

Social Impact Assessment

Hastings Secondary College - Port Macquarie Campus SSDA

School Infrastructure NSW
April 2021









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Social Impact Assessment

Hastings Secondary College - Port Macquarie Campus SSDA

Report Number

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Client

School Infrastructure NSW

Date

28 April 2021

Version

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Prepared by



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28 April 2021

Approved by



Andrea Kanaris
Associate, SIA National Technical Leader
28 April 2021

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Executive summary

ES1 Overview

EMM Consulting Pty Limited (EMM Consulting) has been commissioned by School Infrastructure NSW (SINSW) on behalf of the Department of Education (DOE) to prepare a Social Impact Assessment (SIA) to accompany a State Significant Development Application (SSDA) to the NSW Department of Planning, Industry and Environment (DPIE) for proposed upgrades to Hastings Secondary College (HSC) Port Macquarie Campus (the Project), previously known as Port Macquarie High School.

Hastings Secondary College consists of two campuses, being Westport and Port Macquarie. This report has been prepared for proposed works at the Port Macquarie Campus, which consists of two properties, the main campus and an agriculture plot on a separate property.

The works subject to this proposal are to be carried out on the main Port Macquarie Campus which is located at 16 Owen Street, Port Macquarie (the site). The site has a secondary street frontage to Burrawan Street and adjoins Oxley Oval along the eastern boundary.

On 23 December 2020, the Secretary of the DPIE issued Secretary's Environmental Assessment Requirements (SEARs) for SSD Application No. 11920082. This report has been prepared in accordance with the SEARs requirements.

ES2 Study methodology

This SIA has been informed by best practice guidance and standards set out by the International Association for Impact Assessment (IAIA) and International Finance Corporation (IFC), and developed in accordance with the NSW Department of Planning, Industry and Environment (DPIE) *draft Social Impact Assessment Guideline: State Significant Projects, October 2020* (SIA Guideline) (DPIE 2020). The assessment of the social impacts considered a range of complex factors and often competing interests. The impact assessment is reflective of this and has:

- assessed some aspects of the Project as both negative and positive as they relate to different groups of people;
- included negative impacts on local communities while documenting the benefits to the broader region;
- identified management strategies to maximise identified benefits and mitigate and minimise negative impacts;
- considered the impacts on vulnerable groups and provided management strategies to ensure that any existing disadvantages are not exacerbated; and
- considered each community's access to critical resources, such as education, housing and health care, and how this affects their resilience.

EMM Consulting conducted a social impact workshop on 22 February 2021 attended by EMM Consulting's Social Planner and National Technical Leader for SIA (see Appendix D). The purpose of the social impact workshop was to assess impacts using a social risk framework based on a combination of consequence and likelihood. The social risk assessment is informed by the data collected from the literature review, social baseline study, and secondary community engagement sources.

ES3 Existing environment

The Project is located within the state suburb (SSC) of Port Macquarie and may directly impact landowners, residents, and businesses within the vicinity of the Project site. While the site itself is localised, direct and indirect impacts may be farther reaching. As such, the Project is considered to have two key study areas: a local study area and a regional study area.

The Project may have direct and indirect impacts within Port Macquarie SSC related to local social infrastructure and services, local workforce, local business and industry, local housing and accommodation, and community health and wellbeing. Accordingly, Port Macquarie SSC comprises the local study area for the Project.

The Project is likely to have a broader reach due to use of infrastructure, supply chains, haulage routes, transportation of goods, materials and equipment, and the movement of its workforce (DPIE 2020). These factors require the area of social influence to include regional areas likely to be impacted by the Project which will extend to Port Macquarie – Hastings LGA forming the regional study area.

ES4 Potential impacts and benefits of the proposal

A summary of the key potential social impacts and benefits identified are provided in Table ES1. The full assessment of impacts and benefits are provided in Section 7.

Table ES1 Key social impacts and benefits

Impact/Challenge	
Health and wellbeing related to public safety related to construction on campus	**Medium-11**
Construction sites have the potential to pose safety risks to the public as they can present safety hazards such as changes to surface levels, excavations, holes and trenches, falling material and debris, plant and equipment, dust and hot work, and vibration and noise. Mitigation measures for safety impacts from construction would be outlined in the CEMP for the Project. Traffic mitigation measures will be incorporated into the Construction Environmental Management Plan (CEMP) through a detailed Construction Traffic Management Plan (CTMP).	
Benefits	
Community benefit related to social cohesion, capital and resilience	**Significant-14**
The Project is anticipated and to enhance the social cohesion and social capital in the school and community and improve associated community resilience through upgrades of existing facilities and the development of a new Creative and Performing Arts (CAPA) building and PCYC. Provision of increased recreation opportunities and facilities, volunteering opportunities, and early intervention programs, such as the RISE UP strategy (see Section 7.2.3), offered through the PCYC to prevent and disrupt crime by supporting at-risk youth in the achievement of positive life outcomes will enhance social cohesion, capital and resilience in the local community. Offering Project facilities for uses beyond student education and youth activities and programs would contribute additional local benefits.	
Accessibility benefit related to access to, and use of, social infrastructure related to improved education facilities	**Significant-11**
The operation of the Project would contribute to improved education within the local area by improving school infrastructure and subsequently the quality of education provision, which can increase students' performance in school with improved lighting, temperature control, lack of classroom overcrowding, and improved visual amenity in the schooling environment, thereby increasing their willingness and enthusiasm for learning. Furthermore, PCYCs can play an indirect role for skill development, specifically with enhancing young people's education and employment prospects. The construction and operation of the Project will provide a significant accessibility benefit for students in the local and regional area related to improved education facilities. There may be an opportunity to further enhance community benefits related to access to and use of social infrastructure related to improved education facilities by extending access to education facilities beyond daytime use.	

ES5 Proposed mitigation measures

Mitigation and management strategies have been proposed for each of the identified potential social impacts to minimise negative consequences and to maximise social benefits for the local community. Performance indicators will be developed by SINSW for each mitigation and enhancement measure in consultation with stakeholders and will be monitored throughout the Project life span by SINSW.

An adaptive approach will allow SINSW to manage and respond to changing circumstances and new information over time through ongoing monitoring and periodic review of mitigation strategies; this will allow for modification if required and if appropriate. This adaptive approach will ensure that the management of social impacts identified in the SIA will result in effectively minimising negative social impacts and maximising social benefits for the local community.

ES6 Conclusions

This SIA provides an assessment of potential social impacts and benefits associated with the Project. It identifies the relevant social issues, social impacts and benefits, and associated mitigation and enhancement measures applicable to the design, construction, and operation of the Project.

The Project is considered to be in the interest of the public and is assessed as providing significant benefits to the local community related to:

- promoting social cohesion and resilience;
- increasing social capital, and
- increasing access to, and use of, social infrastructure related to improved education and recreation facilities.

These benefits will outweigh the challenges, primarily constrained to the construction phase of the project which can be successfully mitigated.

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1 Introduction

EMM Consulting Pty Ltd (EMM Consulting) has been commissioned by School Infrastructure NSW (SINSW) on behalf of the Department of Education (DOE) to prepare a Social Impact Assessment (SIA) to accompany a State Significant Development Application (SSDA) to the NSW Department of Planning, Industry and Environment (DPIE) for proposed upgrades to Hastings Secondary College (HSC) (Port Macquarie Campus) (the Project), previously known as Port Macquarie High School.

Hastings Secondary College consists of two campuses, being Westport and Port Macquarie. This report has been prepared for proposed works at the Port Macquarie Campus, which consists of two properties, the main campus and an agriculture plot.

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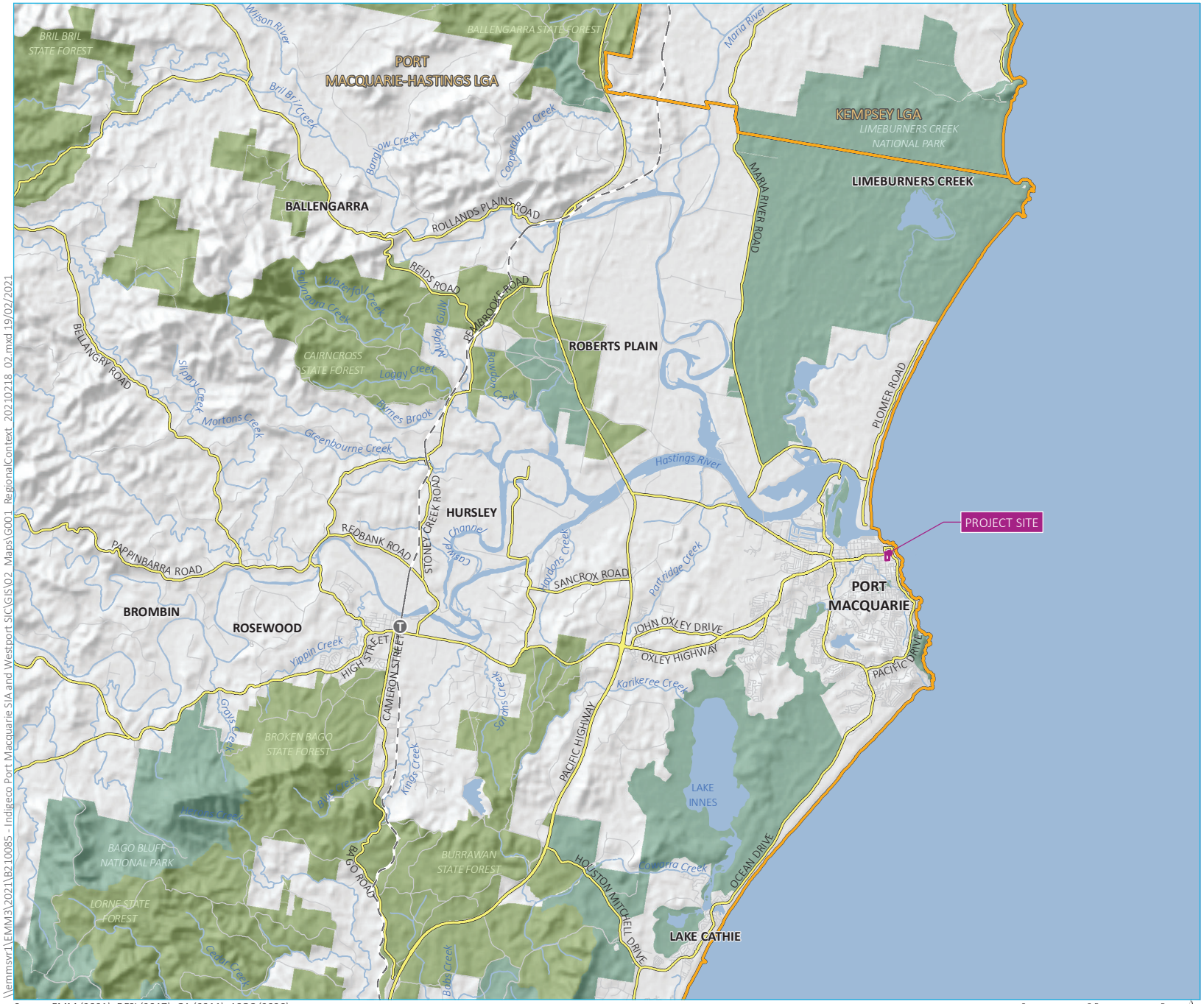
1.1 Project location

The site is located approximately 1.2km south east of the Port Macquarie town centre, with access from Oxley Highway (Gordon Street) via Owen Street to the centre, William Street via Owen Street to the north and Burrawan Street via Owen Street to the south. A maintenance access road exists to the east of the site along Burrawan Street. The Port Macquarie campus of HSC falls within the Port Macquarie-Hastings local government area (LGA). The regional context of the Project is shown in Figure 1.1.

The site is located at 16 Owen Street, Port Macquarie and is legally known as Lot 111 in DP 1270315. The Port Macquarie Campus site is located within a coastal setting (east), with residential (single two storey and residential flat buildings) located to the west and south and Port Macquarie Bowling Club to the north. The surrounding street network provides on-street parking. Maintenance vehicular access is located off Burrawan Street. The local context of the Project is shown in Figure 1.2.

No natural watercourses are mapped as traversing the site. Scattered vegetation is located throughout the site, with a small area of vegetation concentrated towards the pedestrian access area.

The Port Macquarie Campus site is gently sloping downwards in three general 'platforms' towards the north, with distinct views out towards the ocean and the Hastings River. It also has a distinct view line to the row of Norfolk pine trees along the coastline. The siting of the campus provides many opportunities for ongoing cultural connection to Country. Current built form has an established language of two (2) storey, face brick, low pitched metal roof buildings.





KEY

- Site boundary
- Train station
- Rail line
- Major road
- LocalRoad
- Named watercourse
- Named waterbody
- NPWS reserve
- State forest
- Local government area

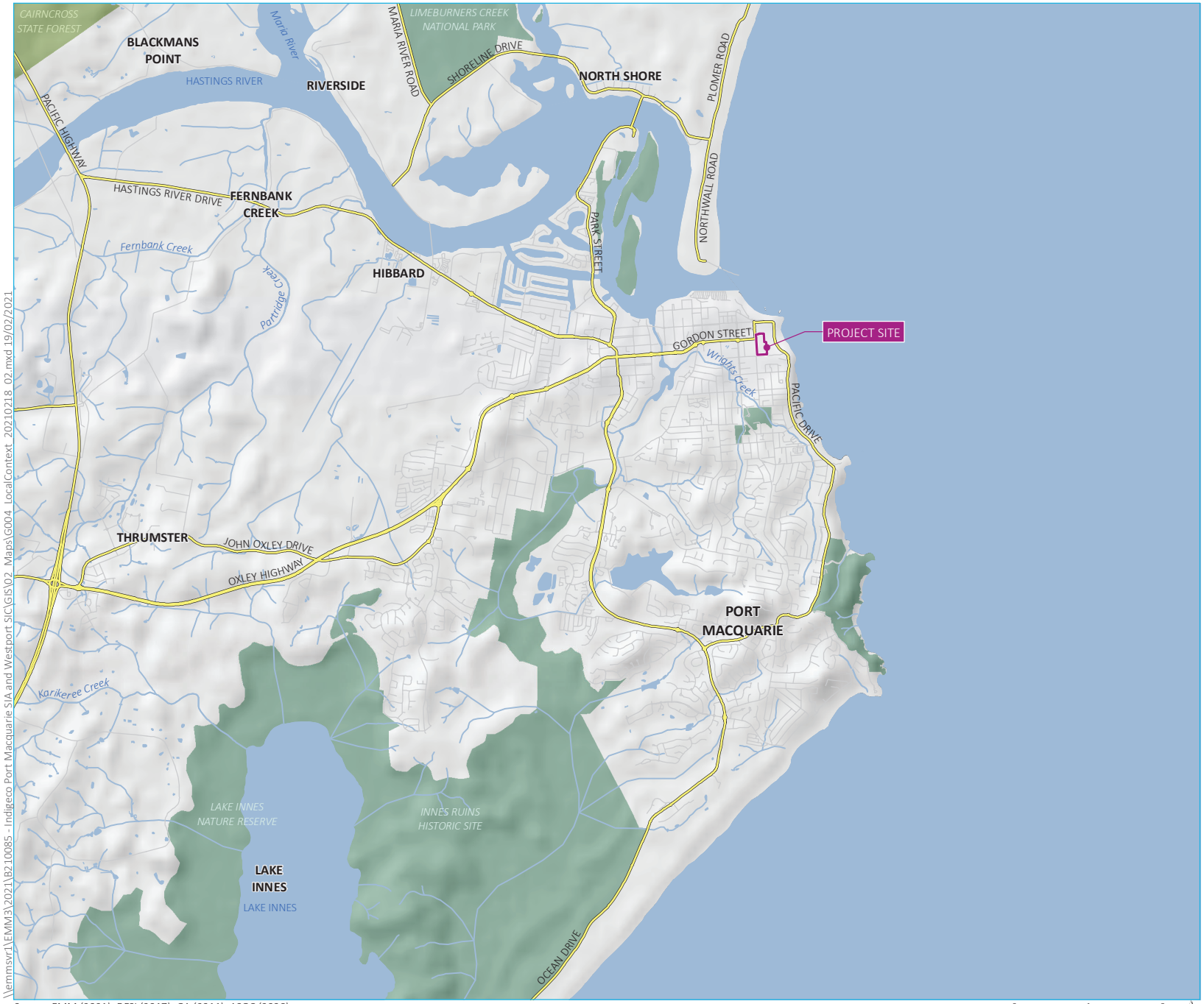
Regional area

Source: EMM (2021); DFSI (2017); GA (2011); ASGC (2006)

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Hastings Secondary College
Social impact assessment
Figure 1.1

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KEY

- Site boundary
- Major road
- LocalRoad
- Watercourse/drainage line
- Waterbody
- NPWS reserve
- State forest

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Source: EMM (2021); DFSI (2017); GA (2011); ASGC (2006)

0 1 2 km

GDA 1994 MGA Zone 56

N

Local context

Hastings Secondary College
Social impact assessment
Figure 1.2

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1.2 The Project

The Project site is shown in Figure 1.3. The upgrades will support high-quality educational outcomes to meet the needs of students within the local community and deliver innovative learning and teaching spaces as follows:

- construction of new two (2) storey Creative and Performing Arts (CAPA) building;
- construction of new Police Citizens Youth Club (PCYC);
- partial refurbishment of Building L;
- refurbishment and alteration to Building B;
- removal of Building S and demountable buildings;
- new lift connections, covered outdoor learning area (COLA) and covered walkways;
- demolition works to accommodate new works;
- upgrade to school entry;
- associated earthworks, landscaping, stormwater works, service upgrades; and
- tree removal/ tree safety works.

As of 2021, the total student enrolment at HSC was 754 students with 47 teaching staff. The full-time equivalent (FTE) teaching staff was 58.8 and FTE non-teaching staff was 12.9. No change to current staff or student numbers is proposed.

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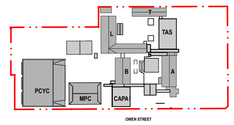


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GENERAL NOTES

- ALL DIMENSIONS AND EXISTING CONDITIONS SHALL BE CHECKED AND VERIFIED BY THE CONTRACTOR BEFORE PROCEEDING WITH THE WORK.
- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

keyplan



legend

- BOUNDARY LINE
- AREA UNDER ALTERNATIVE PLANNING PATHWAY
- PROPOSED REFURBISHMENT
- NEW CONSTRUCTION
- EXISTING TREES
- PROPOSED TREES

rev	date	name	by	chk
05	14/4/21	SSDA	MJ	
04	26/3/21	SSDA	KT	
03	19/3/21	SSDA - Consultant Background Issue	AD	
02	23/2/21	Draft SSDA 02	KT	
01	12/2/21	Draft SSDA	MJ	

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project
Hastings Schools Port Macquarie
Hastings Secondary College
Port Macquarie NSW 2444

title
Site
Site Plan - Proposed

scale	1:500 @ A1	first issued	12/2/21
project code		sheet no.	revision
HSPM		SSDA-120010	05

1.3 Need for the Project

The key drivers for investment in the Project are a lack of fit for purpose learning facilities and poor asset condition generally, particularly at the HSC Port Macquarie Campus.

There is a current need to review the original master plan of the existing HSC Port Macquarie campus to maximise best use of the site. Over time, the HSC Port Macquarie campus has lost clarity of the current arrangement of buildings and external spaces. As a result, the current composition and layout of the HSC Port Macquarie campus detracts from way-finding and overall campus cohesiveness, which impedes the presentation of the campus from Owen Street and affects educational outcomes. The Project provides a new opportunity to effectively communicate arrival and the purposes of the buildings on campus, improving the wayfinding from the entrance point on Owen Street, throughout the campus. The Project will also create a diverse landscape and maximise functional use of activities on campus to allow for clear view lines to encourage safety and security for students on campus.

The Project will allow for improved educational outcomes for the school through the new facilities and equitable access to all buildings across the campus, as well as opportunities for outdoor learning.

The Project aligns with the rationale of the NSW Government funding to help improve school infrastructure to accommodate for expected student growth.

1.4 Purpose of this report

EMM Consulting Pty Limited (EMM) has been engaged by SINSW to prepare and submit an SIA as part of an EIS to support an SSDA for the Project under Section 4.1.1(8) (Division 4.3) of the *Environmental Planning and Assessment Act 1979* (EP&A Act). It has been prepared to the form and content requirements set out in clauses 6 and 7 of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation).

This SIA documents the assessment methods and results, the initiatives built into the project design to avoid and minimise associated impacts, to the local community, and the mitigation and management measures proposed to address any residual impacts not able to be avoided.

The specific objectives of this assessment are to:

- describe the existing social conditions and demographic profile;
- identify and assess the extent and nature of potential social risks;
- evaluate the significance of the social impacts, positive and negative arising from the project;
- provide mitigation measures to reduce the negative social impacts and enhancement measures for significant positive impacts; and
- develop a monitoring and management framework.

1.5 Assessment guidelines and requirements

This SIA report has been prepared in accordance with relevant government assessment requirements, guidelines and policies. In particular, the methods outlined in the d*raft Social Impact Assessment Guideline: State Significant Projects, October 2020* (draft SIA Guideline) (DPIE 2020) and the SEARs for the Project, issued on 23 December 2020. To inform preparation of the SEARs, the DPIE invited relevant government agencies to advise on matters to be addressed in the EIS. These matters were considered by the Secretary for the DPIE when preparing the SEARs.

The individual SEARs relevant to this SIA states:

> **Social:** Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020.

1.5.1 Authorship and SIA Declarations

The authorship SIA Declarations for this report are provided in the following sections.

i Authorship

This report has been prepared by a suitably qualified and experienced lead author and reviewed and approved by a suitably qualified and experienced co-author, who hold appropriate qualifications and have relevant experience to carry out the SIA for this Project. The following introduces each author:

Amanda Micallef (lead author)

- Master of Development Practice, University of Queensland.
- Bachelor of Arts in International Development, University of Guelph.
- Member Planning Institute of Australia.

Amanda is a Social Scientist / Social Planner with experience conducting a range of social planning and impact assessment projects, including baseline studies, risk assessments, data analysis, and community and stakeholder engagement. Her community engagement experience includes online community engagement, Indigenous engagement, and the co-creation of youth Indigenous development programs internationally. Amanda has worked with clients across a range of sectors, including mining and extractives, critical infrastructure, and alternative energies in New South Wales, Queensland, and Victoria.

Andrea Kanaris (review and quality assurance)

- Masters Social Planning and Development (Post Graduate Diploma), University of Queensland.
- Bachelor of Social Science – Community and International Development, University of Queensland.
- Former Chair and Full Member Social Planning Chapter Queensland – Planning Institute Australia.
- Member International Association of Impact Assessment.

Andrea is a Social Scientist / Social Planner with over 20 years' experience across corporate and government sectors.

She is an innovative, result-driven leader and facilitator of positive change and strategic direction. She has gained a broad range of expertise in providing government and corporate stakeholders advice on policy, program management, quality assurance, planning, sustainability, and stakeholder engagement.

She has also provided contemporary strategic advice on social impact assessment, led, and delivered policies and achieved quality stakeholder engagement outcomes.

The curriculum vitae for each author is provided in Appendix D.

ii SIA Declarations

The authors declare that this SIA report:

- was completed on 24 March 2021;
- has been prepared in accordance with the EIA process under the EP&A Act;
- has been prepared in alignment with the DPIE's (2020) Draft SIA Guideline;
- contains all reasonably available Project information relevant to the SIA; and
- as far as EMM Consulting is aware, contains information that is neither false nor misleading.

Assumptions and limitations of this report are outlined in Section 2.2.7.



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28 April 2021



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28 April 20212

2 Methodology

The preparation of this SIA has been developed in accordance with the:

- SEARs;
- social characteristics and community values of the local area and the Port Macquarie-Hastings LGA; and
- the draft SIA Guideline (DPIE 2020).

The assessment of social impacts was conducted using the draft SIA Guideline (DPIE 2020). The draft SIA Guideline utilises categories to identify social impacts. The categories are as follows:

- **way of life**: how people live, work, play and interact;
- **community**: its composition, cohesion, character, how it operates and sense of place;
- **accessibility:** how infrastructure provided by public, private or not for profit organisations, including services and facilities is accessed and used;
- **culture**: shared beliefs, customs, values and stories, and connection to Country, land, places, waterways and buildings, both Aboriginal and non-Aboriginal;
- **health and wellbeing**: physical and mental health;
- **surroundings**: access to and use of ecosystem, public safety and security, access to and use of natural and built environment, aesthetic value and/or amenity;
- **livelihoods:** how people sustain themselves through employment or business, their capacity to do so and whether disadvantage is experienced; and
- **decision-making systems**: extent community can have a say in decisions that affect their lives, access to complaint, remedy and grievance mechanisms.

This SIA has been informed by best practice guidance and standards set out by the International Association for Impact Assessment (IAIA) and International Finance Corporation (IFC).

2.1 Defining the study area

This SIA addresses the social impacts and benefits of the proposed Project to the local area, the region, and to the State. It considers whether the Project increases the demand for community infrastructure and services.

This study area[1] has been determined in accordance with the Draft SIA Guideline (DPIE 2020) and considered the following in its identification:

- the scale and nature of the Project, its associated activities, potential direct impacts, potential indirect impacts that may extend from the Project site and potential cumulative impacts;
- who may be affected by the Project, how they are expected to be affected, and their relevant interests, values and aspirations;
- any potentially affected built or natural features located on or near the Project site or in the surrounding region that have been identified as having social value or importance, including key social infrastructure, facilities and amenities; and
- any relevant social trends or social change processes being experienced by communities near the Project site; and
- how people have experienced the Project and others like it to date.

While the Project site itself is localised, direct and indirect impacts may be further reaching. As such, the Project is considered to have two key study areas: a local study area and a regional study area. The study area for the Project has been defined and is further described in Section 4.1.

2.1.1 Potentially affected communities

This section describes potentially affected communities in the local study area, and the regional study area, which may be impacted, negatively or positively, by the Project.

Key considerations for identifying potentially affected communities are the risk of social impacts (negative and positive) as a consequence of the Project. Factors considered in defining the SIA scope included:

- proximity of properties and communities to the Project and its access routes;
- vulnerabilities that increase risk, and/or magnitude of potential impacts on communities or groups;
- the role, culture and identity of communities in the region;
- location of businesses who could supply the Project;
- communities and vulnerable groups potentially affected by other projects within the region; and
- likelihood of social impacts and opportunities for each town.

[1] The term 'study area' has been used to identify the relevant areas which may experience direct and/or indirect impacts as a consequence of the Project instead of 'social locality' to remove confusion related to understandings of ABS-defined locality boundaries. The study area has been defined and described using the same analysis and considerations outlined for the identification of the 'social locality' as presented in the Draft SIA Guideline (DPIE 2020).

2.2 Methodological approach

The methodology for delivery of the SIA as part of the SSDA is illustrated in Figure 2.1 and described in detail below.



Stage 1
Social Baseline

Stage 2
Data analysis and review

Stage 3
Social Impact Identification

Stage 4
Social Risk Assessment

Stage 5
Social Impact Management and Montoring

Stage 6
Reporting

Figure 2.1 Phases of the SIA methodology

The following methods were used to collect and assess the data which informs the SIA:

2.2.1 Stage 1 Social baseline study

The first step in the preparation of the SIA was to understand the social context without the Project and understand the existing social environment and trends that are relevant to the potential social impacts. The social baseline study was prepared using:

- existing demographic, health, housing, and socio-economic data from the Australian Bureau of Statistics, government agencies, and local government;
- published literature and social research;
- government policies and plans; and
- documents relating to similar infrastructure projects that:
  - provided a community profile, including a socio-economic profile of the area of social influence;
  - provided an analysis of the social infrastructure and capacity within the area of social influence; and
  - outlined government strategic policies and plans.

The baseline study conducted by EMM provides the benchmark against which potential social impacts have been identified and assessed and informs subsequent stages. The social baseline study is presented in Appendix A.

2.2.2 Stage 2 Data analysis and review

A review of relevant recent social research was undertaken to allow for the support and validation of findings. In addition, a review of local, regional, and State plans and policies, along with SIAs which focus on the SIA study area, was undertaken. Research findings were incorporated in relevant sections as referenced. The data analysis and review used secondary qualitative and quantitative data to:

- validate the socio-economic data;
- familiarise the Team with the Project area;

- understand the potential community and stakeholder issues and impacts; and
- provide the basis for identification of potential impacts and cross-assessment of identified impacts.

EMM used previously collected data and information from community and stakeholder consultation activities and secondary engagement sources, including anecdotal evidence from SINSW based on their conducted community consultation, social media, and news media to inform the SIA and to assist in determining perceptions of social impacts from those supported by finding from technical studies.

2.2.3 Stage 3 Social impact identification

With a clear understanding of the scope of the Project, the social baseline and the input from the data analysis and review, expert social scientists in the team identified the potential social impacts resulting from the proposed Project. This analysis informed the socioeconomic risk assessment outlined in Stage 4. The identification of the Project's potential social impacts and benefits was completed through several different complementary approaches, helping to triangulate the findings and confirm their accuracy. These approaches included:

- consideration of environmental constraints – review of similar projects in the local area as well as available academic and grey literature to identify potential impacts;
- consideration of the existing social environment – demographic and social analysis in the form of a social baseline study;
- consideration of data analysis and review findings – findings from data analysis and review of community consultation to the identification of potential impacts and benefits from the Project;
- consideration of local plans and policies – findings from the review aided to contextualise and understand the local priorities as well as to identify local values; and
- consideration of cumulative impacts – review of documentation from other existing projects in the study area.

2.2.4 Stage 4 Social risk assessment

The social risk assessment stage assessed each of the social impacts identified to predict the nature and scale of potential social impacts for the life of the Project and post closure. A social impact workshop was conducted to consider all identified potential social impacts. A social risk approach was adopted to assess the consequence and likelihood of potential positive and negative social impacts with and without mitigation. The social risk assessment matrix used for the assessment can be found in Appendix B. The assessment framework is described in detail in Section 7.

2.2.5 Stage 5 Social impact management and monitoring

A mitigation and management framework has been prepared for all potential social impacts and benefits to allow for the identification of:

- required impact mitigation measures for construction and operations;
- enhancement measures to maximise the potential benefits from Project construction and operations; and
- partnership opportunities.

Findings from Stages 1 – Stage 4 were used to inform the development of the social impact management plan to form part of the SIA Report.

2.2.6 Stage 6 SIA Reporting

Development of this SIA technical report and internal peer review was conducted by Social Planners and Social Scientist's with experience in application of social science methodologies to determine social impacts and in accordance with the draft SIA Guideline.

2.2.7 Limitations and assumptions

This SIA has been based on available information at the time of writing and has been designed to respond to the SEARs specific to the proposal. The assumptions and limitations of this report are as follows:

- background and baseline information is based on desktop research;
- EMM did not conduct community engagement or collect primary data as part of the SIA;
- the social impacts have been informed by evidence from secondary data and engagement sources, including:
  - anecdotal evidence from SINSW based on their conducted community consultation;
  - social media, including the Hastings Secondary College Facebook page and community Facebook pages; and
  - news media.
- the impact assessment is based on:
  - review of similar projects in the local area as well as available academic and grey literature to identify potential impacts;
  - demographic and social analysis in the form of a social baseline study;
  - findings from data analysis and review of secondary community engagement sources; and
  - consideration of local plans and policies.

3 Political and planning context

This section provides a summary of the relevant plans and strategies across the Port Macquarie-Hastings LGA that inform the social risk assessment and mitigation and management strategies.

3.1 Federal

At a federal level, the Project is located within the federal electorate of Cowper, which is currently represented (in the House of Representatives) by the Hon Pat Conaghan MP, member of the Nationals Party.

The recognition, protection, and conservation of cultural heritage sites and protected areas fall under the *Environmental Protection and Biodiversity Conservation Act 1999* administered by the Department of Agriculture, Water and the Environment (DAWE). There are no specific federal legislative or regulatory instruments that directly impact on the SIA for the Project. However, the Independent Review into Regional, Rural and Remote Education report released in 2018 aimed to address the educational discrepancies within regional, rural and remote locations in Australia. From this, the Australian Government adopted eleven recommendations to ensure access to high quality education is made available for young Australians living in rural, regional, and remote areas.

3.2 State

The New South Wales Parliament consists of a Legislative Assembly (lower house) and Legislative Council (upper house).

At a state level, the Project sits within the New South Wales state electorate of Port Macquarie. The current member for the Port Macquarie state electoral district is Leslie Gladys Williams of the National Party.

The NSW DPIE is responsible for administering the *Environment Planning and Assessment Act 1979* (EP&A Act) and its subordinate legislation and policies.

The Project is seeking a development approval under Section 4.1.1(8) (Division 4.3) of the EP&A Act.

3.2.1 State strategies

i NSW 2021

The NSW Government have a ten-year state-wide plan in place to restore economic growth within NSW and establish the state as priority for business. The plan outlines goals and targets in accordance with five strategies:

- rebuild the economy;
- return quality services;
- renovate infrastructure;
- strengthen the local environment and communities; and
- restore Government accountability (NSW Government nd).

In addition to the economic goals for the state, the plan highlights the need to improve quality services, including education and learning outcomes for all students.

ii North Coast Regional Plan 2036

The North Coast Regional Plan 2036 establishes goals, visions and actions for the North Coast region, which includes the Port Macquarie-Hastings LGA. The plan provides guidance for local Councils in relation to planning and land use to help establish the North Coast as the best region to live, work and play in Australia (NSW Government 2019). The NSW Government have outlined four goals in the plan for the North Coast region:

- the most stunning environment in NSW;
- a thriving, interconnected economy;
- vibrant and engaged communities; and
- great housing choice and lifestyle options (NSW Government 2019).

Priorities have been established within the plan and will be identified over time to support growth and change in the region. According to the NSW Government, funding will be coordinated for regional infrastructure including educational services.

3.2.2 State policy and guidelines

i Draft Social Impact Assessment Guideline: State Significant Projects, 2020

The draft SIA Guideline (DPIE 2020) provides direction on assessing impacts arising from state significant development projects in the context of the environmental impact assessment (EIA) process under the EP&A Act. In this draft guideline, SIA is the process of identifying, predicting, evaluating and developing responses to the social impacts of a proposed state significant resource project which requires proportionate and tailored assessment to suit each project's context and the nature and scale of its potential impacts and benefits.

The objectives of this guideline are to:

- provide a clear, consistent and rigorous framework for identifying, predicting, evaluating and responding to the social impacts of State significant resource projects, as part of the overall EIA process;
- facilitate improved project planning and design through earlier identification of potential social impacts;
- promote better development outcomes through a focus on minimising negative social impacts and enhancing positive social impacts;
- support informed decision-making by strengthening the quality and relevance of information and analysis provided to the consent authority;
- facilitate meaningful, respectful and effective community and stakeholder engagement on social impacts across each EIA phase, from scoping to post-approval; and
- ensure that the potential social impacts of approved projects are managed in a transparent and accountable way over the project life cycle through conditions of consent and monitoring and reporting requirements.

3.3 Local

The Project is located in Port Macquarie-Hastings LGA which has the highest proportion of directly impacted stakeholders. Local government and their communities represent key stakeholders for the Project. The plans and strategies supported by local government are representative of the needs of local communities and identify strategies and opportunities to further improve the liveability and resilience of these communities, which could be affected by the Project.

A summary of the relevant Mayors and Councillors (Cr) is provided in Table 3.1.

Table 3.1 Councillors, 2021

Role	Councillors	
Mayor	Cr Peta Pinson	
Deputy Mayor	Cr Lisa Intemann	
Councillors	Cr Rob Turner	Cr Geoff Hawkins
	Cr Sharon Griffiths	Cr Peter Alley
	Cr Lee Dixon	

The local Council has regional and strategic plans that articulate their vision for the future of their community. These are summarised in Table 3.2.

Table 3.2 Regional Planning Context

Plan/Strategy	Summary	Responsibility	Timeframe
Shaping Our Future 2040	Shaping Our Future 2040 is a draft local strategic planning statement which outlines the visions for land-use planning within the Port Macquarie-Hastings LGA in relation to the community's environmental, social and economic land-use needs. The strategic planning statement establishes principles for land-use within the council area to ensure that council planning results in: • sustainable outcomes that consider environmental, social and economic factors and risks; • adaptive management that ensures the region's landscape qualities, ecological and biodiversity values are recognised; • positive contributions to the regions built environment; • enhanced equity, social inclusion, and community participation; and • transparent collaboration and early community engagement (Port Macquarie-Hastings Council 2020). The plan commits to nineteen planning priorities based on the local environment, community, transport and the local economy. Planning priority 13 focuses on developing the economic and employment capacity of Port Macquarie which identifies leveraging and growing the health and education sectors.	Port Macquarie-Hastings Council	2020 – 2040

Table 3.2 Regional Planning Context

Plan/Strategy	Summary	Responsibility	Timeframe
Towards 2030 Community Strategic Plan	The Community Strategic Plan (CSP) outlines the objectives for the council region, how the objectives will be achieved, and the desired outcomes. The plan aims to achieve a sustainable high-quality life for residents within the Port Macquarie-Hastings Council area. The mission for the plan focuses on "building a future together- people, place, health, education and technology"' (Port Macquarie-Hastings Council 2019, p.9). The CSP is structured by four community themes. The community themes are as follows: • leadership and governance; • your community life; • your business and industry; and • your natural and built environment (Port Macquarie-Hastings Council 2019). The business and industry theme has a focus on education in the council area, with aims to secure the Port Macquarie-Hastings region as a successful place with a resilient regional economy for residents to live, learn, work, play and invest. One objective for the theme includes partnering with key stakeholders in business, industry, government, education, and the community.	Port Macquarie-Hastings Council	2017 – 2021
2017 – 2022 Delivery Program	The Port Macquarie-Hastings Council 2017 – 2022 Delivery Plan (DP) is a sub-plan of the CSP which follows the structure of the four themes set out in the CSP and focuses on achieving the aspirations of the community established in the CSP. The DP establishes various objectives that guide the actions, activities and projects detailed in the Council's Operational Plan. A total of 51 objectives are identified across all four CSP themes, with various objectives aimed towards supporting and promoting education opportunities in the region.	Port Macquarie-Hastings Council	2017 – 2022
2020 – 2021 Operational Plan	The Port Macquarie-Hastings Operational Plan aims to deliver the infrastructure required to accommodate the projected growth within the region and create a vibrant future for the community. The operational plan operates in conjunction with the CSP and DP and details the actions to be undertaken by the local council during the financial year to achieve the outcomes established in the DP.	Port Macquarie-Hastings Council	2020 – 2021
Port Macquarie-Hastings Local Environmental Plan 2011	The plan focuses on the local planning provisions within the Port Macquarie-Hastings Council area in accordance with relevant environmental planning instruments and is subject to the provisions of State Environmental Planning Polices. Aims of the plan include (but are not limited to): • protecting, conserving and sustainably managing the natural environment of the Port Macquarie-Hastings area; • facilitate a strong and diverse local economy within the Port Macquarie-Hastings area; • identify and protect features of environmental, cultural or visual importance within the Port Macquarie-Hastings area; and • ensure that new urban development makes a positive contribution to the public domain and streetscape.	Port Macquarie-Hastings Council	Adopted 2011

Source: Port Macquarie-Hastings Council 2019, Towards 2030 Community Strategic Plan; Port Macquarie-Hastings Council 2020a, Operational Plan & Budget; Port Macquarie-Hastings Council 2020b, Shaping our Future 2040; Port Macquarie-Hastings Council 2017, 2017-2022 Delivery Plan.

4 Social baseline

This chapter provides a summary of the baseline information and key social conditions in the study area for the proposed Project that contribute to the identified social impacts. A complete baseline study that forms the basis for the SIA is provided in Appendix A.

4.1 Study area

The Project is located within the state suburb (SSC) of Port Macquarie and may directly impact landowners, residents, and businesses within the vicinity of the Project site. While the site itself is localised, direct and indirect impacts may be farther reaching. As such, the Project is considered to have two key study areas: a local study area and a regional study area.

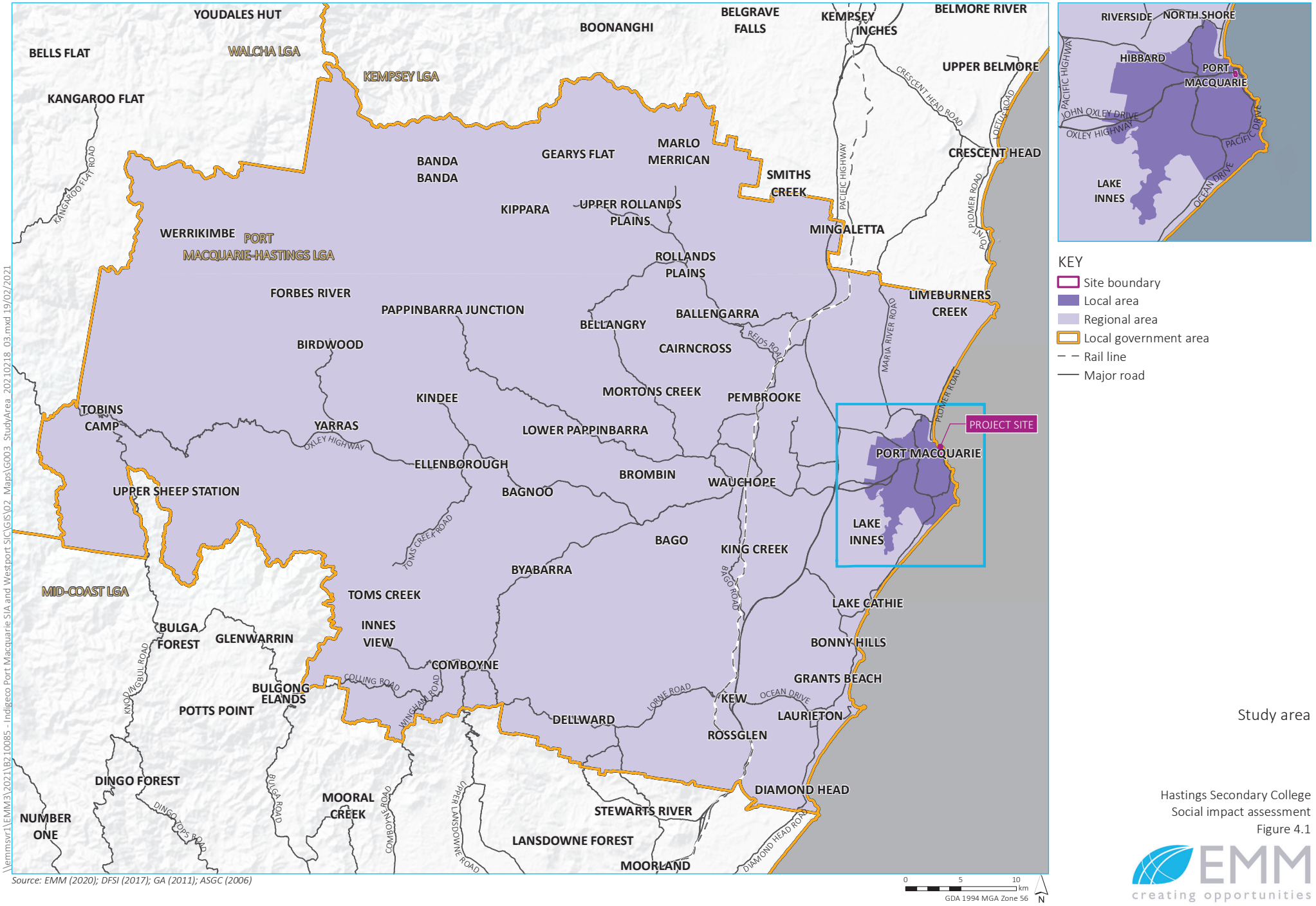
The Project may have direct and indirect impacts within Port Macquarie SSC related to local social infrastructure and services, local workforce, local business and industry, local housing and accommodation, and community health and wellbeing. Accordingly, Port Macquarie SSC comprises the local study area for the Project.

The Project is likely to have a broader reach due to use of infrastructure, supply chains, haulage routes, transportation of goods, materials and equipment, and the movement of its workforce (DPIE 2020). These factors require the area of social influence to include regional areas likely to be impacted by the Project which will extend to Port Macquarie – Hastings LGA forming the regional study area.

These communities have been mapped to the Australian Bureau of Statistics (ABS) categories used for data collection (see Table 4.1) and the local and regional area of social influence (herein referred to as local area or regional area), illustrated in Figure 4.1.

Table 4.1 Study area

Study area	Geographic area	ABS data category	Referred to in report as:
Local study area	Port Macquarie	SSC	Local area
Regional study area	Port Macquarie – Hastings	LGA	Regional area
State of New South Wales	State of New South Wales	New South Wales STE	NSW



KEY

- Site boundary
- Local area
- Regional area
- Local government area
- Rail line
- Major road

Study area

Source: EMM (2020); DFSI (2017); GA (2011); ASGC (2006)

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Hastings Secondary College
Social impact assessment
Figure 4.1

EMM
creating opportunities

4.2 Demographics

According to the 2016 Census of Population and Housing, the local area had a total population of 44,830 people (ABS 2016a). The regional area had a 2016 population of 78,859 with an estimated 2019 population of 84,525 (ABS 2016a; ABS 2019). Analysis of ABS data shows that the population of the local area and regional area has been increasing at a rate similar to NSW from 2006 – 2016. From 2006 – 2011, the population of the local area increased by 7.5% and the population of the regional area increased by 6.2%, compared to a slightly smaller change of 5.6% across NSW. However, from 2011 – 2016 the population growth trends in the local area (8.0% change), regional area (8.0% change) reflected those across NSW (8.1%). Population projections published by DPIE (2019) suggest the projected population of the regional area is estimated to increase by 18,868 people from 2016 – 2041, representing a total change of 23.6% and an average annual growth rate of 0.9% (DPIE 2019). Although the population is projected to increase, the rate of growth in the regional area is much lower than NSW which is projected to increase by 2,839,838 people, representing a total change of 36.7% and an average annual growth rate of 1.5%. Lower growth in the regional area is likely attributable to continuing trends of high growth in major cities, with roughly 75.0% of the greater than 6 million increase in Australia's population between 1996 – 2016 occurring in capital cities throughout the country (Australian Government 2019).

In the local area, the largest age group is persons aged 65 – 74 years (14.3%), followed by 55 – 64 years (13.3%), and 45 – 54 years (12.5%) (ABS 2016a). This differs from the major age groups in NSW which are 25 – 34 years (14.3%), 35 – 44 years (13.4%), and 45 – 54 years (13.1%), suggesting a younger population in NSW than the local area. Accordingly, the study area has an older population than NSW, with much larger proportions of elderly persons (aged 65 years and older) the local area (28.0%) and regional area (27.7%), compared to NSW (16.3%). This is also reflected by the median ages of the local area (47) and regional area (48), which are significantly older than the median age across NSW (38). The older population in the study area is likely reflective of trends of older persons choosing to move to coastal areas for lifestyle reasons, as well as the comparatively lower costs of living in non-metropolitan areas which attract and retain higher proportions of elderly people (ABS 2002).

4.3 Education

The local area has 21 childcare services, including long day care, preschool, and outside of school hours care (OSHC), which provide a total of 1,666 places for enrolment (ACECQA 2021). The nearest childcare centres to the Project site are Portside Preschool & Long Day Care Centre, Port Macquarie Community Preschool, and Hastings Family Day Care. There are 19 schools available in the local area (11 primary schools, seven secondary, two combined, and one special) with a total of 9,354 enrolled students (ACARA 2021). Within the local area most primary and secondary schooling options are non-government offerings with 12 of the 19 schools being private education compared to seven public. The local area also offers one TAFE campus and one university (Charles Sturt University).

At the time of the 2016 Census of Population and Housing (ABS 2016a), there was a larger proportion of persons attending primary (28.4%) and secondary (22.4%) schools in the local area compared to the whole of NSW (26.1% and 20.1% respectively) (ABS 2016a). These trends are consistent within the regional area. The most common level of schooling achieved amongst persons aged 15 years and older in the local and regional areas was Year 12 or equivalent (44.9% and 41.5% respectively). However, these proportions are much lower than the proportion of people who have completed Year 12 or equivalent throughout NSW (59.1%). Accordingly, a larger proportion of persons in the local area (33.1%) and regional area (35.2%) have completed Year 10 or equivalent compared to NSW (23.4%). Greater proportions of students dropping out of school in earlier year levels may be indicative of the higher youth unemployment in the local area (14.6%) compared to NSW (13.6%), and significantly lower labour force participation rate (49.7% in the local area compared to 59.2% in NSW). These trends indicate that educational attainment in the local area is lower than in NSW, which may be indicative of a need from improved schooling facilities.

4.4 Health and wellbeing

Poorer physical and mental health outcomes in the study area compared to trends across NSW suggest that a portion of the study area population may be more vulnerable to health impacts as a result of the Project, notably through air quality.

4.4.1 Respiratory health

Asthma is an indicator of respiratory health of the community and vulnerability to dust and other air impacts. Persons suffering from asthma in the local area may be more vulnerable to impacts resulting from the Project such as traffic and construction related dust and emissions. In 2019 13.1% of children and 16.9% of persons aged 16 and over in the local area suffered from asthma, compared to 12.9% of children and 11.5% of persons aged 16 years and over in NSW (NSW Health 2019).

4.4.2 Mental health

The mental health of the study area can be indicated by rates of intentional self-harm hospitalisations and levels of psychological distress using the Kessler 10 (K10) approach; a 10-item questionnaire that measures anxiety, depression, agitation, and psychological fatigue in the most recent 4-week period (NSW Health 2019). Mental health in secondary school aged persons can also be determined by psychological distress identified through a survey consisting of 3 components: feeling unhappy or sad or depressed during the last 6 months; feeling nervous or stressed or under pressure during the last 6 months; and being in trouble because of your behaviour during the last 6 months (NSW Health 2019).

The overall trend in intentional self-harm hospitalisations for persons aged 15 – 24 years is increasing in both the Mid North Coast Local Health District (LHD) and NSW. Between 2001 – 2019 intentional self-harm hospitalisations were higher in the Mid North Coast LHD than in NSW from 2001 – 2007 and 2012 – 2019. In 2019 the rate of hospitalisations for persons aged 15 – 24 years in the Mid North Coast LHD was 376.9 per 100,000 persons compared to 225.9 per 100,000 in NSW. The rate of intentional self-harm hospitalisations for persons of all ages in the Mid North Coast LHD has been consistently higher from 2001 – 2019 compared to NSW. In 2019 the rate in the Mid North Coast LHD was 156.5 per 100,000 compared to 90.7 per 100,000 in NSW (NSW Health 2019). These trends are expected to be similar in the local area, suggesting poorer mental health outcomes for the local community compared to NSW, and as such greater vulnerability to Project related impacts.

In 2019 psychological distress in persons aged 16 years and over based on the K10 approach was consistent within the Mid North Coast LHD and NSW, with 17.8% and 17.7% (respectively) of persons with high and very high levels of psychological distress. Psychological distress of secondary school students was higher in the Mid North Coast LHD in 2019 than in NSW, with 19.6% compared to 14.0% (respectively) of persons aged 12 – 17 suffering from psychological distress (NSW Health 2019). Higher psychological distress levels may be indicative of persons more vulnerable to impacts to noise amenity, stress-inducing activities and impacts to functionality within schools.

4.4.3 Safety and crime

In the regional area, the most common offence type from 2015 – 2019 was theft (BOCSAR 2019). Other common offences include assault, malicious damage to property, and other offences. The most common offence types committed by alleged juvenile offenders were robbery (33.3% of all offenders), malicious damage to property (23.1% of offenders), and disorderly conduct (21.5% of offenders) (BOCSAR 2019).

4.5 Local workforce skill and capacity

At the time of the 2016 Census the unemployment rate in the local area (6.6%) and regional area (6.8%) was fairly consistent with (though slightly high than) the NSW rate of 6.3%. Youth unemployment rates were also slightly higher in the local and regional areas (both 14.6%) than NSW (13.6%). However, labour force participation rates (including persons aged 15 – 85 years) were significantly lower in the local area (49.7%) regional area (48.6%) compared to NSW (59.2%). Lower workforce participation could be attributable to the aging population in the local and regional areas, resulting in a smaller proportion of working aged persons. In the local area the top three occupations are professionals (21.9%), technicians and trades workers (13.9%), and clerical and administrative workers (13.8%); consistent with the regional area. The high proportion of technicians and trades workers is indicative of lower educational attainment in the local area, and reflective of the high proportions of certificate-level trained persons compared to other non-school qualifications (ABS 2016a). The proportion of the workforce employed in in the construction industry is 9.8% in the local area and 10.6% in the regional area, compared to 8.4% in NSW. This suggests there is a workforce pool in the area for use in the construction phase of the Project.

In the local and regional area there is also a higher proportion of persons employed in the education and training industry compared to NSW (9.7% in the local area and 9.5% in the regional area compared to 8.4% in NSW), suggesting a potential workforce pool for the operational phase of the Project.

4.6 Vulnerable groups

There are numerous vulnerable groups within the study area community including the elderly and persons with a disability (need for assistance), socio-economically disadvantaged groups, children with neurodevelopmental and neurobehavioral disorders (such as autism and attention deficit hyperactivity disorder (ADHD)), juvenile offenders, and Aboriginal and/or Torres Strait Islander persons.

4.6.1 Disability

There is a greater need for assistance in the study area than in NSW, with 7.5% of persons in the local area and 7.4% in the regional area compared to 5.4% in NSW requiring need for assistance relating to the core activities of self-care, mobility, and communication due to a long-term health condition (lasting 6 months or longer), a disability (lasting 6 months or longer) or old age (ABS 2016a). Much of the need for assistance in the study area may be accounted for by the ageing population previously discussed. Despite the greater need to assistance, there is an abundance of social infrastructure available in the local area, especially in relation to disability services and aged care facilities with high level care available (see Section A.5 of Appendix A).

4.6.2 Socio-economic disadvantage

According to the 2016 Socio-Economic Indexes for Areas (SEIFA), the local area is in the bottom 50% of communities in NSW in terms of disadvantage, as Port Macquarie is in the 5th or lower decile for all indexes (ABS 2016b). The local area falls within the 4th decile for the Index of Relative Socio-economic Disadvantage (IRSD) and the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD), 3rd decile for the Index of Economic Resources (IER), and 5th decile for the Index of Education and Occupation (IEO).

Decile rankings of 4 for IRSD and IRSAD indicates that compared to other suburbs across NSW, there are likely a higher proportion of households with low income, people without qualifications, and people in low skill occupations in the local area, as well as a smaller proportion of households with high incomes, or a smaller proportion of people in skilled occupations. This is evidenced in findings in Section A.6 and Section A.5 of the Baseline Study (see Appendix A). Ranking in the 3rd decile for IER suggests that compared to other suburbs across NSW, there are a greater proportion of households in the local area with low income or households paying low rent, as reflected in a lower weekly median rent in the local area compared to NSW (see Section A.7of Appendix A). This also suggests a smaller proportion of households with high income, as is the case in the local area (see Section A.6.2 of Appendix A). Ranking in the 5th decile for IEO suggests that there may be more people without qualifications, more people in low skilled occupations, or higher unemployment, as well as fewer people with high level of qualifications or in highly skilled occupations. This is consistent with data shown in Section A.6 of the Baseline Study (see Appendix A).

4.6.3 Aboriginal and/Torres Strait Islander population

There is a greater proportion of Aboriginal and/or Torres Strait Islander identifying persons in the study area than in NSW (ABS 2016a). In the study area 3.9% of persons in the local area and 4.0% in the regional area identified as Aboriginal and/or Torres Strait Islander, compared to 3.0% in NSW. Disproportionately to wider population trends, only 5.5% of males and 5.4% of females in the local area Aboriginal and/or Torres Strait Islander population were aged 65 years or older in 2016. The Indigenous population's smaller proportion of the population (both males and females) living beyond 65 years aligns with the lower life expectancy among Indigenous Australian's nationally (AIHW 2019), with much of this gap explained by the relationships between increased socioeconomic disadvantage, worsened mental health outcomes, and related health risk behaviours, including greater proportions of smoking and alcohol use (AIHW 2020). Lower socio-economic advantage, worsened health outcomes, and related health-risk behaviours for Aboriginal and/or Torres Strait Islander communities in the study area present an opportunity for health and wellbeing programs within these communities.

4.7 Community culture and values

As expressed by the Port Macquarie-Hastings Council, the local and regional areas encompass a vibrant community with a relaxed lifestyle and pristine natural environment built on a great sense of pride, passion and camaraderie (PMHC 2019a). Port Macquarie-Hastings Council (2019a) describes a community vision which encourages the creation of a "sustainable and high-quality life for all residents", with a supporting mission statement of "building the future together- people, place, health, education and technology". Port Macquarie-Hastings Council have issued seven goals to achieve within the local and regional area by 2030, which include:

- living in a harmonious safe and connected community;
- enjoying participatory local democracy;
- accessing quality infrastructure including roads, waste, water and sewerage management;
- benefiting from quality urban design that encourages use of open spaces and provides easy access between towns and villages;
- enjoying economic prosperity and having access to quality education and training;
- actively participating in inclusive community activities; and
- preserving and protecting natural habitats (PMHC 2019b).

Accompanying each goal are strategies and objectives that encourage partnering with educational institutions to promote success within the local area.

The local area falls within the Aboriginal language group of the Birpai (North Coast Library Service 2019). Port Macquarie-Hastings Council proudly acknowledges the Birpai Aboriginal community as the local and regional areas' first peoples and traditional landowners with Local Cultural Protocols in place at schools to educate and pay respect to traditional Birpai customs and promote ongoing reconciliation in the local and regional area (PMHC 2020c).

4.8 Community strengths and vulnerabilities

A summary the key strengths and vulnerabilities within the community based on the existing social conditions is provided in Table 4.2.

Table 4.2 Community strengths and vulnerabilities

Vulnerabilities	Themes	Strengths
High youth unemployment and low labour force participation rates.	Workforce	Large proportion of professionals in the area (21.9%). Larger proportion of people attending a technical or further education institution in the local area compared to the regional area and NSW – this could indicate the potential for a future workforce with the ability to work during the construction phase of the project.
Poor educational outcomes compared to NSW.	Access to information/ services	Good recreational and sporting services available in the local area. Very well serviced in terms of health infrastructure and services in the local area.
High levels of socio-economic disadvantage compared to NSW. 12.1% of offenders in the regional area are aged between 10 – 17 years (however this is a lower proportion of juvenile offenders compared to NSW).	Community	Higher rates of community volunteering in the local area compared to NSW.
Limited capacity in the current rental market. Less rental affordability in the local area (ie more households paying above 30% of household income for rent compared to NSW).	Housing	Lower mortgage repayment costs and rent costs in the local area compared to NSW. Higher mortgage affordability compared to NSW.
High proportion of persons aged 65 years and over suggesting an ageing population. Small proportion of Aboriginal and/or Torres Strait Islander persons living beyond 65 years due to lower socio-economic advantage, poorer health outcomes, and health risk behaviours. Poorer mental health outcomes than in NSW.	Health & community wellbeing	Very well serviced in terms of health infrastructure. The rate of recorded offences per 100,000 people in the regional area has consistently remained below the rate of recorded offences in NSW.

Source: EMM 2020.

5 Community and stakeholder engagement

SINSW has conducted community engagement for the Project, including provision of project information and updates via the Project website, letterbox drops, school channels themselves, and information sessions.

Whilst the SIA did not conduct primary community engagement, it has drawn on evidence from secondary engagement sources, including:

- stakeholder engagement conducted by SINSW and the Project team from September 2020 to March 2021;
- anecdotal evidence from SINSW;
- social media, including the Hastings Secondary College Facebook page and community Facebook pages; and
- news media.

Based on evidence provided by SINSW, the key community concerns related to the Project include visual impacts, traffic, parking, pedestrian safety, and ensuring the Project design is informed by the Aboriginal Cultural Heritage of the place. A summary of the stakeholder engagement conducted by SINSW and the Project team with key themes and is provided in Table 5.1. A detailed description of the Project stakeholder engagement activities and outcomes is available in the SSDA Consultation Report (SINSW 2021).

Table 5.1 Stakeholder engagement summary and potential social impacts

Community and key stakeholders	Methods of engagement	Key themes raised
Local community members	• Project Team presentation. • Provision of online information pack. • Community information sessions. • Project works notifications. • Maintenance of community contact channels.	• Time and opportunity allowed for community consultation. • Parking (off-street) and pedestrian crossings. • Capacity and student numbers allowed for as part of the upgrade. • Air-conditioning, air circulation and fans. • How information was delivered (ie letterbox drops) and when.
Department of Education	• Project Reference Group meetings. • Technical Stakeholder Group meetings. • User Group workshops.	• Non-compliance with the Education Facilities Standardsand Guidelines (EFSG). • Engagement of staff throughout the design process.

Table 5.1 Stakeholder engagement summary and potential social impacts

Community and key stakeholders	Methods of engagement	Key themes raised
Biripi Local Aboriginal Land Council Registered Aboriginal Parties (RAPS) Aboriginal Education Consultative Group	• Site field investigation. • Aboriginal Education Consultative Group meeting.	• Ensuring the Project design is informed by the Aboriginal Cultural Heritage of the place. • Emerging themes for further discussion and exploration: – celebrating the River and Ocean; – celebrating key Aboriginal People; – exploring local Aboriginal stories; – flora and fauna landscaping, koalas, plants; – Caring for Country; and – sharing resilience practices for preservation of native flora and fauna.
Transport for NSW	Meeting with Transport for NSW representatives.	• Traffic congestion. • Parking. • Pedestrian safety.
Port Macquarie-Hastings Council	Meetings with Port-Macquarie-Hastings Council representatives.	• Traffic congestion. • Parking. • Pedestrian safety. • Design and visual impacts of PCYC.

A search of social media and news media related to the Project reveals positive community reactions to the Project, as well as a lack of significant community concern. The absence of concerns raised by the community using these platforms, is evidence that the community has no objections to the Project and is therefore supportive.

Additional secondary community engagement sources used to inform the SIA and the potential social impacts and benefits identified through these sources are summarised in Table 5.2.

Table 5.2 Secondary community engagement sources and potential social impacts

Engagement source	Engagement type	Source date(s)	Community media engagement	Identified potential social impacts and benefits
SINSW	SINSW Project Team inception meeting	February 2021 – March 2021	NA	• Improved learning and recreation facilities leading to better education and community outcomes. • Visual impacts. • Character loss. • Intensity of use.

Table 5.2 Secondary community engagement sources and potential social impacts

Engagement source	Engagement type	Source date(s)	Community media engagement	Identified potential social impacts and benefits
Hasting Secondary College Facebook page	Facebook post: Port Macquarie News article (see below)	27 October 2020	38 'likes' 1 'love' 1 share	See news article below.
	Facebook post: Placing of demountable classrooms in preparation of the commencement of the infrastructure upgrade	18 December 2020	22 'likes' 1 comment 1 share	No discussion of the Project found.
	Facebook post: Hastings Secondary College Infrastructure Upgrade update and information provision	8 December 2020	2 'likes'	No discussion of the Project found.
	Facebook post: Project information sessions postponed due to COVID-19	20 March 2020	4 'likes' 1 comment 2 shares	No discussion of the Project found.
	Facebook post: Hastings Secondary College Infrastructure Upgrade update and information provision	19 February 2020	11 'likes' 1 share	No discussion of the Project found.
	Facebook post: Hastings Secondary College Infrastructure Upgrade update and registration for information session.	15 February 2020	6 'likes' 1 share	No discussion of the Project found.
	Facebook post: invitation to attend presentation by State Member for Port Macquarie, Leslie Williams	19 January 2020	4 'likes' 4 shares	No discussion of the Project found.
What's On in Port Macquarie Facebook page	Facebook posts	NA	No comments available.	No discussion of the Project found.
Port Macquarie and Surrounds Community Notice Board	Facebook posts	NA	No comments available.	No discussion of the Project found.
Port Macquarie News website	News article: 'Multi-million-dollar school upgrade for Hastings Secondary College and PCYC partnership launches'	27 October 2020	No comments available.	• Increased education opportunities. • Improved learning and recreation facilities leading to better education and community outcomes. • Provision of social programming and opportunities for disengaged students/youth.

6 Expected and perceived impacts

This section summarises the expected and perceived impacts demonstrated across the social baseline data, findings from community stakeholder engagement, and existing research. Examples of education infrastructure developments, predominately in NSW, have been drawn on to provide context and background information that will inform the social impacts discussed in Section 7. The expected and perceived impacts identified and discussed in this section are:

- amenity related to construction activities;
- community related to changes to local character;
- intensity of use of education and community facilities;
- access to education;
- educational and community outcomes related to education facility upgrades; and
- social cohesion, capital and resilience related to PCYC facilities and programming.

6.1 Amenity related to construction activities

Schools are considered sensitive receptors to construction noise and vibration. The effects from noise and vibration resulting from construction activities can annoy students and staff, resulting in inhibited concentration, as well as difficulties learning or studying (DECC 2009). Noise can affect performance at school relating to reduced memory, motivation, and reading ability, with greater impacts experienced by older students (Shield & Dockrell 2008). Lesisko, Wright and O'Hern (2010) also reveal that construction activities can impact students' and staff's ability to effectively engage in learning and development activities by affecting:

- school utilities (phone service, intercom, walkways, toilets);
- access to existing facilities (cafeteria, gymnasium, pool, auditorium, sports fields, classrooms, library, etc.);
- class schedules; and
- amenity related to aroma, dust, noise, and vibration.

SIAs conducted for other school upgrades within NSW have also identified potential impacts during construction related to traffic and parking, with negative impacts associated with traffic affecting local road users and pedestrians (Urbis 2019). Construction works may also result in way of life impacts related to reduced ease of access to existing drop-off and pick-up locations and circumstances where construction works are not able to be scheduled around existing routines (Ethos Urban 2020).

6.2 Community related to changes to local character

Changes to community character resulting from the development of a new PCYC facility and upgrades to existing school infrastructure were raised by community members during consultation. Community character refers to aspects of place, people, and area that are unique to a town, with distinguishing characteristics differing from surrounding locations. New infrastructure and growth can potentially impact such characteristics, ultimately resulting in the loss of community character (Green 1999; de Jong et al 2018;).

Coastal towns are becoming increasingly desirable locations for living. However, such towns are often unable to accommodate increased developments and associated growth, thereby creating development pressures on social infrastructure and services, housing and rental markets, and the overall amenity of coastal towns (Green 2009). In relation to local amenity and the way that local residents engage with their local environments, Green (2009) explains that developments can threaten the sense of place, character, and ambience of coastal towns.

Contributing factors can include a failure of developments and legislation to meet the objectives of local coastal communities due to a lack of understanding of how such communities experience their surroundings; increased populations leading to the loss of qualities that initially attract people to live in such towns; and the degradation of the natural environment (Green 2009). Furthermore, visual features of coastal towns are strongly associated with positive town character and image, with new developments potentially enforcing negative, out-of-character sentiments for local residents (Green 1999; Green 2009). Education infrastructure upgrades may also result in changes to the composition and character of a community and its functionality (Ethos Urban 2020).

6.3 Intensity of use of education and community facilities

Noise can be considered offensive if it interferes with the comfort of the person outside the premise where the noise originates from (EPA 2013). This is dependent on audibility, duration and characteristics of the noise, with schools and activities that occur within the evenings and early mornings considered as offensive noise (EPA 2013). Increased intensity of use of the facilities encompassed within education infrastructure may contribute to additional noise surrounding the Project site due to additional road and person traffic and increased duration of operational hours. Noise created during outdoor learning activities, play, and programming may also reduce the amenity of the area surrounding a school ground (Urbis 2019).

Increased intensity of use of education and community facilities may also cause disruption to the way of life of students and staff due growing student populations resulting from increased capacity and associated changes to operation, including altered traffic and pedestrian movements during pick-up and drop-off times (Ethos Urban 2020).

6.4 Access to education

Gaps in access to education resources throughout Australia are primarily felt by public schools, disadvantaged schools, and rural schools, including greater shortages of teachers and material resources (Cobbold 2020). Although most primary and secondary schooling options in the local area are non-government offerings (ACARA 2021), the educational attainment within the local and regional area are both lower than the NSW average (see Section 4). This may reflect gaps in education accessibility.

School upgrades may increase the capacity to meet the demands from growing populations (Urbis 2019) as well as provide increased schooling choice for local residents (RPS 2020). Increased accessibility arising from education facility upgrades also have the potential to contribute to greater education attainment, and a resulting contribution of long-term economic flow-on benefits linked to better education opportunities, employment and health (RPS 2020). However, changes to existing infrastructure may also create accessibility impacts for student with familiarity of and/or a connection to existing built forms and infrastructure access, resulting in affected learning outcomes (Ethos Urban 2020).

6.5 Educational and community outcomes related to education facility upgrades

Quality schooling is an important contributor to economic growth as a well-educated workforce associated with increased productivity, wages, and employment (Deloitte 2016). According to the Centre for Evaluation and Education Policy (CEEPA) (2021), upgrades to school facilities can improve student outcomes through:

- increased recruitment, retention, commitment, and effort of teachers;
- improved student health, behaviours, engagement, learning, and growth in achievement;
- improved air quality within new buildings;
- reduced distraction and improved learning due to additional natural lighting (as opposed to artificial lighting);
- proper temperature control to improve engagement levels and productivity; and
- increased classroom spaciousness reducing levels of aggression in students and increased engagement and learning.

Ethos Urban (2020) also assessed improved access and facilities from school upgrades and as facilitating increased interaction opportunities and education opportunities for students and staff, resulting in strengthened social cohesion. Campus upgrades can also create benefits social cohesion benefits which extend beyond the school community to the local and regional community. By creating new cultural hubs whereby facility use is not limited to students and staff during school hours and offering collaborative programming with other services in the area (such as aged care and hospital services) to facilitate intergenerational learning and socialising, upgraded schools can provide significant opportunities for growth in social cohesion (Ethos Urban 2020).

6.6 Social cohesion, capital and resilience related to PCYC facilities and programming

Research has shown that volunteering within a community can contribute to better improved mental wellbeing for volunteers, increased social capital, and a stronger sense of community (Kragt & Holtrop 2018). In 2016 the rate of volunteering in the local area was 20.7%, compared to 18.1% in NSW. This demonstrates strong social cohesion and a willingness to help others in the local community (ABS 2016a).

The PCYC building will provide further opportunities for volunteering for activities such as coaching, admin, and marketing (PCYC NSW 2021). Volunteering coaches at PCYC also provide positive role models for young children (Cross et al 2015). PCYC NSW also offers sporting, leisure and cultural activities within a local area. These programs not only contribute to positive physical and mental wellbeing through exercise and interaction (Rourke & Wilson 2017) but address socioeconomic disadvantage by providing low lost and free activities for youth (Cross et al 2015). PCYCs can also play an indirect role in skill development, effectively enhancing youth's education and employment prospects (Cross et al 2015).

Furthermore, PCYC facilities contribute to crime prevention in a local area through the provision of passive surveillance to surrounding area, by creating positive relationships between youth and the police, reducing idle time which in turn reduces delinquency and improves socialisation, and providing a sense of belonging (Cross et al 2015). Although juvenile offenders in the regional area represent a smaller proportion of alleged offenders compared to NSW, in 2019 12.1% of alleged offenders proceeded against in the local area were between the ages of 10 – 17 (inclusive (BOCSAR 2019), demonstrating a potential need for additional social programming.

7 Social impact assessment

This chapter provides a ranking of the identified social impacts of the Project. The aim of the SIA is to assess the proposed change to the current social conditions and has utilised data from several sources to develop a layered picture of the potential social impacts that are likely consequences or changes experienced by the community in which the proposed Project is located. In order to prioritise the identified social impacts, a risk-based framework, provided in Appendix B, has been adopted in the assessment of social impacts. The framework is applied using a likelihood (Table 7.1) and consequence (Table 7.2) ranking to potential social impacts and benefits.

Table 7.1 Likelihood ranking and definition

Level	Rank	Definition
Almost certain	5	Has occurred in the past in this project (or operation) or in similar project OR circumstances could cause it to happen during the project (or operation).
Likely	4	Has occurred in the life of this project (or similar project*) or in the last few years of operations or circumstances could cause it to occur again in the next few months.
Possible	3	Has occurred at least once in this project or a similar project (or in the history of this operation).
Unlikely	2	Has never occurred in this project (or operation) but has occurred at other similar projects (operations) with similar risk/benefit profile.
Rare	1	Is possible but has not occurred to date in this project or similar projects.

Source: EMM 2020.

Table 7.2 Consequence ranking and definition

Level	Rank	Positive Consequences (Benefits)	
		Extent of the benefit (people & geography - definitions for SIA*)	**Duration of the benefit (definitions for SIA*)**
Highly Desirable	4	The local, regional and potentially the national economy will benefit significantly. Improvements on social services and/or social cohesion.	Benefits will realise in the short term and will be permanent.
Desirable	3	The local and regional economy will benefit. Improvements on social services.	Benefits will realise in the short to medium term and may or may not be permanent.
Minor	2	The local economy will benefit. Improvements on social services.	Benefits will realise in the medium to long term and not be permanent.
Minimal	1	Marginal improvements/contribution to local economy. Marginal improvements/contribution to social services and/or social cohesion.	Benefits will realise in the short term and not permanent.
		Negative Consequence (Impacts)	
		Level of impact (definitions for SIA*)	Duration of impact
Negligible	1	No or negligible socioeconomic impact.	Short timeframe impact on livelihood or liveability.

Table 7.2 Consequence ranking and definition

Level	Rank	Positive Consequences (Benefits)	
		Extent of the benefit (people & geography - definitions for SIA*)	**Duration of the benefit (definitions for SIA*)**
Marginal	2	Socioeconomic impact that will take small effort to restore and does not threaten livelihood. NO exogenous resources are required for the recovery.	Impacts on the livelihood or liveability are limited to the life of the project.
Moderate	3	Socioeconomic impact will require additional external resources to recover.	Impacts on livelihood and/or liveability will survive the life of the project.
Major	4	Socioeconomic impact will depend on external resources to recover.	Impacts on livelihood and liveability could survive long after the life of the project or can be permanent.
Extreme	5	Socioeconomic impact will depend on external resources to recover and may not be back to how it was before the impact.	Impacts on livelihood and liveability could survive long after the life of the project or can be permanent.

Source: EMM 2020.

Assessment of social impacts is complex and as such requires the balancing of a range of factors and often competing interests. The impact assessment is reflective of this and has:

- assessed some aspects of the proposed Project as both negative and positive as they relate to different groups of people;
- included negative impacts on local communities while documenting the benefits to the broader region;
- considered the impacts on vulnerable groups and provided management strategies to ensure that any existing disadvantages are not exacerbated; and
- considered each community's access to critical resources, such as housing and health care, and how this affects their resilience.

The social impacts below have been assessed on a worst-case scenario initially and then the residual effect is assessed on the basis that mitigation of negative impacts or enhancement of positive impacts are successfully implemented. The assessment uses the terms unmitigated and mitigated when referring to negative impacts and un-enhanced or enhanced when referring to positive impacts.

The following data and information have been used to identify the impacts and their associated risks:

- data collected as part of the social baseline;
- findings from secondary community and stakeholder engagement sources;
- academic research;
- relevant previously conducted SIAs; and
- relevant high-quality government and agency reports.

A social impact workshop was conducted at EMM offices on 22 February 2021 and was attended by EMM's Social Planner and National Technical Leader for SIA (see Appendix D). The purpose of the social impact workshop was to assess impacts using a social risk framework shown in Appendix A. The social risk assessment is informed by the secondary data collected from the literature review, social baseline study, as well as primary and secondary community engagement sources.

7.1 Way of life impacts

This section provides a detailed assessment, unmitigated and mitigated, of the way of life impacts and the matters that significantly impact way of life as a consequence of the Project. The matters assessed include:

- amenity issues arising from construction activities;
- intensity of use of roads and transport infrastructure during construction; and
- intensity of use of education and community facilities.

The assessment also considered how people interact daily with one another as this was an important factor towards local amenity.

7.1.1 Amenity related to construction noise – unmitigated

The local area is acknowledged by the Port Macquarie-Hastings Council as having diverse amenity (PMHC 2018), where amenity refers to the "pleasantness, attractiveness, desirability or utility of a place, facility, building or feature" (DPIE 2020). As such, it is important to consider the amenity impacts that may occur during the construction phase of the Project, which includes noise from construction activities.

At the time of the preparation of the Noise and Vibration Impact Assessment (NVIA), there was no information regarding construction plant/equipment plus work activities/duration. As such, a preliminary construction NVIA was conducted (JHA 2021). The preliminary construction NVIA identified the anticipated key noise sources on site during the demolition and construction stages will be from heavy plant/equipment such as excavators, bulldozers, handheld pneumatic tools, and grinders (JHA 2021). Based on the results of the preliminary assessment, the noise associated with the normal construction works is expected to exceed the noise limits for highly noise-affected receivers within the following standard hours:

- Monday to Friday: 7:00 am – 6:00 pm
- Saturday: 8:00 am – 1:00 pm; and
- Sundays and Public Holidays: no excavation or construction works.

Additional details relating to construction noise as a consequence of the Project is available in the NVIA (JHA 2021).

Noise from construction works has the potential detract from local amenity, specifically affecting neighbouring residents, and HSC staff and students. For local residents, construction related noise could impede on daily activities and the ability to relax within their own home and surrounding environment. In the schooling context, previous research has found that noise derived from construction sites can impact student performance, particularly for secondary school students, due to inhibited concentration, reduced memory, reduced motivation and affected reading ability (DECC 2009; Shield & Dockrell 2008). This noise could impact the amenity of the local area for the duration of the construction period, which is anticipated to last approximately 14 months, affecting at-home work arrangements, the ability for local residents to engage in relaxation and interaction with the natural environment, and student learning.

The likelihood of construction noise impacting the amenity of the local area for residents in the immediate vicinity of the construction works and students attending HSC Port Macquarie Campus is almost certain to occur with marginal consequences as impacts on amenity and liveability could continue for the construction period. Therefore, the unmitigated amenity impacts from noise due to construction works is assessed as Medium-8. A summary of the assessment is provided in Table 7.3.

7.1.2 Amenity related to construction noise - mitigated

According to the NVIA, compliance with the relevant construction noise criteria can be achieved through specific noise mitigation measures to be provided in a detailed Construction Noise and Vibration Management Plan (CNVMP) and prepared by a qualified acoustic consultant prior to Construction Certificate (JHA 2021). The successful implementation of a CNVMP that considers construction noise may mitigate noise-related amenity impacts within the local area. A CNVMP can mitigate amenity impacts by incorporating noise measures consisting of minimising noisy construction activities that occur before 7 am, incorporating respite periods, public notification of proposed works, and a maintained community grievance mechanism (including a dedicated Project phone number, email, and complaints register). If noise from construction is well managed by adhering to the proposed mitigation measures, the likelihood of amenity impacts due to noise from construction is reduced to possible as the mitigation measures to be put in place will minimises their occurrence. The negative consequence is reduced to negligible. Therefore, the mitigated risk is assessed as Negligible-3. A summary of the assessment is provided in Table 7.3.

Table 7.3 Summary of amenity related to construction noise

Social impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Lifestyle	Amenity related to construction noise	Residents of the local area, particularly nearby neighbours, school students, staff and their families	Construction	Local area, particularly near the Project site	Medium-8	Negligible-3

7.1.3 Amenity related to intensity of use of road and transport infrastructure – unmitigated

Amenity impacts resulting from the construction phase of the Project may also consist of road noise and increased traffic. During construction existing HSC campus access points may be obstructed. This could affect school bus routes and drop-off/pick-up zones, and potentially cause disruptions, traffic delays, and congestion along Owen Street. However, it should be noted that the Project largely relates to the upgrade and refurbishment of onsite buildings within the HSC campus. Therefore, there are minimal anticipated impacts to the configuration of existing access for the Project site (Ason Group 2021).

Traffic congestion was raised as a potential issue during community and key stakeholder consultation. Construction activities may contribute to additional traffic delays due to truck movements exacerbating the intensity of traffic congestion, causing disruptions for local road users. Increased road noise during construction may also occur due to the use of heavy vehicles and increased traffic associated with construction activities (DECCW 2011). Furthermore, traffic disruptions and congestion could contribute to amenity issues on roads being used as alternative routes during Project construction due to increased magnitude of traffic on roads not previously used as primary school transport routes.

Combined, the amenity impacts arising as a consequence of increased intensity of use of road and transport infrastructure within the local area have the potential to contribute to inconveniences and unpleasantness for local residents, HSC students and staff. If neglected, this would impede on the way of life and how local residents, HSC students, staff and families travel and conduct daily routines due to disruptions and annoyance associated with road noise and increased traffic.

Unmitigated, amenity impacts related to intensity of use of road and transport infrastructure is assessed as Low-6. The likelihood of road noise and traffic impacts occurring during construction of the Project is almost certain. However, such impacts are anticipated to occur with negligible socio-economic impacts as they are expected to be limited to the construction phase of the Project. A summary of the assessment is provided in Table 7.4.

7.1.4 Amenity related to intensity of use of road and transport infrastructure – mitigated

A detailed Construction Traffic Management Plan (CTMP) and CNVMP will be provided as part of a detailed Construction Environmental Management Plan (CEMP) submitted under the conditions of any approval (Ason Group 2021). The successful implementation of a CEMP, that considers road noise and traffic, would mitigate amenity impacts relating to intensity of use of road and transport infrastructure within the local area. The CEMP will include the scheduling of heavy vehicle movements and intensive delivery activities outside of peak network hours, supervised traffic control where two-way flow is restricted, and traffic control to manage and regulate traffic movements in and out of the Project site with pedestrian priority during peak hours (Ason Group 2021). Public notification of proposed works and associated traffic changes along with a maintained community grievance mechanism would reduce amenity impacts by providing the opportunity for residents to raise concerns about road noise and traffic issues, which can then be considered and addressed accordingly.

It is proposed that construction vehicles enter and exit the Project site via Burrawan Street, which represents the shortest route between the local and regional road network and will minimise construction traffic impacts (Ason Group 2021). The CEMP should also address campus access points and provide alternatives access options for school drop-offs and pick-ups (if required). Additional traffic mitigation measures should involve effective traffic management plans and regular updates for students, their families, staff and nearby residents. Furthermore, a maintained community grievance mechanism (ie complaints hotline and Project email) will further reduce the potential amenity impacts relating to intensity of use within the local area.

If road noise and traffic impacts related to Project construction are well managed by adhering to the proposed mitigation measures, the likelihood of amenity impacts concerning intensity of use is reduced to possible as the mitigation measures will help minimise their occurrence. The negative consequence remains negligible. Therefore, the mitigated risk is assessed as Negligible-3. A summary of the assessment is provided in Table 7.4.

Table 7.4 Summary of amenity related to intensity of use of road and transport infrastructure

Social impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Lifestyle	Amenity related to intensity of use	Residents of the local area, particularly nearby neighbours, school students, staff and their families	Construction	Local area, particularly roads surrounding the Project site	Low-6	Negligible-3

7.1.5 Amenity related to intensity of use of education and community facilities (operation) – unmitigated

During the operation phase of the Project, an increased intensity of use of education and community facilities may continue to contribute to amenity impacts arising from noise and traffic in the local area. This is likely to impact local residents, as a noise impacts from increased student capacity and the PCYC, which is anticipated to operate seven days a week, can disrupt the local environment.

The NVIA (JHA 2021) identified that noise impacts during Project operation may arise from:

- noise emissions from the mechanical plant;
- noise emissions from recess and lunch bells and public address systems;
- noise emissions from the use of the PCYC building; and
- noise impact of traffic generated by the Project (JHA 2021). Noise can be considered offensive if it interferes with the comfort of the person outside the premise where the noise originates from (EPA 2013). This is dependent on audibility, duration and characteristics of the noise, with schools and activities that occur within the evenings and early mornings considered as offensive noise (EPA 2013).

The potential for noise to increase during school hours due to increased student capacity may detract from the current amenity of the local community and affect local residents. However, as the school was already established this is unlikely to introduce significant additional noise impacts. The PCYC community facility proposes to operate seven days a week between 6:00 am – 9:00 pm, with the potential for activities and programs to be made available outside of core operating hours. Noise occurring during the evening and night, where individuals expect to enjoy peace and quiet, could impede on local amenity and cause discomfort within the home, which can result in a perceived negative quality of life (EPA 2013). According to the NVIA, operational noise from the PCYC building is expected to meet the required criteria during the evening time (6:00 pm – 10:00 pm) at the nearest noise sensitive receivers with windows and doors closed. Acoustic design of the building fabric shall be continued during the detailed design stage to confirm that noise levels will be met during the operation of the PCYC building (JHA 2021). The NVIA also found that noise generated from operational traffic is expected to meet established noise level criteria (JHA 2021).

Traffic congestion was raised as a potential issue during community and key stakeholder consultation. As the Project is underdoing upgrades to accommodate for an increased student population, this has potential to increase traffic, congestion, and pedestrian movement in the local area, particularly within school zones and peak drop-off and pick-up times. In NSW, motorists are required to drive no faster than 40km/h through school zones on gazetted school days between 8:00 am – 9:30 am and 2:30 pm – 4:00 pm (NSW Government nd). Therefore, additional traffic relating to an increase of students and the use of the PCYC has potential to exacerbate existing traffic delays during gazetted school days. However, the results of the Transport Assessment demonstrate that there is sufficient network capacity to provide for both the demands of background population growth, as well as traffic associated with the Project (Ason Group 2021).

Concerns regarding off-street parking were raised during community consultation. While the existing intersections and background level of traffic can readily accommodate the perceived demands of the Project, the existing configuration and provision of on and off-street parking is anticipated to accommodate the recreational facility parking demands (Ason Group 2021).

The combination of noise and traffic impacts increased intensity of use of education and community facilities in the area during the Project's operation phase, as the facilities may contribute to an increase of activity in the area. Unmitigated, the impact arising from the intensity of noise from traffic causing amenity issues is assessed as Low-6 as it is possible that amenity impacts will be experienced in the local area during the life of the Project with marginal consequences, particularly for residents located on Owen Street. A summary of the assessment is provided in Table 7.5.

7.1.6 Amenity related to intensity of use of education and community facilities (operation) – mitigated

The local area has been recognised as a high growth regional city (PMHC 2018). The growth in the regional area is anticipated to increase by 23.5% between 2016 – 2024, representing an average annual growth rate of 0.9% (see Section 4 and Appendix A). The Project would accommodate for the growth in the local area by providing community infrastructure and educational facilities to meet the demand of the growing population. As the Project may exacerbate the intensity of use of education and community facilities around the Project site, resulting in noise and traffic issues which could impact the way of life impacts for nearby residents, it is recommended that the PCYC ensure that programs are compatible with the local community, and incorporate open, community spaces.

The Preliminary School Transport Plan provides a School Travel Plan which provides objectives and strategies to encourage alternative commuting initiatives for HSC and PCYC, such as carpooling, walking, cycling, and utilising public transport, to reduce private vehicle use and Project-related traffic and the intensity use of local infrastructure, namely roads and footpaths (Ason Group 2021). In recognition of potential traffic impacts, the PCYC plans propose to incorporate a bike storage facility, covered pedestrian access, designated drop-off area (including a commercial drop off area for bus use), suitable driveway access and parking zone circulation for heavy vehicle traffic during peak facility times (3:30 pm – 7:00 pm Monday to Friday). An Advisory Committee will also be established for the PCYC including representatives from local businesses and the local community, which will incorporate active community consultation, strategic planning, performance assessments and assistance with volunteer programs and fundraising. Meetings for the Advisory Committee are intended to be conducted bi-monthly and will include information regarding PCYC operations and progress. Additionally, The Hastings Secondary College Complaints Policy, which covers parents, students and members of the local community, will be reviewed and revised as required to incorporate the new PCYC facility (Currie & Brown 2021).

As the expected growth of the region is considered significant by the PMHC, there is recognised need to adopt strategics to manage the growth and maintain the unique quality of the coastal centre (PMHC 2018). The PHMC aim to accommodate for this growth by adopting objectives to respond to growth-related challenges, where one objective is to improve the local road network (PMHC 2018). The PMHC intend to progressively upgrade road networks and infrastructure to address growth and increased demand of the local area (PMHC 2018).

To further mitigate impacts relating to intensity of use of education and community facilities within the local area, the implementation of a complaints and grievance register (see Section 7.1.4) can ease concerns raised by residents regarding amenity impacts. In addition, negotiating changed times for activities that may incur noise or traffic impacts may prevent further impacts to amenity and way of life.

Successful implementation of the proposed mitigation measures would result in reducing the likelihood of the impact to unlikely as the proposed mitigation measures would minimise their occurrence and contribution to amenity impacts in the local area. However, the consequence remains marginal as road traffic and noise will still occur throughout the life of the Project. Therefore, the mitigated impact from noise from Project operations is assessed as Low-6. A summary of the assessment is provided in Table 7.5.

Table 7.5 Summary of amenity relating to intensity of use of education and community facilities

Social impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Lifestyle	Amenity impacts relating to intensity of use	Local residents	Operation	Port Macquarie	Low-6	Low-6

7.2 Community impacts

This section provides a detailed assessment, unmitigated/mitigated and unenhanced/enhanced, of the community impacts and the matters that significantly impact the community as a consequence of the Project. The matters assessed include:

- infrastructure changing local community character; and
- community and livelihood benefits related to improved educational outcomes.

7.2.1 Community related to changes to local character – unmitigated

Loss of community character is becoming increasingly apparent within coastal towns/regional cities, which is a detrimental as coastal town residents value community character (Green 1998; Green 2009). Community character refers to aspects of place, people, and area that are unique to a town, with distinguishing characteristics differing from surrounding locations. New infrastructure and growth can potentially impact such characteristics, ultimately resulting in the loss of community character (Green 1999; de Jong et al 2018;). A loss of community character can lead to residents feeling alienated from their local surroundings, which can impact community wellbeing more generally (Green 1999; de Jong 2018;). As the Project is situated within a coastal region, concerns regarding loss of character were raised during consultation.

As described in Section 7.1.4, the regional area is anticipated to experience an average annual population growth of 0.9% between 2016 – 2041. As of 2021, HSC had a total of 754 students with the population of Port Macquarie-Hastings LGA forecast to grow between 2016 and 2041. However, the school aged population is forecast to remain similar to today's number as the number of young people as a percentage of the population is forecast to decrease. The Department will utilise enrolment management mechanisms to ensure future students can be adequately accommodated. There is potential for the Project to impede on the community character of the local area due to community changes relating to Project.

Without mitigation measures in place, changes to local character can result in impacts to community wellbeing and sense of place. Unmitigated, the likelihood of the Project impacting community character is assessed as likely, with anticipated marginal consequences due to impacts on liveability which could survive the life of the Project as community character is highly valued in coastal communities, as mentioned in PMHC community plans and during community consultation. Therefore, the unmitigated community impact has been assessed as Low-7. A summary of the assessment is provided in Table 7.6.

7.2.2 Community related to changes to local character – mitigated

Project-related infrastructure and growth has the potential to compliment the character of the community and foster the values established in the Port Macquarie-Hastings Council *Towards 2030 Community Strategic Plan*. The strategic plan recognises the upcoming growth in the region and highlights the need to develop a community that is:

- safe, caring, and connected;

- healthy, active, and supported by recreational infrastructure;
- actively participating in in events, programs, festivals and activities; and
- well-planned to encourage and manage growth (PHMC 2019b).

The Port Macquarie-Hastings Council (2019b) also aims to provide quality programs, community facilities and public spaces to empower the community by encouraging active involvement in projects, volunteering and events. Often, PCYCs promote community participation by offering programs, events and providing recreational facilities and volunteering opportunities. Such aspects encourage social capital and benefit the local community which aligns with the goals of the Port Macquarie-Hastings Council Strategic Plan (Kragt & Holtrop 2018). Additionally, PCYCs offer community programs that provide structure and promote social inclusion, particularly for younger demographics (Cross et al 2015). Development pressures can also impact community character (Green 2009). As the region is intended to experience growth, the Project could accommodate and relieve some development pressures concerning educational facilities by providing upgrades and improving the capacity of the HSC campus. Community impacts related to changes to character can be improved by highlighting the benefits of the Port Macquarie Campus upgrades and the PCYC facility through regular communication materials, including newsletters and on the SINSW and HSC websites.

Character building can also be incorporated into the Project. Consultation with local Indigenous representatives identified emerging themes for further discussion and exploration related to the Project, including:

- celebrating the River and Ocean;
- celebrating key Aboriginal People;
- exploring local Aboriginal stories;
- Caring for Country; and
- sharing resilience practices for preservation of native flora and fauna.

Continued engagement with local indigenous representatives and continued exploration of incorporation of these themes related to the Project could enhance the Project's connection to local character. Successfully mitigated, the community impact related to changes to local character is assessed as Low-6. With the above mitigation measures, the likelihood of the Project impacting community character is reduced to possible. The negative consequences remain marginal as the change in infrastructure may still detract from liveability for some residents. However, this may be further reduced with time. A summary of the assessment is provided in Table 7.6.

Table 7.6 Summary of community related to changes to local character

Impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Community	Infrastructure impacting community character	Residents of the local area, particularly those with a view of the Project	Operation	Local area, particularly the area adjacent to the Project site	Low-7	Low-6

7.2.3 Community related to social cohesion, capital, and resilience– unenhanced

Social cohesion refers to the degree of solidarity and connectedness within a group or community, including "the sense of belonging of a community and the relationships among members within the community itself" (Manca 2014), Social capital refers to the patterns and qualities of relationships in a community (ABS 2002b). Building social cohesion and capital within a community requires the engagement of the local community and the establishment and maintenance of effective long-term partnerships (AHRC 2015). Social cohesion and social capital of a community can be enhanced through improved educational outcomes and through opportunities for volunteering in community facilities. Port Macquarie-Hastings Council C (2019a) describes a community vision which encourages the creation of a "sustainable and high-quality life for all residents", with a supporting mission statement of "building the future together- people, place, health, education and technology". The Port Macquarie-Hastings Council's *Community Strategic Plan* (2019b) outlines goals to be achieved within the local and regional area by 2030 with strategies and objectives encouraging partnerships with educational institutions to promote success within the local area.

The Project proposes to upgrade facilities in two buildings on the existing Port Macquarie Campus, the construction of a new CAPA building and a new PCYC building, which is subject to separate business case and funding approval, and the refurbishment of the external areas of the existing buildings. Upgrades to the facilities will increase amenity in the school for students and teachers as well as providing new community facilities for the broader community (PCYC building). The Project is anticipated to enhance the social cohesion and social capital in the school and community and improve associated community resilience.

Education outcomes in the local area are currently lower compared to the whole of NSW, with a smaller proportion of persons educated beyond Year 10 or equivalent and fewer persons with bachelor or postgraduate degree level qualification (see Section 4 and Section A.5.2 of Appendix A). Research indicates that improvements to school infrastructure can increase students' performance in school with improved lighting, temperature control, lack of classroom overcrowding, and improved visual amenity in the schooling environment, thereby increasing their willingness and enthusiasm for learning (CEEPA 2021). Improving the quality of education provision and educational outcomes is causally linked, as is improved education outcomes and increased social cohesion and community economic outcomes (Deloitte 2016). Increased social cohesion and economics are key factors which contribute to the resilience of a community.

Community social cohesion can also be enhanced through sport and recreation activities. Port Macquarie-Hastings Council (2020d) "…recognises the importance of sport and recreation as an integral part of [their] social fabric, generating community cohesion and attracting visitors to the region". They also acknowledge the importance of Council working with the community to enhance sport and recreation services and opportunities. PCYC Port Macquarie will provide opportunities for the community to use sport and recreation facilities, as well as engage in programming such as Group Fitness Classes and Learn to Play (ie coaching) programs (PCYC NSW 2021).

Research indicates that volunteering within a community can contribute to better psychological wellbeing for volunteers and increases social capital in the community (Kragt & Holtrop 2018). In 2016 the rate of volunteering in the local area was 20.7%, compared to 18.1% in NSW, providing an indication of social cohesion and willingness to help others in the local community (ABS 2016a). The PCYC building will provide further opportunities for volunteering for activities such as coaching, admin, and marketing (PCYC NSW 2021). Previous SIA's on similar school infrastructure projects have also highlighted the potential for improved facilities to increase social cohesion in a community (Urbis 2019; Ethos Urban 2020).

Although juvenile offenders in the regional area represent a smaller proportion of alleged offenders compared to NSW, in 2019 12.1% of alleged offenders proceeded against in the local area were between the ages of 10 – 17 (inclusive (BOCSAR 2019). The most common offence types committed by alleged juvenile offenders were robbery (33.3% of all offenders), malicious damage to property (23.1% of offenders), and disorderly conduct (21.5% of offenders) (BOCSAR 2019). PCYCs are shown to help reduce youth crime through the creation of positive relationships between youth and the police. This is usually achieved through family outreach, which can include both direct and informal programs (depending on the branch) (Cross et al 2015).

RISE UP is a new strategy that is offered through PCYC NSW which focuses on early intervention to prevent and disrupt crime by supporting at-risk youth in the achievement of positive life outcomes. This strategy was developed by the NSW Police Commissioner and aims to connect disengaged young people to workplace opportunities. RIS EUP incorporates job ready programs, mentoring and vocational training for at-risk youth aged between 15 years – 18 years to enhance their engagement with education, employment opportunities and the community. The initiative aims to partner with employers across NSW to create meaningful workplace opportunities for young people who have embraced positive change in their lives (PCYC NSW 2021).

Programs offered through the RISE UP strategy include:

- Fit For Life – an early intervention program designed to engage youth aged 10 – 17 years who are at risk of poor choices and anti-social behaviour through physical fitness, nutrition and social engagement.

- Fit For Work – a program aimed at youth 15 – 17 years aged designed to holistically address a young person's disengagement from their family, education and employment opportunities, to help reduce and prevent their involvement in anti-social behaviour and/or crime and lead to increased employment opportunities for a cohort that traditionally is reflected in high unemployment statistics.

- Fit For Change – a program tailored to address the core principals of risk, need and responsivity. This intervention program is aimed at youth aged 12 – 17 years and will address the seven major risk/need factors in order to reduce and prevent re-offending.

- Fit For Home – a program for youth aged 12 – 17 years which is designed to break the cycle of domestic and family violence, and develop the skills young people need to treat their partners, family and friends with respect.

- Fit To Strive – an early intervention program aimed at youth aged 8 – 13 years which is designed to prevent and reduce re-offending, and build good citizens. All activities in the program will aim at decreasing risk factors to reduce long-term involvement in the criminal justice system. The program will not focus on a specific crime category, but instead address the root of offending behaviour looking at decision making, values, problem solving and resilience.

- Fit To Learn – a program designed for youth aged 14 – 17 years to re-engage disengaged youth into the education system, allowing them to further develop intellectual and social skills. The program encourages participants to explore their strengths in building respectful relationships within the school environment whilst also developing emotional intelligence skills preparing them for future employment.

- Fit Together – a co-designed program developed with each local community to prevent and reduce reoffending, as well as encourage positive relationships between local Police and the Aboriginal community. Fit Together aims to instil confidence, increase self-esteem and help Aboriginal youth aged 10 – 17 years reach their full potential.

- Fit for Service – a program designed to assist young people with an interest in pursuing a career in Policing, defence and/or emergency services. This program will engage participants aged 15 – 24 years with the help of mentors from a number of difference services, as well as providing a pathway into these careers/industries (PCY NSW 2021).

PCYC Port Macquarie will aim to run programs as part of the RISE UP strategy in its first year of operation and ongoing, thereby providing vulnerable youth with a strong sense of achievement, pride, ownership and the ability to contribute to a team and their community (PCYC NSW 2021).

Currently, the closest PCYC is over a two-hour drive from Port Macquarie. Therefore, the construction and operation of a PCYC could aid in the improvement of local community services, particularly for youth who may be at risk of offending. This could contribute to the development of youth confidence and sense of belonging, and ultimately enhancing community cohesion, capital, and resilience.

Community benefits related to enhanced social cohesion, capital, and resilience due to improved education outcomes, community service provision, and volunteering opportunities associated with the Project is assessed as Significant-10. Assuming the successful construction and operation of the Project, the likelihood of community benefits from social cohesion, capital, and resilience is possible. The anticipated positive consequences are desirable, as improvements to the HSC Port Macquarie Campus educational facilities and the development of the PCYC would realise in the medium term, with potential permanent benefits linked to improvements of social services. A summary of the findings is provided in Table 7.7.

7.2.4 Community related to social cohesion, capital, and resilience– enhanced

There may be an opportunity to further enhance community benefits related to social cohesion, capital and resilience in the local area by offering Project facilities for uses beyond student education and youth activities. This could include the development of community gardens, offering of the CAPA facility for use by local theatre and community groups, hiring of recreational and sporting facilities outside of school hours, and potential co-location of community groups within the PCYC facility. However, further consultation and assessment is required to determine the feasible opportunities available. By offering facilities and opportunities for the local community to gather and engage, the Project could act as a central cohesive space, contributing to both bonding social capital (connections within a group or community) and bridging social capital (connections between groups or communities) within the local area (Social Capital Research & Training 2018).

Enhanced, the community benefit related to social cohesion, capital and resilience is assessed as Significant-14. With the implementation of the recommended enhancement measures, the likelihood of community benefit becomes likely. The positive consequences are anticipated to be highly desirable as benefits related to improvements to social services and social cohesion could be permanent. A summary of the assessment is provided in Table 7.7.

Table 7.7 Summary of community related to social cohesion, capital, and resilience

Impact	Issue	Affected parties	Duration	Extent	Unenhanced	Enhanced
Community	Social cohesion, capital, and resilience	Residents of the local area and regional area	Operation	Local area and regional area	Significant – 10	Significant – 14

7.3 Accessibility impacts

This section provides a detailed assessment, unenhanced and enhanced, of the accessibility impacts and the matters that significantly impact accessibility as a consequence of the Project. The matters assessed includes improved education and community facilities.

7.3.1 Access to and use of social infrastructure related to improved education facilities – unenhanced

HSC is recognised as an inner regional, government-funded comprehensive high school for students in years 7 – 12 (ACARA 2019). Gaps in access to education resources throughout Australia are primarily felt by public schools, disadvantaged schools, and rural schools, including greater shortages of teachers and material resources (Cobbold 2020). As previously stated, educational attainment and outcomes in the local area are lower compared to NSW averages, both relating to secondary school attainment and non-school qualifications (see Section 4 and Appendix A). The operation of the Project could contribute to improved education within the local area by improving school infrastructure and subsequently the quality of education provision, which can increase students' performance in school with improved lighting, temperature control, lack of classroom overcrowding, and improved visual amenity in the schooling environment, thereby increasing their willingness and enthusiasm for learning (CEEPA 2021). The Project would provide an improved access, availability, and quality of school facilities, education aids, and recreation facilities through the improvement and development of the CAPA building. The improved campus design could also enhance student's learning experience and navigation of the campus – all of which could contribute to greater educational outcomes and learning by students in the local and regional area through increased accessibility.

Furthermore, PCYCs can play an indirect role for skill development, specifically with enhancing young people's education and employment prospects (Cross et al 2015). PCYC NSW offers various youth programs, which include:

- RISE UP: focuses on early intervention to prevent and disrupt crime by supporting at-risk youth in the achievement of positive life outcomes;
- Bluestar: aims to build the skills and character of young people to create young leaders of the future with mentors and volunteers facilitating the program and offering practical life skills that can be applied to work, family and within the community;
- U-nites: activity nights held on Friday and Saturday nights to meet the needs of young people in the community with most programs offering transport to and from the PCYC venue, activities and a dinner; and
- Nations of origin: sports, cultural and educational program and tournament conducted during NAIDOC week – the program focuses on celebrating Australia's Indigenous culture, reconciliation, education, cultural identity and sport (PCYC NSW 2021).

As the closest PCYC to the local area is currently located over two-hours' drive away, the construction of the PCYC would increase the accessibility of these programs and other PCYC activities to youth in the local area, which could also foster life skills that positively contribute to young people's development (Cross et al 2015), in addition to the development achieved within a classroom setting.

The unenhanced benefit to accessibility related to improved education facilities from the construction and operation of the Project is assessed as Significant-10. Assuming the successful construction and operation of the Project, the likelihood of education accessibility benefits is possible. The anticipated positive consequences are desirable, as improvements to the HSC Port Macquarie Campus educational facilities and the development of the PCYC would realise in the medium term, with potential permanent benefits linked to improvements of social services. A summary of the assessment is provided in Table 7.8.

7.3.2 Access to and use of social infrastructure related to improved education facilities – enhanced

The construction and operation of the Project will provide a significant accessibility benefit for students in the local and regional area related to improved education facilities. There may be an opportunity to further enhance community benefits related to access to and use of social infrastructure related to improved education facilities by extending access to education facilities beyond daytime use. It is recommended that SINSW explore the opportunity to expand facility to external learning services outside of school hours. This could include adult learning services, language schools, and tutoring services.

Enhanced, the community benefit related to social cohesion, capital and resilience is assessed as Significant-11. With the implementation of the recommended enhancement measure, the likelihood of community benefit becomes likely, with the positive consequences remaining as desirable. A summary of the assessment is provided in Table 7.8.

Table 7.8 Summary of access to and use of social infrastructure related to improved education and community facilities

Impact	Issue	Affected parties	Duration	Extent	Unenhanced	Enhanced
Access to information/services	Improved education and community facilities	Residents of the local area and regional area, particularly students	Operation	Local area Regional area	Significant – 10	Significant – 11

7.4 Surroundings impacts

This section provides a detailed assessment, unmitigated and mitigated, of the surroundings impacts and the matters that significantly impact the surroundings as a consequence of the Project. The matter assessed includes impacts to visual amenity.

7.4.1 Surroundings related to visual amenity– unmitigated

Features of coastal towns are strongly associated with positive town character and image, with new developments enforcing negative, out-of-character sentiments for local residents (Green 1999; Green 2009). As such, infrastructure of the Project during construction and operation has the potential to incur impacts on visual amenity. This was raised as a concern during community consultations, specifically regarding the visual amenity impacts of proposed two (2) to three (3) storey PCYC building.

The proposed upgrades to Hastings Secondary College – Port Macquarie Campus include the provision of new school and joint use facilities including structures up to three (3) storeys in height. The masterplan design development process for the Project has determined the most suitable locations for new facilities across the site having regard to planning controls, connectivity, topography, accessibility and street connection (amongst other opportunities and constraints). The proposed built form (in particular the new joint-use PCYC facility) will present a two (2) to three (3) storey façade to Owen Street which will provide connectivity with the public domain and a new street presence for the school and PCYC facilities. The new CAPA building provides new specialist facilities within a two (2) storey built form which is positioned and designed to be more recessive than the PCYC building. There are no alternative locations achievable on the site for the new buildings that would provide the same outcomes with regard to connectivity and street connection, without impacting upon or detracting from existing school facilities or open spaces. All new buildings are compliant with building height controls.

According to the Visual Impact Assessment (VIA), the Project has been identified as having a potential impact on dwellings/units at 11 Owen Street, 17 – 19 Owen Street, 21 Owen Street and 23 Owen Street. The extent of impacts has been identified as minimal to all properties except for the units in the apartment building at 11 Owen Street. The visual impact analysis carried out by FJMT identifies that of the eight (8) storeys of the apartment building, existing views across the school site to Oxleys Beach and the ocean beyond will be impacted for units at Levels 3 – 5 inclusive. Analysis of the floor plan of the building identifies that in general, all units above Level 2 benefit from up to 180° views from Town Beach to the north to Windmill Hill to the southeast. The proposed PCYC building will impact on a portion of this view but will not preclude the remainder of the views enjoyed by the apartments.

The VIA has found that the school site is subject to planning controls which would enable built form up to 26.5 m along the Owen Street frontage although the height of the PCYC is less than half this control. The VIA has also found that the PCYC is in the most suitable location in terms of site planning and there are no alternative locations that would otherwise avoid the visual impacts to the units at 11 Owen Street, without transferring those impacts elsewhere and resulting in poorer outcomes for the school and PCYC facilities. The extent of view impacts will not detract from all key views of impacted dwellings and therefore on balance, the visual impacts of the proposed new buildings are considered to be acceptable.

Often, within coastal towns such as Port Macquarie, impacts to visual amenity can disturb a community's sense of place, local character and ambience as certain development attributes can be perceived as incompatible (Green 2009). Such attributes are associated with height (dependent on the setting), façade and vegetation. Failing to meet the objectives of local coastal communities can negatively impact visual amenity and ultimately community wellbeing.

Unmitigated, the social impact from the PCYC affecting visual amenity is assessed as Low-6. The likelihood of impact is almost certain for the identified dwellings/units along Owen Street, with anticipated negligible consequences as impacts on liveability will survive the life of the Project. A summary of the assessment is provided in Table 7.9.

7.4.2 Surroundings related to visual amenity– mitigated

The best possible design available will be used for the Project. Although there are a small number of people whose visual amenity will change, the proposed changes are an extension of an already built-up area, with the opportunity to co-locate the PCYC with the school providing significant benefits to the local area (see Section 7.2.3). Increasing acceptance of the Project over time will also act as a mitigation to diminish the perceived severity of the visual impact as people adapt to their new surroundings. Additionally, the maintenance of a community grievance mechanism that provides an opportunity for residents to raise any concerns about visual impacts during the construction and operation of the Project should be considered. The mitigated impact is assessed as Negligible-3. With the successful implementation of the above mitigation measures, the likelihood of impact is reduced to possible. The consequence remains negligible as the anticipated visual impacts will only affect a small number of residents and perceived impacts may diminish over time. A summary of the assessment is provided in Table 7.9.

Table 7.9 Summary of surroundings related to visual amenity

Impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Surroundings	Impacts to visual amenity	Residents of the local area, particularly residents with views of the Project	Construction Operation	Local area	Low-6	Negligible-3

7.5 Health and wellbeing impacts

This section provides a detailed assessment, unmitigated and mitigated, on the health and wellbeing impacts and the matters that may significantly impact the health and wellbeing as a consequence of the Project. The matters assessed include:

- dust generated from construction;
- noise generated from construction; and
- student safety related to construction on campus.

7.5.1 Health and wellbeing related to dust – unmitigated

Potential sources of dust emissions during Project construction identified in the Air Quality Assessment included:

- modifications/cutting of existing buildings and surfaces;
- disturbance of site soils;
- loading and unloading of materials;
- vehicle movements on unsealed surfaces;
- wind erosion on exposed surfaces; and
- combustion emissions from onsite equipment and vehicles (Douglas Partners 2021).

According to Air Quality Assessment, the scale of works is considered to be “small’, suggesting a low risk of environmental impact subject to the implementation of appropriate mitigation/management measures (Douglas Partners 2021) (see Section 7.5.2).

However, construction emissions still have the potential to exacerbate the health and wellbeing of nearby neighbours, staff, and students at the school with respiratory conditions and those sensitive to changes in air quality during construction. Construction emissions include particulates (particulate matter (PM) which can include dust, motor vehicle emissions, and smoke) and odours (Environment NSW n.d.). Dust emissions from construction may cause adverse health impacts with symptoms including irritation of the eyes, coughing, sneezing, hay fever reactions, and asthma attacks (WA Health 2020). However, the risk to health varies depending on the size and nature of the dust particles and existing respiratory vulnerabilities (NSW Health 2017).

Those with asthma and other respiratory conditions are more vulnerable to effects of poor air quality, with even small increases in PM concentrations able to exacerbate their symptoms (WA Health 2020). Trend data for prevalence of asthma in the Mid North Coast LHD, which encompasses the local area and regional area, indicates that asthma has been more prevalent in the Mid North Coast LHD for persons aged 16 years and older compared to the whole of NSW from 2005–2019 (excluding 2012 and 2018), with 16.9% of adults within the Mid North Coast LHD reporting prevalence of asthma in 2019 compared to 11.5% across NSW (NSW Health 2019). Asthma prevalence in children aged 12 – 17 years was also higher in the Mid North Coast LHD, with 13.1% of children suffering from asthma compared to 12.9% in NSW (NSW Health 2019). It is assumed that a small proportion of local residents and HSC students and staff within proximity to the Project area will have respiratory conditions or asthma that increase their pre-existing vulnerability to dust emissions and their potential to be affected by dust. However, these potentially affected people do have the ability to adapt and cope with these impacts given the adequacy and availability of health services in the local area (see Section 4.4).

The unmitigated impact of construction generated dust on physical health of nearby neighbours, staff, and students at the school is assessed as Low-7. Without mitigation measures in place, it is possible that health impacts related to dust could occur with marginal negative consequences due to the potential for health impacts on local residents, students, and staff with existing respiratory conditions and vulnerabilities.

7.5.2 Health and wellbeing related to dust – mitigated

Based on the Air Quality Assessment, the potential risks to students, teachers, nearby residents and the general public from dust generated during Project construction is considered to be low and can be appropriately managed via the implementation of dust mitigation measures to be outlined in the Construction Environmental Management Plan (CEMP) for the Project (Douglas Partners 2021). Recommended mitigation measures include:

- preparation of a Dust Management Plan (DMP);
- covering of vehicles to and from the site carrying loads that may generate dust emissions;
- installation, operation, and maintenance of dust control measure and/or equipment on all processing equipment, disturbed areas, truck loading areas, and stockpiles; and
- water spraying of unsealed roads to suppress dust when in use (Douglas Partners 2021).

Maintenance of a community grievance mechanism, regular site inspections and monitoring, and notification of local residents and HSC students and staff are also recommended to manage community perceptions and most importantly allow those with respiratory conditions and those who are sensitive to changes in air quality to manage their health and prevent adverse events. Successful implementation of these mitigation measures would reduce the impact of construction generated dust on health and wellbeing to Negligible-2 as likelihood would be reduced to unlikely and consequences would be reduced to negligible. A summary of the assessment is provided in Table 7.10.

Table 7.10 Summary of health and wellbeing related to dust

Impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Health & community wellbeing	Dust generated from construction activities	Residents of the local area, particularly nearby neighbours, staff, and students	Construction	Local area (particularly near / within the Project area)	Low-7	Negligible -2

7.5.3 Health and wellbeing related to construction noise – unmitigated

At the time of the preparation of the NVIA there was no information regarding construction plant/equipment plus work activities/duration. A such, a preliminary construction NVIA was conducted (JHA 2021). The preliminary construction NVIA identified the anticipated key noise sources on site during the demolition and construction stages will be from heavy plant/equipment such as excavators, bulldozers, handheld pneumatic tools, and grinders (JHA 2021). Based on the results of the preliminary assessment, the noise associated with the normal construction works is expected to exceed the noise limits for highly noise-affected receivers within the following standard hours:

- Monday to Friday: 7:00 am – 6:00 pm;
- Saturday: 8:00 am – 1:00 pm; and
- Sundays and Public Holidays: no excavation or construction works.

Additional details relating to construction noise as a consequence of the Project is available in the NVIA (JHA 2021).

Construction noise can impact on the health and wellbeing of those in proximity to construction sites through disturbance of sleep, cognitive impairment, and decreased mental wellbeing due to annoyance (DH 2018). Construction related noise such as road traffic can also have direct health impacts such as tinnitus if experienced frequently over a period of time (DH 2018). Noise can have more severe impacts for vulnerable groups within the population including people with pre-existing medical conditions; people in rehabilitation in hospital or at home; those with complex cognitive tasks; visual or hearing-impaired individuals; babies and children; and elderly populations (DH 2018). Persons with pre-existing mental health conditions are also more vulnerable to construction noise impacts.

As the described in the baseline study there is a significantly high proportion of elderly persons (65 years and over) in the local and regional areas (see Section A.3.1 in Appendix A) and the higher level of core activity need for assistance in the local area, suggesting a proportion of persons with pre-existing medical conditions (see Section A.3.5 in Appendix A). As such, it is reasonable to assume that a proportion of the nearby neighbours to the Project site will be more vulnerable to construction noise impacts. Additionally, the construction activities will be occurring within the school grounds at HSC Port Macquarie Campus where staff and students will be engaged in complex cognitive tasks during class times; requiring concentration and lack of disturbance for learning.

Noise in schooling environments can have negative effects on student performance in school, impacting students' ability to retain knowledge, motivation to learn, and ability to read or concentrate during lessons, which in turn can affect the mental health and wellbeing of students (Shield & Dockrell 2008). Research suggests that inhibited concentration resulting in difficulties learning or studying is one of the major impacts of construction noise in schools (DECC 2009; Shield & Dockrell 2008). Children with neurodevelopmental and neurobehavioral disorders (such as autism and attention deficit hyperactivity disorder (ADHD)) are also more sensitive to loud sound, increasing their vulnerability to health impacts from noise (Sarris 2015). According to the NSW Health (2019) psychological distress in secondary school students aged 12 – 17 was also higher in the local area (19.6%) than in NSW (14.0%) (see Section A.9 in Appendix A), further contributing to student sensitivity to noise. In addition to impacts on student learning, noise can disrupt the ability of teachers to focus on teaching lessons and impact on their mental health and wellbeing.

Given the proportion of elderly persons, those with pre-existing medical conditions, teachers and students, and levels of psychological distress in the local area, it is reasonable to assume that there will be noise impacts on health and wellbeing for these people in the local community during the construction phase of the Project. The timeframe for construction projects is often short – medium term with work undertaken within normal operating hours. As such, health and wellbeing impacts from construction noise has been assessed as Medium-8. The likelihood of health and wellbeing impacts related to noise during construction is almost certain with anticipated marginal negative consequence.

7.5.4 Health and wellbeing related to construction noise – mitigated

A CNVMP would include management and mitigation for noise impacts (JHA 2021). Successful incorporation of feasible and reasonable mitigation measures is predicted to result in significant mitigation of the impact of construction noise on the health and wellbeing of nearby neighbours, staff, and students. Mitigation measures may include limiting construction works with significant noise to outside of school hours (ie holiday periods) to minimise impact on staff and students. However, this could increase the impact on nearby neighbours with tighter timeframes increasing the intensity of work during these times. Other reasonable mitigation measures, should work occur during school hours or in holiday periods, could include a combination of minimising noisy construction activities that occur before 7 am, incorporating respite periods, public notification of proposed works, acoustic barriers, alternate machinery/processes (eg bulldozers and ripping/milling machines instead of hydraulic hammers), rubber matting in material handling areas to reduce impact of dropping sounds, special treatment of specific equipment, respite periods, and establishment of noise mitigating site practices (Acoustic Logic 2019).

Should these mitigation measures be implemented successfully, the residual risk of construction noise on health and wellbeing is assessed as Low-6 as likelihood would be reduced to unlikely and the negative consequences would be reduced to marginal.

Table 7.11 Summary of health and wellbeing related to construction noise

Impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Health & community wellbeing	Mental health impacts from construction noise	Residents of the local area, particularly nearby neighbours, staff, and students	Construction	Local area, particularly the Project site and surrounding residences	Medium-8	Low – 6

7.5.5 Public safety related to construction activities – unmitigated

Construction sites have the potential to pose safety risks to the public as they can present safety hazards such as changes to surface levels, excavations, holes and trenches, falling material and debris, plant and equipment, dust and hot work, and vibration and noise (previously addressed) (DMIRS 2014). Close proximity of construction sites to any public area increases the level of significance of a hazard. Proximity to schools poses a unique threat to public safety as there will be a large number of adolescents present who are not only intrigued by construction sites but also more likely and willing to take risks such as entering prohibited areas where hazards may be present (DMIRS 2014). Construction related traffic and general traffic congestion/delays also pose a public safety risk, particularly during school drop-off/pick-up hours and in school zones.

There is a requirement for an authorised traffic controller to be present throughout the demolition, excavation, and construction stages of the Project. Responsibilities of the authorised traffic controller will include:

- supervision of all vehicle movements across pedestrian footpaths at all times;
- supervision of all unloading and loading of construction materials deliveries during Project construction; and
- pedestrian management to ensure that adverse conflicts between vehicle movements and pedestrians do not occur (Ason Group 2021).

A Work Zone will also be required throughout the duration of the construction phase. The Work Zone will be established along the frontage of the school along Owen Street and will provide capacity for construction vehicles to safely perform loading and unloading manoeuvres (Ason Group 2021).

Hazards present on construction sites may pose the risk of serious injury or even fatality and must be assessed as such. Given that students may be tempted to risk entering construction sites against warnings and the high volume of children entering and exiting school zones, the impact of construction on the safety of students, staff, and nearby is assessed as High-13 as likelihood of impact is possible with potential major consequences.

7.5.6 Public safety related to construction activities – mitigated

Mitigation measures for safety impacts from construction would be outlined in the CEMP for the Project. Mitigation measures may include protective barriers/fencing around hazards (or the entire construction site), warning signs and caution lighting, additional lighting at night, ensuring excavations in high-risk areas are backfilled before the end of the working day (where feasible, barricades/coverings if not), level pedestrian and wheelchair access around the site, overhead protection for falling materials, enclosed scaffolding, strategic scheduling of work, locking of site when not working, and/or security personnel (where feasible). Traffic mitigation measures will be incorporated into the CEMP through a detailed CTMP, including traffic control, Project site access points for use by students and staff, road signage, scheduling intensive delivery activities and heavy vehicle movements outside of peak hour vehicle and pedestrian activity, and provisions of traffic updates to the local residents.

Successful implementation of the mitigation measures would reduce the likelihood of construction on the safety of students, teachers and nearby neighbours, though potential consequences would remain major. The residual risk of construction on safety is assessed as Medium-11 as likelihood would be reduced to unlikely while the consequence would remain major. Due to the seriousness of the potential consequences, diligence around the ongoing management and monitoring of this risk will be important.

Table 7.12 Summary of public safety related to construction on campus

Impact	Issue	Affected parties	Duration	Extent	Unmitigated	Mitigated
Health & community wellbeing	Safety impacts from construction on campus	Nearby neighbours, staff, and students	Construction	School and surrounding houses	High-13	Medium-11

7.6 Cumulative impacts

There are several concurrent state significant development projects operating or intended to operate in and around the study area. These projects may contribute cumulative impacts to the Project. A summary of State significant development projects which may contribute cumulative impacts, as identified through the NSW DPIE Major Projects website, including workforce forecasts in construction and operational phases, is given in Table 7.13. Workforce numbers identified as 'NA' are either not available or not expected to further contribute concurrently to the Project and are not included in the cumulative population impacts below. These projects have either already concluded their construction phase or entered their operations phase and have reached their peak operational workforce. As such, an in-migration of the associated construction and operational workforces will have already occurred.

Table 7.13 Concurrent development projects

LGA	Project name	Anticipated timeframe/ project life	Development type	Status	Determination date	Construction workforce	Operational workforce
Port-Macquarie Hastings LGA	Settlement City Shopping Centre upgrade	Not stated	Residential and Commercial	Approved	05/06/2020	NA	NA
Port-Macquarie Hastings LGA	Port Macquarie Base Hospital Upgrade (latest Mod)		Hospitals, medical centres, and health research facilities	Approved	11/07/2014	NA	NA

Table 7.13 Concurrent development projects

LGA	Project name	Anticipated timeframe/ project life	Development type	Status	Determination date	Construction workforce	Operational workforce
Port-Macquarie Hastings LGA	Port Macquarie Health and Education Precinct Stage 1	Not stated	Hospitals, medical centres, and health research facilities	Prepare EIS	NA	NA	NA
Port-Macquarie Hastings LGA	Port Macquarie Steiner School	Not stated	Educational establishments	Prepare EIS	NA	NA	15 staff
Port-Macquarie Hastings LGA	Lake Cathy Public School Redevelopment	Not stated	Educational establishments	Approved	30/01/2020	NA	35 FTE staff
Port-Macquarie Hastings LGA	Lake Cathy Mixed Use (Environmental Works)	Not stated	Residential and Commercial	Approved	28/11/2011	NA	NA
Port-Macquarie Hastings LGA	Rainbow Beach Estate Open Space	Operational management period of 20 years	Residential and Commercial	Approved	01/03/2012	NA	NA

Source: DPIE 2020, Major Projects.

Concurrent development Projects yet to commence in the local area may contribute to pressures for construction workforce and changes to population resulting in increased housing pressures, particularly for rental properties. However, improvements to health facilities and education facilities could further contribute to improved health and wellbeing outcomes, increased community cohesion, social capital, and resilience, and accessibility to social infrastructure.

8 Mitigation and management

This section provides a summary of the identified social impacts along with the corresponding perceived stakeholder risk rankings and mitigated technical risk rankings. In addition, key potential stakeholder partners have been identified to participate in the monitoring and management of impacts, along with a range of proposed social impact mitigation and management strategies. Note that not all potential impacts will be the responsibility of the proponent to mitigate or manage, their role may be to cooperate or inform the mitigation, provide data and information, through to direct responsibility for mitigation and management of the identified potential social impacts and the opportunity for partnerships. A summary is provided in Table 8.1.

This section also provides a monitoring and management framework.

Table 8.1 Summary of mitigation and management strategies

Social impact	Issue	Unmitigated/ Unenhanced	Mitigated/ Enhanced	Responsibility	Potential partners	Proposed mitigation and management
Lifestyle	Amenity related to construction noise			SINSW Construction contractors	NA	CNVMP includes noise and traffic mitigation measures such as work restricted to daylight hours, respite periods, and public notification of proposed works. Maintenance of community grievance mechanism as per standard SSDA requirements.
Lifestyle	Amenity related to intensity of use of roads and transport infrastructure	Low-6	Negligible-3	SINSW Construction contractors	NA	CEMP should incorporate road noise and traffic mitigation measures, including avoidance of transport within school pick-up and drop off hours, public notification of proposed works and associated traffic changes, and provision of alternative access options (if required). Maintenance of community grievance mechanism as per standard SSDA requirements.
Lifestyle	Amenity related to intensity of use of education and community facilities	Low-6	Low-6	SINSW Port Macquarie-Hastings Council	NA	Ensure that programs are compatible with the local community, and incorporate open, community spaces. Encourage alternative commuting initiatives for HSC and the PCYC, such as carpooling, walking, cycling, and utilising public transport. Establishment of the PCYC Advisory Committee. Maintenance of community grievance mechanism as per standard SSDA requirements.
Community	Community related to changes to local character	Low-7	Low-6	SINSW	Port Macquarie-Hastings Council Local Indigenous groups and representatives	Continued engagement with local Indigenous representatives and continued exploration of incorporation of Aboriginal and/or Torres Strait Islander themes related to the Project. Highlight the benefits of the Port Macquarie Campus upgrades and the PCYC facility through regular communication materials. Maintenance of community grievance mechanism as per standard SSDA requirements.
Community	Community related to social cohesion, capital and resilience	Significant – 10	Significant – 14	SINSW	Port Macquarie-Hastings Council Local not-for-profit organisations and community groups	Offering Project facilities for uses beyond student education and youth use. Operation of the Project.

Table 8.1 Summary of mitigation and management strategies

Social impact	Issue	Unmitigated/ Unenhanced	Mitigated/ Enhanced	Responsibility	Potential partners	Proposed mitigation and management
Access to information / services	Access to and use of social infrastructure related to improved education facilities	Significant – 10	Significant – 11	SINSW HSC	Local language schools Local adult learning services Local tutoring services	Operation of the Project. Explore the opportunity to extend education facility use to external learning services outside of school hours, which could include adult learning services, language schools, and tutoring services.
Surroundings	Surroundings related to visual amenity	Low-6	Negligible-3	SINSW	NA	Increasing acceptance of the Project over time as people adapt to their new surroundings. Opportunity to co-locate the PCYC with the school providing significant benefits to the local area. Maintenance of community grievance mechanism as per standard SSDA requirements.
Health & community wellbeing	Health and community wellbeing related to dust	Low-7	Negligible-2	SINSW Construction contractors	NA	CEMP should include dust mitigation and suppression measures. Maintenance of community grievance mechanism, regular site inspections, notification of local residents and HSC students and staff.
Health & community wellbeing	Health and community wellbeing related to construction noise	Medium-8	Low-6	SINSW Construction contractors	NA	CNVMP includes noise mitigation measures such as limiting construction works with significant noise to outside of school hours (ie holiday periods) to minimise impact on staff and students, minimising noisy construction activities that occur before 7 am, incorporating respite periods, public notification of proposed works, acoustic barriers, respite periods, and establishment of noise mitigating site practices.
Health & community wellbeing	Public safety related to construction activities	High-13	Medium-11	SINSW Construction contractors	NA	CEMP includes public safety mitigation measures, including protective barriers, signage, and CTMP.

8.1 Monitoring and management framework

It is proposed that a monitoring and management framework be developed to ensure that the identified positive and negative impacts are monitored over time to measure the effectiveness or otherwise of the proposed management measures, including the changing conditions and trends in the Port Macquarie region over the same period.

It is proposed that the monitoring and management framework identifies the following key aspects:

- track progress of mitigation and management strategies;
- assess actual project impacts against predicted impacts;
- identify how information will be captured for reporting to impacted stakeholders including landholders, communities and government on progress and achievements;
- key performance indicators, targets and outcomes;
- responsible parties; and
- mechanisms for ongoing adaption of management measures when and if required.

To ensure the effectiveness of the management measures for the identified positive and negative impacts, it is recommended that a continuous improvement approach be adopted allowing for the review and adaption of impacts, management measure and outcomes.

An approach that ensures stakeholders from various sections of the community are regularly informed and given the opportunity to participate and collaborate is recommended. This approach is used successfully to manage social impacts from infrastructure operations throughout Australia and around the world.

SINSW uses a range of standard community engagement channels, tools and activities on an as needs basis across all of their Projects to ensure opportunities for the community to provide feedback. These include:

- school community engagement – project Review Group, meetings, workshops, school tours, and Design User Group sessions;
- community information sessions;
- communications – project webpage, information pack, project updates, and works notifications;
- contact channels – emails and 1300 project information number; and
- school community communication – newsletter input, and meetings.

The community consultation strategy will consider all options and will apply the instruments that best fit the overall needs of the Project. However, the approach will ensure that mechanisms for both information dissemination and feedback collection are incorporated.

Acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children's Education and Care Quality Authority
ADHD	attention deficit hyperactivity disorder
ALP	Australian Labour Party
BOCSAR	Bureau of Crime Statistics and Research
CAPA	Creative and Performing Arts
CEMP	Construction Environmental Management Plan
CNVMP	Construction Noise and Vibration Management Plan
COLA	covered outdoor learning area
Cr	Councillor
CSP	Community Strategic Plan
CTMP	Construction Traffic Management Plan
DAWE	Department of Agriculture, Water and the Environment
DP	Delivery Program
DPIE	Department of Planning, Industry and Environment
EIA	Environmental Impact Assessment
EIS	Environmental Impact Statement
EMM	EMM Consulting Pty Ltd
EP&A Act	*Environment Planning and Assessment Act 1979*
EP&A Regulation	*Environmental Planning and Assessment Regulation 2000*
GLS	General Learning and Staff
HSC	Hastings Secondary College
IAIA	International Association of Impact Assessment
IFC	International Finance Corporation
Indigeco	Indigeco Pty Ltd
K10	Kessler 10
LGA	Local Government Area
LHD	local health district
NSW	New South Wales
NVIA	Noise and Vibration Impact Assessment
OP	Operational Plan
OSHC	outside school hours care
PCYC	Police Citizens Youth Club
PM	particulate matter
PMHC	Port Macquarie Hastings Council

SEARs	Secretary's Environmental Assessment Requirements
SIA	Social Impact Assessment
SSC	state suburb
STE	state
TAS	Technological and Applied Studies
VIA	Visual Impact Assessment

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Appendix A

Social baseline









A.1 Overview

A social baseline study is a requirement of the New South Wales (NSW) Department of Planning, Industry, and Environment's (DPIE 2020) *Draft Social impact assessment guideline 2020* (SIA Guideline). The baseline study describes the existing population and social conditions of potentially affected communities within the social impact assessment (SIA) area of social influence which form the benchmark against which the social impacts are assessed. The Guideline states that a social baseline is crucial to understand the relevant pre-existing social pressures (DPIE 2020). Although all social indicators assessed in the social baseline study will not necessarily be impacted, it is imperative to obtain a thorough understanding of the social conditions and trends in the social area of influence. Gaining a broad understanding of the area of social influence allows us to differentiate between, and measure, a change that is likely to occur as a result of the project as opposed to what would have likely occurred without the project (IAIA 2015). Accordingly, this social baseline identifies the area of social influence for the Hastings Secondary College, Port Macquarie Campus Project (the Project) and its existing known and predicted social conditions for its community.

A.2 Study area

The Project is located within the state suburb (SSC) of Port Macquarie and may directly impact landowners, residents, and businesses within the vicinity of the Project site. While the site itself is localised, direct and indirect impacts may be farther reaching. As such, the Project is considered to have two key study areas: a local study area and a regional study area.

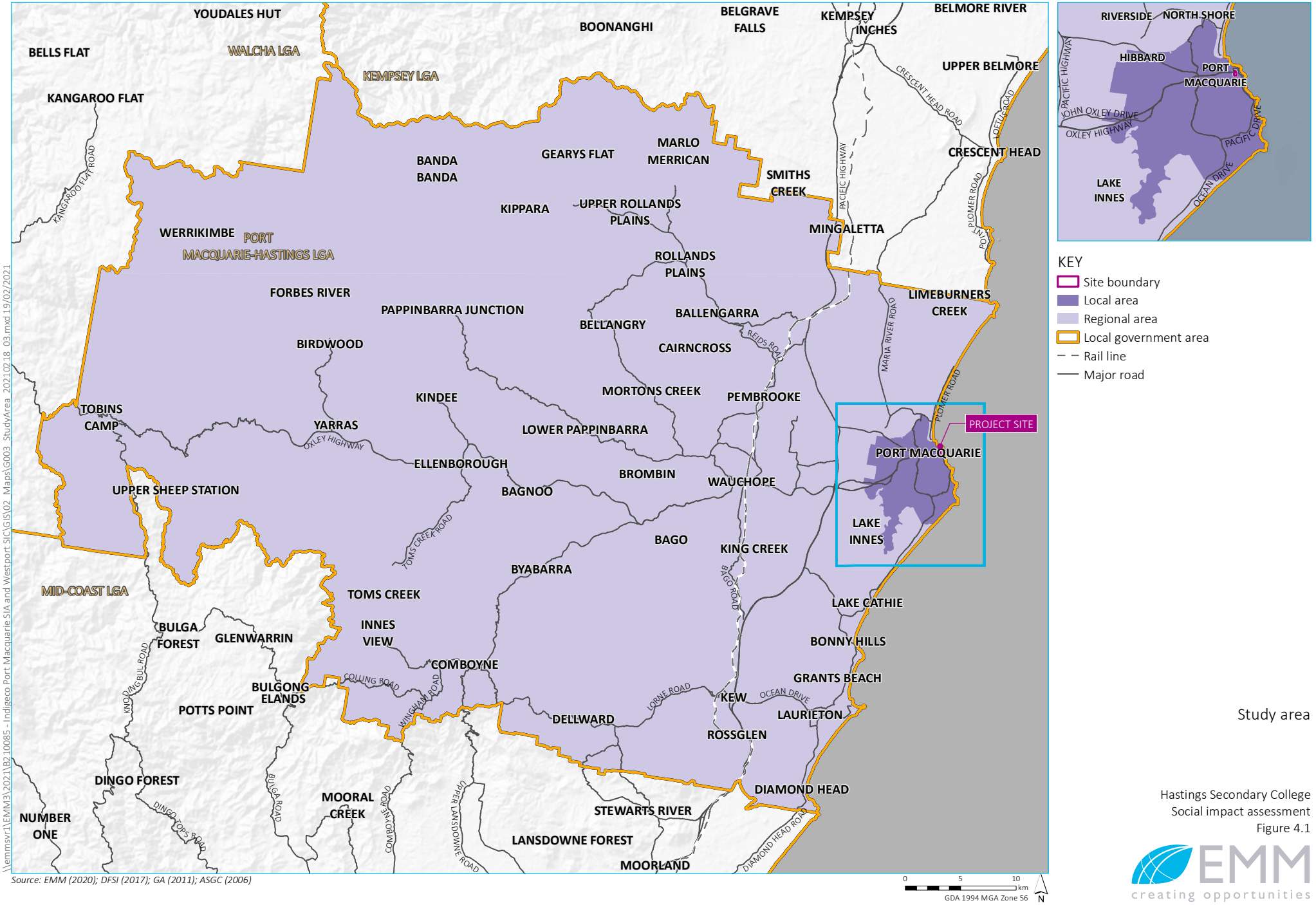
The Project may have direct and indirect impacts within Port Macquarie SSC related to local social infrastructure and services, local workforce, local business and industry, local housing and accommodation, and community health and wellbeing. Accordingly, Port Macquarie SSC comprises the local study area for the Project.

The Project is likely to have a broader reach due to use of infrastructure, supply chains, haulage routes, transportation of goods, materials and equipment, and the movement of its workforce (DPIE 2020). These factors require the area of social influence to include regional areas likely to be impacted by the Project which will extend to Port Macquarie – Hastings local government area (LGA), forming the regional study area.

These communities have been mapped to the Australian Bureau of Statistics (ABS) categories used for data collection (see Table A.1) and the local and regional area of social influence (herein referred to as local area or regional area), illustrated in Figure A.1.

Table A.1 Study area

Study area	Geographic area	ABS data category	Referred to in report as:
Local study area	Port Macquarie	SSC	Local area
Regional study area	Port Macquarie – Hastings	LGA	Regional area
State of New South Wales	State of New South Wales	New South Wales STE	NSW



Source: EMM (2020); DFSI (2017); GA (2011); ASGC (2006)

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Hastings Secondary College
Social impact assessment
Figure 4.1

EMM
creating opportunities

A.3 Demographic profile

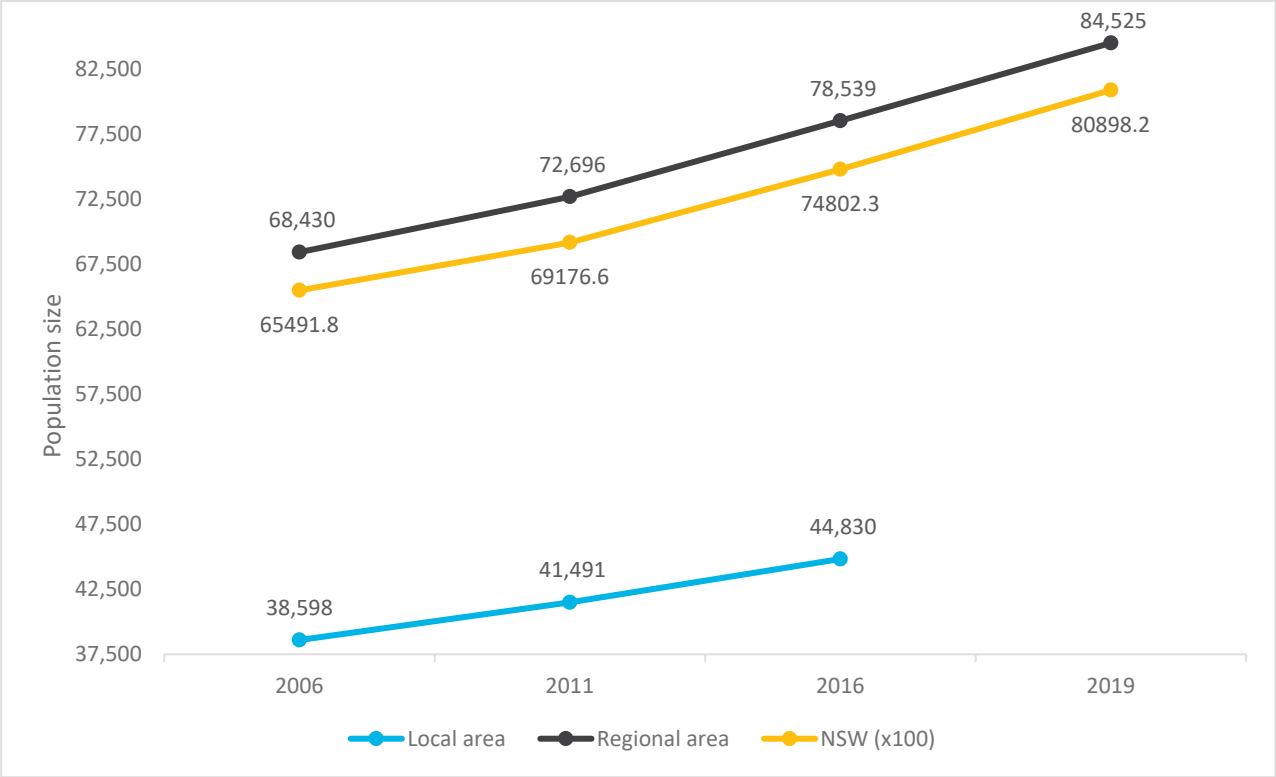
According to the 2016 Census of Population and Housing, the local area had a total population of 44,830 people (ABS 2016a). The regional area had a 2016 population of 78,859 with an estimated 2019 population of 84,525 (ABS2016a; ABS 2019). Analysis of ABS data shows that the population of the local area and regional area has been increasing at a rate similar to NSW from 2006 – 2016. From 2006 – 2011, the population of the local area increased by 7.5% and the population of the regional area increased by 6.2%, compared to a slightly smaller change of 5.6% across NSW. However, from 2011 – 2016 the population growth trends in the local area (8.0% change), regional area (8.0% change) reflected those across NSW (8.1%). The population trends within the area of social influence are presented in Table A.2 and Figure A.2.

Table A.2 Population trends, 2006 – 2016

Location	2006	2011	2016	2019	Total % change 2006 – 2011	Total % change 2011 – 2016
Local area	38,598	41,491	44,830	--	7.5%	8.0%
Regional area	68,430[1]	72,696	78,539	84,525	6.2%	8.0%
NSW	**6,549,174**	**6,917,656**	**7,480,228**	**8,089,817**	**5.6%**	**8.1%**

Source: ABS 2006; ABS 2011; ABS 2016a, Census of Population and Housing: General Community Profiles; ABS 2019, 3218.0 – Regional Population Growth, Australia 2017-18.

Note: 1. The regional area 2006 population is the sum of Hastings (A) Pt A and Hastings (A) Pt B 2006 Statistical Local Areas, which make up the same area as the 2011 and 2016 regional area of Port Macquarie – Hastings LGA.



Source: ABS 2006; ABS 2011; ABS 2016a, Census of Population and Housing: General Community Profiles; ABS 2019, 3218.0 – Regional Population Growth, Australia 2017-18.

Figure A.2 Population trends, 2006 – 2019

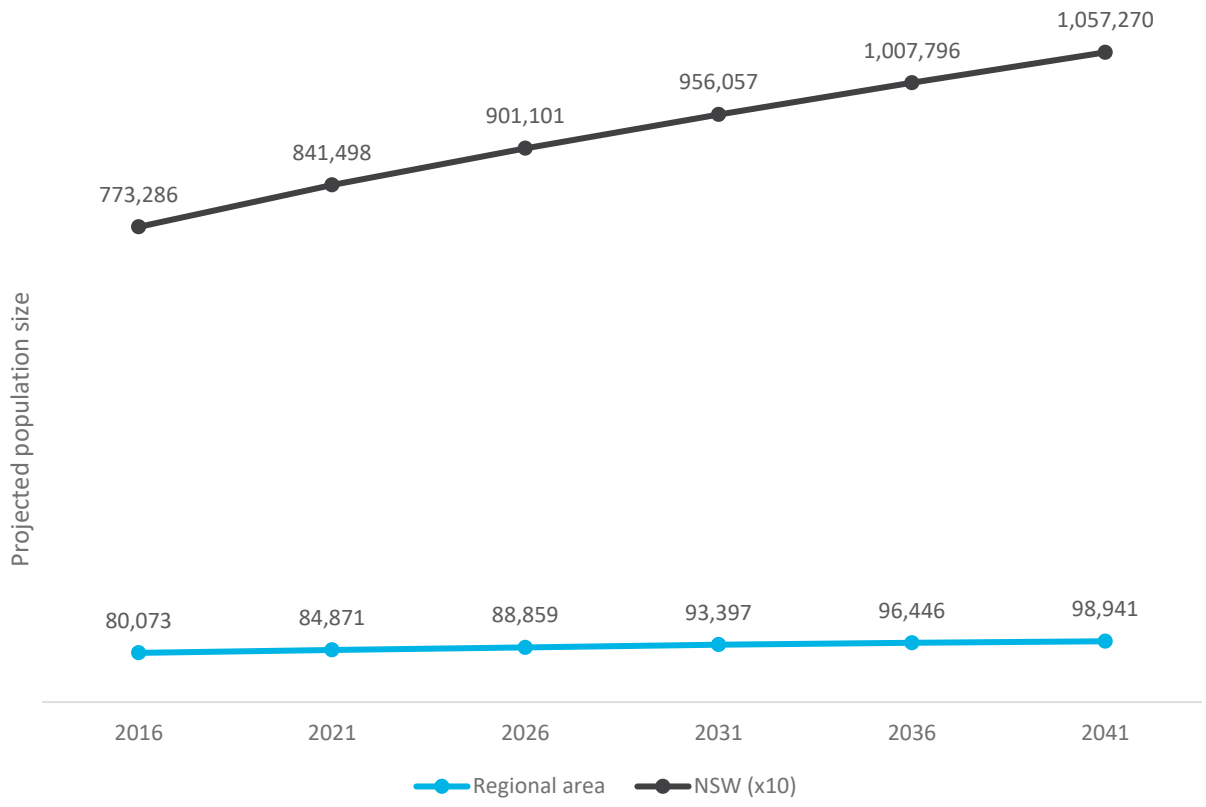
Projected population data is not available for the local area. However, trends are expected to be similar to the regional area. Population projections published by DPIE (2019) suggest the projected population of the regional area is estimated to increase by 18,868 people from 2016 – 2041, representing a total change of 23.6% and an average annual growth rate of 0.9% (DPIE 2019). The rate of growth in the regional area is much lower than NSW which is projected to increase by 2,839,838 people, representing a total change of 36.7% and an average annual growth rate of 1.5%. Lower growth in the regional area is likely attributable to continuing trends of high growth in major cities, with roughly 75.0% of the greater than 6 million increase in Australia's population between 1996 – 2016 occurring in capital cities throughout the country (Australian Government 2019). Population projections for the regional area are presented in Table A.3 and Figure A.3.

Table A.3 Projected population[1], 2016 – 2041

	2016	2021	2026	2031	2036	2041	Total change	Total % change	Av. annual growth rate
Regional area	80,073	84,871	88,859	93,397	96,446	98,941	18,868	23.6%	0.9%
NSW	**7,732,858**	**8,414,978**	**9,011,010**	**9,560,567**	**10,077,964**	**10,572,696**	**2,839,838**	**36.7%**	**1.5%**

Source: DPIE 2019, NSW 2019 Population Projections: ASGS 2019 LGA projections.

Note: 1. The projected population has been determined by using the ABS ERP population count which takes Census counts of people where they usually live (accounting for interstate visitors and removing overseas visitors), adjusts for Census undercount and overcount using the Census Post Enumeration Survey (PES), adds in Australians who are temporarily overseas, and applies further demographic adjustments – this is why the 2016 populations are not consistent with the ABS Census populations identified in Table A.2.



Source: DPIE 2019, NSW 2019 Population Projections: ASGS 2019 LGA projections.

Figure A.3 Projected population, 2016 – 2041

A.3.1 Population by age and sex

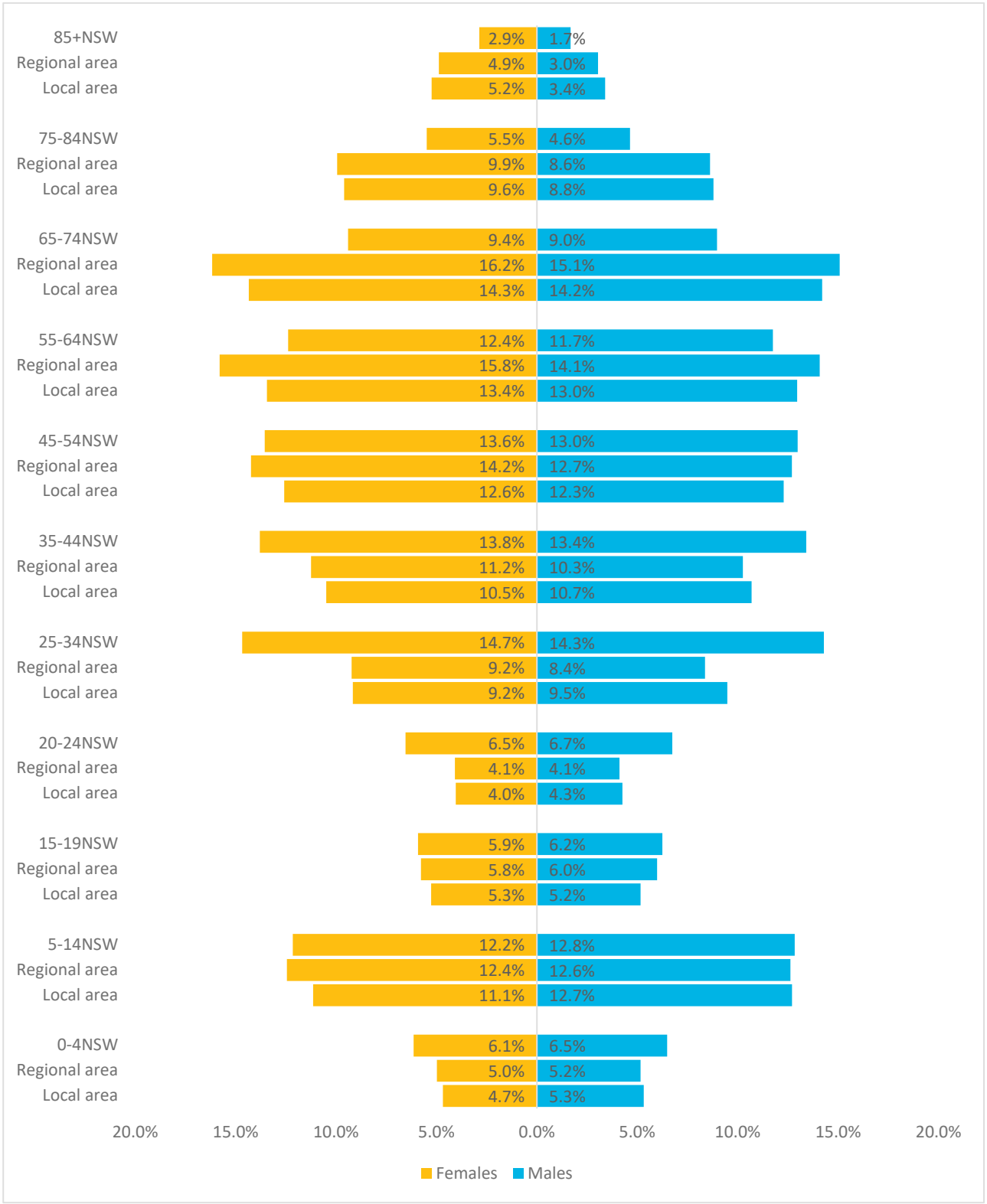
In the local area, the largest age group is persons aged 65 – 74 years (14.3%), followed by 55 – 64 years (13.3%), and 45 – 54 years (12.5%) (ABS 2016a). This differs from the major age groups in NSW which are 25 – 34 years (14.3%), 35 – 44 years (13.4%), and 45 – 54 years (13.1%), suggesting a younger population in NSW than the local area. This is reflected in the much smaller proportion of persons aged 20 – 44 in the local area (24.1%) and regional area (22.7%) compared to NSW (34.2%). Accordingly, the study area has older population than NSW, with much larger proportions of elderly persons (aged 65 years and older) of 28.0% in the local area and 27.7% in the regional area, compared to 16.3% in NSW. This is also reflected by the median ages of the local area (47) and regional area (48), which are significantly older than the median age across NSW (38). The older population in the study area is likely reflective of trends in older population choosing to move to coastal areas for lifestyle reasons, as well as comparatively lower cost of living in non-metropolitan areas, attracting and retaining higher proportions of elderly people (ABS 2002). The age group distribution and median age for the study area is presented in Table A.4.

Table A.4 Age group distribution and median age, 2016

Age group	Local area	Regional area	NSW
0 – 4 years	5.0%	4.9%	6.2%
5 – 14 years	11.9%	12.0%	12.3%
15 – 19 years	5.6%	5.6%	6.0%
20 – 24 years	4.2%	3.9%	6.5%
25 – 34 years	9.3%	8.4%	14.3%
35 – 44 years	10.6%	10.3%	13.4%
45 – 54 years	12.5%	12.9%	13.1%
55 – 64 years	13.3%	14.3%	11.9%
65 – 74 years	14.3%	15.0%	9.1%
75 – 84 years	9.3%	8.9%	5.0%
85 years and older	4.4%	3.8%	2.2%
Median age	**47**	**48**	**38**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

The distribution of males and females in the local area is 47.3% male and 52.7% female (ABS 2016a). This distribution reflects the distribution within the regional area (48.0% male and 52.0% female), while NSW has a more even distribution of 49.3% males and 50.7% females. The largest demographic in the local area is females aged 65 – 74 years (14.3%). As shown in the distribution pyramid in Figure A.4, there is a slightly higher ratio of females to males above the age of 24 which is consistent across all identified areas. In contrast, the data shows there is a slightly higher ratio of males to females in younger age groups (under 24 years) throughout the study area. The slightly higher percentage of females to males in the older age categories is reflective of global statistics suggesting that women have longer life expectancy rates than men (WHO n.d.). The distribution of the population by age and sex is presented in Figure A.4.



Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

Figure A.4 Population distribution, 2016

A.3.2 Aboriginal and Torres Strait Islander population

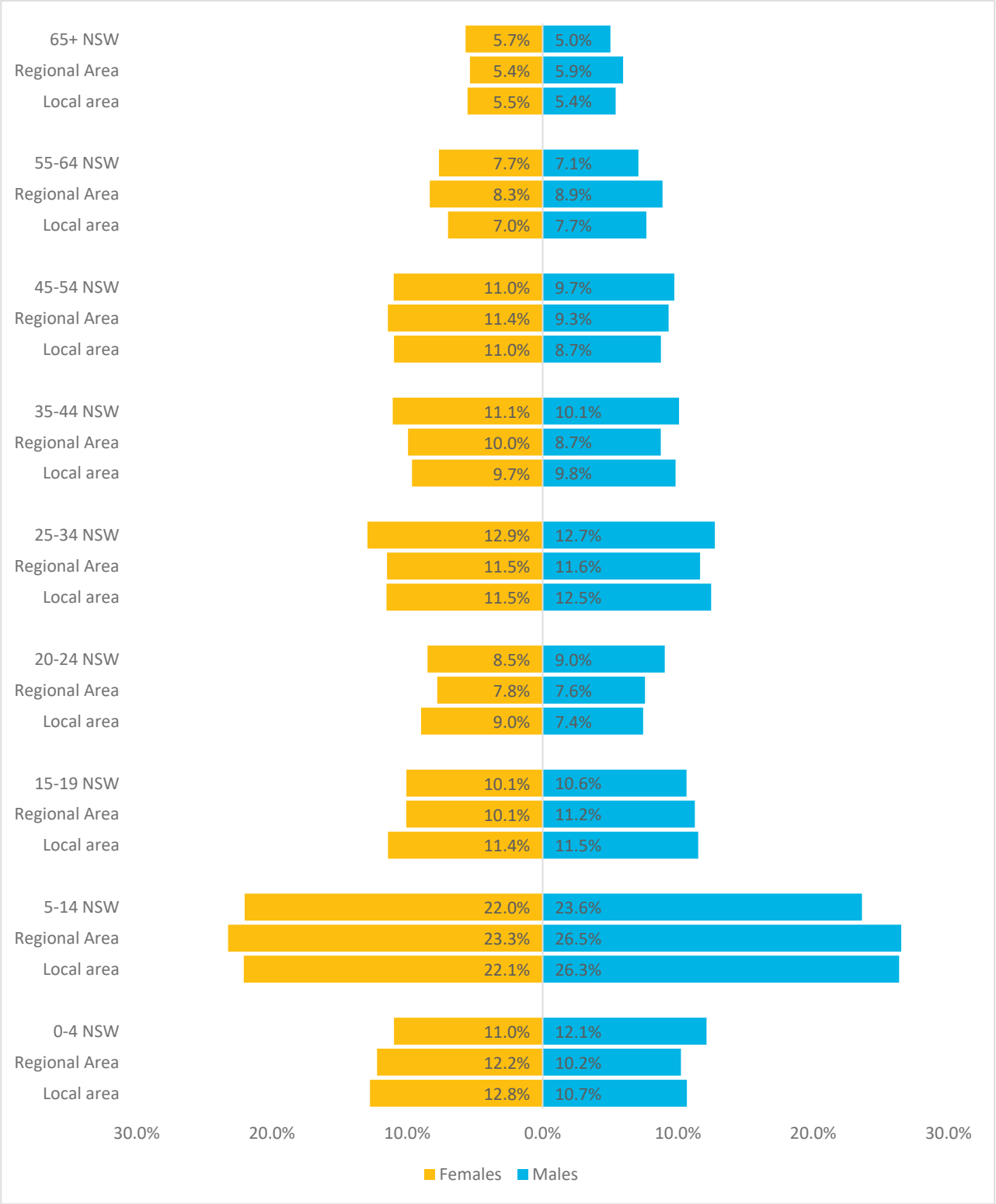
In 2016, 3.9% of the local area population and 4.0% of the regional area population identified as Aboriginal and/ Torres Strait Islander (ABS 2016a). This proportion is slightly greater than the proportion of the population who identify as Aboriginal and/or Torres Strait Islander in NSW (3.0%). However, it is not significantly higher. The proportion of Aboriginal and/or Torres Strait Islander persons in the study area is presented in Table A.5.

Table A.5 Aboriginal and/or Torres Strait Islander persons as percentage of population, 2016

Location	Indigenous population
Local area	3.9%
Regional area	4.0%
NSW	**3.0%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

Consistent with the regional area and NSW, the largest demographic in the Indigenous community in the local area is males aged 5 – 14 years (26.3%), followed by females of the same age group (22.1%) (ABS 2016a). The smallest demographic in the local area (also consistent with the regional area and NSW) is males aged 65 years and older (5.4.%), followed closely by females of the same age group (5.5%). The Indigenous population's smaller proportion of the population (both males and females) living beyond 65 years aligns with the lower life expectancy among Indigenous Australian's nationally (AIHW 2019), with much of this gap explained by the relationships between increased socioeconomic disadvantage, worsened mental health outcomes, and related health risk behaviours, including greater proportions of smoking and alcohol use (AIHW 2020a). The distribution of Indigenous and non-Indigenous populations within the study area is presented in Figure A.5.



Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

Figure A.5 Population distribution of Aboriginal and/or Torres Strait Islander persons, 2016

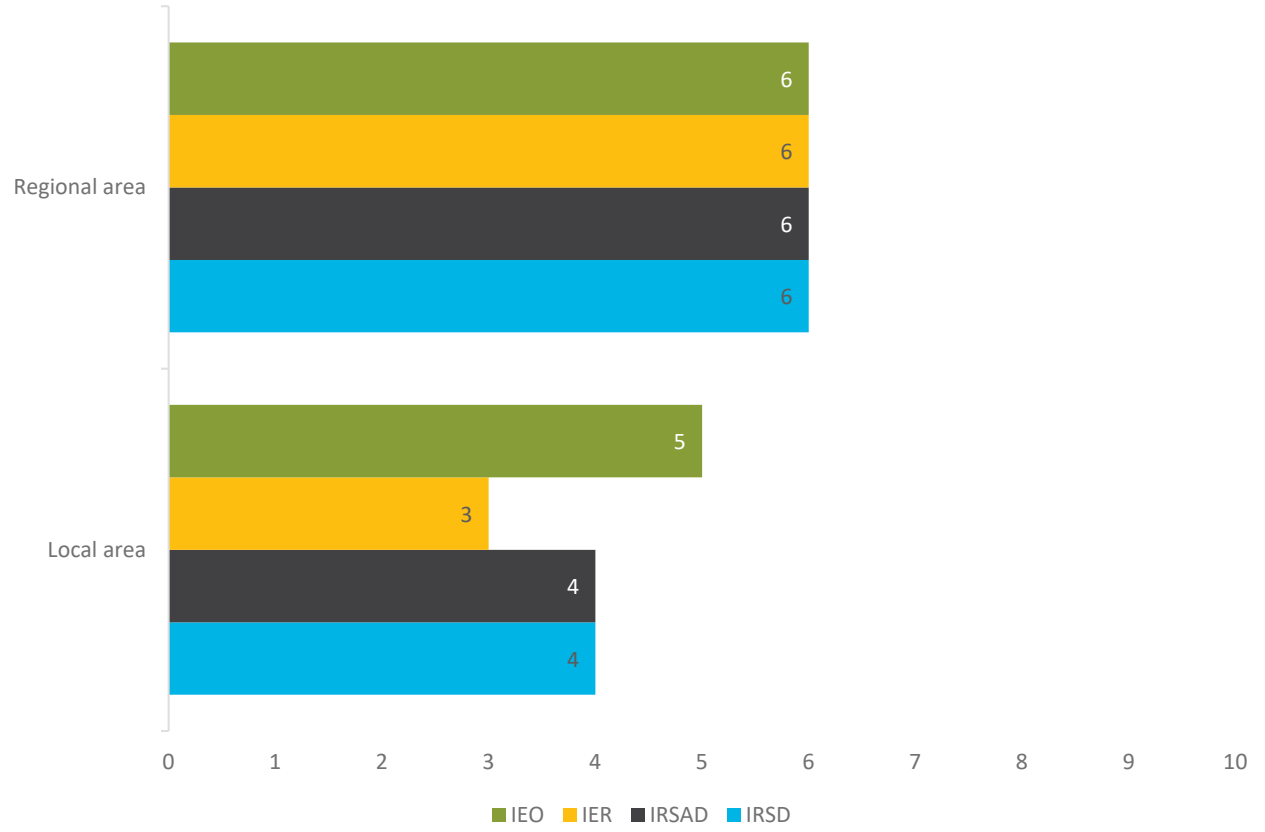
A.3.3 Socioeconomic advantage and disadvantage

The level of disadvantage or advantage in the population is indicated in the ABS (2016b) Socio-Economic Indexes for Areas (SEIFA) which focuses on low-income earners, relatively lower education attainment, high unemployment, and dwellings without motor vehicles. SEIFA is a suite of four summary measures created from Census data, including:

- the Index of Relative Socio-Economic Disadvantage (IRSD);
- the Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD);
- the Index of Education and Occupation (IEO); and
- the Index of Economic Resources (IER).

Each index is a summary of a different subset of Census variables and focuses on a different aspect of socio-economic advantage and disadvantage. Low rankings are deemed most disadvantaged and high rankings least disadvantaged within a decile ranking system where the lowest 10% of areas within Australia are given a decile number of 1 and the highest 10% of areas are given a decile number of 10.

According to the 2016 SEIFA, the local area is in the bottom 50% of communities in NSW in terms of disadvantage, as Port Macquarie is in the 5th or lower decile for all indexes (ABS 2016b). The local area falls within the 4th decile for IRSD and IRSAD, 3rd decile for IER, and 5th decile for IEO. Decile rankings of 4 for IRSD and IRSAD means that compared to other suburbs across NSW, there are likely a higher proportion of households with low income, people without qualifications, and people in low skill occupations in the local area, as well as a smaller proportion of households with high incomes, or a smaller proportion of people in skilled occupations. This is evidenced in findings in Section A.6 and Section A.5. Ranking in the 3rd decile for IER suggests that compared to other suburbs across NSW, there are a greater proportion of households in the local area with low income or households paying low rent, as reflected in a lower weekly median rent in the local area compared to NSW (see Section A.7). This also suggests a smaller proportion of households with high income, as is the case in the local area (see Section A.6.2). Ranking in the 5th decile for IEO suggests that there may be more people without qualifications, more people in low skilled occupations, or higher unemployment, as well as fewer people with high level of qualifications or in highly skilled occupations. This is consistent with data shown in Section A.6. The rankings of the communities within the study area for each of the four summary measures are demonstrated in Figure A.6.



Source: ABS 2016b, 2033.0.55.001 – Census of Population and Housing: SEIFA.

Figure A.6 SEIFA deciles in the study area, 2016

A.3.4 Cultural diversity

Cultural diversity in the local and regional areas is much lower than across NSW (ABS 2016a). In the local area, 80.2% of the population is Australian born. Australian-born persons also constitute a much higher proportion of the population in the regional area (81.3%) compared to In NSW (65.5%). The local area and regional area also have a greater proportion of intergenerational Australians, with 66.7% and 68.9% of persons, respectively, with both parents born in Australia. A significantly smaller proportion of households in the local area (3.7%) and regional area (3.0%) speak a non-English language at home compared to 26.5% in NSW. The low proportion of migrants in the local area and regional area is representative of the preference of migrants within Australia to settle in major cities over smaller regional areas (Australian Government 2019). Cultural diversity in the study area is presented in Table A.6.

Table A.6 Country of birth, 2016

	Born in Australia	Both parents born in Australia	English only spoken at home	Households where a non-English language is spoken
Local area	80.2%	66.7%	90.2%	3.7%
Regional area	81.3%	68.9%	90.7%	3.0%
NSW	**65.5%**	**45.4%**	**68.5%**	**26.5%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

A.3.5 Vulnerable groups

i Disability

The need for assistance relates the core activities of self-care, mobility, and communication due to a long-term health condition (lasting 6 months or longer), a disability (lasting 6 months or longer) or old age. As shown in Table A.7, a larger proportion of persons in the local area (7.5%) requires assistance compared to NSW (5.4%) (ABS 2016a). The regional area has a similar proportion of persons to the local area with need for assistance (7.4%). These figures may be in part attributed to the greater proportion of elderly persons in the local area and regional area (see Section A.3). There is an abundance of social infrastructure available in the local area, especially in relation to disability services and aged care facilities with high level care available (see Section A.5). Core activity need for assistance in the study area is demonstrated in Table A.7.

Table A.7 Core activity need for assistance, 2016

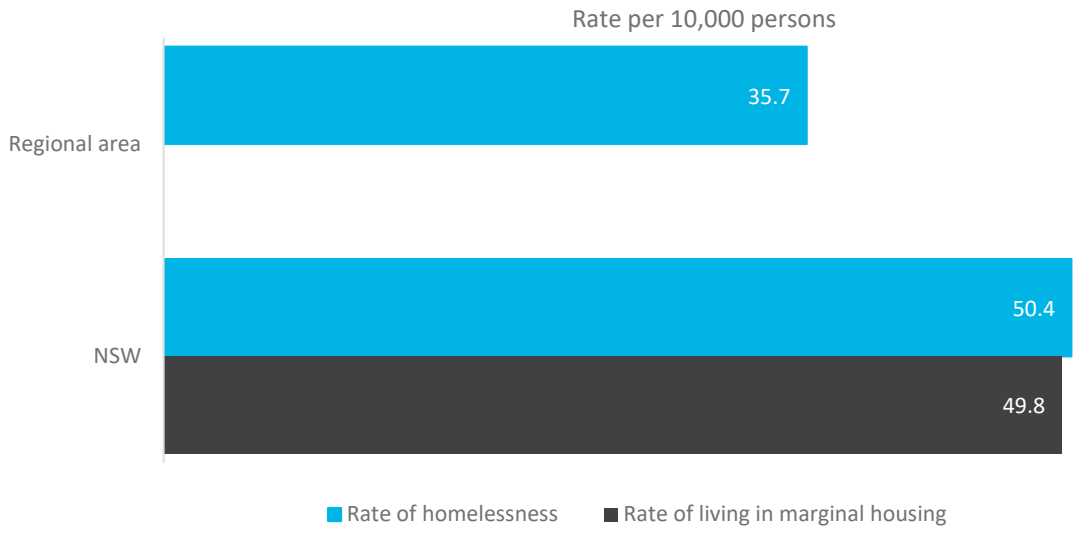
	Has need for assistance	Does not have need for assistance
Local area	7.5%	86.0%
Regional area	7.4%	85.8%
NSW	**5.4%**	**87.7%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

A.3.6 Homelessness

Homelessness can be caused by existing poor physical or mental health reducing a persons' ability to earn an adequate income to support themselves (AHRC 2021). Homelessness can also lead to health problems including poor nutrition, depression, substance abuse, poor dental health, and mental health conditions (AHRC 2021). For homeless persons, hardships with finances, transport, identification, Medicare, and difficulty with appointment maintenance/treatment plans make accessing health care services more difficult than the average person (AHRC 2021). As such, homeless persons are at greater risk of being negatively affected by potential impacts on livelihoods and health and wellbeing.

According to the 2016 Census estimations on homelessness, rates of homelessness in the regional area are much lower than NSW rates, with a rate of 35.7 homeless persons per 10,000 persons compared to 50.4 homeless persons per 10,000 persons in NSW (ABS 2016c). Rates of homelessness in the study area are presented in Figure A.7.



Source: ABS 2016c, 2049.0 – Census of Population and Housing: Estimating Homelessness.

Note: Data for homelessness in the local and regional areas is only available at the LGA level and no marginal housing data is available; the rate of homelessness in the local area is therefore assumed to be similar to that of the regional.

Figure A.7 Rates of homelessness per 10,000 persons, 2016

A.4 Community culture, values, and aspirations

As expressed by the Port Macquarie-Hastings Council (PMHC), the local and regional areas encompass a vibrant community with a relaxed lifestyle and pristine natural environment built on a great sense of pride, passion and camaraderie (PMHC 2019a). PHMC (2019a) describes a community vision which encourages the creation of a "sustainable and high-quality life for all residents", with a supporting mission statement of "building the future together- people, place, health, education and technology". PHMC have issued seven goals to achieve within the local and regional area by 2030, which include:

- living in a harmonious safe and connected community;
- enjoying participatory local democracy;
- accessing quality infrastructure including roads, waste, water and sewerage management;
- benefiting from quality urban design that encourages use of open spaces and provides easy access between towns and villages;
- enjoying economic prosperity and having access to quality education and training;
- actively participating in inclusive community activities; and
- preserving and protecting natural habitats (PMHC 2019b).

Accompanying each goal are strategies and objectives that encourage partnering with educational institutions to promote success within the local area.

The local area falls within the Aboriginal language group of the Birpai (North Coast Library Service 2019). Port Macquarie-Hastings Council proudly acknowledges the Birpai Aboriginal community as the local and regional areas' first peoples and traditional landowners with Local Cultural Protocols in place at schools to educate and pay respect to traditional Birpai customs and promote ongoing reconciliation in the local and regional area (PMHC 2020c).

A.5 Social Infrastructure

A.5.1 Childcare and early learning

In the local area there are 21 childcare services available providing a total of 1,666 places for enrolment (ACECQA 2021). The services available include long day care, preschool, and outside of school hours care (OSHC). The nearest childcare centres to the Project site are Portside Preschool & Long Day Care Centre, Port Macquarie Community Preschool, and Hastings Family Day Care. The childcare services available in the local area are presented in Table A.8.

Table A.8 Childcare services, 2019

Service name	Type	Service	Number of places
Bangalay Child Care & Education Centre	Centre-based care	Long day care; OSHC before/after school	130
Blooming Kids Early Learning & Long Day Care Centre	Centre-based care	Long day care; OSHC – before/after school and vacation care	59
Columba Cottage Early Learning Centre	Centre-based care	Long day care	138
Columba Cottage OSHC	Centre-based care	OSHC – before/after school and vacation care	250
Day Care on Lincoln	Centre-based care	Long day care	38
Goodstart Early Learning Port Macquarie	Centre-based care	Long day care	76
Green Leaves Early Learning Port Macquarie	Centre-based care	Long day care	140
Hastings Family Day Care	Family day care	Family day care	--
Hastings Preschool & Long Day Care Centre	Centre-based care	Long day care	66
Joey's House Early Education Centre	Centre-based care	Long day care; other	55
Jumbos OOSH	Centre-based care	OSHC – before/after school and vacation	111
Kids Crazy Maze	Centre-based care	OSHC – before/after school and vacation	70
Little Beginnings Fernhill Road	Centre-based care	Long day care	75
Moruya Drive Child Care Centre	Centre-based care	Long day care	24
PMNC Children's Services – OOSH & Vacation Care	Centre-based care	OSHC – before/after school and vacation	80
Port Eco Kids Village	Centre-based care	Long day care	90
Port Macquarie Community Preschool	Centre-based care	Preschool/kindergarten -stand alone	60
Port Macquarie Community Preschool Annex	Centre-based care	Preschool/kindergarten -stand alone	25
Portside Preschool & Long Day Care Centre	Centre-based care	Long day care	29
St Agnes Preschool & Long Day Care Centre	Centre-based care	Long day care	90
St Joseph's Preschool & Long Day Care Centre	Centre-based care	Long day care; preschool/kindergarten - stand alone	60

Source: https://www.acecqa.gov.au/resources/national-registers/services.

A.5.2 Education

In the local area in 2016 there was a larger proportion of persons attending primary (28.4%) and secondary (22.4%) schools (similarly in the regional area) compared to the whole of NSW (26.1% and 20.1% respectively) (ABS 2016a). There was a much smaller proportion of persons attending university or other tertiary institutions in the local area (8.9%) and regional area (7.5%) than in NSW (16.2%), which is reflected in the lower proportion of people with bachelor degree level and post graduate qualifications (see Table A.12). The smaller proportion of tertiary education attendees is likely attributable the common tendency for young (university aged) adults to move to larger cities for better employment, lifestyle, and leisure opportunities. Educational institution attendance in the study area, as a percentage of total attendees, is demonstrated in Table A.9.

Table A.9 Educational institution attendance, 2016

	Preschool	Infants/ primary	Secondary	Technical/further educational institution	University or other tertiary institution	Other type of educational institution
Local area	6.5%	28.4%	22.4%	7.2%	8.9%	24.6%
Regional area	6.3%	27.7%	22.9%	7.1%	7.5%	26.6%
NSW	**5.7%**	**26.1%**	**20.1%**	**6.2%**	**16.2%**	**23.0%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

i Primary and secondary

There are 19 schools available in the local area with a total 9,354 enrolled (ACARA 2021). Of these schools, there are 11 primary schools, seven secondary, two combined, and one special. Within the local area most primary and secondary schooling options are non-government offerings with 12 of the 19 schools being private education compared to seven public. The smaller proportion of public school offerings in the local area suggests that families are more likely to be paying more in fees for schooling compared to areas where there is greater abundance of public education options. Information on primary and secondary schools in the local area is presented in Table A.10.

Table A.10 Schools in the local area, 2018

Sector	School	Type	Year range	Student enrolments	Full-time equivalent teaching staff
Government	Hastings Public School	Primary	K – 6	679	35.5
	North East Public School of Distance Education	Primary	K – 6	287	24
	Tacking Point Public School	Primary	K – 6	732	37.9
	Westport Public School	Primary	U, K – 6	399	24.8
	Hastings Secondary College Westport Campus	Secondary	U, 7 – 12	605	57.9
	Hastings Secondary College, Port Macquarie Campus	**Secondary**	**U, 7 – 12**	**668**	**58.8**
	Port Macquarie Public School	Primary	U, K – 6	434	34.5

Table A.10 Schools in the local area, 2018

Sector	School	Type	Year range	Student enrolments	Full-time equivalent teaching staff
Non-government	Heritage Christian School	Combined	K – 12	370	34.4
	Port Macquarie Adventist School	Primary	K – 6	88	9.6
	Port Macquarie Steiner School	Primary	K – 2	21	2.4
	St Agnes' Primary School	Primary	K – 6	487	26
	St Columba Anglican School	Combined	K – 12	1,157	93.2
	St Joseph's Primary School	Primary	K – 6	387	21.4
	St Peter's Primary	Primary	K – 6	525	29.9
	The Nature School Primary	Primary	K – 3	39	3.6
	MacKillop College Port Macquarie	Secondary	7 – 12	1,100	88.3
	Newman Senior Technical College	Secondary	11 – 12	340	31
	St Joseph's Regional College	Secondary	7 – 12	1,001	84.8
	Nautilus Senior College	Special	9 – 10	35	4

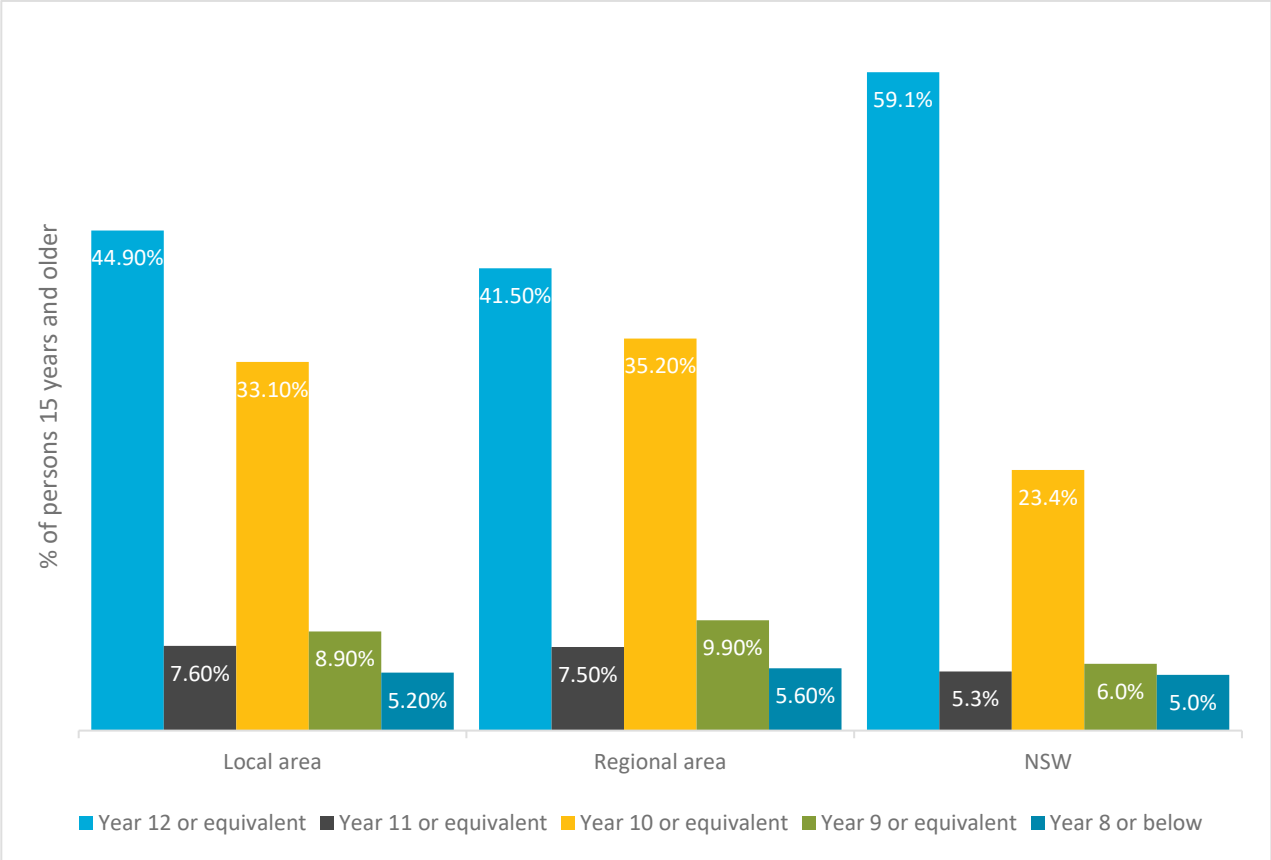
Source: ACARA 2021, My School.

The most common level of schooling achieved amongst persons aged 15 years and older in the local and regional area is Year 12 or equivalent (44.9% and 41.5% respectively). However, these proportions are much lower than the proportion of people who have completed Year 12 or equivalent throughout NSW (59.1%) (ABS 2016a). Accordingly, a larger proportion of persons in the local area (33.1%) and regional area (35.2%) have completed Year 10 or equivalent compared to NSW (23.4%). Lower Year level completion in the local and regional areas may be reflected in the larger proportion of the population holding certificate level qualifications (see Table A.12). The highest level of schooling completed within the study area is presented in Table A.11 and Figure A.8.

Table A.11 Highest level of schooling completed for persons 15 years and over, 2016

	Year 12 or equivalent	Year 11 or equivalent	Year 10 or equivalent	Year 9 or equivalent	Year 8 or equivalent
Local area	44.9%	7.6%	33.1%	8.9%	5.2%
Regional area	41.5%	7.5%	35.2%	9.9%	5.6%
NSW	**59.1%**	**5.3%**	**23.4%**	**6.0%**	**5.0%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.



Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

Figure A.8 Highest level of schooling completed for persons 15 years and older, 2016

ii Tertiary

In the local area there are two tertiary institutions: one TAFE campus and one university (Charles Sturt University).

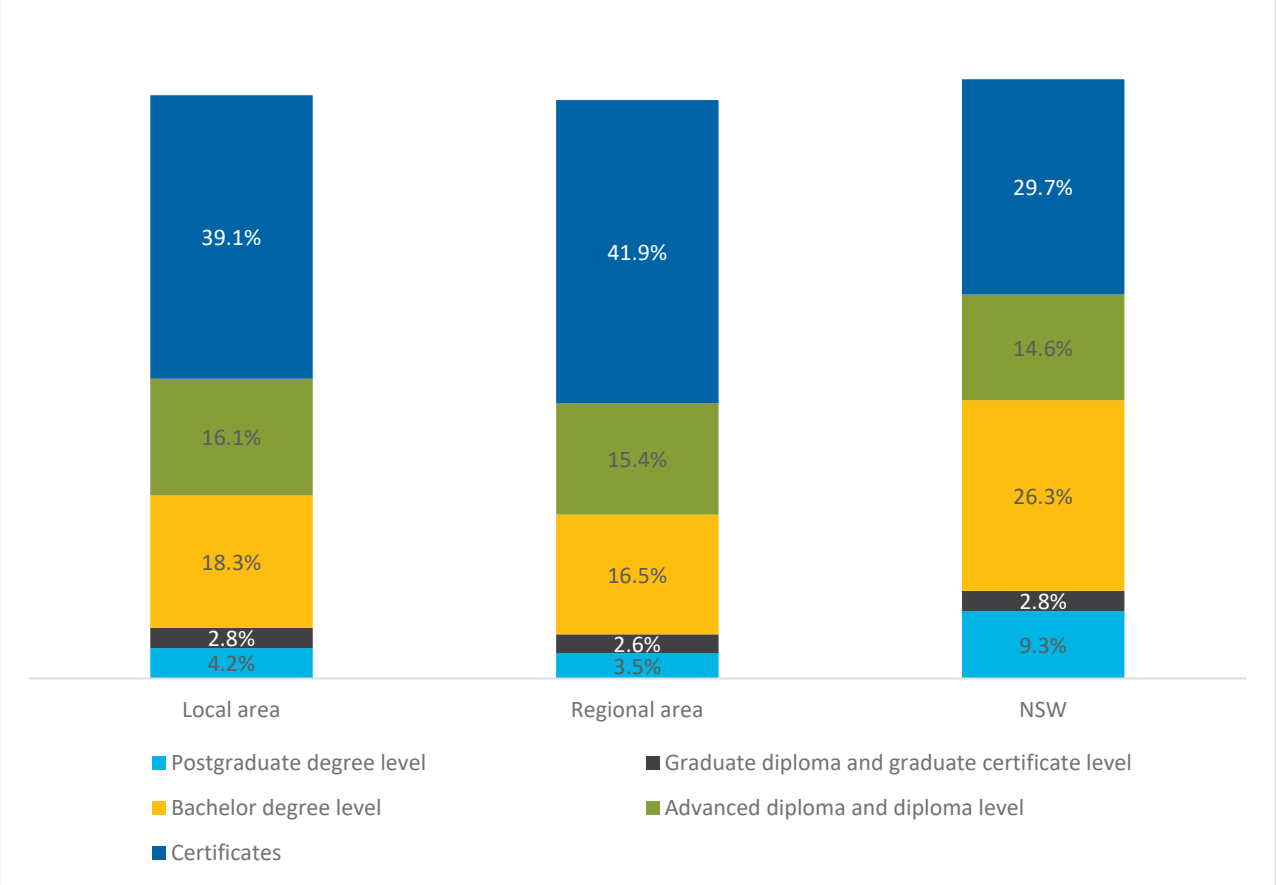
Certificate level qualifications comprise the largest proportion of non-school qualifications held by people over 15 years in the local area (39.1%) (ABS 2016a). Although this is similar to the proportion of 41.9% in the regional area, it is significantly higher compared to NSW (29.7%). A much smaller proportion of persons in the local and regional areas have Bachelor degree level qualifications (18.3% and 16.5% respectively) compared to 26.3% of people with a non-school qualification in NSW. The higher proportion of university level qualifications (including postgraduate degree level and Bachelor degree level) held across NSW compared to the local area and regional area is likely attributable to the limited university options in the study area compared to university offerings in major cities across NSW.

The data indicates that the most common form of non-school qualification in the study area is through certificate level training which usually occurs outside of a university setting. This may be due to the opportunities that are available locally for acquiring certificate level education, through the TAFE. However, this could also be indicative of limited local university options in the local area, comparatively low rates of secondary school/Year 12 completion (see Table A.11) and required qualifications for available local employment (see A.8). Non-school qualifications in the study area are presented in Table A.12 and Figure A.9.

Table A.12 Proportion of persons over 15 with a non-school qualification, 2016

	Postgraduate degree level	Graduate diploma and graduate certificate level	Bachelor degree level	Advanced diploma and diploma level	Certificates
Local area	4.2%	2.8%	18.3%	16.1%	39.1%
Regional area	3.5%	2.6%	16.5%	15.4%	41.9%
NSW	**9.3%**	**2.8%**	**26.3%**	**14.6%**	**29.7%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.



Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

Figure A.9 Proportion of persons over 15 with a non-school qualification, 2016

A.5.3 Transport infrastructure

i Modes of travel

The predominant mode of travel to work within the local area is by car, as either the driver or a passenger (75.6%), which is slightly than the greater NSW average (62.1%) (ABS 2016a). Public transport as a mode of travel is significantly low within the local area (0.6%) in comparison to greater NSW (14.2%) which may be indicative of the availability of public transport services within the Project area and a less comprehensive public transport system (see Section A.5.5ii). Modes of travel to work in the study area are summarised in Table A.13.

Table A.13 Modes of travel, 2016

	By car (as driver, as passenger)	By public transport (train, bus, ferry, tram)
Local area	76.9%	0.6%
Regional area	75.5%	0.5%
NSW	**64.6%**	**16.0%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

ii Public transport

Public transport services are available within the local area with bus, taxi, ferry, coach and train services operating locally, regionally, and interstate.

Scheduled routes and school bus services are both available within the local area, comprised of 10 bus routes operating seven days a week (Busways Group 2020). School bus routes service all schools within the local area, with school bus passes providing free or discounted travel to school issued to eligible students the School Student Transport Scheme (Busways Group 2020). Two ferries operate within the local area, with one ferry running 24 hours a day, seven days a week (Port Maquarie-Hastings Council 2021). There is also a taxi service available which runs 24 hours a day, seven days a week, and 10 taxi ranks located in the local area (TfNSW 2021).

Regional and interstate travel options are available by coach and train. Two coach services are offered daily, with three regional coach lines leaving from Port Macquarie to Brisbane, Queensland (QLD), Taree, and Sydney with multiple stops in between (Greater Port Macquarie 2020). A regional train service operates daily from Brisbane to Sydney and reverse, stopping in Port Macquarie (TfNSW 2021). A total of 24 stops are made from Brisbane to Sydney as well as regional locations within the Northern Rivers, North Coast, Hunter, and Central Coast regions of NSW (TfNSW 2021).

iii Road network

Two highways connect the local area to the NSW North Coast, Hunter, Central West and Central Coast regions of NSW. The Pacific Highway A1 runs through the local area, connecting Ballina in the North to Newcastle in the south of the Central Coast region. The B56, Oxley Highway, runs west from the local area, through to Tamworth and Coonabarabran of the Hunter and Central West regions of NSW.

In 2013, the NSW Government commenced upgrades on the A1 to improve road safety, travel efficiency and regional connectivity with final works to be completed in 2021 (Roads and Maritime Services 2021). In 2018, traffic upgrades were completed on the Coffs Harbour – Port Macquarie portion of the Pacific Highway and has since been open to traffic resulting in reduced traffic congestion, noise, improved traffic and road connectivity with a significant reduction in serious and fatal road crashes (Roads and Maritime Services 2021).

A.5.4 Community services

The local area is well serviced by community services. They include aged care and senior services, children's services, youth services, disability and accessibility services, housing and homelessness services, domestic violence services and family services, Aboriginal services, migrant and refugee services, and employment services (Healthdirect 2021). Community services located in the local area also service the regional area. A summary of community services that service the local area is presented in Table A.14.

Table A.14 Community services, 2021

	Aboriginal services	Child and family services	Youth services	Housing and homelessnes s services	Employment services	Disability services	Aged care services	Domestic violence services
Local area	✓	✓	✓	✓	✓	✓	✓	✓

Source: Health direct 2021; Ask Izzy 2021.

A.6 Workforce and income

A.6.1 Employment

At the time of the 2016 Census the unemployment rate in the local area (6.6%) and regional area (6.8%) was fairly consistent with (though slightly high than) the NSW rate of 6.3%. Youth unemployment rates were also slightly higher in the local and regional areas (14.6%) thank NSW (13.6%). Labour force participation rates, however, were much lower in the local area (49.7%) regional area (48.6%) than NSW (59.2%). Lower workforce participation could be attributable to the much older population in the local and regional areas compared to NSW (see Section A.3). Unemployment and labour force participation rates are presented in Table A.15.

Table A.15 Unemployment and labour force participation rates, 2016

	Local area	Regional area	NSW
Unemployment rate	6.6%	6.8%	**6.3%**
Youth unemployment rate	14.6%	14.6%	**13.6%**
Labour force participation rate (15 years and older)	49.7%	48.6%	**59.2%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

In the local area the top three occupations are professionals (21.9%), technicians and trades workers (13.9%), and clerical and administrative workers (13.8%); consistent with the regional area. NSW has two of the same top three professions besides technicians and trades works, instead having a high proportion of managers. Most professional jobs require a bachelor-level degree qualification, which is the most common non-school qualification in the local area (see Section A.5.2). According to the Department of Jobs and Small Businesses (DJSB), approximately two thirds of professionals are employed within health care and social assistance, education and training, and professional, scientific and technical services (DJSB 2020). The higher proportion of professionals in the local area is likely due to health care and social assistance being the largest industry of employment in the area (see Section A.8). A higher proportion of trades-related occupations could be reflective of educational outcomes in the local and regional areas (see Section A.5.2). As discussed in Section A.5.2, a large proportion of people with a non-school qualification throughout the study area have a certificate qualification, which can be indicative of fewer higher education opportunities and education resources available within the area (Regional Education Expert Advisory Group 2019). Occupations within the study area are presented in Table A.16.

Table A.16 Occupations, 2016

	Managers	Professionals	Technicians and trades workers	Community and personal service workers	Clerical and administrative workers	Sales workers	Machinery operators and drivers	Labourers
Local area	10.8%	21.9%	13.9%	13.1%	13.8%	11.4%	4.2%	9.5%
Regional area	11.3%	19.6%	14.7%	12.9%	13.2%	10.9%	5.5%	10.4%
NSW	**13.5%**	**23.6%**	**12.7%**	**10.4%**	**13.8%**	**9.2%**	**6.1%**	**8.8%**

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

A.6.2 Income

The individual median weekly income of persons in the local area ($570) is slightly higher than the regional area ($540), though significantly lower than in NSW ($664) (ABS 2016a). Median weekly household income follows the same trend at $1,069 in the local area compared to $1,042 in the regional area and $1,486 in NSW. The lower median weekly household and individual incomes in the local area is reflective of the area's SEIFA scores, which suggest higher levels of disadvantage compared to other suburbs across NSW (see Section A.3). Median incomes in the study area are presented in Table A.17.

Table A.17 Median income, 2016

	Individual (median income $ weekly)	Household (median income $ weekly)
Local area	**570**	**1,069**
Regional area	**540**	**1,042**
NSW	664	1,486

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

A.7 Housing

A.7.1 Housing type and structure

The most common housing type and structure within the study area in 2016 was separate houses, followed by semi-detached, row, terrace, or townhouse, of which there was a greater proportion in the local area (17.3%) than the regional area (13.0%) and NSW (12.2%) (ABS 2016a). Occupied dwellings in the local area and regional area (89.6%) were consistent with NSW (90.1%). Housing type and structure is presented in Table A.18.

Table A.18 Housing type and structure, 2016

	Separate house	Semi-detached, row or terrace house, townhouse	Flat or apartment	Other dwelling	Total private dwellings	Total occupied dwellings
Local area	64.9%	17.3%	15.9%	1.5%	20,189	89.6%
Regional area	73.4%	13.0%	10.7%	2.3%	34,422	89.6%
NSW	**66.4%**	**12.2%**	**19.9%**	**0.9%**	**2,889,057**	**90.1%**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

In 2016, most households were family households in the local area (65.9%), regional area (68.5%), and NSW (72.1%) (ABS 2016a). Group households comprised a similar proportion in the local and regional areas as in NSW, whilst there was a larger proportion of lone households in the local area (30.6%) and regional area (28.5%) compared to NSW (23.7%). The low proportion of group households may be reflective of the lower proportions of young adults in the local and regional areas while the higher proportions of lone households may be reflective of higher proportions of older persons (see Section A.3). Household composition in the study area is presented in Table A.19.

Table A.19 Household composition, 2016

Household type	Family households	Group households	Lone person households
Local area	65.9%	3.5%	30.6%
Regional area	68.5%	3.1%	28.5%
NSW	**72.1%**	**4.2%**	**23.7%**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

A.7.2 Tenure

At the time of the 2016 Census most dwellings in the local area were owned outright (35.0%), similar to the regional area (37.8%) and NSW (32.2%) (ABS 2016a). A much smaller proportion of houses in the local area (22.3%) and regional area (23.7%) were owned with a mortgage compared to NSW (32.3%), as well as rented dwellings (27.5% local, 23.7% regional, and 31.8% NSW). A higher proportion of dwellings in the local area (2.0%) and regional area (1.7%) had other types of tenure compared to NSW (0.9%). Tenure within the study area is presented in Table A.20.

Table A.20 Tenure (based on total private dwellings), 2016

	Owned outright	Owned with a mortgage	Rented	Other tenure
Local area	35.0%	22.3%	27.5%	2.0%
Regional area	37.8%	23.7%	23.7%	1.7%
NSW	**32.2%**	**32.3%**	**31.8%**	**0.9%**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

A.7.3 Mortgage repayment and rent

The local area paid more for mortgage repayments ($1,733) each month in 2016 than the regional area ($1,671), though less than NSW ($1,986) (ABS 2016a). Rent repayments were also cheaper in the local area ($325) than NSW ($380). Mortgage and rent repayments are presented in Table A.21.

Table A.21 Mortgage repayment and rent, 2016

	Mortgage repayments (median mortgage repayments $ monthly)	Rent payments (median rent $ weekly)
Local area	1,733	325
Regional area	1,671	310
NSW	**1,986**	**380**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

Housing stress is considered to occur when households in the lower 40% of income distribution spend more than 30% of their income in housing costs (rents or mortgage repayments) (AHURI 2019). This can mean that local people who are not employed in high-paying jobs may be unable to afford local rents which can be pushed up by higher salaries.

In the local area in 2016, a greater proportion of persons (13.8%) had rent payments greater than or equal to 30% of household income than in the regional area (12.0%) and NSW (12.9%) (ABS 2016a). However, mortgage affordability was better in the study area, with fewer households with mortgage repayments greater than or equal to 30% of household income in the local area (5.1%) and regional area (5.6%) than in NSW (7.4%). Housing affordability in the study area is demonstrated in Table A.22.

Table A.22 Housing affordability, 2016

	Households where rent payments are greater than or equal to 30% of household income (%)	Households where mortgage payments are greater than or equal to 30% of household income (%)
Local area	13.8%	5.1%
Regional area	12.0%	5.6%
NSW	**12.9%**	**7.4%**

Source: ABS 2016a, Census of Population and Housing: Quickstats.

A.7.4 Housing and rental market trends

i Mortgage repayment and rent trends

From 2006 – 2011 mortgage and rent repayment growth was lower in the local area (33.3% and 66.7% respectively) than in NSW (30.9% and 81.0%) (ABS 2016a). However, from 2011 – 2016 the local and regional area experienced greater growth in mortgage repayments (5.0% and 1.3%, respectively) compared to NSW which decreased by 0.4%. Rent repayments in the local and regional area experienced similar growth from 2011 – 2016 as NSW. Mortgage and rent repayment growth rates in the area of social influence are presented in Table A.23.

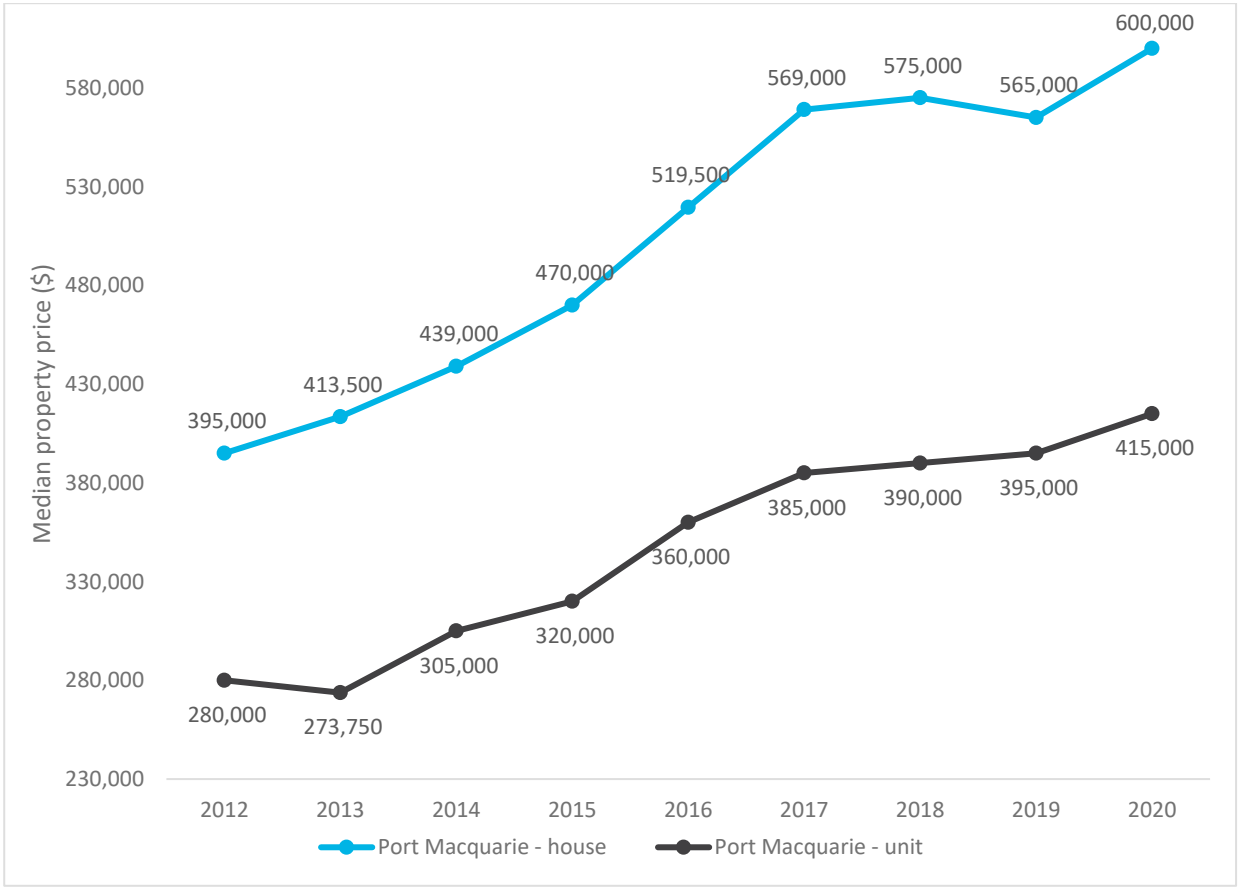
Table A.23 Mortgage repayment and rent growth rates, 2006 – 2016

	Mortgage repayments		Rent repayments	
	2006 – 2016	**2011 – 2016**	**2006 – 2016**	**2011 – 2016**
Local area	33.3%	5.0%	66.7%	27.5%
Regional area	--	1.3%	--	24.0%
NSW	**30.9%**	**-0.4%**	**81.0%**	**26.7%**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

ii Median property price trends

Property prices in the local and regional area have experienced significant growth from 2012 – 2020. In Port Macquarie median house prices have increased from $395,000 in 2012 to $600,000 in 2020 (REA Group 2021). Units in Port Macquarie have experienced similar growth with prices increasing from $280,000 in 2012 to $415,000 in 2020. Property price trends the local area and regional area are demonstrated in Figure A.10.



Source: REA Group 2021, Explore Australia's Suburbs.

Figure A.10 Median property price trends for houses, 2011 – 2019

On 22 March 2021 there were 374 properties for sale and 93 properties for rent in the regional area, with most properties and rentals available in the suburbs of Port Macquarie, Wauchope, and Lake Cathie. The local area had 162 properties for sale and 65 properties for rent. Properties for sale and rent in the study area are presented in Table A.24.

Table A.24 Properties for sale and rent, 22 March 2021

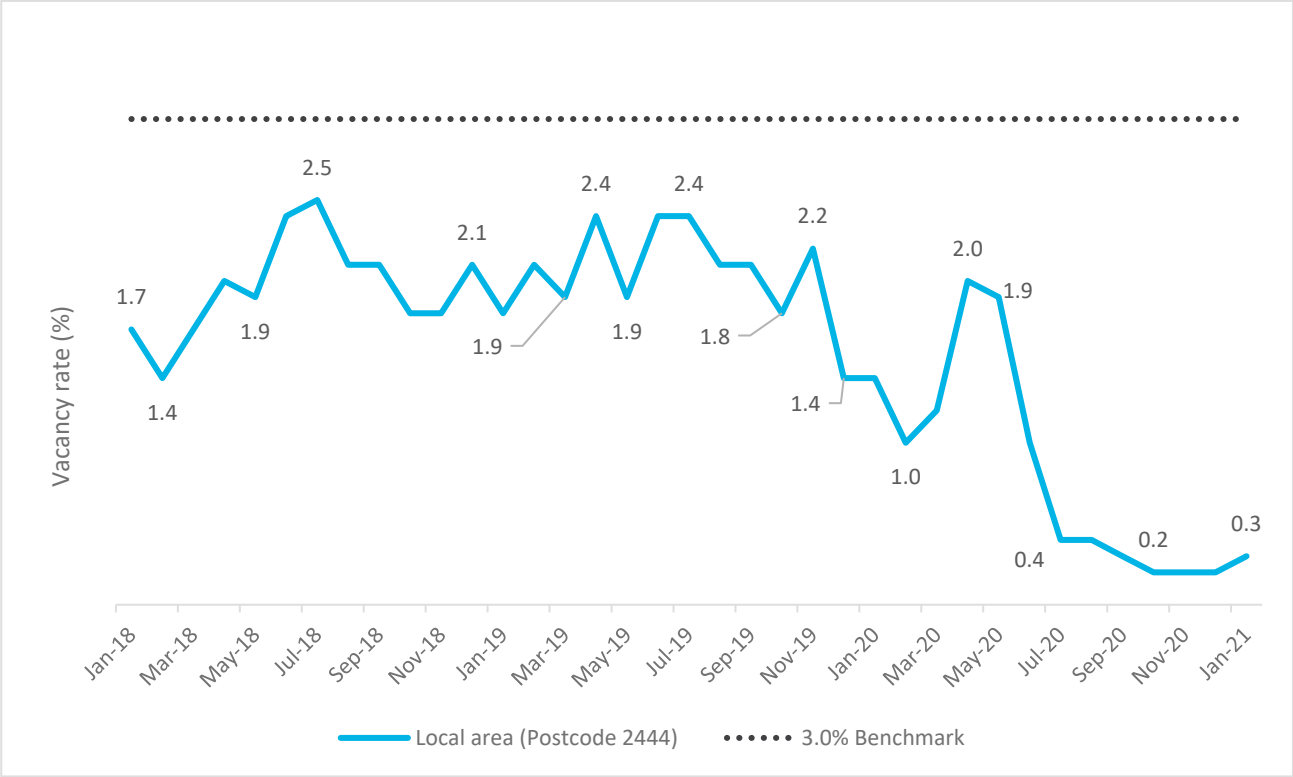
Suburb	Number of properties for sale	Number of properties for rent
Local area total	162	65
Regional area total	374	93

Source: realestate.com.au/neighbourhoods.

iii Residential vacancy rates

According to REINSW (2021), rental vacancy rates are traditional market indicators that "measure the proportion of residential properties vacant and available for rent at any point in time". A higher vacancy rate indicates that there are a higher proportion of vacant (unoccupied) units, based on the total number of units in an area. Vacancy rates under 3.0% are low and indicate a tight rental market with an undersupply rental options while vacancy rates above 3.0% indicate an oversupply of rental options. A rental market with a vacancy rate of 3.0% is considered at equilibrium (Brewsters Property Group n.d).

From January 2018 – January 2021 the residential vacancy rate has been quite variable and consistently below the equilibrium level of 3.0%. This indicates that there has been an undersupply of rental housing in the local area. Vacancy rates have been well below 1.0% since June 2020 suggesting an extremely tight rental market during this time. An undersupply of rental options in the area may be indicative of the higher proportion rental unaffordability with high demand driving up rent prices and persons in the areas with low incomes struggling to afford rental payments (see Section A.7.3). The residential vacancy rate trends for the local area (postcode 2444) are available in Figure A.11.



Source: SQM Research 2021, Residential Vacancy Rates, Postcode 2444.

Figure A.11 Residential vacancy rate trends, 2019

A.7.5 New housing and rental supply

Housing forecasts for the regional area predict a total increase of 11,932 dwellings between 2016 – 2041 in response to population growth and shifting patters in household structure and number (DPIE 2019). Household requirements and population growth forecasts in the regional area are presented in Table A.25.

Table A.25 Household requirement and population growth forecasts, 2016 – 2041

	2016	2021	2026	2031	2036	2041
Total population	80,073	84,871	88,859	93,397	96,446	98,941
Total households	34,030	36,606	38,850	41,400	43,298	44,799
Average household size	2.32	2.28	2.25	2.21	2.18	2.15
Required dwellings	37,707	40,560	43,047	45,873	47,975	49,639
Total dwelling change (required new dwellings)	--	2,853	2,487	2,826	2,102	1,664

Source: DPIE 2019.

Notes: Average household size is taken from DPIE 2019 but there is a mathematical discrepancy – average household size is not equal to the total population divided by the total number of households.

Recent growth in housing supply can be estimated from residential building approval figures for the regional area. In the year ending June 2020, there were 357 approvals for new houses and 142 approvals for other residential buildings (equalling a total of 499 new residential building approvals for the year). This represents a decrease of 219 total approvals from the previous year. There have also been 241 residential buildings approved to be built in the local area in the financial year 2020 – 2021 as of Nov 2020 fiscal year-to-date (FYTD). Total residential building approvals in the regional area are presented in Table A.26.

Table A.26 Total residential building approvals in the regional area, 2021

Year (ending June 30)	Number			Changes on prior year		
	Houses	Other	Total	Houses	Other	Total
2020-21 Nov FYTD	142	99	241	--	--	--
2019-20	357	142	499	-129	-90	-219
2018-19	486	232	718	-65	+116	+51
2017-18	551	116	667	+55	-100	-45
2016-17	496	216	712	+20	+60	+80
2015-16	476	156	632	+60	+6	+66
2014-15	416	150	566	+101	+59	+160
2013-14	315	91	406	+14	+34	+48

Source: profile.id 2021.

To determine if residential building approvals in the regional area will adequately support expected demand for new dwellings, the median of the total residential building approvals from 2013 – 2020, equalling **632 approvals per year**, is used to create a reasonable estimation of residential building approvals into the future. The median of the total number of residential approvals from 2013 – 2020 provides a conservative estimate of the expected trends for building approvals in the local area into the future, as it takes into account the fluctuations present in the previous approval rates. Although it is possible that actual residential approval totals could be higher or lower, without complete certainty in the factors that are driving approval decisions year on year, the median provides a reasonable degree of confidence in these estimations. The projected residential building approvals from 2016 – 2041 are demonstrated in Table A.27.

Table A.27 Estimates of future building approvals in the local area, 2016 – 2041

	2016 – 2021[1]	2021 – 2026[2]	2026 – 2031	2031 – 2036	2036 – 2041
Estimated residential building approvals	3,228	3,160	3,160	3,160	3,160

Notes: 1. 2016 – 2021 includes number of actual approvals from 2016 – 2020, and an estimate of 632 residential approvals per year from 2021 – 2021.
2. Projections from 2021 – 2041 are based on an estimate of 632 residential approvals per year.

The above table illustrates the capacity of the regional new housing market. Assuming that building approvals continue at a rate of the median of 632 approvals per year, this is more than enough to meet the expected demand for new dwellings shown in Table A.25 in 2016 and beyond.

A.8 Local business and industry

In the local area, the top three industries of employment are healthcare and social assistance (18.8%), retail trade (11.8%), and construction (9.8%). These trends are consistent with both the regional area and NSW. Accommodation and food services also represent a significant industry of employment in the local area, with 10.2% of employed persons working in this industry. This is likely representative of the prevalence of tourism in the local area (see Section A.8.1). The top industries of employment within the area of social influence are available in Table A.28, with the top three industries in each area highlighted.

Table A.28 Major industries of employment, 2016

Industry	Local area	Regional area	NSW
Agriculture, Forestry and Fishing	0.6%	2.5%	**2.1%**
Mining	0.3%	0.4%	**0.9%**
Manufacturing	3.2%	3.7%	**5.8%**
Electricity, Gas, Water and Waste Services	3.6%	2.9%	**0.9%**
Construction	9.8%	10.6%	**8.4%**
Wholesale Trade	1.7%	1.9%	**3.1%**
Retail Trade	11.8%	11.6%	**9.7%**
Accommodation and Food Services	10.2%	9.1%	**7.1%**
Transport, Postal and Warehousing	3.1%	3.5%	**4.7%**
Information Media and Telecommunications	0.9%	0.8%	**2.2%**
Financial and Insurance Services	2.2%	1.9%	**4.9%**
Rental, Hiring and Real Estate Services	2.0%	1.8%	**1.8%**
Professional, Scientific and Technical Services	4.5%	4.2%	**8.1%**
Administrative and Support Services	3.8%	3.7%	**3.5%**
Public Administration and Safety	5.8%	5.5%	**6.0%**
Education and Training	9.7%	9.5%	**8.4%**
Health Care and Social Assistance	18.8%	17.5%	**12.5%**
Arts and Recreation Services	1.3%	1.2%	**1.5%**
Other Services	3.9%	4.2%	**3.7%**

Source: ABS 2016, Census of Population and Housing: General Community Profiles.

In 2019, there were 6,535 registered businesses in the regional area, none of which employed more than 200 employees. Of these registered businesses, 98.0% were classed as small businesses employing fewer than 20 people (ABS 2019). Additionally, only 5.0% of businesses turned over $2 million or more, with the largest percentage of businesses operating within the $200k to $2 million range (see Table A.29and Table A.30).

Table A.29 Registered businesses by employment size, 2018

Area	Non-employing	1-19 employees	20-199 employees	200+ employees	Total
Regional area	58.0%	40.0%	1.8%	0.0%	6,535

Source: ABS 2019, 8165.0—Counts of Australian Businesses, including Entries and Exists, June 2015 to June 2018.

Table A.30 Registered businesses by turnover range, 2018

Area	$0 to less than $50k	$50k to less than 200k	$200k to less than $2m	$2m or more	Total
Regional area	22.9%	35.2%	36.8%	5.0%	6,535

Source: ABS 2019, 8165.0—Counts of Australian Businesses, including Entries and Exists, June 2015 to June 2019.

Of the 6,535 registered businesses in the regional area, 21.2% were in the construction industry. The industry with the next highest percentage of registered businesses was rental, hiring, and real estate services (9.9%), followed by agriculture, forestry and fishing (9.7%), and professional, scientific and technical services (8.9%). Registered businesses by industry are presented in Table A.31.

Table A.31 Registered businesses by industry, 2018

Industry	No.	%
Agriculture, forestry and fishing	635	9.7%
Mining	11	0.2%
Manufacturing	219	3.4%
Electricity, gas, water and waste services	12	0.2%
Construction	1,384	21.2%
Wholesale trade	126	1.9%
Retail trade	413	6.3%
Accommodation and food services	325	5.0%
Transport, postal and warehousing	344	5.3%
Information media and telecommunications	27	0.4%
Financial and insurance services	520	8.0%
Rental, hiring and real estate services	647	9.9%
Professional, scientific and technical services	583	8.9%
Administrative and support services	232	3.6%
Public administration and safety	12	0.2%
Education and training	93	1.4%

Table A.31 Registered businesses by industry, 2018

Industry	No.	%
Health Care and Social Assistance	528	8.1%
Arts and recreation services	81	1.2%
Other services	334	5.1%
Total number	**6,535**	**100.0%**

Source: ABS 2019, 8165.0—Counts of Australian Businesses, including Entries and Exists, June 2015 to June 2019.

Notes: Total number of businesses includes.

A.8.1 Tourism

Tourism is a significant industry in the regional area. The average number of total visitors per year in the regional area from 2015 – 2018 was 1,643,000 visitors. Of these visitors per year, most were domestic overnight visitors (828,000) followed by domestic day visitors (743,000) and international visitors (72,000). The primary reason for visiting was for holiday purposes. Tourism metrics in the regional are provided in Table A.32.

Table A.32 Tourism statistics in the regional area, 2018

	International	Domestic overnight	Domestic day	Total
Reason for visiting:				
Holiday ('000)	60	380	382	823
Visiting friends or relatives ('000)	9	267	167	443
Business ('000)	np	123	np	175
Other ('000)	np	59	143	203
Total visitors ('000)	72	828	743	1,643
Stay metrics:				
Nights ('000)	335	2,783	N/A	3,118
Average stay (nights)	5	3	N/A	3
Average spend per trip ($)	232	555	131	350
Average spend per night ($)	50	165	N/A	153
Average spend (commercial accommodation) per night ($)	57	223	N/A	206

Source: TRA 2020.

Notes: 'np' data is not publishable by TRA as the survey error is too high for most practical purposes.

A.9 Health and community well-being

A.9.1 Community health

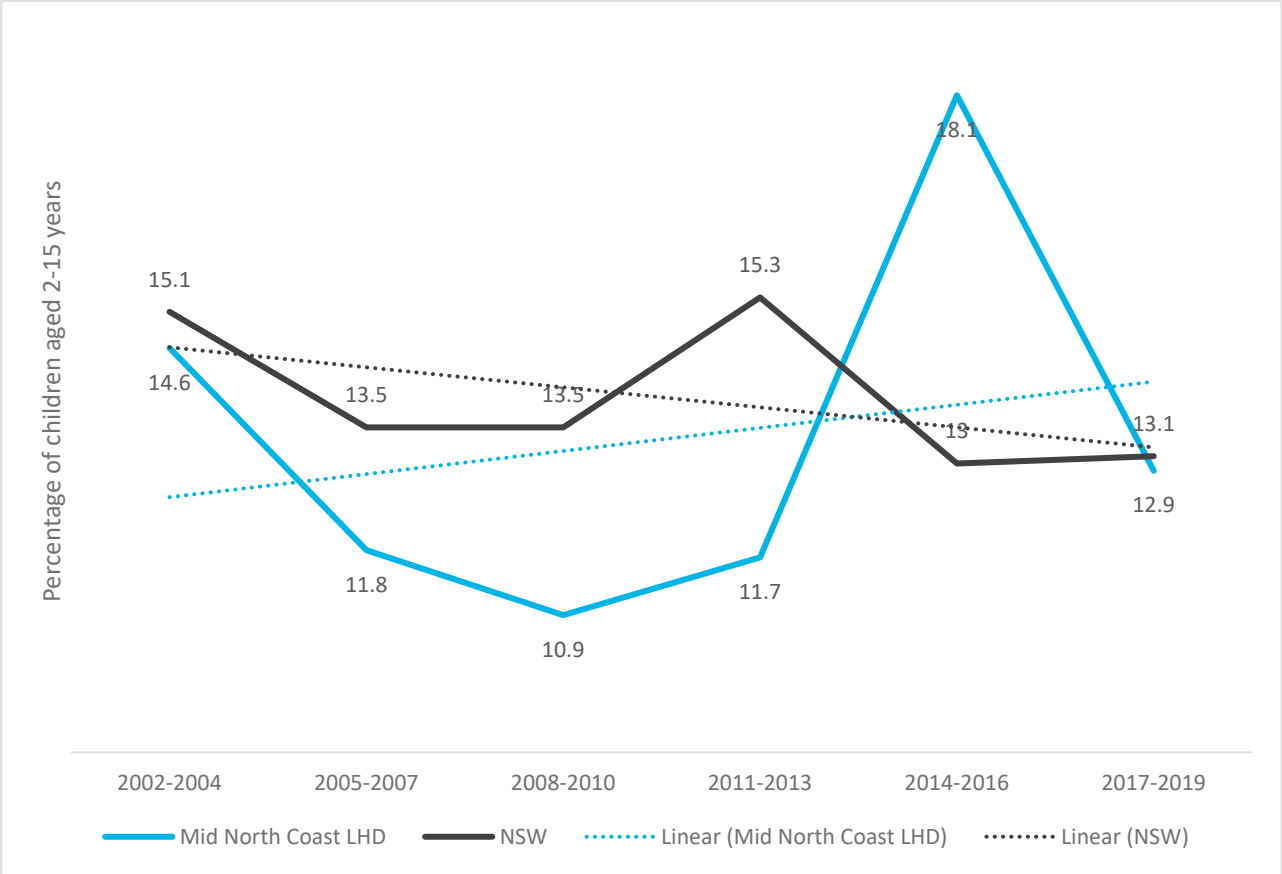
Social determinants of health, described as "the circumstances in which people grow, live, work, age, and the systems put in place to deal with illness…which are shaped by political, social, and economic forces" (AIHW 2020), indicate the health of a population. These include factors such as conditions of employment, provision of social services and support, and socioeconomic position. Although the local area and regional area have only a slightly higher level of unemployment, and adequate provision of social infrastructure and social services, there are relatively more households with low income and fewer people in high-skill occupations compared to the rest of NSW, suggesting higher rates of socioeconomic disadvantage.

According to PHIDU (2021) 14.0% of persons over the age of 16 located within the regional area self-assessed their health as fair or poor compared to 14.1% of persons within NSW. Health data that can be used to assess population health includes prevalence of respiratory conditions and mental health indicators.

Trends for prevalence of asthma and psychological distress were not available for the local or regional area. However, trends were available for Mid North Coast Local Health District (LHD) which includes both the local and regional area.

i Asthma

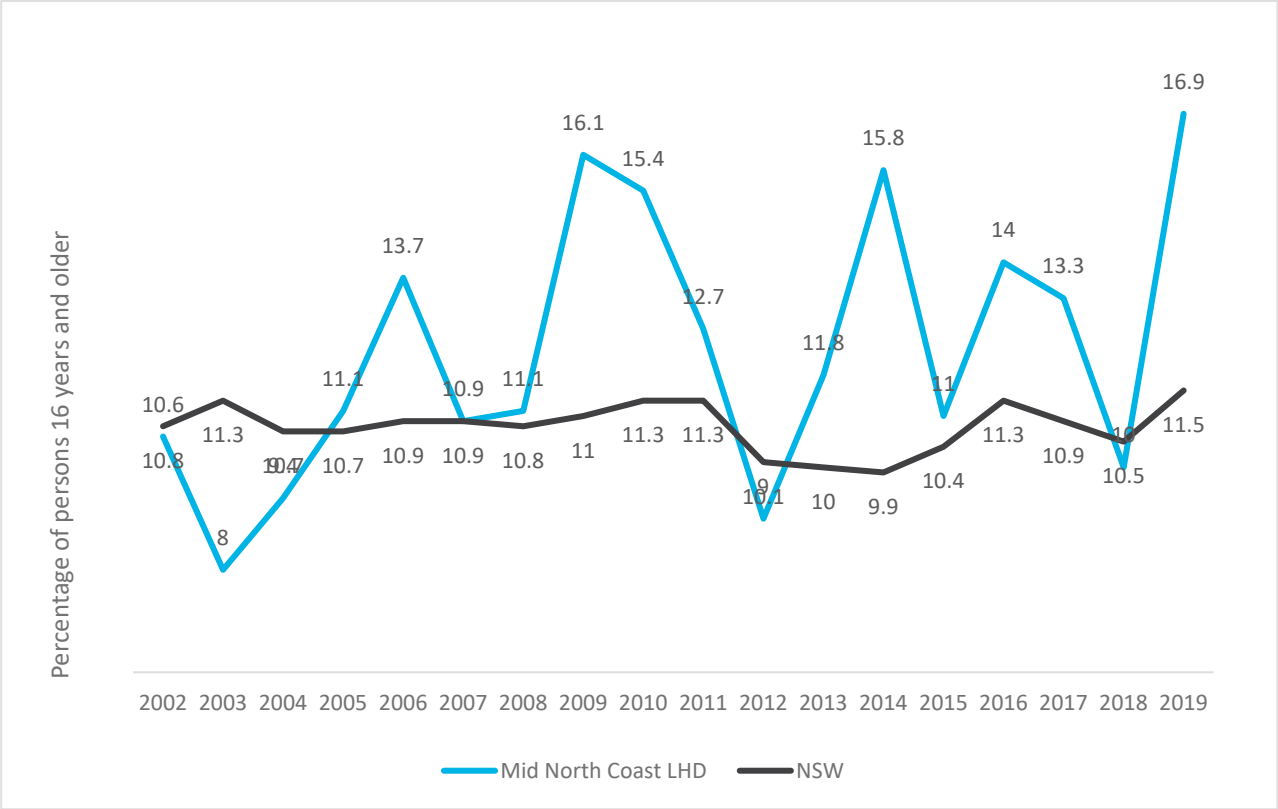
NSW health data concerning prevalence of asthma is only available at the Local Health District (LHD) level. As such, the local area falls within the Mid North Coast LHD. Prevalence of asthma within the Mid North Coast LHD varied between persons aged 16 years and older and children aged 2 – 15 years (NSW Health 2019). For children aged 2 – 15, the prevalence of current asthma cases was lower between 2002 – 2013 in comparison to the whole of NSW. However, the percentage of current asthma cases increased to 18.1% between 2014 – 2016 and surpassed greater NSW (13.0%). Percentage of asthma decreased to 13.1% within the Mid North Coast LHD between 2017 – 2019. However, this was still slightly higher than NSW (12.9%). Data for children aged 2 – 15 with asthma in the Mid North Coast LHD is presented in Table A.12.



Source: Ministry of Health 2019, *Health Statistics NSW.*

Figure A.12 Current asthma (proportion of children aged 2 – 15 years), 2002 – 2019

Persons over the age of 16 with Asthma remained fairly constant within greater NSW in comparison to the Mid North Coast LHD (NSW Health 2019). There was higher variation within the Mid North Coast LHD of persons (aged over 16) with asthma between 2002 – 2019, in comparison to NSW. Percentage of asthma in 2019 was much higher in the Mid North Coast LHD (16.9%) compared to greater NSW (11.5%). Data for asthma in persons aged 16 years and over is presented in Figure A.13.



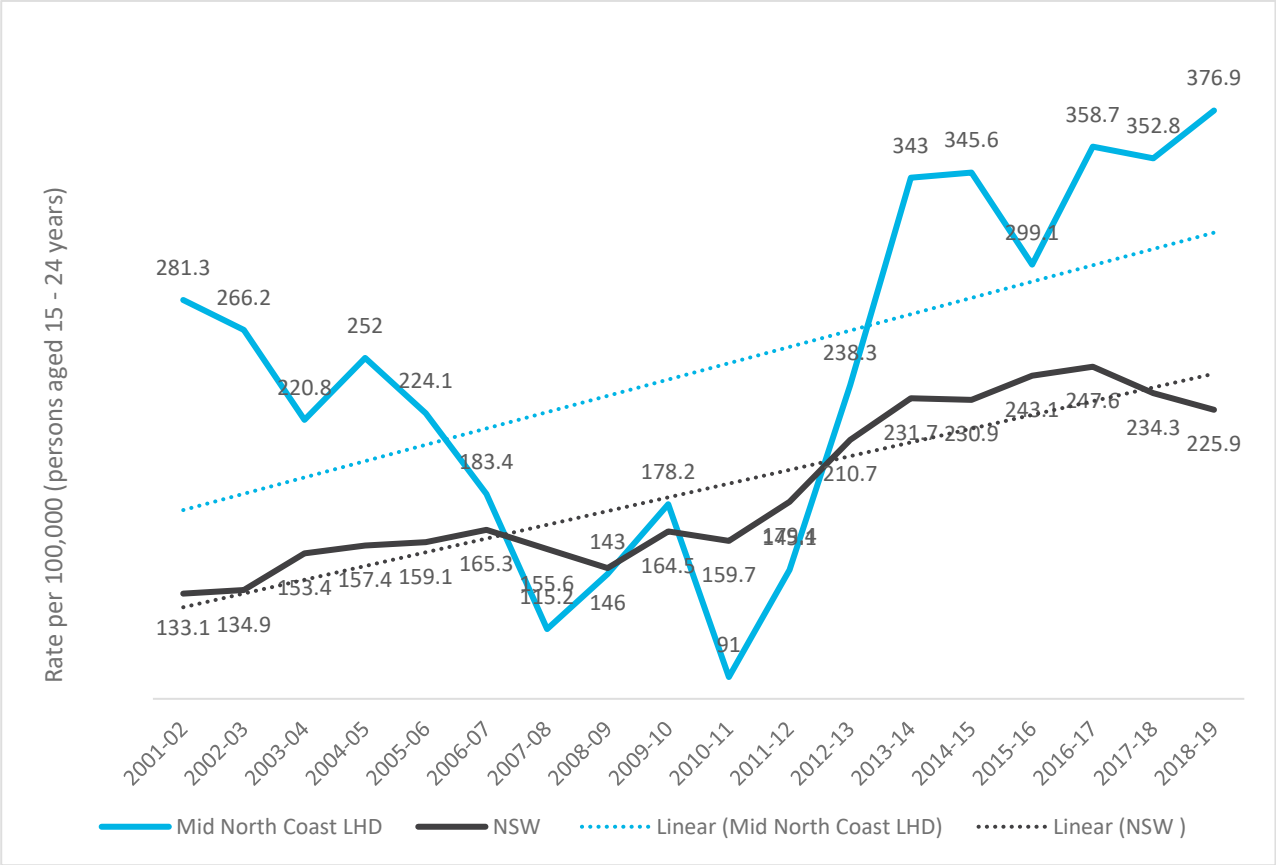
Source: Ministry of Health 2019, Health Statistics NSW.

Figure A.13 Current asthma (proportion of persons aged 16 years and over), 2002 – 2019

ii Mental health

Data regarding mental health (intentional self-harm hospitalisations and psychological distress) is only available at the LHD level.

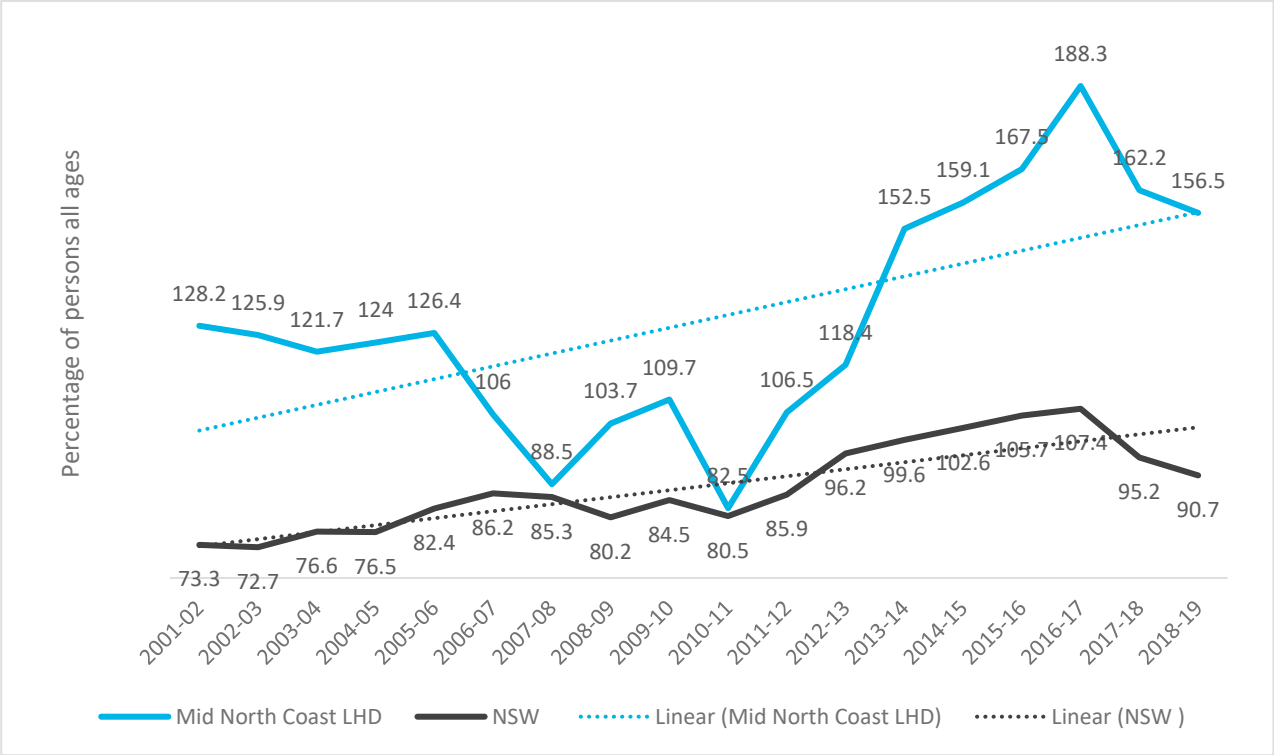
Data concerning the number of people that have been hospitalised as a result of self-harm is indicative of very poor and/or poorly managed mental health (NSW Health 2019). There is much variance regarding intentional self-hard hospitalisations of persons aged 15 – 24 within the Mid North Coast LHD. However, the overall percentage of intentional self-harm hospitalisation is higher in the Mid North Coast LHD in comparison to NSW. Trends of self-harm hospitalisations were higher between 2001 – 2005 and 2013 – 2019 within the regional area with a significant decrease between 2005 – 2015, where self-harm hospitalisations in the regional area was below greater NSW. The overall trend of self-harm hospitalisations of persons aged 15 – 24 is increasing in both the regional area and NSW. Data for intentional self-harm hospitalisations of persons aged 15 – 24 is presented in Figure A.14.



Source: Ministry of Health 2019, *Health Statistics NSW.*

Figure A.14 Intentional self-harm hospitalisations (rate per 100,000 persons aged 15 – 24), 2001 – 2019

Intentional self-harm hospitalisations of persons all ages between 2001 – 2019 was higher in the Mid North Coast LHD in comparison to NSW (NSW Health 2019). The overall trend of intentional self-harm hospitalisations of all persons is increasing in both Mid North Coast LHD and NSW. However, intentional self-harm hospitalisations have been higher within Mid North Coast LHD between 2001 – 2006 and 2011 – 2019 with a significant peak in 2016 – 2017).

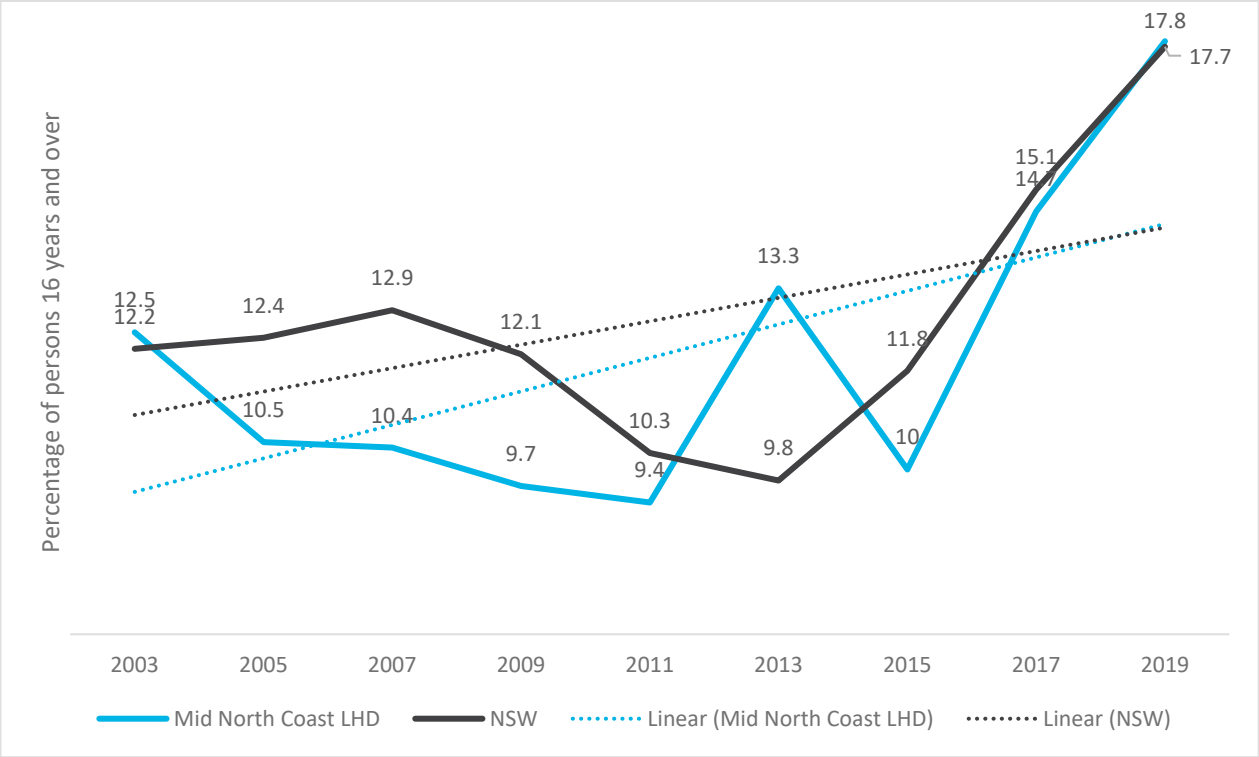


Source: Ministry of Health 2019, *Health Statistics NSW.*

Figure A.15 Intentional self-harm hospitalisations (rate per 100,000 persons all ages), 2001 – 2019

Data is also collected by NSW Health regarding the level of psychological distress using the Kessler 10 (K10) approach (NSW Health 2019). This approach uses a 10-item questionnaire that measures anxiety, depression, agitation, and psychological fatigue in the most recent 4-week period and has been adopted by NSW Health as an indicator of mental health.

There is a slight variance between high and very high levels of psychological distress of all persons. The overall trend demonstrates that psychological distress is increasing, with a significant peak in 2019 for both the Mid North Coast LHD and NSW. Trends in psychological distress in persons aged over 16 years according to K10 approach are presented in Figure A.16.

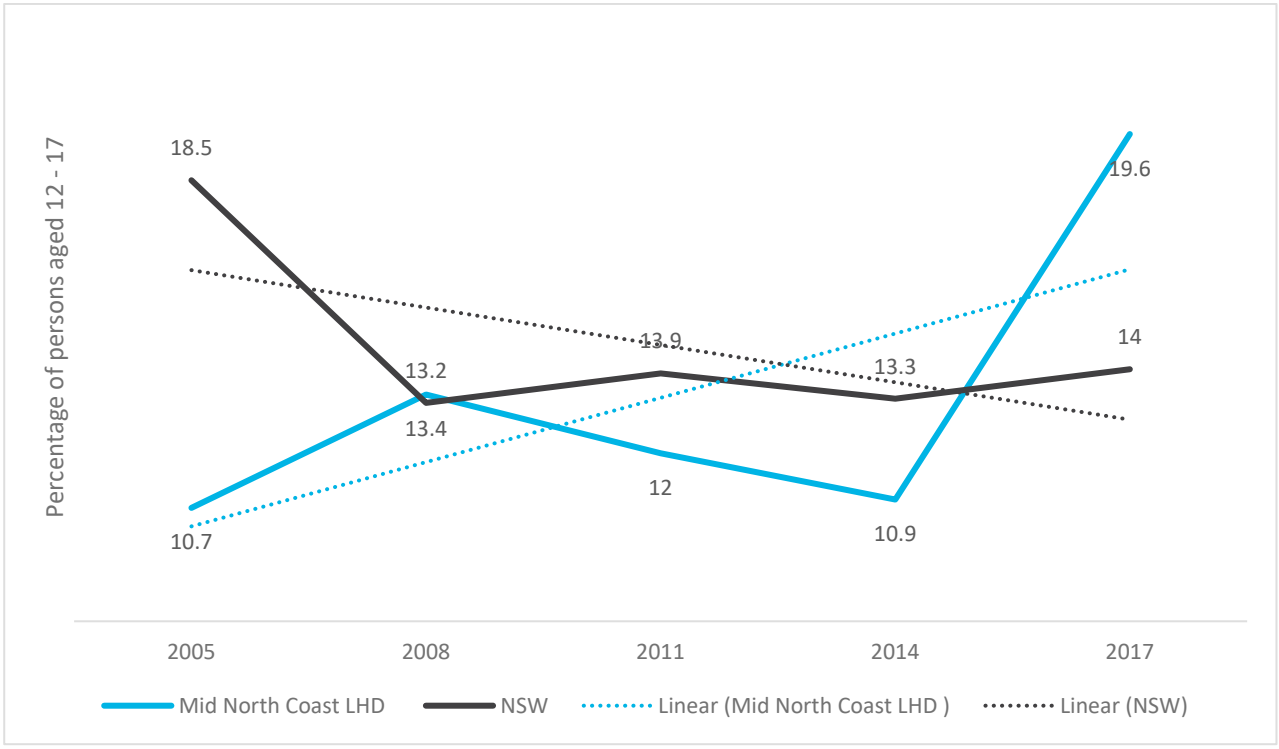


Source: Ministry of Health 2019, *Health Statistics NSW.*

Figure A.16 High and very high levels of psychological distress (proportion of persons aged 16 years and older), 2003 – 2019

Psychological distress in students is identified through a survey consisting of 3 components: feeling unhappy or sad or depressed during the last 6 months; feeling nervous or stressed or under pressure during the last 6 months; and being in trouble because of your behaviour during the last 6 months (NSW Health 2019). Responses to such components are 'almost more than I could take', 'quite bad', 'worse than usual', and 'about usual'. Students who responded 'almost more than I can take' to one or more components is considered to be experiencing high psychological distress.

Psychological distress for students in Mid North Coast LHD increased between 2005 – 2017, where in 2017 psychological distress was higher in the regional area (19.6%) in comparison to greater NSW (14%). Overall, the trend of psychological distress in secondary school students decreased in NSW. Trends in psychological distress in secondary school students are presented in Figure A.17.



Source: Ministry of Health 2019, *Health Statistics NSW.*

Figure A.17 Psychological distress of secondary school students aged 12 – 17 years, 2005 – 2017

A.9.2 Voluntary work

Volunteering rates can give an indication of social cohesion in a community, and the willingness of people to help each other. Rates of volunteering in 2016 were higher in the study area compared to NSW; 20.7% of persons in the local area and 21.0% in the regional area had done voluntary work in the last 6 months compared to 18.1% in NSW (ABS 2016a). The proportion of persons who volunteered in the study area is presented in Table A.33.

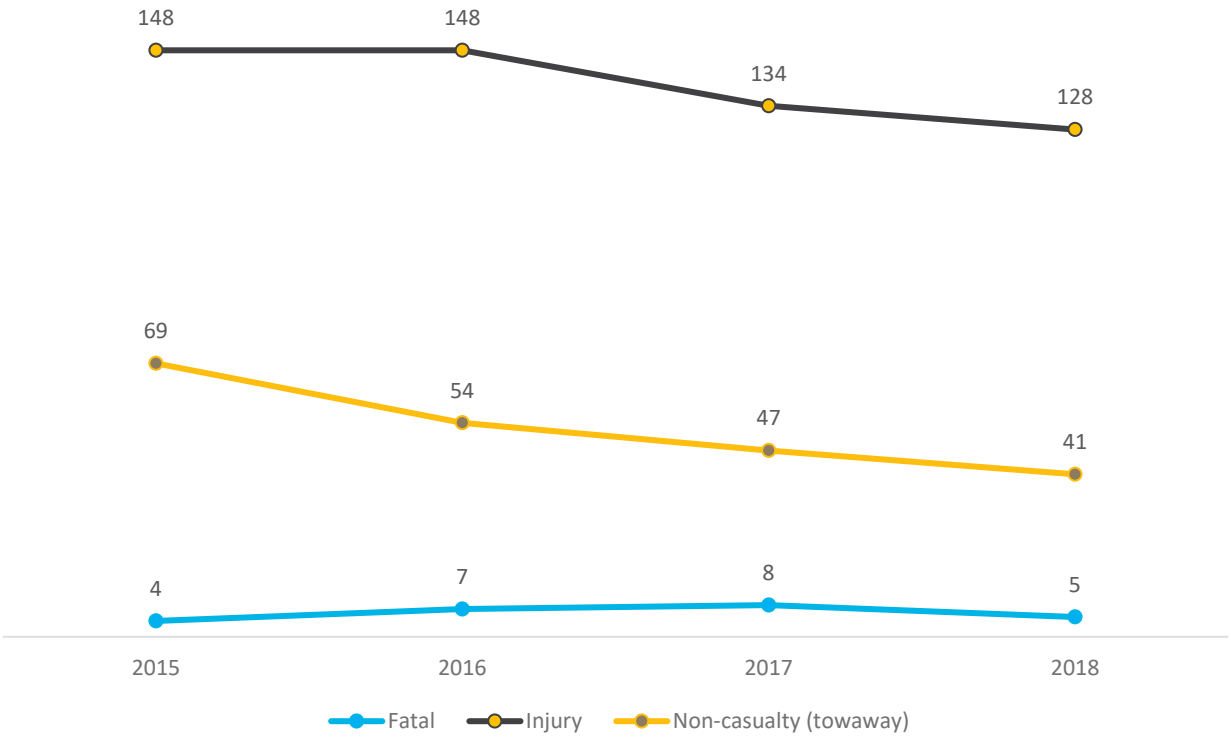
Table A.33 Volunteering rates, 2016

	Did voluntary work through an organisation or group (last 12 months)
Local area	20.7%
Regional area	21.0%
NSW	18.1%

Source: ABS 2016a, Census of Population and Housing: General Community Profiles.

A.9.3 Road incidents

Data concerning road incidences is only available at the LGA level. Over the four-year period between 2015 – 2019 road incidences resulting in injury and non-casualty (towaway) decreased within the regional area (TfNSW 2020). The slight decrease in fatal crashes between 2017 – 2019 may be indicative of the A1 upgrade (see A.5.5iii). The majority of crashes in the regional area result in non-casualty (towaway). Crash trends for the regional area are presented in Figure A.18**.**



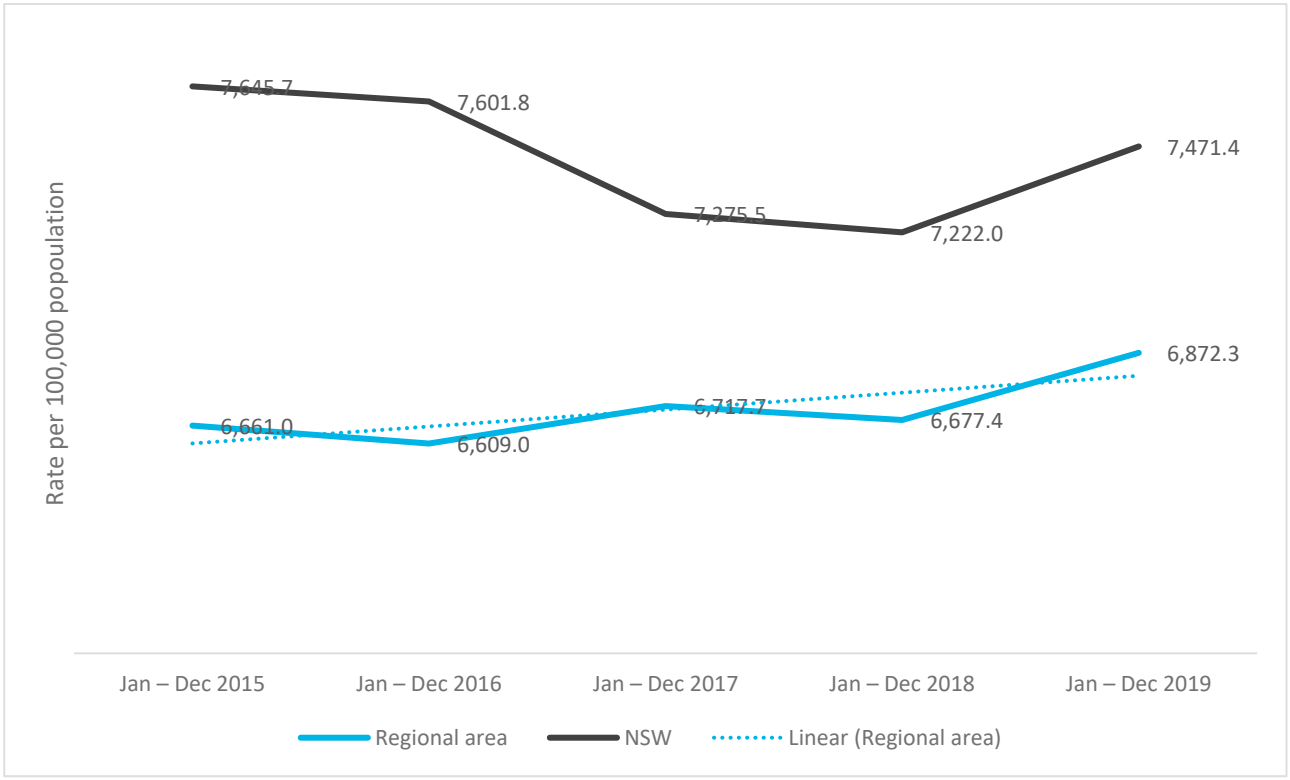
Source: TfNSW 2020.

Figure A.18 Crash trends in the regional area, 2015 – 2019

A.9.4 Community safety and crime

The following data has been sourced from the NSW Bureau of Crime Statistics and Research (BOCSAR). The following data is for Port-Macquarie Hastings LGA (the regional area) as it is assumed that the trends within the regional area will generally reflect those within the local area.

There has been some variability in offence rates in the regional area from 2015 – 2019. Although offence rates in the regional area have been increasing slightly since 2015, the rate of recorded offences per 100,000 people in the regional area has consistently remained below the rate of recorded offences in NSW over the same period. The rate of total offences per 100,000 persons in the regional area is presented in Figure A.19.



Source: BOCSAR 2019— NSW Local Government Area excel crime tables.

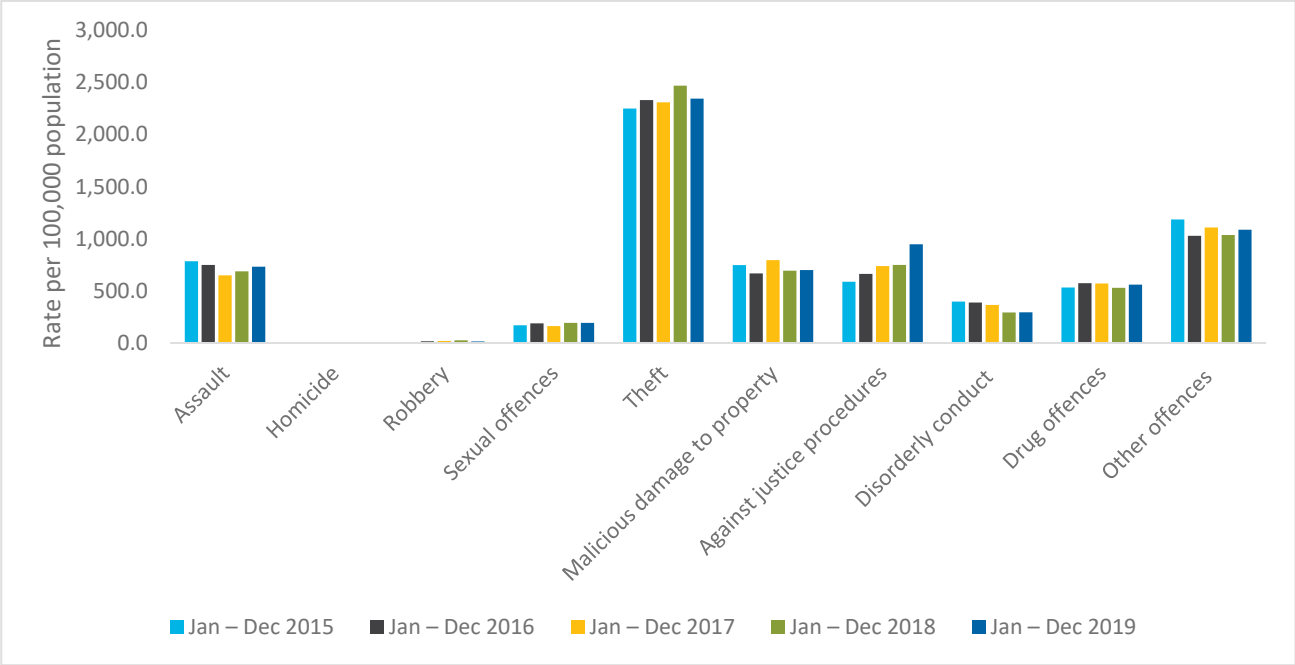
Figure A.19 Total offences rate per 100,000 population, 2015 – 2019

Recorded offences categories that have consistently had the highest rates in the regional area are theft, other offences, assault, against justice procedures, and malicious damage to property (BOCSAR 2019). The offence category with the highest rate in the regional area in 2019 was theft (2,344.5 per 100,000). Crime trends in the regional area from 2015 – 2019 are presented in Table A.34 and Figure A.20.

Table A.34 Crime Trends, 2015 – 2019

Offence category	Rate per 100,000 population				
	Jan – Dec 2015	Jan – Dec 2016	Jan – Dec 2017	Jan – Dec 2018	Jan – Dec 2019
Regional area					
Assault	783.6	749.3	649.6	688.1	732.6
Homicide	0.0	1.2	0.0	1.2	1.2
Robbery	7.6	16.2	19.6	25.3	14.4
Sexual offences	169.6	188.6	162.1	193.7	192.5
Theft	2,249.5	2,330.4	2,308.4	2,468.4	2,344.5
Malicious damage to property	748.1	668.1	795.7	694.1	700.1
Against justice procedures	587.4	663.1	738.0	749.4	946.7
Disorderly conduct	397.5	388.4	364.7	292.3	294.7
Drug offences	532.9	574.5	571.0	529.3	559.4
Other offences	1,184.9	1,029.1	1,108.8	1,035.7	1,086.2
TOTAL	**6,661.0**	**6,609.0**	**6,717.7**	**6,677.4**	**6,872.3**
NSW					
Assault	819.9	817.9	801.1	802.4	824.5
Homicide	1.5	1.4	1.0	1.3	1.4
Robbery	35.4	30.5	30.9	31.2	32.0
Sexual offences	155.8	158.9	173.1	173.6	182.0
Theft	3,117.0	3,031.9	2,855.3	2,800.1	2,820.4
Malicious damage to property	840.8	812.4	777.7	733.5	713.9
Against justice procedures	776.8	851.2	814.4	827.4	928.8
Disorderly conduct	285.0	282.4	260.2	247.6	251.7
Drug offences	604.1	610.2	580.3	598.6	654.1
Other offences	1,009.3	1,005.0	981.3	1,006.3	1,062.6
TOTAL	**7645.7**	**7601.8**	**7275.5**	**7222.0**	**7471.4**

Source: BOCSAR 2019— NSW Local Government Area excel crime tables.

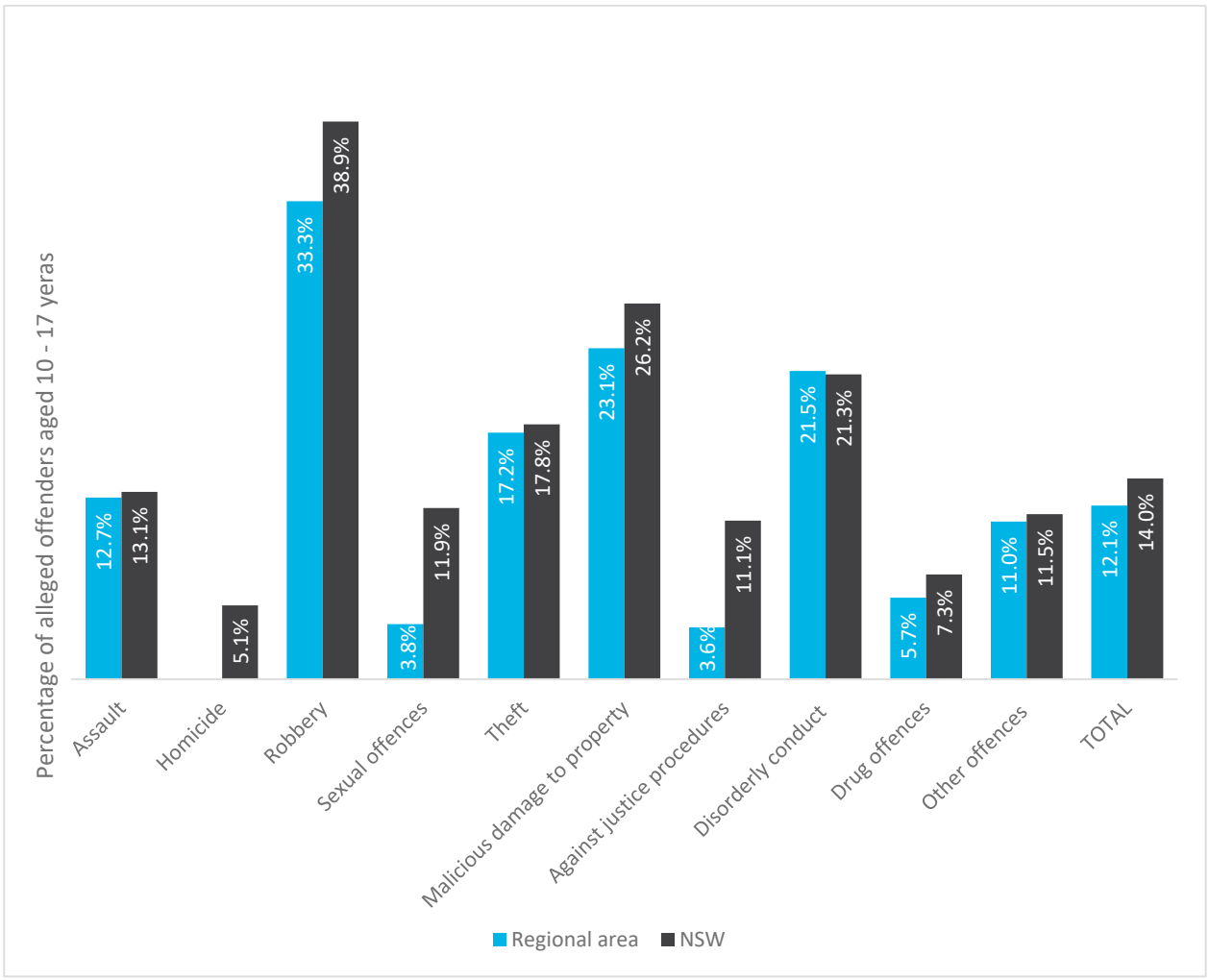


Source: BOCSAR 2019— NSW Local Government Area excel crime tables.

Figure A.20 Crime trends in the regional area, 2015 – 2019

i Youth crime

Juvenile offenders are those persons aged between 10 – 17 years (inclusive). The following data is for Port-Macquarie Hastings LGA (the regional area) as it is assumed that the trends within the regional area will generally reflect those within the local area. The proportion of alleged juvenile offenders as a proportion of total alleged offenders proceeded against in the regional area was below that of NSW for all offences (excluding disorderly conduct) in 2019 (BOCSAR 2019). In the regional area, the most common offence types committed by alleged juvenile offenders were robbery (33.3% of offenders), malicious damage to property (23.1% of offenders), and disorderly conduct 21.5% of offenders). Alleged juvenile offenders proceeded against as a proportion of total offenders is shown in Figure A.21.



Source: BOCSAR 2019.

Figure A.21 Alleged offenders proceeded against aged 10 – 17 years (inclusive) as a proportion of total alleged offenders proceeded against, 2019

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Appendix B

Risk-based framework









Risk rating methodology for SIA ®

SIA definitions — Positive Consequences (Benefits)

Extent of the benefit (people & geography)	The local, regional and potentially the national economy will benefit significantly. Improvements on social services and/or social cohesion.	The local and regional economy will benefit. Improvements on social services.	The local economy will benefit. Improvements on social services.	Marginal improvements/ contribution to local economy. Marginal improvements/ contribution to social services and/or social cohesion.	**Level of impact**
Cumulative duration the benefit is experienced	Benefits will realise in the **short term** and will be permanent	Benefits will realise in the **short to medium term** and may or may not be permanent	Benefits will realise in the **medium to long term** and are not permanent	Benefits will realise in the **short term** and are not permanent	**Cumulative duration the impact is experienced**

* Sections shaded in grey need to be customised for each discipline, currently these are for SIA.

Likelihood			4 Higly Desirable	3 Desirable	2 Minor	1 Minimal
Has occurred in the past in this project (or operation) or in similar project OR circumstances could cause it to happen during the project (or operation).	5	Almost certain	Significant (15)	Significant (12)	Moderate (8)	Limited (5)
Has occurred in the life of this project (or similar project*) or in the last few years of operations or circumstances could cause it to occur again in the short term.	4	Likely	Significant (14)	Significant (11)	Moderate (7)	Limited (4)
Has occurred at least once in this project or a similar project (or in the history of this operation).	3	Possible	Significant (13)	Significant (10)	Moderate (6)	Limited (3)
Has never occurred in this project (or operation) but has occurred at other similar projects (operations) with similar risk/benefit profile.	2	Unlikely	Significant (12)	Moderate (9)	Limited (5)	Limited (2)
Is possible, but has not occurred to date in this project or similar projects.	1	Rare	Significant (11)	Moderate (8)	Limited (4)	Limited (1)

Aim to maximise benefits

Benefit assessment and enhancement plan

Promote actions and/or design that realises the benefit with limited inputs. Investigate whether changes in the implementation/design can make the benefit 'moderate' or 'significant'	Limited (1-5)
Actively promote actions and/or design that realises the benefit. Investigate whether changes in the implementation/design can make the benefit 'significant'	Moderate (6-9)
Actively promote and prioritise actions and or design that realises the residual benefit.	Significant (10-15)

Short term __ months/years
Medium term __ months/years
Long term __ month/years

EMM
creating opportunities

Risk rating methodology for SIA ®

SIA definitions

Negative Consequence (Impacts)

Extent of the benefit (people & geography)	No or negligible socioeconomic impact.	Socioeconomic impact that will take small effort to restore and does not threaten livelihood. No exogenous resources are required for recovery.	Socioeconomic impact will require minimal additional external resources to recover.	Socioeconomic impact will depend on reasonable amount of external resources to recover.	Socioeconomic impact will depend on significant external resources to recover and may not be back to how it was before the impact.	**Level of impact**
Cumulative duration the benefit is experienced	Short timeframe impact on livelihood or liveability.	Impacts on the livelihood or liveability are limited to the life of the project.	Impacts on livelihood and/or liveability will survive the life of the project.	Impacts on livelihood and liveability could survive long after the life of the project or can be permanent.	Impacts on livelihood and liveability survive long after the life of the project and are permanent.	**Cumulative duration the impact is experienced**

* Sections shaded in grey need to be customised for each discipline, currently these are for SIA.

Likelihood			1 Negligible	2 Marginal	3 Moderate	4 Major	5 Intolerable
Has occurred in the past in this project (or operation) or in similar project OR circumstances could cause it to happen during the project (or operation).	5	Almost certain	Low (6)	Medium (8)	High (12)	Unacceptable (16)	Unacceptable (16)
Has occurred in the life of this project (or similar project*) or in the last few years of operations or circumstances could cause it to occur again in the short term.	4	Likely	Negligible (4)	Low (7)	Medium (10)	High (14)	Unacceptable (16)
Has occurred at least once in this project or a similar project (or in the history of this operation).	3	Possible	Negligible (3)	Low (6)	Medium (9)	High (13)	Unacceptable (16)
Has never occurred in this project (or operation) but has occurred at other similar projects (operations) with similar risk/benefit profile.	2	Unlikely	Negligible (2)	Low (6)	Medium (8)	Medium (11)	Unacceptable (16)
Is possible, but has not occurred to date in this project or similar projects.	1	Rare	Negligible (1)	Negligible (5)	Low (7)	Medium (10)	High (15)

Aim to minimise impacts

Residual risk assessment and mitigations plan

No major concern - systems and processes managing risks are adequate	Negligible (1-5)	Low (6-7)
Periodic monitoring - improve controls or monitor risk to ensure residual rating does not increase	Medium (8-11)	
Continuous review - confirm adequacy of controls and continued monitoring to maintain or reduce risk	High (12-15)	
Active management - urgent treatment required to allow project to proceed	Unacceptable (16)	

Short term __ months/years
Medium term __ months/years
Long term __ month/years

Appendix C

SIA review questions









C.1 Draft SIA Guideline review questions and responses

The SIA review questions as outlined in the Draft SIA Guideline (DPIE 2020) and corresponding responses are presented in Table C.1.

Table C.1 Draft SIA Guideline – Table 6 Review questions

Reference number	SIA Guideline review question	Response
General		
1	Does the lead author of the SIA Report meet the qualification and experience requirements?	Yes – see Section 1.5
2	Has the lead author of the SIA Report provided a signed declaration certifying that the assessment does not contain false or misleading information?	Yes – see Section 1.5
3	Would a reasonable person judge the SIA Report to be impartial, rigorous, and transparent?	Yes.
Project's social locality and social baseline		
4	Does the SIA Report identify and describe all the different social groups that may be affected by the project?	Yes – see Section 4, 6, 7 and Appendix A
5	Does the SIA Report identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?	Yes – see Section 7
6	Does the SIA Report identify and describe historical, current, and expected social trends or social changes for people in the locality, including their experiences with this project and other major development projects?	Yes – see Section 3, 4, 7 and Appendix A
7	Does the social baseline study include appropriate justification for each element, and provide evidence that the elements reflect both relevant literature and the full diversity of views and potential experiences?	Yes – see Section 4, 7 and Appendix A
8	Does the social baseline study demonstrate social-science research methods and explain any significant methodological or data limitations?	Yes – see Section 2, 4 and Appendix A
Identification and description of social impacts		
9	Does the SIA Report adequately describe potential social impacts (whether negative, positive, tangible, intangible, perceived, and/or cumulative) from the perspectives of how people may experience them, and explain the research used to identify them? Where the assessment is partially complete, and expected to be completed in Phase 2 SIA, has this been explained?	Yes – see Section 7

Table C.1 Draft SIA Guideline – Table 6 Review questions

Reference number	SIA Guideline review question	Response
10	Does the SIA Report apply the precautionary principle to social impacts, and consider how they may be experienced differently by different people and groups (ie distributive equity)?	Yes – see Section 7
11	Does the SIA Report describe how the preliminary analysis influenced both the project design and EIS Engagement Strategy?	Yes – see Section 7 and 8.
Community engagement		
12	Were the extent and nature of engagement activities appropriate and sufficient to canvass all relevant views, including those of vulnerable or marginalised groups?	Schools Infrastructure NSW engagement was conducted in accordance with Government requirements
13	How have the views, concerns, and insights of affected and interested people influenced both the project design and each element of the SIA Report (eg the social baseline, predicting impacts, and mitigation/enhancement measures)?	Yes – see Section 4, 5, 6, 7 and 8
Predicting and analysing social impacts		
14	Does the SIA Report impartially focus on the most material social impacts at all stages of the project life cycle, without any omissions or misrepresentations?	Yes – see Section 7
15	Does the SIA Report identify the matters to which the precautionary principle could or should be reasonably applied?	Yes – see Section 7
16	Does the SIA Report analyse the distribution of both positive and negative social impacts, and the equity of this distribution?	Yes – see Section 7
17	Does the SIA Report identify its assumptions, and include sensitivity analysis and alternative scenarios (including 'worst-case' and 'no project' scenarios where relevant)?	Yes – see Section 2.2.7, 5, 6, 7 and 8
Evaluating significance		
18	Do the evaluations of significance of social impacts impartially represent how people in each identified social group can expect to experience the project, including any cumulative effects?	Yes – see Section 7
19	Are the evaluations of significance disaggregated to consider the potentially different experiences for different people or groups, especially vulnerable groups?	Yes – see Section 7

Table C.1 Draft SIA Guideline – Table 6 Review questions

Reference number	SIA Guideline review question	Response
Responses, monitoring and management		
20	Does the SIA Report propose responses (ie mitigations and enhancements) that are tangible, deliverable by the proponent, likely to be durably effective, and directly related to the respective impact(s)?	Yes – see Section 8
21	How can people be confident that social impacts will be monitored and reported in ways that are reliable, effective, and trustworthy?	See Section 8.
22	How will the proponent adaptively manage social impacts and respond to unanticipated events, breaches, grievances, and non-compliance?	See Section 8.

Appendix D

Curricula vitae









Andrea Kanaris

Associate, Social Impact Assessment National Technical Leader

Curriculum vitae

Andrea is a Social Scientist / Social Planner with over 20 years' experience across corporate and government sectors.

She is an innovative, result-driven leader and facilitator of positive change and strategic direction. She has gained a broad range of expertise in providing government and corporate stakeholders advice on policy, program management, quality assurance, planning, sustainability, and stakeholder engagement.

She has also provided contemporary strategic advice on social impact assessment, led, and delivered policies and achieved quality stakeholder engagement outcomes.

Qualifications

- Masters Social Planning and Development (Post Graduate Diploma), University of Queensland (UQ),
- Bachelor of Social Science – Community and International Development, UQ
- Former Chair and Full Member Social Planning Chapter Queensland – Planning Institute Australia
- Member International Association of Impact Assessment

Career

- Associate, SIA National Technical Leader, April 2019-Present
- Principal Social Consultant, Umwelt Australia Pty Limited, March 2018–March 2019
- Social Consultant, Office of the Coordinator General, Department of State Development Strong and Sustainable Resources Communities Act & Social Impact Assessment, July 2017–March 2018
- Social Consultant, Queensland Health – Aboriginal and Torres Strait Islander Health Branch, March-July 2017
- Independent Consultant – Social Strategist / Social Planner, 2015–2017
- Director, Service Integration, Department of Housing and Public Works, March-July 2015
- Principal Consultant, ImpaxSIA Consulting, 2014–2015
- Director / Social Planner, Social Planning Services Australia, 2011–2015
- Project Manager, Metro South Hospital and Health Service, January-November 2014
- Chair Social Planning Chapter Queensland (Voluntary), The Planning Institute Australia, March-December 2013
- Social Planner, Sinclair Knight Merz, March-December 2011

Representative experience

Social impact assessments – NSW

- Moorebank Avenue Realignment, social assessment and engagement program (Qube Holdings Pty Ltd)

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Burrawang to Avon Tunnel project Part 5 REF/ State Significant Infrastructure EIS (WaterNSW)

- Nyngan and Cobar Drought Water Security Project, Communications and Stakeholder Engagement (WaterNSW)
- Dungowan Dam, Society and Engagement (WaterNSW)
- Mole River Dam, Society and Engagement (WaterNSW)
- Snowy 2.0 Polo Flat Segment Factory, conducted a social impact assessment of the proposed segment factory at Polo Flat to identify the impacts on the communities in Cooma and Adaminaby in the Snowy Monaro Regional Council. Snowy Monaro region, NSW (Snowy Hydro Ltd.)
- New Cobar Mine – Project Manager for the SIA for the expansion of Aurelia Metals zinc / lead Mine in Cobar NSW (Aurelia Metals)
- Hunter Valley Operations (HVO) Continuation Project – Lead for the SIA and community and stakeholder engagement for the HVO Continuation Project in the Hunter Valley, NSW (Glencore)
- Wongawilli Mod 2, Project Director for the social assessment and engagement program (Wollongong Coal)
- Dubbo Quarry Continuation Project, Social Impact Assessment, including community engagement and scoping workshop (Holcim (Australia) Pty Ltd)
- West Muswellbrook Exploration Project, social assessment and engagement program (Idemitsu Australia Resources)
- Hume Coal Project, social impact assessment revisions in response to the Independent Planning Commission Assessment Report, Southern Coalfield of NSW (Hume Coal Pty Limited)
- Berrima Rail Project, social impact assessment revisions in response to the Independent Planning Commission Assessment Report, Southern Coalfield of NSW (Hume Coal Pty Limited)
- Social Baseline for the Dendrobium and Bulli Seam operations, conducted a social baseline and social impact and opportunities assessment for Illawarra Metallurgical Coal operations, Illawarra and Wollondilly region, New South Wales (South32)

Social impact assessments - QLD

- Swanbank Waste to Energy Project, Technical lead for the social assessment (REMONDIS)
- MacIntyre Windfarm Precinct – Project Director for the SIA for the MacIntyre Windfarm located 50 km South-West of Warwick, QLD (ACCIONA)
- Baralaba South Project – Project Director for the SIA for the Baralaba South Project in the Bowen Basin, Queensland (Baralaba Coal)
- Ensham Residual Void project, conducted a social impact assessment on three options for the rehabilitation of the residual voids for the Ensham Mine, as well as undertaking the stakeholder engagement manager role which recently gained approval for using their residual voids for water storage, Central Queensland (Idemitsu)
- Strong and Sustainable Resource Communities Act (SSRC Act) implementation, assisted with the implementation of the SSRC Act, and helped draft the Social Impact Assessment (SIA) Guideline for consultation, Queensland (Office of Coordinator-General)
- LNG Plant and Pipeline project, conducted and the social impact assessment technical report and EIS chapter, and undertook the stakeholder engagement, Gladstone, Queensland (Arrow Energy)
- LNG Plant and Pipeline project, prepared the social baseline study, and undertook stakeholder engagement interviews and assessment of social impacts for social impact assessment, Gladstone, Queensland (Arrow Energy)
- AQUIS Resort, expert peer review and advice for social impact assessment component of EIS, Cairns, Queensland (AQUIS Resort at the Great Barrier Reef Pty Ltd)
- Boral Gold Coast Quarry, prepared a social baseline study and community profile for social impact assessment and undertook community consultation activities, Gold Coast, Queensland (Boral).

Social impact assessments - VIC

- Wimmera Project – Project Director for the SIA for the Wimmera Project (Iluka Resources Limited)

Other projects

- Conducted an audit / review of Rio Tinto Coal's community development funds (CDF) and Aboriginal community development funds (ACDF), Clermont, Mackay and Emerald in Queensland and Singleton and Muswellbrook in New South Wales (Rio Tinto)

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ANDREA KANARIS

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National Technical Leader

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Amanda Micallef

Social Planner

Curriculum vitae

Since joining EMM, Amanda has conducted a range of social planning and impact assessment projects, including baseline studies, risk assessments, data analysis, and community and stakeholder engagement. Her community engagement experience includes online community engagement, indigenous engagement, and the co-creation of youth indigenous development programs in Guatemala. Amanda has worked with clients across a range of sectors, including mining and extractives, and water, in New South Wales and Queensland.

Qualifications

- Master of Development Practice, University of Queensland, 2019
- Bachelor of Arts in International Development, University of Guelph, 2017
- Member Planning Institute of Australia

Career

- EMM Consulting, May 2019 – present
- Developmental Economics Tutor, University of Guelph, 2015 – 2017

Representative experience

Social planning and impact assessment

- Hunter Valley Operations (HVO) Continuation Project, technical assistance for social impact assessment and community engagement, Hunter Valley, NSW (Glencore)
- Wongawilli Mod 2, technical assistance for social impact assessment and community engagement, Wongawilli, NSW (Wollongong Coal)
- West Muswellbrook Exploration Project, social assessment and community engagement program, Muswellbrook NSW (Idemitsu Australia Resources)
- Baralaba South Project, baseline study, community engagement, data analysis, social risk assessment, Baralaba Qld (Mount Ramsay Coal)
- Moorebank Avenue Realignment Works, social baseline study, data analysis, social risk assessment Moorebank NSW (Qube Holdings Limited)
- Snowy 2.0 Polo Flat Segment Factory, community engagement, data analysis, social risk assessment, Polo Flat NSW (Snowy Hydro Limited)
- Snowy Hydro 2.0 Pacific Hills Workers Accommodation, community information sheet, Cooma NSW (Snowy Hydro Limited)
- New Cobar Complex Project, social baseline study, community engagement, data analysis, social risk assessment Cobar NSW (Aurelia Metals Ltd)

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Dubbo Quarry Continuation, social baseline study, community engagement, data analysis, social risk assessment, Dubbo NSW (Holcim Australia Pty Ltd)

- Hume Coal Project, social impact assessment revisions in response to the Independent Planning Commission Assessment Report, Southern Coalfield of NSW (Hume Coal Pty Limited)
- Berrima Rail Project, social impact assessment revisions in response to the Independent Planning Commission Assessment Report, Southern Coalfield of NSW (Hume Coal Pty Limited)
- Burrawang to Avon Tunnel Project, social baseline study including social infrastructure and housing information, Illawarra region of NSW (WaterNSW)
- Dungowan Dam, social impact assessment and engagement, development of community information sheets, community survey development, Tamworth region of NSW (WaterNSW)
- Mole River Dam, social impact assessment, development of community information sheets, community survey development, Tenterfield region of NSW (WaterNSW)
- MacIntyre Windfarm Precinct, technical assistance for social impact assessment and community engagement, 50 km South-West of Warwick, QLD (ACCIONA)

Publications

Micallef, A et al. 2016, ICT and Agriculture in the Global South, paper prepared for World Accord, presented at the University of Guelph.

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FIELD
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