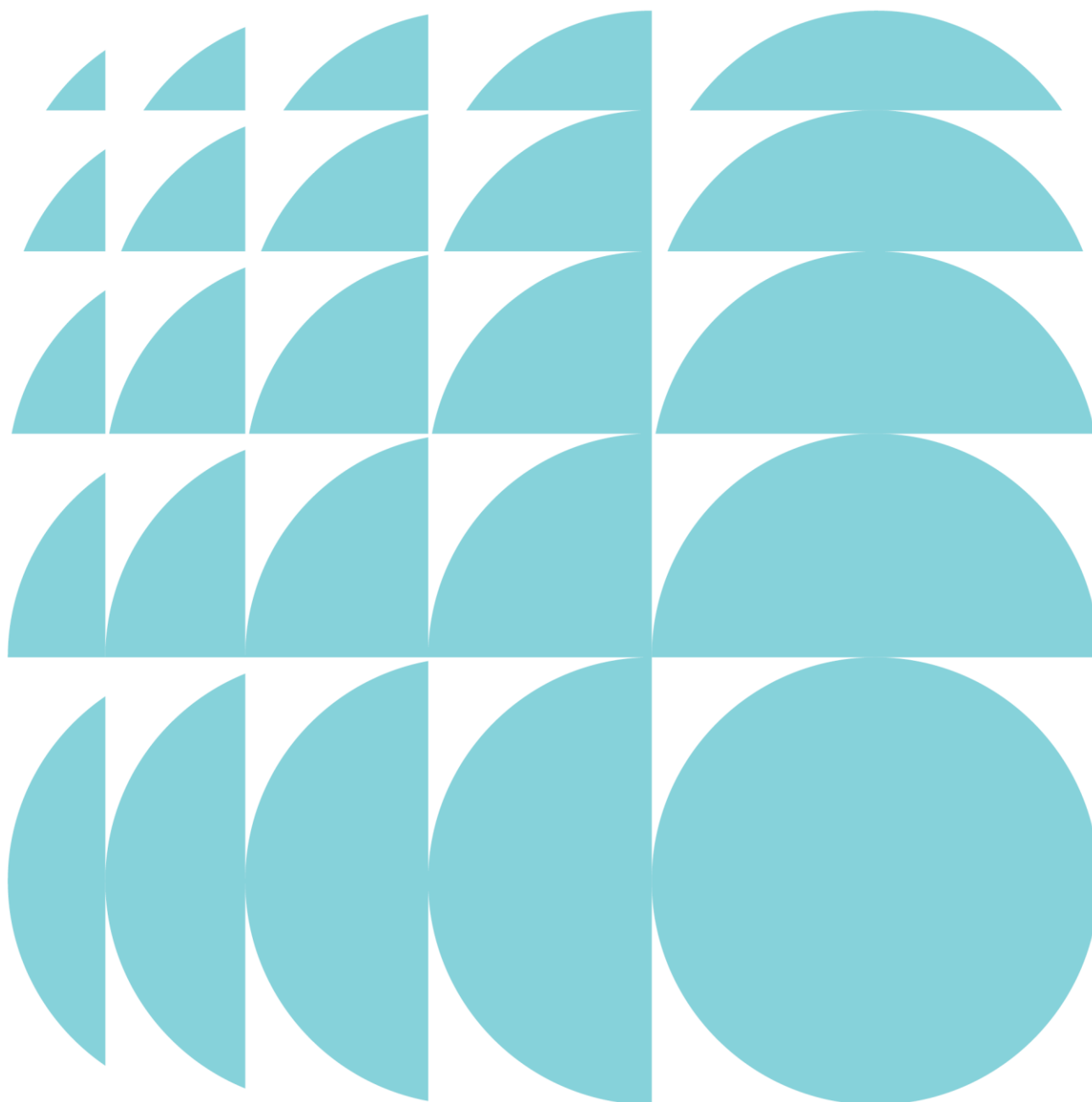


Social Impact Assessment

Kambala School Sport, Wellbeing and Senior
Learning Precinct
794 New South Head Road, Rose Bay

Submitted to Kambala School

29 June 2020 | 2190171



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Executive Summary

Purpose

Kambala School has identified a need to improve the sports facilities at the school. The primary objective being to improve the functionality of the sports precinct at Kambala to achieve and exceed the current best practice in the provision of high quality education facilities. In addition to providing new modern playing fields/courts and classrooms to meet the needs of students, and provide a comfortable working environment for staff, the project will:

- Address deficiencies in the availability and quality of sporting facilities generally;
- Provide satisfactory change room facilities;
- Provide additional modern classroom facilities to relieve overcrowding and amenity issues in the current classrooms;
- Provide the necessary accommodation for sports staff;
- Provide all weather playing surfaces enabling greater utilisation; and
- Enable home games to be played on site at Kambala.

The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 24 November 2019, requiring the preparation of a social impact assessment, which identifies and analyses the potential social impacts of the development, taking into consideration the potential environmental changes in the locality and how they may affect people's way of life, community, access to and use of infrastructure, services and facilities, culture, health and wellbeing, surroundings, decision making systems and fears and aspirations.

This Social Impact Assessment (SIA) has been prepared to support the Environmental Impact Statement (EIS) for the Project. The comprehensive assessment identifies the significance of the potential social impacts, both positive and negative, during construction and upon operation of the precinct.

Mitigation measures for the likely negative social impacts and enhancement measures for the identified social benefits have been discussed, along with the identification of proposed methods for monitoring the social impacts over time.

Project overview

This SSDA includes detailed plans for a new sport, wellbeing and senior learning precinct. Accordingly, consent is sought for the following:

- The excavation of part of the existing sports field to facilitate the construction of the following:
 - sports facilities including weights room and dance rooms;
 - indoor multipurpose sports courts for use by up to 1500 people;
 - innovative and flexible teaching and learning spaces;
 - amenities, storerooms, plant, circulation and ancillary spaces
 - reinstatement of the sports field surface on the roof (sports field and perimeter fencing)
 - spectator seating / bleachers;
- The removal of the tennis courts (currently on the roof of the music building), and the construction of the following:
 - a wellbeing centre, called the SHINE centre, to accommodate the Kambala SHINE program
 - a new staff centre, called the KITE centre, to accommodate staff workstations, meeting areas and amenities
 - reinstatement of the tennis courts, lighting and perimeter fencing on the new roof
- a new eastern forecourt for the school, new external landscaped areas and new courtyards;

- minor works to the existing music building to facilitate a new connection to the new courtyard;
- the partial demolition of the Hawthorne building and the construction of a new façade, roof and landscaping; and
- the demolition of the Arts building and the construction of new facades to adjacent affected buildings, and new landscaping to the footprint of the demolished building.

Social Impact Assessment methodology

The assessment of social impacts has been based on the NSW DPE *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development*, September 2017. It also draws on guidelines published by the International Association for Impact Assessment (IAIA), *International principles for social impact assessment* (Vanclay 2003), which defines Social Impact Assessment as:

'The process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment.' (2003, p.5)

As outlined in the IAIA Social Impact Assessment Guideline (2015), social impacts vary in their nature and can be positive or negative, tangible or intangible, quantifiable, partly quantifiable or qualitative. Social impacts can also be experienced or perceived differently by different people and groups within a community.

Key steps in undertaking the assessment have included the analysis of the existing community and demographic environment, scoping of issues, identifying and assessing potential impacts, determining the significance of the impacts and identifying measures to manage or mitigate the Project's potential negative impacts and enhance the potential benefits.

Study area – area of social influence

For the purposes of the study, key areas of relevance with communities likely to be affected by, or have an interest in the project, have been defined as including:

- The site and the local community within the Primary Study Area (PSA), which includes the suburbs of Rose Bay and Vaucluse.
- The Secondary Study Area is defined using relevant local government area boundaries, considering the population profile of the Woollahra and Waverley LGA, compared to the Greater Sydney Area.

This baseline analysis of the relevant areas for consideration has identified that the primary study area is:

- As at 2016, the estimated population of the Primary Study Area was 22,671. Between the period 2006 to 2016, the Primary Study Area experienced a small amount of population growth of around 5.5%.
- Overall, residents within the Primary Study Area were primarily older with young, school aged children. The Primary Study Area is characterised by households of couples with children, living in medium to high density housing.
- The Primary Study Area is less culturally and linguistically diverse when compared to Greater Sydney.
- The Primary Study Area had lower levels of social disadvantage than compared to other areas within Greater Sydney and had higher household incomes.
- Smaller proportion of residents identified as being of Aboriginal and/or Torres Strait Islander descent.
- Residents were employed in white collar occupations with a majority travelling to work by car.

Stakeholder engagement

A comprehensive engagement approach has been adopted by Kambala, through Urbis, to ensure stakeholders are involved in the process of development of the new sport, wellbeing and senior learning precinct. It is understood that through the process of ongoing engagement, a range of key stakeholders will be engaged in an ongoing way, to ensure a vision of the new precinct aligns with the overall vision and strategy for Kambala.

In addition to project specific engagement it is useful to note engagement outcomes from recent Woollahra Council Engagement undertaken to inform the development of the Local Strategic Planning Statement. A desktop review of the outcomes of these community engagement activities has identified key social drivers for the site and project.

The key priorities, relevant to the project, as identified through the community and stakeholder consultation include:

- Strengthening community wellbeing, providing activities for young people and programs and services that are inclusive of people with a disability.
- Providing quality places and spaces, with protection of local history, heritage values and buildings. Sustainable development that retains local urban character. Provision of well-maintained recreation areas, children's play areas and playgrounds.
- A healthy environment, that shows commitment to responsible management of biodiversity and environmentally sustainable initiatives.
- Quality of life is rated highly in the Woollahra LGA, with self-rated health status significantly high and social activities are key drivers of quality of life.
- Many residents feel very safe in their local area, and there was opportunity to improve communications about local friendliness.
- Many residents would recommend living in the area to their friends, noting the sense of community, as well as good facilities, including schools.

Summary of key social benefits and challenges

An assessment of the social impact categories, as defined within the *Social Impact Assessment Guideline (DPIE, 2017)*, has been undertaken with consideration to the issues identified through the baseline analysis.

Each category of impact is appraised with a significance of the impact based on the likelihood, consequence, and social risk rating. Overall, the level of impacts range from being low to moderate, with no major negative impacts identified in relation to the proposal.

Key challenges identified with the proposal relate to:

- Heritage in the Woollahra LGA has been identified as an important aspect of the urban form and of significant value to the local community. The site's ongoing heritage is important to the school community's sense of ownership over the site.' Changes to this site via the redevelopment may disrupt the community's connection to the site – but only temporarily. Whilst the site is likely to protect the heritage on site by conserving and enriching the school's operation it is important the development is mindful of the local community aspirations and values.
- The project may have some amenity impacts on surrounding residents, students, staff and visitors during construction. Not only amenity but there may be some potential short term changes to sense of place in the primary study area during the construction phase associated with an increased construction workforce, resulting in unfamiliar visitors to the area.
- Construction impacts may have a slight impact on the health and wellbeing of students and staff, where there may be added pressures on the access to education spaces, particularly and adequate outdoor space, if not appropriately managed.
- There is a risk that stakeholder expectations may not be met as a result of the redevelopment. Fears may arise with concerns about safety for families and children during the construction period, particularly in relation to traffic and personal safety with external construction workers visiting the site. However, it is envisaged these can be managed with the implementation of appropriate construction management and safety management plans.

The most significant social benefits of the proposal relate to:

- The ability for Kambala School to continue to provide high standards of education for young women and provide world class education that complements the Kambala strategic vision. The redevelopment of the site will also align with the *Kambala Strategic Plan 2019 – 2023*, providing academic excellence, a place for belonging for students, a caring and supportive school that is reflected in the creation of a dynamic learning environment.

- The Strengthening of the school community, the connections between boarders, day girls, old girls, staff and the greater community.
- Whilst the student population comprises both boarder and day students, the project will cater for the provision of learning and sports and wellness education opportunities that may cater for day students in the local area, noted to have anticipated small growth in young persons (aged 5-19 years) over the next 20 years.
- The project will provide a positive contribution to the high expectations of the community for quality education and emphasis on student wellbeing. The redevelopment of the campus will see a significant increase in green spaces with additional canopy cover provided. The shaded areas will offer flexibility for use of outdoor spaces, providing cooler spaces to learn and play during the warmer months.
- Given the location of the site in relation to an increasing older population opportunities can be explored to create associations between the education programs and older members of the community that may benefit from associations with younger education programs, providing significant opportunities for growth in social cohesion.

Mitigation and enhancement measures

Measures developed to mitigate potential negative social impacts and enhance the benefits are presented in this report. A significant number of impacts are recommended to be monitored and managed through collaboration with key stakeholders, to effectively address them if/ or when they arise.

It is noted that any potential construction impacts are to be managed through compliance with a comprehensive Construction Management Plan, with a communication plan to be developed to ensure all neighbours and relevant parties are informed about the development. Safety for students, staff, visitors and residents is to be effectively managed, through comprehensive security management plans and crime prevention strategies during both the construction and operational phases.

It is noted that with limited community facilities available within walking distance of the site there is opportunity to open and connect the site with the surrounding neighbours. There is also potential to enhance overall social cohesion and wellbeing within the community and educational experiences with students by providing alignment of education programs with surrounding older residents, potentially connecting through the redeveloped facility.

It is recommended that the outcomes of the development, including new education programs and successes generated through the establishment of the new facilities are reported through the Kambala Annual Reporting process. It is also recommended that the redevelopment program explores opportunities to celebrate the history of the schools during the construction phase, for example, by showcasing the history of the site on hoardings.

Overall, it is considered that with a range of mitigation measures to manage identified risks in place, the project is anticipated to bring significant public benefits to the local and broader communities.

1.0 Introduction

Kambala School is proposing to redevelop the sports precinct at 794-796 New South Head Road, Rose Bay. The redevelopment of the sports precinct of Kambala is critical in ensuring the long term capacity of education infrastructure and will result in significantly improved education and sports facilities. The redevelopment of the sports precinct provides the opportunity to better use the existing schools' land.

This Social Impact Assessment supports a State Significant Development (SSD) Development Application (DA) for the redevelopment of the Kambala School sports precinct, which is submitted to the Minister for Planning pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). Kambala School is the proponent of the SSD DA.

1.1 Requirements for the Assessment

This report provides a Social Impact Assessment of the proposed works to be undertaken as part of the Kambala School Sports Precinct Redevelopment Project. It has been prepared by Ethos Urban on behalf of Kambala to accompany the Environmental Impact Statement.

The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 17 July 2019, requiring the preparation of a social impact assessment, which identifies and analyses the potential social impacts of the development, taking into consideration the potential environmental changes in the locality and how they 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 rights;
- Decision making systems, and;
- Fears and aspirations.

The comprehensive assessment of social impacts provides an assessment and identifies the significance of the potential impacts, both positive and negative, during construction and upon operation of the sports precinct.

Mitigation measures for the likely negative social impacts and enhancement measures for the identified social benefits have been discussed, along with the identification of proposed methods for monitoring the social impacts over time.

1.2 Proposed development

As stated in the Environmental Impact Statement, the Development Application (DA) seeks approval for works to redevelop the Kambala Sports, Wellbeing and Seniors Learning Precinct, comprising the following:

- The excavation of part of the existing sports field to facilitate the construction of the following:
 - sports facilities including weights room and dance rooms;
 - indoor multipurpose sports courts for use by up to 1500 people;
 - innovative and flexible teaching and learning spaces;
 - amenities, storerooms, plant, circulation and ancillary spaces
 - reinstatement of the sports field surface on the roof (sports field and perimeter fencing)
 - spectator seating / bleachers;

- The removal of the tennis courts (currently on the roof of the music building), and the construction of the following:
 - a wellbeing centre, called the SHINE centre, to accommodate the Kambala SHINE program
 - a new staff centre, called the KITE centre, to accommodate staff workstations, meeting areas and amenities
 - reinstatement of the tennis courts, lighting and perimeter fencing on the new roof
- a new eastern forecourt for the school, new external landscaped areas and new courtyards;
- minor works to the existing music building to facilitate a new connection to the new courtyard;
- the partial demolition of the Hawthorne building and the construction of a new façade, roof and landscaping; and
- the demolition of the Arts building and the construction of new facades to adjacent affected buildings, and new landscaping to the footprint of the demolished building

1.3 Background and development objectives

Need for a Campus Masterplan

Kambala is an independent, Anglican day and boarding school for girls from Preparation (Kindergarten) to year 12. Kambala also has an early learning centre cares for approximately 100 girls and boys aged between 6 months and 4 years. The school was established in the late 1800s and moved to the current campus in 1913 and has evolved in an organic and ad-hoc manner across the span of a 120 years.

A new campus wide planning approach offers the opportunity to strategically review and plan for the campus' future in a sustainable and efficient manner such that the campus' unique aesthetic and heritage values are best preserved. The preparation of a campus wide development approach is also consistent with the School's 2019 - 2023 Strategic Plan which identified the need for a broader strategic plan to coordinate renewal and orderly development in a feasible and staged manner.

1.4 Strategic need for the proposal

The school is in need of redevelopment to improve the out-dated and inefficient teaching spaces and sports facilities, provide improved learning facilities and spaces that reflect contemporary learning models and improve connectivity and accessibility within the existing campus.

The proposed development will enable Kambala School to continue to provide high standards of education for young women and provide world class education that complements the Kambala strategic vision.

1.5 Objectives of the development

The objectives of the Kambala Sports, Wellbeing and Seniors Learning Precinct include:

- The unlocking of the potential of the site and value of land by building under the existing sports field;
- The exploration of a flexibly and future proof design for the teaching and learning areas;
- Greenify the campus through the removal of poor building fabric and creation of additional garden seating areas;
- Reinstatement of the heritage curtilage around Tivoli;
- Incorporation of environmentally sensitive design initiatives, with a quality architectural design that responds, enhances and compliments the environment;
- Maximisation of digital connectivity and high integration of AV
- Nurture innovation and the joy of learning
- The Strengthening of the school community, the connections between boarders, day girls, old girls, staff and the greater community.

2.0 Purpose, objectives and scope of the assessment

2.1 Social Impact Assessment

The purpose of this Social Impact Assessment (SIA) is to assess the impacts of the development, both positive and negative, for all stages of the project lifecycle for the community and stakeholders. This report supports a State Significant Development (SSD) Development Application (DA) for the redevelopment of the Kambala Sports, Wellbeing and Seniors Learning Precinct at 794 New South Head Road, Rose Bay. The assessment has been prepared by Ethos Urban on behalf of Kambala School to accompany the Environmental Impact Statement.

Social Impact Assessment involves the analysis of social changes and impacts on communities that are likely to occur as a result of a particular development, planning scheme, or government policy decision.

2.2 Methodology and assessment framework

The SIA involves a number of steps, including the scoping of issues; identifying and assessing potential social impacts; determining the significance of these impacts, and identifying measures to manage or mitigate potential negative impacts and enhance potential benefits.

The methodology employed in preparing this SIA is designed to ensure that the social environment of communities potentially impacted by a project are properly accounted for and recorded, and anticipated impacts are adequately considered and assessed.

Social Impact Assessment methodology

The assessment of social impacts has been based on the NSW DPIE *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development*, September 2017. It also draws on guidelines published by the International Association for Impact Assessment (IAIA), *International principles for social impact assessment* (Vanclay 2003), which defines Social Impact Assessment as:

'The process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment.' (2003, p.5)

The DPIE Guideline classifies social impacts in the following way, which forms the basis for this assessment:

- Way of life: how people work, play and interact with one another on a day-to-day basis.
- Culture: people's shared beliefs, customs, values and language or dialect.
- Community: its cohesion, stability, character, services and facilities.
- Political systems: the extent to which people are able to participate in decisions that affect their lives, and the resources provided for this purpose.
- Environment: the quality of the air and water people use, the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to, the adequacy of sanitation; their physical safety; and their access to and control over resources.
- Health and wellbeing: people's physical, mental, social and spiritual wellbeing.
- Personal property rights: particularly when people are economically affected or experience personal disadvantage which may include a violation of their civil liberties.
- Fears and aspirations: their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.

As outlined in the IAIA Social Impact Assessment Guideline (2015), the assessment recognises that social impacts vary in their nature and can be: positive or negative; tangible or intangible (perception based); direct (caused by planned development itself), indirect (occurring as a result of a direct impact) interdependent (affecting each other) and/or cumulative (as a result of the incremental and combined impacts of one or more projects, including the

current and foreseeable future projects); experienced differently by different individuals or groups within a community, and experienced differently at the local, regional, state or national level.

Stages in the preparation of the social assessment are as follows:

- Baseline analysis of the existing socio-economic environment, involving:
 - Study area definition, including primary and secondary geographic areas likely to be impacted;
 - Review of relevant background studies and technical reports, along with relevant local and state policy frameworks;
 - Demographic analysis, including current and forecast communities.
- Stakeholder and community engagement: A comprehensive engagement program is being undertaken by Kambala through Urbis. This engagement program is underway and findings to date have been taken into account.
- Scoping of issues: Analysis of potential impacts during and post-construction, with each of the directly affected communities and other stakeholders identified in relation to the way they may be affected. Both positive and negative potential issues are identified.
- Identification of impacts as per DPIE Guideline parameters. The social impact assessment ultimately appraises the significance of each identified impact based on its duration, extent and sensitivity of impact 'receivers'. This results in a social risk rating for impacts, as per the social risk matrix shown in Figure 1 below.

			Consequence Level				
			1	2	3	4	5
			Minimal	Minor	Moderate	Major	Catastrophic
Likelihood Level	A	Almost certain	A1	A2	A3	A4	A5
	B	Likely	B1	B2	B3	B4	B5
	C	Possible	C1	C2	C3	C4	C5
	D	Unlikely	D1	D2	D3	D4	D5
	E	Rare	E1	E2	E3	E4	E5
Social Risk Rating							
	Low		Moderate		High		Extreme

Figure 1 Social risk matrix

Source: NSW Department of Planning and Environment 2017 Social Impact Assessment Guideline (based on matrix used in Vanclay, F., et al. (2015) p.49)

2.3 Information sources and assumptions

Information sources used to prepare this SIA include:

- ABS Census of Population and Housing 2016
- Other ABS publications as referenced
- Community.id
- Forecast.id
- Strategic Plan 2018-2022 – NSW Department of Education, 2018;
- Design Guide for Schools – Government Architect, 2018;
- Kambala Strategic Plan 2019-2023 – Kambala School, 2018;
- Eastern City District Plan – Greater Sydney Commission, 2018;

- Draft Local Strategic Planning Statement – Woollahra Municipal Council, 2019; and
- Woollahra 2030 – Woollahra Municipal Council, 2018.

Assumptions applied to complete this SIA include:

- Socio-economic data for each study area accurately reflects the community demographic profile;
- The key findings of the background studies and technical reports are accurate;
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views, and
- All potential social impacts to the local community and special interest groups are identified.

3.0 Site context

The Kambala School is an independent, Anglican early learning, primary and secondary, day and boarding school for girls, located in Rose Bay. With a student population of 1,015 students the school advocates for the wellbeing of students and staff through a holistic approach, preparing students for the future as well as aspects of service and citizenship. Kambala is planning to revitalise the school to enhance the campus and continue to care and prepare young women for life now and into the future.

The site is located at 794-796 New South Head Road, Rose Bay within the Woollahra Local Government Area (LGA). Situated in the eastern suburbs of Sydney, the site is approximately 8km east of the Sydney CBD. The site is located on New South Head Road, which is a classified road connecting the City with the eastern beaches and is surrounded by predominantly residential uses.

The site is bound by Bayview Hill Road to the north, New South Head Road to the east, and Tivoli Avenue to the south and west. The surrounding area primarily comprises low density residential dwellings interspersed with medium and high density residential flat buildings, concentrated around New South Head Road

The site comprises the existing campus grounds of the Kambala School at 794-796 New South Head Road, Rose Bay. The northern portion of the site to the north of Bayview Hill Road is currently occupied by two two-storey brick residences utilised by the school, while the north western corner of the main site is occupied by an early learning centre and a contemporary school building. The south western portion of the site is occupied by an additional four contemporary schooling buildings, a pool and library and the heritage listed Tivoli Building. Further south is another brick residence composed of three storeys.

The locational context of the Site is shown in **Figure 2**, whilst the site boundaries and existing site features are shown in **Figure 3**.

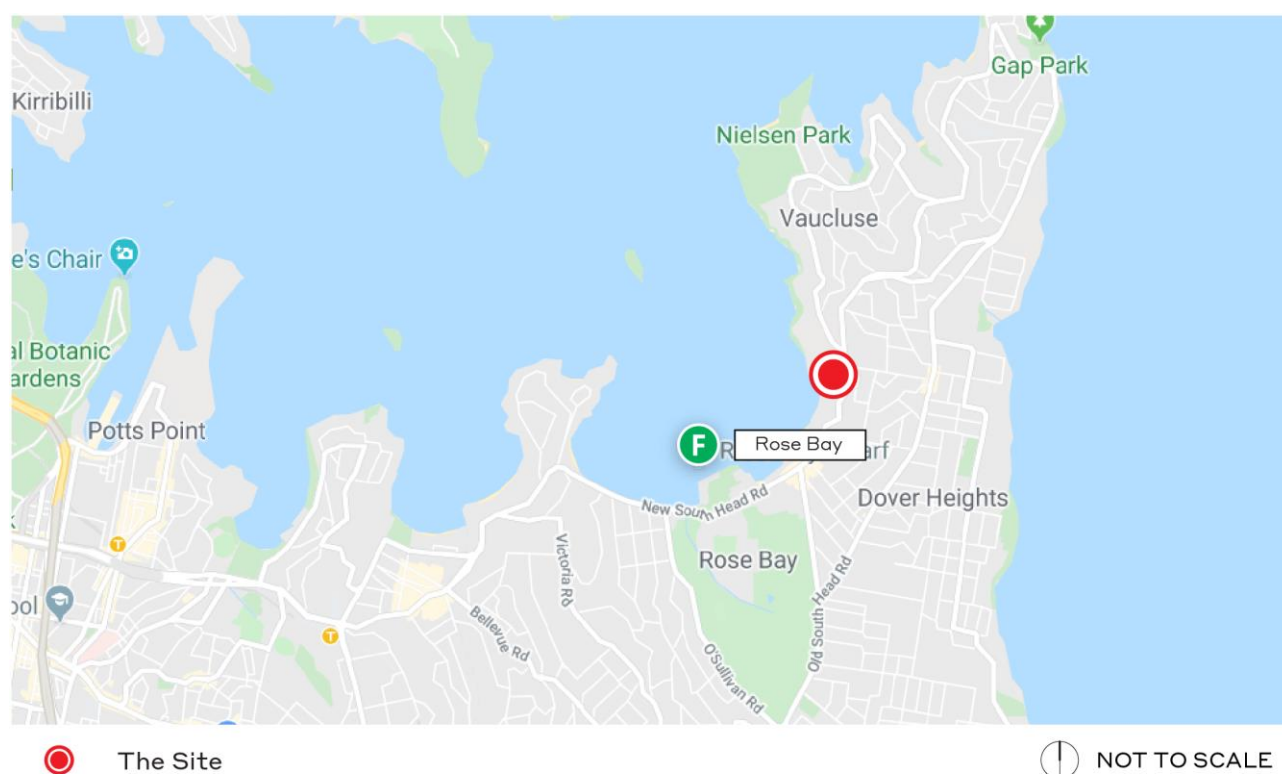


Figure 2 Regional site context



Figure 3 Site area and local context

Source: Nearmaps and Ethos Urban

3.1 Site history and legacies

Kambala School is an independent Anglican early learning, primary and secondary day and boarding school for girls. Kambala was established in 1887 on the terrace of a house in Woollahra called Fernbank. To accommodate the growing number of enrolments, the school was moved to a larger property in Bellevue Hill called Kambala, where the school took on its name. In 1913, the school moved again, due to increasing enrolments, to its present site on New South Head Road, Rose Bay. This property, Tivoli, was built in 1841, and is still used today to house year seven to nine borders.

The school now accommodates approximately 1,000 students from early learning to year 12. It now houses approximately 100 borders from year seven to year 12.

The Kambala Strategic Plan 2019-2023 outlines the strategic direction for the future of the school. Specifically, the plan focuses on the key pillars that inform all future decisions, being:

- Academic Excellence;
- Care;
- Community; and
- Sense of Place.

As part of the pillar “Sense of Place”, the School intends to “upgrade and enhance the existing site to reflect the Kambala standard of excellence”. This strategic plan also identifies the plan to “develop a sporting precinct”.

3.2 Surrounding development and land uses

The surrounding land uses are generally characterised by low density residential, some medium to high density apartment buildings clustered on New South Head Road, and other school uses.

To the north of the site is Kincoppal-Rose Bay School, which is a coeducational Catholic independent day and boarding school. This site is also listed as a heritage item under the Woollahra Local Environmental Plan 2011.

Low density residential houses characterise the areas to the east, south and west. Further south is the Rose Bay Ferry Wharf, which provides access to Double Bay, Darling Point, Watson Bay and Circular Quay. Further west of the site is Sydney Harbour.



Figure 4 Kincoppal School to the north of the Kambala Boarding Houses (forefront)

Source: Ethos Urban



Figure 5 New South Head Road to the east of the site

Source: Ethos Urban



Figure 6 Low density residential on Bayview Hill Road to the north of the site

Source: Ethos Urban



Figure 7 Sydney Harbour to the west of the site

Source: Ethos Urban

4.0 Proposed development

- The excavation of part of the existing sports field to facilitate the construction of the following:
 - sports facilities including weights room and dance rooms;
 - indoor multipurpose sports courts for use by up to 1500 people;
 - innovative and flexible teaching and learning spaces;
 - amenities, store rooms, plant, circulation and ancillary spaces
 - reinstatement of the sports field surface on the roof (sports field and perimeter fencing)
 - spectator seating / bleachers;
- The removal of the tennis courts (currently on the roof of the music building), and the construction of the following:
 - a wellbeing centre, called the SHINE centre, to accommodate the Kambala SHINE program
 - a new staff centre, called the KITE centre, to accommodate staff workstations, meeting areas and amenities
 - reinstatement of the tennis courts, lighting and perimeter fencing on the new roof
- a new eastern forecourt for the school, new external landscaped areas and new courtyards;
- minor works to the existing music building to facilitate a new connection to the new courtyard;
- the partial demolition of the Hawthorne building and the construction of a new façade, roof and landscaping; and
- the demolition of the Arts building and the construction of new facades to adjacent affected buildings, and new landscaping to the footprint of the demolished building

5.0 Strategic policy context

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies relevant to the proposed development.

Key policy drivers

- There is an increasing need for innovative, flexible and adaptive learning spaces and facilities that can provide diverse education opportunities and outcomes for a wide range of students and their needs.
- Local heritage items hold significant value to the Woollahra population, and protection of heritage is a key concern for the local community. Therefore, protection, adaptation and reuse of heritage items is an important policy direction expressed by the community.

5.1 Key themes and drivers

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies. A summary of the key themes of this review is provided in Table 3.1 below. The comprehensive analysis is provided at **Appendix A**. The following documents have been reviewed:

- Strategic Plan 2018-2022 – NSW Department of Education, 2018;
- Design Guide for Schools – Government Architect, 2018;
- Kambala Strategic Plan 2019-2023 – Kambala School, 2018;
- Eastern City District Plan – Greater Sydney Commission, 2018;
- Draft Local Strategic Planning Statement – Woollahra Municipal Council, 2019; and
- Woollahra 2030 – Woollahra Municipal Council, 2018.

A comprehensive review of the strategic policy context for the development is available at **Appendix A**.

Policy theme	Key implications for social impact assessment	Relevant documents
Liveability and community wellbeing	<p>The construction of the Sports Precinct at Kambala should assist in ensuring that the school provides active spaces for the youth of the Woollahra LGA to utilise.</p> <p>The project should assist in providing additional capacity for the school, which will contribute to the provision of educational capacity in the LGA, contributing to liveability of the area. Further to this, it is likely to provide high quality educational facilities alongside the Sports Precinct, further enabling access to high quality education capable of adapting to future learning needs.</p>	Woollahra 2030, Draft Local Strategic Planning Statement 2019, Eastern City District Plan 2018, Strategic Plan 2018-2022
Population growth	A small increase of 5-10% in population between the ages of 5-19 is expected in the Woollahra LGA. Therefore, additional capacity for learning and sports, as proposed, is likely to address an increase in educational facility needs.	Eastern City District Plan 2018, Strategic Plan 2018-2022
Technology and flexibility of education	There is increasing demand for diverse learning spaces that provide a variety of uses and learning styles. This includes spaces for group work, individual study, wet areas, presentations, teacher spaces and reflection. The proposal has the capacity to provide varied learning spaces that are suited to a variety of learning types and activities, alongside the benefits of a completed sporting precinct.	Design Guide for Schools, 2018, Kambala Strategic Plan
Heritage conservation	Heritage in the Woollahra LGA has been identified as an important aspect of the urban form and of significant value to the local community. This proposal is likely to protect the heritage on site by conserving and enriching the school's operation.	Draft Local Strategic Planning Statement 2019.

6.0 Social baseline analysis: current social context

This section provides an overview of the site and the existing social context surrounding the site. It analyses the existing social characteristics of the community within the identified study areas to better understand the potential characteristics and context of the existing community that may be impacted by the proposed development.

Key current community characteristics

- As at 2016, the estimated population of the Primary Study Area was 22,671. Between the period 2006 to 2016, the Primary Study Area experienced a small amount of population growth of around 5.5%.
- Overall, residents within the Primary Study Area were primarily older with young, school aged children. The Primary Study Area is characterised by households of couples with children, living in medium to high density housing.
- The Primary Study Area is less culturally and linguistically diverse when compared to Greater Sydney.
- The Primary Study Area had lower levels of social disadvantage than compared to other areas within Greater Sydney, and had higher household incomes.
- Smaller proportion of residents identified as being of Aboriginal and/or Torres Strait Islander descent.
- Residents were employed in white collar occupations with a majority travelling to work by car.

6.1 Study area definition: area of social influence

For the purposes of the Social Impact Assessment, the study areas have been chosen taking into consideration the need to factor in both local social impacts and those likely to occur on a broader scale. Social impacts are likely to be greater in short term, relating to the immediate surrounds, for example impacts associated with the demolition and construction of the sports facility (i.e. amenity values, access, noise, air quality etc) will be very localised. Longer term impacts such as visual amenity, traffic, connectivity, crime and safety and community sense of place, are also anticipated to occur within the close proximity to the project.

The Primary Study Area represents local community within the immediate area. This area has been defined using ABS Statistical Areas (SA level 1) and includes the suburbs of Rose Bay and Vaucluse.

The Secondary Study Area is defined using relevant local government area boundaries, considering the population profile of the Woollahra and Waverley LGA, compared to the Greater Sydney Area. The demographic data has been primarily sources from the Australian Bureau of Statistics, 2016 Census.

A map showing the designated Study Areas for this assessment is provided at **Figure 10** over page.

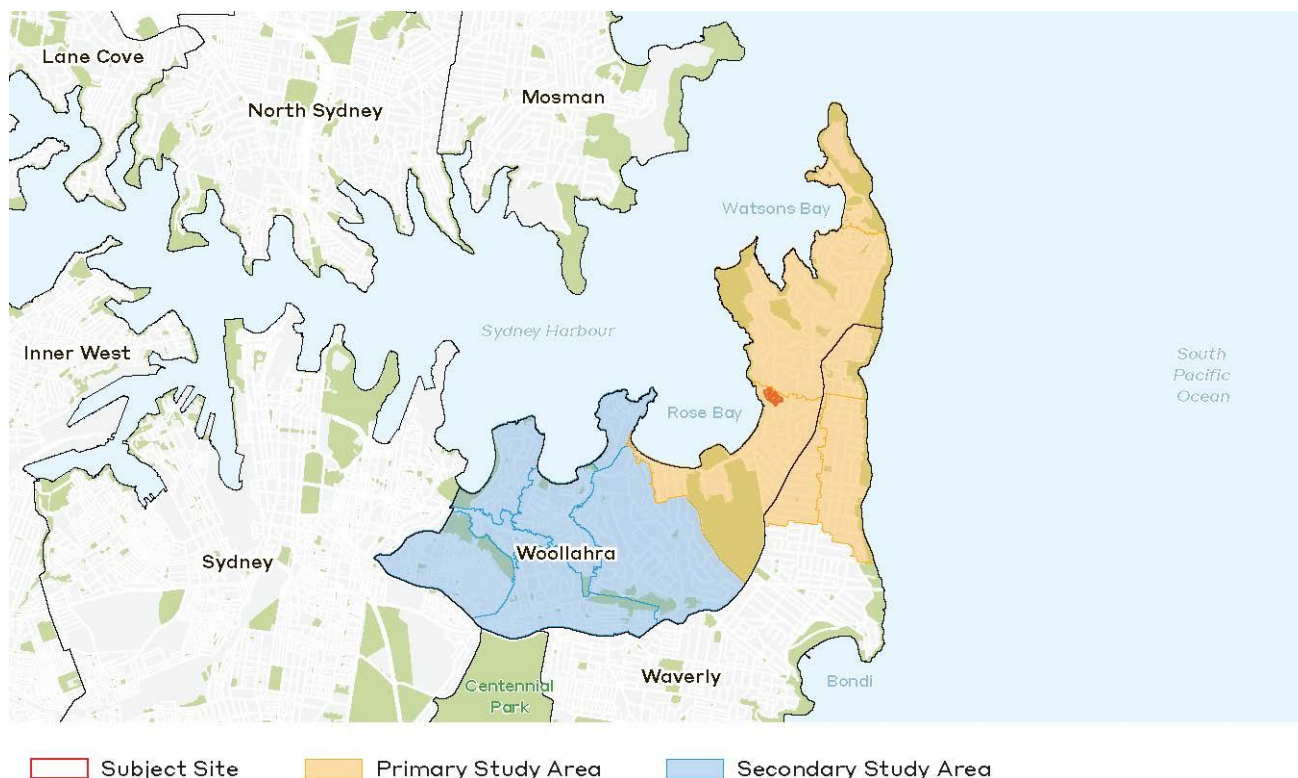


Figure 8 Study Areas

Source: Ethos Urban, 2020

6.2 Community profile

Population and age structure

According to the ABS 2016 data, there were 22,671 residents in the Primary Study Area. Between the period 2006 to 2016, the population increased marginally by around 1,189 residents, or 5.5%.

Residents within the Primary and Secondary Study Area were relatively older than the Greater Sydney Area, with a median age of 39 for both the Primary and Secondary areas, compared to 36 in the Greater Sydney Area. Driving this marginally older population was the higher proportion of residents aged 35 to 54 (29.1%) and 55 and over (27.7%). The other large age group within the Primary Study Area was residents aged 5 to 19 years old, which accounted for 20.8% of the population. There were relatively few residents (16.5%) aged between 20-34 compared to the Secondary Study Area (22.8%) and Greater Sydney Area (23.1%) which suggests that the Primary Study Area has not been a place where young adults tend to locate. However, there is a prevalence of school aged children.

Household and dwelling characteristics

In the Primary Study Area, households of couples with children accounted for the largest household type, accounting for 38.5% of all household types. The Secondary Study Area had a much lower proportion (26.3%), while the Greater Sydney Area had a much similar rate (37.4%). The Secondary Study Area, by comparison had a much higher rate of lone person households (29.8%) and group households (7.7%).

In the Primary Study Area, the majority of dwellings were flats, units or apartments (46.9%). The Secondary Study Area had a similar proportion of flats, representing 55.1% of all dwellings, while the Greater Sydney Area had a significantly lower proportion (28.1%). Detached houses were the next highest dwelling type (41.3%), with semi-detached houses being the least common. Social housing only represented 0.2% of dwellings in the Primary Study Area, and only 0.3% in the Secondary Study Area. This is considerably lower than the Greater Sydney Area (4.2%).

Income, tenure and housing costs

Within the Primary Study Area, the median annual household income was \$135,018, slightly below the Secondary Study Area's at \$139,724. This is significantly higher than the Greater Sydney Area average, which was \$91,000.

In the Primary Study Area, 31.2% of dwellings were being rented, which was a similar proportion to the Greater Sydney Area (34.1%). Further to this, 28.3% of houses in the Primary Study Area were owned with a mortgage, while the Secondary Study Area was significantly below this (23.9%). The percentage of houses owned outright is also higher in both the Primary (36.8%) and Secondary (35.1%) Study Area, as compared to the Greater Sydney Area (29.1%).

The median weekly rent within the Study Area was \$651, which was below the Secondary Study Area's at \$668. Both were significantly higher than the Greater Sydney average of \$462. The average monthly mortgage was \$2,595 in the Primary Study Area, and \$2,607 in the Secondary Study Area, which is significantly higher than the repayments in the Greater Sydney Area. The average income, housing ownership and mortgage repayment rates suggest that these areas may be more affluent than other areas in Sydney.

Relative socio-economic advantage and disadvantage

Compared to other areas within Greater Sydney, the Primary Study Area is significantly more advantaged. The Primary Study Area had relatively lower levels of socio-economic advantage and disadvantage and education and occupation. The Primary Study Area scored in the 94th percentile and above for socio-economic advantage and disadvantage and education and occupation, therefore reflecting the significant socio-economic advantage that these areas have.

Cultural and linguistic diversity

Both the Primary and Secondary Study Areas have a larger European ancestry as compared to the Greater Sydney Area. The largest group by ancestry was Chinese at 23.2%. This was followed by English (13.7%) and Australian (10.0%). 34.5% of residents reported speaking a Northern European language at home, this was much lower than the proportion in Greater Sydney at 59.1%. The next highest language group spoken was Eastern Asian languages at 31.0%. All other languages spoken were below 10%.

Aboriginal and Torres Strait Islander residents

Within the Primary Study Area, 0.03% of residents reported being of Aboriginal and/or Torres Strait Islander descent. Similarly, the share of residents in the Secondary Study Area of Aboriginal and/or Torres Strait Islander descent was 0.04%.

Educational attainment

Approximately 43.4% of the population had attained a bachelor's degree or above in the Primary Study Area, which was slightly below the Secondary Study Area LGA (48.9%) but significantly above the Greater Sydney Region (28.3%). Approximately 34.2% of the primary study area population was attending formal education, which was slightly higher than the Secondary Study Area (31.1%) and Greater Sydney Region (31.7%). Of those attending formal education in the Primary Study Area, half of them were attending primary and secondary school. This proportion is higher than both the Secondary Study Area and the Greater Sydney Area. The proportion of students attending further education such as further technical or tertiary education was lower in the Primary Study Area as compared to the Secondary Study Area or Greater Sydney region. This suggests that the area is characterised by well-educated young families with school aged children.

Workforce status of residents

The large majority of employed residents were in white collar occupations (88.8%), of which Professionals was the largest occupation at 15.6%. This was followed by health care and social assistance workers at 12.1% and finance and insurance workers at 9.6%. The proportion for each of these occupations was generally less than the proportions in the Secondary Study Area, except for health care and social assistance workers, which was above other averages. This suggests that the Primary Study Area is an attractive place to live for professionals, particularly healthcare professionals.

Method of travel to work

Residents living in the Primary Study Area were highly car dependent when getting to and from work. Most residents used a car, as either a driver or passenger, to get to work (61.8%), while 24.9 % used public transport (train, bus or ferry).

Population change from 2006 to 2016

The population of the Primary Study Area has grown approximately 5.5% in the 10-year period from 2006 to 2016, from 21,482 people to 22,671. The growth in the Woollahra LGA grew slightly more in the same, with approximately 8% growth between 2006 and 2016. In the Woollahra LGA, the largest growth was experienced in those aged 60-69, 70-84 and 35-49. However, all ages experienced a growth except for those aged 50-59, who experienced a small decrease in population.

Kambala Student Population

As identified within the Kambala Annual Report (2018) the Kambala student population of approximately 1,000, live within the Eastern Suburbs, within a 10km catchment of the school. The boarding students, of which there are approximately 100 students, come from rural and regional NSW, with a small proportion from overseas and other parts of Australia.

As outlined within the most recent Annual Report (2018) the Kambala School contains:

- Up to 68 students enrolled at Hampshire House Early Learning Centre (boys and girls)
- An enrolment of 995 girls from preparation to year 12.
- There are more students (603) enrolled in the senior years (year 7-12), compared to the primary years.
- Approximately 75 boarders, predominantly from rural NSW
- The majority of day students live within the Eastern Suburbs of Sydney, with an estimated 10% of day students travelling from other suburbs of Metropolitan Sydney.
- Seven Indigenous rural scholars enrolled through the Yalari Foundation Program.
- 7% of students are from non-English speaking backgrounds
- Kambala achieved strong results in all areas of NAPLAN assessment in 2018 (for years 3, 5, 7 and 9)
- Student achievement in senior secondary outcomes reveals students achieved well above the state average in 2018. A consistent trend for the school. It is noted that 17 students were enrolled in the International Baccalaureate Diploma, undertaking a more demanding program of study.

Kambala Workforce Profile

The Kambala workforce is made up of:

- 177 teachers (including casual, part time and full-time staff)
- 251 non-teaching staff

It is noted that all teachers have formal teacher education qualifications, from a higher education institution within Australia.

Kambala School Priorities

School survey results from parents, students and teachers reveal:

- The most valued aspects of the school were friendships and relationships, the learning curriculum, high quality teachers/staff, opportunities provided and the warm and welcoming community.
- Parents expectations have been met in relation to the quality of teaching, provision of a balanced education, academic standards and the focus on student wellbeing.
- Student expectations have been met in relation to the quality of teaching, the balance of education, academic standards and student wellbeing.

6.3 Local social infrastructure context

A review of the existing local social infrastructure has been undertaken to inform the Social Impact Assessment and establish a baseline for the assessment of existing facilities. An overview of the local social infrastructure context is provided below, identifying key social infrastructure within a local 800m catchment of the site (a distance equivalent to a 10-15-minute walk).

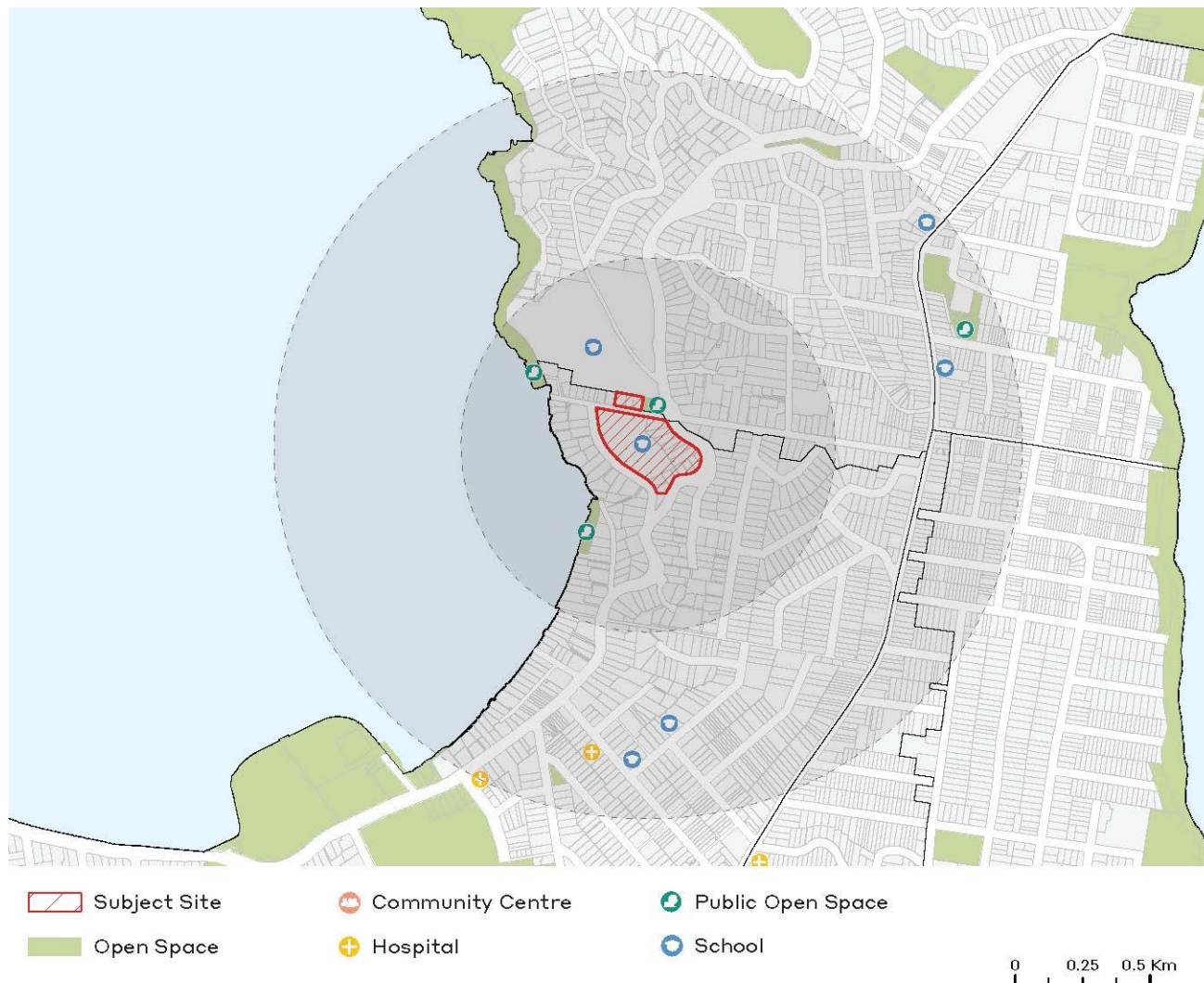


Figure 9 Local social infrastructure context

Source: Ethos Urban 2020

The following social infrastructure types have been reviewed:

- Public open space, sport and recreation facilities (including aquatic)
- Community facilities, including libraries.
- Cultural and creative facilities
- Education facilities
- Childcare
- Aged care facilities
- Health facilities.

Public open space

There are seven public open spaces within 800m walking distance of the site:

- Kimberly Reserve;
- Dumaresq Reserve;
- Percival Park;
- Pannerong Reserve;
- Ray Avenue Reserve;
- Hermitage Reserve; and
- Forsyth Park

Hermitage Reserve is part of the Sydney Harbour National Park and includes the Hermitage Foreshore Track which is a 1.8 kilometre walking track from Neilson Park to Rose Bay, near Kambala School.

Community facilities

There are no local community facilities (e.g. community centres, community halls) within walking distance of the site. However, it is noted that some of the larger recreation, cultural and creative facilities in the area (e.g. religious facilities) contain conference rooms and smaller gathering spaces that have the potential to be hired by local community groups.

Cultural and creative facilities

There are no major cultural and creative facilities within walking distance of the site. There are four religious' facilities within 800 metres of the site.

Education facilities

There are two educational facilities within walking distance of the site. Kincoppal-Rose Bay is immediately to the north of the site, while McAuley Catholic Primary School lies to several hundred metres to the south of the site. Kincoppal-Rose Bay is a co-educational Catholic school that caters for boys from pre-school to year 6, and girls from pre-school to year 12. McAuley Catholic Primary School is a small primary school with approximately 120 students (2018).

Childcare centre, aged care facilities and health facilities

There are three childcare facilities within 800 metres walking distance from the site, being Ballykin Early Learning Centre Rose Bay, Yeladim Early Learning Centre and Vaucluse Kinder Haven. There are four medical practitioners within walking distance of the site. These are Rose Bay Medical Clinic, Rose Bay Family Medical Centre, Rose Bay Medical Practice and the Foot Doctor. There are no aged care facilities within 800 metres of the site.

6.4 Transport and access

The site is moderately serviced by public transport. Buses are the only form of transport within 800 metres of the site. Key bus routes serving the site include:

- 323 – North Bondi to Edgecliff via New South Head Road;
- 324 – Watsons Bay to City Walsh Bay via Old South Head Road;
- 325 – Watsons Bay to City Walsh Bay via Vaucluse Road;
- 386 – Vaucluse to Bondi Junction via New South Head Road;
- 323 – North Bondi to Edgecliff via New South Head Road;
- L24 – Vaucluse to City Wynyard (limited stops);
- 380 – Watsons Bay to Bondi Junction via Bondi Beach; and
- 387 – South Head Cemetery to Bondi Junction.

The site is also serviced by a number of public school buses which provide public transport access to the school via a dedicated student only school bus. This includes:

- 725e – Sydney Grammar School to Watsons Bay;
- 673e – Kincoppal Rose Bay to Edgecliff;
- 608e – Rose Bay Secondary College to Vaucluse Public School;
- 605e – Bondi Junction to Rose Bay Secondary College;
- 601e – Maroubra Junction to Rose Bay Secondary College;
- 671e – Maroubra Beach to Kincoppal Rose Bay;
- 670e – Randwick Junction to Kincoppal Rose Bay;
- 604e – Watsons Bay to Rose Bay Secondary College;
- 625e – Watsons Bay to Randwick Girls High School;
- 683e – Watsons Bay to Emmanuel School Randwick;
- 676e – Kincoppal Rose Bay to Maroubra Junction; and
- 672e – Kincoppal Rose Bay to Maroubra Junction.

There are no other forms of transport within walking distance of the site. Rose Bay Ferry Wharf is approximately one kilometre from the site, which provides access to Watsons Bay and Circular Quay. No trains or light rails are accessible from the site.

6.5 Local social issues and trends

The following section provides a brief overview of the key social issues and trends that relate to the proposed project:

- Anticipated population growth in the Eastern Suburbs will contribute to increase demand for education infrastructure in the Eastern Suburbs.
- The contribution to maintenance and upgrades to the existing school network will continue to provide high quality school infrastructure for the Eastern Suburbs.
- The project will cater for the provision of learning and sports for the small increase in young persons (aged 5-19 years) expected over the next 20 years in the Woollahra LGA
- The project will provide a positive contribution to the high expectations of the community for quality education and emphasis on student wellbeing.
- Parents and students value the education that has been offered at the Kambala school and the project will positively support the provision of high quality facilities at the campus, contributing to high quality education and wellbeing outcomes for the population now and into the future.

7.0 Forecast future social and economic context

Key forecast community characteristics

- Relatively low rates of population growth is forecast in the Study Area, with population projected to grow by an average annual rate of 0.4%, from 23,450 persons in 2016 to 25,160 persons in 2036.
- The projections indicate an increase in the younger cohorts aged between 10 and 24 years old and older cohorts aged 50 and above.

7.1 Forecast community profile

The following section describes the forecast community profile for the area. The forecast growth rates are sourced from Transport for NSW. For the purposes of this analysis, the Study Area is defined using the SA2s defined above.

Population projections

The Study Area population is projected to grow by an average annual 0.4%, from 23,450 persons in 2016 to 25,160 persons in 2036. This projected average annual growth rate is quite low when compared to Greater Sydney's growth rate for the same period.

Table 1 Population projections, 2016 – 2036

	2016	2021	2026	2031	2036
Study Area	23,450	23,860	24,200	24,720	25,160
Woollahra LGA	55,920	57,010	58,010	59,410	60,700
Greater Sydney	5,024,923	5,599,477	6,126,324	6,622,190	7,101,640
	Average annual growth (%)				
	2016-21	2021-26	2026-31	2031-36	
Study Area	0.3%	0.3%	0.4%	0.4%	
Woollahra LGA	0.4%	0.3%	0.5%	0.4%	
Greater Sydney	2.2%	1.8%	1.6%	1.4%	

Source: TfNSW, Ethos Urban; Department of Planning

Table 2 below shows the population projections for the Study Area by age cohort between 2016 and 2036. The projections indicate an increase in the younger cohorts aged between 10 and 24 years old and an increase in the older cohorts aged 50 and above. While the cohorts aged below 9 years between 25 and 49 years are projected to decline.

Table 2 Population projections by age cohort, 2016 – 2036

	2016	2021	2026	2031	2036	Average annual growth (no.) 2016-36	Average annual growth (%) 2016-36
0-4 years	1,410	1,630	1,570	1,510	1,500	5	0.3%
5-9 years	1,710	1,740	1,730	1,700	1,650	-3	-0.2%
10-14 years	1,640	1,740	1,800	1,810	1,790	8	0.4%
15-19 years	1,500	1,510	1,670	1,750	1,780	14	0.9%
20-24 years	1,300	1,280	1,310	1,420	1,490	10	0.7%
25-29 years	1,150	1,030	990	1,020	1,070	-4	-0.4%
30-34 years	1,430	1,380	1,290	1,280	1,300	-7	-0.5%
35-39 years	1,650	1,730	1,620	1,550	1,540	-6	-0.3%
40-44 years	1,880	1,890	1,900	1,850	1,780	-5	-0.3%
45-49 years	1,690	1,710	1,670	1,720	1,690	0	0.0%
50-54 years	1,640	1,680	1,720	1,720	1,790	8	0.4%
55-59 years	1,400	1,450	1,520	1,570	1,580	9	0.6%
60-64 years	1,200	1,310	1,330	1,400	1,460	13	1.0%
65-69 years	1,200	1,020	1,120	1,150	1,220	1	0.1%
70-74 years	980	1,080	990	1,100	1,140	8	0.8%

75-79 years	610	690	810	760	850	12	1.7%
80-84 years	510	530	650	780	750	12	1.9%
85 years and over	577	459	507	629	780	10	1.5%
Study area	23,450	23,860	24,200	24,720	25,160	85.5	0.4%

Source: TfNSW, Ethos Urban

8.0 Community engagement

It is understood that a targeted stakeholder engagement approach has been adopted by Kambala, through Urbis, to involve key stakeholders in the development of the precinct. The process of engagement is ongoing and will be delivered in phases throughout the life of the project. A separate engagement outcomes report is to be delivered by Urbis, for the project with views and interests noted by Kambala in the delivery of the project.

8.1 LGA-wide consultation

In addition to project specific engagement it is useful to note engagement outcomes from recent Woollahra Council Engagement undertaken to inform the development of the Local Strategic Planning Statement. A desktop review of the outcomes of these community engagement activities has identified key social drivers for the site and project. The following documents were reviewed

- Woollahra Municipal Council, *Measuring Community Capacity* Community Capacity Survey. 2017
- Woollahra 2030 *Community Strategic Plan 2018*

The key priorities identified through the community and stakeholder consultation include:

- Strengthening community wellbeing, providing activities for young people and programs and services that are inclusive of people with a disability.
- Providing quality places and spaces, with protection of local history, heritage values and buildings. Sustainable development that retains local urban character. Provision of well-maintained recreation areas, children's play areas and playgrounds.
- A healthy environment, that shows commitment to responsible management of biodiversity and environmentally sustainable initiatives.
- Quality of life is rated highly in the Woollahra LGA, with self-rated health status significantly high and social activities are key drivers of quality of life.
- Many residents feel very safe in their local area, and there was opportunity to improve communications about local friendliness.
- Many residents would recommend living in the area to their friends, noting the sense of community, as well as good facilities, including schools.

9.0 Social Impact Assessment

9.1 Social Impact Assessment framework and scope

This SIA has been prepared based on the NSW DPIE SIA Guideline and the suite of social impact assessment factors set out in Section 2.2 of this report.

This assessment considers the potential impact on the community and social environment should the social impacts envisaged occur, compared to the baseline scenario of the existing use of the site and social context.

The purpose of this social impact analysis is to:

- Assess the significance of the identified potential social impacts generated by the proposed development based on the potential frequency and severity of the impact, should it occur.
- Develop social impact mitigation and enhancement options for any identified significant social impacts.
- Advise Kambala School of potential social impact mitigation and enhancement options to help finalise the EIS.

Ultimately there are two main types of social impacts that will arise as a result of the proposed development. First, direct impacts caused by the project and which cause changes to occur within the existing community, as measured using social indicators, such as population, health, and employment. Secondly, indirect impacts that are generally less tangible and more commonly relate to matters such as community values, identity and sense of place.

The primary focus of this assessment is the Primary Study Area, which is expected to experience social impacts associated with the proposed development most directly. Impacts to the broader locality will likely to be less pronounced or are likely to involve a particular issue that will also be present within the surrounding site context.

9.2 Impact assessment matters and responses

The following section sets out the assessment of social impacts arising from the proposed development and recommended responses, including measures to enhance social benefits and mitigate potentially negative impacts, across the suite of factors set out in the DPIE SIA Guideline, shown at Section 2.2.

It includes a risk assessment of the degree of significance of risk, including the envisaged duration, extent, and potential to mitigate/enhance and likelihood of each identified impact. The social risk matrix provided within the DPIE *Social Impact Assessment Guidelines (2017)* have been adapted for the purposes of undertaking this social and impact assessment of the proposed redevelopment of Kambala.

Each impact has been assessed and assigned an overall risk that considers both the likelihood of the impact occurring and the consequences should the impact occur. The assessment also sets out recommended mitigation, management and monitoring measures for each identified matter.

Way of life

Potential impacts

The proposed development is anticipated to have some direct impacts on the day to day functioning of local residents within the study area, as well as the students, families and staff of the school. The changes to the school site will have a significant positive impact on access to and use of facilities within the locality. While these impacts will directly affect these populations, it is not anticipated that these impacts will be very considerable or altering to the long term way of life of these communities. It is unlikely to impact on ability for Sydney residents to access adequate housing, or how people interact with each other on a day to day basis.

Construction stage impacts

- It is noted that during construction the project may have some amenity impacts on surrounding residents and students and staff who are present during school hours. These amenity impacts could be things such as dust and noise resulting from the construction. It is noted that construction hours are to be scheduled between 7:00am – 6:00pm Monday to Friday, with 7:00am – 5:00 pm on Saturdays. Deliveries and vehicular site access is to be outside the peak school hours, those being 7-9am on weekday mornings as well as 2-4.30pm on weekday afternoons.
- Given the close proximity to public transport networks, the construction staff are encouraged to use public transport where possible.
- The construction stage may impact on the way of life of families who attend the school, with construction likely to impact access to parts of the school. It is anticipated that during construction the school will be without its oval, and there will need to be adequate space sourced for students to use during school breaks and for sporting activities.
- It is noted that construction is to be managed through compliance with a Construction Management Plan, with a communication plan to be developed to ensure all neighbours and relevant parties are informed about the development. A construction team member is to be included in the liaison team, with any construction complaints tracked and responded to through a register.

Operational impacts

The proposed development may have the following potential social impacts with relation to way of life in the PSA and broader locality:

- Impacts to views from neighbouring residential properties and public spaces are expected to be limited.
- The development of the new sports facilities and indoor multipurpose sports courts as well as flexible teaching spaces are anticipated to have long term positive impacts to the Kambala school community, creating a new sports and wellness precinct that will significantly improve the recreation, sporting and learning spaces for the school. The project will ensure the school infrastructure is developed in accordance with the Kambala Mission and Strategic Plan through the creation of an environment that allows for innovation and progressive changes to teaching and learning capabilities.
- Amenity for students and staff is likely to significant increase, due to access to improved facilities and educational spaces. The redevelopment of the campus will bring health and wellbeing improvements with access to improved open spaces and specifically the wellbeing centre.

Responses / mitigation measures

- It will be important to ensure that members of the school and local community are kept well informed of the construction phases and result of the redeveloped Kambala School, in relation to the success and benefits to the school and local neighbourhood.
- The implementation of the proposed construction management plan will be important to ensure that impacts to local residents' way of life as well as the school community (students, families and staff) are addressed and managed effectively.
- It is important that this construction management program is clear about the stages of construction, to allow continued and safe operation of the school while construction takes place.

Summary

Overall Social Risk Rating and social benefit

- The social risk rating is low – moderate with the overall rating of risk considered to be:
- Construction: B3 (likely moderate)
 - Operation: E1 (rare minimal)

Potential impacts	
Likelihood level	There will be possible impacts during construction to the way of life of students, staff and families, particularly in relation to the loss of the oval space during construction. There may be rare or unlikely minimal impacts to residents in the area in relation to their way of life. For students, families of students and staff the construction may impact their way of life at the school quite moderately. However, once the school is fully operational post construction, the way of life for students, staff and families is likely to greatly improve due to access to improved facilities.
Consequence level	The consequence of change to way of life as a result of construction is moderate.
Duration	The impacts identified are likely to be temporary: occurring only during the construction phase.
Extent	<p>The impact is likely to be experienced differently by individuals and groups. Students may be affected the most by the proposal, as their school routine may be interrupted. Families of these students are likely to be disrupted as well, if school drop off routines are changed, and students are required to adjust to changes throughout their schooling. Staff may be impacted through relocation of classrooms and education facilities.</p> <p>Local residents, workers and visitors within the immediate catchment may be impacted, likely through traffic and construction impacts. These impacts will likely disrupt daily routines, amenity and access of surrounding residents.</p>
Severity/ sensitivity	The impacts on the key stakeholders is not considered to be extreme or significant. Moderate impacts will be felt by these stakeholders during construction, and its likely younger students will experience this disruption to a greater degree as their way of life, and education routine is disrupted.
Potential to mitigate/ enhance	<p>The potential to mitigate impacts is high, as construction management and effective engagement can be utilised to address and manage any concerns that stakeholders may have. Ongoing contact and engagement will be crucial to ensure stakeholders are informed about all changes that may impact them throughout the project.</p> <p>Further to this, the Construction Management Plan will be crucial to ensure that any foreseeable construction impacts are mitigated prior to them arising. It is noted that construction workers are to be encouraged to use public transport to the site to minimise disruption to the surrounding neighbourhood in relation to traffic. As such it is recommended that an additional green travel plan be put in place for construction workers to support active travel.</p>

Community, including its composition, cohesion, character, how it functions and sense of place

Potential impacts

The proposed development is anticipated to have limited social impacts in terms of community composition, cohesion, character and sense of place in the local community. It is noted that the school has a long history, established in Rose Bay since 1913, originally operating within Tivoli House, now centre of the campus. The small segmented development of the campus has resulted in limited outdoor spaces for the school community and the development of the site will allow for a more diverse series of spaces that will cater for different needs within the school community. The opportunities to create new well-established connections to the campus will be improved, allowing for greater functions of the spaces within the buildings.

Key pillars identified within the Kambala Strategic Plan relate to "Sense of Place". With demographic findings showing that the local area is projected to grow slightly with growth expected in both younger and older cohorts, identifying potential opportunities to connect the growth and development of the school and its community with the local ageing population. The development of a new wellbeing centre and the Kambala SHINE passport program should consider opportunities that may link with the growing ageing population in the local area, helping the development of young women to connect and provide support to local communities.

Construction stage impacts

- Potential changes to sense of place in the primary study area during the construction phase associated with:
 - Increased construction workforce, resulting in unfamiliar visitors to the area. The relationship of the construction workers with the school may result in a temporary impact to sense of place for students and families.
- There may be some potential impacts to perceptions of safety associated with the volume of construction workers in the PSA.
- Potential changes to how the community functions in the PSA during the construction phase associated with:
 - Changes to wayfinding, pedestrian and vehicular access within the PSA due to the erection of hoarding, and other construction activity associated with the site, which may affect access to other social infrastructure in the area.
 - Reduced opportunities to attend sporting and other events, which can be part of users' routines and opportunities for community interaction.

Operational impacts

- There are unlikely to be significant changes to the composition or character of the community of the site, or how the community functions when the construction has been completed and the new facilities are operational.
- It is noted that the site is currently occupied by a functioning education precinct, and therefore changes to sense of place associated with the operational phase of the development are likely to be minimal, instead likely to be positively enhanced.
- Given the location of the site in relation to an increasing older population in the locality it is recommended that opportunities are explored with older members of the community that may benefit from associations with younger education programs. As noted in the analysis the local population aged 80+ years is predicted to grow significantly. Research is increasingly showing that intergenerational learning and socialising is beneficial for both younger and older people and can provide significant opportunities for growth in social cohesion¹. Therefore, the potential for collaboration with aged populations is recommended to ensure enhanced community cohesion.

Responses / mitigation measures

- It is recommended that changes to the site are managed through continued historical documentation of the construction phase. Sense of place can be explored and celebrated further, with a visual story that identifies the transition of the site over the years.
- To effectively integrate the changes on site, whilst allowing for individual identity to be maintained, ongoing engagement with stakeholders is encouraged to identify opportunities to strengthen links between the schooling community and the surrounding neighbourhood during construction and operation.
- It is recommended that the Kambala Strategic Plan considers the links that can be created between the school community and local neighbourhood to identify how the new facilities and spaces and education programs provided through the SHINE program can create strong links between younger and older generations. It is recommended that the four dimensions of SHINE should consider how students and staff could use the new facilities in conjunction with programs that support local residents. It is recommended that these programs and successes are reported through the Kambala Annual Reporting process.

¹ G. Cortellesi, M. Kernan, "Together Old and Young: How Informal Contact Between Young Children and Older People Can Lead to Intergenerational Solidarity", 2016.

Potential impacts	
Summary	
Overall Social Risk Rating and social benefit	<p>There is overall positive social benefit to the local and broader community, with some construction impact may be experienced.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C1 (possible minimal) • Operation: E1 (rare minimal)
Likelihood	<p>Very likely positive benefit. Possible impact during construction.</p> <p>It is likely that during operation, there would be positive impacts on the community of the school and the local neighbourhood. While some impacts may be felt during construction, the improvement to the school and facilities will have a likely positive impact in the long term.</p>
Consequence	The consequence will likely be minimal for both construction and operation.
Duration	Construction impacts are short term, operational benefits are longer term.
Severity/ sensitivity	Impacts are likely to be experienced differently by different groups and individuals. The greatest severity of impact is likely to be experienced during construction.
Extent	The impact during construction is likely to be experienced by the Kambala school community, including students and staff. Some potential impact to the local neighbours in the immediate vicinity.
Potential to mitigate/ enhance	There is a high potential to enhance the positive social impacts of the proposed development through taking account of social issues raised above in its delivery and ongoing operational management.

Culture: shared beliefs, customs, values and stories, and connections to land, places, buildings**Potential impacts**

The school has had a long connection to the Rose Bay landscape and local community, noting that the school relocated to the current site in 1913, operating within the Tivoli townhouse, currently the home to boarders in Years 7 and 9. The location of the site forms part of the social history of the school and its community, with the provision of facilities that expand opportunities for students. It is understood that the design of the new precinct has been developed in line with the current Conservation Management Plan for Tivoli House. The proposed development may have the following potential social impacts with relation to culture, including shared beliefs, customs, values and stories, and connections to land, places, and buildings (including Aboriginal culture and connection to country):

- Adjustment to the community's connection to place and heritage associated with the history of the site.
- The project has the potential to impact the community's connection to place. The site's ongoing heritage is important to the school community's sense of ownership over the site.' Changes to this site via the redevelopment may disrupt the community's connection to the site – but only temporarily.
- There are potential positive social impacts associated with improved access for local and broader communities to educational facilities.

Responses / mitigation measures

- The improvement of the educational facilities will provide greater connection to the site, despite the short-term impacts during construction.
- Changes to sense of place associated with the proposed development could be mitigated via documentation of the history of the precinct.
- Opportunities to celebrate the history of the schools during the construction phase may be explored, for example, by showcasing the history of the site on hoarding etc.
- It would be appropriate to engage with the wider Rose Bay community to ensure the social cultural significance of the site and the change to new facilities is documented and key learnings captured.

Summary

Overall Social Risk Rating and social benefit	It is considered the overall social risk rating of the proposal is negative/low with the overall rating of risk is: <ul style="list-style-type: none"> • Construction: D2 (unlikely minor) • Operation: D1 (unlikely minimal)
Likelihood	The likelihood of social impact occurring is unlikely/rare.
Consequence	Minimal to minor during construction, minimal during operation.
Duration	Short term impacts with the loss of the use of the school grounds during construction phases may impact the shared connection to the site. Long term impact may arise if the school does not incorporate references to the site's cultural history.
Severity/ sensitivity	There is significant value of the site to the cultural history of local area. However, given the design is sensitive to the locality and the heritage of the area the sensitivity is low.
Extent	Impacts are most likely to be experienced by users of the school community.
Potential to mitigate/enhance	There is potential to mitigate the negative impacts and enhance the positive benefits of the proposed development by ensuring measures are employed to maintain cultural connection, values and stories to the site, place and building. It is recommended that artwork is incorporated into the building and landscape during the detailed design stages to further enhance the connection to the site's history.

Health and wellbeing

Potential impacts

Adequate school infrastructure is an integral component for the learning and development of school children, and they are a vital part of any healthy and thriving community. The program of works aligns with the Kambala Strategic Plan (2019 – 2023) to create a high performing sporting precinct, greenify the campus and explore sustainable ways to redevelop the site to provide high quality teaching and learning areas.

Good school development will optimise health, safe and secure spaces, while creating a welcoming environment for all.

Construction impacts may have a slight impact on the health and wellbeing of students and staff, where there may be added pressures on the access to education spaces, particularly and adequate outdoor space, if not appropriately managed.

The proposed redevelopment and expansion will have long term benefits in that it will upgrade ageing buildings and provide improved space for passive and formal outdoor activities. The redevelopment of the campus will see a significant increase in green spaces with additional canopy cover provided. The works will also see an increase in the total area of outdoor space available to the school community and will also create a more flexible and modern learning environment. The shaded areas will offer flexibility for use of outdoor spaces, providing cooler spaces to learn and play during the warmer months.

Responses / mitigation measures

- The arrangement of the existing campus and outdoor health and wellbeing programs should be considered throughout the design development, construction and operational phases. Appropriate management plans should be put in place during the construction phase to ensure that all students and staff have safe access to open space to ensure their ongoing health and wellbeing.
- The redevelopment and expansion will provide improved efficiencies in the open space and school facilities available to students.
- User experience surveys and monitoring plans may be used to identify the direct and indirect impacts the re-design of the campus to enable long term health and wellbeing of all stakeholders.
- The creation of a key point of contact within the school for the distribution of information will provide any families or stakeholders within the school the opportunity for any questions to be answered.

Summary

Overall Social Risk Rating and social benefit	<p>The overall social risk rating is considered low, with social benefit considered to be high in the contribution to improvements in health and wellbeing of the local school community.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: D1 (unlikely minimal) • Operation: E1 (rare minimal)
Likelihood	The likelihood level of social impact occurring is unlikely during construction and rare during operation.
Consequence	Minimal during construction and operation.
Duration	Limited impact during construction, however, care should be given to ensure that construction impacts do not deteriorate the health and wellbeing of those in the immediate vicinity of the site. The social benefits are realised long term, with improved facilities for all and flow on effects to health and wellbeing for the school community.
Severity/ sensitivity	Not considered to be of significant consequence or severity
Extent	Impacts are mostly likely to be experienced from existing stakeholders, however, the redevelopment may have long term flow on effects with the improved facilities at the school. The proposal is likely to have significant positive contributions in the long term.
Potential to mitigate/ enhance	Ability to enhance positive benefit is high, through an effective engagement and participation strategy that realises the needs of existing stakeholders, particularly staff and students in relation to their use of existing outdoor areas and current programs.

Surroundings – amenity

Potential impacts

Amenity impacts in relation to the redevelopment and upgrade of the site relate to the impact of the ability of students, staff, visitors and nearby residents to enjoy the use of the site and daily activities or use of the surrounds. Changes to amenity may relate to environmental factors such as noise, vibration and dust, community value, sense of place or cultural identity. Issues relating to noise and vibration have been assessed within the EIS and in the Noise and Vibration Assessment submitted with the development application.

Construction Stage Impacts

- During the construction period, the duration of noise and vibration impact is expected to be short term and the impacts will be felt mostly by students, staff and nearby properties. These construction impacts have the potential to disrupt learning outcomes on the existing campus if not managed well. However, there are expected to be no dust impacts during the operational phase and any noise impacts will be appropriately managed.
- Potential negative social impacts to surroundings associated with increased traffic in the local area during the construction phase, including increased noise and vibration, including associated with heavy vehicle movements, pressure on resident and visitor parking (resulting in potential reduced accessibility of facilities and infrastructure in the area) and potential increased risks to pedestrian safety.

Operational impacts

- Potential positive amenity impacts include the upgrade and expansion of existing facilities on the site, which will enhance the appearance of the site from the public domain and changes to the sense of place surrounding the school.
- Without the upgrade and expansion to facilities, this may result in degrading and ageing facilities, with flow on effects to students, staff, visitors and possibly nearby residents.
- Potential positive social impacts to the surroundings of the local area associated with renewal of the site. These changes, and other activities associated with the construction of the new school facilities, will result in enhancements to the appearance of the site and potentially positive changes to the local amenity.

As a result of the expansion and redevelopment of the existing school facilities there will be significant improvements to the internal amenity of the campus, with teaching and learning facilities significantly improved. These are considered to result in an almost certain positive impact to users of the site.

Noise and vibration

Assessment of the noise and vibration impacts as a result of the development have been assessed within the EIS and the Environmental Noise and Vibration Assessment submitted with the development application. Noise and vibration impacts will be felt mostly by properties closest to the construction, with increased noise and vibration activity. As outlined within the Noise and Vibration impact assessment submitted with the development application, throughout noisier work periods, feasible noise management strategies will be required to be adopted to minimise impact to residents.

As recommended in the expert report, a Construction Noise Management Plan is to be implemented by the Contractor that identifies strategies to be put in place to minimise adverse noise impacts to the surrounding community.

Traffic

As outlined within the Traffic Impact Assessment, provided with the EIS, any associated traffic impacts will be managed in accordance with the implementation of new travel demand management measures, which are expected to reduce school car usage by 5%. It is anticipated that the implementation of green travel strategies will significantly reduce vehicle trip generation. As outlined within the Traffic Impact Assessment it is recommended that regular management and extensive education and consultation is conducted with key stakeholders of the school, including staff and parents.

Responses / mitigation measures

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts associated with noise and vibration (identified in the Environmental Noise and Vibration Assessment) impacts during the construction phase.
- There will be significant improvements to the internal amenity to the users of the space including students, staff, and visitors.

Potential impacts

- As identified through the design scheme, consideration has been given to the aesthetic value of the existing site and the connections any students, staff or visitors have to it.
- A communications plan should be established to display the name and contact details of the Principal Contractor on site or relevant contact information for any issues / queries raised by stakeholders or the community during the construction phase.
- It is recommended that local amenity complaints are recorded, and appropriate action is taken to reduce the impact to the immediate surrounds, particularly during the construction phase.
- It is recommended the communications and engagement strategy continue through operation, to assist with the modal shift to reduce school car usage by 5%.

Summary: Amenity

Overall Social Risk Rating and social benefit	<p>Low Social Risk Rating, however positive social benefit anticipated in the redevelopment and expansion of existing facilities, having a flow on effect of improving overall amenity for the local area with increased activation in the public domain and an overall positive amenity outcome.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C2 (possible minor) • Operation: E1 (rare minimal)
Likelihood	The impacts are likely to be most prevalent during the construction of the school, as the amenity of the school ground deteriorates. However, improved amenity and surroundings is very likely following the completion of the construction.
Duration	The most impacts are likely to be experienced during the short term, during construction.
Consequence	The impact on the amenity is likely to be moderate during construction. It is noted that access to buildings and facilities during construction may be reduced.
Severity/ sensitivity	The consequences are likely to be moderate during construction but will be reduced during operation as the facilities and school grounds improve significantly.
Extent	Impacts are predicted to be felt by students, staff, visitors and some nearby residents during the construction phase.
Potential to mitigate/ enhance	High potential to mitigate any negative amenity impacts and enhance positive contributions, through Construction Management Plans and the development of a complaints register that records any issues and establishes whether any action needs to take place.

Decision-making systems and personal and property rights

Potential impacts

High quality, well designed schools have the ability to create a sense of pride and ownership within the communities they serve, while delivering improved educational results. Community engagement is key to the delivery of a successful school revitalisation project, particularly given the number of stakeholders that have an interest in the school (students, staff, P&C, visitors, nearby residents). Impacts in relation to personal and property rights relate to the economic livelihoods and whether people experience personal disadvantage or have their civil liberties affected as a result of the development. The following has been considered in relation to the impacts on personal and property rights.

Careful consideration should be given to the existing students needs and aspirations and their families to ensure that the expansion and redevelopment meets their expectations.

It is important that there is consideration of the existing operation of the campus so that the redevelopment of the site can be coordinated effectively to ensure there is minimal disruption to existing students.

There is an important consideration to ensure that the decision-making process related to the development takes into consideration the historical context of the school, proven significant in the education provision in the Eastern Suburbs of Sydney over the last 100 years. It is also important to ensure that the long-term operation and management of the new facilities at the school are accessible to the entire school community, with all students having the right to access sporting programs and events and spaces without obstacle.

Responses /mitigation measures

To ensure that the redevelopment is a success, it is important that the decision-making process is informed by effective public and stakeholder consultation, throughout the entire development cycle. It is recommended that engagement is continued through the life of the project, ensuring key stakeholders are adequately involved in the decision-making process, in particularly the schools, P&C and key representatives from the local neighbourhood.

It is important that existing relationships are developed, with opportunities explored to connect with the local community, strengthening programs and opportunities to connect with the local communities.

Summary

Overall Social Risk Rating and social benefit	<p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: E1 (rare minimal) • Operation: D1 (unlikely minimal) <p>It is important to ensure regular communication and engagement with stakeholders to ensure the overall risk rating impact remains at a low level.</p>
Likelihood	Unlikely, however, possible impacts if no engagement is undertaken. This will remain unlikely if an engagement program is put in place and implemented.
Consequence	Considered minimal for both construction and operation.
Duration	Most potential impacts will occur during the construction phase.
Severity/ sensitivity	Severity and sensitivity is considered to be minimal in relation to the Project.
Extent	<p>The extent of the impact will be felt by different user groups:</p> <ul style="list-style-type: none"> • Students and staff; • Local residents; • P&C; • Wider general public with interest in the decision-making system.
Potential to mitigate/enhance	The potential to mitigate is high and noted that there is already in place an ongoing engagement plan and issues register. To ensure public benefits are realised it is important to ensure a community engagement plan is developed and delivered for the life of the project, ensuring personal and property rights are considered and enhanced.

Access to and use of infrastructure, services and facilities

Potential impacts

The proposed development may have the following potential social impacts with relation to access to and use of infrastructure, services and facilities within the surrounding locality.

- Access to transport may be impacted throughout construction, however it is noted that public transport will be supported for construction workers to the site, outlined within the construction management plan.
- Improved student experience for students attending the educational precinct, as they are provided with greater and more diverse school facilities that can be utilised for more variable and adaptable learning.
- These improvements are likely to increase student's engagement, experience and educational attainment levels, leading to an enhanced sense of wellbeing and belonging within the school community. Improved student experience is likely to lead to increased participation by families and other school community members, leading to increased opportunities for community interactions and social cohesion.
- It is noted that the new state of the art facilities will be accessible to members of the school community. There may be opportunities to explore use of the campus to local residents, particularly outside school hours. Where possible, opportunities for partnerships and education programs with the local community should also be explored, to enhance the access and use of new infrastructure and facilities to the broader community.

Responses / mitigation measures

- Engagement with stakeholders during the construction phase will need to take account of disruption to the surrounding social infrastructure to collaboratively develop solutions to meet the needs of a range of stakeholders.
- Utilise a construction management plan to ensure access to transport, and other school facilities is available during construction.
- Implement a Green Travel Plan for construction phases, to provide a set of measures and initiatives in encouraging sustainable travel alternatives for workers.

Summary

Overall Social Risk rating and social benefit	<p>Upon completion of the proposed works, the impact is considered to provide significant social benefit as a result of newly upgraded, state of the art school facilities.</p> <p>It is important to ensure regular communication and engagement with stakeholders to manage the any potential negative impacts during the construction and operation phase.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: D1 (unlikely minimal) • Operation: D1 (unlikely minimal)
Likelihood	Likely short term and medium-term impacts as the school is altered through construction. Significant positive benefit upon completion.
Consequence	The consequence of the movement of students and limiting access to school and transport facilities is likely to have a moderate impact on the students and staff of the schools. However, upon completion of the redevelopment it is considered the consequence is minimal with significant social benefit resulting from the improved school facilities.
Duration	Most potential negative impacts will occur during the construction phase. Most potential positive social benefits will occur during the operational phase.
Severity/ sensitivity	Severity and sensitivity is considered to be minimal in relation to the Project.
Extent	The extent of the impact may be felt by some students and staff of the school. Whilst access to all education facilities will be maintained there may be some short-term adjustments during the construction phase.
Potential to mitigate/enhance	It is important to ensure regular communication and engagement with stakeholders to manage the community awareness and understanding of the Project during both the construction and operational phase. Opportunities for wider community access to the use of new facilities should be explored.

Fears and aspirations

Potential impacts

There is potential risk in the redevelopment and expansion of the site in that it may remove familiar connections, particularly for young school students.

To increase of transparency for the project and what will happen for existing students during the construction phase all stakeholders should be informed of project timeframes and milestones.

Disruption to the public domain and nearby residents or visitors during the construction phase is an important consideration. However, these stakeholders are considered to benefit in the long term with significant flow on effects from the redevelopment including, improved amenity / public domain, capacity for new students which responds to population growth and provision of quality education space within the locality.

There is a risk that stakeholder expectations may not be met as a result of the redevelopment. Fears may arise with concerns about safety for families and children during the construction period, particularly in relation to traffic and personal safety with external construction workers visiting the site. However, it is envisaged these can be managed with the implementation of appropriate construction management and safety management plans.

Safety for students, staff, visitors and residents is to be effectively managed, through comprehensive security management plans and crime prevention strategies during both the construction and operational phases.

Responses / mitigation measures

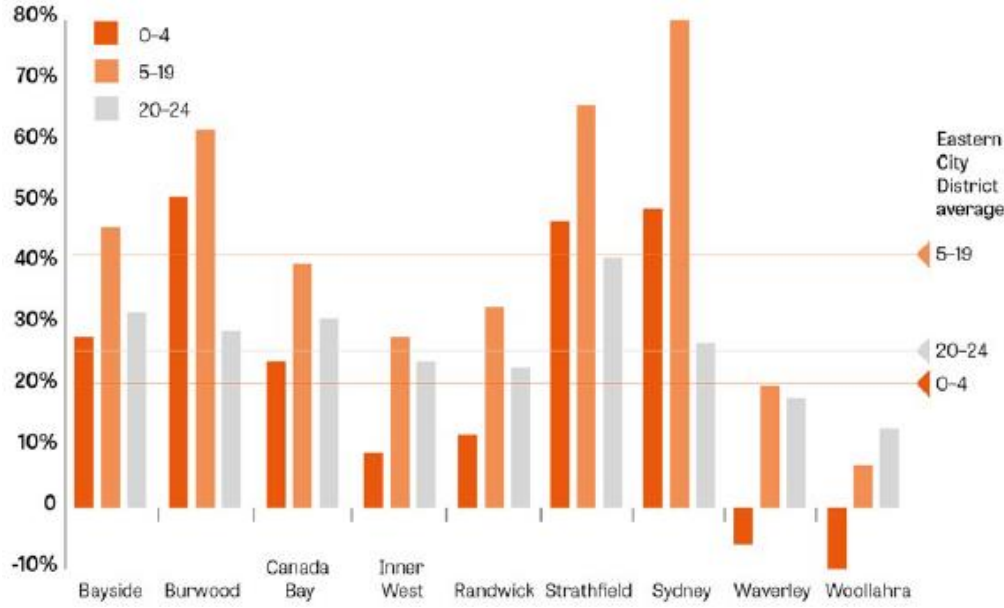
- A comprehensive Crime Prevention Through Environmental Design Assessment has been undertaken and details the perceived crime risks and safety considerations in relation to the construction and operation have been documented in the EIS.
- Community engagement throughout the process, identifying community aspirations in relation to the redevelopment of the School will assist to alleviate any fears or concerns if/should they arise.

Summary

Overall Social Risk Rating and social benefit	<p>The overall social impact risk is anticipated to be low with the likelihood of fears arising low, particularly if construction management plans, crime prevention plans and social strategies are developed and implemented for both construction and operational phases.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: D1 (unlikely minimal) • Operation: D1 (unlikely minimal)
Likelihood	Likelihood level of negative social impacts during construction and operation are rare/unlikely.
Consequence	If operating within appropriate construction management plans, crime prevention plans and social strategies the consequence is considered minimal.
Duration	Duration of potential impacts are anticipated to be felt during construction phases. The positive aspirations are likely to be felt following completion of the works, when the new facility is operating.
Severity/ sensitivity	Severity is anticipated to be low with sensitivity also low, dependent upon effective construction management plans and operational plans.
Extent	The extent of the impact is potentially experienced by students, staff, visitors and local residents.
Potential to mitigate/ enhance	<p>Any potential negative social impacts and social benefits can be enhanced through the development and implementation of:</p> <ul style="list-style-type: none"> • Social strategy identifying success of the project for the local school community, through the Kambala Strategic Plan • Construction management and safety management plan

Appendix A. Strategic Policy Context

Strategic Plan 2018-2022	
NSW Department of Education	
Purpose and vision	The NSW Department of Education's (DoE) strategic plan aims to "prepare young people for rewarding lives as engaged citizens in a complex and dynamic society" (p.1)
Key Actions	<p>The strategic plan includes ten goals that set DoE's direction over the next five years and emphasises the importance of ensuring all children in NSW have access to a high quality education, are engaged in learning and can successfully transition to higher education, training and work. The following goal is relevant to the proposal:</p> <p>Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching</i> (p.1)</p>
Design Guide for Schools	
Government Architect (2018)	
Purpose and vision	<p>The Design Guide is an integrated design policy for the built environment of New South Wales and establishes the value of good design. It identifies key concepts, good process and objectives for good design outcomes. It aims to do the following:</p> <ul style="list-style-type: none"> Promote and champion good design processes and outcomes for schools across NSW; Deliver schools that respond positively to their physical, social and environmental context; and Support the delivery of excellent learning environments.
Key Actions	<p>Education SEPP Design Quality Principles</p> <ul style="list-style-type: none"> Whole of life, flexible and adaptive <ul style="list-style-type: none"> Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches; Provide capacity for multiple uses, flexibility and change of use over time; Understand the potential impacts of future local projected growth; Design learning spaces to cater for a range of learning styles and group sizes; Consider providing areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings and reflective / quiet spaces.
Kambala Strategic Plan 2019-2023	
Kambala School	
Purpose and vision	<p>The Strategic Plan is based on the four key pillars of the school, which are academic excellence, care, community and sense of place. The pillars are used to inform the focus areas, initiatives and strategic programs that will be utilised into the future. These pillars are summarised as follows:</p> <ul style="list-style-type: none"> Academic Excellence: <i>We foster a culture of personal excellence and growth in our students through academic rigour and a holistic approach to every girl's education.</i> Care: <i>We continue the Kambala traditions of respecting and caring for every student's unique abilities while nurturing their God-given potential.</i> Community: <i>We project and strengthen valuable relationships with families, boarders, Old Girls and the wider community. We foster curiosity and courage as we prepare our young women for life beyond school.</i> Sense of Place: <i>We protect and enhance our beautiful historic campus while creating a quality, dynamic learning environment.</i>
Key Actions	<p>The following key actions from the Strategic Plan 2019-2023 are relevant to the project:</p> <p>Renewal and rejuvenation: <i>upgrade and enhance our existing site to reflect the Kambala standard of excellence.</i></p> <ul style="list-style-type: none"> Develop a sporting precinct: <i>enhance the Kambala sporting facilities and resources to deliver quality opportunities for students to excel in their chosen fields.</i>

Eastern City District Plan	
Greater Sydney Commission (2018)	
Purpose & vision	<p>The Eastern City District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision for Greater Sydney. The District plan informs local strategic planning statements and local environmental plans, the assessment of planning proposals as well as community strategic plans and policies.</p> <p>The Plan is structured by four priorities which were first established within the Greater Sydney Region Plan. The four priorities are:</p> <ul style="list-style-type: none"> • <i>Infrastructure and collaboration;</i> • <i>Liveability;</i> • <i>Productivity; and</i> • <i>Sustainability.</i> <p>The plan has identified the need to plan for early education and childcare facilities and the need for innovative approaches to the use of land and floor space, including the co-location with compatible uses such as primary schools and office buildings, close to transport facilities. The NSW Department of Education estimated over 40,000 students will need to be accommodated in government and non-government schools in the District by 2036.</p>  <p>Figure 10 Eastern City District projected population change 2016-2036 by local government area: 0-4, 5-19 and 20-24 years</p> <p>Source: NSW Department of Planning and Environment, 2016 New South Wales State and Local Government Area Household Projections and Implied Dwelling Requirements 2016 to 2036, NSW Government, Sydney</p> <p>The Plan suggests an 5-10% increase in children aged 5-19 between 2016 and 2036 in the Eastern District.</p> <p>The NSW Department of Education's <i>School Assets Strategic Plan Summary 2017</i> encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure.</p> <p>School Infrastructure NSW look to undertake school community planning to develop schools as community hubs. Educational and community facilities have been identified as social connectors, playing an important role in fostering healthy, culturally rich and resilient communities.</p>
Key actions	<p>Actions outlined within the plan of which directly relate to the proposal are outlined below:</p> <ul style="list-style-type: none"> • <i>Deliver social infrastructure that reflects the needs of the community now and in the future.</i>

Draft Local Strategic Planning Statement	
Woollahra Municipal Council	
Purpose & vision	The draft Local Strategic Planning Statement sets out the 20-year vision for land use planning in the Woollahra Council Area. This plan intends to enhance the local community by providing enhanced environmental health, conserve heritage and green space, provide affordable housing and support local businesses and local transport options. Specifically, the draft LSPS focuses on improving the local environment in areas of infrastructure and collaboration, liveability, productivity and sustainability.
Key actions	<p>Key actions outlined within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Planning for a community supported by infrastructure that fosters health, creativity, cultural activities, and social connections.</i> • <i>Working in collaboration with our community, government, businesses, and organisations.</i> • <i>Conserving our rich and diverse heritage</i> • <i>Collaborating to achieve great placemaking outcomes in our local centres which are hubs for jobs, shopping, dining, entertainment, and community activities.</i> • <i>Supporting and enabling innovation whilst enhancing capacity to adapt and thrive in a rapidly changing digital environment.</i>

Woollahra 2030	
Woollahra Municipal Council	
Purpose & vision	<p>The Woollahra 2030 Community Strategic Plan has been prepared by Woollahra Council to outline the key strategic direction of the local government area, as informed by the community's values and priorities. These five priorities are:</p> <ul style="list-style-type: none"> • <i>Community wellbeing;</i> • <i>Quality places and spaces;</i> • <i>A healthy environment;</i> • <i>Local prosperity; and</i> • <i>Community leadership and participation.</i> <p>This report is based on a number of engagement sessions held with the community and seeks to best summarise the wholistic views of the community and prepare strategic direction in line with these priorities.</p>
Key actions	<p>The Vision identifies the following key actions relevant to the proposed development:</p> <ul style="list-style-type: none"> • <i>Goal 2, Community wellbeing: A supported, enabled and resilient community</i> <ul style="list-style-type: none"> • <i>Children and young people: providing adequate services and facilities for children and young people;</i> • <i>Sports and recreation: Meeting increased demand for sport and recreation programs and social activities;</i> • <i>A place for young people: including young people in the planning of community activities and facilities.</i> • <i>Goal 5, Quality places and spaces: Liveable places</i> <ul style="list-style-type: none"> • <i>Providing accessible community and sporting facilities, public places and open spaces;</i> • <i>Providing opportunities for children's play and youth activities, overcoming the limitations of the physical environment of our libraries, community facilities; and</i> • <i>Providing facilities that meet the needs of our community.</i>