



Pendle Hill High School

Social Impact Assessment

Client: Schools Infrastructure NSW

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Contact:
Felicity Richards
felicity.richards@elton.com.au
+61 2 9272 5576

SYDNEY
Level 27, 680 George Street
Sydney NSW 2000

www.elton.com.au
consulting@elton.com.au
Sydney | Brisbane | Canberra | Darwin | Melbourne | Perth
ABN 56 003 853 101

Elton Consulting is now part of the WSP Group.

Prepared by	Alexander Iping
Reviewed by	Felicity Richards
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1 Introduction

1.1 Project description

Pendle Hill High School is a public secondary school in the Parramatta Local Government Area (LGA). The Pendle Hill High School Catchment Area is the service area for Pendle Hill High School, covering nearly 53,000 residents, including more than 3,500 high school aged students.

Currently, Pendle Hill High School has low student enrolment, capturing only 15 per cent of high school aged students in the Pendle Hill High School Catchment Area. This indicates Pendle Hill High School is underutilised and currently not a school of choice for residents in the School Catchment Area.

Population forecasting suggests that by 2036 the Pendle Hill High School Catchment Area will have a projected shortfall of 2,711 student places, reflecting an anticipated increase in demand.

The Pendle Hill High School upgrade project (the project) aims to:

- » increase the future capacity of the Pendle Hill High School to address increasing demand
- » improve the quality of buildings and learning environment to increase the capture rate of Pendle Hill High School in the Pendle Hill High School Catchment Area – making it a school of choice for residents
- » signal to the local community that things are changing at Pendle Hill High School.

A total of \$39.8 million has been committed by Schools Infrastructure NSW (SINSW) to deliver the following works:

- » construction of a new three-storey courtyard building on Binalong Road comprising two (2) three-storey buildings under a connected roof which will accommodate a library, staff and reception administration, lecture, multimedia, senior learning and amenity support space
- » additional infrastructure upgrade works for student drop off and bus drop off along Binalong Road
- » new covered walkways and upgraded landscaping
- » new hard stand areas for bicycle parking.

The expansion of Pendle Hill High School will deliver 18 new Permanent Teaching Spaces. Once complete, Pendle Hill High School will have the capacity to accommodate 1,320 students. The project is anticipated to be completed and operational in 2023.

1.2 History of this project

On October 26, 2020, the Secretary's Environmental Assessment Requirements (SEARs) were issued for the project. SEARs and their importance for State Significant Development (SSD) are explored below in **Section 1.3**.

As part of this project, the building design process underwent two reviews with the Government Architect through the State Design Review Panel process in 2020 and 2021. One outcome from these reviews was for the new building to be notable.

A transport working group was also established for the precinct and a sub-group for this project. These groups discussed key challenges and potential future needs regarding traffic, public transport and active transport.

1.3 Planning process and regulatory framework

According to the NSW Department of Planning Industry and Environment (DPIE), a State Significant Development (SSD) is "...deemed to have State significance due to the size, economic value or potential impacts that a

development may have" (NSW Department of Planning Industry and Environment, 2020). New educational establishments are identified as a type of SSD. The planning process for a SSD is provided below in **Figure 1.1**.

The Secretary's Environmental Assessment Requirements (SEARs) outline the Environmental Impact Statement's (EIS) Requirements for SSD projects. The SEARs for this project stated the need for a Social Impact Assessment (SIA) to be completed as part of the EIS. The issued SEARs identified a range of requirements the Social Impact Assessment needed. These are outlined below.

Figure 1.1 SSD planning pathway



SEARs requirement:**Relevant section of SIA:**

» Prepare a social impact assessment which identifies and analyses the potential social impacts of the development, from the points of view of the affected community/ies and other relevant stakeholders, i.e. how are they expected to experience the project	» Section 4
» Prepare a social impact assessment which considers how potential environmental change in the locality may affect people's way of life; community; access to and use of infrastructure, services and facilities; culture; health and wellbeing; surroundings; personal and property; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected	» Section 5 Social baseline » Section 6 Expected and perceived impacts
» Prepare a social impact assessment which assesses the significance of positive, negative and cumulative social impacts considering likelihood, extent, severity/scale, sensitivity/importance, and level of concern/interest	» Section 7 Impact Assessment and prediction
» Prepare a social impact assessment which includes mitigation measures for likely negative social impacts, and any proposed enhancement measures	» Section 8 Social impact enhancement, mitigation and residual impact
» Prepare a social impact assessment which details how social impacts will be adaptively monitored and managed over time	» Section 9 Monitoring and management framework

1.4 Document review

Education as a fundamental human right

Access to education is a universal human right as per Article 26 of the Universal Declaration of Human Rights (United Nations, 1948). Education plays an important role in equipping young people with the skills and values to participate in society. The NSW Department of Education conceptualises education as delivering three primary outcomes as per the Values in NSW Public Schools Policy (2020) (NSW Department of Education, 2020):

Table 1.1 NSW Public Schools Policy outcomes and values

Student learning outcomes	Outcomes of schooling	Social outcomes
» Knowledge and understandings from the curriculum	» Love of learning	» Through education, a student: » Values all people
» Skills and competencies in communication, problem-solving, planning, organisation and research	» High standards	» Assists and empowers individuals from disadvantaged groups to actively pursue improved employment, personal and life opportunities
» Literacy and numeracy skills	» Care and respect for self and others	» Contributes to reconciliation between Indigenous and non-Indigenous Australians
» Confidence in using new technologies	» Care and respect for families and communities	» Is comfortable with cultural and linguistic diversity
» Safe and healthy lifestyles	» Respect for work	» Is compassionate towards others in need

Student learning outcomes	Outcomes of schooling	Social outcomes
» Ecologically sustainable practices	» Fairness and social justice	» Is aware of its heritage
» Core values	» Being active citizens of Australia and the world	» Develops social cohesion
» Employment-related skills	» Appreciating Australia's history and multicultural society	» Empowers individuals to become active participants in the democratic processes of Australian society
		» Values the contribution of public education to the future of all Australians
		» Rejects violence, harassment and negative forms of discrimination
		» Supports peaceful resolution of conflict

The public school system plays a fundamental role in shaping future communities and workers. The NSW Department of Education acknowledges the importance of tangible learning outcomes and socially constructed values and norms. Rhetoric within State Government, Local Government and agencies such as the Greater Sydney Commission (GSC) focuses on community development and placemaking in terms such as:

- » community cohesion » liveability » employment » fairness
- » inclusion » celebration of diversity » quality of life » equal opportunity

It is evident that public education in NSW also embodies these values, highlighting an intersect between placemaking/city-shaping and education. Public education is, consequently, a fundamental pillar of community development and community planning.

Planning for the future

The Greater Sydney Commission (GSC) states that the Central City District will need to accommodate an additional 89,360 students¹ by 2036 (Greater Sydney Commission, 2018). The City of Parramatta is expected to almost double in population over the next 20 years, going from 235,000 residents to nearly 400,000. Council's Community Strategic Plan (2018) identifies Parramatta as an emerging strategic centre that will provide services, infrastructure, employment and economic growth for the whole Western Sydney Region (City of Parramatta, 2018). One of the City of Parramatta's goals is for all residents to benefit from a growing city. A key strategy within this goal includes ensuring everyone has access to education and learning opportunities (pg. 30).

The business case prepared by SINSW for the Pendle Hill High School proposed works states the Pendle Hill High School Catchment will have a projected shortfall of 2,711 student places by 2036. School Infrastructure NSW consequently see the proposed works as crucial in preventing:

- » overcrowding in schools and associated impacts to learning outcomes
- » risks to the health and safety of staff and students
- » declining confidence in the public education system.

¹ Both primary and high school aged students

Fundamental to the Central City District is the 30-minute city concept, where residents live within 30 minutes of their jobs, education and health facilities, and essential services. The City of Parramatta's Community Strategic Plan (2018) acknowledges Parramatta's role as a strategic centre within the Central City District.

Managing high land values and demand for space

As Greater Sydney continues to grow, the demand for space will consequently increase. A combination of infill development, increasing housing density and rising property values causes strategic planning issues for community infrastructure delivery, such as schools and open space.

The GSC's Central District Plan acknowledges these challenges and proposes two guiding principles to assist with community infrastructure delivery – **land use efficiency** and **joint and shared use**. Specifically, the GSC states that future school planning will need to focus on efficient land use regarding school sites. This approach is also evident within the NSW Department of Education's Planning New Schools Guideline (2016), which states that consideration must be given to *the capacity of existing schools to take new enrolments, or to be expanded to take them* (p. 4) prior to funding new government schools.

Central to the GSC's vision of schools being integral parts of the local community, is the concept of joint and shared use. The GSC is supportive of both joint and shared use, where joint uses focus on shared funding and use of facilities while shared use focuses on the utilisation of school facilities during out-of-school hours. While joint and shared use proposes a framework for community integration with school sites and shared assets benefiting across the broader community, it fundamentally reflects competing demand for high value land.

The NSW Department of Education's Community Use of School Facilities Policy supports the shared use of school facilities. The policy acknowledges the positive benefits of shared use (NSW Department of Education, 2020), such as:

- » enhanced co-operation and relationship building between local schools and communities
- » increased safety and security through activation of school sites out of hours
- » more effective use of valuable school facilities.

However, central and foremost to the policy is that shared use arrangements do not interfere with the school's teaching and learning programs. School assets are prioritised for school purposes before community use purposes.

Across the Parramatta LGA, demand for sportsfields is greater than the number of fields available. Council's 2019 *Community Infrastructure Strategy* states that based on population provision rates, the Parramatta LGA currently has a shortfall of 86 ha of sportsfields.

In order to address the current and future shortfall, Council is seeking to utilise an additional 30 fields by 2041. This will be achieved through the delivery of an additional 17 Council-owned facilities and 13 fields through shared use agreements with NSW Department of Education. Pendle Hill High School has been identified in the Strategy as a school with the potential to deliver 2-3 additional full-size fields in the future, representing 15-30 per cent of potential shared use agreements with Council. It is important to acknowledge that the Strategy identifies all shared-use opportunities as '*potential number of additional playing fields*' and it is unclear if the identification of shared use assets was undertaken in collaboration with NSW Department of Education.

Best practice school design

The NSW Department of Education's Planning Guidelines for Schools (Draft) (2020) outlines key design principles for public schools in NSW (NSW Department of Education, 2020). Considerations of importance for this project include:

- » a maximum height of four (4) storeys in suburban/low-medium density areas
- » a minimum provision of 10sqm of open space per student.

With the proposed project, Pendle Hill High School will have approximately 2.3ha of open space, as shown below in **Figure 1.2**. This does not include paved spaces within the building blocks, the centre of school and connecting pieces of open space.

An assessment of open space has been included in **Table 1.2**. Key considerations include:

- » conservative/under-representation of total open space in the calculations
- » the calculations have not included existing open space where the proposed project will go.

Calculations based on 450 students shows that Pendle Hill High School will have five times the recommended rate of open space provision per student. Calculations for full student capacity post works (approx. 1,320 students) shows that Pendle Hill High School will still be above the minimum provision rate of open space per student.

Table 1.2 Open space provision rate

Open space	Open space per student based on current enrolment		Future open space per student at full capacity	
	Students	Provision	Students	Provision
23,000 sqm	450	51sqm/student	1,300	18sqm/student

Figure 1.2Open space calculations

Open Spaces



2 Project social locality

2.1 Site location

The proposed site is located within the Pendle Hill High School boundary. The site is located adjacent to the eastern boundary along Binalong Road. Binalong Road is a major local road running north-south connecting the suburbs of Pendle Hill and Old Toongabbie.

Other important roads within close proximity to Pendle Hill High School include:

- » Cornock Avenue – provides access to staff car park at Pendle Hill High School
- » Bungaree Road – runs parallel to Binalong Road on the western side of Pendle Hill High School
- » Burrabogee Road – runs perpendicular to Binalong Road and Bungaree Road, connecting them, and is parallel to the southern boundary of Pendle Hill High School
- » Bulli Road – runs perpendicular to Binalong Road and Bungaree Road, connecting them, and is parallel to Pendle Hill High School's northern boundary.

Pendle Hill High School is situated in a suburb area with predominately low density separate dwellings. Multiple residential neighbours share a property boundary with Pendle Hill High School on all school sides except the frontage to Binalong Road.

To the west of Pendle Hill High School is Toongabbie West Public School. Bungaree Road provides access to both schools.

Figure 2.1 Site location with aerial image

Site Locality

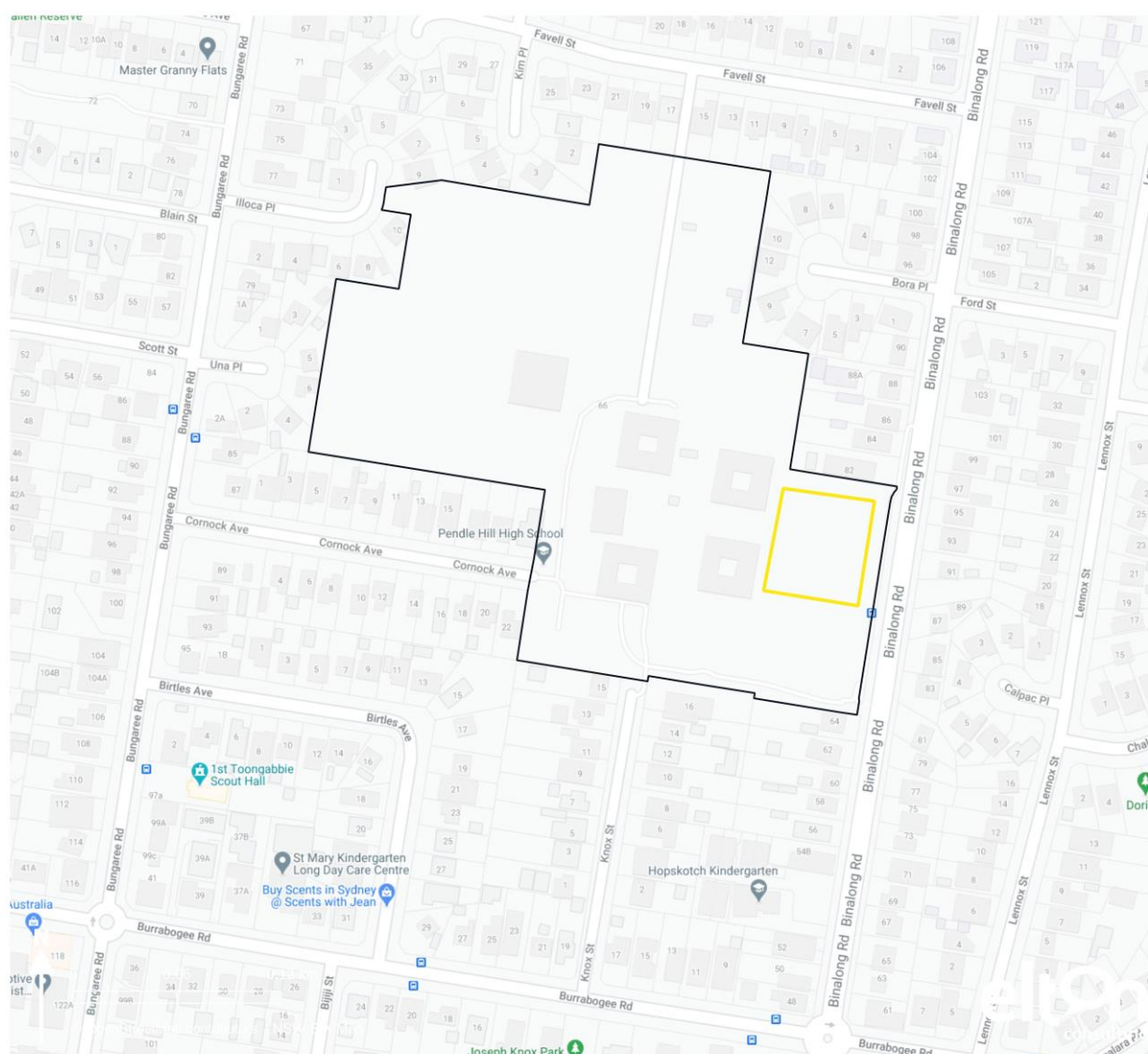


Legend

- Development Site
- Pendle Hill High School Site Boundary

Figure 2.2 Site location with street map

Site Locality



Legend

- Development Site
- Pendle Hill High School Site Boundary

2.2 Social locality

The social locality has been determined in alignment with the NSW DPIE Draft Social Impact Assessment Guideline for State significant Projects. The social locality differs from the site location as it considers the nature and potential impacts of the project (NSW Department of Planning, Industry and Environment, 2020). Based on the nature and subject matter of the project (State significant and education infrastructure), the following areas have been determined as part of the social locality:

- » **The Local Area:** this includes Pendle Hill High School and immediate neighbours
- » **The Pendle Hill High School Catchment Area:** this is Pendle Hill High School service area and reflects the potential broader Pendle Hill High School community
- » **The City of Parramatta Local Government Area:** Pendle Hill High School is located in the Parramatta LGA.

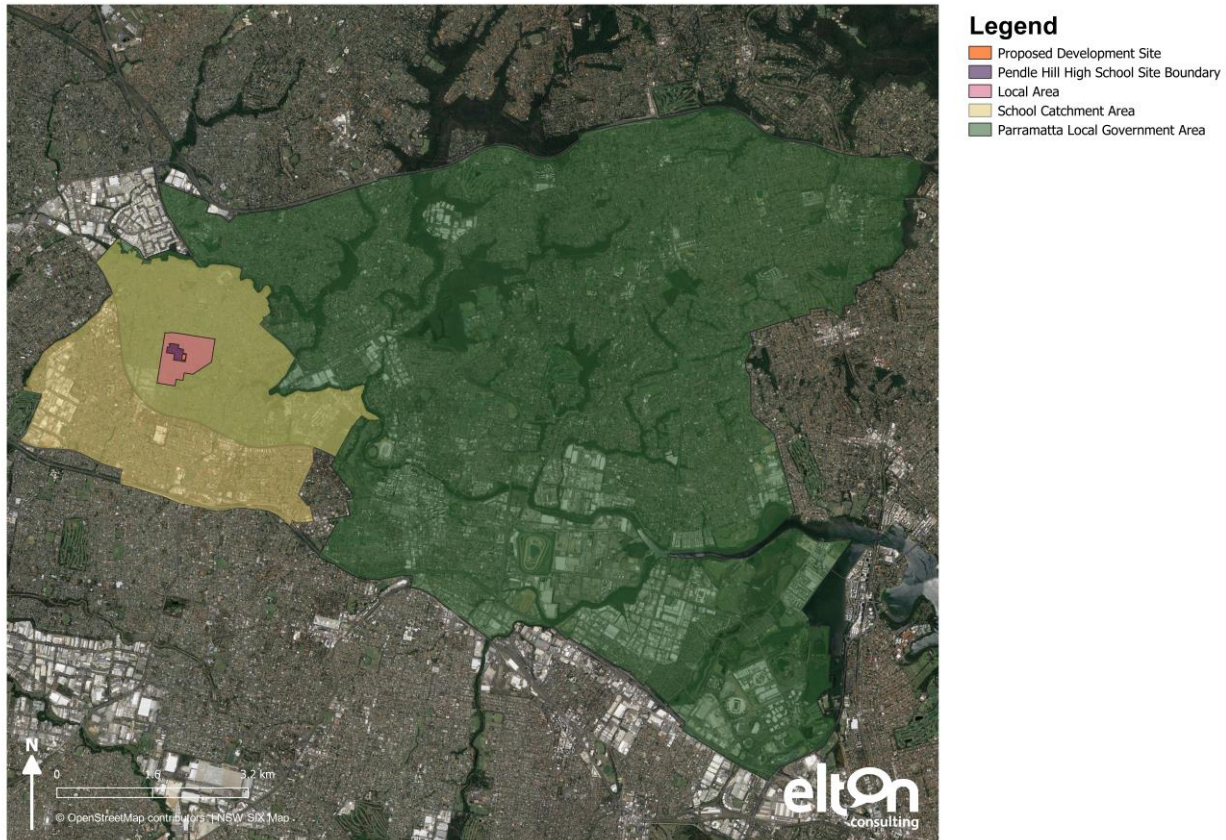
Together these three geographical scales represent the social locality, with emphasis on the Local Area and Pendle Hill High School Catchment Area in this report. The Parramatta LGA has been included as a representation of the broader community.

It is important to note that the Parramatta LGA captures just over half the Pendle Hill School Catchment Area. This is evident in **Figure 2.3** below, where the light green shape represents the overlap between the LGA and School Catchment area.

A detailed methodology of how these areas were determined is outlined in **Section 5.2**.

Figure 2.3 Social Locality Map

Context Map



3 Methodology

This report draws from and responds to DPIE's Draft Social Impact Assessment Guideline for state significant projects (2020) and the SIA Technical Supplement (2020). The Guideline and Technical Supplement provide a best practice approach to SIA within the NSW planning and assessment system. The Guideline draws on the agreed principles and frameworks of international best practice, including work undertaken by:

- » the International Association for Impact Assessment (IAIA)
- » the Interorganizational Committee on Principles and Guidelines for Social Impact Assessment.

The Draft Social Impact Assessment Guideline for state significant projects (2020) and the SIA Technical Supplement (2020) supersedes DPIE's Social Impact assessment Guideline For State Significant Mining, Petroleum Production and Extractive Industry Development (2017). It is acknowledged that the issued SEARs refer to the 2017 Guideline impact theme categories. The 2020 Guideline has re-defined the impact themes from the 2017 Guideline. The 2020 Guideline still covers the same content, however it organises the impacts and benefits in new categories. A comparison of the 2017 and 2020 impact categories is provided below.

2017 Guideline	2020 Guideline
Way of life	Way of life
Community	Community
Access to and use of infrastructure, services and facilities	Accessibility
Culture	Culture
Health and wellbeing	Health and wellbeing
Surroundings	Surroundings
Personal and property rights	Livelihoods
Decision-making systems	Decision-making systems
Fears and aspirations	

3.1 Project establishment

Tasks included in the project establishment stage of the report included:

- » **Site visit:** upon commencing the project, a site visit was undertaken to Pendle Hill High School (19th January 2021) to understand the site and surrounding area. A 'virtual' site visit has been included in **Appendix A** with images and notes.
- » **Document review:** A review of relevant State and Local documents, strategies, and policies was undertaken to inform the project's strategic planning context. The document review is in **Section 1.4** of this report.
- » **Preliminary mapping:** preliminary GIS mapping was undertaken to determine the project's site location and social locality (see **Section 2.1** and **Section 2.2**). This stage provided the foundational work for the social baseline by determining the study areas.

3.2 Social baseline development

A social baseline is a summary of the existing social environment in which the project is located. The data gathered in this section acts as the baseline against which eventual social change is measured. A social baseline considers different geographic scales to understand relative social differences between areas of interest.

Tasks included in the development of the social baseline included:

- » **Data collection:** data was sourced and organised as per the DPIE's Draft SIA Guideline (2020) impact categories. Data was managed to best align with the social locality; however, at times, this was not possible due to data sources and data boundaries. Specific data targeted at high school aged residents and school services was included due to the nature of the SIA. An in-depth methodology and discussion of limitations are provided in **Section 5.1**, **Section 5.2.1** and **Section 5.2.2**.
- » **In-depth mapping:** in-depth mapping was undertaken to build custom social locality boundaries from ABS data. Other mapping exercises were also undertaken to support the analysis and presentation of baseline information. A detailed methodology for the social locality determination is included in **Section 5.2**.
- » **Analysis:** data was analysed to understand the difference between the Local Area, Pendle Hill High School Catchment Area and the Parramatta LGA.

3.3 Stakeholder engagement

Community and stakeholder engagement tasks included:

- » **Drafting of engagement materials:** Elton Consulting worked closely with SINSW to develop engagement materials for the SIA. Engagement materials included:
 - > a community survey
 - > discussion guides for key stakeholder interviews
 - > introductory text for stakeholder engagement.
- » **School community survey:** a survey was distributed to the school community as part of stakeholder engagement. Details of the survey are included in **Section 4.2**, and a copy of the survey is provided in **Appendix B**.
- » **Key stakeholder interviews:** Key stakeholder interviews were undertaken as part of stakeholder engagement. Details of this activity are included in **Section 4.3**, and copies of the discussion guides are provided in **Appendix D**.

3.4 Expected and perceived impacts

Based on outcomes from engagement activities, technical reports and information about the project – expected and perceived impacts were identified and listed. Consideration was given to their nature (positive or negative), when they would most likely occur in relationship to project stages, which DPIE impact category they align to (in accordance with the Draft SIA Guideline and Technical Supplement), and organised in themes for ease of discussion.

3.5 Impact assessment and prediction

Each impact was assessed using methods provided in the DPIE Draft SIA Guideline and Technical Supplement. These methods are detailed further in **Section 7**.

3.6 Social impact enhancement, mitigation and residual impact

Enhancements and mitigations were developed for each impact, either enhancing positive impacts or reducing negative impacts. Considering proposed enhancement and mitigation measures, each social impact was reassessed to determine the social risk post-mitigation or enhancement. This process used the methods in **Section 7**.

4 Stakeholder engagement

4.1 Approach

Stakeholder engagement was undertaken using two approaches. This included a community survey and stakeholder interviews. The details of each approach are listed below:

Survey

A short survey (10 questions - four open-ended and six closed - approximately five minutes long) was designed and developed to understand the project's perceived impacts and benefits.

The survey was online, hosted by SurveyMonkey, and distributed via the Pendle Hill High School email list, going out to:

- » students
- » teachers
- » parents.

The survey also captured local residents.

The survey was distributed by a Pendle Hill High School staff member to ensure personal details were not exchanged between the school and the project team. This help reduces risks associated with data security.

The survey was designed to allow only one response per IP address, ensuring participants could only respond once.

The survey went live on the 12th of February 2021 and was in the field for two weeks.

A copy of the survey can be found in **Appendix B**.

Stakeholder interviews

Three 45-minute semi-structured interviews were conducted with key stakeholders. Key stakeholders included:

- » Principal of Pendle Hill High School
- » City of Parramatta
- » Schools Infrastructure NSW

Discussion guides were tailored to each stakeholder, focusing on relevant areas of interest. Each stakeholder was selected to provide a different perspective on the proposal, overall providing qualitative data relevant to assessing potential social impacts of the project.

Inclusion of additional stakeholder activities

Summaries of additional stakeholder activities undertaken as part of this project have been included.

COVID SAFE ENGAGEMENT

All engagement activities were undertaken in a COVID safe manner. This focused on online and remote consultation. Key measures taken to ensure the safety of staff and the community included telephone phone interviews, video call project meetings, and an online survey.

4.2 Survey

Of potential impacts related to the project, potential noise impacts on teaching staff and students was the most selected concern among respondents. Over 60 per cent of respondents selected this as one of their top three concerns (61.5 per cent)

Other potential impacts of concern include:

- » possible heavy vehicle traffic during construction
- » management of construction noise during construction
- » new buildings located in previous open space area.

When asked about potential benefits, respondents were most excited by the new learning spaces for current and future students (71.9 per cent).

Respondents were also excited for:

- » fit for purpose classrooms designed to support best practice learning outcomes
- » Pendle Hill High School becoming a school of choice in the local area
- » new teaching and administration spaces for current and future teachers and staff.

RESPONDENTS

96 people responded

The survey had a completion rate of 100%

29% were students

28% were staff or teachers

20% were parents

1 in 3 respondents were under 18

The majority of respondents were women

More than half of respondents interact with Pendle Hill High School on a daily basis

On average, respondents spent 5 minutes to complete the survey

67% of respondents lived locally:

- » 17 residents of Wentworthville
- » 12 residents of Toongabbie
- » 11 residents of Pendle Hill
- » 10 residents of Old Toongabbie
- » 6 residents of Girraween
- » 6 residents of Constitution Hill
- » 3 residents of Westmead
- » 1 resident of Winston Hills

4.3 Stakeholder interviews

School community

The Pendle Hill High School community is not a proportional reflection of the broader community. The stakeholder interview with Pendle Hill High School found that the school has:

- » a high proportion of marginalised groups with greater socio-economic disadvantage
- » a large proportion of Aboriginal and/or Torres Strait Islander students whose English skills are not always strong
- » a culturally diverse community where another language other than English is spoken at home.

"When compared to metropolitan schools, Pendle Hill High School is quite disadvantaged."

Pendle Hill High School provides additional outreach services to the school community. These include a breakfast club and a homework club. Programs such as breakfast club and homework club are direct responses to school community needs. Key benefits of each program include:

- » Breakfast club:

- > ensures students in need have access to high nutritional food at least once a day
- > support student wellbeing and academic performance
- > improves student mood and behaviour.
- » Homework club:
 - > provides after-hours support for students to study
 - > provides a productive environment for study
 - > provides staff support to assist with study.

COVID-19 highlighted the importance of educational facilities for students of Pendle Hill High School. Interviews with stakeholders identified that many students of Pendle Hill High School:

- » did not have appropriate study spaces at home
- » purchased second hand furniture and IT, not always fit for purpose, making it harder for students to engage remotely.

The need to establish remote learning environments at home disproportionately impacted lower socio-economic status students.

"Consequently, a key role of Pendle Hill High School is serving education to marginalised groups with the intention to make generational change."

Current school facilities

Discussion with both Pendle Hill High School and SINSW highlighted the poor condition of existing buildings.

Key challenges associated with existing school facilities include:

- » flooded classrooms and associated water damage due to poor drainage design and general building design
- » lack of shelter for students in wet weather
- » isolation of staff preventing a collaborative culture
- » reinforcement of faculty-based culture among staff
- » key facilities are split across the school site (i.e. there are two art rooms in separate buildings, three science laboratories across three of the four buildings within the school)
- » poorly designed administration and staff spaces.

These key design challenges impact both student and teaching experiences. It was commented that issues such as flooding disrupt class and teaching programs while also impacting the quality of teaching spaces (i.e. it is difficult to support IT in spaces with water damage or at risk of flooding). The poor layout of staff spaces makes collaborative teaching and management of overall student wellbeing and learning experience difficult due to the isolation of staff and teaching spaces.

Push and pull factors at Pendle Hill High School

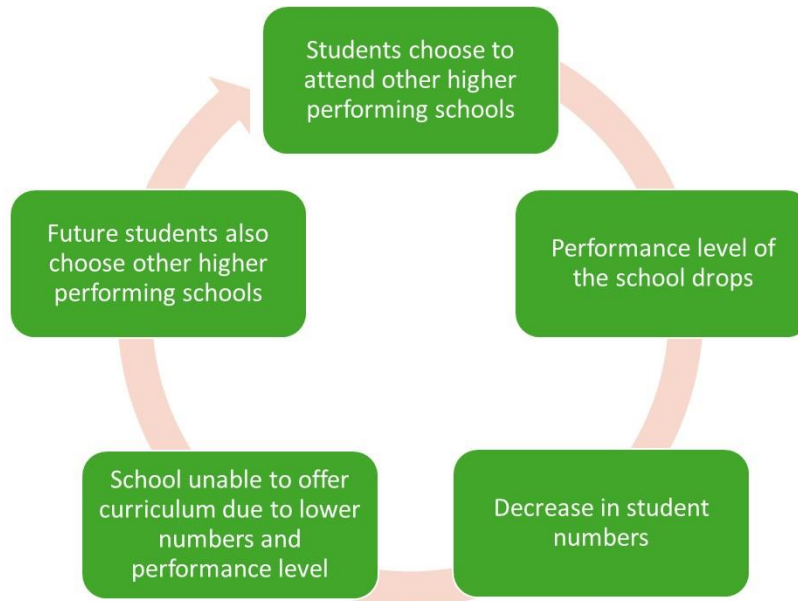
Pendle Hill High School has a low capture rate across the Pendle Hill High School Catchment Area (15 per cent). This means very few students living in the school catchment go to Pendle Hill High School, and are instead going to other high schools in the local area. Stakeholder interviews confirmed this rate is very low, with School Infrastructure NSW noting that schools are typically expected to have a capture rate of around 80 per cent, and a high performing or popular school could have capture rates of up to 110 per cent. Schools with a capture rate higher than 100 per cent usually accommodate students from inside and outside the school's catchment area.

Discussions with Pendle Hill High School and School Infrastructure NSW highlighted a range of push and pull factors impacting enrolment and capture rates at Pendle Hill High School. Pendle Hill High School used to have strong 7-12 enrolment, however over time, secondary high schools in the same catchment or proximity became specialist schools, offering more than Pendle Hill High School. These schools include:

- » Girraween High School is a selective school
- » Northmead High school is a Creative and Performing Arts school
- » Hills High School is a sport High School.

Consequently, high performing and talented students likely choose to attend other schools over Pendle Hill High School, to be challenged academically, creatively, or pursue sports interests. Consequently, a decrease in high performing students has led to lower standardised testing results reducing Pendle Hill High School's performance, further deterring future high performing students. Without a diverse mix of students and households, Pendle Hill High School's performance has created a negative feedback loop.

Figure 4.1 Performance feedback loop



"When Girraween High School became a selective school, high achieving students left [Pendle Hill High School] to go there. Current high achieving students tend to choose Girraween over Pendle Hill High School [...] the remaining school community at Pendle Hill High School becomes more socio-economically disadvantaged due to students with socio-economic advantage leaving."

"The school [Pendle Hill High School] is surrounded by high performing schools. If you are in the Pendle Hill High School catchment, people are choosing to send their children to the higher performing schools."

While current school facilities are in poor condition, the proposed works intend to be one part of a two-pronged approach to make Pendle Hill High School a school of choice in the local area. Stakeholder interviews identified that investment in infrastructure will provide the foundations for improved learning outcomes, such as:

- » Fit-for-purpose class rooms
- » High quality learning environments
- » Access to technology.

The new building will also signal that things are changing at Pendle Hill High School, generating attention from the local community.

However, infrastructure investment alone is not guaranteed to increase capture rates.

"Some communities value performance more than new facilities. Arthur Philip High School is a prime example of this. It [Arthur Philip High School] has had investment in infrastructure, yet there are empty classrooms."

Reputation and brand management was discussed as a crucial element of change. While the infrastructure provides the foundations for improved educational outcomes, improving the reputation will be the factor that

determines the success of increasing capture rates and school performance. However, it is noted that reputation and brand management cannot be achieved without physical infrastructure investment.

Local area and neighbours

It was noted that the local area is experiencing some forms of gentrification, with local properties undergoing major renovations.

Open space and share use agreements

Currently, there are no shared use agreements for facilities at Pendle Hill High School. Recreational groups have used the playing field on site in the past. However, the following issues make the use of field undesirable:

- » lack of facilities such as shelter, toilets and change rooms
- » access into the school grounds
- » parking
- » security and lock up difficulties.

It was mentioned that Pendle Hill High School had been involved in Share Our Space program over school holiday periods. Despite investment in security for the site, very few people actually utilised the open space as part of the program.

"When our school grounds (Pendle Hill High School) were opened to the community as part of the Government's Share our Space school holiday initiative, the numbers coming on site were so low that our school is no longer designated as a part of the program."

Pendle Hill High School currently hosts the local primary schools' sports carnivals. Pendle Hill High School's current layout can support both student break needs and the carnivals without a clash of needs. However, the proposed works will make this more challenging.

Currently, Pendle Hill High School uses the netball courts, basketball courts and fields 1 and 2 at Binalong Park (Council owned facility) on Tuesdays from 1.30pm till 2.30pm. It was noted that an increase in students at Pendle Hill High School would increase the number of students using these facilities on Tuesdays. The key reason for Pendle Hill High School's use of Council facilities is a lack of purpose sporting facilities at Pendle Hill High School.

Pendle Hill High School hosts inter-school sports competitions every second week (home games) on site.

Consultation with Pendle Hill High School highlighted the limited use of the 'front oval' (the new building's proposed site). Key constraints relating to recreation on the front oval include:

- » size and suitability do not support grade sport / interschool sport
- » limited size preventing multiple activities occurring at once.

While the front oval is used for PE activities during class time, these activities can transfer to other parts of the school grounds.

"My understanding is that a number of schools make use of Binalong Oval as an offsite sports venue... we would need to continue to do so irrespective of the loss of our front oval."

Discussions with the City of Parramatta Council highlighted the following key challenges facing the LGA:

- » limited opportunity to acquire new open space facilities
- » increasing demand for existing facilities
- » changing usage trends.

Currently, Pendle Hill High School and Toongabbie Public School are the regular school users of Binalong Park. Other schools use Binalong Park to host sports carnivals and round-robin type events due to the size and colocation of multiple fields, however this is less frequent.

Council commented that changes in how local schools use open space (specifically Council owned and managed facilities) are changing. It was noted that usage trend data shows more schools in the Parramatta LGA are using Council facilities to meet physical education needs and break/lunchtime spaces. This reflects a shift away from schools using Council facilities for specific organised sporting needs to more generalised and regular use of Council facilities for everyday passive and active recreation.

These school usage changes across the Parramatta LGA have increased demand for open space and the amount of use these facilities receive (total hours of use). Council has expressed concern that an increase in Pendle Hill High School students may lead to increased school use of Binalong Park for physical education and break/lunchtime spaces. These concerns are in addition to an increase in demand for sport facilities at Binalong Park which would occur with increasing enrolment at Pendle Hill High School.

When discussing opportunities for share use agreements at Pendle Hill High School and the identification of Pendle Hill High School within Council's Community Infrastructure Strategy as potentially having two-three fields for share use, the following points were noted:

- » while the proposed project site is not large enough to support a full size playing field, the site was identified as having the potential to support junior fields and training purposes
- » there is potential for share use agreements for the six hard courts on site, however there is limited demand currently for these facilities in the local area due to the hard courts and tennis courts provided at Binalong Park
- » Council is interested in share use agreements that go beyond formal sport spaces and hope to facilitate passive and informal active recreation activities on school sites
- » Council contribution for embellishments of recreation facilities at Pendle Hill High School, such as floodlight and change room amenities, would require feasibility assessment and require further discussion
- » regarding the inclusion of school assets as part of Council's approach to the future provision of open space across the LGA, it was commented that SINSW was provided the opportunity to comment on the draft Community Infrastructure Strategy
- » Council would like the opportunity to assist with the promotion of any future Share Our Space Programs in the future to attract more users

Community facilities and share use agreements

During consultation with Council, it was commented that the local area around Pendle Hill High School is not well serviced by community infrastructure/spaces. The opportunity to create a share use agreement for new facilities proposed as part of this project could provide increased access and provision of community spaces within the local area. This potential includes the following facilities:

- » library
- » lecture theatre
- » external spaces
- » meeting rooms.

Key positive impacts of the project

Stakeholder engagement identified the following potential positive impacts:

- » increased quality of teaching and learning spaces
- » ability to enable collaborative teaching practices
- » support diverse learning experiences
- » fit-for-purpose educational facilities
- » lifting the profile of public education

- » new building at the logical front of the school (the technical front of the school is on Cornock Avenue).

Key negative impacts of the project

Stakeholder engagement identified the following potential negative impacts:

- » disability access to Pendle Hill High School along Binalong Road may be interrupted
- » construction stage will most likely impact traffic flow along Binalong Road
- » industrial impacts during construction on residents, staff and students
- » student safety, particularly with a live construction site on school grounds
- » parking is already a contentious issue in the local area. This may be made worse during the construction phase
- » noise impacts on student learning environment.

It was recommended that SINSW establishes a direct complaints line so Pendle Hill High School does not manage complaints from local residents.

4.4 Summary of additional engagement activities

Engagement activities were undertaken in addition to consultation undertaken as part of this SIA. Stakeholders included:

- » School Security Unity (SSU)
- » Transport Reference Group.

Publicly accessible pedestrian links through school grounds

In response to the SEARs for this project, the City of Parramatta Council wrote a submission which included a recommendation for a *"well lit and publicly accessible pedestrian through link (minimum 3m wide) in the non-secure/ non fenced area of the school grounds connecting Binalong Road, Knox Road and Cornock Avenue should be explored"*.

SSU has responded to this comment, noting they are not in support for the following reasons:

- » only authorised visitors should enter the school grounds requiring sign in and necessary Working with Children checks.
- » security issues relating to individuals with grievances against the school
- » increased opportunity for the public to engage in illegal activities on school grounds out of hours. Potential activities include arson, vandalism and anti-social behaviour. Negative outcomes include damage to school facilities, fire remnants and drug paraphernalia being left on school grounds.

SSU determined these reasons would generate risks to staff, students, authorised visitors and cleaning staff.

Transport

As part of the project, a Transport Reference Group was established to understand current transport routes and challenges faced in the local area.

Key comments included:

- » the preference is to retain existing bus route services which service Pendle Hill High School
- » any increase in demand for bus route services would be met in a staged manner
- » bus usage by students is limited, approximately 130 students

- » issues relating to student drop off and pick up should be addressed through a resident permit system along Cornock Avenue, educating and influencing school community behaviour around school pick up and drop off zones, and support alternative modes of transport (such as walking and cycling).

4.5 Key messages and takeaways

Key messages and takeaways have been summarised in the discussion themes below in **Table 4.1**.

Table 4.1 Summary of key messages and takeaways

Theme	Key messages and takeaways
School community	<ul style="list-style-type: none"> » The school community is highly diverse » The school community has high socio-economic disadvantage » The school community has a large Aboriginal and/or Torres Strait Islander student population » Opportunity to create inter and intra generational change in the community
Current school facilities	<ul style="list-style-type: none"> » The current school facilities are not fit for purpose or support technology based learning » The current school facilities do not support collaborative teaching approaches » The current condition of school facilities prevents best practice teaching
Push and pull factors at Pendle Hill High School	<ul style="list-style-type: none"> » Pendle Hill High School is 'stuck' in a negative performance feedback loop » Pendle Hill High school is not a school of choice in the local area or Pendle Hill High School Catchment Area
Local area and neighbours	<ul style="list-style-type: none"> » The local area is undergoing gentrification
Open space and share use agreements	<ul style="list-style-type: none"> » Pendle Hill High School does not have the facilities to support specialised recreation on site » Previous share use and Share Our Space Programs have not been highly successful due to access issues and a lack of public amenity » Council is currently experiencing significant demand on existing facilities and are concerned about an increase in demand from Pendle Hill High School » Council is open to working with SINSW to successfully deliver share use and Share Our Space Programs at Pendle Hill High School
Community facilities and share use agreements	<ul style="list-style-type: none"> » There is currently an undersupply of community space in the local area » Community access to the proposed facilities would be a positive benefit for the local community

5 Social baseline

A social baseline is a summary of the existing social environment in which the project is located. The data gathered in this section acts as the baseline against which eventual social change is measured. A social baseline considers different geographic scales to understand relative social differences between areas of interest.

5.1 Social locality

The social baseline considers the following geographical areas:

- » the social locality as described in Section 2.2, including the Local Area, Pendle Hill School Catchment Area and the Parramatta LGA
- » Western Sydney Local Health District (WSLHD)
- » New South Wales (NSW).

The social locality uses both Statistical Area 1 (SA1)² and LGA boundaries for ABS data. Health data is not available at the SA1 level. Consequently, data from the WSLHD and NSW was used in lieu.

The details of the social locality are explored below.

² The SA1s have generally been designed as the smallest unit for the release of census data. SA1s have a population of between 200 and 800 people with an average population size of approximately 400 people.

Local Area

The Local Area is composed of four SA1s. One SA1 (1149323) includes the Pendle Hill High School, while two more are adjacent (1149322 and 1149309). SA1-1149321 was included due to its proximity to the proposed development site.

Figure 5.1 Local Area SA1 Construction

Local Area -SA1



Legend

- Development Site
- Pendle Hill High School Site Boundary
- Local Area (SA1s)

Pendle Hill High School Catchment Area

The Pendle Hill High School Catchment Area includes 111 SA1s selected to align to the School Catchment Area.

Figure 5.2 Pendle Hill High School Catchment Area SA1 Construction

School Catchment Area - SA1



Legend

- Proposed Development Site
- Pendle Hill High School Site Boundary
- School Catchment Area (SA1s)

5.1.1 Indicators

The social baseline has been conceptualised in accordance with DPIE's Draft SIA Guideline (2020). The Guideline outlines eight categories to be used for identifying potential social impacts. The social baseline has organised indicators by these categories to create greater synergies between the impact assessment process and the social baseline. The categories are:

Table 5.1 List of indicators and data sources

Category	Description	Indicators	Source
Way of life	How people live, how they get around, how they work, how they play, and how they interact each day	Population	ABS
		Household composition	ABS
Community	Composition, cohesion, character, how the community functions and people's sense of place	Age	ABS
		Sex	ABS
Accessibility	How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation	Type of school institution attending	ABS
		School enrolments	MySchool
		School capacity	NSW Department of Education
		Access to open space	Parramatta Council
Culture	Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings	Aboriginal and/or Torres Strait Islander residents	ABS
		Aboriginal and/or Torres Strait Islander residents students	ACAR
		Country of birth	ABS
		English proficiency	ABS
Health and wellbeing	Health and wellbeing, including physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall	Health data	NSW Department of Health
		Crime	NSW Bureau of Crime and Statistics
Surroundings	Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity	Dwelling type	ABS
		Environmental Values	Parramatta Council
		Crime	NSW Bureau of Crime and Statistics

Livelihoods	Livelihoods, including people's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits	Industry of employment	ABS
		Equivalised household income	ABS
		IRSAD	ABS
		Socio-education advantage and disadvantage	ACARA
Decision making systems	Decision-making systems, particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.	Planning process	DPIE

5.1.2 Data sources

A range of data sources has been used to develop a robust social baseline. Data sources are listed next to the indicators in **Table 5.1** above.

All data collected from the ABS has been aligned to the social locality. For data collected from sources other than the ABS, the most appropriate boundaries were selected. In most cases, this did not directly align with the social locality. This is recognised as a limitation of the social baseline.

5.2 Indicators

The social baseline analyses the selected indicators to understand the existing community. Specific indicators have been analysed to understand high school-aged students (12 to 18 years of age) in the social locality. Consequently, the social baseline provides an understanding of the social area of influence broadly while providing a more detailed analysis of high school-aged students.

5.2.1 Way of life

Key takeaways:

- » There are approximately 1,717 residents in close proximity to the site
- » The Local Area has a high proportion of one parent families, couples with children and couples without children.
- » The Local Area has few lone person and group households

Population

The Local Area is home to approximately 1,717 residents. These residents are immediate neighbours to Pendle Hill High School and live near the proposed work site. The Pendle Hill High School Catchment Area represents approximately 52,940 residents spanning across the Parramatta LGA's southern boundary and the northern boundary of Cumberland LGA. The Paramatta LGA is the largest area with approximately 226,153 residents.

Table 5.2 Resident population 2016

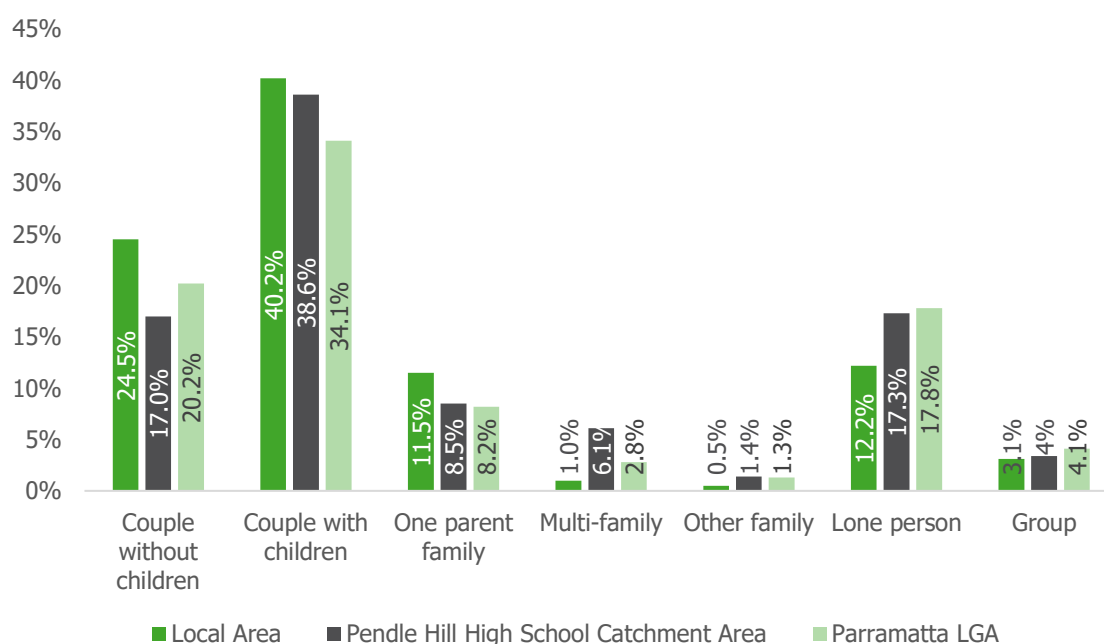
	Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Residents	1,717	52,940	226,153

Source: Australian Bureau of Statistics, TableBuilder Pro, Place of Usual Residence, 2016

Household composition

The Local Area has a notably different household composition than the Pendle Hill High School Catchment Area and the Parramatta LGA. Key features of the Local Area include:

- » A high proportion of family households. More than one in four households (76.2 per cent) is comprised of either couple with children, couples without children or one parent families.
- » When compared to the School Catchment and LGA, the Local Area has a:
 - > Higher proportion of couples without children
 - > Higher proportion of couples with children
 - > Higher proportion of one parent families
 - > Very few multi-family and other family households
 - > Fewer lone person households
 - > Slightly fewer group households.

Figure 5.3 Household Composition, 2016

Source: Australian Bureau of Statistics, TableBuilder Pro, Household Composition, 2016

5.2.2 Community

Key takeaways:

- » The Local Area has the highest proportion of high school aged residents, with a slightly higher proportion of females than males
- » There is a relatively small representation of residents in the young workforce service age group (25-34)
- » Across all three comparison areas, sex distribution is fairly even
- » Across all three areas the largest service age group is parents and homebuilders (35-49)

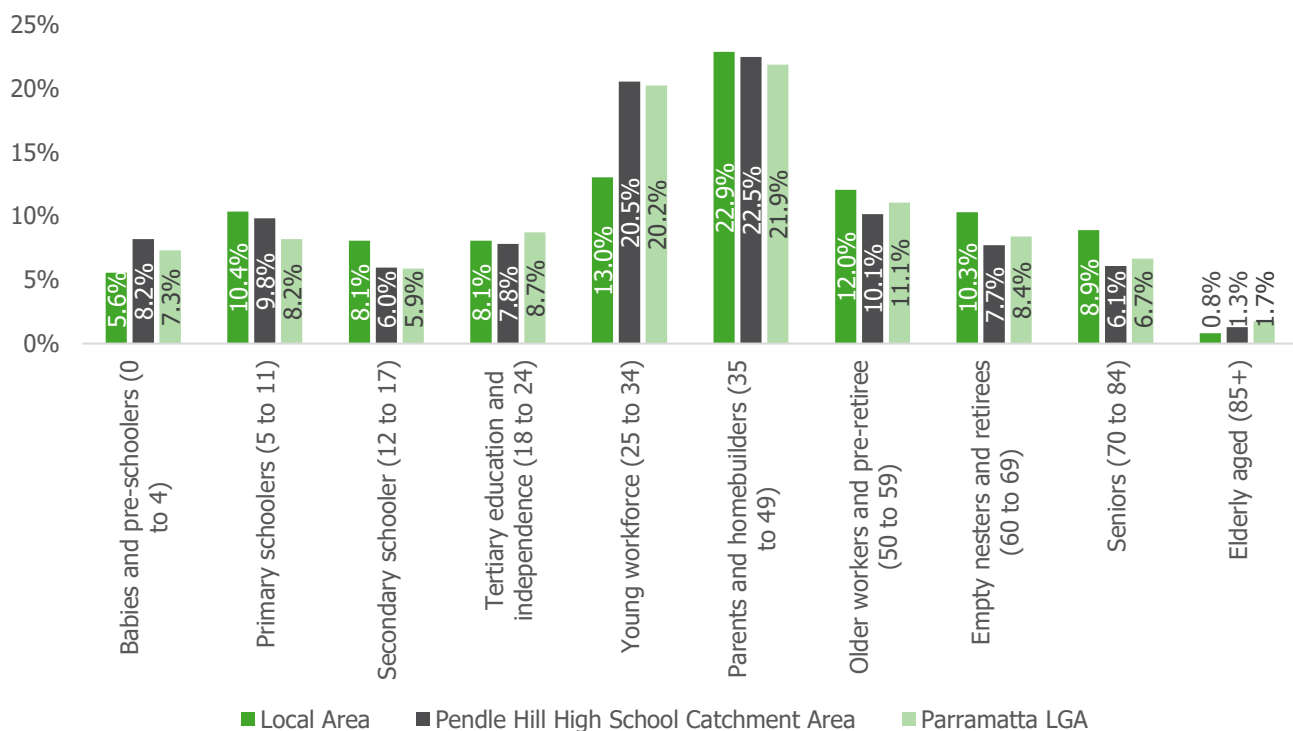
Age

Across the three study areas, parents and homebuilders are the prominent age group. However, overall the Local Area tends to have a high proportion of older residents and older children and lower proportion of young children and young adults. Key differences include:

- » A lower proportion of babies and pre-schoolers
- » A slightly higher proportion of primary schoolers and secondary schoolers
- » A lower proportion of young workers
- » A slightly higher proportion of parents and homebuilders, older workers and pre-retirees, and seniors.

The difference in high school-aged children is evident in **Table 5.3**, with the Local Area having a greater representation (approximately three per cent).

Figure 5.4 Age Profile, 2016



Source: Australian Bureau of Statistics, TableBuilder Pro, Age, 2016 presented following Profile .id service age groups <https://profile.id.com.au/parramatta>

Table 5.3 Representation of high school aged residents

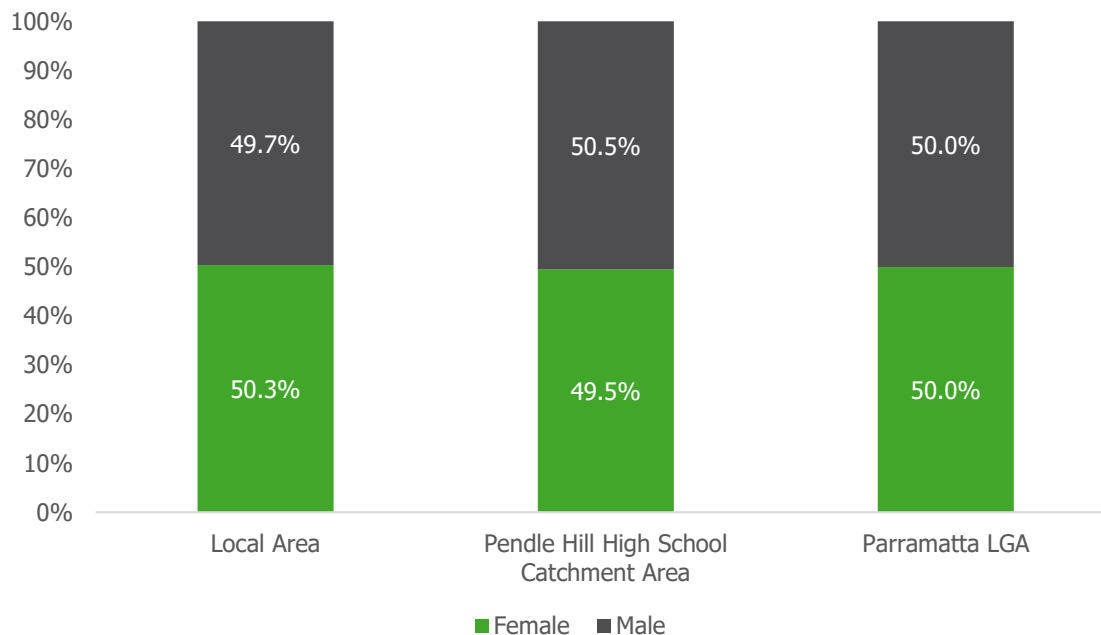
	Local Area		Pendle Hill High School Catchment Area		Parramatta LGA	
	Number	%	Number	%	Number	%
High school aged (12-18)	170	9.9%	3,592	6.8%	15,652	6.9%
Non high school aged (0-11 & 19+)	1,540	90.1%	49,338	93.2%	210,501	93.1%
Total	1,710	100.0%	52,930	100.0%	226,153	100.0%

Source: Australian Bureau of Statistics, TableBuilder Pro, Age, 2016

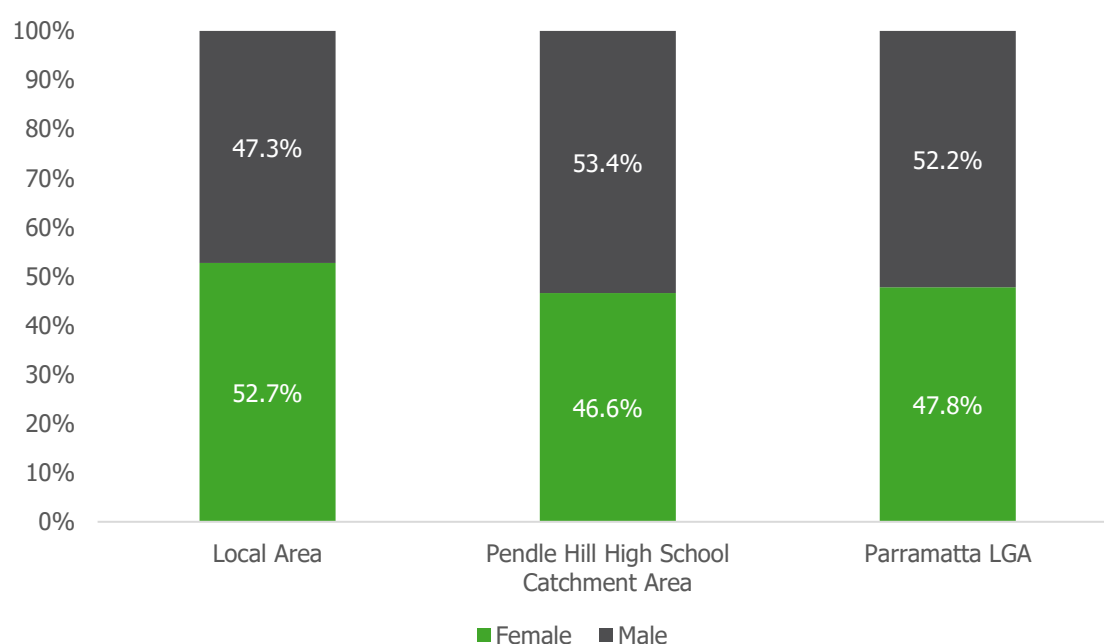
Sex

Across all three areas, the sex distribution is fairly equal. There are some differences when investigating the sex distribution of high school aged children across the three areas. These are:

- » A higher proportion of females than males aged 13 to 18 in the Local Area
- » A slightly higher proportion of males than females aged 13 to 18 in the Pendle Hill Catchment Area
- » The Parramatta LGA has the smallest proportional sex difference for residents aged 13 to 18.

Figure 5.5 Sex Distribution, 2016

Source: Australian Bureau of Statistics, TableBuilder Pro, Sex, 2016

Figure 5.6 Sex Distribution of High School Aged Residents

Source: Australian Bureau of Statistics, TableBuilder Pro, Sex by Age, 2016

5.2.3 Accessibility

Key takeaways:

- » Compared to other local secondary schools, Pendle Hill High School has had greatest enrolment growth between 2015 and 2019
- » Pendle Hill High School has the lowest 2020 student enrolment
- » The Local Area has the lowest proportion of students who attend a Government Secondary School

Access to Schools

Within the Parramatta Secondary Catchment, there is a total of six high schools, including Pendle Hill High School. Pendle Hill High School has the lowest enrolment numbers of the six high schools, however the most significant increase in enrolments between 2015 and 2019 (14.2%).

When considering the number of enrolments in 2020 and the enrolment cap of each school, Cumberland High School, Arthur Phillip High School and Pendle Hill High School have available enrolment places while Macarthur Girls High school and Parramatta High School are overcapacity, **Table 5.5**.

Table 5.4 Local school enrolment data, 2015-2019

Parramatta Secondary Catchment	2015	2016	2017	2018	2019	Trend
Pendle Hill High School	332	327	343	372	379	+14.2%
Arthur Phillip High School	1,404	1,384	1,272	1,148	1,054	-24.9%
Cumberland High School	622	654	633	617	655	+5.3%
Macarthur Girls High School	1,036	1,023	1,004	1,025	1,115	+7.6%

Parramatta Secondary Catchment	2015	2016	2017	2018	2019	Trend
Northmead Creative and Performing Arts High School	1,009	1,021	1,023	1,048	1,123	+11.3%
Parramatta High School	858	864	862	911	966	+12.6%

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), MySchool, School Enrolment, <https://www.myschool.edu.au/>

Table 5.5 Public school enrolment cap and 2020 enrolment

* In the below graph, green indicates capacity within a school while orange indicates overcapacity

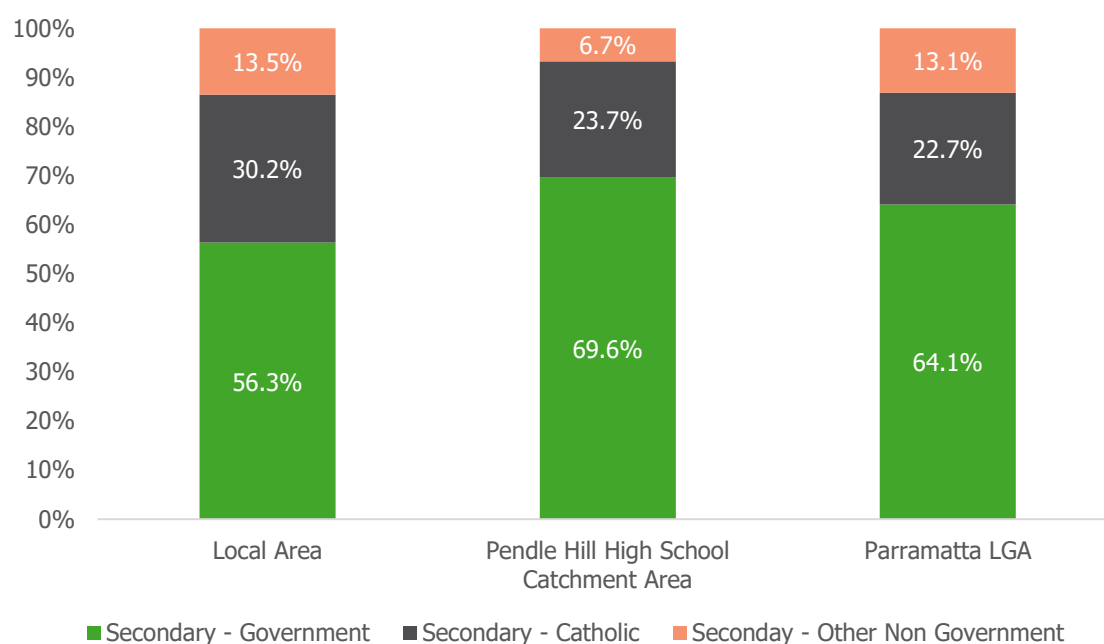
Parramatta Secondary Catchment	Enrolment Cap	2020 Enrolment (Full time equivalent)	Students above or below enrolment cap
Pendle Hill High School	940	379	-561
Arthur Phillip High School	2,280	1,054	-1,226
Cumberland High School	900	654	-246
Macarthur Girls High School	980	1,114	134
Northmead Creative and Performing Arts High School	N/A	N/A	N/A
Parramatta High School	880	963	83

Source, NSW Department of Education via the Sydney Morning Herald, The Sydney Schools Exceeding New Enrolment Caps by Almost 1,000 Students, Jordan Baker and Nigel Gladstone, 04/03/2020, <https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lfh.html>

School Choice

Rates of attendance to secondary government schools is lowest across the Local Area despite the proximity to Pendle Hill High School (56.3 per cent). These rates are notably higher across the Pendle Hill High School Catchment Area (69.6 per cent) and the broader LGA (64.1 per cent).

Rates of attendance by school type was also considered for Aboriginal and/or Torres Strait Islander residents, however, the 2016 Australia Census did not register any Aboriginal and/or Torres Strait Islander residents aged 13-18 within the Local Area.

Figure 5.7 Rates of Attendance for Government, Catholic and Non-Government Secondary Schools, 2016

Source: Australian Bureau of Statistics, TableBuilder Pro, Type of Education Institution Attending, 2016

Table 5.6 Aboriginal and/or Torres Strait Islander rates of attendance for Government, Catholic and non-Government secondary schools, 2016

	Local Area		Pendle Hill High School Catchment Area		Parramatta LGA	
	Number	%	Number	%	Number	%
Secondary – Government	N/A	N/A	33	1.7%	71	0.9%
Secondary – Catholic	N/A	N/A	14	2.0%	23	0.8%
Secondary – Other Non Government	N/A	N/A	3	1.4%	11	0.7%

Source: Australian Bureau of Statistics, TableBuilder Pro, Type of Education Institution Attending by Indigenous Status, 2016

5.2.4 Culture

Key takeaways:

- » The Local Area has a low proportion of Aboriginal and/or Torres Strait Islander Residents
- » Pendle Hill High School has a relatively high proportion of students who are Aboriginal and/or Torres Strait Islander
- » The Local Area has a relatively lower proportion of residents born overseas, however of residents born overseas there is greater diversity compared to the comparison areas
- » More than half of all students at Pendle Hill High School have a language background other than English
- » Across all comparison areas, of residents who spoke a language other than English at home, high school aged residents have higher rates of English proficiency

Aboriginal and/or Torres Strait Islander

Aboriginal and/or Torres Strait Islander residents represent less than one per cent of residents across all three areas. Pendle Hill High School Catchment Area has the highest representation of Aboriginal and/or Torres Strait Islander residents (0.9 per cent), while the Local Area has the lowest proportion (0.3 per cent).

When considering the representation of high school aged Aboriginal and/or Torres Strait Islander residents, there are currently none in the Local Area, very few in the Pendle Hill High School Catchment Area (0.4 per cent) and a slightly larger representation across the LGA (1.1 per cent). However, in 2019, Indigenous students represented 11 per cent of enrolments at Pendle Hill High School, suggesting Indigenous enrolment at Pendle Hill High School does not proportionally reflect the broader community profile, **Table 5.9**.

Table 5.7 Aboriginal and/or Torres Strait Islander residents, 2016

	Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Aboriginal and/or Torres Strait Islander	0.3%	0.9%	0.7%

Source: Australian Bureau of Statistics, TableBuilder Pro, Indigenous Status, 2016

Table 5.8 Aboriginal and/or Torres Strait Islander high school aged residents, 2016

	Local Area		Pendle Hill High School Catchment Area		Parramatta LGA	
	Number	%	Number	%	Number	%
High school aged (12-18)	0	0.0%	20	0.04%	171	1.1%
Non high school aged (0-11 & 19+)	0	0.0%	47	0.09%	1,478	0.7%
Total	0	0.0%	459	0.9%	1,693	0.7%

Source: Australian Bureau of Statistics, TableBuilder Pro, Indigenous Status by Age, 2016

Table 5.9 Aboriginal and/or Torres Strait Islander enrolment at Pendle Hill High School, 2019

Proportion of Indigenous Students	11%
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Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), MySchool, Student Background, <https://www.myschool.edu.au/>

Cultural Diversity

Compared to the Pendle Hill School Catchment Area and the Parramatta LGA, the Local Area has the highest proportion of residents born in Australia. The Pendle Hill High School Catchment Area is the most culturally diverse comparison area, with more than half of all residents (52.8 per cent) being born overseas.

In the Local Area, the top two countries of birth (Sri Lanka and India) represent 10.9 per cent of all residents born overseas. Despite having a lower proportion of residents born overseas compared to the Pendle Hill High School Catchment Area and the LGA, the top two countries of birth for the Local Area represent a lower proportion of all residents born overseas, indicating greater cultural diversity.

Across the Pendle Hill High School Catchment Area, there is a sizeable Indian community that represent 23.4 per cent of all residents born overseas. This is more than three times the rate of the second most common country of birth (Sri Lanka). This suggests the Pendle Hill High School Catchment Area has a high proportion of resident born overseas but comparatively low diversity of country of birth.

The LGA has a similar rate of overseas born residents to the Pendle Hill High school Catchment Area. The LGA has greater cultural diversity than the School Catchment Area, despite a lower rate of overseas born resident. This is reflected by the top country of birth, representing a lower proportion of all overseas born residents in the LGA than the School Catchment Area (10.6 per cent compared to 23.4 per cent respectively).

Table 5.10 Rates of overseas born residents, 2016

	Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Born in Australia	64.5%	40.9%	44.7%
Born overseas	32.3%	52.8%	49.6%
Not Stated	3.2%	6.3%	5.7%

Source: Australian Bureau of Statistics, TableBuilder Pro, Country of Birth, 2016

Table 5.11 Top countries of birth, 2016

Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Sri Lanka (5.7%)	India (23.4%)	India (10.6%)
India (5.2%)	Sri Lanka (7.1%)	China (10.3%)
China (2.8%)	China (3.4%)	South Korea (3.9%)
New Zealand / Lebanon (2.5%)	Philippines (2.0%)	Hong Kong (2.2%)

Source: Australian Bureau of Statistics, TableBuilder Pro, Country of Birth, 2016

English Proficiency

The ABS English proficiency indicator assesses how well an individual speaks English when a non-English language is spoken at home.

Differences between the three comparison areas include:

- » the Pendle Hill High School Catchment Area has the highest bilingual rates for the total population
- » the Pendle Hill High School Catchment Area has the highest proportion of bilingual residents who speak English very well
- » English proficiency for high school aged students varied the greatest across the LGA
- » the Local Area had the lowest proportion of high school aged bilingual residents, however, this still represent one in three local residents

Trends which are evident across the three areas include:

- » a lower proportion of high school-aged students being bilingual compared to the total population
- » bilingual high school aged students having higher English proficiency rates compared to the rest of the bilingual population.

Table 5.12 English proficiency, 2016

English proficiency	Local Area		Pendle Hill High School Catchment Area		Parramatta LGA	
	High school aged students	Total population	High school aged students	Total population	High school aged students	Total population
Very well	32.4%	21.8%	39.9%	34.5%	37.1%	27.9%
Well	0.0%	8.3%	0.8%	14.6%	5.5%	14.6%
Not well	0.0%	3.4%	0.1%	5.8%	1.6%	6.9%
Not at all	0.0%	0.9%	0.0%	2.1%	0.1%	2.6%

Source: Australian Bureau of Statistics, TableBuilder Pro, Proficiency in Spoken English/Language, 2016

Table 5.13 Language background other than English at Pendle Hill High School, 2019

	Yes	No	Not stated
Language background other than English	57%	43%	0%

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), MySchool, Student Background, <https://www.myschool.edu.au/>

5.2.5 Health and wellbeing

Key takeaways:

- » Females and Males face different health risks
- » Obesity among young people is a systemic issue across NSW, with programs being implemented in schools
- » Compared to other LGAs in NSW, Parramatta has a low rate for violent and sexual crimes

Local health

To understand the broad community's health and wellbeing, health data for the West Sydney Local Health District (WSLHD) and crime data for Parramatta LGA was used. A summary of cancer, cardiovascular, respiratory and diabetes hospitalisation are provided below:



Incidents of **cancer** are lower for men and females in the WSLHD compared to broader NSW. However, incident rates have dropped for males but increased for females in the WSLHD between 2007 and 2016.



Incidents of **cardiovascular** hospitalisation for males in the WSLHD was significantly higher than the NSW rate between 2014-2019. Females in the WSLHD had a significantly lower rate of hospitalisation compared to the NSW rate.



Incidents rates for **respiratory** mortality was higher among males than females across the WSLHD in 2018.



Hospitalisation rates for **diabetes** reflect mixed results across the WSLHD. Hospitalisation rates for diabetes as a principal diagnosis has decreased; however, hospitalisation rates for diabetes as a comorbidity³ diagnosis has increased.

Source: NSW Government, Health, Western Sydney Local Health District, Year in Review 2019/2020: adapted by Elton Consulting: images sourced flaticon.com

Key outcomes from WSLHD data summaries include:

- » males and females face different health risks across the health service region
- » potential impact of lifestyle choices on diabetes trends.

Healthy Schools

Initiatives such as the *NSW Healthy School Canteen Strategy* (NSW Health, 2020)⁴ acknowledge lifestyle impacts on younger residents' health. The Strategy was a response to 2018 data results which showed that one-in-five children aged five to 16 'were above a healthy weight'. The Department of Education has embraced the Strategy as part of a 'whole-of-school approach' by supporting a culture of healthy eating in schools and reinforcing eating messages taught in classrooms (NSW Department of Education, 2020)⁵. The Strategy identifies a culture of healthy eat as:

- » promoting and increasing student access to healthier foods and drinks

³ a disease or medical condition that is simultaneously present with another or others in a patient

⁴ <https://www.health.nsw.gov.au/heal/Pages/healthy-school-canteens.aspx>

⁵ <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/healthy-canteens>

- » decreasing student access to less healthy food and drinks
- » supporting water as a drink of choice
- » making a healthy choice an easy choice.

Wellbeing

A consideration of violent, sexual and liquor-related offences has been used to understand community safety and wellbeing. Assessing the nature of these crimes provides an insight into community wellbeing overall, potential perceptions of personal safety and the risk of being a victim of violent crime.

Across all crimes listed in **Table 5.14**, the Parramatta LGA has lower incidents rates compared to the Central Western Sydney Subdivision (which Parramatta LGA sits within) and NSW. This suggests that violent, sexual and liquor-related offences are less likely to happen in Parramatta than in comparison areas.

When considering Parramatta LGA's ranking within NSW, compared to other LGAs, none of the crimes listed in **Table 5.14** ranked highly. The rank system goes from one (the highest incident rate) to 128 (the lowest incident rate).

Table 5.14 Violent, sexual and liquor related offences, 2019

	Parramatta LGA	Central Western Sydney Subdivision	NSW	Ranking in NSW
	Incidents per 100,000			Out of 128 LGAs
Domestic violence-related assault	294.5	337.5	392.1	86
Non-domestic violence-related assault	348.6	350.8	405.4	59
Sexual offences	132.1	146.9	184.3	98
Liquor offences	119.0	151.2	146.5	64
Intimidation, stalking and harassment	354.9	373.6	443.4	82

Source: NSW Bureau of Crime Statistics and Research, Crime Statistics by LGA, 2019

5.2.6 Surroundings

Key takeaways:

- » The Darug people are the traditional owners and custodians of the land the project is located
- » The Parramatta Community highly values vibrant and safe places, green and open space, and the natural environment
- » There is a high rate of transport related offences across the Parramatta LGA
- » Offences committed by people aged 10-17 in Parramatta LGA are different in nature, with a higher representation of retail theft, drug offences and robbery
- » There is low housing diversity across the Local Area, with the majority of dwellings separate houses

Local Environment

The Darug people are the traditional owners and custodians of the land the City of Parramatta is situated on.

Parramatta will continue to play an important role as Greater Sydney expands, with Parramatta being recognised as the Central River City. The Parramatta LGA will continue to provide local and regional employment and services to the broader Western Sydney Region under the GSC Greater Sydney Plans.

Key environmental features within and near the LGA include the Parramatta River, Prospect Reservoir, Western Sydney Parklands and the Blue Mountains.

Community consultation undertaken by the City of Parramatta as part of the Community Strategic Plan 2018-2038 found the community valued:

- » vibrant and safe neighbours and communities
- » green and open space
- » the Parramatta River.

These community values are reflected in the City of Parramatta's Vision. As part of being a green and sustainable Council, the City of Parramatta is focusing on:

- » balancing urban and natural environments in a context of growth
- » protecting ecosystems
- » improve swimmability.

Key environmental features close to the project site include:

- » Pendle Creek
- » Toongabbie Creek
- » Binalong Park.

Public safety

Crime data for the Parramatta LGA and NSW has been used to understand public safety. The rate, nature, and type of frequent crimes have been assessed in relation to NSW to understand crime and safety across the LGA.

Based on the top five crimes in 2019, shown in **Table 5.15**, the Parramatta LGA has:

- » a significantly high rate of transport-related offences compared to the NSW crime rate
- » a notably high rate of fraud
- » relatively high rates of theft from a motor vehicle
- » relatively low rates of malicious damage to property

- » relatively low rates of breach bail conditions.

The Parramatta LGA also has relatively low rates of assault (domestic and non-domestic), sexual offences and liquor offences compared to NSW. Overall, the Parramatta LGA has low rates of violent crime (compared to NSW), reflecting higher levels of community safety and social cohesion.

The top crimes for offenders aged 10-17 in the Parramatta LGA reflect a dramatically different crime profile. While Transport regulatory offences was still the most frequent crime, offenders aged 10-17 accounted for 25.7 per cent of all transport-related crime in the LGA. Similarly, offenders aged 10-17 represented 22.4 per cent of incidents relating to theft from a retail store. While the number of incidents of robbery was low among offenders aged 10-17, offenders aged 10-17 represented 58.7 per cent of all robbery incidents in 2019. This suggests that people aged 10-17 are much more likely to commit these crimes than other age groups in the LGA.

Offenders aged 10-17 reflect quite a different crime profile across the LGA compared to total crime rates.

Consideration of offenders aged 11-17 shows that:

- » the top crime rates do not reflect age-specific incidents
- » theft/robbery and transport offences are more frequently committed by younger people.

Table 5.15 Top five crimes, 2019

Parramatta LGA	NSW
Transport regulatory offences (2,319.8/100,000 people)	Transport regulatory offences (1,418.3/100,000 people)
Fraud (831.6/100,000 people)	Malicious damage to property (713.9/100,000 people)
Steal from motor vehicle (597.7/100,000 people)	Fraud (656.3/100,000 people)
Malicious damage to property (538.8/100,000 people)	Breach bail conditions (597.3/100,000 people)
Breach bail conditions (405.9/100,000 people)	Steal from motor vehicle (477.7/100,000 people)

Source: NSW Bureau of Crime Statistics and Research, Crime Statistics by LGA, 2019

Table 5.16 Top five crimes for offenders aged 10-17, 2019

Parramatta LGA – alleged offenders aged 10-17			
	Crime	Incidents (number)	Proportion of specific crime (%)
1	Transport regulatory offences	1,290	25.7%
2	Steal from a retail store	84	22.4%
3	Drug offences	66	6.6%
4	Against injustice procedures	52	14.1%
5	Robbery	44	58.7%

Source: NSW Bureau of Crime Statistics and Research, Crime Statistics by LGA, 2019

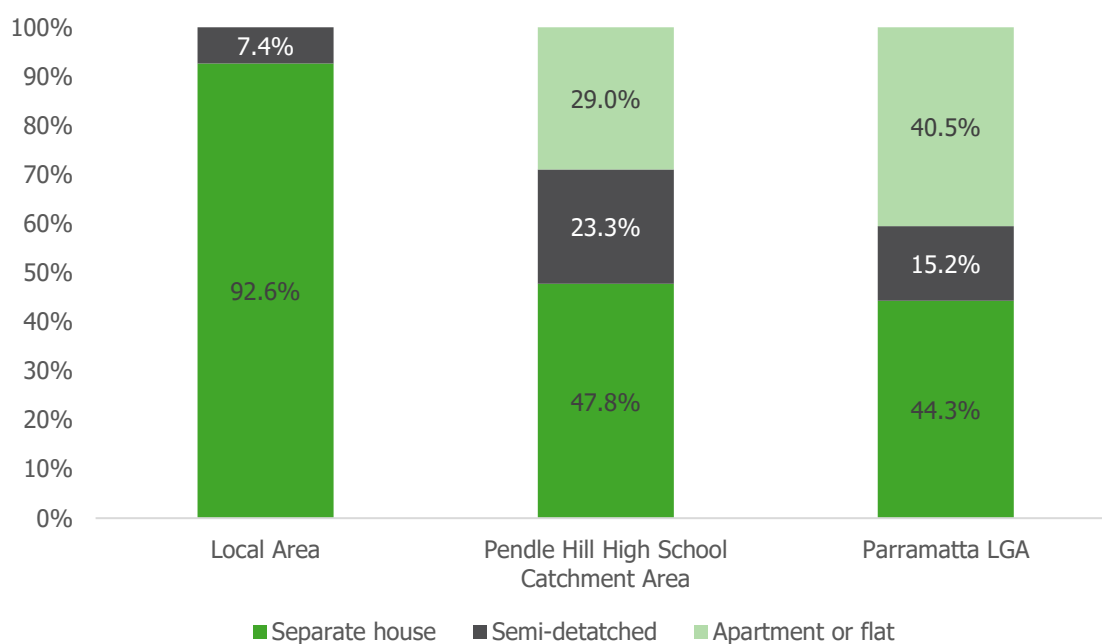
Built form

The local area has a very different built form compared to the School Catchment Area and the LGA. The proportion of low density dwellings in the Local Area is nearly double the School Catchment Area and LGA rate, suggesting the Local Area has the lowest housing density and housing height of the three comparison areas. Other key features include:

- » the Local Area has no high density (apartment or flats)
- » medium density dwellings (semi-detached) account for a small proportion of dwellings in the Local Area.

Compared to the LGA, and to a less extent the School Catchment Area, the Local Area has a typical suburban built form which is not reflected in the comparison areas.

Figure 5.8 Housing typology, 2016



Source: Australian Bureau of Statistics, TableBuilder Pro, Dwelling Structure, 2016

5.2.7 Livelihoods

Key takeaways:

- » The Local Area has a relatively higher proportion of low income households
- » Construction and Education and Training services are two of the top five industries of employment in the Local Area
- » Students at Pendle Hill High School are socio-educationally disadvantaged compared to the rest of the nation, with more than 50 per cent in the bottom quartile
- » There are very few students at Pendle Hill High School with high socio-educational advantage

Income

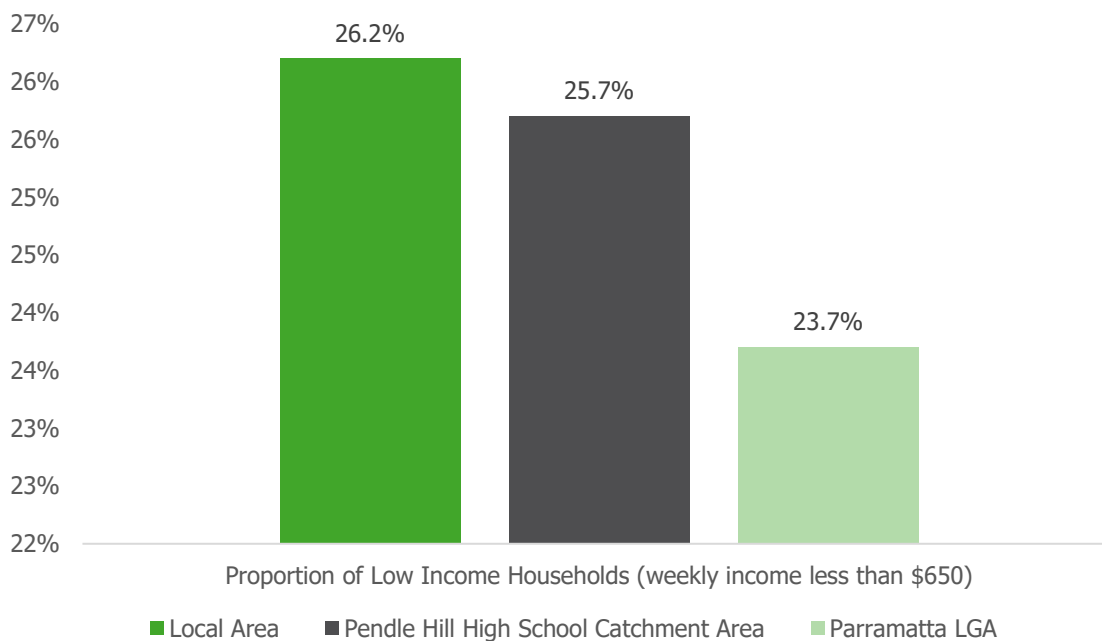
Income has been assessed using the ABS category Equivalised Household Income. Equivalised Household Income considers household composition and size to indicate economic resources available to each individual in a household. The key consideration in this approach is larger households need a higher level of income to achieve the same standard of living as smaller households (Australian Bureau of Statistics, 2016).

The Local Area has the highest proportion of low income households (where equivalent weekly income is less than \$650), compared to the Pendle Hill High School Catchment and the LGA. There is minimal difference between the Local Area and the School Catchment Area, while the LGA has a notably lower rate than the Local Area.

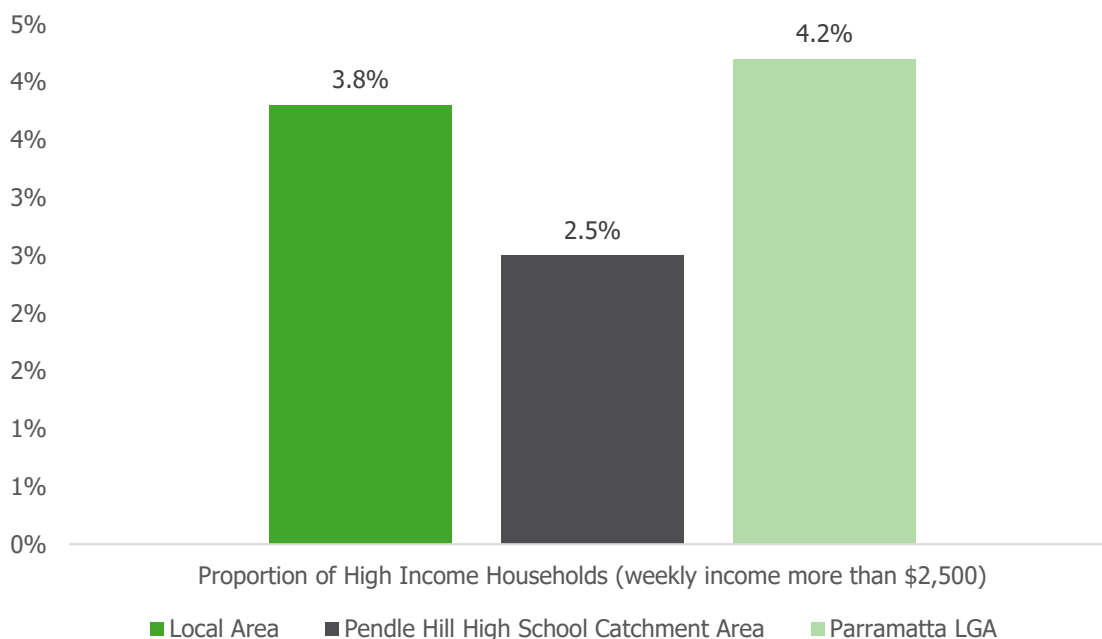
When considering high income households, the LGA has a higher proportion than the School Catchment and the Local Area. The School Catchment has the lowest rate of households where the equivalent household income is more than \$2,500 per week.

This suggests:

- » the Local Area has a high proportion of households with relatively lower weekly income and/or potentially larger households
- » the Local Area has a moderate proportion of households with relatively high weekly income and/or potentially smaller households.

Figure 5.9 Proportion of Low Income Households, 2016

Source: Australian Bureau of Statistics, TableBuilder Pro, Equivalised Total Household Income (weekly), 2016

Figure 5.10 Proportion of High Income Households, 2016

Source: Australian Bureau of Statistics, TableBuilder Pro, Equivalised Total Household Income (weekly), 2016

Industry of Employment

The top four industries of employment are relatively similar across the Local Area, School Catchment Area and Parramatta LGA. For all three areas, Health Care and Social Assistance is the top industry of employment. However, Health Care and Social Assistance represent a higher proportion of employment in the School Catchment Area than the Local Area and LGA, suggesting slightly higher employment diversity across the Local Area and LGA.

Key differences between the three areas include:

- » Construction is the second largest industry of employment in the Local Area, this was not reflected across the other two areas.
- » Education and Training Services is a top industry of employment for two of the three comparison areas
- » Professional, Scientific and Technical services was not a top industry of employment in the Local Area.

When considering Education and Training specific employment, rates of employment are highest in the Local Area (8.2 per cent), followed by the LGA (7.9 per cent) and the Pendle Hill High School Catchment Area (6.7 per cent). Within the category of Education and Training services, Secondary Education represented a similar employment rate across the three areas, between 17.1 per cent and 18.7 per cent.

Table 5.17 Top industries of employment, 2016

Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Health Care and Social Assistance (13.4%)	Health Care and Social Assistance (15.4%)	Health Care and Social Assistance (12.5%)
Construction (11.2%)	Professional, Scientific and Technical services (10.5%)	Professional, Scientific and Technical services (11.4%)
Retail Trade (9.3%)	Retail Trade (9.1%)	Retail Trade (9.0%)
Education and Training services (8.2%)	Financial and Insurance services (7.4%)	Education and Training services (7.9%)

Source: Australian Bureau of Statistics, TableBuilder Pro, Industry of Employment, 2016

Table 5.18 Industries of employment – education, 2016

Local Area	Pendle Hill High School Catchment Area	Parramatta LGA
Education and Training services (8.2%)	Education and Training services (6.7%)	Education and Training services (7.9%)
Of those employed in Education and Training services		
Secondary Education (17.1%)	Secondary Education (18.2%)	Secondary Education (18.7%)
Combined Primary and Secondary Education (5.7%)	Combined Primary and Secondary Education (12.0%)	Combined Primary and Secondary Education (11.9%)

Source: Australian Bureau of Statistics, TableBuilder Pro, Industry of Employment – 4 Digit Level, 2016

Socio-economic Advantage and Disadvantage

Socio-economic Advantage and Disadvantage assess the economic and social conditions of households within an area. Variables considered in the assessment of Socio-economic Advantage and Disadvantage include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (Australian Bureau of Statistics, 2018).

This social baseline has considered the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) using deciles. The deciles range from 1 to 10, where 1 represents greater disadvantage and a general lack of advantage in an area while 10 represents a lack of disadvantage and greater advantage in an area.

Across the Pendle Hill High School Catchment Area, there are a greater proportion of households with moderate to high advantage (Decile 6 and above).

When considering the geographic distribution of IRSAD deciles across the Pendle Hill High School Catchment Area:

- » the highest deciles are clustered together
- » there is clustering of lower deciles in the southern part of the Catchment
- » areas directly adjacent to the school have relatively high advantage and low disadvantage

Table 5.19 IRSAD as a proportional representation of the Pendle Hill High School Catchment Area

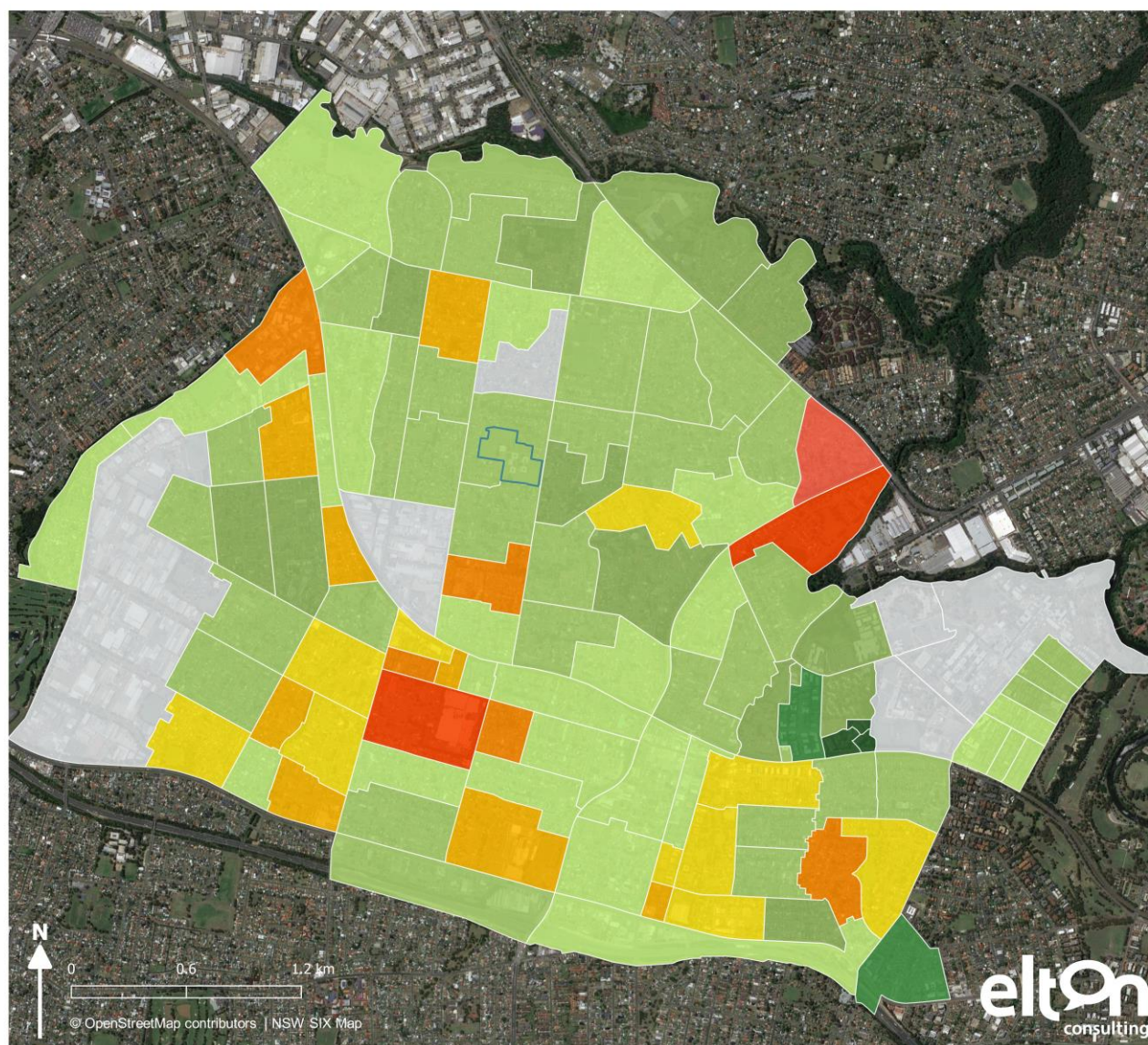
*The colour coding included in the table relates to the legend in **Figure 5.11** below.

Decile										
1	2	3	4	5	6	7	8	9	10	
2.0%	0.9%	4.6%	6.2%	9.6%	25.8%	31.7%	12.9%	4.1%	2.2%	
Greater disadvantage and lack of advantage										Lack of disadvantage and greater

Source: Australian Bureau of Statistics, TableBuilder Pro, SEIFA Decile – IRSAD Deciles at SA1 Level (Area), 2016

Figure 5.11 Index of Relative Socio-economic Advantage and Disadvantage, 2016

Index of Relative Socio-economic Advantage and Disadvantage



Legend

High School Site Boundary	
Decile 1	Decile 8
Decile 2	Decile 9
Decile 3	Decile 10
Decile 4	IRSAD not applicable
Decile 5	
Decile 6	
Decile 7	

Source: Australian Bureau of Statistics, TableBuilder Pro, SEIFA Decile – IRSAD Deciles at SA1 Level (Area), 2016

Socio-educational Advantage is the ACARA measure of advantage and disadvantage within a school community. Socio-educational Advantage considers specific characteristics of a student's family (parental education, parental non-school education, and occupation) (Australian Curriculum, Assessment and Reporting Authority, 2020).

Pendle Hill High School students' socio-educational advantage indicates that the Pendle Hill High School community is relatively disadvantaged compared to other school communities. This is reflected by:

- » a high proportion of students in the bottom quarter – more than double the National distribution
- » a low proportion of students in the top quarter – a fifth of the National distribution.

When compared to the rest of the schools in Australia, Pendle Hill High School is in the 17th percentile meaning:

- » it is more advantaged than 17 per cent of school in Australia
- » it is more disadvantaged than 83 per cent of schools in Australia.

Table 5.20 Distribution of Socio-Educational Advantage at Pendle Hill High School, 2019

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
Pendle Hill High School	56%	25%	14%	5%
Australian distribution	25%	25%	25%	25%

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), MySchool, Student Background, <https://www.myschool.edu.au/>

5.2.8 Decision making systems

As outlined in **Section 1.3**, the planning process for a SSD project is required to go to public exhibition for public comment. Providing opportunity for community comment on a SSD reflects democratic values within the planning system and broader governance systems in NSW and Australia.

Stage 4 of the SSD process shows commitment the public exhibition process, transitioning the whole SSD process from informing the community to involving the community.

In the context of this project, there is opportunity for the community, through the public exhibition period, to be involved in the decision making system.

6 Expected and perceived impacts

This section of the SIA lists expected and perceived social impacts, with consideration given to nature (positive or negative), when the impact will most likely occur (project stage) and the relevant DPIE impact category (impact category). Detailed discussion is provided from **Section 6.1** onwards.

Table 6.1 Summary of expected and perceived impacts

Expected and perceived impacts	Nature	Actual / perceived	Project stage	Impact category
Construction				
Heavy vehicle traffic	Negative	Actual	Construction	Way of life
Student safety	Negative	Actual	Construction	Community
Construction noise impacting teachers and staff	Negative	Actual	Construction	Accessibility
Construction noise impacting neighbours	Negative	Actual	Construction	Way of life
Stress and distress associated with anticipated change	Negative	Perceived	Construction	Health and wellbeing
Environmental impacts e.g. dust, light pollution, runoff	Negative	Actual	Construction	Surroundings
Parking for construction workers	Negative	Actual	Construction	Way of life
Interruption to outreach and out of hours services provided by Pendle Hill High School	Negative	Actual	Construction	Accessibility
Learning experience and teaching				
Improved classrooms and teaching facilities	Positive	Actual	Operational	Accessibility
Improved learning experience	Positive	Actual	Operational	Accessibility
Increased student capacity	Positive	Actual	Operational	Accessibility
Improved access to secondary education infrastructure	Positive	Actual	Cumulative	Accessibility
Improved image and reputation of school	Positive	Actual	Operational	Accessibility
Reduce overcrowding in surrounding schools	Positive	Actual	Cumulative	Accessibility
Community access to new school facilities	Positive	Actual	Operational	Accessibility
Access to open space and recreation				
Reduced opportunity for sport and recreation on school site	Negative	Actual	Operational	Health and wellbeing

Expected and perceived impacts	Nature	Actual / perceived	Project stage	Impact category
Increased demand for recreational facilities	Negative	Actual	Cumulative	Way of life
Employment and job creation				
Local employment	Positive	Actual	Construction	Livelihoods
Increase in local teaching jobs	Positive	Actual	Operation	Livelihoods
Local amenity and experience				
Visual amenity	Negative	Actual	Operation	Surroundings
Overshadowing	Negative	Actual	Operation	Surroundings
Traffic	Negative	Actual	Cumulative	Way of life
Parking	Negative	Actual	Cumulative	Way of life

6.1 Discussion of impacts

The following sections discuss the expected and perceived impacts. Impacts will be addressed in themes, as some impacts are related or similar in content matter. Each section identifies the impacts, impacted parties/stakeholders and temporal nature.

6.1.1 Construction

Construction of the redevelopment will impact a range of stakeholders. It is acknowledged that all 'construction' related impacts will have a relatively short temporal nature.

Stakeholders impacted during the construction phase of the project include:

- » teachers and staff at Pendle Hill High School
- » students of Pendle Hill High School
- » parents and carers regularly travelling to Pendle Hill High School
- » local residents who live near Pendle Hill High School
- » local residents and workers who utilise Binalong Road.

It is acknowledged that stakeholders will experience construction related impacts differently depending on the stakeholders' interaction with Pendle Hill High School and Binalong Road.

Increases in **Heavy vehicle traffic** will impact commuters (including teachers and staff of Pendle Hill High School), local residents and parents/carers dropping and picking up students, noting some students walk or catch a bus. There is a cumulative impact on local traffic and the potential risk of pedestrian-heavy vehicle collisions.

Student safety has been identified by members of the school community as a concern. Concerns include:

- » students interacting with construction workers
- » students accessing a live construction site with heavy machinery, construction equipment and potential trip/fall hazards.

These two components of student safety focus on separating students from construction workers and ensuring students do not enter the construction site.

Construction noise impacts key stakeholders differently. For this SIA, the following select stakeholders have been identified as impacted parties:

- » the school community, such as teachers, staff and students
- » local residential residents.

Construction noise is expected to have negative impacts on teaching and learning environments. In school age children, auditory working memory and comprehension are negatively affected by noise, supporting the theory that degraded listening conditions draw resources away from the primary task (Sullivan, Osman, & Schafer, 2015). Construction noise will also impact teaching environments, with teachers facing audible barriers to delivering lesson content.

Immediate residents of Pendle Hill High School will be most impacted. If residents work from home, there may be impacts on their working conditions.

Stress associated with construction impacts and changes to the local area may impact local residents, students and staff. Stress and anticipation of change may be a product of:

- » physical change
- » miscommunication and misinformation
- » limited understanding of the project and actual works.

Negative impacts associated with stress or anticipation of change can be a response to an actual change (e.g. be grounded in factual information and/or events) or perceived impacts (e.g. a product of fear or anxiety rather than a response to factual information and/or events). Negative impacts associated with both actual change and perceived change are valid and need to be treated as equally important because the experience of impacted parties may not differentiate these details.

Environmental impacts associated with the project may impact the local environment. Environmental impacts can impact an individual's quality of life through biophysical impacts. Impacts may include:

- » reduced air quality from dust and machinery/heavy vehicle fumes
- » reduced water quality from stormwater runoff from the project site
- » increased light pollution from project lighting and hazard lights on heavy vehicles.

An increase in construction workers may increase the demand for **parking** in the local area. This may impact local residents, student drop off and staff parking options.

Interruptions to outreach services provided by Pendle Hill high School caused by construction works, such as breakfast club and homework club, will disproportionately impact vulnerable members of the school who access these services. Considering the Socio-educational Advantage of students at Pendle Hill High School, these services are highly important.

6.1.2 Learning and teaching experience

Impacts relating to learning and teaching experience are recognised as having a long temporal period. Key stakeholders impacted include:

- » current students and teachers
- » future students and teachers
- » local community.

Delivery of new and built for purpose educational facilities and teaching spaces will provide a range of potential positive impacts.

Improved classrooms and teaching facilities will assist teachers in preparing and delivering curriculum content. Having fit for purpose education spaces will help facilitate better learning outcomes for students, enable

Pendle Hill High School to delivery a broader curriculum, and meet industry safety standards. This will intern impact students **learning experience**, providing the foundation for improved educational outcomes.

Improving the school's image and reputation is central to the successful outcome of other positive impacts associated with this project, such as;

- » **Increased student capacity** to assist with current and future demand for secondary education across the Pendle Hill High School Catchment
- » **Improved access to secondary education** to increase Pendle Hill High School's capture rate
- » **Reduce overcrowding in surrounding school** increasing enrolment capacities at Pendle Hill High School will assist with overcrowding issues in surrounding schools.

The above outcomes will only be achieved if Pendle Hill High Schools becomes a school of choice within the Pendle Hill High School Catchment, reflected by an increase in enrolments and capture rate. Improved access to secondary education and reduced crowding in surrounding schools will only be relevant if residents choose to send their children to Pendle Hill High school.

There is also the opportunity for the broader community to access and use the proposed facilities under a share use agreement. These facilities include:

- » library
- » lecture theatre
- » external spaces
- » meeting rooms.

6.1.3 Access to open space and recreation

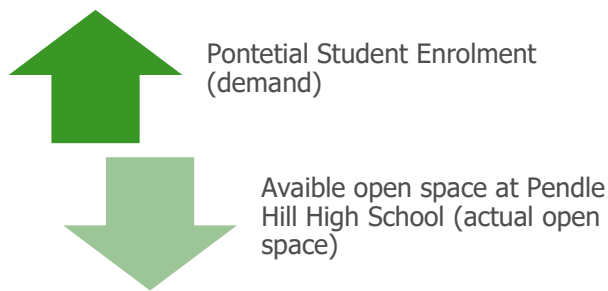
Impacts relating to access to open space and recreation are recognised as having a long temporal period. Key stakeholders impacted include:

- » current students
- » future students
- » the local community
- » recreational user groups
- » Parramatta Council.

The project will reduce open space at Pendle Hill High School.

This will potentially produce two negative impacts:

- » it will reduce opportunity for sport and recreation on the school grounds. As noted in the strategic planning context, Parramatta Council has identified Pendle Hill High School as potentially have two to three share use fields.
- » increased enrolment numbers will increase demand for sport and recreation space on the school site and local open space, contributing to cumulative demand for open space across the Parramatta LGA. This could be problematic as Pendle Hill High School already uses recreational facilities at Binalong Road once a week for one hour. An increase in students at Pendle Hill High School will most likely result in and increase in demand for creational facilities at Binalong Park.



6.1.4 Employment and job creation

The project will generate short term and long term employment opportunities. **Local jobs** can be created during construction of the new buildings through procurement of small and medium size business⁶, while new teaching positions to meet student enrolment increases.

Employment associated with the construction stage of the project is likely to short term. Increasing student capacity of Pendle Hill High School will generate an **increase in local teaching jobs** which will be long term in nature.

6.1.5 Local amenity and experiences

Impacts relating to local amenity and experience are recognised as having a long temporal period. Key stakeholders impacted include:

- » immediate residents
- » local community.

The delivery of a new building at Pendle Hill High School will impact local amenity. Considering the project site location, immediate residents to Pendle Hill High School along Binalong Road may experience **visual amenity** impacts, **overshadowing** and restricted **privacy**. While it is likely that the number of residents impacted will be low, the project will most likely cause significant impact.

Increased student capacity and teaching places will cause an increase in local **traffic**, impacting local residents and road users. Due to the lack of public transport options associated with Pendle Hill High School's location, there will most likely be more cars and/or bus traffic. Similarly, parking will most likely be impacted by the expansion of Pendle Hill High School. Outcomes from engagement activities identified that both traffic and parking are existing issues in the local area near Pendle Hill High School. It is unlikely these issues will improve with the school expansion.

⁶ As per the NSW Government Procurement Board Direction *PBD-2019-03-Access to government construction procurement opportunities by small and medium sized enterprises* a small business is defined as having between 1 and 19 full time equivalent staff while a SME (small and medium enterprises) is recognised as an Australian or New Zealand base enterprise with fewer than 200 full time equivalent staff.

7 Impact assessment and prediction

The impact assessment and predication section of this SIA utilises tools from the DPIE SIA Draft Guideline and Technical Supplement (2020). These tools have been used to complete the assessment of expected and perceived impacts in **Table 7.5**.

Table 7.1 Likelihood assessment tool

Likelihood level	Meaning
Almost certain	Definite or almost definitely expected (e.g. has happened on similar projects)
Likely	High probability
Possible	Medium probability
Unlikely	Low probability
Very unlikely	Improbable or remote probability

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 7.2 Magnitude assessment tool

	Characteristics	Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including and potentially vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional).
	Duration	When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Severity or scale	What is the likely scale or degree of change? (e.g. mild, moderate, strong).
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter, whether it is rare/unique or replaceable, the extent to which it is tied to their identity, and their capacity to cope with or adapt to change.
	Level of concern/interest	How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or severity. Concern itself can lead to negative impacts, while interest can lead to expectations of positive impacts.

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 7.3 Magnitude level assessment tool

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

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 7.4 Social impact significance assessment tool

		1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
Likelihood level	A Almost certain	Medium	Medium	High	Very high	Very high
	B Likely	Low	Medium	High	High	Very high
	C Possibly	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E very unlikely	Low	Low	Low	Medium	Medium

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 7.5 Assessment of expected and perceived impacts

Impact	Impact category	Extent	Nature	Likelihood	Temporal nature	Affected stakeholder	Extent	Duration	Severity or scale	Level of concern/interest	Magnitude	Pre-mitigation significance rating
Construction												
Heavy vehicle traffic	Way of life	Direct impact	Negative	Almost certain	Short	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School » Parents and carers regularly travelling to Pendle Hill High School » Local residents who live near Pendle Hill High School » Local residents and workers who utilise Binalong Road	Local community, residents and road users	Limited to construction phase	Mild	High	Minor	Medium (A2)
Student safety	Community	Indirect impact	Negative	Unlikely	Short	» Students of Pendle Hill High School	Students on school site	Limited to construction phase	Moderate	Moderate	Minor	Low (D2)
Construction noise – teachers and staff	Accessibility	Direct impact	Negative	Almost certain	Short	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School	Teachers, staff and students	Limited to construction phase	Major	Very High	Major	Very high (A4)
Construction noise – neighbours	Way of life	Direct impact	Negative	Almost certain	Short	» Local residents who live near Pendle Hill High School	Immediate residents	Limited to construction phase	Major	High	Major	Very high (A4)
Stress and distress associated with anticipated change	Health and wellbeing	Direct impact	Negative	Likely	Short	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School » Parents and carers regularly travelling to Pendle Hill High School » Local residents who live near Pendle Hill High School	Local community	Limited to construction phase	Moderate	Low	Minor	Medium (B2)
Environmental impacts, e.g. dust, light pollution, runoff	Surroundings	Direct impact	Negative	Almost certain	Short	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School » Parents and carers regularly travelling to Pendle Hill High School » Local residents who live near Pendle Hill High School	Students, teachers, staff, immediate residents, local community	Limited to construction phase	Moderate	Moderate	Minor	Medium (A2)
Parking for construction workers	Way of life	Indirect impact	Negative	Likely	Short	» Local residents who live near Pendle Hill High School » Parents and carers regularly travelling to Pendle Hill High School	Teachers, staff, immediate residents	Limited to construction phase	Mild	High	Minor	Medium (B2)
Interruption to outreach and out of hours services provided by Pendle Hill High School	Accessibility	Direct impact	Negative	Almost certain	Short	» Students of Pendle Hill High School	Vulnerable groups within the school community	Limited to construction phase	Moderate	Moderate	Moderate	High (A3)

Learning experience and teaching												
Improved classrooms and teaching facilities	Accessibility	Direct impact	Positive	Almost certain	Long	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School	Students and teachers	For the length of the life-cycle of the facilities	Strong	Very high	Major	Very high (A4) (positive)
Improved learning experience	Accessibility	Indirect impact	Positive	Likely	Long	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School	Students and teachers	For the length of the life-cycle of the facilities	Strong	Very high	Moderate	High (B3) (positive)
Increased student capacity	Accessibility	Direct impact	Positive	Possible	Long	» Local community	Local community, Pendle Hill High School Catchment Area	Long-term	Moderate	High	Major	Medium (C3) (positive)
Improved access to secondary education infrastructure	Accessibility	Direct impact	Positive	Almost certain	Long	» Local community	Local community, Pendle Hill High School Catchment Area	Long-term	Moderate	Moderate	Moderate	High (A3) (positive)
Improved image and reputation of school	Accessibility	Indirect impact	Positive	Possible	Long	» Teachers and staff at Pendle Hill High School » Students of Pendle Hill High School » Local residents who live near Pendle Hill High School	Pendle Hill High School	Long-term	Moderate	Very high	Moderate	Medium (C3) (positive)
Reduce overcrowding in surrounding schools	Accessibility	Indirect impact	Positive	Possible	Long	» Other schools	Local community, Pendle Hill High School Catchment Area, students, teachers, other local schools	Long-term	Strong	High	Transformational	High (C5) (positive)
Community access to new facilities	Accessibility	Indirect impact	Positive	Possible	Long	» Local residents who live near Pendle Hill High School » Local community	Local community	For the length of the life-cycle of the facilities	Moderate	Moderate	Moderate	Medium (C3) (positive)
Access to open space and recreational facilities												
Reduced opportunity for sport and recreation on school site	Health and wellbeing	Direct impact	Negative	Almost certain	Long	» Current students » Future students	Students, local recreational groups, Parramatta Council	Long-term	Mild	Moderate	Moderate	High (A3)

Increased demand for recreational facilities	Way of life	Indirect impact	Negative	Almost certain	Long	» Current students » Future students » The local community » Recreational user groups » Parramatta Council.	Local recreational groups, Parramatta Council	Long-term	Strong	Very high	Moderate	High (A3)
Employment and job creation												
Local employment	Livelihoods	Direct impact	Positive	Likely	Short and Long	» The local community	Local community	Short term	Mild	Low	Minor	Medium (B2) (positive)
Increase in local teaching jobs	Livelihoods	Direct impact	Positive	Likely	Long	» The local community	Local community	Long term	Mild	Low	Moderate	High (B3) (positive)
Local amenity and experience												
Visual amenity	Surroundings	Direct impact	Negative	Almost certain	Long	» Local residents who live near Pendle Hill High School	Immediate residents	Long term	Mild	High	Moderate	High (A3)
Overshadowing	Surroundings	Direct impact	Negative	Almost certain	Long	» Local residents who live near Pendle Hill High School	Immediate residents	Long term	Mild	High	Moderate	High (A3)
Traffic	Way of life	Indirect impact	Negative	Likely	Long	» The local community	Immediate residents	Long term	Moderate	Moderate	Moderate	High (B3)
Parking	Way of life	Indirect impact	Negative	Likely	Long	» The local community	Immediate residents	Long term	Moderate	High	Moderate	High (B3)

8 Social impact enhancement, mitigation and residual impacts

Based on the expected and perceived impacts associated with this project, the SIA proposes a range of mitigation and enhancement measures intended to reduce negative impacts and improve positive impacts. This section is divided into two parts:

- » Section 8.1: explores the proposed enhancement and mitigations, unpacking how they can enhance or mitigated the expected and proposed impacts and benefits
- » Section 8.2: each impact and benefit is reassessed using the tools from Section 7 to show how the mitigation and enhancement recommendations would reduce the social risk rating if adopted.

8.1 Recommended enhancement and mitigation measures

Recommended enhancement and mitigations are explored in accordance to the themes identified in Section 7:

- » Construction
- » Learning experience and teaching
- » Access to open space and recreation
- » Employment and job creation
- » Local amenity and experience.

8.1.1 Construction

Recommended mitigation and enhancement measures align with:

- » Traffic and Accessibility Impact Assessment (2021), prepared by Taylor Thomson Whitting
 - > Construction Traffic and Pedestrian Management Plan
 - > Operational Traffic and Access Management Plan
 - > Green Travel Plan
- » Architectural Design Report Pendle Hill High School (2021), prepared by Fulton Trotter Architects
- » Construction Management Plan (to be developed after project approval)
 - > Draft Construction Noise Guideline (2020), prepared by NSW Environment Protection Authority (NSWEPA)
 - > isolation of work site and student safety plan
- » Communication and Engagement Strategy (2020), School Infrastructure NSW

While many of these measures will need to be developed as part of the Work Health and Safety Act 2011, proposed recommendations will focus on specific impacts relevant to this project.

It is acknowledged that impacts associated with the project's construction stage will have residual impacts as many of these impacts cannot be completely mitigated unless the project is not to go ahead. While there will be a notable residual impact, the residual impacts' temporal nature is relatively short, overall reducing its magnitude.

Recommendations for the SIA are listed in orange text.

Construction Traffic and Pedestrian Management Plan

This SIA identifies the following recommendations from the Construction Traffic and Pedestrian Management Plan as appropriate mitigation measures of potential social impacts and supports their implemented:

- » proposed construction vehicle travel routes (Construction Vehicle Routes, section 7.2.7, pg80-71)
This will help manage traffic impacts across the local and broader area, ensuring heavy vehicles are travelling on appropriate roads, overall reducing traffic impacts related to the construction stage of the project
- » loading and unloading construction vehicles within the site boundaries or within the Works Zone to reduce traffic queuing on public roads. In situations where this is not possible, traffic controls will be stationed so that other road users can still move safely around construction activities (Vehicle Management, section 7.2.1, pg80)
This will reduce the possibility of traffic queuing along Binalong Road, overall reducing traffic impacts related to the construction stage of the project
- » staggered arrival schedule of vehicles to occur outside general peak hours as well as school peak hours where possible (Vehicle Management, section 7.2.1, pg80)
This will assist in avoiding pedestrian and heavy vehicle collisions, overall increasing student, staff and carer safety during school pick up and drop off
It will also assist in reducing cumulative peak hour traffic impacts
- » temporarily relocating the footpath onto the roadway with use of barriers between footpath and roadway (Pedestrians, section 7.3.3, pg83)
This will reduce the amount of foot traffic walking across the site entry, overall increasing pedestrian safety
- » potential worker parking solutions (Working Parking, section 7.1.2, pg79)
 - > utilising spare capacity in the current on-site car park. Historical data of the on-site car park shows an average spare capacity of 23 spaces. On weekends there is the opportunity to utilise 100 per cent of the car park
This will reduce the impact of worker parking on the local community
 - > workers are required to find on-street parking in the local network. Unrestricted parking is prevalent along all roads surrounding the site
This approach is not supported as it does not mitigate or manage the impact on parking in the local area
 - > restricting workers from parking in school pick up and drop off zones
This will reduce traffic congestion in the local area during peak times by limiting impacts on pick up and drop off zones
 - > workers will be encouraged to carpool or use alternative methods where appropriate
This will reduce the number of vehicles requiring parking, overall reduce the magnitude of the impact

Construction Management Plan

The Construction Management Plan should aim to address the environmental impacts associated with construction work. This includes:

- » management of water runoff at both the site and locations where site runoff could potentially enter local ecosystems (such as stormwater drains)
- » management of dust during construction and movement of excess soil (such as hosing excavation and covering truckloads)

- » management of visual impacts on the local community (such as screens, this will also help reduce light pollution)

This will reduce the environmental impacts associated with construction works

- » program of work which reduces noise impacts:
 - > as outlined in the Construction Traffic and Pedestrian Management Plan (2021) the operation of construction activities will most likely occur between 7.00am to 5.00pm Monday to Friday, 8.00am to 5.00pm Saturday and no work Sunday and public holidays.

Limiting construction activities between 7.00am to 5.00pm Monday to Friday and 8.00am to 5.00pm Saturdays will reduce impacts on the local area, importantly not interrupting sleep patterns of residents (see below for acknowledgement of shift workers)

No construction activities on Sunday and public holidays provide opportunity for residents to have respite from construction noise

- > abide by the NSW EPA Draft Construction Noise Guideline (2020) and take into consideration:
 - work activity, equipment and construction methods being used
 - time period when work takes place and its duration
 - proximity of noise sensitive receivers
 - background noise level
 - presence (or absence) of noise barriers, such as topography or buildings or other structures.

This will ensure that construction noise generated onsite is guided by industry standard

It is acknowledged that the management of noise impacts for residents and students/teachers is contradictory. Ideal work times for each stakeholder is listed below to highlight the potential challenge in mitigating noise for all stakeholders:

Pendle Hill High School	Local residents
Minimum impact after school hours and weekends	Minimum impact during school hours and weekdays

*the above does not take into consideration work from home arrangements, shift workers, the elderly and those currently not in the labour force. It is based on the assumption of a 9.00am to 5.00pm workday, Monday to Friday.

The Construction Management Plan should also include details on work site safety, security and a student safety plan.

Student safety has been identified as a potential risk during the construction phase of the project. There are two components to student safety which should be addressed in the construction management plan:

- » safely securing the work site so that students cannot enter the worksite
- » managing interactions between students and visitors to the school (e.g. construction workers, labourers, machine operators). Safely securing the work site will help reduce interactions between students and visitors. It is also recommended that all visitors (related to this project) to Pendle Hill High School have a working with children check to reduce the risk of an incident.

Addressing student safety in the Construction Management Plan will help reduce potential risks through appropriate security measures

Communication and Engagement Strategy

Stress and distress related to change during the construction period can be managed through effective communications and engagement activities. This section makes reference to the Pendle Hill High School Communication and Engagement Strategy (2020), prepared by SINSW. Key components of the Communication and Engagement Strategy which this SIA endorses and are relevant to mitigation project related impacts include:

» delivering the following objectives from the Communications and Engagement Strategy:

- > manage community expectations
- > address and correct misinformation
- > provide timely information to impacted stakeholders, schools and broader communities

This will help reduce miscommunication and misunderstandings of the project, with the potential to decrease resident distress related to the project

» site visits

This will contribute to project transparency with the potential to build greater trust and interest among the local community

» information packs

» information sessions

» door knocks

» 1300 community information line

This will help reduce misinformation, manage expectations and provide a point of contact for project related questions. It is acknowledged that SINSW already has a 1300 number as part of the project.

Three additional recommendations which could be included in the Communication and Engagement Strategy include:

1. **Review the success of regular and informative updates.** During stakeholder consultation it was noted that the distribution of early engagement materials was irregular in the local area, contributing to confusion about the project.
2. A dedicated **grievance and complaints line/1800 number** should be considered for this project. This will provide a point of contact for local residents and the broader community, particularly for older residents who may have lower technology literacy (e.g. may be less inclined to check electronic materials). A well-managed grievances system will also reduce pressure on the administrative staff at Pendle Hill High School who would likely be the first point of contact as the project is taking place within the school grounds. There is an opportunity to integrate this into the existing 1300 number.
3. **Provide details on the nature of works** which will be commencing soon (e.g. high impact, low impact). There is also the opportunity to reduce potential distress by identifying what to expect during different stages of the project (e.g. loud noises, heavy machinery, dust associated with earthworks).

Impacts on outreach services

Any impacts on breakfast club and homework club will need to be identified and managed to ensure these services continue to operate regularly.

It is recommended that Pendle Hill High School has a prepared plan so that if relocation is required, staff who manage the services and students who attend the services know where to go and that the program is still running. Breakfast club and homework club should return to their usual operating spaces as soon as possible.

8.1.2 Learning experience and teaching

Change Strategy and Change Management Plan

The NSW Department of Education has developed a Change Strategy and Change Management Plan. Key points of focus include:

- » increasing communication and engagement with the local community, so they are aware of the existing developments on the horizon
- » modification of the curriculum and a restructure of the teaching approach to incorporate project-based working, in line with pedagogical techniques that the new buildings are designed to enable
- » training and clear community to staff on upcoming changes to create certainty, develop excitement and bring staff along on the journey.

The delivery of new infrastructure will provide positive benefits relating to improved classrooms and teaching facilities, improved learning experiences, and improved image and reputation of Pendle Hill High School. However, the programming and 'activation' of these new spaces will deliver substantial positive benefits for the school community and local community.

It is recommended that the Change Strategy and Change Management Plan be implemented and reviewed as appropriate.

Reducing overcrowding in nearby secondary schools will depend on Pendle Hill High School becoming a school of choice, reflected by increasing enrolment and increasing capture rates across the Pendle Hill High School Catchment Area. This will be determined by the Change Strategy and Change Management Plan's success and new infrastructure in improving Pendle Hill High School's reputation.

Share use agreement for community facilities

The Architectural Design Report (8.3 Accessible and Inclusive, pg20) (2021) comments that the development also provides additional lines of security that allow for components of the new facilities to be opened to the public for shared use.

The opportunity to provide access to community infrastructure on the school grounds is a positive benefit for the local community considering the limited service in the local area. Ensuring the facilities are designed to support share use and a share use agreement between SINSW and Council will ensure positive benefits for the community.

8.1.3 Access to open space and recreation facilities

Recommended mitigation and enhancement measures are distinctly different for the two impacts associated with open space and recreation. However, both negative impacts have the opportunity to become positive impacts.

Embellishment of existing open space and recreation at Pendle Hill High School

The proposed project will reduce the total amount of open space at Pendle Hill High School. However, as explored in **Section 1.4**, Pendle Hill High School will still have ample open space even at maximum student capacity post works. The following open space enhancements for Pendle Hill High School focus on the open space planning principals of quality and accessibility to ensure that the open space and recreational facilities at Pendle Hill High School are being utilised as best they can.

In the case of Pendle Hill High School, the school will be above the minimum open space provision rate. An appropriate open space planning approach for Pendle Hill High School is to focus on fewer quality spaces rather than a high quantity of low quality spaces.

The following four recommendations propose activities to increase the quality of open spaces at Pendle Hill High School in order to mitigated the impacts of reduced open space on site:

1. **Providing adequate shading over paved passive areas** to ensure these spaces are used during hot days. Considering issues such as urban heat and increasing intensity and duration of hot days as a product of a changing climate, adapting paved areas to have excellent thermal comfort will ensure greater use throughout the year. This may include shading trees, landscaping and/or shade sails.
2. **Providing adequate shading over hardcourts** to ensure these spaces are used during hot days. As identified in the previous recommendation, increasing the thermal comfort of these spaces can assist in future-proofing recreational facilities at Pendle Hill High School.
3. **Activating other open spaces** within the school grounds. A key strength of Pendle Hill High School is the large amount of open space on site. Investment and embellishment of previously less 'used' areas of open space can increase these spaces ability to perform at a higher standard.
4. **Embellishment of existing hardcourts** to ensure they have desired recreation spaces that perform at a suitable standard.

While many of the above enhancement measures require financial investment, they can be staggered and occur over a medium-to-long time frame based on available funding. It is assumed funding would not be related to this proposal but rather an investment from Pendle Hill High School, School Infrastructure NSW and/or Department of Education.

Share use agreement for open space

Pendle Hill High School currently uses field 1 and 2, the basketball courts and netball courts at Binalong Park on Tuesday between 1.30pm and 2.30pm. It is anticipated that an increase in student enrolment at Pendle Hill High School will increase the number of facilities used at Binalong Park during the 1.30pm to 2.30pm Tuesday booking.

In the context of current and future undersupply of open space and recreational facilities within the Parramatta LGA, increased demand from Pendle Hill High School will add to the cumulative impact of under provision across the LGA.

It is understood that there is no current MOU or shared use agreement between Pendle Hill High School and Parramatta Council.

The following two recommendations seek to highlight potential opportunities to ease local open space shortfall:

1. A **share use agreement for playing field at Pendle Hill High School** could provide out of school hours use to the broader community. Demand for open space and recreational facilities are traditionally highest outside of business hours and on the weekend.
2. A **share use agreement for hardcourts at Pendle Hill High School** could assistance Parramatta Council to meet current and future provision rates for hardcourts across the LGA. Currently, there are four basketball courts and two tennis courts at Pendle Hill High School.

Key considerations for any MOU and/or share use agreement will need to consider the following:

- » agreement and consent between all parties involved: Pendle Hill High School, SINSW and Parramatta Council
- » who is responsible for leading discussions and whether the agreement is between Parramatta Council and Pendle Hill High School or SINSW
- » resolution of previous issues regarding shared use (such as lack of amenities, shelter and ease of access into Pendle Hill High School)
- » feasibility of floodlighting for night use considering proximity to residents (otherwise, the fields and hard courts would only be appropriate for weekend daytime use)
- » if embellishments are to be undertaken to support shared use of school facilities, identifying who is responsible for financing and management will be needed.

8.1.4 Employment and job creation

Local employment

Procurement policies supporting local employment for the construction stage of the project would ensure that economic benefit is captured in the local area/local region. Integrating either a procurement policy or local supply and worker criteria into the tender for construction works would enhance positive employment benefits.

Procurement should consider engaging small and medium sized construction enterprises as per the NSW Government *PBD-2019-03-Access to government construction procurement opportunities by small and medium sized enterprises* where appropriate.

8.1.5 Local amenity and experience

Mitigation through building design

Many potential impacts associated with local amenity and experience have been addressed in the Architectural Design Report (2021):

- » the proposed sitting of the building reduces solar impact of the development on neighbouring properties with no **overshadowing** impact of the neighbouring properties (Context, Built Form and Landscape, section 8.1, pg19)

Consideration of overshadowing as part of the design process mitigates social impacts associated with local amenity and experience

- » a combination of fixed screening and landscaping has been included in the building design to reduce impacts to create a visual buffer to limit any views into the neighbouring properties (Context, Built Form and Landscape, section 8.1, pg20)

Consideration of visual privacy as part of the design process mitigates social impacts associated with local amenity and experience

Alternative transport planning

The Green Travel Plan provides a range of strategies to encourage students and staff to travel to Pendle Hill High School via either public or active transport. Some of these strategies will also reduce cumulative traffic impacts associated with increasing student enrolment:

- » Action 1: Transport Access Guide will present information to staff and students, identifying key public transport routes and how to access them from Pendle Hill High School

This will encourage staff and students to use public transport rather than private vehicles, with the potential to overall reduce traffic congestion around the school site

- » Action 4: 'Ride2School Day' and Health Events will encourage active transport. These initiatives create awareness and are useful in influencing the school community's travel behaviour

This will encourage students and staff to explore active transport options with the potential to make long term change on individual's travel behaviour

- » Action 6: Staff Pairing and Action 7: Priority Parking seeks to establish staff carpooling arrangements. Staff who carpool will be guaranteed a spot in the staff car park, overall reducing demand for street parking

Encouraging staff to carpool will reduce demand for public street parking

Together, Actions 1, 4, 6 and 7 cumulatively reduce parking impacts due to their emphasis on alternative transport options.

Table 8.1 Re-assessment of social risk, taking into consideration recommended mitigation and enhancement measures

Impact	Nature pre - mitigation/enhancement	Social impact significance pre-mitigation/enhancement	Mitigation / Enhancement	Nature post mitigation/enhancement	Likelihood post-mitigation/enhancements	Magnitude post-mitigation/enhancements	Social impact significance post mitigation/enhancement
Construction							
Heavy vehicle traffic	Negative	Medium (A2)	Construction Traffic and Pedestrian Management Plan	Negative	Almost certain	Minimal	Medium (A1)
Student safety	Negative	Low (D2)	Construction Management Plan	Negative	Very unlikely	Minor	Low (E2)
Construction noise – teachers and staff	Negative	Very high (A4)	Communications and Engagement Strategy Construction Management Plan	Negative	Almost certain	Moderate	High (A3)
Construction noise – neighbours	Negative	Very high (A4)	Communications and Engagement Strategy Construction Traffic and Pedestrian Management Plan Construction Management Plan	Negative	Almost certain	Moderate	High (A3)
Stress and distress associated with anticipated change	Negative	Medium (B2)	Communications and Engagement Strategy	Negative	Possible	Minor	Medium (C2)
Environmental impacts, e.g. dust, light pollution, runoff	Negative	Medium (A2)	Construction Traffic and Pedestrian Management Plan Construction Management Plan	Negative	Likely	Minimal	Low (B1)
Parking for construction workers	Negative	Medium (B2)	Construction Traffic and Pedestrian Management Plan	Negative	Unlikely	Minimal	Low (D1)
Interruption to outreach and out of hours services provided by Pendle Hill High School	Negative	High (A3)	Internal plan	Negative	Possible	Moderate	Medium (C3)
Learning experience and teaching							
Improved classrooms and teaching facilities	Positive	Very high (A4)	Change Strategy and Change Management Plan	Positive	Almost certain	Transformational	Very high (A5) (positive)
Improved learning experience	Positive	High (B3)	Change Strategy and Change Management Plan	Positive	Likely	Transformational	Very high (B5) (positive)
Increased student capacity	Positive	Medium (C3)	N/A	Positive	Possible	Moderate	Medium (C3) (positive)

Improved access to secondary education infrastructure	Positive	High (A3)	N/A	Positive	Almost certain	Moderate	High (A3) (positive)
Improved image and reputation of school	Positive	Medium (C3)	Change Strategy and Change Management Plan	Positive	Likely	Transformational	Very high (B5) (positive)
Reduce overcrowding in surrounding schools	Positive	High (C5)	Improved infrastructure and reputation of Pendle Hill High School	Positive	Likely	Transformational	Very high (B5) (positive)
Community use of new facilities	Positive	Medium (C3)	The Architectural Design Report Share use agreement	Positive	Almost certain	Major	Very high (A4) (positive)
Access to open space and recreational facilities							
Reduced opportunity for sport and recreation on school site	Negative	High (A3)	Investment in existing recreation and open space on site	Positive	Almost certain	Major	Very high (A4)
Increased demand for recreational facilities	Negative	High (A3)	Share use agreement	Positive	Almost certain	Moderate	High (A3)
Employment and job creation							
Local employment	Positive	Medium (B2)	Consideration of local procurement policy for construction tenure	Positive	Almost certain	Moderate	High (A3) (positive)
Increase in local teaching jobs	Positive	High (B3)	N/A	Positive	Likely	Moderate	High (B3) (positive)
Local amenity and experience							
Visual amenity	Negative	High (A3)	The Architectural Design Report	Negative	Unlikely	Minimal	Low (B1)
Overshadowing	Negative	High (A3)	The Architectural Design Report	Negative	Very unlikely	Minimal	Low (E1)
Traffic	Negative	High (B3)	Green Travel Plan	Negative	Possible	Minor	Medium (C2)
Parking	Negative	High (B3)	Green Travel Plan	Negative	Possible	Minor	Medium (C2)

9 **Monitoring and management framework**

The monitoring and management framework identify who is expected to be impacted, how the impact will be measured, what successful mitigation and engagement looks like, frequency of management and the responsible party for management and monitoring of each impact.

Table 9.1 Proposed monitoring and management framework

Impact	Affected stakeholders	Indicator	Measure of success	Review period	Responsible party
Construction					
Heavy vehicle traffic	Local community Neighbours	Number of heavy vehicle movements associated with the project	Scheduling of trucks outside of peak traffic times	As appropriate	The contractor
Student safety	Pendle Hill High School Students	Number of workplace incidents involving a student	0 workplace incidents involving a student	Review if there is an incident after initial mitigations put in place	The contractor
Construction noise – teachers and staff	Teachers Students	Decibels measured against acceptable levels in relevant guideline	Decibels do not exceed accepted levels	Commencement, mid-point and end of construction	The contractor
Construction noise – neighbours	Neighbours	Decibels measured against acceptable levels	Decibels do not exceed accepted levels	Commencement, mid-point and end of construction	The contractor
Stress and distress associated with anticipated change	Local community Pendle Hill High School students and staff Neighbours	Media coverage Complaints and grievances	Minimal negative media coverage Number of complaints and grievances (pending adoption of 1800 number mitigation)	Quarterly	SINSW
Parking for construction workers	Local community	Availability of street parking	Minimal complaints regarding parking availability	As required	SINSW
Interruption to outreach and out of hours services provided by Pendle Hill High School	Pendle Hill High School Students who use the services	Attendance to services during construction work phase	No decrease in attendance to outreach services	Monthly	Pendle Hill High School
Learning experience and teaching					
Improved classrooms and teaching facilities	Pendle Hill High School Students Pendle Hill High School Catchment Area Teachers	Completion of new building	Meeting industry standards Feedback from staff	Upon completion of the project and one year after completion	SINSW
Improved learning experience	Pendle Hill High School Students	NAPLAN results	Increasing NAPLAN results	Annual	NSW Department of Education
Increased student capacity	Local community Pendle Hill High School Catchment Area	Enrolment numbers	Increasing enrolment numbers	Annual	NSW Department of Education SINSW
Improved access to secondary education infrastructure	Local community Pendle Hill High School Catchment Area	Enrolment numbers Capture rate	Increasing enrolment numbers Increasing capture rate	Annual	NSW Department of Education
Improved image and reputation of school	Local community Pendle Hill High School Catchment Area Pendle Hill High School Students	Enrolment numbers Capture rate NAPLAN results	Increasing enrolment numbers Increasing capture rate Increasing NAPLAN results	Annual	NSW Department of Education
Reduce overcrowding in surrounding schools	Local community Pendle Hill High School Catchment Area Surrounding secondary schools	Capture rate of Pendle Hill High School	Increasing capture rate	Annual	NSW Department of Education
Community use of new facilities	Local community Parramatta Council	Number of users Number of bookings Hours of use	Diverse range of users High number of bookings	School term	NSW Department of Education Parramatta Council
Access to open space and recreational facilities					

Increased demand for recreational facilities	Parramatta Council	Open space and recreational shortfall across the LGA	Successful share use agreement with Pendle Hill High School resulting in use of the school's recreational facilities outside of school hours	Annual	SINSW Pendle Hill High School Parramatta Council
Employment and job creation					
Local employment	Local area	Number of small and medium sized enterprises contracted	Numerous small and medium sized businesses undertaking work valued less than \$1 million	Commencement of construction period	The contractor SINSW
Increase in local teaching jobs	Local area	Number of full time and part time teaching places	Increase in full time and part time teaching places at Pendle Hill High School	Annual	NSW Department of Education
Local amenity and experience					
Visual amenity	Neighbours	Building line of sight	Limited lines of sight into neighbouring properties	Upon completion of the building	SINSW
Overshadowing	Neighbours	Solar access	No disruption to solar access	Upon completion of the building	SINSW
Traffic	Local area	Congestion and traffic flow	Limited change to local traffic congestion	Every two years	SINSW
Parking	Local area	Availability of street parking	Limited change to street parking availability	Every two years	SINSW

10 Conclusion

The Pendle Hill High School upgrade project will:

- » cause a range of short term negative impacts associated with construction
- » provide a range of positive impacts for current and future students of Pendle Hill High School, consequently playing an important role in making Pendle Hill High School a school of choice in the local area
- » increase demand for specialised recreation space at Bingalong Park.

Importantly, this SIA highlights a range of potential opportunities for students, teachers, the local community and Parramatta Council. These include:

- » the opportunity for public use of new school facilities will increase the community's access to community infrastructure which is currently underserved in the local area
- » a new approach to how open space is delivered at Pendle Hill High School to ensure students continue to have access to open space on site, emphasising quality and function over quantity
- » encouraging share use agreements between Pendle Hill High School, SINSW and Council to utilise open space at Pendle Hill High School for community use with a collaborative approach to overcoming previous community use challenges.

This SIA includes a framework for mitigating and enhancing identified social impacts, as well as a framework for monitoring and managing the impacts throughout the project. These proposed frameworks intend to ensure negative impacts are mitigated and positive impacts are enhanced for the benefit of as many stakeholders as possible.

11 References

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Appendices

- A Site visit
- B Community survey
- C Community Survey Results
- D Discussion guide
- E Survey email text

A Site visit



location of photos

1		Proposed development site facing north/north east.
2		Proposed development site facing west/north west

3		Proposed development looking west, taken north of position 2
4		Proposed development site facing south/south west

5		
Proposed development site facing east, taken in two frames. The first facing north east, the second facing south east.		
6		<p>Open space playing field. This is the only open space established to support formal recreation and organised sport</p>

7		<p>Open space on western side of Pendle Hill High School. Note, just beyond the flat grass the site gradient decreasing to the boundary.</p>
8		<p>Two cricket nets collocated with open space on western side of Pendle Hill High School.</p>


9		<p>Two full size basketball courts located on the western side of Pendle Hill High School. Currently being upgraded.</p>
10		<p>Two full size hard courts on northern side of Pendle Hill High School.</p>




11		<p>Two full sized basketball courts on northern side of Pendle Hill High School. Collocated with hard courts.</p>
12		<p>Staff car park entry to Pendle Hill High School</p>




13		<p>Eastern boundary of Pendle Hill High School showing Binalong Road and local residents.</p>
14		<p>Western side of proposed building refurbishment.</p>

15		Southern side of proposed building refurbishment.
16		 <p>Southern side of Pendle Hill High School</p>



17		Southern Boundary of Pendle Hill High School showing immediate residents.
18		Southern Boundary of Pendle Hill High School showing immediate residents.

19		<p>Northern Boundary of Pendle Hill High School showing immediate resident in close proximity to proposed development site.</p>
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20			
	<p>Outside the administration building</p>		

			
	Teacher's room on second level of current administration building	Teacher's room on second level of current administration building	Teacher's room on second level of current administration building

20		

Courtyard inside adminsitration building	Teacher's room on second level of current administration building
 <p data-bbox="338 762 1050 794">Class room on second level of current adminstration building</p>	 <p data-bbox="1550 762 1666 794">Reception</p>

B Community survey



Pendle Hill High School Social Impact Assessment

Background

The Pendle Hill High School catchment area is expected to experience a significant increase in high school students between now and 2036. By 2021, there will be 1,477 more high school students than spaces in local high schools. This is expected to increase to 2,711 by 2036.

In response to this anticipated increase in demand for high school placements, School Infrastructure NSW (SINSW) and the Department of Education are proposing to increase the capacity of Pendle Hill High School to 1,320 students. This will include construction of two new buildings near Binalong Road and the refurbishment of existing buildings. All works will be undertaken within the existing school boundary.

SINSW and the Department of Education have committed \$39.8m to deliver the following proposed works:

- New Library and Resource Centre
- New Multi-media Workshop & Classrooms
- General learning environments
- New Seminar and Practical Activity Spaces
- New Administration/Office with new meeting rooms

For further information, please visit: schoolinfrastructure.nsw.gov.au

Due to the nature of this project it has been declared a State Significant Development (SSD), and legally requires a Social Impact Assessment (SIA). SIAs are undertaken to understand how local communities are impacted by projects, assessing potential impacts and benefits. As part of a best practice approach to SIA, SINSW have engaged Elton Consulting to undertake independent community engagement to inform the SIA which will be submitted with the Development Application (DA) in mid March.

As part of our work, Elton Consulting is undertaking consultation with key stakeholders. The survey will help provide quantitative and qualitative information. All information will be stored securely and deidentified.

*** 1. Which of the following best describes you?****Please select all which apply.**

- ☐ Resident of Toongabbie
- ☐ Resident of Pendle Hill
- ☐ Resident of Old Toongabbie
- ☐ Resident of Girraween
- ☐ Resident of Wentworthville
- ☐ Resident of Constitution Hill
- ☐ One or more of my dependants attends Pendle Hill High School
- ☐ I am a student at Pendle Hill High School
- ☐ I am a teacher/staff at Pendle Hill High School
- ☐ Other (please specify)

2. How old are you?

- | | |
|---------------------------------------|---|
| <input type="radio"/> Under 18 | <input type="radio"/> 45-54 years old |
| <input type="radio"/> 18-24 years old | <input type="radio"/> 55-64 years old |
| <input type="radio"/> 25-34 years old | <input type="radio"/> 65-74 years old |
| <input type="radio"/> 35-44 years old | <input type="radio"/> 75 years or older |

3. Which best describes you?

- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Prefer not to say

4. How often do you interact with Pendle Hill High School (e.g. see, drive past, visit, attend)?

- | | |
|--|--|
| <input type="radio"/> Multiple times a day | <input type="radio"/> Once a week |
| <input type="radio"/> Daily | <input type="radio"/> Less than twice a week |
| <input type="radio"/> 2-3 times a week | <input type="radio"/> Rarely |

*** 5. Of the following potential challenges which may occur short term (during construction) and longer-term (once completed), which are you most concerned about?**

Please select up to three (3) responses.

- ☐ Possible heavy vehicle traffic (during construction)
- ☐ Management of construction noise (during construction)
- ☐ Potential increased traffic along Binalong Road
- ☐ Visual amenity of the new buildings (including privacy, height and overshadowing)
- ☐ New buildings located in previous open space area, possible change to open space of the school
- ☐ Consideration of street parking (during construction)
- ☐ Operational noise of Pendle Hill High School
- ☐ Usage of Binalong Park
- ☐ Potential for noise impact on teaching staff and students (during construction)
- ☐ Other (please specify)

*** 6. Of the following potential benefits, which are you most interested and/or excited by?**

Please select up to three (3) responses.

- ☐ Increased capacity of Pendle Hill High School to accommodate more students now and into the future
- ☐ Future jobs related to the increase of students at Pendle Hill High School
- ☐ New and refurbished learning spaces for current and future students
- ☐ New and refurbished teaching and administration spaces for current and future teachers and staff
- ☐ Investment in local education infrastructure
- ☐ Fit for purpose class rooms designed to support best practice learning outcomes
- ☐ Pendle Hill High School becoming a school of choice in the local area
- ☐ Other (please specify)

We want to provide you the opportunity to express yourself in your own words. The following section will provide you this opportunity.

7. Based on your understanding of the project, what are you most concerned about?

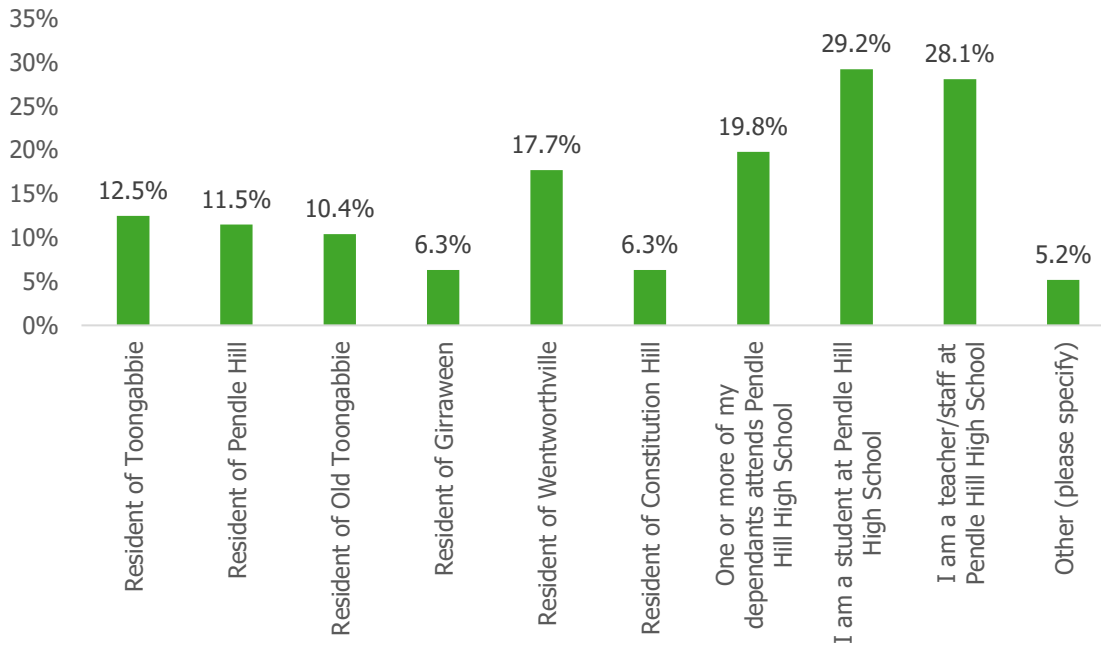
8. How can the project team best address and/or mitigate these concerns?

9. What benefits are you most excited for or think will have the greatest positive impact?

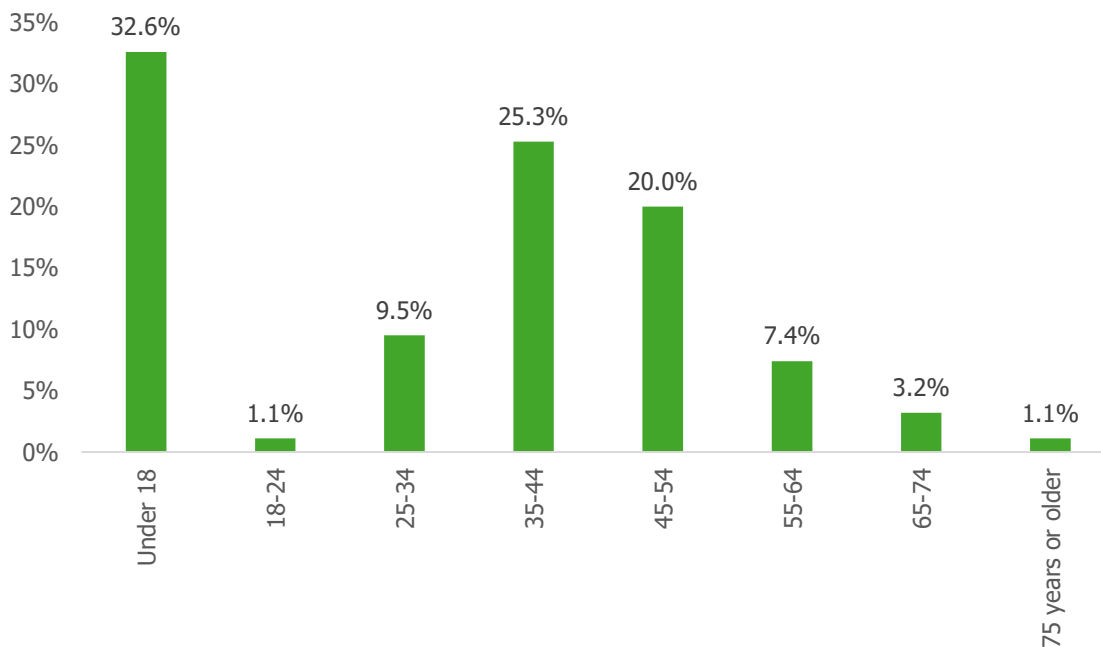
10. What could the project team do to further enhance potential benefits.

C Community Survey Results

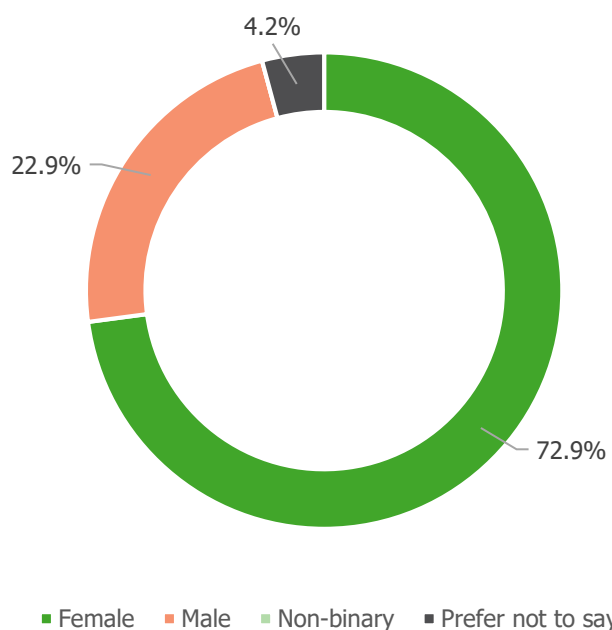
Question 1: Which of the following best describes you? (n=138, multiple responses allowed)



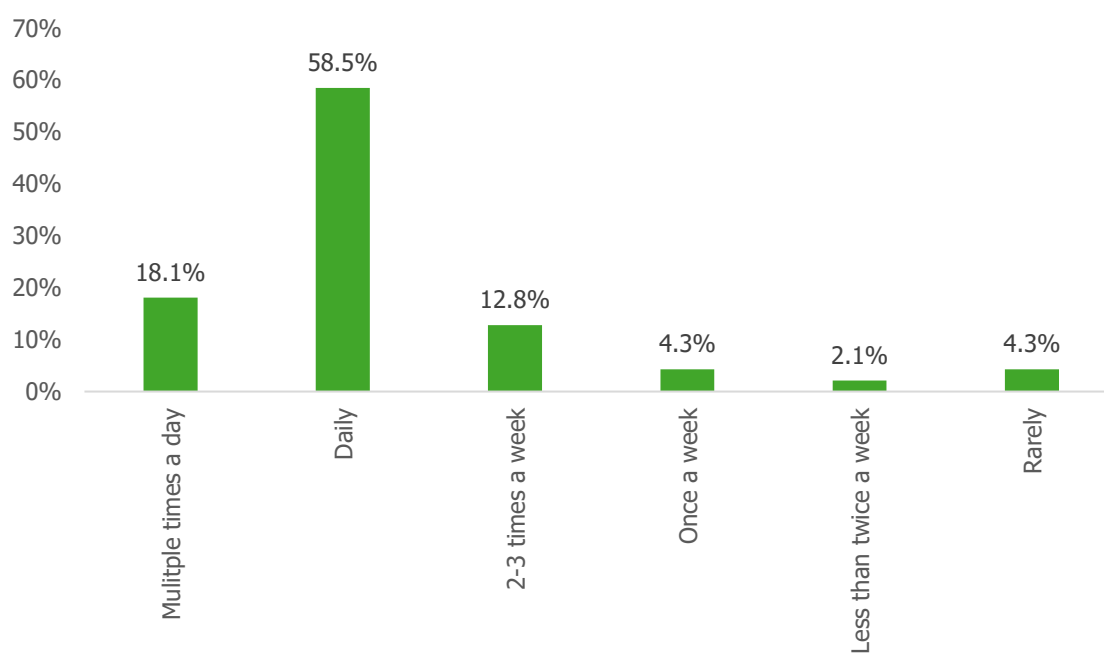
Question 2: How old are you? (n=93)



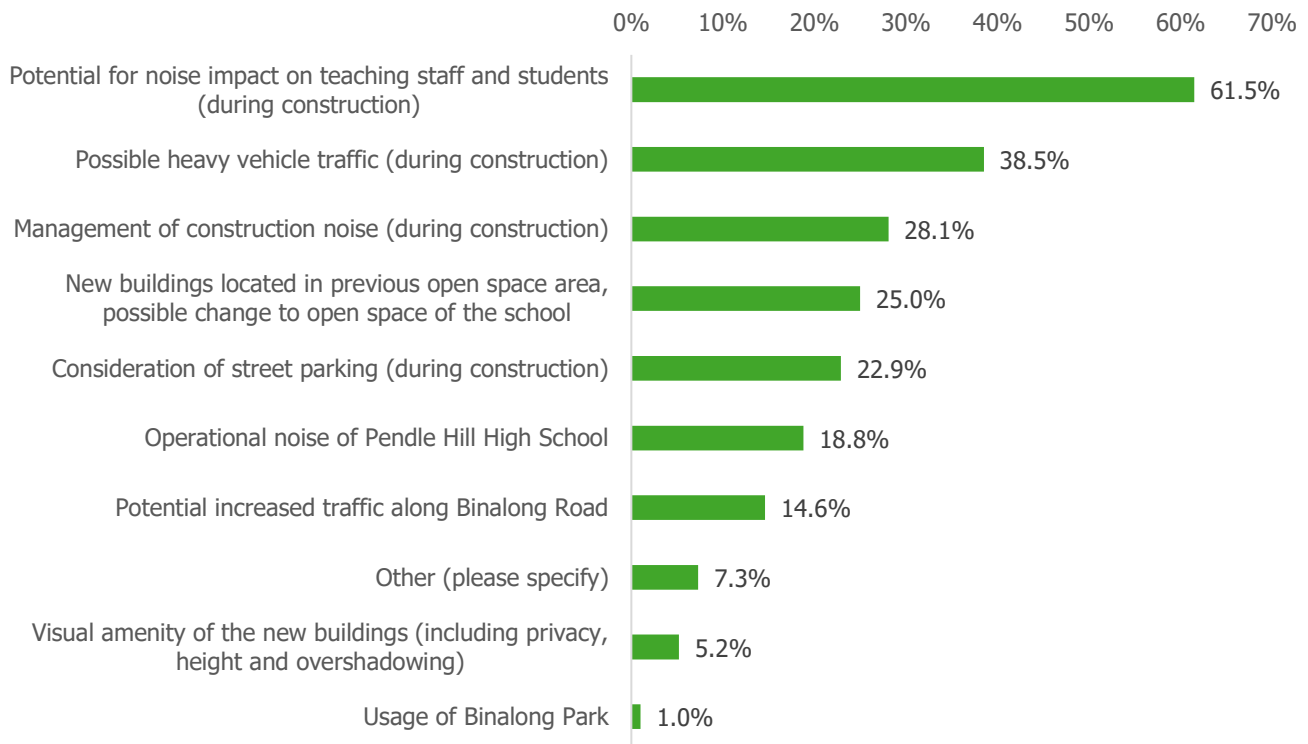
Question 3: Which best describes you? (n=94)



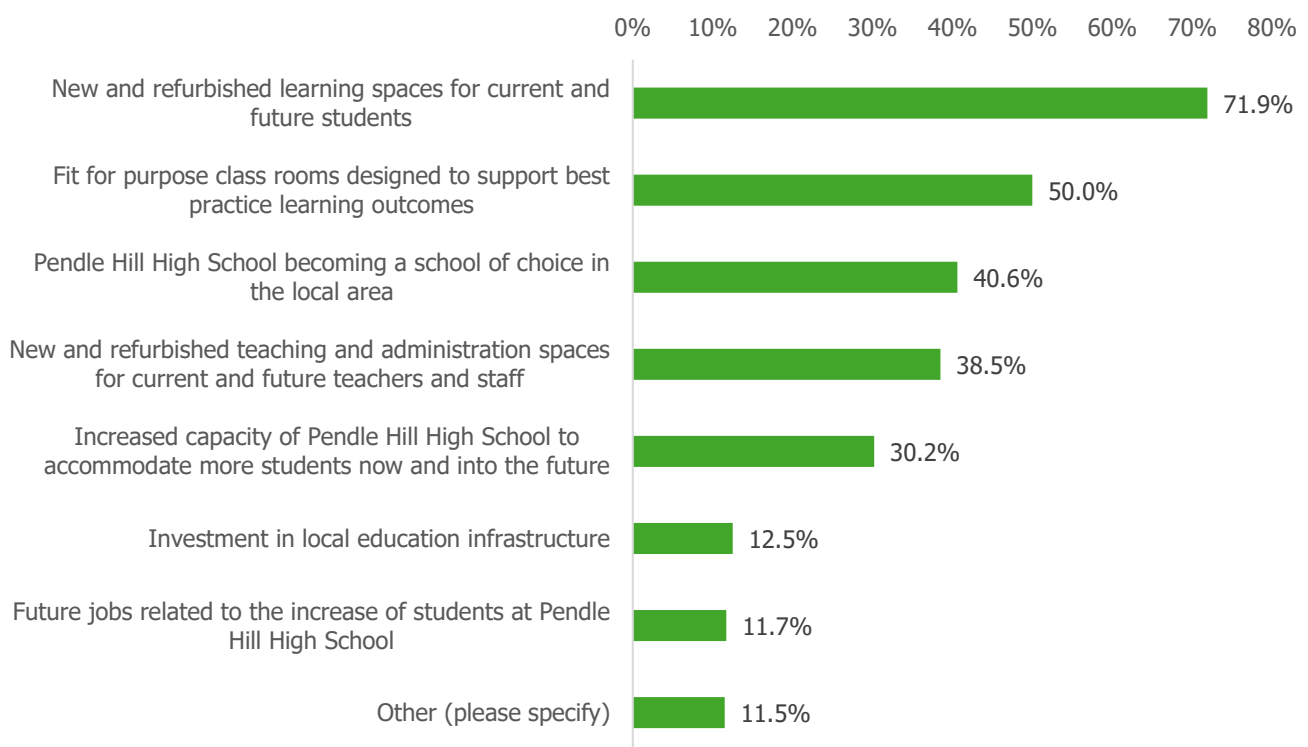
Question 4: How often do you interact with Pendle Hill High School (e.g. see, drive past, visit, attend)? (n=92)



Question 5: Of the following potential challenges which may occur short term (during construction) and longer term (once completed), which are you most concerned about? (n=208, multiple responses allowed)



Question 6: Of the following potential benefits, which are you most interested and/or excited by? (n=243, multiple responses allowed)



D Discussion guide

Pendle Hill High School Redevelopment – Interview guide

Pendle Hill High School

Background

The Pendle Hill High School catchment area is expected to experience a significant increase in high school students between now and 2036. By 2021, there will be 1,477 more high school students than spaces in local high schools. This is expected to increase to 2,711 by 2036.

In response to this anticipated increase in demand for high school placements, School Infrastructure NSW (SINSW) and the Department of Education are proposing to increase the capacity of Pendle Hill High School to 1,320 students. This will include construction of two new three storey buildings near Binalong Road and the refurbishment of existing buildings. All works will be undertaken within the existing school boundary.

SINSW and the Department of Education have committed \$39.8m to deliver the following proposed works:

- New Library and Resource Centre
- New Multi-media Workshop & Classrooms
- General learning environments
- New Seminar and Practical Activity Spaces
- New Administration/Office with new meeting rooms

Due to the nature of this project it has been declared a State Significant Development (SSD), and legally requires a Social Impact Assessment (SIA). SIAs are undertaken to understand how local communities are impacted by projects, assessing potential impacts and benefits. As part of a best practice approach to SIA, SINSW have engaged Elton Consulting to undertake independent community engagement to inform the SIA which will be submitted with the Development Application (DA) in mid March.

As part of our work, Elton Consulting is undertaking consultation with key stakeholders. Interviews will help provide qualitative information regarding current and future needs and plans for the area, including challenges and opportunities, and identify potential positive and negative social impacts.

Pendle Hill High School – Current

1. Are there key population groups that have specific needs that need to be addressed? Which ones and what are their needs?
2. What are enrolments and the current capacity of the School? Prompt reputation – school of choice
3. What is the experience of existing teaching staff at Pendle Hill High School?
4. What are the condition of existing teaching and support buildings?

»

5. Before and after school, how are traffic and student pick up managed along Binalong Road?
6. Does the community currently use facilities after school hours?
 - If so: who, when and what
 - Has the experience been positive? If not, why?
7. Council has noted that Pendle Hill High School currently uses Binalong Park. How regularly do students use Bindalong Park and for what activities?
 - How would you describe the school's working relationship with Council?

Pendle Hill High School – Future

8. What benefits will the teaching staff and students experience from the potential new facilities once complete?
9. With changes to open space and an increase in students, will students continue to have access to adequate opportunity for recreation during breaks and sport onsite?
10. The proposed development will be undertaken on a live school site. How do you think this will impact the teaching and learning environment? What are you most concerned about? Who do you think will be most impacted?
11. Considering the proposed development, what are the likely positive outcomes of the development?
12. What is the current relationship between Pendle Hill High School and immediate residents like? Do you think the proposed development may strain this relationship in either the short or long term?
13. Is there anything else we have not discussed that you are concerned or excited about regarding the proposed development?

Schools Infrastructure NSW

Pendle Hill High School – Current

14. Are there key population groups that have specific needs that need to be addressed? Which ones and what are their needs?
15. What are enrolments and the current capacity of the school?
16. What is the condition of existing teaching and support buildings?
17. Does the community currently use facilities after school hours?
 - If so: who when and what

Pendle Hill High School – Future

18. The proposed development will increase the capacity of Pendle Hill High School. How has this demand been determined?
19. The business case notes that Pendle Hill High School has a reputational issue and that the proposed works are only part of the solution. The business case also notes that improvements in management are also required. What additional support and/or funding is SINSW providing Pendle Hill High School to ensure Stage 1 works are supported long term?
20. With changes to the level of access to open space in line with increasing ~~students~~ enrolments, how will students continue to have access to adequate opportunity for recreation during breaks and sport onsite?
21. Considering the proposed development, what are the likely positive outcomes of the development?

Parramatta Council

Pendle Hill High School – Current

22. What is the current traffic situation on Binalong Road? How do you think traffic will be affected by the proposed development?
23. We understand that Pendle Hill High School currently uses Binalong Park for sport and recreation
 - Council has determined that Binalong Park is currently overcapacity. How do you think this development will affect capacity at Binalong Park?
 - Aside from Pendle Hill High School, do any other local schools use Binalong Park?
 - Who are the main users of Binalong Park currently?
 - What is the existing arrangement between Council and Pendle Hill High School regarding the use of Binalong Park?
24. Council has noted concerns that the proposed development might reduce community access to open space. What existing MOUs exist between clubs/Council and Pendle Hill High School? Is the proposed development site locations used for sport and recreation currently by the community?

Pendle Hill High School – Future

25. Do you anticipate any issues for Binalong Park caused by a long-term increase in Pendle Hill High School students?
26. Aside from impacts associated with Binalong Park, is Council concerned about any other potential impacts related to the development?
27. The proposed development will allow for increased capacity of Pendle Hill High School while improving the quality of teaching and support facilities. What does Council see as the key benefits of this project?

E Survey email text

Schools Infrastructure NSW, a division of The NSW Department of Education, is delivering a project to upgrade Pendle Hill High School to support the student and community needs in the area.

As part of the process, School Infrastructure NSW has engaged Elton Consulting to prepare an assessment of how you might be affected by the upcoming works at Pendle Hill High School.

The project proposes to include:

- a new three storey building with 14 new, modern flexible learning spaces
- a range of new core facilities and student amenities
- a new lecture theatre and library spaces
- a new learning area and staff development space.

As part of this assessment, Elton Consulting is engaging with the school community to make comments on the benefits and challenges of the project. We invite you to complete a short survey as part of this work.

The survey will help Elton Consulting understand:

- what the school community values and likes about the school
- what teachers and parents may be concerned about now and into the future, including the project.

The survey will be treated confidentially and anonymously, meaning no one will be able to see your responses or know what you have said. The survey results will be included in the final report as summaries. Your individual results will not be published.

The survey will be open for two weeks (until the 25th of February 2021).

Your feedback is very important to us, thank you.

Please following the following link to the survey:

<https://www.research.net/r/PendleHillHighSchoolSIA>

For more information about the project, please visit: www.schoolinfrastructure.nsw.gov.au

