

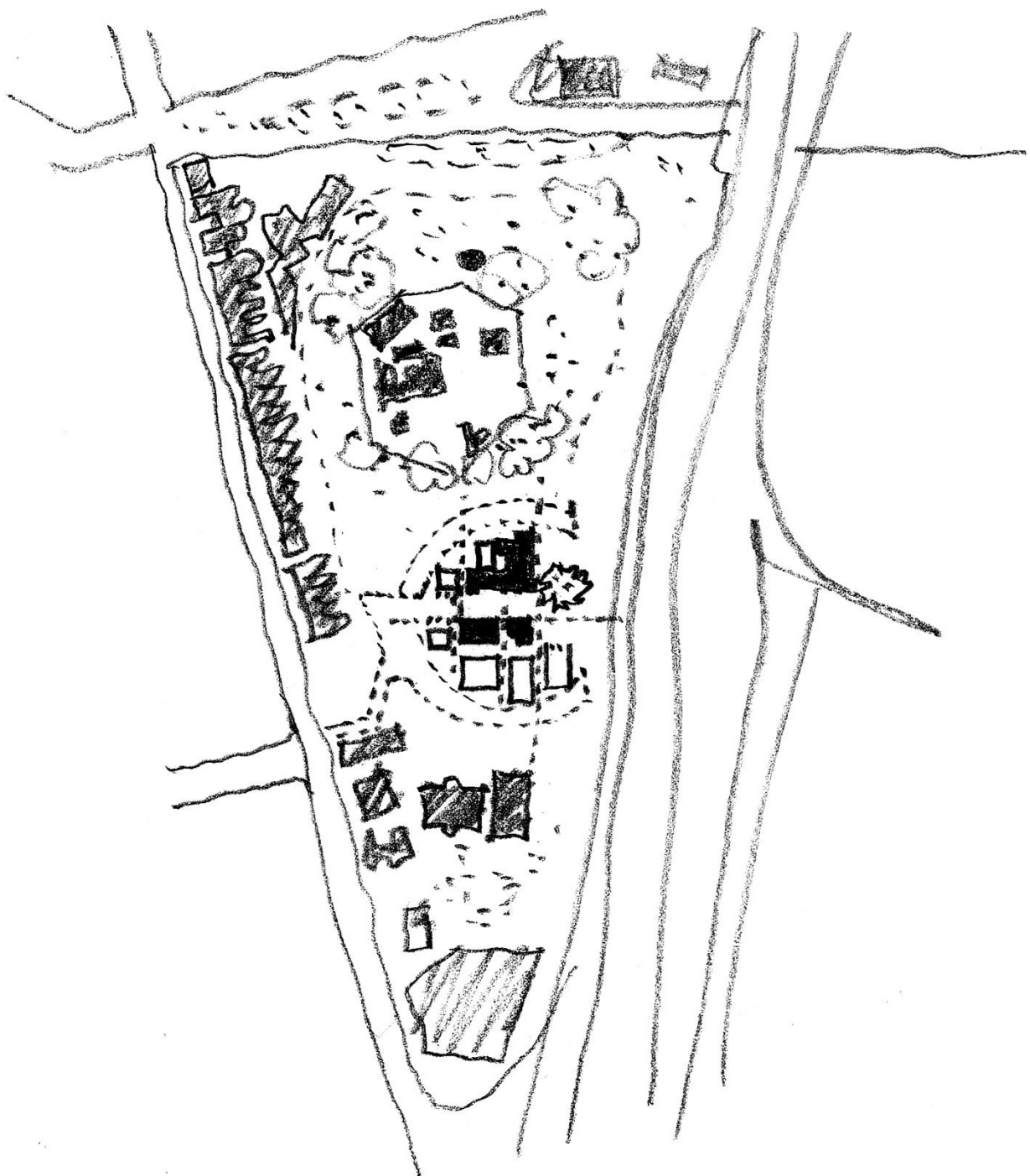
Fort Street Public School Social Impact Assessment

SSD 10340

Prepared by Ethos Urban

For School Infrastructure NSW

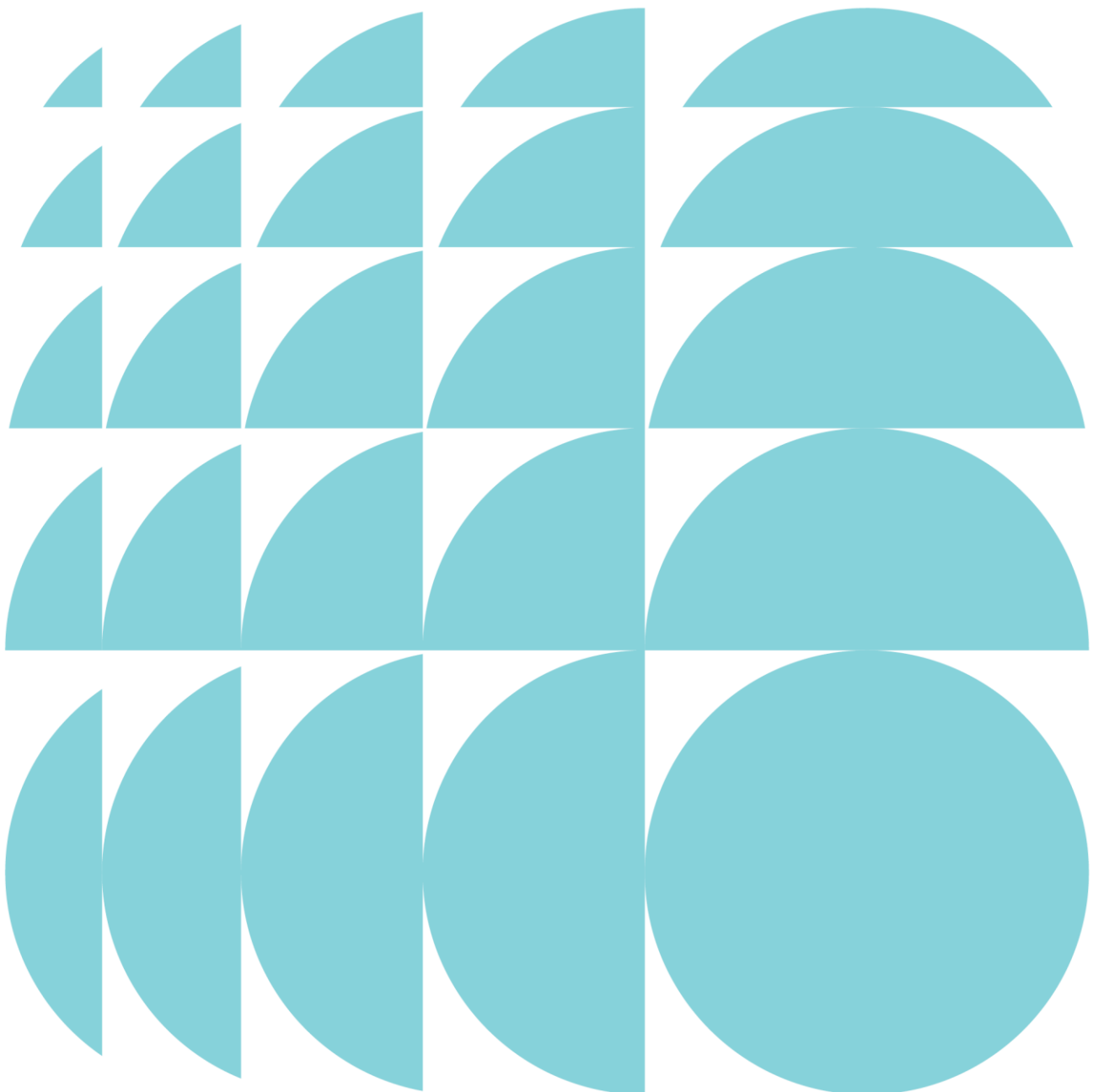
27 February 2020



Fort Street Public School
Upper Fort Street, Millers Point

Submitted to Department of Planning, Industry
and Environment
On behalf of Schools Infrastructure NSW

27 February 2020 | 218945



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1.0	Executive Summary	3
2.0	Introduction	5
3.0	Site context and proposed development	6
3.1	Site and locational context	6
3.2	Proposed development	7
3.3	School history and growth	8
4.0	Strategic policy context	9
4.1	Introduction to reviewed policies	9
4.2	Education and social strategy drivers relevant to the scheme	9
5.0	Local social context	10
5.1	Population profile	10
5.2	Growth and change in the enrolment catchment	14
5.3	Demand for education facilities	14
5.4	Sustainable transport	14
5.5	Social infrastructure analysis	14
5.6	Community and stakeholder engagement	20
6.0	Social impact assessment	22
6.1	Social impact assessment – approach	22
6.2	Social impact assessment – key findings	23
7.0	Concluding comments	33

Appendix A Strategic policy review

Appendix B Demographic profile of study area

Figures

Figure 1	Site and locational context	6
Figure 2	Aerial photograph of the site and surrounds	7
Figure 3	Approximate school catchment for Fort Street Public School	11
Figure 4	Map of SA2 of Sydney – Haymarket – The Rocks	11
Figure 5	Age Structure, 2016	12
Figure 6	Forecast areas of CBD – Harbour and Chinatown – CBD South	13
Figure 7	Social infrastructure within walking distance of the site	16
Figure 8	Harry Jensen Centre	17
Figure 9	Sydney Observatory	18
Figure 10	Museum of Contemporary Art	18
Figure 11	Customs House	18
Figure 12	Customs House Library	18
Figure 13	KGV Recreation Centre	19
Figure 14	KGV indoor sports court	19
Figure 15	Observatory Park	19
Figure 16	Barangaroo Reserve	19
Figure 17	Eastern City District projected population change 2016-2036 by local government area: 0-4, 5-19 and 20-24 years	36

1.0 Executive Summary

This report provides a Social Impact Assessment to support the redevelopment of Fort Street Public School (FSPS), within the City of Sydney Local Government Area (LGA). The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 28 June 2019 and addresses issues with consideration given to both the construction and operational phases.

Project overview

Fort Street Public School, is one of Australia's oldest public schools, established in 1849. Since the main school building was completed in 1941 the school has remained, mostly untouched. The public School today, caters for up to 220 primary school students, with school enrolments continuing to grow each year.

The redevelopment proposal seeks approval for the expansion of FSPS to accommodate a total of 600 primary school students. The design of the scheme is intended to deliver a range of educational benefits to the inner-city school community, including the refurbishment of existing buildings, construction of new buildings, landscaping and other works to improve access to the site. The project will also provide for enhanced capacity in a primary school located within the heart of the city and subject to significant population growth.

Social Impact Assessment

This report assesses a range of impacts associated with the proposal – both during and post-construction – including impacts related to education opportunities, access to and use of community facilities, amenity during and after construction and safety. It has been developed through a desktop review, a review of community consultation to date, site visit and targeted stakeholder and community engagement.

Initially, a variety of committees/groups have been formed by School Infrastructure NSW (SINSW), including an Executive Steering Committee, Regional Coordination Committee, Project Control Group, Project Reference Group, Project Management Group, Stakeholder Working Group, the Department's Technical Stakeholder Group and the Design Team Meeting.

Community and stakeholder engagement undertaken to inform the project, highlights the need to ensure improved learning outcomes for students are the main drivers of the redevelopment. Key issues relevant to the consideration of the project relate to:

- The relocation of students;
- School capacity;
- The design's response to the historical aspects of the site;
- The retainment of the out-of-school-hours facilities;
- Access to open space; and
- Traffic, parking and safety.

Summary of key social benefits and challenges

Key findings of the Social Impact Assessment reveal that the Eastern City District foresees an 80% increase in children aged 5-19 years between 2016 and 2036, approximately half of which will be attending primary schools within the Fort Street School Community Group. Pressure on primary school enrolments is set to continue and this continues to impact the learning and development of students.

The school is within proximity to a range of social infrastructure in the form of community facilities, cultural and religious institutions, libraries and entertainment venues. The redevelopment of the school presents opportunities for an expanded school population to benefit from current and future educational programs led by neighbouring facilities such as The Observatory, The MCA, Sydney Theatre and Dance Company and Customs House. The school's existing and potential future partnerships with these organisations have the potential to enhance student learning outcomes and engagement with the surrounding community.

The assessment reveals the redevelopment has the potential to result in the following significant positive social benefits:

- Improved access to public school infrastructure in the Sydney CBD. There are currently no government primary schools located within a 10 to 15-minute walk of the school. The expansion will increase accessibility to this essential infrastructure for families in the inner city.
- Improved enrolment opportunities to a school which is well connected to public and active transport networks within Sydney CBD. The expansion of the school will ensure a greater population can benefit from a school which is well connected to Sydney CBD – including reduced travel times, improved convenience and increased opportunities for active transport to school.
- Potential to increase access to infrastructure, services and facilities on the school site for the broader community. Provision of shared use facilities at the site will contribute to meeting demand for community facilities from the broader City of Sydney LGA, to meet the needs of the growing population of the area and address the existing limited social infrastructure provision in the immediate area of the site.
- Opportunity to engage the broader City of Sydney community to identify opportunities to undertake shared use of school facilities, with consideration to the school's opening hours, safety requirements, maintenance costs and broader community needs. It is also recommended there is continuation of the SWG meetings post lodgement and throughout the development stages.
- Improved surroundings associated with renewal of the site through landscaping works throughout the site including construction of a new amphitheatre, a deck around the fig tree, new central plaza, and a multi-purpose forecourt.

Potential negative social impacts associated with the redevelopment have also been identified. These relate to the decanting of students which may potentially impact students, families and school staff. The temporary relocation of the school community during construction, has the potential to result in increased travel times, inconvenience, uncertainty and changes to daily routines for students and their families. The decanting of students off site may also impact student learning and typical school practices.

Mitigation and enhancement measures

Measures developed to mitigate potential negative social impacts and enhance the positive benefits are presented in this report. Many impacts are recommended to be monitored and managed through collaboration with key stakeholders, to effectively address them if/or when they arise. It is anticipated that many of the construction impacts can be managed through the implementation of the Construction Management Plan. It is also recommended that a Plan of Management be developed for the school that identifies responses to issues that may arise in the management and operation of school activities.

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

2.0 Introduction

This Social Impact Assessment provides a concise assessment of envisaged social impacts – both positive and negative – associated with the proposed redevelopment of FSPS, within the City of Sydney LGA. It also sets out proposed responses to these impacts, with a view to enhancing benefits and mitigating negative impacts.

The preparation of an SIA is a requirement of the Secretary's Environmental Assessment Requirements (SEARs) that were issued for the FSPS State Significant Development (SSD).

Table 1 Secretary's Environmental Assessment Requirements and response

SEARs Report	Response
<p>Prepare a social impact assessment, which:</p> <ul style="list-style-type: none"> Identifies and analyses the potential social impacts of the development, from the points of view of the affected community/ies, other relevant stakeholders and stakeholders within the Precinct, i.e. how they expect to experience the project. Considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected. Assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest. Includes mitigation measures for likely negative social impacts, and any proposed enhancement measures. 	Section 6.0

This report addresses the issues specified in the SEARs – during both construction and operational phases – as well as a more holistic appraisal of the social impacts and benefits of the scheme.

This document analyses the:

- Strategic policy context, including relevant state and local government social and education infrastructure strategies;
- Local social context, including the demographic profile of the area, local social infrastructure and demand for education facilities, and outcomes of community consultation undertaken to date; and
- Forecast social impacts of delivering the proposed development at this location – both positive and negative, including during construction.

It demonstrates how the proposed redevelopment of FSPS meets community needs in the region – in this case, the need for improved access to high quality, contemporary educational facilities within the City of Sydney LGA.

This report has been developed via a desktop review, drawing on the outcomes of community consultation that has been undertaken to date, as specified by Schools Infrastructure NSW, on the basis that further stakeholder and community engagement is planned to follow at subsequent stages of the planning process. It represents a concise form of an SIA, as has been deemed appropriate for this project.

3.0 Site context and proposed development

3.1 Site and locational context

The site is located in the north of the Sydney CBD, south west of the southern landing of the Sydney Harbour Bridge and adjacent to the Sydney Observatory (see **Figure 1**). The site is surrounded on all sides by the Cahill Expressway as it becomes the on-ramp to the Bradfield Highway. It is connected to the surrounding areas by one road bridge and two pedestrian bridges (see **Figure 2**).

The site is generally round in shape with an area of 6,192m² and comprises nine (9) separate lots.

Key aspects of the site context and surrounding development are as follows:

- The school sits within the immediate vicinity of the Sydney Observatory;
- To the north of the site are the Rocks and the Sydney Harbour Bridge;
- A combination of high-rise residential development and commercial development are located towards the south;
- To the east is Circular Quay and associated residential and commercial development however, separated by the Western Distributor, and
- Terrace housing is located towards the west, within Millers Point, leading to Barangaroo.

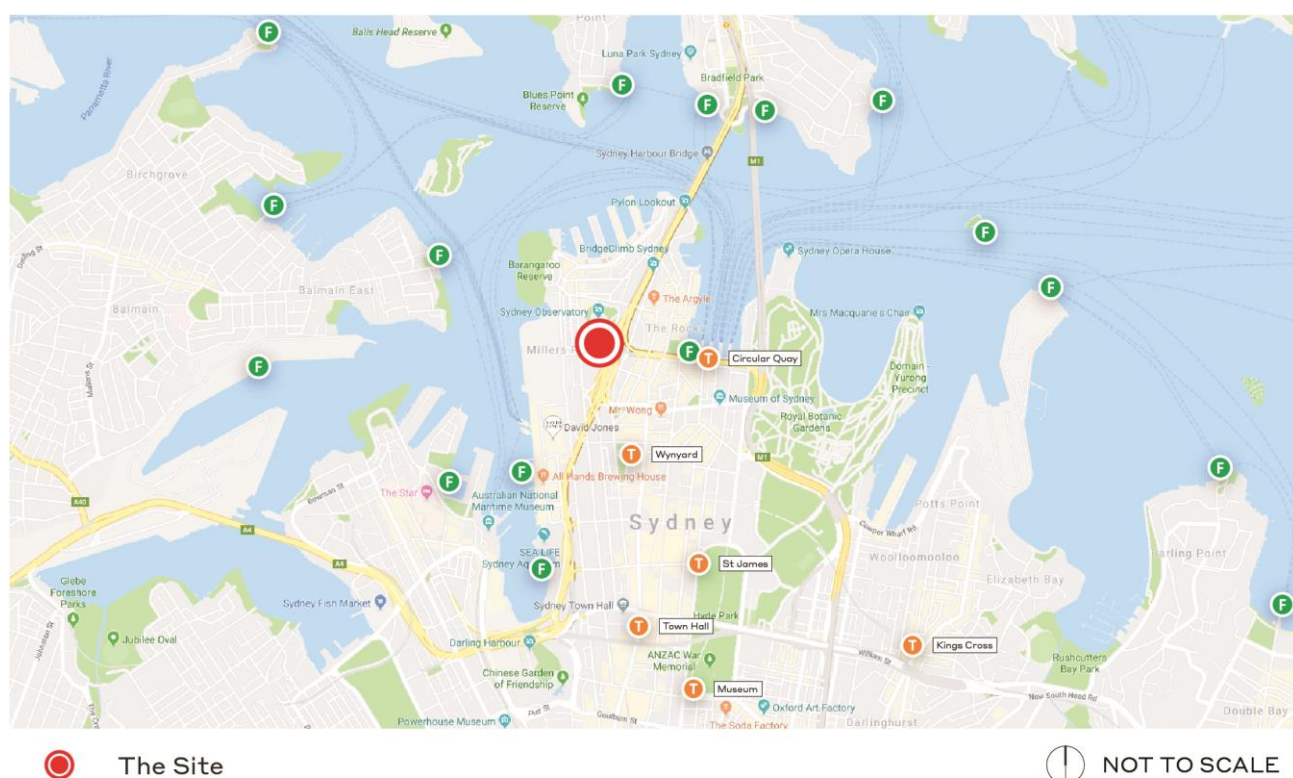


Figure 1 Site and locational context

Source: Ethos Urban



Figure 2 Aerial photograph of the site and surrounds

Source: Ethos Urban

3.2 Proposed development

The following section includes a brief description of the proposed development.

The SSDA seeks approval for the expansion of FSPS to accommodate a total of 600 primary school students. Specifically:

- Site preparation, demolition and excavation
 - Site remediation.
 - Demolition of the southernmost school building, the garage and storage shed west and east of the Bureau of Meteorology Building (the Met / the Met Building), and the toilet block adjoining the main school building.
 - Selective removal of various elements of the main school building, as well as minor and insignificant elements of the Met Building and the Messenger's Cottage to facilitate refurbishment and future use of these buildings.
 - Bulk excavation works to facilitate the new southern buildings and western addition to the main school building.
 - Tree removal.
 - Installation of hydraulic and electrical services.
- Land use
 - Use of all buildings for the purpose of a school.
- Existing buildings
 - Retention, refurbishment and extension of the existing Fort Street Public School, including construction of a new roof and rooftop additions.
 - Retention and refurbishment of the Met Building and internal alterations and additions.

- Retention and minor alterations and additions to the Messenger's Cottage.
- Construction of new buildings
 - Construction of one new building on the western part of the site for a staff room.
 - Construction of two new, interconnected school buildings on the southern third of the site.
 - Construction of a new communal hall and canteen building.
- Landscaping
 - Retention of the existing large fig tree.
 - Landscaping works throughout the site, including construction of a new amphitheatre, new central plaza, and a multi-purpose forecourt.
 - Landscaping of roof gardens on top of the new southern building and the existing Met Building.
- Other works
 - Works to the existing entrance road, including alterations to the existing Bradfield Tunnel Services Building.
 - Modifications to existing pick-up / drop-off arrangements.
 - Provision of signage zones.
 - Installation of on-site detention tanks.

3.3 School history and growth

FSPS (formerly Fort Street Model School) was established in 1849 at the old military hospital (now part of the National Trust Headquarters). It was one of the first public schools in Australia and was known as a school that set the standard for public education in NSW.

In 1881 Fort Street Model School evolved to be Fort Street Superior Public School, which introduced secondary education for older students. In 1911, three schools were formed from Fort Street Superior Public School; Fort Street Boys High School, Fort Street Girls High School and FSPS which all co-existed on the one campus.

In 1916, Fort Street Boys High School relocated to its present site on Parramatta Road, Petersham. In 1942, FSPS was rehoused to its present building in The Rocks/Millers Point district, which has since been heritage listed. Throughout the 1970s, Fort Street Girls High School amalgamated with the boys to become Fort Street High School.

Since the main school building was completed in 1941 the school has remained, mostly untouched. The public school today, caters for up to 220 primary school students, with school enrolments continuing to grow each year due to the increasing number of families living within the inner-city areas.

The Observatory Hill Environmental Education Centre (EEC) has been operating on site since 1992 and, until recently, had a dedicated space for their programs in Building B at the southern end of the site. Due to enrolment pressure at FSPS, this space has been converted to Home Base Units and the School Library.

Given its central location, the school has developed a series of in-school programs to enhance learning opportunities for students, including partnerships with private and not-for-profit city-based organisations, including the Sydney Dance and Sydney Theatre Company, Monkey Baa Theatre, Atlassian and the Sydney Observatory.

Students and teachers also have access of the KGV Recreation Centre, located within walking distance, and there is a high expectation of the school providing an innovative learning environment in keeping with its historic role and reputation.

4.0 Strategic policy context

The following section identifies the key social drivers for the site and scheme, based on a review of key relevant state and local policies and strategies, specifically relating to: (1) key education directions and (2) social strategy and social infrastructure directions.

4.1 Introduction to reviewed policies

The following plans, policies and strategies have been reviewed to inform this assessment:

- Education strategy drivers:
 - *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
 - *School Assets Strategic Plan* (NSW Schools Infrastructure, 2017)
 - *Design Guide for Schools* (Government Architect New South Wales, 2018)
 - *2018-2020 School Plan* (Fort Street Public School, 2018)
- Social strategy and social infrastructure drivers:
 - *Eastern City District Plan* (Greater Sydney Commission 2018)
 - *Sustainable Sydney 2030 – Community Strategic Plan 2017-2021* (City of Sydney, 2017)
 - *Draft Local Strategic Planning Statement* (City of Sydney, 2019).

The comprehensive review of state and local policies, strategies and documents that articulate the desired social outcomes for the site and locality – including social infrastructure directions – are provided at **Appendix A**.

4.2 Education and social strategy drivers relevant to the scheme

A review of the key social and education drivers for the scheme highlight the following social impact implications:

- It is a state and local government priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing and local services such as primary schools and social infrastructure within walking distance.
- The Eastern City District Plan¹ suggests an 80% increase in children aged 5-19 between 2016 and 2036, approximately half of which will be attending primary schools within the School Community Group (SCG), and there is a need to ensure public education infrastructure has the capacity to meet growing demand.
- The NSW Government encourages the joint and shared use of school facilities by local communities to develop innovative and efficient ways to provide school and community infrastructure.
- There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich and resilient communities.
- High quality education facilities and programs contribute to long term life outcomes for students. FSPS is committed to well-rounded educational experiences, including building skills of communication, collaboration, creativity and critical thinking. It is a school priority to improve connections with community partners in order to catalyse learning opportunities.
- School Infrastructure NSW has identified the need for schools to flexibly accommodate increasing student numbers with school expansions and modular buildings as well as the need to involve community in the upgrades of schools to establish the best way to distribute enrolment pressures.
- There is a need to develop education facilities that are able to adapt to changing community needs over time. The NSW Government Architect has emphasised the need for schools to cater for changing demographics and new teaching practices. Spaces must cater for collaborative spaces, display areas, student breakout spaces, teacher meetings, and reflective/quiet spaces.

¹ Greater Sydney Commission. 2018 *Our Greater Sydney 2056. Eastern City District Plan*.

- Research shows that higher activity levels of children are linked to health benefits through avoided medical costs, with increased play spaces in schools associated with increased physical activity in the school day.

5.0 Local social context

The following section analyses the local social context of the proposal, including population growth and change, demand for education facilities and local social infrastructure available to the site and the outcomes of community and stakeholder engagement.

Key findings

The review of the local social context for the proposed development identified the follow key implications for the social impact analysis:

- City of Sydney LGA is currently undergoing significant growth, with new population and housing driving demand for increased social infrastructure, including schools. Population forecasts prepared by .id for City of Sydney Council show that in the approximate catchment of the school site, the population of 5 –11 year olds is forecast to grow by just under 10% between 2016 and 2036 – from 477 to 881 people.
- In the future, Barangaroo will evolve into a precinct which will support a substantial residential community of an estimated 3,500 people. It is important there are educational opportunities provided to meet the needs of this growing population.
- The site is located within the Sydney CBD, in one of the state's most historic, established suburbs. The Sydney CBD is the centre point for a variety of regional social infrastructure including major entertainment venues, and higher educational facilities, and it plays a critical role as Sydney's economic powerhouse. The location of FSPS presents multiple opportunities for educational programs which link with neighbouring facilities. Existing in-school programs include partnerships with Sydney Dance and Theatre Company, Monkey Baa Theatre, Atlassian and the Sydney Observatory. Students and teachers also have access to KGV Recreation Centre, provided by City of Sydney.
- With no other primary schools located within the Sydney CBD it is important that FSPS can continue to cater for the increasing population and demand for primary school education for children within the Sydney CBD.
- School Infrastructure NSW has coordinated stakeholder consultation to inform the design of the school, including the establishment of a Stakeholder Working Group (SWG) and individual consultation with other stakeholders. The SWG has highlighted the importance of heritage, visual impact, access to and from the site and the need for continuous community involvement in the development process.

5.1 Population profile

A demographic profile of the resident community within the school catchment has been prepared on the basis of the ABS Census SA2 catchment that is closely aligned to the approximate school catchment – as shown in **Figures 3** and **4** overleaf.

The results of the 2016 ABS Census have been used to identify key socio-economic and demographic characters of the study area (SA2 for Sydney – Haymarket – The Rocks) in comparison with the City of Sydney LGA and Greater Sydney.

Figure 3 shows the approximate school catchment for FSPS, the closest approximation to the catchment defined by NSW Department of Education. Given the SA2 catchment is very similar in area, the following demographics have been assessed using the geographical area in **Figure 4**.

It is also noted that the population of the study area has changed significantly since the 2016 Census, due to the sale of social housing properties at Millers Point, which were home to a long-established and typically older population of social housing residents, the majority of whom have now moved. The below data needs to be read in this context.

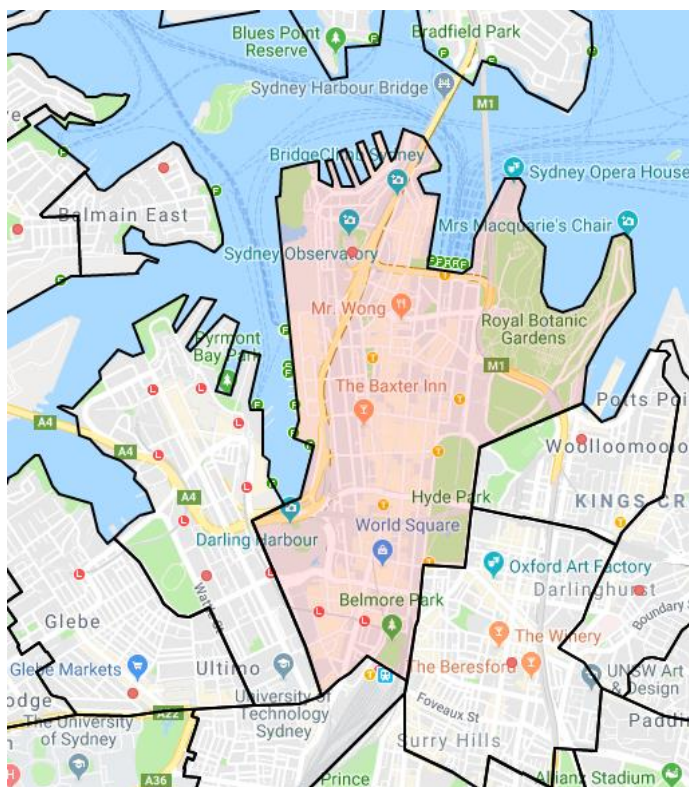


Figure 3 Approximate school catchment for Fort Street Public School

Source: Schoolzones.net

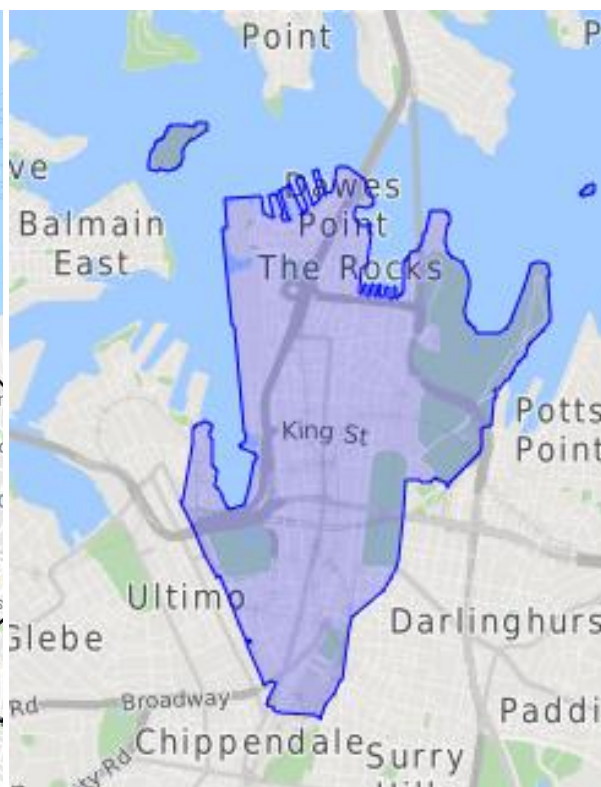


Figure 4 Map of SA2 of Sydney – Haymarket – The Rocks

Source: ABS Community Profile

Population and age structure

The population of the study area (as shown in **Figure 5**) increased by 2.6% between 2006 and 2016, from 21,247 residents in 2006 to 27,412 residents in 2016.

In 2016, there were 417 primary school aged children (5 – 11 years) living in the study area (1.5% of the total population).

The study area has an older age profile compared with City of Sydney LGA and Greater Sydney:

- The median age in the study area is 30 years, compared with 32 across City of Sydney LGA and 36 across Greater Sydney.
- There is a lower proportion of children under 14 years compared with Greater Sydney as a whole:
 - 2.5% of people in the study area are aged 0 to 4 years, compared with 3.4% in City of Sydney LGA and 6.4% in Greater Sydney.
 - 1.1% of people in the study area are aged 5 to 9 years, compared with 1.9% in City of Sydney LGA and 6.4% in Greater Sydney.
 - 0.9% of people in the study area are aged 10 to 14 years, compared with 1.5% in City of Sydney LGA and 5.8% in Greater Sydney.
- There is a higher proportion of younger adults compared with City of Sydney LGA and Greater Sydney:
 - 17.5% of people in Millers Point are aged 20 to 24 years, compared with 13.7% in City of Sydney LGA and 7.1% in Greater Sydney.
 - 21.9% of people in the study area are aged 25 to 29 years, compared with 17.9% in City of Sydney LGA and 7.9% in Greater Sydney.

- 17.0% of people in the study area are aged 30 to 34 years, compared with 15.1% in City of Sydney LGA and 8.1% in Greater Sydney.
- 9.9% of people in the study area are aged 35 to 39 years, compared with 9.6% in City of Sydney LGA and 7.4% in Greater Sydney.

The age structure of Millers Point in 2016, in comparison with City of Sydney LGA and Greater Sydney, is shown in **Figure 5**.

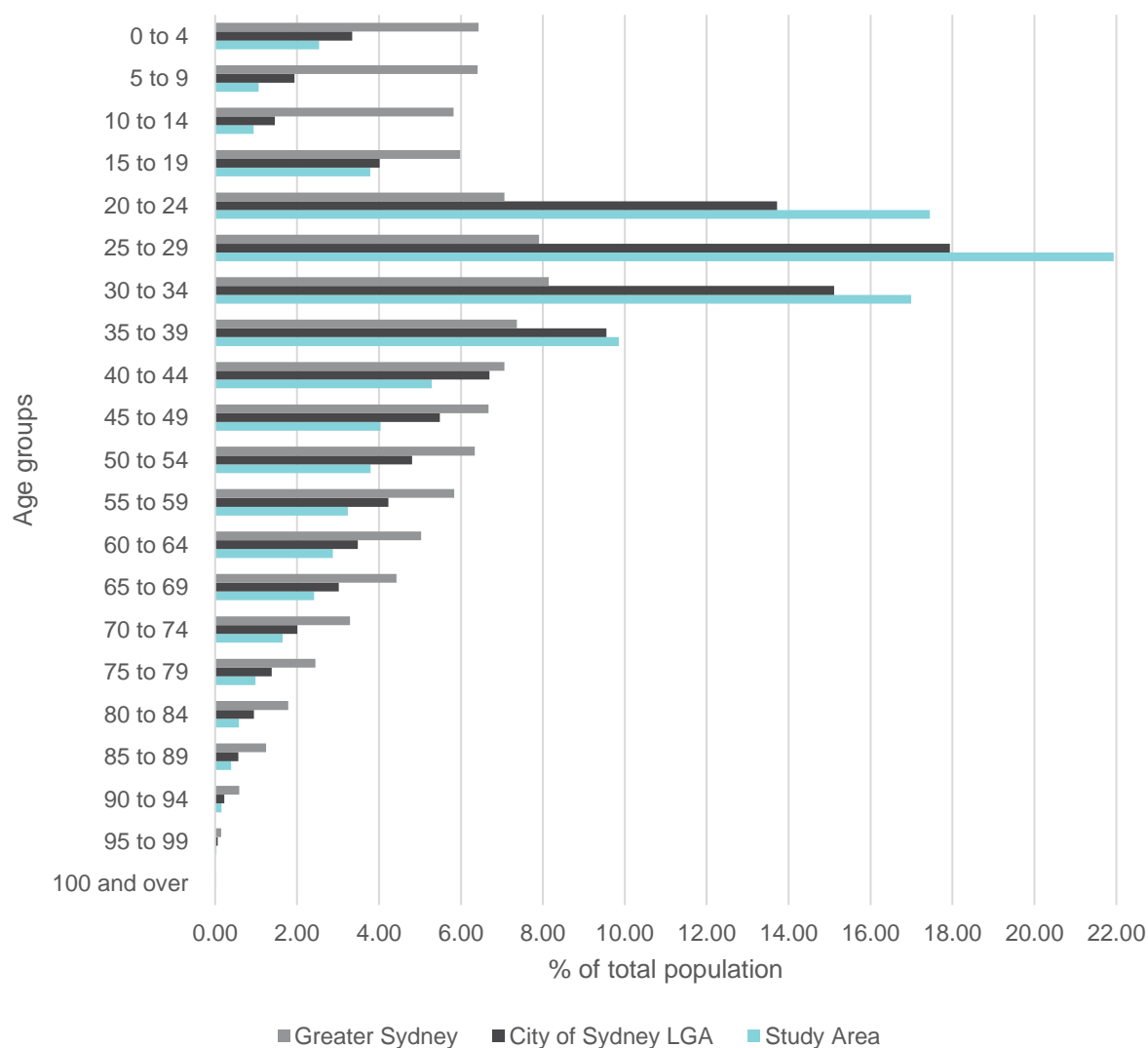


Figure 5 Age Structure, 2016

Source: ABS Census 2016, compiled and presented by Ethos Urban

Dwelling type

There is a significantly higher proportion of flats and apartments within the study area (97.8%), compared with City of Sydney LGA (77.1%) and Greater Sydney as a whole (28.1%).

While the majority of dwellings around the school are semi-detached, terrace houses, in the broader catchment the dominant housing type is apartments.

Forecast population growth

According to the Department of Planning, Infrastructure and Environment (DPIE) projections, the population of City of Sydney LGA is forecast to grow from 212,550 residents in 2016 to 315,200 residents in 2036 (48.3% increase).

For the purposes of this report, we have also included population projections produced by Forecast.id for the City of Sydney, for a similarly closely matched geography relative to the school catchment, comprising the City-defined 'small areas' of CBD Harbour and Chinatown, and CBD South (as shown in **Figure 6**).

Population forecasts prepared by Forecast.id for City of Sydney Council show that in the approximate catchment of the school site (as shown in **Figure 4**) the number of primary school-aged residents (5 – 11 year olds), is forecast to grow by just under 10% from 477 people in 2016 to 881 people in 2036 – figures that are clearly driving demand for expansion of the FSPS.

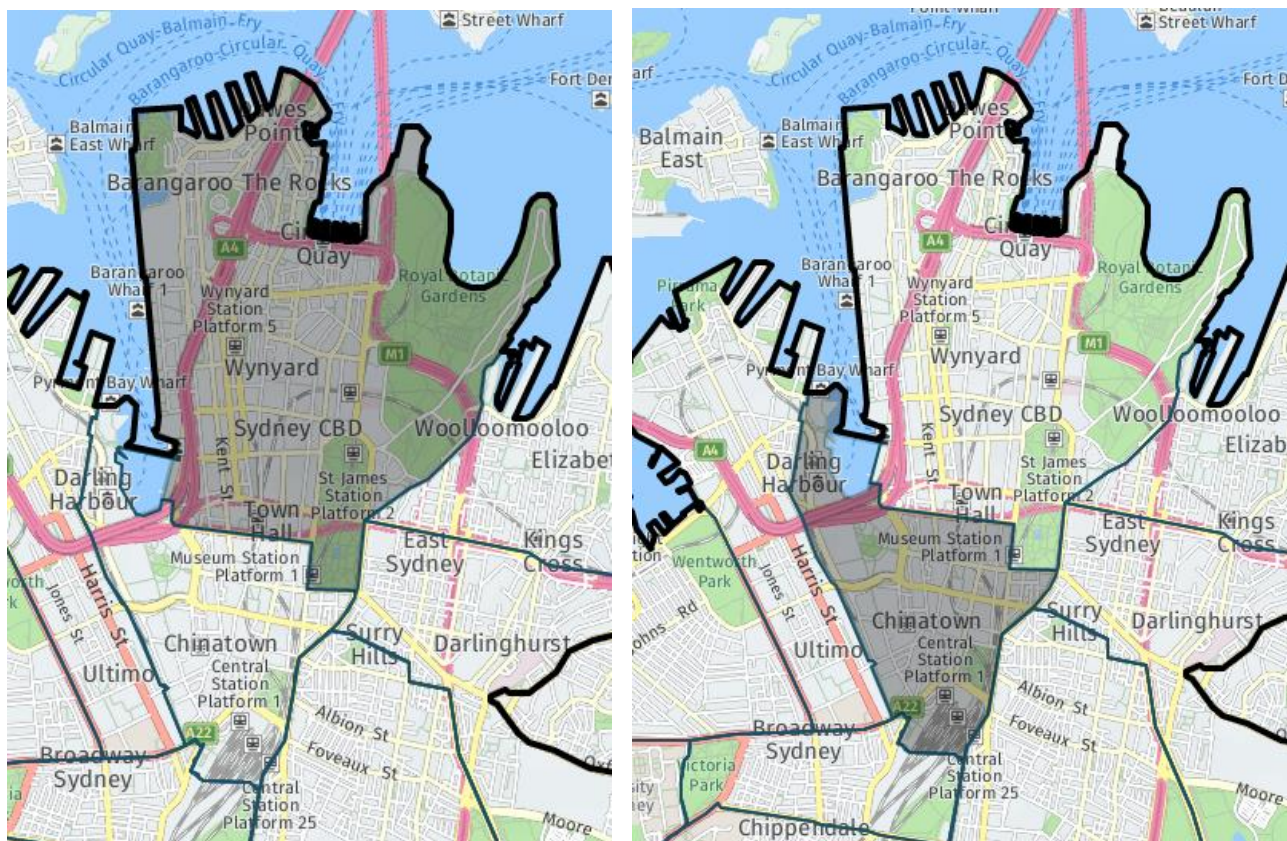


Figure 6 Forecast areas of CBD – Harbour and Chinatown – CBD South

Source: City of Sydney Forecast.id.

5.2 Growth and change in the enrolment catchment

Barangaroo, Sydney's largest urban renewal project since the 2000 Olympics, is located within walking distance of the site. Barangaroo comprises a mixed-use precinct featuring commercial, retail, residential land uses and open space.

The residential component of Barangaroo is expected to accommodate an additional 3,500 residents in the coming years. While residential development in Barangaroo is expected to attract smaller households, including professionals working within the Sydney CBD, it may also attract families with children who are seeking the convenience of inner city living, who will need to access the school for their education needs.

5.3 Demand for education facilities

The NSW Legislative Council has recently reported on inner city primary school enrolment capacities and factors affecting school enrolments in the inner city and the Department of Education's approach to managing enrolment capacity in the inner city².

According to the City of Sydney, population growth in the inner city has resulted in a significant increase in school enrolments, particularly for public primary schools. The pressure on primary school enrolments is set to continue, with the number of primary school-aged children forecast to increase by over 50% between 2015 and 2025, consistent with the NSW Department of Planning and Environment's 2016 NSW Population and Household Projections.³

5.4 Sustainable transport

The NSW Department of Education has commissioned a Green Travel Plan to support the proposal. The Plan has been prepared in consultation with the school and provides a framework and several Green Travel Plan initiatives that could be implemented to reduce the demand for on-street parking in the streets surrounding the school.

The Plan aims to reduce motorised journeys by students and school staff, and as to encourage greater use of alternative travel modes, which have positive social and environmental benefits.

The following measures have been recommended to encourage a shift away from private vehicle usage and enable walking and cycling:

- School travel passes to those in Years K to 2 and students who live more than 1.6km (radial distance) from school;
- Promote cycling by providing reduced bicycle servicing costs to staff and students;
- Provide a public transport webpage which contains useful links to journey planning websites in Sydney; and
- Encourage car sharing amongst students and staff to reduce similar journeys.

5.5 Social infrastructure analysis

A review of the existing local social infrastructure within walking distance of the site has been undertaken to inform this Social Impact Assessment and establish a baseline for the assessment of existing facilities (see **Figure 7** over page).

Residents, workers and visitors in the City of Sydney LGA have access to a wide range of social infrastructure in the form of community facilities, cultural and religious institutions, libraries and entertainment venues.

This assessment has identified and mapped the key social infrastructure within a local catchment of 800m from the site, a distance equivalent to a 10-15 minute walk (refer to **Figure 7**). Social infrastructure has been grouped into six categories, as follows:

² Legislative Council 2017, Report 35 - Inner City Public Primary School Enrolment Capacity and Redevelopment of Ultimo Public School.

³ibid.

- Childcare;
- Community centres;
- Cultural and creative facilities;
- Libraries;
- Sport and recreation facilities;
- Places of worship;
- Parks, and
- Education.



Figure 7 Social infrastructure within walking distance of the site

Source: Ethos Urban

This assessment has identified and mapped the key social infrastructure within a local catchment of 800m from the site, a distance equivalent to a 10-15 minute walk (refer to **Figure 7**). Social infrastructure has been grouped into six categories, as follows:

- Childcare;
- Community centres;
- Cultural and creative facilities;
- Libraries;
- Sport and recreation facilities;
- Places of worship;
- Parks, and
- Education.

Childcare

There are a variety of child care facilities located within the Sydney CBD of which provide a range of educational programs for those aged 0 to 4 years.

Community facilities

Harry Jensen Community Centre is the closest community facility to FSPS, located a five minute walk from the site (see **Figure 8**). The recently refurbished centre hosts several community activities including day trips, art classes, computer classes, Zumba, yoga and music lessons. A community worker on site provides support and referrals to services, including housing, counselling and home care. The facility includes computers and Wi-Fi facilities.



Figure 8 Harry Jensen Centre

Source: The City of Sydney Council

Cultural and creative facilities

Sydney Observatory is located adjacent to the site (see **Figure 9**). The Observatory is a museum and education centre overlooking Sydney Harbour. It is recognised as an item of state significance by the NSW Government and is heritage listed. Today the Observatory is a museum and public observatory that plays an important role in astronomy education and public telescope viewing. The centre offers a wide range of educational programs, workshops, tours and talks for schools, adults, children and seniors.

The Museum of Contemporary Art (MCA) is located a five-minute walk from the site (see **Figure 10**). The MCA is Australia's leading museum "dedicated to exhibiting, collecting and interpreting the work of today's artists." The vision of the MCA is: "to make contemporary art and ideas widely accessible to a range of audiences through the presentation of a diverse program of exhibitions and social events, both onsite and offsite."



Figure 9 Sydney Observatory

Source: *Sydney.com Destination NSW*

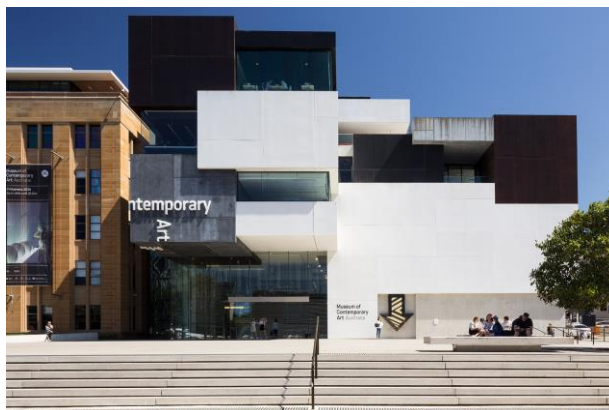


Figure 10 Museum of Contemporary Art

Source: *Museum of Contemporary Art*

Libraries

Customs House is located a 10-minute walk from the site (see **Figure 11**). Located in the heart of Circular Quay, The Customs House Library (see **Figure 12**) is a major attraction for Sydney's workers, visitors and international tourists. The Sydney landmark provides a public space with heritage character that includes exhibition spaces, restaurants and bars. Free internet access via library computers and free Wi-Fi is provided.



Figure 11 Customs House

Source: *The City of Sydney Council*



Figure 12 Customs House Library

Source: *The City of Sydney Council*

Places of worship

The following places of worship are located within walking distance of the site:

- St Brigid's Church;
- St Patrick's Catholic Church;
- Church Hill Anglican; and
- Scouts Presbyterian Church Sydney.

Sport and recreation facilities

King George V (KGV) Recreation Centre is located a less than five-minute walk to the site (see **Figures 13 and 14**). The Centre provides high quality sports and fitness facilities and community services to city residents, workers, students and visitors. The facility includes multipurpose indoor and outdoor courts and gym which features exercise classes. Alternatively, the Kent Street Tennis Court is located to the rear of the school and is available for public hire.



Figure 13 KGV Recreation Centre

Source: The City of Sydney Council

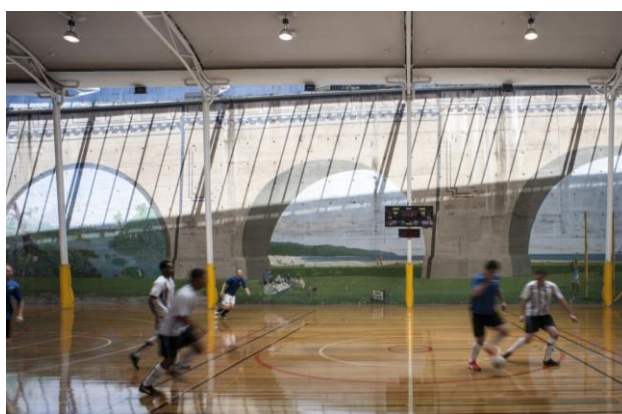


Figure 14 KGV indoor sports court

Source: City of Sydney Council

Open space

The site is located within close proximity to high quality open spaces. The closest green space is Observatory Park, providing open space with panoramic views of Sydney Harbour (see **Figure 15**). Hickson Park is located on the central part of Barangaroo and is expected to be completed by 2021. Barangaroo Reserve is located within a 10-minute walking distance of the site (see **Figure 16**Figure 16). The reserve comprises a six-hectare headland of open space for visitors, residents and workers featuring generous cycling and walking paths.



Figure 15 Observatory Park

Source: The City of Sydney Council



Figure 16 Barangaroo Reserve

Source: ArchitectureAU

Education

There are no primary schools located within a 10-15 minute walking distance of the site. The Conservatorium High School is located nearby and is a specialist music school for years 7 to 12. Saint Aloysius College is located across the Harbour Bridge, the College is an all-boys, selective school for years 3 to 12 on Sydney's lower North Shore.

Public transport

The Sydney CBD is highly connected to the rest of Greater Sydney by train, bus, light rail and ferry connections, within the immediate surrounds of the site there limited access to public transport. The only bus which stops opposite the Observatory is the 311 bus which travels from Millers Point to Central Railway Square via Darlinghurst and Potts Point. Multiple bus options are accessible around Circular Quay station located a 10-15 minute walk from the school. Alternatively, train and ferry services are available at Circular Quay.

5.6 Community and stakeholder engagement

A variety of committees/groups have been formed by School Infrastructure NSW (SINSW), including an Executive Steering Committee, Regional Coordination Committee, Project Control Group, Project Reference Group, Project Management Group, Stakeholder Working Group, the Department's Technical Stakeholder Group and the Design Team Meeting.

Initially, the Project Reference Group (PRG) together with New Learning Environments (NLE) developed Education Principles to ensure the design process did not lose sight of the central need to improve learning outcomes for students. Such principles which related to child safety, inclusion, wellbeing and flexible learning environments were captured within an Education Model and have guided FJMT's masterplan process. Educational space planning principles have been developed and have also informed the design process.

Community and stakeholder engagement has been undertaken by Johnstaff with a summary report provided as part of the Environmental Impact Statement (EIS). The Report highlights the key consultation initiatives, issues raised and the project response as a result of consultation practices.

Engagement activities undertaken to date

Initially, Johnstaff undertook detailed reviews with the following stakeholders:

- Government Architect NSW
- Department of Planning, Industry and Environment
- Property NSW
- City of Sydney
- Heritage DPC
- Roads and Maritime Services
- Transport for NSW
- Service Providers
- Museum of Applied Arts and Science
- National Trust
- Local Aboriginal Community
- Local Community
- Bicycle NSW

Stakeholder Working Group

In addition to individual reviews, the Project Team has undertaken eight Stakeholder Working Group (SWG) Meetings, encouraging a transparent dialogue around the project's aims and considerations. The SWG meetings have been led by the Project Team, but have focused on a precinct-wide strategy, ensuring the known developments and requirements of other stakeholders are addressed through the proposal. SWG members include:

- Department of Planning, Industry and Environment
- Property NSW
- City of Sydney
- Heritage DPC
- Roads and Maritime Services
- Transport for NSW
- Museum of Applied Arts and Science
- National Trust

Workshops with Sydney Observatory Environmental Educational Education Centre

Three workshops have been held with the Sydney Observatory Environmental Educational Education Centre (OHEEC) to ascertain their needs and potential relationships with the school. The OHEEC principal and teachers have assisted the design team in communicating detail around the Centre's pedagogical and staff needs, spatial requirements and relationships. During the development of the design, engagement has focused on how a new facility could achieve their current day-to-day requirements and enhance their future aims for the footprint of the OHEEC.

Local and School Community

The tools and activities used throughout the project to ensure engagement with the local and school community includes:

- Project website, email address and phone number;
- Information sessions and booths;
- Project updates and works notifications;
- Advertisements in local newspapers; and
- A Project Reference Group (PRG) established early in the project with nominated representatives from the school community to ensure input from, and consultation with, impacted stakeholders.

To date, the following activities have taken place:

- Four works notifications distributed to the school community to inform of work onsite;
- A project update was distributed to the school and local community to inform about the project and an upcoming information booth; and
- An information booth to provide the community an opportunity to ask questions and show the concept design. The info booth was visited by 23 people.

Engagement outcomes to date

- The key issues which arose from the SWG meetings were in relation to traffic and access, as well as the visual impacts and ongoing access to the national trust site. Such issues have been carefully considered with regard to the proposed scheme.
- The following issues were raised by the local and school community, relevant to the project:
 - The relocation of students;
 - School capacity;
 - The design's response to the historical aspects of the site;
 - The retainment of the out-of-school-hours facilities;
 - Access to open space; and
 - Traffic, parking and safety.

6.0 Social impact assessment

6.1 Social impact assessment – approach

This Social Impact Assessment (SIA) has been prepared on the basis of NSW DPIE's *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development* (September 2017) (the SIA Guideline), which the Department has recommended for broader application.

The Guideline specifies the assessment of the following social factors:

- **Way of life** including:
 - How people live, e.g. how they get around, access to adequate housing
 - How people work, for example access to adequate employment, working conditions and/or practices
 - How people play (e.g. access to recreational activities)
 - How people interact with one another on a daily basis.
- **Community**, including its composition, cohesion, character, how it functions and sense of place.
- **Access to and use of infrastructure, services and facilities**, whether provided by local, state, or federal governments, or by for-profit or not-for-profit organisations or volunteer groups.
- **Culture**, including shared beliefs, customs, values and stories, and connections to land, places, and buildings (including Aboriginal culture and connection to country).
- **Health and wellbeing**, including physical and mental health.
- **Surroundings**, including access to and use of ecosystem services, public safety and security, access to and use of the natural and built environment, and its aesthetic value and/ or amenity.
- **Personal and property rights**, including whether their economic livelihoods are affected, and whether they experience personal disadvantage or have their civil liberties affected.
- **Decision-making systems**, particularly the extent to which they can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.
- **Fears and aspirations** related to one or a combination of the above, or about the future of their community.

The significance of each impact has been considered in terms of likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest, in accordance with the requirements of the Secretary's Environmental Assessment Requirements (SEARs) for this SSDA.

These impact characteristics are defined as per DPIE's SIA Guideline:

- **Extent**: the geographical area affected by the impact (or the number or proportion of people or population groups who are affected).
- **Duration**: the timeframe over which the impact occurs.
- **Severity**: Scale or degree of change from the existing condition as a result of an impact.
- **Sensitivity**: Susceptibility or vulnerability of people, receivers or receiving environments to adverse changes caused by the impact, or the importance placed on the matter being affected. Attributes of sensitivity include conservation status, intactness, uniqueness or rarity; resilience to change and capacity to adapt; replacement potential; impacts on vulnerable people; and/or value of importance to the community.

This SIA also responds to the intent, objectives and principles outlined in the International Association for Impact Assessment's (IAIA) International Principles for Social Impact Assessment guideline (2003) (IAIA guideline), which defines Social Impact Assessment as:

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

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

6.2 Social impact assessment – key findings

The following section sets out the envisaged social impacts of the development – positive and negative – both during construction and in relation to the completed school. It also sets out potential enhancement or mitigation measures to be taken into account during the planning and construction process.

This summary assessment specifically addresses the matters raised in the SEARs for the SSDA:

Prepare a social impact assessment, which:

Identifies and analyses the potential social impacts of the development, from the points of view of the affected community/ies, other relevant stakeholders and stakeholders within the Precinct, i.e. how they expect to experience the project.

Considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected.

Assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest. Includes mitigation measures for likely negative social impacts, and any proposed enhancement measures.

It is also pointed out that the social impacts of the development will be experienced differently by different parts of the community. This review identifies and analyses the potential social impacts of the development, from the points of view of the affected communities and stakeholders within the precinct. Key affected communities include:

- Local residents;
- Adjacent neighbours;
- Broader community in the locality;
- Visitors to surrounding infrastructure within the area, e.g. Sydney Observatory, Observatory Park;
- Current and future parents, families and guardians connected to the school;
- Current and future students;
- Current and future school staff, both teaching and non-teaching, and
- Education professionals in the City of Sydney LGA.

This report has considered how these affected communities and stakeholders are expected to experience the project during both construction and operation phases. In this context, it is noted that this Social Impact Assessment has been developed primarily via a desktop review, as stakeholder and community engagement has been undertaken separately and will continue throughout subsequent stages of the planning process, as per the Community Engagement Plan developed by Johnstaff. Information regarding consultation undertaken to date has been included in this desktop analysis.

The following key social impacts have been identified as being relevant to this project and are assessed in the following section:

- Access to education opportunities;
- Access to and use of community facilities;
- Construction impacts;
- Local amenity impacts, and
- Safety.

Access to education opportunities

Changes to the school site and surrounds will have a significant positive impact on access to and use of infrastructure, services and facilities within the locality by increasing access to education opportunities within the area. The redevelopment of FSPS in the City of Sydney LGA will increase the availability of government primary school enrolment opportunities in the local school catchment area for up to 600 students.

Potential impacts

- Positive social impacts associated with the increased availability of enrolments to meet student demand in the inner city. The expansion of FSPS will help to meet demand for school places generated by forecast population growth in the City of Sydney LGA from 249,676 residents in 2019 to 339,498 residents between 2016 and 2036.
- Positive social impacts associated with improved access to public school infrastructure in the Sydney CBD. There are currently no government primary schools located within a 10 to 15-minute walk of the school. The expansion will increase accessibility to this essential infrastructure for families in the inner city.
- Positive social impacts associated with changes to way of life for families and potential future students living within the catchment area of the expanded FSPS. There is currently limited access to government primary school places within the Sydney CBD, and expansion of the school at this site is likely to reduce travel times and improve convenience for residents of the Sydney CBD who would otherwise need to attend school outside of their neighbourhoods.
- Positive impacts to way of life associated with the expansion of enrolment opportunities in an area well-connected to public and active transport networks within Sydney CBD. The expansion of the school will ensure a greater population can benefit from a school which is well connected to Sydney CBD – including reduced travel times, improved convenience and increased opportunities for active transport to school.
- Positive social impacts to way of life associated with potential improvements to learning outcomes associated with the provision of new facilities and equipment as well as adaptable spaces to deliver high quality learning outcomes, including a library, hall, classrooms and rooftop/outdoor areas. The future-focused design of the spaces has the potential to enhance student learning and teacher productivity by flexibly catering for multiple teaching methods.
- Positive social impacts to way of life associated with increased opportunities for social interaction and community connection associated the expansion of the school. Local and state government strategies highlight that schools have the potential to become a focal point for community interactions in local neighbourhoods. The expansion of FSPS has the potential to catalyse social interaction for the current and future community within walking distance of the site, providing opportunities for community members to meet each other and form bonds – supporting social capital-building over the long term.
- Positive social impacts to way of life associated with increased employment opportunities in the local area for teaching and non-teaching staff associated with the expanded operation of the school.
- Positive social impacts associated with increased access to surrounding social infrastructure for a larger number of students attending the school. The redevelopment of the school presents opportunities for an expanded school population to benefit from current and future educational programs led by neighbouring facilities such as The Observatory, The MCA, Sydney Theatre and Dance Company and Customs House. The school's existing and potential future partnerships with these organisations have the potential to enhance student learning outcomes and engagement with the surrounding community.
- Negative, short term impacts to way of life for students, families and staff associated with the temporary loss of the enrolment and employment opportunities at the site during the construction period. Further details of the construction impacts have been explored in subsequent sections.

Responses/ mitigation measures

- The school has been planned as a partnership between Schools Infrastructure NSW, The Observatory and City of Sydney Council, to enhance the potential for shared use of school facilities, as reflected in the precinct plan for the school. This is discussed in further detail over page.
- Aligning with the Green Travel Plan, explore opportunities to maximise active transport options to school, for staff, students and their families across the school catchment area.
- Ensure that community members (which may include future students and their families) are engaged and updated regarding the proposed development, as appropriate. There may be potential to explore opportunities for existing FSPS students to provide input to the design.
- It is recommended appropriate mechanisms to decant staff and students are developed and included within a Change Management Plan.
- A clear governance structure and procedures are required in order to:
 - Establish a transparent authority framework to manage the project, enabling certainty and clarity of timing and project works for the relevant local and school community.
 - Provide a consistent and robust approach to the planning and delivery of the FSPS, ensuring a clear structure of reporting, decision-making and endorsement of key FSPS documents and strategies.
 - Establish clear lines of communication between Department of Education, Schools Infrastructure, FSPS and other relevant stakeholders.

Summary

Overall impact	Overall improved access to education opportunities will create a high positive impact on staff, students, families and those associated with The Observatory. The expansion of the school, if well mitigated through programming and staffing, will ensure positive and diverse learning development of students.
Duration	Short term construction impacts with longer term educational and community benefit.
Likelihood of impact	Most likely to positively impact students, staff and community members.
Spatial extent	Access to quality educational opportunities will benefit the immediate catchment for students located within the school's catchment. In the event school facilities are open to the public, this can broadly impact a larger area of the City of Sydney.
Sensitivity/importance	Moderate sensitivity to impacts, as improved access to educational opportunities is likely to impact on primary school aged children – a relatively vulnerable group.
Severity/scale	Moderate change associated with increased access to educational opportunities at the site as the site currently functions as a school and the proposal seeks to expand the existing education functions at the site.
Ability to adapt	Once school practices and educational programs are revised and consider the educational benefits associated with the new spaces, there is a high ability for students to adapt to new facilities.

Access to and use of community facilities

The proposed development will expand the existing school by introducing new school facilities and spaces. The renewal and expansion of the school may provide opportunities for the surrounding community to access facilities within the school for out of hours use. These have been identified as relating to use of the communal hall, library and outdoor areas, with use on a 'user pays' basis. Hours of operation are anticipated to be between 6:00pm – 10:00pm on weekdays and potentially between 6:00am – 10:00pm on weekends. The communal hall, catering for up to 300 people, to the east of the site, may be available for hire by local sporting groups, the Australian Electoral Commission and local community groups. The outdoor areas and the library may also be used outside of hours by community groups.

The school will be delivered in partnership between Schools Infrastructure NSW and The Observatory and City of Sydney Council. It is recommended the school site feature joint use community facilities for use by the community out of school hours. Additionally, subject to further discussion between relevant stakeholders, the school will have access to Observatory Park and Barangaroo Reserve for recreational activities.

Analysis of the social infrastructure context around the site indicates that there is limited access to libraries or community halls within the immediate catchment of the school. Potential shared use facilities within the school site will therefore offer new opportunities for the surrounding community to access social infrastructure close to their homes.

Potential impacts

- Positive social impacts associated with increased access to infrastructure, services and facilities on the school site for the broader community. Provision of shared use facilities at the site will contribute to meeting demand for community facilities from the broader City of Sydney LGA, to meet the needs of the growing population of the area and address the existing limited social infrastructure provision in the immediate area of the site.
- Potential positive social impacts associated with enhanced community cohesion and connection. Delivery of shared use facilities at the site will open up opportunities to facilitate increased interaction between the school and the wider community, for example through the shared use of the hall, library and outdoor areas. In turn, this may lead to enhanced community connection and cohesion in the broader community.
- The site currently has limited on-site access to significant areas of open space. Unless appropriately managed and planned for, an increase in the number of students on site may pose a potential minor negative social impact to health and wellbeing associated with limited access to open space for student use on the site. It is noted that additional landscaping, with outdoor rooftop play areas will be incorporated with the proposal, which will significantly increase opportunities for active outdoor play and learning opportunities. There is potential for the school to have access to Observatory Park and Barangaroo Reserve for sport and recreational activities, subject to collaboration with key stakeholder groups, responsible for the management of these public spaces.

Responses/ mitigation measures

- The school site has been designed with joint use of school facilities in mind to enhance educational opportunities and meet the needs the growing residential community surrounding the site. The future scoping works, incorporating a new Environmental Education Centre, are recommended to be planned for in later stages of development. It is also recommended that consideration is given to the opening of the core school facilities to the community outside of school hours.
- The design of the school should ensure that while the school is a secure space for students and staff, that through design, the school invites community use and is well-integrated with the surrounding community. For example, the entry of the school has been designed to maintain the secure perimeter of the school while providing for clear and direct access by the public out of school hours. Analysis of the potential safety impacts associated with the development are included below.
- Engage the broader City of Sydney community to identify opportunities to undertake shared use of school facilities, with consideration to the school's opening hours, safety requirements, maintenance costs and broader community needs. It is also recommended there is continuation of the SWG meetings post lodgement and throughout the development stages.

- Future opportunities for use of recreation facilities within Observatory Park and Barangaroo Reserve should be considered for students at FSPS. It is also recommended the school continue the co-use of the indoor and outdoor sports courts located at the KGV Recreation Centre.
- Best practice guidelines for schools by GANSW recommend the design of the school facilities consider future populations who may co-use the space for educational purposes. It is important spaces are flexible and can adapt to the evolving needs and aspirations of the area.

Summary	
Overall impact	The potential for the school to provide community facilities can encourage the school's role as a community hub, facilitating a critical role in the cohesion of existing and future families within the area.
Duration	Provision of community facilities is expected to provide a long-term positive impact for an area of the city which lacks community infrastructure and will increase opportunities for community cohesion.
Likelihood of impact	Overall impact will be positive for both students and community members, through maximisation of the use of school facilities for students and the broader community.
Spatial extent	Potential school facilities will have the ability to cater for not only staff, students and families of the school but also the broader residential community in the LGA.
Sensitivity/importance	Moderate sensitivity to impacts, as improved access to educational opportunities is likely to positively impact primary school aged children.
Severity/scale	Moderate change associated with increased access to community facilities at the site.
Ability to adapt	There is a high ability to adapt given operational plans put in place will define the logistics of community use of facilities and the management of interaction with students.

Social impacts of construction

The proposal involves the construction of new buildings and associated works. Construction will be managed through compliance with a Construction Management Plan.

The construction phase is likely to result in impacts to way of life for surrounding residents, existing students, families and staff, as well as impacts to surroundings and use of infrastructure, services and facilities.

Students will be relocated during construction, in a manner designed to mitigate any negative construction impacts that may affect student learning.

Potential impacts

- Potential negative social impacts to way of life for students, families and school staff associated with the temporary closure of the school and decanting of students to other school sites. This has the potential to result in increased travel times, inconvenience, uncertainty and changes to daily routines for students and their families. Decanting of students off site may also impact student learning and typical school practices.
- Potential negative impacts to wellbeing for students, staff and their families associated with disruption to routines for students, families and staff due to the decanting of school operations to other sites – resulting in unfamiliarity, uncertainty and changed routines.
- Potential negative social impacts associated with changes to the surroundings of the area associated with construction. Construction and associated works will likely lead to increased noise, dust and vibration impacts to the local area during the construction period, which are likely to affect surrounding residents, workers and visitors to Sydney Observatory and Observatory Park. These impacts will be managed as per the Construction Management Plan (CMP).
- Potential negative social impacts to surroundings associated with increased traffic in the local area during the construction phase, including increased noise and vibration, including associated with heavy vehicle movements, pressure on resident and visitor parking (resulting in potential reduced accessibility of facilities and infrastructure in the area) and potential increased risks to pedestrian safety.
- Potential negative social impacts to surroundings associated with increased noise in the local area due to construction activity, including noise impacts associated with truck movements and construction equipment. This may result in reduced enjoyment of Sydney Observatory and Observatory Park for visitors to and workers at the site and impacts to sense of place associated with the historic precinct.
- Potential negative social impacts associated with connection to place and heritage values of the precinct surrounding the school site (including Observatory Park and Sydney Observatory) due to construction activity disrupting connection to place.

Responses/ mitigation measures

- It is recommended the decanting of students off site is outlined within the Change Management Plan (CMP). Measures must be put in place which ensure a smooth transition for students, teachers and families into the temporary school facilities while the proposal is under construction, to minimise disruption to learning outcomes. It is recommended the CMP addresses mitigation measures to ensure a smooth transition for the school community.
- The CMP is to include strategies to minimise the negative impacts associated with construction activity, including traffic, noise, dust, visual and odour impacts. The CMP is to also address the noise levels which will affect adjacent residential development.
- Develop a mechanism for neighbouring residents to provide feedback during construction, such as providing the contact details of site managers.
- Ensure that construction updates are provided to students, families, staff and surrounding residents regarding construction activity.

Summary	
Overall impact	Negative, temporary and subject to the implementation of mitigation measures included in the CMP.
Duration	Short term.
Likelihood of impact	Very likely.
Spatial extent	Students, families and staff, and those who live and work within the surrounding locality.
Sensitivity/importance	High sensitivity to impacts, as stakeholders likely to be affected during the construction phase are vulnerable to changes to routine (i.e. students and their families). Sydney Observatory and surrounding infrastructure is also likely to be sensitive to construction impacts due to the uniqueness of the site.
Severity/scale	High level of change associated with construction phase due to temporary closure of school and short-term construction impacts within the locality.
Ability to adapt	Medium subject to mitigation measures included in the CMP.

Surroundings – local amenity impacts

The operation of the expanded school on Upper Fort Street may result in impacts to the surroundings and amenity of the local area, primarily related to noise and traffic impacts, if not well managed.

Potential impacts

- Potential negative impacts on local amenity due to the increase in traffic and vehicle movements associated with the operation phase of the school – if not well managed. There will be up to 600 students and their families, as well as staff, accessing the site during peak pick up and drop off times and throughout the day. Many of these students are likely to access the site via car, resulting in:
 - Pressure on street parking in the area surrounding the school;
 - Increased congestion around the school and in local streets,
 - Potential risks to pedestrian safety, including safety of children being dropped off/picked up from school.
- Potential negative social impacts on local amenity due to increase in noise generated by the school site, associated with increased numbers of enrolments. An increased number of students at the site is likely to result in increased noise during key periods (i.e. before school, recess, lunch, sports activities).
- Potential positive social impacts to the surroundings of the local area associated with renewal of the site:
 - Landscaping works throughout the site, including construction of a new amphitheatre, a deck around the fig tree, new central plaza, and a multi-purpose forecourt;
 - Landscaping of roof gardens on top of the new southern buildings, and the existing Bureau of Meteorology Building.

These changes, and other activities associated with the construction of the new school, will result in enhancements to the appearance of the site and potentially changes to sense of place.

Responses/ mitigation measures

- The CMP is to include strategies to minimise the negative impacts associated with construction activity, including traffic, noise, dust, visual and odour impacts.
- Develop a Plan of Management for the operation of the redeveloped school that identifies:
 - Strategies to coordinate increased traffic associated with school operations to minimise risks to pedestrians and inconvenience for existing residents, and
 - Methods for local residents to provide feedback to the school regarding excessive noise. However, school noise is likely to peak during the day and will therefore affect a limited number of local residents.
- Continue to develop and expand upon the Green Travel Plan developed for the school, to support active transport for students / staff e.g. safe walk to school routes, bicycle parking within the school, bicycle training track included in landscape design. This is intended to reduce the pressure on street parking and reduce school-related traffic on local roads. Schools Infrastructure NSW is encouraged to work with the City of Sydney to identify opportunities for more cycleways throughout the city, so the site is safely linked to established and safe cycling routes.
- Undertake and implement recommendations from relevant traffic studies undertaken as part of the project planning and development process.

Summary

Overall impact	Negative if not well managed by the school and the City of Sydney.
Duration	Long term impact on the liveability of the area and quality of students educational experiences.
Likelihood of impact	Medium, for the surrounding locality if not well managed.
Spatial extent	Medium

Sensitivity/importance	Moderate sensitivity to impacts, as there is limited residential development within the immediate proximity of the school that is likely to be affected by changes to amenity. Sydney Observatory and surrounding infrastructure is also likely to be sensitive to construction impacts due to the uniqueness of the site.
Severity/scale	Moderate level of change to local amenity and surroundings associated with proposed development, as site is currently operating as a school.
Ability to adapt	Very likely subject to operational plans and management measures that are put in place.

Perceived and actual safety impacts

The operation of the expanded school at the site on Upper Fort Street is likely to result in additional safety impacts which will need to be considered and managed.

Potential impacts

- Positive actual and perceived safety impacts associated with the redevelopment of the school, as it is likely to activate an area with limited development (within its immediate surroundings) during the day and night, if school facilities are jointly used by the community.
- Potential negative safety impacts associated with managing community access to community facilities located on the school site when school is in operation.
- Potential safety and security impacts with the use of the buildings J and H that are identified as cold shelled buildings, to be fully developed and fitted out at a later date. The access and use of the landscaped rooftop areas are to be planned for, ensuring there is no conflict with the use of spaces that may be uninhabited.

Responses/mitigation measures

- The architectural drawings identify the configuration of buildings to ensure natural surveillance to enhance the safety of students and staff while on the premises.
- Ensure that the school is designed to align with CPTED principles to enhance the safety of students and staff, particularly in the event community members access the school outside of school hours.
- As previously mentioned, if the school is to be accessed by community groups during or outside of school hours, a Plan of Management will be requirement that addresses the safety issues associated with night time use of the school.

Summary

Overall impact	Once appropriate mitigation measures are put in place, the proposal should be able to address safety issues and concerns associated with the site being joint use.
Duration	Safety will remain an issue for the ongoing operation of the school if not well mitigated.
Likelihood of impact	The nature of shared use facilities can create safety concerns associated with the combination of young students (aged 5 to 12) and older generations. It is likely CPTED measures and operational terms and conditions, as outlined within the plan of management, will be able to mitigate safety issues.
Spatial extent	Surrounding locality.
Sensitivity/importance	High sensitivity to potential and actual safety impacts, due to relative vulnerability of stakeholders (aka children).
Severity/scale	Potential high severity of negative safety impacts due to vulnerable nature of stakeholders.
Ability to adapt	Given the appropriate mitigation measures, there is a high likelihood the proposal will be able to address safety concerns.

7.0 Concluding comments

This Social Impact Assessment (SIA) has been prepared to support the proposed redevelopment of Fort Street Public School.

This SIA has considered a range of social impacts arising from the proposal, including impacts associated with access to education opportunities, access to social infrastructure, social impacts of construction, local amenity impacts and safety impacts.

As noted above, this SIA is based on a desktop review, drawing on the outcomes of community consultation that has been undertaken to date, as has been specified by Schools Infrastructure NSW, on the basis that further stakeholder and community engagement is planned to follow at subsequent stages of the planning process.

The SIA has demonstrated that the proposed redevelopment and expansion of FSPS, within City of Sydney LGA, will bring a mix of positive benefits and some negative impacts – the latter primarily and temporary, associated with the construction process.

There are many significant positive benefits arising from the proposal, primarily related to the improved access to education opportunities for students residing in the local area and the broader city of Sydney LGA. Further investigation into the potential use of the school facilities as community assets is recommended and would allow for better integration of the school with the surrounding community.

The proposed development is likely to generate limited negative social impacts, mostly short term and associated with the construction phase, and with increased noise and traffic congestion associated with the operation of the school, due to the increase in the number of children enrolled at the school. However, it is considered that the negative impacts of the proposed development can generally be well mitigated through implementation of a Construction Management Plan and appropriate Plan of Management for the school.

It is recommended ongoing communication with the SWG is maintained throughout the life of the project to ensure a collaborative process which supports the needs and concerns of relevant stakeholders.

On balance, the scheme will generate significant long-term social benefits for the local area and the broader City of Sydney LGA.

Appendix A. Strategic policy review

Education strategy drivers

The following section includes a review of state and local plans that articulated the desired outcomes for the site from an education perspective. The following documents have been reviewed:

- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *School Assets Strategic Plan* (NSW Schools Infrastructure, 2017)
- *2018-2020 School Plan* (Fort Street Public School, 2018)
- *Design Guide for Schools* (Government Architect New South Wales, 2018)

Strategic Plan 2018 – 2022	
NSW Department of Education (2018)	
Purpose & vision	The NSW Department of Education's (DoE) strategic plan aims to "prepare young people for rewarding lives as engaged citizens in a complex and dynamic society" (p.1)
Key actions	<p>The strategic plan includes ten goals that set DoE's direction over the next five years and emphasises the importance of ensuring all children in NSW have access to a high quality education, are engaged in learning and can successfully transition to higher education, training and work. The following goal is relevant to the proposal:</p> <ul style="list-style-type: none"> • Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching</i> (p.1)
School Assets Strategic Plan	
NSW Schools Infrastructure (2017)	
Purpose & vision	<p>The NSW School Assets Strategic Plan is a high-level document that aims to coordinate planning for and delivery of both new and expanded schools. The Plan encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure.</p> <p>The priorities of the Plan include:</p> <ul style="list-style-type: none"> • <i>Ensuring that our schools can flexibly accommodate increasing student numbers with school expansions and modular buildings.</i> • <i>Involving the community in new approaches to planning. Instead of upgrading education one school at a time, we are collaborating with the community to determine how best to distribute students and deliver new and upgraded facilities within an area or region.</i> • <i>Making it easier for school infrastructure projects to start by streamlining the approvals in a new education-based State Environmental Planning Policy.</i> • <i>Investigating how we can better harness innovative technologies and equip our education facilities for the digital age.</i>
Design Guide for Schools	
Government Architect (2018)	
Purpose & vision	<p>The Design Guide is an integrated design policy for the built environment of New South Wales. It establishes the value of good design and identifies key concepts, good process, and objectives for good design outcomes.</p> <p>Aims of the Design Guide:</p> <ul style="list-style-type: none"> • <i>To promote and champion good design processes and outcomes for schools across NSW;</i> • <i>To deliver schools that respond positively to their physical, social and environmental context; and</i> • <i>To support the delivery of excellent learning environments.</i>
Key actions	<p>Education SEPP Design Quality Principles</p> <ul style="list-style-type: none"> • Whole of life, flexible and adaptive

Design Guide for Schools	
	<ul style="list-style-type: none"> – Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches and the integration of new technologies; – Take a whole of life cycle approach when considering cost and consider wider public benefits over time; – Provide capacity for multiple uses, flexibility and change of use over time; – Understand the potential impacts of future local projected growth; and – Design learning spaces to cater for a range of learning styles and group sizes.
2018-2020 School Plan	
Fort Street Public School (2018)	
Purpose & vision	<p>The school plan focuses on three key areas for improvements which have been determined in consultation with the community. The plan demonstrates the school's alignment and commitment to excellence as part of public education in NSW to ensure the ongoing growth and development of FSPS.</p> <p>School vision statement: <i>Success Through Diligence</i></p> <p>The school's ethos is to:</p> <ul style="list-style-type: none"> • Continually strive to provide opportunities for students, parents and staff to be active, creative and confident individuals; • Ensure we encourage, support and provide opportunities for the lifelong learner; • Commit to continually improving the teaching pedagogies of all staff through collaboration, professional development, communication and consistency; and • Ensure the educational landscape provides a rich, supportive and dynamic environment that meets the needs of today's students and tomorrow's decisionmakers. <p>Three key directions guide the plan's implementation:</p> <ul style="list-style-type: none"> • Strategic Direction 1: High performance and Dynamic Learning • Strategic Direction 2: Quality Leadership Collective Capability • Strategic Direction 3: Innovation, Collaboration, Connectedness
Key actions	<ul style="list-style-type: none"> • Strategic Direction 3: Innovation, Collaboration, Connectedness <ul style="list-style-type: none"> – Importance for staff to guide, and students to utilise the 4C's (communication, collaboration, creative and critical thinking). Community partners have been identified to continue exploration of the multitude of organisations and community connections available to enhance the learning opportunities for students, staff and parents.

Social strategy and social infrastructure drivers

The following section includes a review of state and local policies, strategies and documents that articulate the desired social outcomes for the site and locality, including social infrastructure directions. The following documents have been reviewed:

- *Eastern City District Plan* (Greater Sydney Commission 2018)
- *Sustainable Sydney 2030 – Community Strategic Plan 2017-2021* (City of Sydney, 2017)
- *Draft Local Strategic Planning Statement* (City of Sydney, 2019)

Eastern City District Plan

Greater Sydney Commission (2018)

Purpose & vision

The Eastern City District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision FOR Greater Sydney. The District plan informs local strategic planning statements and local environmental plans, the assessment of planning proposals as well as community strategic plans and policies.

The Plan is structured by four priorities which were first established within the Greater Sydney Region Plan. The four priorities are:

- *Infrastructure and collaboration;*
- *Liveability;*
- *Productivity; and*
- *Sustainability.*

The plan has identified the need to plan for early education and child care facilities and the need for innovative approaches to the use of land and floor space, including the co-location with compatible uses such as primary schools and office buildings, close to transport facilities. The NSW Department of Education estimated over 40,000 students will need to be accommodated in government and non-government schools in the District by 2036.

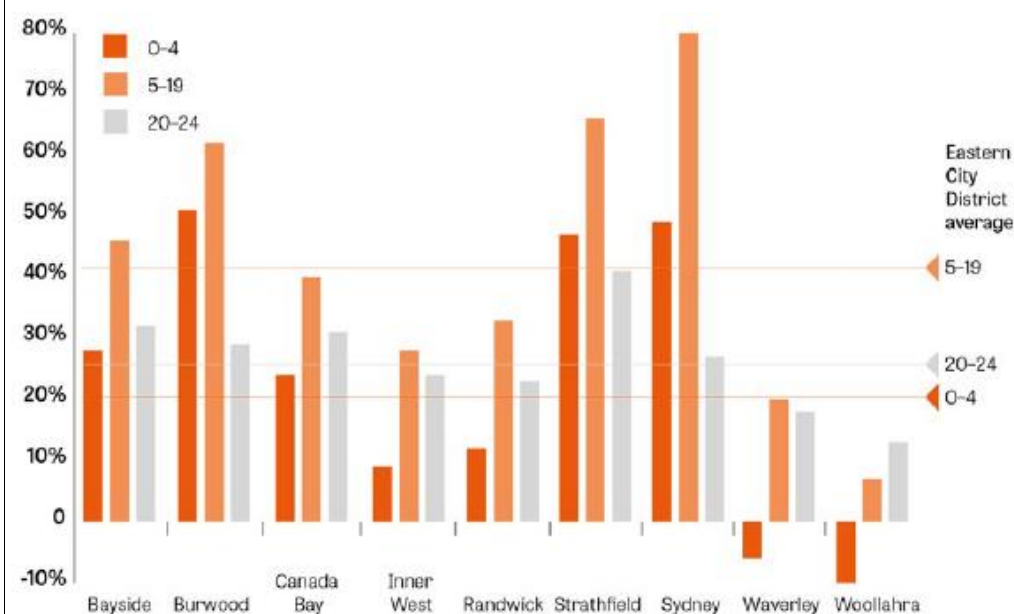


Figure 17 Eastern City District projected population change 2016-2036 by local government area: 0-4, 5-19 and 20-24 years

Source: NSW Department of Planning and Environment, 2016 New South Wales State and Local Government Area Household Projections and Implied Dwelling Requirements 2016 to 2036, NSW Government, Sydney

The Plan suggests an 80% increase in children aged 5-19 between 2016 and 2036, approximately half of which will be attending primary schools within the SCG.

Eastern City District Plan	
	<p>The NSW Department of Education's <i>School Assets Strategic Plan Summary 2017</i> encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure.</p> <p>School Infrastructure NSW look to undertake school community planning to develop schools as community hubs. Educational and community facilities have been identified as social connectors, playing an important role in fostering healthy, culturally rich and resilient communities.</p>
Key actions	<p>Actions outlined within the plan of which directly relate to the proposal are outlined below:</p> <ul style="list-style-type: none"> • <i>Deliver social infrastructure that reflects the needs of the community now and in the future; and</i> • <i>Optimise the use of available public land for social infrastructure.</i>

Sustainable Sydney 2030 – Community Strategic Plan	
City of Sydney (2017)	
Purpose & vision	<p>The purpose of the Community Strategic Plan is to identify the community's main priorities and aspirations for the future and to identify how to achieve such goals. The overarching vision is for the city to be <i>Green, Global and Connected</i>.</p> <p>The City identified the need to sustain adequate levels of services and social infrastructure during rapid population growth and increasing demand, including libraries, community centres, recreation facilities, parks and playgrounds. Additionally, there is a need for a more sophisticated approach to provide adaptable social infrastructure and maximising uses of existing social infrastructure so all can benefit. Shared private and public spaces and social infrastructure, such as parks, pools, libraries and community facilities, have been identified as essential to community cohesion and development.</p>
Key actions	<p>Key actions outlined within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Advocate to other levels of government and the private sector to encourage their investment in essential social infrastructure, services, businesses and local jobs to meet the needs of the community; and</i> • <i>Ensure there is equitable access to community facilities and places, parks and recreational facilities to support wellbeing in daily life.</i>

Draft Local Strategic Planning Statement	
City of Sydney (2019)	
Purpose & vision	<p>The draft Local Strategic Planning Statement sets out the 20-year vision for land use planning in the City of Sydney LGA. The statement reinforces the links between the NSW Government's strategic plans and the City's community strategic plan, Sustainable Sydney 2030, and the planning controls that guide development.</p> <p>The statement will guide future changes to the planning controls in the City's local environmental plan (LEP) and development control plans (DCP). NSW government agencies will also use Planning Statements to inform their infrastructure planning and service delivery, such as schools, hospitals and transport, to support local communities.</p>
Key actions	<p>City of Sydney are committed to creating walkable neighbourhoods which are convenient, bike-friendly and promote healthy populations. Planning for the location of jobs, housing and local services – including fresh food, childcare, primary school and cultural infrastructure has been identified as important in achieving walkable neighbourhoods.</p> <p>Applicable actions are listed below:</p> <p><i>Action 12.1 - Ensure infrastructure including state infrastructure such as transit, health and education, is delivered in a timely manner, including through working with NSW Government using the Growth Infrastructure Compact model to identify the funding, staging and delivery responsibilities.</i></p>

Appendix B. Demographic profile

	Study Area (SA2)	Sydney LGA	Greater Sydney
Demographics (2016)			
Population	27,412	208,382	4,823,987
Population Change (2006 to 2016)	+6,160	+51,802	+704,801
Males	13,815	107,852	2,376,766
Females	13,597	100,530	2,447,221
Males to Females	1.0 %	1.1 %	1.0 %
% of population aged 0 to 4	2.5 %	3.3 %	6.4 %
% of population aged 5 to 9	1.1 %	1.9 %	6.4 %
% of population aged 10 to 14	0.9 %	1.5 %	5.8 %
% of population aged 15 to 19	3.8 %	4.0 %	6.0 %
% of population aged 20 to 24	17.5 %	13.7 %	7.1 %
% of population aged 25 to 29	21.9 %	17.9 %	7.9 %
% of population aged 30 to 34	17.0 %	15.1 %	8.1 %
% of population aged 35 to 39	9.9 %	9.6 %	7.4 %
% of population aged 40 to 44	5.3 %	6.7 %	7.1 %
% of population aged 45 to 49	4.0 %	5.5 %	6.7 %
% of population aged 50 to 54	3.8 %	4.8 %	6.3 %
% of population aged 55 to 59	3.2 %	4.2 %	5.8 %
% of population aged 60 to 64	2.9 %	3.5 %	5.0 %
% of population aged 65 to 69	2.4 %	3.0 %	4.4 %
% of population aged 70 to 74	1.6 %	2.0 %	3.3 %
% of population aged 75 to 79	1.0 %	1.4 %	2.4 %
% of population aged 80 to 84	0.6 %	0.9 %	1.8 %
% of population aged 85 to 89	0.4 %	0.6 %	1.2 %
% of population aged 90 to 94	0.2 %	0.2 %	0.6 %
% of population aged 95 to 99	0.0 %	0.1 %	0.1 %
100 and over	0.0 %	0.0 %	0.0 %
Median age	30	32	36
Cultural and Language Diversity (2016)			
% of residents born in Australia	17.2 %	39.40 %	57.06 %
Most common ancestry	Chinese (24.4 %)	English (18.1 %)	English (19.4 %)
Second most common ancestry	Thai (11.8 %)	Chinese (13.4 %)	Australian (18.1 %)
Third most common ancestry	English (9.3 %)	Australian (11.9 %)	Chinese (7.8 %)
Fourth most common ancestry	Australian (5.2 %)	Irish (8.0 %)	Irish (6.6 %)
Fifth most common ancestry	Indonesian (4.7 %)	Scottish (5.3 %)	Scottish (4.9 %)
Most common language spoken	English (25.1%)	English (51.5%)	English (58.4%)
Second most common language spoken	Mandarin (15.1%)	Mandarin (9.9%)	Mandarin (4.7%)
Third most common language spoken	Thai (13.7%)	Thai (3.2%)	Arabic (4.0%)
Fourth most common language spoken	Indonesian (8.5%)	Cantonese (2.9%)	Cantonese (2.9%)
Fifth most common language spoken	Korean (4.5%)	Indonesian (2.2%)	Vietnamese (2.1%)
% of residents who speak English well or very well (who don't speak English at home)	46.6 %	30.0 %	29.3 %

Stability of Residence and Overseas Arrivals (2016)

% of population living at the same address as one year ago	53.9 %	57.8 %	76.6 %
% of population living at the same address as five years ago	21.3 %	27.5 %	53.2 %
% of residents overseas one year ago	12.8 %	8.3 %	2.5 %
% of residents overseas five years ago	39.1 %	24.9 %	8.9 %

Households (2016)

% Households in Couple with Children	10.1 %	10.9 %	37.4 %
% Households in Couple with No Children	32.4 %	29.7 %	23.8 %
% Households in One Parents	4.0 %	4.7 %	11.1 %
% Households in Other Family	3.9 %	1.9 %	1.4 %
% Households in Lone Person	29.7 %	37.3 %	21.6 %
% Households as Group Households	19.9 %	15.5 %	4.7 %

Dwellings (2016)

Number of occupied dwellings	9,110	85,426	1,623,874
% as detached houses	0.2 %	2.0 %	56.9 %
% as semidetached houses	1.2 %	19.7 %	14.0 %
% as flats, units or apartments	97.8 %	77.1 %	28.1 %
% of dwellings owned outright	16.5 %	14.0 %	29.1 %
% of dwellings being purchased	13.8 %	19.9 %	33.2 %
% of dwellings being rented	64.5 %	62.2 %	34.1 %
Social Housing (%)	0.6 %	7.6 %	4.2 %
Average house loan repayment (\$/month)	\$1,875	\$2,105	\$2,009
Average household rent (\$/week)	\$702	\$557	\$462
Average household income (\$/week)	\$2,191	\$2,205	\$2,075
Average no. of persons per household	2.5	2.1	2.78

Education (2016)

% of residents with a bachelor degree or above	39.8 %	44.1 %	28.3 %
% of residents with diploma or advanced diploma	10.9 %	8.4 %	9.3 %
% of residents with certificate III & IV	3.6 %	5.6 %	12.1 %
% of residents attending pre-school	0.9 %	6.6 %	5.5 %
% of residents attending primary school	2.4 %	29.1 %	25.6 %
% of residents attending secondary	3.1 %	21.9 %	19.9 %
% of residents attending technical or further educational institution	13.3 %	6.5 %	6.1 %
% of residents attending university or other tertiary institution	26.1 %	5.8 %	19.2 %
% of residents attending other type	21.4 %	1.5 %	3.3 %

Employment (2016)

Employed	15,126	117,260	2,272,727
% employment full time	52.7 %	69.5 %	65.1 %
% employed part time	42.6 %	26.2 %	30.0 %
Unemployment rate	6.4 %	6.0 %	6.0 %
Labour force participation rate	61.8 %	64.2 %	61.6 %
Employment-to-population	57.8 %	60.3 %	57.9 %

% employed in white collar occupations	72.8 %	83.6 %	73.2 %
% employed in blue collar occupations	24.5 %	14.5 %	24.8 %
Industry of Employment (2016)			
% of agriculture, forestry and fishing workers	0.2 %	0.2 %	0.4 %
% of mining workers	0.3 %	0.2 %	0.2 %
% of manufacturing workers	2.6 %	2.4 %	5.8 %
% of electricity, gas, water and waste services workers	0.3 %	0.4 %	0.8 %
% of construction workers	2.6 %	3.7 %	8.2 %
% of wholesale trade workers	2.0 %	2.4 %	3.6 %
% of retail trade workers	7.4 %	7.2 %	9.3 %
% of accommodation and food services workers	27.0 %	12.1 %	6.7 %
% of transport, postal and warehousing workers	2.1 %	3.0 %	5.0 %
% of information, media, and telecommunications workers	2.1 %	5.0 %	2.8 %
% of financial and insurance services workers	9.3 %	8.8 %	6.4 %
% of rental, hiring, and real estate services workers	2.3 %	2.1 %	1.9 %
% of professional, scientific, and technical services workers	12.7 %	16.6 %	9.8 %
% of administrative and support services workers	5.9 %	4.3 %	3.6 %
% of public administration and safety workers	2.8 %	5.8 %	5.5 %
% of education and training workers	3.4 %	7.4 %	8.0 %
% of health care and social assistance workers	6.9 %	8.2 %	11.6 %
% of arts and recreation services workers	1.6 %	2.9 %	1.7 %
% other services	2.1 %	2.8 %	3.6 %