

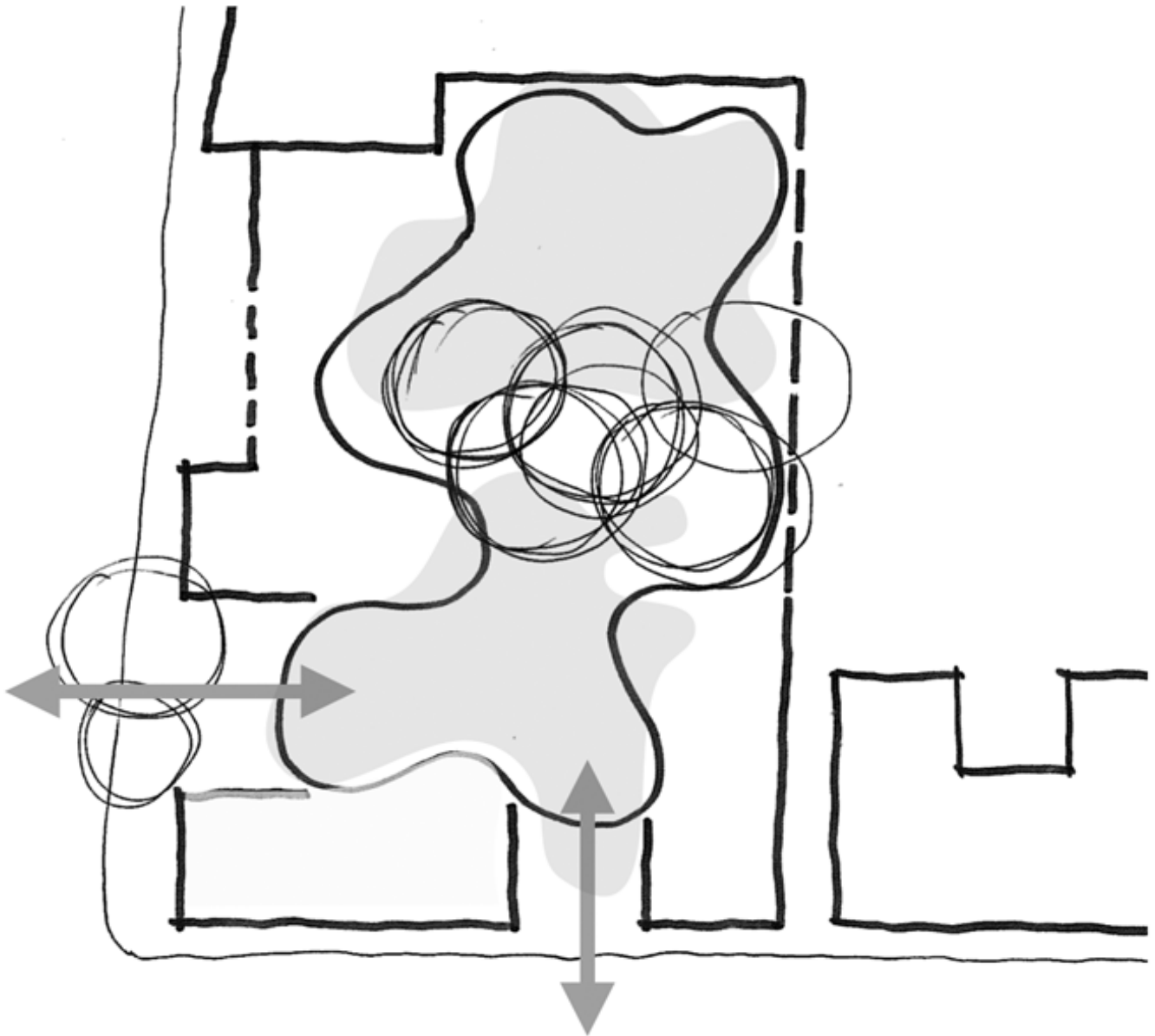
# DARLINGTON PUBLIC SCHOOL REDEVELOPMENT

## Appendix O — Social Impact Assessment

SSD-9914

Prepared by Ethos Urban

For NSW Department of Education

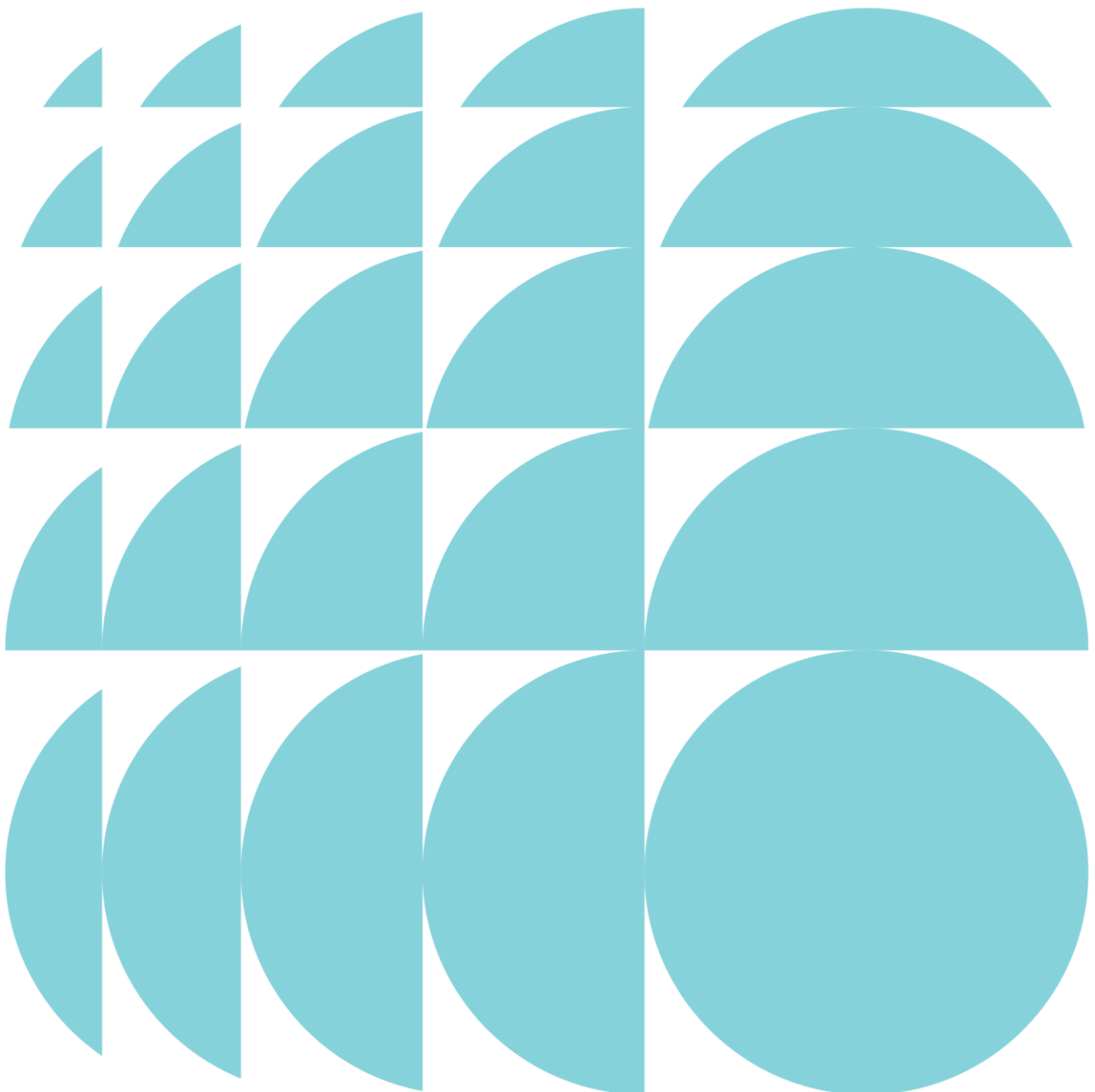


### FINAL REPORT

Darlington Public School  
Corner of Golden Grove and Abercrombie Streets,  
Darlington

On behalf of Schools Infrastructure NSW

6 May 2020 | 2200026



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## Executive Summary

This report provides a Social Impact Assessment to support the redevelopment of Darlington Public School, within the City of Sydney Local Government Area (LGA). The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 19 March 2019. The report addresses potential social impacts arising from the proposed development during both construction and operational phases.

### Project overview

The NSW Government is leading the expansions and upgrades of a number of schools across the state, aiming to address the need for improved education facilities to cater for population growth within the inner Sydney school catchments.

The redevelopment of Darlington Public School is intended to increase the capacity of the existing school while delivering a range of education benefits, to improve learning outcomes, health and wellbeing for students, families and staff. The scheme aims to continue to provide a sense of pride and identity for the local community, with the upgraded facility offering an improved educational hub and civic place.

The redevelopment proposal seeks approval for delivery of approximately 6000m<sup>2</sup> of redevelopment within the existing school lots comprising:

- Preschool (60 places),
- 19 homebase classrooms,
- Library,
- Admin area and staff facilities,
- Communal Hall,
- Landscaped areas.

### Social Impact Assessment Methodology

The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 19 March 2019, requiring the preparation of a Social Impact Assessment (SIA) which includes assessment of the social consequences of the schools' relative location and decanting activities if proposed.

This SIA identifies and analyses the potential social impacts of the development, taking into consideration the potential environmental changes in the locality and how they may affect people's:

- Way of life;
- Community;
- Access to and use of infrastructure;
- Services, and facilities;
- Culture;
- Health and wellbeing;
- Surroundings;
- Personal and property rights;
- Decision making systems, and;
- Fears and aspirations.

This SIA has been prepared to support the Environmental Impact Statement (EIS) for the Project. The comprehensive assessment of social impacts provides identifies the significance of the potential impacts, both positive and negative of the redeveloped Darlington Public School – during both construction and operation phases.

This report discusses mitigation measures for the likely negative social impacts and enhancement measures for the identified social benefits. It also identifies proposed methods for monitoring the social impacts over time.

To undertake the assessment, the following tasks were completed: analysis of the existing community and demographic environment, review of strategic policy drivers for the proposed development, identifying and assessing potential impacts, determining the significance of the impacts and identifying measures to manage or mitigate the Project's potential negative impacts and enhance the potential benefits.

### Study area – area of social influence

For the purposes of the study, the following “areas of social influence” have been defined:

- The site and the local community within the Primary Study Area (PSA), which includes the population located within the Darlington Public School Catchment, as identified by the NSW Department of Education.
- The Secondary Study Area is defined using relevant local government area boundaries, considering the population profile of the City of Sydney LGA, compared to the Greater Sydney Area.

These communities are likely to be affected by, or have an interest in the project.

The baseline analysis has identified the following important considerations for the redevelopment of Darlington Public School.

- The City of Sydney LGA is currently undergoing significant growth, with new population and housing driving demand for increased infrastructure including schools. Population forecasts prepared by demographic consultants (.id) for City of Sydney Council show that the number of 5-11 year olds living in the City of Sydney LGA is forecast to increase by 72% over twenty years, from 5,626 residents in 2016 to 9,677 residents in 2036.
- The residential population surrounding the site contains a high proportion of young people, including students attending university and living in group households, as well as households with children and lone person households.
- Analysis completed by Schools Infrastructure NSW indicates that the number of primary school students living in the Newtown Primary Cluster (the education planning catchment where the site is located), will grow by approximately 350 students between 2021 and 2036. This will result in a shortfall of 13 teaching spaces across the Cluster. Almost half of this growth will occur in the catchment of Darlington Public School.
- Darlington is an area currently undergoing significant change, including new education infrastructure and accommodation associated with University of Sydney, the development of the Central to Eveleigh corridor and redevelopment of Redfern-Waterloo. Urban renewal in these areas will result in increased demand for a range of education facilities within Darlington Public School's enrolment catchment..
- The site is located within a short walking distance to Redfern, home to an established Aboriginal and Torres Strait Islander community, and a focal point for Indigenous history in Sydney. 25% of Darlington Public School students, and 30% of staff are Aboriginal and Torres Strait Islander, and the school has a long history of celebrating Aboriginal education.
- The site is well-serviced by social infrastructure, including the University of Sydney's Darlington/Camperdown campus, Broadway Shopping Centre, Carriageworks and Redfern Station, as well as high quality open space and recreation areas such as Victoria Park.

### Stakeholder engagement

Stakeholder engagement has been undertaken by Schools Infrastructure NSW to inform the proposal to redevelop Darlington Public School. A consultation summary report is provided with the EIS, in accordance with the SEARs consultation requirement. This report identifies key consultation initiatives, issues raised and the project response as a result of consultation practices.

Key themes and responses that have emerged throughout the engagement process have been identified below.

- Project delivery and staging, including whether students would remain on site during construction and if there were alternative options such as re-locating to a temporary school during construction. Consideration has been given to the management of student use of the site during construction, with the response proposing to redevelop the school in stages, minimising the need to relocate students off-site.

- Landscaping opportunities to integrate food and rooftop gardens, green walls, shading and consideration of wildlife, trees and water. It is noted that some existing mature trees are to be retained, and individual age-specific play spaces will be provided.
- Design feedback indicated a preference for sustainable initiatives, organic lines to soften hard spaces, a modern but not clinical feel and connecting the library building into the landscaped areas. Encouragement of natural light, minimising overshadowing and maximising privacy were highlighted as issues of concern and consideration. Incorporating indigenous culture into the design remains a major consideration. The design will allow for teaching of Aboriginal culture both inside and outside the classroom with the design providing strong integration of art and display of Aboriginal culture.
- Artwork was a key talking point with feedback focused on retaining existing art and including incorporating new art spaces. Many of the school's existing artworks celebrate Aboriginal cultural heritage. The use of photography, digital mediums and canvas was suggested as ways of acknowledging artwork unable to be relocated. In response it is noted that all artworks, murals and objects will be retained where possible, integrating them into the new school design.
- Transport and access issues focussed on undercover bike and scooter parking, pram access, and pedestrian flows during drop off and pick up times and in wet weather. Traffic safety feedback concerned the proximity of the pedestrian crossing to the roundabout, requests for a kiss and drop zone and places for parents to wait near the school gates. The project team noted that many students travel to school by bicycle and scooter and undercover parking is to be provided. In addition, new pickup/drop off zones are proposed to ensure safety during busy periods.
- General feedback had a strong focus on sustainability, green technology and carbon neutrality with interest in the green design initiatives. General community feedback has been largely positive.
- Limited opportunities for shared use facilities at the site - Schools Infrastructure NSW has engaged with City of Sydney and Carriageworks, who did not identify a desire to develop shared use facilities at this site. Schools Infrastructure NSW has identified that the nearby National Centre for Indigenous Excellence is interested in undertaking collaboration with Darlington Public School, to potentially identify opportunities for shared use.

## Summary of key social benefits and challenges

An assessment of the social impact categories, as defined within the *Social Impact Assessment Guideline (DPIE, 2017)*, has been undertaken with consideration to the issues identified through the baseline analysis.

Each category of impact is appraised with a significance of the impact based on the likelihood, consequence, and social risk rating. Overall, the level of impacts range from being low to moderate, with no major negative impacts identified in relation to the proposal.

Key challenges identified with the proposal relate to:

- The project may have some amenity impacts on surrounding residents and visitors during construction. Not only amenity but there may be some potential short term changes to sense of place in the primary study area during the construction phase associated with an increased construction workforce, resulting in unfamiliar visitors to the area. Any potential impacts will be managed in accordance with the Construction Management Plan.
- Construction impacts may have a slight impact on the health and wellbeing, and on the amenity of the school, for students and staff. Any potential impacts will be managed in accordance with the Construction Management Plan, and with Department of Education policy. Safety, and continued operations, will be given priority.
- There is a minor risk that the use of school infrastructure on the site would be disrupted during the construction phase due to construction activity. Students will not be decanted to another site during construction, and there may be impacts on learning environments associated with decanting, as well as amenity-related impacts. However, any potential impacts will be managed through a robust staging plan.

The most significant social benefits of the proposal relate to:

- The improvement in access to public school infrastructure in the City of Sydney LGA with the ability for the Darlington Public School to cater for a growth in demand for school enrolments and provision of high quality education spaces within the local area to benefit life-long learning outcomes for students.



- The school is within proximity to a range of social infrastructure in the form of community facilities, cultural and entertainment and commercial areas. The redevelopment of the school will present opportunities for the expanded school population to benefit from current and future programs and services offered by neighbouring facilities, in particular the spaces and services that may be offered by the University of Sydney. Future partnerships may be established to enhance student learning outcomes and engagement with the surrounding community.
- Improved enrolment opportunities to a school which is well connected to public and active transport networks. The expansion of the school will ensure the local population will be able to benefit from a school that is well connected to the Sydney CBD, ensuring reduced travel times, improved convenience and opportunities for active transport to school.
- Improved surroundings associated with the renewal of the site providing improvements to the local amenity of the area.
- Opportunities to celebrate the school and community's connection to Aboriginal or Torres Strait Islander culture, history and narratives through the design of the school.
- There are opportunities to engage with the broader City of Sydney community, potentially considering the use of shared use of the facilities at the school. It is recommended that engagement continue throughout the development stages to develop a program of how the school may be able to be used by other local community groups, outside school hours of operation.

### **Mitigation and enhancement measures**

This report presents measures developed to mitigate potential negative social impacts and enhance the benefits. The report recommends that some impacts are monitored and managed in collaboration with key stakeholders, to effectively address them if/ or when they arise.

It is noted that any potential construction impacts are to be managed through compliance with a comprehensive Construction Management Plan, with a communication plan recommended to be developed to ensure all neighbours and relevant parties are informed about the development. Safety for students, staff, visitors and residents is to be effectively managed, through comprehensive security management plans and crime prevention strategies during both the construction and operational phases.

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

## 1.0 Introduction

### 1.1 Purpose and scope of this report

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

The preparation of an SIA is a requirement of the Secretary's Environmental Assessment Requirements (SEARs) for the SSDA 20340 for the project. The SEARs and the response location is provided below in **Table 1**.

**Table 1 Secretary's Environmental Assessment Requirements and response**

SEARs Report	Response
Social impact assessment <ul style="list-style-type: none"> <li>• Include an assessment of the social consequences of the schools' relative location and decanting activities if proposed.</li> </ul>	<b>Section 6.0</b>

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

This document analyses the:

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

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

This report has been developed primarily via a desktop review, drawing on the outcomes of stakeholder engagement that has been undertaken to inform the preparation of the development application. It represents a concise form of an SIA, as has been deemed appropriate for this project.

### 1.2 Overview - Darlington Public School redevelopment

The upgrade to Darlington Public School will provide new core facilities and flexible learning spaces to increase the capacity of Darlington Public School from 230 students to 437. Throughout the staged redevelopment of the school, students will remain on site.

The project is one of a number of expansions and upgrades of schools in the area by the NSW Government, which aims to address the projected enrolment growth in the surrounded area.

## 2.0 Purpose, objectives and scope of the assessment

### 2.1 Social Impact Assessment

The purpose of this Social Impact Assessment (SIA) is to assess the impacts of the development, both positive and negative, for all stages of the project lifecycle for the community and stakeholders. This report supports a State Significant Development Application (SSDA) for the redevelopment of Darlington Public School, on the corner of Golden Grove and Abercrombie Streets in Darlington. The assessment has been prepared by Ethos Urban on behalf of Schools Infrastructure NSW to accompany the Environmental Impact Statement.

Social Impact Assessment involves the analysis of social changes and impacts on communities that are likely to occur as a result of a particular development, planning scheme, or government policy decision.

### 2.2 Methodology and assessment framework

The SIA involves a number of steps, including the scoping of issues; identifying and assessing potential social impacts; determining the significance of these impacts, and identifying measures to manage or mitigate potential negative impacts and enhance potential benefits.

The methodology employed in preparing this SIA is designed to ensure that the social environment of communities potentially impacted by a project are properly accounted for and recorded, and anticipated impacts are adequately considered and assessed.

#### Social Impact Assessment methodology

The assessment of social impacts has been based on the NSW DPIE *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development*, September 2017. It also draws on guidelines published by the International Association for Impact Assessment (IAIA), *International principles for social impact assessment* (Vanclay 2003), which defines Social Impact Assessment as:

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

The DPIE Guideline classifies social impacts in the following way, which forms the basis for this assessment:

- Way of life: how people work, play and interact with one another on a day-to-day basis.
- Culture: people's shared beliefs, customs, values and language or dialect.
- Community: its cohesion, stability, character, services and facilities.
- Political systems: the extent to which people are able to participate in decisions that affect their lives, and the resources provided for this purpose.
- Environment: the quality of the air and water people use, the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to, the adequacy of sanitation; their physical safety; and their access to and control over resources.
- Health and wellbeing: people's physical, mental, social and spiritual wellbeing.
- Personal property rights: particularly when people are economically affected or experience personal disadvantage which may include a violation of their civil liberties.
- Fears and aspirations: their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.

As outlined in the IAIA Social Impact Assessment Guideline (2015), the assessment recognises that social impacts vary in their nature and can be: positive or negative; tangible or intangible (perception based); direct (caused by planned development itself), indirect (occurring as a result of a direct impact) interdependent (affecting each other) and/or cumulative (as a result of the incremental and combined impacts of one or more projects, including the

current and foreseeable future projects); experienced differently by different individuals or groups within a community, and experienced differently at the local, regional, state or national level.

Stages in the preparation of the social assessment are as follows:

- Baseline analysis of the existing socio-economic environment, involving:
  - Study area definition, including primary and secondary geographic areas likely to be impacted;
  - Review of relevant local and state policy frameworks;
  - Demographic analysis, including current and forecast communities.
- Stakeholder and community engagement: A comprehensive engagement program has been undertaken by Schools Infrastructure NSW with the feedback and key findings incorporated into the development of the design and project planning.
- Scoping of issues: Analysis of potential impacts during and post-construction, with each of the directly affected communities and other stakeholders identified in relation to the way they may be affected. Both positive and negative potential issues are identified.
- Identification of impacts as per DPIE Guideline parameters. The social impact assessment ultimately appraises the significance of each identified impact based on its duration, extent and sensitivity of impact 'receivers'. This results in a social risk rating for impacts, as per the social risk matrix shown in Figure 1 below.

			Consequence Level				
			1	2	3	4	5
			Minimal	Minor	Moderate	Major	Catastrophic
Likelihood Level	A	Almost certain	A1	A2	A3	A4	A5
	B	Likely	B1	B2	B3	B4	B5
	C	Possible	C1	C2	C3	C4	C5
	D	Unlikely	D1	D2	D3	D4	D5
	E	Rare	E1	E2	E3	E4	E5
Social Risk Rating							
Low		Moderate		High		Extreme	

**Figure 1 Social risk matrix**

Source: NSW Department of Planning and Environment 2017 Social Impact Assessment Guideline (based on matrix used in Vanclay, F., et al. (2015) p.49)

## 2.3 Information sources and assumptions

Information sources used to prepare this SIA include:

- ABS Census of Population and Housing 2016
- Other ABS publications as referenced
- Profile.id (<https://profile.id.com.au/sydney>)
- Forecast.id (<https://forecast.id.com.au/sydney>)
- Strategic Plan 2018-2022 – NSW Department of Education, 2018;
- Design Guide for Schools – Government Architect, 2018;
- Darlington Public School Strategic Plan 2018-2022 – Darlington Public School, 2018;
- Eastern City District Plan – Greater Sydney Commission, 2018;

- Draft Local Strategic Planning Statement – City of Sydney, 2020; and
- Sustainable Sydney 2030: Community Strategic Plan – City of Sydney 2017.

Assumptions applied to complete this SIA include:

- Socio-economic data for each study area accurately reflects the community demographic profile;
- The key findings of the background studies and technical reports are accurate;
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views, and
- All potential social impacts to the local community and special interest groups are identified.

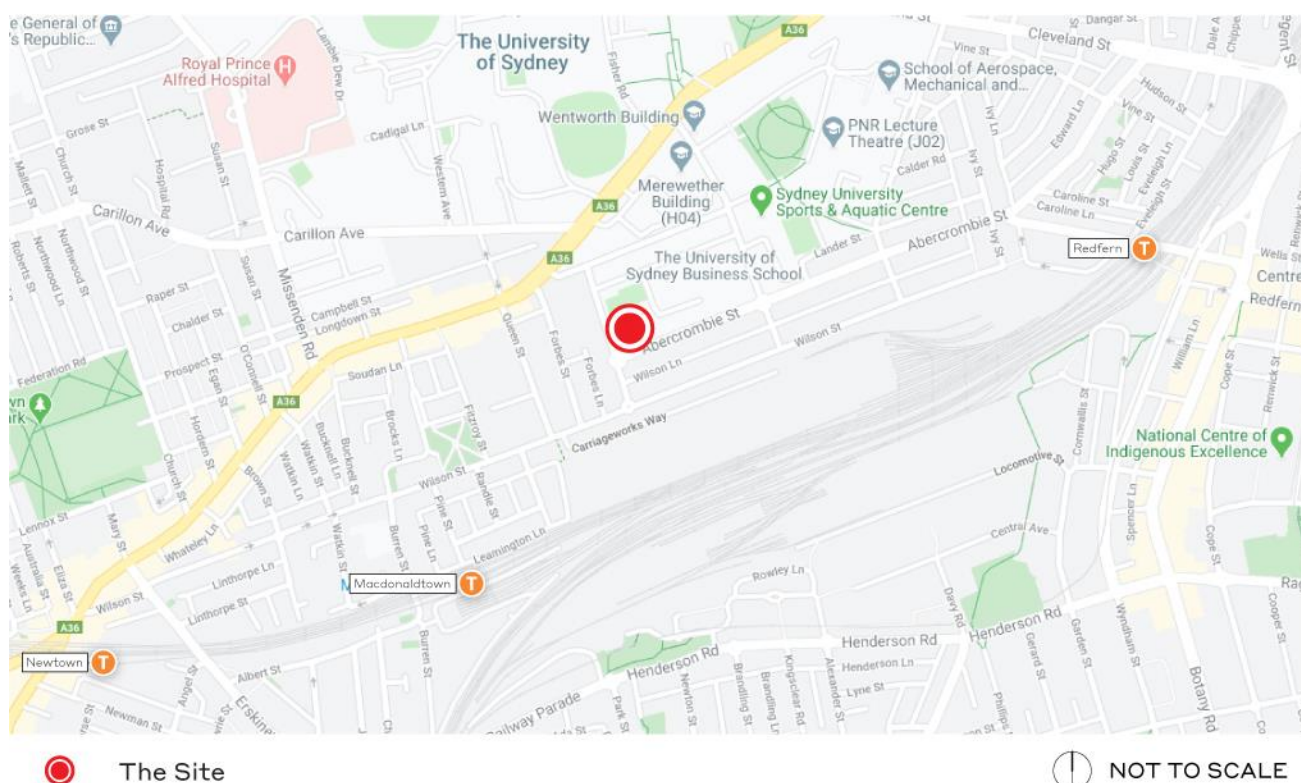
### 3.0 Site context and proposed development

#### 3.1 Site and locational context

Darlington Public School is located on the corner of Golden Grove Street and Abercrombie Street, Darlington, within the City of Sydney Local Government Area. The school is adjacent to the University of Sydney Darlington Campus and within walking distance to Redfern and Macdonaldtown train stations. The site is legally described as Lot 100 in DP 623500 and Lot 592 in DP 7523049. The context of the site is shown in **Figure 2** and **Figure 3**.

The school is located in an area which comprises residential properties, including heritage-listed terraces and high and medium density housing. The local area is set to undergo a significant development of residential apartments that will increase the population in the school catchment area.

The school site is 7,250sqm, and there is currently 10.5sqm of outdoor space per student.



**Figure 2 Site and locational context**

Source: Ethos Urban





**Figure 3 Aerial photograph of the site and surrounds**

Source: Ethos Urban

### 3.2 Proposed development

The SSD application seeks consent for demolition of existing school buildings and construction of a new 2-3 storey building, increasing the school capacity from 230 to 437 students. The works also include replacement of the existing child-care facility (to the same capacity of 60 students), earthworks and landscaping.

The proposal is to develop the design and deliver approximately 6000m<sup>2</sup> of redevelopment within the existing school lots comprising:

- Preschool (60 places),
- 19 homebase classrooms,
- Library,
- Admin area and staff facilities,
- Communal Hall,
- Landscaped areas.

For a detailed project description refer to the EIS prepared by Ethos Urban.

As part of the project, existing buildings will be demolished to enable the new design to take advantage of the limited space available on site.

Schools Infrastructure NSW has identified that the upgrade to Darlington Public School will:

- Improve the amenity of the school and provide increased learning spaces to meet future enrolment needs
- Provide the necessary learning spaces and pre-school to accommodate for the growth in the number of pre-school and school aged children in the local community

- Improve access and safety to and throughout the school, including the provision of pram, bicycle and scooter parking
- Preserve cultural and heritage aspects of the school that are important to the school and local community
- Provide new landscaping and flora while preserving existing trees where possible
- Provide new outdoor play and learning spaces
- Address existing issues relating to drainage and an uneven and sloping site
- Deliver new and refurbished classrooms that support and enable smart, flexible learning and teaching
- Provide educational opportunities that improve life long outcomes for Aboriginal students

An image of the proposed redevelopment is shown in **Figure 4**.



**Figure 4** Proposed Darlington Public School redevelopment

Source: FJMT.



## 4.0 Strategic policy context

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

### 4.1 Introduction to reviewed policies

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

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

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

### 4.2 Education drivers relevant to the scheme

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

- The Eastern City District Plan identifies an 80% increase in children aged 5-19 between 2016 and 2036, and the NSW Department of Education has estimated an extra 42,850 students will need to be accommodated in government and independent schools to 2036. 22% of these additional students will live in City of Sydney LGA, where the site is located. There is a need to ensure public education infrastructure has the capacity to meet growing demand.
- Schools Infrastructure NSW has identified the need for schools to flexibly accommodate increasing student numbers with school expansions and modular buildings as well as the need to involve community in the upgrades of schools to establish the best way to distribute enrolment pressures.
- High quality education facilities and programs contribute to developing independent, critical thinking lifelong learners that are active citizens. Darlington Public School has committed to well-rounded educational experiences, including building skills of communication, collaboration, creativity and critical thinking. It is a school priority to improve connections with community partners in order to catalyse learning opportunities.
- There is a need to develop education facilities that are able to adapt to changing community needs over time. Government Architect NSW has emphasised the need for schools to cater for changing demographics and new teaching practices. Spaces must cater for collaborative spaces, display areas, student breakout spaces, teacher meetings, and reflective/quiet spaces.
- Research shows that higher activity levels of children are linked to health benefits through avoided medical costs, with increased play spaces in schools associated with increased physical activity in the school day.

### 4.3 Social strategy drivers relevant to the scheme

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

- It is a state and local government priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing and local services such as primary schools and social infrastructure within walking distance.

- There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community and which foster healthy, culturally rich and resilient communities. Safe walking and cycling paths to schools can better connect schools with local communities while reducing local congestion.
- The NSW Government encourages the joint and shared use of school facilities by local communities to develop innovative and efficient ways to provide school and community infrastructure.

## 5.0 Local social context

This section provides an overview of the site and the existing social context surrounding the site. It analyses the existing social characteristics of the community within the identified study areas to better understand the potential characteristics and context of the existing community that may be impacted by the proposed development.

### Key findings

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

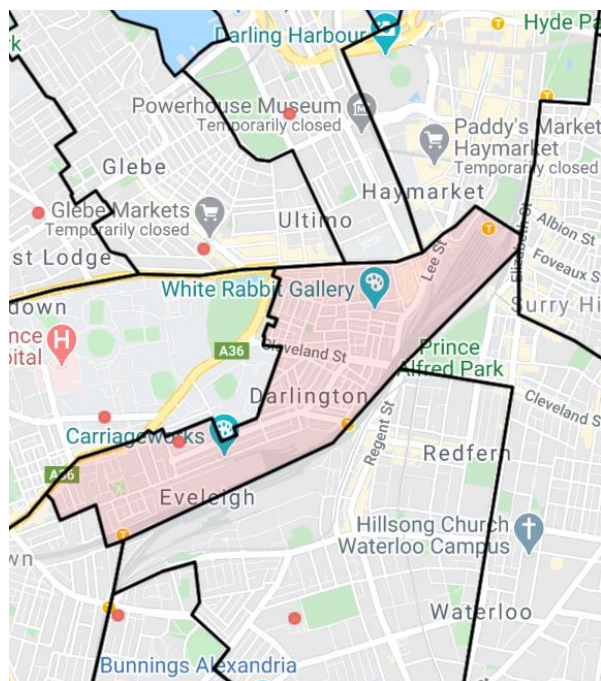
- City of Sydney LGA is currently undergoing significant growth, with new population and housing driving demand for increased infrastructure including schools. Population forecasts prepared by demographic consultants (.id) for City of Sydney Council show that the number of 5-11 year olds living in the City of Sydney LGA is forecast to increase by 72% over twenty years, from 5,626 residents in 2016 to 9,677 residents in 2036.
- The residential population surrounding the site is mixed, with a high proportion of young people, including students attending university and living in group households, as well as households with children and lone person households.
- Analysis completed by Schools Infrastructure NSW notes that the number of primary school students living in the Newtown Primary Cluster (the education planning catchment where the site is located), will grow by approximately 350 students between 2021 and 2036, resulting in a shortfall of 13 teaching spaces across the Cluster. Almost half of this growth will occur in the catchment of Darlington Public School.
- The site is located within Darlington, in an area currently undergoing significant change, including new education infrastructure and accommodation associated with University of Sydney, and the development of the Central to Eveleigh corridor and redevelopment of Redfern-Waterloo. Urban renewal in these areas will result in increased demand for a range of education facilities in the area.
- The site is located within a short walking distance to Redfern, home to an established Aboriginal and Torres Strait Islander community, and a focal point for Indigenous history in Sydney. 25% of Darlington Public School students, and 30% of staff are Aboriginal and Torres Strait Islander, and the school has a long history of celebrating Aboriginal education.
- The site is well-served by social infrastructure, including the University of Sydney's Darlington/Camperdown campus, Broadway Shopping Centre, Carriageworks and Redfern Station, as well as high quality open space and recreation areas such as Victoria Park.
- Significant consultation has been undertaken to inform the design and development program for the school. Key themes identified through community consultation include the staging and management of students during construction, the need for open space to be diverse and multifunctional, and incorporating Aboriginal culture into the design is a key priority.

### 5.1 Study area definition: area of social influence

For the purposes of the Social Impact Assessment, the study areas chosen have taken into consideration the local social impacts as well as those likely to occur on a broader scale. Social impacts are likely to be greater in short term, relating to the immediate surrounds, for example impacts associated with the demolition and construction (i.e. amenity values, access, noise, air quality etc) will be very localised. Longer term impacts such as visual amenity, traffic, connectivity, crime and safety and community sense of place, are also anticipated to occur within the close proximity to the project.

The Primary Study Area represents local community within the immediate area. This area has been defined using an SA2 aligned as closely as possible to the enrolment catchment area for the school. The Secondary Study Area is defined using relevant local government area boundaries, considering the population profile of City of Sydney LGA. The demographic data has been primarily sources from the Australian Bureau of Statistics, 2016 Census.

The enrolment catchment for the school, and the SA2 that has been chosen to align with this catchment are shown in **Figure 5** and **Figure 6** respectively.



**Figure 5 Enrolment catchment for Darlington Public School**

Source: [schoolzones.net.au](http://schoolzones.net.au)



**Figure 6 Primary study area**

Source: Ethos Urban.

## 5.2 Community profile

A demographic profile of the resident community within the school catchment has been prepared based on the results of the 2016 Census.

The results of the 2016 ABS Census have been used to identify key socio-economic and demographic characters of the suburb of Darlington, where the site is located, in comparison with the City of Sydney LGA and Greater Sydney.

### Population and age structure

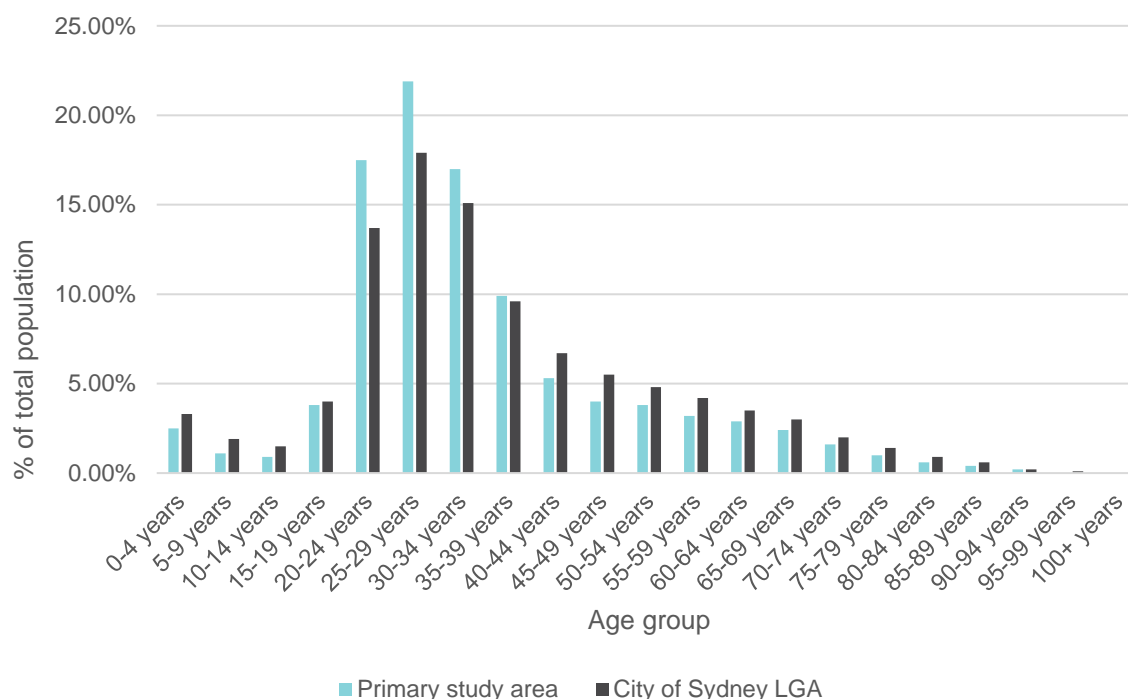
The usual resident population of the primary study area (as shown in **Figure 7**) increased by 29.0% between 2006 and 2016, from 21,252 residents in 2006 to 27,412 residents in 2016.

In 2016, 1.1% of the population of the primary study area were aged 5-9 years old, and 0.9% of residents were aged 10-14 years old.

The study area has a younger age profile compared with City of Sydney LGA and Greater Sydney:

- The median age in the study area is 30 years, compared with 32 across City of Sydney LGA.
- There is a lower proportion of children under 19 years compared with City of Sydney LGA as a whole:
  - 2.5% of people in the study area are aged 0 to 4 years, compared with 3.3% in City of Sydney LGA,
  - 1.1% of people in the study area are aged 5 to 9 years, compared with 1.9% in City of Sydney LGA,
  - 3.8% of people in the study area are aged 15 to 19 years, compared with 4.0% in City of Sydney.
- There is a significantly higher proportion of younger adults compared with City of Sydney LGA, and 17.5% of people in Darlington are aged 20 to 24 years, compared with 13.7% in City of Sydney LGA. This is likely due to the presence of student accommodation in this area, in association with University of Sydney.

The age structure of Darlington in 2016, in comparison with City of Sydney LGA, is shown in **Figure 7**.



**Figure 7 Age Structure, 2016**

Source: ABS Census 2016, compiled and presented by Profile ID.

### Household type

There is a significantly lower proportion of households with children living in the primary study area, compared with the City of Sydney LGA average:

- 10.1% of households are couples with children, compared with 10.9% of households across the City of Sydney LGA.
- 4.0% of households in the primary study area are one parent families, compared with 4.7% across the City of Sydney LGA.
- 19.9% of households in the primary study area are group households, compared with 15.5% across the City of Sydney LGA.
- 29.7% of households in the primary study area are lone person households, compared with 37.3% across the City of Sydney LGA.

### Cultural and linguistic diversity

17.2% of residents in the primary study area speak a language were born in Australia, compared with 39.4% of residents across City of Sydney LGA.

Top languages other than English spoken in the primary study area include:

- Mandarin (15.1%)
- Thai (13.7%)
- Indonesian (8.5%)
- Korean (4.5%)

### Aboriginal and Torres Strait Island communities

0.7% of residents in the primary study area are Aboriginal and/or Torres Strait Islander, compared with 1.2% of the City of Sydney LGA.

## Educational attainment

Residents of the primary study area had comparatively high levels of educational attainment compared with City of Sydney LGA, and 26.1% of residents had completed a university degree, compared with 44.0% across City of Sydney LGA.

Many residents of Darlington are currently attending an educational institution. 43.3% of residents of Darlington are attending university, compared with 5.8% across City of Sydney LGA.

## Dwelling type and tenure

There is a significantly higher proportion of households living in flats, units or apartments within the primary study area (97.8%), compared with City of Sydney LGA (77.1%).

While the majority of dwellings around the school are semi-detached terrace houses, there is some higher density student housing in proximity to the site.

Two thirds of primary study area residents are renting (64.5%, compared with 62.2% of City of Sydney households).

## Forecast population growth

Population forecasts prepared by Forecast.id for City of Sydney Council (see: <https://forecast.id.com.au/sydney>) show that the population of the LGA is forecast to increase from 224,211 in 2016 to 339,498 residents in 2036.

Over this period, the number of residents of the LGA aged between 5 to 11 years is expected to increase from 5,626 residents in 2016 to 9,677 residents in 2036.

## 5.3 Darlington Public School profile

As identified within the Darlington Public School Annual Report (2018), in 2018:

- There were 228 students enrolled at the school, a slight decrease from 234 students in 2017,
- The school community is diverse:
  - 25% of students were from a non-English speaking background,
  - 25% of students were from an Aboriginal or Torres Strait Islander background.
- The workforce of Darlington Public School is made up of:
  - 13 teachers (including casual, part time and full-time staff)
  - 1 principal and 5 assistant principals
  - 1 school counsellor
  - 6 school administration and support staff
- 30% of Darlington PS workforce are from an Aboriginal or Torres Strait Islander background.
- The school site is 7,250sqm, and there is currently 10.5sqm of outdoor space per student. This is lower than some other schools in the Cluster (amount of outdoor space varies between 92.4sqm per student and 7.9sqm per student).



## 5.4 Demand for education facilities

Population growth in the inner suburbs of Sydney has resulted in a significant increase in school enrolments, for public primary schools in the broad catchment.

Analysis completed by Schools Infrastructure NSW notes that the number of primary school students living in the Newtown Primary Cluster (the education planning catchment where the site is located), will grow by approximately 350 students between 2021 and 2036. Most of the growth is estimated to occur in the Darlington Public School catchment (+126 students) and Newtown North Public School (+97 students). Other schools in the Newtown Primary Cluster include Camdenville, Erskineville, Newtown North, Newtown, St Peters and Tempe Public School. It is estimated this will result in a shortfall of 13 teaching spaces across the Cluster.

The upgrade to Darlington Public School aims to address the projected enrolment growth in the Newtown Primary Cluster by providing appropriate core facilities, flexible learning spaces and the provision of an inspiring educational facility that meets community expectation.

## 5.5 Local character

The site is located in a distinct local area, that is undergoing growth and change, including proximity to the University of Sydney, future Central to Eveleigh precinct and established Aboriginal community in Redfern.

### Proximity to University of Sydney

Darlington Public School is located on the borders of University of Sydney's Darlington/Camperdown campus, and a large number of students live in the area or visit the campus and nearby services (e.g. Redfern Station) each day. Across all of University of Sydney's campuses, there are approximately 70,000 students enrolled.

The campus has recently undergone significant redevelopment, including the development of the Sydney Business School, close to the site, a multistorey building completed in 2015. There are also a number of buildings including student accommodation close to the site, including terraces along Darlington Road, student accommodation at 401 Abercrombie Street and Darlington House.

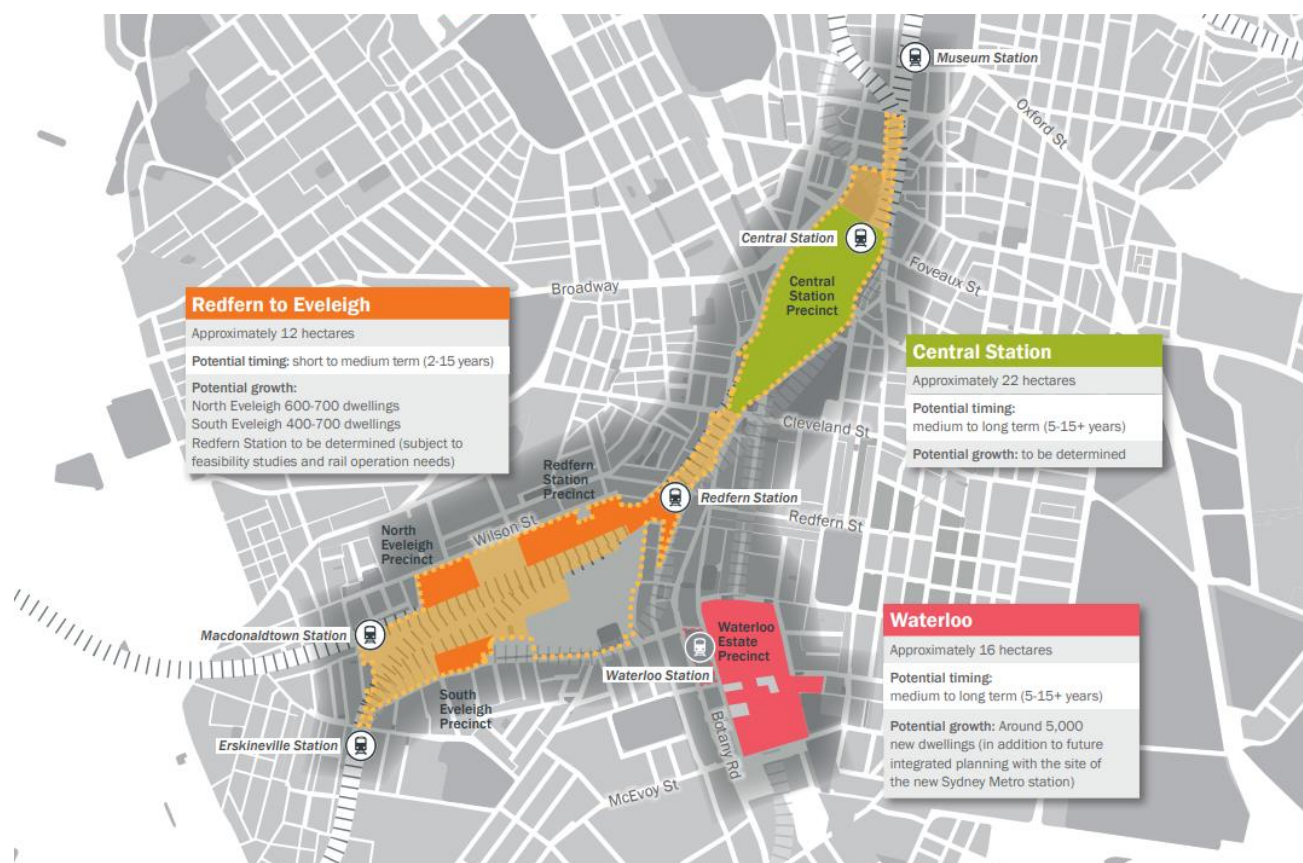
### Future Central to Eveleigh precinct

The site is located within short walking distance to North Eveleigh precinct within the broader Central to Eveleigh precinct (see **Figure 8** over page). The *Central to Eveleigh Transformation Strategy* (NSW Government, November 2016) identifies the preliminary vision for North Eveleigh:

*“North Eveleigh could provide new homes close to community facilities and cultural, education and work opportunities while retaining its important role in the operation of the rail network. The rail heritage assets in Eveleigh could be adapted for new and exciting uses.” (p.10)*

Existing plans for the transformation of this area aim to develop a new residential area close to existing cultural, education and employment opportunities in the area. The existing vision for the area identifies that building heights will be significantly increased, and a new 600-700 dwellings, as well as social infrastructure to support population growth, may be delivered in this area over the next 15 years.

The Strategy also identifies that new, permanent classrooms will need to be delivered in existing schools in the area to increase capacity.



**Figure 8 Central to Eveleigh precincts**

Source: Central to Eveleigh Transformation Strategy, NSW Government, November 2016.

### Proximity to Redfern – an established Aboriginal and Torres Strait Islander community

The site is located a short walk to Redfern, which is associated with a large and established Aboriginal and Torres Strait Islander community, as well as a concentration of social housing. The area is changing rapidly due to urban renewal and gentrification of the area.

Darlington Public School is located close to the site of “The Block”, a concentration of public housing for Aboriginal and Torres Strait Islander people, owned by the Aboriginal Housing Company since the 1970s. This site has also been a focus for celebration of Aboriginal and Torres Strait Islander cultures, as well as political activism and protest. The site is currently being redeveloped to deliver high rise housing for 600 university students and 62 homes for Aboriginal and Torres Strait Islander families, in a project known as the Pemulwuy Project. The current site includes open space, street art and the Redfern Community Centre (see **Figure 9**).

Further to the east of the site, the concentration of social housing within Redfern Waterloo will shortly be redeveloped to deliver increased high density housing for a range of households, centred on the new Waterloo Metro Station.





**Figure 9** Street art by Reko Rennie and local artists on the former site of The Block, Redfern

Source: [timeout.com](https://www.timeout.com/sydney)

## 5.6 Social infrastructure analysis

A review of the existing local social infrastructure within walking distance of the site has been undertaken to inform this Social Impact Assessment and establish a baseline for the assessment of existing facilities (see **Figure 14** over page).

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

This assessment has identified and mapped the key social infrastructure within a local catchment of 800m from the site, a distance equivalent to a 10-15 minute walk (refer to **Figure 14**). However, it is noted that the railway poses a significant barrier to pedestrian accessibility towards Redfern and Waterloo.

Social infrastructure has been grouped into eight categories, as follows:

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

### Childcare centres/preschool

There are a variety of child care facilities located within the Sydney CBD of which provide a range of educational programs for those aged 0 to 4 years, including Darlington Preschool (located on the site), Darlington Public School Out of School Hours Care (located on the site), KU Union Childcare Darlington, KU Carillion Avenue and Boundary Lane Children's Centre.

### Community facilities

Harry Burland Activity Centre is the closest community facility within walking distance of the site, which hosts a range of social, wellbeing and cultural programs for the local community.

Redfern Community Centre is also on the edge of the walking catchment of the site, and includes a sound recording studio, performance spaces, meeting rooms, outdoor amphitheatre, commercial kitchen, Elder's lounge and multipurpose rooms.



**Figure 10 Redfern Community Centre**

Source: [sydneybarani.com.au](http://sydneybarani.com.au)

### Cultural and creative facilities

The site is within walking distance of a number of cultural and creative facilities, including Carriageworks, a contemporary multi-arts centre that hosts exhibitions and events; Verge Gallery, University of Sydney's art gallery, which is open to the public; and the future Chau Chak Wing Museum, a large exhibition and learning space containing University of Sydney's extensive natural history, archaeological and anthropological collections.



**Figure 11 Carriageworks**

Source: [carriageworks.com.au](http://carriageworks.com.au)



**Figure 12 Chau Chak Wing Museum**

Source: [architectureau.com](http://architectureau.com)



## Libraries

Newtown Library is located a 10-minute walk from the site. It is operated by City of Sydney and open to the public. University of Sydney also contains multiple libraries, however, these are not open to visitors who are not students at the university.

## Places of worship

There is one place of worship within walking distance of the site: St Michael's Melkite Catholic Cathedral.

## Sport and recreation facilities

The site is located within walking distance of Sydney University Sports and Aquatic Centre, which contains:

- 50m heated indoor swimming pool
- 6 synthetic grass tennis courts (bookable online)
- 3 squash courts (bookable online)
- Multi-function stadium
- Fitness studios
- Boxing gym
- Martial Arts dojo gym
- Cafes.

The site is also located within walking distance of sportsgrounds at St Andrews Oval, St Pauls Oval and St Johns Oval, and City of Sydney's Victoria Park Pool is on the edge of the walking catchment.

On the other side of the rail line, the site is within walking distance to basketball courts and a skate park at South Eveleigh.



**Figure 13 Sydney University Sports and Aquatic Centre**

*Source: Sydney Uni Sport and Fitness.*

## Open space

The site is located within close proximity to high quality open spaces, including Victoria Park and Hollis Park.

## Education

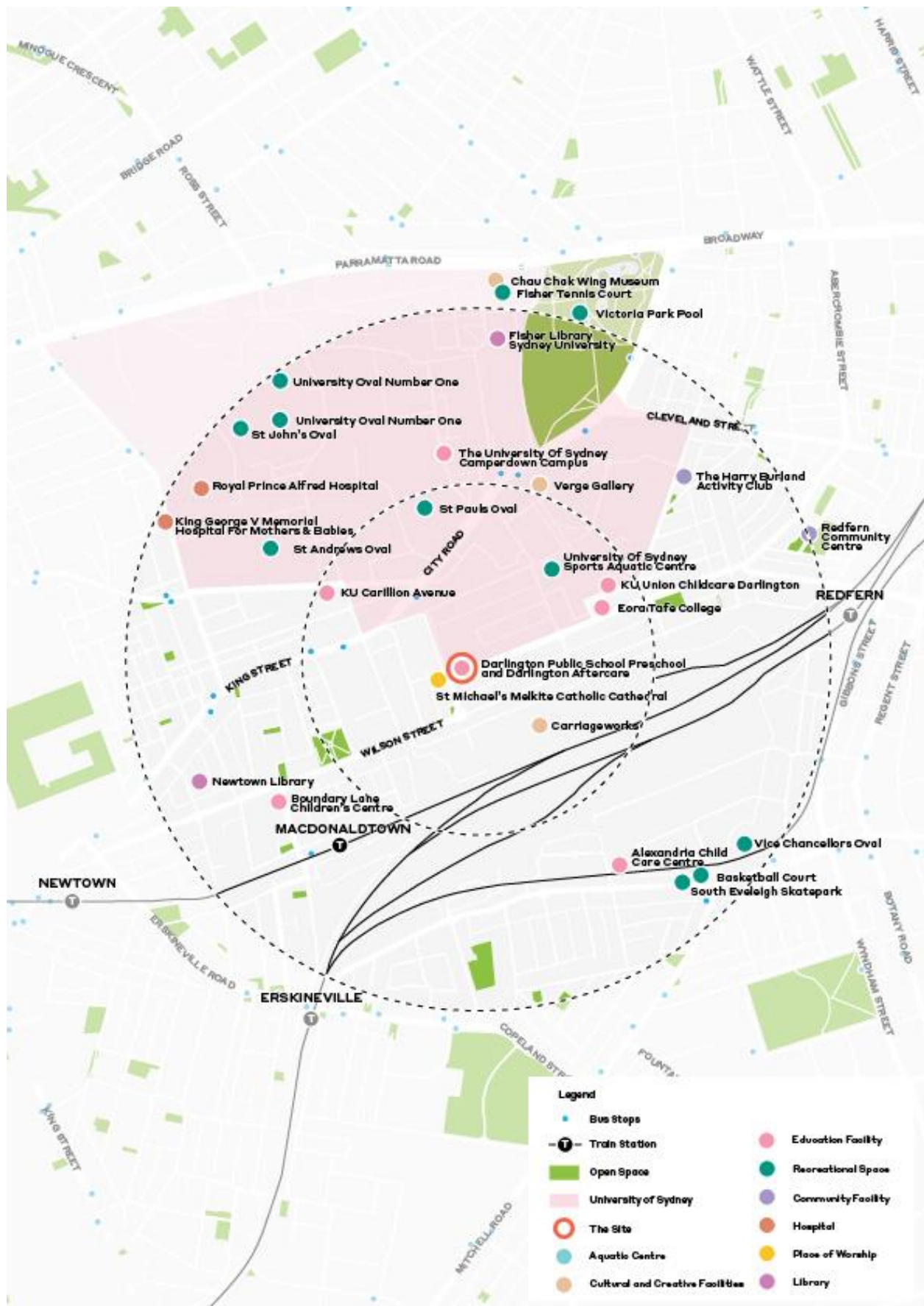
There are no primary schools located within a 10-15 minute walking distance of the site. However, the site is within walking distance to the University of Sydney's Camperdown/Darlington campus. This site is 72 hectares and includes libraries, art galleries, historical museums, and teaching and learning spaces for the following university

faculties: architecture, design and planning, arts and social sciences, business, engineering, law, medicine and health, science.

The site is also within walking distance of Eora TAFE.

### **Public transport**

The site is highly connected to the rest of Greater Sydney by train, bus, light rail and ferry connections. The site is within walking distance of Redfern Station, as well as buses along City Road.



**Figure 14** Social infrastructure within walking distance of the site

Source: Ethos Urban

## 5.7 Community and stakeholder engagement

Stakeholder Engagement has been undertaken by School Infrastructure NSW to inform the proposal to redevelop Darlington Public School. A consultation summary report is provided with the EIS, in accordance with the SEARs consultation requirement, identifying key consultation initiatives, issues raised and the project response as a result of consultation practices.

### Engagement activities undertaken to date

The table below describes the consultation and communication channels and activities that have been undertaken and the strategic intent of each activity.

**Figure 15 Consultation activities undertaken to date**

Consultation activity	Strategic intent	Key stakeholder group
<b>Project Reference Group</b>	<p>Considerable efforts have been made throughout the project, and particularly from the design reset, to actively involve the school community in the design process.</p> <p>The Project Reference Group has been very active in sharing feedback, and through PRG input, consultation activities have been designed and implemented to maximise school community awareness and participation in the project. 35 formal PRG meetings have been held since November 2017, typically on a monthly or bimonthly basis. Attendees include the School Principal, Deputy Principals, Director Education Leadership, SINSW project team, Mace Project team, Architect, School parents, School P&amp;C representatives and Aboriginal community member representatives.</p> <p>Ensuring the school community has had an opportunity to provide feedback and be informed about the project progress has ultimately led to a positive outcome resulting in revised Concept Designs that will meet the needs of the school community now and in the future.</p>	<ul style="list-style-type: none"> <li>School community</li> </ul>
<b>Community information sessions</b>	<p>Four information sessions were held at the Darlington Public School with members of the project team able to answer questions and provide information regarding technical details of the project. The sessions provided an opportunity for face to face engagement between the school communities, residents and staff, and members of the project team, and allow for Q&amp;A and concerns to be raised. Information sessions are widely advertised through the communication channels via project webpage, information packs, project updates, social media updates, newspaper advertisements and fliers.</p> <p>Recent community information sessions for Darlington Public School have included an interactive workshop component. This method of engagement has allowed an opportunity to hear and record much more detailed feedback, which the architect and project team have been able to incorporate into the revised Concept Plan and Schematic Design.</p>	<ul style="list-style-type: none"> <li>School community</li> <li>Residents</li> </ul>
<b>Stakeholder meetings</b>	<p>Meetings with stakeholders to identify key issues related to the proposed development:</p> <ul style="list-style-type: none"> <li>City of Sydney Council</li> <li>Government Architect NSW</li> <li>Transport for NSW</li> <li>Roads and Maritime Authority</li> <li>Local Aboriginal Land Council</li> <li>Registered Aboriginal Parties</li> <li>Aboriginal Land Rights Registrar</li> <li>National Centre of Indigenous Excellence</li> <li>Office of Environment and Heritage</li> <li>University of Sydney</li> </ul>	<ul style="list-style-type: none"> <li>Government and community stakeholders</li> </ul>

Consultation activity	Strategic intent	Key stakeholder group
<b>Communications</b> (Project webpage, Information Pack, Project Updates, Social Media Updates, Newspaper Advertisements and Flyers)	Distribution of project information to stakeholders delivered via letterbox drop and school newsletter.	<ul style="list-style-type: none"> <li>School community</li> <li>Residents</li> </ul>
<b>Contact channels</b> (Emails and 1300 project information number)	Direct responses to stakeholder and community contact.	<ul style="list-style-type: none"> <li>School community</li> <li>Residents</li> </ul>
<b>School community communication</b> (Newsletters, flyers in school bags, P&C meetings)	Ongoing updates as required and direct responses to questions.	<ul style="list-style-type: none"> <li>School community</li> </ul>
<b>Door knock to local residents</b>	Door knock of Forbes Street, Wilson Street, Golden Grove Street and Abercrombie Street undertaken to understand community interest in the project and share information about project progress.	<ul style="list-style-type: none"> <li>Residents</li> </ul>

NSW Schools Infrastructure have identified that continued engagement will take place with stakeholders and communities during the statutory exhibition of the SSDA, as well as during future stages of the planning and development process. Specifically, School Infrastructure NSW will continue to work closely with the school community and City of Sydney to plan and coordinate potential future construction, should consent be granted.

### Engagement outcomes to date

The feedback provided by stakeholders, the school community and local residents has informed the development and progression of the proposal to upgrade Darlington Public School.

Key themes that emerged throughout the engagement process have been identified below, along with the response to the alterations of the design and project scope to reflect community and stakeholder issues.

- **Project delivery** and staging and whether students would remain on site during construction and if there were alternative options such as re-locating to a temporary school during construction. Consideration has been given to the management of student use of the site during construction, with the response proposing to redevelop the school in stages, minimising the need to relocate students off-site.
- **Landscaping** including ideas for sustainability, such as solar energy, community, food and rooftop gardens, green walls, shading and consideration of wildlife, trees and water. It is noted that some existing mature trees are to be retained, and individual age-specific play spaces will be provided.
- **Design** feedback indicated a preference for sustainable initiatives, organic lines to soften hard spaces, a modern but not clinical feel and connecting the library building into the landscaped areas. Encouragement of natural light, minimising overshadowing and maximising privacy were highlighted as issues of concern and consideration. Incorporating indigenous culture into the design remains a major consideration. The design will allow for teaching of Aboriginal Culture both inside and outside the classroom with the design providing strong integration of art and display of Aboriginal Culture.
- **Artwork** was a key talking point with feedback focused on identifying and retaining existing art and including space for new art. Many of the school's existing artworks celebrate Aboriginal cultural heritage. The use of photography, digital mediums and canvas was suggested as ways of acknowledging artwork unable to be relocated. In response it is noted that all artworks, murals and objects will be retained where possible, integrating them into the new school design.
- **Transport** and access issues focussed on undercover bike and scooter parking, pram access, and pedestrian flows during drop off and pick up times and in wet weather. Traffic safety feedback concerned the proximity of the pedestrian crossing to the roundabout, requests for a kiss and drop zone and places for parents to wait near the school gates. The project team noted that many students travel to school by bicycle and scooter and

undercover parking is to be provided. In addition, new pickup/drop off zones are proposed to ensure safety during busy periods.

- **General feedback** had a strong focus on sustainability, green technology and carbon neutrality with interest in the green design initiatives. General community feedback has been largely positive.
- **Limited opportunities for shared use facilities at the site** - Schools Infrastructure NSW has engaged with City of Sydney and Carriageworks, who did not identify a desire to develop shared use facilities at this site. Schools Infrastructure NSW has identified that the nearby National Centre for Indigenous Excellence is interested in undertaking collaboration with Darlington Public School, to potentially identify opportunities for shared use.



## 6.0 Social impact assessment

### 6.1 Social impact assessment – framework and scope

The following section sets out the assessment of social impacts, that may arise from the proposed development both positive and negative –during construction and in relation to the operation of the completed school. A risk assessment has been undertaken, identifying the degree of significance of risk, including the envisaged duration, extent, and potential to mitigate/enhance and likelihood of each identified impact. The social risk matrix provided within the DPIE *Social Impact Assessment Guidelines (2017)* has been adapted for the purposes of undertaking this social and impact assessment of the proposed redevelopment of Darlington Public School.

Measures have been provided to enhance the social benefits and mitigate any potential negative impacts, during both construction and operation. *Guidelines (2017)*. A risk assessment, of the degree of significance of risk, has been undertaken.

The assessment specifically addresses the matters raised in the SEARs for the SSDA:

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

Social impacts of the development may be experienced differently by different parts of the community. This review identifies and analyses the potential social impacts of the development, from the points of view of the affected communities and stakeholders within the precinct. Key affected communities include:

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

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

As per the NSW DPIE SIA Guideline, the following social factors have been identified as key to this project and are assessed in the following section:

- Access to and use of infrastructure, services and facilities,
- Way of life
- Community
- Culture
- Health and wellbeing,
- Surroundings.

The proposal is unlikely to have an impact on fears and aspirations, decision making systems or personal and property rights, and therefore these social factors have not been explored.

## Access to and use of infrastructure, services and facilities

Changes to the school site and surrounds will have a significant positive impact on access to and use of infrastructure, services and facilities within the locality by increasing access to education opportunities within the area. The redevelopment of Darlington Public School in the City of Sydney LGA will increase the availability of government primary school enrolment opportunities in the local school catchment area for up to 437 students, and will improve the quality of existing child care facilities on the site (while retaining the capacity of 60 students).

The proposed school does not include any purpose-built joint use or shared use facilities.

### Potential impacts

#### During construction

- Minor, short term impacts to the use of school infrastructure on the site for students, families and staff associated with disruption to the use of the site during the construction period. The construction has been planned in two stages to allow the existing staff and students to remain on site during construction. As per the staging plan, only un-used s
- Minor, short term impacts to the use of open space within the site by students and staff, as access to the open space within the school site will be disrupted by noise, vibration and other amenity impacts on the site. During the construction period, it is noted, 10sqm of open space per student will be maintained.
- Minor, short term impacts to access to child care services on the site, due to the demolition of the 60-place preschool on this site (which will be redeveloped through the project). This impact will be partially mitigated by temporarily relocating the child care on site (subject to a separate Development Application). Darlington Public School currently only has 20 preschool students enrolled, therefore, places for 20 children will be maintained during the construction phase.
- Potential minimal disruption to the use of surrounding social infrastructure, including University of Sydney Business School, St Michael's Catholic Melkite Cathedral and Carriageworks, associated with construction noise and vibration, traffic and pressure on parking, which may inconvenience or disrupt users of surrounding areas. The Acoustic Assessment completed by Acoustic Logic (2020) has noted that the construction activity will result in minimal noise and vibration impacts to surrounding social infrastructure.

#### During operation

- Positive social impacts associated with the increased availability of enrolments to meet student demand in the inner suburbs of Sydney. The expansion of Darlington Public School will help to meet demand for school places generated by forecast population growth, which will result in a shortfall of 13 teaching spaces by 2036 across the Newtown Primary Cluster.
- Positive social impacts associated with improved access to public school infrastructure in the Darlington area. The expansion will increase accessibility to this essential education infrastructure for families in this area.
- Positive social benefits for staff at the school with access to improved, state of the art education facilities, aligning teaching programs with quality education spaces.

**Responses/ mitigation measures**

- Explore opportunities to maximise active transport options to school for staff, students and their families across the school catchment area, through the incorporation of a green travel plan.
- Continue the engagement of stakeholders to identify opportunities to undertake shared use of school facilities (e.g. communal hall), with consideration to the school's opening hours, safety requirements, maintenance costs and broader community needs. Schools Infrastructure NSW has engaged with City of Sydney and Carriageworks, who did not identify a desire to develop shared use facilities at this site. Schools Infrastructure NSW has identified that the nearby National Centre for Indigenous Excellence is interested in undertaking collaboration with Darlington Public School, to potentially identify opportunities for shared use. Best practice guidelines for schools by GANSW recommend the design of the school facilities consider future populations who may co-use the space for educational purposes. It is important spaces are flexible and can adapt to the evolving needs and aspirations of the area.
- Ensure that community members (which may include future students and their families) are engaged and updated regarding the proposed development, as appropriate. There may be potential to explore opportunities for existing Darlington Public School students to provide input to the design details as the site is developed.
- It is recommended appropriate mechanisms to decant staff and students to other parts of the site are developed and included within the Change Management Plan.
- A clear governance structure and procedures are required in order to:
  - Establish a transparent authority framework to manage the project, enabling certainty and clarity of timing and project works for the relevant local and school community.
  - Provide a consistent and robust approach to the planning and delivery of Darlington Public School, ensuring a clear structure of reporting, decision-making and endorsement of key Darlington Public School documents and strategies.
  - Maintain clear lines of communication between Department of Education, Schools Infrastructure, Darlington Public School and other relevant stakeholders.

**Summary**

Overall impact	<p>Overall improved access to education opportunities will create a high positive impact on staff, students, families in Darlington and the inner city of Sydney. The expansion of the school, if well mitigated through programming and staffing, will ensure positive and diverse learning development of students.</p> <p>Negative social impacts associated with access to and use of infrastructure services and facilities are moderate during construction, but low during operation:</p> <ul style="list-style-type: none"> <li>• Construction: C2 (possible minor)</li> <li>• Operation: D1 (unlikely minimal)</li> </ul>
Duration	Short term construction impacts with longer term educational and community benefit associated with increased access to education opportunities.
Likelihood of impact	Most likely to positively impact students, staff and community members.
Spatial extent	Access to quality educational opportunities will benefit the students and families located within the school's catchment, as per Schools Infrastructure NSW's demand analysis.
Sensitivity/importance	Moderate sensitivity to impacts, as improved access to educational opportunities is likely to impact on primary school aged children – a relatively vulnerable group who may be more sensitive to changes to routine.

Severity/scale	Moderate change associated with increased access to educational opportunities at the site as the site currently functions as a school and the proposal seeks to expand the existing education functions at the site.
Ability to adapt	Once school practices and educational programs are revised and consider the educational benefits associated with the new spaces, there is a high ability for students to adapt to new facilities.

### Way of life

The proposed development is anticipated to have some direct impacts on the day to day functioning of local residents within the study area, as well as the students, families and staff of the school. The construction has been planned in two stages to allow the staff and students to remain on site, and students will be decanted to temporary buildings on site to ensure limited disruption to learning.

### Potential impacts

#### During construction

- Minor, short term impacts to way of life for students, families and staff associated with disruption to the use of the site during the construction period, including:
  - Minor disruption to routines, including school pick up and drop off, changes to classroom locations, disruption to learning environments associated with construction noise. This will be minimised through active contractor management by NSW Schools Infrastructure.
  - Minor disruption associated with decanting activities within the site, as construction is likely to impact access to some parts of the school due to the establishment of hoarding. However, there will be minimal impacts on the active side.
- Potential negative social impacts to surroundings associated with increased traffic in the local area during the construction phase, including increased noise and vibration, including associated with heavy vehicle movements, pressure on resident and visitor parking (resulting in potential reduced accessibility of facilities and infrastructure in the area) and potential increased risks to pedestrian safety.
- Potential negative social impacts to surroundings associated with increased noise in the local area due to construction activity, including noise impacts associated with truck movements and construction equipment. These impacts are anticipated to be minor with the inclusion of appropriate management and mitigation measures.
- It is noted that construction is to be managed through compliance with a Construction Management Plan, with a communication plan to be developed to ensure all neighbours and relevant parties are informed about the development. A construction team member is to be included in the liaison team, with any construction complaints tracked and responded to through a register. A staging plan has also been developed to manage the impact of decanting on the operation of the school.

#### During operation

- Positive social impacts associated with changes to way of life for families and potential future students living within the catchment area of the expanded Darlington Public School. There is currently limited access to government primary school places within this area, and expansion of the school at this site is likely to reduce travel times and improve convenience for residents of the Sydney CBD who would otherwise need to attend school outside of their local neighbourhoods.
- Positive social impacts to way of life associated with potential improvements to learning outcomes associated with the provision of new facilities and equipment as well as adaptable spaces to deliver high quality learning outcomes.
- Positive social impacts to way of life associated with increased employment opportunities in the local area for teaching and non-teaching staff associated with the expanded operation of the school.

### Responses / mitigation measures

## Potential impacts

- It will be important to ensure that members of the school and local community are kept well informed of the construction phases and result of the redeveloped Darlington Public School, in relation to the success and benefits to the school and local neighbourhood.
- The implementation of the proposed construction management plan will be important to ensure that impacts to local residents' way of life as well as the school community (students, families and staff) are addressed and managed effectively.
- It is important that this construction management program is clear about the stages of construction, to allow continued and safe operation of the school while construction takes place and minimise the impacts of decanting on the school community.

## Summary

<b>Overall Social Risk Rating and social benefit</b>	The social risk rating is low – moderate with the overall rating of risk considered to be: <ul style="list-style-type: none"> <li>• Construction: B1 (likely minimal)</li> <li>• Operation: E1 (rare minimal)</li> </ul>
<b>Likelihood level</b>	There may be rare or unlikely minimal impacts to residents in the area in relation to their way of life. For students, families of students and staff the construction may impact their way of life at the school quite moderately. However, once the school is fully operational post construction, the way of life for students, staff and families is likely to greatly improve due to access to improved facilities.
<b>Consequence level</b>	The consequence of change to way of life as a result of construction is minor.
<b>Duration</b>	The impacts identified are likely to be temporary: occurring only during the construction phase.
<b>Extent</b>	The impact is likely to be experienced differently by individuals and groups. Students may be affected the most by the proposal, as their school routine may be interrupted. Families of these students are likely to be disrupted as well, if school drop off routines are changed, and students are required to adjust to changes throughout their schooling. Staff may be impacted through relocation of classrooms and education facilities. Local residents, workers and visitors within the immediate catchment may be impacted, likely through traffic and construction impacts. These impacts will likely disrupt daily routines, amenity and access of surrounding residents.
<b>Severity/ sensitivity</b>	The impacts on the key stakeholders is not considered to be extreme or significant. Moderate impacts will be felt by these stakeholders during construction, and its likely younger students will experience this disruption to a greater degree as their way of life, and education routine is disrupted.
<b>Potential to mitigate/ enhance</b>	The potential to mitigate impacts is high, as construction management and effective engagement can be utilised to address and manage any concerns that stakeholders may have. Ongoing contact and engagement will be crucial to ensure stakeholders are informed about all changes that may impact them throughout the project. Further to this, the proposed Construction Management Plan will be crucial to ensure that any foreseeable construction impacts are mitigated prior to them arising. It is noted that construction workers are to be encouraged to use public transport to the site to minimise disruption to the surrounding neighbourhood in relation to traffic. As such it is recommended that a green travel plan be put in place for construction workers to support active travel to and from the site.

## Community, including its composition, cohesion, character, how it functions and sense of place

The proposed development is anticipated to have limited social impacts in terms of community composition, cohesion, character and sense of place in the local community. Darlington Public School has operated at this site since 1975, and is an established presence in the area.

### Potential impacts

#### During construction

- Potential changes to sense of place in the primary study area during the construction phase associated with increased construction workforce, resulting in unfamiliar visitors to the area. The relationship of the construction workers with the school may result in a temporary impact to sense of place for students and families.
- Potential changes to how the community functions in the surrounding area during the construction phase associated with changes to wayfinding, pedestrian and vehicular access within the local area due to the erection of hoarding, and other construction activity associated with the site, which may affect access to other social infrastructure in the area.
- Potential impacts to perceptions of safety associated with the volume of construction workers in the local area.

#### Operational impacts

- The redevelopment of the school site will result in an increased number of students and staff accessing the site, as the capacity of the school will almost double – from 230 to 437 students. However, despite the increase in enrolment capacity it is not expected the composition or character of the school community or that of the local community area will significantly change as a result of the development.
- It is noted that the site is currently occupied by a functioning education precinct, and therefore changes to sense of place associated with the operational phase of the development are likely to be minimal, and may be positively enhanced, as the site is located adjacent to a number of other recently developed education facilities at University of Sydney.

### Responses / mitigation measures

- It is recommended that changes to the site are managed through continued historical documentation of the construction phase. Sense of place can be explored and celebrated further, with a visual story that identifies the transition of the site.
- To effectively integrate the changes on site, whilst allowing for individual identity to be maintained, ongoing engagement with stakeholders is encouraged to identify opportunities to strengthen links between the schooling community and the surrounding neighbourhood during construction and operation.
- It is recommended that the Darlington Public School Strategic Plan considers the links that can be created between the school community and local neighbourhood to identify how the new facilities and spaces on the site can be shared with the broader community.

### Summary

<b>Overall Social Risk Rating and social benefit</b>	There is overall positive social benefit to the local and broader community, with some construction impact may be experienced. The social risk rating is considered low with the overall rating of risk is: <ul style="list-style-type: none"> <li>• Construction: C1 (possible minimal)</li> <li>• Operation: E1 (rare minimal)</li> </ul>
<b>Likelihood</b>	Very likely positive benefit. Possible impact during construction. It is likely that during operation, there would be positive impacts on the community of the school and the local neighbourhood. While some impacts may be felt during construction, the improvement to the school and facilities will have a likely positive impact in the long term.
<b>Consequence</b>	The consequence will likely be minimal for both construction and operation.
<b>Duration</b>	Construction impacts are short term, operational benefits are longer term.

Potential impacts	
<b>Severity/ sensitivity</b>	Impacts are likely to be experienced differently by different groups and individuals. The greatest severity of impact is likely to be experienced during construction.
<b>Extent</b>	The impact during construction is likely to be experienced by the Darlington Public School community, including students and staff. Some potential impact to the local neighbours in the immediate vicinity.
<b>Potential to mitigate/ enhance</b>	There is a high potential to enhance the positive social impacts of the proposed development through taking account of social issues raised above in its delivery and ongoing operational management.



### **Culture: shared beliefs, customs, values and stories, and connections to land, places, buildings**

The school has had a long connection to the site and local community and the location of the site forms part of the social history of the school and its community, with the provision of facilities that expand opportunities for students.

The school also has a strong connection to the Aboriginal or Torres Strait Islander community in the area. In 2018, 25% of students and 30% of staff were Aboriginal or Torres Strait Islander, and the school is located within walking distance of The Block, a cultural and historical focal point for the Aboriginal or Torres Strait Islander community in the local area and across NSW.

According to the Aboriginal Cultural Heritage Assessment Report (ACHAR) completed by GML (2020), the school is renowned for its connection with the local Aboriginal community, and creates programs to support Aboriginal or Torres Strait Islander students, and there are many elements of the existing school design which celebrate connections to Aboriginal narratives, including plantings and artwork.

The project team has undertaken significant consultation with Aboriginal or Torres Strait Islander stakeholders close to the site, and incorporating Aboriginal or Torres Strait culture and narratives is a key design objective.

### **Potential impacts**

The proposed development may have the following potential social impacts with relation to culture, including shared beliefs, customs, values and stories, and connections to land, places, and buildings (including Aboriginal culture and connection to country):

- Adjustment to the community's connection to place and heritage associated with the history of the site.
- The project has the potential to impact the community's connection to place. The site's ongoing heritage is important to the school community's sense of ownership over the site.' Changes to this site via the redevelopment may disrupt the community's connection to the site – but only temporarily.
- There are potential positive social impacts associated with improved visibility and celebration of Aboriginal or Torres Strait culture and narratives within the design of the school. The existing school environment included strong Aboriginal or Torres Strait Islander cultural heritage values, and the ACHAR completed by GML (2020) recommend that these are embedded in the design of the school.

### **Responses / mitigation measures**

- The improvement of the educational facilities will provide greater connection to the site, despite the short-term impacts during construction.
- Changes to sense of place associated with the proposed development could be mitigated via documentation of the history of the precinct.
- Opportunities to celebrate the area's connection to surrounding Aboriginal communities will be explored through public art and other opportunities identified in collaboration with relevant stakeholders.
- Implement the recommendations of the ACHAR developed during the planning process. The ACHAR recommends:
  - Darlington Public School's existing extensive art collection to be managed and recognised in the new school,
  - Landscape design to include native plants, linked with the environments of the class totems,
  - Emphasis connections between nature, Aboriginal heritage and the natural world in all elements of the design, e.g. a bush tucker garden, spaces for cross-cultural learning,

Design should be welcoming to the Aboriginal or Torres Strait Islander community, and requirements for cultural spaces (both internally and externally need to be considered and allowed to evolve as the new school grows.

### **Summary**

<b>Overall Social Risk Rating and social benefit</b>	It is considered the overall social risk rating of the proposal is negative/low with the overall rating of risk is:
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Potential impacts	
	<ul style="list-style-type: none"> <li>• Construction: D2 (unlikely minor)</li> <li>• Operation: D1 (unlikely minimal)</li> </ul>
<b>Likelihood</b>	The likelihood of social impact occurring is unlikely/rare.
<b>Consequence</b>	Minimal to minor during construction, minimal during operation.
<b>Duration</b>	Short term impacts with the loss of the use of the school grounds during construction phases may impact the shared connection to the site. Long term impact may arise if the school does not incorporate references to the site's cultural history.
<b>Severity/ sensitivity</b>	As the site has a large Aboriginal and Torres Strait Islander community, and is located close to Redfern, the community is sensitive to impacts to culture at the site.
<b>Extent</b>	Impacts are most likely to be experienced by users of the school community.
<b>Potential to mitigate/ enhance</b>	There is potential to mitigate the negative impacts and enhance the positive benefits of the proposed development by ensuring measures are employed to maintain cultural connection, values and stories to the site, place and building.

## Health and wellbeing

Adequate school infrastructure is an integral component for the learning and development of school children, and they are a vital part of any healthy and thriving community. Best practice school development will optimise health, safe and secure spaces, while creating a welcoming environment for all.

### Potential impacts

#### During construction

- Potential minor impacts on the health and wellbeing of students and staff, where there may be added pressures on the access to education spaces, as well as potential impacts to wellbeing associated with the temporary disruption to learning environments for primary school students.
- Potential impacts to accessibility of outdoor space for students during construction, who require access to outdoor space for physical activity and learning and development.

#### During operation

- The proposed redevelopment and expansion will have long term benefits in that it will upgrade ageing buildings and provide improved teaching and learning spaces, and outdoor space.

### Responses / mitigation measures

- Explore opportunities for students to utilise outdoor spaces owned by University of Sydney or City of Sydney, subject to discussion with relevant stakeholders.
- The creation of a key point of contact within the school for the distribution of information will provide any families or stakeholders within the school the opportunity for any questions to be answered.

### Summary

<b>Overall Social Risk Rating and social benefit</b>	The overall social risk rating is considered low, with social benefit considered to be high in the contribution to improvements in health and wellbeing of the local school community. The social risk rating is considered low with the overall rating of risk is: <ul style="list-style-type: none"> <li>• Construction: D1 (unlikely minimal)</li> <li>• Operation: E1 (rare minimal)</li> </ul>
<b>Likelihood</b>	The likelihood level of social impact occurring is unlikely during construction and rare during operation.
<b>Consequence</b>	Minimal during construction and operation.
<b>Duration</b>	Limited impact during construction, however, care should be given to ensure that construction impacts do not deteriorate the health and wellbeing of those in the immediate vicinity of the site. The social benefits are realised long term, with improved facilities for all and flow on effects to health and wellbeing for the school community.
<b>Severity/ sensitivity</b>	Not considered to be of significant consequence or severity
<b>Extent</b>	Impacts are mostly likely to be experienced from existing stakeholders, however, the redevelopment may have long term flow on effects with the improved facilities at the school. The proposal is likely to have significant positive contributions in the long term.
<b>Potential to mitigate/ enhance</b>	Ability to enhance positive benefit is high, through an effective engagement and participation strategy that realises the needs of existing stakeholders, particularly staff and students in relation to their use of existing outdoor areas and current programs.

## Surroundings – amenity

The operation of the expanded school is likely to result in impacts to the surroundings and amenity of the local area, primarily related to noise and traffic impacts, if not well managed.

Changes to amenity may relate to environmental factors such as noise, vibration and dust, community value, sense of place or cultural identity. Issues relating to noise and vibration have been assessed within the EIS and in the Noise and Vibration Assessment submitted with the development application.

### Potential impacts

#### During construction

- During the construction period, the duration of noise and vibration impact is expected to be short term and the impacts will be felt mostly by students, staff and nearby properties. These construction impacts have the potential to disrupt learning outcomes on site if not managed well.
- Potential negative social impacts to surroundings associated with increased traffic in the local area during the construction phase, including increased noise and vibration, including associated with heavy vehicle movements, pressure on resident and visitor parking (resulting in potential reduced accessibility of facilities and infrastructure in the area) and potential increased risks to pedestrian safety.

#### During operation

- Potential minor impacts on local amenity due to the increase in traffic and vehicle movements associated with the operation phase of the school – if not well managed. There will be up to 437 students and their families, as well as staff, accessing the site during peak pick up and drop off times and throughout the day. Some students may access the site by car, which would result in:
  - Pressure on street parking in the area surrounding the school;
  - Increased congestion around the school and in local streets,
  - Potential risks to pedestrian safety, including safety of children being dropped off/picked up from school.

However, it is noted that a low percentage of parents drive their students to school, and there is an emphasis on green travel and on-site bike parking. Therefore, the impact is likely to be minor.

- Potential minor social impacts on local amenity due to increase in noise generated by the school site, associated with increased numbers of enrolments. An increased number of students at the site is likely to result in increased noise during key periods (i.e. before school, recess, lunch, sports activities). However, the school design includes noise attenuation elements that would help to minimise the impact of increase noise at this site.
- Potential positive social impacts to the surroundings of the local area associated with renewal of the site, including landscaping works throughout the site.
- As a result of the expansion and redevelopment of the existing school facilities, there will be significant improvements to the internal amenity of the campus, with teaching and learning facilities significantly improved. These are considered to result in an almost certain positive impact to users of the site.

### Responses / mitigation measures

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts associated with noise and vibration (identified in the Environmental Noise and Vibration Assessment), visual amenity, and air quality impacts during the construction phase.
- Develop a Plan of Management for the school that identifies:
  - Strategies to coordinate increased traffic associated with school operations to minimise risks to pedestrians and inconvenience for existing residents, and
  - Methods for local residents to provide feedback to the school regarding excessive noise. However, school noise is likely to peak during the day and will therefore affect a limited number of local residents.
- Identify increased opportunities to encourage active transport for students / staff e.g. safe walk to school routes, bicycle parking within the school, bicycle training track included in landscape design. This is intended

## Potential impacts

to reduce the pressure on street parking and reduce school-related traffic on local roads. It is encouraged the City of Sydney implement more cycleways throughout the city, so the site is safely linked to established and safe cycling routes.

- Undertake and implement recommendations from relevant traffic studies undertaken as part of the project planning and development process.

## Summary: Surroundings

<b>Overall Social Risk Rating and social benefit</b>	<p>Low Social Risk Rating, however positive social benefit anticipated in the redevelopment and expansion of existing facilities, having a flow on effect of improving overall amenity for the local area with increased activation in the public domain and an overall positive amenity outcome.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> <li>• Construction: C2 (possible minor)</li> <li>• Operation: E1 (rare minimal)</li> </ul>
<b>Likelihood</b>	The impacts are likely to be most prevalent during the construction of the school. However, improved amenity and surroundings is very likely following the completion of the construction.
<b>Duration</b>	The most impacts are likely to be experienced during the short term, during construction.
<b>Consequence</b>	The impact on the amenity is likely to be moderate during construction. It is noted that access to buildings and facilities during construction may be reduced.
<b>Severity/ sensitivity</b>	The consequences are likely to be moderate during construction but will be reduced during operation as the facilities and school grounds improve significantly.
<b>Extent</b>	Impacts are predicted to be felt by students, staff, visitors and some nearby residents during the construction phase.
<b>Potential to mitigate/ enhance</b>	High potential to mitigate any negative amenity impacts and enhance positive contributions, through Construction Management Plans and the development of a complaints register that records any issues and establishes whether any action needs to take place.

## 7.0 Concluding comments

This Social Impact Assessment (SIA) has been prepared to support this State Significant Development Application. The assessment has considered a range of social impacts arising from the SSDA, including impacts associated with access to education opportunities, access to social infrastructure, social impacts of construction, local amenity impacts and safety impacts.

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

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

There are many significant positive benefits arising from the proposal, more broadly there may be additional opportunities to improve connections and increase access to additional education opportunities amongst the Newtown Primary Cluster.

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

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

## Appendix A. Strategic policy review

### Education strategy drivers

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

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

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



## Design Guide for Schools

- Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches and the integration of new technologies;
- Take a whole of life cycle approach when considering cost and consider wider public benefits over time;
- Provide capacity for multiple uses, flexibility and change of use over time;
- Understand the potential impacts of future local projected growth; and
- Design learning spaces to cater for a range of learning styles and group sizes.

## 2018-2020 School Plan

### Darlington Public School (2018)

#### Purpose & vision

The school plan focuses on three key areas for improvements which have been determined in consultation with the community. The plan demonstrates the school's alignment and commitment to excellence as part of public education in NSW to ensure the ongoing growth and development of Darlington Public School.

School vision statement: *Educate on purpose.*

The school's ethos is: *"all students receive strong educational foundations on which independent, critical thinking, lifelong learners are developed. Our goal is that all Darlington Public school students are able to use their educational opportunities to make a positive difference in their own lives and in the wider community."*

Three key directions guide the plan's implementation:

- *Strategic Direction 1: Active, informed and connected citizens.*
- *Strategic Direction 2: Quality teaching and learning.*
- *Strategic Direction 3: Collaboration, innovation and leadership within and beyond the Newtown Schools Network.*

## Social strategy and social infrastructure drivers

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

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

Eastern City District Plan																																									
Greater Sydney Commission (2018)																																									
<b>Purpose &amp; vision</b>	<p>The Eastern City District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision FOR Greater Sydney. The District plan informs local strategic planning statements and local environmental plans, the assessment of planning proposals as well as community strategic plans and policies.</p> <p>The Plan is structured by four priorities which were first established within the Greater Sydney Region Plan. The four priorities are:</p> <ul style="list-style-type: none"><li>• <i>Infrastructure and collaboration;</i></li><li>• <i>Liveability;</i></li><li>• <i>Productivity; and</i></li><li>• <i>Sustainability.</i></li></ul> <p>The plan has identified the need to plan for early education and child care facilities and the need for innovative approaches to the use of land and floor space, including the co-location with compatible uses such as primary schools and office buildings, close to transport facilities. The NSW Department of Education estimated over 40,000 students will need to be accommodated in government and non-government schools in the District by 2036.</p>																																								
	<table><caption>Estimated data for Figure 16: Eastern City District projected population change 2016-2036 by local government area</caption><thead><tr><th>Local Government Area</th><th>0-4 (%)</th><th>5-19 (%)</th><th>20-24 (%)</th></tr></thead><tbody><tr><td>Bayside</td><td>28</td><td>45</td><td>32</td></tr><tr><td>Burwood</td><td>50</td><td>62</td><td>28</td></tr><tr><td>Canada Bay</td><td>23</td><td>38</td><td>30</td></tr><tr><td>Inner West</td><td>8</td><td>27</td><td>23</td></tr><tr><td>Randwick</td><td>11</td><td>32</td><td>22</td></tr><tr><td>Strathfield</td><td>46</td><td>65</td><td>40</td></tr><tr><td>Sydney</td><td>48</td><td>78</td><td>26</td></tr><tr><td>Waverley</td><td>-5</td><td>18</td><td>17</td></tr><tr><td>Woollahra</td><td>-8</td><td>6</td><td>12</td></tr></tbody></table> <p>Eastern City District average: 5-19 (approx. 40%), 20-24 (approx. 25%), 0-4 (approx. 15%)</p>	Local Government Area	0-4 (%)	5-19 (%)	20-24 (%)	Bayside	28	45	32	Burwood	50	62	28	Canada Bay	23	38	30	Inner West	8	27	23	Randwick	11	32	22	Strathfield	46	65	40	Sydney	48	78	26	Waverley	-5	18	17	Woollahra	-8	6	12
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	<p><b>Figure 16 Eastern City District projected population change 2016-2036 by local government area: 0-4, 5-19 and 20-24 years</b></p> <p>Source: NSW Department of Planning and Environment, 2016 New South Wales State and Local Government Area Household Projections and Implied Dwelling Requirements 2016 to 2036, NSW Government, Sydney</p> <p>The Plan suggests an 80% increase in children aged 5-19 between 2016 and 2036, approximately half of which will be attending primary schools within the SCG.</p>																																								

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

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

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

## Appendix B. Demographic profile

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

% of population living at the same address as one year ago	53.9 %	57.8 %	76.6 %
% of population living at the same address as five years ago	21.3 %	27.5 %	53.2 %
% of residents overseas one year ago	12.8 %	8.3 %	2.5 %
% of residents overseas five years ago	39.1 %	24.9 %	8.9 %
<b>Households (2016)</b>			
% Households in Couple with Children	10.1 %	10.9 %	37.4 %
% Households in Couple with No Children	32.4 %	29.7 %	23.8 %
% Households in One Parents	4.0 %	4.7 %	11.1 %
% Households in Other Family	3.9 %	1.9 %	1.4 %
% Households in Lone Person	29.7 %	37.3 %	21.6 %
% Households as Group Households	19.9 %	15.5 %	4.7 %
<b>Dwellings (2016)</b>			
Number of occupied dwellings	9,110	85,426	1,623,874
% as detached houses	0.2 %	2.0 %	56.9 %
% as semidetached houses	1.2 %	19.7 %	14.0 %
% as flats, units or apartments	97.8 %	77.1 %	28.1 %
% of dwellings owned outright	16.5 %	14.0 %	29.1 %
% of dwellings being purchased	13.8 %	19.9 %	33.2 %
% of dwellings being rented	64.5 %	62.2 %	34.1 %
Social Housing (%)	0.6 %	7.6 %	4.2 %
Average house loan repayment (\$/month)	\$1,875	\$2,105	\$2,009
Average household rent (\$/week)	\$702	\$557	\$462
Average household income (\$/week)	\$2,191	\$2,205	\$2,075
Average no. of persons per household	2.5	2.1	2.78
<b>Education (2016)</b>			
% of residents with a bachelor degree or above	39.8 %	44.1 %	28.3 %
% of residents with diploma or advanced diploma	10.9 %	8.4 %	9.3 %
% of residents with certificate III & IV	3.6 %	5.6 %	12.1 %
% of residents attending pre-school	0.9 %	6.6 %	5.5 %
% of residents attending primary school	2.4 %	29.1 %	25.6 %
% of residents attending secondary	3.1 %	21.9 %	19.9 %
% of residents attending technical or further educational institution	13.3 %	6.5 %	6.1 %
% of residents attending university or other tertiary institution	26.1 %	5.8 %	19.2 %
% of residents attending other type	21.4 %	1.5 %	3.3 %
<b>Employment (2016)</b>			
Employed	15,126	117,260	2,272,727
% employment full time	52.7 %	69.5 %	65.1 %
% employed part time	42.6 %	26.2 %	30.0 %
Unemployment rate	6.4 %	6.0 %	6.0 %
Labour force participation rate	61.8 %	64.2 %	61.6 %
Employment-to-population	57.8 %	60.3 %	57.9 %
% employed in white collar occupations	72.8 %	83.6 %	73.2 %
% employed in blue collar occupations	24.5 %	14.5 %	24.8 %



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