



Social Impact Assessment – North Sydney Public School upgrade

Client: School Infrastructure NSW

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1 Introduction

Elton Consulting has been engaged by School Infrastructure New South Wales (SINSW) to prepare a Social Impact Assessment (SIA) for the proposed upgrade of North Sydney Public School (the Project) to accompany an Environmental Impact Statement (EIS) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) in support of a State Significant Development Application (SSDA) (SSD-11869481).

1.1 Project description

This SSDA seeks consent for alterations and additions to the existing North Sydney Public School. Figure 1.1 shows the existing site plan for the school.

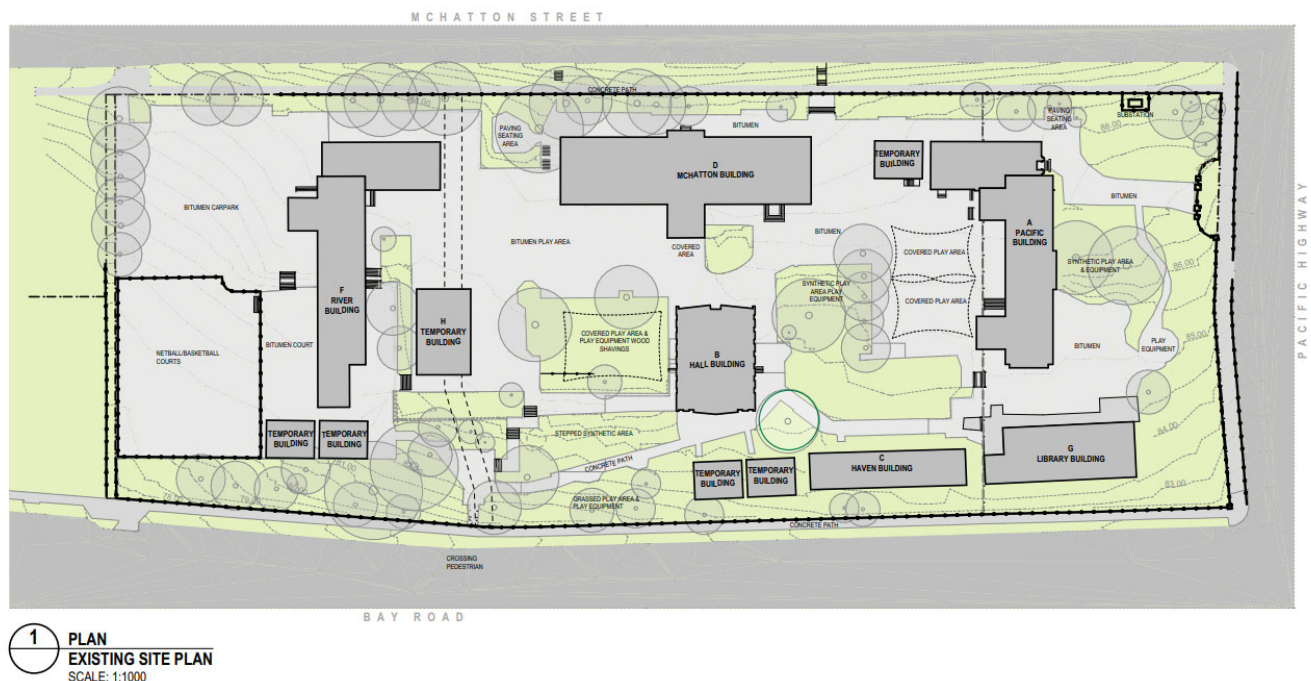


Figure 1.1 Existing site plan

The proposal entails:

- » Demolition of the existing hall (building B), haven building (building C) and six temporary buildings
- » Construction of a three storey building comprising staff administration rooms, 16 homebases, a new library, hall, out of school hours care (OSHC) facilities, covered outdoor learning area (COLA), bicycle parking and end of trip facilities for staff, and services, amenities and access
- » New entry gate and forecourt from Bay Road
- » Internal refurbishment of building G ground floor from the existing library to 3 homebases
- » Capacity for an increase in student numbers from 869 to 1,012
- » Capacity for an increase in staff numbers from 80 to 87, specifically six full time staff and one school administrative/support staff
- » Associated tree removal, landscaping and excavation.

The proposal maintains:

- » The gates and fence of former Crows Nest House including the entrance from Pacific Highway and Bay Road
- » Existing gate along McHatton Street
- » The outdoor play area to the east of Building A
- » Existing covered outdoor learning area adjacent to Building A
- » The basketball courts and staff carpark in the western portion of the site
- » The significant tree planting on all school boundaries
- » Buildings A, D and F noting minor internal refurbishments are being undertaken outside of the SSDA scope of work (exempt development) to improve student amenities and canteen
- » Building G noting ground floor internal refurbishment is proposed in the SSDA.

1.2 SEARS

This report addresses the relevant Secretary's Environmental Assessment Requirements (SEARs), namely SEAR 9:

- » *Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020.*

Relevant Policies and Guidelines

- » *Draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment)*

1.2.1 Assessment framework

Following the SEARs, this SIA has been prepared in accordance with the Department of Planning and Environment (DPIE) *Social Impact Assessment Guideline for State Significant Development* (2021) (the SIA Guideline).

While the Draft Social Impact Assessment Guideline 2020 (the draft guideline) is noted in the Project SEARs, the SIA Guideline was approved in the intervening time since the SEARs was issued. This SIA proactively adopts the Guideline in place of the draft guideline.

Other DPIE tools utilised in the preparation of this assessment include the *Social Impact Assessment Technical Supplement* (2021) (the Technical Supplement) and the *SIA Scoping worksheet* (DPIE 2021).

2 Project context

This section details the policy and geographical contexts for the Project.

2.1 The site

North Sydney Public School is located at 182 Pacific Highway, North Sydney on Sydney's lower north shore. The site is surrounded by many mature trees that have defined the area's streetscape. The site incorporates several historical elements, including the fence and gates, dating back to 1832, when it was a private residence. The School was opened in 1931, and the original school building, known as McHatton House, is still utilised. The school buildings include original heritage structures and demountable buildings placed on-site to accommodate increased enrolment numbers. See the photos below captured during a site visit in July 2021 for further site context.



Photo 1: Main entrance off ay Road with heritage gates



Photo 3: Demountable buildings near Bay Road



Photo 2: Heritage structure (Block D)



Photo 4: Current school hall

2.2 Policy context

The following review summarises key relevant state and local policy and strategic documents to illustrate the current policy context and the preferred direction for future use and development in the area. The Project falls within the North Sydney local government area (LGA).

State policy

Building Momentum – State Infrastructure Strategy 2018-2038 (Infrastructure NSW 2018) provides the NSW Government with advice about infrastructure policy and investment priorities. The Strategy is designed to boost the State's productivity and competitiveness while meeting the challenges of both a growing and aging population.

The Strategy sets out several strategic, geographic, and sector-specific objectives. The Education Sector strategic objective is to deliver infrastructure to keep pace with student numbers and provide modern, digitally-enabled learning environments for all students.

The Healthy Built Environment Checklist (Centre for Population Health 2020) supports the capacity of the public and private sector by providing health-focused advice on development policies, plans and proposals. The document promotes healthy planning as a core component of good design and amenity of the built environment for people, places and public spaces.

Section 8 – Social Infrastructure identifies several directions to facilitate positive health incomes in social infrastructure. Of particular relevance to the Project is the directive - Good social infrastructure is clustered, near transport hubs, flexible and accessible.

The SINSW 2020 Delivery Strategy (SINSW 2020) notes that SINSW is committed to providing the best learning environments at public schools across NSW to meet the needs of a growing student population. The Delivery Strategy details over \$600 million in COVID-19 stimulus funding for education infrastructure from the Jobs and Infrastructure Acceleration Fund and the 2020-21 State Budget.

The Delivery Strategy notes that the North Sydney Public School is one of 20 projects selected with a specific Design for Manufacture and Assembly (DfMA) procurement focus to foster investment and improve industry DfMA capability. Among the benefits of the DfMA approach are time savings, improved sustainability outcomes and minimised disruption during construction.

Local policy

North Sydney Community Strategic Plan 2018-2028 provides the overarching strategic policy directions of the North Sydney Council. The vision for the plan is: shaping a progressive, vibrant and diverse North Sydney community.

The Community Strategic Plan is framed around five strategic directions, each with desired outcomes supported by specific strategies and sustainability indicators. Direction 2: Our Built Infrastructure notes several outcomes and strategies that relate to the Project. In particular, Outcome 2.1 infrastructure and assets meet community needs notes two strategies of relevance:

- » Strategy 2.1.1 - Expand and adapt existing infrastructure to meet future needs
- » Strategy 2.1.5 - Expand access to education facilities outside of school hours.

3 Methodology

The methodology for this SIA is consistent with the SIA Guideline (DPIE 2021) and incorporates the following stages.

3.1 Scoping

An initial scoping exercise was undertaken using the SIA scoping worksheet (DPIE, 2021) to:

- » identify potential social impacts that may result from project activities; and
- » determine the social locality.

The scoping exercise included a site visit at North Sydney Public School, review of relevant state and local strategies and policies, other relevant SINSW SIAs prepared for similar school upgrade projects, community engagement outcomes, and the SSDA package and plans. The completed SIA scoping worksheet is provided in **Appendix A**.

3.2 Consultation

Consultation is vital to ensure that the voices of those likely to be impacted by the Project are included in the SIA. Consultation for the SIA included an online community survey undertaken by SINSW and meetings with identified key stakeholders. Meetings followed a set interview format, with the discussion guide provided in **Appendix C**.

All consultation for the Project was undertaken online following the COVID-19 restrictions in place in the Greater Sydney region at the time of writing.

An overview of the consultation outcomes is provided in **Section 4**.

3.3 Develop social baseline

The social baseline was developed to understand the community within the social locality (**see Section 5**) from which to assess potential impacts. The social baseline includes data from a range of verified publicly available sources, including the Australian Bureau of Statistics (ABS) 2016 Census of Population and Housing, DPIE, MySchool website, the North Sydney Council website, and other websites.

Data was collected and analysed across the various levels of social locality identified in **Section 5.1**. Data was then organised into corresponding impact categories as outlined in the SIA Guideline.

3.4 Impact identification

Following the scoping process, findings from literature, other technical specialists, the detailed social baseline, and engagement were used to refine the identification of impacts and understand their potential significance. Impacts were grouped into the impact categories noted in the SIA Guideline.

The impact assessment process utilised tools from the SIA Guideline and the SIA Technical supplement to assess each impact in relation to its likelihood and magnitude (i.e. extent, duration, severity/scale, sensitivity/importance, level of concern/interest). These tools are further described in **Appendix A**.

An overall social impact significance is then attributed using the tool described in **Table 3.1**.

Table 3.1 Social impact significance assessment tool

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

Source: DPIE 2021, Social Impact Assessment Guideline and Technical Supplement.

3.5 Enhancement and mitigation

Enhancement and mitigation measures were developed for each impact to enhance positive impacts or reduce negative impacts. A series of measures were identified relevant for planning/design stages, while another series of measures are relevant for the longer-term operations of the school post-project. SINSW is not expected to be responsible for the implementation of all measures.

Each social impact was reassessed with proposed enhancement and mitigation measures to determine the social risk post-mitigation or enhancement.

4 Consultation

Consultation for this SIA ground truths social baseline data and provides valuable insights into how the school community uses and values the school site. Consultation activities included:

- » an online survey undertaken by SINSW in late 2020 to identify community values for the Project
- » targeted engagement with key stakeholders to better understand specific school user requirements and validate perceived impacts and benefits.

4.1 Community survey

In June 2020, SINSW engaged with the wider North Sydney and school community to undertake early planning consultation, including through a community survey.

The survey included eight multiple-choice questions about community needs, expectations, and design considerations and two open response questions where respondents could further explain their responses. A total of 205 surveys were completed. The following is a summary of the survey findings.

The Project will deliver benefits to both students and the community

Overall, 91% of respondents were positive about the Project. Many noted that the North Sydney population is growing and considered that the Project would improve the School's standing within the local community and better serve the needs of current and future students.

The school community values sustainability

Sustainable design was noted as the most important element to consider to meet community needs and expectations. Building on the theme of sustainable design, respondents noted the need for the Project to respond to climate change and increasing weather events. Improved accessibility was the second most important design consideration to respond to community needs.

Effective use of space is important

Respondents overwhelmingly considered the effective use of space to be the most important element of the Project. Many noted the current constraints of the school site and considered a more effective use of space would deliver benefits to students and the broader community. Respondents considered construction timeframes to be the second most important element of the Project.

Flexibility and technology are important design outcomes

Respondents preferred flexible and innovative learning spaces over traditional classrooms. Furthering the theme of flexibility and innovation, respondents noted that activity spaces, sustainable design and technology were the most important things to incorporate into the school design.

Outdoor space is valuable and should be enhanced

Many respondents considered that the current outdoor environment at the School could be improved. Sports courts and covered outdoor areas were the most important potential improvements.

Parking and traffic are a concern

Respondents note that parking is an issue in the area and are concerned that the Project will result in further impacts. Several residents raised the need to minimise disruption to Bay Road and McMahon Street during construction.

4.2 Stakeholder interviews

Elton Consulting undertook a series of interviews with key stakeholders to inform the SIA. The interviews focused on user experience and potential effects of the Project. Representatives from the following stakeholder groups were interviewed:

- » SINSW
- » North Sydney Council
- » North Sydney Public School employees – Principal and a teacher
- » School parents – a P&C representative and another parent
- » Educational partners – The University of NSW School of Education works with the school to support leading educational practice
- » School facility users – the North Sydney Russian Language School and KU the OSHC provider.

Key themes that emerged from the engagement are provided below.

The school site is a hub for the North Sydney community

North Sydney Public School is heavily utilised by a range of community groups and organisations outside of core school hours. A range of activities take place on the school grounds, including OSHC, language schools, drama and music groups and sports activities such as karate. The Russian Language School, for example, has approximately 100 students attending on Saturdays and features a renowned Russian drama program on-site.

Aging infrastructure and band aid fixes are limiting school functionality

There is broad consensus and support for the Project. Stakeholders acknowledge that the School in its current form is not up to the standard expected in modern schools, particularly a demonstration school. In particular, the size of the classrooms limit teaching styles, the general condition of the buildings and outdoor spaces was seen as rundown, and the student amenities were flagged as being substandard.

The school community is active, collaborative and proud

Stakeholders value the strong relationships between staff, parents and the broader community. There is a great sense of pride in the School and its role as a demonstration school and community hub. Many stakeholders noted how, despite the challenges, they manage to make things work well because of these relationships. There was a strong desire for new, adaptive spaces to allow the School to gather.

A more open, natural site layout is desired

Multiple stakeholders noted that the school site is fragmented in its current form, which limits utilisation and surveillance and poses safety issues. While some landscaping upgrades have made the space more inviting, many considered that the site was covered in too much bitumen. The addition of demountable buildings in recent years has further added to site fragmentation and diminished usability.

There are broad concerns about the impacts of the construction program

Stakeholders raised broad concerns about how the School would operate and the impacts on learning during the construction program. Noting the space constraints, the School already faces, many posed questions about the logistical challenges of re-distributing the school population across the remaining buildings when a significant portion of the School is a construction site. The Russian Language School and OSHC provider were concerned about the viability of their programs during construction.

Sustainability, accessibility and culture are critical design features

A focus on sustainability, improved accessibility across the site and the incorporation of Indigenous culture were the three most common design elements mentioned by stakeholders.

5 Social baseline

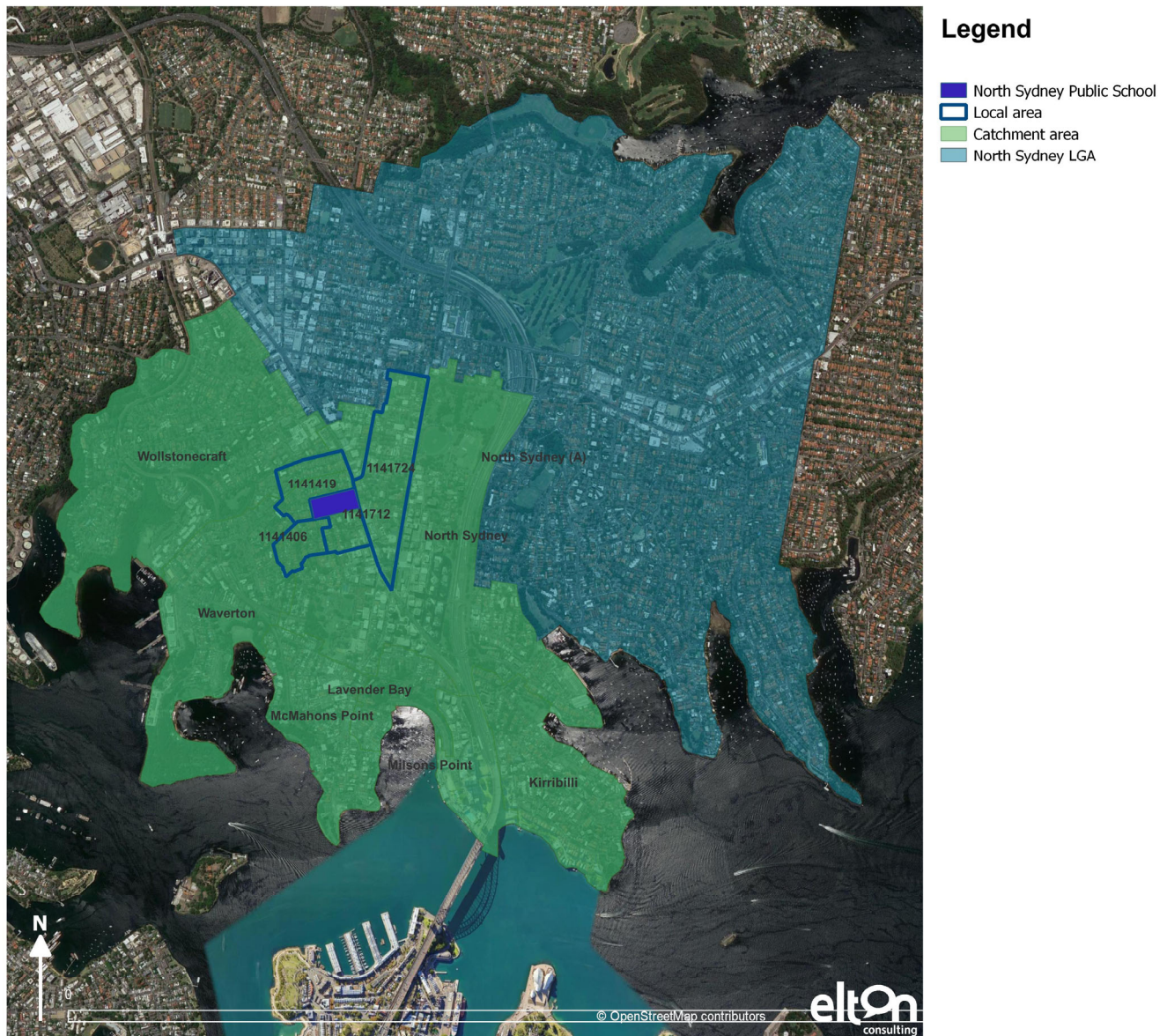
A social baseline is a summary of the existing social environment in which the Project is located. The data gathered in this section acts as the baseline against which eventual social change is measured. A social baseline considers different geographic scales to understand relative social differences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

5.1 Social locality

The social locality for this assessment has four levels:

- » the **school community** aligns with the North Sydney Public School site and includes students, teachers, administration and support workers
- » the **local study area** (local area) comprises four Statistical Area 1 (SA1) units surrounding the school site (1141406, 1141419, 1141712 and 1141724). Residents in this area are most likely to experience a range of direct impacts during construction and operation of the school
- » the **catchment area** comprises seven suburbs that closely align with the North Sydney Public School catchment. These are Wollstonecraft, Waverton, McMahon's Point, Lavender Bay, Milsons Point, Kirribilli, and North Sydney. Data for the catchment is sourced using ABS State Suburb Code (SSC) statistic geography. Residents in the catchment area would comprise most of the School's students and parents
- » the **North Sydney Local Government Area** (North Sydney LGA). Residents and businesses in this area are considered likely to experience a range of indirect impacts due to the Project.

The social locality is shown in Figure 5.1.



Source: Elton Consulting.

Figure 5.1 Social locality

5.2 Baseline indicators

The social baseline has been conceptualised in accordance with the SIA Guideline (2021). The Guideline outlines eight categories to be used for identifying potential social impacts:

- » **way of life:** how people live, how they get around, how they work, how they play, and how they interact each day
- » **community:** composition, cohesion, character, how the community functions and people's sense of place
- » **culture:** both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings
- » **accessibility:** how people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation

- » **health and wellbeing:** physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall
- » **surroundings:** ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity
- » **livelihoods:** people's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits; and
- » **decision making systems:** particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

5.2.1 Community

Demographics

At the time of the 2016 Census, the local area had 1,990 residents. These residents are the School's immediate neighbours and are likely to be directly impacted by the proposed works.

The catchment area had 28,245 residents in 2016 and was forecast to experience 22.2% growth to approximately 31,723 persons in 2020 (ABS 2016; ABS 2020). The North Sydney LGA experienced similar growth (20.6%) and had a population of approximately 75,094 persons in 2020 (ABS 2020). The social locality experienced higher growth than NSW between 2011 and 2020, with NSW increasing by 18.1%. This could be due to the increasing popularity of urban areas driven by access to social, educational, and job opportunities nearer to city centres.

The largest age group in the local area and catchment area are young workers (25-34 years) (25.4%) (ABS 2016). There are also notably higher proportions of primary schoolers (7.4%) and tertiary education and independence (18-24 years) (9.0%) compared to the catchment area and LGA.

There are 1,176 primary school-aged (5-11 years) children in the catchment area, representing 8.0% of the local area population, similar to the proportion in NSW (8.8%).

The number of primary school-aged persons in the catchment area is significantly higher than the number of enrolments at North Sydney Public School, suggesting that some of these students may attend other private schools located in the area, or be schooled at home (ABS 2016; ACARA 2021).

5.2.2 Way of life

Household composition

The local area is characterised by high proportions of couple with no children and lone person households. This is consistent with the younger age profile of the local area when compared to the catchment area and LGA and reflects demographic trends usually associated with urbanised high-density areas.

Housing

Housing prices in North Sydney LGA are significantly greater than the average for NSW, with the median sales price for a non-strata home in the LGA in December 2020 being \$2,950,000 compared to \$745,000 in NSW (NSW DCJ 2021). Average sales prices in the suburbs in the catchment area in 2020 ranged from just over \$1 million for a unit in Lavender Bay, McMahon's Point, or North Sydney to \$3,700,000 for a house in Kirribilli (REA Group 2021).

Extremely high sale prices in the area are likely the cause of the lower proportions of home ownership (25.0% owned outright and 21.5% purchasing with a mortgage) compared to renting (50.8%) throughout the LGA (NSW: 65.5% owned or purchasing and 30.9% rented). There is also an oversupply of rental housing in the local area, indicated by high residential vacancy rates from 2017 to 2021 (SQM Research 2021).

Travel

Public transport is the most common mode of travel to work in the local area (23.2%), indicating good access to public transport infrastructure (ABS 2016). A significantly higher proportion of persons walk to work in the local area (10.6%), catchment area (8.1%), and LGA (10.9%) compared to NSW (3.9%).

There is also significantly lower car use in the local area (16.2%) and catchment area (16.8%) compared to the LGA (34.0%) and NSW (64.6%). These trends reflect the highly urbanised character of the local and catchment areas compared to the surrounding areas and suburbs of Greater Sydney.

5.2.3 Culture

The traditional owners of the land on which the School is located are the Cammeraygal People of the Guringai tribe (Hoskins 2019). The North Sydney LGA has a rich Aboriginal culture, with indications of people living at present-day Cammeray in the area at least 5,800 years ago (Hoskins 2019).

In 2016, the proportion of Aboriginal and/or Torres Strait Islander persons in the local area was roughly 0.3%, significantly lower than the NSW average of 2.9% (ABS 2016). There are no primary school-aged Aboriginal and/or Torres Strait Islander persons in the local area or catchment area, reflecting the absence of Indigenous enrolments at North Sydney Public School.

In terms of the proportion of residents born overseas, the local area and catchment area have a relatively high proportion of residents born in England and China. The local area, catchment area, and LGA can be described as having higher levels of cultural diversity than NSW, with approximately 10% more of the population in the social locality born overseas. The high levels of cultural diversity in the area were also noted during consultation.

There is a relatively high level of diversity in the school community, with approximately half of the students at North Sydney Public School speaking a language other than English at home (ACARA 2021). In the local area, 16.0% of residents speak a language at home other than English compared to 13.1% in the catchment area, 24.7% in the LGA, and 26.5% in NSW (ABS 2016). Top languages spoken at home in the local area include Mandarin (5.0%), Cantonese (3.0%), Japanese (1.8%), Hindi (1.6%), and Spanish (1.5%). Cultural diversity in the social locality is shown in Table 5.1.

Table 5.1 Cultural profile of the social locality

	North Sydney Public School	Local area	Catchment area	North Sydney LGA	NSW
Indigenous students	0.0%	0.0%	0.0%	0.01%	0.5%
Born overseas	N/A	39.8%	39.8%	37.8%	27.6%
Language background other than English	49.0%	16.0%	13.1%	24.7%	26.5%

Source: ACARA 2021, MySchool: Student Background; ABS 2016, Census of Population and Housing, Quickstats: Language, top responses (other than English).

5.2.4 Accessibility

Schools

Based on the current population estimates for the suburbs in the catchment area from Profile.id (2021), it is estimated that there are approximately 1,407 primary school students in the catchment area in 2021 – an increase of 405 students from the 1,042 children identified in the ABS Census in 2016. Assuming school attendance patterns identified in the ABS Census have continued, this means around:

- » 68.5% of these children attend government schools (964 students); and
- » 16.2% attend Catholic schools (228 students), and 15.3% attend other non-government schools (215 students).

North Sydney Public School is the only government primary school of the seven schools offering primary education in the catchment area (ACARA 2021). According to NSW Department of Education data on enrolment caps for public schools, as shown in Table 5.2, North Sydney Public School was operating 170 students above its enrolment cap in 2020 with 887 students (Baker and Gladstone 2020).

Table 5.2 Public school enrolment cap and 2020 enrolment

	Enrolment Cap	2020 Enrolment (FTE)	Students above or below enrolment cap
North Sydney Public School	717	887	+170

Source: Baker and Gladstone 2020, NSW Department of Education, NSW public school enrolment caps.

Roads and access

North Sydney Public School is approximately 4.7 km north of the Sydney Central Business District, with access available via Bradfield Highway and Pacific Highway. The Pacific Highway borders the School to the west, McHatton Street to the north, and Bay Road to the south. Bay Road is the main access road for the School. However, consultation has highlighted that McHatton Street is the school's main pickup and drop-off road due to stopping restrictions and heavy traffic along Bay Road around peak times (pers. comm. 2021).

Public transport

Public transport is the most used mode of travel in the local area and catchment area. The School is well serviced by public transport, with a bus stop located directly outside on Bay Road, connecting students, parents, staff, and residents with several bus routes throughout the catchment area. The School is also located within 1 km of Waverton Station (700 m) and North Sydney Station (900/950 m), providing access to train travel throughout the Greater Sydney region.

5.2.5 Health and wellbeing

The North Sydney LGA is part of the Northern Sydney Local Health District (NSLHD). Key health and wellbeing challenges include:

- » an increasing rate of overweight and obesity in NSLHD with nearly half (46.5%) of all adults overweight or obese in 2019
- » increasing rates of asthma suffering in children with 22.6% of those aged 2-15 years in NSLHD having ever suffered from asthma in 2017 to 2019
- » increasingly poor mental health indicated by increasing trends in high and very high psychological distress and hospitalisations for intentional self-harm in persons aged 16 years and over (NSW Health 2020).

In the local area, around 2.3% of the resident population require assistance with any of the three core activity areas of self-care, mobility, and communication due to old age or a long-term health condition (lasting six months or more) (ABS 2016).

In terms of quality of life, Council's *Customer Satisfaction Survey*, conducted in 2020, identified a high quality of life in North Sydney LGA. All participants rated their quality of life as good (10.0%), very good (35.0%), or excellent (55.0%) (Jetty Research 2020).

5.2.6 Surroundings

Local environment and built form

North Sydney LGA is recognised within the Greater Sydney Plan as part of the North District (GSC 2018b). The vision for the future of the North District includes quicker and easier access for residents to a wide range of jobs, housing, and activities.

This vision aligns with the values of the LGA community as reported in Council's 2020 *Customer Satisfaction Survey*, in which respondents highly valued open spaces, parks, and trees (25.0%), living close to the CBD (24.0%), and the quiet, peaceful, and safe feeling in the area (14.0%) (Jetty Research, 2020).

Currently, in the LGA, there are several open spaces and parks, the closest to the School being Brennan Park (approximately 500 m west) and St Leonards Park (approximately 600 m north east). Other key environmental features in and nearby the LGA include the Sydney Harbour with its numerous bays and inlets on the lower north shore and many nature reserves and parklands along the shores of the Harbour.

The built form in the local area, catchment area, and LGA differ from the average suburban area. The locality is typified by high-density housing (flats or apartments) compared to low-density housing (separate houses) which predominates across NSW (ABS 2016).

Public safety

The top crime in North Sydney LGA in 2020 was fraud, with a rate of 498.5 incidents per 100,000 persons (BOSAR 2020). There are lower rates of violent and nonviolent crimes in the LGA than the NSW average, reflecting generally higher levels of community safety and cohesion. People aged 10 to 17 years in the LGA are more likely to commit crimes such as prohibited and regulated weapons offences, motor vehicles thefts, robberies and theft from motor vehicles than all other age groups. In particular, 100.0% of thefts from motor vehicles were committed by youth offenders in 2020 (BOCSAR 2020).

Road safety in the LGA has been increasing from 2015, with fewer road incidents from 2015 to 2019. There is also a low number of fatal accidents in the LGA in this period (six over five years) (TfNSW 2020).

5.2.7 Livelihoods

Income

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

The local area has the highest proportion of high-income households (where equivalent weekly income is greater than \$2,500) (35.3%), compared to the catchment area (25.6%), North Sydney LGA (24.7%), and NSW (6.0%). This suggests that the local area is likely more advantaged than surrounding areas, reflected by high SEIFA decile rankings.

Employment

The local area, catchment area and LGA share the same top industries of employment, reflecting the same drivers of economic activity across the social locality. The top industries of employment are professional and scientific services, financial and insurance services, health care and social assistance, and education and training services (ABS 2016). The industry profile in the social locality is very different to NSW where retail trade and construction make up a much greater proportion.

Within education and training services, primary specific education represents a quarter of education employment in the local area, 28.2% in the catchment area, and 32.6% in the LGA, less than the 40.0% average for NSW (ABS 2016). Combined primary and secondary education represents a larger proportion of education employment in the social locality (37.5%, 38.0%, and 32.6%, respectively), which is reflective of the large number of combined schools compared to primary only schools in the catchment area (ABS 2016, ACARA 2021).

Socio-economic advantage and disadvantage

The ABS Socio-Economic Index for Areas (SEIFA) assesses the economic and social conditions of households within an area. Variables considered in the assessment of SEIFA include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (ABS 2018). Areas have been considered by state ranking on a scale of 1 to 10, with the lowest 10% of areas deemed most disadvantaged and highest 10% least disadvantaged.

All SA1s in the local area are in the top 20% of areas in the State for IRSD, IRSAD, and IEO. SA1-1141419 is also in the top 10% for IER, while two SA1s ranked in the bottom 50% in the State for this index. High ranking for IRSD and IRSAD indicate a relative lack of disadvantage and greater advantage in general and ranking highly for IEO indicates relatively higher education and occupation status of the population in general. Low rankings for IER can indicate a relative lack of access to economic resources in general. However, given the high incomes in the area, it is likely due to the higher proportion of renters in the local area (ABS 2016).

Trends in the local area are similar in the catchment, with most suburbs ranking in the top 10% in the State for IRSD, IRSAD, and IER, indicating a relative lack of disadvantage. All suburbs were in the bottom 50% in the State for IER, also likely indicative of the low proportion of homeownership in the area as incomes are generally high.

Socio-educational advantage

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

North Sydney Public School students' ICSEA distribution indicates that the School community is relatively advantaged compared to other school communities. This is reflected by a very high proportion of students in the top quarter – more than double the national distribution and only 1% of students in the low quarter – one twenty-fifth of the national distribution, as shown in Table 5.3. Compared to the rest of the schools in Australia, the School is in the 95th percentile, meaning it is more advantaged than 95% of schools in Australia and more disadvantaged than only 5% of schools in Australia.

Table 5.3 Distribution of Socio-Educational Advantage at NSPS, 2020

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
North Sydney Public School	1.0%	7.0%	24.0%	68.0%
Australian distribution	25.0%	25.0%	25.0%	25.0%

5.2.8 Decision making systems

Council's *Customer Satisfaction Survey* identified that residents were satisfied with Council, with 83.0% of respondents satisfied with Council's overall performance (Jetty Research 2020). Resident satisfaction with how Council engages with the community in decision-making processes had decreased since the 2016 survey, with only 47.0% of the community satisfied with Council engagement, compared to 59% in 2016. However, this resulted from more than double the proportion of residents being neither satisfied nor dissatisfied in 2016. Overall, there was a greater level of satisfaction (47.0%) than dissatisfaction (19.0%).

This SIA has engaged with stakeholders to inform the assessment of impacts from the Project. Community members will have the opportunity to engage in the decision-making process via submissions during public exhibition of the EIS after submission to DPIE.

6 Impact identification and assessment

This section of the report identifies and assesses the magnitude and likelihood of potential impacts (both positive and negative) relating to the construction and operation of the Project. Impacts have been identified using data collected for the social baseline, primary and secondary community and stakeholder engagements findings, academic research, previous school upgrade SIAs, and relevant government and agency reports or policies.

As discussed in **Section 3.4**, the significance (or social risk) of each impact has been assessed using the SIA Guideline social impact significance matrix as detailed in the Technical Supplement (DPIE 2021). Social impacts have been identified and assessed according to the SIA Guideline impact categories outlined in **Section 5.2**.

Social impact risks have been assessed as worst-case scenarios assuming no mitigation measures for negative impacts or enhancement measures for positive impacts. **Section 7** details proposed mitigation and management measures for the Project and provides an assessment of residual risk.

6.1 Summary of project technical reports

The following section outlines key outputs from project technical assessments that require consideration in the SIA.

Noise and vibration impact assessment

The Noise and vibration impact assessment (NVIA) (Marshall Day Acoustics, 2021) notes that:

- » Noise from construction may exceed the “Highly Noise Affected” management goals for some of the surrounding receivers, including residential dwellings, during both the demolition and bulk excavation works.
- » Construction noise is expected to be below the “Highly Noise Affected” management goals for all the surrounding receivers during the remaining stages of work.
- » Operational noise emanating from the completed School will generally fall within acceptable levels for surrounding receivers. However, noise management measures will need to be adopted to use the new hall at night.

Traffic and transport

The Traffic Impact Assessment (TIA) (ASON Group, 2021) notes that:

- » During construction, the maximum number of trucks accessing the site is estimated to be between 6 to 12 trucks per hour. Workers will be advised that there is no on-site parking and encouraged to carpool, or travel to / from the site using public transport where practicable.
- » During construction, pedestrian movements will be maintained along all frontages of the site when possible. This includes maintaining access needs and requirements for school operations and community traffic. construction fencing is to be located as close as possible to the property boundary, maintaining maximum footpath width to minimise impact on pedestrian amenity.
- » It is considered that the increase in vehicle trips associated with the increase to school capacity will generally not have any wider or extenuating impacts to the intersections in proximity of the school site.

Statement of heritage

The Statement of Heritage impact (SHI) (Curio Projects, 2021) notes that:

- » Overall, the proposed alterations to the three heritage buildings are considered to be minor in nature, having either a neutral impact, such as internal layout alterations, or a neutral impact to any significant heritage fabric
- » The creation of a new gate in the Crows Nest Gate and Fence will result in a minor negative physical impact in the context of the overall form and alignment of the fence. However, the creation of the new entrance will result in a major positive outcome for inclusivity and equality, providing a functional and accessible solution that attends to all students, staff, and visitors
- » The demolition of the Hall and Haven buildings is considered an overall neutral to positive visual impact in the context of the Site.

Aboriginal cultural heritage assessment

The Aboriginal cultural heritage assessment (ACHA) (Austral Archaeology, 2021) notes that:

- » Overall, on the balance of the current evidence, the archaeological character of the study area has been sufficiently determined by the survey, and that the study area holds very low potential to contain Aboriginal cultural material. The overall significance of the study area in terms of its Aboriginal archaeological heritage is considered low.

6.2 Way of life

6.2.1 Amenity impacts related to construction

Construction activities will reduce amenity for local study area residents and school users.

Amenity impacts can occur in many forms, with one of the most noticeable being noise and vibration. If not managed, noise can cause stress and annoyance, interfere with daily activities (including talking, hearing and studying) and disturb sleep (NSW EPA, 2020). As noted in **Section 6.1**, the NVIA found that overall the most significant construction noise impacts are anticipated during the bulk excavation and demolition phases.

As outlined in the baseline, the community in the LGA highly values their local amenity (the quiet, peaceful, and safe feeling in the area). Local amenity for neighbours, staff, and students of the School will be negatively impacted by noise from the Project's construction phase. Construction noise may negatively affect nearby neighbours' ability to work or study or impact their ability to rest and relax. The proportion of people who work from home is likely to have increased to as much as 40% due to long-term changes to worker behaviour resulting from Covid-19 (ABS, 2021), which may exacerbate the impact.

Impacts for those within the School may include negative impacts on work or learning performance due to construction noise impacting concentration, memory, motivation, and reading ability for both students and teachers (DECC NSW 2009; Shield & Dockrell 2008). Consultation with school stakeholders, including teachers and community users, has identified potential construction noise impacts as a significant concern.

Unmitigated impacts on local amenity as a result of construction noise are expected to last approximately twelve months. The most significant impacts will be experienced for approximately two months. The effects on neighbours, school staff, and students can be expected to last for the same duration, and while temporary, will be a daily occurrence in people's lives for a period of time.

The likelihood of unmitigated impacts on amenity from noise during this period is almost certain, as outlined by the NVIA. The magnitude of the impacts would be major with noticeable deterioration to something that people value highly (local amenity and learning). As such, the unmitigated risk of impacts on amenity related to construction noise has been assessed as **Very High – A4**.

6.3 Community

6.3.1 School community composition, character, and social cohesion

The Project will facilitate an increase in school enrolments resulting in changes to the social fabric and character of the school community.

Schools offer learning centres for students and places where the local community, students and parents alike, can come together via shared experiences (Centre for Policy Development, 2016). As noted in **Section 4.2**, the school community is very active and involved through the P&C and a range of out of hours' school activities.

The Project will increase the capacity of the School to 1,012 students. A growing student population can result in changes to the overall composition of the student and parent body, which may impact social cohesion. The School features a relatively diverse student body, with just under half of students from a language background other than English. Further, the high levels of population growth evident in the catchment in recent years and the corresponding increases in student enrolment would likely translate into a school community used to welcoming newcomers.

Consultation with school stakeholders indicated that diversity and inclusion were strong values for the school community, and opportunities to improve cultural competency outcomes are always welcomed. As such, it is considered that while the profile of the school is likely to increase, the impact on social cohesion would be minimal and the overall significance has been assessed as **Low - B1**.

6.4 Accessibility

6.4.1 Increased traffic in the local area

Increased demands on the local road network which will reduce amenity and efficiency, impacting local users such as residents, parents and school staff.

Walking is the primary mode of transport to/from the school accounting for between 54% and 56% of all student journeys, while approximately 24 – 28% of the student population travel to school by private vehicle (Ason Group, 2021).

Despite high levels of public transport usage in the local area, the local road network experiences congestion around pick up and drop off times. Current parking and stopping restrictions that assist with traffic flow on Bay Road inhibit passenger pick up and set down. As such, School related congestion is most prevalent on McHatton Street (pers. Comms, 2021).

As noted in **Section 6.1**, between 6-12 trucks will be traveling through the local area every hour during construction. Increased traffic from construction vehicles and required traffic management measures could result in a temporary deterioration of the efficiency of the surrounding road network. Congestion and potential increased journey times could cause additional stress for parents, guardians, school staff, and neighbouring residents. For parents, guardians, and teachers, congestion and parking impacts are likely to be limited to peak school hours around pick up and drop-off. At the same time, nearby neighbours may be affected during all hours of active construction throughout the construction phase.

Several stakeholders noted potential difficulties for staff should staff parking be impacted by construction, with most teaching staff travelling by car from outside the school catchment (pers. comm. July 2021). However, the TIA (2021) has noted that there will be no impact to staff parking during the construction or once operational.

The Project includes a proposal to move the primary kiss and ride area from McHatton Street to Bay Road to align with the new school entrance. Consultation feedback identified that Bay Road exhibits relatively high traffic volumes and significant parking stopping restrictions to assist with traffic flow. The TIA (2020), however, noted that even with the potential increased demand associated with the complete school, the Project would not be anticipated to cause any extenuating impacts to the road network.

Traffic-related amenity impacts are certain as there are already high levels of traffic and parking demands in the streets surrounding the School. The magnitude of these impacts would be minor, in line with the outcomes of the TIA (2020). The impacts would primarily be experienced for peaks around school pick up and drop off; daily exposure could increase stress and anxiety. As such, the risk of amenity impacts related to traffic during construction has been assessed as **Medium – A2**.

6.4.2 Access to school facilities during construction

The Project will result in the loss of shared community spaces during construction, impacting how community user groups operate on the site.

Community and stakeholder consultation highlighted the concern for access to facilities during the construction phase (pers. comm. June 2020, July and 2021). The school site is heavily utilised both in and out of school hours by different users. Demolition of existing buildings, including the hall, will limit space available for existing users on an already constrained site. Both core school operations and community user groups are likely to experience impacts during construction.

School staff and parent representatives raised concern about how core school operations would continue with reduced classrooms during construction, particularly given the current space constraints (pers. comm. July and August 2021). With 887 student enrolments, the School is operating 170 students above its enrolment cap, suggesting there would be great difficulty in organising classes without impacting teaching and learning (Baker and Gladstone 2020).

Community users, such as the Russian Language School and the OOSH, rely on using certain sections of the School targeted for upgrades, including the library and hall. These stakeholders have noted serious concern about the logistics of continuing to operate while construction occurs. Some have noted that they may be forced to suspend their programs without careful planning, while others are actively seeking alternative venues. The P&C noted the high level of uncertainty surrounding the Project has resulted in some community user groups proactively seeking alternate facilities due to the uncertainty they are facing.

SINSW indicated that the organisation has significant experience in undertaking similar upgrades and will work with users to minimise impacts wherever possible. However, some community user groups are attended by over 100 participants and have specific space requirements to run successfully. Given these noted space requirements and the loss of space at the School during construction, it is likely that a level of disruption will occur to program operations.

Decreased accessibility of facilities for teachers, students, and community groups from the removal and construction of multiple buildings is almost certain, while the magnitude of the impact would be moderate with noticeable deterioration to educational and recreational accessibility for several groups of people. As such, unmitigated and worst-case facility accessibility impacts during construction have been assessed as **High – A3**.

6.4.3 Enhanced accessibility

The Project will improve access to the school site and facilities for users with mobility issues.

The current built form of the school site does not allow for the free movement of disabled and/or mobility-impaired persons. Consultation with school users highlighted current accessibility issues at the school. These include stairs at all entrances resulting in mobility impaired persons accessing the School via the car park, posing a significant safety risk (pers. comm. 26 July 2021).

In 2016 2.3% of the population in the school catchment required assistance with any of the three core activity areas of self-care, mobility, and communication, indicating a proportion of persons in the school community with specific access requirements (ABS 2016).

In schools, physical access limits choice, as does the provision of support services (Australian Human Rights Commission, 1996). Consultation did identify a small group of the school community that has mobility challenges. However, local parents with disabled children would likely seek alternative education options due to the current lack of access and suitable facilities at the School.

Accessibility was raised by nearly all stakeholders during consultation as a core area where the school fall short. The current built form also poses access issues for parents with prams trying to access the School. Currently, users need to pull the pram up narrow stairs or walk through the car park, interacting with moving vehicles.

The landscape masterplan for the Project includes a new primary access point on Bay Road, including one new ramp for accessible entry to the School. Concept school designs also include a range of accessibility measures, including an elevator, inclusive landscaping, DDA compliant toilets and flexible learning spaces. These new design features will improve access for parents with prams, school users with disabilities, and general community users with specific access requirements (TaylorBrammer 2021).

The school upgrades will positively impact accessibility for users with specific access requirements and improved choices for local parents with children with mobility requirements. The likelihood of this impact is almost certain, and the magnitude of this impact would be moderate. As such, unenhanced improved access for users with specific requirements is assessed as **High – A3**.

6.4.4 Improved learning outcomes

Improved and new facilities will enhance the user experience, allow for innovative teaching practices and improve learning outcomes for students.

Facilities at North Sydney Public School are outdated and rundown. Stakeholders described the School's condition as "dreadful, awful, really bad". Issues include peeling paint, unsafe playground equipment, mould, old and dilapidated amenities, no drinking fountains, limited storage, inadequate classroom heating and cooling (pers. comm. July 2021).

The current condition and format of the classrooms limit the way teachers can use the space and the activities they can run during class. Teachers have been proactively upskilling and running classes in a pilot flexible learning space set up in the School to prepare themselves to move into new format classrooms.

Access to shared user facilities such as the school hall and library is also limited due to space constraints. Classes are cycled through the library every two weeks rather than weekly as desired. And the school population is unable to meet in one group due to capacity constraints in the hall.

The school community has continued to undertake patchwork cosmetic fixes to make the School as inviting as possible. However, it is broadly acknowledged that there is only so much that can be done without major upgrades. Some community user groups noted that due to storage constraints and restrictions on using certain facilities, they are often unable to complete basic tasks associated with their programs.

One stakeholder noted that "children need bright, well-maintained spaces to thrive and develop, and the school currently falls short" (pers. comm. July 2021). Improvements to school facilities, including improved lighting, improved visual amenity, lack of classroom overcrowding, temperature control, and high quality of learning materials, can increase student performance by increasing willingness and enthusiasm to learn (CEEPA 2021).

The Project would provide improved access and availability of high-quality education and recreation facilities currently lacking at the School. The new adaptive teaching spaces would also allow teachers to implement new teaching methods and be more flexible to student needs. These improvements would also have broader flow-on benefits for the student teachers who attend the School as part of the demonstration school program.

The likelihood of improved learning outcomes and community access to spaces with the planned upgrades is almost certain. The magnitude of the impact would be major with all future students and teachers likely to benefit. As such unenhanced facility upgrades improving learning outcomes and community access is assessed as **Very High – A4** benefit.

6.5 Culture

6.5.1 Community tension from changes to heritage structures

The Project will impact the valued heritage fabric of the School resulting in negative community sentiment.

The School sits in an area of high heritage value, with conservation area overlays affecting much of the surrounding suburb (SHI, 2021). The site itself includes several heritage features, including the fence and gates (local heritage significance in the North Sydney LEP and the DoE Section 170 Register) and three heritage-listed school buildings (heritage significance on the DoE Section 170 Register).

The community survey for the school upgrade conducted in June 2020 by SINSW highlighted that some community members place a high value on the heritage structures of the existing school. Survey participants noted that while they were very supportive of upgrades to the school that the existing heritage buildings should be incorporated into the school design to avoid a perceived “cheap-looking development”.

The SHI noted that the impacts on the existing heritage inventory items would be minor, with most works being undertaken inside and the external fabric remains unchanged. The most significant impact would be a new entrance in the heritage fence on Bay Road. However, the SHI noted that in the broader context of the community benefit, the new entrance would also have minor impact.

Despite the considered low heritage impact detailed in the SHI, changes to heritage structures can elicit a range of negative responses, resulting in tension between the School and some community members.

The likelihood of community tension from changes to heritage structures is possible, while the impact's magnitude would be minor. The impact of community tension from changes to heritage structures has been assessed as **Medium – C2**.

6.5.2 Opportunity for cultural expression through design

The Project incorporates Indigenous design principles improving cultural competency and experiences for school users.

During consultation, stakeholders highlighted the desire for Indigenous and cultural design elements to be included in the school upgrade plans. Several noted that the School has been working towards cultural competency and awareness in recent years, and it would be great to incorporate this into the design (pers. comm. July 2021).

While the ACHA indicated the school site had relatively low heritage value, there are opportunities to improve Aboriginal cultural awareness and competency through design.

"Welcome to Country" could be incorporated at the school entrance, and Aboriginal Elders yarning circles can be used to celebrate cultural heritage and double as an outdoor learning space. Interpretive signage referencing Aboriginal words, places, animals, and plants can enhance a student's connection to their natural and cultural environment. (Government Architect NSW, 2018)

SSDA landscape designs for the school site are based on creating a respectful and meaningful landscape in response to the Country of the place. Designs include the provision of a yarning circle and an increase in natural landscape over treated surfaces. Likewise, architectural plans and building design features have been informed by design with Country practices.

SSDA landscape designs indicate that Aboriginal cultural elements will likely be included in the school upgrade, which will have a minor effect on cultural education and awareness in the school community. This is considered to a **Medium – B2** benefit.

6.6 Health and wellbeing

6.6.1 Health and wellbeing impacts from construction noise

Disruption and amenity impacts emanating from construction activities negatively impact the health and wellbeing of school users and surrounding residents.

As noted in **Section 6.1**, significant noise impacts are anticipated during the bulk excavation and demolition phases of construction. While construction noise will primarily occur during daylight hours, prolonged exposure can trigger stress and anxiety, which may have longer-term health impacts.

Research from the Department of Health (2018) suggests that health and wellbeing impacts from construction can include disturbance of sleep, cognitive impairment, and decreased mental wellbeing due to annoyance, for those in close proximity to construction sites. Those particularly vulnerable to the health impact of noise include children, those with complex cognitive issues, the elderly and those with underlying mental health conditions.

The baseline study identified that in the local area in 2016, 12.1% of the population are babies or children and 5.5% were aged 70 years and over. There is also a rising trend of high and very high levels of psychological distress among the population (NSW Health 2020). During consultation, it was noted that students with disabilities or autism spectrum disorder may struggle to cope with interruptions caused by construction noise, impacting their ability to learn (pers. comm. July 2021).

Noise impacts also require teachers to rapidly adapt teaching methods and activities, resulting in stress and burnout. For students, construction noise can result in difficulties with learning or study (DECC 2009). Construction noise in school environments can negatively impact students' ability to retain knowledge, motivation to learn and read or concentrate during lessons which can decrease student performance and have serious consequences for student mental health and wellbeing (Shield & Dockrell 2008).

Sarris (2015) notes that neurodevelopmental and neurodivergent disorders in children (such as autism or attention deficit hyperactivity disorder (ADHD)) can increase sensitivity to loud noises that may occur during construction.

Given the vulnerable populations present in the local area, construction noise will likely result in health and wellbeing impacts for certain groups in the community during construction. The likelihood of health and wellbeing impacts from construction noise is likely, and the magnitude of the impacts would be moderate. As such, health and wellbeing impacts from construction noise have been assessed as **High – B3**.

6.6.2 Health impacts from construction air quality

Dust and emissions related to construction result in health impacts for school users and surrounding residents.

Air born particle pollution, which includes dust and combustion emissions, can have a range of health implications, including impacts on cardiovascular and respiratory health. People most sensitive to particle pollution include children, older adults and those with asthma, heart or lung disease (NSW EPA, 2013).

In NSLHD in 2019, 7.2% of persons aged 16 years and over were current asthma sufferers (NSW Health 2020). In 2019 22.6% of children aged 2-15 years had suffered from asthma during their life (NSW Health 2020). Therefore, it is reasonable to assume that a proportion of staff, students, and nearby neighbours of the School would have asthma and be more vulnerable to construction air quality issues.

Asthma is an identified student wellbeing issue for the NSW Department of Education, and each school has asthma management plans and guidelines in place. However, there is a risk of children being exposed to pollutants that may trigger undiagnosed respiratory issues or irritation.

Health impacts associated with construction air quality are possible, and the magnitude of the impact would generally be minor due to existing management practices. Likewise, surrounding neighbours are within proximity to a range of health services should any issues emerge. The impact of construction emissions on the health of staff, students, and nearby neighbours is assessed as **Medium – C2**.

6.6.3 Improved health outcomes for students

Improved access to open space and sustainable design elements in school buildings results in improved health outcomes for students.

Consultation indicated that the School's current layout and the condition of the school grounds limit usability and physical education activities. Stakeholders also noted that many children who attend the School live in apartments and terraces, which lack access to a yard or outdoor space that detached dwellings have.

In 2017, around 1 in 5 NSW children aged 5 to 16 years (21.4%) were above or well above a healthy weight (overweight or obese) (NSW Health, 2018). The Project will include extensive alteration and upgrades to the layout and landscape of the school site. Concept designs include an open central courtyard with various natural and structured play spaces to encourage movement and activity.

Good environmental design can improve learning outcomes, student and teacher health and wellbeing. (NSW Government Architect, 2018). Introducing natural elements into learning spaces can help concentration, healthy buildings can reduce absenteeism because of fewer illnesses (Green Building Council of Australia 2009). Schools that consider health and wellbeing also have lower staff turnover rates and better user satisfaction.

The new School will include a range of sustainability and environmental design principles to support student and teacher health and wellbeing. The inclusion of sustainable design and landscaping conducive to increased activity with positive health impacts is likely and would have a moderate impact on student health and well-being. Overall this is considered to be a **High – B3** benefit.

6.7 Surroundings

6.7.1 Safety during construction

The interaction between an active construction site and an operational school could result in safety impacts for school users.

Work within a crowded operation school greatly increases the risk of surrounding dangers and unauthorised access compared to other sites. Children can be oblivious to hazards in their surroundings, are often unaware of their rights and responsibilities and may not be confident to speak up about safety concerns (Safe Work Australia, 2016). Each year, 11 children die in Australia from injuries sustained at people's places of work.

Nearly all stakeholders raised concern about the logistical challenges of undertaking works on the scale of the Project in an operational school. Notably, the measures would be put in place to separate workers from children and ensure student safety.

The construction site will significantly alter the site surroundings, and students may become confused and attempt to enter spaces that they previously frequented but are now off-limits. Particular attention will need to be paid to ensuring safe access for the workers to enter the site that does not interact or disrupt students and teachers where possible. Likewise, there is likely to be an increase in heavy vehicle and machinery movements around the local area, which may increase the risks to pedestrians and cyclists.

SINSW noted the school community's concerns raised during consultation about ensuring student safety during construction. However, they noted that there are well-established processes and guidelines to mitigate risk and that the Agency had much experience in upgrading operational schools in a range of different settings.

Given the significant site constraints evident at the School, the large student body, and the construction site's large scale, it is considered possible that a student could sustain an injury during the construction program. This would have a major impact on the student and school community as a whole. As such, the impact is assessed as **High – C4**.

6.7.2 Impacts on visual amenity

The Project results in large scale modern built form in an area of heritage streetscapes affecting locals' sense of place.

The School sits in an area of land use transition. It straddles the Pacific Highway to the east, where the built form is typical of most highly density inner city areas. However, along Bay Road and McHatton Street to the west of the Site the built form transitions to leafy streets and detached dwellings with heritage characteristics.

The School site anchors the heritage precinct, with several listed heritage structures on site. Many stakeholders noted they valued the character and charm of the old school buildings, and the broader North Sydney community highly values neighbourhood character and greenery (**Section 5.2.8**).

The majority of the new development on the school site would occur to the east of the school site, where the streetscape is a patchwork of commercial, low and medium density dwellings. The scale of the building that is produced is consistent with the scale of the existing 2 and 3 storey buildings on the site as well as the multi-storey residential and commercial developments opposite the site along the Pacific Highway (Fulton Trotter, 2021).

The new building as has been designed to connect into the existing topography, and the buildings sit under the existing stand of mature angophora trees and the other existing streetscape trees. Likewise, the SHI (Curio Projects, 2021) notes that overall, the new built form of the Project will not detract from the heritage values on site or in the surrounding area. As such, it is considered that the new build form would not overly impact local visual amenity. Residents adjacent would likely become accustomed to the new design over time.

The project would almost certainly result in changes to local built form and visual amenity, and it is considered that this would have a minor impact on residents' sense of place. Overall, the impact is assessed as **Medium – A2**.

6.7.3 Improved student safety

Changes to the internal layout of the School provides clear sightlines across the area, improving surveillance and safety for school users.

The fragmented nature of the Site and lack of clear sightlines inhibiting passive and active surveillance was raised as a significant issue during consultation. School staff noted that supervision of students during breaks was particularly onerous, and breaks were split to manage space allocation and supervision better. Additionally, feedback from the Russian Language School representative was that students were not allowed to walk to the toilets by themselves as they are out of view of the classrooms.

SSDA plans for the site include relocating all physical infrastructure to the edges of the school site, resulting in an open central precinct. Passive surveillance and open sightlines are fundamental design principles for landscape architecture designs. Further, the new building will incorporate permeable design elements on the internal-facing walls to improve surveillance of the central yard.

Improved surveillance across the school site will have both physical and mental implications for safety. Teachers and community users will be better able to supervise students and manage risk behaviours. And students and community users alike will feel safer moving through the site during periods of low occupancy.

The Project is almost certain to result in a more open school layout that will improve surveillance and have a moderate impact on student safety. This is considered a **High – A3** benefit.

6.8 Livelihood

6.8.1 Economic impacts associated with construction

Construction activities impact the viability of some community programs resulting in reduced economic outcomes.

As noted in **Section 6.4.2**, many user groups noted concerns about the logistical challenges of continuing their programs at the School during construction. Some were considering relocation; others may have to take on additional staff to manage changes to the spaces that they are allocated. In a worst-case scenario, some noted that running their programs may no longer be viable, and they would suspend operation until the Project is complete.

Additional to the broader community impacts associated with changes to the community programs, changes could have financial implications for those involved. All the concerns raised could result in additional expense, reduction or complete loss of income for the person and/or organisation involved and would negatively impact the livelihoods of those involved.

Additional costs for the groups and or organisations could be passed on to the participants and parents, further increasing the cost of living for households.

Overall, the Project could possibly result in temporarily reduced economic outcomes for community user groups during construction, which would have a minor impact on operators. This is a **Medium – C3** impact.

6.8.2 Improved economic outcomes related to construction activities

Construction of the Project will result in new direct and indirect jobs and improved economic outcomes for a range of individuals and businesses.

The Project will create indirect and direct employment opportunities during the construction phase. Every \$1 invested in the construction sector can result in a \$3 of flow-on economic benefit (Master Builders Association, 2020). As well as direct construction jobs, the Project will likely utilise regional manufacturing and service businesses resulting in broader economic benefit.

Construction industry workers only account for 4.0% of LGA residents, nearly half the NSW average. Most of the workforce would likely be sourced from across Sydney. However, workers on-site during construction may also frequent local area small hospitality and convenience businesses, resulting in increased income and employment opportunities for locals.

SINSW actively investigates strategies to engage students and help to improve industry skills and training in the construction sector. While it will be at the contractor's discretion, the construction workforce will likely include apprentices and trainees.

It is almost certain that the Project will result in direct and indirect employment opportunities, which will have a minor impact on local and regional economic outcomes. Overall this is a **Medium – A2** benefit.

6.8.3 Improved economic outcomes related to upgraded facilities

The upgraded School provides opportunities to increase utilisation, resulting in employment opportunities, increased fundraising, and improved long-term economic outcomes.

The School is heavily utilised by a range of community groups and providers outside of core school function. The school hall, in particular, is used by music groups, a drama club and a range of other recreational users. Further, consultation with the P&C indicated that the current size and condition of the school facilities inhibits the type and scale of events that can be held on the school grounds. Likewise, some community users noted that they cap the number of program participants due to current site constraints.

Community use of school facilities provides additional income streams for the School outside of standard government funding. The School can use these funds for a range of complementary school improvement and maintenance initiatives. Improved shared spaces could provide increased opportunities for the P&C and School to host larger and fundraising events, which would benefit the School and student experience.

New and improved facilities planned as part of the Project, including a library, hall, and COLA will enhance the user experience and may result in new or increased users. Likewise, new teachers and support staff would be required as the school population increases resulting in long term employment opportunities.

The Project will likely result in broader economic benefits through increased utilisation of new and improved facilities, which would have a minor impact on the school and school community. This is a **medium – B2** benefit.

6.9 Decision making systems

6.9.1 Engagement practices

Ineffective engagement results in some stakeholders feeling disengaged and unsupportive of the Project.

As noted in **Section 4**, there is broad support for the Project amongst school stakeholders and the broader community. Stakeholders noted and understood that a level of disruption was likely and necessary for the benefit of the Project and the school. However, there were concerns raised about the level of broader consultation occurring with the school community. Several stakeholders noted the importance of proactive communication and engagement to allay parents' concerns and build preparedness and resilience to potential impacts.

SINSW has included a range of school stakeholders, including parents and school staff, in a Project Control Group (PCG) since project inception. The PCG works through a range of issues applicable to the planning and design phase of the Project and allows end-users a voice throughout the process.

The COVID-19 restrictions at the time of writing have added complexity to SINSW engagement activities and the ability to engage broadly with the school community. Many parents are currently balancing homes schooling and balancing work and life commitments, leaving little time and energy to actively engage.

SINSW is developing a broader community engagement program using COVID Safe methods to ensure the school community and local area remain aware and have opportunities to provide feedback.

Given the high levels of school community support for the Project and early inclusion of representatives in the planning process, it is unlikely that the school community will feel unsupportive of the Project. However, there may be a small number of people who feel disengaged, and as such, the impact would be minor. The overall significance is **Low - D2**.

7 Mitigation and enhancement

Based on the expected and perceived impacts associated with this Project, the following section proposes a range of mitigation, management and enhancement measures intended to reduce negative impacts and improve positive impacts.

Pre-construction

- » Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program
- » Proactive and ongoing communication with local study area residents to build awareness and preparedness for the construction program
- » Implementation of a child-focussed educational program focused on safety around construction sites
- » Working with community user groups early on to plan for disruption and identify potential issues that may impact the continuation of service through the construction program
 - > Consult with North Sydney Council to source suitable alternate temporary venues proximal to the School to ensure the continuation of service
- » Work with North Sydney Council to develop and finalise a School Transport Plan, to encourage students to add activity to their day by walking, scooting, skating or riding to school
- » Ongoing engagement with local Indigenous community to understand opportunities to maximise the incorporation of Indigenous design principles into the Project
- » Investigate design features and landscaping that maximises surveillance and provides clear sightlines across the school site.

Construction phase

- » A Construction Management Plan (CMP) will be prepared that incorporates the findings and recommendations of the various project technical studies. The CMP will detail the processes that will comprehensively address noise, traffic and site management through the construction process.

The CMP will detail proposed management and mitigation measures for each stage of the Project to minimise impacts on neighbours and the school community. The following matters will be addressed relevant to the SIA:

 - > Amenity impacts for residents and school users
 - > Traffic management, parking and road network impacts
 - > Site safety and management
 - > Dust management and other potential health triggers emanating from the works
 - > Heritage management protocols
 - > Communications and engagement protocols, including complaint mechanisms
- » Establish clear site entry and exit points that are separate from the general school community to ensure workers and students do not interact
- » Investigate incentives or measures to promote the uptake of public transport usage for construction workers to minimise the impacts on parking and the local road network
- » Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate
- » Establish bi-weekly progress meetings involving the contractor, SINSW and school staff representatives to identify emergent issues and proactively address challenges before they escalate

- » Actively promote the School Transport Plan, and implement a school recognition program to increase active transport journeys to School.

Operational phase

- » Implement the NSW Department of Education's Community Use of School Facilities policy to promote utilisation of new facilities
- » Host a thank you event for surrounding residents to come and view the new school facilities, support community cohesion and build goodwill
- » Implement the Department of Education "Tell them about me" program at regular intervals to monitor staff, teacher and student satisfaction and wellbeing
- » Identify opportunities to build partnerships with local Indigenous groups to run educational programs and initiatives that build an understanding of new Indigenous design elements.

7.1 Residual impact and monitoring

Table 7.1 provides an assessment of residual impact post mitigation and monitoring mechanisms to support the successful delivery of the Project.

Table 7.1 Residual impact and monitoring

Potential impact on people	Significance rating	Mitigation and management measures	Responsibility for mitigation measures and management	Residual impact significance rating	Monitoring
Construction activities will reduce amenity for local study area residents and school users.	Very High – A4	<ul style="list-style-type: none"> » Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program » Proactive and ongoing communication with local study area residents to build awareness and preparedness for the construction program » Implement CMP » Establish a Bi-weekly progress meeting involving the contractor, SINSW and school staff representatives to identify emergent issues and proactively address challenges before they escalate » Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate 	SINSW, construction contractors and school staff	Medium – C3	<ul style="list-style-type: none"> » Measures as per CMP recommendations, including management of any issues and complaints
The Project will facilitate an increase in school enrolments resulting in changes to the social fabric and character of the school community	Low – B1	<ul style="list-style-type: none"> » Investigate opportunities to host an open day/community event for surrounding residents to come and view the new school facilities, build familiarity and build good will 	SINSW, School staff, P&C	Low – C1	<ul style="list-style-type: none"> » Number of attendees at open day
Increased demands on the local road network which will reduce amenity and efficiency, impacting local users such as residents, parents and school staff.	High – A3	<ul style="list-style-type: none"> » Implement CMP » Investigate incentives or measures to promote the uptake of public transport usage for construction workers to minimise the impacts on parking and the local road network » Actively promote the School Travel Plan, and implement a school recognition program to increase active transport journeys to school 	Construction contractors and school staff	Medium – B2	<ul style="list-style-type: none"> » Measures as per CMP recommendations, including management of any issues and complaints » Consultation with NSC
The Project will result in the loss of shared community spaces during construction, impacting how community user groups operate on the site.	High – A3	<ul style="list-style-type: none"> » Working with community user groups early on to plan for disruption and identify potential issues that may impact continuation of service through the construction program <ul style="list-style-type: none"> > Consult with NSC to source suitable alternate temporary venues proximal to NSPS to ensure continuation of service 	SINSW and school staff	Medium – C2	<ul style="list-style-type: none"> » Continuation of community programs throughout construction » Engagement with providers
The upgrade will improve access to the school site and facilities for users with mobility issues.	High – A3	<ul style="list-style-type: none"> » Ensure accessibility design features are incorporated throughout as much of the upgrade as feasible 	SINSW	High – A3	<ul style="list-style-type: none"> » DDA compliance
Improved and new facilities will enhance the user experience, allow for innovative teaching practices and improve learning outcomes for students.	Very High – A4	<ul style="list-style-type: none"> » Support teacher upskilling and training initiatives to ensure the transition to flexible learning minimises stress for teachers and enhances benefits for students 	Department of Education, School staff	Very High – A4	<ul style="list-style-type: none"> » Monitor teacher and student satisfaction as per Tell Them From Me survey
The Project will impact the valued heritage fabric of the school resulting in negative community sentiment	Medium – C2	<ul style="list-style-type: none"> » Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program 	SINSW	Low – D2	<ul style="list-style-type: none"> » Measures as per CMP recommendations, including management of any issues and complaints
The Project incorporates Indigenous design principles improving cultural competency and experiences for school users.	Medium – B2	<ul style="list-style-type: none"> » Engage with local Indigenous community to understand opportunities to maximise incorporation of Indigenous design principles into the Project » Identify opportunities to build partnerships with local Indigenous groups to run educational programs and initiatives that build understanding of new Indigenous design elements 	SINSW	High – B3	<ul style="list-style-type: none"> » Indigenous design principles incorporated into design

Potential impact on people	Significance rating	Mitigation and management measures	Responsibility for mitigation measures and management	Residual impact significance rating	Monitoring
Disruption and amenity impacts emanating from construction activities negatively impact the health and wellbeing of school users and surrounding residents.	High – B3	<ul style="list-style-type: none"> » Implement CMP » Establish a Bi-weekly progress meeting involving the contractor, SINSW and school staff representatives to identify emergent issues and proactively address challenges before they escalate » Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate 	Contractor	Medium – C3	<ul style="list-style-type: none"> » Measures as per CMP recommendations, including management of any issues and complaints
Dust and emissions related to construction result in health impacts for school users and surrounding residents.	Medium - C2	<ul style="list-style-type: none"> » Implement CMP » Establish a Bi-weekly progress meeting involving the contractor, SINSW and school staff representatives to identify emergent issues and proactively address challenges before they escalate » Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate 	Contractor	Low – D2	<ul style="list-style-type: none"> » Measures as per CMP recommendations, including management of any issues and complaints
Improved access to open space and sustainable design elements in school buildings results in improved health outcomes for students.	High – B3	<ul style="list-style-type: none"> » Work with NSC to develop and finalise a School Travel Plan for NSPS, to encourage students to add activity to their day by walking, scooting, skating or riding to school » Implement the NSW Department of Education’s Community Use of School Facilities policy to promote utilisation of new facilities and increase patronage of the school outside of hours 	School staff	High – A3	<ul style="list-style-type: none"> » Monitor student health outcomes as per Tell Them From Me survey » Number of students travelling to school by active transport
The interaction between an active construction site and an operational school could result in safety impacts for school users.	High – C4	<ul style="list-style-type: none"> » Implement a child focussed educational program focussed on safety around construction sites » Implement CMP » Establishment of clear site entry and exit points that are separate from the general school community to ensure workers and students do not interact 	Contractor	Medium – D4	<ul style="list-style-type: none"> » Number of worksite injuries
The Project results in large scale modern built form in an area of heritage streetscapes affecting locals sense of place	Medium – A2	<ul style="list-style-type: none"> » Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program 	SINSW	Low – D2	<ul style="list-style-type: none"> » Number of complaints » Negative media attention
Changes to the layout of the school provide clear sightlines across the area, improving surveillance and safety for school users.	High - A3	<ul style="list-style-type: none"> » Investigate design features and landscaping that maximises surveillance and provides clear sight lines across the school site. 	SINSW	High – A3	<ul style="list-style-type: none"> » Reduction in injuries at school
Construction activities impact the viability of some community programs resulting in reduced economic outcomes.	Medium – C3	<ul style="list-style-type: none"> » Working with community user groups early on to plan for disruption and identify potential issues that may impact continuation of service through the construction program <ul style="list-style-type: none"> > Consult with NSC to source suitable alternate temporary venues proximal to NSPS to ensure continuation of service 	SINSW, School staff	Low – D2	<ul style="list-style-type: none"> » Continuation of community programs throughout construction » Engagement with providers
Construction of the Project will result in a number of direct and indirect jobs and improved economic outcomes for a range of individuals and businesses	Medium – A2	<ul style="list-style-type: none"> » Investigate opportunities to increase Indigenous, youth and local participation 	Contractor	Medium – A2	<ul style="list-style-type: none"> » Number of jobs created
The upgraded school provides opportunities to increase utilisation, resulting in employment opportunities, increased fundraising, and improved long-term economic outcomes.	Medium – B2	<ul style="list-style-type: none"> » Implement the NSW Department of Education’s Community Use of School Facilities policy to promote utilisation of new facilities 	School staff, P&C	Medium – A2	<ul style="list-style-type: none"> » Number of community users » Increased school revenue

Potential impact on people	Significance rating	Mitigation and management measures	Responsibility for mitigation measures and management	Residual impact significance rating	Monitoring
Ineffective engagement results in some stakeholders feeling disengaged and unsupportive of the Project	Low – D2	<div>» Proactive and ongoing communication with local study area residents to build awareness and preparedness for the construction program</div> <div>» Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program</div>	SINSW, Contractor	Low – E1	<div>» Number of complaints</div> <div>» Negative media attention</div>

8 Conclusions

This SIA has incorporated findings from a range of quantitative and qualitative sources to identify potential social impacts associated with the North Sydney Public School upgrade.

The SIA considers both positive and negative impacts associated with the Project, and overall, finds the Project will have a significant positive social impact on the school community and catchment. Importantly, the only very high and high social impacts post mitigation are positive impacts.

Most of the negative impacts identified are related to construction activities and can be satisfactorily managed through the implementation of targeted mitigation measures. The potential negative impacts emanating from construction activities will be far exceeded by the long-term community and educational benefits resulting from the Project.

Key benefits of the Project include:

- » Opportunities to adapt innovative teaching practices that result in long term positive educational outcomes
- » New, inclusive facilities and landscaping that support overall health and wellbeing
- » Enhanced user experience for the large range of community groups that utilise the school facilities
- » Improved accessibility across the site, supporting movement and access for those with mobility issues.

Key negative impacts associated with the Project include:

- » Decreased amenity for school users and surrounding residents during construction, resulting in potential disruption to way of life and health and wellbeing impacts
- » Increased pressure on the local road network, increasing stress for road users, parents and school staff
- » Potential safety risks associated with having an active construction site within an operational school ground
- » Potential disruption to valued community groups as a result of space constraints.

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A DPIE scoping worksheet

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
Which project activity / activities could produce social impacts ?	what social impact categories could be affected by the project activities	What impacts are likely, and what concerns/aspirations have people expressed about the impact? Summarise how each relevant stakeholder group might experience the impact. NB. Where there are multiple stakeholder groups affected differently by an impact, or more than one impact from the activity, please add an additional row.		Has this impact previously been investigated (on this or other project/s)?	If "yes - this project," briefly describe the previous investigation. If "yes - other project," identify the other project and investigation	Will this impact combine with others from this project (think about when and where), and/or with impacts from other projects (cumulative)?	If yes, identify which other impacts and/or projects	Will the project activity (without mitigation or enhancement) cause a material social impact in terms of its: You can also consider the various magnitudes of these characteristics					Level of assessment for each social impact
			Is the impact expected to be positive or negative					extent i.e. number of people potentially affected?	duration of expected impacts? (i.e. construction vs operational phase)	intensity of expected impacts i.e. scale or degree of change?	sensitivity or vulnerability of people potentially affected?	level of concern/interest of people potentially affected?	
Construction activity on site resulting in the temporary closure of facilities	way of life	» Changes to the way parents, teachers and students use and interact with each other and the school » Changes to the way community groups such as the Russian and Portuguese schools who utilize school facilitates operate » Changes to the way residents surrounding the school site move about their neighbourhood	Negative	Yes - other project	Various other SINSW SIAs	Yes	Amenity impacts	Yes	No	Unknown	Yes	Unknown	Detailed assessment of the impact
Construction activity on site resulting in the temporary closure of facilities	way of life	Improved teaching and learning environments supporting learning outcomes	Positive	Yes - other project	Various other SINSW SIAs	Yes	Community, surroundings and livelihoods	Yes	Yes	Yes	Yes	Yes	Detailed assessment of the impact

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
Which project activity / activities could produce social impacts ?	what social impact categories could be affected by the project activities	What impacts are likely, and what concerns/aspirations have people expressed about the impact? Summarise how each relevant stakeholder group might experience the impact. NB. Where there are multiple stakeholder groups affected differently by an impact, or more than one impact from the activity, please add an additional row.	Is the impact expected to be positive or negative	Has this impact previously been investigated (on this or other project/s)?	If "yes - this project," briefly describe the previous investigation. If "yes - other project," identify the other project and investigation	Will this impact combine with others from this project (think about when and where), and/or with impacts from other projects (cumulative)?	If yes, identify which other impacts and/or projects	Will the project activity (without mitigation or enhancement) cause a material social impact in terms of its: You can also consider the various magnitudes of these characteristics					Level of assessment for each social impact
								extent i.e. number of people potentially affected?	duration of expected impacts? (i.e. construction vs operational phase)	intensity of expected impacts i.e. scale or degree of change?	sensitivity or vulnerability of people potentially affected?	level of concern/interest of people potentially affected?	
Impacts to heritage structures / trees	community	Community reaction to changes – potential infighting and division (School community and broader community)	Negative	Unknown		Yes	Surroundings	No	Yes	No	Yes	Yes	Detailed assessment of the impact
Increased capacity at schools	community	New students and parents changing the current social profile of the school	Negative	Yes - other project	Various other SINSW SIAs	Yes	Way of life	Unknown	Unknown	No	No	Unknown	Detailed assessment of the impact
Traffic management and exclusion zones set up during construction	access	» Changes to the way parents and students access the school » Potential delays and or longer journey times for parents doing pick up and drop off	Negative	Yes - other project	Various other SINSW SIAs	Yes	Way of life	No	No	Yes	Unknown	Unknown	Detailed assessment of the impact
Works onsite require relocation of extracurricular and community activities	access	Forced relocation of the Russian School, Portuguese School and other community programs changing the way people access these services	Negative	Unknown		Yes	Community, Way of life	Yes	Unknown	No	Yes	Unknown	Detailed assessment of the impact

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
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New entrances, ramps, elevators and landscaping treatments in line with DDA requirements	access	Improved access for parents with prams, school users with disabilities and general community users with specific access requirements	Positive	Yes - other project	Other SINSW SIAs	Yes	Way of life, Health and wellbeing	No	Yes	Unknown	Yes	Unknown	Detailed assessment of the impact
New library, hall and COLA	access	Improved spaces promote increased student participation in recreation pursuits and increased usage of facilities by community groups outside of school hours.	Positive	Unknown	Other SINSW SIAs	Yes	Community, Way of life	Yes	Yes	No	No	Unknown	Detailed assessment of the impact
Damage or permanent loss of heritage items	culture	Anger and sense of loss over impacts to valued heritage asset	Negative	Yes - other project	Other SINSW SIAs	Yes	surroundings	No	Yes	No	Unknown	Yes	Detailed assessment of the impact

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
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Noise, vibration and dust from construction	health and wellbeing	» Amenity impacts for surrounding residents impact ability to work, play and rest in private dwellings » Amenity impacts cause stress and anxiety for students who struggle to learn with distraction » Amenity impacts trigger episodes and or reactions in students with cognitive difficulties » Amenity impacts require teachers to rapidly adapt teaching methods and activities resulting in stress and burnout	Negative	Yes - other project	Other SINSW SIAs	Yes	Way of life, Community	Yes	No	Unknown	Yes	Yes	Detailed assessment of the impact
Loss of trees and greenery from the street and school site	surroundings	Loss of trees reduces local visual amenity and impacting sense of place for local residents, students, parents and teachers	Negative	Yes - other project	Other SINSW SIAs	Yes	Community	No	Yes	Unknown	No	Unknown	Detailed assessment of the impact

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
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Final built form of new buildings and landscaping treatments	surroundings	» Changes to built form result in students feeling out of place and uncomfortable » Changes to built form result in loss of character for surrounding streets leaving residents feeling a sense of loss	Negative	Yes - other project	Other SINSW SIAs	Yes	way of life	No	Unknown	No	Unknown	Unknown	Detailed assessment of the impact
Final built form of new buildings and landscaping treatments	surroundings	Opportunity: new design improves visual amenity and invoke pride in the school environments	Positive	Yes - other project	Other SINSW SIAs	Yes	community	Unknown	No	Unknown	No	Unknown	Detailed assessment of the impact
Construction jobs from the development	livelihoods	Improved economic outcomes for workers	Positive	Yes - other project	Other SINSW SIAs	No	Not required	No	Unknown	No	No	Unknown	Detailed assessment of the impact
Increased operations and teaching staff to support new school operations	livelihoods	Improved economic outcomes for workers and improved opportunities for Demonstration Program participants to hone their skills	Positive	Yes - other project	Other SINSW SIAs	Yes	community	No	Unknown	No	Yes	Unknown	Detailed assessment of the impact
Construction amenity impacts	livelihoods	Amenity impacts affecting surround home businesses	Negative	Unknown	Other SINSW SIAs	Yes	way of life	Unknown	No	Unknown	Unknown	Unknown	Detailed assessment of the impact

PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT
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Consultation both pre and during construction	decision-making systems	School community feels disengaged and is not supportive of the project/.	Negative	Yes - other project	Other SINSW SIAs	Yes	community, health and wellbeing	Yes	No	No	Yes	Unknown	Detailed assessment of the impact

B Risk assessment framework

Defining Likelihood Levels of Social Impacts

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

Characteristics of Social Impact Magnitude

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

Defining Magnitude Levels for Social Impacts

Magnitude Level	Meaning and Examples
Transformational	Substantial change experienced in community wellbeing, livelihood, amenity, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	No noticeable change experienced by people in the locality.

C Discussion guide

About us

The upgrade of North Sydney Public School is being fast tracked as part of the NSW Government's COVID-19 Recovery Plan, included in a \$300 million package of major school projects.

The initial concept design includes 19 new classrooms as well as a new administration area, library and hall. It also features a new covered outdoor learning area, upgrades to the canteen and student amenities and a new entrance gate on Bay Road.

Elton Consulting has been engaged by Schools Infrastructure NSW to do a Social Impact Assessment (SIA) for the proposed North Sydney Public School upgrade. This project has been identified as State Significant Development. Our SIA will inform the Environmental Impact Assessment for the State Significant Development Application.

We are seeking feedback from stakeholders on the potential social impacts of the proposal. These can be both positive and negative. We are also seeking feedback on potential mitigation measures for negative impacts and enhancement measures for positive impacts.

General questions

About you

1. What involvement have you had in the proposed upgrade?
2. Are there members of the school community you would define as vulnerable?
3. What works well about the way the school functions now?
4. What doesn't work so well?

Likely project affects

5. What are your expectations about the effects of the project?
6. What do you think will be the most significant effects?
7. How do you think these changes could be best managed?
8. Is there anything else you think we need to know as we are completing our SIA for the proposed school upgrade?

Further questions

The school community (parents, teachers, community)

9. How do you think the school, currently handles student needs?
10. What is your opinion of the condition of the existing buildings and spaces?
11. How does the condition of the existing buildings affect how you use the space?
12. From your experience, how is student pick-up and drop-off managed around the school?
13. Do you see opportunities for improvement?
14. How do you currently use the school facilities and spaces outside of school hours?
15. The proposed development will take place on the school grounds while students are present. Will this affect how you use the school? Who do you think will be most affected?
16. How do you think the school is viewed by the local community, and in particular surrounding residents? How do you think the proposed development will influence this relationship?

University of Sydney

17. Would you please explain the demonstration school program?
18. Was there a specific reason for North Sydney Public School being selected for the demonstration school program?
19. Have you received feedback from participants in the program regarding the existing conditions of the facilities at the school?
20. The proposed development will take place on the school grounds while students are present. How do you think this will affect how the program is run?

North Sydney Council

21. What is the current traffic situation on Bay Road and McHatton Street? How do you think traffic will be affected by the proposed development?
22. Has Council received or know of any complaints from surrounding residents regarding school-related issues such as traffic or noise?
23. Do you anticipate any ongoing issues or opportunities emerging as a result of the upgrade?
24. We understand the community currently uses the North Sydney Public School as a play space outside of school hours and hosts various community activities. Does Council have alternative spaces which could be utilised nearby during the construction program?
25. Does Council have any further comments regarding the proposed development?

D Social Baseline data

D-1 Community

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

Key takeaways:

- » There are approximately 1,990 persons living in close proximity to the site;
- » The local area has the highest proportion of primary school aged persons, with a higher proportion of males than females age 5-11 years;
- » There is a relatively small representation of persons in the senior and elderly service age groups (70+ years); and
- » Across all three comparison areas, there is a greater distribution of males than females.

Population

Table D.1 Population in the social locality, 2011-2020

	2011	2016	2020 ¹	Total change 2011 - 2020	% change 2011 – 2016	% change 2011 – 2020
Local area	1,670	1,990	-	320	19.2%	-
NSPS Catchment area	25,954	28,245	31,723	5,769	8.8%	22.2%
North Sydney LGA	62,289	67,658	75,094	12,805	8.6%	20.6%
NSW	6,917,658	7,480,228	8,167,532	1,249,874	8.1%	18.1%

Source: ABS 2011, Census of Population and Housing; ABS 2016, Census of Population and Housing; ¹ABS 2020, 3218.0 Regional Population

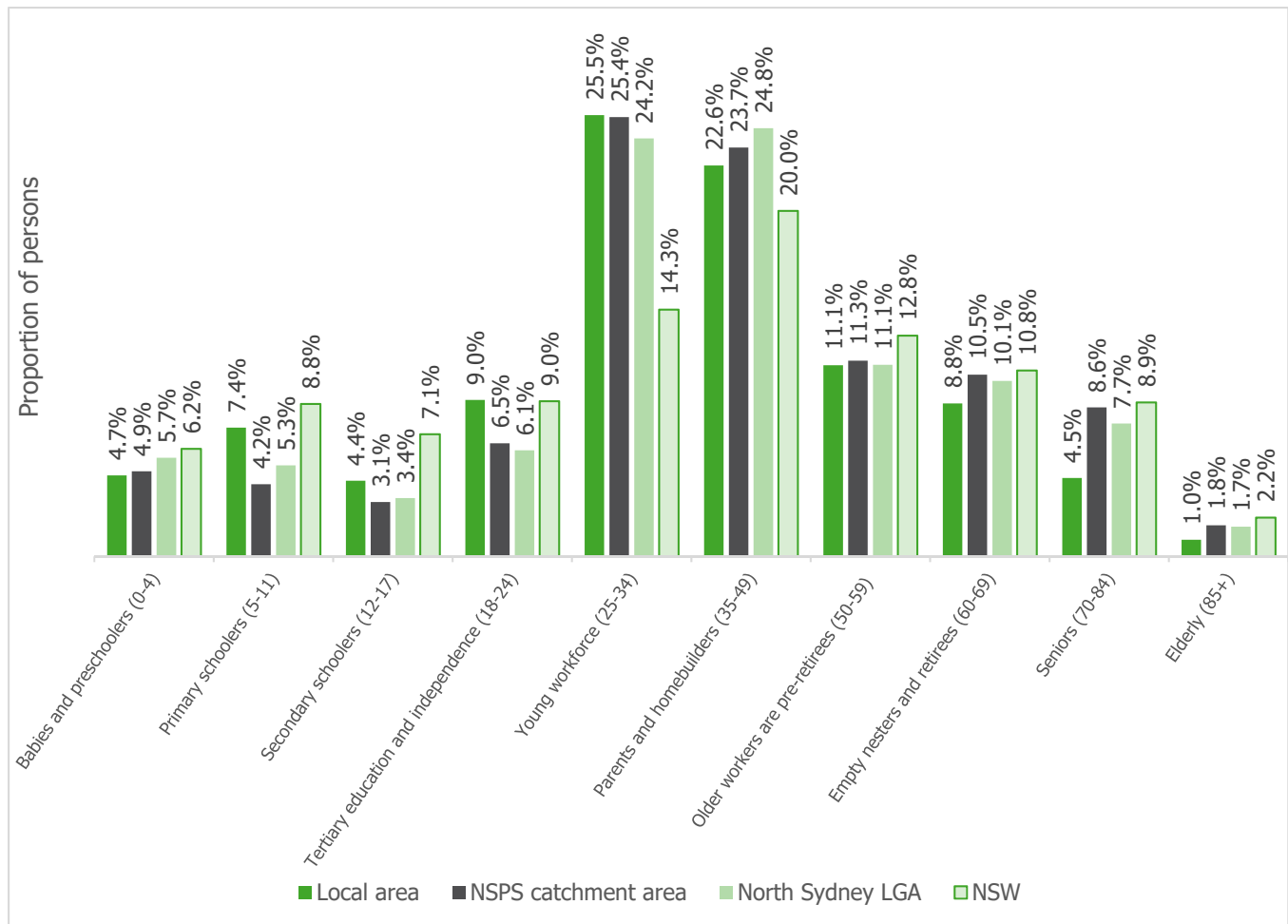
Population projections

Table D.2 Population projections in North Sydney LGA, 2016 - 2041

	2016	2021	2026	2031	2036	2041	Total change 2016 – 2041	% change 2016 – 2041	Av. annual growth 2016 – 2041
North Sydney LGA	71,809	77,736	82,179	86,380	86,923	89,800	17,991	25.1%	1.0%
NSW	7,732,858	8,414,978	9,011,010	9,560,567	10,077,964	10,572,696	2,839,838	36.7%	1.5%

Source: DPIE 2019, Population, Household and Implied Dwelling Projections by LGA (ASGS 2019).

Age



Source: ABS 2016, Census of Population and Housing, Table Builder Pro: Age, presented following Profile .id service age groups.

Figure D.1 Age profile by service age groups, 2016

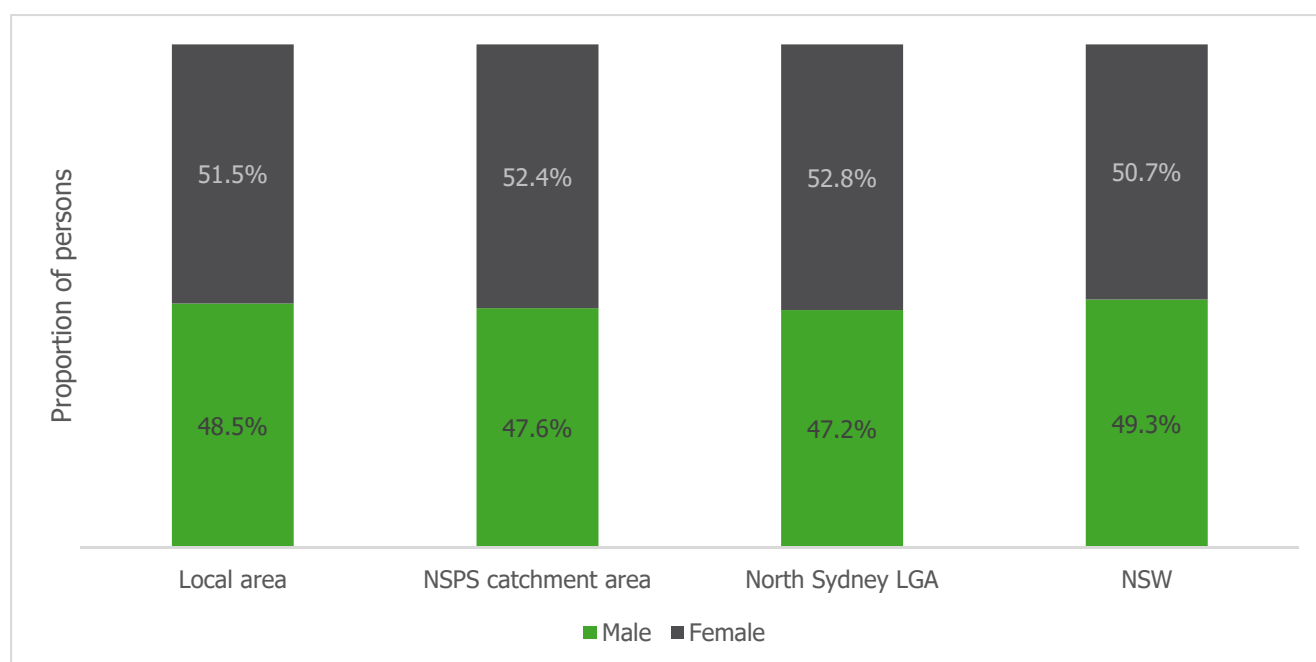
Representation of primary school aged residents

Table D.3 Representation of primary school aged residents

	Local Area		NSPS Catchment Area		North Sydney LGA		NSW	
	Number	%	Number	%	Number	%	Number	%
Primary school aged (5-11 years)	159	8.0%	1,176	4.2%	3,555	5.3%	659,413	8.8%
Other (0-4 & 12+ years)	1,831	92.0%	27,075	95.8%	64,103	94.7%	6,820,815	91.2%

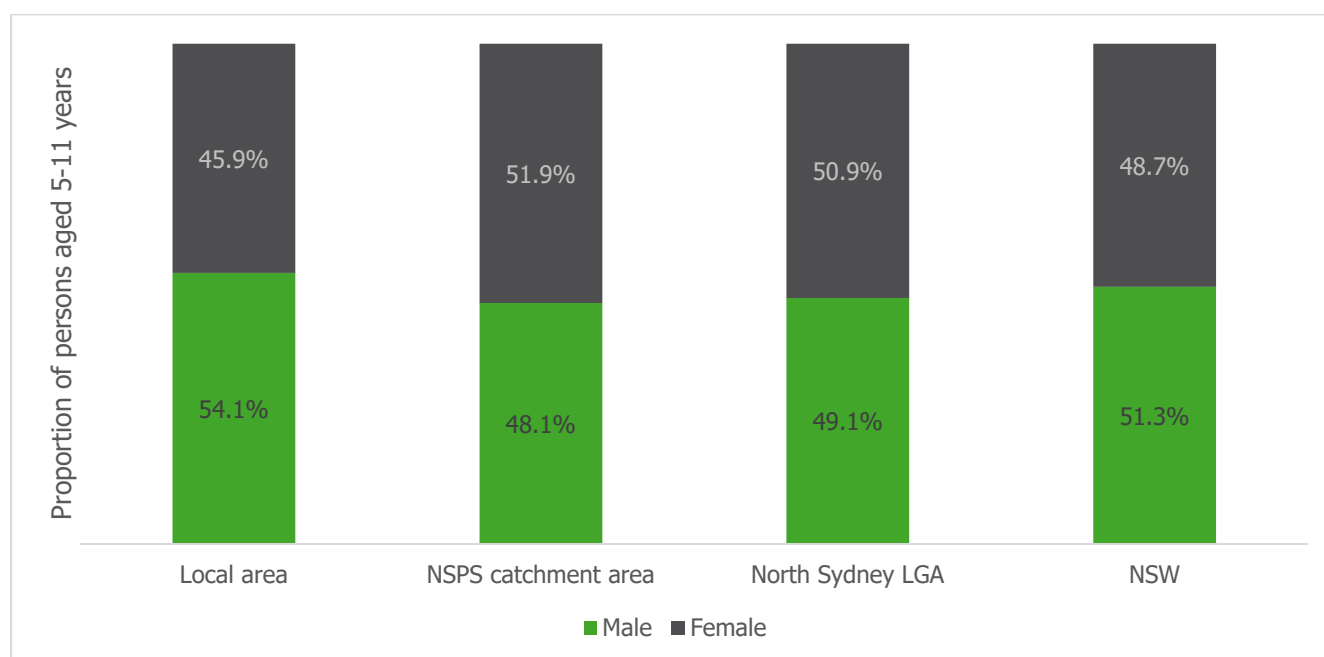
Source: ABS 2016, Census of Population and Housing, Table Builder Pro: AGEP Age by SEX Sex.

Age and sex distribution



Source: ABS 2016, Census of Population and Housing, Table Builder Pro: AGEP Age by SEX Sex.

Figure D.2 Sex distribution of whole population, 2016



Source: ABS 2016, Census of Population and Housing, Table Builder Pro: AGEP Age by SEX Sex.

Figure D.3 Sex distribution of primary school aged persons, 2016

D-2 Way of life

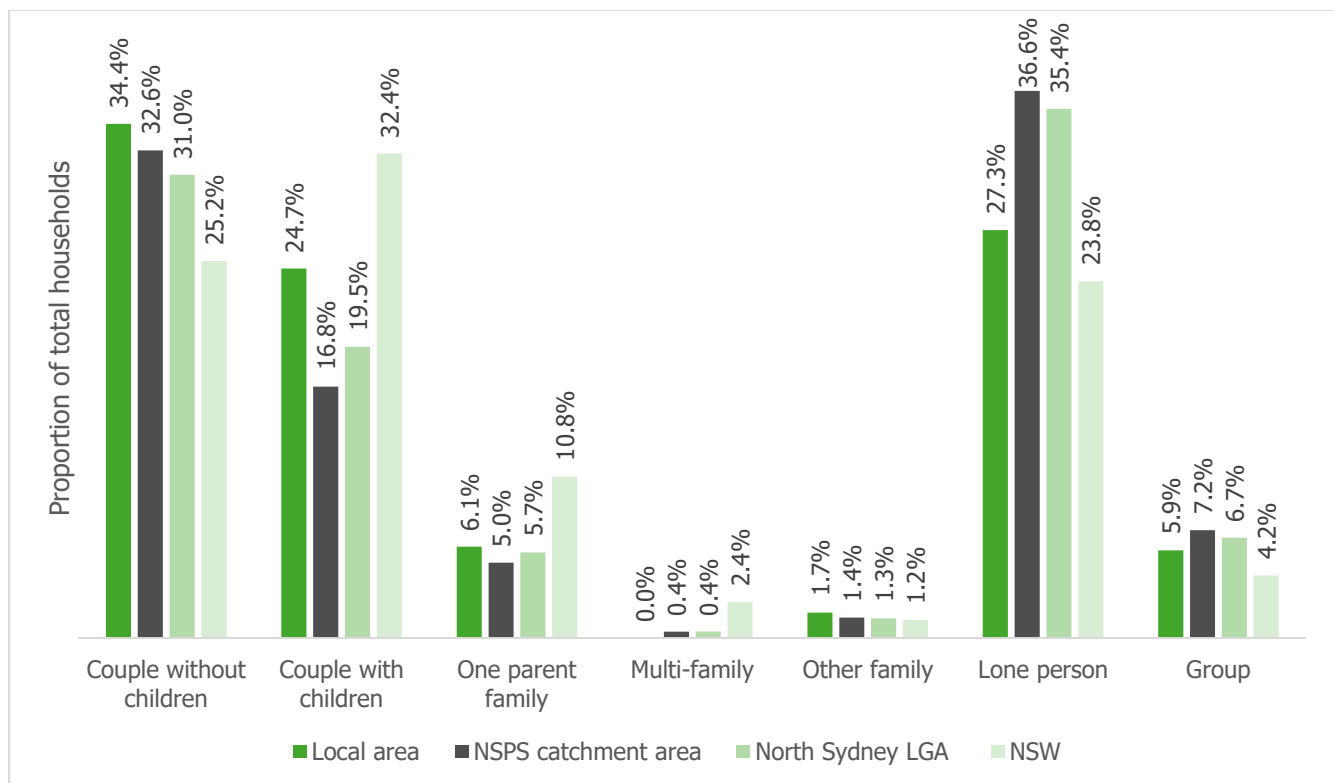
How people live, how they get around, how they work, how they play, and how they interact each day.

Key takeaways:

- » There is a large proportion of couples without children and lone person households in the local area;
- » The local area has few multi-family, group, or other households;
- » There is a greater proportion of couple with children in the local area than the catchment area and LGA;
- » House prices are high and gradually increasing in all suburbs in the NSPS catchment area; and
- » Since 2017 there has been an oversupply of rental housing in the local area.

D-2-1 Housing and property

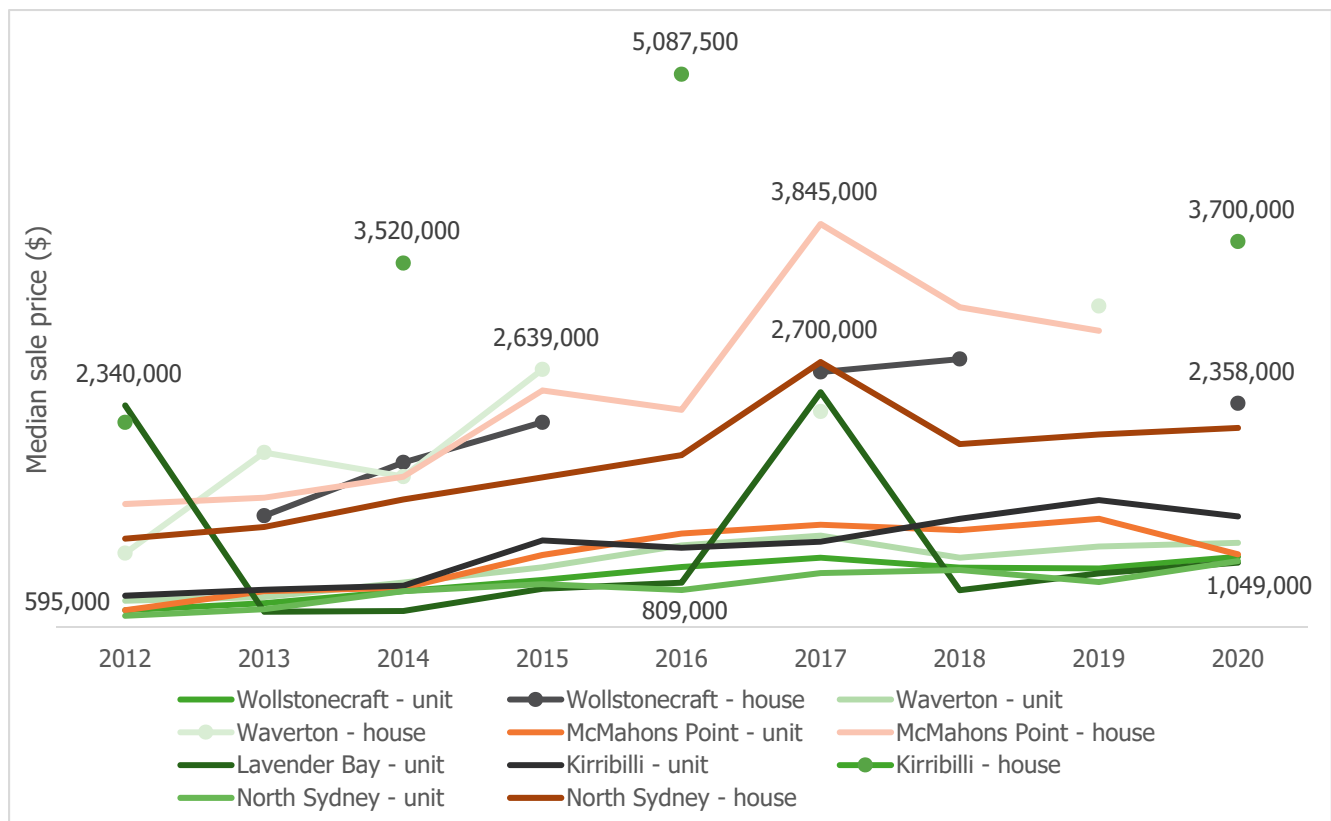
Household composition



Source: ABS 2016, Census of Population and Housing: Household composition.

Figure D.4 Household composition, 2016

Housing costs

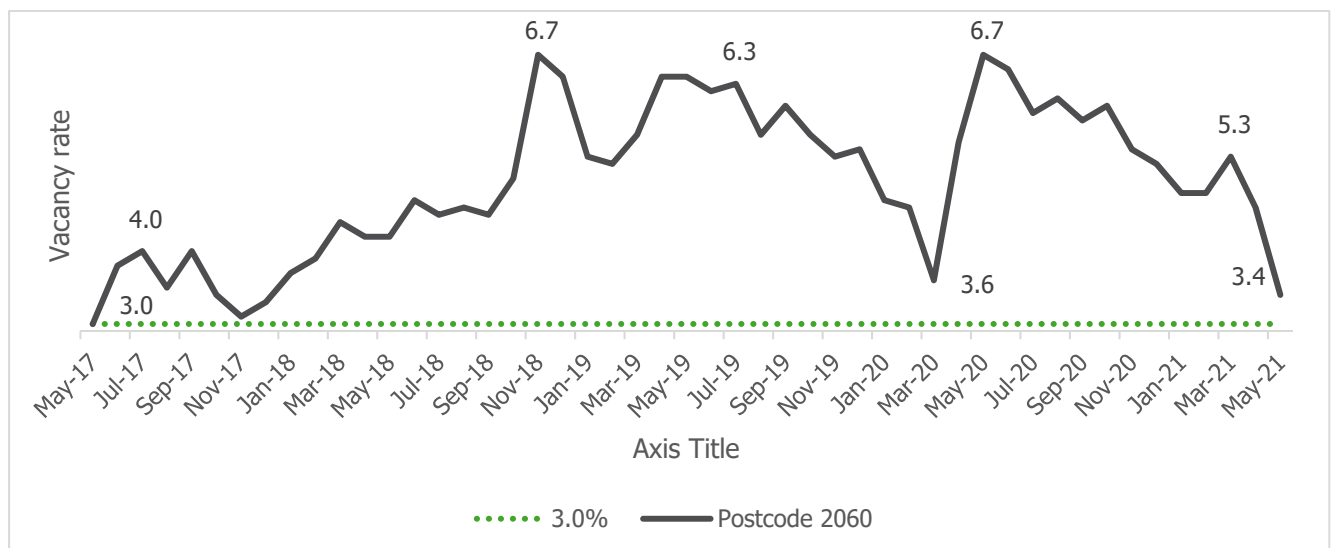


Source: REA Group 2021, Realestate.com.au/neighbourhoods, Median Property Price: Trend.

Note: No data for certain suburbs across all years.

Figure D.5 Median sales price in NSPS catchment area, 2 July 2021

Residential vacancy rates



Source: SQM Research 2021, Residential vacancy rates: postcode 2060.

Note: Postcode 2060 contains suburbs of North Sydney, Waverton, McMahon's Point, Lavender Bay, Milsons Point, Kirribilli. Wollstonecraft is the only suburb outside of 2060 (postcode 2065) and as such has been excluded to avoid skewing the data as the 2065 postcode contains several other suburbs not included in the social locality.

Figure D.6 Residential vacancy rates in the local area, 2017-2021

Mode of travel to work

Table D.4 Mode of travel to work (persons 15 years and over), 2016

	Local area	NSPS catchment area	North Sydney LGA	NSW
Car (as driver or passenger)	16.2%	16.8%	34.0%	64.6%
Public transport (train, bus, ferry, tram/light rail)	23.8%	26.1%	39.9%	16.0%
Walked only	10.6%	8.1%	10.9%	3.9%
Worked at home	1.8%	3.6%	5.9%	4.8%

Source: ABS 2016, Census of Population and Housing: Travel to work, top responses.

D-3 Culture

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

Key takeaways:

- » The local area has a significantly low proportion of Aboriginal and/or Torres Strait Islander persons;
- » NSPS has no students who are Aboriginal and/or Torres Strait Islander;
- » The local area has a relatively lower proportion of residents born overseas, however of residents born overseas there is greater diversity compared to the comparison areas;
- » All three areas have high proportions of persons born overseas and hence greater diversity than NSW;
- » Across all comparison areas, of residents who spoke a language other than English at home, primary school aged residents have higher rates of English proficiency; and
- » Roughly half of all students at NSPS have a language background other than English.

D-3-1 Aboriginal and/or Torres Strait Islander people

Local history

The original inhabitants of the Lower north Shore of Sydney (including North Sydney LGA) are the Cammeraygal people of the Guringai (modern Ku-ring-gai) tribe of the Eora nation, a clan of people "...united by a common language, strong ties of kinship and [who] survived as skilled hunter-fisher-gatherers in family groups or clans" (Hoskins 2019). The North Sydney LGA has a rich Aboriginal culture, indicating people living at present-day Cammeray in the area at least 5,800 years ago. At this time, the landforms and waterways would have differed little from those seen by European colonists in the 18th Century (Hoskins 2019).

One of the first written records of Aboriginal naming in the North Sydney area, post-European occupation, was in 1790 when Governor Arthur Phillip, with no understanding of clan structure when writing, referred to the area "...on the 'north west part of this harbour' as 'Cammerra' with its 'chief' named 'Cammeragal' (Hoskins 2019). The Metropolitan Local Aboriginal Land Council (MLALC), representing Aboriginal interests in metropolitan areas including North Sydney, suggests that the original inhabitants of the area were from the Guringai (Kur-ing-gai) language group, while others believe they would have spoken a coastal form of the western Sydney Dharug language (Hoskins 2019).

Archaeological records of Aboriginal people in the Sydney region particularly North Sydney in Balls Head, Berry Island, Kirribilli, Cammeray, and Cremorne include approximately 4,000 sites that "...are the only indigenous art sites of such magnificence and magnitude that are to be found in a large cosmopolitan city anywhere in the world" according to former Chairperson of MLALC, Jenny Munro (Hoskins 2019). There are approximately 1,000 Aboriginal sites, including stone arrangements, carved trees, middens, axe grinding grooves, and rock engravings in the Warringah, Willoughby, Lane Cove, and North Sydney LGAs alone (Hoskins 2019).

Aboriginal and/or Torres Strait Islander population

Table D.5 Aboriginal and/or Torres Strait Islander persons as a proportion of the whole population, 2016

Aboriginal and/or Torres Strait Islander Persons	Local area		NSPS catchment area		North Sydney LGA		NSW	
	No.	% total pop	No.	% total pop	No.	% total pop	No.	% total pop
Primary school aged (5-11)	0	0.0%	0	0.0%	5	0.01%	35,176	0.5%
Non primary school aged (0-4 & 12+)	5	0.25%	78	0.28%	194	0.29%	181,005	2.4%
Total population	5	0.25%	78	0.28%	199	0.29%	216,181	2.9%

Source: ABS 2016, Census of Population and Housing, Table Builder Pro: AGEPS Age by INGP Indigenous Status.

Community vision and values

The North Sydney Council vision is to shape a "progressive, vibrant and diverse North Sydney community" and is supported by core values of sustainability (equity, preservation, justice and precaution), community service (efficiency, effectiveness and responsiveness), open government (transparency and accountability), community participation (consultation and involvement), ethical conduct (honesty and integrity), justice (fairness and equity), quality (innovation and excellence), and teamwork (cooperation and respect) (NSC 2021). The mission of the Council is "to be leading edge in serving the community of North Sydney by caring for its assets, improving its appearance and delivering services to people in a financially, socially and environmentally responsible manner" (NSC 2021).

North Sydney Council's (2018) Community Strategic Plan 2018 – 2038 outlines findings from community consultation reported as key trends, challenges, and opportunities in the LGA which highlight the values of the community:

- | | |
|--|---|
| <p>» challenges and opportunities:</p> <ul style="list-style-type: none"> > "growing and changing population; > greater pressure on natural resources; > ageing infrastructure; > moving in and around North Sydney (public transport and active travel); > remaining competitive and creating a stronger economy; | <p>» values:</p> <ul style="list-style-type: none"> > healthy, safe, and connected communities; > housing that is affordable and diverse; > growing demand for sport, recreation, and open space; and > greater collaboration between all stakeholders" (NSC 2018). |
|--|---|

Cultural diversity

Table D.6 Rates of overseas born residents, 2016

	Local area	NSPS catchment area	North Sydney LGA	NSW
Born in Australia	50.9%	51.9%	54.2%	65.5%
Born overseas	39.8%	39.8%	37.8%	27.6%
Not stated/ inadequate response	9.2%	8.3%	8.0%	6.9%

Source: ABS 2016, Census of Population and Housing, Table Builder Pro: BPLP – 4 Digit Level.

Table D.7 Top countries of birth, 2016

Local area	NSPS catchment area	North Sydney LGA	NSW
China (excludes SARs and Taiwan) (4.6%)	England (6.5%)	England (6.6%)	China (excludes SARs and Taiwan) (3.1%)
England (4.3%)	China (excludes SARs and Taiwan) (3.4%)	New Zealand (3.0%)	England (3.0%)
India (3.4%)	New Zealand (3.0%)	China (excludes SARs and Taiwan) (2.9%)	India (1.9%)
New Zealand (2.3%)	India (2.0%)	India (2.0%)	New Zealand (1.6%)

Source: ABS 2016, Census of Population and Housing, Country of Birth.

English proficiency

Table D.8 English proficiency, 2016

Spoken English proficiency	Local area		NSPS catchment area		North Sydney LGA		NSW	
	Primary school aged	Total pop	Primary school aged	Total pop	Primary school aged	Total pop	Primary school aged	Total pop
Very well	20.1%	19.9%	20.2%	16.3%	16.9%	15.0%	15.3%	14.0%
Well	9.4%	6.5%	6.0%	5.3%	4.4%	5.0%	3.6%	6.7%
Not well	0.0%	0.5%	0.9%	1.9%	1.0%	1.7%	1.0%	3.4%
Not at all	0.0%	0.4%	0.0%	0.6%	0.0%	0.5%	0.2%	1.1%

Source: ABS 2016, Census of Population and Housing, Table Builder: AGEPI Age by ENGP Proficiency in Spoken English.

Language background at NSPS

Table D.9 Language background other than English at NSPS, 2020

	Yes	No	Not stated
Language background other than English	49%	51%	0%

Source: ACARA 2021, MySchool: Student Background.

D-4 Accessibility

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

Key takeaways:

- » NSPS experienced 9.2% growth in enrolments between 2015 and 2020;
- » NSPS is the only government primary school in the catchment area;
- » The local area has the lowest proportion of students who attend a government primary school; and
- » Education outcomes at NSPS are generally better than the State average.

Access to childcare

Table D.10 Childcare providers in NSPS catchment area

Location	Provider	Service type	Services provided	Approved places
North Sydney	Camp Blue	Centre-based care	OSHC – vacation care	120
	Goodstart Early Learning North Sydney – Berry Street	Centre-based care	Long day care	88
	Centre-based care – West Street	Centre-based care	Long day care	63
	Gowrie NSW North Sydney Community Vacation Care	Centre-based care	OSHC – vacation care	80
	Gowrie NSW North Sydney Grandstand Vacation Care	Centre-based care	OSHC – vacation care	45
	Guardian Childcare & Education Arthur Street	Centre-based care	Long day care	51
	Guardian Childcare & Education Walker Street	Centre-based care	Long day care	60
	KU - Grandstand Preschool	Centre-based care	Preschool/kindergarten – stand alone	40
	KU Bay Road Kids Care	Centre-based care	OSHC – after school care	35
	KU Dem School Kids Care	Centre-based care	OSHC – before and after school care	102
	KU Grandstand Kids Care	Centre-based care	OSHC – after school care	40

Location	Provider	Service type	Services provided	Approved places
	KU Greenwood Child Care Centre	Centre-based care	Long day care	28
	North Sydney Community Centre	Centre-based care	OSHC – after school care	105
	North Sydney Family Day Care Scheme (North Sydney Council)	Family day care	Family day care	-
	Ridge St Kids Club	Centre-based care	OSHC – after school care	125
	St Thomas Preschool	Centre-based care	Preschool/kindergarten – stand alone	27
	Toybox Early Learning	Centre-based care	Long day care	38
	Wenona OSHCLUB	Centre-based care	OSHC – after school care	44
	Willow Cottage Early Learning Centre	Centre-based care	Long day care	55
Lavender Bay	Cameragal Montessori School (Lavender Bay)	Centre-based care	Preschool/kindergarten – stand alone OSHC – after school and vacation care	31
McMahons Point	McMahons Point Community Preschool and Early Learning Centre	Centre-based care	Long day care	24
Wollstonecraft	Guthrie Child Care Centre	Centre-based care	Long day care	42

Source: ACECQA 2021, National registers: service search: 2060 and Wollstonecraft.

Access to schools

Table D.11 Schools in NSPS catchment area, 2020

Suburb	School	Sector	Type	Year range	FTE teaching staff	Enrolments (2020)	Aboriginal and/or Torres Strait Islander students
Waverton	North Sydney Public School	Government	Primary	K-6	45.7	857	0%
North Sydney	Cameragal Montessori School	Non-government	Combined	K-4	5.9	46	0%
	Marist Catholic College North Shore	Non-government	Secondary	7-12	55.6	819	1%
	Mont Sant' Angelo Mercy College	Non-government	Secondary	7-12	116.3	1,170	0%
	SHORE – Sydney Church of England Grammar School	Non-government	Combined	K-12	174.2	1,668	1%
	St Mary's Catholic Primary School	Non-government	Primary	K-6	26.7	466	0%
	Wenona School	Non-government	Combined	K-12	106.6	1,221	0%

Suburb	School	Sector	Type	Year range	FTE teaching staff	Enrolments (2020)	Aboriginal and/or Torres Strait Islander students
Kirribilli	Loreto Kirribilli	Non-government	Combined	K-12	108.5	1,127	0%
	St Aloysius' College	Non-government	Combined	3-12	109.1	1,268	0%

Source: ACARA 2021, My School: Find a school, <https://www.myschool.edu.au/>.

Enrolment trends

Table D.12 NSPS catchment area school enrolment trends, 2015-2019

School	Total enrolments						Trend
	2015	2016	2017	2018	2019	2020	
North Sydney Public School	785	816	881	855	887	857	9.2%
Cameragal Montessori School	36	32	35	34	19	46	27.8%
Marist Catholic College North Shore	848	844	835	813	820	819	-3.4%
Mont Sant' Angelo Mercy College	1,171	1,164	1,160	1,162	1,171	1,170	-0.1%
SHORE – Sydney Church of England Grammar School	1,575	1,601	1,615	1,620	1,641	1,668	5.9%
St Mary's Catholic Primary School	293	325	371	407	438	466	59.0%
Wenona School	1,042	1,081	1,081	1,099	1,138	1,221	17.2%
Loreto Kirribilli	1,077	1,079	1,096	1,099	1,104	1,127	4.6%
St Aloysius' College	1,244	1,246	1,242	1,251	1,260	1,268	1.9%

Source: ACARA 2021, My School: Find a school, <https://www.myschool.edu.au/>.

Enrolment cap

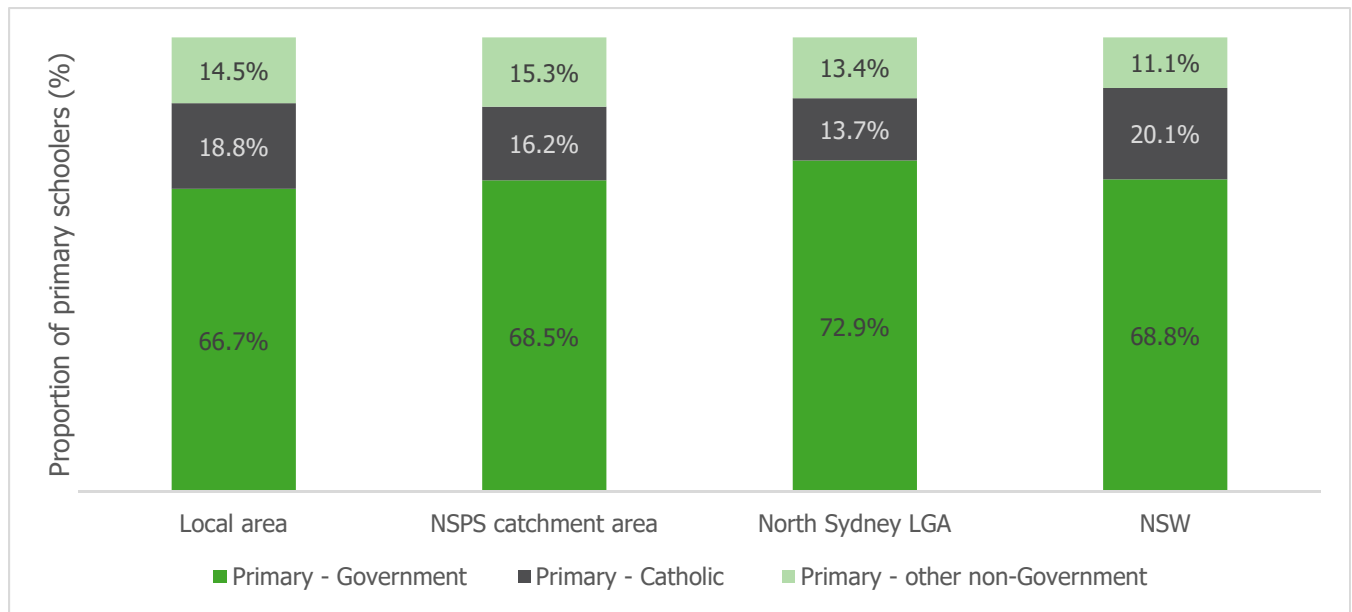
Table D.13 Public school enrolment cap and enrolment, 2020

	Enrolment Cap	2020 Enrolment (FTE)	Students above or below enrolment cap
North Sydney Public School	717	887	+170

Source: NSW Department of Education via Baker and Gladstone 2020, Sydney Morning Herald, <https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lfh.html>.

Note: this data does not account for demountable/ other semi-permanent buildings at schools, which consultation has highlighted are common practice to increase capacity in Sydney schools.

School choice



Source: ABS 2016, Census of Population and Housing, TableBuilder Pro: TYPP Type of Educational Institution Attending.

Figure D.7 Rates of attendance for primary schools, 2016

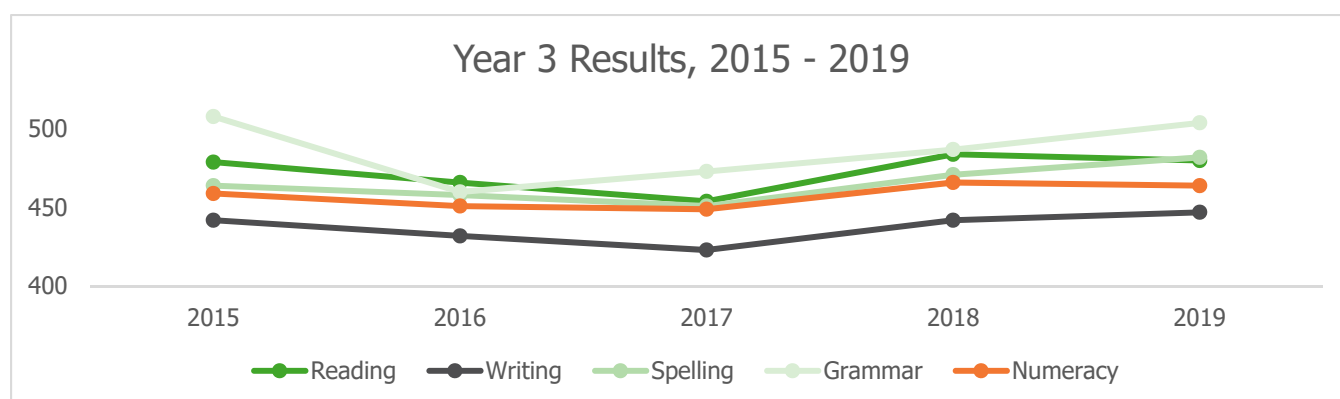
Aboriginal and/or Torres Strait Islander rates of attendance

Table D.14 Aboriginal and/or Torres Strait Islander rates of attendance for Government, Catholic and non-Government secondary schools, 2016

	Local Area		NSPS catchment area		North Sydney LGA		NSW	
	Number	%	Number	%	Number	%	Number	%
Primary – Government	0	0.0%	0	0.0%	8	0.2%	27371	4.5%
Primary – Catholic	0	0.0%	0	0.0%	0	0.0%	4097	0.7%
Primary – other non-Government	0	0.0%	0	0.0%	0	0.0%	1553	0.3%

Source: ABS 2016, Census of Population and Housing, TableBuilder Pro: TYPP Type of Educational Institution Attending.

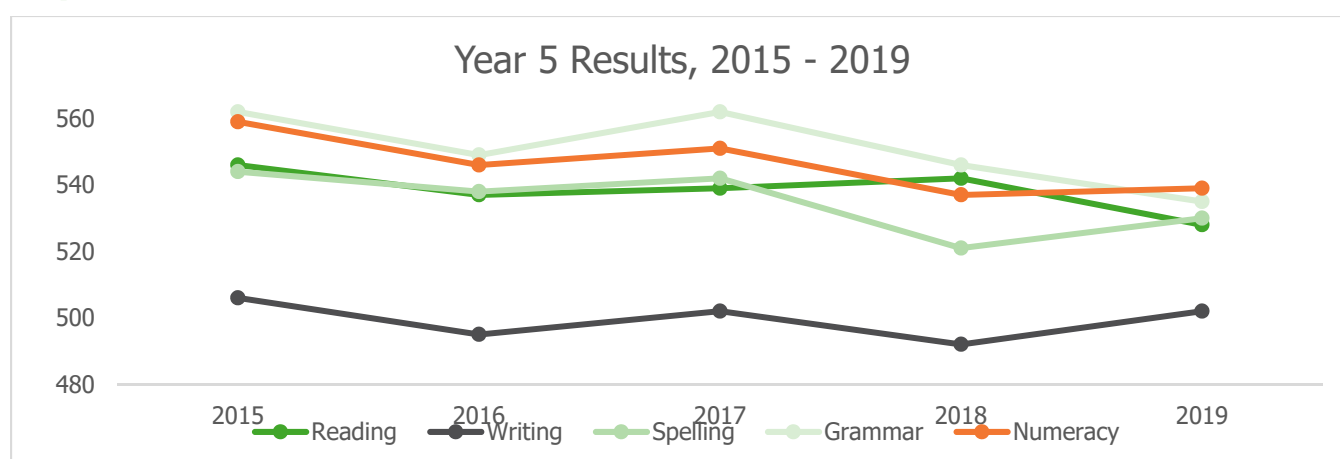
School performance



Source: ACARA 2021, My School: North Sydney Public School, Waverton, NSW: NAPLAN.

Figure D.8 Year 3 NAPLAN scores at NSPS, 2015-2019

Naplan



Source: ACARA 2021, My School: North Sydney Public School, Waverton, NSW: NAPLAN.

Figure D.9 Year 5 NAPLAN scores at NSPS, 2015-2019

Access to health care

Hospitals

In the NSPS catchment area there are two private hospitals (AIHW 2021). Mater Hospital Sydney is located in Wollstonecraft and the Cataract Clinic (Aust) is located in North Sydney. The nearest public hospitals to the local area are approximately 5 to 7 minutes' drive north west in St Leonards (Royal North Shore Hospital) and Greenwich (Greenwich Hospital located at HammondCare aged care facility). Royal North Shore Hospital is a 713-bed facility providing a wide range of health care services.

General practitioner (GP) and mental health services

The local area is well serviced in terms of health care, with high accessibility and availability of GPs, mental health, and other health care services within the catchment area and broader LGA, likely due to the high density and centralised character of the area (healthdirect Australia 2021). According to an online audit, in the catchment area there is one GP in McMahon's Point, one in Milsons Point, and approximately 13 in North Sydney, and five mental health service providers in North Sydney.

Access to community, cultural, and recreational facilities

There are four community halls in the NSPS catchment area. Opportunities for culture and recreation in NSPS catchment area include Blues Point Reserve in Milsons Point, Balls Head Reserve in Waverton, Luna Park at Milsons Point, the Royal Art Society of NSW and Bridget Kennedy Project Space in North Sydney, and Dr Mary Booth Lookout in Kirribilli (Inspirock 2021). The local area is also not far from Taronga Park Zoo or endless culture and recreational facilities within the Sydney CBD.

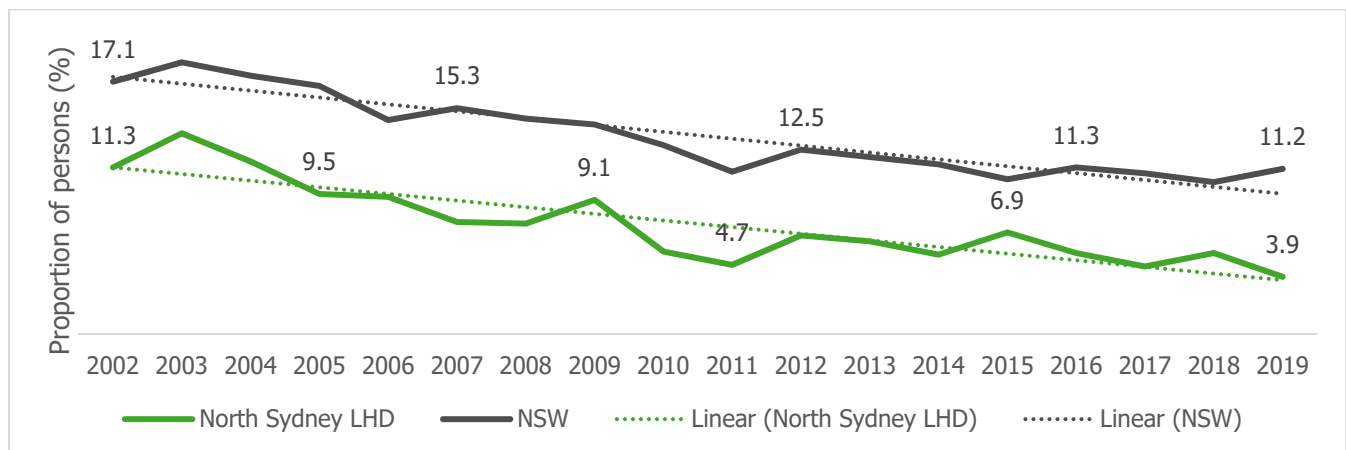
D-5 Health and wellbeing

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

Key takeaways:

- » Declining trends in risk increasing behaviours such as smoking and alcohol consumption in adults though increasing trend for overweight and obesity in adults
- » Obesity among young people is a systemic issue across NSW, with programs being implemented in schools; declining trend in childhood overweight and obesity
- » Compared to other LGAs in NSW, North Sydney LGA has a lower rate for violent and sexual crimes

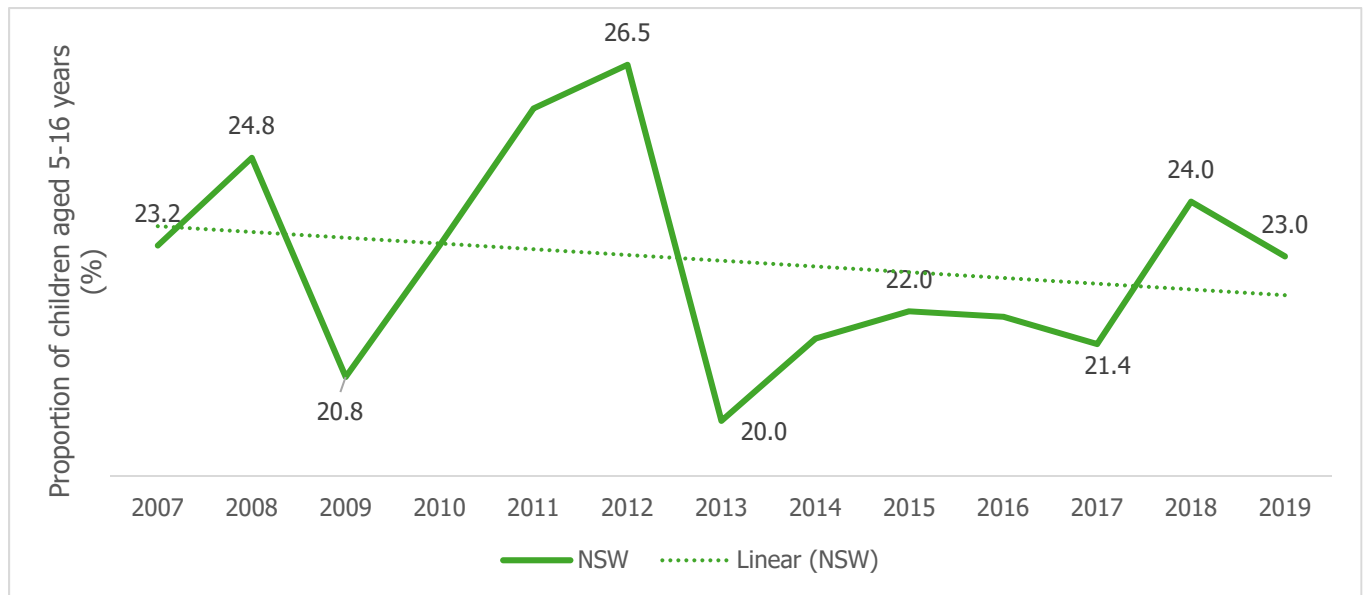
Physical health



Source: NSW Health 2020, HealthStats NSW: Smoking in adults by LHD trend.

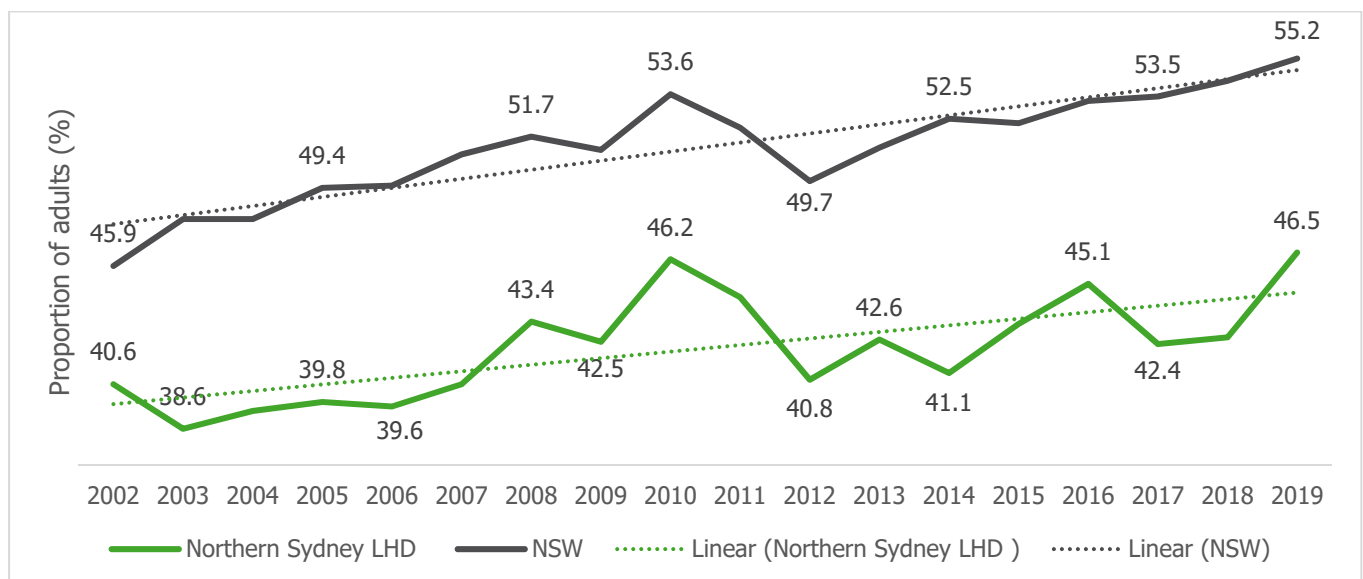
Figure D.10 Daily smokers in North Sydney LHD, 2002-2019

Overweight and obesity



Source: NSW Health 2020a, HealthStats NSW: Smoking in adults by LHD trend.

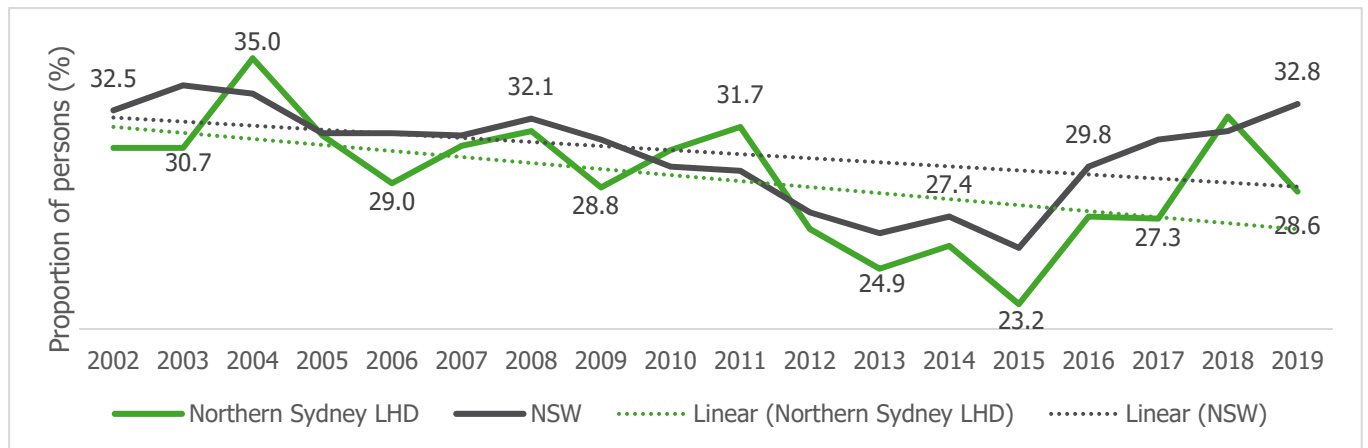
Figure D.11 Overweight and obesity in children, NSW, 2007-2019



Source: NSW Health 2020a, HealthStats NSW: Overweight and obesity in adults, by LHD, trends.

Figure D.12 Overweight and obesity in adults, 2002-2019

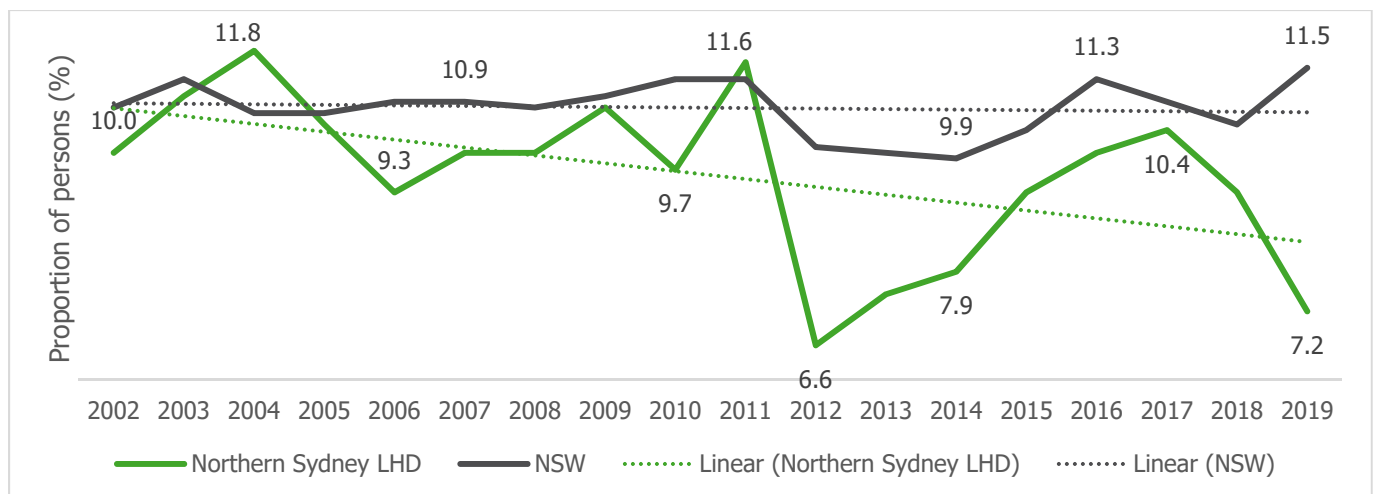
Alcohol consumption



Source: NSW Health 2020, HealthStats NSW: Alcohol drinking in adults, by LHD, trends.

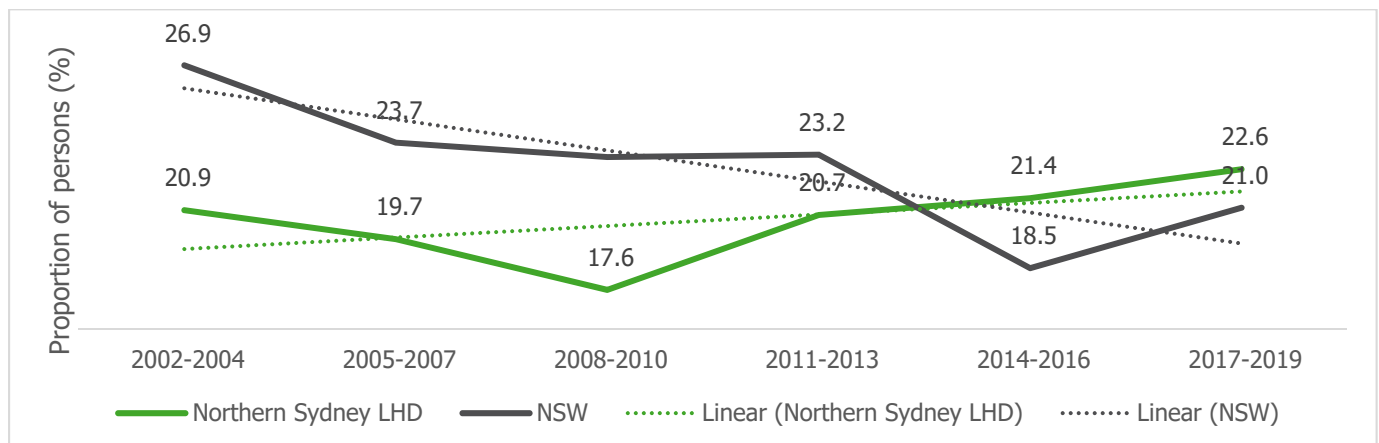
Figure D.13 Alcohol consumption at levels posing long-term risk to health, 2002-2019

Asthma suffering



Source: NSW Health 2020, HealthStats NSW: Asthma prevalence in adults, by LHD, trends.

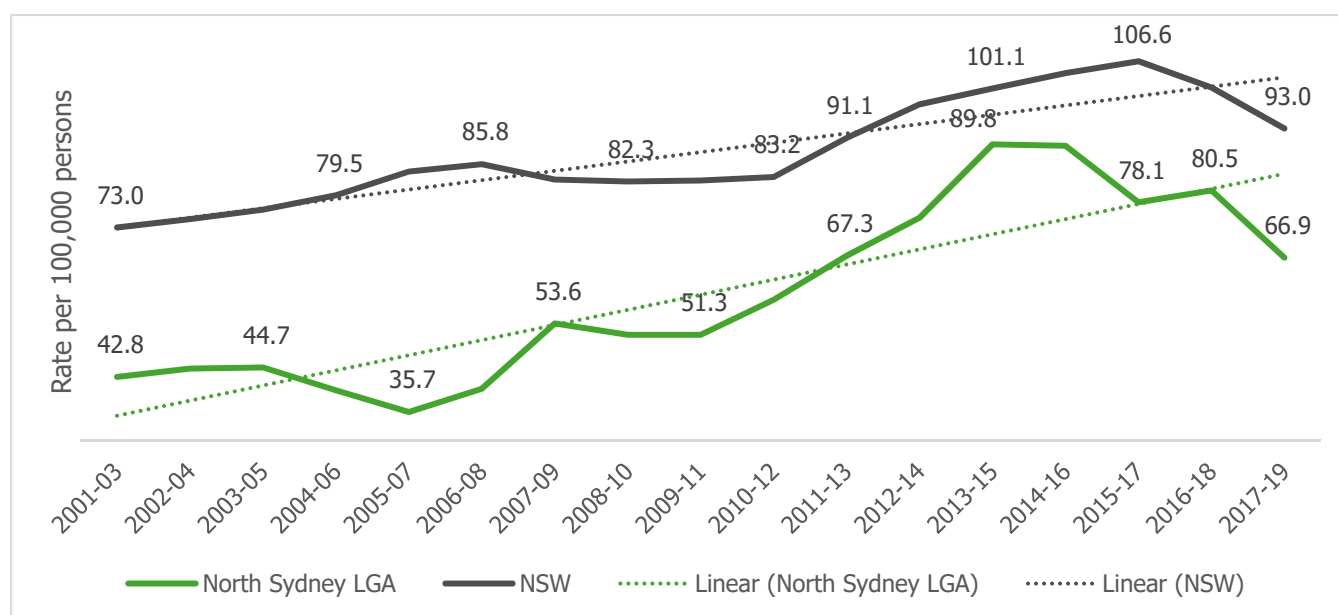
Figure D.14 Current asthma prevalence in persons aged 16 years and over, 2002-2019



Source: NSW Health 2020, HealthStats NSW: Asthma prevalence in children, by LHD, trends.

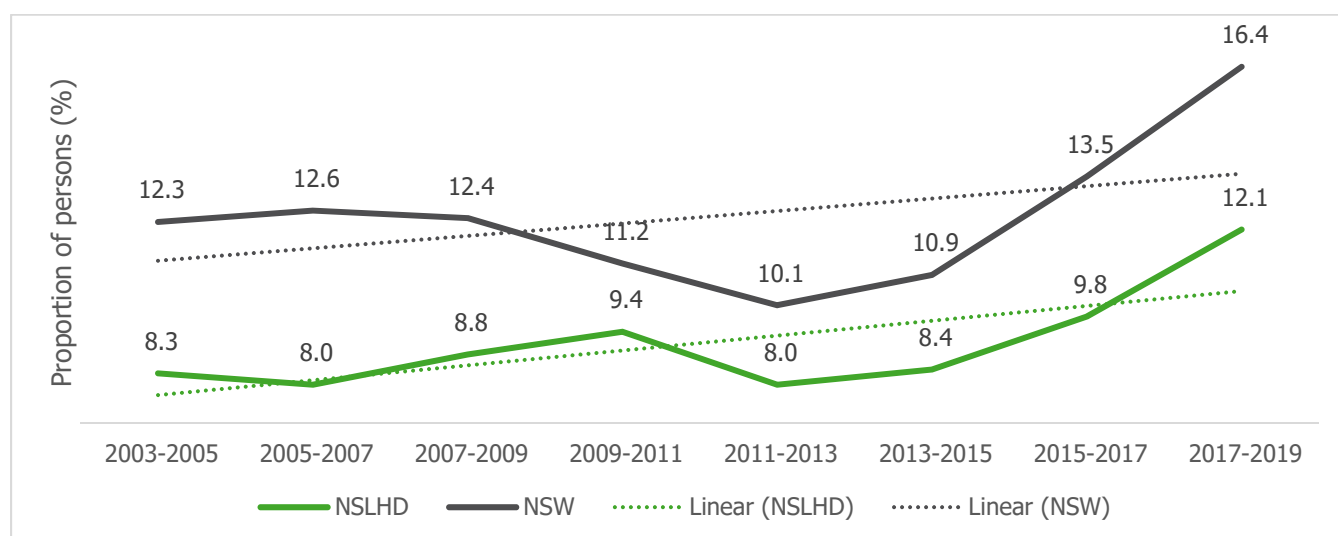
Figure D.15 Asthma prevalence ever in children aged 2-15 years, 2002-2019

Mental health



Source: NSW Health 2020, HealthStats NSW: Intentional self-harm: hospitalisations, by LGA, trends.

Figure D.16 Intentional self-harm hospitalisations in persons aged 16 years and over, 2001-2019



Source: NSW Health 2020, HealthStats NSW: Psychological distress, by LGA, trends.

Figure D.17 High and very high levels of psychological distress (K10), 2003-2019

Vulnerable populations

Homelessness

Homelessness is likely to increase a person's likelihood of suffering from mental health issues, having alcohol or drug dependencies, and relationship instability (Mission Australia 2021). Homelessness is often caused by social disadvantage, financial hardships, or poor health, and can also increase vulnerability to each of these issues (Mission Australia 2021). The rate of homelessness is greater in the North Sydney LGA than NSW, with 54.7 homeless persons per 10,000 persons in the LGA compared to 50.4 per 10,000 persons in NSW (ABS 2016). This suggests that homelessness is more prevalent in the catchment area. In 2016 there were 411 persons experiencing homelessness in the catchment area indicating a population of persons that are likely to be more vulnerable to project related impacts.

Need for assistance

Table D.15 Core activity need for assistance, 2016

	NSPS catchment area	North Sydney LGA	NSW
Has need for assistance	2.3%	2.1%	5.4%
Does not have need for assistance	89.2%	89.7%	87.7%
Not stated	8.6%	8.2%	6.9%

Source: ABS 2016, Census of Population and Housing: Core activity need for assistance by age and sex.

Note: Data extracted from community profiles which are not available for SA1s, as such the local area is assumed to have similar proportion of need for assistance as the catchment area and LGA.

Crime and safety

Table D.16 Violent, sexual, and liquor related offences, April 2020 – March 2021

	NSPS catchment area (postcode 2060)	North Sydney LGA	NSW
	Rate per 100,000 persons		
Domestic violence-related assault	163.4	132.0	394.9
Non-domestic violence-related assault	125.7	140.0	361.0
Sexual offences	100.5	89.3	192.2
Liquor offences	144.5	88.0	98.3
Intimidation, stalking and harassment	182.2	145.3	489.1

Source: NSW BOCSAR 2021, Crime Statistics by LGA.

Note: Wollstonecraft SSC has a different postcode to the rest of the catchment area and as such is not included in this data.

Quality of life

Quality of life is an important aspect of a person's overall wellbeing. Council's *Customer Satisfaction Survey*, conducted in 2020, identified a high quality of life in North Sydney LGA. All participants rated their quality of life as good (10.0%), very good (35.0%), or excellent (55.0%) (Jetty Research 2020).

D-6 Surroundings

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

Key takeaways:

- » The Cammeraygal people are the traditional owners and custodians of the land on which the project is located;
- » The North Sydney Community highly values healthy, safe, and connected communities and access to open space;
- » There is a high rate of fraud across the North Sydney LGA, though significantly lower rates of all crimes than NSW;
- » Offences committed by people aged 10-17 in Parramatta LGA are different in nature, with a higher representation of against justice procedures, theft, disorderly conduct; and
- » There is low housing diversity across the local area, with the majority of dwellings apartments or flats.

Local environment

The Cammeragal/Cammeraygal people are the traditional owners and custodians of the land North Sydney LGA is located on. The Greater Sydney Plan (the GSP) draws on Aboriginal “understanding and respect of the landscape... to ensure planning and land use of the Greater Sydney Region is respectful, equitable and sustainable” (GSC 2018a). The three cities defined by the GSP (Eastern Harbour City, Central River City, and Western Parkland City) reflect the Aboriginal definitions of “saltwater country”, ‘muddy river country’, and ‘running water country’ respectively” (GSC 2018a).

The GSP plans to align future design and development of Greater Sydney by naming parks, suburbs, roads, and streets with regard to Aboriginal culture and custodianship of the land, aiming to ignite a positive shared future for the population and its environment.

North Sydney LGA is incorporated in the Harbour CBD (saltwater country) due to its proximity to the coast and Sydney Harbour.

North Sydney will continue to play an import role as Greater Sydney expands, with North Sydney LGA being recognised as part of the North District. The vision for the future of the North District includes quicker and easier access for residents to a wide range of jobs, housing, and activities, which will be achieved by:

- » “enhancing the role of the Eastern Economic Corridor, including North Sydney as part of the Harbour CBD;
- » supporting jobs growth in strategic centres, including health and education precincts and facilitating innovation;
- » sustaining local centres to provide jobs, services and amenity;
- » providing fast and efficient transport connections to achieve a 30-minute city;
- » retaining and managing industrial and urban services land;
- » creating and renewing great places while protecting heritage and local character and improving places for people;
- » improving walking and safe cycling ways;
- » enhancing foreshore access to Sydney Harbour and the District’s waterways;
- » enhancing the quality and improving access to open space, and increasing urban tree canopy;
- » retaining the environmental, social and economic values of the Metropolitan Rural Areas; and
- » protecting and enhancing the District’s unique natural assets including waterways, coastlines and bushland” (GSC 2018b).

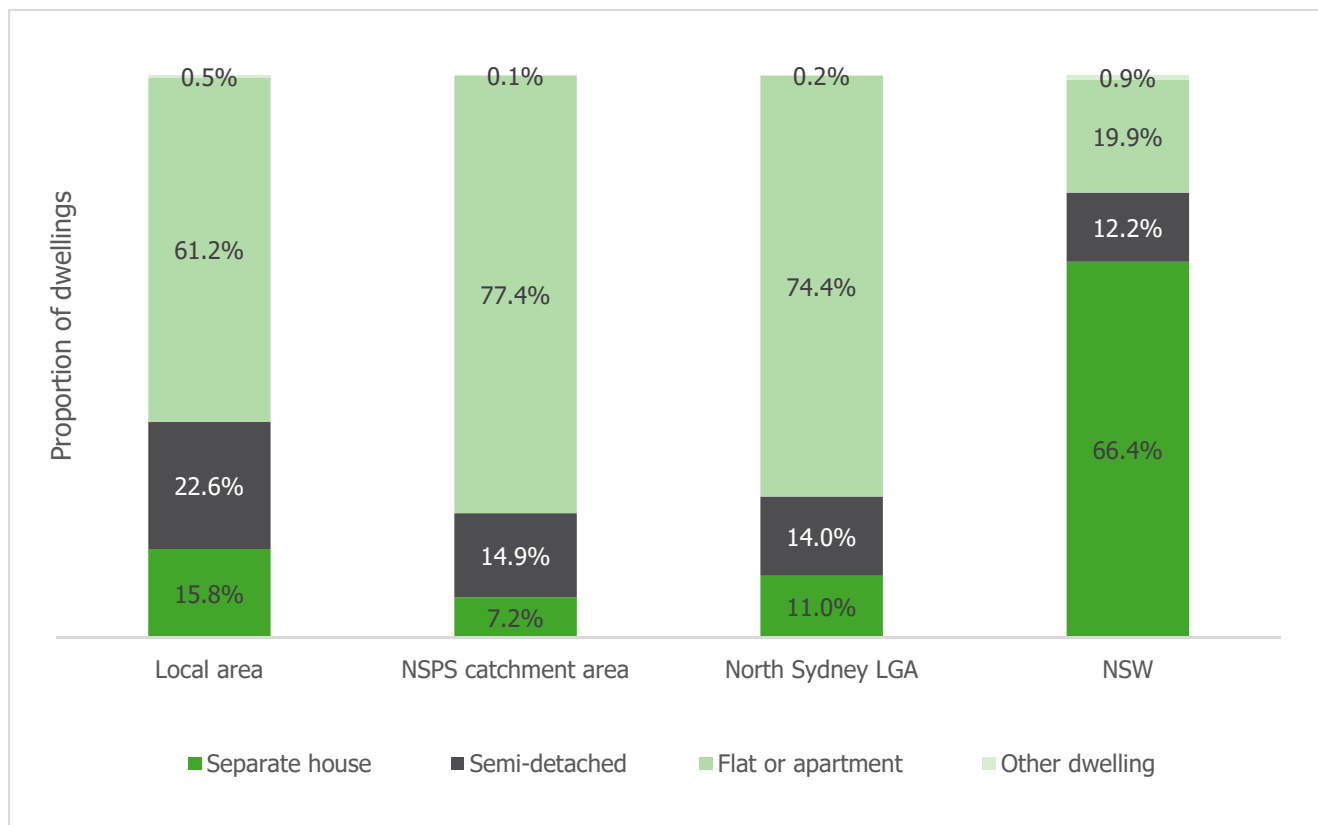
Key environmental features within and near the LGA include the Sydney Harbour (with approximately five bays/inlets on the southern and eastern sides of the LGA), a large number of nature reserves and parklands, Taronga Zoo, and the Pacific Ocean to the east.

The *Customer Satisfaction Survey* for North Sydney LGA, conducted in 2020, highlighted what residents valued most about living in the LGA. Of all respondents, a quarter valued open spaces, parks, and trees (25.0%), another quarter valued living close to the CBD (24.0%), and 15.0% valued the quiet, peaceful, and safe feeling in the area (Jetty Research 2020).

These community values are reflected in the North Sydney Council's vision, "to be leading edge in serving the community of North Sydney by caring for its assets, improving its appearance and delivering services to people in a financially, socially and environmentally responsible manner" (NSC 2021).

There are no key environmental features within the local area, being a densely populated area. There are several environmental features within the NSPS catchment area, the nearest being Brennan Park, located approximately 500 m west of the site, and St Leonards Park, approximately 600 m north east.

Built form



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

Figure D.18 Dwelling structure, 2016

Public safety

Table D.17 Top five crimes, 2020

	North Sydney LGA		NSW
	Crime (rate per 100,000 people)	LGA rank	Crime (rate per 100,000 people)
1	Fraud (498.5)	31	Transport regulatory offences (909.7)
2	Malicious damage to property (393.2)	100	Malicious damage to property (658.3)
3	Steal from dwelling (229.3)	56	Breach bail conditions (632.5)
4	Breach bail conditions (222.6)	--	Fraud (547.9)
5	Steal from motor vehicle (195.9)	83	Harassment, threatening behaviour and private nuisance (477.8)

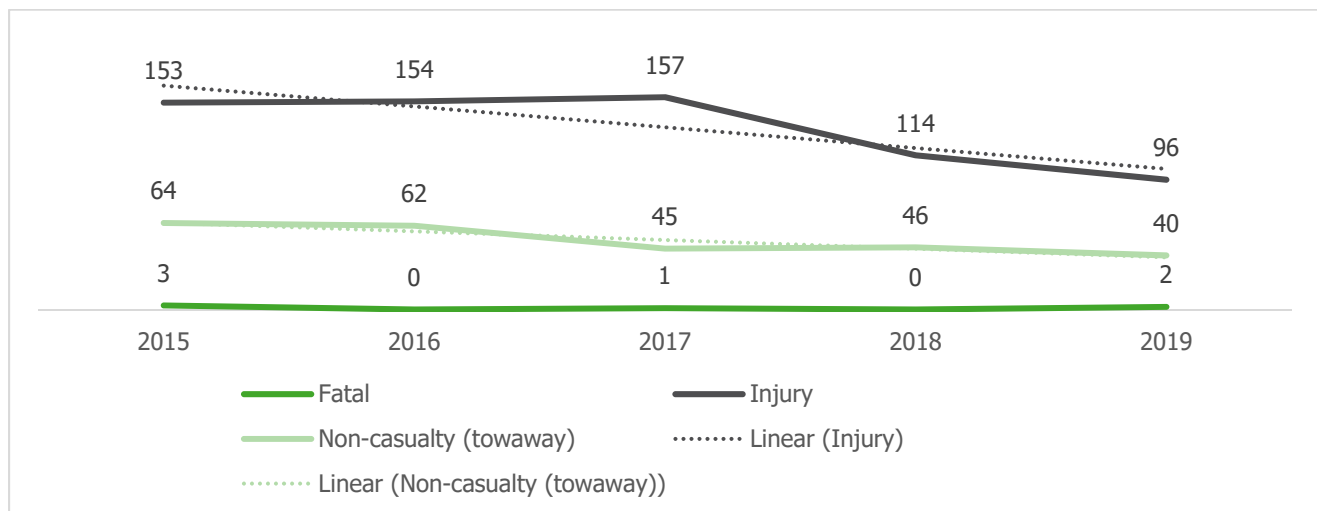
Source: NSW BOCSAR 2020, Crime Statistics by LGA. Note: Ranks are only calculated for LGAs with 3,000 people or more (n=120).

Table D.18 Top five crimes for alleged offenders aged 10-17, 2020

	North Sydney LGA						
	Crime			Incidents by youth offenders	Incidents by youth offenders (%)		
1	Against justice procedures			26	41.3%		
2	Steal from retail store			25	47.2%		
3	Drug offences			21	14.7%		
4	Disorderly conduct			19	46.3%		
5	Non-domestic violence related assault	Intimidation, stalking and harassment	Transport regulatory offences	7	26.9%	20.6%	15.6%

Source: NSW BOCSAR 2020, Recorded crime statistics by LGA.

Road safety



Source: TfNSW 2020, Crash and casualty statistics – LGA view: North Sydney LGA.

Figure D.19 Road incidents in North Sydney LGA, 2015-2019

D-7 Livelihoods

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

Key takeaways:

- » The local area has a higher proportion of high-income households
- » Professional, scientific, and technical services and financial and insurance services are the top two industries of employment across the three comparison areas
- » Students at NSPS are socio-educationally advantaged compared to the rest of the nation, with 68% in the top quartile
- » There are very few students at NSPS with high socio-educational disadvantage, with only 1% in the bottom quartile

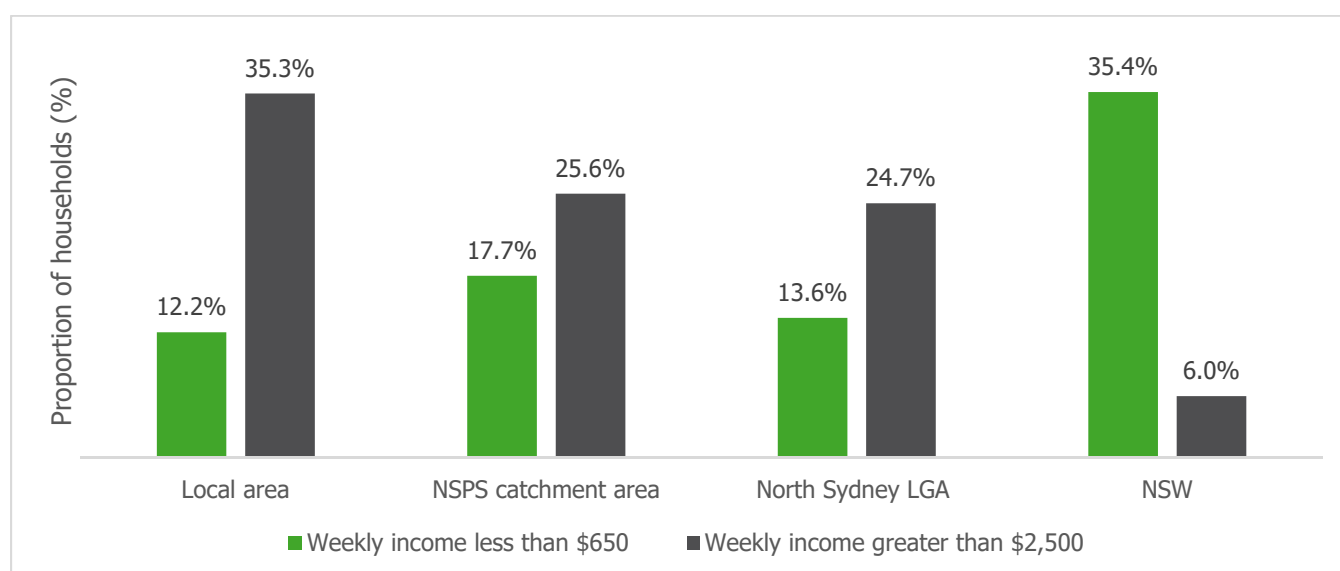
Employment

Table D.19 Unemployment and labour force participation rates, 2016

	Unemployment rate	Labour force participation
NSPS catchment area	2.6%	69.7%
North Sydney LGA	3.7%	71.1%
NSW	6.3%	59.2%

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

Income



Source: ABS 2016, TableBuilder Pro: HIED Equivalised Total Household Income (weekly)

Figure D.20 Proportion of households with low or high weekly income, 2016

Industry of Employment

Table D.20 Top industries of employment, 2016

Local Area	NSPS catchment area	North Sydney LGA	NSW
Professional, scientific and technical services (20.7%)	Professional, scientific and technical services (23.2%)	Professional, scientific and technical services (21.6%)	Health care and social assistance (13.1%)
Financial and insurance service (14.3%)	Financial and insurance service (13.1%)	Financial and insurance service (13.2%)	Retail trade (10.1%)
Health care and social assistance (11.8%)	Health care and social assistance (10.2%)	Health care and social assistance (10.2%)	Construction (8.8%)
Education and training services (8.0%)	Education and training services (7.9%)	Education and Training services (7.6%)	Education and Training services (8.8%)

Source: ABS 2016, Census of Population and Housing, TableBuilder Pro: INDP - 1 Digit Level, Industry of Employment.

Table D.21 Industries of employment – education, 2016

Local area	NSPS catchment area	North Sydney LGA	NSW
Education and training services (8.0%)	Education and training services (7.9%)	Education and Training services (7.6%)	Education and Training services (8.8%)
Of those employed in education and training services			
Primary education (25.0%)	Primary education (28.2%)	Primary education (32.6%)	Primary education (40.0%)
Combined primary and secondary education (37.5%)	Combined primary and secondary education (38.0%)	Combined primary and secondary education (32.6%)	Combined primary and secondary education (21.0%)
Special education (0.0%)	Special education (1.9%)	Special education (1.9%)	Special education (2.1%)

Source: ABS 2016, Census of Population and Housing, TableBuilder Pro: INDP - 4 Digit Level, Industry of Employment – 4 Digit Level.

Socio-economic advantage and disadvantage

The ABS Socio-Economic Index for Areas (SEIFA) assesses the economic and social conditions of households within an area. Variables considered in the assessment of SEIFA include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (ABS 2018). The level of disadvantage and advantage for an area is determined by rankings for the following four summary measures created from Census data:

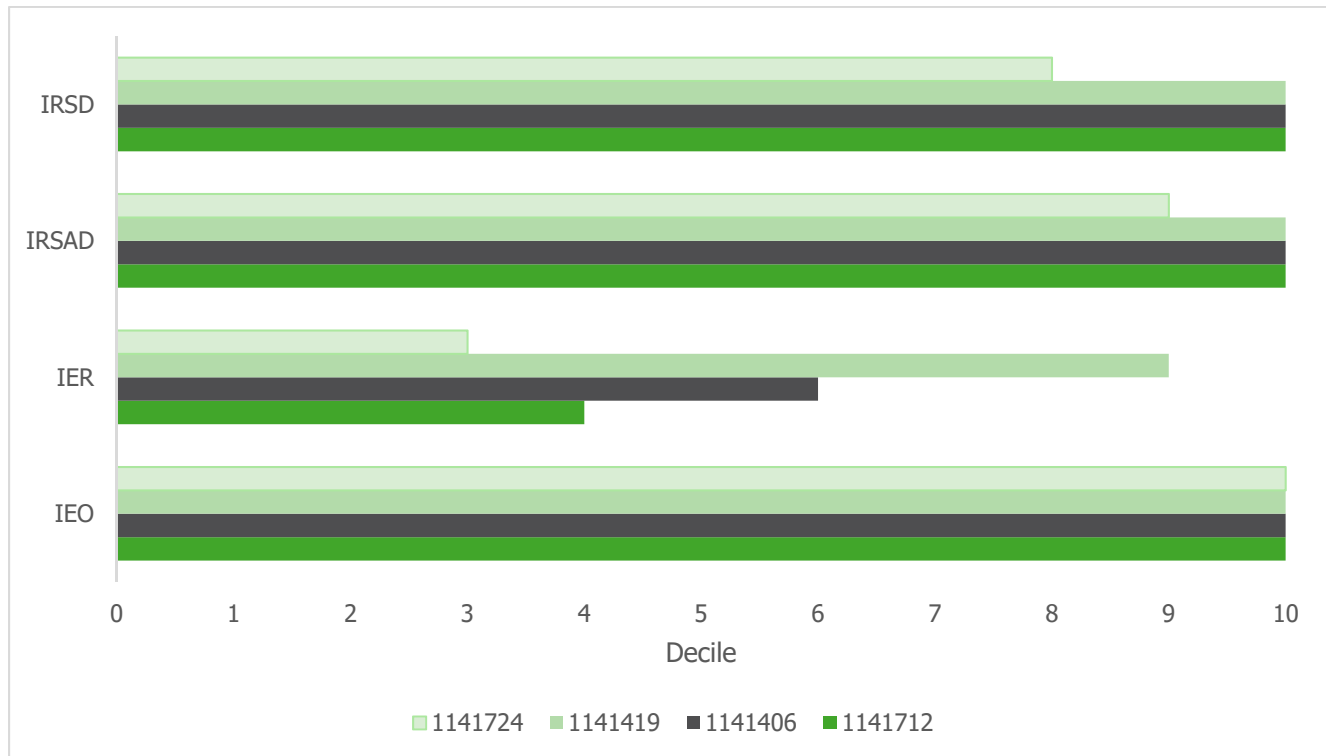
- » Index of Relative Socio-Economic Disadvantage (IRSD);
- » Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD);
- » Index of Economic Resources (IER); AND
- » Index of Education and Occupation (IEO).

Areas have been considered by state ranking on a scale of 1 to 10 with the lowest 10% of areas deemed most disadvantaged and highest 10% least disadvantaged.

All SA1s in the local area are in the top 20% of areas in the State for IRSD, IRSAD, and IEO. SA1-1141419 is also in the top 10% for IER, while two of the SA1s ranked in the bottom 50% in the State for this index. High ranking for IRSD and IRSAD indicate a relative lack of disadvantage and greater advantage in general and ranking highly for IEO indicates relatively higher education and occupation status of the population in general. Low rankings for

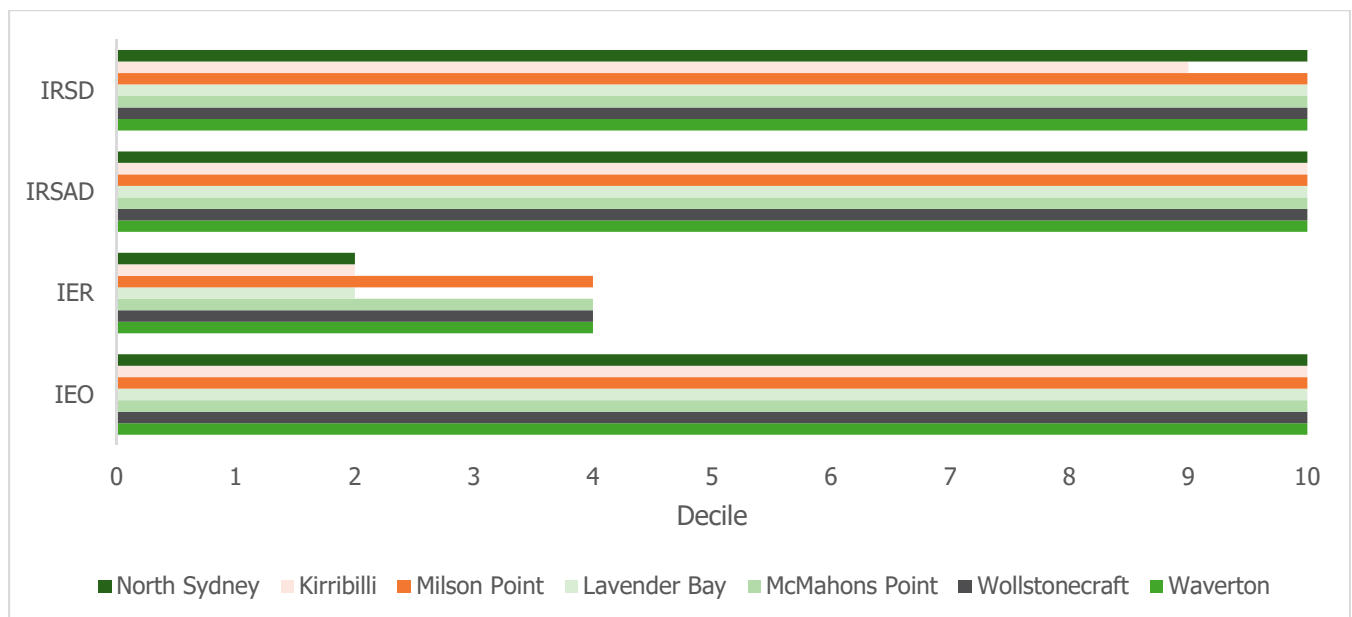
IER can indicate a relative lack of access to economic resources in general, however given the high incomes in the area it is likely due to fewer owned homes in the area, with a large proportion of persons renting in the local area (ABS 2016).

Trends seen in the local area are similar in the local area, with most suburbs ranking in the top 10% in the State for IRSD, IRSAD, and IER, indicating relative lack of disadvantage. All suburbs were in the bottom 50% in the State for IEO, also likely indicative of the low proportion of home ownership in the area as incomes are generally high. SEIFA rankings are shown in Figure D.21 and Figure D.22.



Source: ABS 2016, Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA).

Figure D.21 SEIFA indexes for local area SA1s, 2016



Source: ABS 2016, Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA).

Figure D.22 SEIFA indexes in the NSPS catchment area, 2016

Socio-educational advantage

Table D.22 Distribution of socio-educational advantage at NSPS, 2020

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
North Sydney Public School	1.0%	7.0%	24.0%	68.0%
Australian distribution	25.0%	25.0%	25.0%	25.0%

Source: ACARA 2020, MySchool: Student Background.

D-8 Decision-making systems

Whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

Satisfaction with Council

Council's *Customer Satisfaction Survey* identified that residents were satisfied with Council, with 83.0% of respondents satisfied with Council's overall performance (Jetty Research 2020). Resident satisfaction with how Council engages with the community in decision-making processes had decreased since the 2016 survey, with only 47.0% of the community satisfied with Council engagement, compared to 59% in 2016. However, this was the result of more than double the proportion of residents being neither satisfied or dissatisfied compared to 2016 and overall there was a greater level of satisfaction (47.0%) than dissatisfaction (19.0%).

Planning process

Planning documents for SSD projects are required to go to public exhibition for public comment. Providing opportunity for community comment on SSD projects reflects democratic values within the planning system and broader governance systems in NSW and Australia.

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

In the context of this project, the SIA process has included community and stakeholder consultation to assist in identifying potential social impacts or benefits. There will also be the opportunity for the community, through the public exhibition period, to be involved in the decision-making system.

