



# St. Peters Anglican College, Community Hub, Sports & Recreation Centre Project

Eurobodalla Shire Council  
Request for Information (RFI - 003)

Report prepared by Colliers International Project Leaders  
18 July 2023

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## 1.0 EXECUTIVE SUMMARY

**Application No.** DA0078/23

**Portal Reference:** PAN-233923

**Description:** Alterations and additions to existing educational establishment

**Address:** 61 Train Street, Broulee NSW 2537; Lot 1 DP 1037342

A panel briefing and site inspection was conducted on Wednesday 3<sup>rd</sup> May 2023 in relation to DA0078/23. The attendees to this meeting included members from the Eurobodalla Shire Council (Council), members from the Joint Regional Planning Panel (Planning Panel) and representatives from the Developer.

The content of this report responds to the following elements raised by Council and the Planning Panel;

- 2.5 Transport, Front of Campus Carpark Design
- 2.6 Staging Plan
- 2.7 Heritage Protection Zone & Tree Management
- 2.8 Exemption Request to Developers Contributions

This report has been prepared to address the '*Request for Information*' (RFI 003) raised by the Council Development Assessments team during the panel briefing on 3<sup>rd</sup> May 2023 and issued formally through 'RFI 003' on 4th May 2023.

The contents of this report aim to assist the assessments team in approving the Development Application and considering an exemption to the developer's contribution fee's.

## 2.0 RESPONSE TO COUNCIL RFI 003

### 2.1 Transport, Front of Campus Carpark Design

A revised carpark design has been provided to improve the separation of the cars and buses by providing an additional vehicle crossover onto Train St.

Further to this, an additional egress only vehicle crossover has been added to the carpark to the East to relieve traffic flow on the main roundabout access off Train St.

A detailed design with a summary of the changes has been prepared inclusive of compliant turning circles as part of *Appendix A – Traffic Design Response*.

### 2.2 Staging Plan

The proposal submitted to council under DA0078/23 was for one community hub and administration building, one sports recreation centre (gymnasium), extension and refurbishment of the existing cultural performing arts centre, civil works to existing bus loop pickup/drop-off facilities and construction of two new carparks and associated landscaping.

Due to the volume of construction works to be undertaken on an occupied school site, meticulous attention into the management of safety and school operations have been considered.

It is proposed the project will be split into two (2) stages of construction as outlined below;

#### **Stage 1**

- Construction of Sports and Recreation Centre (P10)
- Construction of the Community Hub and Administration Building (P7)
- Construction of the Cultural Centre Extension (P6), and
- Construction of the new Bus Loop (P3) and Staff Carpark (P13)
- Construction of the new front of campus carpark (P4)

The construction of the Bus Loop (P3), Staff Car park (P13) and Front of Campus Car park (P4) works will be carried during holiday periods to not reduce the existing parking capacity of the school during school operations.

The additional car parking is to be carried out in conjunction with the completion of the Sports and Recreation Centre (P10) as this building triggers the requirement for the additional car parks required to accommodate the new facility.

#### **Stage 2**

- Construction of the new Junior School
- Construction of the bicycle enclosure

An updated staging plan has been provided in *Appendix – B Updated DA Architectural Set*



## 2.3 Heritage Protection Zone & Tree Management

To clarify the Cultural Centre Extension (P6)

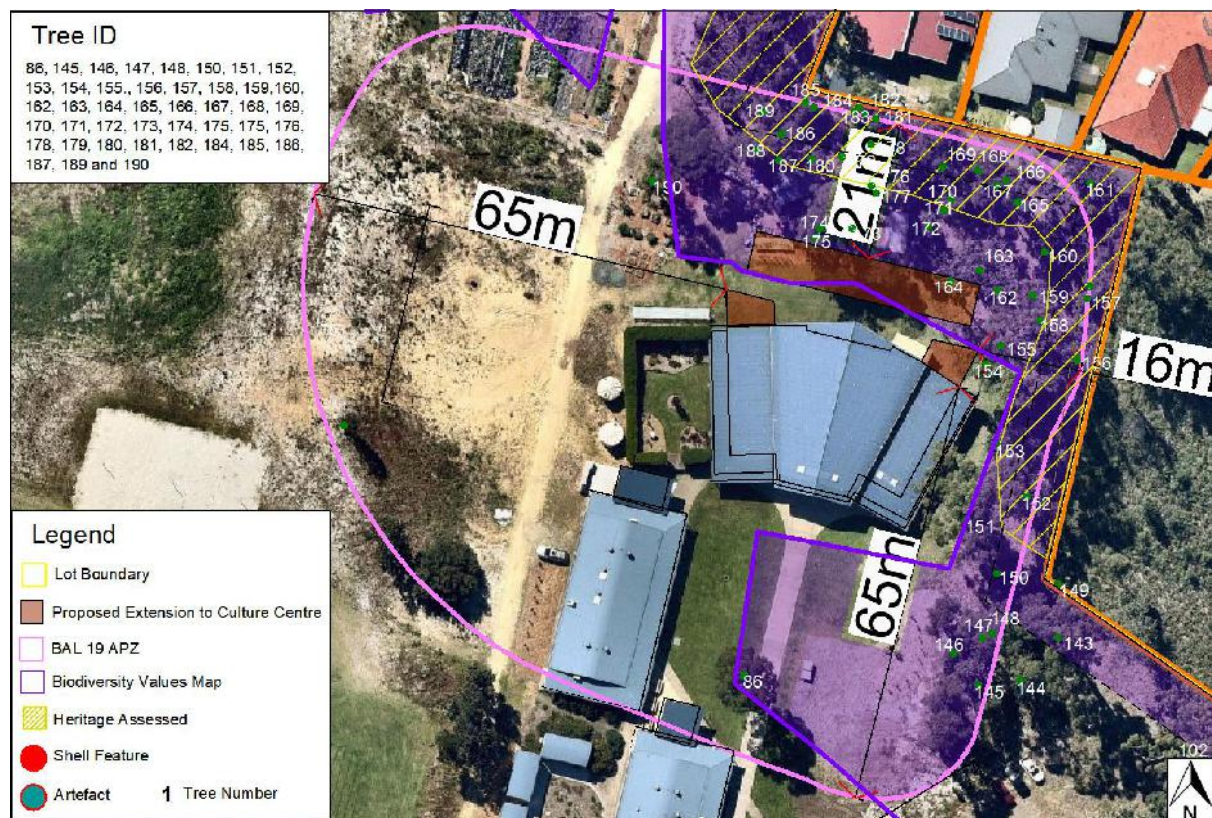
- The heritage protection zones are shown as a yellow hatched area
- The biodiversity is shown in a dark purple area, and
- The APZ is shown as a lighter purple line.

The tree's located in the biodiversity area (dark purple) are to be removed as they present a great fire risk to the extension.

The tree's located in the heritage zone (yellow hatched) are to be trimmed by a suitably qualified arborist without disturbing the ground (ropes & pulley's) and leave the trunk 1m above the finished surface level. This method will eliminate any disturbance to the ground area in which is protected which removing the fire risk safely.

Key stats for this area;

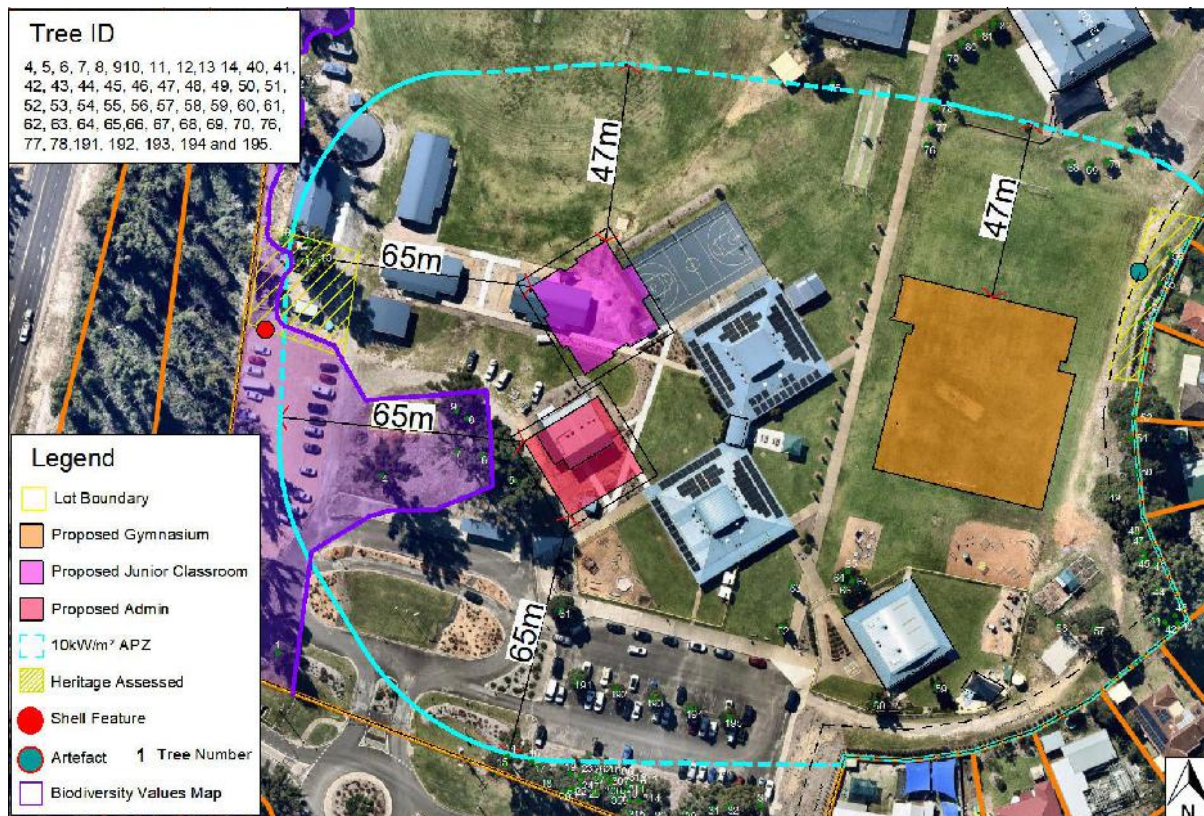
- The total number of trees to be removed is 1.
- The total number of trees to be removed to a 1m stump level is 49.



APZ, Heritage & Biodiversity mapping for P6 – Cultural Centre Extension

To clarify the Front of Campus area;

- The heritage protection zones are shown as a yellow hatched area
- The biodiversity is shown in a dark purple area, and
- The APZ is shown as a blue/turquoise line.



**APZ, Heritage & Biodiversity mapping for Front of Campus**

Key stats for this area;

- The total number of trees to be removed is 13
- There are over 20 new trees' proposed to be planted with the new front of campus design, these can be seen in the updated architectural plans as part of *Appendix – B Updated DA Architectural Set*.



## 2.4 Exemption Request to Developers Contributions

We (the developer) sought an exception to the fixed developer's contribution levies under Section 7.12 of the Environmental Planning and Assessment Act 1979 (EP&A Act)

The college being a 'Registered Charity' & 'Community & Educational Facility' meets the criteria to apply for an exception under the EP&A Act however, the initial request was rejected due to a 'lack of information' provided to the Council.

In order to provide supporting information, the Developer has engaged a Social Consultant to provide a 'Social Benefit Assessment' to order to measure the impact the College has on the surrounding community.

*Please refer to Appendix – C for a copy of the Social Benefit Assessment*

## APPENDIX A – Traffic Design Response

<b>Project:</b>	St Peters Anglican College, Broulee – Community Hub and Sports Recreation Centre Project	<b>Office:</b>	Sydney, St Leonards
<b>Project No:</b>	300303369	<b>Status:</b>	Draft
<b>Client:</b>	Anglican Diocesan Services/ CBRE	<b>Prepared by:</b>	Ingrid Bissaker
<b>Date:</b>	17 July 2023	<b>Approved by:</b>	Chris Coath
<b>Subject:</b>	Revised Car Park and Bus Layout Design (DA0078/23)		

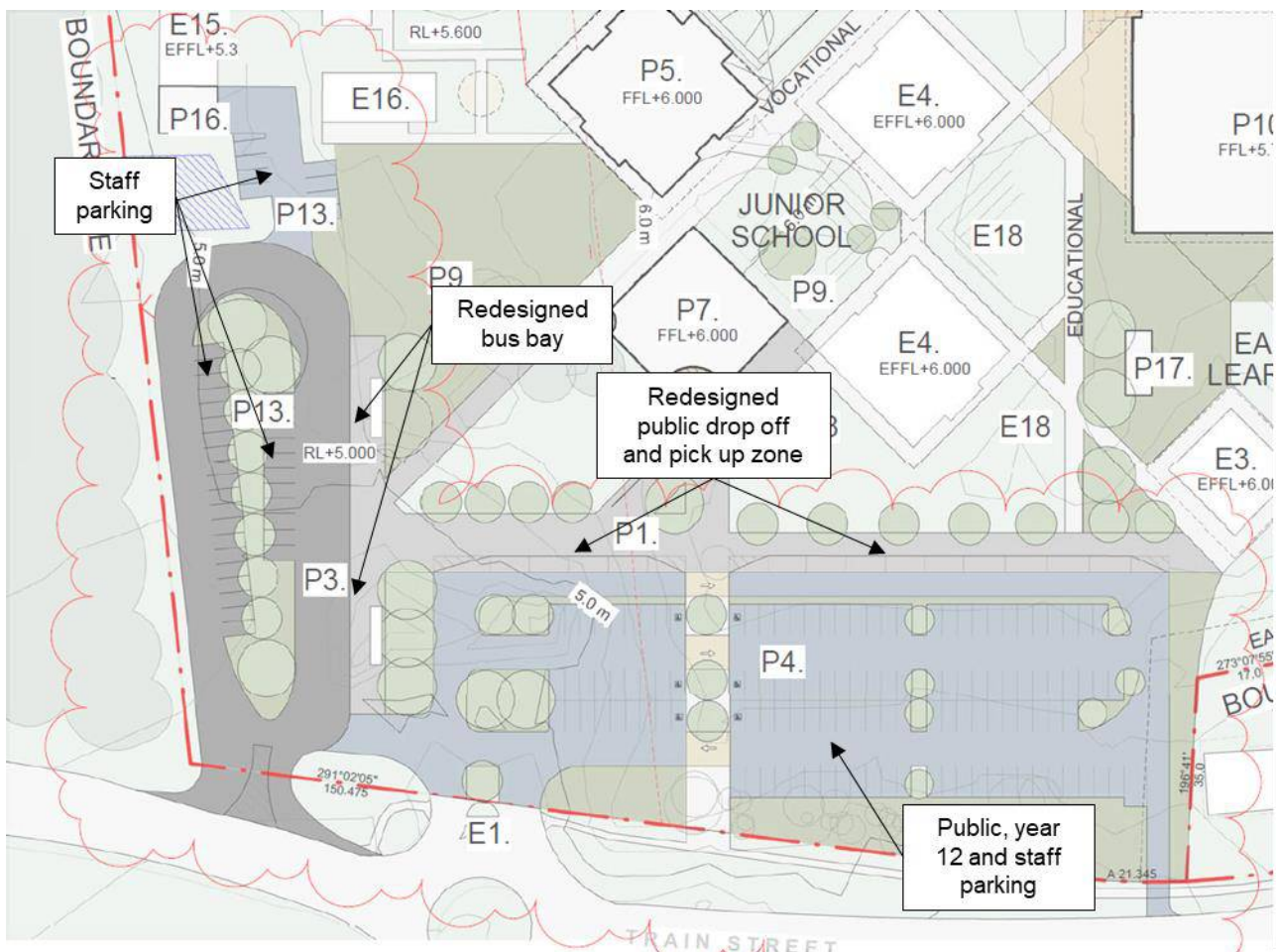
## 1. Background

Development Application approval is being sought from the Eurobodalla Shire Council (Council) for the proposed redevelopment of St Peter's Anglican College at 61 Train Street, Broulee, to accommodate a new Community Hub and Sports and Recreation Centre (Gymnasium).

The front of campus car parking and bus loop design has been updated in response to the submissions and agency advice received on Development Application (DA) 0078/23. This design has been prepared on the basis that Council has now advised of a willingness to accept additional access points onto Train Street. As such, the updated design includes a revised bus drop off loop with a separate access point along Train Street located west of the Train Street site access roundabout. The objective of the revised design is to better separate bus movements from general vehicle movements.

The revised site layout is shown in Figure 1.1.

**Figure 1.1 – Revised site layout**



Source: Cox Architecture, drawing no. DA-11-01, rev. 7, dated 29 June 2023

This technical note provides an assessment of the design changes made to the development following the DA submission to assist the relevant authorities in their consideration of the suitability of the car parking and bus layout design.

This technical note should be read in conjunction with the report “St Peters Anglican College, Broulee, Traffic Impact Assessment” (Transport Assessment) prepared by Stantec dated 3 February 2023.

## 2. Site Layout Design Changes

### 2.1 Car parking

The Transport Assessment identified a parking requirement for 188 spaces. The revised design maintains this provision. Changes to parking supply across the campus is summarised in Table 2.1.

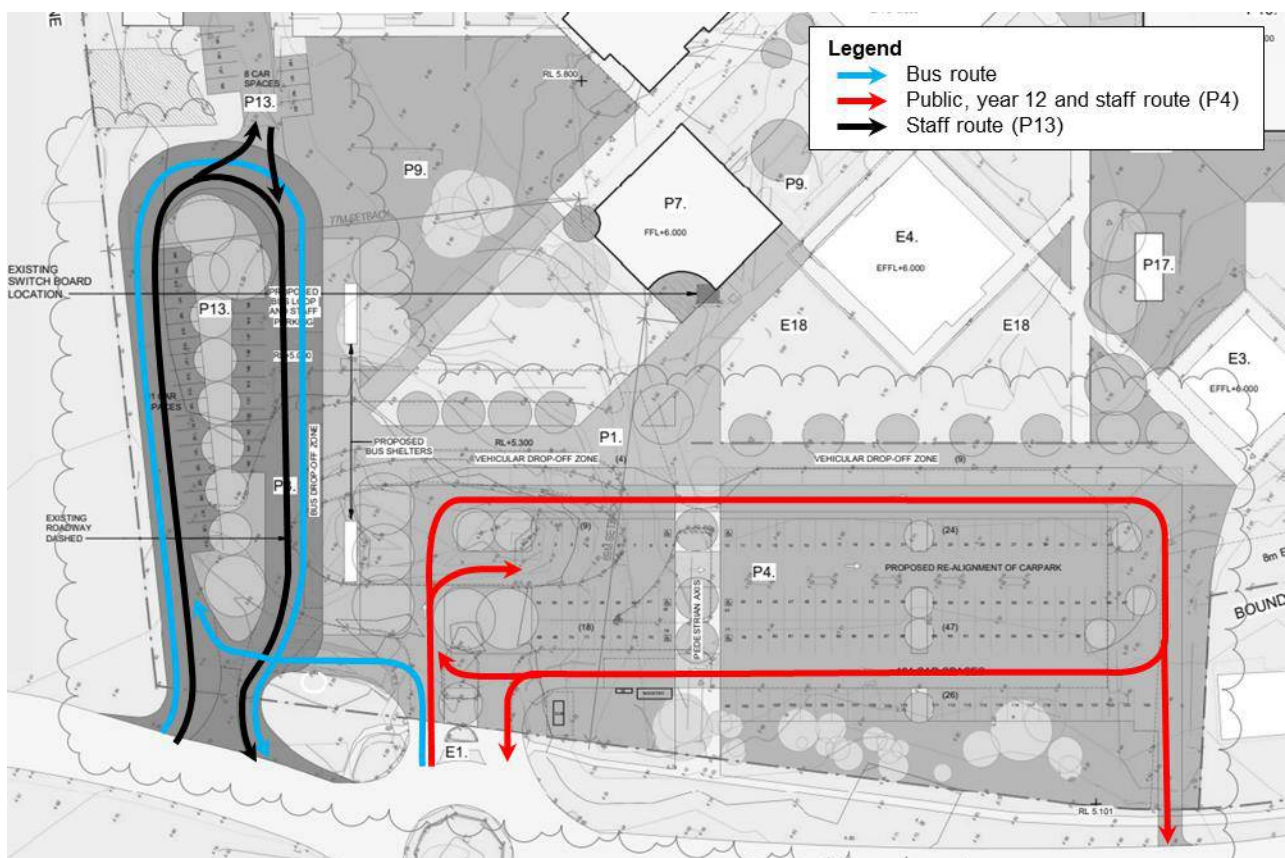
**Table 2.1 – Car park design changes following DA submission**

Car Park	Allocation	DA Submission (February 2023)	Revised Design (July 2023)	Change
Northern, with access from Caitlin Crescent	Staff	26	26	0
Western bus loop car park (P13)	Staff	68	38	-30
Eastern car park (P4)	Visitor, year 12 and minor allocation of staff	94	124	+30
<b>Total</b>		<b>188</b>	<b>188</b>	<b>0</b>

### 2.2 Vehicle Access

The revised vehicle access paths are shown in Figure 2.1.

**Figure 2.1 – Vehicle access paths**



Source: Cox Architecture, drawing no. DA-11-21, rev. 9, dated 29 June 2023



As shown, it is proposed to retain the existing vehicle access point in its current form with primary access via Train Street for the eastern on-site car park (P4), as well as the public drop off and pick up zone. An additional egress from P4 (left turn out) at the eastern edge of the car park has been provided to reduce the quantum of vehicles using the Train Street roundabout. The proposed location will result in no loss of on-street parking. Swept path analysis contained in Appendix A indicates the site access and car park layout has been designed to accommodate relevant design vehicles, including B99th percentile vehicles (cars, vans, utes), minivan and fire appliance.

A new access point is proposed west of the Train Street roundabout, providing access to a re-designed bus drop off loop. This loop also contains 38 staff parking spaces (P13). The access permits left in, left out movements only. An on-site cut through is provided to permit buses arriving from the east to enter the site via the site access roundabout and turn left onto the bus loop. On exit vehicles seeking to travel to the west along train street will be required to exit bus loop access to Train Street and undertake a U-Turn at the Train Street site access roundabout in order to travel west.

The vehicular access requires staff to traverse the bus route to access the P13 car parking spaces. Staff are regular users of the site and would arrive / depart outside of times when buses would operate on the site and hence would present minimal conflict with bus movements.

Swept path analysis contained in Appendix A indicates the new site access and bus loop has been designed to accommodate movements up to a 14.5-metre-long rigid bus.

## 2.3 Public drop off and pick up zone

The revised design proposes to reconfigure the public pick up and drop off to provide capacity for around 13 vehicles to set down at one time, resulting in an uplift of four spaces compared to the design submitted with the DA.

The revised public drop off and pick up zone therefore represents an improvement to the previous design.

## 2.4 Bus loop

The revised design proposes to reconfigure the bus loop to provide capacity for around three buses to set down at one time, and for up to 12 buses to store on site (including three in the designated bus bays), resulting in an uplift of three buses stored on site compared to the design submitted with the DA. The bus loop also allows for a bus vehicle to pass buses that are parked collecting or setting down children.

The revised bus layout therefore represents an improvement to the previous design.

## 2.5 Waste Collection

The proposal would not materially change waste collection or loading arrangements with only minor increases in waste due to increased student population as part of the master plan. It is understood that waste is currently collected kerbside on Train Street and that this arrangement is proposed to continue in the immediate future.

Consistent with the previous design, the layout can accommodate a waste collection vehicle traversing the bus loop and collecting from the northern part of the loop.

## 2.6 Design

An assessment of the architectural drawings has confirmed that all parking spaces and aisles generally comply with the requirements of the DCP and the Australian / New Zealand Standard, Parking facilities, Part 1 Off-street car parking (AS/NZS2890.1- 2004), including:

- Ramp gradients
- Parking bay dimensions
- Aisle widths
- Spaces at end of aisles
- Accessible parking bays.

Consistent with the DA submission, the only exception relates to the car parking layouts non-compliance with DCP requirements for parking bays to be at least 2.5 metres wide by 5.5 metres long with a minimum 7.0-metre-wide aisle. Rather, all spaces in the public car park (P4) are designed to be at least 2.6 metres wide by 5.4 metres long with a minimum 5.8-metre-wide aisle in accordance with AS/NZS2890.1-2004 for class 3 users and all spaces in the staff car park (P13) are designed to be 2.5 metres wide by 5.4 metres long with a minimum 5.8-metre-wide aisle, exceeding requirements of AS/NZS2890.1-2004 for class 1 and 1A users.

Designing the car park to comply with dimensional requirements outlined in the Australian Standards is considered to provide a better holistic outcome for the development when it comes to accommodating pedestrian movements and landscaping within and around the car park. Further, 5.8 metre aisles are suitable given all aisles cater for a single directional traffic flow.

The revised design and compliance with standards is therefore consistent with the previous design.

### 3. Traffic Impact

Currently, 40 and 35 per cent of vehicles during the AM and PM peak periods respectively egress the site by turning left at the Train Street roundabout. Provision of an additional egress from P4 produces the following benefit:

- Reduces the number of vehicles using the roundabout and therefore reduces queuing for right turning vehicles
- Reduces the number of vehicles using the roundabout and delaying bus movements
- Reduces the number of vehicles travelling across the pedestrian zebra crossing (east bound)

The revised bus loop and access along Train Street produces the following benefit:

- Bus movements while traveling on site will primarily be independent of other vehicle movements, including parents/ carers
- Buses will not be impacted by any internal queueing that may form on site, including by either parents / carers queued on site waiting to access the pick up/ drop off zone, or vehicles queued at Train Street roundabout waiting to egress
- Exiting bus movements have priority at the Train Street roundabout over vehicles exiting P4.

As such, the revised design is expected to reduce travel times for buses through provision of an access independent to general vehicle movements and enabling buses to have higher priority over general vehicles egressing the site at the Train Street roundabout.

As such, the revised design is expected to improve the operation of the road network.

### 4. Bus Parking Requirements

Stantec reached out to Marshall's and Priors Scenic Express to better understand existing bus routes and occupancy from students at St Peters Anglican College. Key information is provided below:

- Priors Scenic Express have nine buses that go into St Peters Anglican College in the morning and afternoon. The buses that arrive in the morning are reasonably spread between 8:00am and 8:45am. The afternoon buses arrive in close succession, with four on site at 2:55pm and the rest arriving between 3:15pm and 3:20pm.
- Marshalls have five buses that go on site in the morning and afternoon. Each bus in the morning arrives between 8:34am and 8:42am. One bus in the afternoon arrives at 2:45pm, with the remainder arriving at 3:00pm.
- The total quantum of St Peter's Anglican College students that have bus passes for Priors is 435, however not all 435 catch the bus each day.
- The total quantum of St Peter's Anglican College students that have bus passes for Marshalls was not provided.
- Each bus is currently generally close to capacity, however the split of students on each bus from St Peter's Anglican College compared to other schools is unknown.
- Bus student capacity varies between each bus and depending on whether all students are sitting or some are permitted to stand, with capacity ranging from anywhere between around 57 to 83 students.

As such, a total of 14 buses currently service the school. Consistent with Stantec's site observations as documented in the Transport Assessment, up to nine buses are on site around 3:00pm and are required to wait on site for up to 10 minutes due to needing to wait for school to finish and students to get onto the correct bus. The need to store these nine buses on site such that they do not impact operation of the public drop off and pick up zone, nor operation of Train Street, has been critical to design development to date, with the revised design capable of storing up to 12 buses on site, representing an uplift of three buses compared to existing.

The relationship between an uplift of students on site and the need for additional buses to service the school is nonlinear. While each bus is currently near capacity with students from both St Peters Anglican College and surrounding schools, an uplift in students at St Peters may result in a bus company dedicating a bus service to carry just St Peters Anglican College students, with an additional bus to continue servicing surrounding schools. As such, under this scenario the school would not see an uplift in buses arriving to the site. Further, while the redevelopment of the school may result in

additional bus demand, any additional bus service could be timetabled such that it arrives after the peak demand period at St Peters Anglican College. As such, given the design allows for an additional three buses to store on site, it is expected to be more than capable of accommodating any changes to bus demand during the peak afternoon period.

Notwithstanding, a sensitivity assessment of the uplift in student demand for buses as a result of the redevelopment has been prepared in the following.

During preparation of the Development Application, Stantec commissioned weekday AM and PM peak hour traffic and pedestrian turning movement surveys on Wednesday, 18 May 2022 between 7:00am to 9:30am and 2:00pm to 5:30pm at the Train Street roundabout. As part of this response to submissions process, Stantec commissioned updated weekday AM and PM peak hour traffic and pedestrian turning movement surveys on Thursday, 30 March 2023 during the same time periods.

The surveys indicate that the school currently generates around 150 vehicle trips by cars in the afternoon peak period. Based on a student population of 704 students and conservatively assuming only one student per car, around 20 per cent of students either drive or are picked up by a parent/ carer. Assuming around 15 per cent of students either walk or cycle to school, the remaining 65 per cent use buses each afternoon.

Table 2 of the Transport Assessment indicates the redevelopment will result in an uplift of 207 students between 2022 and 2032. Assuming 65 per cent of students catch buses, the redevelopment results in an uplift in demand for 135 students. Noting bus capacity to hold 57 to 83 students, this could result in the need for around two new buses. Notwithstanding, assuming students are evenly spread across the 14 existing bus services, this results in an additional demand of 10 students per bus.

This assessment is naturally highly conservative, noting that a car occupancy of at least 1.5 students per car could be more reasonably expected. Further, this does not account for students that are picked up later due to co-curricular activities nor for any pick up/ drop off activity that occurs on street. As such, assuming 1.5 students per car, around 32 per cent of students would be expected to either drive or are picked up by a parent/ carer, 15 per cent walk and cycle, with the remaining 53 per cent catching the bus. This would result in an additional 110 students catching the bus, or eight additional students per existing bus service assuming a linear spread.

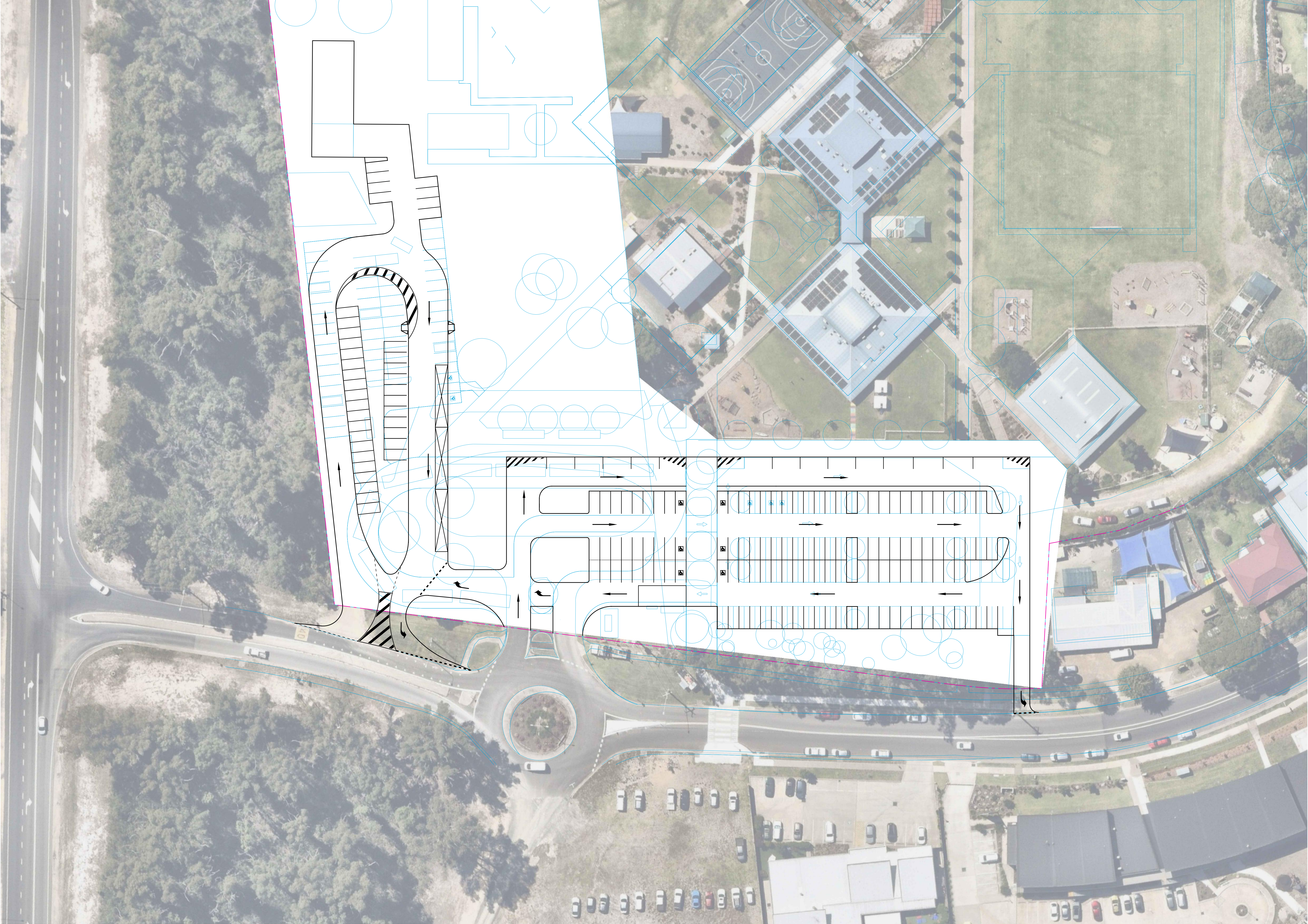
With this in mind, the additional demand could not be expected to result in the need for more than three additional bus services to arrive on site at one time during the peak afternoon period and the revised bus loop is expected to be more than capable of servicing the existing and anticipated demand.

## 5. Conclusions

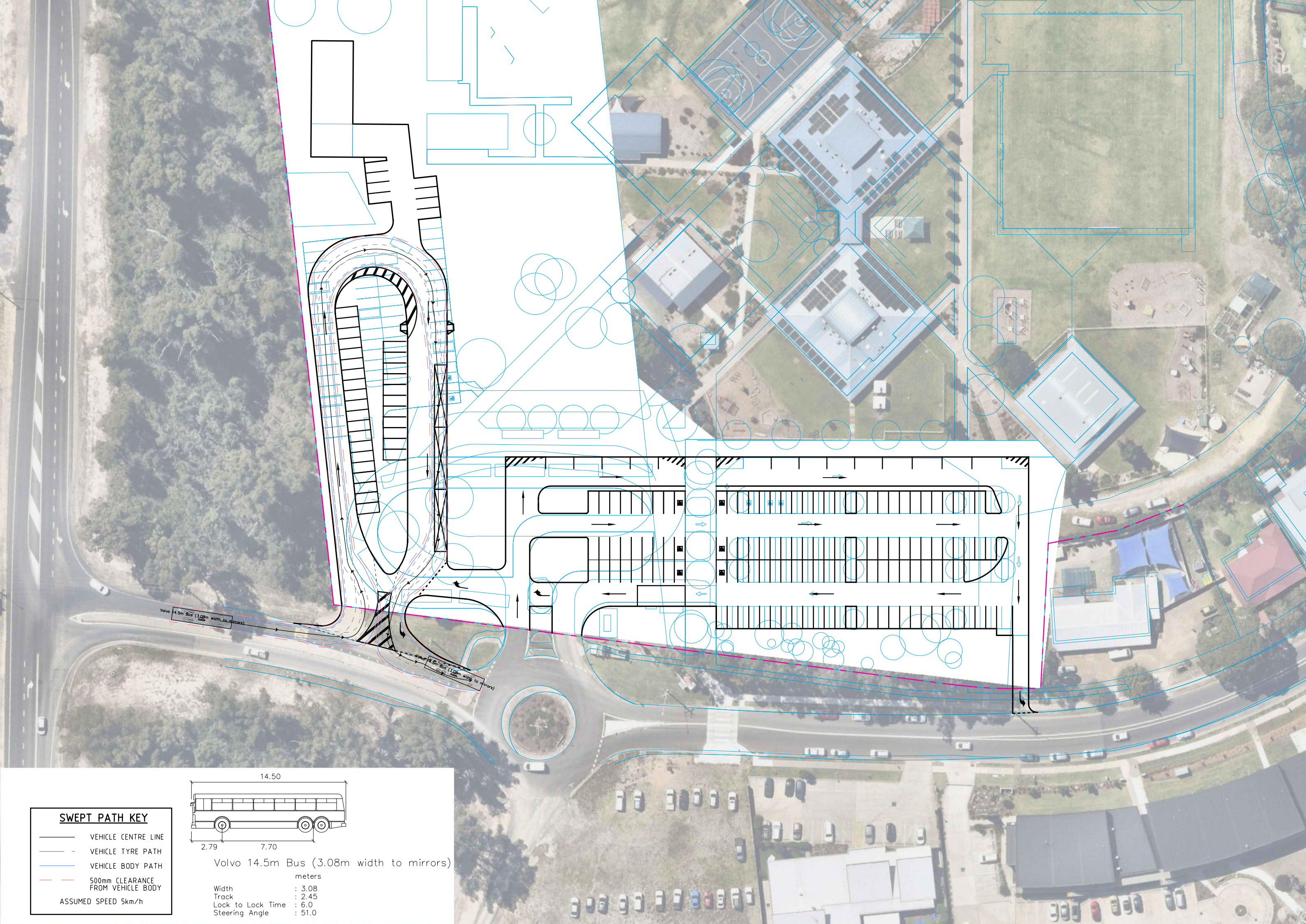
Having regard to the above, the revised design of the front of campus car parking and bus loop will suitably support the access needs of the St Peters Anglican College both now and into the future, and only represents an improvement to the design submitted with the Development Application.

## Appendix A. Swept Path Assessment







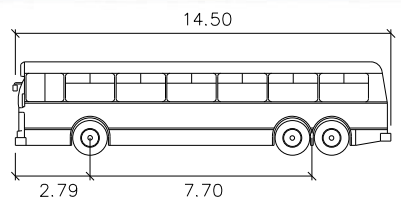


Volvo 14.5m Bus (3.08m width to mirrors)  
Volvo 14.5m Bus (3.08m width to mirrors)

**SWEPT PATH KEY**

- VEHICLE CENTRE LINE
- - VEHICLE TYRE PATH
- VEHICLE BODY PATH
- 500mm CLEARANCE FROM VEHICLE BODY

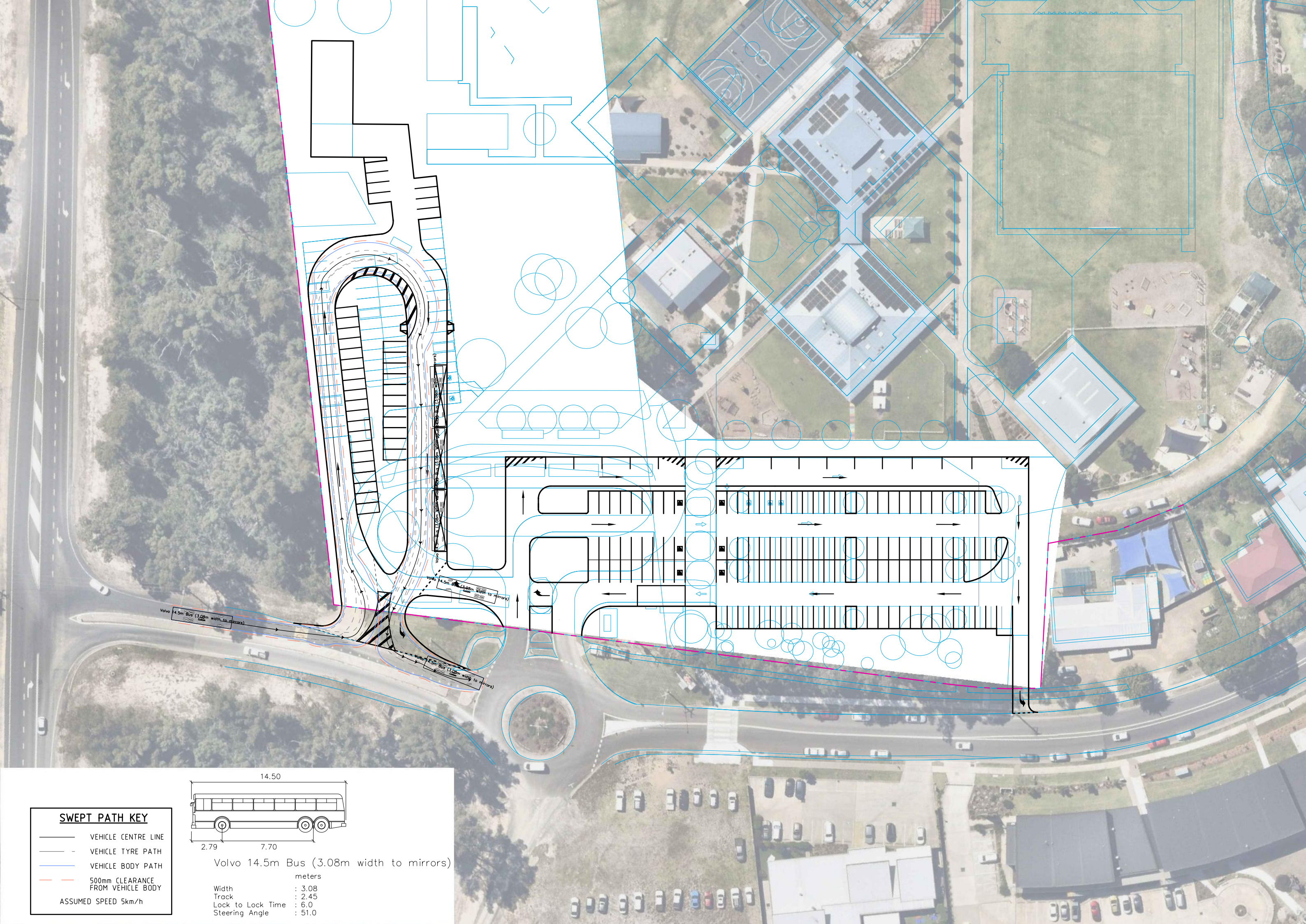
ASSUMED SPEED 5km/h



Volvo 14.5m Bus (3.08m width to mirrors)

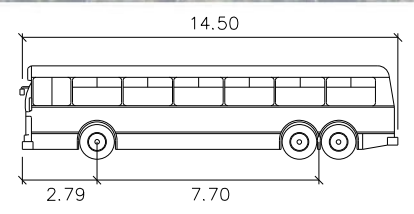
	Volvo 14.5m Bus (3.08m width to mirrors)	Volvo 14.5m Bus (3.08m width to mirrors)
Width	: 3.08	Volvo 14.5m Bus (3.08m width to mirrors)
Track	: 2.45	Volvo 14.5m Bus (3.08m width to mirrors)
Lock to Lock Time	: 6.0	Volvo 14.5m Bus (3.08m width to mirrors)
Steering Angle	: 51.0	Volvo 14.5m Bus (3.08m width to mirrors)





### SWEPT PATH KEY

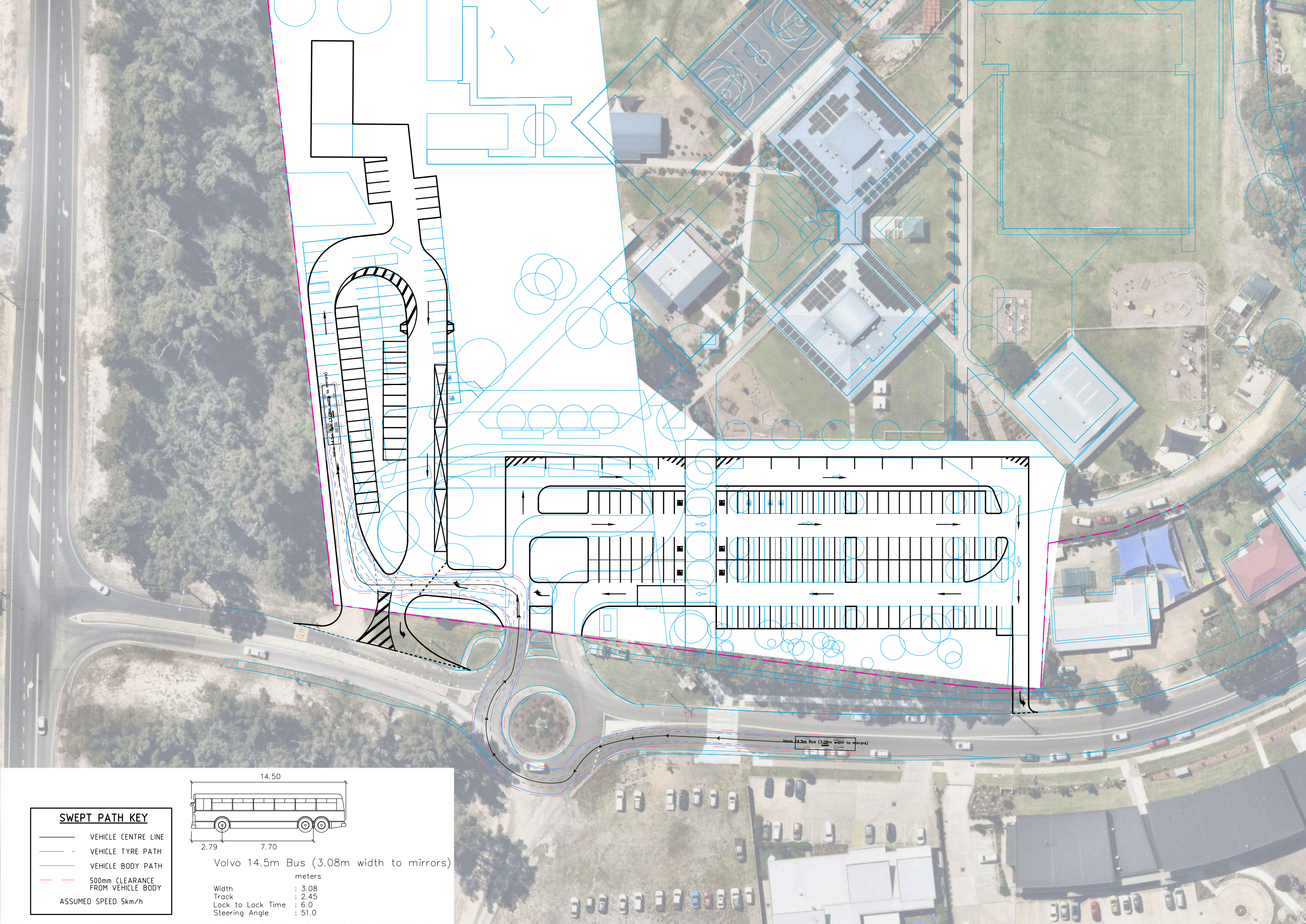
- VEHICLE CENTRE LINE
  - - VEHICLE TYRE PATH
  - VEHICLE BODY PATH
  - 500mm CLEARANCE FROM VEHICLE BODY
- ASSUMED SPEED 5km/h



Volvo 14.5m Bus (3.08m width to mirrors)

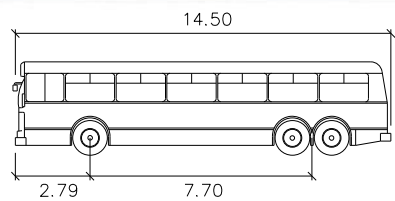
	Volvo 14.5m Bus (3.08m width to mirrors)	units
Width	: 3.08	meters
Track	: 2.45	meters
Lock to Lock Time	: 6.0	seconds
Steering Angle	: 51.0	degrees





#### SWEPT PATH KEY

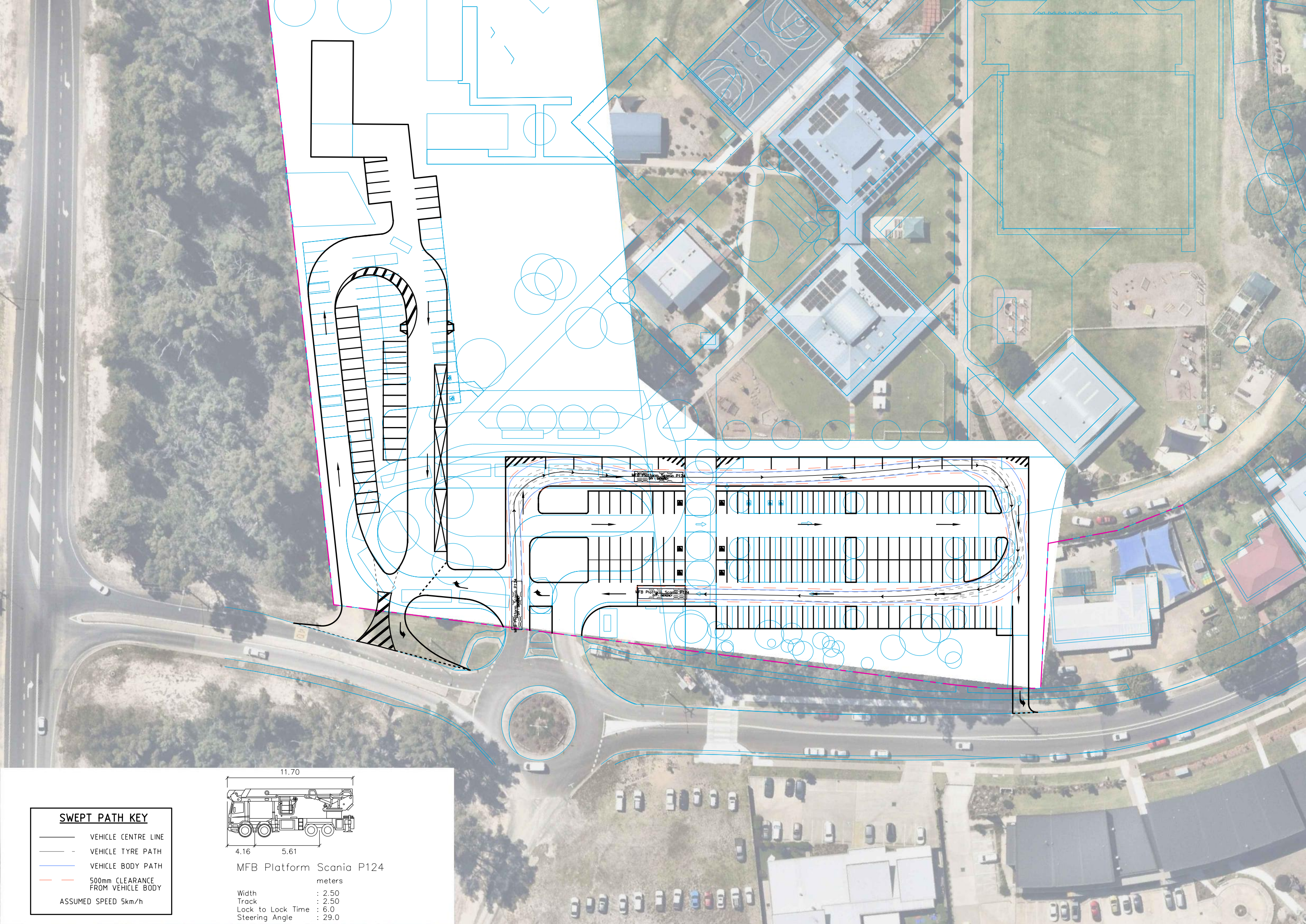
- VEHICLE CENTRE LINE
  - - VEHICLE TYRE PATH
  - VEHICLE BODY PATH
  - 500mm CLEARANCE FROM VEHICLE BODY
- ASSUMED SPEED 5km/h



Volvo 14.5m Bus (3.08m width to mirrors)

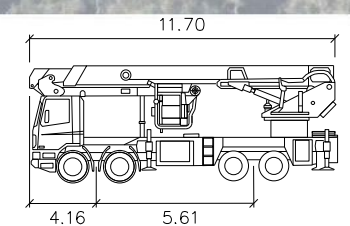
	meters
Width	: 3.08
Track	: 2.45
Lock to Lock Time	: 6.0
Steering Angle	: 51.0





### SWEPT PATH KEY

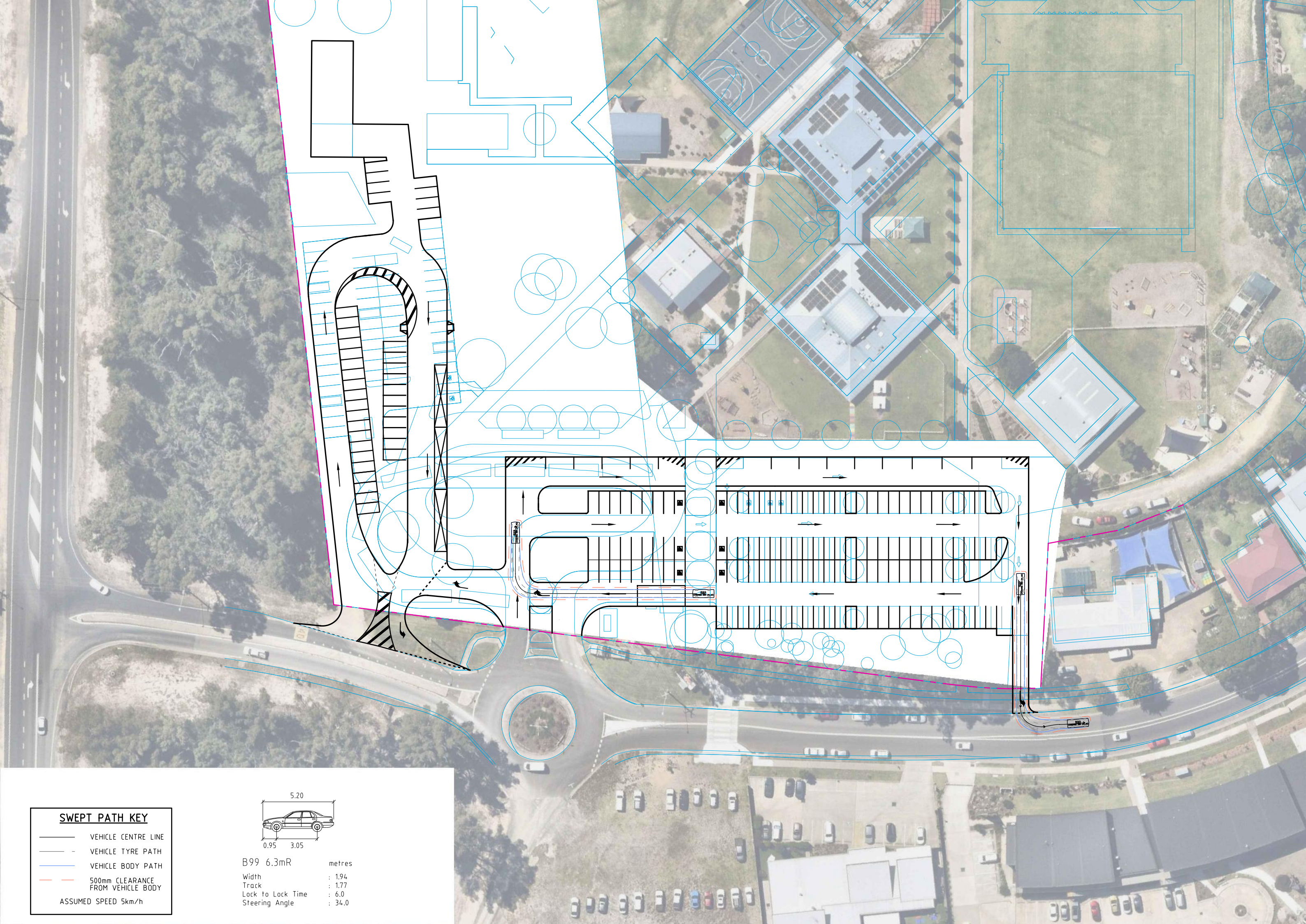
- VEHICLE CENTRE LINE
  - - VEHICLE TYRE PATH
  - VEHICLE BODY PATH
  - 500mm CLEARANCE FROM VEHICLE BODY
- ASSUMED SPEED 5km/h



MFB Platform Scania P124

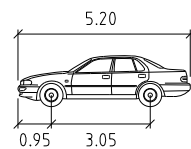
Width	: 2.50
Track	: 2.50
Lock to Lock Time	: 6.0
Steering Angle	: 29.0





#### SWEPT PATH KEY

- VEHICLE CENTRE LINE
  - - VEHICLE TYRE PATH
  - VEHICLE BODY PATH
  - 500mm CLEARANCE FROM VEHICLE BODY
- ASSUMED SPEED 5km/h



B99 6.3mR      metres

Width	: 1.94
Track	: 1.77
Lock to Lock Time	: 6.0
Steering Angle	: 34.0



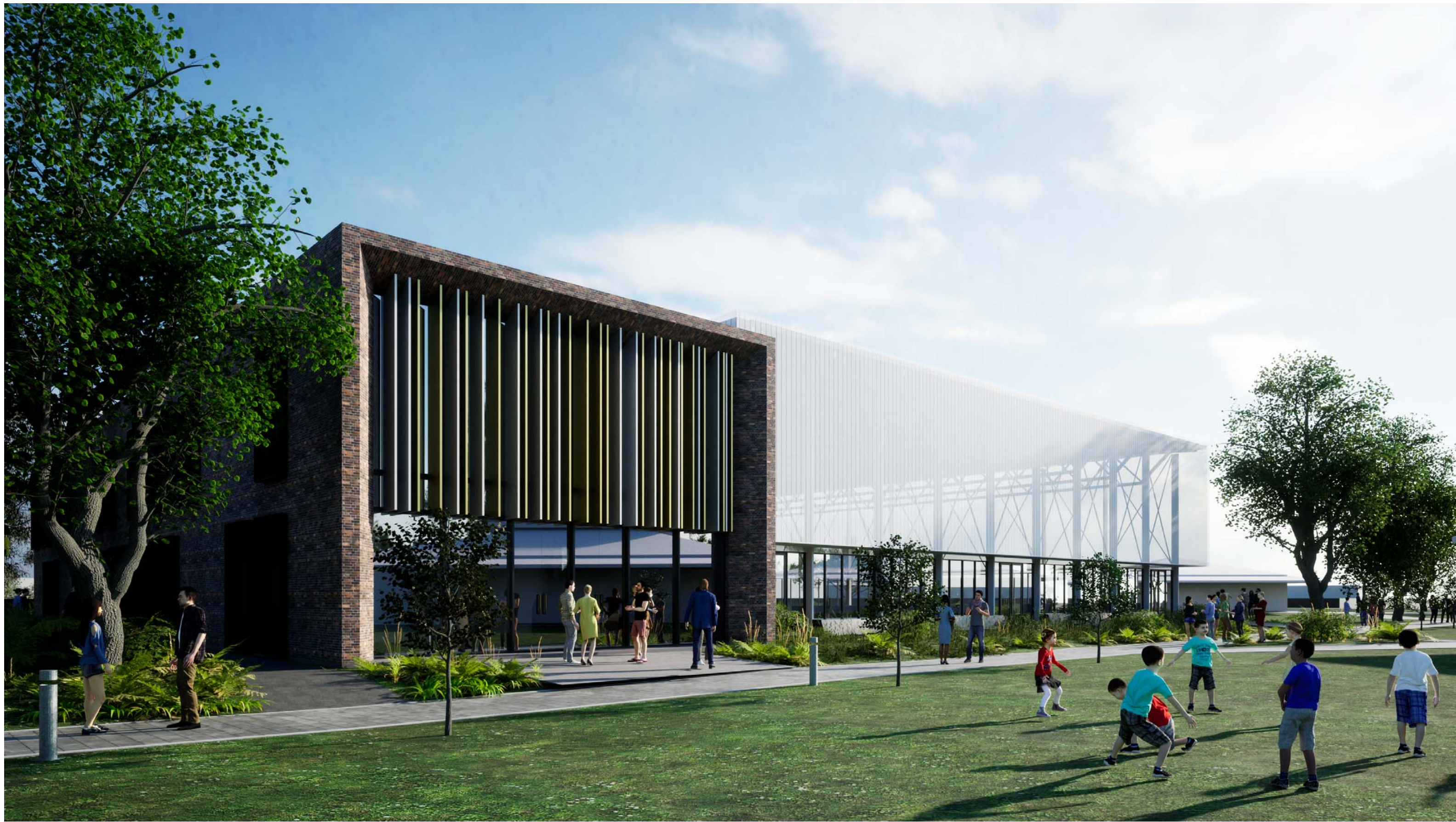
## APPENDIX B - Updated Architectural DA Set



# St. Peters Anglican College - Sports and Recreation Centre, Community Hub, Junior Classroom and Extension to Cultural Centre

61 Train Street, Broulee  
922038

DRAWING LIST		
SHEET No.	SHEET NAME	Current Revision
DA - 01 Cover Sheets		
DA-01-00	COVER SHEET - DRAWING INDEX	5
DA - 11 Site Plans		
DA-11-01	CAMPUS SITE PLAN	7
DA-11-02	CAMPUS PLAN - STAGING OF PROPOSED WORKS	5
DA-11-03	DEMOLITION PLAN	6
DA-11-04	ACCESSIBLE PATH OF TRAVEL	3
DA-11-21	FRONT OF CAMPUS SITE PLAN / PARKING PLAN	9
DA - 21 Sports & Recreation Centre		
DA-SR-21-01	FLOOR PLAN - SPORTS AND RECREATION CENTRE	5
DA-SR-21-02	ROOF PLAN - SPORTS AND RECREATION CENTRE	4
DA-SR-21-10	NOTIFICATION PLAN - SPORTS AND RECREATION CENTRE	3
DA-SR-30-01	ELEVATIONS - SPORTS AND RECREATION CENTRE	4
DA-SR-30-02	ELEVATIONS - SPORTS AND RECREATION CENTRE	4
DA-SR-40-01	SECTIONS - SPORTS AND RECREATION CENTRE	4
DA - 22 Community Hub		
DA-CH-21-01	FLOOR PLAN - COMMUNITY HUB	3
DA-CH-21-02	ROOF PLAN - COMMUNITY HUB	2
DA-CH-21-10	NOTIFICATION PLAN - COMMUNITY HUB	2
DA-CH-30-01	ELEVATIONS 01 - COMMUNITY HUB	2
DA-CH-30-02	ELEVATIONS 02 - COMMUNITY HUB	2
DA-CH-40-01	SECTIONS - COMMUNITY HUB	2
DA - 23 Junior School Classroom		
DA-JS-21-01	FLOOR PLAN - JUNIOR CLASSROOM	2
DA-JS-21-02	ROOF PLAN - JUNIOR CLASSROOM	2
DA-JS-21-10	NOTIFICATION PLAN - JUNIOR CLASSROOM	2
DA-JS-30-01	ELEVATIONS 01 - JUNIOR CLASSROOM	2
DA-JS-30-02	ELEVATIONS 02 - JUNIOR CLASSROOM	2
DA-JS-40-01	SECTIONS - JUNIOR CLASSROOM	2
DA - 24 Cultural Centre Extension		
DA-CC-21-01	FLOOR PLAN - CULTURAL CENTRE EXTENSION	3
DA-CC-21-02	ROOF PLAN - CULTURAL CENTRE EXTENSION	2
DA-CC-21-10	NOTIFICATION PLAN - CULTURAL CENTRE EXTENSION	2
DA-CC-30-01	ELEVATIONS 01 - CULTURAL CENTRE EXTENSION	2
DA-CC-30-02	ELEVATIONS 02 - CULTURAL CENTRE EXTENSION	2
DA-CC-40-01	SECTIONS - CULTURAL CENTRE EXTENSION	2
DA - 90 Materials & Finishes		
DA-90-01	MATERIALS & FINISHES	3
DA-90-02	SHADOW DIAGRAMS - SPORTS & RECREATION CENTRE	4



St Peter's Anglican College

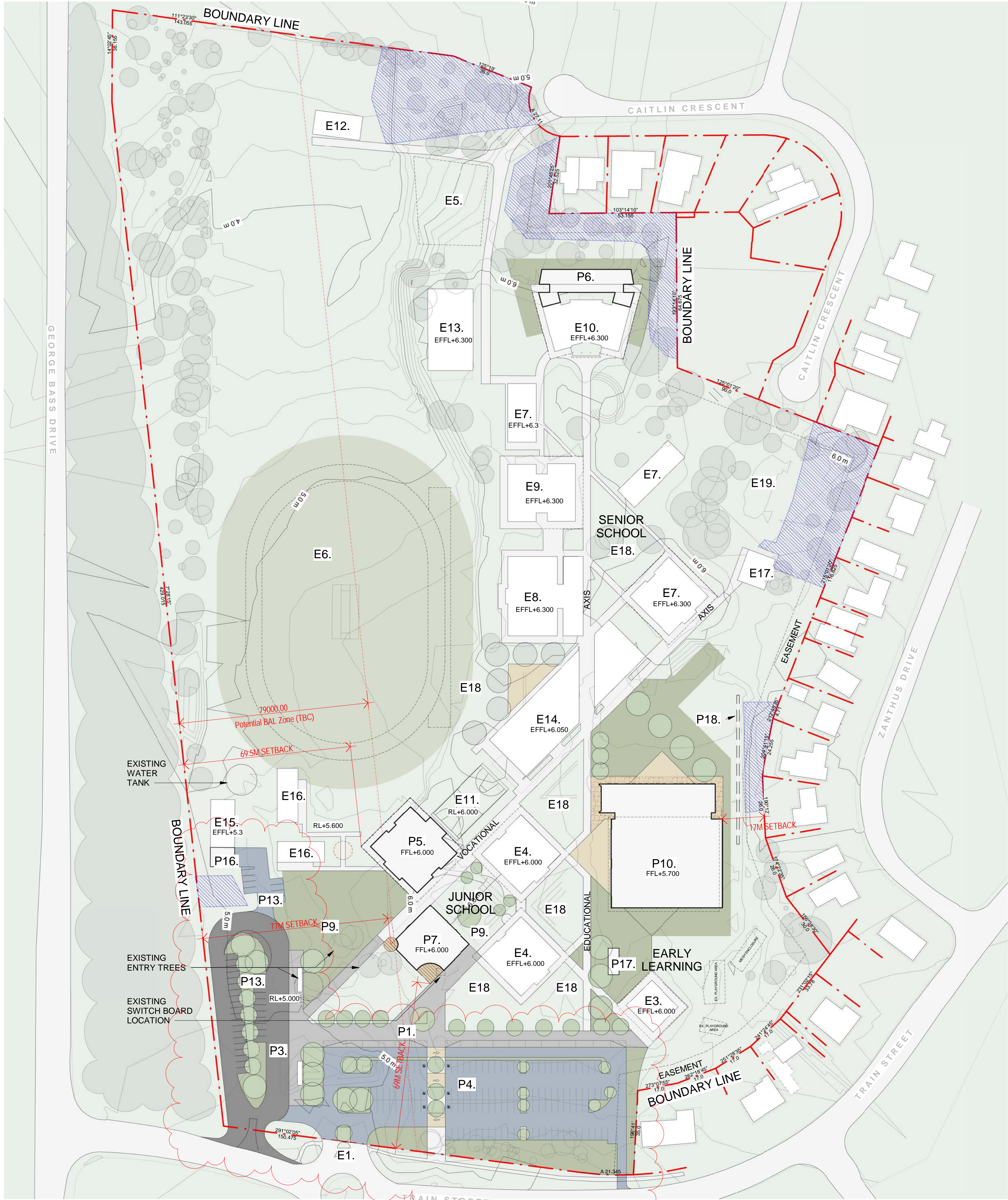


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www.coxarchitecture.com.au

Project	St.Peters Broulee	Scale:	@ A1
	61 Train St, Broulee	Date:	03/02/2023
Drawing Title	COVER SHEET - DRAWING INDEX	Revision:	5
		Drawing Number:	DA-01-00

PLOT STAMP DATE: 29/06/2023 4:14:02 PM





LEGEND

EXISTING

- E1. EXISTING VERGE CROSSING
- E2. PEDESTRIAN THOROUGHFARE
- E3. EARLY LEARNING CENTRE
- E4. JUNIOR LEARNING AREAS
- E5. EXISTING GARDEN
- E6. MAIN OVAL
- E7. SENIOR LEARNING AREAS
- E8. CAMPUS LIBRARY
- E9. SENIOR SCIENCE EXTENSION - UNDER CONSTRUCTION (SUBJECT TO SEPARATE APPROVALS)
- E10. CAMPUS CULTURAL CENTRE
- E11. OUTDOOR PLAYING COURTS
- E12. BUSH SCHOOL
- E13. D&T TRADE WORKSHOP
- E14. CAMPUS HUB - UNDER CONSTRUCTION (SUBJECT TO SEPARATE APPROVALS)
- E15. MAINTENANCE
- E16. DEMOUNTABLES
- E17. DEMOUNTABLE
- E18. EXISTING OUTDOOR LEARNING
- E19. EXISTING INFORMAL PARKING

PROPOSED

- P1. ENTRY CONCOURSE
- P2. NATURE PLAY
- P3. NEW BUS DROP-OFF LOOP
- P4. PROPOSED VISITOR PARKING
- P5. JUNIOR LEARNING AREAS
- P6. CULTURAL CENTRE EXTENSION
- P7. COMMUNITY HUB & ADMINISTRATION BUILDING
- P9. UNCOVERED EXTERNAL LANDSCAPED LEARNING SPACE
- P10. PROPOSED SPORTS & RECREATION CENTRE
- P11. INFORMAL PARKING
- P13. STAFF CARPARK
- P16. WASTE ENCLOSURE (SUBJECT TO SEPARATE APPROVAL)
- P17. BIKE STORAGE
- P18. TRANSPARENT ACOUSTIC FENCE - REFER TO ACOUSTIC REPORT

LEGEND: SITE PLANS

- FFL X.XXX PROPOSED FINISHED FLOOR LEVEL (METRES) ABOVE DATUM.
- FSL X.XXX PROPOSED FINISHED SLAB LEVEL (METRES) ABOVE DATUM.
- RL X.XXX PROPOSED REDUCED SPOT LEVEL (METRES) ABOVE DATUM.
- EFFL X.XXX EXISTING FINISHED FLOOR LEVEL (METRES) ABOVE DATUM.
- EFSL X.XXX EXISTING FINISHED SLAB LEVEL (METRES) ABOVE DATUM.
- ERL X.XXX EXISTING REDUCED SPOT LEVEL (METRES) ABOVE DATUM.

GENERAL DIMENSIONS (DIAGONAL)  
DIMENSIONS TO GRID (DOT)

E.no	EXISTING BUILDING	PROPERTY BOUNDARY	HERITAGE FEATURES
P.no	PROPOSED BUILDING	EXISTING TREE RETAINED	ROOF LINE ABOVE
	PROPOSED SOFT LANDSCAPING	PROPOSED TREE	EXISTING SURVEY UNDERLAY
	PROPOSED LANDSCAPING		
	PROPOSED BITUMEN ROAD/PARKING		
	PROPOSED ROADWAY BUS		

**NOTES:**  
1. TO BE READ IN CONJUNCTION WITH LANDSCAPE DRAWINGS.  
2. REFER TO LANDSCAPING, CIVIL AND HYDRAULIC DOCUMENTATION.  
3. RLS SHOWN ARE INDICATIVE. SUBJECT TO DETAIL DESIGN & FINAL FOOTPATH / CIVIL LEVELS.  
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5. HERITAGE FEATURES APPROXIMATE.



St Peter's Anglican College



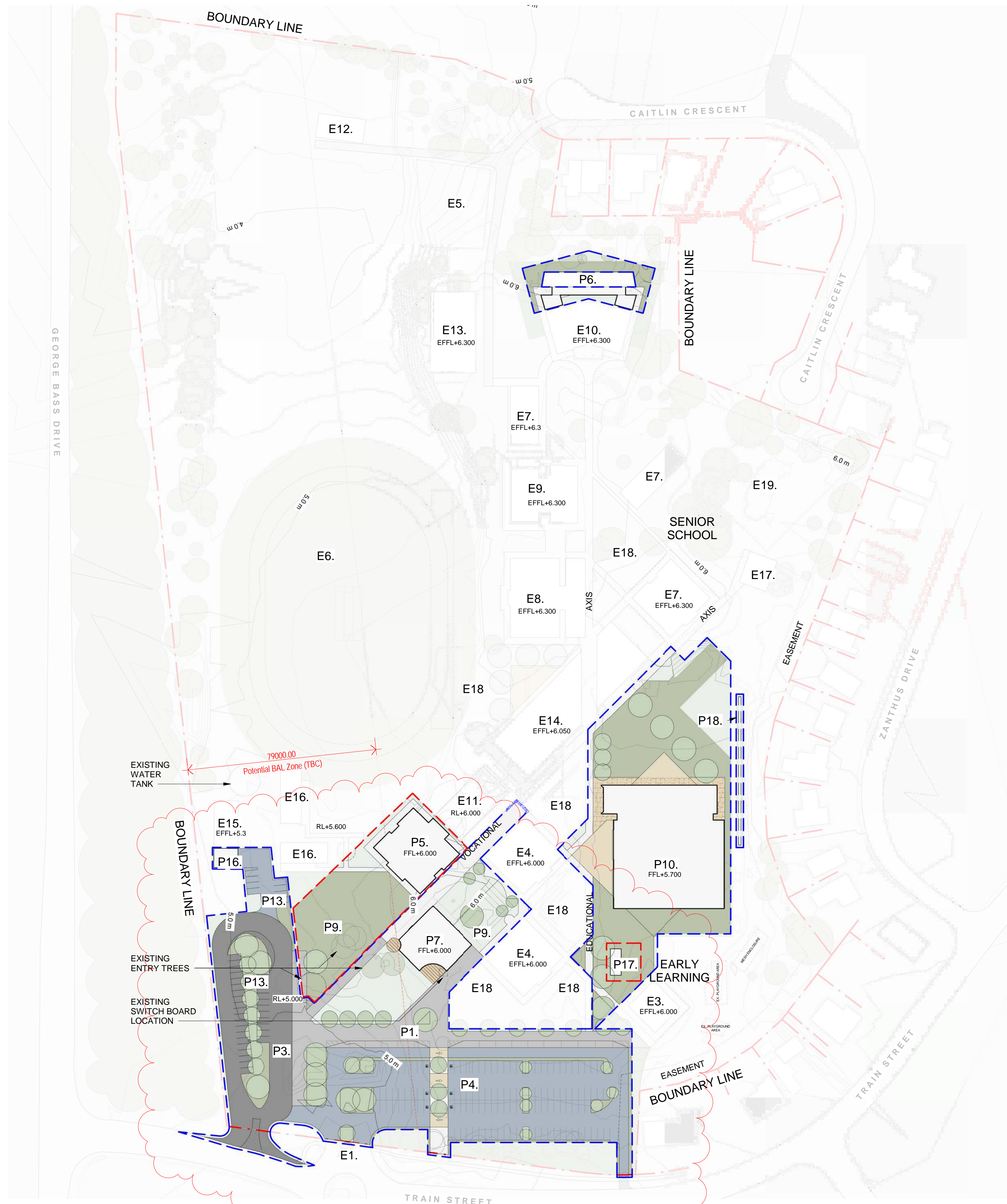
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Date:	29/06/2023		
Revision:	7		
Drawing Title	CAMPUS SITE PLAN	Drawing Number:	DA-11-01

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### STAGING

#### STAGE 1: SCOPE OF WORKS

- REMOVAL OF DEMOUNTABLE UNITS
- P3. NEW BUS LOOP
- P4. VISITOR CARPARK
- P6. CULTURAL CENTRE EXTENSION
- P7. COMMUNITY HUB & ADMINISTRATION BUILDING
- P10. SPORTS & RECREATION CENTRE
- P18. TRANSPARENT ACOUSTIC FENCE
- P13. STAFF CARPARK
- P16. WASTE ENCLOSURE

#### STAGE 2: FUTURE WORKS

- P5. JUNIOR SCHOOL CLASSROOM BUILDING
- P17. BICYCLE STORAGE

### LEGEND

#### EXISTING

- E1. EXISTING VERGE CROSSING
- E2. PEDESTRIAN THOROUGHFARE
- E3. EARLY LEARNING CENTRE
- E4. JUNIOR LEARNING AREAS
- E5. EXISTING GARDEN
- E6. MAIN OVAL
- E7. SENIOR LEARNING AREAS
- E8. CAMPUS LIBRARY
- E9. SENIOR SCIENCE EXTENSION - UNDER CONSTRUCTION (SUBJECT TO SEPARATE APPROVALS)
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- P17. BIKE STORAGE
- P18. TRANSPARENT ACOUSTIC FENCE - REFER TO ACOUSTIC REPORT



St Peter's Anglican College

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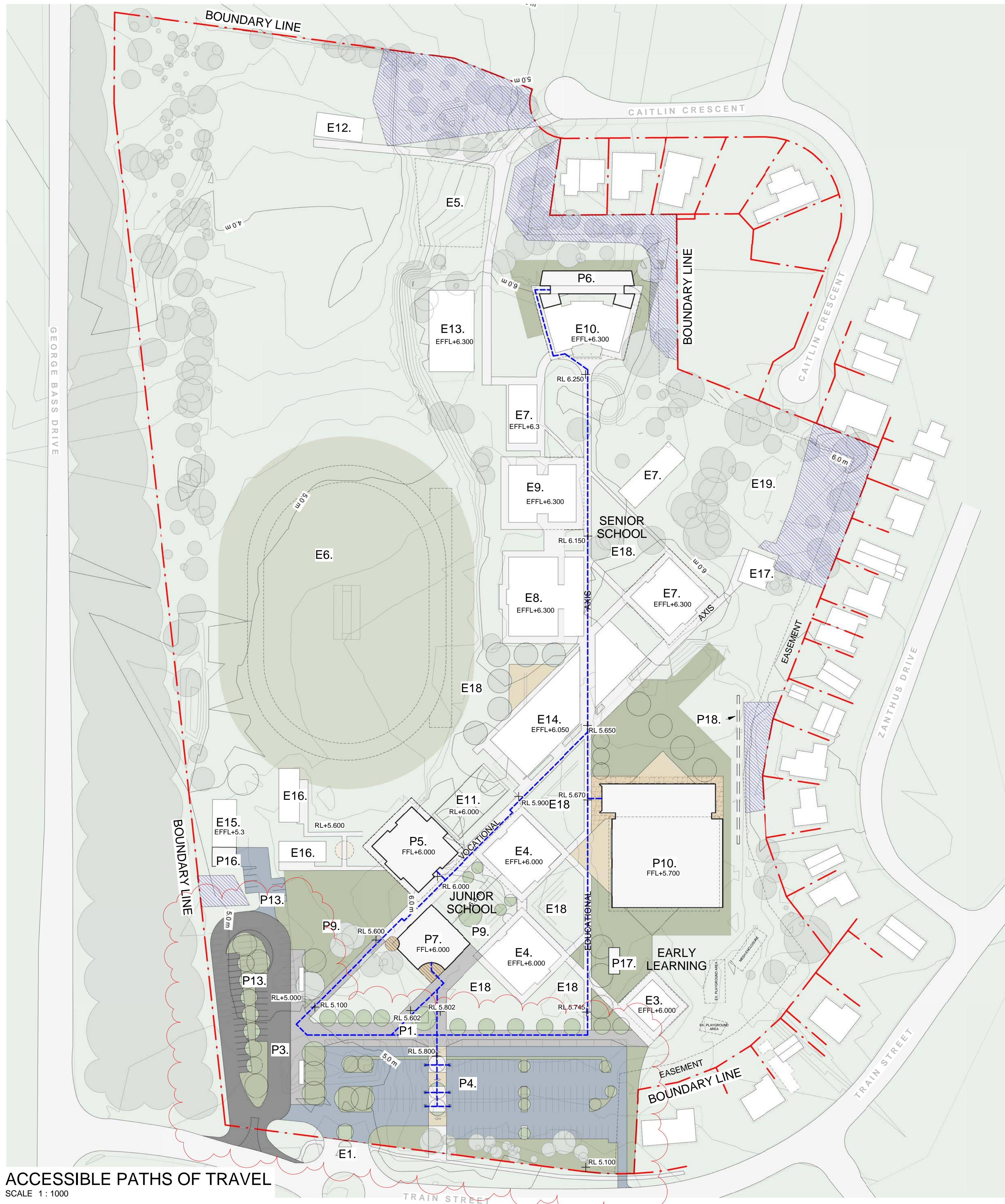
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Project	St.Peters Broulee	Scale:	1 : 1000 @ A1
	61 Train St, Broulee	Date:	03/02/2023
Drawing Title	CAMPUS PLAN - STAGING OF PROPOSED WORKS	Revision:	5
		Drawing Number:	DA-11-02



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ACCESSIBLE PATHS OF TRAVEL  
SCALE 1:1000

## LEGEND

### EXISTING

- E1. EXISTING VERGE CROSSING
- E2. PEDESTRIAN THOROUGHFARE
- E3. EARLY LEARNING CENTRE
- E4. JUNIOR LEARNING AREAS
- E5. EXISTING GARDEN
- E6. MAIN OVAL
- E7. SENIOR LEARNING AREAS
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### LEGEND: SITE PLANS

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- FSL X.XXX PROPOSED FINISHED SLAB LEVEL (METRES) ABOVE DATUM.
- RL X.XXX PROPOSED REDUCED SPOT LEVEL (METRES) ABOVE DATUM.
- EFFL X.XXX EXISTING FINISHED FLOOR LEVEL (METRES) ABOVE DATUM.
- EFSL X.XXX EXISTING FINISHED SLAB LEVEL (METRES) ABOVE DATUM.
- ERL X.XXX EXISTING REDUCED SPOT LEVEL (METRES) ABOVE DATUM.

E.XX

BUILDING ID, REFER TO LEGEND

1500 1500  
GENERAL DIMENSIONS (DIAGONAL)  
DIMENSIONS TO GRID (DOT)

- E.no EXISTING BUILDING
- P.no PROPOSED BUILDING
- PROPOSED SOFT LANDSCAPING
- PROPOSED LANDSCAPING
- PROPOSED BITUMEN ROAD/PARKING
- PROPOSED ROADWAY BUS

- PROPERTY BOUNDARY
- EXISTING TREE RETAINED
- PROPOSED TREE

- HERITAGE FEATURES
- ROOF LINE ABOVE
- EXISTING SURVEY UNDERLAY
- ACCESSIBLE PATH OF TRAVEL

NOTES:  
1. TO BE READ IN CONJUNCTION WITH LANDSCAPE DRAWINGS.  
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Scale: As indicated @ A1  
Date: 29/06/2023  
Revision: 3  
Drawing Number: DA-11-04  
Drawing Title: ACCESSIBLE PATH OF TRAVEL







## APPENDIX C – Social Benefit Assessment



Anglican Diocese of  
Canberra & Goulburn

## **SOCIAL BENEFIT ASSESSMENT**

St Peter's Anglican College

**FINAL**

July 2023





St Peter's Anglican College

## FINAL

Prepared by  
**Umwelt (Australia) Pty Limited**  
on behalf of  
**Anglican Diocese of Canberra & Goulburn**

Project Director: Dr Kate Raynor  
Project Manager: Helen Le Gresley  
Report No. R01/23398  
Date: July 2023



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This report was prepared using  
Umwelt's ISO 9001 certified  
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### **Acknowledgement of Country**

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	Name	Date	Name	Date
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Final V1	Dr Kate Raynor	17/07/2023	Dr Kate Raynor	17/07/2023

# Abbreviations

Abbreviation	Description
<b>ABS</b>	Australian Bureau of Statistics
<b>the College</b>	St Peter's Anglican College
<b>the Diocese</b>	Anglican Diocese of Goulburn and Canberra
<b>the Guideline</b>	NSW DPIE Social Impact Assessment Guideline (2023)
<b>the Project</b>	The development and expansion proposed at St Peter's Anglican College
<b>LGA</b>	Local Government Area
<b>NSW</b>	New South Wales
<b>SA2</b>	Statistical Area 2
<b>SEIFA</b>	Socio-Economic Indexes for Areas
<b>Umwelt</b>	Umwelt (Australia) Pty Ltd

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# 1.0 Introduction

This Social Benefit Assessment Report documents the process and outcomes of undertaking an assessment of the social benefit of the St Peter's Anglican College development (the Project) and its capacity to contribute to community wellbeing. Social infrastructure and Community Benefit Assessment frameworks are employed to make an informed decision about the Project's alignment to the principles of social value.

This report has been developed by Umwelt Environmental and Social Consultants (Umwelt) on behalf of the Anglican Diocese of Canberra & Goulburn. It is intended to be read as an input into an application to the Eurobodalla Shire Council for an exemption from s7.12 development levies.

The report includes the following key components:

- **Social baseline profiling:** to define the baseline social context in which the Project is situated and the area of social influence/the social locality for the Project.
- **Social Benefit Impact Assessment and Opportunities:** preliminary evaluation of social benefits, as informed by stakeholder engagement, secondary data collection, and policy and literature review. Preliminary identification of potential strategies to enhance positive social impacts of the Project and mitigate potential negative social impacts of the Project.

## 1.1 Project Overview

### 1.1.1 The Infrastructure

The Anglican Diocese of Canberra and Goulburn is proposing a range of new buildings at St Peter's Anglican College in Broulee, New South Wales as detailed in a Campus Masterplan developed in 2022. This Masterplan captures the growth of facilities to expand the College's capacity to serve its community and provide a setting for enhanced educational and development outcomes for students from Prep School age (4 years) up to Year 12. The Project will complement the construction of the new Senior Science and Vocational Education and Training (VET) hub buildings that are already underway.

The College is located approximately a three-minute drive from the Broulee township, which is described further in **Section 4.1**.

The key components of the project are outlined below. Infrastructure with limited community benefit, such as carparks, and bus drop off areas are not included in the summary. An overview of the development considered as part of the Project is provided in **Figure 1.1**.

- Sports and recreation centre:
  - The sport and recreation centre development consists of two sections. The main single storey, full-height section contains two indoor multi-use playing courts and a large equipment store. A smaller two storey section contains the entry/reception, cardio and weights room, male and female amenities and storeroom on the ground floor, and the uniform shop, two classrooms, PE office and storerooms on the first floor.

- Administration and Community Hub building:
  - The administration and community hub building will include a reception, offices, meeting rooms, gallery and exhibition space, and general College amenities such as a sick bay. The original administration building was lost in the Black Summer bushfires of 2019–2020.
- Cultural Centre Extension:
  - The extension will add to the facilities already provided in the existing Cultural Centre, a multipurpose centre used for school productions, assemblies, examinations and classroom teaching.

In addition to enlarging an existing classroom and providing a music storeroom, the extension will contain music practice rooms, small recording studios, a staff office and a storeroom. The building will be acoustically isolated to ensure the sound from the music practice rooms do not affect nearby residences.

### 1.1.2 The Development Process

The proposed Project is classed as a regional development as the capital investment value of the proposal exceeds \$5 M. As such, the consent authority for the development application is the Southern Regional Planning Panel. The application is currently under assessment awaiting submission of additional information in relation to a number of matters, having been assessed against all applicable planning controls applying to the land. This includes both state and local government controls.

The Eurobodalla Shire Council's *Eurobodalla s7.12 Contributions Plan 2022* requires that developers pay a levy based upon the construction value. Clause 1.4 of the 7.12 plan provides that an application for an exemption to the contributions plan can be made by registered charities, not for profit organisations and social housing providers. In March 2023, an application for an exception made by Colliers International Holdings Ltd on behalf of the Project, was considered in the Council meeting of 28 March, with a recommendation that no exemption be provided as not enough information was included regarding how the Project would "contribute to community wellbeing" (Eurobodalla Shire Council, 2023). The matter was deferred to a further meeting of Council (no date provided).

One of the key objectives of this assessment will be to determine the broader public benefit of the Project, with a focus on the Project's capacity to contribute to community wellbeing through education, recreation, community and cultural facilities and activities.

#### 1.1.2.1 Development Contributions

As stated in the *NSW Department of Planning Practice Notes for Fixed Development Consent Levies*, Councils may choose to exempt types of development from s7.12 levies, including exemptions for works undertaken for charitable purposes or by a registered charity and other community or educational facilities (NSW Government, 2021). Exemption policies must be stated in the s7.12 contributions plan and be specific about the types of facilities to be exempted. As stated in Section 1.1.2 of this report, the Eurobodalla Shire Council's *Eurobodalla s7.12 Contributions Plan 2022* can exempt registered charities and not for profit organisations from paying the development contribution, in addition to exemptions for development, public amenities, services, and facilities provided by or on behalf of the Council; and/or development that involves rebuilding or repair of damage resulting from declared natural disasters (such as flooding or bushfires) by the NSW State Government (Eurobodalla Shire Council, 2022).

The Project, as outlined in **Section 5.1** to **Section 5.3**, will be providing services and facilities across the Broulee and wider Eurobodalla community that could also be expected to be provided by a Council, and will be rebuilding parts of the College that were damaged in the 2019-2020 Black Summer bushfires. The Project, for which the exception is sought, will also require little need for public amenities and services provided by the Shire as these are encapsulated in the Project itself.

From a broader sector perspective, the 2020 Infrastructure Contributions Review received submissions from the NSW school and university sector raising concerns about the lack of transparency and consistency with regard to local government infrastructure contributions and that these contributions were being levied on not-for-profit providers of social infrastructure with social benefit stating that this approach:

*“fails to recognise the significant difference between housing developers and school owners. A housing developer’s contribution connection to the community ends when all its properties are sold. A school becomes part of the fabric of the local community, helping shape a community’s character and future citizens for generations to come.”* (The Association of Independent Schools of NSW Ltd, 2020)

The final report recognised the process for seeking development contribution exemptions or partial exemptions occurs in a *“system that is both complex and inconsistent, with some development being exempt from one type of contribution mechanism, but not another”* (NSW Productivity Commission, 2020). The recommendation regarding local exemptions focused on establishing a set of principles that could be applied to decision making, including but not limited to:

- Infrastructure demand created – with developers should only be liable for their share of additional infrastructure demand. An exemption may be considered for certain developments such as those that have on-site facilities or those that do not generate infrastructure demand.
- Social benefit provided – an exemption may be considered where the social benefit from a development exceeds the economic benefit from a contribution payment.
- Capacity to pay – an exemption may be considered for community developments that have a limited capacity to pay and nature of service provision such as not for profits or charities (NSW Productivity Commission, 2020).

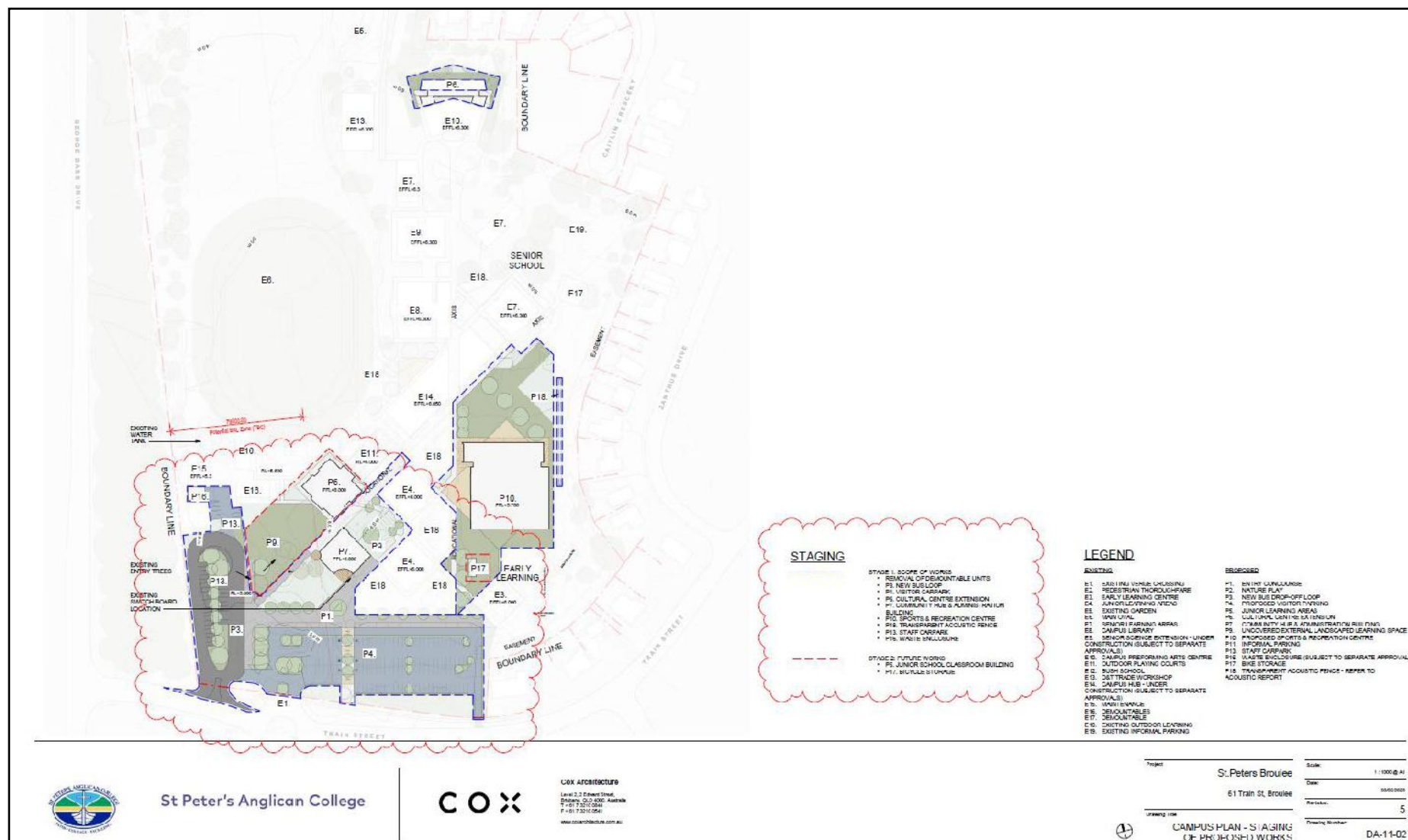


Figure 1.1 Project Area



## 1.2 The Proponent

The Anglican Diocese of Goulburn and Canberra (the Diocese) is a partnership of churches in 60 ministry units, agencies and schools, covering most of south-east New South Wales, the eastern Riverina and the Australian Capital Territory (ACT) (Anglican Diocese of Canberra and Goulburn, 2023). The Anglican Diocese of Canberra and Goulburn was first established as a separate diocese (the Diocese of Goulburn) in 1863 and is a registered charity under the Australian Charities and Not-for-profits Commission (ACNC) for religious and community engagement programs. Education is a key mission for the Diocese, and they manage five Diocesan schools and three company schools. St Peter's Anglican College in Broulee, New South Wales is one of the Diocesan schools.

St Peter's Anglican College (the College) was established in 2003 and currently caters to approximately 700 students from Prep to Year 12. The College is a Prep to Year 12 co-educational day school on the Far South Coast of NSW with a school catchment of Bawley Point to the North and Tilba to the South. The College opened in 2003 and provides residents of the Eurobodalla Shire with an independent, Anglican low-fee and co-educational school experience. Students at the College are encouraged to develop their knowledge, skills, attitudes and spiritual awareness to better understand themselves and their relationship with others (St Peter's Anglican College, 2021).

A full range of learning options is available, particularly in the latter years of Year 11 and 12, with pathways that support both ATAR and VET options. The College has focused on growing VET capability in hospitality, constructions and agriculture, with a new commercial grade kitchen supporting the education of hospitality students (IntervieweeA, 2023).

The College maintains engagement pathways into the community through maximising existing connections with community groups across recreation, arts and culture, charitable sectors, and this encourages ongoing dialogue about potential partnerships and opportunities (IntervieweeA, 2023). Young people at the College are also members of the Eurobodalla Shire Youth Committee (Eurobodalla Shire Council, 2023).

Fees at St Peters vary, with children attending Pre-Kinder being charged \$40 per day to attend and those in grades Kinder to Year 6 pay \$5,380 per year. This then increases for grades 7-9 where the yearly fee is \$6,440 and for the senior school grades 10-12 the fees is \$6,860. The College provides discounts for second and subsequent children attending the school concurrently. This ranges from 20% for the second children and up to a 100% discount for the fourth and subsequent children (St Peter's Anglican College, 2022). Approximately 60 bursaries are provided to a mix of students each year and fee relief is available if required on the basis of equity and access (IntervieweeA, 2023). As the College, as part of the Diocese, is a not for profit organisation, all income from fees is reinvested in teaching and educational infrastructure (IntervieweeA, 2023).

## 2.0 Methodology

The methodology adopted in this study is based on guidelines, frameworks, and standards in the fields of Social Infrastructure and Community Benefit Assessment. This methodology has been developed and employed because at present the Eurobodalla Shire Council.

*“has no specific requirements contained...in the Developer Contributions Plan with regard to how you assess an application for exemption...[however] it is considered that the nexus of providing a public benefit or contributing to community wellbeing, is why exemptions are permitted to the Contributions Plan”*  
(Eurobodalla Shire Council, 2023)

The Australian Government’s Infrastructure Audit assesses the efficacy of social infrastructure against three indicators, all of which are focused on the benefit to the community. These are:

- Access: The availability of infrastructure for households and businesses, and how easy it is to use them.
- Quality: The standard of the infrastructure provided, covering capacity, reliability, efficiency and customer satisfaction.
- Cost: The total cost impact on users, including upfront and ongoing charges for users (Australian Government, 2019).

The methodology employed in a Community Benefit Assessment assesses the broader social, economic and environmental benefit of an infrastructure or investment decision and the positive impact this can have on people and place (InvestLogan, 2019). This assessment will focus on the elements of community services and community access and participation outlined in the Eurobodalla Community Strategic Plan (Eurobodalla Shire Council, 2022), in addition to elements of inclusion and access regularly considered in Community Benefit Assessment:

- Community services and facilities: the provision of inclusive, safe and attractive community services and facilities.
- Community access and participation: capacity of the local community to access and participate in the facility and for the creation of partnerships across business and community sectors (InvestLogan, 2019; Eurobodalla Shire Council, 2022).

This methodology was selected as it provided the most reliable and valid way to assess the public benefit of the Project to the community of Broulee Tomakin and the wider Eurobodalla Local Government Area, in keeping with established metrics used in Australia.

To assess the elements as described above, the assessment has utilised the methodology outlined in this chapter, that draws upon best practice in Social Impact Assessment, Social Infrastructure Audits and Community Benefit Assessment, with key data inputs and methods outlined in **Table 2.1.** and underpinned by the principles of social value, outlined in **Section 3.0.**

## 2.1 Study Scope and Requirements

Umwelt is informed by the core principles of social planning and social impact assessment. This includes: 1) identifying important community values, aspirations and needs; 2) understanding or recommending interventions, policies or projects to respond to these needs and values; and 3) ensuring that the social aspects of a development are appropriately identified, assessed, and evaluated.

**Table 2.1 Assessment Methods**

Phase	Assessment Methods	Description
Social Baseline Analysis	Community Profile	Assessment and analysis of ABS Census data and other relevant social and community indicators / data sets to develop a detailed social baseline profile of the communities of interest within the social locality.
	Document Analysis	Collation and review of relevant policies/ reports/studies /background information relating to the Project.
Stakeholder analysis	Stakeholder interviews	Engagement and analysis of interviews with key stakeholders (n= 3) to understand likely project impacts and benefits. Three interviews were undertaken.
Social Benefit Evaluation	Social benefit analysis and opportunities	Review and analysis of secondary data (including local histories, local government strategic plans and assessment studies, previous projects, relevant literature, and primary data collected through stakeholder interviews), to understand historical, existing and emerging issues and opportunities across the target communities and how these intersect with potential public benefit from the project.

## 2.2 Defining the Area of Social Influence

The term ‘social locality’ or ‘area of social influence’ is commonly used in social impact assessment practice and is also relevant when assessing the public benefit of a project, in assessing ‘who’ may benefit. There is no fixed meaning or predefined geographic boundary to a social locality (e.g., the local suburb, or ‘within 500 metres’). Instead, the scale of the social locality should be established on a case-by-case basis, having regard to the nature of the project and its impacts (NSW Government, 2023). For further direction, the following has been considered when defining the social locality for this project:

- **The scale and nature of the project;** the scale of the current and proposed infrastructure and anticipated activity, and potential direct and indirect impacts on the surrounding community.
- **Who may be affected by the project and how they may be affected;** their social, cultural and demographic characteristics; their relevant interests and values; the things that differentiate groups (such as cultural diversity) as well as things that they have in common; and the broader community and public interest.
- **Whether any vulnerable or marginalised people may be affected by the project;** including people on low incomes; people living with disabilities; culturally and linguistically diverse communities; people who are unable to represent themselves or other vulnerable people such as elderly people, children or single-parent households.

- **Relevant social, cultural, demographic trends or social change processes** occurring now or in the past near the development site and in the broader region, including how people have felt or experienced these changes; community resilience; different trends and patterns around access to facilities, or population and demographic; or experiences of extreme weather and natural hazards.
- **The history of the proposed project and the area**, and any similar experiences people near the project have had, including change prior to, or created by, the planning assessment process; how people have reacted to early discussions; and how these discussions and other experiences have affected the broader community; and the traditional Aboriginal use of the place, recent history of the place and people and any ongoing traumas.

In defining the social locality for Project, statistical areas prescribed by the Australian Bureau of Statistics (ABS) have also been considered. The primary communities of interest that comprise the social locality for the purposes of this assessment include the following:

- The Local Government Area of Eurobodalla (LGA).
- The Local Area of Broulee Tomakin (SA2).

## 2.3 Social Baseline Profile

A baseline social profile gathers knowledge from both primary and secondary data sources to increase understanding of the existing social environment in which a project is proposed, and of potentially affected communities. The social baseline profile is a foundational component of a Social Benefit Assessment, as it provides the basis from which social benefits associated with the Project may be predicted, assessed, and maximised over time.

Profiling provides a comprehensive summary of the key characteristics of the people of a community or project area and involves developing a detailed understanding of the social context in which a project is based to inform impact prediction.

### 2.3.1 Data Sources

To gain an understanding of the demographic characteristics and composition of communities within the area of social influence, and to ascertain how the Project may change or affect people, socio-economic and demographic data has been gathered and summarised from the ABS Census (2021) and the Social Health Atlas of Australia (PHIDU, 2020), as well as relevant literature and education and local government plans and strategies.

The data sources analysed and key indicators of interest, including a brief explanation of their relevance to the Project are outlined in **Table 2.2**.

**Table 2.2 Social Baseline Profile Data Sources**

Key Questions	Data Source	Indicators of Interest
<p>What is the demographic composition of the community?</p> <p>What is the proportion of the population that could benefit from the proposed Project?</p> <p>Is the Project going to be of value to the local/regional community? Does the project align with community values, aspirations, needs?</p> <p>Are there any groups that will require a particular engagement approach to facilitate their involvement and participation in the Project (i.e., languages or cultural/ educational barriers, vulnerabilities)?</p> <p>Are there any specific social trends evident in the region?</p>	<p>(ABS, 2021) – General Community Profile</p> <p>Community Strategic Plan (Eurobodalla Shire Council, 2022)</p> <p>NSW Association of Independent Schools Strategic Plan 2019 – 2022 (Association of Independent Schools, 2019)</p> <p>NSW Education Strategic Plan 2018-2023 (NSW Government, 2018)</p>	<p>Current population and trends</p> <p>Median age and age distribution</p> <p>Unemployment rate</p> <p>Educational attainment</p> <p>Weekly household income</p> <p>Proportion of vulnerable groups (unemployed, low-income families, older people, Aboriginal and Torres Strait Islanders)</p>
<p>What is the socio-economic status of the College students</p> <p>What is the level of advantage / disadvantage in the community?</p>	<p>(ABS, 2021) – General Community Profile</p> <p>(MySchool, 2023) – School Profiles</p>	<p>Student socio-economic demographics</p>
<p>What are the Council's key priority areas?</p> <p>Is the proposed project aligned with the Council's strategic plan?</p> <p>Are community values, concerns and/or aspirations documented in the Community Strategic Plan?</p> <p>How does the proposed project fit within the broader regional and state education strategy?</p>	<p>Eurobodalla Shire Council: Community Strategic Plan (Eurobodalla Shire Council, 2022)</p> <p>Recreation and Open Space Strategy 2018 (Eurobodalla Shire Council, 2018)</p> <p>Creative Arts Strategy (Eurobodalla Shire Council, 2019)</p> <p>Youth Action Plan – DRAFT (Eurobodalla Shire Council, 2023)</p>	<p>Council Vision</p> <p>Council Strategies in recreation, arts and culture, young people, and the economy.</p>
<p>What are the attitudes and perspectives of local and regional residents – are they likely to be supportive of the project?</p> <p>What are the key concerns of the community in relation to the project?</p> <p>Are there any strategies on how to manage the impacts of the project?</p> <p>To what extent will the project support the community?</p>	<p>Stakeholder Engagement</p>	<p>Knowledge of the project</p> <p>Level of support for the project</p> <p>Concerns related to the project</p>

## 2.4 Stakeholder Engagement

Social benefit assessment involves the participation and collaboration of people that may have an interest in, or those that are affected by a project. As Burdge (2004) outlines, stakeholders may be affected groups or individuals that:

- live, work, or recreate near the Project
- have an interest in the proposed action or change
- use or value a resource associated with the Project
- are affected by the Project e.g., may be required to relocate because of the project.

A stakeholder identification process was undertaken that focused on the perspective of current users of the space and current providers of community facilities. Due to the compressed timeframes and the preliminary nature of this report the stakeholder engagement was limited to the College, a current and anticipated user of the space (Little Athletics), and a Eurobodalla Council representative.



## 3.0 Considering Social Value

This section outlines the principles to be considered when assessing the broader social value or benefit to the community of social infrastructure and development such as schools. Social value emphasises the welfare of communities over individuals and considers the ability of a place or facility to activate social networks, citizenship and wellbeing (McShane, 2005).

Assessing the Project against the framework outlined in **Section 2.0**, i.e., the Australian Government Infrastructure Audit and Community Benefit Assessment, requires linkages to be made with a set of principles that are specific to the social value of schools as community facilities/ infrastructure. Research regarding Schools as Community Hubs, alongside a school's capacity to provide accessible community services and facilities of social value in addition to their key remit of fostering educational outcomes for all, is considered as part of the set of principles.

### 3.1 Principles

#### 3.1.1 Schools as Community Hubs

Schools can play an important role within their local setting beyond the provision of mass education, with many state and territory governments in Australia declaring renewed aspirations for schools to play a more influential role in their local communities (Cleveland, McShane, Chandler, Backhouse, Aston & Clinton, 2023). When schools become a community hub they engage with their social networks, partner with outside groups, and share their facilities to meet community needs and improve student outcomes – they become “more than a school” (University of Melbourne, 2022).

Six overarching principles shape schools as community hub initiatives and these include:

- *Engaging*: Developing and sustaining partnerships with the local community and stakeholders.
- *Achievable*: Clearly defined goals and vision beyond education.
- *Equitable*: Maximise access to hub activities, programs and services to all who wish to participate without compromising security of staff and students.
- *Efficient*: Maximise efficient use of hub resources.
- *Responsive*: Maximise alignment of hub offerings to changing community strengths and needs.
- *Impactful*: Promote positive and lasting impact through regular patronage (University of Melbourne, 2022).

### Case study: Young High School and Community Library, Young NSW, Opening 2023

**Purpose:** Joint use school and community library in Young, NSW to promote whole of life learning.

**Hub activities and services:**

- School and community library
- Gallery and Community Group space
- Multipurpose workshop and learning spaces
- Wiradjuri Learning Centre
- Community and tertiary study spaces.



**Outcome:** The facility successfully merged previously separate community, health, cultural, education, and tertiary facilities in a new regional hub for the community. (University of Melbourne, 2022)

## 3.1.2 Accessible Community Services and Facilities

Community services and facilities are less tangible or less easily priced or valued in economic terms and are more likely to be valued by their capacity to enhance sense of community and promote active citizenship (McShane, 2005). Critical to this capacity is accessibility, as accessible community services and facilities can play a large role in countering social isolation and creating welcoming spaces for all (Latham & Layton, 2019). Spaces such as schools, recreation centres and art galleries may not be accessible to the whole community the whole of the time, but they can still be considered as accessible public spaces if they provide an opportunity for individuals from different backgrounds to socialise and make connections with one another. For example, in a study of a primary school with an after-hours open playground, the space became one where parents met and socialised in ways they might not do in other social settings (Latham & Layton, 2019).

Accessible community facilities are critical to regional areas as they can often play central and multiple roles in the community, assisting in building social cohesion and fostering community resilience in times of stress, such as natural disasters (Infrastructure Australia, 2019). Furthermore, multi-use, rather than single-use facilities, are more likely to encourage social capital as they provide a bridge or link between shared users and encourage accessibility, co-location and sharing of resources (McShane, 2005). Facilities such as schools and libraries that are available for other activities like community meetings, theatre, fitness classes and music concerts are viewed as being more accessible and of higher social value to the community (Latham & Layton, 2019).

## 3.1.3 Educational Outcomes and Access

Inclusive education enables all students, regardless of ability, to study in a local school that supports their socio-economic status, cultural heritage, religion, gender etc. (Boyle & Anderson, 2020). The most recent guiding principles for the delivery of education in Australia, the *Alice Springs (Mparntwe) Education Declaration*, sets out two main goals for the education system:

- Promote excellence and equity.
- All young Australians become confident and creative individuals, successful lifelong learners and informed members of the community (Australian Government, 2019).

- Under this declaration all education sectors are supported, government and non-government, secular and faith based, to provide all young Australians access to high quality education that is inclusive and free from any form of discrimination (Education Council, 2019).

Currently the majority of students in Australia are enrolled in government schools (64.5%), followed by Catholic schools (19.7%) and independent schools (15.9%). Independent schools have recorded the largest increase in total student enrolments over the five years to 2022, growing their student cohort by 12.5% (Australian Bureau of Statistics, 2023).

## 4.0 Social Baseline

This section describes the social baseline profile of the social locality of relevance to the Project. It provides initial analysis of the defining characteristics of the communities considering demographic and social indicators. Further, it considers an understanding of how people currently live, work and recreate in the area.

The following components have been considered in the social baseline for this Project, namely:

- **Geographic and spatial** – identification of communities of interest and relevant stakeholders.
- **Development context** – a review of the recent history of local communities, including cultural characteristics and community values, and other development issues to ascertain the response of local communities to the development.
- **Community capital/assets** – an assessment of levels of vulnerability or resilience across the communities of interest and their capacity to respond to change. This will focus on educational and student attributes and community facility needs.
- **Key community values, issues, and concerns** – documentation of current community issues, as identified in key strategic planning documents, regional plans and/or studies.

### 4.1 Social Localities

Local Government Areas (LGAs) include areas in which employees might live, service companies might be based and key social impacts like traffic impacts, economic development or competition, amenity, cultural heritage or impacts on infrastructure may be felt. For the purposes of this assessment, the LGA is the Eurobodalla Shire Council.

The Walbanga people of the Yuin nation are recognised as the first people of the Eurobodalla region and have an enduring custodianship and connection over the land and waterways (Eurobodalla Shire Council, 2021). With 143 kilometres of coastline, 83 beaches and four major river systems the area is known as the land of many waters. The population is spread along the coastline, with the main regional centre being Batemans Bay, along with the main towns of Moruya and Narooma, and smaller villages such as Broulee and Tilba (Eurobodalla Shire Council, 2021). The main land use in the Shire is conservation (42%) and timber production (31%), with only 4% of the land designated as urban (Eurobodalla Shire Council, 2021). Residents in the Shire have access to a cross section of retail, education, health, and recreation services with approximately 86% of working residents employed locally (Eurobodalla Shire Council, 2021). **Figure 4.1** provides a snapshot of key localities and natural features within the Shire.



**Figure 4.1 Key localities in Eurobodalla LGA (Eurobodalla Shire Council, 2021)**

*Source: (Eurobodalla Shire Council, 2021).*

The local area is generally defined to be an area with a physical relationship to the project and which is likely to experience neighbour interactions. The local area in this assessment is Broulee Tomakin SA2 and Eurobodalla LGA (to be consistent with the earlier social locality section).

Broulee is around four hours' drive from Sydney, just over two hours from Canberra and 20 minutes south from the main centre of Batemans Bay. The locality hosts three schools, a medical centre, a number of cafes and restaurants, tourist accommodation and services, a supermarket and a post office.

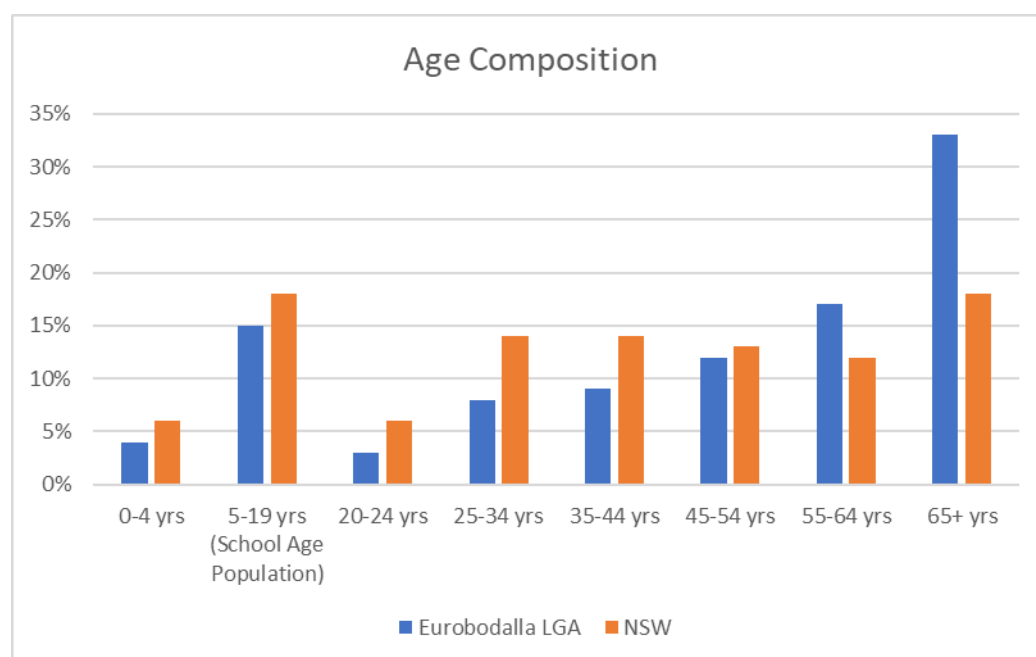
## 4.1.1 Key Demographics

### 4.1.1.1 Population

As of the 2021 census Eurobodalla LGA had a population of 40,593 and Broulee Tomakin SA2 had a population of 3,792 (ABS, 2021). Over the next 20 years the population of Eurobodalla LGA is expected to increase by 14.8% to approximately 45,402, whilst Broulee-Tomakin SA2 is expected to increase by approximately 37.8% over the same time period (NSW DPE, 2021). With an increasing population over the next twenty years, it is important that community infrastructure keeps pace with a growing population in order to ensure there is a diverse range of education facilities, health care services, creative spaces, and places that encourage healthy lifestyles (Eurobodalla Shire Council, 2022).

### 4.1.1.2 Age Distribution and Family Composition

Residents in the study area are older than the rest of NSW with the median age in Eurobodalla (54 years of age) and Broulee-Tomakin (52 years of age), which is well above the state average (39 years of age). This is also reflected in the family composition of the area, with families in Eurobodalla and Broulee-Tomakin more likely to be families without children; 37% and 36% respectively whilst in NSW the largest family composition is couple families with children (32%). (ABS, 2021).



**Figure 4.2** Age Composition of Community (NSW and Eurobodalla LGA)

Source: (ABS, 2021).

**Figure 4.2** demonstrates the breakdown of ages composition within Eurobodalla LGA against the rest of NSW. Eurobodalla has a smaller portion of their population being school aged (5–19) 15% compared to the rest of NSW (18%). It also demonstrates that 50% of Eurobodalla LGA is over the age of 55, compared to just 30% across the state.



Eurobodalla LGA also has a greater percentage of Aboriginal and/ or Torres Strait Islander people residing in the LGA at 6.1% of the population when compared to the state (3.4%) and Broulee Tomakin (3.9%). The LGA hosts an Aboriginal Advisory Committee who assist in delivering a number of activities as outlined in the Aboriginal Action Plan (Eurobodalla Shire Council, 2020).

A further summary of the Eurobodalla LGA and Broulee-Tomakin communities across other key indicators is provided in **Table 4.1** below. These indicators will be considered in the potential social benefit of the College to the locality of Broulee Tomakin and the broader Eurobodalla LGA.

**Table 4.1 Key Community Indicators for Broulee Tomakin, Eurobodalla and NSW**

Data item	Broulee Tomakin	Eurobodalla	State of NSW
People who are born in Australia	81.2%	77.6%	65.5%
<b>Livelihood</b>			
Weekly household income	\$1,378	\$1,167	\$1,829
Unemployment	3.1%	4.1%	4.9%
Working age population (15 to 64)	49.4%	45%	58.7%
Highest level of education attainment (Year 12)	11.5%	10.8%	14.9%
<b>Health</b>			
One or more long term health conditions	36.1%	37.5%	27%
<b>Community life</b>			
Volunteering	20.6%	17.4%	13%

Source: (ABS, 2021).

#### 4.1.1.3 Summary

What does this mean?
<ul style="list-style-type: none"> <li>The study area has an older population, although this population is still expected to grow over the next 20 years with new families moving into the area.</li> <li>Just under half of the Broulee Tomakin and Eurobodalla community are in employment and have higher levels of volunteering when compared to the state.</li> <li>There are higher levels of health conditions when compared to the state.</li> <li>Residents in Broulee Tomakin have a higher income than those in Eurobodalla but still lower than the state weekly average.</li> <li>The need for social and community infrastructure in the community will continue to increase.</li> </ul>

## 4.1.2 Development Context

### 4.1.2.1 Council vision and strategy

The Eurobodalla LGA Community Strategic Plan sets out a vision of inclusive, sustainable, resilient and collaborative communities that balance natural assets with a thriving economy (Eurobodalla Shire Council, 2022). This vision will be achieved by focusing on five key goals, with those key elements supported by the College development highlighted below and elaborated further in **Section 5.1** to **Section 5.3**:

**Table 4.2 Summary of Eurobodalla Shire Council Community Strategic Plan**

Eurobodalla CSP Goal	Key elements
Our sustainable shire celebrates our natural environment and outdoor lifestyles	<ul style="list-style-type: none"> <li>Embrace sustainable practices across the community.</li> <li>Protect the natural environment and resources.</li> <li>Respond to climate change and natural hazards.</li> </ul>
Our community that welcomes, celebrates and supports everyone	<ul style="list-style-type: none"> <li>Embrace diversity and acknowledge our beginnings.</li> <li>Encourage community spirit through participation in community life for all ages and abilities.</li> <li>Provide rich learning opportunities and experiences.</li> </ul>
Our region of vibrant places and spaces	<ul style="list-style-type: none"> <li>Embrace and value create arts.</li> <li>Provide inclusive and engaging places and spaces.</li> </ul>
Our connected community through reliable and safe infrastructure networks	<ul style="list-style-type: none"> <li>Enhance connectivity through improved telecommunications and power supply.</li> </ul>
Our engaged community with progressive leadership	<ul style="list-style-type: none"> <li>Work together to achieve a collective vision through mutual responsibility.</li> </ul>

Source: (Eurobodalla Shire Council, 2022).

Further Eurobodalla Shire and key sector strategies related to education, the economy, recreation, creative arts and young people, are outlined in further detail in the **Section 5.1** to **Section 5.3** below.

### 4.1.2.2 Black Summer bushfires

From July 2019 to March 2020, there were more than 11,400 bush and grass fires across NSW. The fires burnt approximately 6.2% of the state. As well as burning down 2,448 homes, the fires destroyed 284 facilities and 5,469 outbuildings, and damaged 1,013 other homes, 194 facilities and 2,042 outbuildings, with the majority of property losses occurring in southern NSW (Australian Disaster Resilience, 2021). In Eurobodalla, 81% of the Shire was directly impacted, with the tragic loss of three lives, 501 homes destroyed, large loss of animals and farm stock, and substantial damage to public infrastructure, including schools, roads, bridges, water, sewage and telecommunications (Eurobodalla Shire Council, 2021).

The Black summer bushfires of 2019-2020 severely affected the College. The administration building, a classroom, fencing, gardeners shed, a pump system for the bore and most of the trees on the property completely destroyed by the fire and many of the junior school classrooms faced irreversible smoke contamination (St Peter's Anglican College, 2021).



As part of the College response to the bushfires they increased counselling services and offered financial leniency to those struggling with tuition fees as a result of the fires. Students who lost their homes to the fire were provided two sets of school uniforms, the Diocese provided each family \$1000 and St Anthony's Parish primary school in Canberra donated backpacks of school supplies to the College community (Crowe, 2020).

In 2021, the College received funding through the Federal Government's Black Summer Bushfire Recovery Grants Program Grant program, to partially fund the proposed Project. Central to receiving the funding was the College's commitment to utilise the infrastructure to provide a purpose-built Emergency Evacuation Hub to house members of the Broulee community should the need for this arise again in the future. Letters of support were submitted with the grant application from local MP Andrew Constance, the Broulee Mossey Point Community Association, and a not-for-profit Eurobodalla St Cecilia Music Scholarship Inc who currently utilise the College's performance space. Comments included in these letters included:

*"The further development of the school infrastructure to make it a familiar and safe refuge in the likely event of a future fire will be greatly appreciated by the community."*

*"Schools in country towns are often a focus and important contributors to community life. The idea of a building that could be used for a wide range of community functions is extremely attractive."*

#### **4.1.2.3 Major infrastructure**

Other infrastructure development currently planned or occurring in the local community includes the new Eurobodalla Regional Hospital and the Batemans Bay TAFE Connected Learning Centre upgrade. The Hospital is currently under construction in the south-east of Moruya, a 15-minute drive from the College. Construction commenced in 2023, with the hospital expected to be ready for patients by 2025. The hospital will be larger than both Moruya and Bateman's Bay hospitals combined (NSW Health, 2022) and it is anticipated that a number of healthcare staff, with school age children, will relocate to the region due to the increased specialist services available at the new site (NSW Health, 2022).

## 5.0 Social Benefit Analysis

The following section provides an analysis of the proposed Project by drawing on qualitative and quantitative data to assess the College's contribution to education, recreation and community outcomes. This section considers local and state policy documents to provide an overview of strategic goals in the education, recreation and community sectors before reflecting on the specific role or contribution of proposed Project and the College more broadly.

### 5.1 Education

As previously stated in **Section 3.1.3** of this report, the education system in Australia promotes the dual principles of excellence and equity, where all students regardless of where they go to school should have the opportunity to become confident and creative individuals, successful lifelong learners and informed members of the community (Australian Government, 2019). At a State level there are a number of strategies that guide the provision of education for the social benefit of the community, and these are outlined in **Section 5.1.1** below.

#### 5.1.1 Education Strategy

The NSW Department of Education Strategic Plan 2018 – 2023, is focused on preparing learners for rewarding lives as engaged citizens in a complex and dynamic society (NSW Government, 2018). The NSW Education Department works closely with the non-government school sector to ensure the delivery of a high quality and equitable education for all students, with a focus on the pillars of quality infrastructure, engaged workforce, community engagement, and high-quality support, including specialist learning assistance from educational and allied health specialists (NSW Government, 2018). The strategy encourages schools to work closely in partnership with the local community to “strive for the best together” (NSW Government, 2018).

These goals closely align with the Association of Independent Schools New South Wales (AISNSW) Strategic Plan 2019–2022. The AISNSW is the peak body representing the independent school sector in New South Wales, which seeks to provide the community with educational choice while furthering the agreed common goals for schooling in NSW and Australia (Australian Independent Schools New South Wales, 2019). Independent schools, such as the College, are not-for-profit institutions founded by religious or other groups in the community and are registered with the regulatory authority, the NSW Education Standards Authority (Association of Independent Schools, 2019). The AISNSW 2019-2022 strategy focuses on supporting students, student learning and achievement; and supporting teaching, school leadership and school improvement, through a series of short to long term initiatives reflective of local needs and context (Association of Independent Schools, 2019).

Both the NSW Government and AISNSW highlight the need for personalised support for student learning to ensure every student can enjoy a meaningful education. This support can include access to inhouse and outsourced learning and support resources, specialists and facilities where required, such as school based learning and support teams to assist in the classroom setting, and external allied health specialists such as speech pathologists, occupational therapists and psychologists to provide targeted support to improve student outcomes (NSW Government, 2023).



### **5.1.2 Local Educational Facilities**

There are ten schools within the social locality. Approximately 31% of students attending primary and high school in the Eurobodalla Shire are enrolled at a government school which is similar to the state (30%), while 5% of students attend a non-government school compared to 6.8% of students in the state overall (ABS, 2021). Key elements of each school are detailed below:

**Table 5.1 Schools in the Eurobodalla LGA**

School	Sector	Type	Enrolments (FTE) (2022)	ICSEA Value <sup>1</sup> (2022)	% of Indigenous students (2022)	% Language background other than English (2022)
<b>Broulee-Tomakin</b>						
Broulee Public School	Government	K-6	291	1015	7%	5%
Carroll College	Non-Government (Catholic)	Secondary	503	999	12%	1%
St Peter's Anglican College	Non-Government (Anglican)	K-12	658	1059	4%	3%
<b>Eurobodalla LGA</b>						
Bateman's Bay Public School	Government	P-6	524	905	28%	7%
Bateman's Bay High School	Government	7-12	661	911	25%	6%
Bodalla Public School	Government	K-6	64	921	20%	8%
Central Tilba Public School	Government	K-6	39	996	5%	3%
Moruya Public School	Government	K-6	328	927	20%	18%
Moruya High School	Government	Secondary	426.8	937	17%	8%
Narooma Public School	Government	K-6	380	944	24%	7%
Narooma High School	Government	7-12	493.8	953	16%	4%
St Bernard's Primary School	Non-Government (Catholic)	K-6	328	997	9%	5%
Sunshine Bay Public School	Government	K-6	250	923	18%	11%

(Australian Curriculum Assessment and Reporting Authority, 2023).

<sup>1</sup> The ICSEA Value refers to the Index of Community Socio-educational Advantage (ICSEA) that is calculated for each school. ICSEA values typically range from approximately 500 (representing schools with extremely disadvantaged student backgrounds) to about 1300 (representing schools with extremely advantaged student backgrounds) (Australian Curriculum Assessment and Reporting Authority, 2020).



The summary of schools in the social locality suggests the College:

- Is the largest school in the area in terms of enrolments and year span.
- Has the most advantaged students in comparison to other schools.
- Experiences the least diversity in terms of enrolments of Indigenous students and students with a language background other than English.
- Is the only Anglican school in the area.

All secondary schools in the social locality offer Vocational Education Training (VET) options. In addition, Moruya TAFE is a 15-minute drive from the College and offers a range of hands-on vocational training mostly focused on Hospitality and Timber at a Certificate III level (TAFE NSW, 2023). The Batemans Bay Connected Learning Centre through TAFE NSW is a 20-minute drive from the College, opened in 2022 and provides access to teachers both on site and by video, simulated work environments, and practical training opportunities (TAFE NSW, 2023).

### 5.1.3 Project Contribution to Education

The College provides educational and broader support services to students and community members, reflecting the social value goals of equity, accessibility, inclusion, safety, excellence and partnerships. Despite the College experiencing a relatively higher Index of Community Socio-educational Advantage value, there are approximately 100 students that require dedicated educational and allied health support and this support has, and will continue to be, extended into the wider Broulee Tomakin and Eurobodalla community.

The new meeting rooms within the new Community Hub will provide a fit for purpose, dedicated space for academic tutors to assist students from the College and surrounding schools, as well as visiting allied health services to support learning needs, such as occupational therapists, behavioural specialists, and speech pathologists. The College will also continue to coordinate psychometric testing by a psychologist in the new community hub, which is free of charge to College families. This testing is currently difficult to access in the Eurobodalla Shire area, with no Educational Psychologists within a 25-kilometre radius of Broulee (Australian Psychological Society, 2023) and an average cost of \$1200-\$1500 per student for testing which would be prohibitive for most families.

At present allied health services and academic tutors are available however their services are delivered in classrooms when these are unoccupied. The improved spaces will have also have a separate entrance to assist with accessibility and confidentiality for those visiting from outside the College, and will be supported in-kind by College staff sourcing and booking services, liaising with other schools for appointments and providing the cleaning and maintenance of the facilities regardless of where the students are currently educated (IntervieweeA, 2023).

*“The community hub will grow capacity tutoring for learning needs support within the school grounds so that parents are not having to travel long hours or children have to miss vast amounts of school to attend appointments. These appointments are currently available but limited due to space so with the new community hub there will be more availability.”* (IntervieweeA, 2023)

*“We intend to have more children from the public school attend some of these activities and we will make the space available to them. Broulee Public School currently have appointment with specialists at our school and this will continue to occur in greater numbers.” (IntervieweeA, 2023)*

## 5.2 Recreation

Regular physical activity has numerous benefits for children and young people. Physical benefits can include increased bone mineral density and heart health and mental health benefits include increased self-esteem and emotional regulation (Owen, 2019). A recent Australian Sports Foundation survey of 3,000 community sporting groups across Australia found that the biggest decline in registrations for community sporting groups was in teenagers (27% decline from the previous year), with cost-of-living pressures and increased running costs cited as the top cause for overall participation decline. The community groups surveyed also stated that improved facilities and venues and facilities to keep teenagers in sport were their top two funding priorities for the next ten years (Australian Sports Foundation, 2023).

### 5.2.1 Recreation Strategy

The NSW Government South East and Tablelands Sport and Active Recreation Plan 2018-2023 sets out a vision where sport and active recreation opportunities are available for everyone in order to build healthy communities in the unique environments of the South East and Tablelands (NSW Government, 2018). Five key outcomes are sought:

- Increased participation.
- Improved access.
- Integrated performance pathways.
- Fit for purpose facilities.
- Valued regional events.
- Schools, such as the College, were identified as a key strategy to improving access to facilities by opening up school facilities outside of school hours and acting as a regional sport hub if fit for purpose facilities are available within the school (NSW Government, 2018).

At a local government level the Eurobodalla Shire Recreation and Open Space Strategy 2018 sets out the direction for recreation and open space planning and provision for the Shire (Eurobodalla Shire Council, 2018). The six key values identified throughout engagement about open spaces and recreation in the Shire included:

- appreciation of the natural setting
- a place that appeals to all ages and abilities – where you can visit with family and friends
- a place where one can participate in a variety of activities and experiences
- users feel safe when visiting open space
- offers a range of sporting opportunities
- a place to take one’s dog (Eurobodalla Shire Council, 2018).



Community engagement undertaken as part of the development of this strategy highlighted that residents felt the availability of indoor sport and recreation centres, activities for youth, and low cost/ free activities/ programs was poor (Eurobodalla Shire Council, 2018)

Further consultation with young people undertaken in 2022 as part of the development of the Draft Youth Action Plan 2023-2028, found that having fun things to do (62% of respondents) and being healthy and active (30% of respondents) were part of the top five items that “mattered the most” to local young people (Eurobodalla Shire Council, 2023).

## 5.2.2 Local Recreation Facilities

There are currently approximately 30 Council run sporting and recreational facilities bookable from the Eurobodalla LGA, as summarised in Table 5.2 below. Although it is unclear from the Council website whether this is a comprehensive list.

**Table 5.2 Overview of recreation facilities bookable from Eurobodalla Shire Council**

Facility (Number)	Sports/ Recreation played
Parks and Reserves (7)	Exercise/Wellbeing classes Athletics Cricket
Sportsgrounds (12)	Athletics Rugby League Rugby Union Netball AFL Soccer Baseball Exercise wellbeing classes
Stadiums (3)	Basketball Badminton Netball Soccer Boxing
Swimming centres (3)	Swimming
Tennis (5)	Tennis

Source: Eurobodalla Shire Council (2023).

In Broulee, the main sportsground Captain Oldrey Park, has recently undergone a \$1.5 million upgrade including an expansion of the park’s netball facilities, revamped amenities building, resurfacing of the soccer field and new play equipment (Eurobodalla Shire Council, 2021). There is currently no undercover option at the park in case of bad weather. Other recreation parks for more informal recreational activity in Broulee include five beach and creek reserves and cycleways (Eurobodalla Shire Council, 2018).

Of the facilities featured in **Table 5.2**, the youth friendly recreational, support and cultural facilities tend to be clustered in the larger centres of Narooma, Moruya and Batemans Bay as highlighted in **Figure 5.1** below, with only the Captain Oldrey Park and a skatepark available locally in Broulee.



**Figure 5.1 Youth Friendly spaces in Eurobodalla LGA (Eurobodalla Shire Council, 2023)**

Source: (Eurobodalla Shire Council, 2023).

### 5.2.3 Project Contribution to Recreation

The proposed Sports and Recreation Centre building will be a focus for the College’s indoor sports and recreation programs.

Beyond the College’s normal operating hours, the Sport and Recreation Centre will be available for use by the College and broader Broulee community during the hours of 8 am to 9 pm Monday to Friday and from 8 am to 5 pm on Saturdays and Sundays. Following consultation with local sporting organisations, it is anticipated that community sports including representative netball, volleyball, badminton, basketball, and a new junior netball competition, will utilise the facilities after hours. Approximately 350 young people and their families from across the Eurobodalla LGA would be involved in these sports, many of which are not currently accessible in the local community or available but with limited access in the main centres due to a lack of undercover options or fee requirements limiting access (IntervieweeA, 2023).

This is in addition to the 100 families from across the Eurobodalla LGA, including as far south as Narooma, that utilise the College grounds to undertake a weekly Little Athletics competition as part of the Euro Coast Athletics (IntervieweeB, 2023). Euro Coast Athletics utilise the 8-lane 400 metre athletics track and permanent field facilities and believe it is a draw card for athletes in the area, stating that there is no comparable facility within an hour’s drive of the College. After experiencing difficulties with the Council run facilities during the first year of operation, including issues with fees and the upkeep required to be undertaken by the Club itself, the Athletics Club turned to the College whose facilities are *“always immaculate, well marked and mown tracks, and very clean and well stocked toilet facilities”* (IntervieweeB, 2023).



Resources to book, and access the facilities after hours, will be provided as in-kind support from the College and promoted through relevant community facility guides and existing networks. Some groups will also be able to access the gym space and equipment, with cleaning, security and maintenance also offered as in-kind support by the College.

*“First class facilities at the communities doorstep. Not provided anywhere else in the Shire. The upkeep, maintenance, security is all provided by the school – this saves ratepayers money as they are no paying for a Shire facility through their rates.” (IntervieweeA, 2023).*

Unlike many local schools, the College will also continue to not be enclosed by a fence. This will allow for the fields and outdoor facilities of the school to be utilised by the community throughout non-school hours especially school holiday periods, with many people utilising the space for physical activity, including incidental exercise like dog walking, playing family sports on the oval, and using the playground. Ensuring the school remains unfenced ensures the school remains a piece of public infrastructure able to be utilised by all members of the community, not just the school cohort or those using the space formally as part of a community group or sport club.

*“Neighbours have gates on their back fences that open to the school yard and use the school as their own backyard and we encourage people to think about the school in that way. Footy, basketball, tennis, walk the dog. It is a safe place that is 100% accessible by the community.” (IntervieweeA, 2023).*

The College will be utilised by a number of formal and informal recreation groups, including those summarised in Table 5.3 below:

**Table 5.3 Utilisation of recreation facilities as part of the Project**

Space	Group	Estimated number of community members/ timing	Use	College role	Cost
Oval	Euro Coast Athletics	100/ per week	Athletics events - Ovals, toilets, long jump pit, car park, undercover areas for canteen. The club has an area on-site to have two equipment storage sea containers.	Cleaning Maintenance Marking track and field event areas Install Powerpoints for PA Liaison with Group	Free of charge
Oval	Moruya Giants	30/ twice per week	AFL training	Cleaning Maintenance Liaison with Group	Free of charge
Oval	Batemans Bay Seahawks	50/ when unable to access their oval	AFL games	Cleaning Maintenance Marking oval Liaison with Group	Free of charge

Space	Group	Estimated number of community members/ timing	Use	College role	Cost
Sports and Recreation Centre	Eurobodalla and Giants Netball	30/ twice per week	Netball training Workout in gym	Cleaning Maintenance Security Liaison with Group	Free of charge
Sports and Recreation Centre	Community Junior Netball	100/ once per week	Training Competition	Cleaning Maintenance Security Bookings and promotion	Free of charge
Sports and Recreation Centre	Community Volleyball	40/ once per week	Training Competition	Cleaning Maintenance Security Bookings and promotion	Free of charge
Sports and Recreation Centre	Community Badminton	25/ once per week	Training Competition	Cleaning Maintenance Security Bookings and promotion	Free of charge
Sports and Recreation Centre	Community Basketball	80/ once per week	Training Competition	Cleaning Maintenance Security Bookings and promotion	Free of charge
Ovals, paths and playgrounds	Community	Neighbours and community in walking distance	Incidental exercise	No fence policy Maintenance Cleaning	Free of charge

Source: (IntervieweeA, 2023) (IntervieweeB, 2023).

In addition, College staff will continue to volunteer and engage with the wider community in a broad range of recreational activities with the full support of the College. This includes: coaching and refereeing netball, soccer, AFL and athletics; managing age groups in surf lifesaving; board membership in a fishing club; and active members of local charities and environmental groups.



## 5.3 Community

As discussed in **Section 3.1.2**, community services and facilities have an important role in enhancing sense of community, promoting active citizenship and providing a resource for training and personal development (McShane, 2005). Accessibility, inclusion and flexible use of spaces are critical to ensuring all people in the community can fully participate in social life and achieve their full potential (NSW Government, ND).

### 5.3.1 Community Strategy

NSW strategies regarding community facilities tend to cluster around the key role of the facility, such as recreation, education, retail etc. The NSW Government Design Guide for Schools highlights the role that schools play as civic facilities, not just for parents and students, but also for the wider community providing places to meet, exchange ideas and recreate (NSW Government, 2018). As a result the NSW Government expects schools to be designed, constructed and used in a way that reflects the values and aspirations of the local communities for which they perform a civic role (NSW Government, 2018).

The Eurobodalla Shire Recreation and Open Space Strategy 2018 (Eurobodalla Shire Council, 2018) outlines a move away from single-purpose or dedicated facilities towards multi-purpose models. “Typical” community halls with a single large room, kitchenettes and a large number of fold away chairs and tables, will now be superseded by Council to spaces with multi-use breakout rooms, commercial style kitchens and food preparation areas (Eurobodalla Shire Council, 2018). This approach is consistent with the design, and intended use of, the Project particularly the Administration and Community Hub and Sports and Recreation Centre.

The provision of purpose-built, high-quality places and spaces available to arts practitioners is a key theme for action in the Eurobodalla Shire Creative Arts Strategy 2019 (Eurobodalla Shire Council, 2019). A Citizen’s Jury process undertaken by Council in 2016 identified that improving the accessibility and affordability of venues for creative arts was a key outcome, along with investigating opportunities to expand the number venues in the LGA (Eurobodalla Shire Council, 2019). In addition, the Draft Youth Action Plan 2023–2028 supports working with community partners such as schools to facilitate youth-friendly programs and events and health and wellbeing initiatives utilising the school facilities (Eurobodalla Shire Council, 2023).

The State Emergency Management Plan – Major Evacuation Centre Guideline states a Major Evacuation Centre should have access to key operational infrastructure that can be utilised to accommodate and provide services with little supplementation and that it is preferable that sites have access to working services such as electricity, telecommunications, sewerage and water (NSW Government, 2014).

### 5.3.2 Local Community Facilities

Eurobodalla LGA manages a number of community facilities ranging from Community Halls (15), Libraries (3) to Botanical Gardens (1) and Showground (1) that are available to hire for a fee. The main community hall in the Broulee Tomakin area is the Broulee Surfers Surf Life Saving Club that is on crown reserve land and is controlled by the Shire Council.

### 5.3.3 Project Contribution to Community

The new Community Hub will include a flexible exhibition or museum space, jointly curated as a partnership between College students and the local community. The exhibitions will initially feature stories from the local Indigenous community, as well as stories reflective of the Black Summer bushfires. The inclusion of this exhibition space was to provide an easily accessible venue in which the local community can come together and encourage resilience through collaboration.

The College Cultural Centre is currently, and will continue to be, utilised by a number of community and not for profit groups, including those summarised in Table 5.4 below:

**Table 5.4 Utilisation of community and cultural facilities as part of the Project**

Space	Group	Estimated number of community members	Use	College role	Cost
Cultural Centre	Eurobodalla St Cecilia Music Scholarship (8–18 year olds)	30–50	Auditions for scholarships Performances	Building security IT and AV support Room set up Cleaning	Free of charge
Cultural Centre and Classrooms	Batemans Bay Rotary	80	Conferences	Building security IT and AV support Room set up Cleaning	Free of charge
Cultural Centre	Red Door Theatre	200	Rehearsals Performance	Building security AV and lighting support Audience set up Cleaning Maintenance	Free of charge
Cultural Centre Library School bus	Broulee Surfers Surf Lifesaving Club	700 members	Movie nights Fundraising events Community training	Building security IT and AV support Room set up Cleaning Maintenance Loaning equipment (on site and off site)	Free of charge
School bus	Tomakin Club	-	Transport	Lend school bus Refuel	Free of charge
School bus	Nippersville Daycare	-	Transport during school holidays	Lend school bus Refuel	\$100 per two days use
Mountain bike trailer	Various community groups	-	Loan of 20 bike mountain bike trailer	Lend trailer	\$50 per weekend
Administration and Community Hub	Partnership with Community	-	Museum/ Storytelling space	Coordinating exhibitions Connecting students with storytellers/ artists	Free of charge



Space	Group	Estimated number of community members	Use	College role	Cost
All facilities	Local Community	-	Evacuation Centre	Security Maintenance Coordination Liaison with relevant agencies	Free of charge

Source: (IntervieweeA, 2023) (Eurobodalla St Cecilia Music Scholarship Inc, 2021).

Many of the groups have indicated they will be able to extend their engagement with the developed spaces once they are complete, with the College confirming that this will continue to be free of charge to these groups (IntervieweeA, 2023). There is also the possibility of extending community use of the College through linking in with existing networks coordinated by the Council such as the Youth Network, and increasing accessibility through the use of the College bus (Interviewee3, 2023). The College is also exploring community partnerships to enable the proposed gallery exhibition space to be utilised for local Aboriginal storytelling through arts and culture. This would be aligned with the Shire's Aboriginal Action Plan (2020-2024), which seeks to develop a mutual understanding and celebration of cultural values, tradition and heritage through showcasing local Aboriginal character and identity on public spaces and facilities (Eurobodalla Shire Council, 2020).

This multi-faceted use of the College space as a community asset is sought after by the community:

*"When a growing College like St Peter's has fantastic facilities, that's something that everyone will be able to be part of at some stage, whether it's through sport, music, art, technology or academic endeavours, there really will be something for everyone"* (IntervieweeB, 2023).

Finally, during the Black Summer fires the College opened up their facilities to the local community with families staying in the library, parking caravans and boats on the College oval, agisting cows onsite and the College supplied portable building frames to local families to build temporary structures (IntervieweeA, 2023). Following this experience and recognising the central role the College plays in the local community, the proposed Project has focused on increasing the capacity to respond as a Major Evacuation Centre in the case of another natural disaster. The new Sports and Recreation, Community Hub and commercial kitchen facilities will all be accessible and operational in the case of an emergency and be enhanced by the fire sprinkler system, speaker system to carpark and buildings, a backup generator and bore to supply reliable power and water.

*"There will also be a huge evacuation centre linking to a commercial kitchen with a community of parents and children eager and able to assist. A place where the community can interlink and support each other in times of crisis in a safe place with familiar faces."* (IntervieweeA, 2023).

## 6.0 Social Benefit Assessment

As introduced in **Section 2.0**, this assessment draws on The Australian Government's Infrastructure Audit and Community Benefit Assessment tools to provide a framework for assessing the social benefit of the Project. When aligned to the social value principles outlined in **Section 3.0**, six indicators were developed that assess the likely community benefit of the Project. A description of these indicators and how they are aligned to the framework and principles is detailed below.

**Table 6.1 Indicators to assess the Project**

Indicator	Alignment to framework and principles	Description
Access	<ul style="list-style-type: none"> <li>Infrastructure Audit: The <i>availability</i> of infrastructure for households and businesses, and how easy it is to use them.</li> <li>Community Benefit Assessment: The capacity of the local community to <i>access and participate</i> in the facility.</li> <li>Schools as Community Hubs: <i>Maximise access</i> to activities, programs, and services in the facility to all.</li> <li>Accessible community facilities: Create <i>welcoming spaces</i> for all to foster social cohesion and resilience.</li> <li>Educational outcomes: The ability of students to study in a school of <i>their choice</i>.</li> </ul>	Facilitate the availability of the completed Project to the local community with minimal barriers to participation in the space.
Quality	<ul style="list-style-type: none"> <li>Infrastructure Audit: The <i>standard</i> of the infrastructure provided, covering capacity, reliability, efficiency, and customer satisfaction.</li> <li>Community Benefit Assessment: The provision of <i>attractive</i> community services and facilities.</li> <li>Schools as Community Hubs: <i>Maximise efficient</i> use of the facility.</li> <li>Accessible community facilities: Facility of a high enough quality to open up to multiple activities <i>without comprising the space</i>.</li> <li>Educational outcomes: The promotion of <i>excellence</i>.</li> </ul>	Deliver a Project that is considered attractive, useful, flexible and efficient.
Cost	<ul style="list-style-type: none"> <li>Infrastructure Audit: The <i>total cost</i> impact on users, including upfront and ongoing charges for users.</li> <li>Community Benefit Assessment: The provision of <i>accessible</i> community services and facilities.</li> <li>Schools as Community Hubs: <i>Maximise access and promote regular patronage</i>.</li> <li>Accessible community facilities: <i>Ensure cost</i> is not an inhibitor to access.</li> <li>Educational outcomes: Promote <i>equity of access</i> where cost is not an inhibitor.</li> </ul>	A Project that does not exclude users through prohibitive fee schedules.



Indicator	Alignment to framework and principles	Description
Inclusive	<ul style="list-style-type: none"> <li>Infrastructure Audit: <i>Accessible and available</i> to the community.</li> <li>Community Benefit Assessment: The provision of <i>inclusive</i> community services and facilities.</li> <li>Schools as Community Hubs: <i>Equitable access</i> to activities, programs and services to all.</li> <li>Accessible community facilities: Reduce social isolation by promoting use of facility in ways that reflect the <i>needs and rights</i> of the community.</li> <li>Educational outcomes: Promote <i>equity of access</i> and choice regardless of ability or background.</li> </ul>	The Project proactively shares the facility with all members of the community and encourage feelings of social inclusion through equitable access and participation.
Safe	<ul style="list-style-type: none"> <li>Infrastructure Audit: Ensure the facility is of sufficient quality it <i>does not compromise the safety</i> of a user.</li> <li>Community Benefit Assessment: The provision of <i>safe</i> community services and facilities.</li> <li>Schools as Community Hubs: Facilitate inclusive access to schools <i>without compromising security</i> of staff and students.</li> <li>Accessible community facilities: Foster <i>community resilience</i> in times of stress.</li> <li>Educational outcomes: Promote a facility that is <i>free from discrimination</i>.</li> </ul>	The local community feel safe when approaching or using the Project.
Partnerships	<ul style="list-style-type: none"> <li>Infrastructure Audit: Engage with <i>existing and potential users</i> of a facility regarding perceptions of access, quality and cost.</li> <li>Community Benefit Assessment: <i>Create partnerships</i> across business and community sectors.</li> <li>Schools as Community Hubs: <i>Develop and sustain partnerships</i> with local community and stakeholders.</li> <li>Accessible community facilities: Promote higher social value to the community by <i>partnering with other groups</i> in the community to co-deliver activities.</li> <li>Educational outcomes: <i>Partner with education providers</i> across the sector to provide inclusive opportunities.</li> </ul>	The Project fosters and sustains a number of diverse partnerships for the benefit of the local community and the College.

Source: (University of Melbourne, 2022) (Cleveland, McShane, Chandler, Backhouse, Aston & Clinton, 2023) (Latham & Layton, 2019) (Australian Government, 2019) (Education Council, 2019) (Australian Government, 2019; InvestLogan, 2019; Eurobodalla Shire Council, 2022).

Utilising these indicators an assessment of the community benefit of the Project is provided in **Table 6.2** below.

**Table 6.2 Community Benefit and Social Infrastructure Benefit of the Project**

Description (aligned to Social Value principles Section 3.0) and Strategies Section 5.1.1 (Education), Section 5.2.1 (Recreation), Section 5.3.1 (Community)	Assessment – Community Benefit (X = Current/Proposed; O = Opportunity; N=Nil)			Assessment – Social Infrastructure (X = Current/Proposed; O = Opportunity; N=Nil)		
	Inclusive	Safe	Partnerships	Access	Quality	Cost for use
Provide opportunities for the local community to come together formally and informally	O	X	O	X	X	X
<p>The College will continue to provide opportunities for the local community to come together in both a formal and informal sense. Formally through partnerships with recreation, community and cultural groups, and informally through a no fence policy. This alleviates pressure on Council run services and asks for no fees for a high quality, safe and accessible opportunity for formal community groups wishing to utilise the space.</p> <p>Opportunity: The emphasis to date has been on formal and informal recreation activities with some participation with arts and cultural groups. The exploration of further informal and formal partnerships with underreached communities and sectors, through existing interagency networks may promote more inclusive opportunities. Interviewees also highlighted the need for greater promotion of available opportunities through mechanisms such as community open days and a digital notice board.</p>						
Provides opportunity for intergenerational and intercultural learning	O	O	O	O	X	O
<p>Opportunity: The Project's development of a gallery and exhibition space will foster opportunities for intergenerational and intercultural storytelling and knowledge sharing that can be accessed by all community members and connect the College to other schools and partners who are committed to enhancing this social benefit. The Project will enable high quality and accessible infrastructure that can be utilised for such learning and will also engage a considerable number of older volunteers in the local community. This interaction could also create other opportunities across the development of partnerships with Aboriginal and/ or Torres Strait Islander, Cultural and Linguistically Diverse and/ or Older People organisations.</p>						
Improve activation of the site	X	X	X	X	X	X
<p>The College will continue to be accessible by all members of the local community as there is no fence in place to encourage its use as an accessible space for the local community. This has created an after-hours informal community which has benefited a number of the local families and older community members who do not wish to drive to a recreational opportunity in more formal facilities. The Project's Sports and Recreation Centre, expanded Cultural Centre and increased utilisation of the oval will provide further opportunity to activate the College after hours, expanding opportunities for the local community in recreation and arts and culture.</p>						
Develop new, or sustain existing, partnerships with local community and stakeholders with clearly defined goals	O	X	X	X	X	X
<p>The College has initiated and sustained partnerships with the local community and region across sports and recreation, arts and culture, and community groups. These have encouraged social capital due to the sharing of resources and creation of networks that exist beyond the College gates.</p>						



Description (aligned to Social Value principles Section 3.0) and Strategies Section 5.1.1 (Education), Section 5.2.1 (Recreation), Section 5.3.1 (Community)	Assessment – Community Benefit (X = Current/Proposed; O = Opportunity; N=Nil)			Assessment – Social Infrastructure (X = Current/Proposed; O = Opportunity; N=Nil)		
Opportunities: The College could explore further partnerships outside those that are existing, with a particular focus on broader youth events linked in with Council, older peoples, Aboriginal and/or Torres Strait Islander communities and Culturally and Linguistically Diverse communities. Some of these relationships exist and by formulating clearly defined goals aligned with the principles of Schools as Community Hubs, could bring greater benefit to the local community and College.						
Maximise alignment of events/ activities in the College to changing community strengths, needs and aspirations	O	X	O	O	X	X
The College is responsive to multiple requests for use of the current and proposed spaces and has formed ongoing partnerships through activities with groups such as Euro Coast Athletics, Red Door Theatre, Eurobodalla St Cecelia Music Scholarship, Broulee Surfers Surf Life Saving Club and more. Opportunities: With the creation of new spaces with multiple uses, such as the Sports and Recreation Centre, Gallery space and consulting rooms within the Administration and Community Hub, there is an opportunity for St Peter’s to work closely with Council and community organisations to align future activity to the evolving needs, strengths and aspirations of the local community. Much of this insight is generated by the strength of current partnerships. Greater diversity in these relationships as cited in previous examples will foster greater responsiveness and mutual benefit.						
Provide multi use, accessible and inclusive spaces	X	X	X	X	X	X
The Project is premised on the ability of the spaces to be used in multiple ways by multiple users. Internal consultation with existing College users, in addition to engagement with external community partners has encouraged a greater focus on how each space of the Project can be activated and accessible by diverse parties. The Project’s state-of-the-art design will ensure those with a disability can access the space and the Gallery showcasing Aboriginal and/or Torres Strait Islander arts and culture will enhance the inclusive nature of the space for the whole community.						
Education offerings that promote excellence, equity and inclusion	O	X	O	O	X	O
The Diocese and College provide an educational setting that is “geared toward the whole of child” and the provision of a broad education that develops academic growth as well as opportunities for spiritual, cognitive, cultural, physical, social and emotional development. As the College is the largest school in the area with the most advantaged students and least diversity in terms of enrolment of Indigenous student and students with a language background other than English, there are opportunities to leverage existing, and build new, partnerships that encourage a more diverse student base. This coupled with existing arrangements to reduce fees and extend allied health and educational support to other local schools will promote a more inclusive student population.						

Description (aligned to Social Value principles Section 3.0) and Strategies Section 5.1.1 (Education), Section 5.2.1 (Recreation), Section 5.3.1 (Community)	Assessment – Community Benefit (X = Current/Proposed; O = Opportunity; N=Nil)			Assessment – Social Infrastructure (X = Current/Proposed; O = Opportunity; N=Nil)		
Encourage lifelong learning	O	X	O	X	X	X
<p>Current learning opportunities are, as expected, focused on the needs of K-12 students. The provision of allied health support, tutoring and educational support services will be enhanced for local schools in the area through a suite of fit for purpose and confidential consulting spaces. The free psychological testing that the College will continue to provide ensures local families are not disadvantaged by the lack of Educational Psychologists in the Shire, and the VET capability which has recently been enhanced by a commercial kitchen will encourage young people to remain at school in the local community.</p> <p>Opportunities: With over a third of the Eurobodalla LGA over the age of 65 years there are opportunities to undertake further informal and formal training utilising the College's facilities. This could include exploring partnerships with the U3A Batemans Bay, the local Community Association, or Council, to determine suitable courses and activities. The new hospital development will also create clinical placement opportunities for university students who could undertake College based sessions on Occupational Therapy, nutrition, or physiotherapy for College students and their families, the sporting clubs utilising the College facilities, and/ or the wider community.</p>						
Improve the safety, health and wellbeing, and resilience of the local community	X	X	O	X	X	X
<p>During the Black Summer fires the College provided a safe haven to many local community members and through its partnerships with local sporting and cultural groups is a trusted member of the community. The Project enhances the College's capacity to act as an evacuation centre if the need arose again with greater capability to provide protected under cover floor space, kitchen facilities, and access to power and water. The College community through its existing partnerships can draw on a network of operational support during an evacuation process.</p> <p>Opportunity: The enhanced recreation and cultural facilities will encourage the health and wellbeing of the local community, and by fostering partnerships with youth groups, cultural organisations and older persons groups, this could be further enhanced.</p>						
Encourage co-location and sharing of resources within the local community	X	X	O	X	X	X
<p>The Project is premised on co-locating many services and activities across the education, recreation and community sectors. As this use grows it will provide an opportunity for the College and their partners to consider equitable sharing of the spaces and ensuring transparent communication so that no partners are left without viable access to the necessary resources required to operate. The need to consider a fee for service may also arise with increased use to ensure the quality of the social infrastructure is not compromised, but introducing a fee structure will also need to be considered so that inclusivity and access are maintained.</p>						



## 7.0 Conclusion

This Social Benefit Assessment has documented the potential social benefit of the St Peter's Anglican College development, as auspiced by the Anglican Diocese of Canberra & Goulburn, and its capacity to contribute to community wellbeing and public benefit. Social infrastructure and Community Benefit Assessment frameworks were employed to make an informed decision about the Project's alignment to the principles of social value. This assessment was underpinned by the compilation of a social baseline profile for the Project and preliminary stakeholder consultation.

All attributes, as per the principles of social value adopted, were identified as either having a public benefit for the Broulee Tomakin and Eurobodalla communities and/ or the opportunity to contribute to public benefit with recommended initiatives. This report has assessed and found opportunities for the Project to generate the following components of social value:

- Provide opportunities for the local community to come together both formally and informally.
- Provide some opportunity for intergenerational and intercultural learning with further potential to explore partnerships in this area.
- Improve formal and informal activation of the site.
- Develop new, or sustain existing, partnerships with local community and stakeholders with clearly defined goals.
- Potential to further align events/ activities in the College to changing community strengths, needs and aspirations.
- Provide multi use, accessible and inclusive spaces that respond to an identified community need.
- Provide education offerings that promote excellence, equity and inclusion with the exploration of further partnerships with underreached communities.
- Encourage lifelong learning with greater linkages to diverse cohorts in the community.
- Improve the safety, health and wellbeing, and resilience of the local community.
- Encourage co-location and sharing of resources within the local community.

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