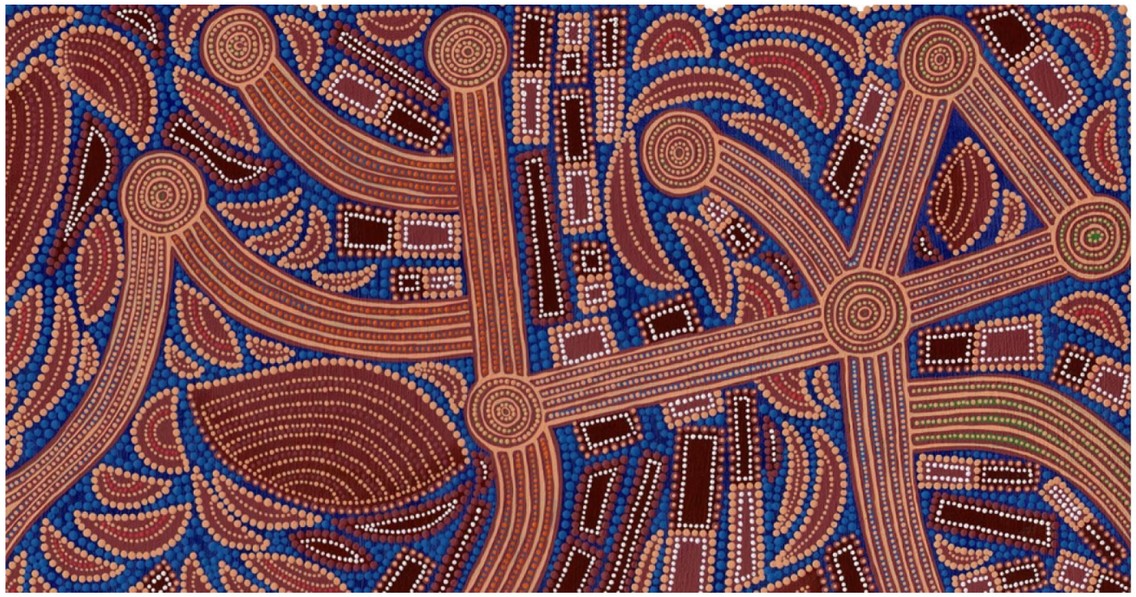
Social Impact Assessment
Lismore South Public School – Flood Recovery Rebuild

69-79 Kyogle Street, South Lismore

Submitted to NSW Department of Education and Training
on behalf of Gyde Consulting

12 June 2025

Acknowledgment of Country



Towards Harmony by Aboriginal Artist Adam Laws

Gyde Consulting acknowledges and pays respect to Aboriginal and Torres Strait Islander peoples past, present, Traditional Custodians and Elders of this nation and the cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander people. We recognise the deep and ongoing connections to Country – the land, water and sky – and the memories, knowledge and diverse values of past and contemporary Aboriginal and Torres Strait communities.

Gyde is committed to learning from Aboriginal and Torres Strait Islander people in the work we do across the country.

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Executive Summary

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

The proposed activity will be carried out at Lismore South Public School (LSPS) located 69-79 Kyogle Street, South Lismore (the site).

The Department of Education (DoE) is the landowner, proponent and determining authority pursuant to Section 5.1 of the Environmental Planning and Assessment Act 1979 (the Act).

The purpose of this Social Impact Assessment is to report on the process for the identification of potential social impacts, and the analysis, assessment, management and monitoring of those impacts, both positive and negative

The Proposal: Lismore South Public School – Flood Recovery Rebuild

The site, located at 69-79 Kyogle Street, South Lismore, consists of two separate land parcels situated on either side of Wilson Street. The proposed activity will be undertaken on the eastern parcel, where most of the school's existing structures are located. The western parcel contains sports fields and temporary learning facilities. **Figure 1**. outlines the school's boundary, covering approximately 2.5 hectares. Due to flood damage, the existing buildings on the eastern parcel are currently unused, and students are temporarily using facilities on the sports field and oval, located on the western side of Wilson Street, adjacent to the primary school.

Figure 1 **Aerial image of the site. Source: Nearmap**

Social Locality

The suburb of South Lismore had a population of 1,775 at the 2021 Census. 127 of the population were Aboriginal and/or Torres Strait Islander. The population lives in 687 dwellings.

Residents, households, dwellings and others living and working in South Lismore are immediately surrounding or close to the site.

These stakeholders, including any vulnerable or special interest groups, are most likely to experience a range of direct impacts resulting from the activities. If impacts arise such as noise, a reduction in air quality, increased traffic in residential streets around the site, parking or general reductions in amenity, those in the local area are those most likely to be impacted through both the construction and operational stages.

The operational stage of the School may also impact these stakeholders, particularly those that are nearby of surrounding the development.

The South Lismore School Community Group is defined by the school catchment.

Students, parents and carers are included in the Group. With the addition of School staff, this Group is likely to be directly impacted during the construction period.

Students at the nearby temporary School may be considered vulnerable to construction noise and dust and also be at greater risk from increased construction traffic in the area.

The proposed school will also have a direct impact on this Group during the operational stages.

Engagement

The most significant subject areas arising through the primary community engagement activities included, in order of priority, included:

- stormwater flooding as a result of periods of normal rain outside of the school preventing access or making access unsafe
- safety and traffic flow during construction. Especially with children bus stop & pick up / drop off
- noise and machinery during construction having the potential to disturb or distract children in the operational school across the road.

Further engagement for the project was carried out with students, parents and teachers. The most significant subject areas arising through the secondary community engagement activities included:

- the importance of maintaining the School in its current location because of its role as the heart of the community
- the School needs to be readily packed up and that critical infrastructure is above the flood level.
- The Connecting with Country workshop identified their aspirations and ideas for the design of the site.

Social Impact Assessment

This summary presents the residual ratings for each impact post implementation of mitigation and enhancement measures identified through the assessment and the technical reports.

The major mitigation and enhancement measures identified in the technical reports that are most relevant to reducing or improving the social impacts are presented in **Section 6.** of this Assessment.

Additional enhancement or mitigation measures required are identified in **Section 9.**

Impacts related to continuity of social connections and cohesion.

Schools have a role in creating community connections that contribute to a sense of place and build local character. School sites are increasingly being recognised as valuable assets that can support the education, health and wellbeing of individuals, families and community groups. Operating as 'more than schools' they can have an important role in the development of resilient and connected communities.

Community engagement revealed that the primary reason behind rebuilding the School on the exiting site was the overall contribution it made to creating the heart of the neighbourhood.

Residual impacts related to continuity of social connections and cohesion have been assessed as **Very High Positive.**

Impacts related to improved education infrastructure.

Good environmental design can improve learning outcomes, student and teacher health and wellbeing. Better learning spaces can help concentration, and healthy buildings can reduce absenteeism because of fewer illnesses.

The rebuild will provide contemporary facilities that create modern learning environments benefiting teachers and students.

Residual impacts related to improved education infrastructure have been assessed as **Very High Positive.**

Impacts related to stormwater and drainage around the site.

Flooding and nuisance issues from stormwater can sometimes result in damage to property and distress to residents. Stormwater is rainwater that runs off surfaces such as lawns, roads, roofs, car parks and natural ground surfaces. Stormwater that is unable to enter the underground drainage system will find its natural way to the nearest watercourse via overland flow paths. These overland flow paths are typically natural depressions (that often occur through private property), open channels, roadways and public reserves.

The main issue presented by parents, carers, staff and residents was related to drainage around the School. More than a nuisance, parents and carers claimed that during or after even a less than significant rain event the School was inaccessible and dangerous.

According to the Civil Engineering Report, proposed works will mitigate this issue by including new site drainage for the entire site with an increase in capacity, a consistent fall by gravity to the downstream

connection point, and gross pollutant traps within surface inlet pits to prevent blockage of pipework by pollutants that may flow into grates.

Impacts related to stormwater and drainage around the site have been assessed **Low.**

Impacts related to active transport and school accessibility.

Being able to easily and conveniently access various public modes of transport effectively heightens and promotes positive mental health and a sense of belonging through social connection. Public transport, particularly walking and cycleways, can be a much more affordable option, and there is a direct correlation between physical activeness and their utilisation. Active transport can increase the amounts of physical activity leading to better health and wellbeing. Creating a bicycle/walking friendly environment increases accessibility and social amenity.

The School catchment is well serviced by public transport and the new bicycle / pedestrian link making it safe for younger children to cycle to school.

Several enhance measures have been identified in the School Travel Plan.

Residual impacts related to active transport and school accessibility have been assessed as **High Positive.**

Impacts related to traffic and parking

Motorised road traffic has a range of negative social impacts. Traffic creates air pollution and noise, which are linked with several health concerns and reduced wellbeing. The absence or availability of parking can have a significant impact on surrounding communities and frustrate residents, who at times are forced to park further from their residences. Parking issues can temporarily occur during the construction phases of a development project.

According to the Traffic and Access Impact Assessment (TAIA), there will be no impacts on the surrounding road network because of the rebuild. Public transport services will remain unchanged. Parking arrangements will be improved, including the provision of a formalised kiss-and-drop zone on Kyogle Street and an increase in on-site parking spaces.

The objectives of the School Transport Plan are in part to reduce car use and increase active and public transport use. The STP identifies several initiatives that when implemented will further reduce traffic and parking impacts but also promote active transport and contribute to a safer school environment.

With the implementation of mitigation measures identified in the TAIA and STP, the residual impacts of traffic and parking have been assessed as **Low**.

Impacts related to Connecting with Country.

Aboriginal and Torres Strait Islander cultures live in harmony with the world around them, placing great value on Country not just as Aboriginal land but as the foundation of the Aboriginal people, past, present, and future.

Lismore South Public School has introduced several initiatives to promote First Nations cultural on the site through student initiatives, and the installation of the yarning circle.

Aspirations and ideas for the new site were identified through a workshop with the Widjabul Wia-bal Gurrumbil Aboriginal Corporation RNTBC.

The concept landscape plan recognises Connecting with Country as one of the design principles, and includes it as one of the strategies, and further development of these is recommended during the detailed design stage.

After enhancement measures are implemented, residual impacts related to Connecting with Country have been assessed as **Very High Positive**.

Impacts related to future flooding.

When floods impact human environments, they have the potential to cause a range of negative impacts. As floodwaters spread, they can threaten lives, inundate properties and businesses, destroy belongings, damage vital infrastructure and prevent access to essential public services. Often the effects of flood are long term and can be very costly, disruptive and distressing for communities involved.

There is likely to be future flooding in Lismore, and this is likely to be heightened through the impacts of climate change. While additional severe weather events are likely, the rebuild of the School compliant with the relative flooding measures is almost certain to provide a safer environment.

Impacts related to future flooding have been assessed as **Very High Positive.**

Impacts related to construction activity

Those living close to sites with high levels of activity can suffer from the annoyance of noise that can cause disturbance of sleep, cognitive impairment, decreased mental wellbeing and other health and wellbeing impacts. Children, those with complex cognitive issues, the elderly and those with underlying mental health conditions are particularly vulnerable to the impacts of noise.

In addition, school zones can be busy places, making them risky environments for both motorists and pedestrians. School zones are frequented by some of the most vulnerable members of the community, including children and their families. Pick-up and drop-off are the busiest times outside a school, with an increased number of pedestrians and vehicles around, and noting that children do not always understand the dangers of roads and vehicles. Construction adds a layer of complexity to an already potentially dangerous situation.

With mitigation measures in place identified in the Noise and Vibration Impact Assessment (NVIA) and the high-level Construction Vehicle Management Plan (CVMP), including the preparation of a detailed CVMP prior to construction that recognise the potential impacts of construction activity on students, and particularly safety issues, impacts related to construction activity have been assessed as **Low Negative.**

Impacts related to additional local construction employment opportunities.

Employment provides people with income, and with this, higher living standards and financial independence. Employment can also contribute to a sense of identity and self-worth that has positive health impacts.

Given the negative economic impacts resulting from the 2022 floods, additional employment and economic development activity, impacts related to additional local construction employment opportunities have been assessed as **Medium Positive.**

Summary

This Social Impact Assessment for Lismore South Public School – Flood Recovery Rebuild finds that overall, the project will have major benefits for students, teachers, parents, carers. Further and importantly, benefits like reestablishing social connections will be experienced across the community.

The Assessment has identified social impacts raised during the engagement and those identified in the technical reports.

Many of the measures recommended in technical reports respond to concerns raised during engagement and conclude that solutions integrated within the design and / or recommended mitigations implemented during construction will reduce or minimised the potential for social impacts.

Where findings in the technical reports are relevant to social impacts, they have been considered as part of the residual impact assessment (i.e. impacts that remain after mitigations have been implemented).

Where technical report findings do not address social impacts identified as part of the assessment, measures to mitigate these impacts have been recommended in **Section 8. Residual Impact Assessment.**

Specifically, the additional measures required to enhance positive social impacts are associated with the Connecting with Country and Landscape Reports. These enhancement measures include:

- Continue to engage with Widjabul Wia-bal Gurrumbil Aboriginal Corporation RNTBC through the detailed design stage of the landscape planning with a view to integrating additional design ideas that embrace the Connecting with Country strategies identified in the concept Landscape Plan.
- Consider the use of First Nations artist to work with the design team and public art for the site.

Overall, most of the benefits of the project are rated as ‘very high positive’, and the Social Impact Assessment supports the Lismore South Public School – Flood Recovery Rebuild.

1. INTRODUCTION

This Social Impact Assessment has been prepared to support a Review of Environmental Factors (REF) for the rebuild of Lismore South Public School (the activity). The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by State Environmental Planning Policy (Transport and Infrastructure) 2021 (T&I SEPP) as "development permitted without consent" on land carried out by or on behalf of a public authority under Part 5 of the Environmental Planning and Assessment Act 1979 (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37 of the T&I SEPP.

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The Site

The site, located at 69-79 Kyogle Street, South Lismore, consists of two separate land parcels situated on either side of Wilson Street. The proposed activity will be undertaken on the eastern parcel, where most of the school's existing structures are located. The western parcel contains sports fields and temporary learning facilities. **Figure 2.** outlines the school's boundary, covering approximately 2.5 hectares. Due to flood damage, the existing buildings on the eastern parcel are currently unused, and students are temporarily using facilities on the sports field and oval, located on the western side of Wilson Street, adjacent to the primary school.

Figure 2 **Aerial image of the site. Source: Nearmap**

Site Context

Located in the suburb of South Lismore, the site comprises one of the nine government schools in the Northern Rivers region of NSW that were significantly affected by the floods in early 2022.

A map of the site in its regional setting is provided in **Figure 3**.

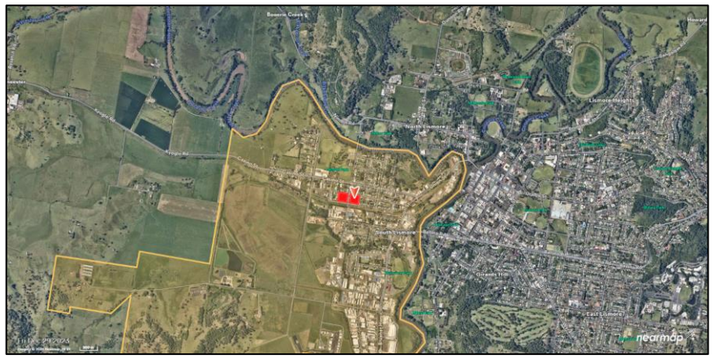

Figure 3 **Aerial view of the LSPS in broader Lismore Context (site outlined in red and Lismore South suburb highlighted in yellow). Source: Nearmap**

Proposed Activity

The proposed activity comprises the rebuild of the LSPS on the eastern parcel of the existing site, in South Lismore, and will be delivered in a single stage. The western parcel is out of the scope of the activity. Any works required on the western parcel (such as removal of demountable classrooms) will be subject to separate approval (if required).

A detailed description of the proposal is as follows:

1. Retention of the existing play equipment, Building K and covered outdoor learning area (COLA) on the western parcel.
2. Bulk earthworks, comprising fill and excavation and other site preparation works on the eastern parcel.
3. Construction of a new building on the eastern parcel for LSPS including:
    i. A one storey building (with undercroft areas below) fronting Kyogle Street containing a general learning space (GLS) hub, hall, library, support hub, administration, and pre-school.
    ii. Undercroft outdoor learning areas as well as amenities and storage located on ground level.
4. Landscaping and public domain works, including tree planting, a games court in the southeast corner and an outdoor playing area adjacent to the preschool.
5. A car park on the eastern side of the site, with access from Kyogle Street.
6. Waste collection area access from Kyogle Street.
7. Multiple entrance points, including:
    i. Primary and secondary entries distributed on site frontages.
    ii. Vehicular access point to provide access to waste collection/delivery areas and car parking.
8. Ancillary public domain mitigation measures comprising:

Figure 4. below shows the scope of works.

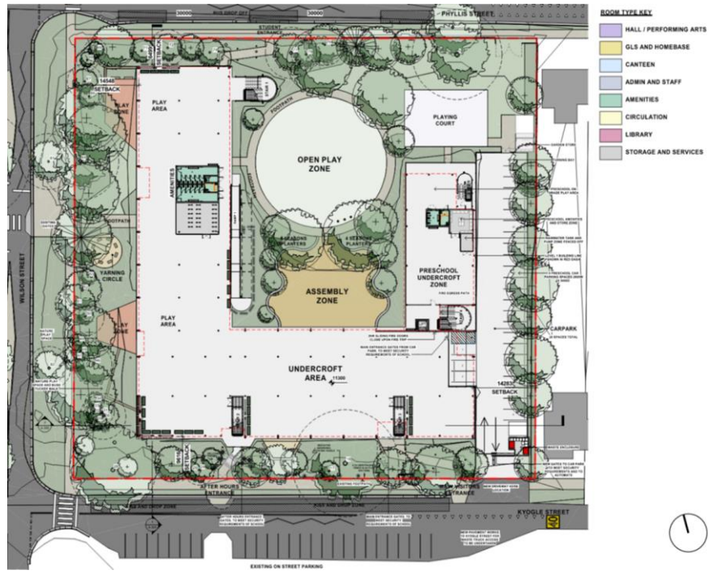

Figure 4 **Proposed site plan. Source: EJE Architecture**

Social Context

In 2021, the population of Lismore LGA was 44,345. This is forecast to increase modestly to 46,520 by 2031, an increase of 2,175 at an average annual change of 0.5%. In 2022 the ABS estimated population was 44,276.

In February 2022, the first of two catastrophic floods impacts communities across the NSW northern rivers. The northern rivers floods were Australia's biggest natural disaster since Cyclone Tracy in 1974, and killed almost two dozen people.

The floods had a devastating impact on Lismore, where 5 people died. A further **31,000 people were displaced** and more than **3,000 businesses were disrupted** affecting more than 18,000 jobs, including almost 1,000 agricultural jobs. The floods **affected about 11,000 homes** in the Northern Rivers region, of which more than 4,000 – mostly in Lismore – were deemed uninhabitable[1].

A survey by Southern Cross University[2] highlighted that, at the end of 2022, almost 52% of flood victims were living in the shells of homes that had flooded; 26% were living in temporary accommodation such as caravans, sheds or pods, or with friends or family; 18% were living in insecure accommodation such as tents or temporary rentals; and 4% were no longer living in the region.

[11] Lessons from Lismore: What the rest of Australia needs to learn from the Northern Rivers floods. https://www.linkedin.com/pulse/lessons-from-lismore-what-rest-australia-needs-learn-northern-don-sxuff/. Cited on 20/03/2024.
[2] Southern Cross University. The Northern Rivers Flood Recovery Study 2022. https://www.scu.edu.au/media/scu-dep/news/images/2023/Flood-Recovery-Survey_Preliminary-Results.pdf. Cited on 20/03/2024.

Using the 2017 floods as a point of reference, research led by the University Centre for Rural Health found people displaced from the floods after six months had double the probability of reporting continuing distress and symptoms of post-traumatic stress, anxiety and depression when compared to those who were briefly displaced[3].

In 2024 two years after the flood the city is still working to rebuild and recover from the floods.

Geographic Context & Lismore LGA

The City of Lismore is a local government area in the Northern Rivers region of New South Wales, about 730 kilometres north of the Sydney CBD. Lismore City is bounded by Tweed Shire in the north, Byron Shire and Ballina Shire in the east, the Richmond Valley Council area in the south and south-east, and the Kyogle Council area in the north-west.

The Lismore Local Government Area (LGA) sits within the ancestral territory of the Bundjalung people's nation. The Widjabul /Wy-abal people of the Bundjalung Nation have lived in the area for more than 50,000 years. Lismore acknowledges this with pride and respects the Widjabal/Wy-abal people's continuing connection to country.

The LGA has an area of 1,267 square kilometres extending from North Woodburn in the south to the village of Nimbin and rural communities and the Nightcap Ranges to the north, and from Clunes in the east to Bentley in the west.

The LGA is part of the Richmond River catchment on the Wilsons River floodplain and the city centre sits at the confluence of the Wilsons River and Leycester Creek.

Lismore is integral to the North Coast Regional Plan's vision to be, 'the best region in Australia to live, work and play thanks to its spectacular environment and vibrant communities'. sport and other recreation facilities, regional government services and a diversity of urban, village and rural living choices.

Figure 5 **Geographic context. Source: Regional Development Australia.**

Figure 6 **Lismore LGA. Source: Lismore Local Strategic Planning Statement**

[3] University of Sydney. Floods expose social inequities, and potential mental health epidemic in its wake, 2022. https://www.sydney.edu.au/news-opinion/news/2022/03/23/floods-expose-social-inequities--and-potential-mental-health-epi.html. Cited on 20/03/2024.

2. METHODOLGY

The methodology incorporates the following stages:

A. Proposal review

Provides an initial understanding of the proposal and the potential impacts.

B. Define the social locality

The identification of the social locality will enable consideration of the potential affected communities and stakeholders in one or more geographical areas, and how positive and negative impacts may be reasonably perceived or experienced by different people in that catchment.

The social locality is generally defined through an observational analysis. Observing the geographic location around site is done through a site visit and ariel mapping, as well GIS enquiries around the area to identify any communities or stakeholders that may be impacted.

The social locality is then expressed geographically, demonstrating how residents, communities and stakeholders will experience various impacts depending on their location.

C. Demographic analysis

The review and analysis of selected demographic data and other characteristics of the social locality will be undertaken to create an understanding of the existing community and conditions (social baseline), and how it may change or be impacted by the proposed development.

D. Literature review

A review of the literature is undertaken in three main categories:

- State and local government policy and planning context in which the project is situated.
- Academic and other research to support the assessment.

E. Technical report review

Technical reports communicate the outcomes of research undertaken in various disciplines to critically analyse aspects of the project, and provide conclusions and recommendations related to the immediate and ongoing management of the project.

Technical reports are reviewed to support a comprehensive and informed overview relative to various social impacts.

Relative mitigation measures identified in the technical reports are used to inform the residual impact assessment.

F. Community and stakeholder engagement

Community engagement is generally understood as a process whereby actors in a service system proactively seek out community values, concerns and aspirations and incorporate them into a decision-making process, establishing an ongoing partnership with the community to ensure that the community's priorities and values continue to shape services and the service system. When institutions (a) seek out the aspirations, concerns and values of communities; and communities (b) share their aspirations, concerns and values with institutions; and these aspirations, concerns and values of communities are (c) incorporated into decision-making processes; the institutions are better informed and able to meet the needs of communities. Establishing an effective partnership between institutions, service providers and communities result in a greater sense of ownership and better outcomes

Community and stakeholder engagement is vital to ensure that the voices of those likely to be impacted by the Project are included in the SIA. Inputs identified by through the engagement will identify impacts and the magnitude of their affects, inform project refinements, and assist in the creation of mitigation and enhancement measures.

The level of community and stakeholder engagement and the activities specifically designed to align with the project will depend on the potential impacts identified through the scoping study.

Engagement processes for SIAs is social inquiry based and aims to explore and reflect on issues of a social nature, that as a result of a project, may impact those in the social locality, as well as potential options that may assist to reduce, minimise or illuminate adverse impacts, or enhance positive impacts.

G. Social impact assessment

Based on information collected and collated in the previous sections, potential social impacts will be assessed against the corresponding impact categories as outlined in the SIA Guideline. These eight categories provide for high level groupings of potential social impacts that can be interrogated, which then forms the basis of the assessment. The level and scope of interrogation of the categories will depend on the nature of the project. The categories have been established to provide a standard approach to measuring social impact assessments.

The impact assessment process utilises tools from the SIA Guideline and the SIA Technical supplement to assess each impact in relation to its likelihood and magnitude (including the extent, duration, severity/scale, sensitivity/importance, level of concern/interest). The significance of the social impacts is then undertaken and a pre residual impact score applied.

H. Residual impact assessment

Enhancement and mitigation measures will be developed for each impact to enhance positive impacts or reduce negative impacts. Each social impact will then be reassessed with proposed enhancement and mitigation measures to determine the post-mitigation or residual social risk.

3. SOCIAL LOCALITY

Through the scoping study and the identification of potential impacts the following geographic areas, and the residents and stakeholders within, were recognised as the social locality. The social locality is made up of the following:

- South Lismore (suburb)
- South Lismore School Community Group (SLSCG).

Data from the 2021 Census for the social locality is used to develop an understanding of community and stakeholder characteristics (i.e., age profile, workforce data, health, birthplace etc).

This secondary data supports the design of community engagement activities and primary data collection.

South Lismore

The suburb of South Lismore had a population of 1,775 at the 2021 Census. 127 of the population were Aboriginal and/or Torres Strait Islander. The population lives in 687 dwellings.

Residents, households, dwellings and others living and working in South Lismore are immediately surrounding or close to the site.

These stakeholders, including any vulnerable or special interest groups, are most likely to experience a range of direct impacts resulting from the development. If impacts arise such as noise, a reduction in air quality, increased traffic in residential streets around the site, parking or general reductions in amenity, those in the local area are those most likely to be impacted through both the construction and operational stages.

The operational stage of the School may also impact these stakeholders, particularly those that are nearby of surrounding the development.

South Lismore School Community Group

The South Lismore School Community Group is defined by the school catchment.

Students, parents and carers are included in the Group. With the addition of School staff, this Group is likely to be directly impacted during the construction period.

Students at the nearby temporary School may be considered vulnerable to construction noise and dust, and also be at greater risk from increased construction traffic in the area.

The proposed school will also have a direct impact on this Group during the operational stages.

A map of the social locality is provided in **Figure 7.**

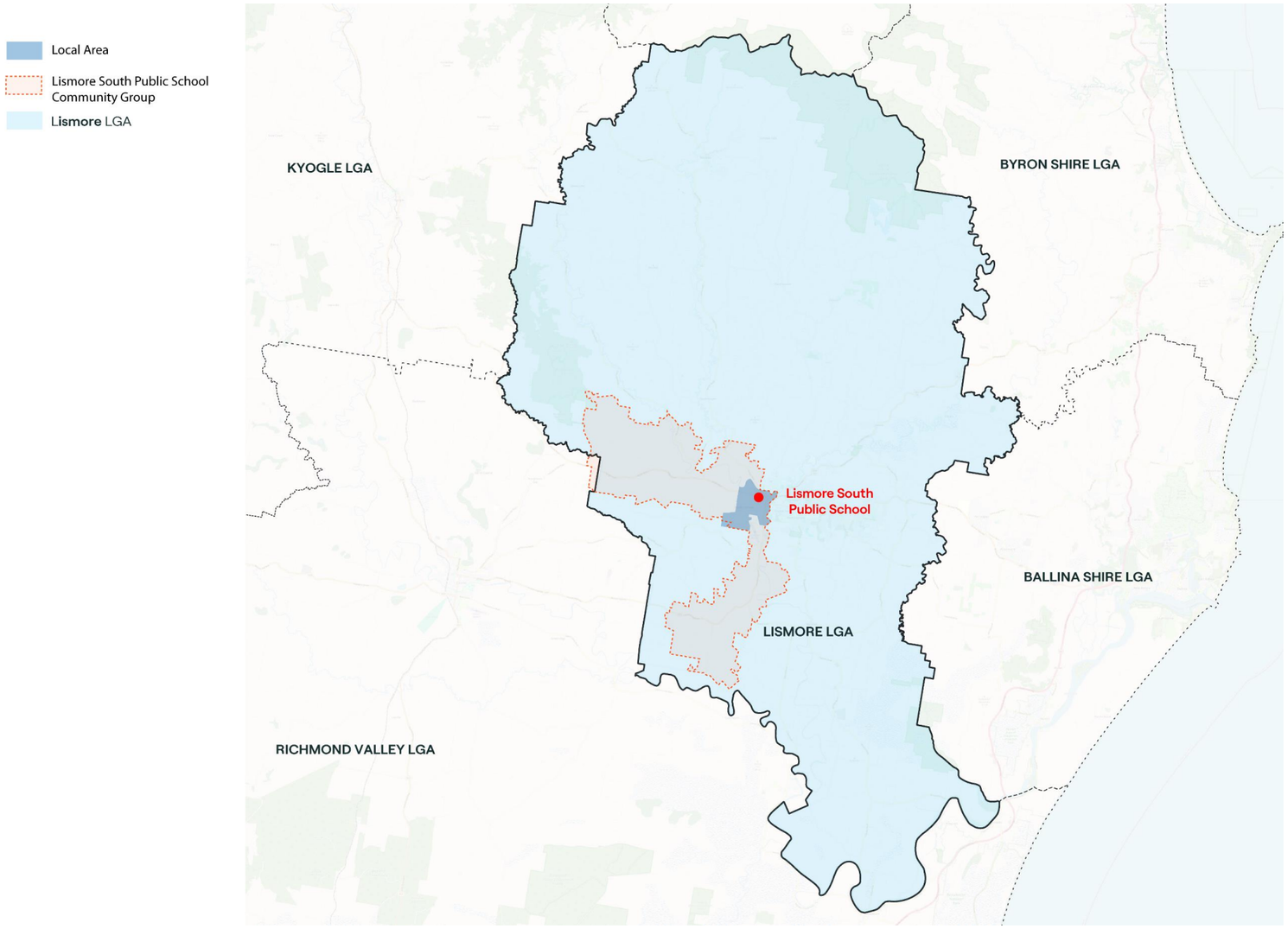

Figure 7 **Lismore South Public School – Flood Recovery Rebuild Social Locality**

4. COMMUNITY PROFILE – SUMMARY

The community profile provides secondary data that creates a greater understanding of the characteristics of communities potentially impacted by the project. With the addition of community engagement inputs and research from the literature review including technical reports, the demographic profile informs the social baseline.

The primary source of data for the community profile is the Australian Bureau of Statistics (ABS) 2021 Census. Additional data from other sources has been collected as necessary.

Selected community profile characteristics are presented below.

LISMORE SOUTH PUBLIC SCHOOL

Lismore South Public School caters for primary aged children but also provides a Department of Education Preschool, the Lismore South Public School Ngullibooo Jarjums Preschool. The School is also one of the venues for the Northern Rivers Children's Service Out of School Hours Care.

Lismore South Public School serves the city district of South Lismore, as well as the nearby country areas around Rock Valley, Tuncester, McKee's Hill, Loftville and Ruthven. The School catchment is bordered by the Wilson River to the twin bridges and Leycester Creek. This includes numerous country areas towards McKees Hill, Ruthven, Rock Valley and Tuncester.

In 2023, total enrolments at the School were 120, with 66 boys and 54 girls. 21% of students were Indigenous, and 8% had a language background other than English.

In 2023 the School has 12 teaching staff, and 3 non teaching staff.

Enrolments at Lismore South Public School were declining before the floods, as shown in **Table 1.** below, but have declined sharply in 2022 and 2023.

Table 1 Enrolments Lismore South Public School 2018 to 2023.

2018	2019	2020	2021	2022	2023
244	245	210	205	147	120

Source: Myschool Lismore South Public School.

The impact of the has changed settlement patterns around the region, but particularly Lismore. Lack of temporary housing has seen flood-affected residents dispersed throughout the region, seeking available rentals, employment opportunities and schools.

Enrolment projections will depend on future planning in the South Lismore area and the community response to programs such as home buy backs and grants for house raising. However, given the proximity to Lismore CBD, the established community and the industrial nature it is expected that there will always be residents in the South Lismore area.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake.

NAPLAN is a measure to see whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community.

NAPLAN compares students with a similar background as determined by parental occupation and education (background of students has been shown to have an impact on NAPLAN results), as well as all Australian students.

Table 2 Lismore South NAPLAN Scores year 3 and 5

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	356	349	371	355	355
Year 4	466	459	445	446	442

Source: Myschool Lismore South Public School.

The scores for Lismore South year 3 and 5 students are within the range established by the Department of Education for students with a similar background.

Table 3 Lismore South NAPLAN Scores year 3 and 5 (All Australian student comparison).

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	356	349	371	355	355
Year 4	466	459	445	446	442

Source: Myschool Lismore South Public School.

When compared to all Australian students, most scores for Lismore South are 'well below' (darker shading), or 'below' (lighter shading) average.

FIRST NATIONS

In 2021 the Aboriginal and Torres Strait Islander population in Lismore LGA was 2,564.

Lismore is home to the Widjabul Wia-bal people of the Bundjalung Nation.

The Bundjalung people, also spelled Bunjalung, Badjalang and Bandjalang, are Aboriginal Australians who are the original custodians of a region from around Grafton in northern coastal New South Wales to Beaudesert in south-east Queensland. The region is located approximately 550 kilometres (340 mi) northeast of Sydney and 100 kilometres (62 mi) south of Brisbane that now includes the Bundjalung National Park.

The area underwent significant change with sea level rise 18,000 to 7,500 years ago which completely displaced inhabitants of previous coastal areas and resulted in dramatic changes in distributions of peoples.

The languages of the Bundjalung people are dialects of the Lower-Richmond branch of the Yugambeh-Bundjalung language family.

In 2022, the Widjabul Wia-bal people won their decade-long claim for native title rights and interests over 1559 km2 of lands and waters around Lismore.

The native title determination area is bounded by Bagotville, Tuckean Nature Reserve and Tucki Tucki to the south; Bungabee State Forest and Cawongla to the west; Nightcap National Park in the north and Wollongbar and Alstonville in the east. The decision means Widjabul Wia-bal traditional owners now have the rights to carry out several cultural activities on non-freehold land, such as national parks and crown land.

In 2021 Lismore City Council voted to hand back Banyam Baigham 'Sleeping Lizard Hill' to the Widjabul Wia-bal people.

COMMUNITY VALUES

Based on engagement with residents, business and other, Lismore Council's Community Strategic Plan 2022 – 2032 outlines a vision for the future.

The Plan acknowledges that Lismore faces an uncertain future after the 2022 floods that devastated the area.

Despite this, responses by the community included: 'The February natural disaster may have destroyed homes, livelihoods and businesses, but it could not destroy the heart of the Lismore community'.

In this context, the Plan highlights community aspirations for Lismore as:

- An inclusive and healthy community is connected to community wellbeing, a healthy lifestyle, social connections and a feeling of belonging and acceptance.
- A prosperous and vibrant city has a resilient economy with a diversity of business, a thriving cultural and artistic life, and an attractive, welcoming city centre.
- We value our natural environment and actively work to protect and enhance our natural assets, use our resources wisely, and grow sustainability.
- Our built environment creates a liveable community where our basic needs and services are met now and into the future.

Resilient Lismore, a community organisation established to assist residents and businesses with flood recovery, has coordinated volunteers who have performed around $4 million worth of volunteer aid, including more than 14,000 volunteer deployments and 85,000 volunteer hours.

According to the Chair of the organisation:

"Resilient Lismore has its genesis in selfless, community-based, mutual aid. That is what defines us, and we are committed to never losing sight of it". In further describing Lismore's values, the Chair stated that "…this community that guides us and determines who we are and what we do. Our community has worked together, to save ourselves and to restore and retain our community identity as we walk the long road of recovery".

POPULATION CHARATERISTICS

In 2021, the population of Lismore LGA was 44,345. This is forecast to increase modestly to 46,520 by 2031, an increase of 2,175 at an average annual change of 0.5%.

In the next 10 years, lone-person household and childless couple are forecast to increase while families with children are forecast to decrease.

Different from data from across most areas in Australia, there are more males than females across the social locality, with a ratio of 51.2% to 48.8% respectively.

The dominant age cohort are the 35 to 49 age group, accounting for 20.4% of the population, which is consistent with the NSW average of 20%.

Significantly higher in Lismore than the NSW average is the 60 to 69 age group, at 14.9% and 11% respectively.

Infants in the Lismore LGA make up 4.6% of the population, accounting for 1,980 people. This is somewhat lower than the NSW average of 6.0%.

Children of primary school age or 5 to 11 year olds make up 8.5% of the population at 3,688 people, similar to the NSW average of 9.0%.

Given the small increase in the forecast population it is unlikely that these age groups will increase significantly by 2031.

PLACE

Just under two-thirds of the Lismore community live in the main city area, which also contains most of the employment, business and industry and health and education services for the LGA and beyond. Public and private health and education facilities include the Base Hospital, Community and Family Health services, St Vincents Private Hospital, Southern Cross University and TAFE training facilities.

The LGA is in the Border Ranges Rainforest region, an area of high biodiversity that is the most diverse hotspot in NSW and within the top 15 Australian national biodiversity hotspots. The topography combines undulating hilly to mountainous terrain in the northern half of the LGA and rivers and flat flood plains to the south. The LGA is part of the Richmond River catchment on the Wilsons River floodplain and the city centre sits at the confluence of the Wilsons River and Leycester Creek.

Apart from the diversity of urban, village and rural lifestyle options, Lismore has excellent health and education services as well as a wide range of sporting facilities and recreation opportunities for its residents. There is also easy access to the coast and proximity to major centres and cities, such as the Gold Coast and Brisbane.

HOUSEHOLDS AND HOUSING

Most people in the social locality own their own home, either outright or by paying a mortgage. An average of approximately 17% of households are in private rental accommodation, while 13% are in government or assisted housing.

78% of all dwellings in Lismore LGA were separate houses, with only 4.2% flats or apartments. The housing percentage in the area is significantly higher than the NSW at 65.2%.

Most dwellings have 3 bedrooms, at 42.5%, again significantly higher than the NSW average of 34.9%. 31.6% of dwellings in Lismore LGA had 4 bedrooms or more.

According to SQM Research, in January 2024 South Lismore had a vacancy rate of less than 1%. This is below a 3% vacancy rate in a balanced market.

The majority of households have two cars at 37.3%. This is higher than NSW average rate at 34.7. Following right after, 37.2% oh households have only one car in the Lismore LGA, which is reasonably consistent with NSW averages. In South Lismore however, 41.4% have one car, while 30.1% have 2.

CULTURAL DIVERSITY

A median of approximately 8.5% of residents across the social locality had both parents born overseas, lower than the NSW of 39.4%. Over 80% of people were born in Australia. Most of those born elsewhere were from either England or New Zealand. Over 90% of the population spoke English only at home.

ENVIRONMENT

The Lismore LGA has a large diversity of native species as well as a range of significant ecosystems and habitats, including subtropical, warm temperate and dry rainforests, wet sclerophyll forests, swamp forests and wetlands.

Lismore's natural systems continue to support significant biodiversity, despite being substantially altered since European settlement. The sub-tropical climate, diversity of flora and fauna and abundance of natural attractions play a central role in the quality of life for our community. They also make the LGA attractive to tourists and visitors.

Retaining and improving biodiversity, waterways and catchments presents opportunities to improve our quality of life, soil productivity and appeal to people seeking to relocate as well as tourists. Water is also a significant natural resource and its availability and quality will become increasingly important with changing weather patterns and population growth.

Lismore's topography, vegetation and location close to the coast and at the confluence of Wilsons River and Leycester Creek increases our exposure to flooding and bushfire hazard. The community is familiar with the challenges of managing and responding to flooding, which has historically presented the most risk to Lismore with a flood experienced on average once every four years in European history.

HEALTH AND WELLBEING

Of all the long-term health conditions recorded by residents in the Census across the social locality, 'Mental health condition' ranked most highly.14.0% in the suburb of Lismore was the highest, followed by Lismore School catchment (12.4%), and Lismore LGA (10.3%). The average for NSW is 6.8%.

Since the 2021 Census, floods have inundated Lismore, and mental health conditions may rank more highly as a consequence.

According to The Guardian[4], a survey released by Southern Cross University revealed that nine months after the event, at the end of 2022, almost 52% of flood victims were living in the shells of homes that had flooded; 26% were living in temporary accommodation such as caravans, sheds or pods, or with friends or family; 18% were living in insecure accommodation such as tents or temporary rentals; and 4% were no longer living in the region.

In the same survey, twenty percent of people said they were coping with the stresses and challenges of recovery, however 60% said they were not coping.

The next consistently highest long term health condition in the social locality was asthma.

Northern NSW Local Health District (Northern NSW LHD) includes the Lismore LGA.

According to Northern NSW LHD, Lismore has a similar rate of asthma sufferers (13.3%) than all other Local Health Districts at 13.1% in recent years (2017- 2019).

In terms of mental health, Lismore has a higher level of mental health hospitalisations per 100,000 population than all other Local Health Districts, at 893.1 and 657.9 respectively in quarter 2, 2023.

FLOODING

On February 28 2022 the biggest flood in modern Australian history inundated Lismore, and the rest of the Northern Rivers.

Lismore is one of the most flood prone urban centres in Australia and due to its location, has a long history of damaging floods.

The catchment above Lismore is a very complex one and flooding is influenced by catchment conditions, distribution (where rain falls) and intensity of rainfall. There are several major creeks that feed into Wilsons River and Leycester Creek which join at Lismore. Major flooding can result from water rises in either the Wilsons River or Leycester Creek and consequently can be described as a Wilsons or a Leycester Creek flood. Significant flooding also occurs when both are flooding at once. Historically, most floods occur when Leycester Creek is the more dominant stream.

LIVELIHOODS

The household weekly income brackets most people fit within across the social location is the $2,000 to $2,499 category, with total of 12% of the population.

This rate is higher than NSW average, however less people in the social locality have higher incomes. For example, the NSW average of households earning $4,000 or more weekly income was 14.8% in 2021. For the Lismore LGA, those households earning $4,000 or more a week was just 5.2%. For South Lismore it is only 0.9% of households. 9.7% of the population in South Lismore have a weekly household income of $400 to $499, while the NSW average is 5.4%.

Industry of employment differs markedly across the social locality. In Lismore South, the industries most people are employed in is shared between 'Health care and social assistance', 'Retail trade', and 'Rental, hiring and real estate services' at 13.2%. Those in the construction industry make up 12.4%.

[4] The Guardian 2022. The never-ending fallout of the northern rivers floods: 'People are just worn down'. https://www.theguardian.com/australia-news/2023/feb/20/the-never-ending-fallout-of-the-lismore-floods-people-are-just-worn-down. Cited on 08/02/2024.

In both the school catchment and in the Lismore LGA, there are high representations of those in ‘Agricultural, forestry and fishing’, at 18.5% and 23.0% respectively. Only 4.1% of South Lismore workers are employed in this industry.

The 2022 flooding has had particularly acute effects on Lismore’s economy. Many of Lismore's businesses are at an inflection point. The cumulative impact of the flood in 2017, a global pandemic and the current natural disaster event has left people questioning whether they have the appetite to reinvest and rebuild their businesses.

On top of the personal stresses & asset losses suffered by residents, the fall in the local economy's production is equivalent to a loss of more than $9,300 per resident. Lismore's production in the 16 months to the end of June 2023 is projected to be 15 per cent below the 'no floods' baseline.

Projections suggest that Lismore's production losses will be concentrated in health care & social assistance, education and training, and retail trade. Together, lost production across these three sectors accounts for more than 60 per cent of total losses across the local economy.

The major constraint on recovery is limitations in construction sector capacity across the Northern Rivers. Utilisation was high before the floods, and the rate of recovery will likely be slower due to limitations in rebuilding capacity, posing risks to the strength of recovery.

SEIFA

The Socio-Economic Indexes for Areas (SEIFA) measure the relative level of socio-economic disadvantage and/or advantage based on a range of Census characteristics.

The social locality’s SEIFA scores are disparate. Lismore LGA scores, while on the lower end of the scale for most indices, are relatively high when compared to specific suburbs in the LGA, including South Lismore. This suburb is in a group that has the lowest deciles in Australia. This would indicate a high level of disadvantage. **Table 4.** shows the SEIFA scores for selected areas in Lismore, the Lismore LGA and Sydney for comparative purposes.

Table 4 SEIFA index comparisons

	IRSED		IRSCAD		IER		IEO	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
South Lismore	853	1	841	1	872	1	860	1
Tuncester	966	3	939	3	992	3	919	2
Howards Grass	1026	6	987	6	1027	6	1000	7
Lismore LGA	954	4	942	4	956	3	966	6
City of Sydney LGA	1027	9	1095	10	883	1	1149	10

Appendix B. provides a full community profile of the social locality. NSW percentages are used for comparisons.

5. LITERATURE REVIEW

This section provides a discussion of the relevant literature, including policy and planning information.

State Policy and Planning Drivers

Following are the policy, plans and directions developed by NSW Government agencies that have relevance to this project.

North Coast Regional Plan 2041

The *North Coast Regional Plan* 2041 (Regional Plan) sets a 20-year strategic land use planning framework for the region, aiming to protect and enhance the region’s assets and plan for a sustainable future.

The Regional Plan anticipates a significant amount of growth across the regional cities of Coffs Harbour, Port Macquarie and Tweed, requiring the coordinated and sustainable delivery of housing, services and infrastructure to support their communities.

The Regional Plan envisions the North Coast as, “healthy and thriving communities, supported by a vibrant and dynamic economy that builds on the region’s strengths and natural environment.”

Three goals and 20 objectives are outlined to guide the delivery of the vision. Of particular relevance to this proposal is:

Objective 5: Manage and improve resilience to shocks and stresses, natural hazards and climate change

The concept of "building back better" presents an opportunity to create more resilient communities by incorporating lessons from past disasters into recovery efforts and utilizing reliable information to guide decision-making. Instead of simply rebuilding structures as they were, this approach aims to determine acceptable risk levels and ensure that recovery efforts reduce existing vulnerabilities in the affected region. It advocates for rebuilding infrastructure to higher standards or relocating it when necessary to minimize future hazard impacts.

NSW Department of Education Strategic Plan 2018 -2023

The plan outlines the vision for education in NSW “To be Australia’s best education system and one of the finest in the world” (NSW Department of Education). The Strategy outlines the following six outcomes:

- Early childhood education
- Wellbeing
- Academic achievement
- Equity
- Skills and higher education
- Attainment and independence.

To support these outcomes, the Strategy identifies the following:

- Our infrastructure meets the needs of a growing population and enables future-focused learning and teaching
- Our workforce is engaged and high-performing
- The community has confidence in public education
- High-quality support is delivered efficiently and effectively to all schools and staff.

Connecting with Country Framework.

The Connecting with Country framework encourages all urban environment projects to take a Country-centred approach, guided by Aboriginal people.

The framework aims to improve the health and wellbeing of Country through sustainable land and water use management to reduce the impacts of natural disasters; valuing and respecting Aboriginal cultural knowledge through co-designed development projects; and protecting Aboriginal sites and ongoing access for Aboriginal people to the ancestral lands.

City of Lismore Council policy and planning drivers

Following are the policy, plans and directions developed by the City of Lismore Council that have relevance to this project.

Imagine Lismore – Community Strategic Plan 2022-2032

The Community Strategy Plan sets the community's vision and aspirations for a minimum of ten years. Developed through robust community engagement, it functions as a forward-looking roadmap, with the council holding a custodial role in its refinement. Guided by social justice principles, it aligns with the State Plan and other pertinent strategies. Addressing fundamental questions, the plan outlines priorities, aspirations, and implementation strategies over the next three decades. Regular updates every four years ensure adaptability to changing circumstances and evolving community aspirations, adhering to government requirements.

The Lismore Community Strategic Plan (LCSP) sets the over-arching 10-year plan for the LGA, identifying the main priorities and strategies for achieving the community’s desired future.

The LCSP identifies 5 themes to guide sustainable development in Lismore:

- An inclusive and healthy community
- A prosperous and vibrant city
- Our natural environment
- Our built environment
- Leadership and participation

Inspire Lismore 2040 (Local Strategic Planning Statement)

Local Strategic Planning Statements are instrumental tools in New South Wales for guiding local strategic planning efforts. They inform local statutory plans and development controls while translating regional and district plans into actionable measures. These statements act as unifying documents, summarising planning priorities from various levels of strategic work. In practice, Local Strategic Planning Statements shape the evolution of LEP and DCP over time, reflecting and adapting to the specific needs and priorities of the local community.

The Local Strategic Planning Statement creates a land use vision for the future of the Lismore Local Government Area (LGA), guiding planning decisions and growth management.

The LSPS outlines 5 themes to support sustainable development in the community:

- Theme 1 Liveable Places
- Theme 2 Productive Economy
- Theme 3 Connected Communities
- Theme 4 Sustainable Environment
- Theme 5 Climate Resilience.

Lismore Floodplain Risk Management Plan

The Lismore Floodplain Risk Management Plan is a comprehensive strategy developed to address the risks associated with flooding in the Lismore local government area.

The plan aims to reduce the impact of flooding on the community, the economy, and the environment through a range of measures, including flood mitigation works, land use planning, emergency management, and community engagement.

The Lismore Floodplain Risk Management Plan aims to minimise the exposure to flood hazard in Lismore's developed areas and ensure that new development is compatible with the flood hazard and does not create additional flooding problems.

The Plan identifies the Flood Risk in South Lismore is either Floodway or High, as shown in **Figure 8.**

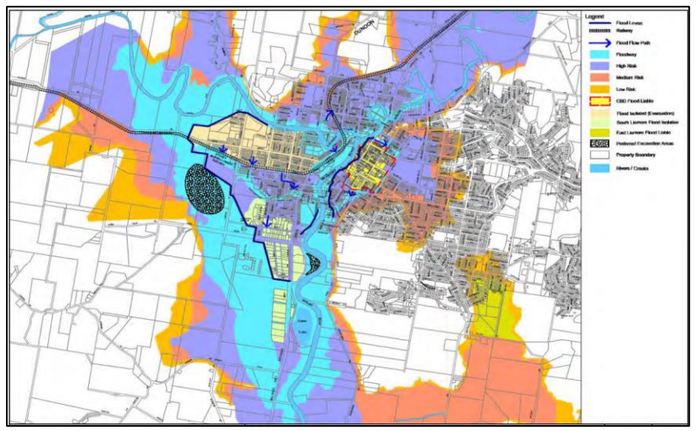

Figure 8 **Flood Risk Precincts Source: Lismore Floodplain Risk Management Plan**

In addition to identifying flood hazard areas and risk categorisation, the Plan provides detailed 'Flood Response Measures', outlining the local warning and evacuation strategies used in Lismore, along with community awareness and education strategies.

Effective flood warning procedures, evacuation plans and community education are essential means of reducing the risk to life and property in the existing developed flood prone areas.

Lismore Growth and Realignment Strategy 2022

Lismore's Growth Management Strategy 2015-2035 (GMS) has been the document that guides future growth by identifying land that is potentially suitable for housing, commercial and industrial purposes to meet anticipated population and employment growth to 2035.

The GMS was due for a periodic review in 2022, however the February natural disaster and major March flood have meant that there can no longer be a "business as usual" approach to planning in Lismore.

The GMS represents a significant shift in re-imagining and realigning Lismore to facilitate growth and the relocation of homes and businesses to areas outside of anticipated future flooding.

Lismore's population is made up of approximately 63% of people living in the urban area and 36% living in rural or village/hamlet areas. The majority of Lismore's growth and realignment is anticipated to occur within the urban area, with increased medium density areas that are close to health, retail and open space facilities being a key component of the strategy as household sizes decline and the population ages.

The strategy also identifies that there is potential for some expansion of Lismore's existing villages as part of a wider trend of migration from capital cities to regional areas as people seek a lifestyle choice that has become achievable through technological changes that allow for greater flexibility to work from anywhere for many professions.

6. Technical Report Review

Following is a summary of the major findings of the technical reports that have been assessed to for their potential social impacts.

In some cases, these reports are used to inform the social baseline. The mitigation measures and recommendations from these reports are included in **Section 9** of this assessment.

Complete technical reports for the project can be found in the Appendices of the Environmental Impact Statement (EIS).

Arboricultural Impact Assessment[5]

The purpose of the Arboricultural Impact Assessment (AIA) is to evaluate the potential effects of the proposed development on existing trees and their surroundings. It helps determine how the development, including construction, infrastructure, and landscape alterations, will impact trees, identifying potential conflicts and risks. The AIA also provides recommendations for mitigating these impacts and ensuring tree preservation and protection.

A total of 82 trees were assessed within the Project area, 79 located within the Subject site and three trees occurred outside the school grounds within the adjacent road corridor along Wilson and Phyllis Roads.

Thirty-three trees suitable for retention occur within the LSPS Project area. Trees identified as "suitable for retention" generally fall outside of the building footprint. The potential impact within the TPZ of the retained trees is anticipated to be able to be managed during construction so that the long-term tree health is likely to be maintained

The proposed activity would have encroachment into the TPZ of several trees, however careful construction measures and implementation of recommended tree protection plan will benefit the long-term health of these trees. All trees recommended for retention in proximity to the activity will need to be clearly indicated prior to any works beginning on the site.

In total 49 trees are recommended for removal due to their location within the building footprint or having major conflict with the proposed construction activities particularly within their protection zones.

These trees can be replaced with new plantings in accordance with the landscape master plan. Three high retention value trees are recommended for removal. The impact associated with the loss of these high value trees will be offset by the landscape plantings associated with the reconstruction.

The Assessment recommended the following mitigation measures.

Mitigation	Aspect / Section	Mitigation Measure	Reason for Mitigation Measure
Tree protection	Design	Minor redesign to accommodate retained trees.	Minimise the encroachment into the TPZ of retained trees.
Canopy works (if required)	Pre-construction	Pruning works are to be undertaken by a suitably qualified and experienced arborist complying with the Australian Standard for the Pruning of Amenity Trees, AS4373-2007. Natural Target Pruning methods should be used wherever possible when removing sections from retained trees.	Increasing viability of pruned trees if access for high clearance vehicles during demolition or construction is required.
Tree protection	Demolition and construction	Installation of tree protection fencing to exclude construction from the TPZ. TPZ fencing to be installed	Exclude construction measures impacting retained trees.

[5] Arboricultural Impact Assessment, 5 June 2025. Cited 12/06/2025

Tree protection	Demolition and construction	Stump and root material from a tree elected for removal that are growing in close association with a tree nominated for retention are to be cut to ground level or by other means deemed appropriate. Tree removals are to be undertaken by a suitably qualified and experienced arborist.	Protection of retained trees during tree removal and site clean-up.
Soil and root protection (if required)	Demolition and construction	Rumble boards or steel plates are to be used to between the stages of demolition and construction of the new carpark. Where any structural roots (those with a diameter greater than 20 mm) are encountered by excavation, these are to be pruned with clean, sharp pruning tools by a suitably qualified arborist. If temporary access into any TPZ is required for machinery during construction, then ground protection measures are required. Measures may include permeable membranes such as geotextile fabric beneath a layer of mulch or crushed rock below rumble boards.	Protect retained trees by preventing soil compaction and root damage.
Excavation within TPZ	Construction	Any unavoidable excavation within the demarked TPZ will be undertaken by hydro excavation. Any exposed roots >20 mm in diameter will be assessed by the appointed consulting arborist to determine if they require pruning.	Protect roots within TPZ by preventing root damage during unavoidable excavation.
Tree assessment	Post construction	Immediately after the completion of construction work and 18 months after, the consulting arborist will carry out an assessment of all trees retained and/or affected by the works.	The assessment will document condition of retained trees and on-going remedial care required to ensure viable retention of trees affected.

Civil Engineering Report[6]

The purpose of this report is to address the civil engineering design of the LSPS activity including stormwater quantity, overland flow, stormwater quality, pavements, and earthworks design.

The Report notes that the existing drainage within the site experiences the following:

- existing blockages, under capacity drainage (the majority of existing pipes are between 100mm-200mm diameter), and a lack of fall from the upstream drainage point to the downstream connection with some pipes draining to the wrong direction. These issues increase the instance and severity of nuisance flooding on site.

The Report concludes that proposed works will mitigate this issue by including new site drainage for the entire site with an increase in capacity, a consistent fall by gravity to the downstream connection point, and gross pollutant traps within surface inlet pits to prevent blockage of pipework by pollutants that may flow into surface grates.

Connecting with Country Outcomes Report (Draft)[7]

The "Connecting with Country" process aims to honour and engage with Australia's First Nations history and culture, guided by themes identified through extensive consultation with Aboriginal people and organisations.

The Widjabul Wia-bal Gurrumbil Aboriginal Corporation (NTBC) – Connecting with Country Workshop. Outcomes Report captured feedback from local Aboriginal people to inform project planning and the consultant team.

The report identifies steps to be progressed, including:

1. Review of building alignment.
   - SINSW to review the constraints with PMF flood line and design opportunities.
   - The review will include landscape, scale, colour schemes and other opportunities to integrate the design with Country.
2. Explore opportunities to promote Community participation during construction.
   - Whilst the procurement of the works is some time away, this request is being prioritised.
   - SINSW is discussing this with our Delivery team and SINSW is keen to support further conversations with the Community.
   - SINSW proposes further discussions when the Walk on Country takes place. We can share details about our procurement framework and options to consult / update and engage with the Community.
3. Request to use sections of the Lake Street site
   - SINSW to liaise with RNTBC to provide further information on this request such as the type of uses envisaged, frequency, people numbers, suggested access needs and arrangements etc.

Flood Emergency Response Plan (FERP)[8]

The purpose of this FERP is to summarise the flood risks within the site, identify preparation measures that should be undertaken to mitigate such risks, and provide an action plan with steps to be completed prior to and during a flood event.

The Plan includes a Flood Emergency Response Strategy, which includes the following recommendations:

- Evacuation is the nominated flood response strategy. Shelter-in-place is not recommended, primarily due to extended retention times.
- 4 hours lead time is required to safely evacuate the school site.
- During an active Flood Watch, the Chief Warden (the individual responsible for coordinating the school's flood response) may elect to close the school early, in advance of a Flood Warning, if he or she considers flood risks to be high.
- Staff, students and parents are to be notified of a school closure immediately via SMS and email.
- A wide range of routes should be available for onward travel of students, parents and guardians into East, West and South Lismore, before the levee overtops and flash flooding of South Lismore occurs. Due to the comparatively rapid flooding of North Lismore, travel to the north is not recommended, but still possible if evacuation proceeds early.
- Before the school is in operation, flood response roles must be delegated to specific staff.
- Students be educated on the potential flood risk and actions that will be undertaken during a flood event. As part of this education,

[6] TTW Civil Engineering Report. Lismore South Public School – Flood Recovery Rebuild, 10 June 2025. Cited on 12/06/2025.
[7] Lismore South Public School and Richmond River High Campus Rebuilds: Widjabul Wia-bal Gurrumbil Aboriginal Corporation (NTBC) – Connecting with Country Workshop. Outcomes Report.
[8] Flood Emergency Response Plan, Lismore South Public School. Taylor Thomson Whitting

evacuation drills should be conducted regularly to ensure students are aware of the procedures for evacuation.

- Evacuation direction signs will be in place around the school corridors indicating the route to be taken to assembly points onsite or evacuation routes in the event of a flood. Evacuation signage will also be in place in any car parking areas and bus pick up areas to indicate the direction that vehicles should exit the site.
- Evacuation drills are recommended to be held at a minimum of twice yearly to ensure all personnel and staff are aware of and familiar with their flood response actions, the sound of the alert and the location of the assembly point.
- A Flood Emergency Kit should be prepared prior to a flood event taking place and regularly checked to ensure that supplies within the kit are sufficient and in working condition.
- In the event of an evacuation order, staff are to gather all students and staff at the assembly point and perform a headcount.
- The evacuation route has been selected running east through Elliot Rd via Wilson St, across the Ballina St Bridge and then east along Ballina Rd.
- The report outlines the following mitigation measures.

Mitigation	Aspect / Section	Mitigation Measure	Reason for Mitigation Measure
Review and Update of the FERP	Flooding	The FERP is developed based on the 100% Schematic Design of the proposed site. It must be reviewed and updated at the detailed design stage before the site becomes operational.	To ensure the FERP reflects the latest design updates and site conditions.
Flood Risk Awareness and Signage	Flooding / Education	Implement clear signage and educational materials to ensure all staff and students are aware of flood risks, emergency protocols, and evacuation procedures. Install depth markers on piers in the undercroft of the proposed building to indicate estimated 1% AEP and FEB 2022 flood depths, raising awareness of potential flood hazards.	To enhance flood risk awareness and preparedness among students and staff.
Flood Evacuation Drills	Flooding	Conduct regular flood evacuation drills to familiarize staff and students with flood alerts and ensure they understand the appropriate emergency response procedures. (Twice per year)	To reduce response time and minimize risks during a flood event.
Flood Emergency Kit Maintenance	Flooding	Ensure a fully equipped and regularly inspected flood emergency kit, with all necessary supplies in working condition.	To maintain readiness and ensure availability of essential resources during an evacuation.

-
- The report recommends:

1. Update the Important Telephone Numbers in Section 5.0 of the FERP prior to school being operational.
2. Flood-educate staff and residents through Education, Signage and Evacuation Drills as detailed in the Section 6.0 of the FERP.
3. DoE to review and update this FERP as necessary once a year.
4. All staff to be familiar with Flood Response Actions as detailed in the Section 7.0 of the FERP.

Flood Management Assessment[9].

The purpose of this report is to address the flood related engineering design considerations of the development site, alongside the relevant requirements of Lismore City Council's Development Control Plan (DCP).

The report identifies the following mitigation measures.

Reason for mitigation	Mitigation Measure
To eliminate flood impact.	Floor level of the proposed development has been raised to the highest observed flood level (February 2022) plus a 500 mm freeboard to eliminate flood impacts
To mitigate risk to students and staff during a severe flooding.	FEMP to facilitate flood evacuation during the severe flooding
To ensure that the structure can withstand the flood load during the severe flooding.	Design structures that are exposed to the events up to the 0.2% AEP that can withstand the effects of floodwater, debris, and buoyancy.
To Reduce the risk of flood damage	To improve resilience, flood-resistant materials will be applied to structures at or below FPL. Critical services, including air conditioning units and electrical switchboards, will be situated above the FPL

Landscape Masterplan[10]

The Landscape Masterplan provides an analysis of the existing landscape and character, and several principles to guide Connecting to Country, canopy cover, and landscape areas and circulation.

Noise and Vibration Impact Assessment (NVIA)[11]

The purpose of the NVIA is to assess the likely noise and vibration impacts from the proposal and recommend appropriate noise and vibration mitigation measures to achieve the sites legislative requirements. This assessment addresses the impacts from typical operational activities. The report also discusses preliminary measures aimed at minimising any possible acoustic impact from construction activities.

Operational Acoustic Assessment

The NVIA recommends the following:

- Noise emissions from AC outdoor units should not exceed the maximum allowable sound pressure levels as identified in the NVIA
- AC outdoor units should be located as per drawing on page 31 of the NVIA
- Generally, it is advised the mechanical plant design and equipment selection should be made so that the aggregate noise level from all external emissions, comply with the external noise level criteria as per the NVIA
- The following design measures could be considered as part of the detailed design stage to achieve compliance:
    - If airflow paths are required to/from outside (such as outside air, exhaust air, relief air, etc) these paths should be fully ducted and include minimum 50 mm thick internal insulation; and / or include acoustic louvres. When the extent of ductwork is not sufficient for treatment, then rectangular silencers may be required (this especially applies to fans and AHUs).
    - Façade external louvres should be ducted with internally lined transfer ductwork (typically 1m minimum length). If

[9] Taylor Thomson Whitting (NSW) Pty Ltd. Flood Impact Assessment for Schematic Design
[10] Landscape Masterplan, Lismore South Public School, Terras
[11] Lismore South Public School – Flood Recovery Build. Noise & Vibration Assessment Report, 6 June 2025. Cited 12/06/2025.

these louvres are not required for mechanical ventilation, then this should be blanked off with 9mm FC sheeting (14 kg/m2 minimum mass density).
    - AHUs and FCUs should include return air / outside air plenums which are in internally lined with minimum 50 mm thick insulation.
    - Variable speed drives should be implemented whenever possible.
    - Reduce the number of operational plant items between 6:00 pm and 7:00 am (and generally during the night-time period).
- The above recommendations should be considered as in-principle, best practice acoustic treatment that will need to be confirmed during detailed design stages.

Outdoor Noise Emissions

To mitigate outdoor noise emissions from the School playground on sensitive receivers, the NVIA recommends the following mitigations measures:

- All use of the school playground is to be supervised by school staff to ensure no excessive yelling or screaming occurs.
- Use of the school playground is limited to the school hours during the daytime period as proposed.
- Use of the Public Address (PA) system is in accordance with established criteria.
- All of the listed mitigation measures are to be reflected in the School's Operation Management Plan (OMP).

Construction Noise and Vibration Management

A Construction Noise & Vibration Management Plan (CNVP) has been prepared as part of the NVIA.

The NVIA recommends the following mitigation measures to reduce the impacts of construction activities.

- An on-site noise monitoring is recommended in order to confirm the existing ambient noise levels. This can influence how the NMLs are established, and as a result, the management procedures to undertake;
- A detailed construction program should be provided which should include the following:
    - –Schedule of construction activities (classified into scenarios if applicable)
    - –List of construction equipment per activity
    - –Location of construction equipment
    - –Duration of construction activities, as well as proposed construction hours
- Assess predict noise levels in accordance with the required procedures
- Based on the outcome of the assessment, establish management and operational procedures to address noise and vibration mitigation measures and complaints.
- For vibration generating equipment, we recommend that safe working distances be determined to maintain compliance with the appropriate human comfort criteria as well as to minimise impact on buildings.
- Indicative distances should be confirmed during detailed design stages of the project by undertaking vibration validation tests involving the actual equipment to be used. These validating tests should be performed at the commencement of works.
- Identify heritage structures as well as vibration sensitive premises (such as those containing scientific and surgery equipment). Safe working distances from vibration generating equipment should be established to achieve compliance with the recommended criteria.
- Identify of other vibration sensitive structures such as tunnels, gas pipelines, fibre optic cables, Sydney Water retention basins. Specific vibration goals should be determined on a case-by-case basis by an acoustic consultant which is to be engaged by the construction contractor.
- Undertake an assessment of road traffic noise generated by light and heavy vehicle movements which are associated with the construction works for the development. A construction traffic study should be provided to determine the relevant traffic flows. These predicted noise levels of construction traffic will then be assessed in accordance with the recommended criteria.

Typical Noise & Vibration Mitigation Procedures

- Undertake all feasible and reasonable measures to minimise noise impacts and achieve compliance with NMLs
- Inform all potentially impacted residents of the nature of works to be carried out, the expected noise levels, duration of noise generating construction works, and the contact details for the proposal. This can be conducted as part of a community consultation process.
- A potential approach would be to schedule a respite period of one hour for every three hours of continuous construction activity, or undertaking high noise generating works at less sensitive times such as 9:00 am to
- 12:00 pm and / or 2:00 pm to 5:00 pm
- Undertake following operational procedures:
    - –Maximise the offset distance between plant items and nearby noise sensitive receivers.
    - –Prevent noisy plant working simultaneously and adjacent to sensitive receivers.
    - –Minimise consecutive works in the same site area.
    - –Orientate equipment away from noise sensitive areas.
    - –Carry out loading and unloading away from noise sensitive areas.
    - –Minimise noise emissions from reversing alarms by the use of "forward only" traffic flows through the site, broadband alarms (rather than tonal alarms), maintaining occupational safety standards, etc.
    - –No use of PA systems on site.
    - –Site induction training to include noise awareness component.
    - –Site deliveries to be conducted during standard construction hours.
- Conduct supplementary noise and structural damage and/or human comfort vibration monitoring to confirm compliance with the adopted construction noise and vibration criteria. These measurements can also be carried out in response to complaints, exceedances or for the purpose of refining construction techniques to minimise noise and vibration emissions.
- Establish a complaint handling procedure to address complaints, identify corrective action and implement if possible. The corrective action may involve supplementary monitoring to identify the source of the non-conformance and/or may involve modification of the construction techniques or programme to avoid any recurrence or minimise its adverse effects.
- Any vibration generating plant and equipment is to be located in areas within the site in order to lower the vibration impacts.
- Investigate the feasibility of rescheduling the hours of operation of major vibration generating plant and equipment.
- Use lower vibration generating items of construction plant and equipment, that is, smaller capacity plant.
- Minimise performing vibration generating works consecutively in the same area (if applicable).
- Schedule respite periods, these are to be determined based on the outcomes of detailed construction noise assessment and in coordination with the contractor.
- Maximise hammer penetration (and reduce blows) by using sharp hammer tips. Keep stocks of sharp profiles at site, and monitor the profiles in use.

Traffic and Access Impact Assessment (TAIA)[12]

The purpose of the TAIA is to evaluate the potential impacts of the proposed activity on the surrounding road network, traffic conditions, and transport infrastructure. The TAIA specifically assesses changes in vehicular movement, pedestrian and cyclist activity, parking demand, and public transport accessibility due to the activity.

The TAIA assessed the proposed activity for its potential traffic and transport impacts, with a focus on:

- Existing Traffic Conditions
    - The school is currently served by a local road network, including Kyogle Street, Wilson Street and Phyllis Street.
    - The school's main access points and pedestrian movements have been reviewed in relation to these roads.
- Proposed Works. Transport-related works include:

[12] Crossley. Traffic and Access Impact Assessment. Lismore South Public School – Flood Recovery Rebuild 4 June 2025. Cited 12/06/2025.

- Provision of a bike parking facility on the school site.
- Formalisation of the kiss-and-drop zone on Kyogle Street, including installation of one No Parking sign (with agreed operational hours) and posts at either end of the zone.
- Removal of the existing non-compliant accessible parking bay on Kyogle Street, with accessible parking relocated internally on the school site.
- Pavement adjustments on Kyogle Street to accommodate turning movements for waste vehicle.
- Targeted fencing modification on the northern footpath of Kyogle Street. It is recommended to remove the fencing panels alongside the most easterly kiss-and-drop bay to enable safe and direct footpath access for alighting students. The remainder of the fencing should remain intact to direct children to cross at the children's crossing.
- The proposed activity includes provisions for 26 off-street parking spaces for the school and childcare facility. This is 7 more parking spaces than the current school site.

- Public Transport and Active Transport
  - The school remains well-served by public transport.
  - Provision of 38 bike parking spaces (19 bike racks) within the school site to support cyclists.

The outcomes of the Assessment confirm that:

- The proposed activity does not alter the approved student enrolment capacity of 230 students. While improved facilities may contribute to increased enrolments over time, enrolment growth is not dictated by this activity.
- As a precautionary check, the assessment considered potential changes in traffic volumes by comparing existing enrolment numbers (133 students) to the approved capacity (230 students). This analysis determined that full capacity operation could generate up to 144 additional vehicle trips during the AM peak and 153 additional vehicle trips during the PM peak compared to existing traffic flows.
- Based on the assessment of existing conditions and the potential for full capacity operation, the additional traffic generated is not expected to impact the surrounding road network.
- Public transport services will remain unchanged.
- Parking arrangements will be improved, including the provision of a formalised kiss-and-drop zone on Kyogle Street and an increase in on-site parking spaces.

Based on the assessment of existing conditions and the nature of the activity, the level of traffic generated by the activity will not impact on the surrounding road network. No further traffic impact analysis or mitigation measures are required.

Further, the Assessment recommends:

- As the assessment has identified no detrimental impacts on the transport network, no mitigation measures are required.
- To support the detailed design, approvals, and operation of the school during construction stages and transition back to the site, the following actions are recommended.
- Enact the School Transport Plan to manage demand and encourage sustainable transport behaviours.
- Update the Transport Access Guide (TAG) to reflect adjustments to kiss and drop, parking, bike parking and bus services at day of opening.
- A Construction Traffic Impact Assessment (CTIA) and Construction Traffic Management Plan (CTMP) should be prepared during the detailed design to assess and manage construction-phase traffic impacts on the surrounding road network.

A Construction Traffic Management Plan (CTMP) is included in the TAIA, and identifies the following basic traffic management principles that should be adopted during the construction period:

1. Planning & Coordination

- It is recommended that a detailed CTMP is developed as part of the detailed design stage before starting construction.
- Work should be coordinated between local government, law enforcement and transportation departments to ensure compliance with regulations.

2. Communication

- Inform the public about construction schedules, road closures and alternative routes through various channels.

3. Construction Impact Mitigation

- Disruption to all road users during construction should be kept to a minimum.
- Construction and delivery vehicles entering or leaving the site compound should be restricted to non-peak traffic periods.
- Property, vehicle, pedestrian and cyclist access should be maintained throughout the construction period with suitable alternative access arrangements provided otherwise.
- Implement phased construction to minimise impact on traffic.

4. Temporary Traffic Control Devices and Signs:

- Use clear, consistent and visible signage to guide road users through detours and work zones.
- Delineate any work zones or guide traffic using barriers and cones.
- Traffic control would need to be provided to manage and regulate traffic movements during construction.

5. Monitoring & Adaptation

- Continuously monitor traffic conditions and the effectiveness of traffic management strategies.
- Prepare to make adjustments based on real-time traffic conditions.

6. Incident Management

- Develop and communicate an emergency response plan to handle accidents or unforeseen incidents.
- Ensure there are protocols in place for the rapid clearance of any incidents to minimise disruption.

7. Environmental Considerations

- Implement measures to control noise, dust and other environmental impacts of construction on nearby residents and businesses.

Lismore South Public School Transport Plan[13]

A School Transport Plan (STP) is an appendage to the STP. The STP aligns directions and actions with local planning policies, plans, and strategies. The key objectives framing the plan are:

- Increase active and public transport use.
- Reduce car usage.
- Meet 4-star Green Star requirements.
- Manage the safety of the school environment.
- The School Transport Plan identifies several measures to meet the key objectives additional to those included as part of the overall design of the School.
- Transport encouragement programs

Active Transport Initiatives: The school will implement programs such as walking school buses and cycling groups to foster a culture of active travel. These initiatives not only promote physical health but also reduce the environmental impact of school commutes.

Public Transport Support: The school will work with local transport providers to ensure that public transport services meet the needs of the school community. Regular surveys will be conducted to assess satisfaction and identify areas for improvement.

- **Carpooling and Park-and-Walk:** To further reduce traffic congestion, the school will promote carpooling among families and designate safe drop-off points within walking distance of the school.

Communications Plan

Communication channels: The school will use multiple communication channels to keep parents and the school community informed, depending on the nature and frequency of the messages. These will include:

- School starter kit
- School newsletter
- School website
- Facebook group
- School meetings.

Messages: The school will regularly distribute information using a combination of the above channels to inform parents of the following:

- School start and end times,
- Out of School Hours (OOSH) start and end times

[13] Crossley. Lismore South Public School – Flood Recovery Rebuild School Transport Plan 4 June 2025. Cited 12/06/2025

- Principal's message about transport goals and expectations
- Construction works near the school which may impact on walking, cycling and travel routes for parents and students.
- Transport access modes, with links for more information on road safety, bus passes, and reporting issues.
- Proper behaviour at pick-up and drop-off points
- Contacting the governance committee

Information to be distributed related to kiss and ride activities and parking will include:

- Parents should try to limit their kiss and drop activities to 2 minutes. For safe and efficient operation, parents/guardians should remain in their vehicles and refrain from exiting them to collect their students.
- Vehicles are not to undertake U-turns across the designated double lines. This is to improve safety and reduce potential queueing along the local road network.
- Parents/carers driving must adhere to legal and safe parking practices, even if it means walking a longer distance to reach the school gate. Parents/carers will be advised by the school to:
- Avoid illegal parking practices, such as double parking and dangerous manoeuvres like U-turns and three-point turns, as they pose risks to children's safety.
- Parking on the verge along Wilson Street is prohibited.
- **Travel Access Guide:** information will be shared through multiple channels, including the school website, newsletters, and during school inductions for new and returning students. The guide will cover the following key areas**:**
- School entry points
- Transport access, including footpaths, cycleways, public transport options, the local road network, and pedestrian crossing facilities
- Bike parking locations
- Kiss and drop zone location and expectations
- Reporting issues through Send Snap Solve
- Governance Framework

Travel Coordinator: The responsibilities of the Travel Coordinator are:

- **Communicating Transport Options:** Clearly convey available transport options to the school community, ensuring that information is accessible and engaging.
- **Coordinating Implementation Efforts:** Oversee the execution of transport programs and initiatives outlined in the STP.
- **Conducting Surveys and Data Collection:** Regularly gather and analyse data to measure progress and assess the effectiveness of the STP.
- **Engaging Stakeholders:** Maintain effective communication with the school principal, Road Safety Education Officer, Council, and TfNSW to align efforts and address concerns.
- **Coordinating Events and Promotions:** Organise events to raise awareness and promote the STP and associated initiatives.
- **Monitoring and Reviewing the STP:** Continuously review and update the STP based on feedback and performance data.

Internal school working group: The responsibilities of the internal school working group are:

- **Oversee the Implementation of STP Measures:** Ensure the STP remains a living document and adapt strategies based on performance evaluations.
- **Measure Progress:** Track progress against key targets and work towards achieving positive changes in travel behaviour.
- **Identify issues:** Report any operational, training or infrastructure issues observed during the day-to-day activities of the school.

External transport working group: The responsibilities of the external transport working group are:

- **Regular Meetings**: Schedule and hold regular meetings quarterly, to ensure ongoing communication and progress tracking. A monthly meeting may be held if an urgent issue arises.
- **Confirm Annual Changes in Travel Demand:** Monitor changes such as new student enrolments or graduating classes.
- **Report on Transport Usage:** Provide updates on transport usage and suggest necessary updates to the STP.
- **Inform Updates to the STP**: Use data and insights to inform and update the STP as needed.
- **Explore Funding Options:** Identify and pursue funding to address missing links or operational issues.
- **Formulate Collaborative Responses:** Develop responses to key issues by incorporating input from all stakeholders.
- **Communicate new legislation:** To communicate any changes to local planning policies, plans or standards that may impact school transport operations and associated goals for the transport plan.

7. COMMUNITY AND STAKEHOLDER ENGAGEMENT

This section provides a summary of the engagement activities, communities and stakeholders engaged, and the key inputs from the activities.

The engagement activities listed below were undertaken by the social impact practitioner (author) specifically for the purposes of the collection of primary research for this SIA.

Community and stakeholder objectives for this SIA include:

- to provide meaningful opportunities across the project planning lifecycle for communities to understand both the nature and complexity of potential positive and negative impacts, ensure inputs from the community inform the development of purposeful enhancement and mitigation measures.
- to use culturally appropriate methodologies to ensure Aboriginal and culturally diverse communities are engaged, and their perspectives, insights and feedback valued and considered.
- to tailor and organise engagement to ensure a range of views, concerns and community aspirations.
- to target engagement to understand and respond to the degree of potential impacts experienced by different residents and communities across the social locality.
- to ensure inputs, outputs and measures to enhance and / or mitigate impacts are reported back to the community.

Engagement Activities

This section identifies the engagement activities undertaken to collect primary and secondary research to inform the Assessment.

Participation in the primary research activities was promoted through the distribution of a flyer on 24 July 2024 to residential dwellings surrounding the site, as well as the Lismore South School Community.

Residents were invited to the information session on the 7 August 2024 and made aware of the opportunity to participate in the survey through the QR and webpage link embedded in the flyer. The flyer also made note that residential properties surrounding the site would be visited by the social impact practitioner on the 7 – 8 August 2024 to conduct face to face interviews.

The properties visited for the face to face targeted interviews are outlined in **Figure 9.**

Figure 9 **Properties included in the face to face targeted interviews (shaded). Source: SixMaps / Gyde.**

Primary research engagement activities and associated details are listed in **Table 5.** below. Engagement activities undertaken to collect primary data for the SIA were conducted by the social impact practitioner.

Table 5 **Primary research engagement activities**

Purpose	Stakeholder	Date / Time	Participants
Information session / workshop			
Build on local knowledge / understand social impacts / concerns. Contribute to the process of adaptive management of social impacts.	School Community (parents & carers; teachers; staff; students). General community	7 Aug. 2024 2:30 – 5:30 pm	50
Face to face interviews – targeted door knocks			
Build on local knowledge / understand social impacts / concerns. Contribute to the process of adaptive management of social impacts.	Residents / dwellings surrounding the site	8 Aug 2024 10am – 2pm	4 responses. 34 properties visited. 13 refused surveys. 17 did not answer.
Resident survey – broad research			
Build on local knowledge / understand social impacts / concerns.	General community Lismore South	**24 July -**	0 responses
Contribute to the process of adaptive management of social impacts.	School Community		

Table 6. below lists the engagement activities undertaken by SINSW.

Table 6 **Secondary research engagement activities**

Purpose	Stakeholder	Date / Time	Participants
Workshops			
Update staff, students and parents on the project and understand priorities for the school rebuild. Inform the development and assessment of options for a rebuilt LSPS.	School staff	08 Nov. 2023. 8am – 9am	40
	Students	08 Nov. 2023 12 – 1pm	
	LS P&C / parents and carers.	9 Nov. 2023. 12 – 1pm	
Survey			
Update staff, students and parents on the project and understand priorities for the school rebuild. Inform the development and assessment of options for a rebuilt LSPS	School Community	8 – 17 Nov. 2023	7

Connecting with Country workshop

The purpose of the session was to consult with Widjabul Wia-bal to provide direct input into the project and ensure the appropriate consideration and protection of Widjabul Wia-bal's Cultural Heritage.

Table 7 **Connecting with Country workshop details**

Stakeholder	Date / Time	Participants
Widjabul Wia-bal Gurrumbil Aboriginal Corporation	9.30 am – 2.00 pm 7 June 2024	Ashley Morgan CEO Auntie Marie Delbridge Glenn Rhodes Charmaine Roberts Christina Roberts

Engagement Outputs

The following primary and secondary information has been collected through the engagement activities identified above. The tables below provide a summary of the major primary and secondary research outputs collected through the engagement through the processes. These outputs included social impact related comments and suggested enhancement and mitigation measures.

Outputs from the primary and secondary research are documented as part of the social baseline information for the related social impacts, informing the assessment as well as mitigation and enhancement responses.

Primary research

Table 8. below provides a summary of the major engagement outputs that was used as primary data to inform the Assessment. The themes identified in the Table are listed in order of response frequency.

Table 8 **Engagement outputs – Primary research**

WHAT PEOPLE SAID
COMMUNITY INFORMATION SESSION WORKSHOP
Theme – Construction
Noise and machinery during construction. Will this distract the kids from learning?
Will the construction vehicles damage the local roads?
Will something of the original school be saved as a "reminder?"
Safety and traffic flow during construction. Especially with children bus stop & pick up / drop off.
Subtheme – Traffic and Parking
Traffic during construction. The next few years of demolishing and construction is scary.
Traffic & Parking is already a problem. What about later?
Enough parking for staff plus parents
Access to staff parking during flooding
More parking on eastern end of Kyogle Street.
Subtheme – Flooding
Paths around outside of school – already problematic due to normal rain + flood
Stormwater issues presently, kids walk out of bus through water
Water drainage, drains around school grounds already deteriorating – how will we fix this?
Subtheme - Miscellaneous
How will different organisations work together. E.g. Council, Dept of Education, State reconstruction
What is council responsible for with the new school? They cannot fix roads, drainage, walking paths

School needs to stay. If we have no school, we have no community.
Theme – Design
Shared learning spaces + storage considerations
Lifts? Disabled access being so high
Storage – both everyday and flood-proof?
Concerned that the green space in middle is big enough?
Include some “quiet spaces” for lunchtime + recess
Soft play spaces for quiet and calm
Quiet play space downstairs – sensory area
More learning space for flexible learners
Play spaces that cater for all needs
Subtheme – Safety
It’s unsafe when we have to walk on the road because the footpath goes under water.
Drains – in any water event – drains and footpaths are problematic – parents can’t get children safely.
Teacher’s line of sight on duty (are kids going to be always visible, i.e. the L shape?)
Safety for upper levels?
Upstairs verandas railings safe height so no one can jump or fall off
Subtheme – Drainage
Drainage → will the footpaths flood?
Access around the school – traffic, walking, gutters (full of water), drainage needs to be fixed.
Currently the green spaces towards the houses on Phyllis St are a swamp when it rains. Drainage.
TARGETED FACE TO FACE INTERVIEWS
Theme - Drainage
Even during a normal storm or downpour the gutters are full and its difficult to access properties along Phylis Street.
Blocked drains are an issue.
Pipes are too small to cope with the amount of water.
Need to consider all of the drainage infrastructure around the school and residences.
Theme - Benefits
It’s great to have the school in the area for the kids.
Education in this area is really important
Theme - Engagement
Some people had difficulty understanding the drawings that were displayed at the community information session.

Secondary research

Table 9. below provides a summary of the major engagement outputs from the information sessions, workshops and survey. These outputs were used as secondary data sources to inform the Assessment.

Table 9 Engagement outputs – Connecting with Country workshops

THEME	WHAT PEOPLE SAID
Higher order project matters and additional opportunities arising from the rebuild	The CEO of Widjabul Wia-bal Gurrumbil Aboriginal Corporation RNTBC, noted that this presented an opportunity to “get on the front foot” and do things differently in a way that they haven’t been done in this area before, but that consultation had to be two way and genuine. Questions were asked about why RNTBC were not involved earlier in the site selection process. It was noted that ultimately the specific placement of buildings and infrastructure on this site will need to be informed by ACHAR studies. SINSW would need to work with RAPs to determine the location and number of pits during site investigations. There needs to be a strong focus on Aboriginal participation in employment and procurement for the rebuild. Concerns were expressed that with larger companies coming into do a large amount of the reconstruction work, opportunities for smaller local Aboriginal businesses and organisations to be involved may be overlooked. Request for clarification of how native title rights apply to this site if purchased Other suggestions included: ○ consideration be given to utilisation of the farm dwelling off Alexandra Parade as a cultural centre, a place for artefacts or an Elder in Residence at the campus. ○ WW representation on the tender selection panel to ensure opportunities for local Aboriginal participation and procurement.
Aspirations and specific ideas for incorporating Bundjalung Culture and Country into the new schools.	• Our schools should be places where this generation can absorb and appreciate Bundjalung Culture so when there is another referendum in the future, people have knowledge of Aboriginal Culture and history, and the outcome is very different to what happened last year. • Aboriginal students and their families feel safe, valued and respected at school. • The significance of the site and Richmond River High as a place for both the Aboriginal and wider community needs to be reflected in the design and operation of the new schools. They have been such a part of the history of the area for many generations. • Use this as an opportunity to build connections between young people and Elders. • Look beyond dance and art as the only outcomes of this process. If schools and Community were to work together and walk together broader outcomes for Aboriginal people could be achieved. This could include programs that teach Bundjalung language (even as an online/ virtual module), Community Connections related projects, and bringing Elders into schools. • Specific ideas included: ○ Use of language throughout the campus ○ Working with Elders to capture stories that could be told throughout the campus ○ Using QR codes and new technology to tell these stories as an interactive school kit ○ Bush tucker gardens ○ Rewilding of the gully to heal Country and create a calm place for students to be safe on Country ○ Use culturally important local plants in landscaping ○ Work with Ngulingah Nursery to propagate and plant out local species ○ Create a culturally safe space in the school like Jullum Ganngaang at Ballina Coast High School ○ Creating a yarning circle/s for different age groups Name the sports oval after Bundjalung Olympian, Francis Roy Roberts. ○ Acknowledge that part of the history of these schools is that Aboriginal people were not always welcome in them.

Table 10 General engagement outputs – Secondary research.

THEME	WHAT PEOPLE SAID
LSPS is a great little school.	• The school is highly valued by students and parents. • There is high quality of learning and teaching for kids with varying needs. • Focus on individual students as a person - not just on their education. • Staff link students and families up with support where needed. • Kids of different age groups look out for each other. • A great place to make friends.
LSPS is part of this community.	• The school is “the heart” of South Lismore. • It is multigenerational and has a strong history in the area. • Most people living in South Lismore have some connection to the school. • Dropping off a child here is “like leaving them with family”. • It was the only safe refuge in the area during the floods.

We would like to stay in, or very close to, South Lismore.	• The school in its present location is highly accessible to people living in South Lismore as well as people working in Lismore. • It is easy for most people to get to – walking, on a bike or in a car. • There is a preference to see the rebuild on site and this option should be fully pursued, however there is also some recognition that this may not be possible. • Any new site would need to be close to South Lismore to retain the school's accessibility to, and connection with, this community.
Overall site improvements / considerations	• Improve drop off and pick up arrangements and an off-street bus parking area. • Better integrate the preschool with primary school. • Ensure full disability access to all parts of the new school. • There were differing views around the desirability of a 3 storey school with most saying it would be OK. • Resolve drainage of sport fields and car parks. • Where possible keep the established trees that are on site.
Amenities and facilities	• Use undercrofts to good effect as outdoor play and learning spaces. • A new hall which opens onto a covered outdoor area. • Flexible classrooms. • Visible support/supervision/timeout spaces. • Differing views on playgrounds - staff generally wanted to see separate K-2 and Year 3-6 playgrounds parents wanted to see integrated play spaces. • Incorporate vegetable gardens and sports amenities i.e. handball courts into the new school.
Flood resilience.	• Make sure school can be readily packed up and that critical infrastructure is above the flood level. • Use "flood friendly" materials and design so the school can be quickly cleaned and down time is minimized • Design in separation of public and non-public elevated spaces so school can still serve as a flood refuge. • Some concerns were expressed about extent of flood resilience of a rebuilt school in South Lismore – "we couldn't go through that again".
Overall site improvements / considerations	• Making sure the location is still readily accessible for people in South Lismore for Cars, bike and walking. • Collocating as a standalone primary school with RRHC.
	• Would need to think carefully about how the strong history and links with the South Lismore community would be retained. • Some concerns that the "family feel" of the school could be lost. • Could serve needs of both South Lismore and new residents if on the Northern Plateau. • Ensure full accessibility for people with disabilities.
Amenities and facilities	• Good supervision and support spaces. • Hall opening onto undercover outdoor area. • Gardens and trees as places for outdoor learning. • Space for the kitchen / breakfast program • Play areas that are well drained and can be used after wet weather. • Climate responsive - still design in under cover areas even if not in flood area.

8. SOCIAL IMPACT ASSESSMENT

The Social Impact Assessment considers the potential of the proposed development to have impacts (positive and negative) on the community. The impact assessment is informed by information from the previous sections in this assessment, including the scoping study, primary data from social practitioner engagement outputs, data from secondary sources including the ABS 2021 Census and engagement undertaken by SINSW, and various specialist technical reports.

The SIA has been prepared in accordance with social impact practice principles outlined below.

Assessment Principles

The principles below support an evidence-based approach to SIA. The conclusion of this assessment will identify how the SIA adheres to these principles.

PRINCIPLES	DESCRIPTION
Action-oriented	Defines specific actions to deliver practical, achievable and effective outcomes for people.
Adaptive	Establishes systems to respond to new or different circumstances to support continuous improvement.
Culturally responsive	Develops culturally informed approaches and methodologies to ensure Aboriginal and culturally diverse communities are engaged appropriately, and their perspectives, insights and feedback are valued.
Distributive equity	Considers how different groups will experience social impacts differently (particularly vulnerable and marginalised groups, future generations compared with current generations, and differences by gender, age and cultural group).
Impartial	Uses fair, unbiased research methods and follows relevant ethical standards.
Inclusive	Seeks to hear, understand, respect and document the perspectives of all likely affected people. Uses respectful, meaningful and effective engagement activities tailored to the needs of those being engaged (e.g. being culturally sensitive and accessible).
Integrated	Uses and references relevant information and analysis from other assessments to avoid duplication. Supports effective integration of social, economic and environmental considerations in decision-making.
Life-cycle focus	Seeks to understand likely impacts (including cumulative impacts) at all project stages, from pre-construction to post-closure/operation commencement.
Material	Identifies which likely social impacts matter the most for people and/or pose the greatest risk/opportunity to those expected to be affected.
Precautionary	If there are risks of serious or irreversible environmental damage (including harm to people), avoids using any limits on full scientific certainty as a reason for postponing measures to prevent environmental (including social) degradation.
Proportionate	Ensures the scope and scale of the SIA corresponds to the scope and scale of the likely social impacts.
Rigorous	Uses appropriate, accepted social science methods and robust evidence from authoritative and trustworthy sources.
Transparent	Explains, justifies and makes available information, methods and assumptions so that people can see how their input has been considered.

Social Impact Categories

Social impacts in this report are assessed assess according to the following eight social impact categories:

- **Way of Life:** How people live, how they get around, how they work, how they play, and how they interact each day
- **Community:** Composition, cohesion, character, how the community functions and people's sense of place
- **Access**: How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation
- **Culture:** Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings

- **Health and Wellbeing**: Physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall
- **Surroundings:** Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity.
- **Livelihoods:** People's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits.
- **Decision Making Systems**: Particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

How to Read the Social Impact Assessment Tables

The impact tables are categorised and assessed according to the listed social impact categories. Each table has an overarching heading that documents the impact it aims to assess, with a series of sub headings that provide a narrative and rationale for the eventual 'risk significance rating'.

- **Impact description:** Includes a broad description of the subject matter and an understanding of how the issue may be experienced by the community. The impact description is usually supported by academic research and / or experience of like projects.
- **Social baseline:** Information under the social baseline heading is built on outputs from community and stakeholder engagement, ABS census data and other relevant sources **(Appendix B),** technical reports, and site visits. Baseline data describes conditions in the social locality before the project.
- **Extent:** Describes who might be affected by the project.
- **Duration:** Describes the time period or when the impacts might be expected (i.e. construction or operations / throughout the project lifecycle / future generations).
- **Intensity or scale:** The degree or scale of the changes and their likely impact.
- **Sensitivity or importance:** The vulnerability of sensitively of those likely to be impacted.
- **Level of concern or interest:** The level to which people have or are likely to demonstrated concern for a project.
- **Impact summary:** Provides an overview of the potential impacts that can be both positive and negative, and attributes a risk significance rating based on the assessment of the information contained in the table.

  The 'likelihood' of an impact is assessed by considering the 'impact description' and 'social baseline' and applying the information to determine a 'magnitude' level for each of the following dimensions.

The sub headings *'extent', 'duration', 'intensity or scale', 'sensitivity or importance',* and *'level of concern or interest'* are described as 'dimensions of social magnitude'.

The dimensions are assessed according to the following magnitude levels.

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

When applied to assess the social significance rating, the magnitude level most frequently awarded to the dimensions as a result of the evaluation is attributed as the value.

Based on the impact description and social baseline, the likelihood of an impact is assessed according to four levels.

- **Almost certain:** Definite or almost definitely expected.
- **Likely:** High probability.
- **Possible:** Medium probability.
- **Unlikely:** Low probability.
- **Very unlikely:** Improbably or remote probability.

The level of likelihood, plus the magnitude provides an overall score of the likely social impact. For example, a social impact that is 'likely', with a magnitude of 'major' will be shown as Likely + Major = (social risk rating) Very high B4. Each risk rating is colour coded as per the social impact significance matrix presented below.

The information in these tables identifies the social risk significance of each impact prior to the introduction of enhancement and mitigation measures.

The colour coded 'social impact significance' matrix is provided in **Table 11**. below.

Table 11 Social impact significance table

LIKELIHOOD	MAGNITUDE					
		1	2	3	4	5
		Minimal	Minor	Moderate	Major	Transformational
	A. Almost certain	A1	A2	A3	A4	A5
	B. Likely	B1	B2	B3	B4	B5
	C. Possible	C1	C2	C3	C4	C5
	D. Unlikely	D1	D2	D3	D4	D5
	E. Very unlikely	E1	E2	E3	E4	E5

Social risk rating			
Low	Medium	High	Very high

Source: Adapted from Department of Planning, Industry and Environment, SIA Technical Supplement.

Community

Composition, cohesion, character, how the community functions and people's sense of place.

Impacts related to continuity of social connections and cohesion.

Impact description

Communities are complex systems that can be characterised by community structure (the number and size of populations and their interactions) and community dynamics (how the members and their interactions change over time). These attributes contribute to a sense of place or sense of community. Changes to a sense of community can result when a significant number of new people move into a place, when unfamiliar faces frequent the area, or there is an increase in development. This may be unsettling to some people, or cause disruptions to daily routines.

Schools can, however, also create community connections that contribute to a sense of place and build local character. School sites are increasingly being recognised as valuable assets that can support the education, health and wellbeing of individuals, families and community groups – especially in rapidly growing areas of Australia's largest cities and regional centres. Operating as 'more than schools' they can have an important role in the development of resilient and connected communities.

Social baseline

Lismore South Public School has almost 110 years of history and is revered in the community. While enrolments numbers have declined in the past five years, particularly over the 2022 – 2023 period, engagement with the School Community Group however revealed that:

- the school is highly valued by students and parents
- kids of different age groups look out for each other
- staff link students and families up with support where needed
- a great place to make friends
- the school is "the heart" of South Lismore
- it is multigenerational and has a strong history in the area
- most people living in South Lismore have some connection to the school
- dropping off a child here is like leaving them with family
- it was the only safe refuge in the area during the floods.

This sentiment is in line with the values of resilience expressed by parents, teachers and the broader community and reflects the preference for the School to be rebuild on the site. Specifically, while concern over the potential for flooding is still present, the continuity benefits of rebuilding the school on the same site and its contribution to community cohesion and connection were major benefits.

Extent	The Lismore South Public School Community, near neighbours, those in the suburb and future generations are likely to benefit from the rebuilt School on the site.	Evaluated: Major
Duration	These benefits will result during the operational stages, and the nature of schools and their use as meeting places will mean these are likely to be permanent.	Evaluated: Major
Intensity / scale	As a central location and destination in a community of approximately 1,700 people, the rebuild is likely to be a major milestone in rebuilding Lismore's community character.	Evaluated: Major
Sensitivity / importance	Comment from community engagement suggests the School makes a significant contribution to the character of the place, and has a broader role beyond its educational function.	Evaluated: Major
Level of concern / interest	There was a high level of interest in the reinstatement of the School on the site because of the role it has in building community connections, and the contribution it makes to the character of the area.	Evaluated: Major
Impact summary:	• Feedback from community engagement identified that the South Lismore community values the role it has supporting local connections, but also the contribution its history and role plays in the area's character. • The School's contribution to community cohesion and character were among the primary reasons behind the preference for rebuilding it on the current site.	
Likelihood	**Magnitude**	**Risk significance rating**
Almost certain	Major	**Very High Positive A4**

Access

How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation.

Impacts related to improved education infrastructure.

Impact description
A large body of research has demonstrated that school buildings influence student success as much as any other factor. A healthy school building is one key to student health, student attendance, and student performance. Research tracking the individual test scores, classroom grades, and attendance rates of more than 5 million students in the U.S.A found that school facility investments lead to modest, gradual improvements in student test scores, large immediate improvements in student attendance, and significant improvements in student effort[14]. Having more education, knowledge, and skills increases the chance of finding employment, of improving skills while on the job (therefore of remaining employed), and of realising higher earnings over a lifetime[15]. Introducing natural elements into learning spaces can help concentration, and healthy buildings can reduce absenteeism because of fewer illnesses[16]. Schools that consider health and wellbeing also have lower staff turnover rates and better user satisfaction.
Social baseline
The existing Lismore South Public School buildings do not meet contemporary standards for school infrastructure. Highest level of educational attainment figures for Lismore South and Lismore School catchment show that 16.2% of the population had a Bachelor Degree level education, while Lismore LGA had 22.6%, and NSW had an average of 28.8%. NAPLAN compares students with a similar background as determined by parental occupation and education (background of students has been shown to have an impact on NAPLAN results), as well as all Australian students. The literacy and numeracy scores for Lismore South year 3 and 5 students are within the range established by the Department of Education for students with a similar background, however compared to all Australian students, most scores are 'well below' or 'below' average. The importance of educational attainment and the potential contribution the rebuild of the school would p[provide was a factor raised in the consultations. Several participants at the Community Information Session Workshops commented on the design of the new School. These included the need for flood proof storage space, the inclusion of quiet and 'soft' play spaces including a sensory area, more learning space for flexible learners, and play spaces that cater for all needs. There was an enquiry on whether the green space in the middle of the proposed School was big enough. There were also concerns about safety in terms of the height, ensuring the design considered the teacher's line of sight on duty (are kids going to be always visible, i.e. the L shape?), and ensuring the height of the upstairs veranda railings was safe so no one can jump or fall off.

Extent	Maximising education and educational opportunities are the foundation for better jobs and better lives and the cornerstone for more inclusive and resilient economies and societies. Better educational attainment is likely to have intergenerational benefits.	Evaluated: Major
Duration	Operational stages.	Evaluated: N/A
Intensity / scale	According to academic research, the improved buildings are likely to contribute to positive changes.	Evaluated: Moderate
Sensitivity / importance	Educational attainment was raised as a major factor for children in Lismore South.	Evaluated: Major
Level of concern / interest	There were aspirations raised during the consultation that the new buildings would improve teacher student interaction and better education outcomes. Participants raised several issues related to the design of the building that should be considered.	Evaluated: Major
Impact summary	New buildings are likely to result in better education outcomes for Lismore South students which have positive impacts for people throughout their lives, but also can have benefits for the community.	

Likelihood	**Magnitude**	**Risk significance rating**
Likely	Major	**Very High Positive B4**

[14] Lafortune, Julien and David Schönholzer. 2022. "The Impact of School Facility Investments on Students and Homeowners: Evidence from Los Angeles." *American Economic Journal: Applied Economics*, 14 (3): 254–89

[15] OECD. Education GPS https://gpseducation.oecd.org/revieweducationpolicies/#!node=41761&filter=all
[16] Government Architect NSW South Wales. Environmental Design in Schools. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.planning.nsw.gov.au/sites/default/files/2023-10/environmental-design-in-schools.pdf

Impacts related to school accessibility and stormwater drainage around the site.

Impact description		
As a result of climate and topography, flooding issues or run off from stormwater can be a common problem. Flooding and nuisance issues from stormwater can sometimes result in damage to property and distress to residents. Stormwater is rainwater that runs off surfaces such as lawns, roads, roofs, car parks and natural ground surfaces. Stormwater that is unable to enter the underground drainage system will find its natural way to the nearest watercourse via overland flow paths. These overland flow paths are typically natural depressions (that often occur through private property), open channels, roadways and public reserves.		
Social baseline		
The major issue of concern raised in the Community Information Session Workshop was stormwater drainage which impacts the ability for students to access the School. Gutters around the site fill in the event of a storm or rain over the course of one or two days. The water flows over the footpaths and into the School. Due to the amount of water, students are unable to access the school without wading through the water. The bus stop on Phylis Street sets students down where flooding occurs. Participants expressed a desire for Council, the Department of Education and Training and the State Reconstruction Authority to solve the drainage problems.		
Extent	Drainage issues directly impact the entirety of the School surrounds and School Community. Drainage also impacts neighbours along Phylis Street and Kyogle Street.	Evaluated: Major
Duration	All stages.	Evaluated: N/A
Intensity / scale	According to feedback from the School Community and nearby residents, the result of moderate rain makes a significant change to circumstances and the ability to access the School.	Evaluated: Major
Sensitivity / importance	This was of major importance to the School Community and surrounding residents.	Evaluated: Major
Level of concern / interest	The consensus that this was the major issue regarding the School rebuild demonstrates the level of concern. Some parents and teachers were concerned with child safety during these events.	Evaluated: Major
Impact summary	• The major issue raised through the Community Information Session workshop was drainage. • The consensus concluded that without additional drainage measures the School rebuild would not have addressed a major issue. • The Civil Engineering Report concludes that proposed works will mitigate this issue by including new site drainage for the entire site with an increase in capacity, a consistent fall by gravity to the downstream connection point, and gross pollutant traps within surface inlet pits to prevent blockage of pipework by pollutants that may flow into surface grates.	

Likelihood	**Magnitude**	**Risk significance rating**
Possible	Major	**Very High Negative C4**

Impacts related to active transport and school accessibility.

Impact description		
A lack of access to transport is experienced disproportionately by women, children, disabled people, people from minority ethnic groups, older people and people with low socioeconomic status, especially those living in remote rural areas. Being able to easily and conveniently access various public modes of transport effectively heightens and promotes positive mental health and a sense of belonging through social connection. Public transport, particularly walking and cycleways, can be a much more affordable option, and there is a direct correlation between physical activeness and their utilisation. Active transport can increase the amounts of physical activity leading to better health and wellbeing. Creating a bicycle/walking friendly environment increases accessibility and social amenity[17].		
Social baseline		
The enrolment area for Lismore South Public School in the year 2023 has an area of approximately 110 square kilometres. Currently, there are 15 on-site bicycle parking spaces on the existing temporary school site; 19 on-site staff car parking spaces, including one accessible parking bay on the future school site; approximately 190 unrestricted on street parking spaces are located near the school on Wilson Street, Kyogle Street and Phyllis Street; the school bus stop is located on Phyllis Street, with 16 bus stops located within 400m of the pedestrian entry gates; there is approximately 511m of shared path along Wilson Street and Kyogle Street along the schools boundary. 53 (40%) students live within a 5, 10 or 15-minute walk of the school. This suggests a high potential for sustainable travel behaviour if appropriate walking and/or cycling infrastructure is provided. 60 (43%) students live within an actual 2.3km walking catchment and a notional 1.6km catchment meaning they are ineligible for the School Student Travel Scheme (SSTS), of these 7 live more than a 15-minute walk from school. Based on the hands-up survey taken on November 2023 and February 2024, travel to school behaviours for students at Lismore South PS include: • 12% walking • 5% bicycle • 26% public transport • 57% car passenger.		
Extent	Additional options for travelling to School shown in the design that are safe and direct are likely to benefits students, families and staff. There may also be benefits for any local School construction workers. There are also environmental benefits, and those resulting from parking pressures in nearby streets.	Evaluated: Moderate
Duration	Construction stage and operational stage	Evaluated: Moderate
Intensity / scale	The off-road cycleway will provide a significant additional mode of transport to those students on the edge of the School catchment.	Evaluated: Moderate
Sensitivity / importance	Cycling will provide a relatively inexpensive mode of transport for families in Lismore South.	Evaluated: Moderate
Level of concern / interest	There was a minimal level of interest in the potential of the cycleway connection and its benefits.	Evaluated: Minimal
Impact summary	• The newly established off road cycleway along Kyogle Street provides direct access to the School. • Three kiss and drop zones have been proposed for the growing Lismore South Public School population. • Footpaths and shared paths have been proposed to improve the walking and cycling conditions of students who live locally • The cycleway provides an additional transport option that will benefit School students and families, and potentially members of the local construction workforce. • Additional bicycle parking near the entry gates to the school has been proposed. • In addition to better access, cycling has additional health and wellbeing benefits for the community.	
Likelihood	**Magnitude**	**Risk significance rating**
Likely	Moderate	**High Positive B3**

[17] Garrard J., Crawford S., Hakman N., 2006. Revolutions for Women: Increasing women's participation in cycling for recreation and transport, School of Health and Social Development, Deakin University, Melbourne.

Impacts related to traffic and parking

Impact description		
Motorised road traffic has a range of negative social impacts. Traffic creates air pollution and noise, which are linked with several health concerns and reduced wellbeing. Increases in traffic levels also increase collision risk for cyclists and pedestrians. This may reduce the propensity for walking and cycling, leading to a reduction in physical activity and levels of accessibility to local facilities, and ultimately to social exclusion and to the deterioration of health and well-being. High traffic levels also separate communities, with potential effects on social cohesion. The absence of available car parking, or the presence of it, can have a significant impact on surrounding communities and frustrate residents, who at times are forced to park further from their residences. This can have a major impact on older people or those with a disability. Parking is generally a fiery issue across car dependent Australian cities. Parking issues can temporarily occur during the construction phases of a development project.		
Social baseline		
Several comments in relation to traffic and parking were offered during the Community Information Session Workshop. These comments related both to the construction period and the ongoing operations of the School. In general, parking was already viewed as an issue around the area. Most parking for teachers and parents was requested, as was access to parking during flooding.		
Extent	According to the Traffic and Access Impact Assessment, there are unlikely to be any impacts on the surrounding network even at full capacity. The site provides adequate parking, and there is adequate drop off and pickup opportunities on street. There are however a number of changes required to make the car park compliant with Australian Standards.	Evaluated: Minor
Duration	Construction and operations	Evaluated: Moderate
Intensity / scale	Minimal change.	Evaluated: Minimal
Sensitivity / importance	There was some commentary about the importance of parking through the engagement, particularly during the construction period.	Evaluated: Minor
Level of concern / interest	There was some commentary about the importance of parking through the engagement, particularly during the construction period.	Evaluated: Minor
Impact summary	• The Traffic and Access Impact Assessment concluded that there will be no impact on the surrounding road network. • There will be an increase in on-site parking spaces and the provision of a formalised kiss-and drop, improving parking arrangements. • Kyogle Street offers on street parking opportunities.	

Likelihood	**Magnitude**	**Risk significance rating**
Unlikely	Minor	**Low Negative D2**

Culture

Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings.

Impacts related to Connecting with Country.

Impact description

For tens of thousands of years Aboriginal and Torres Strait Islander cultures have relied on the land for sustenance and shelter. They treat it as a family member; a living, breathing entity captured in stories, music, and culture. Aboriginal and Torres Strait Islander cultures live in harmony with the world around them, placing great value on Country not just as Aboriginal land but as the foundation of the Aboriginal people, past, present, and future. The Connecting with Country Framework is intended to inform planning, design and delivery of built environment projects in NSW. The ambition of the Framework is that everyone involved in planning, designing and delivering built environment projects in NSW will commit to helping support the health and wellbeing of Country by valuing, respecting and being guided by Aboriginal people.

Social baseline

Lismore is home to the Widjabul Wia-bal people of the Bundjalung Nation. The Bundjalung people, also spelled Bunjalung, Badjalang and Bandjalang, are Aboriginal Australians who are the original custodians of a region from around Grafton in northern coastal New South Wales to Beaudesert in south-east Queensland. The region is located approximately 550 kilometres (340 mi) northeast of Sydney and 100 kilometres (62 mi) south of Brisbane that now includes the Bundjalung National Park. In 2021 the Aboriginal and Torres Strait Islander population in Lismore LGA was 2,564. In 2023, 21% or 25 of the 120 students were First Nations.

The flood damaged Lismore South School site included a yarning circle. The purpose of the space is for group discussion is a key part of authentic learning, sharing, and understanding. The yarning circle aligns with the NSW Department of Education's emphasis on Aboriginal Education by honouring an essential aspect of Indigenous culture. Aboriginal and Torres Strait Islander peoples use it to share stories and knowledge, learn from one another, and build respect. It also serves as a method that fosters healthy, trusting, and caring relationships between peoples.

In 2024, Lismore High Campus, The Rivers Secondary College - won an award for an innovative concept - teaching Bundjalung **nguyay**, language, to every student in year 7 as part of its curriculum. Every Year 7 student at the School learns broader Bundjalung, and an elective will be introduced for Year 9 and 10 students next year. Currently, the school is running 18 Bundjalung language classes every two weeks.

The Connecting with Country workshop with the Widjabul Wia-bal Gurrumbil Aboriginal Corporation highlighted aspirations and specific ideas for incorporating Bundjalung Culture and Country into the new schools (the workshop also covered the proposed Richmond River High Campus).

Extent	Opportunities to share stories and knowledge, learn from one another, and build respect, the project has the potential to impact students over generations.	Evaluated: Major
Duration	Operations	Evaluated: Moderate
Intensity / scale	In a primary school environment, the degree of change associated with creating a broader understanding of First Nations culture and its role in building relationships is significant.	Evaluated: Minor
Sensitivity / importance	Lismore South Public-School places a high level of importance on the expression of First Nations of culture at the school, and its impacts on the community.	Evaluated: Major
Level of concern / interest	The Connecting with Country workshop participants expressed a high level of interest in the incorporation of Bundjalung Culture and Country into the design of the new school.	Evaluated: Moderate
Impact summary	• Recognising First Nations culture and creating places where this can be expressed use it to share stories and knowledge, learn from one another, and build respect. It also serves as a method that fosters healthy, trusting, and caring relationships between peoples. • The Connecting with Country report articulates the aspirations and ideas expressed by the Widjabul Wia-bal Gurrumbil Aboriginal Corporation. • The concept landscape identifies opportunities for the integration of Connecting with Country initiatives, and this needs to be developed at detailed design stage.	

Likelihood	**Magnitude**	**Risk significance rating**
Likely	Moderate	**High Positive B3**

Health and wellbeing

Physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall.

Impacts related to future flooding.

Impact description

When floods impact human environments, they have the potential to cause a range of negative impacts. Floods in densely populated towns or cities, especially those which occur with little warning, are most likely to cause the most severe impacts. Impacts also differ depending on the vulnerability and nature of the affected community. Some communities have characteristics which make them more vulnerable, including high proportions of aged residents and culturally and linguistically diverse communities who may not have local knowledge and access to messages about the risk of flood. More resilient communities are informed and aware of the likely impacts of a flood in their area before it occurs and plan and prepare to manage potential impacts.

As floodwaters spread they can threaten lives, inundate properties and businesses, destroy belongings, damage vital infrastructure and prevent access to essential public services. Often the effects of flood are long term and can be very costly, disruptive and distressing for communities involved.

Primary impacts of flood is the damage to, and destruction of, homes and personal belongings. This often results in grief, stress and sadness over the loss of irreplaceable possessions and built up equity. buildings which offer essential public services including schools, hospitals, government offices, aged care facilities and day care centres can be affected by inundation or isolation, as surrounding areas are flooded. These services may be limited during and following floods, which can greatly impact on which the community relies.

A secondary impact of floods can be the contamination of floodwaters with chemicals and sewage. This can pose a threat to the health of people and animals and can increase the risk of contracting waterborne diseases. In the agricultural sector, flooding can ruin crops, delay harvests, spoil produce, remove or contaminate valuable topsoil and cause death of livestock. These impacts can cause great emotional stress and financial loss to farmers. For the general public, food shortages and higher costs of produce can result. Other impacts on a community can result from the cancellation of sports events and festivals, affecting social morale[18].

According to the NSW Climate Change Adaptation Strategy developed by AdaptNSW, climate change is affecting the natural, social and economic welfare of NSW – in particular changes to our everyday weather and the weather extremes that drive natural disasters throughout the state. Through these changes in weather, climate change will not only affect health and wellbeing but will also impact the natural environment that supports our way of life.

While pointing out that storms and floods are influenced by different factors across NSW, long-term climate change is causing the State to warm, and increased temperatures are likely to increase the risk of thunderstorms across NSW in the warmer months. This increases the likelihood of extreme weather events such as heavy rainfall. Other impacts of climate change, such as sea level rise, will make coastal storms and floods even more damaging, as erosion and flooding will occur further up the shoreline.

Climate change projections also show that tropical cyclones are likely to occur further south and be more damaging. This will bring more severe storms and rainfall events to many areas of northern NSW. These climate changes and impacts are projected to keep increasing in the future[19].

Social baseline

Lismore's location places it at risk of periodic flooding due to the area's proximity to major rivers and waterways. The highest flood on record in Lismore was on 28 February 2022, where the flood level reached 14.4m. Before this natural disaster, the record was held at 12.11m with floods in February 1954 and March 1974 both reaching this height[20]. The 2022 flood inundated the city, which included south Lismore public school.

Most immediately, floodwaters posed the threat of harm to residents, however among the many consequences of the flood are major impacts related to lost confidence and uncertainty, emotional trauma and the ongoing knock-on effects on community morale and well-being.

In 2021, the population of Lismore LGA was 44,345, and this was forecast to increase modestly to 46,520 by 2031. The most recent counts indicate however that the population has decreased slightly in 2022 to 44,276.

Disasters like the Lismore floods amplifying inequality, with poorer households more likely to live in high-risk locations and also to be uninsured. As the SEIFA index confirms, many households in South Lismore are amongst the most disadvantaged in Australia.

Most primary schools across Lismore also show decreasing enrolments, including Lismore South, declining by 63 from 2021 to 2023. Similarly, Lismore Public School (-59), Goonellabah Public School (-70), and Wyrallah Road Public School (-79) has seen significant decreases in enrolments. Enrolments at St Carthage's Catholic Primary School have also decreased (-49), while those at Our Lady Help of Christians Primary School has increased by 4. Independent schools in the area have also increased modestly. While some primary schools have seen a modest increase in enrolments (Wyrallah Public School +15 being the most significant), the general reductions in primary school aged students across the area may be reflective of decreasing population numbers.

The whole of Lismore South Public School, including most second-storey spaces, as well as the Lismore South Public School Ngulliboo Jarjums Preschool were inundated by flood waters. After an assessment of the flood damaged school, technical advice provided to the NSW Department of Education concluded that existing buildings display structural damage and are not compliant with Australian Standards, and that re-use of the existing buildings is not

[18] WaterConnect. Main impacts of floods. https://www.waterconnect.sa.gov.au/Flood-Awareness/SitePages/What%20are%20the%20impacts%20of%20floods.aspx#:~:text=Main%20impacts%20of%20floods,and%20distressing%20for%20communities%20involved. Cited on 21/03/2024.
[19] NSW Government. AdaptNSW. Climate change impacts on storms and floods. https://www.climatechange.environment.nsw.gov.au/impacts-climate-change/weather-and-oceans/storms-and-floods#:~:text=Other%20impacts%20of%20climate%20change,south%20and%20be%20more%20damaging. Cited on 21/03/2024.
[20] Lismore City Council. Flood Information. https://www.lismore.nsw.gov.au/Community/Emergencies-and-disasters/Flood-information#section-2. Cited opn 21/03/2024.

technically feasible.

Despite the damage caused by the 2022 floods and the ongoing social, environmental and economic impacts, progress is underway to rebuild the City. A review of the existing Lismore Growth Management Strategy 2015 – 2035 has been prepared on the basis of wide spread community consultation that establishes a strategic direction for growth and rebuilding in Lismore.

Lismore's community values, identified in the Community Strategic Plan, reflect the community's resilience (*The February natural disaster may have destroyed homes, livelihoods and businesses, but it could not destroy the heart of the Lismore community*). Resilient Lismore, a community organisation established to assist residents and businesses with flood recovery, demonstrates these values having coordinated volunteers who have performed around $4 million worth of volunteer aid, including more than 14,000 volunteer deployments and 85,000 volunteer hours.

The NSW Department of Education has conducted an alternative site analysis, however after an assessment of a several factors, rebuilding the School on the existing site was determined as the preferred option. Further, engagement with the Lismore School Community Group have shown a strong preference for rebuilding the Lismore South Public School on the existing site. Community connection with the School, accessibility, history and its role as a only safe refuge in the area during previous floods were identified as reasons to rebuild on the current site. Community feedback also identified the need for the design and operation to enable easy reestablishment following a future flood to minimize disruption to school life. While most in the community supported the rebuild on the current site, some concerns were expressed about extent of flood resilience of a rebuilt school in South Lismore.

Extent	The rebuild is likely to have the greatest and most direct impact on the Lismore South School Community Group, and this will be expected to remain into the future.	Evaluated: Almost certain
Duration	While the site will continue to be flood prone, the School rebuild will be elevated over 4.0m above ground level. The nature of climate change means that weather patterns and their impacts are more difficult to predict. Further, impacts like those experienced in the 2022 floods are immediate but also long lasting. January, February & March are typically the peak rainfall months for Lismore.	Evaluated: Major
Intensity / scale	Lismore is flood prone and has a history of flood impacts, from minor to catastrophic. The floods of late February & late March 2022 that devastated the Northern Rivers reflect an unprecedented interaction between the region's rainfall & geographic catchment. More recently, Lismore's rainfalls above 800 mm are more than five times the February average for the past two decades, and more than three times greater than a 'once a decade' monthly rainfall[21]. Given the predicted impacts of climate change and the rainfall trends identified in Lismore, intensity / scale has been assessed as almost certain.	Evaluated: Almost certain
Sensitivity / importance	Floods are a regular occurrence in Lismore, with the last major disaster being in 2017. And while Lismore residents display a high level of resilience, recent history suggests that there is, and continues to be, a high level of sensitivity around flooding and the associated impacts. Many residents have, or are contemplating, selling up and moving to safe ground. Others, however, may not. In addition to general sensitivity related to flooding across the LGA, all of those in the Lismore South Community Group, and others place a high level of importance on the safety of children, and the ability of the school to provide a safe haven during flood events.	Evaluated: Major
Level of concern / interest	There is a high level of concern and interest in the future of Lismore as an inhabitable city. Further and specifically, the vulnerability of children means that the level of concern is amplified. While the school is designed to withstand future flood events, and procedures are established to maximise student and staff safety, there will continue to be a significant level of concern in the community, and particularly those in the Lismore South Community Group.	Evaluated: Major
Impact summary	• There is likely to be future flooding in Lismore, and this is likely to be heightened through the impacts of climate change. • There will continue to be high levels of sensitivity, anxiety and concern in Lismore and the School Community Group, and this will be ongoing. • Comprehensive flood emergency measures will be established to maximise the safety of students and staff. • While additional severe weather events are likely, the rebuild of the School compliant with the relative flooding measures is almost certain to provide a safer environment.	

Likelihood	**Magnitude**	**Risk significance rating**
Almost certain	Major	**Very High Positive A4**

[21] Lismore City Council. Final Report: Lismore Flooding Impacts and Recovery Statement July 2022. https://www.lismore.nsw.gov.au/files/assets/public/v/1/2.-community/8.-emergencies-amp-disasters/documents/flood/lismore-flooding-impacts-and-recovery-statement.pdf. Cited on 21/03/2024.

Impacts related to construction activity

Impact description

Those living close to sites with high levels of activity can suffer from the annoyance of noise that can cause disturbance of sleep, cognitive impairment, decreased mental wellbeing and other health and wellbeing impacts. Children, those with complex cognitive issues, the elderly and those with underlying mental health conditions are particularly vulnerable to the impacts of noise.

According to the NSW Environment Protection Agency (2013), a range of health implications, including impacts on cardiovascular and respiratory health, can result from air born particle pollution, which includes dust and combustion emissions. Children, older adults and those with asthma, heart or lung disease are people most sensitive to particle pollution. The NSW Department of Education has identified asthma as a student wellbeing issue, and each school is required to have asthma management plans and guidelines in place. There is also a risk of children being exposed to air pollutants that may trigger undiagnosed respiratory issues or irritation.

School zones can be busy places, making them risky environments for both motorists and pedestrians. School zones are frequented by some of the most vulnerable members of the community, including children and their families. Pick-up and drop-off are the busiest times outside a school, with an increased number of pedestrians and vehicles around, and noting that children do not always understand the dangers of roads and vehicles.

Construction adds a layer of complexity to an already potentially dangerous situation. Construction next door to an operational school greatly increases the risk of incidents. Younger children can be oblivious to hazards in their surroundings, are often unaware of their rights and responsibilities and may not be confident to speak up about safety concerns.

Social baseline

During the Community Information Session Workshop participants raised several concerns about the construction stage. Concerns related to the distraction of children, safety related to additional construction activity around the site, particularly in bus stop areas, and the impact of heavy construction vehicles on local roads. There were no concerns about construction activity expressed through the targeted door knocks.

In terms of direct impacts on health, the two major health and wellbeing considerations related to construction impacts are asthma, due to the potential impacts of dust and other airborne contaminants, and mental health that maybe impacted by noise and increased activity around a construction site, which impacts people's ability to sleep and concentrate, as well as affecting younger children.

Of all the long-term health conditions recorded by residents in the Census across the social locality, 'Mental health condition' ranked most highly.14.0% in the suburb of Lismore was the highest, followed by Lismore School catchment (12.4%), and Lismore LGA (10.3%). The average for NSW is 6.8%. The next consistently highest long term health condition in the social locality was asthma. According to Northern NSW LHD, Lismore has a similar rate of asthma sufferers (13.3%) than all other Local Health Districts at 13.1% in recent years (2017- 2019). In terms of mental health, Lismore has a higher level of mental health hospitalisations per 100,000 population than all other Local Health Districts, at 893.1 and 657.9 respectively in quarter 2, 2023.

A Southern Cross University survey conducted post flood in Lismore found that twenty percent of people surveyed were coping with the stresses and challenges of recovery, however 60% said they were not coping.

Using the 2017 floods as a point of reference, a study found that people displaced from the floods after six months had double the probability of reporting continuing distress and symptoms of post-traumatic stress, anxiety and depression when compared to those who were briefly displaced.

Primary School aged children are aged 5 to 11. In 2023, total enrolments at the School were 120. The School has 12 teaching staff, and 3 non-teaching staff. Comments from teachers and parents in the Community Information Session Workshop expressed some concern regarding the safety of children during the construction period.

Extent	Depending on how well it is mitigated, the unavoidable noise and dust that results from construction has the potential to impact children and staff at the temporary school site, and nearby residents. The closer to the construction site the more likely these impacts may intensify. Those with asthma and mental health conditions are most likely to be impacted.	Evaluated: Moderate
Duration	Over the construction period.	Evaluated: Moderate
Intensity / scale	There is unlikely to be a significant change experienced as a result of construction activity. Nevertheless, flood recovery construction across the suburb may result in cumulative impacts that together could be considered as significant change. The construction Stages of the school rebuild will create a significant change to the current environment. Particularly during the extensive public domain works that will occur outside the high school site boundary	Evaluated: Moderate
Sensitivity / importance	The potential impacts on long term illnesses like asthma and mental health, especially for children, can be significant. Construction noise and traffic can have an impact on people's health and wellbeing. Primary school aged children 5 to 11 may not have a high awareness of potential safety issues and therefore are considered highly vulnerable to potential accidents or incidents.	Evaluated: Major
Level of concern / interest	There is generally a high level of concern about impacts related to construction. Construction activity across the road from the temporary school site may cause distraction for some children. There is a high level of concern from the School Community Group, and also nearby residents about the safety of children during construction.	Evaluated: Moderate

Impact summary	• Construction noise and noise will be an unavoidable consequence of the activity. • Impacts may be amplified due to the location of the site across the road from an operational school, and residual health and wellbeing impacts caused by the 2022 floods. • The potential of noise and dust to negatively impact health and wellbeing, particularly on those with preexisting conditions and children, should be acknowledged and mitigation measures implemented. • There will be a significant change to conditions in the area during the construction phase, including the public domain, with construction vehicles entering and exiting the site. • Primary students may be of an age where there is a lack of awareness of potential safety risks. • Risks to safety are most likely during the drop off and pick up times. • The Construction Noise & Vibration Management Plan (CNVP) prepared for the sites activities recommends several measures to mitigate the potential social impacts. • A basic Construction Vehicle Management Plan (CVMP) prepared for the activity identifies several principles to mitigate any impacts from construction traffic. • It is recommended that a detailed CTMP is developed as part of the detailed design stage before starting construction. • At the construction stage a total of 49 trees are recommended for removal on the site, however the trees will be replaced with new plantings in accordance with the landscape master plan.

Likelihood	**Magnitude**	**Risk significance rating**
Possible	Moderate	**High Negative C3**

Livelihoods

People's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits.

Impacts related to additional local construction employment opportunities.

Impact description
Employment provides people with income, and with this, higher living standards and financial independence. Employment can also contribute to a sense of identity and self-worth that has positive health impacts. According to the World Bank: "Jobs are transformational. They are more than just the earnings and benefits they provide. They are also the output they generate, and part of who we are and how we interact with others in society. Jobs boost living standards, raise productivity and foster social cohesion"[22].
Social baseline
The 2022 flooding has had particularly acute effects in the economy. Many of Lismore's businesses are at an inflection point. The cumulative impact of the flood in 2017, a global pandemic and the current natural disaster event has left people questioning whether they have the appetite to reinvest and rebuild their businesses. On top of the personal stresses & asset losses suffered by residents, the fall in the local economy's production is equivalent to a loss of more than $9,300 per resident. Lismore's production in the 16 months to the end of June 2023 is projected to be 15 per cent below the 'no floods' baseline. Projections suggest that Lismore's production losses will be concentrated in health care & social assistance, education and training, and retail trade. Together, lost production across these three sectors accounts for more than 60 per cent of total losses across the local economy. The major constraint on recovery is limitations in construction sector capacity across the Northern Rivers. Utilisation was high before the floods, and the rate of recovery will likely be slower due to limitations in rebuilding capacity, posing risks to the strength of recovery. SINSW has estimated that for every $1m of major works capital expenditure five jobs are created.

Extent	The construction of the new school is likely to provide opportunities for employment across the social locality.	Evaluated: Minor
Duration	During the construction phase.	Evaluated: Minor
Intensity / scale	The degree of change related to local employment opportunities in likely to be minor.	Evaluated: Minor
Sensitivity / importance	Having employment is highly valued and is tied to people's identity. This may be particularly important for people whose livelihoods were impacted by the floods.	Evaluated: Moderate
Level of concern / interest	The overall economic impact of the flooding in Lismore resulted in the loss of businesses and employment, which had had acute effects on the local economy. Construction activity and local employment associated with the School rebuild may help stimulate local business recovery	Evaluated: Major
Impact summary	• Where local construction workers are employed, it is likely to have a positive impact on their livelihoods. • Additional construction and employment activity may assist in stimulating the local economy and business.	

Likelihood	**Magnitude**	**Risk significance rating**
Likely	Minor	**High Positive B2**

[22] Robert Quigley, Quigley and Watts Ltd And James Baines, Taylor Baines The Social Value of a Job. Prepared for Aquaculture Unit Ministry for Primary Industries, December 2014 www.mpi.govt.nz/dmsdocument/5266-The-social-value-of-a-job

9. RESIDUAL IMPACT ASSESSMENT

The potential Impacts of the Project have been considered in **Section 8**. This section applies a residual assessment to the initial social risks and rates how communities will experience these impacts after the implementation of enhancement or mitigation measures.

Mitigation proposes actions or measures to reduce adverse social impacts of the Project. Mitigations may be performance based (achieve an appropriate social outcome without specifying how the outcome will be achieved) or prescriptive (actions or measures that must be taken, such as a known best-practice technology, design, or management approach).

Enhancement measures provide an opportunity to expand on the positive impacts of the Project and improve its social sustainability.

Many of the social impacts that require mitigation or enhancement have been already addressed in the design or documented in the technical reports as reviewed in Technical Report Summary in Section 8.

In the table below mitigation and enhancement measures have been divided into two categories:

- those that have been integrated into the design that respond to potential impacts or enhance the project
- those that have been identified in the various technical reports, including the social impact assessment, that respond to and aim to minimise impacts.

The monitoring plan is provided to help track and assess the results of the interventions throughout the life of the Project.

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES			RESIDUAL RATING
		INCLUDED IN DESIGN	ADDRESSED IN TECHNICAL REPORTS	ADDITIONAL MITIGATIONS REQUIRED	
COMMUNITY					
Impacts related to continuity of social connections and cohesion.	**Very High Positive A4**	N/A	N/A	N/A	**Very High Positive A4**
ACCESS					
Impacts related to improved education infrastructure.	**Very High Positive A4**	Yes	N/A	N/A	**Very High Positive A4**
Impacts related to school accessibility and stormwater drainage around the site.	**Very High Negative C4**	Yes	Civil	• As per the Civil Engineering Report	**Low**
Impacts related to active transport and school accessibility.	**High Positive B3**	Yes	School Transport Plan	• As per the School Transport Plan	**High Positive**
Impacts related to traffic and parking	**Low Negative D2**	N/A	Traffic and Access Impact Assessment	• As per Traffic and Access Impact Assessment	**Low**
CULTURE					
Impacts related to Connecting with Country.	**High Positive B3**	YES	Connecting with Country Workshop Report Landscape Masterplan	• As per the Connecting with Country Workshop Report • As per the Landscape Report • Continue to engage with Widjabul Wia-bal Gurrumbil Aboriginal Corporation RNTBC through the detailed design stage of the landscape planning with a view to integrating additional design ideas that embrace	**Very High Positive B4**

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES			RESIDUAL RATING
		INCLUDED IN DESIGN	ADDRESSED IN TECHNICAL REPORTS	ADDITIONAL MITIGATIONS REQUIRED	
				the Connecting with Country strategies identified in the concept Landscape Plan. • Consider the use of First Nations artist to work with the design team and public art for the site.	
HEALTH AND WELLBEING					
Impacts related to flooding.	**Very High Positive B4**	YES	Flood Management Assessment / Flood Emergency Response Plan	N/A	**Very High Positive A5**
Impacts related to construction activity.	**High Negative**	N/A	Noise & Vibration Assessment Report / Construction Vehicle Management Plan / Arboricultural Impact Assessment	N/A	**Low Negative.**
LIVELIHOODS					
Impacts related to additional local construction employment opportunities.	**High Positive B2**	N/A	N/A	N/A	**High Positive B2**

CONCLUSION

This summary presents the residual ratings for each impact post implementation of mitigation and enhancement measures identified through the assessment and the technical reports. The following social impacts and the results on the assessment are as following:

- Impacts related to continuity of social connections and cohesion - **Very High Positive.**
- Impacts related to improved education infrastructure - **Very High Positive.**
- Impacts related to stormwater and drainage around the site - Low.
- Impacts related to active transport and school accessibility – High Positive.
- Impacts related to traffic and parking – Low.
- Impacts related to Connecting with Country – Very High Positive.
- Impacts related to future flooding – Very High Positive.
- Impacts related to construction activity – Low Negative
- Impacts related to additional local construction employment opportunities – Medium Positive.

This Social Impact Assessment for Lismore South Public School – Flood Recovery Rebuild finds that overall, the project will have major benefits for students, teachers, parents, carers. Further and importantly, benefits like reestablishing social connections will be experienced across the community.

The Assessment has identified social impacts raised during the engagement and those identified in the technical reports.

Many of the measures recommended in technical reports respond to concerns raised during engagement and conclude that solutions integrated within the design and / or recommended mitigations implemented during construction will reduce or minimised the potential for social impacts.

Where findings in the technical reports are relevant to social impacts, they have been considered as part of the residual impact assessment (i.e. impacts that remain after mitigations have been implemented).

Where technical report findings do not address social impacts identified as part of the assessment, measures to mitigate these impacts have been recommended in **Section 8. Residual Impact Assessment.**

Specifically, the additional measures required to enhance positive social impacts are associated with the Connecting with Country and Landscape Reports. These enhancement measures include:

- Continue to engage with Widjabul Wia-bal Gurrumbil Aboriginal Corporation RNTBC through the detailed design stage of the landscape planning with a view to integrating additional design ideas that embrace the Connecting with Country strategies identified in the concept Landscape Plan.
- Consider the use of First Nations artist to work with the design team and public art for the site.

Overall, most of the benefits of the project are rated as ‘very high positive’, and the Social Impact Assessment supports the Lismore South Public School – Flood Recovery Rebuild.

Appendix A
Community Profile

GYDE

Way of life

How people live, how they get around, how they work, how they play, and how they interact each day.

Table A.1 Housing tenure and landlord type

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Home owners (outright)	198	28.8	314	33.3	6,447	37.8	31.8
Home owner (with a mortgage)	252	36.7	316	33.5	5,436	31.9	32.8
Rent privately	115	16.7	169	12.9	2,785	15.2	24.4
Government/other assisted housing	92	13.4	114	12.1	1,770	10.4	7.9
Others/not stated	30	4.4	78	8.3	817	4.8	4.0

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.2 Dwelling structure in social locality (number of occupied private dwellings)

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Separate house	603	81.4	799	78.6	14,316	78.0	65.2
Semidetached house	20	2.7	20	2.0	1,703	9.3	11.3
Flat or apartment	58	7.8	58	5.7	766	4.2	12.8
Other	16	2.2	80	7.9	248	1.4	0.3
Total occupied dwellings	741	100.0	1,016	100.0	18,348	100.0	88.7

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.3 Number of bedrooms in occupied dwelling in the social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
None (includes bedsitters)	1	0.2	12	1.3	163	1.0	0.6
One bedroom	36	5.3	12	1.3	922	5.4	6.5
Two bedrooms	186	27.4	219	23.5	3,095	18.1	22.8
Three bedrooms	335	49.4	426	45.6	7,249	42.5	34.9
Four bedrooms	93	13.7	148	15.9	4,300	25.2	25.8
Five bedrooms Or more	27	4.0	42	4.5	1,098	6.4	8.1
Not stated	0	0.0	10	1.07	238	1.39	1.28

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

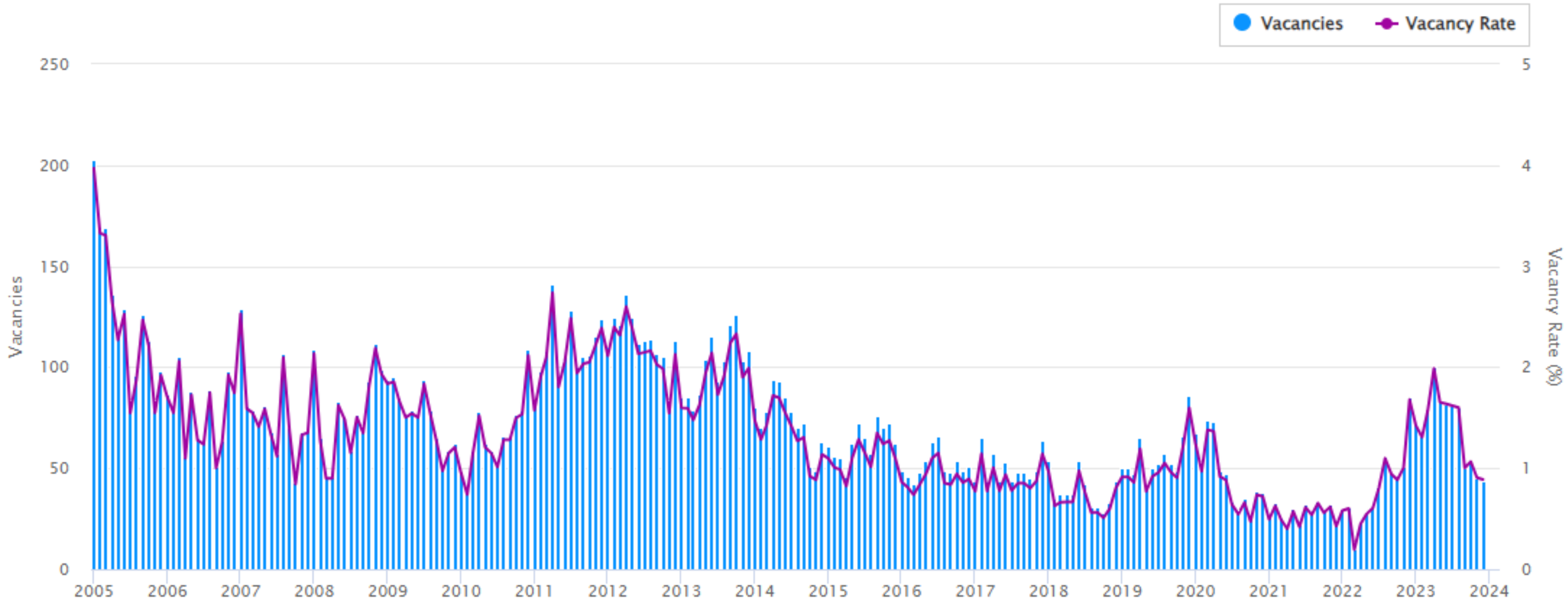

Figure A.1 **Residential vacancy rates over time in South Lismore suburb for all house types. Source - SQM Research, data collected in Feb 2024**

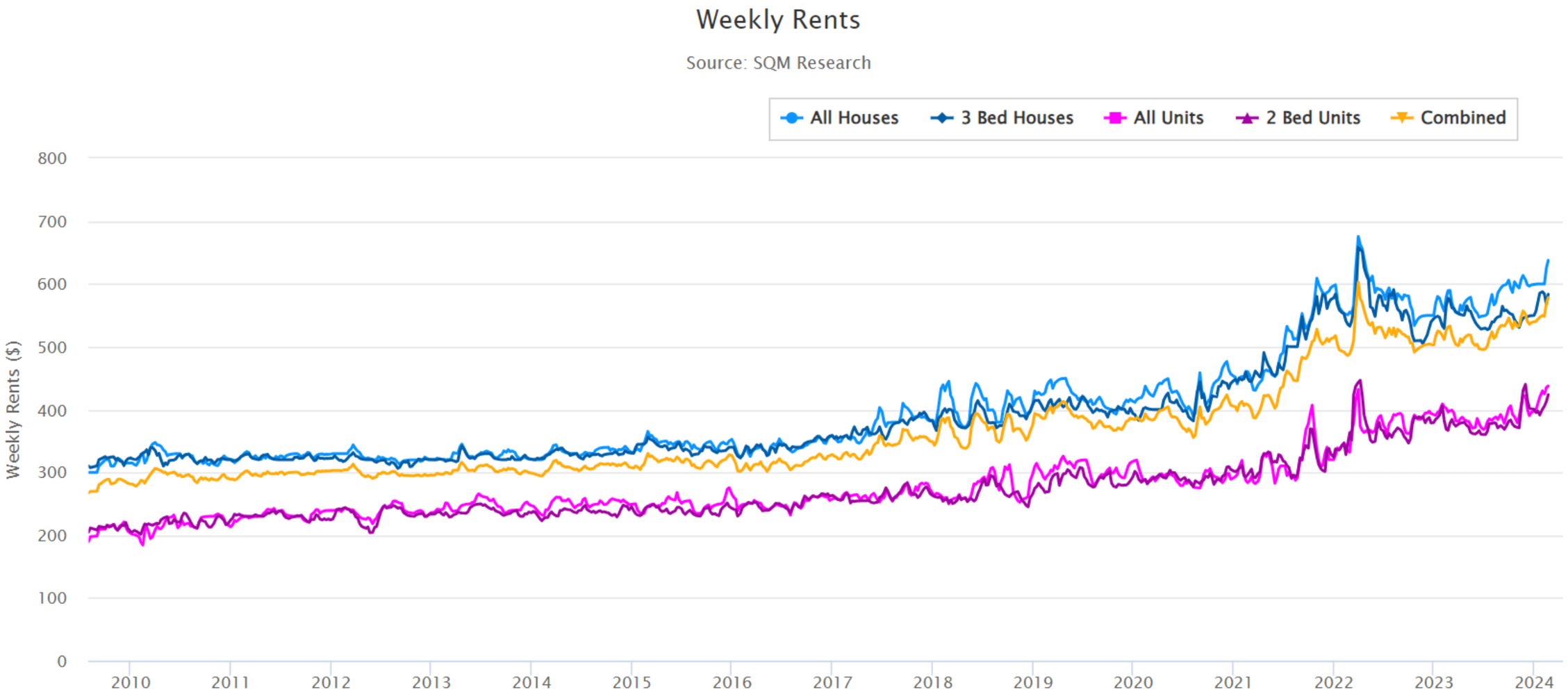

Figure A.2 **Weekly rents in area under postcode 2480. Source - SQM Research, data collected in Feb 2024**

Getting around

Table A.4 Motor vehicle (per dwelling) ownership in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
No motor vehicles	49	7.2	69	7.4	897	5.3	9.1
1 motor vehicle	283	41.4	354	38.1	6,256	37.2	38.5
2 motor vehicles	206	30.1	297	31.9	6,277	37.3	34.7
3 or more motor vehicles	146	21.3	210	22.6	3,408	20.2	17.8

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.5 Mode of travel to work in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Train Only	0	0.0	0	0.0	0	0.0	1.7
Train and other method(s)	0	0.0	0	0.0	0	0.0	0.8
Bus Only	0	0.0	0	0.0	27	0.1	0.8
Bus and other method(s)	0	0.0	0	0.0	0	0.0	0.1
Ferry	0	0.0	0	0.0	0	0.0	0.0
Tram/light rail	0	0.0	0	0.0	0	0.0	0.0
Taxi/ride-share service	0	0.0	0	0.0	18	0.1	0.1
Car, as driver	519	66.5	699	66.1	12,209	61.8	43.8
Car, as passenger	41	5.3	48	4.5	910	4.6	3.2
Truck	4	0.5	13	1.2	169	0.9	0.6
Motorbike/scooter	4	0.5	4	0.4	36	0.2	0.3
Bicycle	0	0.0	0	0.0	49	0.3	0.3
Other	6	0.8	7	0.7	47	0.2	0.3
Walked only	27	3.5	32	3.0	539	2.7	2.5
Other methods (not train or bus)	3	0.4	3	0.3	84	0.4	0.5
Worked at home	41	5.3	88	8.3	2,836	14.4	31.4
Did not go to work	132	16.9	160	15.1	2,738	13.9	13.4
Method of travel to work not stated	3	0.4	3	0.3	87	0.4	0.3

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

How people work

Table A.6 Industry of employment in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Agriculture , Forestry And Fishing	5	4.1	41	18.5	949	23.0	7.3
Mining	0	0.0	0	0.0	11	0.3	0.2
Manufacturing	3	2.5	7	3.2	148	3.6	3.8
Electricity, Gas, Water and Waste Services	0	0.0	0	0.0	7	0.2	0.4
Construction	15	12.4	28	12.6	575	14.0	19.0
Wholesale Trade	2	1.7	4	1.8	107	2.6	4.1
Retail Trade	16	13.2	21	9.5	300	7.3	6.8
Accommodation and Food Services	9	7.4	13	5.9	177	4.3	4.9
Transport , Postal And Warehousing	3	2.5	7	3.2	176	4.3	8.8
Information Media And Telecommunications	1	0.8	1	0.5	31	0.8	1.3
Financial and Insurance Services	2	1.7	3	1.4	75	1.8	6.0
Rental, Hiring and Real Estate Services	16	13.2	24	10.8	351	8.5	12.7
Professional, Scientific and Technical Services	14	11.6	23	10.4	357	8.7	15.9
Administrative and Support Services"	3	2.5	7	3.2	163	4.0	5.1
Public Administration and Safety	0	0.0	0	0.0	14	0.3	0.4
Education and Training	1	0.8	2	0.9	68	1.7	1.9
Health Care and Social Assistance	16	13.2	21	9.5	321	7.8	7.5
Arts and Recreation Services	1	0.8	2	0.9	58	1.4	1.6
Other Services	14	11.6	18	8.1	230	5.6	5.0

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Community

Composition, cohesion, character, how the community functions and people's sense of place.

Composition

Table A.7 Population numbers in social locality

	SOUTH LISMORE SUBURB	LISMORE SOUTH SCHOOL CATCHMENT	LISMORE LGA	NSW
	Number	Number	Number	Number
Population (2021)	1,783	2,398	44,345	8,093,815

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.8 Sex distribution in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Male	914	51.2	1,248	51.9	21,730	49.1	49.4
Female	870	48.8	1,158	48.1	22,563	50.9	50.6

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.9 Forecast population, households, and dwelling – Lismore LGA 2021 to 2031

	LISMORE LGA		
	2,021	2,026	2,031
Population	44,345	45,212	46,520
Change in population (5yrs)	--	867	1,308
Average annual change	--	0.4%	0.6%

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.10 Household types in the social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Couples with no children	116	17	192	20.6	4,490	26.2	26.2
Families with children	151	22	202	21.7	4,166	24.3	32.7
One parent families	130	19	153	16.5	2,384	13.9	11.1
Other families	14	2	16	1.7	154	0.9	1.0
Lone person	218	32	312	33.5	5,171	30.2	24.8
Group household	46	7	55	5.9	779	4.5	3.7

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.11 Number of children born to each female aged 15 years and over

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
None	207	29	262	27.7	5,057	26.8	31.4
One child in family	84	12	102	10.8	2,142	11.3	12.4
Two children in family	148	21	211	22.3	4,858	25.7	26.3
Three children in family	123	17	172	18.2	3,143	16.6	14.6
Four or more children in family	80	11	116	12.3	2,099	11.1	8.5
Not stated	63	9	83	8.8	1,607	8.5	6.8

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.12 Forecast household types for Lismore LGA

	2022	2026	2031	Change between 2022 and 2031
Lone person	5,513	5,639	5,742	228
Group	860	848	826	-33
Couple only	4,902	5,000	5,018	116
Couple with children	4,158	4,027	3,875	-283
Single parent	2,415	2,367	2,322	-93
Multiple and Other family households	437	435	427	-10

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.13 Service age groups, 2021

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Babies and pre-schoolers (0 to 4)	86	5.0	93	4.0	1,980	4.6	6
Primary schoolers (5 to 11)	162	9.3	210	9.0	3,688	8.5	9
Secondary schoolers (12 to 17)	139	8.0	181	7.8	3,469	8.0	7
Tertiary education and independence (18 to 24)	176	10.1	211	9.1	3,115	7.2	8
Young workforce (25 to 34)	213	12.3	262	11.3	4,628	10.7	14
Parents and homebuilders (35 to 49)	354	20.4	462	19.9	8,083	18.6	20
Older workers and pre-retirees (50 to 59)	268	15.5	383	16.5	6,045	13.9	12
Empty nesters and retirees (60 to 69)	223	12.9	327	14.1	6,479	14.9	11
Seniors (70 to 84)	104	6.0	167	7.2	4,905	11.3	10
Elderly aged (85 and over)	9	0.5	26	1.1	1,026	2.4	2

Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.14 Forecast service age groups – South Lismore suburb 2021 to 2031

	2022		2026		2031		Change between 2022 and 2031
Age group (years)	Number	%	Number	%	Number	%	Number
0 to 5 years	99	5.83	99	5.55	97	5.37	-2
6 to 11 years	141	8.31	137	7.68	133	7.37	-8
12 to 17 years	146	8.6	143	8.02	138	7.65	-8
18 to 24 years	265	14.11	168	9.42	178	9.86	-87
25 to 34 years	283	15.91	194	10.88	179	9.92	-104
35 to 44 years	220	12.96	215	12.06	219	12.13	-1
45 to 54 years	248	14.61	274	15.37	268	14.85	20
55 to 64 years	225	13.26	246	13.8	245	13.57	20
65 to 74 years	172	10.14	195	10.94	203	11.25	31
75 to 84 years	70	4.12	85	4.77	116	6.43	46
85 years and over	9	0.53	27	1.51	29	1.61	20

Source - LGA ASGS 2020-2022 CPA Population and Dwelling projections; Metropolitan and Regional 2022 CPA Population and Dwelling projections

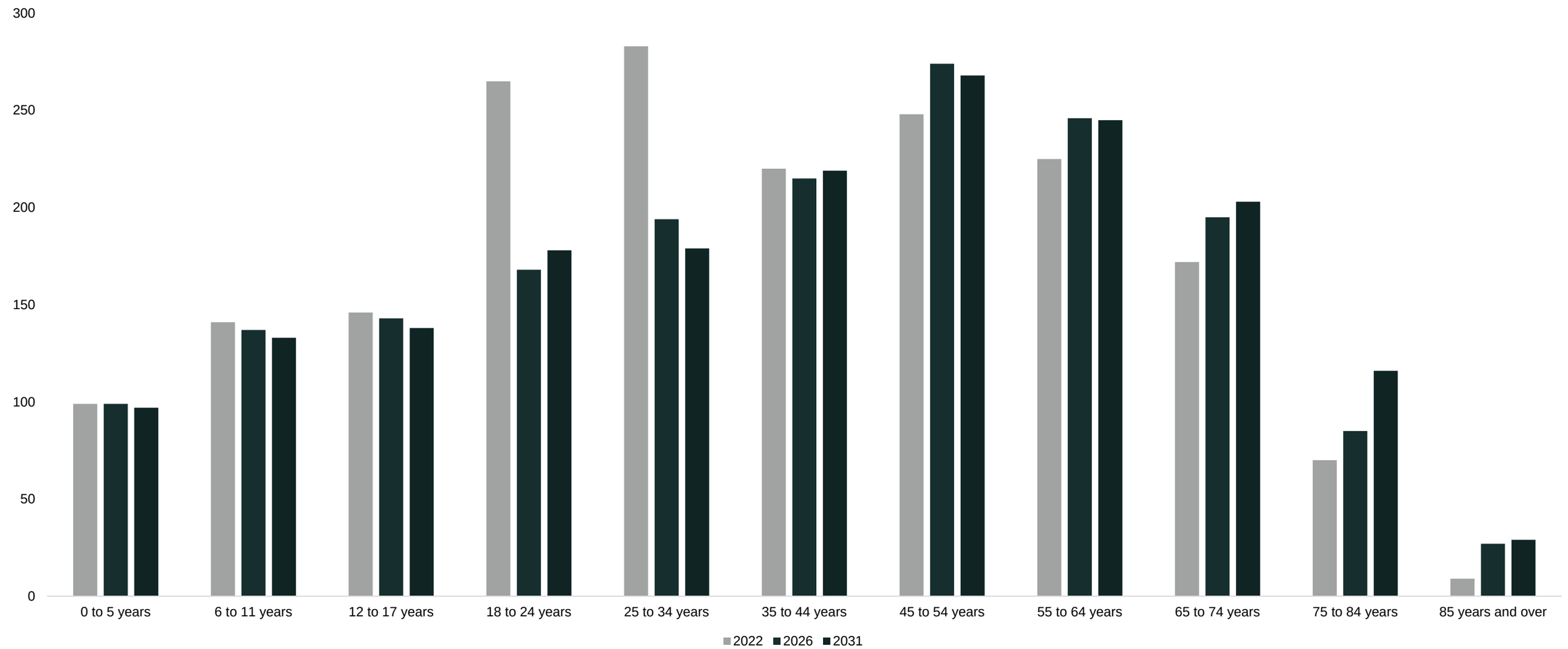

Figure A.3 Forecast service age groups – South Lismore suburb 2021 to 2031. Source: Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.15 Forecast service age groups in Lismore LGA 2021 to 2031

	2022		2026		2031		Change between 2022 and 2031
Age group (years)	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**
0 to 5 years	2,639	5.97	2652	5.89	2627	5.66	-12
6 to 11 years	3,210	7	3,193	7.1	3,127	6.7	-83
12 to 17 years	3,327	8	3,341	7.4	3,321	7.2	-6
18 to 24 years	3,395	8	3,292	7.3	3,515	7.6	120
25 to 34 years	4,690	11	4,801	10.7	4,589	9.9	-101
35 to 44 years	5,266	12	5,369	11.9	5,610	12.1	344
45 to 54 years	5,884	13	5,606	12.4	5,700	12.3	-184
55 to 64 years	6,637	15	6,270	13.9	6,212	13.4	-425
65 to 74 years	5,504	12	5,946	13.2	6,146	13.3	642
75 to 84 years	2,613	6	3,321	7.4	4,106	8.9	1,493
85 years and over	1,032	2	1,270	2.8	1,445	3.1	413

Source - LGA ASGS 2020-2022 CPA Population and Dwelling projections; Metropolitan and Regional 2022 CPA Population and Dwelling projections

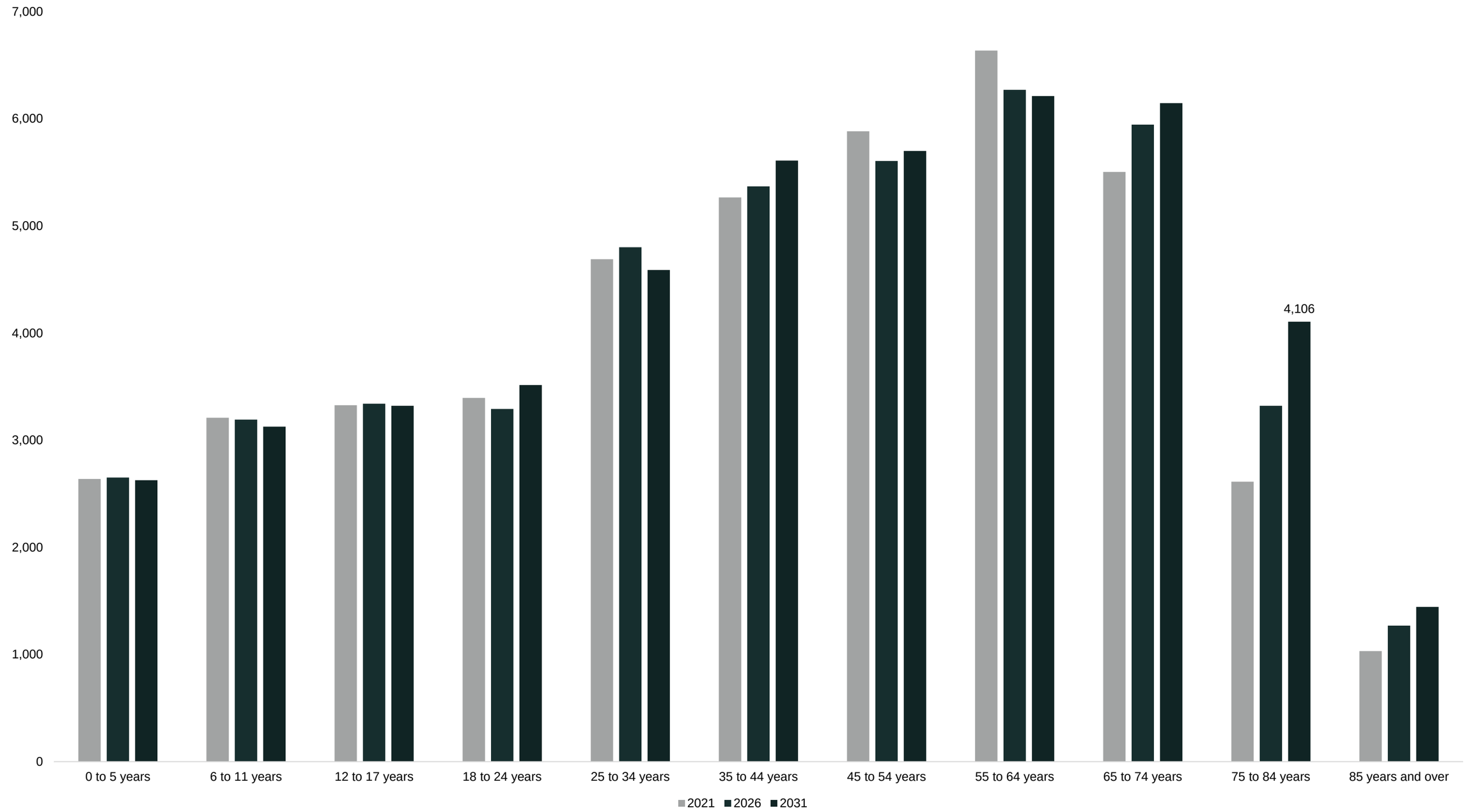

Figure A.4 **Forecast service age groups – Lismore LGA 2021 to 2031. Source: Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024**

Access

How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation.

Education / Childcare infrastructure

Table A.16 Types of educational institutions attending across the social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Preschool	23	4.3	34	4.8	798	6.2	6.9
Primary gov	132	24.7	147	20.9	2050	15.8	18.5
Primary Catholic	21	3.9	39	5.6	729	5.6	5.2
Primary other non gov	8	1.5	15	2.1	546	4.2	3.1
Secondary gov	94	17.6	104	14.8	1500	11.6	12.1
Secondary catholic	22	4.1	37	5.3	1017	7.8	5.2
Secondary other non-government	7	1.3	12	1.7	265	2.0	3.8
Tertiary vocational	53	9.9	70	10.0	1174	9.0	7.9
Tertiary university or other	46	8.6	63	9.0	1384	10.7	15.1
Other	15	2.8	15	2.1	190	1.5	2.7
Not stated	114	21.3	167	23.8	3321	25.6	19.4

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.17 Highest level of education achieved (No. of residents Aged 15+)

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Advanced Diploma and Diploma Level	123	15.3	164	15.0	3,266	14.1	14.6
Bachelor Degree Level	130	16.2	177	16.2	5,233	22.6	28.8
Certificate Level (I-IV)	384	47.7	519	47.4	8,530	36.8	28.3
Graduate Diploma and Graduate Certificate Level	23	2.9	25	2.3	922	4.0	3.2
Level of education inadequately described	7	0.9	10	0.9	202	0.9	1.1
Level of education not stated	117	14.5	167	15.2	3,555	15.3	12.6
Postgraduate Degree Level	21	2.6	34	3.1	1,487	6.4	11.5

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Culture

Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings.

First Nations People

Table A.18 Aboriginal and Torres Strait Islander People in the social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Aboriginal and Torres Strait Islander People	132	7.4	161	6.7	2,564	5.8	3.4

Source - Census of Population and Housing, 2021, TableBuilder, compiled and presented by Gyde Consulting, February 2024

Table A.19 Aboriginal and/or Torres Strait Islander people attending an educational institution

	LISMORE LGA		NSW
	Number	%	%
Preschool	0	0.0%	0.0%
Primary - Government	0	0.0	0.0
Primary - Catholic	0	0.0	0.0
Primary - other non-Government	0	0.0	0.0
Primary - not further defined	0	0.0	0.0
Secondary - Government	38	4.0	3.0
Secondary - Catholic	17	1.8	0.9
Secondary - other non-Government	4	0.4	0.3
Secondary - not further defined	0	0.0	0.0
Tertiary - Vocational education (including TAFE and private training providers)	74	7.8	6.8
Tertiary - University or other higher education	66	7.0	5.7
Tertiary - not further defined	0	0.0	0.0
Other	8	0.8	0.6
Not stated	5	0.5	0.5
Not applicable	740	78.1	82.0

Source - Census of Population and Housing, 2021, TableBuilder, compiled and presented by Gyde Consulting, February 2024

Cultural diversity

Table A.20 Parents' birthplace

	SOUTH LISMORE SCHOOL CATCHMENT		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number		Number		Number		
Both parents born overseas	151	8.5	220	9.2	5,721	12.9	39.4
Father only born overseas	108	6.1	148	6.2	2,829	6.4	6.3
Mother only born overseas	80	4.5	102	4.3	1,947	4.4	4.6
Both parents born in Australia	1,318	74.2	1,752	73.2	30,288	68.4	43.7
Birthplace not stated	120	6.8	170	7.1	3,475	7.9	6.0

Source - Census of Population and Housing, 2021, TableBuilder, compiled and presented by Gyde Consulting, February 2024

Table A.21 Country of birth in social locality

	SOUTH LISMORE SUBURB		LISMORE SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Australia	1,553	89.2	2,066	87.8	36,254	83.2	66.5
England	25	1.4	37	1.6	1,150	2.6	2.9
New Zealand	18	1.0	25	1.1	566	1.3	1.5
Philippines	8	0.5	8	0.3	150	0.3	1.3
South Africa	8	0.5	10	0.4	147	0.3	0.6
Poland	4	0.2	4	0.2	10	0.0	0.1
Germany	3	0.2	3	0.1	200	0.5	0.3
India	3	0.2	3	0.1	161	0.4	2.6

Source - Census of Population and Housing, 2021, TableBuilder, compiled and presented by Gyde Consulting, February 2024

Table A.22 Languages spoken at home in the social locality

	SOUTH LISMORE SUBURB		LISMORE SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
English only	1,607	96.1	2,157	96.0	38,734	94.5	70.9
Japanese	15	0.9	15	0.7	82	0.2	0.2
Italian	9	0.5	14	0.6	188	0.5	0.8
SE Asia Austronesian Languages	6	0.4	8	0.4	224	0.6	3.6
Afrikaans	5	0.3	5	0.2	25	0.1	0.1
German	5	0.3	7	0.3	197	0.5	0.2
Australian Indigenous Languages	4	0.2	4	0.2	132	0.3	0.1
French	4	0.2	4	0.2	101	0.3	0.3
Chinese languages Mandarin	3	0.2	4	0.2	62	0.2	3.5

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.23 Language proficiency in the social locality

	SOUTH LISMORE SUBURB		LISMORE SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Speaks English only	88	78.6	130	78.79	3,194	13.8	33
Uses other language and speaks English							
Very well or well	20	17.9	30	18.2	1,275	5.5	53.7
Not well or not at all	4	3.6	5	3	94	0.4	12.8
Proficiency in English not stated	0	0	0	0	0	0.0	0.1
Language and proficiency in English not stated	0	0	0	0	3	0.0	0.5

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Health and Wellbeing

Physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall.

Physical and mental health

Table A.24 Types of long term health conditions

	SOUTH LISMORE SUBURB		LISMORE SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Arthritis	158	7.5	218	7.7	4,318	8.2	7.2
Asthma	201	9.5	240	8.5	4,305	8.2	6.6
Cancer (including remission)	32	1.5	55	2.0	1,356	2.6	2.1
Dementia (including Alzheimer's)	0	0.0	2	0.1	209	0.4	0.5
Diabetes (excluding gestational diabetes)	63	3.0	96	3.4	1,789	3.4	3.9
Heart disease (including heart attack or angina)	66	3.1	95	3.4	1,932	3.7	3.2
Kidney disease	12	0.6	15	0.5	272	0.5	0.5
Lung condition (including COPD or emphysema)(b)	28	1.3	46	1.6	960	1.8	1.2
Mental health condition (including depression or anxiety)	296	14.0	350	12.4	5,413	10.3	6.8
Stroke	8	0.4	12	0.4	372	0.7	0.5
Any other long-term health condition(s)(c)	187	8.9	238	8.5	3,937	7.5	6.6
No long-term health condition(s)	885	41.9	1,219	43.3	23,146	44.2	54.1
Not stated	174	8.2	227	8.1	4,347	8.3	6.9

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

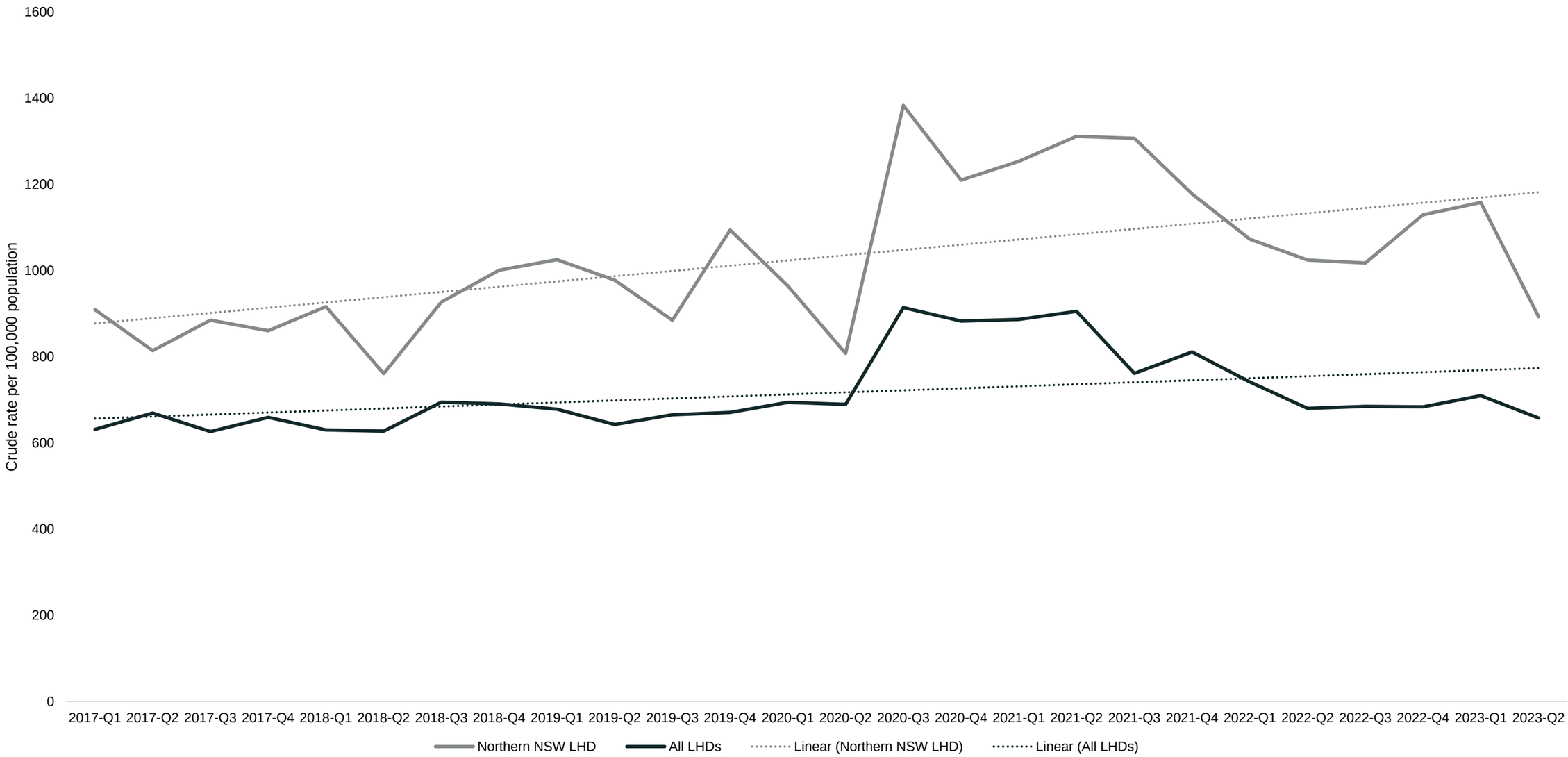

Figure A.5 **Mental Health related Emergency Department visits (monthly) 12-17 years for Self-harm or suicidal thoughts and Persons by LHD. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

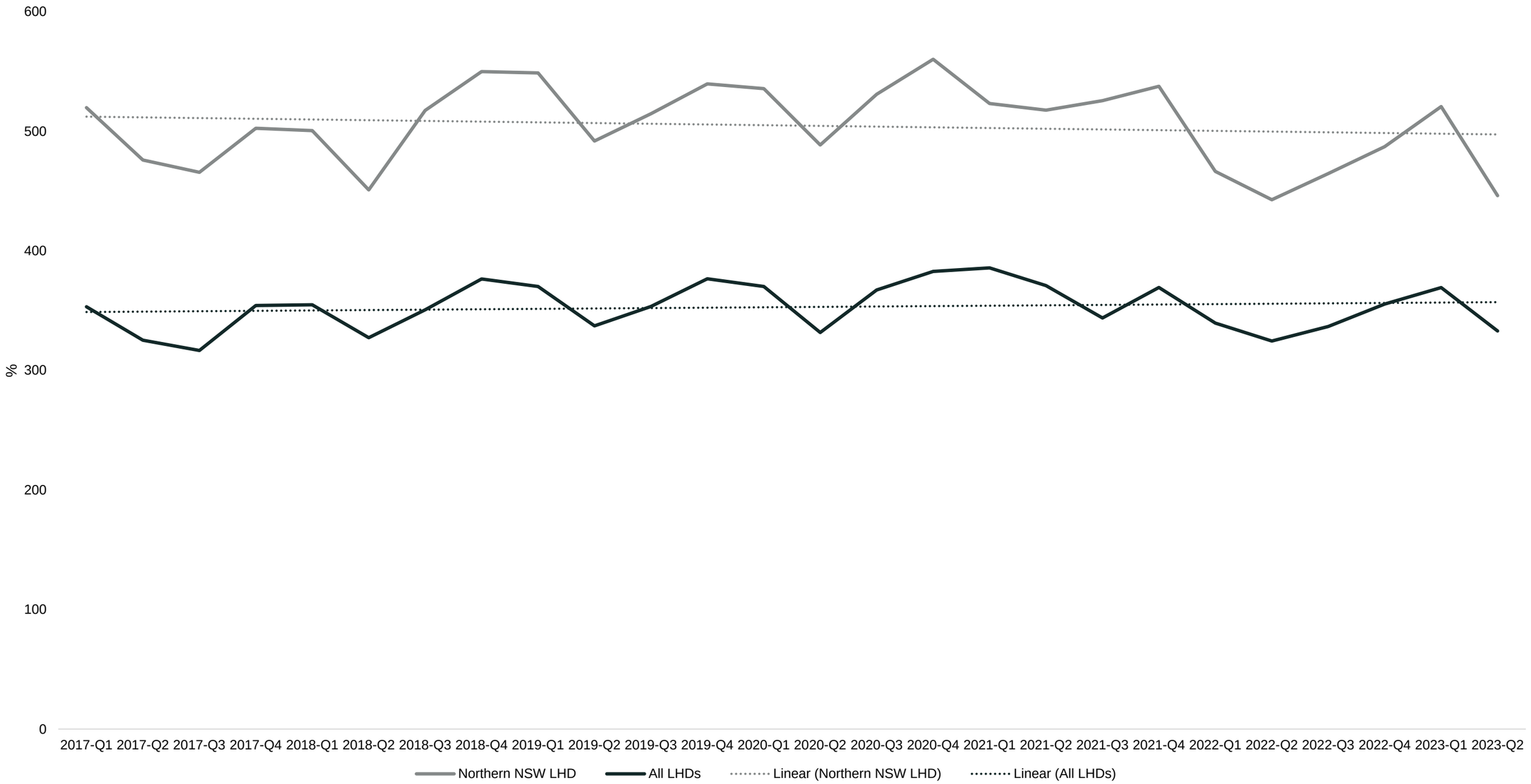

Figure A.6 **Adequate physical activity in children in the South Western Sydney Local Health District compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

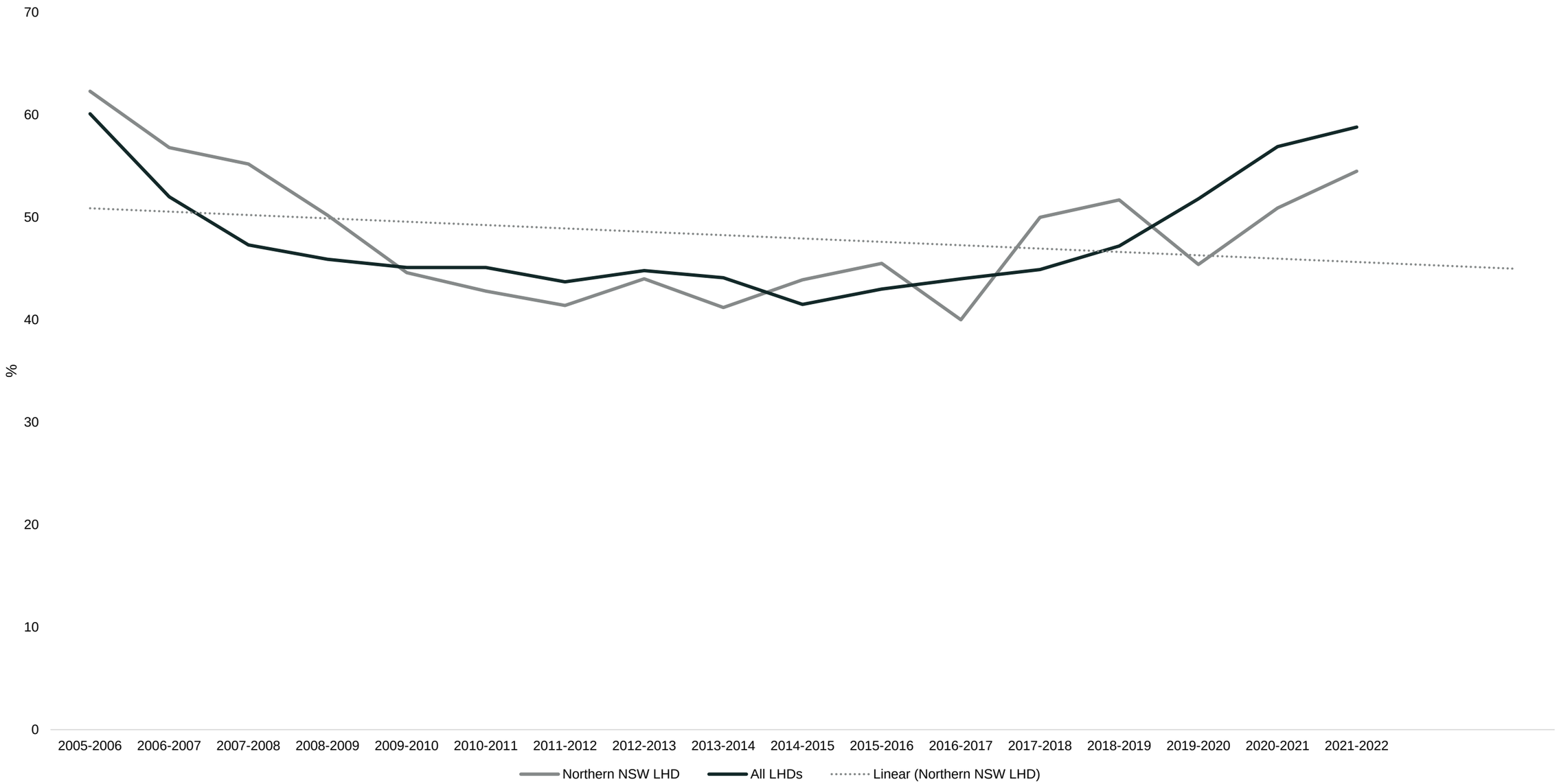

Figure A.7 **Sedentary behaviours in children. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

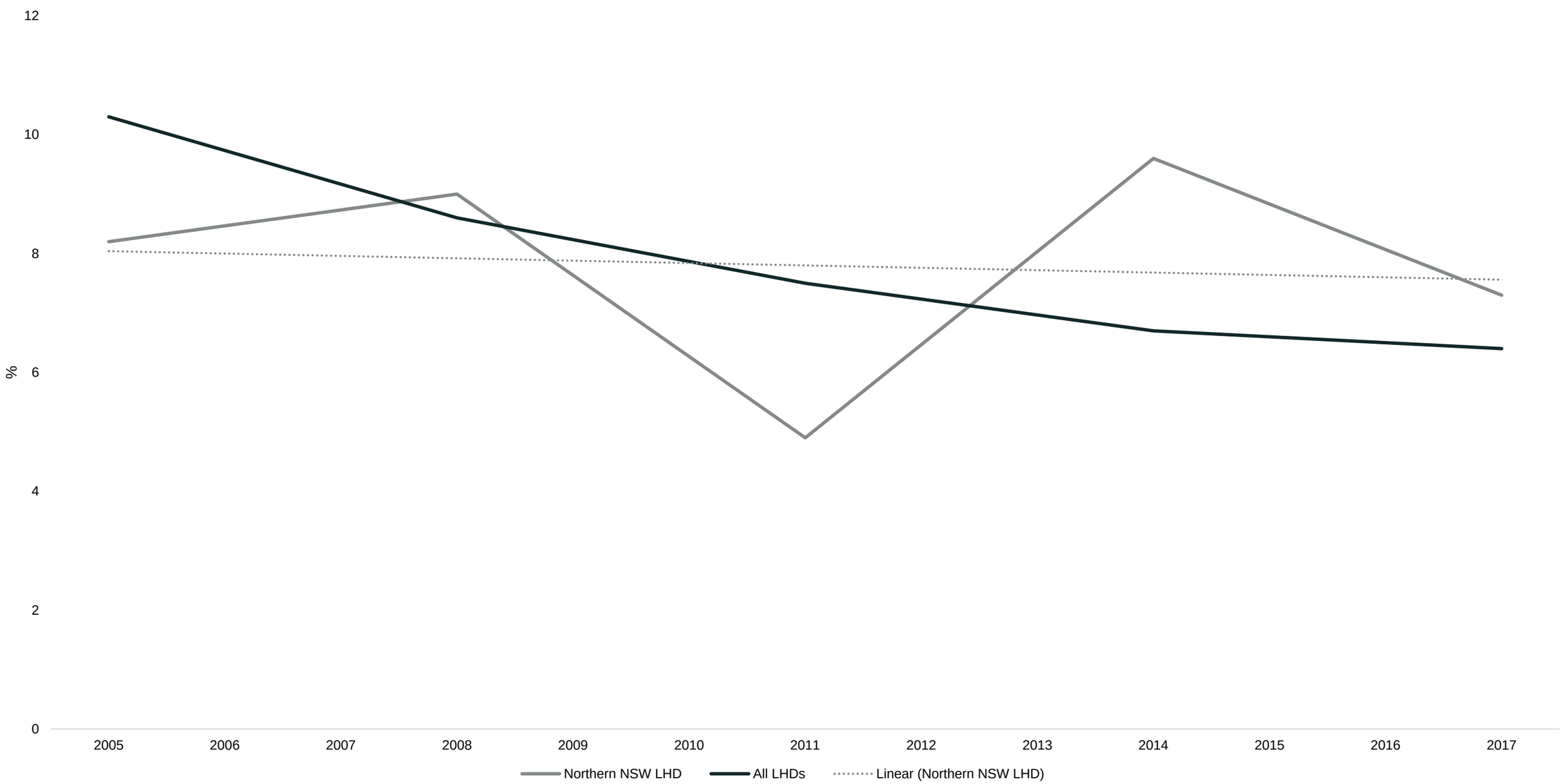

Figure A.8 **Current smokers in secondary students in South Western Sydney Local Health District (LHD) compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

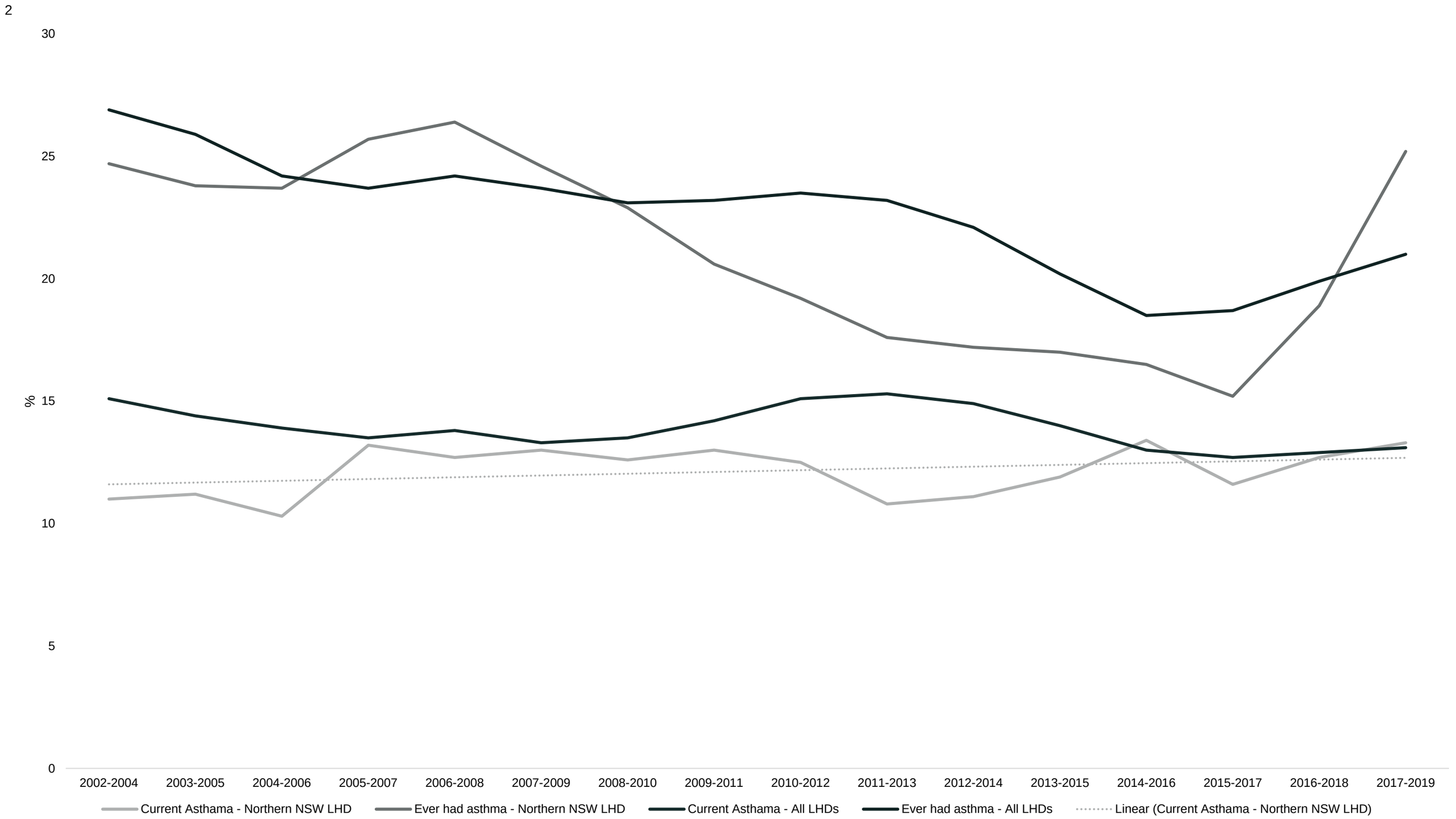

Figure A.9 **Prevalence of asthma in South Western Sydney Local Health District (LHD) compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

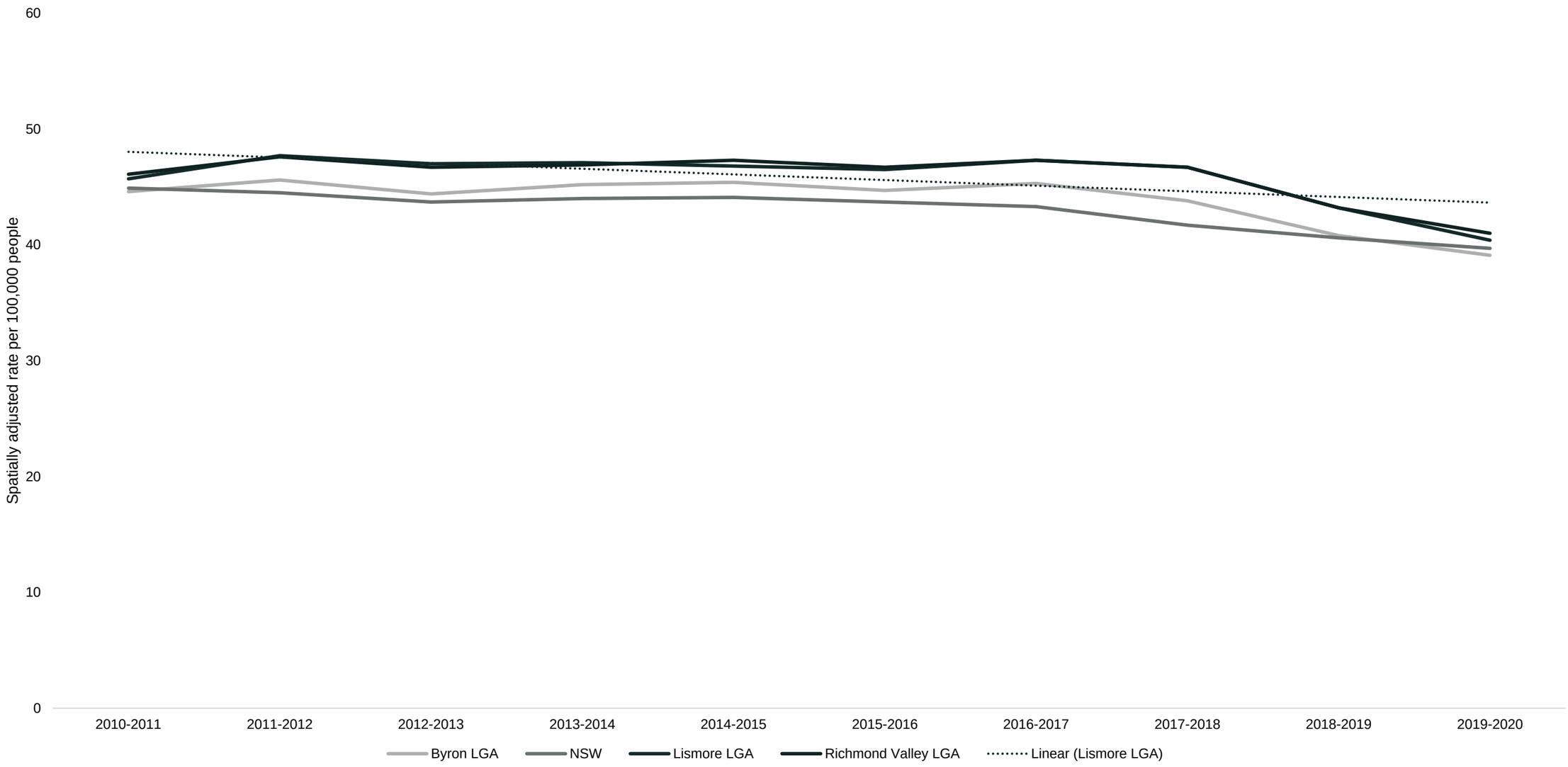

Figure A.10 **Overweight and obesity hospitalisations by selected LGAs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

Table A.25 People in need of assistance with core activities in social locality

	LISMORE SOUTH SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Has need for assistance	137	7.71	176	7.34	3178	7.17	5.75
Does not have need for assistance	1517	85.32	2051	85.57	37769	85.17	88.32
Need for assistance not stated	124	6.97	170	7.09	3401	7.67	5.93

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Surroundings

Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity.

The NSW Government Transport for NSW Centre for Road Safety prepare reports that provide information on casualties and crashes in NSW over a five-year period.

Table A.26 Degree of casualty: road users by local government area of crash – Lismore LGA

	2018	2019	2020	2021	2022
Casualties					
Killed	3	6	2	3	1
Seriously injured	50	45	45	48	32
Moderately injured	52	48	39	35	37
Minor/other injured	19	30	23	14	14
Crashes					
Fatal	3	6	2	3	1
Serious injury	47	40	40	41	29
Moderate injury	38	38	25	26	30
Minor/other injury	13	19	15	9	8

Source - Transport for NSW Centre for Road Safety, Crash and casualty statistics, February 2024

The NSW Bureau of Crime Statistics and Research (BOCSAR) is a statistical and research agency within the Department of Attorney General and Justice. The Bureau maintains a data base which consists of criminal incidents reported to police and recorded on the NSW Police Force's Computerised Operational Policing System (COPS).

Table A.27 Most recorded crimes in South Lismore suburbs and Lismore LGA

Offence	Area	Year to September 2022		Year to September 2023		
		Count	Rate (per 100,000)	Count	Rate (per 100,000)	Status
Assault (Domestic assault)	South Lismore	8	n.c.	9	n.c.	n.c.
	Lismore LGA	222	501	224	505	Stable
	NSW	33,305	412	35,329	437	Stable
Assault (Non domestic assault)	South Lismore	7	n.c.	6	n.c.	n.c.
	Lismore LGA	268	604	264	595	Stable
	NSW	30,146	373	33,517	414	Up 11.2% per year
Robbery	South Lismore	0	n.c.	1	n.c.	n.c.
	Lismore LGA	11	25	23	52	n.c.
	NSW	1,687	21	1,996	25	Up 18.3% per year

Theft (Break and enter dwelling)	South Lismore	5	n.c.	6	n.c.	n.c.
	Lismore LGA	150	338	171	386	Stable
	NSW	18,289	226	19,767	244	Up 8.1% per year
Theft (Steal from motor vehicle)	South Lismore	n.c.	20	n.c.	8	n.c.
	Lismore LGA	215	485	200	451	Stable
	NSW	27,358	338	28,738	355	Up 5.0% per year
Theft (Steal from dwelling)	South Lismore	15	n.c.	3	n.c.	n.c.
	Lismore LGA	102	230	86	194	Stable
	NSW	15,389	190	15,764	195	Stable
Theft (Other theft)	South Lismore	12	n.c.	7	n.c.	n.c.
	Lismore LGA	128	289	138	311	Stable
	NSW	17,346	214	19,855	245	Up 14.5% per year
Malicious damage to property	South Lismore	36	n.c.	21	n.c.	n.c.
	Lismore LGA	396	893	373	841	Stable
	NSW	48,877	604	49,086	607	Stable

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Livelihoods

People's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits.

Income

Table A.28 Personal weekly income in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Negative Nil income	87	6.1	122	6.2	2,164	5.9	9.2
1 to 149	44	3.1	60	3.1	1,169	3.2	3.0
150 to 299	104	7.3	128	6.5	1,883	5.1	4.6
300 to 399	138	9.6	192	9.8	3,341	9.1	7.5
400 to 499	172	12.0	226	11.5	3,956	10.8	7.5
500 to 649	147	10.3	204	10.4	3,497	9.5	7.2
650 to 799	147	10.3	190	9.6	3,234	8.8	6.9
800 to 999	155	10.8	214	10.9	3,590	9.8	7.9
1,000 to 1,249	175	12.2	225	11.4	3,525	9.6	8.8
1,250 to 1,499	78	5.4	109	5.5	2,175	5.9	6.6
1,500 to 1,749	46	3.2	75	3.8	1,786	4.9	5.8
1,750 to 1,999	19	1.3	34	1.7	1,135	3.1	4.4
2,000 to 2,999	20	1.4	37	1.9	1,505	4.1	7.9
3,000 to 3,499	0	0.0	1	0.1	191	0.5	1.9
3,500 or more	6	0.4	11	0.6	442	1.2	3.7
Not stated	95	6.6	142	7.2	3,107	8.5	7.2

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Table A.29 Household weekly income in social locality

	SOUTH LISMORE SUBURB		LISMORE SOUTH SCHOOL CATCHMENT		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Negative Nil	7	1.0	8	0.8	163	1.0	1.8
1 to 149	0	0.0	0	0.0	76	0.5	0.5
150 to 299	15	2.2	18	1.9	220	1.3	1.0
300 to 399	28	4.1	41	4.3	550	3.2	2.1
400 to 499	66	9.7	89	9.4	1,390	8.2	5.4
500 to 649	47	6.9	74	7.8	1,074	6.3	3.9
650 to 799	56	8.2	71	7.5	1,246	7.3	5.6
800 to 999	66	9.7	83	8.8	1,319	7.8	5.7
1,000 to 1,249	53	7.8	74	7.8	1,460	8.6	6.6
1,250 to 1,499	67	9.8	92	9.7	1,437	8.4	6.8
1,500 to 1,749	52	7.6	66	7.0	1,018	6.0	5.4
1,750 to 1,999	43	6.3	54	5.7	968	5.7	5.3
2,000 to 2,499	81	11.8	104	11.0	1,857	10.9	11.2
2,000 to 2,999	38	5.6	57	6.0	1,131	6.7	7.1
3,000 to 3,499	28	4.1	37	3.9	722	4.2	6.5
3,500 to 3,999	4	0.6	6	0.6	429	2.5	4.1
4,000 or more	6	0.9	20	2.1	889	5.2	14.8
Partial income stated	23	3.4	43	4.5	773	4.5	4.5
All incomes not stated	4	0.6	11	1.2	296	1.7	1.7

Source - Census 2021 data published by the Australia Bureau of Statistics (ABS), compiled and presented by GapMaps, February 2024

Socio-Economic Indexes for Areas (SIEFA)

Socio-Economic Indexes for Areas (SEIFA) is an ABS product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The indexes are based on information from the five-yearly Census of Population and Housing.

SEIFA 2016 has been created from Census 2016 data and consists of four indexes:

- The Index of Relative Socio-economic Disadvantage (IRSD) - a general socio-economic index that summarises a range of information about the economic and social conditions of people and households within an area. Unlike the other indexes, this index includes only measures of relative disadvantage.
- The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) - summarises information about the economic and social conditions of people and households within an area, including both relative advantage and disadvantage measures.
- The Index of Education and Occupation (IEO) - is designed to reflect the educational and occupational level of communities. The education variables in this index show either the level of qualification achieved or whether further education is being undertaken. The occupation variables classify the workforce into the major groups and skill levels of the Australian and New Zealand Standard Classification of Occupations (ANZSCO) and the unemployed.
- The Index of Economic Resources (IER) - focuses on the financial aspects of relative socio-economic advantage and disadvantage, by summarising variables related to income and wealth.
- Each index is a summary of a different subset of Census variables and focuses on a different aspect of socio-economic advantage and disadvantage.

Table A.30 SEIFA scores

	IRSED		IRSCAD		IER		IEO	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
South Lismore	853	1	841	1	872	1	860	1
Tuncester	966	3	939	3	992	3	919	2
Caniaba	1120	10	1153	10	1092	9	1148	10
Howards Grass	1026	6	987	6	1027	6	1000	7
Lismore LGA	954	4	942	4	956	3	966	6
City of Sydney LGA	1027	9	1095	10	883	1	1149	10

Source - ABS, Socio-Economic Indexes for Australia (SEIFA), 2021