

BANKSTOWN NORTH PUBLIC SCHOOL UPGRADE

Social Impact Assessment

PR144604
Bankstown North Public
School Upgrade
3
22 April 2020

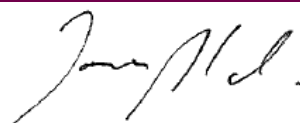
SOCIAL IMPACT ASSESSMENT

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1 INTRODUCTION

1.1 Purpose

This Social Impact Assessment (SIA) has been prepared by RPS for the Department of Education (DoE) and Schools Infrastructure NSW (SINSW) as part of the proposed upgrade of the Bankstown North Public School).

The NSW Department of Education (DoE) is preparing a State Significant Development Application (SSD-10290) for the redevelopment of Bankstown North Public School (BNPS) located at 322 Hume Highway, Bankstown (the 'site'), identified as the existing Bankstown North Public School.

The redevelopment is proposed to accommodate an enrolment capacity increase from 388 (as at 2018) to 644 students by 2022 to meet the educational needs for the future population of the Bankstown North locality. The program for the proposal requires the redeveloped school to be completed by 2022. The redeveloped public school will contain high quality learning, collaborative learning spaces and associated facilities.

The NSW Department of Planning, Industry and Environment (DPIE) issued the Secretary's Environmental Assessment Requirements (SEARs) for the proposal on 2 May 2019. The SEARs identified the following specific assessment requirements for social impact.

- *Include an assessment of the social consequences of the schools' relative location and decanting activities if proposed.*

SIA refers to the assessment of the social consequences of the proposed school upgrades, namely the impacts on affected groups of people and on their way of life, life chances, health, culture and capacity to sustain these.

The purpose of this SIA is to:

Address the SEARs requirements as they relate to social impact for SSD 10290 which are;

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

1.2 Structure

The format of the report is as follows:

- Methodology and Local Study Area;
- Development Overview – describes the proposed development;
- Policy Context – review of relevant policy documents;
- Stakeholder Consultation – describes the proposal consultation that occurred with relevant stakeholders;
- Community Profile and Social Baseline – presents baseline information including population and housing projections;
- Social Impact Assessment – identifies the likely social and economic impacts (existing and future) of the proposal and identifies mitigation measures; and,
- Conclusion – provides the conclusions for the report.

2 METHODOLOGY

2.1 Study Area

The study area is the Bankstown-North Census area as shown in **Figure 2**.

2.2 Scope

The site is the Bankstown North Public School which is addressed as 322 Hume Highway, Bankstown and is located within the Bankstown-Canterbury Local Government Area (LGA). The assessment addresses the following:

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

2.3 Baseline Information

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

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

- Census data from the Australian Bureau of Statistics (ABS);
- Relevant Council and State strategic documents;
- Bureau of Crime Statistics and Research; and
- Canterbury-Bankstown Council website.

2.4 Consultation

The SEARs for the proposal under SSDA 10290 determines that consultation is required throughout the SSDA process.

2.5 Assessment

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

3 DEVELOPMENT OVERVIEW

3.1 Subject Site Description

The subject site is situated at 322 Hume Highway, Bankstown. The site has a slight irregular shape with a total area of approximately 2.67 hectare. It is north of Hume Highway, south of Stacey Street, and west of Beresford Avenue. The site is comprised of the following allotments: Lot A DP 444924, Lot 1 DP 501320, Lot A DP 399940, Lot 14 DP 1000689, Lot 1 DP 441732, Lot 7 DP 441703, Lot 8 DP 441703, Lot 1 DP 772787, Lot 1 Sec. 5 DP 192509, Lot 11 DP 132498, Lot 12 DP 132498, Lot 13 DP 132498, and Lot 14 DP 132498.

The site is zoned as SP2 Infrastructure pursuant to the Bankstown LEP 2015. It contains the existing Bankstown North Public School buildings, associated car parking, and outdoor amenity. Specifically, the site contains the following:

- 15 buildings (including eight (8) permanent home bases);
- At-grade car parking;
- Two (2) covered outdoor learning areas (COLAs);
- Sports courts; and,
- Playing field/oval.

The majority of the building stock is over 50 years old and is reaching the end of its life. There are also demountable buildings on site that are occupying open space areas.



Figure 1. Aerial view of the site

Source: Six Maps/Google Earth

3.2 Locality Description

The areas surrounding the site are mostly residential and industrial with a small commercial hub also in proximity.

- North of the site is Stanley Street and industrial development;
- South-East of the site is Stacey Street and further east is low-density residential development;
- Directly east of the site, across Beresford Avenue is a Local and State Heritage Item (SHR 01316), Bankstown Reservoir. This was established in 1920 and has considerable heritage significance;
- South-East of the site is a local recreational reserve (Apex Reserve);
- South of the site, across Hume Highway is residential development and small businesses;
- West of the site is Rookwood Road and various residential and business developments.

3.2.1 Neighbouring Schools

Bankstown North Public-School falls within the Bankstown Primary Cluster, which includes the following six (6) schools:

- Bankstown North Public School (subject school);
- Bankstown Public School;
- Bankstown South Public School;
- Condell Park Public School;
- Wattawa Heights Public School; and,
- Yagoona Public School.

There are numerous other educational facilities in the surrounding area including:

- St Felix Catholic Primary School;
- Le Salle Catholic College;
- Al Sadiq College;
- Chullora Public School
- Greenacre Public School;
- Banksia Road Primary School; and,
- Bankstown West Public School.

3.2.2 Transport Infrastructure

Bankstown North Public School is bound by two major arterial roads, with Stacey Street to the north and east, the Hume Highway to the South. Vehicular access is from Beresford Avenue to the east. There are four access points for pedestrians, two of which are adjacent the vehicular access point, another is located on Davis Lane, and the other at the Hume Highway/Beresford Avenue intersection.

There are no current dedicated school bus services for the Bankstown North Public School. The closest public bus stops are located on the Hume Highway, Chapel Road, and Rookwood Road. There are four bus stops within 400 metres of the site. There are pathway networks to support active transport, however they have been deemed insufficient to support high volumes of pedestrians. There is no access to cycle-friendly roads or pathways. The school is approximately 1.8 kilometres north of the Bankstown train station and 1.7 kilometres east of the Yagoona station.

3.3 Proposed Development Summary

The proposal seeks development consent for the following works at the site:

- Construction of a new 3-level teaching building containing:
 - 24 new teaching spaces;
 - New core facilities, including Staff and Administration, Library and Special Programs;
 - New student amenities, including toilet facilities and bubblers;
 - Ancillary outdoor learning and recreational areas; and,
 - New on-site 'kiss and drop' area.
- Retention and extension of the existing hall (Building N) and four (4) existing teaching spaces (Building I) ;
- Augmentation and construction of landscaping and ancillary infrastructure and utilities as required.

The following works will be undertaken as part of a separate planning approval pathway to prepare the site to enable the SSDA works to take place:

- Construction of a new carpark;
- Demolition of redundant buildings and removal of demountable buildings;
- Installation and removal of new and relocated demountable classrooms for temporary school arrangements; and,
- Off-site infrastructure upgrades.

3.3.1 Background

The population of Sydney is forecast to grow over the next 20 years and demand for primary education facilities in the Bankstown North area are forecast to increase over the coming years until 2031, with almost all the primary schools in the area projected to experience significant enrolment growth.

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

School operations will continue at Bankstown North Public School during the redevelopment works in a temporary school delivered under a separate planning approval. Completion of all redevelopment works is scheduled for 2022.

The redevelopment of Bankstown North Public School will offer:

- Facilities that are readily accessible and flexible to meet the demands of an evolving curriculum and learning principles;
- Spaces that are engaging and supportive for students and teachers;
- Technology-rich settings with an emphasis on flexibility;
- A healthy and environmentally sustainable environment;
- Innovative, connected outdoor spaces that enable play and collaborative learning; and,
- Open space, creating a welcoming and accessible school with indoor and outdoor teaching and learning opportunities.

The new teaching spaces will incorporate principles of energy efficiency and ecologically sustainable development (ESD). This includes:

- Thermal performance and comfort;

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- Natural lighting;
- Water management; and,
- PV energy system.

Works are as illustrated in detail in the EIS supported by architectural plans prepared by JDH Architects.

Construction works are programmed to commence in 2021. The works are expected to be completed by 2022.

4 POLICY CONTEXT

4.1 NSW Department of Education Strategic Plan 2018-2022

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

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

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

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

It also references districts and centres and the spatial distribution of social connectors, the gaps and opportunities. The Central River City identifies that social connectors are evenly distributed within the Bankstown hub in comparison to the other cities.

4.3 Our Greater Sydney 2056 South District Plan

The purpose of Our Greater Sydney 2056 South District Plan is to manage economic, social and environmental growth to achieve the 40-year vision of the Greater Sydney Plan. Its objectives are to achieve a liveable, productive and sustainable future for the District through providing services and social infrastructure to meet people's changing needs and fostering healthy, creative, culturally rich and socially connected communities. This is identified in the District Plan's Planning Priority S3 and S4. It has also been projected that an increase of 30 per cent of in-school aged children will require new and more innovative use of existing schools.

The proposal supports these objectives of this district plan as it responds to the target to deliver infrastructure facilities to support the growth of young people and enhance the overall liveability of the neighbourhood.

4.4 Canterbury Bankstown Community Strategic Plan 2028

The Canterbury-Bankstown Community Strategic Plan 2028 aims for Canterbury-Bankstown to become a thriving city where communities are safe, strong and caring, inclusive of all. Furthermore, the plan strives for a city with good amenities and top-quality opportunities for life-long learning. These also include local employment opportunities and working with businesses to facilitate the growth of the city.

The proposal supports these objectives as it will provide more opportunities for children and communities within the Canterbury-Bankstown region to build life-long knowledge through education, employment opportunities and its integrated social diversity.

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

4.5 Canterbury Bankstown Delivery Program 2018-2021

This delivery program has examined the key issues of Council delivery and sets priorities to ensure that services continue to meet community expectations by providing \$183 million in capital projects. A key focus involves creating a liveable and distinct community that caters to the growth of the city via delivering a range of social infrastructure to ease pressure on existing services. Over the next 15-20 years, it is estimated that more than 150,000 new residents will live in more than 13,000 new homes in the LGA.

The proposal aligns with the objectives of the delivery program as it provides learning facilities that will greatly contribute to the liveability and growth of the city. It offers an opportunity for more and improved social interaction and will provide a sense of interconnectedness and belonging. The proposal will provide the additional student spaces to cater for the growth in residents in the LGA.

5 STAKEHOLDER CONSULTATION

A consultation report was prepared by DFP for the proposal. This report identifies that consultation was undertaken with stakeholders of the proposal including the following:

- Teachers, assistant principal and school principal of Bankstown North Public School;
- Bankstown Canterbury Council (the Council);
- Government Architect NSW;
- State government authorities; and,
- Local Aboriginal Land Council (LALC) and registered Aboriginal stakeholders.

Consultation with Bankstown North Public-School teachers and staff involved the following:

- Three planning workshops were undertaken by the project Architect in late 2018 to 2019 to develop the design upgrades to Bankstown North Public School. Teachers were encouraged to collaborate with participants to design the ideal learning space for students. The facilitators informed participants of different examples of schools and how they may manifest in the built environment.
- The facilitators of the workshop tabled various options relating to the potential home base unit clusters, shared or individual withdrawals, shared practical activity areas and preferred storage for the classrooms.

Consultation with Canterbury-Bankstown Council and State Government departments identified various issues such as:

- Pedestrian and vehicle conflicts with the surrounding neighbourhood. In particular, the Rookwood Road, Chapel Road and Hume Highway intersection;
- Access impacts on future vehicle movements for drop off /pick up;
- Future opportunities for shared open space and/or multipurpose hall allowing for public use and/or hire when the school is closed;
- Opportunities for shared use of school playgrounds;
- Demand of OOSH and public transport (bus services);
- Management of school grounds after hours; and,
- Opportunities for consultation with Canterbury-Bankstown community interest groups

Consultation from drop-in information booths held in the community for interested community members, landowners and business owners identified:

- Traffic congestion at the Hume Highway, Stacey Street intersection;
- Overall pedestrian safety issues on Hume Highway;
- Impacts to public safety during demolition works.

Consultation with Government Architect NSW identified:

- Technical details and requirements for submission;

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- Consideration for Environmentally Sustainable Design (ESD) principles, and culture and heritage (Indigenous and Non-Indigenous) during the development of Architecture and Landscape design; and,
- Active transport links.

Consultation with state government authorities involved the following:

- Traffic modelling for the school;
- Preparation of a Traffic Impact Assessment; and,
- Proposed Pedestrian Bridge and related access and leasing.

Consultation with LALC and registered Aboriginal stakeholders involved the following:

- Consultation regarding the proposed Heritage Interpretation Plan;
- Confirmation that no further archaeological investigation is required; and,
- Confirmation an Aboriginal Heritage Impact Permit (AHIP) is not required.

6 COMMUNITY PROFILE AND SOCIAL BASE LINE

6.1 Study Area

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

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

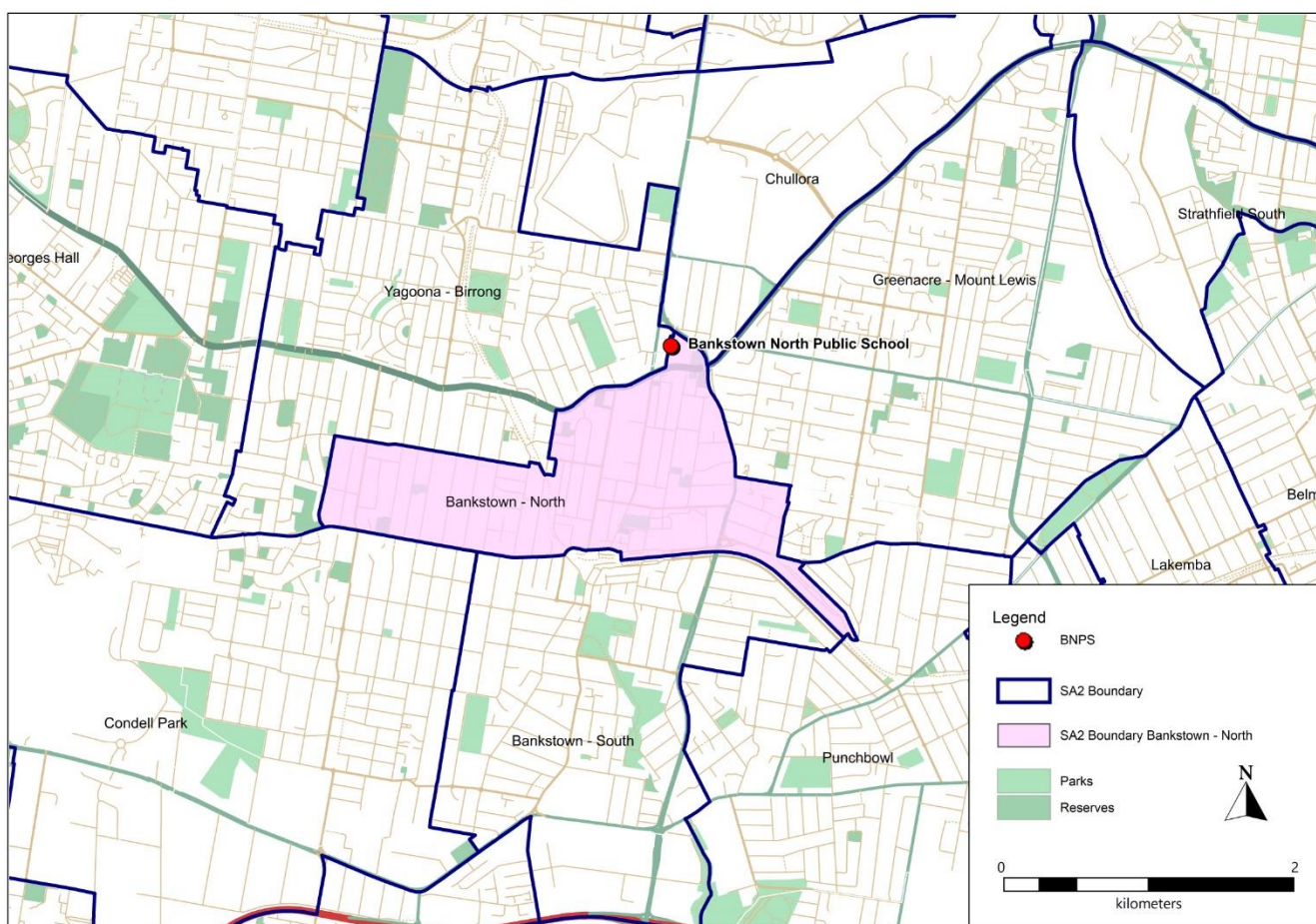


Figure 2. SIA Local Study Area

Source: RPS

6.2 Existing Social Considerations

6.2.1 Population and People

Census data provides that there were 16,237 people in Bankstown North in 2016. The estimated resident population in 2018 was 17,575. This was an increase of 1,338 people. Over 66% of the population were within the working age range (15-64 years old). The largest five-year age groups were males between 30-34 years

old (10.4%) and females between 25-29 years (10.2%). This five year age group is slightly higher than Greater Sydney. The overall largest five-year age group in Greater Sydney was also 30-34 years old (8.1%).

Children and young teenagers from 0-14 years old made up a 22% proportion of the estimated population of Bankstown North in 2018. This age group is slightly higher than Greater Sydney (18.7%). In contrast, the smallest age brackets were 75 and above (4.9%). This large student aged population indicates there is significant local demand for school facilities to support children in this age bracket.

In 2016, more than half of Bankstown North was born overseas (54.8%), with a significant proportion born in South East Asia (14.4%) and North Africa and the Middle East (12.7%). In contrast, a lesser proportion of Greater Sydney was born overseas (36.7%). The most common countries of birth were North-East Asia (7.1%), South-East Asian (5.7%) and North-West Europe (5.2%).

73.1% of Bankstown Norths overseas residents were proficient in English. However, this is lower than Greater Sydney's overseas born English proficiency (88.7%)

6.2.2 Income

In 2016, Bankstown North residents made a median household income of \$1,120 per week. In Greater Sydney residents made a median household income of \$1,750 per week. This is more than 36% more than Bankstown North.

6.2.3 Education and Employment

In 2016, more than half of Bankstown North residents had completed Year 12 or equivalent (61.3%), which is similar to Greater Sydney (60%). Professional workers, and clerical and administrative workers form 30.4% of all employed residents. Greater Sydney's most common occupations were the same but formed a larger percentage (40.9%) of all employed residents.

6.2.4 Transport

At the time of the 2016 census, residents of Bankstown North commonly travel predominantly to work via car as a driver or passenger (63.4%). The majority of the rest travel to work via public transport (23.6%).

Overall, Greater Sydney residents also travel predominantly to work via car as a driver or passenger, at a similar rate to residents in Bankstown North. Alternative modes of travel to work for Greater Sydney residents are via public transport (22.8%).

6.2.5 Health and Disability

In Bankstown North 6% of residents require assistance for core activities in 2016. This is more than Greater Sydney (4.9%).

6.2.6 Family and Community

In 2016, the average household size in Bankstown North was 3 persons, above the Greater Sydney average of 2.8 persons. For families, the average rental payment was \$1,621 a month, which is less than the Greater Sydney average of \$1,996 a month.

In 2016, Bankstown North couples with children under 15 and/or dependent students form almost half of all family types in Bankstown North (43.6%). This is slightly less than Greater Sydney, where couples with children under 15 and/or dependent students form 49.5%.

6.2.7 SEIFA Disadvantage

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

advantage and disadvantage, as skills obtained through school education can improve standard of living and the surrounding community.

There are two indexes used for this assessment:

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

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

In 2016, the Bankstown North SEIFA Index of Disadvantage is 887 which is in the lowest scoring state decile distribution of scores for Relative Socio-Economic Disadvantage (IRSD). In comparison, the SEIFA Index for Greater Sydney in 2016 was 1,018.

6.2.8 Crime

The NSW Bureau of Crime Statistics and Research identifies key crime statistics for the overall Canterbury Bankstown LGA area from 2016-2019. Key statistics are outlined below.

- Fraud – down 36% since 2016;
- Motor vehicle theft – down 27% since 2016; and,
- Stealing from person/s – down 39% since 2016.

7 SOCIAL IMPACT ASSESSMENT

The consideration of key issues outlined in this section has assessed the level of impact (low, medium, high) against the likelihood of the impact occurring.

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

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

Table 1: Assessment Criteria

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

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

Table 2: Likelihood

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

7.1 Land Use

Current Situation

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

Proposed Development

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

Potential Social Impacts

- Short-term disruption to capacity and quality of educational facilities during construction.
- Improved quality of educational facilities, open spaces, amenities, and servicing.
- Improved sightlines to adjacent Bankstown Reservoir Heritage Item.
- Improved accessibility to active play and sports courts.

Mitigation / Enhancement Measures

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

Significance of Impact

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

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

7.2 Access to Education and Social Infrastructure

Current Situation

The existing school has capacity for 367 students. The existing school currently shares its halls with the Bankstown community. It is currently used for language, Zumba exercise and Church Group outside of hours.

Proposed Development

The proposal is to expand the existing Bankstown North Public School. The proposal will increase the schools' capacity to 644 students by 2022. This includes the removal of demountable and aged building stock, and construction of 24 permanent teaching spaces and a new car park. A temporary school will also be undertaken under a separate development application.

Potential Social Impacts

- Improved quality of educational facilities, open spaces, amenities, and servicing.
- Increased choice for schooling for local residents. There is a high percentage of children and young teenagers from 0-14 years old in the Bankstown North SA2. By 2036, the student population in NSW schools is projected to grow by 21% to nearly 1.5 million.
- Complaints and disruptions due to increase of students.
- Improved access and enhanced quality of school facilities for shared use by the local community.
- Potential reductions in capacity and access to social infrastructure during the construction process.
- Traffic generation during operation due to the increase of children at the school.

Mitigation / Enhancement Measures

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

Significance of Impact

Once the proposal is in operation, it will have a high likelihood of providing improved access to education and social infrastructure. It will support the high proportion of primary school aged children in the Bankstown North SA2 area, and the overall catchment of the school.

The proposal will have low-medium impacts during the construction. Complaints registers will identify concerns and ensure they are rectified in a timely manner. The temporary school will ensure that capacity is not reduced.

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

7.3 Economy

Current Situation

The existing school has capacity for 367 students. Existing employment numbers at the school are not known.

Proposed Development

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

Potential Social Impacts

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

Mitigation / Enhancement Measures

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

Significance of Impact

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

7.4 Community Values and Cohesion

Current Situation

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

Proposed Development

RPS understands that the existing hall will continue to be utilised for language classes, Zumba, GKR Karate, Pre-Uni College, community interest groups, and Church Group. The P&C association will continue to run whilst the school is upgraded.

Potential Social Impacts

- Potential disruptions to school facilities that community organisations such as the P&C utilise during construction.
- Opportunity to enhance community values and cohesion for the upgraded school and its students.

- Improved sight lines to the cultural heritage item of the Bankstown Reservoir.
- Improved connection to the sports field and playground resulting in increased active play time.
-

Mitigation / Enhancement Measures

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

Significance of Impact

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

7.5 Crime and Safety

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Current Situation

The site frontage is to the public domain and the school is surrounded by public roads. The primary street frontage of Beresford Avenue will be retained,

Proposed Development

The proposal has been designed having regard to the Crime Prevention Through Environmental Design (CPTED) principles. The proposed works have been designed to re-enforce public access. There will be no vehicle entry from Stacey Street or Hume Highway to ensure ownership and supervision of these areas during peak periods. This also applies to the street frontage of Beresford Avenue.

The proposal ensures good surveillance through limited blind or hidden corners. The configuration of the site ensures there is a main pedestrian thoroughfare to encourage natural surveillance of the school and outdoor play areas. The design has considered physical barriers to control access and provide boundaries that support natural surveillance opportunities. Vehicular access through the Beresford Avenue will be controlled via boom-gate. Access throughout the site will have appropriate signage. The proposal has considered space management, by orientating the built form to the exterior of the site, and ensuring interior spaces are not accessible from the public domain. Appropriate lighting has been considered in the design to deter anti-social and criminal activity.

Potential Social Impacts

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

- Improved visual connection to Beresford Avenue and kiss and drop area.

Mitigation / Enhancement Measures

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

Significance of Impact

Once the proposal is in operation, it will have a high likelihood of reducing preventable crime risk. The proposal has been designed having regard to the Crime Prevention Through Environmental Design (CPTED) principles.

7.6 Accessibility

Current Situation

The existing school is nearing the end of its useful lifespan. Accessibility levels are not up to the current relevant standards.

Proposed Development

The proposed expanded and upgraded school will be built to achieve the relevant standards for accessibility to ensure all members of the community will have equal opportunity for access.

Potential Social Impacts

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

Mitigation / Enhancement Measures

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

Significance of Impact

On balance, there is a low-medium likelihood that there will be reduced levels of accessibility during certain phases of construction. Mitigation measures and the temporary school will minimise this impact to a low level. The upgraded and expanded school will provide much improved accessibility to and around the school that would comply with the current standards.

8 CONCLUSION

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

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