

ALEXANDRIA PARK COMMUNITY SCHOOL

SOCIAL IMPACT ASSESSMENT



PREPARED FOR TANNER KIBBLE DENTON ARCHITECTS

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EXECUTIVE SUMMARY

Urbis was commissioned by Tanner Kibble Denton Architects, on behalf of the NSW Department of Education (DoE), to undertake an independent Social Impact Assessment (SIA) associated with the State Significant Development Application (SSDA) for the redevelopment of 'Alexandria Park Community School' (APCS).

This assessment has been undertaken in relation to the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the redevelopment of APCS.

ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse potential positive and negative social impacts associated with a development proposal. The significance of potential social impacts, as a result of the proposal, is assessed by comparing the level of impact against the likelihood of the impact occurring.

SUMMARY OF SOCIAL IMPACTS

This report has assessed the potential social impacts arising from the redevelopment of the APCS. A summary of the potential impacts identified is outlined below:

Contamination and human health

There is a potential risk to human health from identified pollutants associated with the site's industrial history. Initial investigations into soil vapour suggest the impact to human health is low however further investigations are required. The impact from other pollutants, including asbestos, is a potentially irreversible negative impact for affected individuals and the broader community. A Remediation Action Plan endorsed by the NSW EPA is required before any redevelopment of the site that may disturb the identified materials.

Access to education and social infrastructure

Overall the proposal is very likely to provide access to education for a greater number of students, with a higher level of facilities. It will also improve access to social infrastructure for the broader community through a joint-use arrangement of school facilities and provide additional employment opportunities.

The potential disruption to the education environment during construction can be mitigated through effective communication and implementation of a construction management plan (CMP). Intensification of use on the site is expected to be mitigated through the improved school design.

Traffic and parking

Traffic and parking impacts during construction are very likely to have a temporary negative impact on the local road network. These impacts can be minimised through the mitigation measures outlined.

Increased traffic and pressure on parking during operation may have long-term negative impacts on the local road network. On street parking has been identified as at capacity and this should be monitored on an ongoing basis. Planned improvements to the local road and public transport network will help alleviate pressure on the local road network.

Noise and vibration

Construction noise and vibration is very likely to have a temporary negative impact on the local community, including the school community, residents, businesses and park users. The impact of construction noise and vibration can be reduced through mitigation measures and effective communication.

Operational noise levels, during the assumed worst-case operational scenarios, were found to meet all relevant criteria. Outdoor areas of the APCS are currently used for outdoor activities by the school and general community, and no appreciable change is expected to result from the school redevelopment. Potential operational noise impacts should be monitored on an ongoing basis.

Visual amenity

Visual amenity impacts from the proposed development will be a minor but long-term for residents on the western and southern boundary on the site, where the increased height of the school is concentrated.

Consultation with impacted residents should be undertaken. Implementation of the mitigation measures, including the replacement of any trees identified for removal, will reduce the likelihood of a change in visual character for the broader local community.

CONCLUSION

Overall it is considered that the proposed development of APCS will have a long-term positive social impact, subject to implementation of the identified mitigation measures and ongoing monitoring.

1. INTRODUCTION

Urbis was commissioned by Tanner Kibble Denton Architects, on behalf of the NSW Department of Education (DoE), to undertake an independent Social Impact Assessment (SIA) for Alexandria Park Community School (APCS).

1.1. LEGISLATIVE REQUIREMENT

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

This assessment has been undertaken in relation to the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the school's redevelopment.

An SIA should also consider any locally produced guidelines or policies. The City of Sydney does not have a dedicated SIA policy. However, in relation to the crime and safety element of this report, the SIA has been prepared with reference to section 3.13.1 of the Sydney Development Control Plan 2013.

1.2. ASSESSING SOCIAL IMPACT

A SIA is a specialist study undertaken to identify and analyse potential positive and negative social impacts associated with a development proposal. It involves a detailed and independent study to outline social impacts, identify mitigation measures, and provide recommendations in accordance with professional standards and statutory obligations.

Social impacts are those that impact on people's way of life, their culture, community, environment, health and wellbeing, personal and property rights, and their fears and aspirations. In line with international best practice guidelines, social impacts can involve changes to people's:

- Health and wellbeing;
- Economic livelihood;
- Safety and security;
- Community and belonging;
- Environment and surrounds; and
- Social equity.¹

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 the impact occurring.

1.3. METHODOLOGY

The following key steps and 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 development concept plans.

Stage 2: Profiling

¹ Adapted from the International Association for Impact Assessment (IAIA)

- Review of demographic characteristics and population projections for the study area
- Review of crime data from the NSW Bureau of Crime Statistics and Research
- Audit and mapping of neighbouring land uses.

Stage 4: Social Impact Assessment

- Review of community consultation outcomes
- Review of technical studies to inform the SIA
- An assessment of potential impacts and benefits, their significance and appropriate mitigation measures.

Stage 5: Reporting

- Recommendations to maximise benefits and minimise impacts, monitor and review cumulative and ongoing impacts.

2. SITE CONTEXT

The site is located on Park Road, Alexandria within the City of Sydney Local Government Area (LGA). The entire site is zoned as 'SP2 – Infrastructure: Educational Establishment' and comprises of six lots legally described as:

- Lot 11 in DP 615964;
- Lot 1 in DP 74696;
- Lot 2 in DP 69494;
- Lot 3 in DP 69494;
- Lot A in DP 109038; and,
- Lot B in 109038.

Figure 1 – Site context



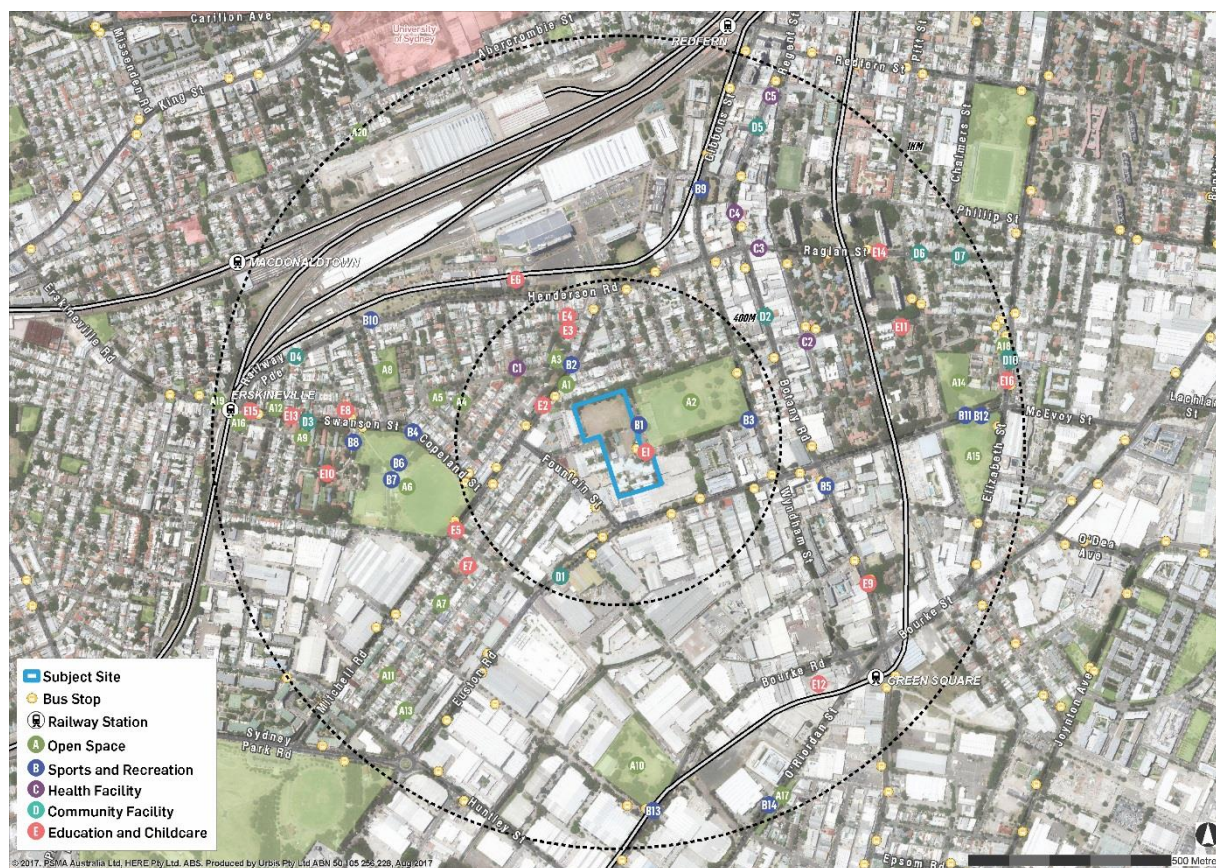
2.1. SURROUNDING LAND USES

Surrounding the site is an established mixed-use neighbourhood, including residential, industrial, commercial and open space land uses.

To the north of the site is Buckland Street, with predominately medium density terrace housing. To the east is Alexandria Park, an area of public open space for active and passive recreation. To the south is an area of commercial and industrial uses. Along the large portion of the western perimeter is Belmont Lane, a small pedestrian laneway which separates the site from neighbouring residential apartments on Belmont Street.

Figure 2 maps the existing social infrastructure within 400 metres and 1km of the site.

Figure 2 – Surrounding land-uses



2.2. TRANSPORT

2.2.1. Road network

The site is directly serviced by the following local roads:

- Buckland Street: Directly adjacent to the north;
- Park Road: Directly adjacent to the east; and
- Belmont Street: Directly adjacent to the west.

The site is also surrounded by a range of major arterial roads. These include Mitchell Road, McEvoy Street and Wyndham Street.

2.2.2. Public transport

The site is well serviced by various forms of public transport, both existing and under construction.

Trains:

The site is located midway between Redfern Station (located 900m to the north-east of the site) and Erskineville Station (located 860m to the west of the site). Redfern Station currently services all Sydney Trains lines, excluding the T2 Airport Line, and some NSW Train link services. Erskineville Station currently services the T3 Bankstown Line.

Buses:

The site is located close to multiple bus stops operating the following State Transit bus services:

- 305 – Railway Square to Mascot
- 308 – Sydney CBD to Marrickville Metro

309 – Sydney CBD to Port Botany via Green Square

310 - Sydney CBD to Eastgardens via Green Square

355 – Bondi Junction to Marrickville Metro via Alexandria

370 – Coogee to Leichhardt via Green Square and Newtown

Dedicated School bus 750E – Redfern and George Street to Alexandria Park Community School also services the site.

Sydney Metro:

The site is located approximately 400m to the west of future Waterloo Station, to be built between Botany Road and Cope Street, Raglan Street and Wellington Street. Waterloo Station is part of the NSW Government's Sydney Metro: City and Southwest transport project. It is expected that the Sydney Metro Stage 2 will be operational in 2024.

2.2.3. Cycleways

The site is located in close proximity to several dedicated cycleways, including a dedicated cycleway along Buckland Street, George Street, Bowden Street, Mandible Street and throughout Alexandria Park. Nearby Park Road, Power Avenue, Belmont Street and Phillip Street are also marked as being 'bicycle-friendly'.

2.3. EXISTING DEVELOPMENT

The site currently contains the existing APCS, which services students from Kindergarten to Year 12, as shown in Figure 3.

APCS Primary School:

The existing Primary School Campus (servicing students from Kindergarten to Year 6) is located at the southern section of the site at the area marked as green in Figure 3. This campus contains the following:

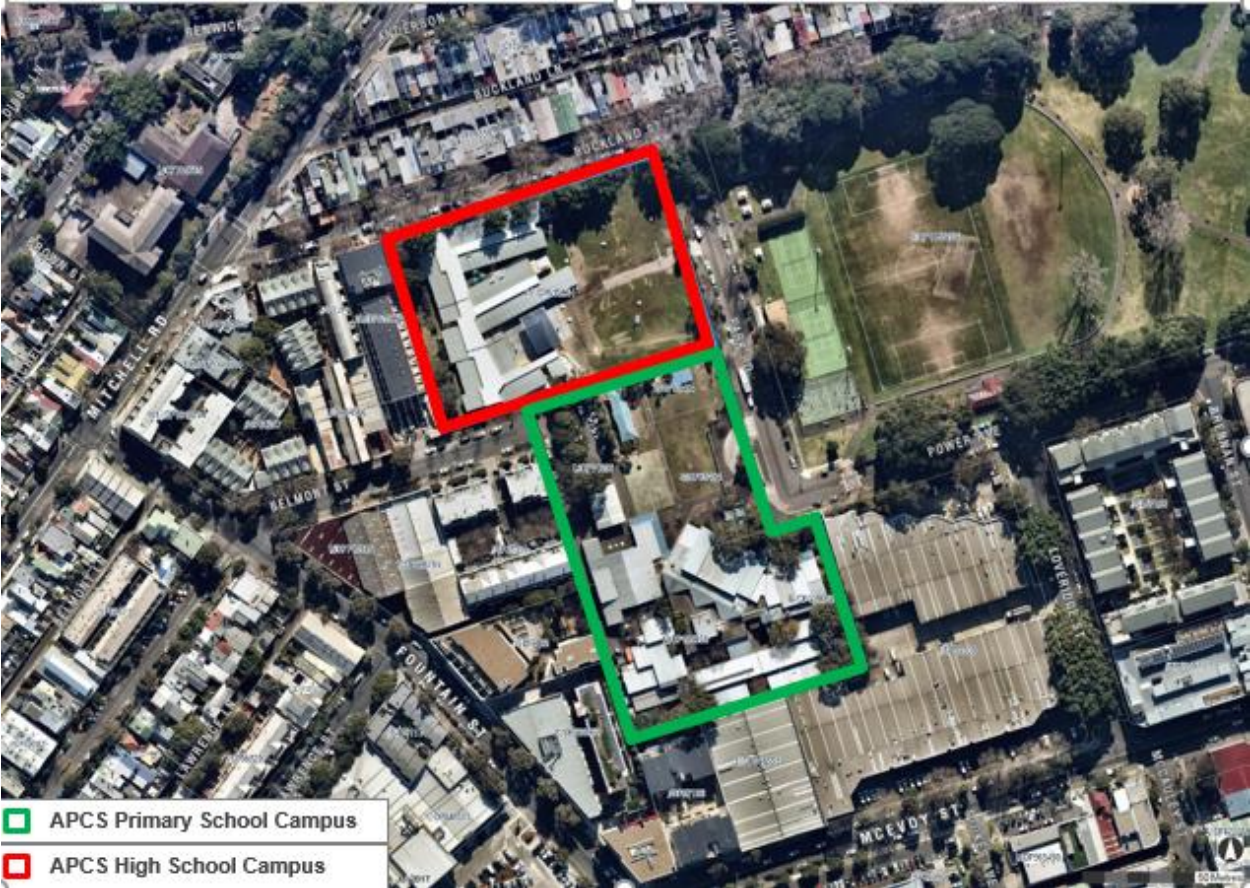
- Multiple double-storey brick classroom and administration buildings;
- Sports fields;
- At-grade staff carpark; and
- Library.

APCS High School Campus:

The existing High School Campus (servicing students from Year 7 to Year 12) is located at the northern section of the site at the area marked as red in Figure 3. This campus comprises multiple pop-up demountable structures containing the following facilities:

- Classrooms and learning spaces;
- Covered outdoor learning/assembly area;
- Administration office; and
- Canteen.

Figure 3 – Existing Layout of APCS



Source: Urbis Pty Ltd

3. THE PROPOSAL

3.1. BACKGROUND

3.1.1. Education facilities

The NSW Department of Education has developed a long-term vision for select school sites within the City of Sydney LGA. This long-term vision is as follows:

- Close 'Cleveland Street Intensive English High School' at 242A Cleveland Street, Surry Hills and 244 Cleveland Street, Surry Hills, and redevelop the site into the new 'Inner Sydney High School'.
- Close 'APCS: High-School Campus' at 57-77 Mitchell Road, Alexandria, and redevelopment of the site into the new 'Cleveland Street Intensive English High School'.
- Redevelop 'APCS: Primary School Campus' at 7-11 Park Road, Alexandria to include a consolidated APCS that can accommodate up to 1,000 primary school students and up to 1,200 secondary school students.

This report relates to point 3 of the above long-term vision. To facilitate the redevelopment of 57-77 Mitchell Road, Alexandria into the new 'Cleveland Street Intensive English High School', a temporary pop-up APCS High School Campus has been established at northern end of the subject site.

3.2. PROPOSED DEVELOPMENT

This SSDA seeks development consent for the following works:

- Demolition of all existing buildings on-site, including the temporary pop-up school;
- Construction of multiple school buildings arranged in a b-shape comprising:
 - Classroom home bases;
 - Collaborative learning spaces;
 - Offices for teachers and administrative staff;
 - Library; and
 - Student canteen.
- Construction of a sports hall and multiple outdoor sports courts;
- Construction of a new on-site car park and associated vehicular access point off Belmont Street;
- Site landscaping including green links, chain of ponds, community garden and open space; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

The layout plans are included in **Appendix A**.

3.3. ACCESS

The proposed development will contain the access points outlined below:

- Vehicle access to the on-site carpark and loading dock off Belmont Street;
- Dedicated drop off/pick up zone for buses off Power Avenue and Park Road; and
- Proposed on-site OOSH service drop off/pick up zone off Power Avenue.
- Pedestrian access is proposed to be provided via entry/exit points located off Belmont Street, Park Road and Power Avenue.

[illegible]

Source: Tanner Kibble Denton

4. POLICY CONTEXT

Key state and local government policies were reviewed to understand the strategic context of the proposed development.

The following table outlines key policy findings. A detailed summary is included in **Appendix A**.

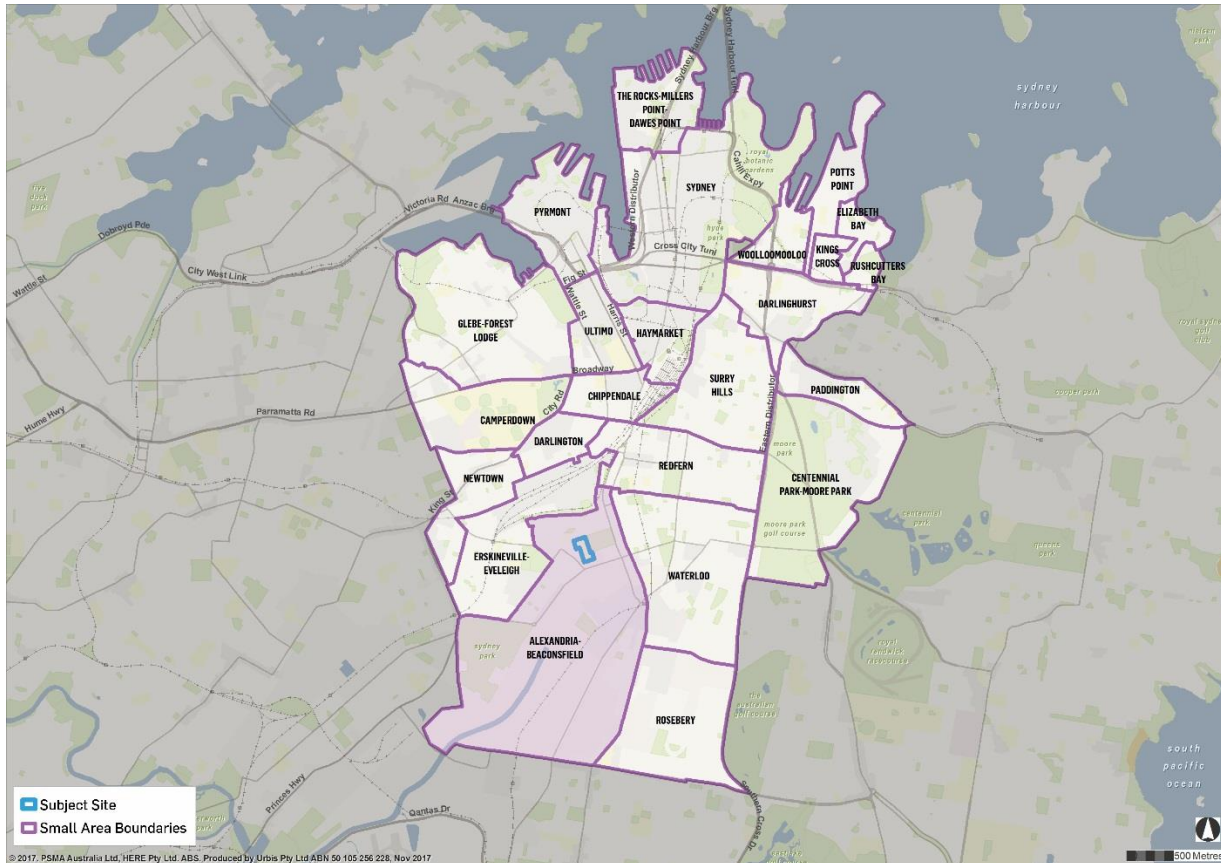
Table 1 – Policy themes

Policy themes	Relevance to APCS
Population growth	<ul style="list-style-type: none"> The Department of Education estimates that an extra 260,000 students will need to be accommodated in government and non-government schools in Greater Sydney by 2031. Planning for new schools, and use of existing schools must respond to demand in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities, and flexible learning spaces. Over the 20 years to 2036 projections show an expected increase of 20 per cent in the number of children under four years in the East City District, with almost 33 per cent of the growth in this age group anticipated in the City of Sydney.
Access to education	<ul style="list-style-type: none"> Social infrastructure should be planned to provide equity of access across Greater Sydney. There is a need to reduce the gap between Aboriginal and non-Aboriginal students in reading and numeracy and increase support for students with a disability. Expansion and development of the NSW Literacy and Numeracy Action Plan to reach more students across the state
Partnerships	<ul style="list-style-type: none"> 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. Infrastructure can be adapted and shared for different uses – school and open space facilities can be used for community, sports, arts, screen and cultural or recreational use when they are not otherwise required.
Urban renewal and liveability	<ul style="list-style-type: none"> Schools play an important role in creating and supporting inclusive and vibrant neighbourhoods. Mixed-use neighbourhoods improve the opportunities for people to walk and cycle to local shops and services.
Sustainability	<ul style="list-style-type: none"> Safe walking and cycling links to schools maximise opportunities for young people to lead more active lifestyles.

5. COMMUNITY PROFILE

To understand the social context that the development will operate in, a community profile has been developed for the 'Alexandria – Beaconsfield' small area (the study area) based on 2016 Census data from Profile Id. For comparison purposes, the study area has been compared to the Sydney (LGA) and the Sydney Greater Capital City Statistical Area (Greater Sydney).

Figure 5 – Alexandria – Beaconsfield small area (the study area)



5.1. EXISTING POPULATION

In 2016 the estimated population living in the study area was 9,905 people. Key characteristics of the study area population are:

5.1.1. Age

- The median age for the study area is 33 years of age, compared to 32 years for the Sydney LGA and 36 years for Greater Sydney.
- The largest 5 years age groups are 25-29 years (16.8%) and 30 – 34 years (16.7%).
- School aged children (0-19) make up (13.1%) of the study area population, compared to (10.7%) for the Sydney LGA.

5.1.2. Cultural diversity

- There are 2,416 people in the study LGA who identify as either Aboriginal or Torres Strait Islander, which represents a small proportion of the population of the study area (1.6%).
- More than half (61.1%) of the study area population was born in Australia, which is significantly higher than Sydney LGA (39.4%).

- The majority of people in the study area (73.2%) and the Sydney LGA (51.5%) speak only English at home which is significantly higher than Greater Sydney (58.4%).

5.1.3. Education and employment

- The majority (78.1%) of the study area population have achieved a year 12 or equivalent education.
- The study area is characterised by a high rate of employment (96.7%). The workforce of the study area is comprised of white collar workers in the Professional, Scientific and Technical fields (16.8%), followed by Financial and Insurance Services (9.3%) and Education and Training (8.1%).

5.1.4. Income

- The study area is relatively affluent, with 28.5% of the population earning a high income (\$1,750 or more per week in 2016), and 15.8% earned a low income (those earning less than \$500 per week), compared with 14.4% and 36.1% in Greater Sydney.

5.1.5. Family composition and household structure

- Households without children are the dominant structure in the study area (31.9%) compared to the Sydney LGA (25.9%) followed by lone person households (26.5%) and couples with children (15.4%).

5.1.6. Dwellings and tenure

- Less than 5% of dwellings in the study area are detached dwellings, with most of the population living in high density (57.4%) or medium density (37.4%) dwellings. Nearly half of all dwellings (44.9%) within the study area are rented and only 12% are owned outright, compared to 27.7% for Greater Sydney.

5.1.7. SEIFA

- SEIFA index results indicate that the study area is within the 10% most advantaged areas, except for in the economic resources index. The lower score is influenced by the small number of owned homes in the suburb.

Table 5 – SEIFA index

Heading	Advantage and Disadvantage		Disadvantage		Economic Resources		Education and Occupation	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
Alexandria	1117	10	1098	10	1008	5	1175	10

Source: SEIFA, 2011

5.2. POPULATION PROJECTIONS

Population projections for the Sydney LGA are based on data obtained from the NSW Department of Planning.

The population Sydney LGA is expected to increase by 131,950 people between 2016 and 2036, which is an increase of 72%. The area will experience growth across all age groups, with 25 - 29 years and 30 -34 years, continuing to be the dominant 5-year age groups. School and preschool aged children (0-19) will make up 12% of the population, suggesting a young family profile for the surrounding area.

Table 2 – Population projections

Heading	2016	2021	2026	2031	2036	Total Change
City of Sydney	212,550	245,000	267,500	292,350	315,200	72.0%

5.3. CRIME PROFILE

Crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) was analysed to identify the crime profile at a suburb level (Alexandria). Generally, the area has seen a stabilisation in crime rates over the last 2 years, however there has been an increase in drug offences and non-domestic assault.

Consultation with Alexandria Park School indicated there are very low levels of crime associated with the current school operations, with only one occurrence of malicious damage to property (vandalism) recorded within the last five years.

Damage to property can generally be managed and minimised through the adoption of appropriate Crime Prevention Through Urban Design (CPTED) principles.

The five crime types with highest rate of occurrence in Alexandria are:

1. Drug offences
2. Fraud
3. Steal from motor vehicle
4. Malicious damage to property
5. Steal from retail store

A comprehensive review of the crime and safety profile for Alexandria can be found within CPTED Report.

6. STAKEHOLDER AND COMMUNITY CONSULTATION

During the concept design phase for the redevelopment for APCS, community consultation was undertaken by KJA Consulting via information booth sessions across several community events across greater Sydney.

A summary of the key issues of the proposed development is provided in Table 3.

Table 3 – Community Feedback

Topic	Feedback and Questions
Traffic and Transport Impacts	<ul style="list-style-type: none"> Concern that the local public transport network will not be enough to cater for the school redevelopment Comments that traffic has increased at key times i.e. drop off and pick up around the site. especially in Belmore Lane. Concern that school drop off and pick up would impact Buckland Street. Questions regarding transport to the school, with some residents considering the walk from the train station too far for younger students. Questions regarding whether Park Road could be opened onto Buckland Street Concerns relating to the traffic generated by three schools on the one campus. Questions regarding delays in implementation and the impact on APCS commencement dates.
Local Amenity	<ul style="list-style-type: none"> Questions regarding length of construction period Questions regarding height of finished buildings and final design scheme. Positive comments about multi-use spaces and opening the schools open space onto the public oval. Concerns about loss of green view for nearby residents.
Access to School and Facilities	<ul style="list-style-type: none"> There is a general view that not enough planning has been made for the future students of the inner city. Questions regarding school catchment size. Questions whether the school will be big enough when completed. Concerns regarding the general redevelopment of Waterloo and that there will not be availability for children when it comes to finding a space at local public high schools. Questions regarding how much green space will be left for the children to play in after redevelopment.
Design	<ul style="list-style-type: none"> Concerns about language, culture and different ages of children fitting in. Many parents said they did not like the idea of their small children being influence by older teenagers and their manner and behaviour. Questions regarding what provisions have been made for the Preschool and the Community rooms during construction.

Source: KJA Consultation Report, 2017

7. REVIEW OF TECHNICAL STUDIES

The following section provides a summary of the technical studies that were reviewed to inform this SIA.

7.1. NOISE AND VIBRATION

Development Application Acoustic Assessment

An acoustic impact assessment has been prepared for the site by Wilkinson and Murray. The report addresses potential impacts of operational noise generated by both school activities and mechanical plant and equipment on nearby residential receivers.

The report assesses noise impacts from operational, construction and road traffic noise. In regards to construction, the greatest potential impact will occur when mobile construction plant operates in closest proximity to residential receivers adjacent to the western boundary. The review of predicted noise level ranges will be in exceedance during bulk excavation work periods. These impacts will be carefully managed and mitigated via the implementation of a Construction Noise Management Plan, which will clearly identify strategies to be put in place to minimise potentially adverse noise impacts upon the surrounding community.

The operational noise levels across the primary and secondary school will be low, with activity related areas (gymnasium, design and technology workshop and performing arts spaces) more likely to generate audible noise emissions. The report concludes that acceptable noise levels will generally be achieved throughout the educational facility.

Road traffic generated by the development is not expected to have any significant effect on road traffic noise levels currently experienced at receiver locations along Buckland Street, Belmont Street or Park Road.

Acoustical Design Report

An acoustic design report has been prepared by Wilkinson and Murray and addresses criteria for the acoustic design of the proposed new facilities to optimise acoustical performance. Recommendations include insulation measures for wall construction, glazing requirements, acoustical detailing for walls, internal wall junctions, pipework penetrations and power points, ceiling design to minimise rain noise and various room acoustic measures.

7.2. TRAFFIC AND PARKING

Transport Assessment

A Traffic and Transport Impact Assessment has been prepared by ARUP and assesses the traffic impact of the proposal on the surrounding road network and associated impacts on the transport capacity of the local public transport network.

The report concludes that the combination of available public transport options and various transport upgrades in the vicinity of the site will support the increased capacity of the school.

Green Travel Plan

A Green Travel Plan has been prepared by ARUP and is a package of measures to encourage sustainable travel whilst commuting. The plan applies to all people who may travel to and from the site and encourage the use of alternative models of travel which will have less environmental impact than a car. The plan will be promoted by staff as well as a dedicated webpage for employees which will contain travel information on cycle parking and public transport. Events such as National Bike Week and Bike2Work Days are supported and encouraged to be promoted by staff.

Preliminary Construction Traffic Management Plan

A Preliminary Construction Traffic Management Plan has been prepared by ARUP and assesses the proposed access and operation of construction traffic associated with the proposed development in regards to safety and capacity. Construction vehicles will be restricted to the state road network and movements along local streets is prohibited. Belmont Road entrance will be the primary construction vehicle access to the site. Pedestrian entry will be closed at this entrance to reduce the conflict between pedestrian and vehicles.

Measures proposed to mitigate impacts of the construction include the establishment of a works zone, traffic control and B-class hoarding. Additionally, the Construction Contractor will prepare a CPTMP with detailed Traffic Control Plans which will detail safety management during the construction period.

7.3. ACCESS

Access Design Report

The Access Design Assessment Report has been prepared by Design Confidence and assesses the extent to which the architectural design documentation complies with the accessibility provisions of the Building Code of Australia 2016. The report provides commentary to further progress the architectural drawings to ensure compliance with relevant accessibility provisions, lift installations and accessible sanitary facilities.

7.4. HERITAGE

Statement of Heritage Impact

The Heritage Impact Assessment (HIS) has been prepared by Tanner Kibble Denton Architects. Alexandria Park Community School is not listed as a statutory heritage item, but both Alexandria Park and the Alexandria Park Conservation Area, which are immediately adjacent to the school site, are listed as items of local significance in Schedule 5 of Sydney LEP 2012.

The HIS makes the following conclusions;

- The proposed development is sympathetic to the adjacent heritage item and conservation area because of its siting, architectural scale and modulated architectural form;
- The proposed development will not compromise curtilage of Alexandra Park and will not affect the heritage significance of the place.

Aboriginal Heritage Statement

An Aboriginal Due Diligence Assessment and Historical Archaeological Assessment has also been prepared by Extent Heritage Pty Ltd. This states that whilst the proposed activity has potential to result in harm to Aboriginal objects, this harm is likely to be limited to works in the north-western part of the subject area, where earthworks extend into the natural soil profile beneath the introduced fill. The report recommends that further assessment of Aboriginal cultural heritage is required in accordance with the SEARs for the project.

Accordingly, the proposed redevelopment of the Alexandria Park Community School will have no appreciable impacts on the heritage significance of heritage items in its vicinity.

7.5. ENVIRONMENT

Arborist Report

An Arborist Report has been prepared by Redgum Horticultural. The report acknowledges that 59 trees are proposed to be removed to facilitate the proposal. This is considered acceptable in this instance as:

- 57 trees currently at the school are proposed to be preserved and protected in accordance with the various trees protection measures outlined within the Arborist Report.
- A significant range of new trees, shrubs and plants are to be provided as part of the proposed landscaping plan. The specific flora species were chosen to ensure they are safe and appropriate for a School environment and;
- All 12 trees that were assessed by Redgum Horticultural as being dead, damaged and unsafe are to be removed from the School site.

Flora and Fauna Assessment

The Flora and Fauna Survey prepared by Eco Logical Australia at Appendix F to the EIS confirmed that no threatened flora species, populations or communities were recorded within the School. Further, no threatened flora species are considered likely to occur within the site.

Landscape Plan

A landscape plan was prepared by Context Landscape Design Pty Ltd. The landscape concept includes opportunities for strong connectivity, with a visual link to Alexandria Park, primary north south community link, through links, a secondary north-south link and an active community edge.

All new flora species proposed to be planted at the site have been appropriately chosen to ensure they are safe within a school environment. New plants will reinforce the green network and help establish 'green fingers' which will unify the existing and proposed street plantings.

Flood Risk

A Flood Risk Assessment has been prepared by Woolacotts Consulting Engineers. The Alexandria Canal Floodplain Risk Management Study is applicable to this proposed development. Various design measures were investigated and are considered to be satisfactory with objectives set out in the study.

7.6. CONTAMINATION

Site Assessment

Coffey Environments Pty Ltd have prepared a Detailed Site investigation for the site. The site assessment identified contamination risks for the proposed redevelopment at the site, including Areas of Environmental Concern (AECs) and Potential Contaminants of Concern (PCOCs).

The report concludes that site can be made suitable for the proposed development, subject to the preparation of a Remedial Action Plan (RAP) to mitigate the health risks associated with the areas of concern.

Vapour Investigation

Coffey Environments Pty Ltd have prepared a Soil Vapour Investigation for the site. The objectives of the assessment were to identify Volatile Organic Compounds (VOCs)² in soil vapour, attempt to define the VOC vapours if present and to conduct preliminary assessment of the indoor vapour risk posed to future occupants of the site buildings. The presence of VOCs were not found and subsequent health risk assessment revealed that the potential future indoor vapour risk associated with a slab on ground building is considered to be low and acceptable at the locations of investigation.

7.7. WASTE

Construction and Demolition Management Plan

A Construction and Demolition Management Plan prepared by Foresight Environmental details the ways in which the proposed development will manage waste and recycling generated during the demolition and construction phases of development. Active site management during the construction phase will ensure all waste/recyclable materials are disposed of appropriately.

Operation Waste

An Operational Waste Management Plan prepared by Foresight Environmental outlines the systems and practices involved in managing waste and recycling during the ongoing operation of the school. The primary waste streams expected to be generated in the ongoing operation of the development include cardboard/paper recycling, comingled recycling, food organics recycling and general waste. The report outlined collection practices for cleaners and campus operational staff to ensure each waste stream is managed appropriately.

8. ASSESSING SOCIAL IMPACTS

The significance of potential positive and negative impacts of the project have been assessed by comparing the level of impact (low, moderate and high) against the likelihood of the impact occurring.

For any impacts identified, consideration is also given to their potential contribution to cumulative impacts.

8.1. LEVEL OF IMPACT

Criteria used in assessing the level of impact include:

- Duration and frequency – The timeframe over which the impact occurs (short term, medium-term or long-term), the frequency of potential impacts (one-off, intermittent or chronic) and potential residual impacts which may continue to occur after the project is over.
- Extent – The geographical area affected by the impact or the number or proportion of people or population groups who are affected.
- Ability to adapt – The vulnerability of receivers to adverse impacts and the extent to which people or resources can adapt to or mitigate the impact.

Table 4 below outlines a potential matrix of criteria for understanding the level of impact.

Table 4 – Level of impact - assessment criteria

Level	Duration	Extent	Ability to adapt
Low	Short-term Low frequency	Individual or single household	Low sensitivity of environment. Receivers have the capacity to adapt to the changes with relative ease and maintain pre-impact livelihoods.
Medium	Medium-term Intermittent frequency	Group of people or number of households	Environment can adapt to change Receivers can maintain pre-impact livelihoods with some difficulty.
High	Long-term Constant frequency	Large area or large part of a community	Limited capacity to adapt to changes and continue to maintain pre-impact livelihoods. High importance or vulnerability of impacted environment.

8.2. LIKELIHOOD

Table 4 below outlines a matrix for understanding likelihood of an impact.

Table 5 – Likelihood of impact

Level	Description
Low	Very unlikely that the impact will occur throughout the project lifecycle
Medium	Possible that the impact will occur throughout the project lifecycle.
High	Very likely that the impact will occur throughout the project lifecycle

9. SOCIAL IMPACT ASSESSMENT

The following sections provides an assessment of the potential positive and negative social impacts of the development proposal, an evaluation of the significance of identified impacts and potential mitigation and enhancement measures.

9.1. CONTAMINATION AND HEALTH

Current Environment

The site and surrounding area has a history of industrial/commercial uses. A Site Investigation completed by Coffey identified potential pollutants, including fragment of soft bonded asbestos, lead and vapour intrusions.

Proposed Development

Disturbance during construction of the proposed development has the potential to damage or disturb materials. The Detailed Site Investigation found that the site can be made suitable for the proposed development, subject to preparation of a Remedial Action Plan (RAP), to mitigate the health risks associated with pollutants identified.

Potential Impacts

- Impacts to human health from disturbance of pollutants during construction.
- Remediation of the site for future use by the school and broader community.

Mitigation/Enhancement Measures

- Implement the mitigation measures outlined in Detailed Site Investigation.
- Preparation of a Remediation Action Plan to mitigate the health risk.
- Educate the school community, residents, businesses and park users about any risk to human health.

Significance of Impact

The risk to human health from the identified potential pollutants is a potentially irreversible and ongoing impact for effected individuals and the broader community. A Remediation Action Plan endorsed by the NSW EPA is required before any redevelopment of site that may disturb the identified materials.

9.2. ACCESS TO EDUCATION AND SOCIAL INFRASTRUCTURE

Current Environment

APCS currently accommodates 600 students and 54 teaching and non-teaching staff. APCS current student population is culturally diverse and includes a selective stream. The site is shared with a Community Centre. This facility provides a variety of community services, including early childhood health services and Aboriginal Education Council.

By 2031, the student population in NSW Government and non-government schools is projected to grow by 21 per cent to nearly 1.5 million students. Over 80 per cent of this growth is expected in the Sydney metropolitan area.

Proposed Development

Once completed, APCS will accommodate a total student population of 2,200 students (primary and high school) and employee 200 staff.

The redevelopment will also deliver significant upgrades and improved facilities, including shared use of the school hall with the broader community, in accordance with the NSW Department of Education's policy for Community Use of School Facilities. The community centre has also been considered in the development and will continue to operate.

The proposal is designed in accordance with BCA accessibility requirements and is compliant. Aboriginal heritage is recognised on the site through a landscape narrative and vision which forms the basis for the landscape design of the site.

Potential Social Impacts

- Provision of improved education facilities for current and future students.
- Increased employment opportunities to serve the larger school.
- Protection of the site as an educational use for the longer term.
- Improved access to social infrastructure for the broader community, through shared use of the school hall.
- Short-term disruption to education environment during construction and while students are accommodated in 'pop-up' facilities.
- Decreased quality of education environment from the intensification of use on the Park Road Campus, with an increased student population accommodated in a reduced area.

Mitigation/Enhancement Measure

- Communication strategy to inform staff, parents, carers and students of the planning and construction process.
- Promotion of the shared use agreement for the school hall within the local community.
- Implementation of a construction management plan (CMP) to reduce construction impacts on education environment.
- Adherence to enrolment limits to maintain quality of education environment.

Significance of Impact

Overall the proposal is very likely to provide access to education for a greater number of students, with a higher level of facilities. It will also improve access to social infrastructure for the broader community.

The positive impacts will be long-term and the potential disruption to education during construction can be mitigated through effective communication and implementation of a CMP. The quality of education environment should be monitored on an ongoing basis.

9.3. TRAFFIC, PARKING AND ACCESS

Current Environment

The site is well serviced by public transport including multiple bus stops and train stations. The site is also approximately 400m west of the future Waterloo Station. Two school buses provide a drop-off service during the AM peak.

The streets surrounding the sites have good pedestrian accessibility and infrastructure with quality zebra crossings, footpaths and ramps. The site is well connected to State and Regional roads including Botany Road, McEvoy Street, Wyndham Road and Mitchell Road. There is some existing congestion on the local road network, which may be improved by the Alexandria to Moore Park Connectivity Upgrade.

A staff car park is provided with 28 spaces and is generally fully occupied. On-street parking has also been identified as at capacity.

There are three access points to the existing APCS. The main access is at the corner of Park Road and Power Avenue. Overall, the existing drop-off and pick-up arrangement has been found to operate efficiently.

Proposed Development

The proposed development includes construction of a new outdoor car park (28 spaces) for staff and 144 (20 staff and 124 student) bicycle spaces. The existing carpark will be displaced during construction. No on-site car parking will be provided for construction workers.

The proposed development will generate 275 vehicles trips to the school during the AM peak hour, an increase of 185 vehicles from the existing situation. To support the increased drop off and pick up activity a reduction in street parking is proposed on Buckland Street.

It is proposed to retain the bus turnaround area on Park Road and provide additional drop-off/pick-up facilities on Buckland Street.

Potential Social Impacts

- Potential disruption to pedestrian and traffic routes during construction.
- Additional traffic generation during construction and ongoing operation.
- Temporary increase in demand for on-street parking during construction and ongoing increase during operation of the larger school
- Additional demand on public transport due to a larger school population.
- Increased provision of bicycle parking for students and staff.
- Improvements to the drop-off and pick-up procedures.

Mitigation/Enhancement Measures

- Implementation of the mitigation measures outlined in Transport Assessment and Green Travel Plan prepared by Arup.
- Preparation and implementation of a Construction Traffic Management Plan

- Educate parents, carers and students about pick -up/drop-off and other transport procedures during construction and operation of the new school.
- Consultation with Transport for NSW regarding potential increase in demand for school bus services.
- Ongoing monitoring and consultation with the surrounding residents and businesses regarding traffic and parking impacts.

Significance of Impact

Traffic and parking impacts during construction are very likely to have a temporary negative impact on the local road network. These impacts can be reduced through the mitigation measures outlined.

Increased traffic and pressure on parking during operation may have long-term negative impacts on the local road network. Implementation of the mitigation measures and future improvements to the local road and public transport network will help alleviate pressure.

Operational traffic and parking impacts should be monitored on an ongoing basis.

9.4. NOISE AND VIBRATION

Current Environment

The current noise environment is typical for an inner suburban residential area. It is dominated by traffic on Mitchell Road and the surrounding road network as well as construction works occurring on the temporary school site and neighbouring residential development.

Proposed Development

Operational

The Acoustic Report found that the main sources of potential operational noise were the gymnasium/hall building, technology workshops, band room and future mechanical plant. The noise levels from these activities, during the assumed worst-case operational scenarios, were found to meet all relevant criteria.

Outdoor areas of the APCS and Alexandria Park are currently used for outdoor activities by the school and general community, and no appreciable change is expected to result from the school redevelopment.

Construction

The Acoustic Report found that exceedances may occur during bulk excavation works. This is not unusual for construction works in a relatively quiet residential area. The highest vibration levels will occur when construction equipment is located on the western side of the site near Buckland Street and Belmont Street apartments.

Potential Social Impacts

- Reduced amenity for residents, businesses, staff, students and park users during construction.
- Disruption to the education environment from construction noise, vibration and dust.

- Increased ambient noise from increased student population and larger school.

Mitigation/Enhancement Measures

- Implement the mitigation measures outlined in the Acoustic Assessment.
- Implement a communications strategy during construction to keep the school community, local residents and businesses informed of progress and anticipated changes in noise and vibration emissions.
- Avoid periods of high noise and vibration during class times.
- Work with the City of Sydney to inform parks users of upcoming construction activities that may reduce useability or amenity of the park.

Significance of impact

Construction noise and vibration is very likely to have a short-term negative impact on local the community, including the school community, residents, businesses and park users. The impact of construction noise and vibration can be reduced through mitigation measures and effective communication. Potential operational noise impacts should be should be monitored on an ongoing basis.

9.5. VISUAL AMENITY

Current Environment

The current built form consists of two-storey school buildings completed in 1982 and temporary one-storey pop-up structures to accommodate the senior students. There are 116 trees within or immediately adjacent to the site that contribute to the local streetscape and character.

Proposed Development

The architectural design has considered the scale and height of the surrounding residential area. The proposed development includes a four-storey building at the western boundary of the site and a four-storey building in the southern section of the site. The proposed school buildings are of a comparable height and scale to recently completed residential apartment development in the local area.

A part of the proposed development, fifty-nine (59) trees are nominated for removal and replacement and fifty-seven (57) trees will be retained and integrated into the development. The Landscape masterplan prepared for the site also includes new trees and plantings.

No view analysis was available at the time of this report.

Potential Social Impacts

- Decreased visual amenity due to the removal of existing mature trees and while replacement trees are established.
- Decreased visual amenity (overlooking and view loss) for residents in apartments on the western and southern boundary of the site, due to the increased height of the new built form.
- Maintenance of local character through the retention of a large number of existing trees and replacement of all trees identified for removal.

Mitigation/Enhancement Measures

- Implement the recommendations made in the Flora and Fauna Report, Arboricultural Impact Assessment and Landscape Masterplan.
- Consult with residents to understand potential impacts to amenity.

Significance of Impact

Visual amenity impacts from the proposed development will be a minor long-term impact for residents on the western and southern boundary. Implementation of the mitigation measures will reduce the likelihood of a change in residential character for the local community.

10. CONCLUSION

This report has assessed the potential social impacts and benefits arising from the development of APCS. It has been undertaken to address the Secretary's Environmental Assessment Requirements to consider the social consequences of the school's relative location.

Overall it is considered that the proposed development of APCS will have a long-term positive social impact, subject to implementation of the identified mitigation measures.

10.1. SUMMARY OF POTENTIAL IMPACTS

A summary of the key social impacts associated with the development are outlined below:

Contamination and human health

There is a potential risk to human health from identified pollutants, associated with the site's industrial history. Initial investigations into soil vapour suggest the impact to human health is low however further investigations are required. The impact from other pollutants including asbestos is a potentially irreversible negative impact for effected individuals and the broader community. A Remediation Action Plan endorsed by the NSW EPA is required before any development consent is given for redevelopment of site that may disturb the identified materials.

Access to education and social infrastructure

Overall the proposal is very likely to provide access to education for a greater number of students, with a higher level of facilities. It will also improve access to social infrastructure for the broader community through a joint-use arrangement of school facilities and provide additional employment opportunities

The potential disruption to the education environment during construction can be mitigated through effective communication and implementation of a construction management plan (CMP). Intensification of use on the site is expected to be mitigated through the improved school design.

Traffic and parking

Traffic and parking impacts during construction are very likely to have a temporary negative impact on the local road network. These impacts can be minimised through the mitigation measures outlined.

Increased traffic and pressure on parking during operation may have long-term negative impacts on the local road network. On street parking has been identified as at capacity and this should be monitored on an ongoing basis. Planned improvements to the local road and public transport network will help alleviate pressure on the local road network.

Noise and vibration

Construction noise and vibration is very likely to have a temporary negative impact on the local community, including the school community, residents, businesses and park users. The impact of construction noise and vibration can be reduced through mitigation measures and effective communication.

Operational noise levels, during the assumed worst-case operational scenarios, were found to meet all relevant criteria. Outdoor areas of the APCS are currently used for outdoor activities by the school and general community, and no appreciable change is expected to result from the school redevelopment. Potential operational noise impacts should be monitored on an ongoing basis.

Visual amenity

Visual amenity impacts from the proposed development will be a minor but long-term for residents on the western and southern boundary on the site, where the increased height of the school is concentrated. Consultation with impacted residents should be undertaken. Implementation of the mitigation measures, including the replacement of any trees identified for removal, will reduce the likelihood of a change in visual character for the broader local community.

10.2. HIGH-LEVEL MONITORING ADVICE

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

- Establish communication channels with neighbours and the community.
- Appoint a dedicated contact person to respond to feedback from the school community, residents and businesses.
- Develop a comprehensive plan of management for the site and provision of staff training in emergency management to monitor and enhance safety and wellbeing.

DISCLAIMER

This report is dated 24 November 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 Tanner Kibble Denton Architects (**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

A. METROPOLITAN STRATEGY – A PLAN FOR GROWING SYDNEY

A *Plan for Growing Sydney* is the 2014 metropolitan plan to guide Sydney's growth and to create a strong global city and a great place to live. The strategy estimates that there will be approximately 689,000 new jobs across Sydney by 2031, a sign of the growing prosperity of the city. Sydney is growing much faster than ever anticipated in previous strategies and to accommodate the bigger population, 664,000 new homes will be needed.

The Plan identifies the Government's vision for Sydney as being "*a strong global city, a great place to live*" and includes the goals and actions to be undertaken to achieve this.

The Plan sets four goals, which are supported by 22 directions and underpinned by 59 actions. Relevant to this proposal is Direction 1.10 under Goal 1: 'plan for education and health services to meet Sydney's growing needs'. This direction is concerned with delivering schools and tertiary institutions that meet the needs of local communities.

B. GREATER SYDNEY REGION PLAN

The draft Greater Sydney Region Plan supports the vision for a metropolis of three cities that will rebalance growth and deliver its benefits more equally and equitably to residents across Greater Sydney.

The plan identified schools as essential local infrastructure. The NSW Government will spend \$4.2 billion over the next four years on school buildings, which it estimates will create 32,000 more student places and 1,500 new classrooms.

Innovations such as contemporary design, flexible learning spaces and more efficient use of land will be essential responses to growth and changing spatial demands.

Shared use of facilities and increased opportunities for students to walk and cycle to school will better connect schools with local communities. However, the needs of children and young people go beyond schools. With families increasingly living in higher density areas, planning and design responses need to place greater importance on how open space and the public realm are inclusive for children and young people.

C. EASTERN CITY DISTRICT PLAN

The Draft District Plans divides Greater Sydney into five districts which represent their common locality and planning opportunities. These districts relate to the longer term metropolitan planning for Greater Sydney. The subject site falls within the Eastern City District, covering the Bayside, Burwood, City of Sydney, Canada Bay, Inner West, Randwick, Strathfield, Waverley and Woollahra local government areas.

This draft Eastern City District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision for Greater Sydney. It is a guide for implementing the draft Greater Sydney Regional Plan at a district level and is a bridge between regional and local planning.

The draft plan contains four key themes that represent the planning priorities for each district, with ten directions to guide delivery. The four key themes are:

- Infrastructure and collaboration
- Liveability
- Productivity
- Sustainability

The priorities relevant to this proposal relate to the plans liveability and productivity themes and are deemed essential for the growth of the Eastern City District.

- *Providing services and social infrastructure to meet people's changing needs*

- *Fostering healthy, creative, culturally rich and socially connected communities*
- *Growing and investing in health and education precincts and the Innovation Corridor*

The Plan highlights the need to plan for new schools and improved infrastructure across the district as the City of Sydney and Bayside LGA's will each take up 22 per cent of the District's increase in school-aged children by 2036.

D. STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) (2017)

The Educational Establishments and Child Care Facilities SEPP was developed by NSW Planning & Environment to "develop provisions that make it easier for child-care providers, schools, TAFEs and universities to build new facilities and improve existing ones by streamlining approval processes to save time and money and deliver greater consistency across NSW".

The SEPP outlines aims of the policy to ensure the effective delivery of educational establishments and early education and care facilities across the State.

Relevant aims to this report include:

- Establish consistent State-wide assessment requirements and design considerations for educational establishments to improve the quality of infrastructure delivered and to minimise impact on surrounding lands
- Encouraging proponents of new developments or modified premises and consent authorities to facilitate the joint and shared use of the facilities of educational establishments with the community through appropriate design.

Of relevance to this proposal are Clause 42 and Schedule 4. A comprehensive assessment against the relevant development standards can be found within the Environmental Impact Statement (EIS) prepared by Urbis.

E. 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.

F. NSW STRATEGIC PLAN FOR CHILDREN AND YOUNG PEOPLE 2016-2019

The *NSW Strategic Plan for Children and Young People 2016-2019 (2016)* was developed by the NSW Advocate for Children and Young People to ensure that "children and young people in NSW have opportunities to thrive, get the services they need and have their voice heard".

The Plan outlines six guiding principles that will inform implementation, these being:

- Innovation
- Localisation
- Collaboration
- Prevention
- Transitions
- Addressing Disadvantage

Targets of relevance to this report include:

- Expansion and development of the NSW Literacy and Numeracy Action Plan to reach more students across the state with early, tailored intervention and explicit teaching of literacy and numeracy from kindergarten to Year 12.
- Substantial investment in new schools and school upgrades
- Investing significantly in school resourcing reform to address diverse cultural, social and economic factors which can contribute to children and young people experiencing disadvantage in their school education
- More resources and funding to schools

Goals also include improving safety and support for disadvantaged children and provide more pathways into participation in tertiary education, including VET, apprenticeships and traineeships, including in rural areas.

The Plan also aims to increase the proportion of NSW students in the top two NAPLAN bands for reading and numeracy by 8%, and increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

G. SUSTAINABLE SYDNEY 2030 COMMUNITY STRATEGIC PLAN 2017–2021

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."

H. INCLUSION (DISABILITY) ACTION PLAN 2017-2021

Almost one in five Australians live with disability, increasing to more than one in two Australians after the age of 65.

This plan aligns the City's long-term vision of an inclusive City of Sydney with important new priorities resulting from the *Disability Inclusion Act 2014*.

The plan identifies barriers to inclusion and action plans that will respond to and address those barriers. The action plan focuses on four key directions:

1. The development of positive community attitudes and behaviours towards people with disability and carers
2. The creation of more liveable communities for people with disability and carers
3. The achievement of a higher rate of meaningful employment participation by people with disability and carers through inclusive employment practices
4. More equitable access to mainstream services for people with disability through better systems and processes.

Under direction one a priority area is to partner with local schools, youth services, child and family service providers and train teachers to adopt disability inclusive programs, including having children interact directly with residents and workers with disability.

I. SYDNEY DEVELOPMENT CONTROL PLAN

Section 3.13.1 of the Sydney Development Control Plan 2012 relates directly to the safety and security portion of the development. This section states an objective to provide a safe environment and minimise opportunities for criminal and anti-social behaviour, relevant provisions include:

- In commercial, retail or public buildings, facilities such as toilets and parent's rooms are to be conveniently located and designed to maximise casual surveillance to facility entries
- Minimise blind-corners, recesses and other external areas that have the potential for concealment or entrapment
- Building entries are to be clearly visible, unobstructed and easily identifiable from the street, other public areas and other development. Where practicable lift lobbies, stairwells, hallways and corridors should be visible from the public domain.
- Ground floors of non-residential buildings, the non-residential component of mixed use developments, and the foyers of residential buildings, are to be designed to enable surveillance from the public domain to the inside of the building at night.
- Building details such as fencing, drainpipes and landscaping are to be designed so that illegitimate access is not facilitated by the opportunity for foot or hand-holds, concealment and the like.

A comprehensive review of the crime and safety profile of the Alexandria area can be found within the Crime Prevention Through Urban Design (CPTED) Report prepared by Urbis.

