ban to the Lachlan Street and Forbes Street intersection for the south approach.</div></div><div><div><div></div></div><div>Recommendations in the NVIA to manage operational noise such as closing windows and doors during noisy activities occurring in the workshop rooms, public address systems limited to 7am to 6pm, doors and windows to be kept closed for the hall during out of school hours use only (evening and night time) and acoustic screening to building services.</div></div></div> <div><div><div></div></div><div>With the adopted mitigation measures, the proposal is expected to minimal impact on the surrounding external road network. Similarly, with adopted mitigation measures during the detailed design and operation of the school the proposal is expected to have a minimal impact on noise during operation.</div></div> <div><div><div></div></div><div>Residual impact rating: Likely / Minimal = Low</div></div>
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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:

- Positive social impact to be experienced by the current and future local community as the redevelopment of Liverpool BGHS will increase school capacity and provide new purpose built internal and external spaces to support a growing population.
- Positive social impact will be experienced by surrounding community by providing publicly accessible social infrastructure at the site including access to sport facilities, the gym and library. This will likely improve community cohesion outcomes.
- Current and future students will likely gain improved understanding of local Aboriginal culture through the implementation of Connecting with Country in school programs and through the architectural and landscape design.
- For some existing students and families, the merging of the two schools and access to co-education will be viewed as a positive action, while for others it will be viewed as a negative.
- The daily routines of staff and students, and local residents could potentially be temporarily impacted with the construction of the new high school. The implementation of mitigation measures including the temporary school, the staged approach to development and construction noise mitigation measures will likely alleviate construction related impacts.
- The local residents may be impacted by school operational impacts like noise and increased demand on the surrounding road network. The implementation of mitigation measures to reduce operational noise impacts and to manage traffic impacts, particularly the Lachlan Street and Forbes Street intersection is expected to reduce operational impacts.

7.2 Mitigation Measures

This section summaries the recommended mitigation measures to address positive and negative social impacts identified in **Section 6.4**.

Table 9 Summary of mitigation measures

Project Stage	Mitigation Measures	Relevant Section of Report
Design (D) Construction (C) Operation (O)		
D	<ul style="list-style-type: none">• Masterplanning and concept design phases undertaken to ensure design complies with Large School Department of Education Educational Facilities and Standards Guidelines (EFSG).	6.3
D	<ul style="list-style-type: none">• Incorporation of best practice pedagogy for learning spaces.	6.3
D	<ul style="list-style-type: none">• Architectural and landscape design facilitates opportunities for self-direction, self-reflection, evaluation and collaboration.	6.3
D/O	<ul style="list-style-type: none">• The design fosters a strong connection between the school and its surrounding community by providing community access to sports facilities, the gym, library and the bistro terrace.	6.3

O	<ul style="list-style-type: none"> The sports field is a competition sized field which further enhances its function and useability outside of school hours. 	6.3
O	<ul style="list-style-type: none"> Promote regular education and knowledge sharing programs in partnership with the Darug people (e.g., working with the Darug Custodian Aboriginal Corporation). 	6.3
O	<ul style="list-style-type: none"> Implementation of a yarning circle for boys and girls. 	6.3
O	<ul style="list-style-type: none"> Incorporation of curved, organic circles in the design and reuse of existing artwork from the current school campuses that include First Nations artwork. 	6.3
O	<ul style="list-style-type: none"> Incorporate cultural symbols and first nationals learning opportunities with Aboriginal knowledge shared in graphics and language for each department. 	6.3
C	<ul style="list-style-type: none"> Standard construction hours to be implemented for the project which are Monday to Friday 7:00am to 6:00pm, Saturday 8:00am to 1:00pm and no activity on Sunday and public holidays. 	6.4
C	<ul style="list-style-type: none"> Three staged approach to construction including building a temporary school in Stage 1. 	6.4
C	<ul style="list-style-type: none"> Preparation and implementation of a Construction Noise Vibration Management Plan. 	6.4
O	<ul style="list-style-type: none"> Finalisation of the Preliminary School Transport Plan to guide transport operations and policies at the school. 	6.4
O	<ul style="list-style-type: none"> As recommended by TTW include a right turn ban to the Lachlan Street and Forbes Street intersection. 	6.4
O	<ul style="list-style-type: none"> Implementation of noise mitigation measures in the NVIA for operational noise impacts. 	6.4