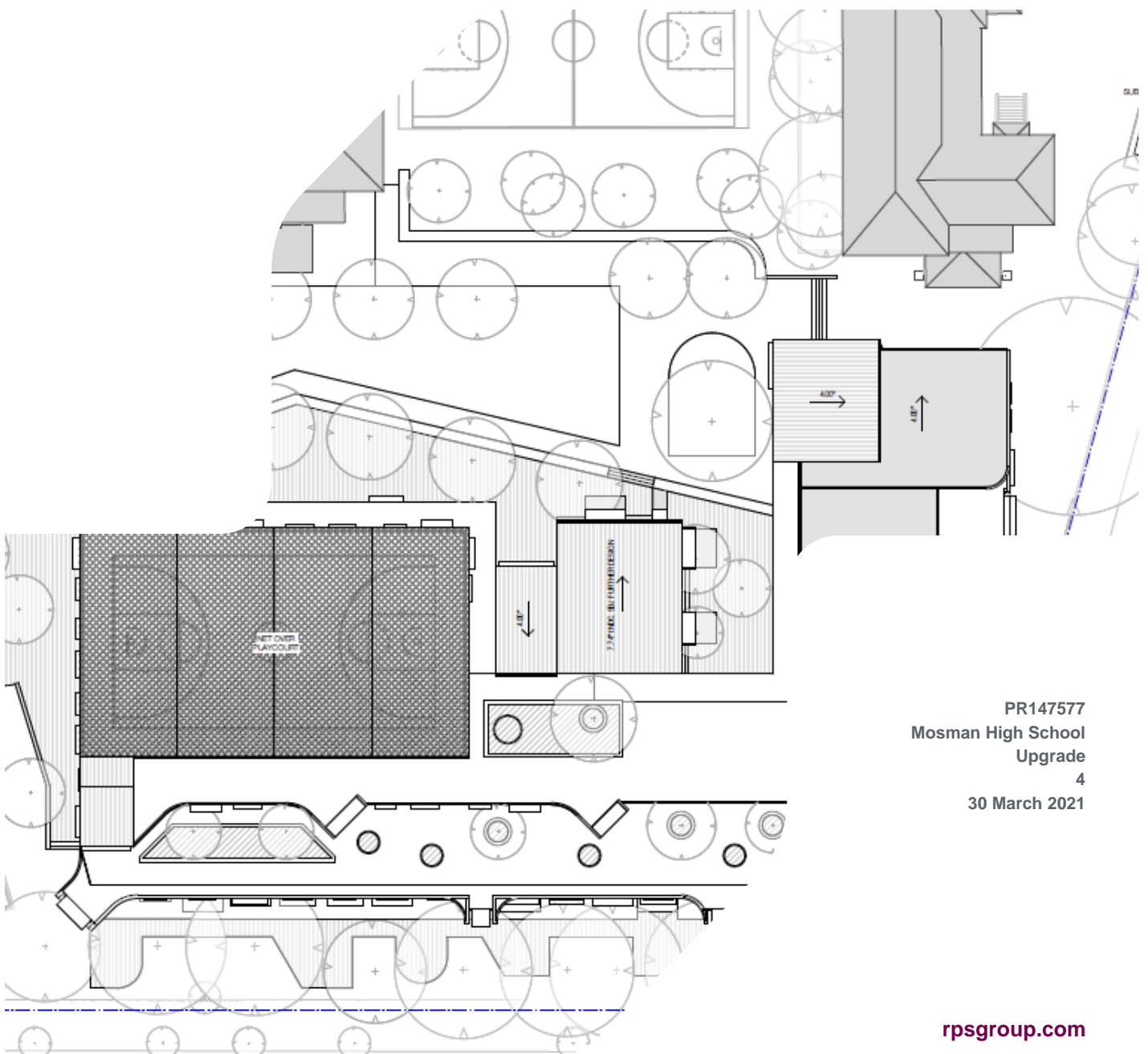


MOSMAN HIGH SCHOOL UPGRADE

Social Impact Assessment



PR147577
Mosman High School
Upgrade
4
30 March 2021

SOCIAL IMPACT ASSESSMENT

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30 March 2021

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Prepared by:

RPS

Rob Dwyer

Planning Manager - Newcastle

Unit 2A, 45 Fitzroy Street
Carrington NSW 2294

T +61 2 4940 4200

E rob.dwyer@rpsgroup.com.au

Prepared for:

School Infrastructure NSW

Julie Kay

Assistant Project Director

Level 8, 259 George Street
Sydney NSW 2000

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1 INTRODUCTION

1.1 Purpose

This Social Impact Assessment (SIA) has been prepared on behalf of School Infrastructure New South Wales (School Infrastructure NSW) as part of the Department of Education for the proposed upgrade of the Mosman High School. School Infrastructure NSW is preparing a State Significant Development Application (SSD 10465) for the redevelopment of Mosman High School located at 745 Military Road, Mosman (the 'site'), identified as the existing Mosman High School and shown in **Figure 1**.



Figure 1 Aerial view of the site

Source: Six Maps/Google Earth

The school currently accommodates for 1,116 students across 49 permanent teaching spaces. The strategic need for the project is to expand Mosman High School to a 'Stream 9' capacity school. To meet growth demands by 2036, the site will need to upgrade its existing facilities and teaching spaces and increase its outdoor play space.

It is understood that the redevelopment of Mosman High School, subject of SSD 10465, will involve the provision of a new building on the corner of Military and Belmont Road to support an increased capacity for up to 1,200 students. This includes building works, associated infrastructure, new outdoor play areas, including roof top play space, fencing and associated landscaping works.

Potential future works, but not forming part of SSD 10465, (referred to as Stage 2 works) may include the provision of a new building on the existing covered outdoor learning area (COLA) to accommodate an additional 300 students.

The redeveloped high school will contain high quality learning, collaborative learning spaces and associated facilities.

The NSW Department of Planning, Industry and Environment (DPIE) issued the Secretary's Environmental Assessment Requirements (SEARs) for the proposal on 18 June 2020. The SEARs identified the following specific assessment requirements for social impact.

- Prepare a social impact assessment, which:
 - identifies and analyses the potential social impacts of the development, from the points of view of the affected community/ies and other relevant stakeholders, i.e. how they expect to experience the project.
 - considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems and fears and aspirations, as relevant and considering how different groups may be disproportionately affected.
 - assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale sensitivity/importance, and level of concern/interest.
 - includes mitigation measures for likely negative social impacts, and any proposed enhancement measures.
 - details how social impacts will be adaptively monitored and managed over time.

The purpose of this SIA is to address the SEARs requirements for SSD 10465 and:

- Assist DPIE in their assessment functions to determine the appropriateness of the proposed development.
- Minimise adverse impacts and maximise beneficial impacts of the proposed development.
- Assess the impacts of the proposed development for future generations.

1.2 Structure

The format of the report is as follows:

- Methodology and Local Study Area.
- Development Overview – describes the proposed development.
- Community Profile – presents baseline information including population and housing projections.
- Impact Assessment – identifies the likely social and economic impacts of the proposal and cumulative impacts.
- Conclusion – provides the conclusions for the report and any further recommendations for mitigation for the EIS.

2 METHODOLOGY

2.1 Study area

The study area for this SIA is the Mosman Statistical Area (SA-2 Mosman) as shown in **Figure 2**.

2.2 Scope

The site is the Mosman High School which is addressed as 745 Military Road, Mosman and is located within the Mosman Local Government Area (LGA). The assessment addresses the following:

- Social issues including population data, health, community services and facilities.
- Employment, economic and industry impacts.
- Accessibility.
- The likely social impacts of the proposal.

2.3 Baseline information

Data about the site, its context and potential impacts have been compiled from a comprehensive desktop study to understand the local community and local issues and predict, analyse and assess the likely impact of future development.

A range of sources have been used for the desktop study as follows:

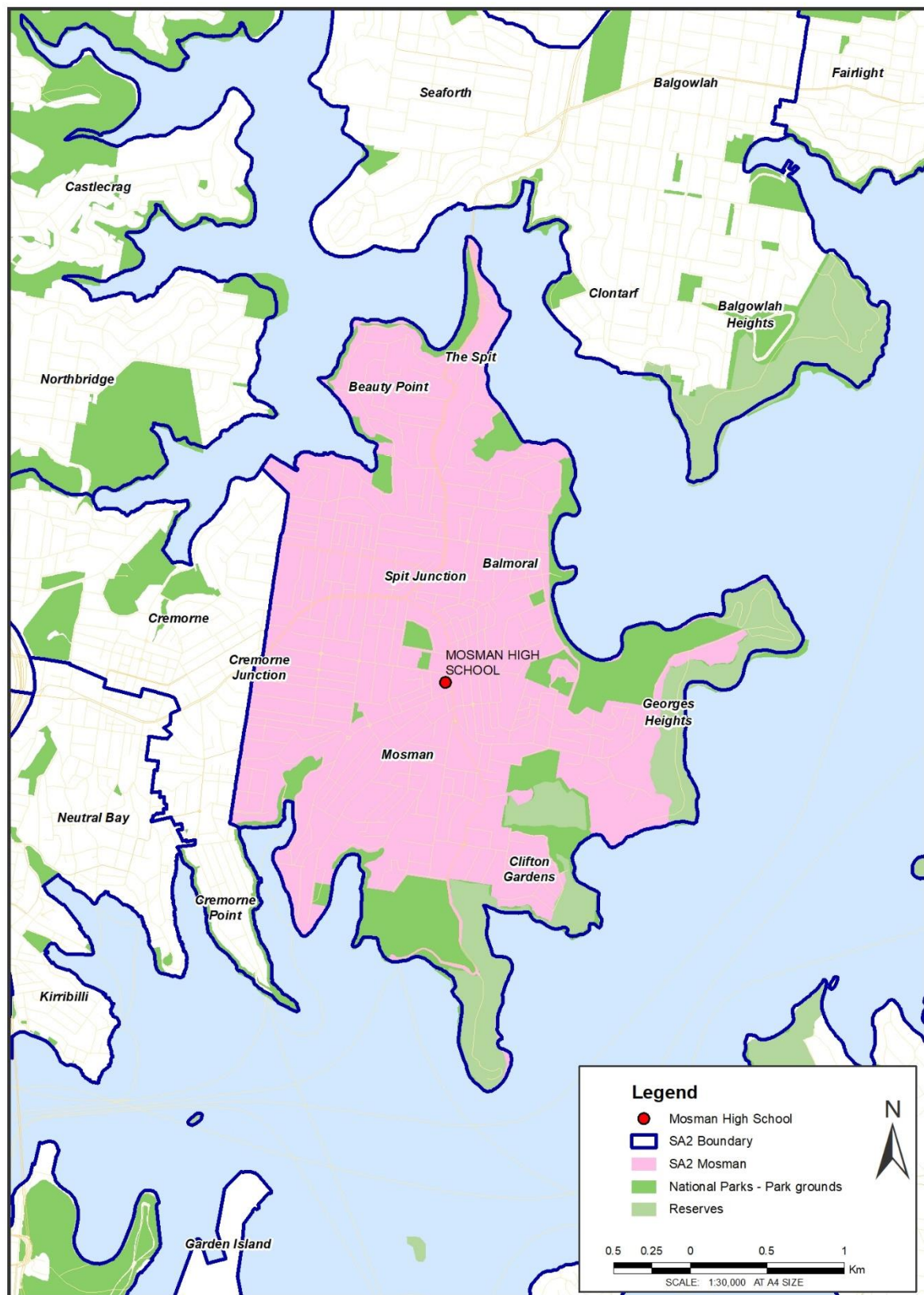
- Census data from the Australian Bureau of Statistics (ABS).
- Review of relevant Council and State strategic documents.
- Bureau of Crime Statistics and Research.
- Mosman Council website.

2.4 Consultation

The SEARs for the development under SSDA 10465 determine that consultation is required throughout the SSDA process.

2.5 Assessment

This report considers potential social and economic impacts on the community (existing and future). It identifies both negative and positive impacts, cumulative impacts and identifies potential mitigation measures and strategies to minimise negative impacts and maximises positive impacts.



AA4 (Natalie.Wood) DATE: 11/08/2020

Figure 2 SIA study area and SA2 boundary
Source: Six Maps/Google Earth

3 DEVELOPMENT OVERVIEW

3.1 Subject site description

The subject site is situated at 745 Military Road, Mosman. The site has a slight irregular shape with a total area of approximately 1.4 hectare. It is north of Belmont Road, east of Military Road, south of Avenue Road and west of Gladstone Avenue.

The site is described as Lot 1 in Deposited Plan 1268793. The site is zoned as SP2 Infrastructure (Educational Establishment) pursuant to the *Mosman Local Environmental Plan 2012* (Mosman LEP 2012). It contains the existing Mosman High School buildings, associated car parking, and outdoor amenity. Specifically, the site contains the following:

- 5 buildings.
- 2 single storey demountable comprising general learning spaces.
- At-grade car parking at corner of Gladstone Avenue and Belmont Road, accessed from Gladstone Avenue (comprising of 33 car parking spaces, small area for motorcycle parking for staff use only).
- One covered outdoor learning area (COLA).

3.2 Locality description

The areas surrounding the site are mostly residential and commercial with some community and religious buildings:

- North of the site, across Belmont Road is a mix of medium density housing, shops and community and religious buildings.
- East of the site, across Military Road are various business and retail shops.
- South of the site, across Avenue Road, is a variety of medium density residential housing and commercial and retail shops.
- West of the site, across Gladstone Avenue is low density dwellings.

3.2.1 Neighbouring schools

The locality of Mosman contains nine schools and educational facilities, including Mosman High School, as shown in **Figure 3**. The following schools are within a 1 kilometre (km) radius of Mosman High School.

- Mosman Public School.
- Blessed Sacrament Catholic Primary School.
- Sacred Heart Catholic Primary School.
- Queenwood School for Girls.
- Queenwood Junior School.
- Mosman Church of England Preparatory School.

Other schools and educational facilities in the locality include Middle Harbour Public School and Beauty Point Primary School.



Figure 3 Schools in the Mosman locality

Source: Six Maps/Google Earth

3.2.2 Transport infrastructure

Mosman High School has frontage to Military Road, Belmont Road, Gladstone Avenue and Avenue Road. Vehicular access onto the site is provided via Gladstone Avenue. There is a pedestrian access point to the site from all street frontages. A dedicated bus stop for the site is on Gladstone Avenue. There are also bus stops located on the frontage of the site on Military Road, and additional bus stops on Avenue Road.

The site is not serviced by train transport. However, bus routes connect to major stations such as Wynyard, North Sydney, Milsons Point and Chatswood.

3.3 Proposed development summary

Specifically, the SSDA seeks development consent for the following works at the site:

- Demolition of Building B, Building C and part Building E – as illustrated in **Figure 4**.
- Removal of existing sports court and surrounding retaining walls and nominated trees.
- Construction of a new part 3 / part 4 storey building plus lift overrun and net enclosure to rooftop multi-court (Building G) on the corner of Military Road and Belmont Road providing:
 - Administration and staff facilities.
 - Multi-purpose gym/hall.
 - Library.
 - Canteen facilities.
 - General and senior learning units.
 - Science learning unit.
 - Health / PE and performing arts unit.
 - Learning and admin support unit.
- Associated landscaping works including new outdoor play areas, a roof top play space, and rooftop multi-purpose court.
- Relocation of the main pedestrian entrance from Military Road to Belmont Road.

Extracts from the Architectural Design Statement, prepared by Multiplex Woods Bagot, associated with the SSDA are contained in **Appendix A**.

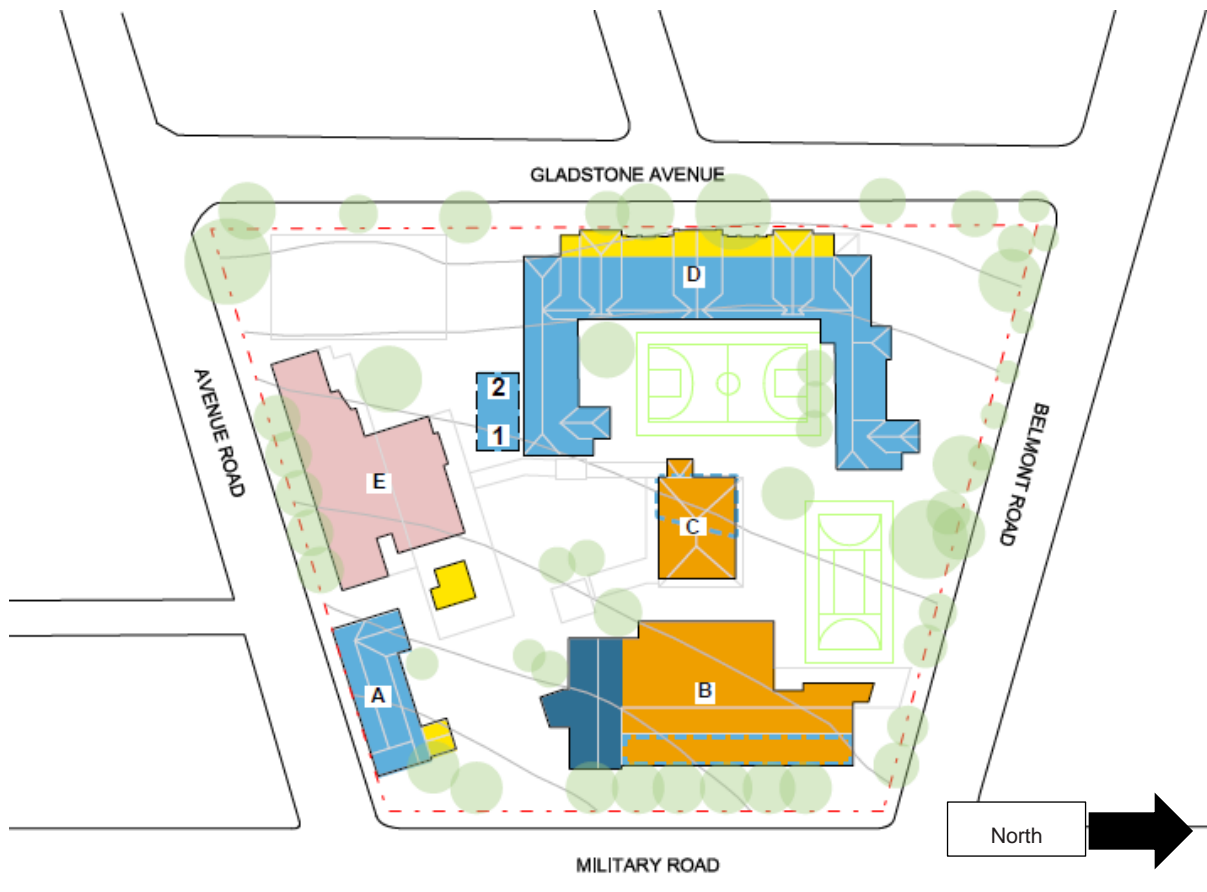


Figure 4 Existing buildings on site

3.3.1 Background

The population of Sydney is forecast to grow over the next 20 years and demand for education facilities in the Mosman area are forecast to increase over the coming years until 2036.

DoE has a legislative responsibility to provide teaching spaces to meet demand in all areas across NSW. Mosman High School is to be redeveloped to meet this demand.

School operations will continue at Mosman High School during construction works. The proposed upgrade to Mosman High School will expand its capability to a 'Stream 9' capacity school. To do this Mosman High School will require upgrades to teaching spaces and provision of multipurpose hall and core facilities.

The redevelopment of Mosman High School will:

- Support increase in enrolment growth.
- Improved facilities which are currently undersized and are in poor condition.
- Provision of outdoor place space.

Works to be completed as part of SSD 10465 are as illustrated in detail in the EIS supported by architectural plans prepared by Multiplex Woods Bagot.

Construction works are estimated to take approximately 18 months.

4 POLICY CONTEXT

4.1 NSW Department of Education Strategic Plan 2018-2022

The purpose of this document is to underpin the vision, purpose and goals for DoE which is to provide the best education system and prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. DoE understands that children and young people form the centre of decision making, and have identified goals that support, encourage, and engage students within their education system.

The proposal will deliver future focused learning and teaching environments to assist in addressing the goals of this plan. This will be addressed through the provision of modern teaching facilities and staff engagement, which will assist in improving NAPLAN results.

4.2 Greater Sydney's Social Capital its Nature and Value (Cred Consulting, 2017)

This report was prepared by Cred Consulting for the Greater Sydney Commission. The document informs aspects of the *Greater Sydney Region Plan – A Metropolis of Three Cities*. This document provides an analysis of the nature and value of social capital across greater Sydney. It identifies the physical elements or “social connectors” which facilitate social capital. It identifies that quality education and care creates positive social connections with families and children and is “one of the most sustainable pathways towards reducing the economic and social disparities between the rich and poor”¹. High quality teaching will promote better learning outcomes at school, which will result in better education, employment and health after children have finished school.

It acknowledges that Mosman has strong social infrastructure, and street life however its learning centres are sparser compared to other districts. The proposal will support strengthening the learning connectors in the North District.

4.3 Our Greater Sydney 2056 North District Plan

The purpose of *Our Greater Sydney 2056 North District Plan* is to manage economic, social and environmental growth to achieve the 40-year vision of the Greater Sydney Plan.

The North District Plan identifies an anticipated growth of 21,900 additional students in the District by 2036 – resulting in a 20% increase. The District's will need to provide social and educational infrastructure to match the changing composition of population.

The proposal will support Planning Priority N3 and N4 as it responds to provide services and infrastructure to support socially connected communities and enhance overall liveability of the neighbourhood.

4.4 MOSPLAN 2018-2028

The Mosman Community Strategic Plan 2018-2028 acknowledges availability of quality educational facilities as one of its highest rating priorities to Mosman residents to support their desired quality of life. As outlined in Strategic Direction 1, Mosman Council will continue to collaborate with Department of Education to ensure their community are connected, supported, and provided with opportunities that embrace diversity.

The proposal supports the objectives as it will provide more opportunities for young adults and the community within Mosman GLA to build life-long knowledge through education, employment, and opportunities.

¹ Mario Luis Small, *Unanticipated Gains: Origins of Network Inequality in Everyday Life* (Oxford: Oxford University Press, 2009).

4.5 Mosman Local Strategic Planning Statement

The Mosman Local Strategic Planning Statement (LSPS) sets out the Council 20-year vision for planning in Mosman. It was recently endorsed by DPIE on 4 March 2020. The LSPS acknowledges its community will need to be supported by school infrastructure that responds to their needs. Mosman's village atmosphere must continue to be enhanced as the population grows.

The proposal aligns with Council's planning priorities, as it will continue to maintain the local character, and planning controls to maintain the village atmosphere.

5 STAKEHOLDER CONSULTATION

A Community Engagement (Summary) Report, prepared by School Infrastructure NSW, summaries the engagement undertaken for the proposal.

Consultation and activities that have been undertaken include:

- School community engagement – involving Project Review Group Meetings, workshops, school tours, and design user group sessions.
- Local character workshops - Provide an opportunity for engagement between the school community, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised.
- Online survey - Provide an opportunity to engage with the school community, local residents and stakeholders. The survey results will be used to provide an indication of survey participant preferences to provide assistance to planners and designers when prioritising design principles.
- Communications – via Project webpage, presentation, and Project Updates.
- Establishing direct contact channels.
- School community communication - Newsletters, and P&C meetings.

Stakeholder and community feedback has been integral to the development of this proposal. Feedback was sought from stakeholders and communities through the consultation activities and communication channels listed above.

The project team has held 2 local character workshops and meetings with individual local stakeholders. The project team has also responded to numerous direct emails and phone calls regarding the project.

Consultation identified key issues of community interest for consideration during the preparation of the Environmental Impact Statement. Key issues included:

- Existing school enrolments and capacity.
- Design and effectiveness of open/multi-use learning spaces.
- Safeguarding the high school's current programs.
- Maintenance of P&C funded assets and facilities.
- Out of hours use of the school facilities.
- School staff and parent parking availability.
- Level of engagement with key school stakeholders throughout design and ensure design feedback is incorporated.
- Proposed building heights, scale and bulk.
- Ensuring the project provided green, open spaces.
- School security.
- Visual and acoustic impacts on neighbouring properties.
- Traffic congestion, noise and general disturbances during and post construction.

SOCIAL IMPACT ASSESSMENT

- Construction staging plans and overall timeline.
- Managing impacts to students during construction, specifically around HSC.

Four key themes have emerged from the feedback and have been identified as:

- School enrolments and future capacity of the development.
- Design impacts to the school community.
- Design impacts to residential and commercial community.
- Impacts to school operation during construction.

Key consultation has also been undertaken with the following stakeholders as required by the project SEARs:

- Mosman Municipal Council.
- Government Architect NSW.
- Transport for NSW.
- Registered Aboriginal Parties.

Feedback from the engagement processes has led to significant design revision and has been incorporated into the designs and studies lodged with the SSDA.

It is noted that Schools Infrastructure NSW is committed to continued engagement with stakeholders and communities during the statutory exhibition of the SSDA, as well as during future stages of the planning and development process.

6 COMMUNITY PROFILE AND SOCIAL BASE LINE

6.1 Study area

For the purposes of this SIA, the social impacts of the proposed development are addressed using Australia Bureau of Statistics (ABS) data as follows:

- Greater Sydney Statistical Area.
- Local Study Area – ABS Statistical Area 2 (SA2) boundary of Mosman as shown in **Figure 2**. ABS 2016 data, and ABS estimated projections for 2018 are used for this SIA. This information is used for data comparison purposes and consideration of community issues; and,
- NSW Bureau of Crime Statistics and Research for overall Mosman LGA.

6.2 Existing social considerations

6.2.1 Population and people

Census data provides that there were 30,564 people in Mosman in 2017. The estimated resident population in 2018 was 30,877. This was a minor increase of 313 people.

In 2018, over 63.1% of the population were within the working age range (15-64 years old). The largest five year age group were males between 45-49 years old (3.4%), and females between 45-49 years old (4.1%). This is less than Greater Sydney. The overall largest five-year age group in Greater Sydney was also 30-34 years old (8.1%).

Children and young teenagers from 0-14 made up 17.5% of the estimated population in Mosman in 2018. This is similar to Greater Sydney (18.5%). People in Mosman who were 75 and above made up 17.8% of the estimated population. Although this is a similar percentage to children and young teenagers, it is likely this student aged population will require a significant local demand for school facilities.

In 2016, 30% of Mosman were born overseas. Similarly, 36.7% of Greater Sydney was born overseas. 97.4% of Mosman overseas residents were proficient in English, significantly higher than Greater Sydney (88.7%).

6.2.2 Income

In 2016, Mosman made a median household income of \$1,766 per week. The total median income excluding government pensions and allowances was \$73,820 per year. This is significantly higher than Greater Sydney residents, who made \$1,003 per week. Mosman made approximately 43% more a week, and 35% more a year.

6.2.3 Education and employment

In 2016, more than half of Mosman's residents had completed Year 12 or equivalent (75.8%) which is more than Greater Sydney (60%). Managers and professions made up more than half (62.8%) of all employed residents. Greater Sydney's most common occupations were professional workers, and clerical and administrative workers (40.9%).

6.2.4 Transport

At the time of the 2016 census, residents of Mosman travel predominantly to work via car as a driver (40.5%). The rest travel via public transport.

Overall, 59,800 Greater Sydney residents travel predominantly to work via car as a driver or passenger. Alternative modes of travel to work for Greater Sydney residents are via public transport (22.8%).

6.2.5 Health and disability

In Mosman, 3.1% of residents require assistance for core activities in 2016. This is less than Greater Sydney (4.9%).

6.2.6 Family and community

In 2016, the average household size in Mosman was 2.4 persons, less than the Greater Sydney average of 2.8 persons. For families, the average rental payment was \$2,629 a month, which is significantly more than the Greater Sydney average of \$1,996 a month.

In 2016, Mosman couples with children under 15 and/or dependent student form almost half of all family types in Mosman (41.1%). This is slightly less than Greater Sydney, where couples with children under 15 and/or dependent students form 49.5%.

6.2.7 SEIFA Disadvantage

ABS define socio-economic advantage and disadvantage in relation to their access to material, and social resources, and their ability to participate in society. Socio-Economic Indexes for Areas (SEIFA) was developed by ABS to determine areas for economic opportunity and determine areas that require more services. Access to education, and commitment to school qualifications are important when determining socio-economic advantage and disadvantage, as skills obtained through school education can improve standard of living and the surrounding community.

There are two indexes used for this assessment.

- Index of Relative Socio-economic Disadvantage – ranking from disadvantaged, to least disadvantaged
- Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) – ranked from most disadvantaged to most advantaged.

SEIFA data is distributed into deciles, with the lowest scoring 10% of areas are given a decile number of 1. The highest 10% of areas are given a decile number of 10.

In 2016, Mosman SEIFA Index of Disadvantage is 1115 which is one of the highest scoring state decile distribution of scores for Relative Socio-Economic Disadvantage (IRSD). It is in the 5th quintile of the IRSD index (the least disadvantaged). In comparison the SEIFA Index for Greater Sydney in 2016 was 1,018.

6.2.8 Crime

The NSW Bureau of Crime Statistics and Research (BOSCAR) identifies key crime statistics for the overall Canterbury Mosman LGA area from April 2019 to March 2020. Overall, the trend is considered stable. Key statistics are outlined below:

- Assault 236.4 per 100,000.
- Homicide is 0 per 100,000.
- Robbery is 0 per 100,000.
- Sexual assault is 74.5 per 100,000.
- Theft is 1,580.5 per 100,000.
- Malicious damage to property is 353.0 per 100,000.
- Against justice procedures is 90.7 per 100,000.
- Disorderly conduct is 103.6 per 100,000.
- Drug offences is 136.0 per 100,000.

7 SOCIAL IMPACT ASSESSMENT

The assessment of key issues outlined below has assessed the level of impact (low, medium, high) against the likelihood of the impact occurring.

The following criteria is used when assessing the level of impact:

- Duration – short term, medium term, long term.
- Spatial extent – impact on the locality, suburb, local government area or region.
- Ability to adapt – extent to which receivers and people can adapt to change.

Table 1 Assessment Criteria

Level	Duration	Spatial extent	Ability to adapt
Low	Short term	Individual or single household	Little to no sensitivity to the environment
	Low Frequency		Receivers can adapt to the changes identified in the proposal
Medium	Medium term	Group of people/Numerous households	Some ability to adapt to the change
	Sporadic frequency		Receivers will require assistance to adapt to the changes identified in the proposal
High	Long term	Mosman LGA Greater Sydney	Limited ability to adapt to the changes identified in the proposal
	Constant frequency		High impact to receivers due to the changes identified in the proposal

The below table provides a definition of low, medium and highly likelihood of an impact.

Table 2 Likelihood

Level	Description
Low	Unlikely the impact will occur during the proposal
Medium	Possible the impact will occur during the proposal
High	Very likely the impact will occur during the proposal

7.1 Land Use

Current situation

The site is zoned SP2 Infrastructure – Educational Establishments and the existing school is a permissible use in the zone. The existing school is consistent with the objectives of the zone which relate to the provision of education establishments and to ensure that development does not interfere with the provision of infrastructure.

Proposed development

The proposed school upgrades are permissible in the zone. The proposal will promote the objectives of the zone as it will upgrade and expand on the existing school educational establishment.

Potential social impacts

- Short-term disruption to capacity and quality of educational facilities during construction.
- Improved quality of educational facilities, open spaces, amenities, and servicing post construction.
- Improved sightlines to heritage items on the site.
- Improved accessibility to sports courts and outdoor assembly.

Mitigation / enhancement measures

- Ensure capacity of school is not reduced during construction to avoid student displacement.
- Ensure views and site lines to heritage buildings is improved or enhanced where possible.
- Communication strategy to be developed to inform staff, students, parents and carers of the construction process, and provide regular updates.
- Preparation and implementation of a Construction Management Plan (CMP) to minimise disruptions to educational quality.

Significance of impact

On balance, the proposal once constructed and operational, will result in improved utilisation of the land for the zoned purpose of Educational Establishment. It will greatly enhance student capacity and improve the quality of the facility for the local area which will result in a better utilisation of the land.

The reduced accessibility to playing fields facilities during the construction phase is considered a low-medium impact. Those facilities will be upgraded as part of works, providing long term benefits to the students of Mosman High School.

7.2 Access to education and social infrastructure

Current situation

The existing school has capacity for 1,116 students. It is unknown if the existing school currently shares its site with the public. There are extracurricular committees for staff and students who are interested in music, drama, sports, art, technology and science, environment and general wellbeing. It is not known when and where these committees congregate.

Mosman High has limited specialist teaching spaces for specialised electives such as hospitality, science, entertainment, design, and technology (PDHPE and TAS) subjects. It is acknowledged the shared spaces such as the theatre are high in demand. This results in students and teachers using rooms that are not designed for their specific purpose. Engagement amongst students is limited, and practice rooms are not designed appropriately for activities that require proper sound treatment.

Proposed development

The proposal is to expand and upgrade the existing Mosman High School. It will increase the schools' capacity up to 1200 student upon completion. This includes the demolition of buildings and removal of existing sports court, and construction of a new building on the corner of Military and Belmont Road. It also includes associated landscape works and relocation of main entrance to the junction of Military Road and Belmont Road.

It is understood the learning space and hall have been designed on the ground floor to support after-hours access for the public. The proposed upgrades will support a diverse curriculum with the provision of improved teaching and learning spaces. The proposed designs of rooms will be more agile, to provide flexibility in the configuration. This will allow a wider range of specialist classes to use the space as they see suitable.

Potential social impacts

- Improved quality of educational facilities, open spaces, amenities, and servicing.
- Increased choice for schooling for local residents. Mosman SA2 currently has a diverse mix of schooling choices. By 2036, the student population in NSW schools is projected to grow by 21% to nearly 1.5 million.
- Rescheduling and relocation of P&C and extracurricular committee meetings due to construction.
- Complaints and disruptions due to increase of students.
- Improved access and enhanced quality of school facilities for shared use by the local community.
- Potential reductions in capacity and access to social infrastructure during the construction process.
- Traffic generation during operation due to the increase of children at the school.
- Traffic generation due to the relocation of extra-curricular committee meetings due to construction.

Mitigation / enhancement measures

- Complaints register managed by the novated constructor and School Infrastructure NSW during construction.
- Complaints register managed by Mosman High during operation.
- Ensure capacity of school is not reduced during construction to avoid student displacement.
- Explore shared use agreements with the local community to provide access to school infrastructure such as halls and open space.
- Preparation of an Operational Traffic Management Plan (OTMP) and Green Travel Plan (GTP) for the operation of the school for implementing with the new student pick-up and drop-off vehicle access.

Significance of impact

Once the proposal is in operation, it will have a high likelihood of providing improved access to education and social infrastructure. It will support the children and teenagers in the Mosman SA2 area, and the overall catchment of the school. The school hall has been placed near the entrance to the school, allowing ease of accessibility while maintaining school security.

The proposal will have low-medium impacts during the construction. Complaints registers will identify concerns and ensure they are rectified in a timely manner.

The proposal will have a medium level of impact to neighbouring residents due to the increase of students when in operation. The OTAMP and GTP will support improved access to students and teachers using the school and reduced impacts on the surrounding neighbourhood.

7.3 Economy

Current situation

The existing school has capacity for 1,116 students. There are 99 staff at the school.

Proposed development

The proposal is to expand and upgrade the school which will support the economy through the provision of construction related and ongoing employment. These jobs will support the provision of a modern state of the art school providing the local and wider community with educational benefit.

The proposal will generate 144 jobs during the construction phase and positions for 11 operational staff post-construction.

Potential social impacts

- Increased employment in the construction and operation phase of the proposal.
- Providing state of the art education to promote better learning outcomes, resulting in better education, employment and health after children have finished school. This improved educational service will result in long term economic flow on effects.

Mitigation / enhancement measures

- Preparation of a Construction Management Plan (CMP) to ensure an efficient and effective construction process that appropriately utilises workers and enhances the local economy.
- Ensure the number of operational staff are sufficient to cater for the proposed enrolment numbers.
- Promote employment of a locally based workforce and local companies.

Significance of impact

The proposal is highly likely to provide economic benefits to Mosman and Greater Sydney. It is also highly likely that the proposal will provide long term economic benefits as it will provide better education for its students and an enhanced working environment for its staff.

7.4 Community values and cohesion

Current situation

The site is surrounded by an informed community that values Mosman's integrated, village feel.

The existing school has a P&C association that is open to both parents and students who are enrolled or have been previously enrolled at Mosman High School. The P&C meetings support the community by welcoming everyone in the community to attend.

Mosman High P&C provides various community initiatives to support the educational experience of the school. It is currently hosted at the school library above the administration office. Parking for these meetings is on the school grounds.

The Mosman Orchestra currently use Mosman High as a practice space, an arrangement that is likely to be maintained post-occupation of the new facilities.

Other out of school hours activities include:

- Parent and community meetings.
- Drama soirees.

- School concerts.
- Elections (polling station).
- Use by the Northern Beaches Community College for educational classes (such as languages and IT).

Proposed development

The proposed upgrades to the school have considered the existing heritage buildings on the site and neighbouring built form. The materials and finishes are sensitive to adjoining neighbouring buildings and will improve site lines to the existing heritage buildings on the site.

Potential social impacts

- Potential disruptions to school facilities that community organisations such as the P&C utilise during construction.
- Opportunity to enhance community values and cohesion for the upgraded school and its students.
- Improved sight lines to the heritage buildings on the site.
- Improved connection to the sports field and playground resulting in increased active play time.

Mitigation / enhancement measures

- Ensure appropriate school facilities are available for P&C and other school organisations use during the construction phase.
- Promote community liaison officers through frequent and regular project newsletter updates for the school and local community during construction.
- Encourage community groups and joint initiatives with the local community.
- Provide opportunities for out of hours hall use for the local community and the school organisations.
- Continue and establish multi-cultural programs to support the community.
- Develop landscape and architectural design to consider the natural and built form cultural history.

Significance of impact

The proposal will have low-medium impacts. Mitigation measures will ensure that organisations such as the P&C will be able to continue to function during the construction phase. Once operational, the upgraded and expanded school will promote community cohesion and values.

7.5 Crime and safety

Current situation

Mosman High School has an existing perimeter fence on all sides of the school with gates for entry into the school. The main entry to the school is from the Military Road adjacent to the school bus zone. This is a secure entry with buzzer access and video intercom to the administration area.

Proposed development

The new building proposes the main entry to be relocated closer to the junction of Military Road and Belmont Road. This is closer to an existing crossing and aims to establish a new civic front for the school. The existing perimeter fence is retained. Safe lighting will be provided along pathways and increased lighting at facility entries. External lighting will be controlled via a combination of photo electric cells and time switches. All external lighting will be positioned so as to avoid spill lighting.

Potential social impacts

- Improved natural surveillance of the site before and after school hours.
- Improved permeability through the site to encourage natural surveillance of both the public domain and interior of the site.
- Improved sense of safety in the public domain and school.

Mitigation / enhancement measures

- Development of safety management plan for staff to use and promote to students during the construction and operation.
- Ensuring P&C and other school organisations are informed of the use of facilities after school hours.
- Use of materials and finishes that assist in the removal of graffiti.
- Deter anti-social and criminal activities using external lighting through the site.

Significance of impact

Once the proposal is in operation, it will have a high likelihood of reducing preventable risk.

7.6 Accessibility

Current situation

Mosman High School currently does not adhere to all contemporary accessibility requirements.

Proposed development

The proposed upgrades will ensure compliance with the Building Code of Australia (BCA) and accessibility requirements. The proposed expanded and upgraded school will be built to achieve modern standards for accessibility to ensure all members of the community will have equal opportunity for access.

Potential social impacts

- Decreased accessibility to and around the school during construction.
- Safety hazards during construction.
- Improved access to and around the school once the proposal is completed.

Mitigation / enhancement measures

- Construction Management Plan (CMP) to be developed that ensures the school remains accessible and safe for staff and students during the construction phase.
- Proposed temporary school to comply with the relevant accessibility standards.
- Final design of proposal to comply with the relevant accessibility standards.

Significance of impact

Once the proposal is in operation, it will have a high likelihood of improving accessibility for students and teachers. The proposal has been designed having regard to BCA and Accessibility requirements.

8 CONCLUSION

This SIA has provided an assessment of the social impacts of the proposed upgrade works to the Mosman High school. The report has identified and addressed the key social impacts associated with the proposal and provided a set of recommended mitigation and enhancement measures. The report satisfies the social impact assessment requirements as identified in the SEARs for the proposal.

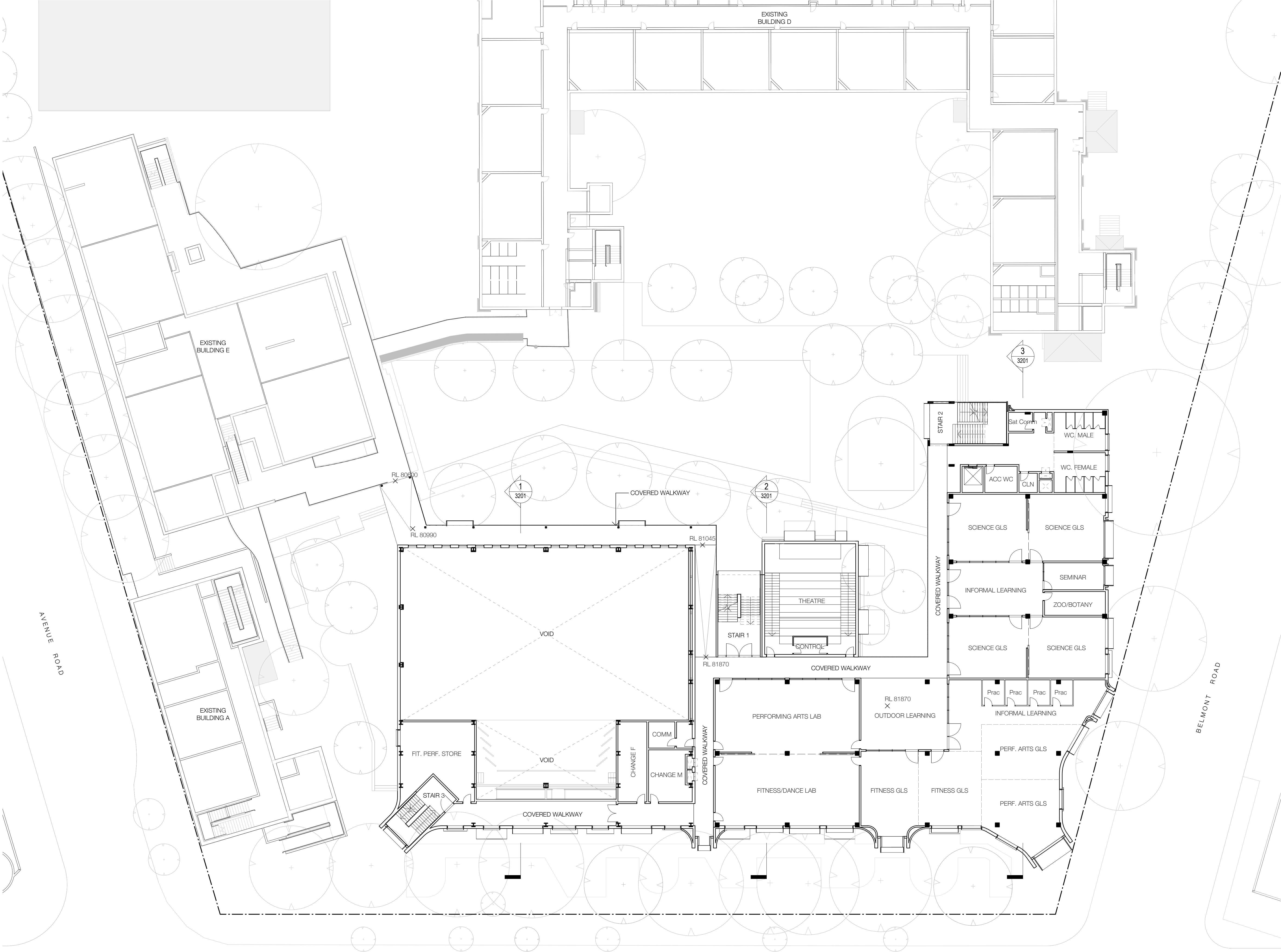
Overall, it is considered that the proposal will have medium to long term positive social impacts, subject to the successful implementation of the recommended mitigation measures.

9 REFERENCES

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Appendix A

Extracts from Architectural Plans



Recent revision history		
#	Status	Description
Date		

Notes
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Project
MOSMAN HIGH SCHOOL

Client
SCHOOL INFRASTRUCTURE NSW

Issuer

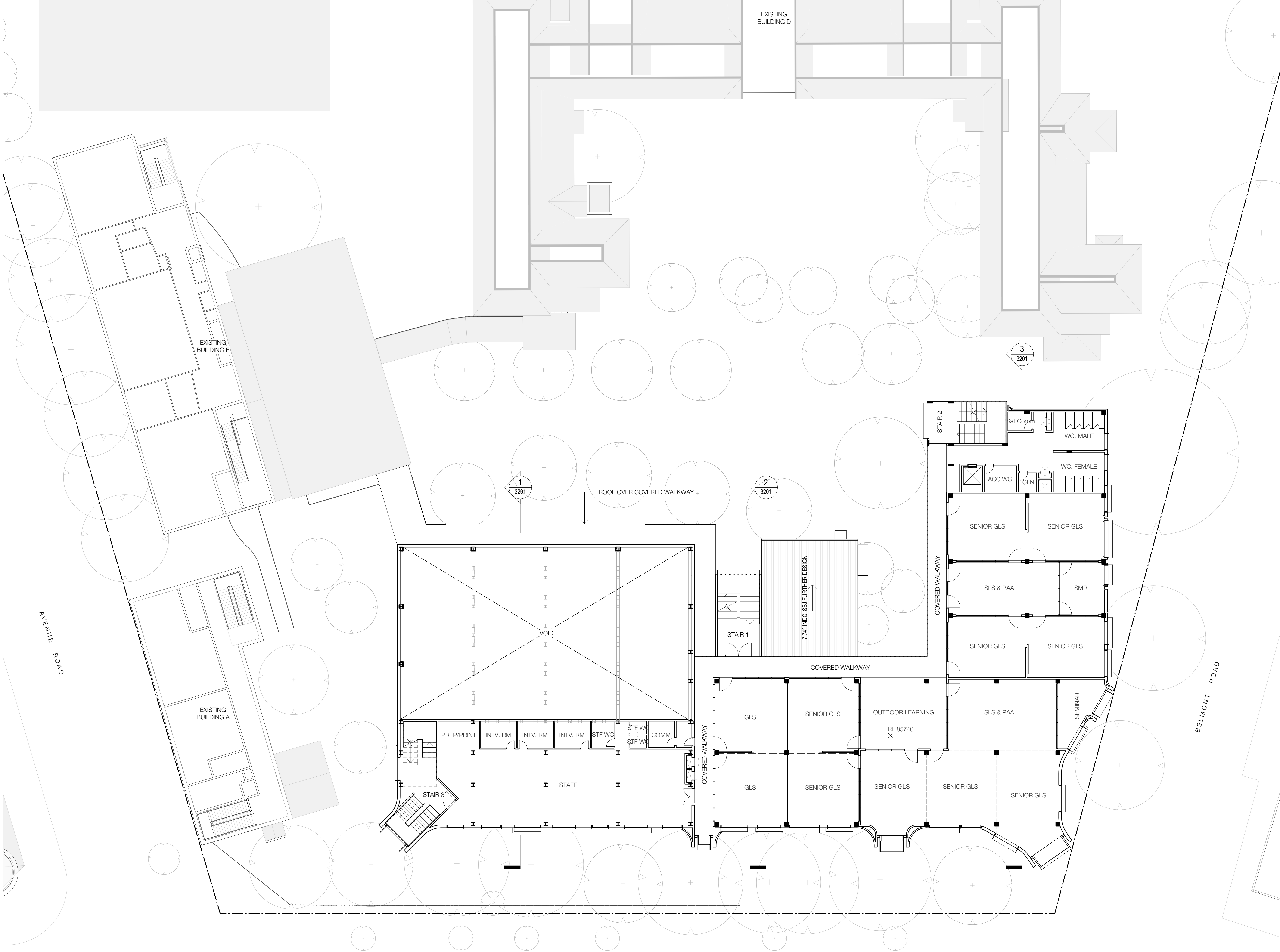
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LEVEL 1 FLOOR PLAN

Sheet number	DA-2202	Revision
Status	PRELIMINARY	



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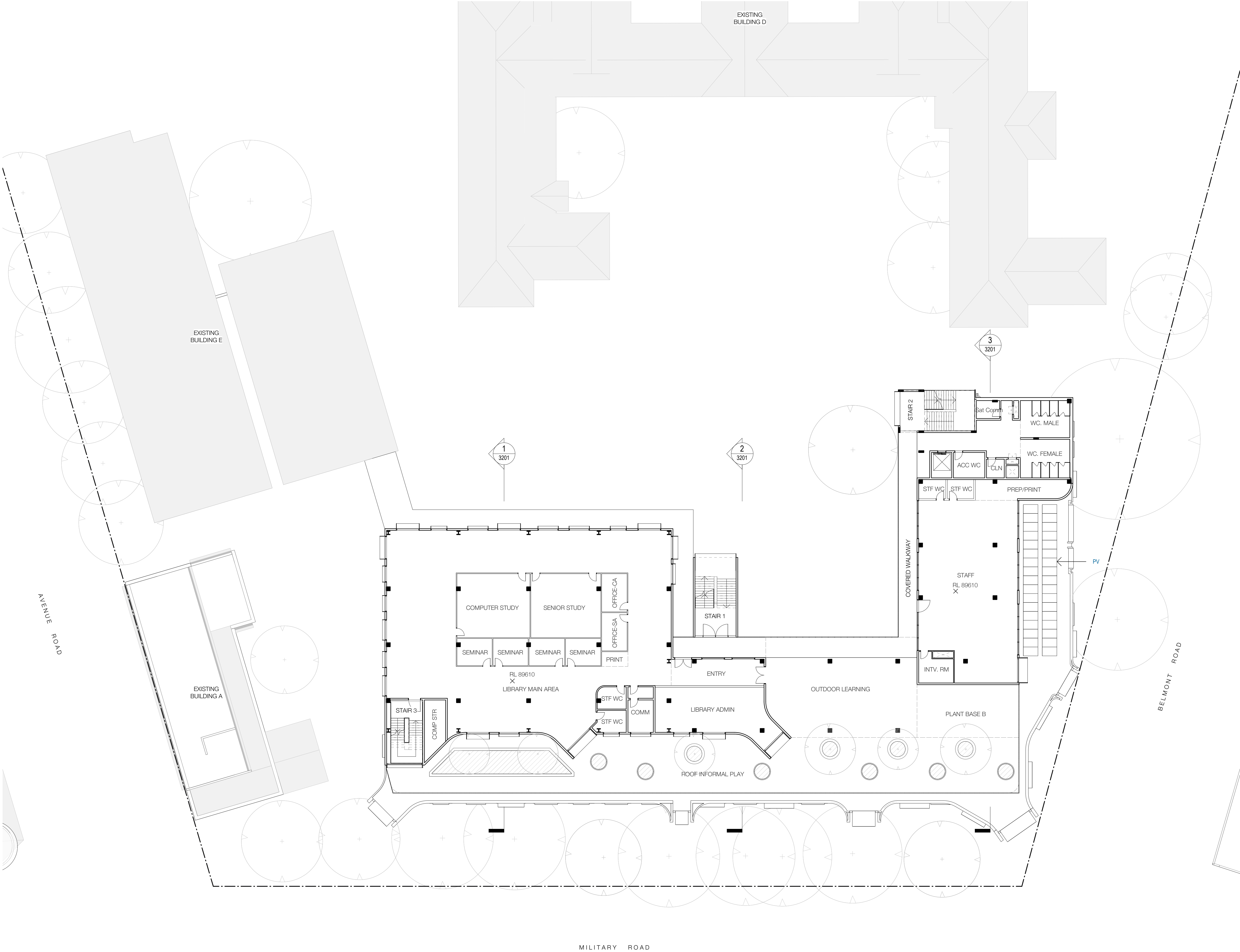
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LEVEL 2 FLOOR PLAN

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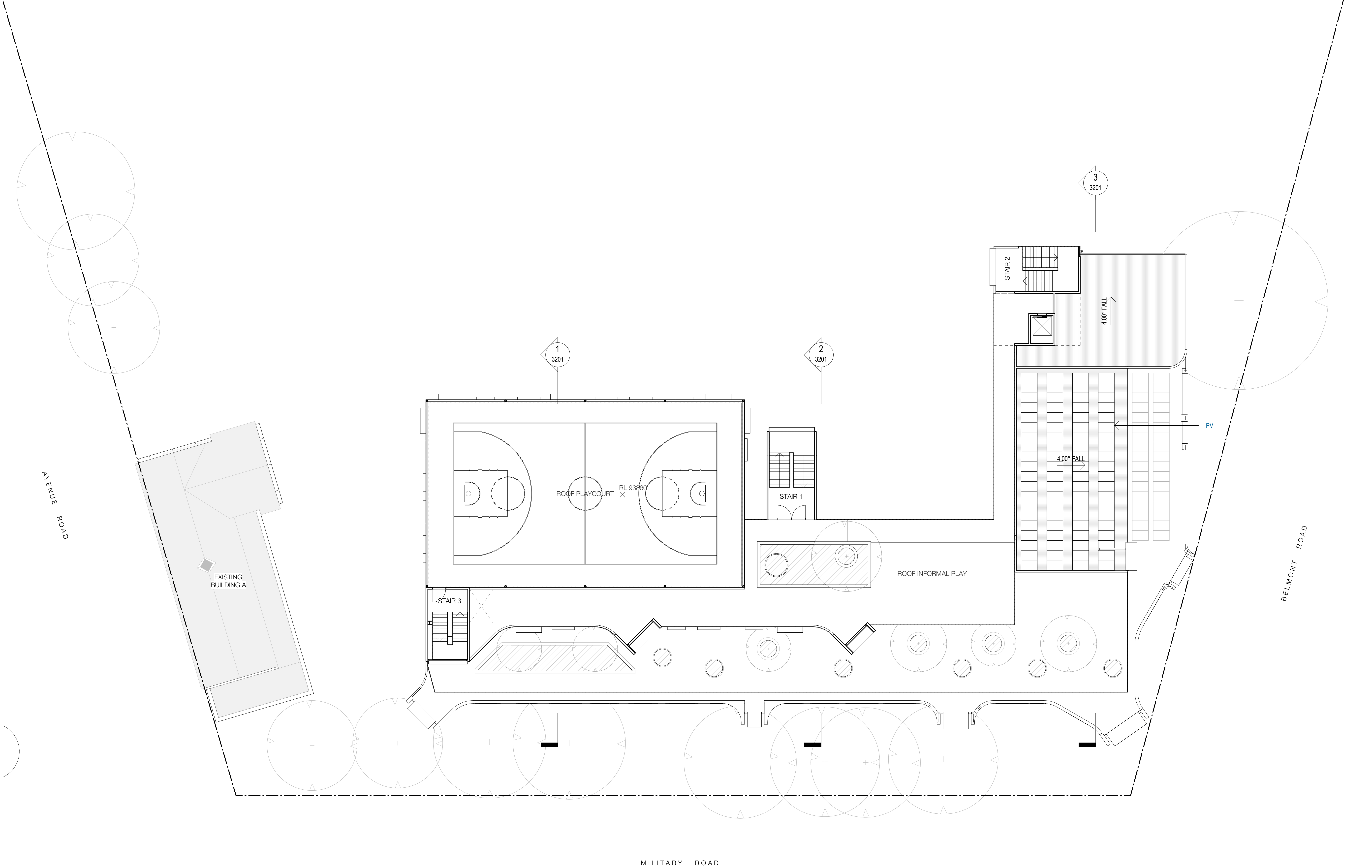
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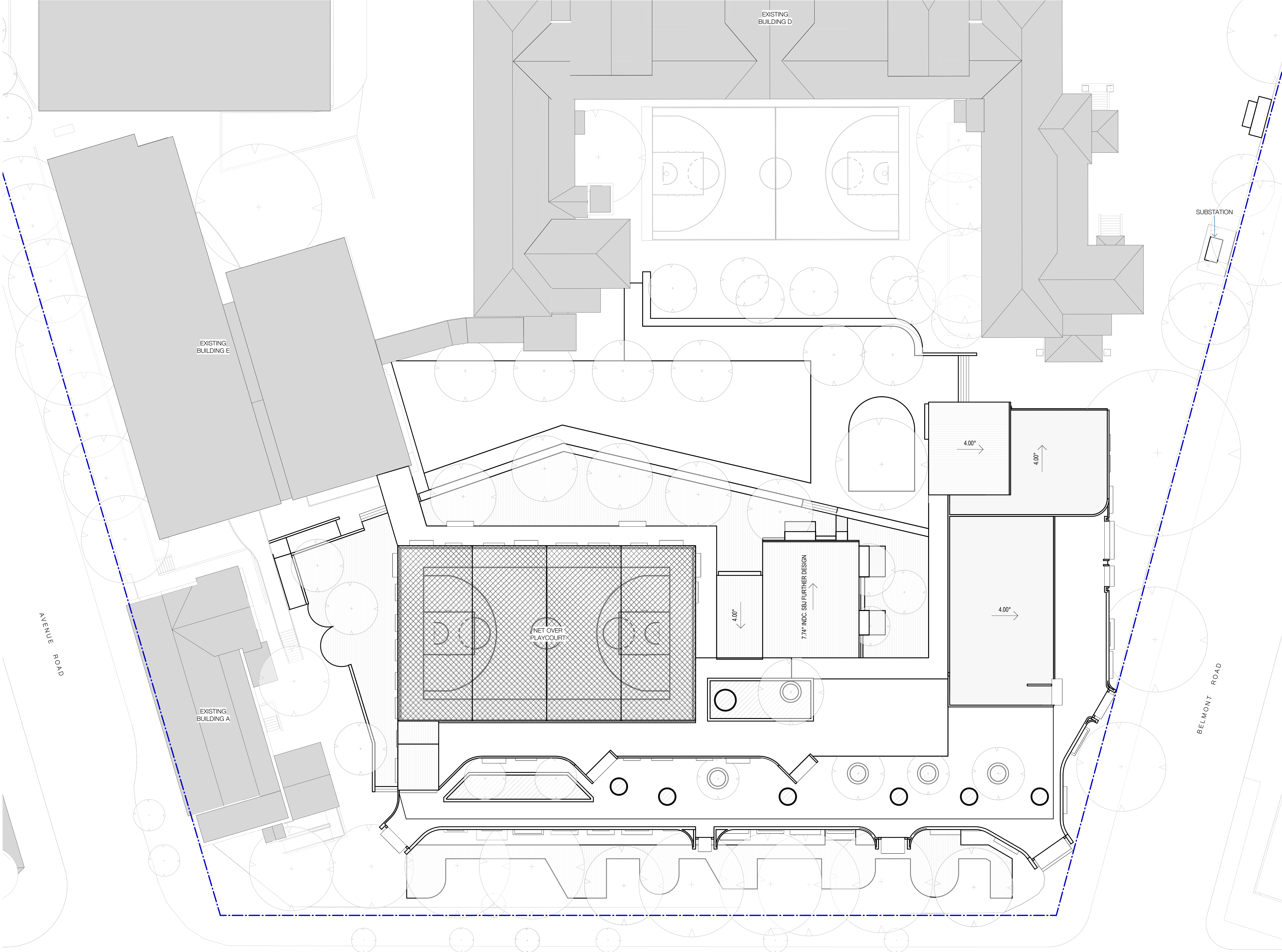
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Sheet title

LEVEL 4 FLOOR PLAN

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Sheet title

ROOF PLAN

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