

SOCIAL IMPACT ASSESSMENT

INNER SYDNEY HIGH SCHOOL

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TABLE OF CONTENTS

1.	Executive summary.....	1
2.	Introduction	4
3.	The Proposal.....	7
4.	Surrounding land uses	10
5.	Policy context	12
6.	Review of education needs analysis.....	13
7.	Community Profile.....	16
8.	Review of stakeholder and community consultation outcomes	19
9.	Review of technical studies	22
10.	Social Impact Assessment.....	24
11.	Conclusions	31
Appendix A	Policy review.....	35
Appendix B	Summary of demographic data	41
Appendix C	Crime Profile.....	46
Appendix D	Map of surrounding land uses	51
Appendix E	Site Visit Photos	55

1. EXECUTIVE SUMMARY

Urbis was commissioned by FJMT, on behalf of the NSW Department of Education, to evaluate the potential positive and negative social impacts associated with the development of a proposed new high school in Cleveland Street, Surry Hills. This assessment has been undertaken in relation to the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the school's relative location

1.1. INTRODUCTION

The NSW Department of Education (DoE) is preparing a State Significant Development Application (SSD 16_7610) for the development of a new inner Sydney high school located at the corner of Cleveland and Chalmers Street, Surry Hills (the 'site'), identified as 244 Cleveland Street, Surry Hills.

The name for the proposed new school will be chosen in consultation with the community. For the purposes of this report, the proposal is hereafter referred to as the inner Sydney high school.

The new school is proposed to accommodate up to 1,200 students to take enrolment pressure off surrounding high schools exceeding student capacity, and accommodate future population growth within City of Sydney Local Government Area (LGA). The high school will contain high quality learning, collaborative learning spaces and associated facilities.

Specifically, this proposal seeks development consent for the following works at the site:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
 - Collaborative learning hubs with a combination of enclosed and open spaces
 - Amenities and support areas
 - Workplaces and lounge spaces for teachers and administrative staff.
- Construction of a 13 storey plus basement and roof level (approximately 56.5m from park level), multi-purpose school building, containing:
 - Collaborative learning hubs with a combination of enclosed and open spaces
 - Library
 - Staff workplaces
 - Student canteen
 - Indoor gymnasium and other indoor recreation and performance spaces
 - Ancillary outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

1.2. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse key social impacts associated a development proposal and recommend mitigation and enhancement measures in accordance with professional standards and statutory obligations. In line with international best practice guidelines, social impacts should be assessed in relation to one or more of the following: ¹

- Health

¹ *International Association for Impact Assessment (IAIA)*

- Housing
- Earning ability
- Safety
- Neighbourhood identity
- Belonging and connection to community
- Access to and use of community facilities
- Social equity.

1.3. SUMMARY OF SOCIAL IMPACTS

The development of the inner Sydney high school will have an overall positive social impact. Key social impacts associated with the development are outlined below.

Access to Education

The development will have a significant positive impact in regards to access to education. It will assist to alleviate enrolment pressures on existing schools within the Sydney secondary school cluster. It will also provide more choices for secondary education in Sydney LGA.

Visual impact

The architectural design has considered the location of the learning hubs beyond the original concept envelope as a response to the surrounding urban context, overshadowing and view sharing. The design has located the school tower to the south/west corner of the site to minimise view impacts and maximise sky views.

The design will have an impact on existing views from some apartments on Chalmers Street. Ongoing consultation with neighbours and key stakeholders regarding view impacts will be important as design and planning progresses.

Noise

The noise and vibration assessment found that the development will comply with relevant noise emission criteria. Noise emissions from general maintenance and cleaning activities may be minimised through additional management controls.

Traffic and transport

The traffic and parking assessment found that the overall traffic impacts of the proposal are low. The site is very well serviced by a range of high frequency public transport options for staff and students and there is little parking opportunity within a reasonable walking distance to the school. Measures to promote sustainable and safe travel choices should be considered as part of the plan of management for the school.

Safety and Security

The development of the inner Sydney high school will have a positive impact in regards to crime and safety, as it will activate and provide passive surveillance to the local area. CPTED principles should be considered in design of the school. A future plan of management for the site should include safety and security management strategies to enhance operations and community uses.

Access and use of community facilities and open space

The development will have a positive impact on access to community facilities. It will provide significant opportunities for the community to access key facilities on-site, including performance and sporting spaces. This will activate the site after-hours and during school holidays.

The design of the school has allowed for on-site play space. The Department of Education and project team are continuing to consult with City of Sydney representatives and other key stakeholders regarding

potential shared uses. In planning for future community uses, consideration should be given to any potential impacts for neighbours.

Construction impacts

Construction will have a temporary negative impact in the local area, which will be managed and minimised as per the Construction Management Plan (CMP).

1.4. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of mitigation and enhancement measures is essential for the effective, long-term management of social impacts. The following are high-level recommendations to monitor social impacts:

- Development of a comprehensive plan of management for the site and provision of staff training in emergency management to monitor and enhance safety and wellbeing
- Development of communication channels with neighbours and the community. A dedicated contact person to respond and understand feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site
- Partnerships with community service providers in the local area will ensure that the use of the site by the community after-hours and during school holidays complements, rather than competes, with other nearby uses.

2. INTRODUCTION

The NSW Department of Education (DoE) are preparing a State Significant Development Application (SSD 16_7610) for the development of a new inner Sydney high school located at the corner of Cleveland and Chalmers Street, Surry Hills (the 'site'), identified as 244 Cleveland Street, Surry Hills.

The new inner Sydney high school is proposed to accommodate up to 1,200 students to take enrolment pressure off surrounding high schools exceeding student capacity, and accommodate future population growth within City of Sydney Local Government Area (LGA). The high school will contain high quality learning, collaborative learning spaces and associated facilities.

Specifically, this proposal seeks development consent for the following works at the site:

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 - Library
 - Staff workplaces
 - Student canteen
 - Indoor gymnasium and other indoor recreation and performance spaces
 - Ancillary outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

2.1. BACKGROUND

The population of Sydney is forecast to grow by over one million people in the next 10 years and a significant number will reside in or close to the Sydney CBD in new residential developments in areas such as Green Square, Central to Eveleigh precinct, Barangaroo, Central Square, the Bays Precinct and Ultimo. This growth in inner Sydney suburbs is occurring rapidly, putting significant pressure on public infrastructure, including transport, health services and education.

The Department of Education has a legislative responsibility to provide teaching spaces to meet demand in all areas across NSW. A new inner Sydney high school is to be built on Cleveland Street, Surry Hills to meet this demand. Cleveland Street Intensive English High School currently occupies the site. A new facility is being constructed for Cleveland Street Intensive English High School on a site already owned by the Department of Education (DoE) at Alexandria.

The Cleveland Street site will be redeveloped to create a new future focused high-rise school with a mix of new and refurbished buildings. The heritage of the site is a major consideration for the design of the new campus. A design excellence competition has been completed with the winning architects, Francis-Jones Morehen Thorp (FJMT) continuing to progress the design for the school. The new inner Sydney high school is expected to open in 2020.

The new inner Sydney high school will offer:

- Facilities that are readily accessible and flexible to meet the demands of an evolving curriculum in line with future-focused learning principles.

- Flexible and well connected teaching and learning spaces that enable a variety of teaching and learning practices.
- Spaces that are engaging and supportive for students and teachers.
- Technology-rich settings with an emphasis on mobility and flexibility.
- A healthy and environmentally sustainable environment.
- Innovative, connected outdoor spaces that enable play and collaborative learning.
- Connected open space, creating a welcoming and accessible school with indoor and outdoor teaching and learning opportunities.
- No buildings of heritage significance are proposed to be demolished as part of the redevelopment.

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

- Passive design principles
- Thermal performance and comfort.
- Natural lighting.
- Water recycling management.

2.2. THE REQUIREMENT FOR SOCIAL IMPACT ASSESSMENT

This Social Impact Assessment (SIA) has been undertaken in relation to the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the school's relative location.

Under Section 79(c) of the Environmental Planning and Assessment Act (1979), all social impacts that are reasonably foreseeable are required to be considered and addressed as part of the planning process.

2.3. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse key social impacts associated a development proposal and recommend mitigation and enhancement measures in accordance with professional standards and statutory obligations.

In line with international best practice guidelines, social impacts should be assessed in relation to one or more of the following: ²

- Health
- Housing
- Earning ability
- Safety
- Neighbourhood identity
- Belonging and connection to community
- Access to and use of community facilities
- Social equity.

² *International Association for Impact Assessment (IAIA)*

2.4. SIA ASSESSMENT CRITERIA

The extent to which potential social impacts and benefits will occur as a result of the proposal is assessed by comparing the level of impact against the likelihood of impact occurring.

Table 1 – Assessment criteria

Impact	Duration	Extent	Ability to adapt	Social outcomes
Low	Short-term <1 year Low frequency	Individual/ Household	Capacity to adapt to the changes with relative ease and maintain livelihoods, culture, and quality of life. Will have access to resources, infrastructure and services.	Inconvenience but with no consequence on long-term livelihoods, culture, quality of life, or adverse impact on access to resources, infrastructure and/or services.
Medium	Medium-term Medium or intermittent frequency	Small number of households	Capacity to adapt to change, with some difficulty, and maintain pre-impact livelihoods, culture quality of life. Continued access to resources, infrastructure and services, with a degree of support.	Primary and secondary impacts on livelihoods, culture, quality of life, Restricted access to resources infrastructure and/or services.
High	Long-term/ Irreversible Constant frequency	Large part of/ whole community	Capacity to adapt to changes and continue to maintain pre-impact livelihoods, culture, quality of life. Restricted access to resources, infrastructure and /or services.	Widespread and diverse primary and secondary impacts likely to be impossible to reverse or compensate for.

Source: IAIA Guidelines

2.5. METHODOLOGY

The following tasks were undertaken as part of this SIA.

Stage 1: Scoping

- Review of relevant policy documents to assess key implications at a local and state level
- Site visit and audit of surrounding context
- Review of the DA concept plans and definition of study boundaries (study area).

Stage 2: Profiling

- Review of baseline demographic characteristics and population projections for the local area
- Crime analysis and audit of neighbouring land uses
- Profile of development rationale and education needs analysis.
- Review of technical studies to inform the SIA.

Stage 3: Review of Stakeholder and Community Consultation Outcomes

- Review of outcomes of community and stakeholder consultation undertaken to date.

Stage 4: Social Impact Assessment

- Assessment of potential social impacts and benefits, their significance and appropriate mitigation and enhancement measures.

Stage 5: Reporting

- Preparation of SIA report, including recommendations to maximise benefits and minimise impacts, monitor and review cumulative and ongoing impacts.

3. THE PROPOSAL

The inner Sydney high school is proposed to accommodate up to 1,200 students, to take enrolment pressure off surrounding high schools and accommodate future population growth within City of Sydney Local Government Area (LGA). The high school will contain high quality, collaborative learning spaces and associated facilities.

The name for the school has not yet been finalised. A final name for the school will be selected in consultation with the community.

Figure 1 – Site context



Source: Urbis

Specifically, the proposal seeks development consent for the following works at the site:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
 - General and specialist learning areas
 - Amenities
 - Staff workplaces for teachers and administrative staff
- Construction of a 11-storey plus roof-level (approximately 56.5m from park level), multi-purpose school building, containing:
 - Collaborative general and specialist learning hubs with a combination of enclosed and open spaces
 - Library and Resource Hubs
 - Staff workplaces
 - Student canteen

- Indoor Movement Complex and other indoor recreation and performance spaces
- Outdoor learning and recreational areas
- Associated site landscaping and public domain improvements
- Augmentation and construction of ancillary infrastructure and utilities as required.

Figure 2 – Photomontage of the Proposal



Source: FJMT

3.1. PROPOSED FEATURES

The proposed inner Sydney high school includes:

- Facilities that are readily accessible and flexible to meet the demands of an evolving curriculum in line with future-focused learning principles
- Flexible and well connected teaching and learning spaces that enable a variety of teaching and learning practices
- Spaces that are engaging and supportive for students and teachers
- Technology-rich settings with an emphasis on mobility and flexibility
- A healthy and environmentally sustainable environment
- Innovative, connected outdoor spaces that enable play and collaborative learning
- Connected open space, creating a welcoming and accessible school with indoor and outdoor teaching and learning opportunities
- The new teaching spaces that incorporate principles of energy efficiency and ecologically sustainable development (ESD), including:
 - Passive design principles
 - Thermal performance and comfort
 - Natural lighting
 - Water recycling management.

3.2. EXISTING USES

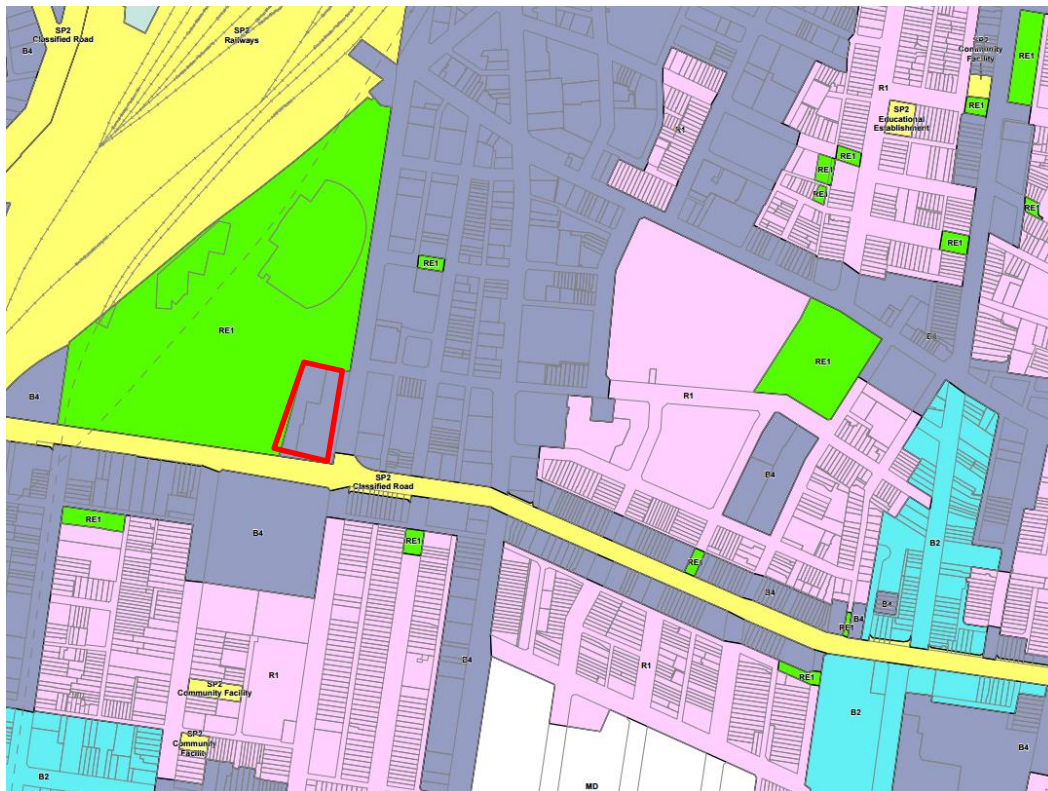
Cleveland Street Intensive English High School (CIEHS) currently occupies the site. The CIEHS will be relocated to a site owned by the Department of Education in Alexandria. It is expected that the new CIEHS facility will be complete and ready for staff and students to occupy in 2018. Until that time, CIEHS will continue to operate as normal on its current site.

Photos of the existing site are located in **Appendix E**.

3.3. ZONING

The subject site is zoned B4 (Mixed Use). Educational establishments are permitted with consent in this zone.

Figure 3 – LEP zoning map



Source: Sydney LEP 2012

The relevant objectives of the B4 (Mixed Use) zone are:

- To provide a mixture of compatible land uses
- To integrate suitable business, office, residential, retail and other development in accessible locations to maximise public transport patronage and encourage walking and cycling
- To ensure uses support the viability of centres.

3.4. HERITAGE

The subject site is identified as an item of local heritage significance in Sydney Local Environmental Plan 2012.

4. SURROUNDING LAND USES

This section provides an overview of the local context, including key land uses within 1km of the site.

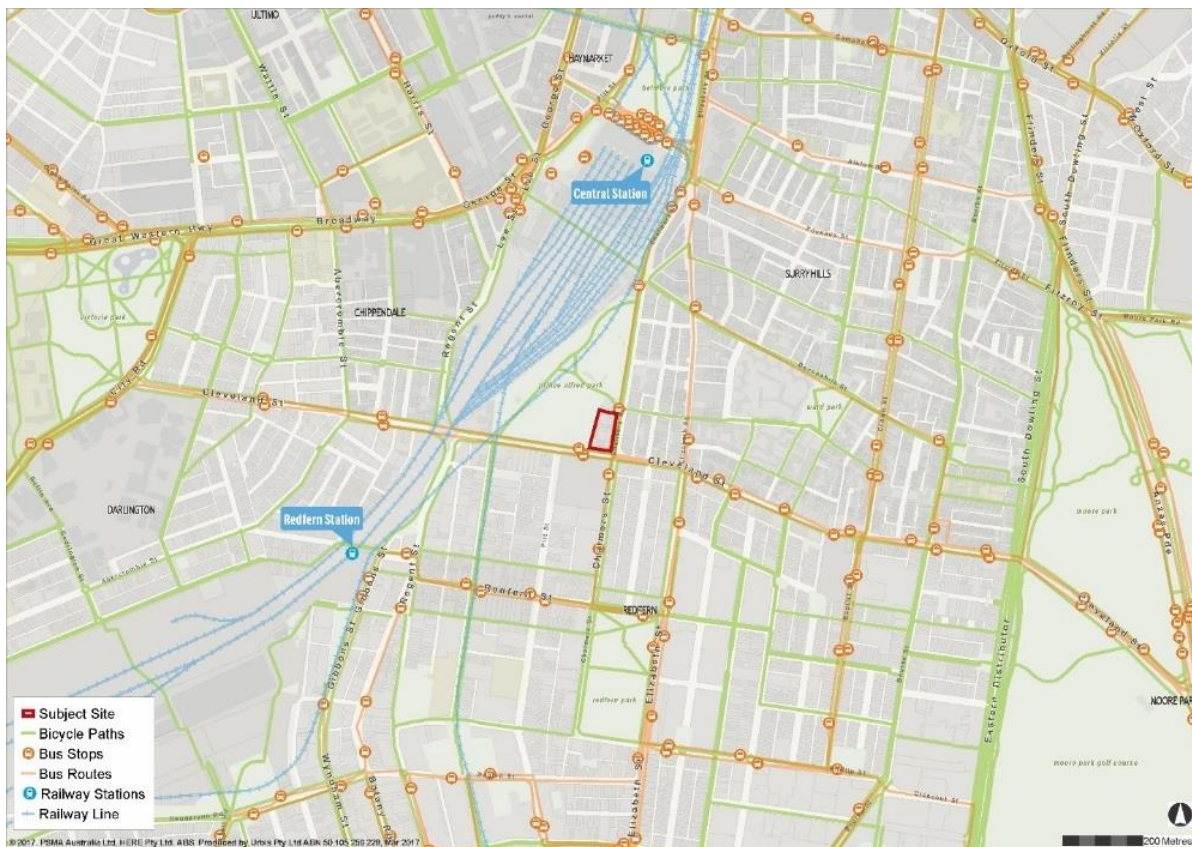
Appendix D includes a map of the community and land uses referred to in this section.

4.1. PUBLIC TRANSPORT

The subject site is serviced by various forms of public transport, both existing and under construction, including:

- **Trains** - Central Station within 400m to the north and Redfern Station within 700m to the south-west
- **Bus** - Various bus routes operated by Sydney Buses, including two bus stops directly to the west and north of the site. Connections to the following services: 305, 308, 309, 310, 372, 373, 393, 395, M20, M50
- **Light Rail** - A light rail stop is proposed approximately 400m north of the site adjacent to Central Station. Once completed in 2019, the CBD and South East Light Rail will provide connections to Circular Quay and Randwick
- **Cycleways and footpaths** - Proximity to dedicated cycleway and cycling lanes along Cleveland Street and Chalmers Street and dedicated shared cycle/pedestrian paths through Prince Alfred Park.

Figure 4 – Transport Map



Source: Urbis GIS

4.2. OPEN SPACE

The site is adjacent to Prince Alfred Park. This park includes:

- Basketball courts
- Tennis courts
- Coronation Centre
- Sports field
- Playgrounds with seesaws, swings and custom-made play equipment
- An exercise circuit of accessible path for joggers, walkers, bikes, prams and wheelchairs
- Public art
- Prince Alfred swimming pool
- Pool-side facilities, including a splash deck for toddlers, new café, bleachers, umbrellas, sky-lit change rooms, shaded areas and landscaped space.

There are 28 parks within 1 km of the site. They include Eddie Ward Park, Redfern Park and Oval, Peace Park and Shannon Reserve.

4.3. COMMUNITY FACILITIES

The closest community centre to the site is the Redfern Community Centre (700m), which includes a digital sound recording studio, performance space, meeting rooms, multipurpose rooms and an amphitheatre.

Community facilities within 1 km of the site include the Surry Hills Community Centre (which is co-located with Surry Hills Library), the PCYC Youth Centre and The Factory Community Centre.

4.4. LIBRARIES

There are two libraries within 1 km of the site, namely The Surry Hills Library (public) and the UTS Library (associated with the University). Both libraries are open seven days a week.

4.5. OTHER EDUCATIONAL FACILITIES

There is one primary school (Bourke St Public School) within 1 km of the site.

The closest high schools to the site are the Sydney Girls' High School and Sydney Boys' High School, located within 1.5 km.

Other primary and secondary schools in proximity to the site include the International Grammar School (P-12 - independent) and Glebe Public School.

Other schools within the inner Sydney high school cluster include Alexandria Park Community School, J J Cahill Memorial High School, Sydney Secondary College Balmain Campus, Sydney Secondary College Leichhardt Campus and Sydney Secondary College Blackwattle Bay Campus.

5. POLICY CONTEXT

The following outlines key policy themes for the site. A detailed summary is included in **Appendix A**.

Table 2 – Policy directions.

Policy theme	Relevance to the proposal
Population growth and demographic change	<p>There is a demonstrated need for additional educational infrastructure in the City of Sydney and surrounding LGAs to meet the needs of a growing inner city population</p> <p>There are a number of key strategic projects which will bolster population growth, including the Central to Eveleigh corridor strategy, Ashmore Precinct, Parramatta Road Urban Transformation and Waterloo Housing Estate</p> <p>There is an increasing diversity of household types in Sydney LGA, including a greater share of families.</p>
Accessibility and Transport	<p>There is a strategic priority for education infrastructure to be located in proximity to transport hubs and with adequate active transport access</p> <p>There is a key priority for investment in regional and district infrastructure for urban renewal corridors, with a focus on areas with frequent public transport.</p>
Diversity and Inclusion	<p>A Department of Education objective is to ensure that people from all backgrounds have education opportunities to promote wellbeing and build strong communities</p> <p>The City of Sydney is an area with a high proportion of overseas-born residents and Indigenous residents, amongst other diverse groups</p> <p>There is a need for educational facilities that cater to the diverse population of the Sydney secondary school cluster.</p>
Cultural participation	<p>Increasing cultural participation and engagement with different sectors of society is a key priority for state and local government</p> <p>Education facilities play a key role as community hubs.</p>
Health	<p>Prioritisation of commuting by walking and cycling is key to positive health outcomes, especially in inner city locations</p> <p>Promotion of access to usable and quality public open space and recreational facilities is key to community wellbeing.</p>
Education	<p>A NSW State priority is to continue improving education results across the state with a focus on individual learning pathways</p> <p>There is widespread support for a creative and innovative culture that promotes education achievements.</p>
Safety and security	<p>Maintaining and enhancing levels of safety and security for students is a key priority.</p>
Partnerships	<p>The planning of new school sites to support growth requires collaboration between government departments and other stakeholders, including the NSW Department of Planning and the NSW Department of Education.</p>

6. REVIEW OF EDUCATION NEEDS ANALYSIS

The NSW Department of Education is undertaking significant work to formulate short term and long term strategies to meet projected public secondary education demand over the next ten years.

By 2031, it is estimated the total student population in NSW will grow by 26% to 1,492,400 students. Approximately 90% of the public-school student growth will occur in Metropolitan Sydney. Growth will significantly increase public school enrolments in the Central District, particularly in the City of Sydney, where a 25% increase in the number of secondary students is projected over the next 15 years.³

Primary enrolments have also significantly increased in inner city areas, with the City of Sydney having a 2.8% increase in primary school enrolments in 2016-2017 and Leichhardt and Marrickville experiencing a 4.8% and 3.8% increase in the same period.⁴ There will be a significant increase in high school enrolments in the next 20 years, as younger students move into secondary school.

6.1. SYDNEY SECONDARY SCHOOL CLUSTER

The inner Sydney high school will be located within the Sydney secondary school cluster. This cluster includes the following public secondary schools.

Table 3 – Schools within the Sydney secondary school cluster

School	2014	2015	2016	2017	Change (%)	Site Area
Alexandria Park Community School	307	351	376	371	21%	3.4 ha
J J Cahill Memorial High School	320	298	287	312	-3%	3.5 ha
Sydney Secondary College Balmain Campus	707	746	793	773	9%	3.5 ha
Sydney Secondary College Leichhardt Campus	770	862	891	950	23%	2.3 ha
Sydney Secondary College Blackwattle Bay Campus	675	690	674	700	4%	3.2 ha
Total	2,779	2,947	3,021	3,106	12%	15.9 ha

Source: NSW Department of Education

The Department of Education has indicated that the current total capacity across the public secondary schools in this cluster is enough to accommodate projected demand until 2018.⁵ In addition to incremental population growth, demand beyond 2018 will be further associated with additional population increases generated by the following urban renewal areas: Green Square, Ashmore Precinct, Central to Eveleigh Transformation Precinct, the Bays Precinct and Waterloo Housing Estate.

6.2. INNER CITY PRIMARY SCHOOL CLUSTER

Increasing enrolments in the Inner City primary school cluster will result in significant increases in enrolments for secondary schools. Schools in the Inner City primary school cluster are outlined below.

³ Data provided by the NSW Department of Education

⁴ Sydney Morning Herald, 'Some of Sydney's most overcrowded schools have grown by 40 per cent: new data', <<http://www.smh.com.au/national/education/some-of-sydneys-most-overcrowded-schools-have-grown-by-40-per-cent-new-data-20170413-gvk49n.html>>

⁵ NSW Department of Education, 'Background Information - Strengthening the Provision of Public Secondary Education in the Inner Sydney Area' <https://www.det.nsw.edu.au/media/downloads/news/yr2014/inner-syd-consult/WEB_Backgrounder.pdf>

Table 4 – Schools within the Inner City primary school cluster

School	2013	2017	4-year trend (%)
Crown Street Public School	279	280	0.4%
Darlinghurst Public School	252	311	23%
Forest Lodge Public School	321	344	7%
Fort Street Public School	122	193	58%
Glebe Public School	137	259	89%
Plunkett Street Public School	55	35	-36%
Ultimo Public School	312	279	-11%

Source: NSW public school February census enrolment data

6.3. NEWTOWN PRIMARY SCHOOL CLUSTER

The four-year trend in enrolment growth across the Newtown primary school cluster also informs enrolment demand for secondary schools, as outlined below.

Table 5 – Schools within the Newtown primary school cluster

School	2013	2017	4-year trend (%)
Australia Street Public School	112	123	10%
Camdenville Public School	188	264	40%
Newtown North Public School	263	284	8%
Newtown Public School	330	396	20%
St Peters Public School	65	90	38%
Tempe Street Public School	243	321	32%

Source: NSW public school February census enrolment data

6.4. GREEN SQUARE PRIMARY SCHOOL CLUSTER

Growth in enrolments within the Green Square primary school cluster is also outlined below.

Table 6 – Schools within the Green Square primary school cluster

School	2013	2017	4-year trend (%)
Alexandria Park Community School (K-12)	452	718	59%
Erskineville Public School	357	380	6%
Gardeners Road Public School	268	360	34%
Bourke Street Public School	187	430	130%
Darlington Public School	264	259	-2%

Source: NSW public school February census enrolment data

6.5. IMPLICATIONS FOR THE SITE

The NSW Department of Education has considered a number of key factors in the assessment of the Cleveland site as a potential location for the Inner Sydney High School.

They include:

- Projected student enrolment growth within the catchment area over the short to medium term
- Education planning principles
- Objectives determined by project stakeholders and local community
- Adaptive re-use of the existing education facility
- Outcomes of discussions with City of Sydney Council
- Promotion of shared community use of Department of Education assets.

7. COMMUNITY PROFILE

A community profile for the 1 km area surrounding the site (study area) has been developed to understand the local context for the proposal. This analysis is based on 2011 ABS Census data.

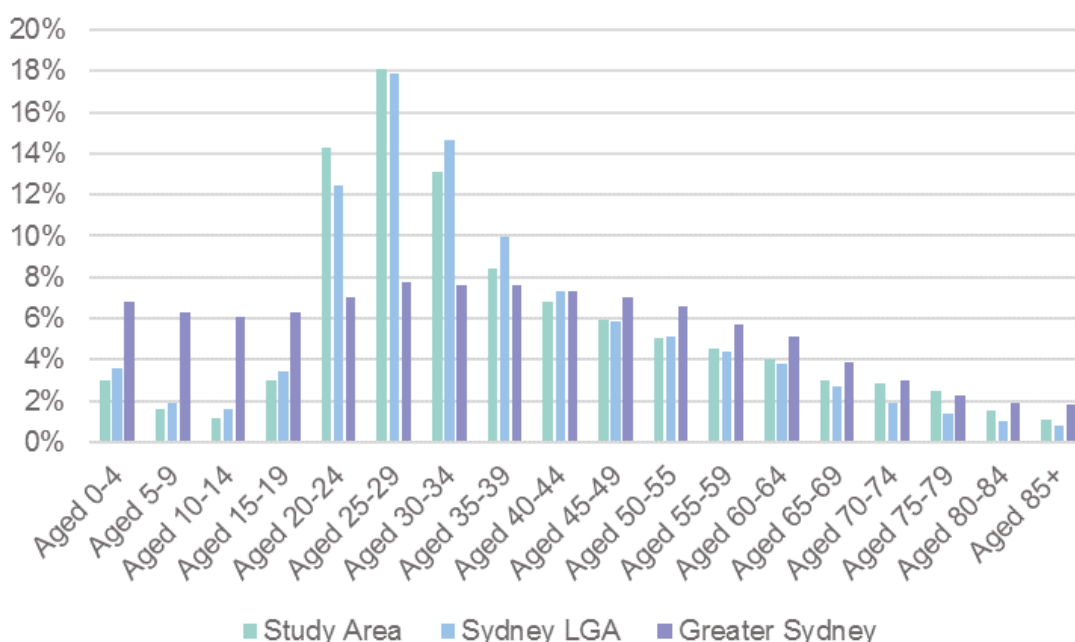
Appendix A presents the data used in this section.

7.1. EXISTING POPULATION

A total of 25,629 people live in the study area, which equates to 15% of the population of Sydney LGA. It has a population density of 8,970 people per sq. km, which is higher than the Sydney LGA average of 6,199 people per sq. km.

7.2. AGE

The average age of the study area is 37.7 years, which is similar to the Greater Sydney average (37.1 years) and higher than for Sydney LGA (36.2). Almost half of the population in the study area (45%) are aged between 20 and 34 years of age.



Source: ABS 2011

7.3. ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

The study area has a higher proportion of people who identify as Aboriginal and Torres Strait Islander people (0.46%), than for Sydney LGA (0.23%) and Greater Sydney (0.2%).

7.4. COUNTRY OF BIRTH AND LANGUAGE SPOKEN AT HOME

The study area is characterised by a higher proportion of people who were born overseas (52%) compared to Sydney LGA (49%) and Greater Sydney (56%). Those born overseas are more frequently born in China (8.2%), followed by the United Kingdom (5.7%) and New Zealand (3.7%).

The majority of households (61%) in the study area speak English only. Chinese languages are the second most commonly spoken languages (12%), followed by Russian (3%) and South East Asian Austronesian languages (2%).

7.5. EMPLOYMENT AND OCCUPATIONS

The study area is characterised by slightly higher rate of unemployment (8%), than in Sydney LGA (6%) and Greater Sydney (6%).

White collar workers make up 84% of the workforce. The top three occupations are professionals (38%), managers (14%) and clerical and administrative workers (13%).

7.6. INCOME

The study area has a lower average household income (\$83,346), compared to Sydney LGA (\$103,114) and Greater Sydney (\$94,428). Approximately one quarter (26%) of households earn less than \$20,800, compared to Sydney LGA (15%) and Greater Sydney (12%).

7.7. FAMILY COMPOSITION AND HOUSEHOLD STRUCTURE

Non-family households make 60% of households in the study area, which is higher than Sydney LGA (54%) and Greater Sydney (27%). Conversely, 40% of households are family households, which is lower than Sydney LGA (54%) and Greater Sydney (73%).

7.8. DWELLINGS AND TENURE

One in ten (11%) households in the study area are occupied by home owners, which is higher than Sydney LGA (14%) and Greater Sydney (31%). Seven out of ten (70%) people are renters, which is also higher than for Sydney LGA (61%) and Greater Sydney (32%).

7.9. RELATIVE ADVANTAGE AND DISADVANTAGE STATISTICS

The Socio-Economic Indexes for Areas (SEIFA) has been developed by the Australian Bureau of Statistics (ABS) to provide an overview of social and economic wellbeing and welfare of communities across a range of spatial scales. Four indices have been developed, as follows:

- Index of Relative Socio-economic Disadvantage: focuses primarily on disadvantage, and is derived from Census variables like low income, low educational attainment, unemployment, and dwellings without motor vehicles
- Index of Relative Socio-economic Advantage and Disadvantage: is a continuum of advantage (high values) to disadvantage (low values), and is derived from Census variables related to both advantage and disadvantage
- Index of Economic Resources: focuses on financial aspects of advantage and disadvantage, using Census variables relating to residents' incomes, housing expenditure and assets
- Index of Education and Occupation: includes Census variables relating to the educational attainment, employment and vocational skills.

Scores: A lower score indicates that an area is relatively disadvantaged compared to an area with a higher score. The area with the lowest score is given a rank of 1, the area with the second lowest score is given a rank of 2 and so on, up to the area with the highest score is given the highest rank.

Table 7 – SEIFA Index

Location	Advantage and disadvantage		Disadvantage		Economic resources		Education and occupation	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
Sydney LGA	1051	9	1020	8	894	1	1154	10
Surry Hills (suburb)	1061	9	1031	7	897	1	1162	10

Source: SEIFA, 2011

SEIFA results indicate that the population of the Sydney LGA and the suburb of Surry Hills have high levels of advantage overall, ranking in the top 10% most advantaged areas in NSW.

7.10. CRIME AND SAFETY

The site is located in inner Sydney and close to the Sydney CBD and major transport interchanges. The area attracts a significant visitor and commuter population. This may influence 'hotspots' for several crime types, including 'malicious damage to property', 'steal from motor vehicle' and 'motor vehicle theft'.

The data shows that trends for most major crimes have been stable or decreasing over the last five years.

Between January 2012 and December 2016, 'malicious damage to property' offences decreased by 4.9% annually, 'steal from motor vehicle' offences by 7.3% and 'motor vehicle theft' by 12.6%. The exception is 'drug offences', for which the rate increased 4.7% per annum, on par with the NSW average.

Many of the crimes that affect schools are opportunistic and incidents can be minimised through the adoption of appropriate CPTED principles. The development of the inner Sydney high school will have a positive impact regarding crime and safety, as it will contribute to the ongoing activation and passive surveillance of the area.

7.11. POPULATION PROJECTIONS

Projections from the NSW Department of Planning and Environment indicate that Sydney LGA will experience a significant growth in the number of school-aged population in the next 20 years.

Between 2011 and 2036, the number of people aged 10-14 will increase by 158% and the number of people aged 15-19 will increase by 56%. The 0-4 and 5-9 age groups will also experience significant growth in the next 20 years, at 98% and 151% respectively.

Appendix B includes a summary of the population projections by age for the City of Sydney.

8. REVIEW OF STAKEHOLDER AND COMMUNITY CONSULTATION OUTCOMES

8.1. BACKGROUND

In 2014, the NSW Department of Education undertook stakeholder and community consultation to inform future provision of secondary education in the inner Sydney area.

Consultation objectives included:⁶

- To introduce the consultation process and invite participation from stakeholder groups and people who have an interest
- To provide a number of different ways in which stakeholder groups and the community can participate in consultation activities
- To facilitate feedback and consultation from key stakeholder groups and the community so that the full range of issues, concerns and ideas can be heard and considered
- To ensure that the conversation about planning for public secondary education in the inner Sydney area is broadly representative of wider community expectations and priorities
- To identify and acknowledge the breadth of issues, concerns and ideas and demonstrate the challenges for the Department in considering and weighing up each option
- To provide feedback to participants, stakeholder groups and the wider community on what was raised, how it was considered and how it has influenced the final recommendations.

Consultation included:

- Twelve (12) workshops - reaching 261 principals, teachers, P&Cs, parents with Aboriginal background, councils and the wider community
- Twelve (12) focus groups - reaching 97 primary and secondary students, primary and secondary CALD parents, 'future' secondary parents and 'unengaged' community members
- Numerous self-directed kitchen table discussions
- Visits by over 4,000 community users who observed or participated in online discussions.

8.2. CONSULTATION OUTCOMES

Table 8 – 2014 consultation outcomes.⁷

Question	Outcomes
Consultation Question 1: Some public secondary schools are operating below capacity and others face	<ul style="list-style-type: none">• Improve the marketing of public education to change the perception of public schools• Invest in the refurbishment and maintenance of existing facilities to create classroom space rather than use demountable structures

⁶ NSW Department of Education, *Community consultation strategy overview*, <https://www.det.nsw.edu.au/media/downloads/news/yr2014/inner-syd-consult/WEB_Strategy_Summary.pdf>

⁷ NSW Department of Education, *Strengthening the future provision of public secondary education in the inner Sydney area*, <https://www.det.nsw.edu.au/media/downloads/about-us/news-at-det/announcements/inner-sydney-high-school-consultation/newsletter_3.pdf>

Question	Outcomes
<p>pressure from increased student numbers. Any long-term decisions are going to take time to implement. What should be done in the short term (1-4-year period)?</p>	<ul style="list-style-type: none"> • Invest in the school buildings, review educational offerings and improve teaching quality at schools with lower enrolment • Tighten policies to reduce the number of out of area enrolments and better enforce catchment boundaries • Create stronger school networks to encourage schools to work more closely together • Strengthen school links with other pre-secondary ('partner' primary schools) and post-secondary (TAFE and universities) educational establishments • Standardise school offerings • Introduce a 'local intake' stream at selective schools • Replicate the educational approach and offerings at schools that are performing well at schools with lower enrolments.
<p>Consultation Question 2: What do you think are the best options for addressing the longer-term situation (5-10-year period)?</p>	<ul style="list-style-type: none"> • The majority of ideas raised as short term solutions were also considered to be suitable options to improve the provision of public secondary education in the longer term • Construct a new public secondary school in the inner city and/or areas of high residential growth. The majority of participants agreed with the concept of a vertical school on the proviso that sufficient open space is available close by. A large number of suggestions on where a new public secondary school might be located were provided • Refurbish and expand (build up) existing public secondary education school sites and/or buy adjacent sites to provide for future expansion • Better collaborate with the Department of Planning and Environment to improve longer term enrolment projections and school asset provision.
<p>Consultation Question 3: What ideas do you have for helping to create public secondary schools that meet the demands of a modern education system and prepare students for their lives ahead?</p>	<ul style="list-style-type: none"> • Focus on making all schools public, local, co-educational secondary comprehensive schools • Move to a 'college' model for some of the inner Sydney public secondary schools • Integrate the use of virtual teaching for some subjects to reduce the need for physical classroom space • Practice innovative teaching styles such as inquiry based learning • Improve teaching quality by increasing funding, providing better pay and incentives, increasing teaching entry requirements and allowing schools more freedom in hiring and firing • Provide better information for parents to help with school choice such as information on school policies, catchments and offering • Broaden the curriculum to include character development, financial and life skills • Facilitate extra subject choice by allowing students and/or teachers to move between schools.

8.3. CONSULTATION REGARDING THE PROPOSAL

Since 2015, the Department and the project team have continued to consult more specifically on future objectives for the new inner Sydney high school (refer to consultation report included in the EIS).

Consultation has included:

- Website, community newsletters, social media updates and public notices
- Information booths
- Workshops
- Meetings with individual government stakeholders and project reference group
- Surveys.

Key issues and feedback have been summarised below.

Table 9 – Consultation feedback

Issues	Feedback
Access to education	<ul style="list-style-type: none"> • Stakeholders requested information regarding enrolment criteria, access, feeder schools and catchment area • Questions about the impact of the project on surrounding schools and surrounding community • Questions about school facilities and teacher selection methods.
Open space	<ul style="list-style-type: none"> • Questions about access to outdoor space and other local facilities for students of the new school • Concerns about provision of outdoor space within the school grounds, and the potential need for flexible outdoor space • Questions and suggestions about shared use of Prince Alfred Park.
Relocation of existing school	<ul style="list-style-type: none"> • Questions regarding the Alexandria Park Community School project and its relation to the Inner Sydney High School.
Project timeframes	<ul style="list-style-type: none"> • Questions about when the new school will open • Questions about project timeframes, and estimated project completion date.
Learning environment	<ul style="list-style-type: none"> • Suggestions for features and facilities to support a modern and flexible learning environment, including the use of technology, collaborative areas, community gardens and links to cultural and tertiary education organisations.
Community facilities	<ul style="list-style-type: none"> • Suggestions regarding how the school could better serve the community, including the use of multi-function spaces for community events, community extra-curricular activities and shared use of Prince Alfred Park.
Safety and security	<ul style="list-style-type: none"> • Questions about access control measures to the site • Suggestions to ensure that spaces are inclusive and safe.
Questions about the engagement process	<ul style="list-style-type: none"> • Interest in continuing community engagement as the proposal develops.

Source: Root Partnerships

8.4. ONGOING CONSULTATION

The Department of Education and project team are continuing to consult with a number of stakeholders, including school principals, neighbours, the community and government regarding several aspects of the proposal, including neighbour concerns, the relationship between the site and Prince Alfred Park, access control methods, the use of the site for community purposes, access and traffic control measures.

9. REVIEW OF TECHNICAL STUDIES

A number of technical studies have been undertaken to inform planning and design for the proposed Inner Sydney High School. This assessment has reviewed findings from the studies relevant to potential social impacts, including urban design analysis, visual impact, acoustics, traffic and parking and community uses.

9.1. ARCHITECTURAL DESIGN STATEMENT

A detailed analysis of the site has informed a reassessment of the original concept design envelope. The analysis has considered the surrounding urban context, the existing heritage fabric, the site's proximity to Prince Alfred Park, overshadowing and view sharing.

To reduce the impact of the school tower, as viewed from both Cleveland and Chalmers Street, the design has considered the location of the learning hubs beyond the original concept envelope, to provide a greater open area to the north.

Views from apartments along Chalmers Street have been considered to understand potential impacts. The revised design has located the tower to the south/west corner of the site to increase sky views and minimise impacts.

9.2. NOISE AND VIBRATION ASSESSMENT

A noise and vibration assessment report has assessed the potential impacts of operational and construction noise for the proposal. A summary of key acoustic considerations is presented below:

- **Traffic Noise Intrusion** - The design has considered traffic noise impacts on classrooms and new building to ensure that levels will meet applicable criteria for educational buildings
- **Traffic Noise Generation** - The assessment has found no significant changes to traffic flow are expected as a result of the proposal; therefore, traffic noise generation is negligible
- **Mechanical Plant** - At this stage, final plant selections have not been made so a detailed assessment has not been carried out. Noise emissions from general maintenance and cleaning activities may need management controls, including time restrictions for external area maintenance activities, and keeping doors and windows closed during early morning and late evening maintenance
- **Rooftop Basketball Court** - Use of the rooftop basketball court is predicted to comply with the relevant criteria associated with external noise emissions
- **Construction Noise** - Demolition and new-build works are likely to exceed stated criteria at certain stages, particularly when works occur in the areas closer to sensitive receivers. Additional noise control measures were recommended to minimise noise impacts during these stages
- **Construction Vibration** – it is anticipated that construction works will result in no adverse vibration impacts.

9.3. TRAFFIC AND PARKING ASSESSMENT

A traffic and parking assessment report has assessed the potential traffic impacts of the proposal. The assessment found the overall traffic impacts of the proposal are acceptable. Findings are summarised below:

- The site is very well serviced by a range of high frequency public transport options for staff and students
- The proportion of students who travel by car is expected to be low. Car commuting is expected to be part of linked trips in combination with public transport use
- There is little opportunity for staff / students to drive and park within a reasonable walking distance to the school. The use of public transport by students and staff is expected to be high

- It is not recommended that formal pick up / set down facilities be considered for this proposal. Whilst a student travelling as a passenger may not necessarily generate additional vehicle trips on the network, they should be discouraged by the school
- On-site parking is low and would not attract large numbers of peak-hour trips
- The net traffic increase on the network by the school would be negligible and would not impact on the surrounding road network or the operational capacity of surrounding intersections.

10. SOCIAL IMPACT ASSESSMENT

The following is an assessment of the potential positive and negative impacts of the proposal in relation to the school's relative location.

10.1. ACCESS TO EDUCATION

Table 10 – Access to education

Proposal		
<p>The Department of Education has considered a number of locations against key criteria to select the Cleveland Street site for the development of the Inner Sydney High School. A common thread during consultation was the perceived lack of choice for secondary education in Sydney LGA. The inner Sydney high school is proposed to provide more choice, take enrolment pressure off surrounding high schools, and respond to future population growth within the Sydney LGA.</p>		
Impact	Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> The proposal will have a significant positive effect in meeting access to education requirements for secondary school students in the Sydney secondary school cluster The choice of the Cleveland Street location was based on a robust assessment of criteria, including projected student enrolment growth, education planning principles, adaptive re-use of existing assets and consultation with key stakeholders The existing facilities are ageing and require refurbishment to meet new education model requirements. The proposal will provide modern and specialist learning areas, with a focus on collaboration and technology The proposal is considered to provide the best overall use of the site, in comparison to other available alternatives. 	<ul style="list-style-type: none"> The Department of Education is currently defining a specific catchment for the proposed new high school. The catchment of the school is being finalised in consultation with school principals and key stakeholders. New catchments will be announced in 2018 (as per DoE website information) During consultation, the community has demonstrated keen interest in continuing to be informed as plans progress. 	<p>Overall Impact High positive impact</p> <p>Duration: Long-term</p> <p>Extent: Sydney secondary school cluster</p> <p>Ability to adapt: High</p> <p>Likelihood of Impact: Very likely</p>

10.2. VISUAL IMPACT

Table 11 – Visual impact

Proposal		
The architectural design has considered the location of the learning hubs beyond the original concept envelope as a response to the surrounding urban context, overshadowing and view sharing. The design has located the school tower to the south/west corner of the site to minimise view impacts and maximise sky views.		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> The design will have an impact on existing views from some apartments on Chalmers Street. 	<ul style="list-style-type: none"> The design has located the school tower to the south/west corner of the site to minimise view impacts and maximise sky views. Ongoing consultation with neighbours and key stakeholders regarding view impacts will be important as design and planning progresses. 	<p>Overall Impact Medium negative impact, concentrated on neighbouring apartments along Chalmers Street</p> <p>Duration: Long-term</p> <p>Extent: Neighbouring apartments/areas with views to the site</p> <p>Ability to adapt: Medium/Low</p> <p>Likelihood of Impact: Very likely</p>

10.3. NOISE

Table 12 – Noise

Proposal		
The proposal will increase the number of people accessing the site. The acoustic assessment found that the site will comply with relevant noise emission criteria.		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> There are no significant changes to traffic flow expected as a result of development; therefore, traffic noise generation will be negligible Use of the rooftop basketball court is predicted to comply with the relevant criteria associated with external noise emissions Noise emissions from the mechanical plant will need to be assessed further. At this stage, final plant selections have not been made so a detailed assessment has not been carried out Demolition and new-build works may have negative noise effects, particularly when works occur in the areas closer to sensitive receivers. Additional noise control measures have been proposed to minimise noise impacts during these stages. 	<ul style="list-style-type: none"> Noise emissions from general maintenance and cleaning activities may need management controls, as per the noise and vibration assessment. These include time restrictions for external area maintenance activities and keeping doors and windows closed during internal maintenance during early morning and late evening hours Construction noise shall be managed as per strategies listed in the noise and vibration assessment, including using quieter equipment, limiting construction hours as appropriate, strategically locating equipment and using temporary noise barriers. The formation of a Construction Liaison Committee is recommended to provide information to neighbours during construction, and maintain good communication between the community and project staff. 	<p>Overall Impact Low negative impact</p> <p>Duration: During construction and during school opening hours</p> <p>Extent: Neighbours</p> <p>Ability to adapt: Medium</p> <p>Likelihood of Impact: Very likely</p>

10.4. TRAFFIC AND TRANSPORT

Table 13 – Traffic and transport

Proposal		
<p>The proposal will increase the number of people accessing the site. No formal pick up / set down facilities have been considered for this proposal. The site is very well serviced by a range of high frequency public transport options for staff and students. The proposal includes bathroom and shower facilities, which can be used as end-of-trip facilities.</p> <p>The likelihood of students traveling by car to the site is expected to be low. The traffic and parking assessment found that the overall traffic impacts of the proposal are acceptable.</p>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> The overall traffic impact of the site is considered to be low. The site is very well serviced by a range of high frequency public transport options for staff and students and there is little parking opportunity within a reasonable walking distance to the school Construction will have an impact on pedestrian movement and local traffic. This impact will be managed by a Construction Management Plan (CMP). 	<ul style="list-style-type: none"> Measures to promote sustainable travel choices should be considered as part of the plan of management for the school, including encouraging the use of end-of-trip facilities and wayfinding The preparation of green travel plans for staff and students could provide a significant information on the transport options for each student / staff member Measures to maintain road and personal safety in line with CPTED principles should be considered, including pedestrian safety procedures for the morning and afternoon peak periods Pedestrian management during construction should be managed by a detailed strategy in consultation with City of Sydney, the Roads & Maritime Services and Transport for NSW. 	<p>Overall Impact</p> <p>Neutral impact – subject to the implementation of mitigation and enhancement measures</p> <p>Duration:</p> <p>During school periods</p> <p>Extent:</p> <p>Local roads and footpaths and public transport</p> <p>Ability to adapt:</p> <p>High</p> <p>Likelihood of Impact:</p> <p>Very likely</p>

10.5. SAFETY AND SECURITY

Table 14 – Safety and security

Proposal		
<p>The development of the inner Sydney high school will contribute to continuing activation and access by the community to certain features and enhancing the interface between the site and Prince Alfred Park. Due to its location in Sydney CBD, the site is in proximity to hotspots for several crime types, including malicious damage to property and vandalism. However, the data shows that trends for most major crimes have either been stable or decreasing over the last five years.</p>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> The development of the inner Sydney high school will have a positive impact, as it will contribute to continuing activation and passive surveillance of the area Many of the crimes that affect schools are opportunistic and incidences of their occurrence can be minimised through the adoption of appropriate CPTED principles The design of the school has considered access control measures at entry and exit points The design of the school has considered the use of landscaping to enhance space management and the minimisation of potential places for entrapment. 	<ul style="list-style-type: none"> CPTED considerations will minimise any potential crime impact on the site The Plan of Management for the school will need to address access control, passive surveillance and active surveillance measures for the site The proposal should specifically address the interface between the school and Prince Alfred Park regarding safety and security The existing Prince Alfred Park Plan of Management will need to ensure that the relationship between the park and the school remains safe and secure, promoting access and passive surveillance. 	<p>Overall Impact Medium positive impact</p> <p>Duration: Long-term</p> <p>Extent: Users of the school and the park – local amenity</p> <p>Ability to adapt: High</p> <p>Likelihood of Impact: Very likely</p>

10.6. ACCESS AND USE OF COMMUNITY FACILITIES AND OPEN SPACE

Table 15 – Access and use of community facilities and open space

Proposal		
The inner Sydney high school has been designed to consider new and adjacent community uses, to maximise access and use of the site.		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> The proposal supports the adaptive re-use of existing facilities. Refurbishment of the existing facilities will enhance the heritage value of the site 	<ul style="list-style-type: none"> Ongoing consultation will define the best use of school facilities by the wider community In planning for future community uses of the site, consideration should be given to the needs of young workers, older people, Aboriginal and Torres Strait Islander people, people with disability and CALD people and people living in the vicinity of the site A Plan of Management for the site will define safety and security management strategies to enhance community access and use Prince Alfred Park is currently a well-utilised space. Any use by students will need to be addressed as part of ongoing consultation and Plan of Management The proposal should specifically address the existing Prince Alfred Park Plan of Management in defining potential shared uses. 	<p>Overall Impact High positive impact</p> <p>Duration: Long-term</p> <p>Extent: Extent of positive impact subject to outcomes of consultation regarding the use of the park by the school and use of the school by the community</p> <p>Ability to adapt: High</p> <p>Likelihood of Impact: Likely</p>
<p>Community uses</p> <ul style="list-style-type: none"> The proposal offers facilities that can be used by the wider community. They include: <ul style="list-style-type: none"> Indoor Movement Complex Other indoor recreation and performance spaces Outdoor learning and recreational areas. The Department of Education will continue consultation to further define the operation of the school and the best way to share its spaces with the wider community 		
<p>Prince Alfred Park</p> <ul style="list-style-type: none"> The site is adjacent to Prince Alfred Park. As such, there is an opportunity to enhance the relationship between the site and the park through the shared use and activation of spaces The Department of Education and project team are continuing to consult with City of Sydney representatives and other key stakeholders regarding potential shared use arrangements The design of the school has included sufficient on-site student play space, and does not rely on the use of Prince Alfred Park. 		

10.7. CONSTRUCTION IMPACTS

Table 16 – Construction impacts

Proposal		
The proposal involves the demolition of some structures and the construction of new buildings and associated works. Construction will be managed by a Construction Management Plan (CMP).		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> Construction and associated works will have a temporary negative impact in the local area. These impacts will be managed as per the Construction Management Plan (CMP) Construction may have a temporary impact on the usability of part of the Prince Alfred Park. 	<ul style="list-style-type: none"> The formation of a Construction Liaison Committee is recommended to provide information to neighbours during construction, and maintain good communication between the community and project staff The Construction Management Plan (CMP) will include strategies to minimise impacts during construction, including traffic, acoustic, visual, odour and dust impacts. 	<p>Overall Impact</p> <p>Low negative impact – subject to the implementation of mitigation measures in CMP</p> <p>Duration:</p> <p>During construction</p> <p>Extent:</p> <p>Local area</p> <p>Ability to adapt:</p> <p>Medium/High</p> <p>Likelihood of Impact:</p> <p>Very likely</p>

11. CONCLUSIONS

This report has assessed the potential social impacts and benefits arising from the development of the *Inner Sydney High School*. It has been undertaken to address the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the school's relative location.

The development of the inner Sydney high school will have an overall positive social impact. Social impacts considered in relation to the development.

Access to Education

The development will have a significant positive impact in regards to access to education. It will assist to alleviate enrolment pressures on existing schools within the Sydney secondary school cluster. It will also provide more choices for secondary education in Sydney LGA.

Visual impact

The architectural design has considered the location of the learning hubs beyond the original concept envelope as a response to the surrounding urban context, overshadowing and view sharing. The design has located the school tower to the south/west corner of the site to minimise view impacts and maximise sky views.

The design will have an impact on existing views from some apartments on Chalmers Street. Ongoing consultation with neighbours and key stakeholders regarding view impacts will be important as design and planning progresses.

Noise

The noise and vibration assessment found that the development will comply with relevant noise emission criteria. Noise emissions from general maintenance and cleaning activities may be minimised through additional management controls.

Traffic and transport

The traffic and parking assessment found that the overall traffic impacts of the proposal are low. The site is very well serviced by a range of high frequency public transport options for staff and students and there is little parking opportunity within a reasonable walking distance to the school. Measures to promote sustainable and safe travel choices should be considered as part of the plan of management for the school.

Safety and Security

The development of the inner Sydney high school will have a positive impact in regards to crime and safety, as it will activate and provide passive surveillance to the local area. CPTED principles should be considered in design of the school. A future plan of management for the site should include safety and security management strategies to enhance operations and community uses.

Access and use of community facilities and open space

The development will have a positive impact on access to community facilities. It will provide significant opportunities for the community to access key facilities on-site, including performance and sporting spaces. This will activate the site after-hours and during school holidays.

The design of the school has allowed for on-site play space. The Department of Education and project team are continuing to consult with City of Sydney representatives and other key stakeholders regarding potential shared uses. In planning for future community uses, consideration should be given to any potential impacts for neighbours.

Construction impacts

Construction will have a temporary negative impact in the local area, which will be managed and minimised as per the Construction Management Plan (CMP).

11.1. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of mitigation and enhancement measures is essential for the effective, long-term management of social impacts. The following are high-level recommendations to monitor social impacts:

- Development of a comprehensive plan of management for the site and provision of staff training in emergency management to monitor and enhance safety and wellbeing
- Development of communication channels with neighbours and the community. A dedicated contact person to respond and understand feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site
- Partnerships with community service providers in the local area will ensure that the use of the site by the community after-hours and during school holidays complements, rather than compete, with other nearby uses.

DISCLAIMER

This report is dated 28 April 2017 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd's (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of FJMT (**Instructing Party**) for the purpose of Social Impact Assessment (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.

All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

APPENDIX A POLICY REVIEW

POLICY REVIEW

The following policies were reviewed.

- NSW State Priorities
- A Plan for Growing Sydney
- Towards our Greater Sydney 2056
- Draft Central District Plan
- NSW Long Term Transport Masterplan
- Healthy Urban Development Checklist
- Department of Education and Communities 5 Year Strategic Plan 2012-2017
- Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017
- City of Sydney: Sustainable Sydney 2030
- City of Sydney: A City for All
- City of Sydney: Open Space, Sports and Recreation Needs Study 2016.

NSW GOVERNMENT POLICIES

A. NSW STATE PRIORITIES

NSW State Priorities is the State Government's plan to guide policy and decision making across the State. The following key priorities are contained within the plan.

Table 17 – Key priorities.

Premiers Priorities	State Priorities
<ul style="list-style-type: none"> • Creating jobs • Building infrastructure • Reducing domestic violence • Improving service levels in hospitals • Tackling childhood obesity • Improving education results • Protecting our kids • Reducing youth homelessness • Driving Public Sector diversity • Keeping our environment clean • Faster housing approvals • Improving Government services 	<ul style="list-style-type: none"> • Making it easier to start a business • Encouraging business investment • Boosting apprenticeships • Accelerating major project assessment • Increasing housing supply • Protecting our credit rating • Delivering strong budgets • Improving Aboriginal education outcomes • Transitioning to the National Disability Insurance Scheme • Better Government digital services • Cutting wait times on planned surgeries • Increasing cultural participation • Ensuring on-time running of public transport • Creating sustainable social housing • Reducing violent crime • Reducing adult re-offending • Reducing road fatalities • Improving road travel reliability

B. A PLAN FOR GROWING SYDNEY

Released in December 2014, *A Plan for Growing Sydney* includes a range of goals, directions and actions that aim to support the strategic growth of Sydney over the long term, considering that in the next 20 years, Sydney's population will grow by 1.6 million people.

Intensive development of strategic locations, including the Sydney CBD, is a priority outlined in the Strategy. It notes that over the last 20 years more than 50,000 dwellings have been added to the City of Sydney. Demand for central Sydney living is expected to continue to grow.

A particular focus of *A Plan for Growing Sydney* is the transformation of the Central to Eveleigh rail corridor to incorporate new office space, educational facilities, residential development including social housing, retail and hospitality opportunities. With the Cleveland Street site sitting along this corridor, the development of the Cleveland Street campus to cater for 1,200 secondary students supports these revitalisation plans.

The Strategy calls for supporting urban renewal by directing infrastructure to centres where there is growth. It identifies a need to assist the Department of Education and Communities to plan new school sites to support growth. Planning for the Cleveland Street campus aligns with the need for infrastructure to support population growth.

C. TOWARDS OUR GREATER SYDNEY 2056

Towards our Greater Sydney 2056 is an update by the Greater Sydney Commission to *A Plan for Growing Sydney*. Priorities identified for Greater Sydney are:

- Support the generation of 817,000 additional jobs
- Accommodate 1.74 million additional people and more than 725,000 new homes
- Increase Greater Sydney's economic growth rate
- Increase total economic activity by 75% to approximately \$655 billion.

The document identifies opportunities for urban renewal in established areas with a focus on new housing in existing areas with frequent public transport capable of moving large numbers of people.

Urban renewal corridors should take into consideration, among other things, investment in regional and district infrastructure, accessibility to jobs, accessibility to regional transport, and staging to enable infrastructure upgrades or expansion to social infrastructure such as schools, open space and community facilities. A major opportunity is identified as the renewal of government owned land in the City of Sydney.

D. DRAFT CENTRAL DISTRICT PLAN

The *Draft Central District Plan (2016)* (draft Plan) was developed by the Greater Sydney Commission. The draft Plan sets out priorities and actions for the Greater Sydney's Central District, which includes the City of Sydney. The City of Sydney is classified as a Strategic Centre. Planning and investment for the City of Sydney is identified as a priority area.

The draft plan notes that increased capacity for schools is required to support the growing population. In Chapter 4 'Liveability Priorities and Actions' one overarching priority is "*responding to people's needs for services*". Action L16 is "*support planning for school facilities*" with the outcome of "*improved education infrastructure decision making*".

E. NSW LONG TERM TRANSPORT MASTER PLAN 2012

NSW Long Term Transport Masterplan (2012) seeks to promote the use of public transport as an effective travel option. It supports the site, which is ideally located between Central and Redfern Stations. Central Station links to all existing rail lines on the City Rail network.

F. HEALTHY URBAN DEVELOPMENT CHECKLIST, NSW HEALTH

Prepared by NSW Health, the *Healthy Urban Development Checklist* seeks to ensure built environments are created within NSW that are sustainable and promote healthy habits. Checklist items include:

- Encourage incidental physical activity
- Promote opportunities for walking, cycling and other forms of active transport
- Promote access to usable and quality public open spaces and recreational facilities
- Reduce car dependency and encourage active transport
- Improve location of jobs to housing
- Provide access to a range of facilities to attract and support a diverse population
- Respond to existing (as well as projected) community needs and current gaps.

NSW DEPARTMENT OF EDUCATION POLICIES

A. 5 YEAR STRATEGIC PLAN 2012-2017

The *5 Year Strategic Plan 2012-2017 (2012)* was developed by NSW Department of Education to “ensure that people of all ages and backgrounds have the education, skills and opportunities to pursue activities that promote their wellbeing and build strong communities”.

The Plan advocates building on the benefits of public education and using publicly funded resources wisely and the need for strong community partnerships and the development of leaders in education and the community.

Targets include:

- Increases in achievement at all levels of education and training, including completion of higher-level qualifications (Certificate III and above)
- Increases in the numbers of students eligible for university entrance
- Increases in the proportion of tertiary education students from underrepresented groups e.g. Aboriginal students, students from low socioeconomic backgrounds, and rural and remote students.

Goals include improving education and learning outcomes for all students and strengthening the NSW skills base. The Plan aims to increase the proportion of students in years 3, 5, 7 and 9 achieving at or above the minimum standards in literacy and numeracy.

The Plan also aims to halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018. It also aims to increase support for students with a disability.

B. CREATING FUTURES TOGETHER 2015-2017

Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017 by the NSW Department of Education and Communities provides three strategic directions for NSW public schools. These directions are:

- Raising expectations and enhancing the quality of student learning
- Fostering quality teaching and leadership
- New and better ways of delivering public education.

There is a focus on individual learning pathways and support, and a creative, innovative culture that promotes achievement and wellbeing. Personalised learning pathways are to be developed and monitored to ensure achievement by Aboriginal students at least matches outcomes for all students.

Appropriate curriculum needs to ensure learning for students who have English as an additional language. Workforce capacity will be built by ongoing professional learning and development. Innovation and communities of practice are encouraged.

LOCAL GOVERNMENT POLICIES

A. SUSTAINABLE SYDNEY 2030

Sustainable Sydney 2030 (2013) is the City of Sydney's Strategic Plan for the Local Government Area. It's Access and Equity Statement notes that diverse communities live and work in the City. The City aims to provide services which ensure "all members of the community have equal opportunity to develop to their full potential and take an active part in community and social life".

Targets of relevance to this report include:

"There will be at least 138,000 dwellings in the City (including 48,000 additional dwellings compared to the 2006 baseline) for increased diversity of household types, including greater share of families."

"Every resident will be within reasonable walking distance to most local services including fresh food, childcare, health services and leisure, social, learning and cultural infrastructure."

The Policy also supports increased public transport use to reduce traffic congestion. Modes of transport include trains, light rail, buses, ferries, motorbikes, bicycles, cars and pedestrians.

Under the direction for vibrant local communities and economies, the Plan notes action is needed to equitable distribution and access to social infrastructure.

Under the objective to facilitate the supply of housing to cater for population growth and change actions include:

"Provide physical and social infrastructure to meet the needs of residents in a timely way."

"Promote an integrated approach to land-use, transport and infrastructure planning."

B. A CITY FOR ALL. TOWARDS A SOCIALLY JUST AND RESILIENT SYDNEY

A City for All (2016) was prepared in response to challenges and opportunities presented by urban transformation. The document suggests social sustainability is about strengthening society to improve wellbeing and resilience.

It notes cities committed to social just do better overall, including economically. Improving wellbeing relates to the quality of the environment we live. This environment includes housing, health, transport and education among other things.

The proposal for Cleveland Street School aligns with the aims of improving wellbeing by providing a local secondary school to cater for all high school aged people in the catchment area.

C. DRAFT OPEN SPACE, SPORTS AND RECREATION NEEDS STUDY 2016

The *Draft Open Space, Sports and Recreation Needs Study 2016* (the Study) has predicted that the population density will increase from 8,068 people per square kilometre currently to 10,764 in 2036. With 74.5% of the population already living in high density residential dwellings there is pressure on existing open space with demand expected to increase.

Open space provision and connectivity is suggested as critical for community wellbeing. The Study identifies an opportunity to provide additional open space as a part of the redevelopment of the Central to Eveleigh corridor.

APPENDIX B SUMMARY OF DEMOGRAPHIC DATA

Table 18 – Demographic summary table

Data item	1 Km	2 km	Sydney LGA	Sydney GCCSA
Total population	25,629	83,504	169,507	4,390,956
Population Density (Persons per Sq.km)	8,970.9	7,058.0	6,199.6	355.0
Average per capita income	\$45,200	\$46,816	\$54,463	\$36,285
Age Distribution (%)				
Aged 0-4	2.97%	3.09%	3.59%	6.8%
Aged 5-9	1.62%	1.61%	1.94%	6.3%
Aged 10-14	1.15%	1.27%	1.62%	6.1%
Aged 15-19	3.02%	4.2%	3.44%	6.3%
Aged 20-24	14.28%	15.5%	12.44%	7.0%
Aged 25-29	18.07%	19.47%	17.85%	7.8%
Aged 30-34	13.08%	14.48%	14.68%	7.6%
Aged 35-39	8.42%	8.86%	9.98%	7.6%
Aged 40-44	6.84%	6.64%	7.35%	7.3%
Aged 45-49	5.91%	5.43%	5.86%	7.0%
Aged 50-55	5.07%	4.48%	5.12%	6.6%
Aged 55-59	4.57%	3.87%	4.4%	5.7%
Aged 60-64	4.02%	3.23%	3.84%	5.1%
Aged 65-69	2.98%	2.4%	2.72%	3.9%
Aged 70-74	2.84%	1.92%	1.91%	3.0%
Aged 75-79	2.47%	1.6%	1.41%	2.3%
Aged 80-84	1.56%	1.05%	1.02%	1.9%
Aged 85+	1.12%	0.88%	0.84%	1.8%
Aged 18+	93.4%	93.01%	91.77%	77.1%
Average Age	37.7	35.4	36.2	37.1
Dependency Ratio	16.71%	13.83%	15.05%	32.1%
Country of Birth and Indigenous Identification (%)				
Australia born	47.75%	44.41%	50.88%	63.7%
Overseas born	52.25%	55.59%	49.12%	36.4%
China	8.19%	9.04%	5.4%	3.59%
United Kingdom	5.69%	5.5%	5.73%	4.41%
New Zealand	3.66%	3.43%	3.74%	2.05%
Thailand	2.53%	3.83%	2.1%	0.36%
Indonesia	2.17%	3.78%	2.18%	0.61%
Korea, Republic of (South)	1.73%	2.89%	1.74%	0.97%
Indigenous population	0.46%	0.33%	0.23%	0.2%
Language Spoken at Home (%)				
English only	61.01%	57.88%	65.66%	65.7%
Chinese - Total	12.1%	14.25%	10.45%	6.83%
Russian	2.7%	1.59%	-	0.37%
South East Asian Austronesian - Total	2.54%	3.96%	-	1.94%

Data item	1 Km	2 km	Sydney LGA	Sydney GCCSA
Thai	2.46%	3.7%	2.1%	0.33%
Indo-Aryan - Total	2.35%	1.99%	1.33%	3.62%
Household Income (%)				
\$Neg/Nil	4.24%	5.59%	3.89%	1.7%
\$1-\$10,400	2.94%	2.54%	1.82%	1.7%
\$10,400-\$15,600	8.46%	5.5%	4.03%	2.8%
\$15,600-\$20,800	10.36%	7.1%	5.42%	5.7%
\$20,800-\$31,200	7.46%	6.52%	5.67%	8.5%
\$31,200-\$41,600	6.71%	6.51%	5.94%	8.0%
\$41,600-\$52,000	5.89%	6.01%	5.93%	7.6%
\$52,000-\$65,000	6.23%	7.14%	7.17%	8.1%
\$65,000-\$78,000	5.97%	6.75%	6.97%	7.6%
\$78,000-\$104,000	10.34%	11.1%	11.92%	12.6%
\$104,000-\$130,000	6.55%	6.92%	7.28%	9.4%
\$130,000-\$156,000	10.7%	12.65%	15.13%	10.6%
\$156,000-\$182,000	5.22%	5.74%	6.43%	6.4%
\$182,000-\$208,000	3.38%	3.37%	4.1%	3.3%
\$208,000 plus	5.55%	6.56%	8.31%	6.1%
Average Household Income	\$83,346	\$91,181	\$103,114	\$94,428
Household Income Variation	-11.7%	-3.4%	+9.2%	-
Housing Status (%)				
Owner	10.86%	11.67%	14.4%	31.1%
Purchaser	20.62%	22.01%	23.78%	35.7%
Renter	67.91%	65.7%	61.28%	32.4%
Public Renter	25.31%	15.67%	10.19%	5.4%
Private Renter	42.6%	50.02%	51.09%	27.0%
Households in Mortgage Stress (% Households)	1.88%	2.04%	1.79%	3.0%
Loan Mortgage Repayments (monthly \$)	\$2,677	\$2,725	\$2,764	\$2,424
Households in Rental Stress (% Households)	16.41%	18.12%	14.49%	7.8%
Rent Payments (weekly \$)	\$403	\$485	\$508	\$397
Car Ownership (%)				
0 Cars	51.05%	47.55%	39.85%	12.5%
1 Car	39.08%	41.73%	45.79%	39.6%
2 Cars	8.36%	9.16%	12.19%	33.9%
3 Cars	1.0%	1.12%	1.61%	9.5%
4+ Cars	0.51%	0.43%	0.56%	4.5%
Household Structure (%)				
Family Households	40.11%	43.41%	46.0%	73.1%
Non-Family Households	59.89%	56.59%	54.0%	26.9%

Data item	1 Km	2 km	Sydney LGA	Sydney GCCSA
Group	16.28%	16.86%	14.01%	4.3%
Lone Person	43.62%	39.73%	39.99%	22.6%
Family Composition (%)				
Couple family with no children	61.45%	61.3%	61.55%	33.5%
Couple family with children under 15	14.26%	14.5%	16.75%	32.5%
Couple family with no children under 15	4.54%	5.01%	5.69%	16.4%
One parent family with children under 15	4.59%	5.01%	4.75%	7.3%
One parent family with no children under 15	9.0%	7.32%	6.39%	8.4%
Other	6.16%	6.86%	4.87%	1.9%
Labour Force (%)				
% Unemployed	7.67%	7.29%	5.8%	5.7%
Labour Force Participation	67.95%	70.98%	75.27%	65.6%
Occupation (%)				
Managers	14.5%	14.82%	16.79%	13.5%
Professionals	38.09%	37.09%	39.6%	26.0%
Technicians & trades workers	8.71%	8.78%	7.89%	12.4%
Community & Personal Service Workers	10.21%	10.75%	9.39%	9.0%
Clerical & Administrative Workers	13.13%	13.12%	13.31%	16.5%
Sales Workers	8.21%	8.47%	7.6%	9.2%
Machinery operators & Drivers	2.01%	1.69%	1.49%	5.8%
Labourers	5.14%	5.28%	3.94%	7.5%
White Collar (%)	84.14%	84.24%	86.68%	74.3%
Blue Collar (%)	15.86%	15.76%	13.32%	25.7%
Tertiary Education (%)				
Bachelor Degree or Higher	35.27%	36.9%	40.3%	24.1%
Advanced Diploma or Associate Degree	8.52%	8.46%	8.79%	9.0%
Undertaking Tertiary Education	13.23%	14.83%	12.33%	6.5%
Highest Level of Schooling Achieved (%)				
Year 8 or Below	3.89%	2.8%	2.27%	5.3%
Year 9 or Equivalent	2.93%	2.12%	1.85%	5.3%
Year 10 or Equivalent	9.43%	8.19%	8.5%	21.0%
Year 11 or Equivalent	4.08%	3.56%	3.6%	4.7%
Year 12 or Equivalent	78.19%	82.07%	82.91%	62.3%
Did not go to School	1.48%	1.27%	0.88%	1.5%
Dwelling Structure (%)				
Separate House (%)	3.76%	3.3%	4.27%	61.0%
Semi-detached (%)	24.47%	23.52%	21.29%	12.8%
Flat, Unit or apartment (%)	71.0%	72.69%	74.08%	25.8%
Other dwelling (%)	0.77%	0.49%	0.35%	0.5%

Table 19 – City of Sydney Population Projections.

Age Groups	2011	2016	2021	2026	2031	2036	Additional people 2011-2036	Change (%)
0-4	6,400	8,500	10,550	11,800	12,250	12,650	6,250	98%
5-9	3,450	4,850	6,350	7,450	8,400	8,650	5,200	151%
10-14	2,850	3,400	4,550	5,650	6,600	7,350	4,500	158%
15-19	6,300	6,100	6,800	7,750	8,950	9,850	3,550	56%
20-24	23,350	21,500	22,700	23,300	25,400	27,250	3,900	17%
25-29	33,800	35,800	36,450	36,700	38,600	41,200	7,400	22%
30-34	26,950	33,700	36,700	36,150	37,300	38,900	11,950	44%
35-39	18,050	23,050	28,400	29,550	29,750	30,550	12,500	69%
40-44	13,200	16,200	20,150	23,650	24,850	25,000	11,800	89%
45-49	10,500	12,700	15,400	18,200	21,300	22,300	11,800	112%
50-54	9,200	10,800	12,900	14,950	17,500	20,200	11,000	120%
55-59	7,950	9,400	10,950	12,600	14,500	16,650	8,700	109%
60-64	7,000	7,900	9,400	10,650	12,150	13,850	6,850	98%
65-69	5,000	6,750	7,750	9,050	10,250	11,650	6,650	133%
70-74	3,550	4,750	6,450	7,300	8,600	9,700	6,150	173%
75-79	2,550	3,250	4,400	5,900	6,750	7,950	5,400	212%
80-84	1,750	2,100	2,750	3,700	5,050	5,800	4,050	231%
85+	1,500	1,900	2,400	3,050	4,150	5,750	4,250	283%
Total	183,350	212,650	245,050	267,400	292,350	315,250	131,900	72%

Source: NSW Department of Planning

APPENDIX C CRIME PROFILE

CRIME PROFILE

Crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) was analysed to identify the crime profile of the Study Area. This offers a baseline for the assessment.

TYPES OF CRIME

Table 20 outlines the 17 major offences that took place in Sydney Local Government Area (LGA) between January and December 2016. The data presented is based on crimes with the highest count rate (ratio of crimes per 100,000 people).

Table 20 – Crime rates per 100,000 people (Jan-Dec 2016)

Type of crime	(Rate per 100,00 population)	
	Sydney LGA	NSW
Assault – domestic violence related	466.5	386.3
Assault – non-domestic violence related	1,591.0	419.4
Assault police	149.5	30.7
Indecent assault, act of indecency and other sexual offences	169.5	90.9
Break and enter dwelling	390.1	394.4
Break and enter non-dwelling	292.7	155.4
Motor vehicle theft	151.9	174.2
Steal from motor vehicle	791.9	538.0
Steal from retail store	1,278.4	311.6
Steal from dwelling	513.3	283.4
Steal from person	682.8	66.0
Fraud	2,696.0	664.6
Malicious damage to property	1,331.5	834.0
Drug offences	4,576.2	794.5
Liquor offences	1,420.1	154.4
Harassment, threatening behaviour and public nuisance	536.2	404.8
Disorderly conduct	1,123.9	288.7

Source: BOCSAR, 2016

CRIME TRENDS

Table 21 below presents the 5 year trends (2011-2015) in the incident rates for key crime types in Sydney LGA.

Table 21 – Five-year crime trends

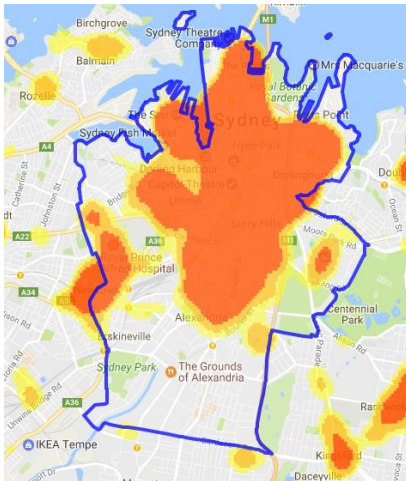
Crime	60-month trend (Jan 2012-Dec 2016)
Assault – domestic violence related	Stable
Assault – non-domestic violence related	-3.3% annually
Assault police	Stable
Indecent assault, act of indecency and other sexual offences	Stable
Break and enter dwelling	-10.9% annually
Break and enter non-dwelling	-7.4% annually
Motor vehicle theft	-12.6% annually
Steal from motor vehicle	-7.3% annually
Steal from retail store	Stable
Steal from dwelling	Stable
Steal from person	-15.3% annually
Fraud	Stable
Malicious damage to property	-4.9%
Drug offences	+4.7 annually
Liquor offences	-3.3% per year
Harassment, threatening behaviour and public nuisance	Stable
Disorderly conduct	-7.1% annually

Source: BOCSAR, 2016

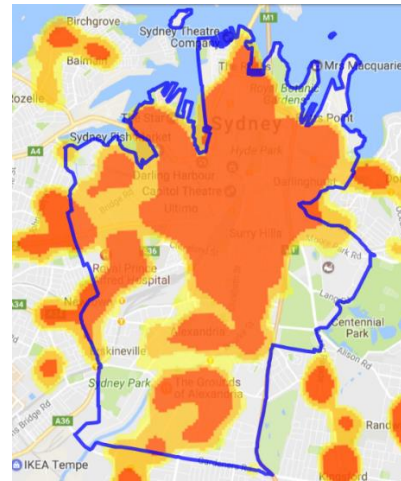
CRIME HOT SPOTS

BOCSAR publishes 'hotspot' maps to illustrate areas of high crime density relatively to crime concentrations across NSW. The maps below show locations where these crimes are particularly prevalent in the City of Sydney. Hotspots are not adjusted for the number of people residing in or visiting the region and so do not necessarily reflect areas where people have a higher than average risk of victimisation.

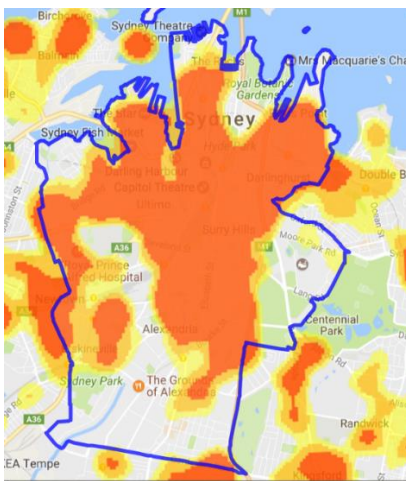
Non-domestic Assault



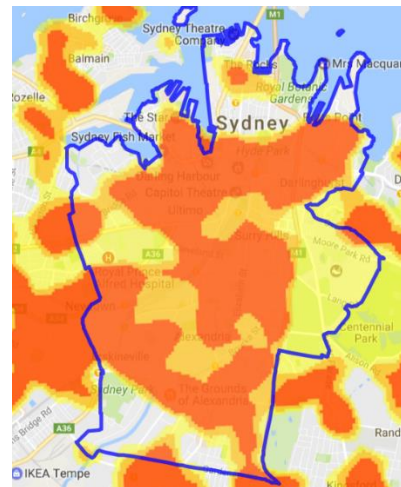
Break and enter non-dwelling



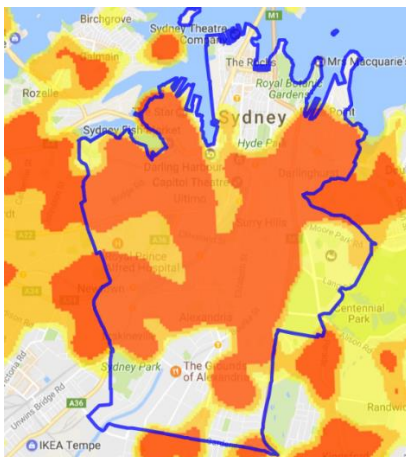
Domestic Assault



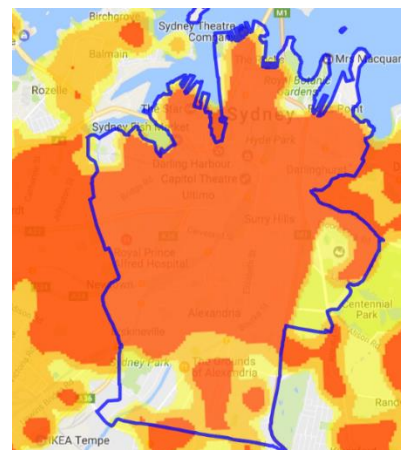
Motor vehicle theft



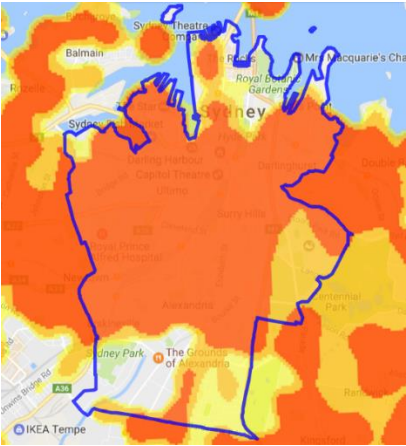
Break and enter dwelling



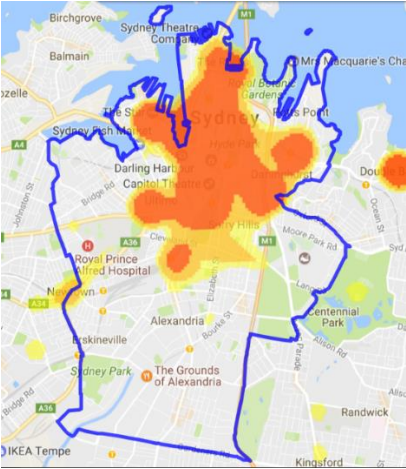
Steal from motor vehicle



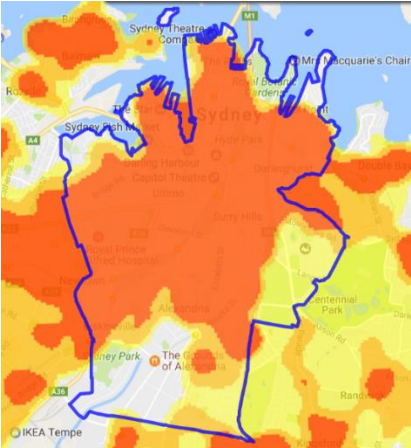
Steal from dwelling



Steal from person



Malicious damage to property



APPENDIX D MAP OF SURROUNDING LAND USES

Figure 5 – Map of surrounding land uses

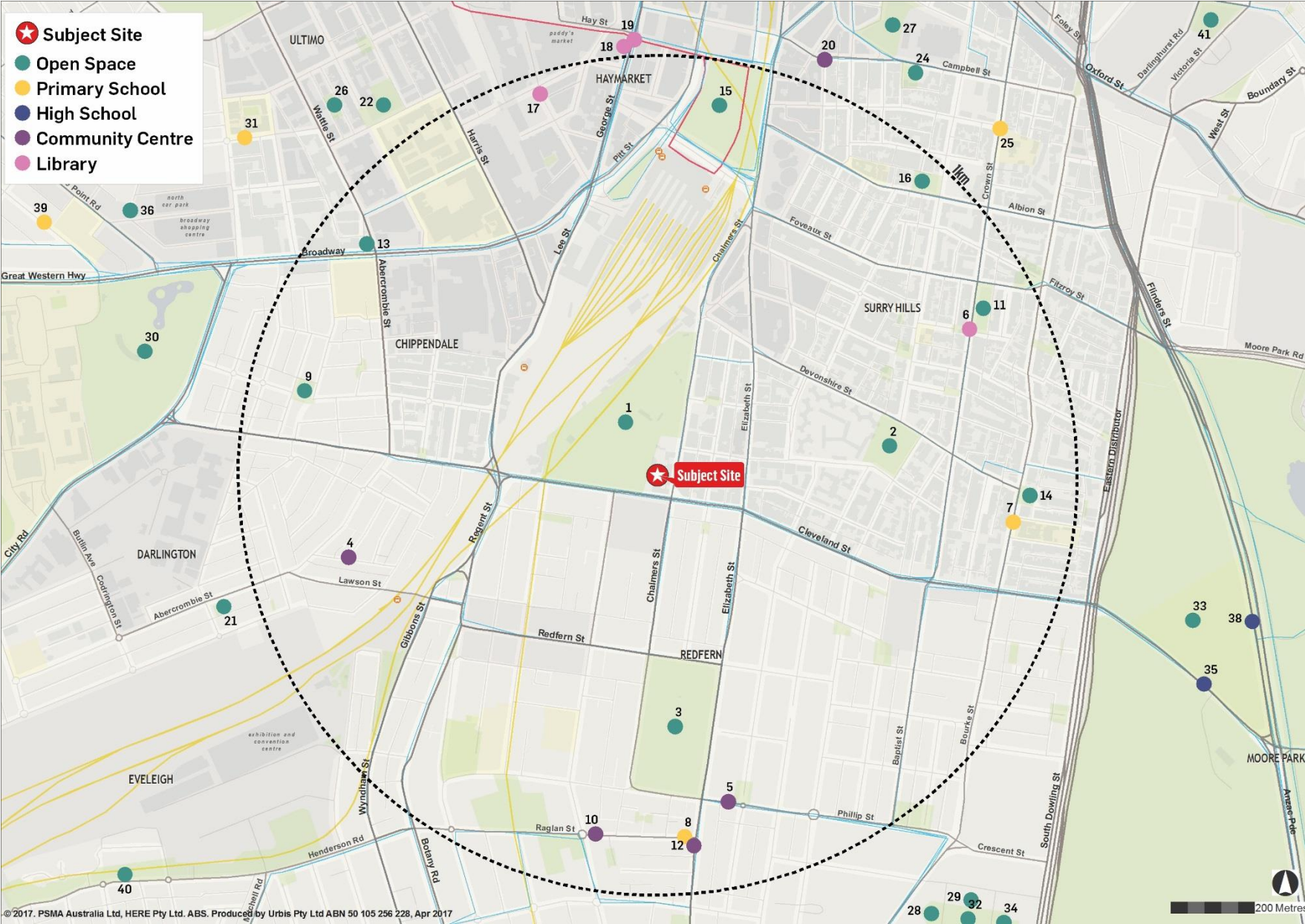


Table 22 – Surrounding land uses map.

Map number	Facility	Type	Distance to site (m)
1	Prince Alfred Park	Open Space	-
2	Eddie Ward Park	Open Space	557
3	Redfern Park and Oval	Open Space	599
4	Redfern Community Centre	Community Centre	762
5	PCYC – Youth Centre	Community Centre	795
6	Surrey Hills Library	Library	821
7	Bourke St Public School	Primary School	854
8	K. U James Cahill Pre-School	Pre-school	863
9	Peace Park	Open Space	865
10	The Factory Community Centre	Community Centre	867
11	Shannon Reserve	Open Space	873
12	Catholic Community Services	Community Centre	886
13	Wattle & Broadway Rest Area	Open Space	886
14	Wimbo Reserve	Open Space	888
15	Belmore Park (west of Railway)	Open Space	893
16	Frog Hollow Reserve	Open Space	942
17	University of Technology Library	Library	950
18	Haymarket Library	Library	1,024
19	Sydney City Library Haymarket	Library	1,039
20	Australian Chinese Community Assoc	Community Centre	1,067
21	Charles Kernan Reserve	Open Space	1,080
22	Mary Ann Street Park	Open Space	1,100
23	James Henry Deacon Reserve	Open Space	1,120
24	James Hilder Reserve	Open Space	1,120
25	Crown Street Public School	Primary School	1,161
26	Wattle Lane Park	Open Space	1,118
27	Harmony Park (Surry Hills Park)	Open Space	1,210
28	Crystal Park	Open Space	1,231
29	North Link Park	Open Space	1,257
30	Victoria Park	Open Space	1,258
31	International Grammar School	P-12 School	1,271
32	Crown Park	Open Space	1,290
33	Moore Park	Open Space	1,321
34	Corning Park	Open Space	1,347
35	Sydney Girl's High School	High School	1,393
36	Minogue Reserve	Open Space	1,407

Map number	Facility	Type	Distance to site (m)
37	Alexandria Park	Open Space	1,412
38	Sydney Boys High School	High School	1,459
39	Glebe Public School	Primary School	1,581
40	South Sydney Rotary Park	Open Space	1,586
41	Green Park	Open Space	1,708
42	Wentworth Park	Open Space	1,824
43	Solander Park	Open Space	1,851

APPENDIX E SITE VISIT PHOTOS

Figure 6 – Existing interface between the site and Prince Alfred Park.



Figure 7 – Existing perimeter footpath.



Figure 8 – Existing fencing.



Figure 9 – Existing basketball court.



Figure 10 – Existing internal corridors.

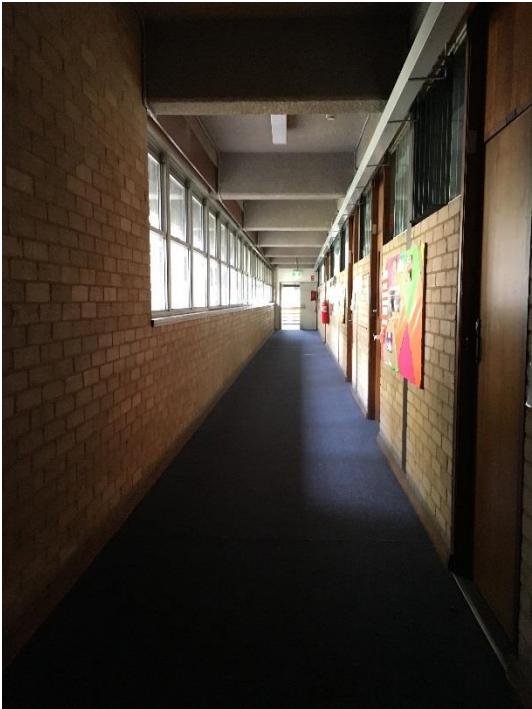
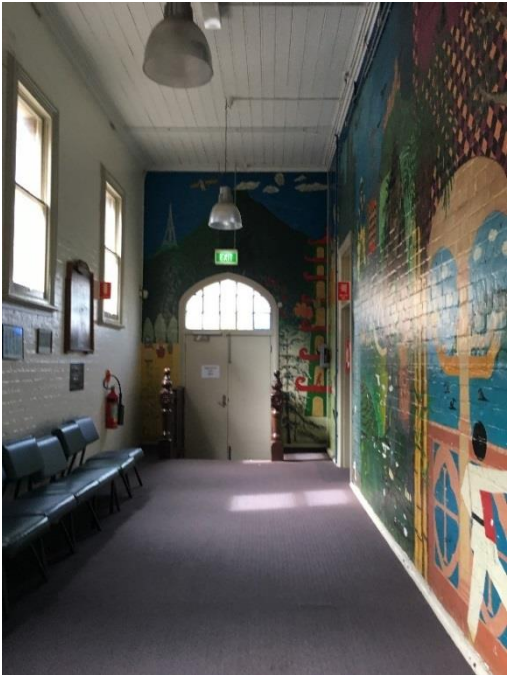


Figure 11 – Existing internal areas



12 – Existing courtyard





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