

**SOCIAL IMPACT ASSESSMENT –  
ADAPTIVE RE-USE & FIT-OUT OF EXISTING BUILDINGS AND USE AS CAMPUS  
FOR ST ALOYSIUS COLLEGE, 48 VICTORIA ROAD & 2A-2B GORDON STREET,  
ROZELLE**



**November 2021**

Prepared for:  
**St Aloysius College**

Prepared by  
**Sarah George Consulting**  
Social Planning Consultants

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## ***Executive Summary***

### **1.0 INTRODUCTION**

Sarah George Consulting has been engaged by St Aloysius College to prepare a Social Impact Assessment (SIA) to accompany a State Significant Development Application to the NSW Department of Planning, Industry and Environment for a proposed school campus at 48 Victoria Road and 2A 2B Gordon Street, Rozelle.

This SIA has been prepared to satisfy the requirements as set out in the Secretary's Environmental Assessment Requirements (SEARs) issued by the Department of Planning, Industry and Environment (the Department), identifies the requirement for a Social Impact Assessment to be prepared in accordance with the Departments *Social Impact Assessment Guidelines 2021* (the *Guidelines*).

### **2.0 PROPOSED DEVELOPMENT**

The proposed development involves the adaptive reuse and fit out of the existing buildings on the sites to upgrade the facilities so that the sites can be used as a secondary school campus for the College for a year group on the 'middle years' of the Senior School. Initially the sites will be used as a temporary campus while renovations are being undertaken at the Milsons Point campus, and then (potentially), as a permanent secondary campus for a single year group.

All proposed works are to be contained within the envelope of the existing building, and generally includes:

- Construction of a new lift on the building located at 48 Victoria Road;
- Internal alterations and fit-out to both existing buildings for educational uses; and
- Upgrades to the courtyard at 48 Victoria Road to provide outdoor play space.

### **3.0 DEMOGRAPHIC PROFILE & CHARACTERISTICS**

A Demographic Profile Table showing the available data from the 2016 Census for the identified immediate vicinity (comprising Statistical Area Level 1 (SAL1) – 1138904 & SAL1 – 1138907) in which the subject sites are located, the suburb of Rozelle, the Inner West LGA, Greater Sydney and NSW is included at Appendix A.

The population of the immediate vicinity and the suburb of Rozelle are generally slightly older, more likely to be married, more likely to be families with dependent children, and on significantly higher incomes compared to residents of the wider Inner West LGA.

Based on data from the 2016 Census, the suburb of Rozelle had a SEIFA score of 1117.0 and a percentile of 99%, indicating that 99% of the population are more

disadvantaged than the residents of the suburb of Rozelle, meaning that the area is an area of high advantage.

Population project data compiled by the *NSW Department of Planning*, indicates growth in the population of the Inner West LGA, particularly in school aged children aged 5-14 years.

The suburb of Rozelle generally has low rates and low densities of all crimes.

#### **4.0 COMMUNITY CONSULTATION**

As required under the SEARs, community consultation was undertaken as part of the preparation of the application. The community consultation took the form of a notice distributed to properties in close proximity to the proposed school campus, who can see, or might be likely to hear the school once operational. The notice invited residents to register and attend one of two information evenings via an online presentation, either on Wednesday 13 October (between 6.30pm – 7.30pm) or Saturday 16 October (between 10.00am – 11.00am).

Session 1 had a total of 24 attendees, and Session 2, 17 attendees. Attendees of the sessions were presented with information about the College, and the proposed development and invited comment from the community. In addition, a website and specific email address were set up for the project to allow further questions to be asked and consultation to occur. As noted in the Consultation Report prepared by Willowtree Planning, no further correspondence from the community has been received.

The issues raised at those meetings included:

- Whether staff would travel to the site, or whether the site would have dedicated staff;
- Timing of the proposal;
- Impact on traffic and exacerbation of existing issues;
- Safety issues associated with student drop off;
- Whether any staff parking is provided and where this will be located given existing demand for on-street parking;
- Continuity of use for Sydney Secondary College once lease expires;
- Ongoing monitoring of impacts for local residents before decision making for permanency of use;

One attendee noted that it would be good to see the school buildings used for education purposes again.

The issues raised during the consultation largely related to traffic and parking impacts, noise impacts, the suitability of the site for the number of students proposed, and the potential for conflict with existing uses on the site.

In addition to consultation with the local community, other key Stakeholders were notified, including:

- Transport for NSW
- Inner West Council
- St Joseph's Parish Community
- Sydney Community College
- Genesan Theatre Company
- Gunawirra
- The existing St Aloysius School Community

The issues raised by the local community are addressed in Chapter 5.0.

## **5.0 SOCIAL IMPACT ASSESSMENT**

The subject application has been assessed against the following criteria:

- Way of Life
- Community
- Accessibility
- Culture
- Health and wellbeing
- Surroundings
- Decision-making systems
- Issues raised during consultation
- Public interest benefits

## **6.0 ENHANCEMENT, MITIGATION & MONITORING**

The proposed school is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed development represents a significant intensification of use of the sites, that intensification of use is not out of character with the existing character of the area, nor is it unexpected given the historic use of the sites for education purposes.

Any impacts generated by the intensification of use of the sites are likely to be associated with noise and traffic, which have been separately addressed in reports accompanying the application (including Acoustics and Traffic and Parking).

Negative short-term impacts that may be generated are likely to arise with the construction and fit out of the school buildings, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

School contact details will be available on the College website, should any neighbours or members of the wider community wish to raise issues or concerns about the operation of the school, with the College executive.

The potential positive social impacts generated by the proposed school will only be realised if consent for the application is granted.

## **7.0 CONCLUSION**

The proposed presence of St Aloysius' College on the site at 48 Victoria Road and 2A-2B Gordon Street, Rozelle, has been assessed in social impact terms in this report.

The proposed development is unlikely to generate any long term negative social impacts. Short term negative impacts are likely to be associated with internal construction and fit out of the school, however these impacts are short term in nature. Short term impacts associated with construction and fit out can be controlled through conditions of development consent.

The Traffic and Parking and Acoustic reports accompanying the application outline design and operational recommendations to ensure the proposed campus can operate with minimal disturbance to surrounding residential and commercial properties. With the implementation of the recommendations, impacts associated with noise and disturbance, and traffic and parking can be minimised such that there are not material social impacts generated by the proposed development. There are no reasons from a Social Impact perspective, to refuse the application.

## 1.0 INTRODUCTION

Sarah George Consulting has been engaged by St Aloysius' College to prepare a Social Impact Assessment to accompany a State Significant Development Application to the NSW Department of Planning, Industry and Environment for a proposed new school campus for the College at 48 Victoria Road and 2A-2B Gordon Street, Rozelle.

The Secretary's Environmental Assessment Requirements (SEARs) issued by the Department of Planning, Industry and Environment (the Department), identifies the requirement for a Social Impact Assessment to be prepared in accordance with the Departments *Social Impact Assessment Guidelines 2021* (the *Guidelines*).

The *Guidelines* note that an SIA should include a combination of findings from Phase 1 and Phase 2 of the SIA. Phase 1 of the SIA will typically include:

- an understanding of the projects social locality;
- initial analysis of the defining characteristics of the communities within the project's social locality, including any vulnerable groups (described as the social baseline);
- initial evaluation of likely social impacts for different groups in the social locality;
- any project refinements or approaches to project development in the early phases of project planning that will be undertaken in response to likely social impacts;
- how the EIS Engagement Strategy will help to identify and assess social impacts;
- the proposed approach for undertaking the remainder of the SIA process.

Phase 2 of the SIA report typically includes:

- predict analyse the extent and nature of potential social impacts against baseline conditions using accepted social science methods;

- evaluate, draw attention to and prioritise the social impacts that are most important to people;
- develop appropriate and justified responses (i.e. mitigation and enhancement measures) to social impacts and identify and explain residual social impacts;
- propose arrangements to monitor and manage residual social impacts, including unanticipated impacts, over the life of the project (including post-closure phases for mining projects).

An essential component of the preparation of an SIA to satisfy the *Guidelines* is community consultation and this was undertaken as part of the preparation of this SIA.

The *Technical Supplement* for the *Guidelines* note that for a school development (new or expansion of existing), the following impact categories should be considered:

- Way of life:
  - Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly people's daily lives and activities (during both construction and operation).
  - How people be affected if traffic/parking demands or noise levels change?
- Community:
  - Will the school result in marked changes to community composition or character?
  - How will demand for support services (e.g. child care, social infrastructure) change?
  - Will there be an impact on community cohesion, identity or sense of place?
- Accessibility:
  - What are the likely social impacts of traffic changes in the area, including any provision of public or active transport options?

- Will the project impact accessibility of or demand for community facilities, services or public space (e.g. sports fields)?
- Will there be a social impact if traffic levels or parking demands change, especially during construction?
- Culture:
  - Opportunities for cultural expression e.g. through design.
- Health and wellbeing:
  - Will community health be improved by public access to school facilities (e.g. sports facilities).
  - Will there be benefits from better active transport and the ability for local children to live near school?
- Surroundings:
  - Will there be impacts to public open space, public facilities or streets?
  - Will there be changes to environmental values, visual landscape, or aesthetic values?
  - How will nearby residents experiences changes in their surroundings during construction?
  - Will construction or operations affect public safety for pedestrians, children, drivers or cyclists?
- Decision-making systems:
  - Can affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design.

In addition to the above, public interest benefits are also considered.

A site and area inspection were carried out as part of the preparation of this report.

## 2.0 SITE AND PROPOSED DEVELOPMENT

### 2.1 Subject site

The proposed school site is known as Lot 1 DP 82780 and Lot 1 DP169780 and has the street address of 48 Victoria Road and 2A-2B Gordon Street, Rozelle. The subject sites are located on the southern side of Victoria Road.

Site 1 (48 Victoria Road) is irregular in shape, has an area of 1,343m<sup>2</sup> and is currently occupied by a two storey brick building formerly used as a Catholic Girl's Secondary school, with associated parking.

Site 2 (2A – 2B Gordon Street) is irregular in shape, has an area of 3,539m<sup>2</sup>, and is currently occupied by a two-storey former school building currently used by Sydney Community College, St Joseph's Catholic Church and associated buildings (Parish Hall and former convent used by the Gunawirra and other Catholic groups). The site has previously been used as a primary school and associated education facility and Church.

Figure 1 – Subject site



Source: WillowTree Planning

Development surrounding the site is a mix of commercial uses fronting Victoria Road, and residential dwellings (the closest being on the corner of Gordon and Prince Streets, properties fronting Gordon Street, Quirk Street and Maney Street). 38 Victoria Road, a property adjoining site 2, is *The Merton Hotel* a traditional hotel premises with bar and hotel accommodation.

The closest school to the subject site is Rozelle Public School, approximately 500m north of the subject site on Darling Street.

The site is located approximately 72m from the closest bus stop, Victoria Road at Evans Street, which provides access to Routes 433, 500N, 501, 502, 503, 504, 505, 506 & 507 providing bus services to and from Macquarie University, Balmain, Chiswick and Parramatta.

## **2.2 Proposed development**

The proposed development involves the adaptive re-use of the existing buildings on the site, and fit out of the buildings to accommodate an off-site campus for St Aloysius' College, Kirribilli. The intention is for initial use of the sites during construction of a previously approved Upper Pitt Street, Kirribilli. A previously approved State Significant Development for the main campus (SSD 8669) for decanting purposes, and then, potentially for use as a permanent off-site campus.

St Aloysius' College is a Jesuit school for boys, founded in 1879. The existing College comprises three campuses, the Main Campus is located at 3-47 Upper Pitt Street, the Senior Campus at 1-5 Jeffreys Street and a Junior Campus at 29 Burton Street Kirribilli accommodates approximately 1,200 students. Students of the school come from all around the Greater Sydney area, with the majority of existing students living in the Willoughby, Lane Cover, Ku-ring-gai, North Sydney, Inner West and Mosman areas. Approximately 16% of existing students living in

Sydney's Inner West (including Leichhardt, Canada Bay, Burwood, Strathfield, Ashfield).

The aims and objectives of the proposed development include:

- Provision of an additional teaching campus for tailored learning and educational opportunities for St Aloysius' College;
- Provision of teaching facilities while the main St Aloysius' Campus in Kirribilli is being redeveloped;
- Ensure minimal environmental impact;
- Complement existing uses of the buildings; and
- Ensure development is compatible with surrounding development and the local context.

The subject application seeks consent for the fit-out and use of two existing buildings, including:

- Construction of a new lift on the building located at 48 Victoria Road;
- Internal alterations and fit-out to both existing buildings for educational uses; and
- Upgrades to the courtyard at 48 Victoria Road to provide outdoor play space.

On completion, the proposed school campus will have the following

- A school population of initially 160 students with a possibility of a maximum enrolment of approximately 200 students;
- Teaching, administration and support staff of approximately 15;
- 4 off-street car parking spaces.

The proposed campus will provide classes for students from a single Year Group in the Senior School from 7.30am – 5.00pm during weekdays, throughout the school year. Some extracurricular activities may occur in the evening and weekends.

Plans of the proposed development prepared by *PMDL Architecture* accompany the application.

### **2.3 Area likely to be affected by the proposed development**

It is likely that the area most likely to be affected by the proposed development is the area immediately surrounding the subject sites, in particular, the residential properties immediately adjoining the two sites, and the hotel premises at 38 Victoria Road.

Typical impacts associated with schools include noise emissions (school bells, PA systems and children playing) and noise intrusion (road noise); and increased traffic on local streets, particularly around peak pick-up and drop-off times.

### **2.4 Groups potentially affected by the proposed development**

The key groups potentially affected by the proposed development include:

- Students, staff and families who may utilise the proposed campus;
- Residents/Tenants of buildings immediately surrounding the subject site;
- People who commonly utilise Victoria Road & Gordon Street;
- Residents in the local area.

### **3.0 SOCIAL LOCALITY**

#### **3.1 Existing socio-economic and demographic characteristics**

The subject sites are included in the suburb of Rozelle and while residents of the wider suburb of Rozelle may experience some impacts as a result of the proposed school, the area most likely to experience impacts is the area immediately around the subject site.

Statistical Areas Level 1 (SAL1) – 1138904 & 1138907 in which the subject sites are located comprise an area of approximately 0.2km<sup>2</sup>. This area includes properties that are geographically separated from the subject sites and are therefore unlikely to experience significant impacts but are considered to be the 'immediate vicinity' of the subject sites. The extent of the two SAL1 areas are illustrated on Figures 3 & 4 below.

It is considered that generally speaking it is residents and tenants of the identified immediate vicinity are most likely to experience impacts.

Properties on the norther side of Victoria Road are unlikely to experience any impacts as a result of the natural barrier presented by Victoria Road and the traffic it carries.

Figure 3 – SAL1 – 1138904



Figure 4 – SAL1 - 1138907



A *Demographic Profile Table* showing the available data from the 2016 Census for the identified *immediate vicinity*, the suburb of Rozelle, the Inner West LGA, Greater Sydney and NSW is included at Appendix A.

The socio-economic and demographic profile reveals:

- an underrepresentation of Aboriginal and/or Torres Strait Islander peoples in the immediate vicinity (0.9%) and in the suburb of Rozelle (0.8%) compared to the Inner West LGA (1.1%), Greater Sydney (1.4%) and NSW (2.8%);
- an underrepresentation of people born overseas in a non-English speaking country in the immediate vicinity (24.3%), and in the suburb of Rozelle (24.7%) and the Inner West LGA (25.5%), and NSW (22.0%) compared to Greater Sydney (30.5%) and NSW (22.0%);
- a smaller proportion of the population who speak a language other than English at home in the immediate vicinity (13.9%), and the suburb of Rozelle (13.7%), compared to the Inner West LGA (28.4%), Greater Sydney (35.8%) and NSW (25.1%);
- a smaller proportion of the population who require assistance to carry out daily tasks in the suburb of Rozelle (2.0%) compared to the Inner West LGA (4.4%), Greater Sydney (4.9%) and NSW (5.3%). Data for this characteristic is not available at the SAL1 level;

- lower rates of unemployment in the immediate vicinity (2.5) and in the suburb of Rozelle (3.2) compared to the Inner West LGA (4.8), Greater Sydney (6.0) and NSW (6.3);
- a higher weekly median household income in the immediate vicinity (\$2,971), the suburb of Rozelle (\$2,873) and the Inner West LGA (\$2,048) compared to Greater Sydney (\$1750) and NSW (\$1486);
- a slightly younger median age in the immediate vicinity (35) compared to the suburb of Rozelle (38), the Inner West LGA (36), Greater Sydney (36) and NSW (38);
- a slightly larger average household size in the immediate vicinity (2.5) compared to the suburb of Rozelle (2.3) and the Inner West LGA (2.4) but smaller than that in Greater Sydney (2.8) and NSW (2.6);
- a smaller proportion of the population who are married in the immediate vicinity (43.8%) compared to the suburb of Rozelle (44.7%), Greater Sydney (49.3%) and NSW (48.6%) but greater than that in the Inner West LGA (38.7%);
- a greater population who have never married in the immediate vicinity (43.4%), the suburb of Rozelle (41.5%) and in the Inner West LGA (46.6%) compared to Greater Sydney (35.5%) and NSW (34.3%);
- a greater proportion of couple families with dependent children in the immediate vicinity (48.3%), compared to the suburb of Rozelle (41.1%), the Inner West LGA (36.4%), Greater Sydney (40.1%) and NSW (37.0%);
- a smaller proportion of couple families with no children in the immediate vicinity (28.5%) compared to the suburb of Rozelle (47.1%), the Inner West LGA (41.2%) Greater Sydney (33.4%) and NSW (36.5%);
- more one parent families in the immediate vicinity (10.0%) and in the suburb or Rozelle (10.3%) compared to the Inner West LGA (8.0%), Greater Sydney (9.1%) and NSW (9.9%);
- the majority of households report having one cars in the immediate vicinity (50.7%), the suburb of Rozelle (54.3%) and in the Inner West LGA (48.8%) compared to Greater Sydney (3.7%) and NSW (3.6%);

- the vast majority of residents reside in attached dwellings in the immediate vicinity (61.1%), compared to the suburb of Rozelle (48.6%), the Inner West LGA (30.0%), Greater Sydney (49.8%) and NSW (35.7%);
- more residents are renting their dwellings in the immediate vicinity (38.8%), the suburb of Rozelle (38.0%) and in the Inner West LGA (40.6%) compared to Greater Sydney (29.9%) and NSW (27.7%);
- a smaller proportion of public housing in the suburb of Rozelle (1.4%) and in the Inner West LGA (2.9%) compared to Greater Sydney (4.1%) and NSW (4.0%). Data for this characteristic is not available at the SAL1 level;
- the majority of dwellings are three bedroom in the immediate vicinity (32.3%), whereas two bedroom dwellings are more common in the suburb of Rozelle (36.8%) and in the Inner West LGA (39.2%);
- the majority of the population report working in professional roles in the immediate vicinity (41.3%), the suburb of Rozelle (38.9%), the Inner West LGA (37.5%), compared to Greater Sydney (26.3%) and NSW (23.6%);
- fewer residents working low paid jobs such as labouring in the immediate vicinity (2.8%), and in the Inner West LGA (4.8%) compared to Greater Sydney (7.5%) and NSW (8.1%).

As can be observed, the population of the immediate vicinity and the suburb of Rozelle are generally slightly younger, more likely to be a couple with dependent children, earning higher incomes and renting accommodation compared to other residents of the wider Inner West LGA.

The Socio-Economic Indexes for Areas (SEIFA) measures the relative level of socio-economic disadvantage and/or advantage based on a range of Census characteristics.

There are two key Indexes that are commonly used to determine advantage or disadvantage:

- Index of Relative Socio-Economic Disadvantage (IRSD) which contains only disadvantage indicators (unemployment, income levels, education levels) which is best used to distinguish disadvantaged areas but doesn't differentiate between those areas which are highly advantaged, and those that may be lacking a lot of disadvantage.
- Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) which contains indicators of disadvantage as well as indicators of advantage (professional occupations, high incomes, high levels of education attainment, larger dwellings).

A high SEIFA index means a lower level of disadvantage, whereas a lower score indicates a higher level of disadvantage.

Percentile scores are also created to indicate an approximate position of a small area compared to other Australian suburbs and localities. The higher the percentage indicates the higher the socio-economic status.

	<b>Rozelle</b>	<b>Inner West</b>	<b>Greater Sydney</b>	<b>NSW</b>
<b>SEIFA Score</b>	1117.0	1053.0	1018.0	1001.0
<b>Percentile</b>	99	78	56	45

Source: Profile ID

Based on data from the 2016 Census, the suburb of Rozelle had a SEIFA score of 1117.0 and a percentile of 99%, indicating that the area is the second highest suburb of advantage and indicating very few residents experience disadvantage.

There is nothing about the proposed school, that is likely to result in any impacts on relative disadvantage.

### **3.2 Population projections**

Population project data compiled by the *NSW Department of Planning*, indicates consistent growth in the population of the Inner West LGA, particularly in school aged children aged 5-14 years.

<b>Age</b>	<b>2026</b>	<b>2031</b>	<b>2036</b>	<b>2041</b>
	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
5-14 years	29,703	31,299	33,509	34,197
20-39	77,011	76,990	80,031	82,087
Total population	221,285	323,644	248,102	259,469

Source: 2019 NSW Population Projections – NSW Department of Local Government

### 3.3 Crime data

Crime data for the suburb of Rozelle, the Inner West LGA and NSW compiled by the NSW Bureau of Crime Statistics (BOCSAR) and mapped using their *Crime Mapping Tool* provides the following in terms of existing crime rates:

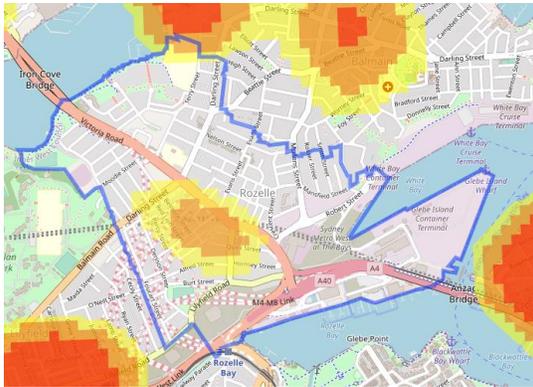
	<b>Rozelle suburb (Rate per 100,000 population)</b>	<b>Inner West LGA (Rate per 100,000 population)</b>	<b>NSW (rate per 100,000 population)</b>
<b>Assault</b>	271.4 (lowest density)	544.5 (medium density)	816.5
<b>Domestic related assault</b>	114.8 (lowest density)	214.6 (lowest density)	405.4
<b>Non-Domestic related assault</b>	146.1 (lowest density)	299.3 (medium density)	381.0
<b>Assault Police</b>	10.4 (lowest density)	30.9 (medium density)	30.1
<b>Homicide</b>	0.0 (lowest density)	1.0 (lowest density)	1.1
<b>Robbery</b>	20.9 (lowest density)	31.9 (medium density)	26.2
<b>Sexual Offences</b>	135.7 (lowest density)	150.4 (lowest density)	200.9
<b>Theft</b>	1920.5 (lowest density)	2183.7 (medium density)	2183.7
<b>Malicious damage to property</b>	532.3 (lowest density)	501.5 (second lowest density)	659.0

NSW Bureau of Crime Statistics and Research ([www.bocsar.nsw.gov.au](http://www.bocsar.nsw.gov.au)) July 2020 to June 2021

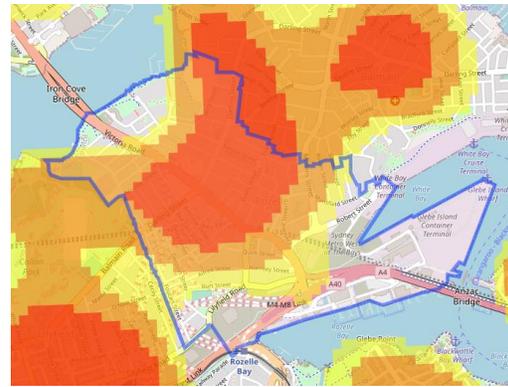
As can be observed, the suburb of Rozelle has low rates and low densities of all crimes.

BOCSAR also compiles maps denoting 'hotspots' for crimes. The subject site is located within a medium 'hotspot' for domestic-related assault, and a high density 'hotspot' for malicious damage to property.

#### DV-related assault



#### Malicious damage to property



There is nothing about the subject application for a primary school, that is likely to exacerbate existing levels of domestic-related assault, or malicious damage to property in the area.

The detailed design for the proposed school will consider the principles of Crime Prevention Through Environmental Design (CPTED) and include lighting of entrances, paths and car parking areas, minimising the number of areas where people could hide, security fencing, and territorial reinforcement in the form of distinct and secure fencing and signage.

CPTED principles have been specifically addressed in the following:

#### ***Principle 1 – Surveillance***

*The attractiveness of crime targets can be reduced by providing opportunities for effective surveillance, both natural and technical.*

The proposed alterations and additions to the existing buildings will include the installation of electronic surveillance of entrances and car parking areas in the form of 24 hour CCTV monitoring.

Casual surveillance to surrounding streets will be improved due to the increased activity on the site, in particular from upper floors.

### ***Principle 2 – Access Control***

*Access control can be defined as physical and symbolic barriers that are used to ‘attract, channel or restrict the movement of people’.*

Access to the sites will be controlled to ensure that non-school personnel do not have access to the school premises. During school hours, and after school hours, access to the premises will be via secure points only.

All visitors to the site will be required to attend the school reception area located on the ground floor of 48 Victoria Road, and sign into the premises.

School signage will be included on both sites, and clear directional signage included to ensure site visitors are directed to the appropriate entrances and different areas of the campus.

### ***Principle 3 – Territorial Reinforcement***

*Territorial reinforcement can be described as creating a sense of ownership to a public space or vicinity, encouraging the usage of that space. By increasing the usage capability, this also deters crimes and, further increases the chances of a crime being witnessed and reported in a timely manner.*

As noted above, school signage will be installed on both sites to indicate the uses and create a sense of ownership.

The provision of boundary treatments will emphasise the separation between private school uses, and the public realm.

Site landscaping should be well maintained and indicate that the sites are well used and cared for to reduce potential for criminal activity.

***Principle 4 – Space Management***

*Space Management is intuitive of Principle 3 – Territorial Reinforcement – and, refers to ensuring the space is utilised and cared for appropriately.*

Space management strategies to be implemented at the proposed campus include activity coordination, site cleanliness, rapid repairs of vandalism or damage, rapid removal of graffiti and the replacement of any damaged or decayed elements.

Pathways, planters and landscaping will be well maintained.

#### **4.0 COMMUNITY CONSULTATION**

As required under the SEARs, community consultation was undertaken as part of the preparation of the application. The community consultation took the form of a notice distributed to properties in close proximity to the proposed school, who can see, or might be likely to hear the school once operational. The notice invited residents to register and attend one of two online information sessions, either on Wednesday 13 October (between 6.30pm – 7.30pm) or Saturday 16 October (between 10.00am – 11.00am).

Session 1 had a total of 24 attendees, and Session 2, 17 attendees. Attendees of the sessions were presented with information about the College, and the proposed development and invited comment from the community. In addition, a website and specific email address were set up for the project to allow further questions to be asked and consultation to occur. As noted in the Consultation Report prepared by Willowtree Planning, no further correspondence from the community has been received.

The issues raised at those meetings included:

- Whether staff would travel to the site, or whether the site would have dedicated staff;
- Timing of the proposal;
- Impact on traffic and exacerbation of existing issues;
- Safety issues associated with student drop off;
- Whether any staff parking is provided and where this will be located given existing demand for on-street parking;
- Continuity of use for Sydney Secondary College once lease expires; and
- Ongoing monitoring of impacts for local residents before decision making for permanency of use.

One attendee noted that it would be good to see the school buildings used for education purposes again.

The issues raised during the consultation largely related to traffic and parking impacts, noise impacts, the suitability of the site for the number of students proposed, and the potential for conflict with existing uses on the site.

In addition to consultation with the local community, other key Stakeholders were notified, including:

- Transport for NSW
- Inner West Council
- St Joseph's Parish Community
- Sydney Community College
- Genesian Theatre Company
- Gunawirra
- The existing St Aloysius' School Community

The issues raised by the local community are addressed in Chapter 5.0.

## 5.0 SOCIAL IMPACT ASSESSMENT

Social impacts refer to the social or community consequences of a proposed development. Social Impact Assessments typically involve processes of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of developments, and consideration of any social change processes generated by developments.

To inform a SIA, consideration is made of the existing socio-economic and demographic characteristics of the area in which a proposed development is situated; identification of the likely changes to that population brought about by the proposed development; whether the potential impacts of a proposed development are likely to be short or long term; and whether a development is likely to generate unreasonable or unexpected social impacts in the local community, when balanced against the potentially positive social impacts generated.

As outlined in the NSW Department of Infrastructure and Planning's *Social Impact Assessment Guideline for State Significant Projects* (the *Guidelines*), a new school development should include consideration of the proposed development in respect of:

- Way of life.
- Community.
- Accessibility
- Culture
- Health and wellbeing
- Surroundings
- Decision-making systems.

The proposed development is assessed against the abovementioned areas of potential impact in the following.

### **5.1 Way of Life**

As detailed the *Guidelines*, consideration should be made of the potential impacts on way of life of existing residents, in particular:

- *Will privacy, peace, and quiet enjoyment for neighbours and the local area, particularly people's daily lives and activities (during both construction and operation).*
- *How people be affected if traffic/parking demands or noise levels change?*

The proposed education establishment is unlikely to generate any significant impacts in terms of privacy as there is no material change to the existing situation in terms of privacy. No additional window openings are proposed.

The former Parish hall building at 2A – 2B Gordon Street, shares a boundary with the rear of the Merton Hotel and the beer garden space associated with that Hotel. The first and second floor of the Parish Hall overlooks this space, and there is potential for students to look into this space. However, the hotel has shad cloth and umbrellas over this space, to reduce overlooking from the Parish Hall to the beer garden, reducing the potential for students to be exposed to patrons of the hotel drinking or smoking in this space.

It is likely that noise will be generated through the fit-out of the existing buildings, including construction of the lift, and in the operation of the school, particularly when children are playing in outdoor areas.

Noise generated as a result of the construction/fit out process are short term impacts and are able to be addressed through conditions of consent limiting the time that works can be undertaken on the site.

It is reasonable to assume that there will be some noise emissions from the proposed school, largely limited to hours of operation when there will be children on the site. Noise will be generated through school bells and children playing in the outdoor play areas. These emissions represent potential social impacts for residents and tenants of the properties immediately surrounding the subject site.

Noise and disturbance from the site to surrounding properties was raised as an issue during the consultation process.

An *Acoustics Report* prepared by Stantec Australia Pty Ltd accompanies the application. That Report considers potential noise and vibration emissions from the proposed school, and potential disturbance to surrounding properties associated with the operation of the proposed school.

The Report includes a number of recommendations to minimise noise emissions and disturbance to nearby commercial and residential premises, including:

*Outdoor recreation:*

- *Adopt the intent of the criterion recommendations provided in the AAAC guidelines and limit the amount of outdoor recreation in the basketball area to 2 hours per day total.*
- *The basketball hoop could be moved further away from the residential boundary to mitigate the impact noise from the basketball rebounding off the backboard.*
- *Alternatively, a Perspex barrier applied to the boundary of the site in front of the balcony area of the residence could also attenuate noise further.*

*School bell and PA system:*

- *Noted that the noise levels from Victoria Road is high and will mask noise from the PA system beyond the school boundaries.*
- *Use the natural shielding provided by the L-shaped building when choosing speaker locations to reduce noise to residents at 66 Victoria Road.*
- *Use a larger number of lower powered loudspeakers distributed around where coverage is required, rather than fewer speakers with higher power.*
- *Use directional horn loudspeakers angled downwards.*
- *Orient the speakers away from the nearest residential receivers i.e. directed inwards to the school, and locate the speakers such that there is significant shielding to the residences to minimise the noise impact.*
- *The above measures will assist in minimising the noise spill from the school grounds to nearby residences.*
- *The College will seek feedback from local residents on its bell and PA system and will make accommodations based on that feedback.*

*Waste Collection:*

- *Waste collection should be conducted between 7am and 10pm to reduce noise impact from waste collection from the site and achieve the NPI criteria.*

*Mechanical services noise:*

- *Position mechanical plant away from residential receivers on Prince Street and at 66 Victoria Road where possible and take advantage of any natural shielding due to the building shape and orientation.*
- *Select low sound level condenser units*
- *Reduce or eliminate the operation of mechanical plant between 10pm and 7am.*
- *Spread condensers out where possible as to not concentrate the noise from one location.*

- *As units are selected it may be required to ventilate the condenser plant space with the use of acoustic louvres.*
- *Provide screening around mechanical plant blocking line of site to nearest residents where possible.*

Traffic and parking issues were also raised during the consultation process, with local residents identifying existing traffic congestion on local streets, particularly Gordon Street, and existing demand for on-street parking, both of which residents considered may be exacerbated as a result of the proposed development.

Parking is provided for four (4) vehicles, satisfying the parking requirements as per *Leichhardt Council Development Control Plan (DCP) 2013*.

A separate *Traffic Impact Assessment* Report prepared by Traffix assesses the traffic and parking implications of the proposed development, across the different stages of construction, and including the potential traffic and parking implications of the use of the school during the week.

That *Assessment* concludes:

- *The proposal seeks approval for the conversion of two existing buildings into an education establishment for St Aloysius College at 48 Victoria Road and 2A and 2B Gordon Street Rozelle. It is proposed that this campus will have a maximum capacity of 180 students in a single year group between years 7 to 10 that will be relocated from the existing school located in Kirribilli. The proposed development will also accommodate up to 15 staff at any one time. An existing car park is located on the site of 2A-2B Gordon Street, Rozelle from which four (4) spaces will be leased from the school.*
- *The subject site is well connected to the public transport network with reliable access to regular bus services. These, along with existing*

*pedestrian and cycle links, ensure the site is ideally situated for a secondary school development as it provides a good opportunity to encourage future staff/students to use sustainable transport modes.*

- As part of the proposal, four (4) spaces will be leased by the school at the existing car park for 2A and 2B Gordon Street. These spaces will be restricted to staff only, which complies with Council's DCP requirements.*
- In addition, the DCP requirements require the consideration of drop-off and pick-up facilities. Three (3) on-street parking spaces on Maney Street, near the intersection with Quick Street and located along the site frontage are proposed to be used as a set down area. A '5 minute parking' restriction is proposed for a half hour period before and after the school operational hours. The management measures that are proposed to accommodate this arrangement are discussed in detail within Section 11.4.*
- A single coach services is proposed in the morning and afternoon to shuttle a proportion of the students between campuses to continue their trip home via Kirribilli. It is proposed that students are set down and picked up by the coach from the public bus stop at Victoria Road near Evans Street (Stop ID 203922). The management measures that are proposed to accommodate this arrangement are discussed in detail within Section 11.1.*
- The traffic generation arising from the development equates to an additional 14 vehicle trips per hour during the morning and evening peak periods due to the proposed development. SIDRA modelling demonstrates that all intersections maintain a LOS 'A' during both the morning and evening peak periods with minimal increase in average delay. Therefore, all intersections are expected to operate satisfactorily with no upgrades or road improvements required to accommodate the proposed development.*
- Waste collection for the site is proposed to be undertaken within the existing carpark located at 2A-2B Gordon Street, Rozelle. In addition,*

*servicing the site located at 48 Victoria Road, Rozelle, this will be limited to a B99 vehicle.*

*This transport and accessibility impact assessment therefore demonstrates that the subject application is supportable on traffic planning grounds. TRAFFIX anticipates an ongoing involvement during the development approval process.*

As is noted in the Traffic and Parking Impact Assessment, the proposed development is unlikely to result in any significant changes in respect of changes to the way of life of residents when using local roads, and when seeking on-street car parking.

## **5.2 Community**

The *Guidelines* note consideration should be made to the following areas of the community:

- *Will the school result in marked changes to community composition and character?*
- *How will demand for support services (e.g., childcare, or social infrastructure) change?*
- *Will there be an impact on community cohesion, identity, or sense of place?*

The proposed development will not result in any changes to the composition of the community of the area as no loss or generation of new housing is created.

As the subject sites have historically been associated with education uses, there is nothing about the use of the sites for education purposes that will generate any significant changes in terms of community character. The external changes to the

sites, particularly Site 1, are minor and are unlikely to significantly alter the visual presentation of the site to both Victoria Road and Gordon Street.

The proposed school will generate a temporary increase population of the suburb of the immediate vicinity and the suburb of Rozelle during school hours. However, this increase is temporary and is unlikely to generate any discernible or long-term social impacts in terms of the local population.

As the subject application relates to an education establishment for children aged 7/8 -18 (Stage 2 & 3 Primary School, and High School students), and all services are provided to students on site, there is unlikely to be any increase in demand for services such as childcare, or other social infrastructure.

As detailed in Chapter 2, the primary proposed use of the sites is initially for a temporary campus for the College, while the existing campus at Milsons Point is being renovated. After this time, the campus may continue to be used as a secondary campus for the school. Given the potential for the sites to serve as a permanent 'middle school' campus for the College, that includes accommodation local families, it is unlikely any significant impacts will be generated in terms of demand for services in the area.

The suburb of Rozelle, and the surrounding suburbs including Balmain and Lilyfield are well serviced with existing childcare centres, many of which have capacity to accommodate additional demand, including:

- St Thomas Childcare Centre, 668 Darling Street, Rozelle, approximately 400m (walking distance) from the subject site and with vacancies;
- Little Zak's Academy Rozelle, 6-8 Waterloo Street, approximately 500m (walking distance) from the subject site and with current vacancies;
- Guardian Childcare and Education Balmain Cove, 33 Terry Street, Balmain approximately 1.3km (walking distance) from the subject site and with current vacancies;

- Lilyfield Early Learning Centre, 2-6 Justin Street, Lilyfield, approximately 1.1km (walking distance) from the subject site and currently no vacancies;
- Rozelle Child Care Centre, Cnr Balmain Road and Cecily Street, approximately 800m (walking distance) from the subject site and with current vacancies;
- Balmain Children's Centre, 4 Booth Street, Balmain, 1.5km (walking distance) from the subject site but with no current vacancies;
- Bambini of Lilyfield, 284 Balmain Road, 1.8km (walking distance) from the subject site and with current vacancies;

In respect of community cohesion, schools form part of a community's identity and as such, the proposed school will contribute to the identity of the suburb of Rozelle.

As noted in the foregoing, the subject sites have historically been associated with school and education uses and as such, the use of the sites again for education purposes is not out of character, nor will it result in any significant changes in respect of the identity of the area, or a sense of place.

Given that the subject application will result in only minor changes to the external appearance of the sites, there is unlikely to be any material visual change and therefore no significant changes in respect of the identity of the area.

While the proposed development represents an intensification of use of the site compared to existing uses, there is nothing about it that is likely to generate any impact in terms of social cohesion and integration within the community, particularly in the context of the predominantly commercial uses along Victoria Road.

On balance, the proposed development represents a positive social impact in terms of the provision of education and community facilities for the community.

### 5.3 Accessibility

The *Guidelines* note that in respect of accessibility, the proposed development should be considered in respect of:

- *What are the likely social impacts of traffic changes in the area, including any provision of public or active transport options?*
- *Will the project impact accessibility of or demand for community facilities, services, or public spaces (e.g., sports fields)?*
- *Will there be social impact if traffic levels or parking demands change, especially during construction?*

As discussed in Chapter 5.1, local residents noted existing issues with traffic on local streets, particularly Gordon Street, and an existing demand for on-street car parking. There was concern that both traffic on local streets and demand for on-street parking would be exacerbated should the subject application be approved.

It is intended that for those students who will not utilise the existing public transport options, will be transported to the site via shuttle buses in the morning and afternoon to and from the existing Kirribilli campus. The use of shuttle buses will reduce traffic impacts on local streets generated by parents dropping students off at the proposed school campus.

As noted in Chapter 5.1, a *Traffic and Parking Impact Assessment* prepared by TRAFFIX accompanies the application. That report noted that the proposed development is unlikely to result in any significant impacts in respect of local traffic and on street parking demand.

There may be some increased use of public transport (buses) by students attending the site. This potential increase in demand for public transport is considered to represent a positive social impact in that with increased demand

comes security of service, and potential increases in provision of public transport to the area.

The proposed development does not remove any community or recreation facilities or services from the area. Students will have their needs met within the campus.

School sport will continue to be held at existing off-site venues, with students transported to the venues by shuttle buses. The College may potentially seek arrangements with local facilities with Council and/or private providers for the purposes of lunchtime spaces for students. It is not expected that should any arrangements be made for local sporting fields or services, that this will result in any discernible impacts on public access to community facilities.

Accessibility in and around the site has been considered in the design of the proposed school. A *Disability Access Report* prepared by BCA Access accompanies the application, detailing the compliance of the proposed school with relevant legislation and codes for access. That report assesses the proposed development for accessibility and provides recommendations for amendments to ensure compliance with the relevant codes.

#### **5.4 Culture**

The *Guidelines* recommend consideration of impacts on culture, in particular:

- *Are there opportunities for cultural expression, e.g., through design?*

The proposed development relates to the adaptive re-use of a former primary school building, and other buildings associated with the St Joseph's Church and as such, the potential of the proposed alterations and additions to provide opportunities for cultural expression through design is limited.

The proposed alterations and additions have been designed by project architects PMDL Architects, in collaboration with St Aloysius' College. The design intent of the proposed school is outlined in detail in the *SEARS Scoping Report* accompanying the application, notes the following project aims and objections:

- *Provision of an additional teaching campus for tailored learning and educational opportunities for St Aloysius' College;*
- *Provision of teaching facilities while the main St Aloysius Campus in Kirribilli is being redeveloped;*
- *Ensure minimal environmental impact;*
- *Complement existing uses of the buildings; and*
- *Ensure development is compatible with surrounding development and the local context.*

There is nothing about the proposed school that is likely to generate any negative impacts on cultural values or beliefs.

## **5.5 Health and wellbeing**

The *Guidelines* pose the following questions in respect of potential impacts on health and wellbeing:

- *Will community health be improved by public access to school facilities (e.g., sports facilities)?*
- *Will there be benefits from better active transport and the ability of local children to live near the school?*

The proposed school includes areas for recreation for students on the site, therefore contributing to the health and wellbeing of students.

The proposed development does not generate any negative impacts in terms of the health and wellbeing of the community.

The subject application is unlikely to generate any impacts on community health. As noted in the foregoing, at this stage, it is not anticipated that school facilities will be made available to the broader community.

Key to reducing traffic generated by parents dropping off and collecting children from the school, is the proposed provision of school mini-buses, to transport children who would typically travel to the Kirribilli campus to and from there to the site at Rozelle. To minimise impacts on local roads, it is suggested that these buses drop-off and pick-up students at the existing bus stop on Victoria Road.

Bicycle parking has been included in the design of the proposed campus and provision is made for a 10 bike bicycle rack.

## **5.6 Surroundings**

The *Guidelines* suggest consideration of the potential impacts of a school development on its surroundings, in particular:

- *Will there be impacts to public open space, public facilities, or streets?*
- *Will there be changes to environmental values, visual landscape, or aesthetic values?*
- *How will nearby residents experience changes in their surroundings during construction?*
- *Will construction or operations affect public safety for pedestrians, children, drivers, or cyclists?*

No public space or public facilities are impacted by the proposed development. Local streets may experience some impacts associated with truck movements during construction, and increased traffic associated with the operation of the school, most noticeably during peak drop off and pick up times. The extent of this impact is considered in the *Traffic and Parking Impact Assessment* accompanying

the application where it was noted that this minor increase is unlikely to result in any significant impacts or delays on local roads.

The proposed development involves an adaptive reuse of the existing buildings and includes internal fit out and minor external additions (e.g., the proposed lift). The proposed alterations and additions are unlikely to result in any material impacts in terms of environmental values, the visual landscape, or aesthetic values.

PMDL Architects provide the following comments in respect of the proposed design and visual impact of the proposal:

*The existing buildings are to be upgraded as they currently feature every traditional, restrictive cellular classrooms and corridors. The proposed modification to the existing buildings will provide contemporary and transparent spaces in a variety of settings for staff and students.*

*Safety and security are considered to ensure staff presences is close to learning locations, allowing passive supervision throughout.*

*The proposed modifications along with consideration of structure an sustainable measures, aim to ensure the school design offers value to students, teachers, and the community by providing a flexible and adaptive environment now and in the future.*

*Learning areas will allow flexibility and adaptability in mind-learning spaces will support collaborative learning.*

*The new lift core will match the existing building fabric to retail the integrity of the original design.*

*Internal changes to the rooms will improve the presentation of the space, through a design that is respectful to the context whilst presenting a contemporary and inviting solution.*

Nearby residents and tenants may experience disturbance associated with the proposed fit out and additions to the existing buildings. As detailed in Chapter 5.1, these impacts are short term, and are able to be controlled through conditions of development consent.

As the proposed works pertain to alterations and additions to existing buildings, and all works will be contained wholly within the existing buildings and within the sites, it is not envisaged that the construction process will result in any impacts in respect of public safety for pedestrians, children, drivers, or cyclists.

Similarly, there is nothing about the operation of the sites as an education establishment that will generate any impacts in respect of public safety.

## **5.7 Decision-making systems**

The *Guidelines* highlight the importance of opportunities for the local community to be informed about decisions:

- *Can affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design?*

As detailed in Chapter 4.0, the local community were invited to comment on the proposed development at the two information sessions held. The intent of these meetings was to ensure that the local community had the opportunity to gain information about the proposal, and comment on potential impacts and raise any concerns.

The local community will be able to contact College management if there are any issues with the operation of the school, should consent be granted.

## **5.8 Issues raised during consultation**

As detailed in Chapter 4.0, the following issues were raised during the consultation process:

- Whether staff would travel to the site, or whether the site would have dedicated staff;
- Timing of the proposal;
- Impact on traffic and exacerbation of existing issues;
- Safety issues associated with student drop off;
- Continuity of use for Sydney Community College once lease expires;
- Ongoing monitoring of impacts for local residents before decision making for permanency of use;

Traffic and parking and noise issues are addressed in Chapters 5.1 & 5.6 above.

### ***Staff Parking:***

As detailed in the *Traffic and Parking Impact Assessment*, four (4) car parking spaces will be leased from the site at 2A-2B Gordon Street for staff parking, satisfying the requirements of the former Leichhardt DCP 2013.

Given the proximity of the site to public transport, staff and students will be encouraged to utilise existing public transport options.

### ***Project timing:***

It is advised that should consent be granted for the subject application, the timing of the project aims to have the premises ready for occupation from January 2023, with construction/fit out taking approximately 16-18 weeks.

***Safety issues associated with student drop off:***

This issue has been considered and addressed in the *Traffic and Parking Impact Assessment* accompanying the application. Buses will utilise the existing bus stop on Victoria Road. Designate drop-off and pick-up spaces are provided along the site boundary on Gordon Street.

***Security of tenure for existing tenants (e.g. Sydney Community College):***

In respect of the security of tenure for other tenants on the site at Gordon Street, it is advised that there are no plans to change the existing tenancy or arrangements. The site is owned and run by St Joseph's Parish who are leasing space to the school.

***Ongoing impacts if proposed campus becomes permanent:***

Concern was raised by the local community around ongoing impacts generated should the site continue to be used as a campus for St Aloysius' College, rather than a temporary campus.

The ongoing impacts should the site be used as a permanent campus would relate to impacts associated with noise and traffic and parking. These issues are addressed in the reports accompanying the application and considered in social impact terms in this report.

Any impacts associated with the continued use of the sites as part of the College should be addressed through the application of the recommendations included in the accompanying reports, and through management practices.

The local community will be able to raise any issues with the management of the site, directly with the College, or the site owners, St Joseph's Parish.

## **5.9 Public interest benefits**

The proposed school provides a number of public interest benefits, including:

- adaptive re-use of a former primary school building, and use of disused church facilities;
- provision of a modern education facility for the existing and future school population;
- the provision of employment opportunities in the construction and fit out of the proposed school campus;
- active use of two sites, providing increased casual surveillance of surrounding streets;
- improvements to the existing site, and the presentation of the site to the street including extensive landscaping.

## **6.0 ENHANCEMENT, MITIGATION AND MONITORING**

The proposed school campus is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed development represents an intensification of use of the sites, that intensification of use is not out of character with the existing character of the area, and with the historic use of the sites as education establishments.

Any impacts generated by the intensification of use of the site are likely to be associated with noise and traffic, which have been separately addressed in reports accompanying the application (including Acoustics and Traffic and Parking).

Negative short-term impacts that may be generated are likely to arise with construction and fit out of the existing buildings, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

School contact details will be available on the school website, should any neighbours or members of the wider community wish to raise issues or concerns about the operation of the school, with the school executive.

The potential positive social impacts generated by the proposed school will only be realised if consent for the application is granted.

## **7.0 CONCLUSION**

The proposed secondary campus for St Aloysius' College at 48 Victoria Road and 2A-2B Gordon Street, Rozelle has been assessed in social impact terms in this report.

The proposed development is unlikely to generate any long term negative social impacts. Short term negative impacts are likely to be associated with internal construction and fit out of the school, however these impacts are short term in nature. Short term impacts associated with construction and fit out can be controlled through conditions of development consent.

The Traffic and Parking and Acoustic reports accompanying the application outline design and operational recommendations to ensure the proposed campus can operate with minimal disturbance to surrounding residential and commercial properties. With the implementation of the recommendations, impacts associated with noise and disturbance, and traffic and parking can be minimised such that there are not material social impacts generated by the proposed development. There are no reasons from a Social Impact perspective, to refuse the application.

## APPENDIX A

### DEMOGRAPHIC PROFILE TABLE

## Demographic Profile Table – 2016 Census

Demographic Characteristic	Immediate Vicinity	Rozelle Suburb	Inner West LGA	Greater Sydney	NSW
Total Persons	1272	8,725	182 043	4 823 991	7 480 228
ATSI	12 (0.9%)	66 (0.8%)	2043 (1.1%)	70 135 (1.4%)	216 176 (2.8%)
NESB Persons					
(i) No. born overseas in non-English speaking country.	309 (24.3%)	2,157 (24.7%)	46 516 (25.5%)	1 474 715 (30.5%)	1 646 057 (22.0%)
(ii) No. speaking lang. other than English at home	178 (13.9%)	1,197 (13.7%)	51719 (28.4%)	1 727 574 (35.8%)	1 882 015 (25.1%)
In need of assistance		175 (2.0%)	8168 (4.4%)	236 139 (4.9%)	402 048 (5.3%)
Age range:					
0-4 years	115 (9.0%)	629 (7.2%)	10,743 (5.9%)	310,173 (6.4%)	465,135 (6.2%)
5-14 years	159 (12.5%)	878 (10.1%)	17,165 (9.4%)	590,126 (12.2%)	921,195 (12.3%)
15-19 years	27 (2.1%)	253 (2.9%)	6,783 (3.7%)	288,362 (5.9%)	448,425 (5.9%)
20-24 years	59 (4.6%)	383 (4.4%)	12,739 (6.9%)	340,737 (7.0%)	489,673 (6.5%)
25-34 years	255 (20.0%)	1,584 (18.2%)	36,902 (20.2%)	774,405 (16.0%)	1,067,524 (14.2%)
35-44 years	301 (23.6%)	1,854 (21.2%)	31,754 (17.4%)	696,037 (14.4%)	1,002,886 (13.4%)
45-54 years	163 (12.8%)	1,282 (12.7%)	25,239 (13.8%)	627,580 (13.0%)	977,984 (13.0%)
55-64 years	118 (9.2%)	980 (11.2%)	18,512 (10.1%)	524,011 (10.8%)	889,763 (11.9%)
65-74 years	73 (5.7%)	648 (7.4%)	12,191 (6.8%)	372,488 (7.7%)	677,020 (9.0%)
75-84 years	9 (0.7%)	184 (2.1%)	6,838 (3.7%)	204,051 (4.2%)	373,115 (4.9%)
85 years and over	3 (0.2%)	48 (0.6%)	3,170 (1.7%)	96,022 (1.9%)	167,506 (2.2%)
Unemployment rate	2.5	3.2	4.8	6.0	6.3
Median weekly household income	\$2,971	\$2,873	\$2048	\$1750	\$1486
Med Age	35	38	36	36	38
Ave household size	2.5	2.3	2.4	2.8	2.6
<b>Marital Status (15yrs +)</b>					
Married	435 (43.8%)	3,224 (44.7%)	59 652 (38.7%)	1 934 134 (49.3%)	2 965 285 (48.6%)
Separated	19 (1.9%)	182 (2.5%)	3743 (2.4%)	111 495 (2.8%)	190 199 (3.1%)
Divorced	94 (9.4%)	652 (9.0%)	12 902 (8.3%)	298 433 (7.6%)	512 297 (8.4%)
Widowed	13 (1.3%)	162 (2.2%)	5880 (3.8%)	185 646 (4.7%)	331 655 (5.4%)
Never married	431 (43.4%)	2,990 (41.5%)	71 944 (46.6%)	1 393 988 (35.5%)	2 094 457 (34.3%)

Demographic Characteristic	Immediate Vicinity	Rozelle Suburb	Inner West LGA	Greater Sydney	NSW
<b>Family composition</b>					
Couple families with dependent children under 15 years and other dependent children	158 (48.3%)	963 (41.1%)	16 193 (36.4%)	501 238 (40.1%)	718 364 (37.0%)
Couple families with no children	126 (28.5%)	1,103 (47.1%)	18 322 (41.2%)	416 588 (33.4%)	709 524 (36.5%)
One parent families with dependent children	33 (10.0%)	241 (10.3%)	3562 (8.0%)	113 772 (9.1%)	192 626 (9.9%)
Other families	10 (3.0%)	36 (1.5%)	1077 (2.4%)	22 992 (1.8%)	32 483 (1.6%)
<b>Car ownership</b>					
None	45 (8.6%)	341 (9.9%)	11 931 (17.3%)	179 500 (11.0%)	239 625 (9.2%)
One	264 (50.7%)	1,872 (54.3%)	33 604 (48.8%)	603 062 (3.7%)	946 159 (3.6%)
Two	139 (26.7%)	973 (28.2%)	16 655 (24.2%)	532 633 (32.8%)	887 849 (34.0%)
Three	26 (5.0%)	143 (4.1%)	3114 (4.5%)	164 918 (10.1%)	283 044 (10.8%)
4 or more		42 (1.2%)	1165 (1.7%)	89 744 (5.5%)	152 500 (5.8%)
<b>Housing</b>					
Sep house	3 (0.5%)	481 (14.0%)	17 252 (23.0%)	924 225 (52.5%)	1 729 820 (59.8%)
Semi-detached	318 (61.1%)	1,675 (48.6%)	22 580 (30.0%)	227 238 (49.8%)	317 447 (35.7%)
Unit	148 (28.4%)	1,208 (35.0%)	27 340 (36.5%)	456 233 (25.9%)	519 380 (17.9%)
Other dwelling	0	65 (1.9%)	1030 (1.3%)	9 129 (0.5%)	23 583 (0.8%)
Unoccupied dwellings	51 (9.8%)	374 (9.8%)	6 080 (8.1%)	136 055 (7.7%)	284 741 (9.8%)
Home fully owned	85 (16.3%)	839 (24.3%)	16 990 (24.7%)	472 635 (29.1%)	839 665 (32.2%)
Being purchased	188 (36.1%)	1,173 (34.0%)	19 565 (25.4%)	539 917 (33.2%)	840 665 (32.2%)
Private rental	202 (38.8%)	1,311 (38.0%)	27 945 (40.6%)	485 404 (29.9%)	722 020 (27.7%)
Public housing		51 (1.4%)	2058 (2.9%)	67 845 (4.1%)	104 902 (4.0%)
<b>Number of bedrooms</b>					
0	13 (2.5%)	25 (0.7%)	1101 (1.6%)	12 812 (0.7%)	17 157 (0.6%)
1	74 (14.2%)	533 (15.5%)	9149 (13.2%)	118 881 (7.3%)	157 194 (6.0%)
2	157 (30.2%)	1,268 (36.8%)	26 999 (39.2%)	402 675 (24.8%)	577 675 (22.1%)
3	168 (32.3%)	1,176 (34.1%)	20 521 (29.8%)	548 987 (33.8%)	970 001 (37.2%)
4	50 (9.6%)	334 (9.6%)	7362 (10.7%)	376 427 (23.1%)	633 184 (24.3%)

Demographic Characteristic	Immediate Vicinity	Rozelle Suburb	Inner West LGA	Greater Sydney	NSW
5		40 (1.6%)	1414 (9.7%)	101 053 (6.2%)	148 851 (5.7%)
6+		0	458 (0.6%)	23 774 (1.4%)	34 370 (1.3%)
<b>Migration</b>					
Same add 1yr ago		5,850 (68.1%)	131 226 (72.9%)	3 695 742 (77.5%)	5 718 965 (77.3%)
Same add 5 yr ago		3,356 (41.4%)	81 121 (47.3%)	2 402 160 (53.2%)	3 775 527 (53.8%)
<b>Occupation (15yrs+)</b>					
Manager	163 (21.9%)	1,271 (25.1%)	16 318 (16.4%)	311 762 (13.7%)	456 084 (13.5%)
Professional	307 (41.3%)	1,968 (38.9%)	37 401 (37.5%)	597 798 (26.3%)	798 126 (23.6%)
Technical	55 (6.7%)	347 (6.9%)	8446 (8.4%)	265 056 (11.6%)	429 239 (12.7%)
Community	45 (6.0%)	306 (6.1%)	8446 (8.4%)	218 206 (9.6%)	350 261 (10.3%)
Clerical	101 (13.5%)	580 (11.5%)	12 773 (12.8%)	331 135 (14.5%)	467 977 (13.8%)
Sales	43 (5.7%)	331 (6.5%)	7250 (7.2%)	205 051 (9.0%)	311 414 (9.2%)
Machinery op	9 (1.2%)	47 (0.9%)	2467 (2.4%)	128 020 (5.6%)	206 839 (6.1%)
Labourer	21 (2.8%)	114 (2.3%)	4862 (4.8%)	171 450 (7.5%)	297 887 (8.1%)
<b>Travel to work</b>					
Car driver	260 (34.9%)	1,908 (37.9%)	35 225 (35.3%)	1 197 269 (52.6%)	1 953 399 (57.7%)
Train			19 012 (19.0%)	247 051 (10.8%)	252 786 (7.4%)
Bus	204 (27.4%)	1,324 (26.3%)	9986 (10.0%)	125 503 (5.5%)	133 903 (3.9%)

Source: 2016 Census data ([www.abs.gov.au](http://www.abs.gov.au)) – General Community Profile – as at October 2021

**APPENDIX B**

**QUALIFICATIONS & EXPERIENCE OF AUTHOR**

## **Sarah George – BA (Psych/Soc), Cert IV Youth Work**

### **QUALIFICATIONS:**

Bachelor of Arts majoring in Psychology & Sociology (Macquarie University); Teaching by Distance (TAFE OTEN); Certificate IV – Workplace Training & Assessment, Youth Work Certificate IV (TAFE NSW).

### **EXPERIENCE:**

In practicing as a consultant, I have completed assignments for a number of clients in the private and public sector, including:

- preparation of Statements of Evidence and representation as an Expert Witness in the Land and Environment Court of NSW;
- preparation of the City of Sydney Council's Alcohol-Free Zone Policy Review & Guide;
- preparation of a draft Local Approvals Policy for the City of Sydney ("Sex on Premises Venues");
- preparation of Social Impact Assessments for Development Applications, including Matthew Talbot Lodge, Vincentian Village and the Ozanam Learning Centre for St Vincent de Paul, Malek Fahd Islamic School, and Hotel Development Applications at Hurstville and La Perouse and numerous packaged liquor licences;
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing; and
- preparation of numerous Social Impact Assessments for licensed premises, both hotels and off-licence (retail) premises for submission to the Office of Liquor Gaming and Racing and the former Liquor Administration Board.

Prior to commencing as a consultant, I worked in community organisations and in the non-Government and private sectors in numerous roles including:

- Project Officer – Education & Development with Hepatitis NSW
- Case Manager Big Brother Big Sister Mentoring Program with the YWCA NSW

- Drug and Alcohol educator and counsellor
- Youth Worker

I also worked for several years in a Town Planning Consultancy.