Social Impact Assessment - Northern Rivers Flood Recovery - Richmond River High Campus Redevelopment

Submitted to NSW Department of Education

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Acknowledgment of Country

Towards Harmony by Aboriginal Artist Adam Laws

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

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

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EXECUTIVE SUMMARY

This Social Impact Assessment has been prepared to support a Review of Environmental Factors (REF) for the rebuild of Richmond River High Campus (the activity) (RRHC). The REF has been prepared to support an approval for the RRHC development under Section 68 of the NSW Reconstruction Authority Act 2022 (RA Act).

The proposed activity comprises the relocation and rebuild of Richmond River High Campus from its existing temporary location alongside The Rivers Secondary College Lismore High Campus at East Lismore to the site at 163 and 170 Alexandra Parade, North Lismore.

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

The Social Impact Assessment concludes that the proposed activity is suitable and warrants approval subject to the implementation of the mitigation measures as detailed in the following technical reports reviewed for the assessment:

- Aboriginal Cultural Heritage Assessment Report (ACHAR)
- Arboricultural Impact Assessment (AIA)
- Noise and Vibration Impact Assessment (NVIA)
- School Travel Plan (STP)
- Statement of Heritage Impact (SHI)
- Traffic and Accessibility Assessment (TAIA)
- Visual Impact Assessment (VIA).

The following mitigation measures as identified in this Social Impact Assessment are as follows:

- Maintain engagement with Widjabul Wia-bal Gurrumbil Aboriginal Corporation and Registered Aboriginal Parties (RAP)
- Consider using a local First Nations artist for any public art and integrated landscape projects
- Prior to and during operation, the Department of Education will continue to consult and collaborate with TfNSW and Council to work towards enhancements to public transport and active transport infrastructure in the area for the benefit of the school community group and the broader area as it goes through transition.

This Social Impact Assessment for Richmond River High Campus finds that overall, the rebuild will have very high positive impacts for students, teachers, the school community and the broader Lismore LGA.

The rebuilt Campus will include new indoor and outdoor learning spaces to make the most of the Lismore environment and climate, green school grounds with different scaled open spaces, and place the cultural and community life of the school on display through landscaping and Connecting with Country design inputs. The rebuild will provide contemporary facilities that create modern learning environments benefiting teachers and students.

School sites are increasingly being recognised as valuable assets that can support the education, health and wellbeing of individuals, families and community groups. Operating as ‘more than schools’ they can have an important role in the development of resilient and connected communities. The importance of Richmond River High and its contribution to community building was expressed through community consultation.

First Nations students make up 17% of the enrolled population at the Richmond River Campus. The Aboriginal Cultural Heritage Assessment Report (ACHAR) shows that Aboriginal objects were identified and were found to have moderate to high social value and are tangible evidence of long-term Aboriginal occupation and land use in

and near the study area. The ACHAR also found the study area holds aesthetic value in connection with its topography, which is linked to the Buninj, the echidna djurabihl.

Based on consultation with local Widjabul Wia-bal representatives during the schematic design, responses in the Architectural Design Quality Report and the Landscape Masterplan show how input from this engagement is integrated with the design of the Campus, acknowledging the connections First Nations people have to the site.

There is likely to be future flooding in Lismore, heightened through the impacts of climate change. While additional severe weather events are likely, the rebuild of the school compliant with the relative flooding measures is almost certain to provide a safer environment. Additionally, the Flood Emergency Response Plan identifies several measures to maximise safety in a flooding event.

The site currently features a mix of natural features, residential and mixed-use business areas, resulting in a variety of landscape settings and characters. Vehicular traffic is minimal and pedestrian traffic is dominant. The rural and bushland character is prominent in the area and a compatible outcome for the site will depend on the capacity to visually integrate with existing key character components.

Landscape materials identified in the Masterplan in keeping with the surrounds ensures the proposal sits within the surrounding landscape and reflects the existing character of the area.

Extended building setbacks as well as significant landscaping will help mitigate any potential disruptions to the existing visual environment and have minimal impact on the surrounding area.

Impacts associated with the absence of active travel options have been assessed as high negative.

There are currently no dedicated footpaths or bicycle paths along Dunoon Road or Alexandra Parade, which reduces travel options in an area that has greater levels of socio-economic disadvantage than most other LGA's in NSW.

Whie the characteristics of Dunoon Road are likely to discourage use by pedestrians and bicycles, it is likely that students, some by necessity, will use this route as an option to walk or cycle to the Campus.

The SIA identifies this as a potential safety risk.

The School Travel Plan identifies the safety measures that will be implemented around the site, and several programming initiatives that are focused on pedestrian and cycling safety.

Critical infrastructure will be progressively introduced to support active travel as the urban release area to the north of the site is developed.

Prior to and during operation, the Department of Education will continue to consult and collaborate with TfNSW and Council to work towards enhancements to public transport and active transport infrastructure in the area for the benefit of the school community group and the broader area as it goes through transition.

1. INTRODUCTION

This Social Impact Assessment has been prepared to support a Review of Environmental Factors (REF) for the rebuild of Richmond River High Campus (the activity) (RHHC) The REF has been prepared to support an approval for the RRHC development under Section 68 of the NSW Reconstruction Authority Act 2022 (RA Act).

The Department of Education (the Department) is the landowner, and proponent pursuant to Section 5.1 of the *Environmental Planning and Assessment Act 1979* (the Act). The activity will be determined by the Reconstruction Authority (RA) under the Ministerial powers in Section 68 of the RA Act.

Purpose

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

The Proposal

Site Description

The site is located at Dunoon Road, North Lismore, also known as 163 and 170 Alexandra Parade, North Lismore. The site comprises of three separate lots, located to the north of Alexandra Parade, with Dunoon Road running parallel to the eastern boundary of the site.

The site is legally described as:

- Lot 1 DP 539012
- Lot 2 DP 539012
- Lot 1 DP 376007

The site area is approximately 33.53 ha. The proposed activity will be undertaken mainly within the south-eastern portion of the site. The Site is outlined in **Figure 1**. below.

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

Geographic Context and Lismore LGA

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

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

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

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

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

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

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

The floods had a devastating impact on Lismore, where 5 people died. A further 31,000 people were displaced and more than 3,000 businesses were disrupted affecting more than 18,000 jobs, including almost 1,000

agricultural jobs. The floods affected about 11,000 homes in the Northern Rivers region, of which more than 4,000 – mostly in Lismore – were deemed uninhabitable[1].

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

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

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

Figure 2. shows Lismore LGA and the geographic context.

Figure 2 Geographic context. Source: Regional Development Australia.

[11] Lessons from Lismore: What the rest of Australia needs to learn from the Northern Rivers floods. https://www.linkedin.com/pulse/lessons-from-lismore-what-rest-australia-needs-learn-northern-don-sxuff/. Cited on 20/03/2024.
[2] Southern Cross University. The Northern Rivers Flood Recovery Study 2022. https://www.scu.edu.au/media/scu-dep/news/images/2023/Flood-Recovery-Survey_Preliminary-Results.pdf. Cited on 20/03/2024.
[3] University of Sydney. Floods expose social inequities, and potential mental health epidemic in its wake, 2022. https://www.sydney.edu.au/news-opinion/news/2022/03/23/floods-expose-social-inequities--and-potential-mental-health-epi.html. Cited on 20/03/2024.

Proposed Activity

The proposed development comprises the relocation and rebuild of the Richmond River High Campus from its existing temporary location alongside The Rivers Secondary College Lismore High Campus at East Lismore to the proposed site at 163 and 170 Alexandra Parade, North Lismore.

The school will be delivered in one stage. A detailed description of the proposal is as follows:

1. Demolition of existing features including existing buildings, cattle drinking well, cattle sheds, and wire fencing, and removal of trees to accommodate school development.
2. Construction of new three storey buildings on the southeastern portion of the site for the proposed public secondary school including:

- General and Specialist Learning Spaces and Workshops
- Administration and Staff facilities,
- Library, Hall and Movement Studio
- Construction, Hospitality and Agricultural Learning Facilities
- Amenity, Plant, Circulation and Storage areas
- Outdoor Learning Spaces and play spaces

3. Landscaping including tree planting.
4. Public domain works comprising:

- Access road off Dunoon Road, comprising a separate shared bicycle/pedestrian pathway, and internal access roundabout.
- Kiss and ride drop-off and pick up zones.
- Bus transport arrangements with a separate bus zone.

5. Outdoor spaces including assembly zones, agricultural spaces, sports fields, games courts, dancing circles, yarning and dancing circles, seating and shade structures.
6. On-site carparking, including accessible spaces and provision for EV charging spaces.

Figure 3. below shows the overall site context plan.

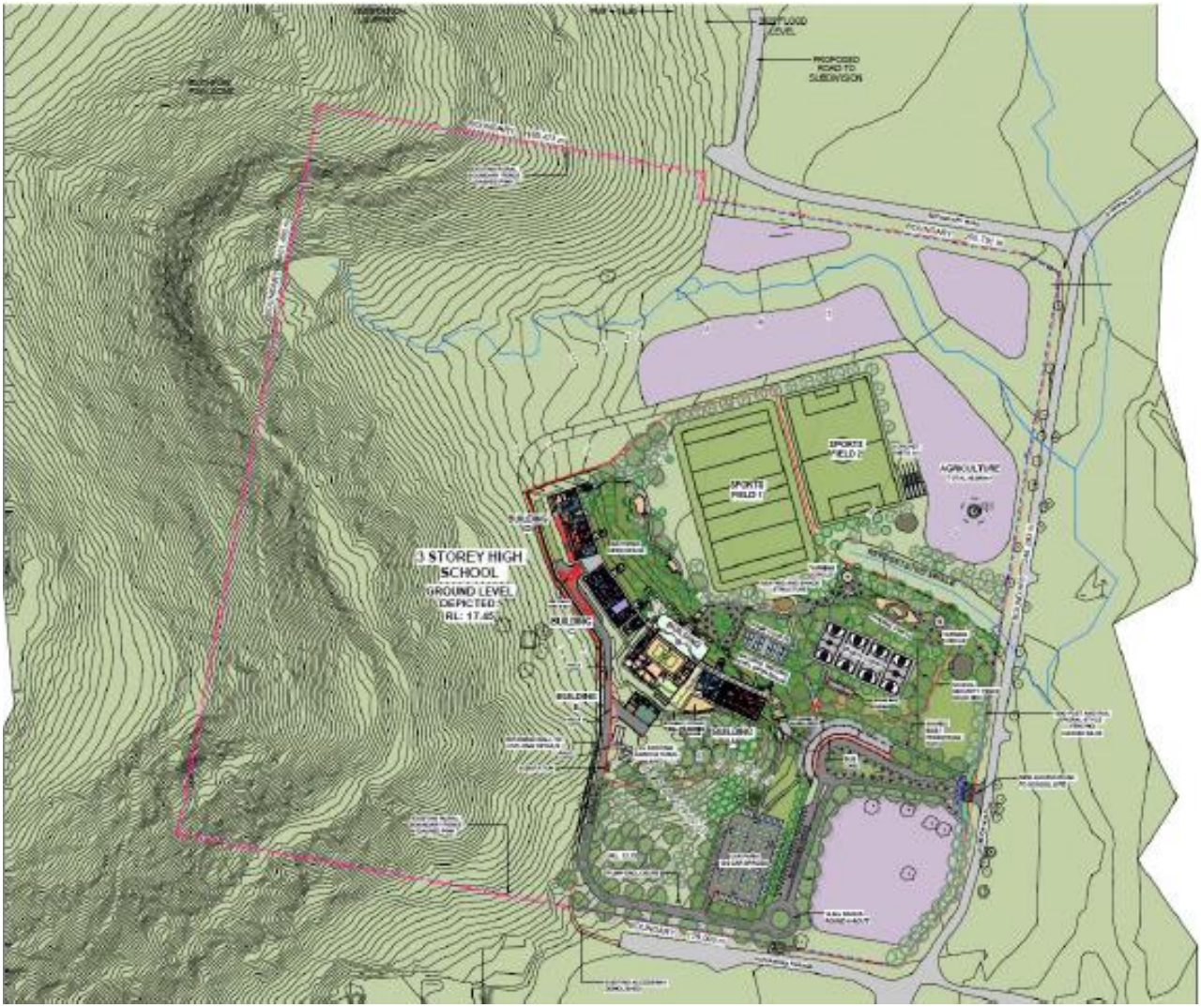

Figure 3 **Overall site context plan. Source: EJE Architecture, 2025**

2. METHODOLOGY

The methodology for this assessment references the NSW Government Department of Planning and Environment (DPE) Social Impact Assessment and Guideline 20214, and the Social Impact Assessment Technical Supplement, 20215.

The methodology incorporates the following stages:

A. Proposal review

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

B. Define the social locality

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

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

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

C. Demographic analysis

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

D. Literature review

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

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

E. Technical Report review

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

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

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

[4] NSW Government (2023) Social Impact Assessment Guidelines for State Significant Projects, November 2023 https://www.planning.nsw.gov.au/sia

[5] NSW Government (2023) Technical Supplement: Social Impact Assessment Guidelines for State Significant Projects, November 2023 https://www.planning.nsw.gov.au/-/media/Files/DPE/Guidelines/Policy-and-legislation/Social-Impact-Assessment/SIA-Guideline---Technical-Supplement-2v7.pdf?la=en

D. Social impact assessment

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

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

F. Residual impact assessment

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

3. SOCIAL LOCALITY

The social locality identifies the places and stakeholders that may be impacted by a project. This information contributes to establishing the social baseline that informs the assessment.

The identification of potential impacts the following geographic areas, and the residents and stakeholders within, were recognised as the social locality, as shown in **Figure 4**.

The social locality is made up of the following:

- local area – any impacts are likely to be direct
- Richmond River High Campus Community Group (RRHCCG) - impacted by several factors related to the new Campus
- Lismore LGA – any impacts likely to be indirect.

Local area

In 2021 the local area had a population of approximately 255 people in an area of 9.78 km. The median age of the population is42. The highest representation of household types are couples without children, which 30% of households are couples with children. There are 15 secondary school and 20 primary aged children in the area.

Richmond River High Campus Community Group

In 2024 there are 531 total enrolments at the Campus. 17% of students are Indigenous, and 7% speak a language other than English.

In 2019, 700 students were enrolled, 702 in 2020, 711 in 2021, 624 in 2022, 554 in 2023, and 531 in 2024.

Richmond River High Campus is a co-educational comprehensive high school located on the floodplains in North Lismore. The Campus officially commenced as a campus of The Rivers Secondary College from the start of 2015. Richmond River High School draws its students from within Lismore as well as the broader rural community and surrounding villages.

Lismore LGA

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

The 2023 Estimated Resident Population for Lismore City is 43,907, with a population density of 34.05 persons per square km.

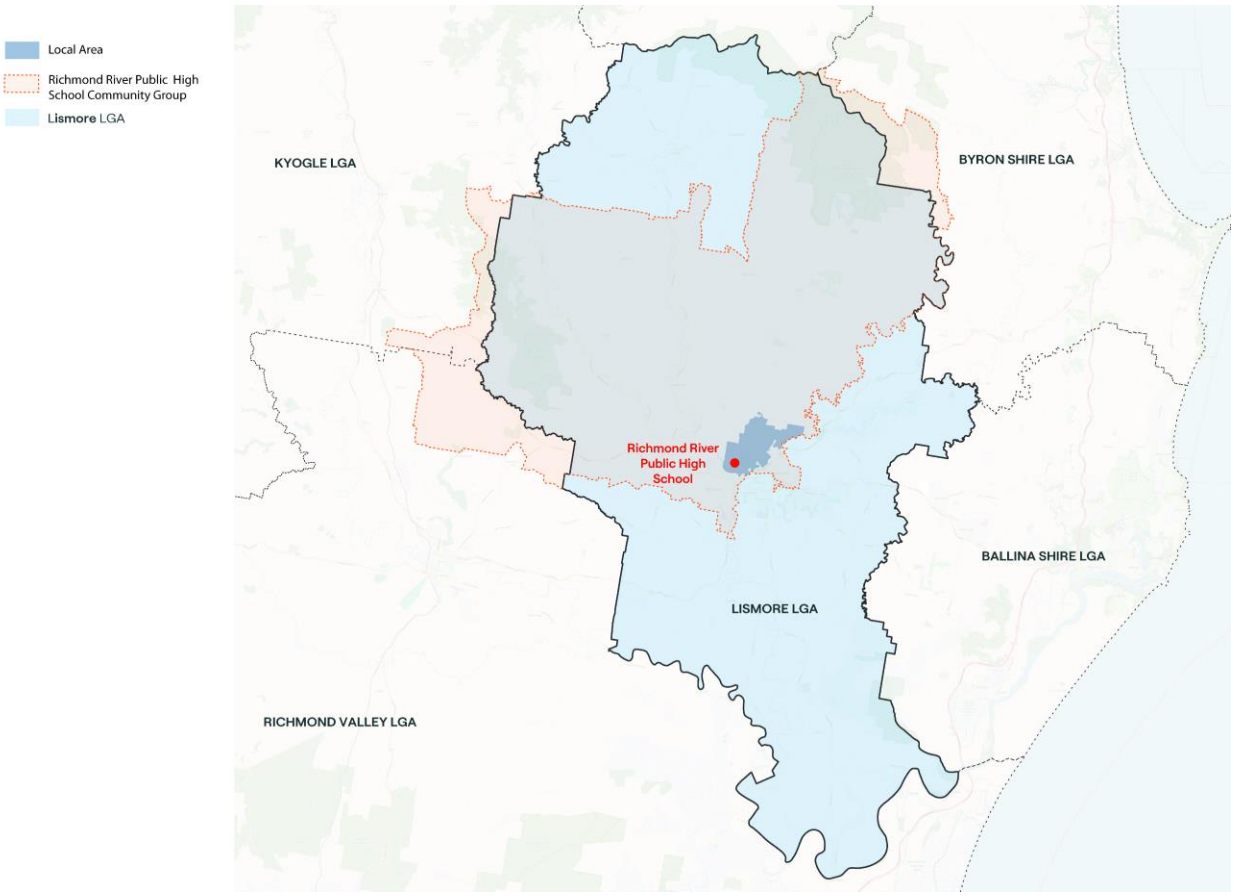

Figure 4 **Richmond River High College Social Locality**

4. COMMUNITY PROFILE – SUMMARY

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

The primary source of data for the community profile is the Australian Bureau of Statistics (ABS) 2021 Census. Additional data from other sources has been collected as necessary to provide a commentary on the social locality. Selected community profile characteristics are presented below.

FIRST NATIONS	At the 2021 Census there were 363 people identified themselves as Aboriginal and / or Torres Strait Islanders living in the East Lismore and 2,564 people in Lismore LGA. Lismore is home to the WIDJABUL WIA-BAL people of the Bundjalung Nation. The Bundjalung people, also spelled Bunjalung, Badjalang and Bandjalang, are Aboriginal Australians who are the original custodians of a region from around Grafton in northern coastal New South Wales to Beaudesert in south-east Queensland. The region is located approximately 550 kilometres (340 mi) northeast of Sydney and 100 kilometres (62 mi) south of Brisbane that now includes the Bundjalung National Park. The area underwent significant change with sea level rise 18,000 to 7,500 years ago which completely displaced inhabitants of previous coastal areas and resulted in dramatic changes in distributions of peoples. The languages of the Bundjalung people are dialects of the Lower-Richmond branch of the Yugambeh-Bundjalung language family. In 2022, the Widjabul Wia-bal people won their decade-long claim for native title rights and interests over 1559 km2 of lands and waters around Lismore. The native title determination area is bounded by Bagotville, Tuckean Nature Reserve and Tucki Tucki to the south; Bungabee State Forest and Cawongla to the west; Nightcap National Park in the north and Wollongbar and Alstonville in the east. The decision means Widjabul Wia-bal traditional owners now have the rights to carry out several cultural activities on non-freehold land, such as national parks and crown land. In 2021 Lismore City Council voted to hand back Banyam Baigham 'Sleeping Lizard Hill' to the Widjabul Wia-bal people.
COMMUNITY VALUES	Based on engagement with residents, business and other, Lismore Council's Community Strategic Plan 2022 – 2032 outlines a vision for the future. The Plan acknowledges that Lismore faces an uncertain future after the 2022 floods that devastated the area. Despite this, responses by the community included: 'The February natural disaster may have destroyed homes, livelihoods and businesses, but it could not destroy the heart of the Lismore community'. In this context, the Plan highlights community aspirations for Lismore as: • An inclusive and healthy community is connected to community wellbeing, a healthy lifestyle, social connections and a feeling of belonging and acceptance. • A prosperous and vibrant city has a resilient economy with a diversity of business, a thriving cultural and artistic life, and an attractive, welcoming city centre. • We value our natural environment and actively work to protect and enhance our

	natural assets, use our resources wisely, and grow sustainability. • Our built environment creates a liveable community where our basic needs and services are met now and into the future. Resilient Lismore, a community organisation established to assist residents and businesses with flood recovery, has coordinated volunteers who have performed around $4 million worth of volunteer aid, including more than 14,000 volunteer deployments and 85,000 volunteer hours. According to the Chair of the organisation: *"Resilient Lismore has its genesis in selfless, community-based, mutual aid. That is what defines us, and we are committed to never losing sight of it". In further describing Lismore's values, the Chair stated that "…this community that guides us and determines who we are and what we do. Our community has worked together, to save ourselves and to restore and retain our community identity as we walk the long road of recovery".*
POPULATION CHARACTERISTICS	In 2021 there were 4,980 people in East Lismore which accounted for 11.2% of the population in Lismore Council area. The East Lismore's population is expected to decrease by 806 people reaching a total of 4,305 by 2031. The average annual changes of the social locality in the next 5 and 10 years are higher than those in Lismore Council area.
AGE STRUCTURE	The local area generally had a higher distribution of parents and homebuilders (35 to 49) and Empty nesters and retirees (60 to 69) compared to Lismore LGA. These age groups combined made up of more than one-third of its population. In 2021, the local area had 10.80% of population in the 35 - 44 age cohort compared to Lismore LGA at 11.65%. This age cohort was also the largest cohort in 2021. Tertiary education and independence (18 to 24) and young workforce (25 to 34) in the local area, otherwise, accounted for lower proportions compared to those in Lismore. Population projections in Lismore LGA suggests that population younger than 18 to 34 years will increase in proportion in the next 10 years while population 45 to 74 years will experience some levels of decrease. Quantitatively, the 25–34 age group will experience the greatest growth between 2021 and 2031. All age groups are expected to see a significant increase, except for those aged 55–64. By 2031, the population of individuals aged 25–34 is projected to reach 35,944, representing an increase of over 7,997 individuals. Additionally, the population of children and young people in kindergarten and university age is expected to steadily increase, maintaining a proportion of 20% of the total population.
HOUSEHOLD TYPE AND HOUSING	In 2021, 18.4% of households in the local area were families with children, compared with 21.3% in Lismore Council area. On the other hand, the proportion of group households (4.6%) and lone person households (30.1%) in the local area were higher than Lismore LGA with 4.0% and 26.4% respectively. Forecast data projected that in the next 7 years Wollongong LGA household structure will remain as they were in 2021. Families with children still the largest group accounting for more than a fifth of the LGA population. In the local area, 74.2% or 1,533 of the 2,065 dwellings were classified as separate houses. In the Lismore LGA separate houses accounted for 78.0% of the total dwellings.
DIVERSITY	In 2021, 84.4% of people in the local area were born in Australia, compared with 83.2% in Lismore LGA. Those with a birthplace other than Australia in the local area with the greatest proportion in numbers was England with 1.9%.

	Other communities to note with a birthplace other than Australia include are those from New Zealand at 1.1%, Philippines at 0.5% and India at 0.5%. The major difference between the countries of birth of the population in local area and Lismore Council area was a smaller percentage of people having both parents born overseas (11.5% compared to 12.9%). 6.7% of the social locality and 5.5% of Lismore population used a language other than English at home. That is lower than the average of NSW with 29.1% of population used a language other than English at home. 1.0% of the population spoke Indo Aryan Languages, 0.8% German, and 0.7% SE Asia Austronesian Languages at home. In 2021, 94 people in East Lismore, out of the 2,263 who spoke a language other than English at home, reported difficulty speaking English.
HEALTH	In the local area, the most common long-term health condition was arthritis. While 41.6% of the population reported no long-term health conditions, a lower rate than in Lismore Council area (41.6%). 10.9% of the population nominated mental health condition as the most common long-term health condition, followed by asthma (8.5%), and arthritis (8.2%). The major differences in the long-term health conditions between the local area and Wollongong Council area are: A smaller percentage with arthritis (8.2% compared to 8.2%) A smaller percentage with mental health condition (10.3% compared to 10.9%) A smaller percentage with asthma (8.2% compared to 8.5%) A higher percentage with heart disease (including heart attack or angina) (3.7% compared to 4.0%). In 2021, 404 people (or 8.1% of the population) in the local area reported needing help in their day-to-day lives due to disability. This was higher than the average of NSW.
INCOME AND EMPLOYMENT	In the local area, 27.6% of households earned an income of $1,000 or more per week in 2021. Analysis of household income levels in the local area in 2021 shows that there was a lower proportion of higher income households (those earning $3,000 per week or more) and a higher proportion of lower income households (those earning less than $800 per week). Overall, 0.95% of the households in East Lismore earned a high income and 52.8% were low-income households compared with 1.7% and 52.4% respectively for Wollongong LGA. 2,140 people living in Lismore Council area were employed in 2021. Unemployment rate at 6.2% which was higher than Lismore LGA (5.1%) and NSW (4.9%). In 2021, most of those employed in the local area worked in Professional Services (20.6%), Community and Personal Service Workers (16.5%), followed by Labourers (13.1%), and those in Technicians and Trades (12.2%).
SEIFA INDEX	According to ABS Census data, in 2021, East Lismore where the site is located had a relative lower Advantage and Disadvantage scores compared to Lismore and NSW. Table 1. shows the level of advantage and disadvantage of selected areas within Lismore LGA. The higher the score, the higher the level of advantage and the lower the level of disadvantage.

Table 1 **East Lismore SEIFA index of Advantage and Disadvantage scores and comparative locations**

Area	IRSAD index score
Kyogle	863
Casino	848
Byron Bay	1038
Ballina	928
Loftville	760
Monaltrie	928
Lagoon Grass	1028
Goonellabah	939
South Lismore	858
North Lismore	905
Lismore (Heights)	955
Greater Sydney	1045
East Lismore	**915**
Lismore (Suburb)	876
Lismore (LGA)	**945**
New South Wales	1016
City of Sydney (LGA)	1027

Source: Australian Bureau of Statistics, 2021

5. LITERATURE REVIEW

This section provides a discussion of the relevant literature, including federal, state and local government policy and planning information relevant to the Project. This information contributes to establishing the social baseline that informs the assessment.

State Policy and Planning Drivers

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

North Coast Regional Plan 2041

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

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

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

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

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

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

NSW Department of Education Strategic Plan 2018 -2023

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

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

To support these outcomes, the Strategy identifies the following:

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

Connecting with Country Framework.

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

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

City of Lismore Council policy and planning drivers

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

Imagine Lismore – Community Strategic Plan 2022-2032

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

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

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

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

Inspire Lismore 2040 (Local Strategic Planning Statement)

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

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

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

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

Lismore Floodplain Risk Management Plan

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

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

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

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

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

Lismore Growth and Realignment Strategy 2022

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

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

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

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

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

6. TECHNICAL REPORT REVIEW

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

In some cases, these reports are used to inform the social baseline. The mitigation measures and recommendations from these reports are included in Section 10 of this assessment and listed as part of the residual impact assessment in **Section 8**.

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

Aboriginal Cultural Heritage Assessment Report (ACHAR)[6]

The Aboriginal Cultural Heritage Assessment Report (ACHAR) outlines the potential impact of the proposed activity on Aboriginal cultural heritage, including places, objects, and practices. The ACHAR assesses the significance of any heritage items and provides recommendations for their protection and management, which includes consultation with Aboriginal communities and relevant authorities.

Using the four assessment criteria as identified in the Burra Charter, the ACHAR made the conclusions shown in **Table 2**. below.

Table 2 ACHR findings

PRINCIPLES	FINDINGS
Social Value	• The study area is in a culturally and socially significant area, as the site has several ceremonial, mythological, archaeological post contact sites. Site specific values are associated with the Bininj, being the echidna djurabihl. • Aboriginal objects were identified and were found to have moderate to high social value and are tangible evidence of long term Aboriginal occupation and land use in and near the study area.
Historical Value	• No First Nations historical connections were identified in associated with the study area.
Scientific Value	• The Aboriginal objects recovered from the study area hold low scientific significance. These artifacts could however have value if suitably interpreted as part of a small display or educational collection.
Aesthetic Value	• The study area holds aesthetic value in connection with its topography, which is linked to the Buninj, the echidna djurabihl.

Source: GML.

Arboricultural Impact Assessment[7]

The purpose of the Arboricultural Impact Assessment (AIA) report is to identify those trees that could be retained and those required to be removed as part of the site activity. A tree protection plan for proposed retained trees is included as part of the Arboricultural Impact Assessment report.

The AIA recommend that a total of thirteen trees be removal. Eleven trees are recommended for removal due to their location within the activity footprint or having major conflict with the proposed construction. One additional tree is recommended for removal because of its weed status.

[6] Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Aboriginal Cultural Heritage Assessment Report. Cited 01/07/2025.
[7] GHD. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment Arboricultural Impact Assessment. Cited 01/07/2025.

The AIA states that the trees removed can be replaced with new plantings in accordance with the landscaping plan.

Protection measures have been identified in the AIA to ensure trees recommended for retention are incorporated into the general landscape and continue to provide ecological services once development of the site is completed. Recommended tree protection measures are detailed in the AIA tree protection plan.

The AIA identified the following mitigation measures for implementation to avoid or minimise potential impacts, shown in **Table 3**.

Table 3 Tree protection mitigation measures

MITIGATION NUMBER/NAME	ASPECT/SECTION	MITIGATION MEASURE	REASON FOR MITIGATION
Tree protection	Design	• Minor redesign to accommodate retained trees	Minimise the encroachment into the TPZ of retained trees.
Canopy works (if required)	Preconstruction	• Pruning works are to be undertaken by a suitably qualified and experienced arborist complying with the Australian Standard for the Pruning of Amenity Trees, AS4373-2007. Natural Target Pruning methods should be used wherever possible when removing sections from retained trees.	Increasing viability of pruned trees if access for high clearance vehicles during demolition or construction is required.
Tree protection	Construction	• Installation of tree protection fencing to exclude construction from the TPZ. TPZ fencing will be installed as per Section 4.1.1.	Exclude construction measures impacting retained trees.
Tree removal	Construction	• Stump and root material from a tree elected for removal that are growing in close association with a tree nominated for retention are to be cut to ground level or by other means deemed appropriate. Tree removals are to be undertaken by a suitably qualified and experienced arborist.	Protection of retained trees during tree removal and site clean-up.
Soil and root protection (if required)	Construction	• Where any structural roots (those with a diameter greater than 20 mm) are encountered by excavation, these are to be pruned with clean, sharp pruning tools by a suitably qualified arborist. • If temporary access into any TPZ is required for machinery during construction, then ground protection measures are required. Measures may include permeable membranes such as geotextile fabric beneath a layer of mulch or crushed rock below rumble boards.	Protect retained trees by preventing soil compaction and root damage.
Tree assessment	Post construction	• Immediately after the completion of construction work and 18 months after, the consulting arborist will carry out an	The assessment will document condition of retained trees and on-

	assessment of all trees retained and/or affected by the works.	going remedial care required to ensure viable retention of trees affected.

Source: GHD

Further, the AIA recommends that prior to the commencement of any construction works at the site (including demolition of existing infrastructure), a suitably qualified consulting arborist shall be appointed to supervise all tree protection procedures.

Architectural Design Quality Report[8]

The Architectural Design Quality Report outlines the design and planning of the Campus, encompassing both functional and aesthetic considerations. It serves as a detailed record of the design process, from initial concept to final implementation, and includes various aspects like site analysis, design concepts, technical specifications, the integration of building systems and an evaluation of the environmental impact. The evaluation of environmental impact includes visual, light pollution, overshadowing and wind assessments.

The Report concludes that there will be no adverse environmental impact based on the assessment of these four elements.

The Report identifies opportunities where Connecting with Country strategies can be reflected in the architectural response.

Connection with Country meetings were held during the Schematic design phase and the strategies have been developed in conjunction with Widjabul Wia-bal representatives. The main strategies developed in the meetings fall under five banners:

1. Telling Bundjalung Stories.
2. Gathering on Bundjalung Country.
3. Healing and Respecting Bundjalung Country.
4. Celebrating Bundjalung Language.
5. Connecting Through Sport.

The architectural response to these strategies includes:

6. The school hall could be a place where Bundjalung artworks are featured.
7. Creating outdoor learning spaces.
8. Having buildings such as the school hall able to open to the outdoors.
9. Reducing the prominence of the school buildings through using natural colours. Use artworks for splashes of colour and have colourful interior spaces.
10. Using language across the campus through signage and naming.
11. Featuring images of prominent Aboriginal sportspeople in the gym and basketball court.

The Report provides several images to communicate these strategies in-situ.

[8] EJW Architecture. Architectural Design Quality Report. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Cited 04/07/2025

Flood Emergency Response Plan[9]

The Flood Emergency Response Plan outlines the actions to be taken before, during, and after a flood event to minimize harm to people, property, and the environment. It aims to reduce risks, ensure a coordinated response, and facilitate a quicker recovery.

The Plan identifies the following mitigation measures, as shown in **Table 4**.

Table 4 Flood Emergency Response Plan mitigation measures

MITIGATION NUMBER / NAME	ASPECT / SECTION	MITIGATION MEASURE	REASON FOR MITIGATION
Reviewing the FERP in detail design	Flooding	• This FERP is based on the 100% Schematic Design information for the proposed site, and must be reviewed following the detailed design stage, prior to the site becoming operational.	To update the FERP based on the latest design and information
Education and signage	Flooding / Education	• Education and signage – to ensure all staff and students are aware of the flood risks present onsite and the flood protocols and procedures via signage. • Depth markers will be implemented along the piers within the undercroft of the proposed building to demonstrate the estimated 1% AEP and PMF depths, ensuring that site users are aware of the potential risks of flooding at the site.	To ensure all staff and students are aware of flood risks present onsite
Flood drills	Flooding	• Flood drills – to ensure staff and students are familiar with the sound of the alert and their flood response actions.	To minimise risk during the flood evacuation
Regular check of Flood emergency kit	Flooding	• Flood emergency kit should be prepared and regularly checked to ensure that supplies are in working condition	To ensure to be prepared during evacuation

Landscape Masterplan[10]

The landscape masterplan guides the development and management of the Campus grounds, encompassing both hardscape (paving, structures) and softscape (plants, lawns) elements. The Masterplan in stages, that outlines the vision for the site's future, considering existing conditions, student needs, and potential constraints.

Included in the Masterplan vision are detailed plans on expressing Aboriginal design principles and ideas. Options highlighted in the Masterplan are reflected in **Table 5**. below.

These options were developed from consultation meetings with Widjabul Wia-bal community groups. The meetings were held to discuss ways to acknowledge and celebrate Bundjalung Culture and Country and provide a safe and inclusive learning environment for all students.

[9] TTW. Flood Emergency Response Plan. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Cited 04/07/2025
[10] Terras Landscape Architects. Landscape Masterplan. Richmond River High Campus. Cited 01/07/2025

Table 5 Connecting with Country design ideas / options

BUNINJI DETAIL PLAN	
Deco Gold-Decomposed Granite with Feature Tree Pits	• Gold decomposed granite with concrete edging and 1m radius tree cut outs with mulch cover for tree health.
Stamped echidna Footprints and Trail	• Imprinted echidna foot prints into concrete surface to be aligned with pergola structure highlighting shadow patterns and echidna form.
Bush Tucker Mass Planting Matrix	• Battered mass planting bushtucker garden with informative plaques for interactive learning. Opportunity for native fauna support with feed plants and habitat.
Custom Design Echidna Pergola	• Custom Shade structure to be developed in collaboration with cultural board. • Mix materials including aluminium timber batten look, powder coated aluminium frame and laser cut perforated stainless steel sheets patterned with echidna quills. • Shade structure to project echidna onto exposed aggregate pad below.
Main Access Path (The Ant Trail)	• To be brush finished grey concrete with brown exposed aggregate edge with trowelled definition between surface finishes. The exposed aggregate contour representing the ant trails running from Ant Hill linking the school to its geographical context and historic surroundings.
Organic Exposed Aggregate Seating Pads	• Organically shaped concrete seating pads with exposed brown aggregate finish. • In situ concrete bench seats • Endemic shade trees in tree pits to provide shade to passive recreation areas.
Signage	• Wayfinding signage/plaques to provide opportunity for story telling and integrated cultural learning.
YARNING CIRCLE	
Natural Swale	• Natural swale to be maintained and revegetated with endemic species.
Endemic Bush Tucker Gardens	• Endemic bush tucker garden with brass plaques engraved with information on plant uses and cultural knowledge. Text to be developed in collaboration with cultural board.
Natural Bushrock Sculptural Mounds	• Natural Bushrock boulders to be placed as key features to mimic the surrounding hills and help highlight local materials to increase sense of place.
Signs and Information Plaques	• Opportunities for information plaques to be placed in key locations through the cultural area providing information on bush tucker plants and cultural story telling. All content to be developed in coordination • with cultural board.
Cultural Dance Space	• Exposed soil dance centre for dust dance ceremonies • Deco granite perimeter with carver stone or other local stone bolder seating. Opportunity for cultural carving to be implemented into stone seats. To be developed in consult with cultural board.
Yarning Circles	• Two large yarning circles with interlinking pathways for cultural learning.

	• Timber bench seats in circular formation with coloured concrete base.
Cultural Walk and School Secondary Access Point	• Secondary pedestrian and bike access path from Dunoon Road.
ENTRY	
Main Entry Welcome to Country Feature Garden	• Endemic Plant selection with room for community engagement planting. • Collaborative art and cultural totem display gardens either side of the entry walkway with areas for community planting to be incorporated. • Welcome to Country sign and school entry feature sign.
Welcome to Country	• Customised community collaborative art works and signs at the main school entry to be designed in collaboration with cultural board.
Meeting Place	• Curved gabion style bench seating with recycled materials from the old school buildings. • Endemic shade trees for place making and cooling. • Exposed brown aggregate concrete finish.

Source: Terra Landscape Architects

The Landscape Masterplan documents the materials palette for the site. The proposed palette is inspired by the history and heritage of the site with reference to the significance of waterways that run through the site and shape the greater Lismore area. The choice of endemic plant species, and integrated art and educational plaques help to create inclusive spaces and learning opportunities. A rich colour palette has been chosen to reflect the surrounding ecological and geological features of the area allowing the built landscape to settle into its surroundings.

Stone such as granite and rhyolite have been utilised in varied ways throughout the site along with the endemic Red cedar and Paper Bark timber to celebrate the endemic vegetation while highlighting the need for reforesting of these species.

Noise and Vibration Impact Assessment Report[11]

The Noise and Vibration Impact Assessment (NVIA) measures, analyses and evaluates the noise and vibration levels in the environment surrounding the proposed activity to determine their impact on receptors. It assesses the potential adverse effects on human health, well-being, and the environment. The NVIA identifies several mitigation measures to ensure the proposed activity complies with relevant regulations and Australian Standards.

The Report concludes that the proposed activity can achieve the acoustic conditions as required as part of the REF submission and no significant environment impact will be produced, provided the conceptual recommendations discussed in the Report are implemented and further developed during detailed design stages.

Table 6. provides details of the mitigation measures outlined in the Report.

[11] Pulse White Noise Acoustics. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Noise and Vibration Assessment Report. Cited 01/07/2025

Table 6 Summary of mitigation measures

Mitigation Name	Aspect	Mitigation Measure
External noise emissions from mechanical services	Mechanical services	• Mechanical plant should be designed to achieve compliance with external noise level criteria.
Building envelope constructions	Architectural design	• Treatments for building envelope constructions should be designed to mitigate noise intrusion from external noise sources (such as local road traffic). • Treatments for building envelope constructions in Buildings B (Multi-Purpose Hall & Movement Theatre) and E (Agricultural Shed) should be provided to mitigate noise break-out noise emissions, based on the use and activities undertaken in these buildings. • Treatments in Building E will depend on the type of machinery to be used within the shed; or if the shed will only be used for storage. • These conceptual treatments should be further developed by considering other operational procedures such as use or activity to be undertaken within these school buildings.
Internal noise emissions from mechanical services	Mechanical services	• Mechanical plant should also be designed to achieve compliance with internal noise level criteria. The assessment of internal noise levels should account for noise emission by building services, as well as noise intrusion from external noise sources such as local road traffic. • All mechanical plant should be resiliently vibration mounted to achieve compliance with vibration criteria.
Noise emissions from outdoor playgrounds	Operational procedures	• Management mitigation measures should be implemented to manage noise emissions from outdoor playgrounds. These measures should be included as part of the School's Operation Management Plan (OMP). • Outdoor playgrounds should not be used before 7:00am. This measure should also be included as part of the OMP.

Additionally, specific measures to minimise construction related noise and vibration are included in the Report. These include the preparation of a construction noise and vibration management plan (CNVMP), which will include the following:

- on-site noise monitoring to confirm the existing ambient noise levels
- a detailed construction program should be provided and include:
    - Schedule of construction activities (classified into scenarios if applicable)
    - List of construction equipment per activity
    - Location of construction equipment
    - Duration of construction activities, as well as proposed construction hours
- assess predicted noise levels in accordance with the procedures identified in the NVIA Report (Section 4)
- based on the outcome of the assessment, establish management and operational procedures to address noise and vibration mitigation measures and complaints
- for vibration generating equipment, it is recommended that safe working distances be determined to maintain compliance with the appropriate human comfort criteria as well as to minimise impact on buildings. Indicative safe working distances should be confirmed during detailed design stages of the project

by undertaking vibration validation tests involving the actual equipment to be used. These validating tests should be performed at the commencement of works

- identify heritage structures as well as vibration sensitive premises (such as those containing scientific and surgery equipment). Safe working distances from vibration generating equipment should be established to achieve compliance with the criteria
- identify of other vibration sensitive structures such as tunnels, gas pipelines, fibre optic cables, Sydney Water retention basins. Specific vibration goals should be determined on a case-by-case basis by an acoustic consultant which is to be engaged by the construction contractor
- undertake an assessment of road traffic noise generated by light and heavy vehicle movements which are associated with the construction works for the development. A construction traffic study should be provided to determine the relevant traffic flows. These predicted noise levels of construction traffic will then be assessed in accordance with the criteria
- all construction works should be undertaken during recommended standard hours
- local council and community should be notified prior to start of construction activities likely to have a high noise impact. Additionally, prior notification and strong justification should be provided for work which is to be undertaken outside standard construction hours.

The Report lists the following as typical mitigation measures which can be considered in the CNVMP. These measures are to be confirmed once detailed information of the construction program becomes available and further noise measurements have been conducted on site:

- undertake all feasible and reasonable measures to minimise noise impacts and achieve compliance
- inform all potentially impacted residents of the nature of works to be carried out, the expected noise levels, duration of noise generating construction works, and the contact details for the proposal. This can be conducted as part of a community consultation process
- a potential approach would be to schedule a respite period of one hour for every three hours of continuous construction activity, or undertaking high noise generating works at less sensitive times such as 9:00 am to 12:00 pm and / or 2:00 pm to 5:00 pm
- undertake following operational procedures:
    - Maximise the offset distance between plant items and nearby noise sensitive receivers
    - Prevent noisy plant working simultaneously and adjacent to sensitive receivers
    - Minimise consecutive works in the same site area
    - Orientate equipment away from noise sensitive areas
    - Carry out loading and unloading away from noise sensitive areas
    - Minimise noise emissions from reversing alarms using “forward only” traffic flows through the site, broadband alarms (rather than tonal alarms), maintaining occupational safety standards, etc.
    - No use of PA systems on site
    - Site induction training to include noise awareness component
    - Site deliveries to be conducted during standard construction hours.
- conduct supplementary noise and structural damage and/or human comfort vibration monitoring to confirm compliance with the adopted construction noise and vibration criteria. These measurements can also be carried out in response to complaints, exceedances or for the purpose of refining construction techniques to minimise noise and vibration emissions
- establish a complaint handling procedure to address complaints, identify corrective action and implement if possible. The corrective action may involve supplementary monitoring to identify the source of the non-conformance and/or may involve modification of the construction techniques or programme to avoid any recurrence or minimise its adverse effects

- any vibration generating plant and equipment is to be in areas within the site to lower the vibration impacts
- Investigate the feasibility of rescheduling the hours of operation of major vibration generating plant and equipment
- use lower vibration generating items of construction plant and equipment, that is, smaller capacity plant
- minimise performing vibration generating works consecutively in the same area (if applicable)
- schedule respite periods, these are to be determined based on the outcomes of detailed construction noise assessment and in coordination with the contractor
- maximise hammer penetration (and reduce blows) by using sharp hammer tips. Keep stocks of sharp profiles at site and monitor the profiles in use.

School Transport Plan[12]

The School Transport Plan outlines how travel to and from the school will be managed, aiming to make it safer and more sustainable. It addresses local traffic issues around the school and encourages active, safe, and sustainable travel methods like walking, cycling, and using public transport.

The overall vision is to promote more students to walk, cycle, and use public transport to reach Richmond River High Campus. To achieve this goal, the School Transport Plan (STP) includes the following objectives:

- Promoting initiatives that enhance awareness among students, staff, parents, and caregivers regarding their travel choices to and from the school, fostering a culture of active living.
- Identifying steps to sustain and increase the number of students walking and cycling to school and utilising bus services.
- Providing tools to identify barriers to active travel and collaborating with Council and Transport for NSW to develop solutions and support in funding their implementation.
- Setting up accountability and responsibility for rolling out the School Transport Plan.
- Establishing ways to monitor progress and celebrate success in achieving the goals.

The Plan presents study results of a current travel to the temporary school survey to develop an understanding of student travel patterns. These studies include a school travel survey, walking catchment analysis and public transport catchment analysis.

The survey results show that 42% of students use public transport to get to and from school, suggesting they may be open to using public transport to the future school site if adequate bus services are available. Currently, 20% of students travel to school using active transport.

The walking catchment analysis indicates that currently, 0% of students live within a 15-minute walk to the new Campus.

The public transport catchment analysis identifies students who live too far to walk comfortably to school. The analysis indicates that most students live more than 400 metres from a bus stop that provides access to the school, likely due to the current lack of bus services serving the future school site.

An analysis of 400m walking catchment from bus stops that interchange at Old Trinity College indicated that, if bus services are provided from Old Trinity College to the future school site, up to 59% of students could take public transport to school.

To support sustainable transport at Richmond River High Campus (RRHC), the School Travel Plan provides a preliminary set of policies and procedures that will be discussed and approved in consultation with DoE and Richmond River High Campus. These measures aim to create a safer, more efficient and environmentally friendly

[12] Crossley. School Transport Plan. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Cited 23/07/2025

environment for students and staff. The following outline the strategies to improve walking infrastructure, support public transport use, formalise kiss-and-drop locations, and meet 4-star Green Star requirements.

1. Creating an improved walking environment

Procedures:

- Regularly inspect walking paths and report any hazards to the local council for maintenance.
- Encourage students and staff walking to school to report hazards via the "snap, send, solve" app.
- Promote walking to school through school newsletters, assemblies, and events such as Walk Safely to School Day.
- Provide internal footpaths within the site to connect school access points.

2. Support public transport use with bus routes to the school site

Procedures:

- Collaboration with TfNSW to introduce bus routes that serve the school community.
- Provide up-to-date information on bus routes, schedules and the benefits of using public transport through the school website, newsletters and social media.

3. Formalise kiss-and-drop locations

Procedures:

- DoE will provide formalised kiss and drop zone.
- Communicate the location of the kiss and drop zones to parents and caregivers and associated rules to support self-enforcement.
- Offer supervision to ensure that vehicles do not stop in unsafe or obstructive locations on the school boundary.

4. Meet 4-star Green Star requirements

Procedures:

- DoE to provide bike parking facilities within the school and support in creating a support and inviting environment that encourages students to walk or cycle to school.
- Regularly monitor and report on the school's progress towards meeting Green Star requirements and adjust strategies as needed.

The Plan identifies actions for implementation to ensure the safe and efficient access to the school for staff, students, caregivers, and visitors to the Campus. These actions encompass the management of site transport access, day-to-day school operations, and event transport operations, along with initiatives to encourage sustainable transport.

1. Site transport access

Access to Richmond River High Campus is provided by two pedestrian gates located along the school access road and Dunoon Road and one vehicle gate located along the school access road. These gates are for Pedestrian and Bicycle Access: Students walking, cycling or getting picked up and dropped off, students arriving by school or public bus, for parents driving their children to school, and staff car park access.

2. Traffic management

Measures to support safety around the school boundary include:

- A 40km/h school zone which operates Monday to Friday from 8:00am-9:30am and 2:30pm-4:00pm term-time.
- A 50km default speed zone which operates outside of the school drop-off and pick-up periods.

- There is a bus zone which secures space for school bus services to drop-off and pick up students Monday to Friday. Access to and from the bus zone is supported by Pedestrian Gate 1 and 2.
- There is a No Parking Zone which is operated on school days from 8:30-9:30am and 2:30-3:30pm. This provides kiss and drop facilities for up to 20 cars at a time and is supported by access to the school via Pedestrian Gate 1and 2. Outside of these times, it can be accessed by visitors, who then report at Reception accessed from Gate 1.

3. Day to day school operations

The day-to-day transport operations at Richmond River High Campus involve managing various aspects of student and staff movement. This covers school drop-off, pick-up, movement between buildings within the site, access to the sports fields and other external venues, parking, and service vehicle access.

Site entries

The school site features two pedestrian access gates and one vehicle access gate. The specifics of each pedestrian gate are presented in **Table 7**. below.

Table 7 Details of operation for each pedestrian focused school gate

GATE NO.	LOCATION	PURPOSE OF GATE	OPERATING HOURS AND PROCEDURES
Gate 1	South of the site	Pedestrian access for: • Student entry for bus arrivals. • Students arriving at the Kiss and Drop Zone.	School caretakers will open gates during the following times to allow students to enter and exit the school grounds: • Weekdays: Open between 8:00-9:30 am and 2:30-4:00 pm for arrivals/departures. On Tuesdays and Thursdays, when extension classes end at 5:00 pm (as advised by the Principal), the gates will remain option until 5:30 pm. • Weekends: Only upon arrangement with the school for special events.
Gate 2	South of the site	Pedestrian access for: • Student entry for bus arrivals. • Students arriving at the Kiss and Drop Zone.	School caretakers will open gates during the following times to allow students to enter and exit the school grounds: • Weekdays: Open between 8:00-9:30 am and 2:30-4:00 pm for arrivals/departures. • Weekends: Only upon arrangement with the school for special events.

Bus services

School bus services will operate from the bus stop located on the school access road. The bus zone is located adjacent to Pedestrian Gate 1 and 2, between 8:00-9:30am and 2:30-4:00pm (or 5pm extension classes) for arrivals/departures.

To ensure the safety of students during bus operations, the following procedures are recommended:

- Morning Procedure
    - A staff member will be at the school gate to supervise students alighting the bus.
- Afternoon procedure

- Students will be grouped within the school grounds according to the bus they need to take. When a bus service arrives, the teacher stationed at Gate 1 will notify the teacher in the bus waiting area. The students will then walk in an orderly manner to their respective bus.

  To facilitate this process, it is recommended that a Bus Arrival Electronic Sign be provided to communicate bus arrivals to students.

- Safety measures

The school will communicate the following road safety guidelines to parents and carers to enhance student safety when disembarking from buses:

- Wait until the bus departs before choosing a safe place to cross.
- Maintain a safe distance from the road's edge while waiting at the bus stop.
- Use the pedestrian crossing to cross the road after the bus has left.

Parking

The school will have an on-site car park with 130 car parking spaces. All staff will be accommodated in the on-site car park, eliminating the need for overflow parking.

4. Transport encouragement programs

- Active Transport Initiatives: The school will implement programs such as walking school buses and cycling groups to foster a culture of active travel.
- Public Transport Support: The school will work with local transport providers to ensure that public transport services meet the needs of the school community. Regular surveys will be conducted to assess satisfaction and identify areas for improvement.
- Carpooling and Park-and-Walk: To further reduce traffic congestion, the school will promote carpooling among families and designate safe drop-off points within walking distance of the school.

The action plan in **Table 8.** details guidance on how these actions will be implemented to achieve the school's transport policy objectives.

Table 8 Transport encouragement action plan

ACTION	DETAILS	HOW	RESPONSIBILITY	TARGET TIMESCALES
Deliver the road safety education program	This program aims to enhance road safety awareness among students, providing them with valuable knowledge to navigate pedestrian hazards. It enhances students' awareness of cycling safety hazards and provides peace of mind for parents and caregivers.	Integrate road safety into the school curriculum and integrate State, National and/or World road safety days into school's calendar of recognised days.	School Travel Coordinator	Short-term

Launch a school walking bus	The walking school bus is a group of students walking to school with one or more adults. This initiative is designed to inspire students / parents to adopt walking as their primary mode of transportation to school. It contributes to healthier lifestyles, reduces traffic congestion, and minimises	Identify key walking routes (to school or off-site locations for excursions), potential volunteers to run the initiative, and complete required training and work health and safety policy procedures.	School Travel Coordinator	Medium/ Long term
Walk safely to school day	Walk Safely to School Day is an event that encourages students and families to walk to school safely, highlighting the importance of pedestrian safety and physical activity.	Register to participate in the walk safely to school day. Plan communications with staff and caregivers to encourage participation and distribute event information. Consider organising an intra-school competition or quiz on safety.	School Travel Coordinator	Medium / Long term
National Ride2School Day	Ride to School Day is part of the National Ride2School program, an Australia-wide initiative. It encourages students to cycle to school on a specific day, promoting cycling as a viable and enjoyable mode of transportation.	Register to participate in National Ride to School Day. Plan with staff and caregivers to encourage participation and distribute event information and resources from the website. Consider organising an intraschool competition or quiz on safety.	School Travel Coordinator	Medium / Long term
Cycling School Bus	The Cycling School Bus is a group of students who cycle to school together under the supervision of an adult leader. It is designed to make cycling to school a	Identify key cycling routes to school, potential volunteers to run the initiative, and complete required training and work health and safety policy procedures.	School Travel Coordinator	Medium / Long term

	social and organised activity.			
Review demand and provision of public transport	Ensure that public transport is sufficient and satisfactory to cater for students and staff.	Audit the number of students catching public transport once a year and identify if the buses they are taking have sufficient capacity when they are arriving or departing the school. Monitor any complaints from parents regarding bus capacity.	School Travel Coordinator	Medium / Long term
Establish carpooling for staff and students	Carpooling involves sharing a car ride with other staff members or between families to reduce the number of vehicles commuting to school. It aims to decrease traffic congestion, lower emissions, and foster community connections.	Communicate with parents and caregivers on the benefits of carpooling. Encourage the facilitation of carpooling in social media groups. Encourage staff to car pool and consider allocating prime parking spaces to carpool vehicles.	School Travel Coordinator	Medium / Long term

Statement of Heritage Impact [13]

The Statement of Heritage Impact (SHI) assesses the potential impact of the proposed activity on heritage related features of the area. It evaluates how the proposed changes might affect the heritage significance of the area and identifies measures to mitigate any negative impacts.

The HIS concludes that the proposed activity will have minimal visual impact on the heritage items on Alexandra Parade and on the rural character of the surrounding area. The proposal will not substantively alter the character of the Dunoon Road and is generally consistent with the desired future character of the adjacent North Lismore Plateau Urban Release Area. Together with the proposed landscape design, the outlined mitigation measures are recommended to minimise the potential impacts associated with the proposed activity. **Table 9.** shows the proposed mitigation measures outlined in the HIS.

[13] TZG Heritage + Adaptive Reuse. Statement of Heritage Impact. Northern Rivers Flood Recovery – Richmond River High Campus Redevelopment. Cited 01/07/2025

Table 9 Heritage Recommended mitigation measures.

MITIGATION NAME	ASPECT / SECTION	MITIGATION MEASURE	REASON FOR MITIGATION MEASURE
Heritage Interpretation	Phase 4 – Design Development	• Preparation of a Heritage Interpretation Strategy should be prepared for the site. This document would identify the relevant historic themes and opportunities to interpret the European history of the subject site, the Murray family ownership between 1874 and 2024, and its connection to Richmond River High Campus at Lake Street. This should be prepared in accordance with Heritage NSW guidelines and prepared by a suitably qualified heritage consultant. Opportunities for interpretive artwork can be incorporated into the detailed design of the lift shafts and at the base of the stairs for each building.	Interpretation can strengthen and sustain the relationships between the community and its heritage. For places and agricultural landscapes undergoing significant change, interpretation provides a way for people to appreciate the significance of the place before its use changes.
Unexpected Finds Protocol.	Prior to commencement of excavation work	• An Unexpected Finds Protocol should be prepared by a qualified archaeologist and remain in place for the duration of site redevelopment to mitigate and manage exposure of undocumented relics that may occur on the study site.	Providing protection to undocumented occupation deposits related to late 19th century domestic occupation that can be considered a relic, as well as other unexpected archaeological relics which may be present on site.
Head Contractor/ Site Foreman	During construction phase.	• The head contractor and/ or site foreman is responsible for ensuring the Unexpected Finds Protocol is adhered to during all excavation works on site.	Providing protection to undocumented or unexpected archaeological relics which may be present on the site.

Traffic and Accessibility Impact Assessment[14]

The Traffic and Accessibility Impact Assessment (TAIA) assesses how the proposed activity will affect the surrounding road network and transportation system. It aims to identify potential problems and recommend solutions to mitigate negative impacts on traffic flow, parking, and road safety. The TAIA includes a preliminary construction traffic and pedestrian management plan

[14] Crossley. Northern Rivers Flood Recovery – Richmond River High Campus. Transport and Accessibility Impact Assessment. Cited 21/07/2025

The TAIA describes the road hierarchy surrounding the site, specifically Dunoon Road, Alexandria Parade and Terania Street.

Dunoon Road, which transitions into Tweed Street is classified as a regional road. According to the National Heavy Vehicle Regulator (NHVR), the section of Dunoon Road that extends along the site's frontage, as well as Tweed Street, is designated as a heavy vehicle route for 23-metre-long B-doubles. It is assumed the pavement width is designed for this function. The pavement width at the narrowest point along Tweed Street is approximately 6 metres. It is an undivided, two-lane sealed road that forms the eastern boundary of the subject site.

The posted speed limit is 50 km/h within the urban fringe of North Lismore. The 80 km/h zone begins approximately 200 metres north of the intersection with Alexandra Parade, reflecting the transition to a more rural environment.

Dunoon Road provides regional north–south connectivity and links to Terania Street, which in turn connects to the Lismore town centre.

- Traffic volumes: 334 vehicles during AM peak hour and 296 vehicles during PM peak hour.
- Proportion of heavy vehicles: 1%

Alexandra Parade is a local road that forms part of the eastern and southern boundary of the site. It operates under a 50 km/h speed limit and is characterised by two distinct legs:

- the western leg is a no-through unsealed road, providing access to the sales cattle yard and private dwellings at 163 and 170 Alexandra Parade.
- the eastern leg is a sealed, undivided road that provides access to the Lismore Showgrounds and connects to Winton Street and Winterton Parade.
    - Traffic volumes: 191 vehicles during AM peak hour and 162 vehicles during PM peak hour.
    - Proportion of heavy vehicles: 1%

Terania Street is a regional road that provides east–west connectivity between Dunoon Road and the Lismore town centre. It operates under a 50 km/h speed limit and forms part of the local bus network, connecting residential areas, the CBD, and local facilities.

A historic rail overpass is located just east of its intersection with Dunoon Road / Tweed Road. This bridge imposes a 3.8-metre height restriction, which may limit accessibility for some larger vehicles and B-doubles.

- Traffic volumes: 296 vehicles during AM peak hour and 304 vehicles during PM peak hour.
- Proportion of heavy vehicles: 1%

There is a cattle yard operating at 205 Lake Street which has a car park and operates from Alexandra Parade. The cattle yard is the venue for a variety of livestock sales events. Based on the current Sales Calendar (https://ianweirandson.com.au/locations/lismore-saleyards/) up to three events can be planned per week ranging from a full day 9:00am – 5:00pm; or a half day event from 7:30am – 1:30pm.

During sales events, vehicles access the cattle yard at Alexandra Parade and park on-street and within the dedicated off-street car park.

There are no formal parking restrictions in operation along the site frontage at Dunoon Road. However, the lack of kerb and gutter does not prohibit vehicles from stopping on the grass verge adjacent to the travel lanes. A short gravel area in front of the Cattle yard and properties number 125-127 provide space for car parking.

The TAIA presents Transport for NSW Crash Data Portal to show there were three reported crashes across two locations in the vicinity of the proposed school site on Dunoon Road. According to the AAIA these incidents do not indicate any systemic safety issue in the local area but reinforce the need for safe access design and future monitoring as the school becomes operational.

The traffic analysis confirms that the proposed activity will not result in detrimental impacts to the operation of the local or regional road network. The analysis also confirms that the proposed intersection at Dunoon Road is appropriate for the forecast traffic volumes and will provide safe access to the site.

The TAIA recommends the following mitigation measures as outlined in **Table 10**.

Table 10 Recommended traffic and accessibility mitigations

MITIGATION NUMBER AND NAME	STAGE OF IMPLEMENTATION	MITIGATION MEASURE	REASON FOR MITIGATION MEASURE
1. Road Safety Audit	Detailed Design	• A road safety audit should be undertaken for the proposed Dunoon Road intersection.	To assess safety associated with a planned new access onto a regional road.
2. Car Park Layout	Detailed Design	• Verify the car park layout is compliant to AS 2890	Demonstrate compliance to AS 2890 standards.
3. A Construction Traffic Impact Assessment (CTIA) and Construction Traffic Management Plan (CTMP)	Detailed Design	• Prepare a CTIA and CTMP.	To assess and manage construction-phase traffic impacts on the surrounding network.
4. Section 138 application	Pre-construction	• Confirm whether a Section 138 application should be submitted to Lismore City Council and Transport for NSW.	To obtain consent for any works within the road reserve, including the proposed new intersection at Dunoon Road
5. School Zone request	Pre-construction	• A request should be submitted to Transport for NSW to implement a 40km/h school zone on Dunoon Road.	Mitigate safety issues for students arriving on foot at the entry point on Dunoon Road.
6. Bus Services	Pre-opening	• The Department of Education will work with Transport for NSW (TfNSW) and local bus operators to review existing bus services to establish school bus routing and timetables as part of the transition to the new campus. This can only be triggered 18 months prior to the school's opening in accordance with TfNSW contractual arrangements and budget planning processes.	There are currently no bus services operating to the proposed school site. The TfNSW transport team must plan and amend bus service routes to provide access to the site.

7. Transport Access Guide (TAG)	Pre-opening	• Update the existing TAG	The TAG needs to reflect final bus service details and confirm access arrangement once
8. School Transport Plan	During operations	• Adopt the School Transport Plan.	To manage travel demand and encourage sustainable transport behaviours.
9. Monitoring	During operation	• Monitor safety issues in the local area.	Change in road conditions with the proposed new access arrangement and associated movements in/out of the site.

Visual Impact Assessment[15]

The visual impact assessment (VIA) analyses how the proposed activity might affect the visual quality of the landscape and the views of the surrounding area. It aims to identify, predict, and evaluate potential positive or negative visual impacts on the environment and people. The assessment helps in shaping the project design to minimise negative visual impacts and maximize positive ones.

The assessment of the proposed activity concludes that the extent of visibility from various vantage points is limited, thus containing the potential for widespread visual impact. The proposal is anticipated to induce a low to moderate degree of change to the existing landscape, primarily due to the integration of proposed landscaping measures that will enhance its compatibility with the surrounding environment.

Overall, the proposal is expected to result in a cumulative visual impact that is rated as low to moderate. The assessment considers the limited number of vantage points from which the development will be visible, as well as the proposed landscape integration and extended building setbacks that will help mitigate any potential disruptions to the existing visual environment. The resulting visual effect is expected to be contained within the immediate vicinity, with minimal impact on the surrounding area.

[15] Terra Landscape Architects. Visual Impact Assessment Report – Richmond River High Campus, 170 & 163 Alexandra Parade, North Lismore, NSW 2480. Cited 01/07/2025

7. SOCIAL IMPACT ASSESSMENT

The Social Impact Assessment considers the potential of the proposed development to have impacts (positive and negative) on the community.

The impact assessment is informed by information from the previous sections in this assessment, including the scoping study, primary data from social practitioner engagement outputs, data from secondary sources including the ABS 2021 Census and engagement undertaken by SINSW, and various specialist technical reports.

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

Assessment Principles

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

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

Social Impact Categories

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

- **Way of Life:** How people live, how they get around, how they work, how they play, and how they interact each day
- **Community:** Composition, cohesion, character, how the community functions and people's sense of place
- **Access**: How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation
- **Culture:** Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings
- **Health and Wellbeing**: Physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall
- **Surroundings:** Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity.
- **Livelihoods:** People's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits.
- **Decision Making Systems**: Particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

How to Read the Social Impact Assessment Tables

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

- **Impact description:** Includes a broad description of the subject matter and an understanding of how the issue may be experienced by the community. The impact description is usually supported by academic research and / or experience of like projects.
- **Social baseline:** Information under the social baseline heading is built on outputs from community and stakeholder engagement, ABS census data and other relevant sources **(Appendix B),** technical reports, and site visits. Baseline data describes conditions in the social locality before the project.
- **Impact summary:** Provides an overview of the potential impacts that can be both positive and negative, and attributes a risk significance rating based on the assessment of the information contained in the table.

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

The dimension of social impact is assessed according to the following magnitude levels.

- **Minimal:** Little noticeable change experienced by people in the locality.
- **Minor:** Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
- **Moderate:** Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
- **Major:** Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.

- **Transformational:** Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.

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

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

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

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

Table 11. identifies how the significance attributed to the social risk of reach impact is scored.

Table 11 Social impact significance table

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

Social risk rating							
	Low		Medium		High		Very high

Source: Adapted from Department of Planning, Housing and Infrastructure, SIA Technical Supplement 2023.

Community

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

Impacts related to continuity of local character, social connections and cohesion.

Impact description

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

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

Social baseline

During consultations students, staff, parents and carers mentioned the importance of maintaining the rural outlook, similar to the original campus site at Lake Street. They also described the need for the Campus to be safe, happy and inviting; diverse and inclusive; strongly connected to the partner school network; have a strong focus on arts and creativity and farming; acknowledge the resilience of the school community in the face of the floods; and celebrate its sense of history.

Community members also commented through consultations that Lismore schools should be embedded in the community and the facilities they offer should be available as a resource for communities to use; they should serve as a hub for the communities they are part of and be geographically aligned with their specific partner school network; and also be places where local Indigenous knowledge and understandings of Country could be shared with young people and greater involvement of elders in mentoring, teaching, and learning.

Impact summary

- The Campus will provide a central location for the school community group which will facilitate continuing social connections that support community cohesion.

Likelihood	Magnitude	Risk significance rating
Likely	Major	Very High Positive B4

Access

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

Impacts related to improved education infrastructure.

Impact description

A large body of research has demonstrated that school buildings influence student success as much as any other factor. A healthy school building is one key to student health, student attendance, and student performance. Research tracking the individual test scores, classroom grades, and attendance rates of more than 5 million students in the U.S.A found that school facility investments lead to modest, gradual improvements in student test scores, large immediate improvements in student attendance, and significant improvements in student effort[16]. Having more education, knowledge, and skills increases the chance of finding employment, of improving skills while on the job (therefore of remaining employed), and of realising higher earnings over a lifetime[17]. Introducing natural elements into learning spaces can help concentration, and healthy buildings can reduce absenteeism because of fewer illnesses[18]. Schools that consider health and wellbeing also have lower staff turnover rates and better user satisfaction.

Social baseline

In 2024 there are 531 total enrolments at the Campus. The NSW Government Myschool website[19] publishes the NAPLAN scores for the Campus. Year 7 scores show that for reading, spelling, grammar and numeracy, students were on par with students from other schools of similar backgrounds, except for writing, which showed Richmond River students were well above others. Year 9 NAPLAN scores show that in all disciplines except for writing, Richmond River students were below others with a similar background.

Engagement with the school community identified that the Campus provided a range of learning spaces, that can be easily reconfigured to suit different learning styles including collaborative, group, and individual learning. To maximise the potential of the new learning environment, participants also commented that school buildings should be linked with the environment; be constructed of sustainable and natural materials; having both indoor and outdoor learning spaces to make the most of the Lismore environment and climate; have calm green school grounds with different scaled open spaces; be technologically enabled; have flexible and adaptable classrooms; place the cultural and community life of the school on display; reuse some materials / features of the old RRHC; ensuring that agriculture and farming remain a core school offering; and making new facilities available for use across the College.

Impact summary

- Maximising education and educational opportunities are the foundation for better jobs and better lives and the cornerstone for more inclusive and resilient economies and societies. Better educational attainment is likely to have intergenerational benefits.
- Improved, contemporary buildings are likely to contribute to better education outcomes.

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

[16] Lafortune, Julien and David Schönholzer. 2022. "The Impact of School Facility Investments on Students and Homeowners: Evidence from Los Angeles." *American Economic Journal: Applied Economics*, 14 (3): 254–89
[17] OECD. Education GPS https://gpseducation.oecd.org/revieweducationpolicies/#!node=41761&filter=all
[18] Government Architect NSW South Wales. Environmental Design in Schools. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.planning.nsw.gov.au/sites/default/files/2023-10/environmental-design-in-schools.pdf
[19] https://www.myschool.edu.au/school/42384/naplan/results

Impacts related to school accessibility.

Impact description

A lack of access to transport is experienced disproportionately by women, children, disabled people, people from minority ethnic groups, older people and people with low socioeconomic status, especially those living in remote rural areas. Being able to easily and conveniently access various public modes of transport effectively heightens and promotes positive mental health and a sense of belonging through social connection. Public transport, particularly walking and cycleways, can be a much more affordable option, and there is a direct correlation between physical activeness and their utilisation. Active transport can increase the amounts of physical activity leading to better health and wellbeing. Creating a bicycle/walking friendly environment increases accessibility and social amenity[20].

Social baseline

The walking distance analysis presented in the School Travel Plan shows that no students lived within the 400m walking catchment (although this will change as more residential properties are developed in the area).

The existing public transport network in North Lismore includes four bus stops located within walking distance (approximately 800 metres) from the proposed school site. These stops are serviced by three existing school bus routes.

Each of these services operates one trip in the morning and one in the afternoon, providing connectivity between North Lismore and the Trinity College Interchange, where broader connections across the Lismore region are available.

While these routes currently operate in the vicinity, they are not directly aligned with the future RRHC site.

The school travel analysis survey results presented in the School Travel Plan show that 42% of students use public transport to get to and from school. 38% of students travel to the Campus by car.

The current pedestrian and cyclist network around the site is limited. There are no dedicated footpaths or bicycle facilities along Dunoon Road or Alexandra Parade.

The school travel analysis shows that currently, 20% of students travel to school using active transport.

SEIFA scores show the Lismore LGA has greater levels of disadvantage that most other LGA's in NSW.

Dunoon Road, which transitions into Tweed Street is classified as a regional road. According to the National Heavy Vehicle Regulator (NHVR), the section of Dunoon Road that extends along the site's frontage, as well as Tweed Street, is designated as a heavy vehicle route for 23-metre-long B-doubles.

There is a cattle yard operating at 205 Lake Street which has a car park and operates from Alexandra Parade. The cattle yard is the venue for a variety of livestock sales events. Up to three events can be planned per week ranging from a full day 9:00am – 5:00pm; or a half day event from 7:30am – 1:30pm.

There are no formal parking restrictions in operation along the site frontage at Dunoon Road. However, the lack of kerb and gutter does not prohibit vehicles from stopping on the grass verge adjacent to the travel lanes.

Impact summary

- Options for travelling to School that are safe, direct and inexpensive benefit students, families and staff. There are also health and environmental benefits resulting from an increase in physical activity and less traffic.
- The school travel survey shows 42% of students travel to the temporary school site by bus, and 20% by active transport. No students live within the walking distance catchment (400m).
- The Department of Education will work with Transport for NSW and local bus operators

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

to review existing services and establish appropriate school bus routes and timetables as part of the transition to the new campus.

- There are no dedicated footpaths or bicycle facilities along Dunoon Road or Alexandra Parade.
- The position of bus stops 800m from the Campus and that a percentage of students are active transport users is likely to result in the use of Dunoon Road, at least for some distance, to access the site.
- There is the potential for safety risks associated with students walking and cycling to the Campus.
- The School Travel Plan recommends several actions to ensure safety around the Campus.
- The School Travel Plan identifies several 'transport encouragement programs' to support student safety, activity and the use of transport options for sustainability. The Plan includes the delivery of a road safety education program in the short term.

Likelihood	**Magnitude**	**Risk significance rating**
Likely	Major	**Very High Negative (B4)**

Culture

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

Impacts related to First Nations Peoples.

Impact description

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

Social baseline

In 2024 16% of Campus students are Indigenous. At the 2021 Census there were 363 people identified themselves as Aboriginal and / or Torres Strait Islanders living in the East Lismore and 2,564 people in Lismore LGA. Lismore is home to the WIDJABUL WIA-BAL people of the Bundjalung Nation. The languages of the Bundjalung people are dialects of the Lower-Richmond branch of the Yugambeh-Bundjalung language family. The Campus includes 'The Rivers Aboriginal Dance Group, made up of Aboriginal students from Kadina High, Lismore High and Richmond River High Campuses.

The ARCHAR found that the Aboriginal objects identified in the study had moderate to high social value and are tangible evidence of long term Aboriginal occupation and land use in the area. The study area is also in a culturally and socially significant area, as the site has several ceremonial, mythological, archaeological post contact sites. Site specific values are associated with the Bininj, being the echidna djurabihl. The study area also holds aesthetic value in connection with its topography, which is linked to the Buninj, the echidna djurabihl.

The Architectural Design Quality Report and the Landscape Masterplan include several interpretation opportunities and Connecting with Country strategies to respond to respond to the site and inputs from consultations with First Nations people.

Impact summary

- There is a significant population of First nations students attending Richmond River High Campus.
- The ACHAR identified that the study area which included the site has predominantly social and aesthetic value for Aboriginal communities.
- The study area includes ceremonial, mythological, archaeological post contact sites. Site specific values are associated with the Bininj, being the echidna djurabihl.
- Interpretive and Connecting with Country opportunities integrated with the architectural and landscape elements will result in a positive social impact.

Likelihood	Magnitude	Risk significance rating
Likely	Moderate	High B3

Health and wellbeing

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

Impacts related to flooding.

Impact description

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

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

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

A secondary impact of floods can be the contamination of floodwaters with chemicals and sewage. This can pose a threat to the health of people and animals and can increase the risk of contracting waterborne diseases. In the agricultural sector, flooding can ruin crops, delay harvests, spoil produce, remove or contaminate valuable topsoil and cause death of livestock. These impacts can cause great emotional stress and financial loss to farmers. For the general public, food shortages and higher costs of produce can result. Other impacts on a community can result from the cancellation of sports events and festivals, affecting social morale[21].

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

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

Climate change projections also show that tropical cyclones are likely to occur further south and be more damaging. This will bring more severe storms and rainfall events to many areas of northern NSW. These climate

[21] WaterConnect. Main impacts of floods. https://www.waterconnect.sa.gov.au/Flood-Awareness/SitePages/What%20are%20the%20impacts%20of%20floods.aspx#:~:text=Main%20impacts%20of%20floods,and%20distressing%20for%20communities%20involved. Cited on 21/03/2024.

changes and impacts are projected to keep increasing in the future[22].

Social baseline

Lismore's location places it at risk of periodic flooding due to the area's proximity to major rivers and waterways. The highest flood on record in Lismore was on 28 February 2022, where the flood level reached 14.4m. Before this natural disaster, the record was held at 12.11m with floods in February 1954 and March 1974 both reaching this height[23]. The 2022 flood inundated the city, which included Richmond River High Campus on Lake Street.

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

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

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

RRHC is part of the Northern NSW Schools group that suffered significant flood damage during these flood events, with the majority of its structures suffering above-floor inundation, rendering the existing buildings unsuitable for school operations.

Like most schools across Lismore, Richmond River High Campus is demonstrating decreasing enrolments, going from 700 in 2019 to 554 in 2024. The reduction in students across the area may be reflective of the overall decreasing population numbers in the Lismore LGA after the flood event.

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

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

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

[22] NSW Government. AdaptNSW. Climate change impacts on storms and floods. https://www.climatechange.environment.nsw.gov.au/impacts-climate-change/weather-and-oceans/storms-and-floods#:~:text=Other%20impacts%20of%20climate%20change,south%20and%20be%20more%20damaging. Cited on 21/03/2024.
[23] Lismore City Council. Flood Information. https://www.lismore.nsw.gov.au/Community/Emergencies-and-disasters/Flood-information#section-2. Cited opn 21/03/2024.

Impact summary

- Lismore residents display a high level of resilience, however recent history suggests that there is, and continues to be, a high level of sensitivity around flooding and the associated impacts.
- There is likely to be future flooding in Lismore, and this is likely to be heightened through the impacts of climate change. While additional severe weather events are likely, the rebuild of the Campus is compliant with the relative flooding measures is almost certain to provide a safer environment.
- There is a high level of importance placed on the safety of children, the ability of the school to provide a safe haven during flood events, and a return to functionality soon after any flooding in the area.
- All classrooms and learning facilities will be built above the Probable Maximum Flood (PMF) height to minimise disruption from any future flooding and allow students to minimize impacts on health and wellbeing and enable return to their own school sooner.
- The Campus rebuild is likely to have the greatest and most direct impact on the School Community Group, and this will be expected to remain into the future.
- There is a high level of concern and interest in the future of Lismore as a habitable area. Further and specifically, the vulnerability of children means that the level of concern is amplified. While the school is designed to withstand future flood events, and procedures are established to maximise student and staff safety, there will continue to be a significant level of concern in the community, and a requirement for ongoing monitoring.
- The Flood Emergency Response Plan outlines mitigation measures to minimise safety impacts created by future flooding.

Likelihood	Magnitude	Risk significance rating
Unlikely	Minor	Medium C2

Surroundings

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

Impacts related to amenity.

Impact description

Amenity is the pleasantness, attractiveness, desirability or utility of a place, facility, building or feature. Amenity is important to communities and other stakeholders. There are both positive and negative impacts on amenity that can result from development.

Good building design can greatly increase the quality of amenity. Design features in the built environment can also impact perceptions of safety and a sense of belonging.

Amenity can be closely related to place character. Place character is important to communities, contributing to their sense of belonging, identity and even their economic wellbeing. In some instances, local character can be adversely impacted by changes to the environment. When these changes that lessen engagement with the place or don't represent the values of a community, this may result in diminished relationships with a place.

In some instances, local amenity can be adversely impacted by development. Loss of amenity can occur for a range of reasons, including significant increases to the heights of existing buildings, loss of heritage, more traffic, reduced parking, overshadowing and higher population density. A loss of amenity has the potential to negatively impact the health of residents.

Those living close to sites with high levels of activity including construction can suffer from the annoyance of noise that can cause disturbance of sleep, cognitive impairment, decreased mental wellbeing and other health and wellbeing impacts. A range of health implications, including impacts on cardiovascular and respiratory health, can result from air born particle pollution, which includes dust and combustion emissions.

Social baseline

The site currently holds residential dwellings located within the southern portion of the site, one of which is to be repurposed and other to be removed, with the remaining area of the site being grassland with some remnant forest patches to the west boundary of the site. The site sits elevated to the west and tapers down to the east towards Dunoon Road.

The site features a mix of natural features, residential and mixed-use business areas, resulting in a variety of landscape settings and characters. Vehicular traffic is minimal and pedestrian traffic is dominant.

The existing character of the site is likely to change with the area likely to change significantly because of land releases for residential dwellings.

The Landscape Masterplan documents the materials palette for us on the site. The proposed palette is inspired by the history and heritage of the site with reference to the significance of waterways that run through the site and shape the greater Lismore area. The choice of endemic plant species, and integrated art and educational plaques help to create inclusive spaces and learning opportunities. A rich colour palette has been chosen to reflect the surrounding ecological and geological features of the area allowing the built landscape to settle in its surroundings.

Stone such as granite and rhyolite have been utilised in varied ways throughout the site along with the endemic Red cedar and Paper Bark timber to celebrate the endemic vegetation while highlighting the need for reforesting of these species.

The Visual Impact Assessment considers the limited number of vantage points from which the development will be visible, as well as the proposed landscape integration and extended building setbacks that will help mitigate any potential disruptions to the existing visual environment. The resulting visual effect is expected to be contained within the immediate vicinity, with minimal impact on the surrounding area.

The HIS concludes that the proposed activity will have minimal visual impact on the heritage items on Alexandra Parade and on the rural character of the surrounding area. The proposal will not substantively alter the character of the Dunoon Road and is generally consistent with the desired future character of the adjacent North Lismore Plateau Urban Release Area.

The Arboricultural Impact Assessment (AIA) recommend that a total of thirteen trees be removal. The AIA states that the trees removed can be replaced with new plantings in accordance with the landscaping plan.

A Southern Cross University survey conducted post flood in Lismore found that twenty percent of people surveyed were coping with the stresses and challenges of recovery, however 60% said they were not coping. Using the 2017 floods as a point of reference, a study found that people displaced from the floods after six months had double the probability of reporting continuing distress and symptoms of post-traumatic stress, anxiety and depression when compared to those who were briefly displaced.

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

Of all the long-term health conditions recorded by residents in the Census in East Lismore and Lismore LGA, 'Mental health condition' ranked most highly, followed by asthma. According to Northern NSW LHD, Lismore has a similar rate of asthma sufferers (13.3%) than all other Local Health Districts at 13.1% in recent years (2017- 2019). In terms of mental health, Lismore has a higher level of mental health hospitalisations per 100,000 population than all other Local Health Districts, at 893.1 and 657.9 respectively in quarter 2, 2023.

In 2021 in the local area, 33 out of a population of 255 had a long term mental health condition, while 28 had asthma.

Impact summary

- The rural and bushland character is prominent in the area and a compatible outcome for the site will depend on the capacity to visually integrate with existing key character components. Extensive landscaping on the site and set backs will screen the new buildings.
- Landscape materials identified in the Masterplan in keeping with the surrounds ensures the proposal sits within the surrounding landscape and reflects the existing character of the area.
- Extended building setbacks that will help mitigate any potential disruptions to the existing visual environment and have minimal impact on the surrounding area.
- There will be minimal visual impact on any surrounding heritage items.
- The Design Quality Report concluded that there will be no adverse environmental impacts based on the assessment of visual impact, light pollution, overshadowing and wind.
- While construction noise is generally an unavoidable (and temporary) consequence of development, the rural nature of the site and few surrounding properties means there is unlikely to be any significant impacts provided the conceptual recommendations discussed in the Noise and Vibration Impact Assessment are implemented and further developed during detailed design stages.

Likelihood	Magnitude	Risk significance rating
Unlikely	Minimal	**Low**

Livelihoods

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

Impacts related to employment activity.

Impact description

Employment provides people with income, and with this, higher living standards and financial independence. Employment can also contribute to a sense of identity and self-worth that has positive health impacts. According to the World Bank: "Jobs are transformational. They are more than just the earnings and benefits they provide. They are also the output they generate, and part of who we are and how we interact with others in society. Jobs boost living standards, raise productivity and foster social cohesion"[24].

Consumption accounts for a large portion of gross domestic product in most western countries, and retail sales have a large impact on the overall economy. Retail significantly benefits the economy by generating revenue, creating jobs, and fostering innovation. Retail sales are a key driver of economic activity, influencing GDP and market sentiment. Additionally, retail creates diverse employment opportunities and can revitalize communities through local business growth and partnerships.

Analysis by Housing Australia[25] shows that $1 million of residential building construction output supports around $2.9 million of industry output and consumption across the broader economy. Each $1 million of residential building construction industry output supports nine jobs across the economy.

Social baseline

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

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

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

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

SINSW has estimated that for every $1m of major works capital expenditure five jobs are created.

Impact summary

- Where local construction workers are employed, it is likely to have a positive impact on individuals and households.
- The overall economic impact of the flooding in Lismore resulted in the loss of businesses and employment, which had had acute effects on the local economy. Construction activity and local employment associated with the Campus rebuild is likely to continue to stimulate local business recovery.

[24] Robert Quigley, Quigley and Watts Ltd And James Baines, Taylor Baines The Social Value of a Job. Prepared for Aquaculture Unit Ministry for Primary Industries, December 2014 www.mpi.govt.nz/dmsdocument/5266-The-social-value-of-a-job
[25] Housing Australia. Building Jobs: How Residential Construction Drives the Economy. https://www.housingaustralia.gov.au/sites/default/files/2022-10/building-jobs-how-residential-construction-drives-the-economy-final4.pdf

- Having employment is highly valued and is tied to people's identity. This may be particularly important for people whose livelihoods were impacted by the floods and have positive health and wellbeing impacts.

Likelihood	Magnitude	Risk significance rating
Likely	Moderate	High Positive B3

8. RESIDUAL IMPACT ASSESSMENT

The section provides a rating of the identified social impacts, and how the community will experience these impacts after mitigation and enhancement measures have been implemented.

The mitigation and enhancement measures have been divided into two categories:

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

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES			RESIDUAL RATING
		INCLUDED IN DESIGN	ADDRESSED IN TECHNICAL REPORTS	ADDITIONAL MITIGATIONS REQUIRED	
COMMUNITY					
Impacts related to continuity of local character, social connections and cohesion.	Likely + Major = Very High Positive B4	N/A	N/A	N/A	Very High (Positive)
ACCESS					
Impacts related to improved education infrastructure.	Almost Certain + Major = Very High Positive A4	YES	N/A	N/A	Very High (Positive)
Impacts related to school accessibility.	Likely + Major = Very High Negative	N/A	Mitigation measures as per School Travel Plan	Prior to and during operation, the Department of Education will continue to consult and collaborate with TfNSW and Council to work towards enhancements to public transport and active transport infrastructure in the area for the benefit of the school community group and the	High (Negative)

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES			RESIDUAL RATING
		INCLUDED IN DESIGN	ADDRESSED IN TECHNICAL REPORTS	ADDITIONAL MITIGATIONS REQUIRED	
				broader area as it goes through transition.	
CULTURE					
Impacts related to First Nations People	Likely + Moderate = High Positive B3	YES	Connecting with Country Workshop Report As per Architectural Design Quality Report As per Landscape Masterplan As per the Aboriginal Cultural Heritage Report	Continue to engage with Widjabul Wia-bal Gurrumbil Aboriginal Corporation Consider using a local First Nations artist for any public art and integrated landscape projects.	Very High (positive)
HEALTH AND WELLBEING					
Impacts related to flooding.	Possible + Minor = Medium C2	YES	As per Flood Emergency Response Plan	N/A	Low
SURROUNDINGS					
Impacts related to amenity	Unlikely + Minimal = Low	As per Architectural Design Quality Report As per Landscape Masterplan	Mitigation measures as per the Arboricultural Report Mitigation measures as per the Heritage Report. Mitigation measures as per the Visual Impact Assessment	N/A	Low
LIVELIHOODS					
Impacts related to	Likely + Moderate	N/A	N/A	N/A	High

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES			RESIDUAL RATING
		INCLUDED IN DESIGN	ADDRESSED IN TECHNICAL REPORTS	ADDITIONAL MITIGATIONS REQUIRED	
employment activity.	= High Positive B3				(Positive)

CONCLUSION

This Social Impact Assessment for Richmond River High Campus finds that overall, the rebuild will have very high positive impacts for students, teachers, the school community, and the Lismore LGA overall in general.

The provision of new contemporary education facilities, reestablishing the school and its role in community building, promoting Connecting with Country design principles, flood proofing and creating more employment in Lismore all result in positive impacts for the school group, and the community generally.

Impacts associated with the absence of active travel options have been assessed as high negative.

There are currently no dedicated footpaths or bicycle paths along Dunoon Road or Alexandra Parade, which reduces travel options in an area that has greater levels of socio-economic disadvantage than most other LGA's in NSW.

Whie the characteristics of Dunoon Road are likely to discourage use by pedestrians and bicycles, it is likely that students, some by necessity, will use this route as an option to walk or cycle to the Campus.

The SIA identifies this as a potential safety risk.

The School Travel Plan identifies the safety measures that will be implemented around the site, and several programming initiatives that are focused on pedestrian and cycling safety.

Critical infrastructure will be progressively introduced to support active travel as the urban release area to the north of the site is developed.

Prior to and during operation, the Department of Education will continue to consult and collaborate with TfNSW and Council to work towards enhancements to public transport and active transport infrastructure in the area for the benefit of the school community group and the broader area as it goes through transition.

Appendix A

Demographic profile and additional baseline data

GYDE

Way of Life

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

How people live

Table 12 Housing tenure

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Home owners (outright)	614	31.6	2,039	38.4	6,447	37.8	31.8
Home owner (with a mortgage)	547	28.1	1,768	33.3	5,436	31.9	32.8
Rent privately	499	25.7	807	15.2	2,785	15.2	24.4
Government/other assisted housing	245	12.6	509	9.6	1,770	10.4	7.9
Others/not stated	39	2.0	174	3.3	817	4.8	4.0

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

Table 13 Dwelling structure in social locality (number of occupied private dwellings)

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Separate house	1,533	74.2	4,563	79.7	14,316	78.0	65.2
Semidetached house	295	14.3	334	5.8	1,703	9.3	11.3
Flat or apartment	108	5.2	242	4.2	766	4.2	12.8
Other	0	0,0	192	3.4	248	1.4	0.3
Total occupied dwellings	1,936	93.8	5,331	93.1	18,348	100.0	88.7

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

Table 14 **Number of bedrooms in occupied dwelling in the social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
None (includes bedsitters)	18	0.9	75	1.4	163	1.0	0.6
One bedroom	100	5.1	333	6.2	922	5.4	6.5
Two bedrooms	442	22.6	951	17.8	3,095	18.1	22.8
Three bedrooms	910	46.5	2,328	43.6	7,249	42.5	34.9
Four bedrooms	385	19.7	1,247	23.4	4,300	25.2	25.8
Five bedrooms Or more	81	4.1	328	6.2	1,098	6.4	8.1
Not stated	22	1.1	72	1.4	238	1.39	1.28

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

Getting around

Table 15 **Motor vehicle (per dwelling) ownership in social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
No motor vehicles	146	7.6	232	4.4	897	5.3	9.1
1 motor vehicle	830	43.2	1,912	36.6	6,256	37.2	38.5
2 motor vehicles	668	34.8	1,983	38.0	6,277	37.3	34.7
3 or more motor vehicles	278	14.5	1098	21.0	3,408	20.2	17.8

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

Table 16 **Mode of travel to work in social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Train Only	0	0.0	0	0.0	0	0.0	1.7
Train and other method(s)	0	0.0	0	0.0	0	0.0	0.8
Bus Only	4	0.2	9	0.1	27	0.1	0.8
Bus and other method(s)	0	0.0	0	0.0	0	0.0	0.1
Ferry	0	0.0	0	0.0	0	0.0	0.0
Tram/light rail	0	0.0	0	0.0	0	0.0	0.0
Taxi/ride-share service	7	0.3	3	0.1	18	0.1	0.1
Car, as driver	1,341	63.1	3,855	61.9	12,209	61.8	43.8
Car, as passenger	135	6.4	272	4.4	910	4.6	3.2
Truck	3	0.1	57	0.9	169	0.9	0.6
Motorbike/scooter	3	0.1	14	0.2	36	0.2	0.3
Bicycle	7	0.3	15	0.2	49	0.3	0.3
Other	4	0.2	17	0.3	47	0.2	0.3
Walked only	74	3.5	147	2.4	539	2.7	2.5
Other methods (not train or bus)	4	0.2	33	0.5	84	0.4	0.5
Worked at home	228	10.7	891	14.3	2,836	14.4	31.4
Did not go to work	311	14.6	876	14.1	2,738	13.9	13.4
Method of travel to work not stated	4	0.2	35	0.6	87	0.4	0.3

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

How people work

Table 17 Industry of employment in social locality

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Agriculture , Forestry And Fishing	28		380		949	23.0	7.3
Mining	1		2		11	0.3	0.2
Manufacturing	19		59		148	3.6	3.8
Electricity, Gas, Water and Waste Services	1		3		7	0.2	0.4
Construction	54		239		575	14.0	19.0
Wholesale Trade	11		42		107	2.6	4.1
Retail Trade	49		106		300	7.3	6.8
Accommodation and Food Services	26		57		177	4.3	4.9
Transport , Postal And Warehousing	18		64		176	4.3	8.8
Information Media And Telecommunications	6		9		31	0.8	1.3
Financial and Insurance Services	13		32		75	1.8	6.0
Rental, Hiring and Real Estate Services	49		123		351	8.5	12.7
Professional, Scientific and Technical Services	43		140		357	8.7	15.9
Administrative and Support Services"	21		63		163	4.0	5.1
Public Administration and Safety	1		3		14	0.3	0.4
Education and Training	8		21		68	1.7	1.9
Health Care and Social Assistance	56		132		321	7.8	7.5
Arts and Recreation Services	8		16		58	1.4	1.6
Other Services	30		77		230	5.6	5.0

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

Community

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

Composition

Table 18 Population numbers in social locality

	EAST LISMORE	RRHSCG	LISMORE LGA	NSW
	Number	Number	Number	Number
Population (2021)	4,980	13,742	44,345	8,093,815

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

Table 19 Sex distribution in social locality

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
Male	2,366	47.7	6,919	50.3	21,730	49.1	49.4
Female	2,599	52.4	6,826	49.7	22,563	50.9	50.6

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

Table 20 Forecast population, households, and dwelling – East Lismore 2016 to 2036

	EAST LISMORE					
	2016	2021	2026	2031	2036	Change between 2021 and 2036
Population	5,111	4,980	4,488	4,305	4,081	- 899
Change in population (5yrs)	- 58	- 131	- 492	- 183	- 224	
Average annual change	- 0.1%	- 2.6%	- 9.9%	- 4.1%	- 5.2%	- 18.1%

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

Table 21 **Forecast population, households, and dwelling – Lismore LGA 2016 to 2036**

	EAST LISMORE					
	2016	2021	2026	2031	2036	Change between 2021 and 2036
Population	44,135	43,663	43,251	42,262	41,026	- 2,637
Change in population (5yrs)	- 234	- 472	- 142	- 989	- 1,236	
Average annual change	- 0.5%	- 1.1%	- 0.3%	- 2.3%	- 2.9%	- 6.0%

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

Table 22 **Household types in the social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
Couples with no children	427		1,403		4,490	26.2	26.2
Families with children	421		872		4,166	24.3	32.7
One parent families	618		1,479		2,384	13.9	11.1
Other families	31		51		154	0.9	1.0
Lone person	691		1588		5,171	30.2	24.8
Group household	106		297		779	4.5	3.7

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

Table 23 **Number of children born to each female aged 15 years and over**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
None	657	29.8	1,535	26.9	5,057	26.8	31.4
One child in family	243	11.0	643	11.3	2,142	11.3	12.4
Two children in family	488	22.1	1,495	26.2	4,858	25.7	26.3
Three children in family	354	16.1	944	16.6	3,143	16.6	14.6
Four or more children in family	258	11.7	593	10.4	2,099	11.1	8.5
Not stated	205	9.3	491	8.6	1,607	8.5	6.8

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

Table 24 **Forecast household types for Lismore LGA**

	2021	2026	2031	Change between 2021 and 2031
Lone person	5,482	5,639	5,742	+258
Group	860	848	826	-34
Couple only	4,872	5,000	5,018	146
Couple with children	4,205	4,027	3,875	-330
Single parent	2,438	2,367	2,322	-116
Multiple and Other family households	437	435	427	-10

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

Table 25 **Service age groups, 2021**

	EAST LISMORE SUBURB	LISMORE SCHOOL CATCHMENT	LISMORE LGA		NSW
			Number	%	%
Babies and pre-schoolers (0 to 4)			1,980	4.6	6
Primary schoolers (5 to 11)			3,688	8.5	9
Secondary schoolers (12 to 17)			3,469	8.0	7
Tertiary education and independence (18 to 24)			3,115	7.2	8
Young workforce (25 to 34)			4,628	10.7	14
Parents and homebuilders (35 to 49)			8,083	18.6	20
Older workers and pre-retirees (50 to 59)			6,045	13.9	12
Empty nesters and retirees (60 to 69)			6,479	14.9	11
Seniors (70 to 84)			4,905	11.3	10
Elderly aged (85 and over)			1,026	2.4	2

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

Table 26 **Forecast service age groups – East Lismore suburb 2021 to 2031**

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

	2022		2026		2031		Change between 2022 and 2031
75 to 84 years	70	4.12	85	4.77	116	6.43	46
85 years and over	9	0.53	27	1.51	29	1.61	20

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

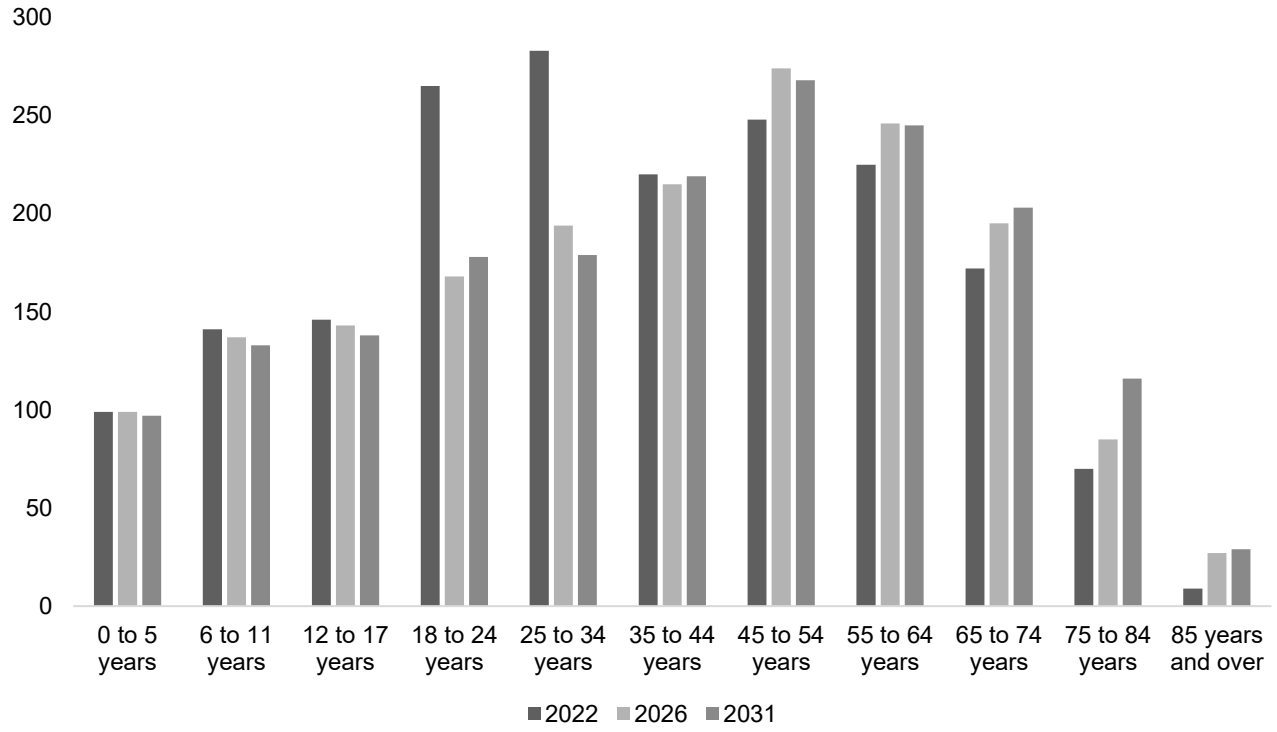

Figure 5 **Forecast service age groups – East Lismore suburb 2021 to 2031. Source: LGA ASGS 2020-2022 CPA Population and Dwelling projections; Metropolitan and Regional 2022 CPA Population and Dwelling projections**

Table 27 **Forecast service age groups in Lismore LGA 2021 to 2031**

	2,022		2,026		2,031		Change between 2022 and 2031
Age group (years)	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**
0 to 5 years	2,639	5.97	2652	5.89	2627	5.66	-12
6 to 11 years	3,210	7	3,193	7.1	3,127	6.7	-83
12 to 17 years	3,327	8	3,341	7.4	3,321	7.2	-6
18 to 24 years	3,395	8	3,292	7.3	3,515	7.6	120
25 to 34 years	4,690	11	4,801	10.7	4,589	9.9	-101
35 to 44 years	5,266	12	5,369	11.9	5,610	12.1	344
45 to 54 years	5,884	13	5,606	12.4	5,700	12.3	-184
55 to 64 years	6,637	15	6,270	13.9	6,212	13.4	-425
65 to 74 years	5,504	12	5,946	13.2	6,146	13.3	642
75 to 84 years	2,613	6	3,321	7.4	4,106	8.9	1,493
85 years and over	1,032	2	1,270	2.8	1,445	3.1	413

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

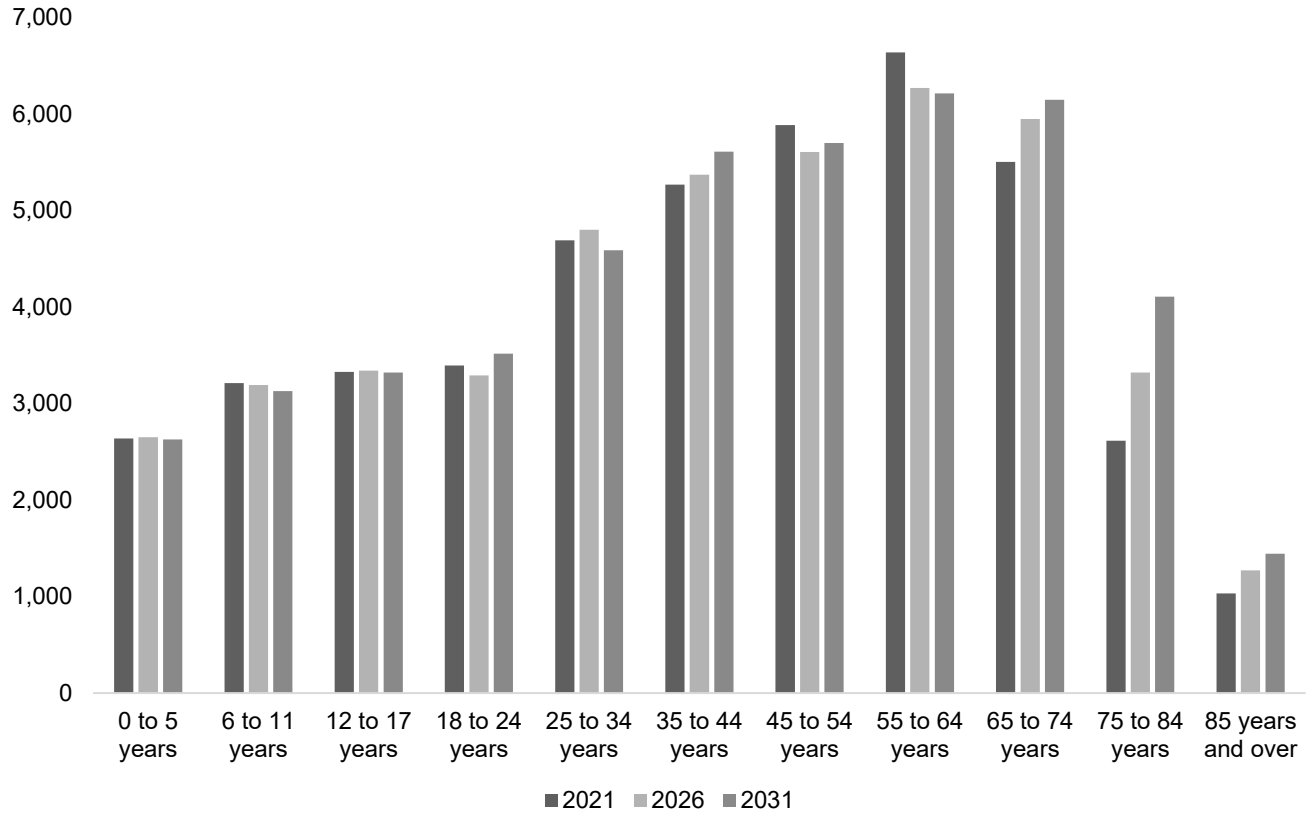

Figure 6 **Forecast service age groups – Lismore LGA 2021 to 2031. Source: LGA ASGS 2020-2022 CPA Population and Dwelling projections; Metropolitan and Regional 2022 CPA Population and Dwelling projections**

Access

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

Education / Childcare infrastructure

Table 28 **Types of educational institutions attending across the social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Preschool	88	5.5	238	6.0	798	6.2	6.9
Primary gov	266	16.7	728	18.2	2050	15.8	18.5
Primary Catholic	57	3.6	203	5.1	729	5.6	5.2
Primary other non gov	29	1.8	126	3.2	546	4.2	3.1
Secondary gov	187	11.7	500	12.5	1500	11.6	12.1
Secondary catholic	96	6.0	322	8.0	1017	7.8	5.2
Secondary other non-government	39	2.5	43	1.1	265	2.0	3.8
Tertiary vocational	150	9.4	339	8.6	1174	9.0	7.9
Tertiary university or other	276	17.3	393	9.9	1384	10.7	15.1

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
Other	29	1.8	38	0.9	190	1.5	2.7
Not stated	378	23.7	1,073	26.8	3321	25.6	19.4

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

Table 29 Highest level of education achieved (No. of residents Aged 15+)

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Advanced Diploma and Diploma Level	303	12.0	1,055	14.7	3,266	14.1	14.6
Bachelor Degree Level	548	21.7	1,569	21.8	5,233	22.6	28.8
Certificate Level (I-IV)	965	38.3	2,659	36.9	8,530	36.8	28.3
Graduate Diploma and Graduate Certificate Level	88	3.5	255	3.5	922	4.0	3.2
Level of education inadequately described	25	1.0	73	1.0	202	0.9	1.1
Level of education not stated	430	17.1	1,096	15.2	3,555	15.3	12.6
Postgraduate Degree Level	163	6.5	496	6.9	1,487	6.4	11.5

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

Culture

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

First Nations People

Table 30 Aboriginal and Torres Strait Islander People in the social locality

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Aboriginal and Torres Strait Islander People	363	7.3	716	5.2	2,564	5.8	3.4

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

Table 31 Aboriginal and/or Torres Strait Islander people attending an educational institution

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

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

Table 32 **Level of highest educational attainment Aboriginal and/or Torres Strait Islander people aged 15 years and over**

	LISMORE LGA		NSW
	Number	%	
Postgraduate Degree Level	40	4.2	2.2
Graduate Diploma and Graduate Certificate Level	22	2.3	1.5
Bachelor Degree Level	122	12.9	9.4
Advanced Diploma and Diploma Level	110	11.6	9.9
Certificate III & IV Level	278	29.3	28.9
Secondary Education - Years 10 and above	277	29.2	36.4
Certificate I & II Level	0	0.0	0.2
Secondary Education - Years 9 and below	49	5.2	6.3
Supplementary Codes	27	2.8	2.6
Not stated	25	2.6	2.6
Not applicable	0	0.0	0.0

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

Cultural diversity

Table 33 **Parents' birthplace**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
Both parents born overseas	569	11.5	1,832	13.3	5,721	12.9	39.4
Father only born overseas	315	6.4	918	6.7	2,829	6.4	6.3
Mother only born overseas	223	4.5	637	4.6	1,947	4.4	4.6
Both parents born in Australia	3,468	69.9	9,276	67.5	30,288	68.4	43.7
Birthplace not stated	384	7.7	1,075	7.8	3,475	7.9	6.0

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

Table 34 **Country of birth in social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
Australia	4,137	84.4	11,186	82.7	36,254	83.2	66.5
Not Stated	382	7.8	1,137	8.4	3,501	8.0	5.4
England	95	1.9	340	2.5	1,150	2.6	2.9
New Zealand	56	1.1	207	1.5	566	1.3	1.5
Born elsewhere	39	0.8	176	1.3	472	1.1	3.2
Philippines	25	0.5	24	0.2	150	0.3	1.3
India	22	0.5	49	0.4	161	0.4	2.6
Netherlands	20	0.4	35	0.3	88	0.2	0.1
Germany	16	0.3	74	0.6	200	0.5	0.3
Scotland	13	0.3	6	0.0	52	0.1	0.3
Vietnam	11	0.2	4	0.0	48	0.1	1.2
Italy	10	0.2	24	0.2	78	0.2	0.6

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

Table 35 **Languages spoken at home in the social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	Number
English only	4,320	93.3	12,020	94.9	38,734	94.5	70.9
Japanese	10	0.2	24	0.2	82	0.2	0.2
Italian	24	0.5	71	0.6	188	0.5	0.8
SE Asia Austronesian Languages	32	0.7	34	0.3	224	0.6	3.6
German	36	0.8	69	0.5	197	0.5	0.2
Australian Indigenous Languages	14	0.3	28	0.2	132	0.3	0.1
French	16	0.4	41	0.3	101	0.3	0.3
Chinese languages Mandarin	9	0.2	19	0.2	62	0.2	3.5

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

Table 36 **Language proficiency in the social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Speaks English only	296	63.7	1,035	72.4	3,194	13.8	33
Uses other language and speaks English							
Very well or well	159	34.2	371	25.9	1,275	5.5	53.7
Not well or not at all	10	2.2	24	1.7	94	0.4	12.8
Proficiency in English not stated	0	0.0	0	0.0	0	0.0	0.1
Language and proficiency in English not stated	0	0.0	371	0.0	3	0.0	0.5

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

Health and Wellbeing

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

Physical and mental health

Table 37 Types of long term health conditions

	EAST LISMORE	RRHSCG	LISMORE LGA		NSW
	Number	Number	Number	%	%
Arthritis	491	1,227	4,318	8.2	7.2
Asthma	512	1,255	4,305	8.2	6.6
Cancer (including remission)	167	400	1,356	2.6	2.1
Dementia (including Alzheimer's)	25	10	209	0.4	0.5
Diabetes (excluding gestational diabetes)	230	469	1,789	3.4	3.9
Heart disease (including heart attack or angina)	241	509	1,932	3.7	3.2
Kidney disease	35	66	272	0.5	0.5
Lung condition (including COPD or emphysema)(b)	115	249	960	1.8	1.2
Mental health condition (including depression or anxiety)	657	1,648	5,413	10.3	6.8
Stroke	58	72	372	0.7	0.5
Any other long-term health condition(s)(c)	473	1,086	3,937	7.5	6.6
No long-term health condition(s)	2,497	7,274	23,146	44.2	54.1
Not stated	502	1,397	4,347	8.3	6.9

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

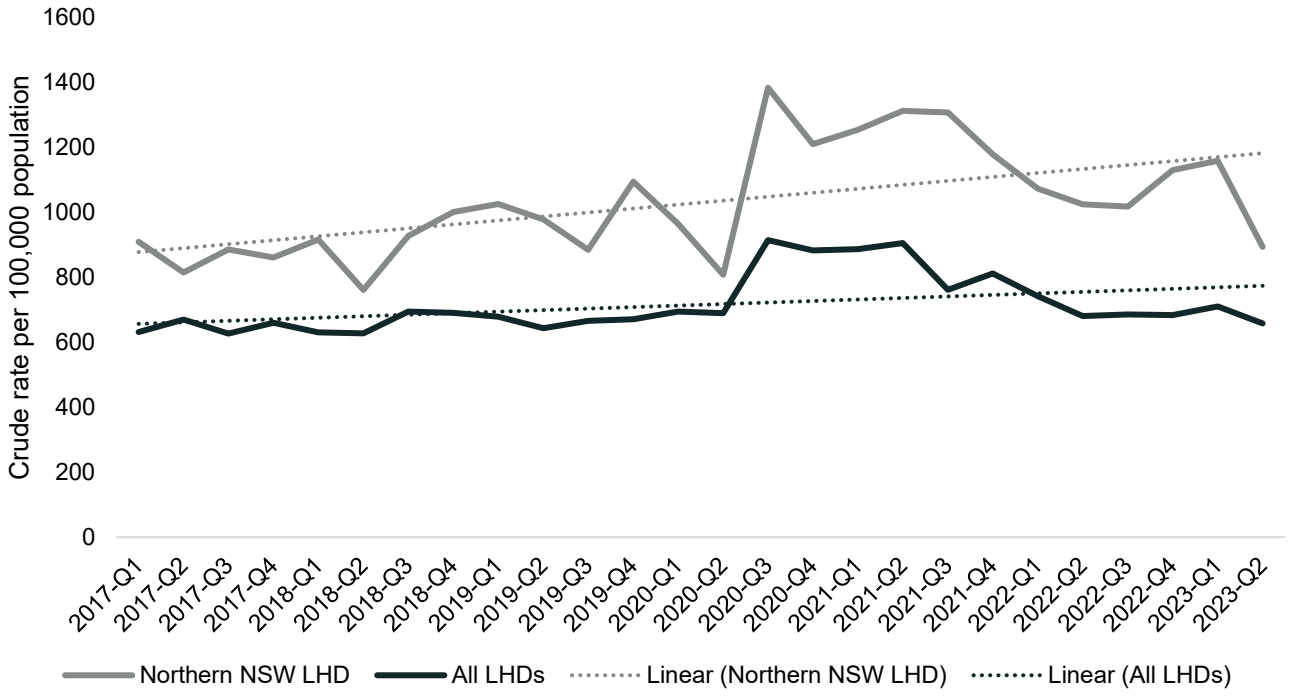

Figure 7 **Mental Health related Emergency Department visits (monthly) 12-17 years for Self-harm or suicidal thoughts and Persons by LHD. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

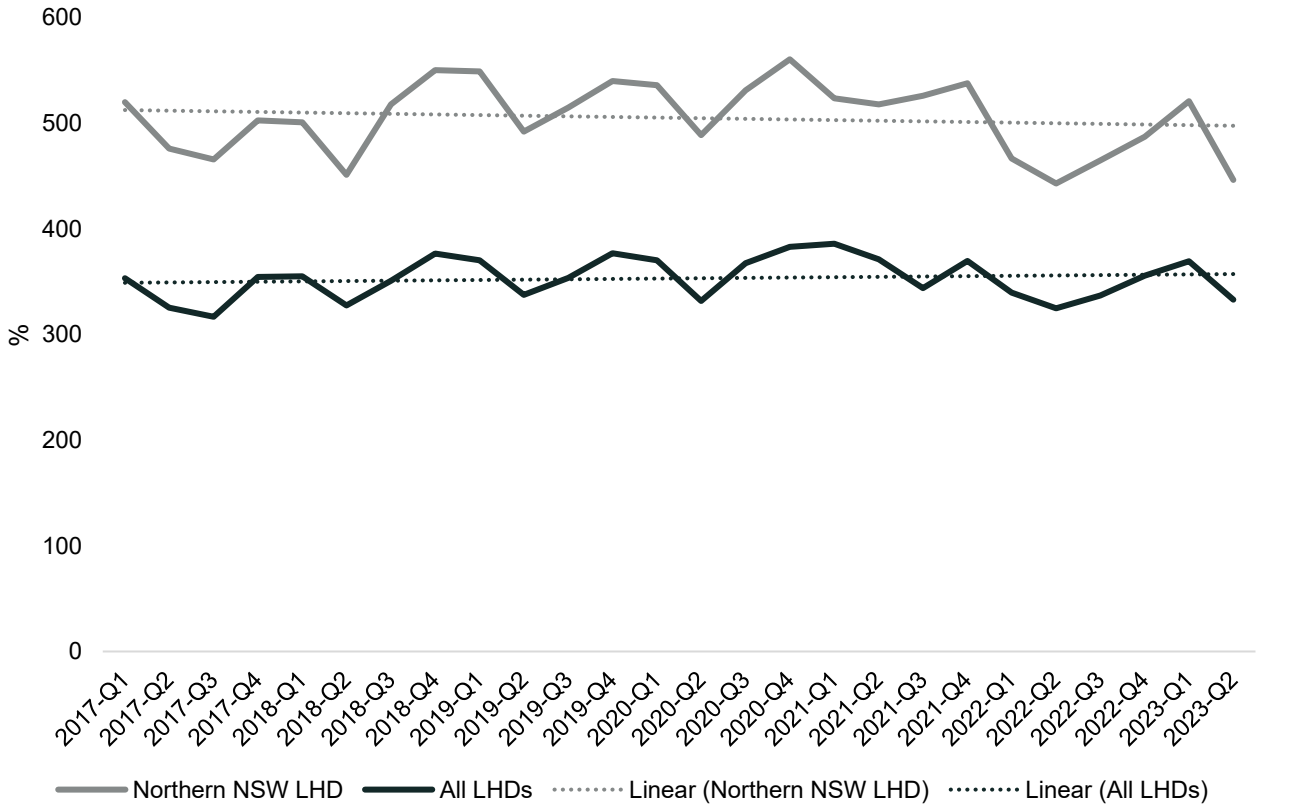

Figure 8 **Adequate physical activity in children in the Northern NSW Local Health District compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

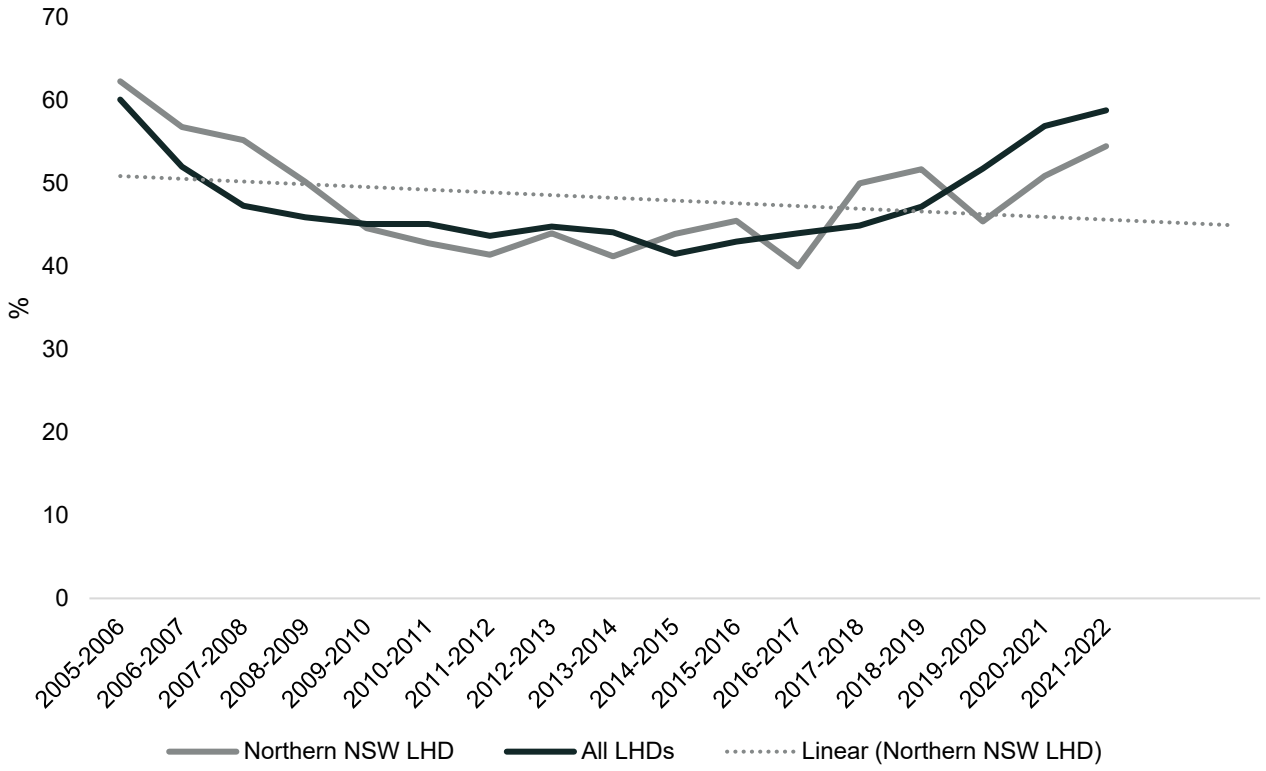

Figure 9 **Sedentary behaviours in children. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

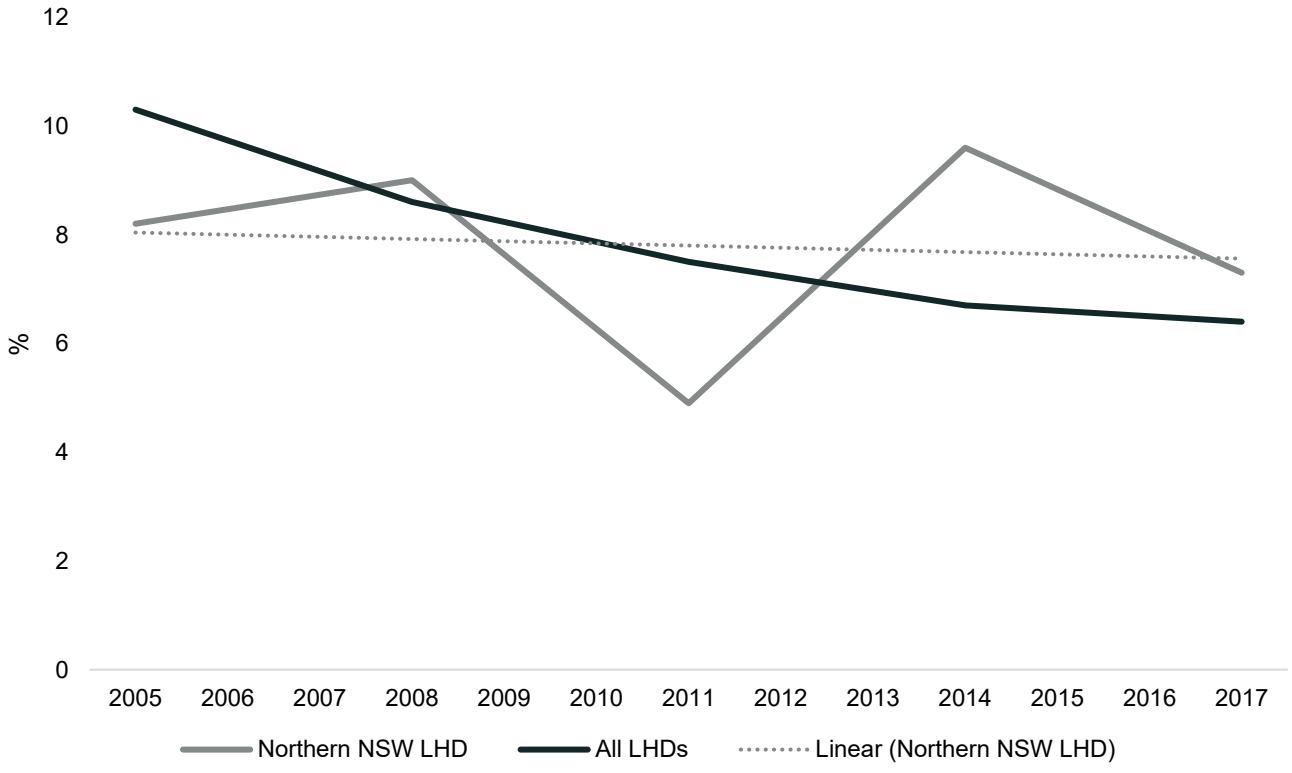

Figure 10 **Current smokers in secondary students in Northern NSW Local Health District (LHD) compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

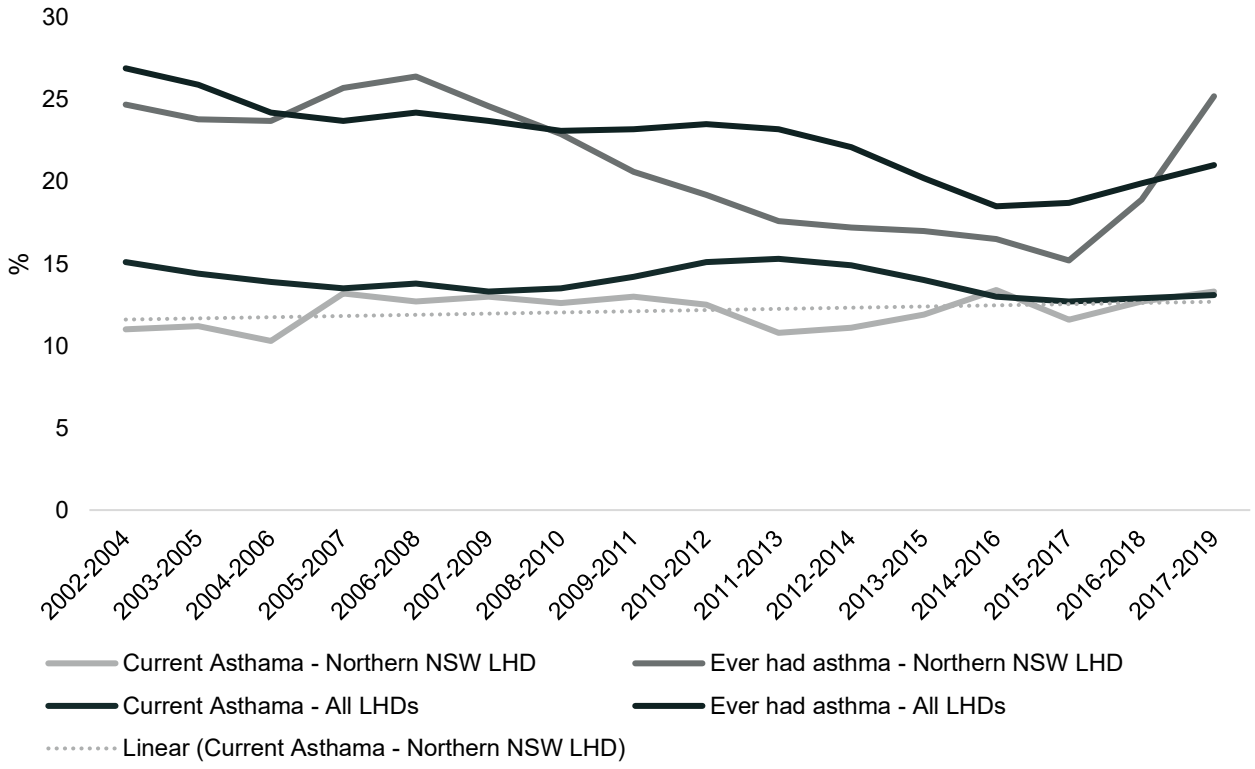

Figure 11 **Prevalence of asthma in Northern NSW Local Health District (LHD) compared to all LHDs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

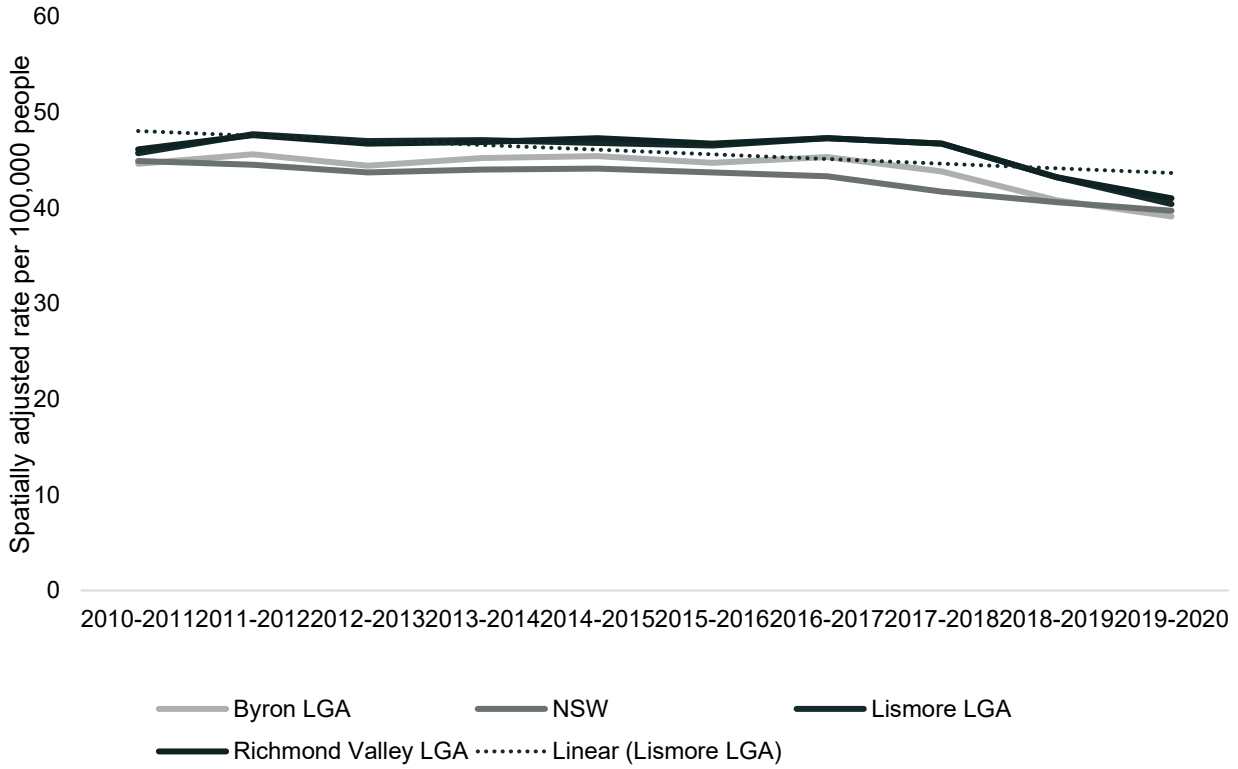

Figure 12 **Overweight and obesity hospitalisations by selected LGAs. Source: Summary tables of NSW Emergency Department Data Collection (EDDC), via the NSW Health Information Exchange supplied by InforMH System Information & Analytics Branch, NSW Ministry of Health.**

Table 38 **People in need of assistance with core activities in social locality**

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number		Number
Has need for assistance	404	8.1	835	6.1	3178	7.17	5.75
Does not have need for assistance	4,198	84.1	11845	86.1	37769	85.17	88.32
Need for assistance not stated	391	7.8	1085	7.9	3401	7.67	5.93

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

Surroundings

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

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

Table 39 Degree of casualty: road users by local government area of crash – Lismore LGA

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

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

Livelihoods

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

Income

Table 40 Personal weekly income in social locality (No. of Residents Aged 15+)

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Negative Nil income	224	5.4	679	6.0	2,164	5.9	9.2
1 to 149	119	2.9	376	3.3	1,169	3.2	3.0
150 to 299	234	5.7	609	5.4	1,883	5.1	4.6
300 to 399	376	9.1	1,020	9.0	3,341	9.1	7.5
400 to 499	430	10.4	1,245	10.9	3,956	10.8	7.5
500 to 649	424	10.3	1,135	10.0	3,497	9.5	7.2
650 to 799	370	9.0	1,012	8.9	3,234	8.8	6.9
800 to 999	407	9.9	1,142	10.0	3,590	9.8	7.9
1,000 to 1,249	419	10.2	1,111	9.8	3,525	9.6	8.8
1,250 to 1,499	212	5.1	657	5.8	2,175	5.9	6.6
1,500 to 1,749	203	4.9	519	4.6	1,786	4.9	5.8
1,750 to 1,999	126	3.1	324	2.8	1,135	3.1	4.4
2,000 to 2,999	138	3.4	435	3.8	1,505	4.1	7.9
3,000 to 3,499	18	0.4	42	0.4	191	0.5	1.9
3,500 or more	21	0.5	140	1.2	442	1.2	3.7
Not stated	402	9.8	946	8.3	3,107	8.5	7.2

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

Table 41 Household weekly income in social locality

	EAST LISMORE		RRHSCG		LISMORE LGA		NSW
	Number	%	Number	%	Number	%	%
Negative Nil	12	0.6	47	0.9	163	1.0	1.8
1 to 149	14	0.7	22	0.4	76	0.5	0.5
150 to 299	35	1.8	56	1.1	220	1.3	1.0
300 to 399	63	3.2	165	3.1	550	3.2	2.1
400 to 499	157	8.0	462	8.7	1,390	8.2	5.4
500 to 649	155	7.9	325	6.1	1,074	6.3	3.9
650 to 799	152	7.8	383	7.2	1,246	7.3	5.6
800 to 999	162	8.3	416	7.8	1,319	7.8	5.7
1,000 to 1,249	178	9.1	501	9.4	1,460	8.6	6.6
1,250 to 1,499	157	8.0	485	9.1	1,437	8.4	6.8
1,500 to 1,749	115	5.9	353	6.6	1,018	6.0	5.4
1,750 to 1,999	120	6.1	307	5.8	968	5.7	5.3
2,000 to 2,499	205	10.5	560	10.5	1,857	10.9	11.2
2,000 to 2,999	117	6.0	308	5.8	1,131	6.7	7.1
3,000 to 3,499	85	4.3	227	4.3	722	4.2	6.5
3,500 to 3,999	48	2.5	108	2.0	429	2.5	4.1
4,000 or more	69	3.5	239	4.5	889	5.2	14.8
Partial income stated	84	4.3	270	5.1	773	4.5	4.5
All incomes not stated	32	1.6	91	1.7	296	1.7	1.7

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

Socio-Economic Indexes for Areas (SIEFA)

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

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

- The Index of Relative Socio-economic Disadvantage (IRSD) - a general socio-economic index that summarises a range of information about the economic and social conditions of people and households within an area. Unlike the other indexes, this index includes only measures of relative disadvantage.
- The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) - summarises information about the economic and social conditions of people and households within an area, including both relative advantage and disadvantage measures.

- The Index of Education and Occupation (IEO) - is designed to reflect the educational and occupational level of communities. The education variables in this index show either the level of qualification achieved or whether further education is being undertaken. The occupation variables classify the workforce into the major groups and skill levels of the Australian and New Zealand Standard Classification of Occupations (ANZSCO) and the unemployed.
- The Index of Economic Resources (IER) - focuses on the financial aspects of relative socio-economic advantage and disadvantage, by summarising variables related to income and wealth.
- Each index is a summary of a different subset of Census variables and focuses on a different aspect of socio-economic advantage and disadvantage.

Table 42 Selected SEIFA scores

LGA	IRSD		IRSAD		IER		IEO	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
Clarence Valley	940	3	910	3	963	4	901	3
Coffs Harbour	972	5	954	6	982	6	953	10
Ballina	1,015	8	996	8	1,011	8	991	8
Byron	1,021	8	1,027	9	1,009	8	1,502	9
Tweed	989	6	967	7	995	7	960	7
Richmond Valley	924	2	892	2	961	4	871	1
Kyogle	921	2	906	2	950	3	929	4
Lismore	966	5	945	5	956	3	959	7
City of Sydney LGA	1027	9	1126	10	883	1	1,158	10

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