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SOCIAL IMPACT ASSESSMENT Proposed Arthur Phillip High School and Parramatta Public School



August 2016

Creating and building community

Report Title: Social Impact Assessment proposed Arthur Phillip High School and Parramatta Public School

Client: Grimshaw

Version: Final

Date: 31 August 2016

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Executive summary

Cred Consulting was engaged by Grimshaw to deliver a Social Impact Assessment (SIA) relating to the proposed redevelopment of the Parramatta Public School (PPS) and Arthur Phillip High School (APHS) site. The proposal involves substantial demolition of the existing school buildings (excluding heritage items) on the site and redevelopment to deliver a new primary school (years K to 6) and secondary school (years 7 to 12) with increased enrolment capacity of around 3,000 students across both schools (up to 1,000 at PPS and up to 2,000 at APHS). In July 2016, PPS enrolled 752 students and APHS 1,373 students¹. PPS is currently operating at 143% utilisation and APHS at 139% utilisation with no capacity to accommodate future growth.

With significant forecast residential and commercial growth in and around the Parramatta CBD (from 12,116 in 2016 to 27,497 residents in 2031) there is increasing demand on existing school facilities and other social infrastructure and open space. NSW Department of Education (DoE) enrolment forecasts also anticipate that there will be demand for up to 1,755 places at PPS and 2,785 places at APHS by 2031². Given the site restrictions, the proposed enrolment capacity is reasonable to ensure that there is appropriate quality learning, recreational and open space facilities onsite for future students.

The staging plan³ indicates that the development will occur between 2016 and 2019 with students being relocated to currently vacant school sites during the development phase. PPS will relocate to the Old Kings School (OKS) which is available for the relocation of all PPS students in 2017. There will be a 1.5 year construction period for PPS commencing in July 2017. APHS will relocate to Rolland Hassall School (RHS) site is available for the relocation of APHS students in January 2017. A 2-year construction period for APHS commencing in December 2016.

A total of 27,043 m² (or 2.7ha) of open space is proposed across both school sites with 8,000m² on the PPS site, 14,442m² on the APHS site and 4,600m² share space – this includes five external sports courts, an amphitheatre, outdoor space for markets, and a roof garden on the PPS site. This is more than double the open space currently available on the existing school sites. PPS currently has no open space or community facilities onsite, and uses the Lancer Barracks grassed area for lunch play. Both schools use City of Parramatta (Council) facilities formally (through regular and one-off hire) including Robyn Thomas Reserve, Parramatta Swimming Pool, and Parramatta Library. Due to current inadequacy of school facilities, schools are also using Council parks informally making it difficult for Council to effectively plan and manage their open space. A range of community activities are delivered out of school hours within PPS facilities, but not currently within APHS facilities. Potential community facilities proposed include:

PPS:

- Community hall (frontage to Macquarie Street, accessed by main entry)
- OOSH facility
- Hub/Maker space
- Canteen, and
- Amphitheatre

¹ NSW Department of Education, internal research, July 2016

² NSW Department of Education, internal research, July 2016

³ Grimshaw | BVN APHS and PPS SSD Submission Design Intent Report, Rev 01, April 2016

APHS:

- Gymnasium/sports hall + 2 outdoor sports courts
- Commercial kitchen facilities – cookery school use
- STEAM floors – science, labs, workshops, performance facilities
- Ampitheatre and Exhibition space
- Outdoor space for markets/events, and
- Commercial café space.

Social impact statement

Overall the proposal to redevelop the two schools at the existing sites in the Parramatta CBD will result in strong, permanent positive social impacts. The provision of much needed additional school places and significantly increased social infrastructure and open space onsite will provide high quality learning environments. With good planning, design and management the positive impacts of the redevelopment of the two schools can be maximised to benefit the entire community. A collaborative approach between City of Parramatta and the Department of Education will facilitate the delivery of strategies that enhance community benefits and reduce negative benefits such as increased demand for parks and community facilities as identified below, and detailed in Section 7 of this SIA.

Identified impact	Type	Mitigation measure
New school facilities providing up to 248 additional primary school places and 627 secondary school places	Positive	Prioritise enrolment of in-area students to address significant forecast residential growth
More than double existing open space and outdoor recreation facilities provided on school site reducing informal use of Council parks	Positive	Develop a Memorandum of Understanding between DoE and Council to clarify and guide the formal school use of Council parks and reduce likelihood of informal uses
Increased demand for Council managed parks and playing fields for formal school sports	Negative	As above
Increased supply of social infrastructure on school grounds that can be accessible to the community	Positive	A policy and system for affordable, easy online access to book school spaces should implemented from day 1
Onsite café and courtyard area for incidental parent/carers meetings resulting in community cohesion outcomes	Positive	Consider management of café as a social enterprise to enhance skills of APHS students
Increase young people using the Parramatta CBD resulting in vibrancy and economic growth but potential increased demand for Council facilities (such as library) and congestion in the public domain	Positive	School, local services and Council should work in partnership to link young people to positive afterschool activities in the public domain, on school grounds or at Parramatta Library
Increased traffic congestion at pick up and drop off times	Negative	Ensure strong pedestrian and cycle access to school and sufficient public transport

Identified impact	Type	Mitigation measure
Disruption to students and teachers during relocation from existing facilities to temporary facilities	Negative	Implement a relocation plan that is communicated to students and parents and stakeholders
Increased sizes of schools and relocation during development can impact on community cohesion	Negative	Relocation plan should involve key community leaders in its development and implementation

1. Introduction

1.1. Background

Cred Consulting is an independent social planning consultancy based in Sydney. Cred was engaged by Grimshaw to deliver a Social Impact Assessment (SIA) relating to the proposed redevelopment of the Parramatta Public School (PPS) and Arthur Phillip High School (APHS) site. The proposal is to demolish the existing (non-heritage) school buildings to create the Parramatta Learning Precinct, which includes the construction of two new school facilities, accommodating up to 3,000 learners (from K to 12), and which according to the project background⁴:

“provides an unparalleled opportunity to redefine the learning experience for the highly diverse demographic in the Parramatta catchment. The overall form of the buildings within the precinct is defined by future learners and educators in creating life-long learning opportunities for the whole community”.

With significant residential and commercial growth in and around the Parramatta CBD, there is increasing demand on existing school facilities and other social infrastructure and open space within the CBD. NSW Department of Education (DoE) enrolment forecasts anticipate that the new PPS, which in July 2016 enrolled 752 students, will have enrolments of up to 1,000 students (+248). APHS, which at July 2016 had enrolments of 1,373 students, will have enrolments of up to 2,000 students⁵ (+627). Both schools are currently operating at above capacity⁶.

The proposed new Parramatta Learning Precinct will provide increased primary and secondary school places to cater for the increased number of children and young people living in the Parramatta area, and address the inadequacy of existing school facilities. The improved school facilities aim to improve lifelong learning opportunities for the whole community, improve school facilities and learning outcomes for students, and also increase access to local social infrastructure. However, the increased number of students are likely to place demands on existing non-school social infrastructure and amenity in the Parramatta CBD. This report provides an assessment of the likely social impacts and proposed mitigation measures for how the proposed development can achieve social sustainability for both primary and secondary school students and the broader Parramatta CBD community.

1.2. What is Social Impact Assessment?

City of Parramatta's Social Impact Assessment Guidelines state that:

“Council is committed to the process of Social Impact Assessment (SIA) as a means of considering social issues more comprehensively and consistently in its planning and decision making”.

Social Impact Assessment (SIA) is a method for predicting and assessing the social consequences of a proposed action or initiative, on affected groups of people and on their way of life, life chances, health,

⁴ Grimshaw Arthur Phillip High School and Parramatta Public School State Significant Development Design Intent Report, 2016

⁵ NSW Department of Education, internal research, July 2016

⁶ Department of Education, NSW School Far Horizon enrolment projections, July 2016

culture, and capacity to sustain these.⁷ This SIA has been completed in accordance with requirements of the Environmental Planning and Assessment Act 1979 Sec 79C(1), the Planning Institute of Australia's Social Impact Statement, and City of Parramatta's Social Impact Assessment Guidelines as follows:

the assessment of the social consequences of a proposed decision or action (such as development proposals, plans, policies, and projects) on affected groups of people and on their way of life, life chances, health, culture and capacity to sustain these.

1.3. Purpose

The purpose of this report is to provide an SIA relating to the proposed redevelopment of the Parramatta Public School (PPS) and Arthur Phillip High School (APHS) sites, in accordance with City of Parramatta's SIA Guidelines. This SIA assesses the positive and negative impacts and the mitigation measures to be provided. The report also directly responds to issues raised by the City of Parramatta relating to potential social impacts of the development on the Parramatta CBD, social infrastructure and open space including:

- How will students/teachers be relocated during the demolition/construction phases?
- How does the school propose to share use of the facilities with the community?
- What are the social impacts stemming from the design of the site including accessibility, safety, connectivity to services?
- How are the schools planning to interact with the City and use its facilities?
- What impact will the increased school population have on existing business, community facilities, recreational facilities and public spaces and local youth and family and children's services?
- What is the likely use (and demand of the schools) for playing fields off-site to inform future plans for the embellishment of Robin Thomas Reserve and/or other facilities, and
- How public space can be designed to encourage improved community cohesion - including at drop-off and pick up times?

1.4. Methodology

The study has been completed using the following methodology:

- Analysis of the pre and post development PPS and APHS student and broader population
- Analysis of the pre and post development resident profile of the Parramatta CBD in the City of Parramatta LGA
- Review of relevant Council and Department of Education (DoE) strategic plans and policies
- Site visit
- Audit and mapping of social infrastructure and services (parks, playing fields, youth services) within 800 metres of the site
- Interviews with City of Parramatta Social Outcomes Team, Strategic Recreation Planner, Parramatta Library Youth Librarian, and Parramatta Swimming Centre Aquatic Operations Coordinator
- Analysis of social impacts in accordance with PIA Policy Statement and City of Parramatta Social Planning Guidelines,

⁷ Planning Institute of NSW, SIA National Position Statement, June 2009

- Recommendation of mitigation measures, staged in accordance with site redevelopment, to address identified impacts, and
- Peer review of Draft Social Impact Assessment by an experienced social planner, Social Investment Group.

2. Planning proposal

2.1. The Site

As shown in Figure 1, the subject site includes 8-100 Macquarie Street and 175 Macquarie Street where Parramatta Public School (PPS) and Arthur Phillip High School (APHS) are currently located. The site is centrally located within the Parramatta Central Business District (CBD). The site is predominantly surrounded by residential, commercial and retail uses while to the south of the site is Lancer Barracks which is a historic military facility (and currently used by Parramatta Public School for open space).

PPS site is approximately 1.78ha in size and APHS site is approximately 1.2ha in size.

Figure 1 PPS and APHS learning precinct site location (source: Mecone)



2.2. Proposed development

The proposal involves substantial demolition of the existing school buildings (with retention of the heritage items) on the site and redevelopment to deliver a new primary school (years K to 6) and secondary school (years 7 to 12) with increased enrolment capacity. PPS is currently operating at 143% utilisation and APHS at 139% utilisation with no capacity to accommodate future growth. The proposed development of each site is detailed below.

Parramatta Public School

- Erection of a new 4-storey U-shaped building for primary school students, with a total height of approximately 21.85m. The building includes shared community spaces at ground level and a terraced landscaped roof
- Total floor area of approximately 10,000m²
- A new landscaped area on the western end of the site
- 1 outdoor court fronting Macquarie Street

- The drop off bay is to be retained in Little Street and 6 additional spaces are to be provided
- Fit-out of two heritage listed buildings along Macquarie Street, with Heritage Building A being used for Administration functions for PPS and Heritage Building B is to be used by both schools with the opportunity for community use.

Arthur Philip High School

- A vertical tower building/school for secondary school students, with a total height of 17 storeys (11 primary levels plus mezzanines) or 69 m
- Total floor area of approximately 18,000m²
- Erection of an adjoining 2-storey sports/movement complex
- A private service lane that connects Macquarie Street and Barrack Lane provides parking and loading for the school and disabled access, and
- Four outdoor games courts.

Figure 2 Aerial view of Learning Precinct (source: State Significant Development Design Intent Report, Grimshaw, April 2016)



2.3. Transport access

The site is highly accessible by public transport. The Parramatta Interchange is located to the west of the site within 5 minutes walking distance and includes bus services and train services on the T1 North Shore, Northern & Western Line, Blue Mountains Line and the T5 Cumberland Line (500m walk). The interchange also provides connection to a wide range of bus services including Transitway services on Argyle Street. Bus services operate to key centres surrounding Parramatta including Epping, Bankstown, Liverpool and Rouse Hill. The site is also close to the Parramatta ferry wharf (650metres walk), and the future light rail stop to be located adjacent to Parramatta Square. The wharf provides regular ferry services along Parramatta River to Circular Quay. The Arup Transport Assessment (18 March 2016) concluded that the

site is well connected to public transport, pedestrian and cycle links. It also concluded that traffic movements into the site are expected to operate efficiently with minimal vehicle delays.

2.4. Access/entry to the site

There are several entrances to the PPS and AHPS site providing a permeable perimeter and easy access into the school from all directions.

Parramatta Public School

Primary access points for the PPS site are from Charles Street with smaller entries off Macquarie Street to the north and Little Street to the south. After hours and parent access is via Macquarie Street between the heritage building & the New School building. The architectural curved form of the primary school creates a boundary to 3 sides. Where there is no building, the boundary condition is comprised of a 1,500mm wide planted edge with an integrated security fence of 2,100mm high to secure the school grounds. Around the sports courts a higher 3.6m fence is provided. Parents will be able to drop off and pick up their children from the Little Street entrance between 7.30am and 9.00am, mingle in the courtyard near the access points, and also visit the café on site.

Arthur Phillip High School

Primary access points for the APHS are all from Macquarie Street with a smaller entry off Barrack Lane to the west. The whole site is raised on a 360mm plinth separating it in level from the surrounding pavements. The boundary condition is comprised of a 1500mm wide planted edge with an integrated security fence of 2,100mm to secure the school grounds. Around the sports courts a higher 3.6m fence is provided.

Figure 3 Access points for drop off and pick up (source: Grimshaw, August 2016)

Public Domain
Boundaries and Access points



ARTHUR PHILLIP HIGH SCHOOL & PARRAMATTA PUBLIC SCHOOL

GRIMSHAW | BVN 2016

2.5. Staging

The staging plan⁸ indicates that the development will occur between 2016 and 2019 with students being relocated to currently vacant school sites during the development phase.

Parramatta Public School

- The Old Kings School (OKS) is available for the relocation of all PPS students in 2017
- There will be a 1.5-year construction period for PPS commencing in July 2017.

Arthur Phillip High School

- The Rolland Hassall School (RHS) site is available for the relocation of APHS students in January 2017
- A 2-year construction period for APHS commencing in December 2016.

Figure 4 Staging plan (source: Grimshaw)



⁸ Grimshaw | BVN APHS and PPS SSD Submission Design Intent Report, Rev 01, April 2016

3. Pre and post development population

This section provides an overview of the pre (2011 and 2016) and post-development population of the Parramatta CBD and the PPS and APHS school communities.

3.1. Parramatta CBD

The Parramatta CBD is located within the City of Parramatta Local Government Area (LGA). According to profile.id/forecast.id, the 2016 residential population for the LGA is 190,495 and is forecast to grow to 236,864 by 2036 (+46,369). The residential population of the Parramatta CBD is also forecast to increase significantly between 2011 and 2036 (see Table 1) from 12,116 in 2016 to 27,497 by 2036 (+15,271) or a 126.95% increase. Residential growth in the CBD represents 33% of the total forecast growth for the LGA.

Table 1 Population Forecasts Parramatta CBD (source: forecast.id, January 2014)

Parramatta CBD	Forecast year					
Summary	2011	2016	2021	2026	2031	2036
Population	8,393	12,116	17,868	21,312	24,473	27,497
Change in population (5yrs)		3,723	5,751	3,445	3,160	3,025
Average annual change		7.62%	8.08%	3.59%	2.80%	2.36%
Households	3,391	4,929	7,340	8,795	10,201	11,600
Average household size	2.35	2.37	2.38	2.38	2.36	2.33
Population in non-private dwellings	414	414	414	414	414	414
Dwellings	3,714	5,348	7,902	9,369	10,775	12,215
Dwelling occupancy rate	91.30	92.17	92.89	93.87	94.67	94.97

The majority of residential growth in the CBD will be in the 25 to 49-year age group. However, as shown in Table 2, there will be also be large increases in the number of primary school age children increasing from 342 in 2011 to 1,712 in 2036 (+1,370) and secondary school age children increasing from 189 in 2011 to 899 in 2036 (+710).

Table 2 Forecast age structure - service age groups (2011 to 2036) (source: forecast.id, January 2014)

Parramatta CBD - Total persons	2011		2026		2036		Change between 2011 and 2036
Age group (years)	Number	%	Number	%	Number	%	Number
Babies and pre-schoolers (0 to 4)	597	7.1	2,038	9.6	2,529	9.2	+1,932
Primary schoolers (5 to 11)	342	4.1	1,218	5.7	1,712	6.2	+1,370
Secondary schoolers (12 to 17)	189	2.3	598	2.8	899	3.3	+710
Tertiary education and independence (18 to 24)	1,112	13.2	2,853	13.4	3,553	12.9	+2,441
Young workforce (25 to 34)	3,721	44.3	8,417	39.5	10,219	37.2	+6,498
Parents and homebuilders (35 to 49)	1,465	17.5	4,170	19.6	5,655	20.6	+4,190
Older workers and pre-retirees (50 to 59)	520	6.2	1,061	5.0	1,593	5.8	+1,073
Empty nesters and retirees (60 to 69)	298	3.6	642	3.0	894	3.3	+596
Seniors (70 to 84)	131	1.6	274	1.3	394	1.4	+262
Elderly aged (85 and over)	18	0.2	41	0.2	49	0.2	+31
Total persons	8,393	100.0	21,312	100.0	27,497	100.0	+19,104

3.2. School population

With significant residential and commercial growth in and around the Parramatta CBD, NSW Department of Education (DoE) forecasts anticipate that there will be resulting significantly increased enrolments at both PPS and APTS.

Parramatta Public School

As at July 2016, there are 752 students enrolled at PPS and the school is operating at 143% utilisation with no capacity within the current facility to accommodate the projected growth in enrolments.

According to the My School website (www.edu.au), in 2015 at PPS:

- 310 students were girls and 376 were boys
- 96% of students had a language background other than English
- There were 0% Indigenous students, and
- There were 36 staff (41.9FTE and 4 non-teaching staff (4.5FTE).

As shown in Table 3, as at July 2016 students enrolled at PPS were mostly local coming from:

- Parramatta (70%)
- Harris Park (7%), and
- Granville (3%).

However, around 30% of students enrolled at PPS are from out of area.

Table 3 Suburb where PPS enrolled students reside (source: DoE, July 2016)

Suburb	Total no.	%
Parramatta	528	70%
Harris Park	55	7%
Granville	23	3
Guildford	7	1
Westmead	5	0.7
Other	134	1.8
TOTAL	752	100%

The school rates comparatively well nationally in terms of the Index of Community Socio-Educational Advantage (ICSEA)⁹:

Table 4 PPS ICSEA rating (myschool.edu.au)

	Bottom quarter	Middle quarters	Top quarter
School distribution	6%	12%	31%
Australian distribution	25%	25%	25%

⁹ The index of community socio-educational advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia.

Enrolment forecasts

DoE forecasts demand for enrolments of around 1,755 students at PPS by 2031 (+1,003).

Table 5 PPS enrolment forecast 2016 to 2031 (source: NSW School Far Horizon enrolment projections, July 2016)

	2016	2021	2026	2031	Change no. 2016 to 2031	Change % 2016 to 2031
PPS Enrolments	752	1,160	1,485	1,755	+1,003	133%

Arthur Phillip High School

As at July 2016, there are 1,373 students enrolled at APHS.

According to the My School website (www.myschool.edu), in 2015 at APHS:

- 430 girls and 974 boys were enrolled
- 91% of students had a language background other than English
- 1% Indigenous students
- 87 teaching staff (11 FTE). Non-teaching staff 18 (FTE).

As shown in Table 5, as at July 2016 students enrolled at APHS are coming from a number of suburbs:

- Auburn (17.8%)
- Merrylands (13.6%)
- Parramatta (10%), and
- Granville (9.6%).

Around 24% of students enrolled at APHS are from out of area.

Table 6 Suburb where students enrolled at APHS reside (source: DoE, July 2016)

Suburb	No	%
Auburn	241	17.8
Merrylands	184	13.6
Parramatta	137	10
Granville	130	9.6
Guildford	94	7
Lidcombe	67	5
Harris Park	65	4.8

Suburb	No	%
Rosehill	30	2.2
Wentworthville	28	2
North Parramatta	25	1.8
Westmead	24	1.8
Other (e.g. South Granville, Pendle Hill, Berala, Merrylands West, Blacktown, Silverwater, Toongabbie)	348	24.4%

The school rates comparatively poorly nationally in terms of the Index of Community Socio-Educational Advantage (ICSEA)¹⁰:

Table 7 APHS Index of Community Socio-Educational Advantage (myschool.edu.au)

	Bottom quarter	Middle quarters	Top quarter
School distribution	52%	25%	18%
Australian distribution	25%	25%	25%

Enrolment forecasts

As shown in Table 8, DoE forecasts demand for enrolments of around 2,785 students at APHS by 2031. This represents an increase of 1,412 students or 102% by 2031.

Table 8 APHS enrolment forecasts 2016 to 2031 (source: DoE NSW School Far Horizon enrolment projections, July 2016)

	2016	2021	2026	2031	Change no. 2016 to 2031	Change %
Arthur Philip High School enrolments	1,373	1,925	2,405	2,785	+1,412	102%

¹⁰ The index of community socio-educational advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program - Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia.

4. Social infrastructure and open space in the Parramatta CBD

"As more and more people live, work and study in and enjoy the Parramatta CBD, access to sunlight and high quality open spaces will be even more important."

Lucy Turnbull, Chief Commissioner, Greater Sydney Commission

This section provides an audit of social infrastructure and open space located within the Parramatta CBD and identifies its current and forecast utilisation by PPS and APHS school students.

Quality social infrastructure and open spaces play an important role in supporting and facilitating community harmony and connectedness.

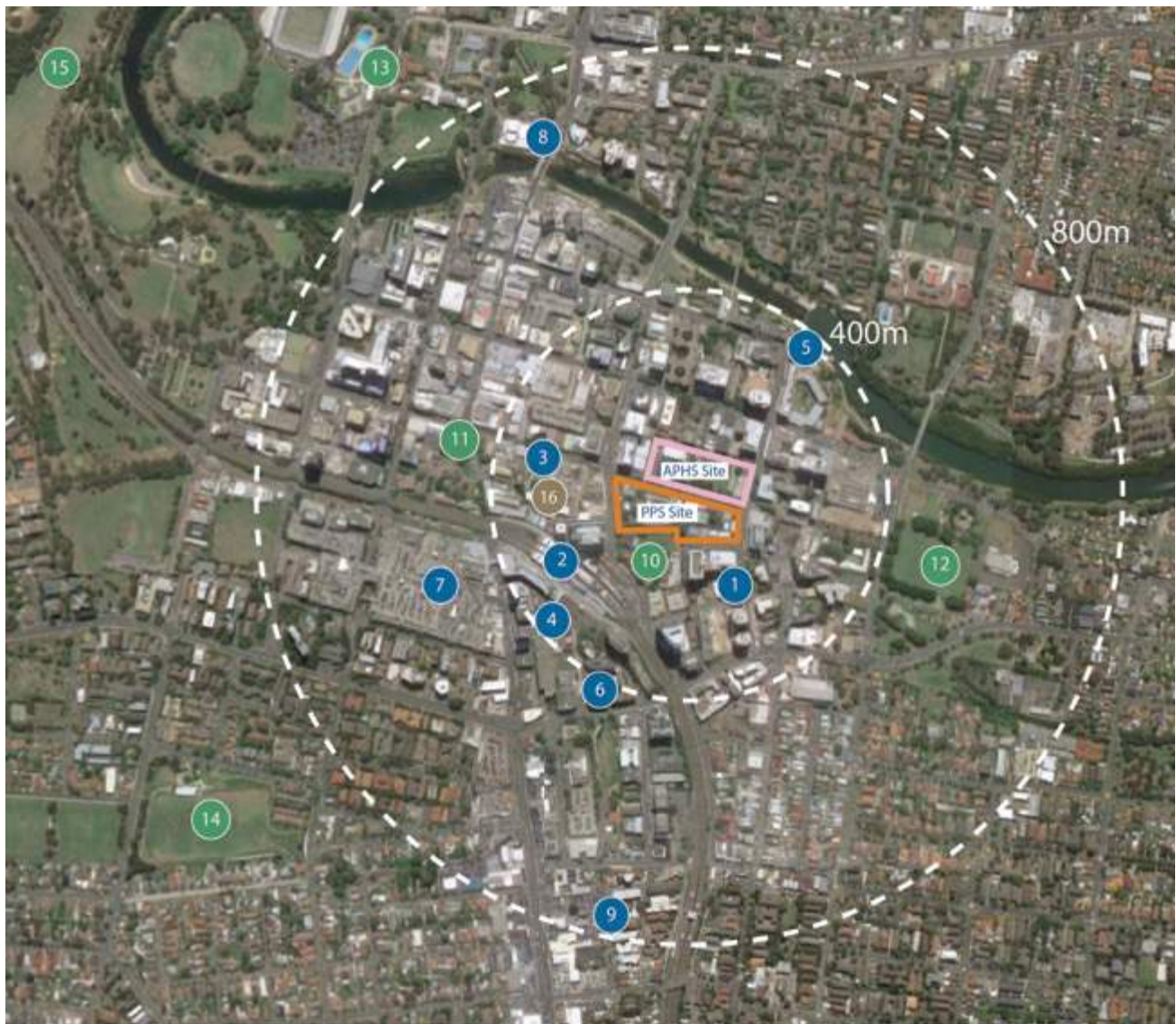
Community facilities are those indoor (built form) spaces for individuals and organisations to conduct and engage in a range of community development, recreational, social and cultural activities that enhance the community's wellbeing. Participation in programs, activities and events held at community facilities can have multiple benefits including improved health and wellbeing, community cohesion, and learning outcomes. Well-being and health studies point to the need for human connection to support good mental health and sense of purpose.

Open space refers to parks, public squares/gathering places and outdoor recreation facilities. From a social sustainability perspective, quality, well-planned local open space has a multitude of benefits for a community. Planned elements – such as natural features and playgrounds – provide an outdoor community amenity to complement indoor facilities that are often more structured and provide opportunities for adventure, creative play and intellectual interest. Open space gives the community the opportunity to engage and build upon, the planned elements and allow for the place to evolve as the community does.

4.1. Audit of existing social infrastructure

Figure 5 provides an audit of the social infrastructure and open space currently located within the Parramatta CBD and within close proximity to the site. Important to note:

- There is only one park/sports field within 800metres of the site (Robin Thomas Reserve) and one public open space (Centenary Square). These spaces are heavily utilised
- The Parramatta Swimming Centre will close on 31 March 2017. There will be no swimming pool in the Parramatta LGA when the pool closes. The City of Parramatta's Aquatic Operations Coordinator identified this is a major issue given the very low rate of students in the area who can swim, indicated by the high number of year 7 students who complete the Learn to Swim course annually. The nearest pools are Wentworthville and Granville, and
- Parramatta Square will provide a new civic and community space in the CBD including a new library, public roof garden, community meeting rooms, technology hub and Smart City Command Centre. The public space will be open in stages with stage one opening with Western Sydney University in early 2017 and the remaining estimated to be within a five-year timeframe. The existing Parramatta Library will be relocated to Parramatta Square.

Figure 5 Audit of social infrastructure in proximity to PPS and APHS site, July 2016

- | | | |
|--|--|---|
| <p>Services and Facilities</p> <ul style="list-style-type: none"> 1 PCYC Parramatta 2 Parramatta Transport Interchange 3 Parramatta Mission 4 Parramatta City Library 5 Parramatta Wharf 6 headspace Parramatta 7 Westfield Parramatta 8 Riverside Theatres 9 High St Youth Health Service | <p>Open Space and Recreation Facilities</p> <ul style="list-style-type: none"> 10 Lancer Barracks (currently used by PPS for open space) 11 Centenary Square 12 Robin Thomas Reserve 13 Parramatta Swimming Centre 14 Ollie Webb Reserve 15 Parramatta Park | <p>Planned Community Facilities</p> <ul style="list-style-type: none"> 16 Parramatta Square |
|--|--|---|

4.2. Use of social infrastructure by school

Table 9 provides a summary of how the PPS and AHPS currently (as at July 2016) use social infrastructure owned by other agencies outside of school facilities. Given that both school sites have little or no open spaces or facilities onsite, there is informal use currently occurring in Council parks, making it difficult for City of Parramatta to adequately plan for use of its parks and playing fields.

Table 9 Use of non-school infrastructure by school students (source: School Principals, City of Parramatta)

Facility	Parramatta Public School	Arthur Phillip High School
Robin Thomas Reserve	Use through regular PSSA booking once per week	Monday and Tuesday weekly 1.5 hours per day
	Informal use (not booked through Council) due to lack of open space on current site	Informal use (not booked through Council) due to lack of open space on current site
Parramatta sportsfields	The school utilises local facilities to cater for its participation in PSSA Carnivals and all students are expected to attend.	Annual athletics carnival, annual cross country
Parramatta Swimming Centre	Does not use this venue	Weekly school sports booking (30 students each week) for school sport (water polo)
		Annual School Carnival (one day per year) (300 students)
		Learn to Swim. 127 year 7 students participate in a 10 day program
Riverside Theatres		Annual performing arts night at Riverside Theatre
Lancer Barracks	Use as open space during lunch times.	
	K-2 walk-a-thon to parallel the Years 3-6 Cross Country Carnival	
Parramatta Library	No formal use. Informal after school use by a small number of primary school children who sit in the children's area until it's time to go home.	Local high school students are high users of the Library study area to access Wi-Fi and resources.
Parramatta CBD/Transport Interchange	Students leaving school to travel home by foot, cycle or public transport	Students leaving school to travel home by foot, cycle or public transport

Identified issues and opportunities

Interviews were completed with PPS and APHS school principals, Council's Social Outcomes Team, Parramatta Swimming Centre Aquatic Coordinator, Parramatta Library Youth Librarian and Council's Recreation Planner. A number of issues and opportunities were identified with the proposed increase student population in the Parramatta CBD.

- The Parramatta Library is highly utilised by local high school students. The study area is full every day and about 50% of students are from APHS. The library has opened up two meeting rooms as study rooms every school day, providing space for an additional 60 students. These rooms are full daily. There is a need to create an improved and increased youth space to accommodate the large number of students in the Parramatta CBD. Young people need space away from apartment living, and places to be while parents are at work
- Due to a current lack of any open space on the PPS site, with the Defence Department's permission PPS uses Lancer Barracks for its access to public space. Students are accompanied by staff to this facility at lunchtimes and equity of access is facilitated by a roster of stages. All play equipment must be taken on site and returned to school before the conclusion of the lunch break. Daily use of this facility cannot be guaranteed and is dependent on whether it is required by the army and it is also influenced by the weather
- City of Parramatta is concerned about the capacity of Robin Thomas Reserve to handle the high rate of use by local schools and increasing resident populations. This use will increase when new residential development is completed around the park. It is important for the City of Parramatta to understand formally how both PPS and AHPs plan to use Robin Thomas Reserve and other parks/playing fields to adequately plan for future needs. School use (actual) can be around 25-30% of bookable hours for fields. In cases like Robin Thomas Reserve, which is in a location with a number of schools, a concentrated population, and relative lack of open space and sporting facilities, the demand from schools and others is dramatically higher and impacts (and thus costs) of wear and tear are also greater
- There are regularly school groups at Robin Thomas Reserve (from a range of schools) using the park informally without having made bookings
- Informal recreation spaces (outdoor) such as the outdoor multipurpose courts, if available after school hours would generate activation of the site and provide facilities which are in limited supply in the City. Key target users include UWS and other tertiary students (10,000 planned for Parramatta Square from 2017), workers, residents, students and young people, sporting clubs and associations, school holiday programs, operators of martial arts, dancing and other activities (on a commercial basis), and
- There is an opportunity for effective sharing of facilities between the school and community. This will require consideration of how best to share and spread the benefits and costs of these solutions and facility/space management challenges for the school to consider (such as staggering and coordinating student access with other class and educational programming).

5. Social infrastructure and open space on school grounds

This section provides analysis of the current supply of social infrastructure onsite at both PPS and APTS, and utilisation of these spaces by students and external groups.

5.1. Existing school facilities

Parramatta Public School

Existing facilities on PPS school grounds

There are currently no community facilities at PPS. The only indoor facility is a small demountable library. There is no hall (or space for one).

There are no green or natural open spaces on the PPS grounds. There are no lawns, outdoor sports fields, indoor or outdoor courts as there is no space to provide these facilities.

Due to the current overcrowding of the PPS site and the placement of demountable teaching rooms in any vacant sites, there is only space between the existing permanent buildings and the demountables which are placed around the entire perimeter as a space for students to play. The surface is rubberised softfall and also contains a large COLA so that stage based assemblies can be held and to provide students with shelter from the sun. Over 750 students use this space at recess and lunch times. There is a small 'environmental' area, which includes a covered sandpit and small play/climbing equipment, predominantly used (and suitable for) Kindergarten to Year 2 students. To enable equity of access, the use of this area is on a roster basis. There are a couple of raised garden beds close by. The playground's softfall surface considerably reduces the risk and severity of serious slips, trips and falls. A small number of handball courts have been painted on the surface.

Use of school facilities by external groups

While there is no social infrastructure on site, due to a lack of other facilities in the CBD, many groups hire the school for community activities. They are hired before and after school, at lunchtimes, on weekends and over the school vacations. The PPS School Principal has advised that there are many more requests but it is not possible to accommodate these onsite. Teachers provide their classrooms to enable the school to provide extra-curricular opportunities for students. However, the need for their learning spaces to be free of external providers to facilitate class preparation for learning and team meetings is a high priority. The table below indicates usage by *external providers* and does not include the many activities offered by staff before and after school and at lunch times. These include multiple choirs, recorder groups, dance groups, robotics and coding clubs, Student Representative Council and public speaking and debating.

Table 10 Community use (external) of PPS school facilities, as at July 2016 (source: PPS School Principal, 28 July 2016)

Name of Hirer	What?	When?	Where?
Young Engineers	Lego Robotics	Wednesday, Thursday after school (3.15- 4.30 pm)	Rooms 20 and 21
Cool Kids Music	Guitar & other instruments	Wednesday (lunchtime 1.10 – 2 pm)	Room 14
J & E Piano & Music Lessons	Piano & Keyboard	Wednesday (3.15 to 4pm) Thursday (8 to 8.45 am) Thursday (3.15 to 4pm)	Room 14
Australian Chinese Descendants Mutual Association	Chinese Community Language and Dance	Saturday (9 am to 12 pm)	Building C, Rooms 11, 12 and 13 & toilets DR001, DR002
Greek Welfare Centre (OOSH)	Before and After school care and vacation care	All year School days: 7- 8.30 am & 3-6 pm School Development Days: 7 am – 6 pm Vacation care: 7 am – 6 pm	Rooms 22, 23, 24 (2x 60 metres squared, 1x 50 metres squared) & toilets DR001, DR002
Sydney Academy of Chess	Chess instruction	Tuesday (lunchtime 1.10 – 2 pm)	Room 14
Qing Hua Chinese Language School	Community Language Mandarin	Saturdays during school terms (9 am – 4 pm)	Building A (Heritage) Rooms 1,2,3,4,5,6,7,8,9,10,15,16,22,23 Block B, Room 14 (12 pm-2 pm) & toilets DR001, DR002

Arthur Phillip High School

Existing facilities

APHS has the following social infrastructure on school grounds:

- Bitumen quad on southern campus, approximately 2600m² - 2 volleyball courts, 3 ping pong tables and 6 handball courts
- Turfed oval on northern campus, approximately 3000m² - 2 cricket pitch nets, 375 synthetic turf with marked volleyball court
- Synthetic turf courts on northern campus, approximately 1600m² - 3 multi-purpose courts (basketball/netball/futsal), and
- Gym on northern campus, approximately 570m² - basketball court (indoor).

There are no other indoor communal halls or facilities

Use of school facilities by external groups

School facilities are currently used by the following external groups:

- The DoE Saturday School of Community Languages operates on Saturdays and uses general learning spaces
- The Parramatta College (ex DET, now Department of Industry) operates during weekday evenings and uses general learning spaces and some specialist rooms for peppercorn rent

5.2. Proposed social infrastructure and open space

Open space

Through the redesign of the Precinct as vertical schools, the proposal substantially increases the amount of open space and social infrastructure available to students of both PPS and APHS, and potentially accessible to the current community, than is currently available.

As shown in Table 11, a total of 27,043 m² (or 2.7ha) of open space is proposed for the site with 8,000m² on the PPS site, 14,442m² on the APHS site and 4,600m² share space.

Table 11 Proposed open space on site (source: Grimshaw, July 2016)

Location	Size (m ²)
Parramatta Public School	
Ground level open space. This includes: <ul style="list-style-type: none"> ▪ 1 x external sports court ▪ Outdoor recreation space 	5,200m ²
Rooftop garden (learning environment and supervised play)	1,400m ² (1,800m ² with terraces)
Heritage Gardens	1,400m ²

Location	Size (m2)
Total Parramatta Public School	8,000m2 (0.8ha)
Arthur Phillip High School	
Ground level open space including: <ul style="list-style-type: none"> 4 x external sports courts (2 are shared between both schools). The courts include formal markings for basketball, netball, tennis and volleyball. The area also provides a social games area for recess and lunch breaks. The area can support focussed explicit teaching and demonstrations of sports activities as well as practice, drills and actual games Ampitheatre (with covered space), and Outdoor space for markets 	4,600m2
Breezeways/screened facades (screened outdoor space providing vertical circulation around each of the homebases)	9,843m2
Total Arthur Phillip High School	14,443m2 (1.4ha)
Total shared space (this includes 2 x sports courts that can be shared by schools)	4,600m2 (0.46)
Total site (PPS and APHS)	27,043 m2 (2.7ha)

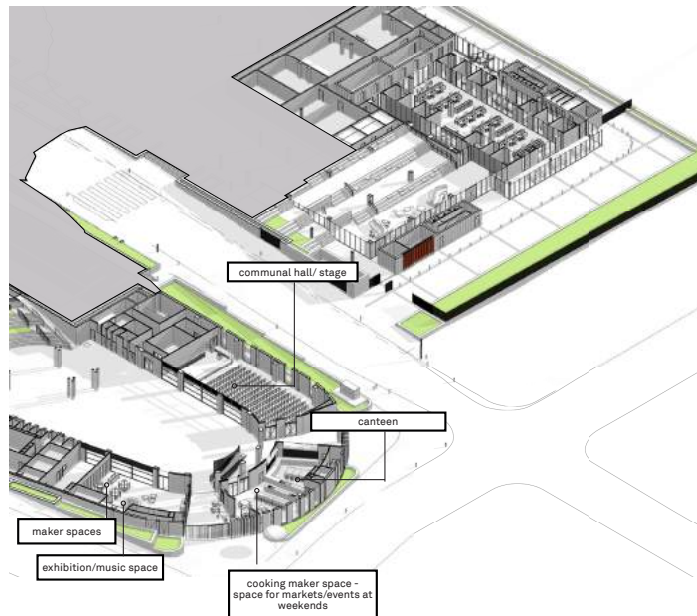
Social infrastructure

Parramatta Public School

- Communal hall (heritage building, community rooms)
- OOSH facility. This facility can be combined with the makerspace to become a large function space and opened up towards the canteen and the covered area
- Hub/Maker space. This space can be used for exhibitions, cooking classes, functions and market days. The courtyard façade is able to be opened up to the covered outdoor area in the courtyard, and
- Canteen, community market and cafe space. This is the central link between both entries on Charles Street and the hub and hall and activates the street with outdoor seating. Parents will be able to drop off and pick up their children here, mingle in the courtyard and visit the café.

Figure 6 Social infrastructure PPS (source: Grimshaw, August 2016)

Public Domain

Street Connection/community use opportunities - Lower Ground

ARTHUR PHILLIP HIGH SCHOOL & PARRAMATTA PUBLIC SCHOOL

GRIMSHAW | BVN 2016

Arthur Phillip High School

- Gymnasium/sports hall includes formal markings for sports such as basketball, netball and volleyball. It is also suitable for social games and team building activities. The gym has one full sized multi-use court (basketball & netball) and one reduced basketball court. Gym court floor area is 1300m² (includes run-offs). The space can be used for indoor assemblies and as a rehearsal and performance space. This space includes flexible stage and AV/IT equipment. The large open area also lends itself to temporary displays such as Careers nights, subject choice sessions, Science Fairs, Food Stalls and cultural events. The area also provides a social and recreational games area for recess and lunch breaks. Handball, tennis, shuttlecock and table games can be played in this area.
- Commercial kitchen facilities – cookery school use, and
- STEAM floors – science, labs, workshops, performance facilities.

Figure 7 APHS social infrastructure (source: State Significant Development Design Intent Report, Grimshaw, April 2016)



5.3. Community access to proposed facilities

City of Parramatta's feedback on the applicant's planning proposal highlighted a range of concerns about how the school proposes to share use of the facilities with the community. As detailed in Table 11 the majority of the school's social infrastructure will have the potential to be booked when not being utilised by the school. This will provide an increased suite of community facilities for the community. Under the NSW Department of Education's Community Use of School Facilities Implementation Procedures:

Schools are encouraged to make their facilities available for use by the community. This must be for appropriate purposes and must not interfere with the school's provision of quality learning programs.

See **Appendix 1** for a copy of the Community Use of School Facilities Policy Statement.

Table 12 Shared use of facilities with community (source: Grimshaw and DoE)

Proposed social infrastructure	Community access
Parramatta Public School	
1 x external sports courts	Yes
Communal hall	Yes
Out of School Hours Care facility	No
Hub and Maker space (Exhibition, Cooking Classes, Market Days)	Yes
Amphitheatre	Yes

Proposed social infrastructure	Community access
Rooftop garden for school use only - supervised use	No
Outdoor space for recreational use/markets	Yes
Arthur Phillip High School	
Gymnasium/sports hall	Yes
4 x external sports courts (shared between schools)	Yes
Commercial kitchen facilities - cookery school use	Yes
STEAM floors - science, labs, workshops, performance facilities	Yes
Outdoor space for markets etc.	Yes

5.4. Shared use precedents

There are a number of precedents that can deliver best practice management for shared use of school facilities, that ensure school activities take priority, but enable easy venue hire and community building.

Victoria Avenue Community Precinct Hall



The new Victoria Avenue School, Concord West has a partnership with City of Canada Bay for the management of its community hall. Council staff have taken over management of the hall until the Victoria Avenue Public School has sufficient resources to manage the venue hire and to take responsibility back (January 2017). This arrangement has facilitated a new community facility being available for the community quickly until the school has the resources to manage the venues directly. The Community Hall Precinct is available and promoted for hire between the hours of Monday to Friday 6.30pm to 10.30pm and Saturday/Sunday 9am to 11pm.

Westmead Community Hub



The Westmead Community Hub is located at Westmead Public School. The Community Hub is an open space where families can participate in a range of activities including workshops (fitness, arts, employment skills, computer skills) volunteer program, information sessions and other activities. The aim is to build a more cohesive school community and connections with the broader community.

Jones College Prep, Chicago



Jones College Prep in Chicago is located near public transport, a shopping precinct and near local colleges. The facility has over 121,920m² of space that can host any type of event, social gathering or meetings. The school celebrates the diversity that external groups bring to the school through the hire of their facilities, while prioritising student needs first.

The school provides a simple online calendar for external hirers that shows all the times that the facilities are unavailable for community use and supports easy venue hire by the community.



August 2016

Main Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	1 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	2 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	3 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	4 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	5	6
7	8 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	9 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	10 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	11 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	12	13
14	15 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	16 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	17 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	18 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	19	20
21	22 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	23 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	24 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	25 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	26 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	27 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm
28	29 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	30 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	31 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	1 4:00pm - 5:00pm 4:00pm - 5:00pm 4:00pm - 5:00pm	2	3

Swampscott High School, Boston

This co-located high school and senior's centre has built relationships between teenagers and older people, tackled social isolation, and increased efficient use of resources with the shared use of a dance room, pottery kilns and other facilities.

There's no official inter-generational programming but staff, students and older people have formed their own relationships, from knitting groups to sports strategy discussions. The seniors centre gets 25 free tickets to every high school performing arts event, and the seniors' dance team has performed at the high-school talent show.

6. Analysis of social impacts

This section looks at the potential social impacts of the proposed development.

6.1. What are social impacts?

Impact assessment is a method for predicting and assessing the consequences of a proposed action or initiative before a decision is made. Social impact Assessment (SIA) refers to the assessment of the potential social consequences (positive, negative or neutral) of a proposed decision or action.¹¹ The International Association for Impact Assessment identifies social consequences or impacts as occurring in one or more of the following areas:

- People's way of life - how they live, work, play and interact with each other
- Their culture - their shared beliefs or customs
- Their community - its cohesion, stability, character, services and facilities
- The population - including increases or decreases in population numbers and population change
- Their political systems - the extent to which people are able to participate in decisions that affect their lives
- Their natural and built environment
- Their health and well-being
- Social equity and quality of life
- Access and mobility
- Their personal and property rights, and
- Their fears and aspirations and safety.¹²

Social infrastructure

The proposal will positively impact on the local community through the provision of facilities that will accommodate additional (approximately 248) primary and (approximately 627) secondary school places and educational/community facilities and services to the local community. Currently PPS and APHS are operating over capacity, and do not have the space to provide social infrastructure or open space to support students' education or for community use. The residential population of the Parramatta CBD is forecast to grow by 126.95% to 2036, with an additional 1,370 primary school children and 889 secondary school children (compared to 2011) living in the area. The vertical school village will allow for APHS to expand without having to relocate services away from the existing school site. It will ensure that students at PPS and APHS have access to recreational facilities, and will create flexible and social teaching spaces. In total, the Parramatta Learning Precinct will provide places for up to 3,000 students including:

- 1,600 to 2,000 APHS (+627 students)

¹¹ Planning Institute of NSW, SIA National Position Statement, June 2009

¹² International Principle for Social Impact Assessment p.2, May 2003

⁷ RP Data, April 2015

- 821 to 1,000 PPS (+248 students).

With significant forecast residential and commercial growth in and around the Parramatta CBD (from 12,116 in 2016 to 27,497 residents in 2031) there is increasing demand on existing school facilities and other social infrastructure and open space. NSW Department of Education (DoE) enrolment forecasts also anticipate that there will be demand for up to 1,755 places at PPS and 2,785 places at APHS by 2031¹³. Given the site restrictions, the proposed enrolment capacity is reasonable to ensure that there is appropriate quality learning, recreational and open space facilities onsite for future students.

The significantly increased numbers of students will have an impact on surrounding social infrastructure through increased use including the Parramatta Library, local businesses, public spaces and attractions. Outside of school hours, students use public spaces, local businesses, the Transport Interchange, and particularly the Parramatta Library (APHS students).

The majority of students at both schools are local (either CBD or LGA) residents, as such their use of public spaces will have been planned for in the approval of new residential developments in the Parramatta CBD and the future provision of community facilities and social infrastructure. Students are important for local economic and social vitality and local businesses can benefit from the increased number of students in the Parramatta CBD both before and after school. A well designed public domain will support active transport and activation of the Parramatta CBD by students.

The proposal increases the social infrastructure available in the Parramatta CBD, with a community hall/gallery, ampitheatre, space for events and markets, hub/maker space, performance facilities, commercial kitchen facilities, OOSH facility, café and function space. Under the NSW Department of Education's Community Use of School Facilities Implementation Procedures, schools are encouraged to make their facilities available for use by the community.

Currently, external providers hire PPS for community activities due to a lack of other facilities, together with the convenient location in the CBD and affordability. The Principal has advised that there are many more requests but it is not possible to accommodate these on site. The proposed community facilities will therefore likely be highly utilised, lively and active outside of school hours. To facilitate use by the community, a simple calendar like that used by Jones College Prep in Chicago may be useful, this enables easy, online access to view availability and book spaces. The shared use of school facilities can also add value to student learning outcomes (through extracurricular activities, and relationships with the community, see for example the Swampscott Secondary School case study). The shared use of school facilities increases supervision and safety, reducing risk of damage to school facilities.

Open space

Due to a lack of existing onsite open space currently both APHS and PPS use Council open space areas in the Parramatta CBD informally including Robin Thomas Reserve for play and for exercise/training, making it difficult for Council to maintain its fields and plan for future needs. In addition, due to having no open space onsite, currently PPS use Lancer Barracks for lunchtime play and this must be confirmed daily and all play equipment must be brought from the school and removed each play session. The proposal will provide open spaces onsite that will allow students to play/exercise within the school grounds, reducing demand for informal use on other open space areas in the Parramatta CBD and providing safer and more reliable access to play for PPS students.

APHS and PPS both have existing formal bookings of Robin Thomas Reserve and other parks within the LGA. The gymnasium and multipurpose courts in the proposal will provide usable spaces for PE lessons and school sports, including training activities and formal games, reducing some demand on Robin

¹³ NSW Department of Education, internal research, July 2016

Thomas Reserve. However, the increased number of students is likely to increase demand for formal bookings of Robin Thomas Reserve, which will still be required for sports such as football. It is important for Council to understand the formal use requirements of APHS and PPS in order to plan for, and maintain its fields.

Community cohesion and quality of life

The PPS Little St drop-off point will provide opportunities for incidental interaction and connection between parents who can catch up in the school courtyard and grab a coffee at the onsite café. There will be an increased number of drop-off spaces (+6) and facilities to support incidental interaction and connection between parents, including a café with outdoor seating (activating the street) and a courtyard/community market space. As the majority of the students will be local residents, this will be community cohesion in the local area as well as the school community.

The café space also provides an opportunity to support secondary students' employment outcomes through the provision of a social enterprise such as that at Lurnea High School, where high school students are trained as baristas and operate the school canteen.

School community cohesion is created through the leadership of the Principals, teachers and parents and Citizens Association. To support community cohesion, all of these people and groups should be actively engaged in the planned relocation and in key decisions as the proposal is developed.

The proposal has undergone a Design Excellence Process and the design is of a high architectural standard while the built form is compatible with the site's surrounding buildings.

While there have been concerns raised by Council about the impacts on other CBD users of an increased number of students in the CBD after school, research shows that young people create vibrancy in public areas and should be included in planning, design and management as legitimate and welcome users of public spaces. They are also significant economic contributors and purchasers of goods including food and other retail. As predominantly residents of the LGA, they are legitimate users of the CBD spaces as both students and residents.

Health and wellbeing

Previous research has identified the need for after school activities for young people in the Parramatta CBD to support health and wellbeing, and social inclusion¹⁴. With an increased number of students in the Parramatta CBD due to residential development and the proposed development, there will be a need for the Schools, Council, local services and businesses (including the Parramatta Mission, PCYC Parramatta, headspace Parramatta and Westfield) to consider developing afterschool activities for young people. There may be opportunities to provide this type of program or other youth services in the community facilities onsite at APHS, however the Parramatta CBD is a central hub for young people from across Greater Western Sydney and as such a "neutral" location such as a youth service, Centenary Square, or Westfield may be more appropriate.

The proposed inner façade/perimeter breezeways (operating as open space) will support the health and wellbeing of students at APHS by providing natural ventilation and sunlight. The rooftop garden at PPS will support primary school students' health and wellbeing through for example opportunities for connection with nature, and learning about healthy eating through the fruit tree allotment.

¹⁴ Cred Consulting, "Needs of Teenagers and Young People in the Parramatta CBD", 2016

Impacts during relocation

There will be an impact on students, parents/carers and teachers during their relocation from the existing school facilities to their temporary facilities between 2017 and 2019. A relocation plan focused on student wellbeing and learning outcomes needs to be prepared early and communicated to students and parents, together with teachers. The relocation plan should address physical teaching spaces, transport, out of school hours care, access to community facilities such as libraries and the continuation of a strong teaching and learning environment. The Principals, teachers and Parents and Citizens Associations should be actively involved in developing and implementing the relocation plan. An important component of the relocation plan will be provisions to enable the community activities currently accommodated at the schools to continue.

Access

The Access Review Report (Morris Goding Accessibility Consultants) states that the proposed development has demonstrated an appropriate degree of accessibility for people with disabilities, and that compliance with statutory requirements can be readily achieved. The applicant should address the recommendations of the Report in their detailed design. The proposed development will deliver improved accessibility from the level provided by the existing schools.

The proposed development should consider support for culturally and linguistically diverse students, parents and community members. The current enrolment population of the PPS and the APHS has very high cultural diversity (over 90% of students have a language background other than English). The community use of the school facilities by groups which support culturally and linguistically diverse communities should be encouraged to continue. The proposed multipurpose courts support sports that are popular in culturally diverse communities, particularly basketball. The community market space and community hall provide opportunities for multicultural events, while other community infrastructure on site can be hired by cultural groups (such as the current external operators using the PPS site).

Maximising social and community benefits of the new schools

There are a number of enhancement measures that can be implemented to maximise the social and community benefits of the new schools:

- To ensure the redevelopment of both APHS and PPS delivers maximum benefit for the broader community a policy and system for affordable, easy, online access to view availability and book spaces in the schools should be implemented from day 1.
- Council could consider developing a Memorandum of Understanding with the schools to clarify and guide the use of Council facilities. This would include reserves, parks, recreation and community facilities.
- Council should consider how students can positively and safely be users of the CBD public domain in further planning and design work.
- The shared use of school facilities increases supervision and safety, reducing risk of damage to school facilities.
- Principles should provide formal advice to Council on their needs in relation to regular hiring of parks and playing fields to enable Council for effectively plan for and maintain open space for the growing community. Informal use of parks and playing fields should not be required given the increased open space and facilities onsite.
- Ensure strong pedestrian and cycle access to the schools and surrounding streetscapes and CBD. Students and teachers should feel invited to walk and cycle to and from the schools.

- Use of public transport by students and teachers should be encouraged and active transport plans developed by both APHS and PPS.
- Measures such as the proposed café with outdoor seating (activating the street) and a courtyard/community market space will support community cohesion, including at busy times. This active community use will increase supervision and safety.

Overall the proposal to redevelop the two schools at the existing sites in the Parramatta CBD will result in strong, permanent positive social impacts. The provision of much needed additional teaching spaces and significantly increased social infrastructure and open space onsite will provide high quality learning environments. With good planning, design and management the positive impacts of the redevelopment of the two schools can be maximised. A collaborative approach between Council and the Department of Education and Training will facilitate the delivery of strategies that enhance community benefits and reduce negative benefits.

7. Summary of social impacts and mitigation measures

Table 14 provides a summary of social impacts including their likelihood and their impact type.

Table 13 Social impact Analysis and proposed mitigation measures

Potential Social Impact	Type Positive, negative, neutral	Frequency Cumulative/ Temporary/P ermanent	Level Severe, Moderate, Minimal significance	Proposed Mitigation/enhancement Measure
The provision of new school facilities and school places that will accommodate additional and urgently needed primary and secondary school places to address residential growth and existing inadequate school facilities	Positive	Permanent	Severe	Prioritise enrolment of in-area students to address significant residential population growth and increasing demand for school places in the Parramatta CBD
Increased provision (double existing) of open space and recreational facilities on PPS and APHS school grounds reducing demand for use of Council facilities for informal uses/play	Positive	Permanent	Severe	Develop a Memorandum of Understanding with the schools to clarify and guide the formal use of Council facilities. This would include reserves, parks, recreation and community facilities and that includes that school will not use Council facilities without a formal hire agreement
Increased demand for Council managed parks and playing fields for formal school sports competitions	Negative	Permanent	Moderate	Develop a Memorandum of Understanding with the schools to clarify and guide the formal use of Council facilities. This would include reserves, parks, recreation and community facilities
Increased supply of social infrastructure and recreational facilities on school grounds that can be accessed by the broader community	Positive	Permanent	Severe	Enhance the positive social impacts through the provision of a policy and system for affordable, easy, online access to view availability and book spaces in the schools that is implemented from day 1. Community use of the school facilities is essential to build cohesion and deliver public benefit

Potential Social Impact	Type Positive, negative, neutral	Frequency Cumulative/ Temporary/P ermanent	Level Severe, Moderate, Minimal significance	Proposed Mitigation/enhancement Measure
Onsite café and courtyard area for parents to drop off and pick up PPS children, meet and build relationships resulting in more cohesive communities	Positive	Permanent	Moderate	Consider management of the café as a social enterprise providing barista/hospitality training for APHS students.
Increased young people using the Parramatta CBD public domain and local retail and services increasing vibrancy and economic growth	Positive	Cumulative	Moderate	None required
Increased young people using the Parramatta CBD public domain and local retail and services and Council facilities such as the Parramatta Library	Negative	Cumulative	Minimal	<ul style="list-style-type: none"> ▪ Council to consider the inclusion of the needs of young people in the future planning and design work for the CBD ▪ APHS School Principal, local services, and Council should work together to link young people to positive activities after school
Increased traffic congestion, particularly at peak drop off and pick up times	Negative	Permanent	Moderate	<ul style="list-style-type: none"> ▪ Ensure strong pedestrian and cycle access to the schools and surrounding streetscapes and CBD. Students and teachers should feel invited to walk and cycle to and from the schools. ▪ Use of public transport by students and teachers should be encouraged and active transport plans developed by both APHS and PPS.

Potential Social Impact	Type Positive, negative, neutral	Frequency Cumulative/ Temporary/P ermanent	Level Severe, Moderate, Minimal significance	Proposed Mitigation/enhancement Measure
Impact on students and teachers during their relocation from the existing school facilities to their temporary facilities between 2017 and 2019.	Negative	Temporary	Moderate	A relocation plan focused on student wellbeing and learning outcomes needs to be prepared early and communicated to students and parents, together with teachers. The relocation plan should address physical teaching spaces, transport, out of school hours care, access to community facilities such as libraries and the continuation of a strong teaching and learning environment. It should also provide for community activities to continue.
Increased sizes of schools and relocation during development can impact community cohesion	Negative	Permanent	Minimal	<ul style="list-style-type: none"> The planned high quality design of spaces will ensure the school environments foster community cohesion Measures such as the proposed café with outdoor seating (activating the street) and a courtyard/community market space will support community cohesion, including at busy times such as drop-off and pick up The relocation plan should involve key leaders in its development and implementation.

Appendix 1 Department of Education Community use of School Facilities Guidelines

Objectives – Policy statement (www.det.nsw.edu.au/policies/administrative/facilities/comm_use)

Schools are valuable community assets which should be available for community use, when not required for school purposes.

Schools support families and communities by making facilities available for children's services.

School facilities must only be used for activities that do not interfere with the school's teaching and learning

School facilities must only be used for activities which are consistent with the values of Public Education and the school's purpose and goals.

Community use applications are determined on whether facilities are fit for the proposed use, the proposed use is appropriate and the proposed community user is suitable.

Priority is given to applications from community groups and organisations as listed in the implementation procedures.

Any necessary consultation between the school principal, other departmental officers, the community use applicant and other key stakeholders should be conducted prior to any agreement being signed.

A written agreement for the community use of school facilities is made to formalise the rights and obligations of both parties.

Community use involving the upgrading of facilities, children's services, commercial ventures or uses for durations over 12 months should be referred to the local Assets Management Unit

Community use agreements are subject to suspension or termination in circumstances of emergent school and department requirements.

Schools will charge appropriate fees for the use of their facilities. Community Languages Schools approved by the department:

- have free access to school facilities for community language classes during school terms, and
- are not charged costs for utilities for community language classes during school terms.

The department provides funding to schools to assist in meeting additional costs in utilities arising from the free use of school facilities by approved Community Languages Schools.

Audience and applicability

The policy applies to all NSW public schools.

The policy relates to not-for-profit and for-profit community use of school facilities.

Context

School facilities are primarily for educating children and young people, however there are many times when school facilities are not in use.

The department encourages community and education groups to use school facilities in accordance with this policy when they are available.

This sharing of resources strengthens the partnership between schools and local communities.

Community use of school facilities benefits both schools and their communities through:

- access to services to support families and communities
- enhanced co-operation and goodwill between the school and the community
- the provision of additional extracurricular learning opportunities
- better access for communities and schools to state-of-the-art facilities
- opportunities for parents and the broader community to become better informed about and participate in the school's operation and activities
- more effective use of valuable school facilities and
- opportunities for the community to play a positive part in school security through out-of-hours use of the facilities.

Responsibilities and delegations

Principals

Work collaboratively with the local community to address identified needs through the use of school facilities.

Plan and promote mutually beneficial community use of school facilities. Manage community use of school facilities to the mutual benefit of the school and the community.

Receive applications for community use and evaluate each application in accordance with the implementation procedures, consideration of the needs of the local community and child protection requirements. When needed, consult with the local Asset Management Unit.

Adopt a risk management approach to community use of school facilities, including conducting a risk assessment, before approving any application.

Approve applications for community use and sign community use agreements consistent with their delegation.

Endorse and refer community use arrangements involving upgrading of facilities, children's services, commercial ventures, or uses exceeding 12 months' duration to the local Asset Management Unit.

Where the community user is an approved Community Languages School:

- ensure that the department is notified of any variation in the use of school facilities
- allow free access to school facilities for community language classes during school terms
- disclose funding information in the annual financial statements.

Directors, Public Schools NSW

Liaise with the school and the community to resolve issues of availability or management of community use of school facilities and assist in dispute resolution.

Monitor the effective implementation of this policy and procedures.

Local Asset Management Units

Provide principals and Directors, Public Schools NSW with support and advice on proposals to enter into community use agreements, licences, leases and project deeds.

Assist principals and Directors, Public Schools NSW in the development, review, approval and termination of community use agreements, licences, leases and project deeds.

Review architectural plans for any proposed upgrade of facilities and ensure that they meet school, department and legal requirements and that the project has the approval of the Minister if required.

Asset Management Directorate

Assess and approve community use arrangements involving upgrading of facilities, children's services, commercial ventures, or uses exceeding 12 months' duration and all proposals by schools or community partners to terminate such an agreement before the end of the agreement.

Record details of all approved community use agreements, leases, licences, and project deeds on the Asset Management System.

Director, School Planning and Information Management

Develop and maintain policies, procedures and associated documentation relating to community use of school facilities.

Legal Services Directorate

Provide principals and directors with legal support and advice for community use agreements and assist with the drafting of complex agreements, licences and leases relating to community use of school facilities.