



URBIS

SOCIAL IMPACT ASSESSMENT

Alterations and Additions to
Meriden Senior School

Revised Final – Response to
Submissions, Key Issues

SSD-39005127

Wangal Land

Prepared for

CPTG C/O MERIDEN SCHOOL

16 December 2022

CONTENTS

Contents	3
1. Introduction	1
1.1. Response to Submissions – Key Issues	1
1.1. Project Overview	1
1.2. Report Purpose and Scope	3
1.3. Structure of this Report	3
2. Methodology	4
2.1. Legislation and Guidelines	4
2.2. Assessment Methodology Overview	4
2.3. Approach to Assessing Social Impacts	5
Likelihood and magnitude level characteristics	5
Management measures	5
3. Policy Context	6
4. Social Baseline	8
4.1. Social Locality	8
4.2. Community Profile	10
4.3. Crime and Safety	11
4.4. Relevant Engagement Outcomes	11
Community engagement	11
Council engagement	11
4.5. Areas of Social Influence	13
5. Expected and Perceived Impacts	14
5.1. Neutral to Low Impacts	14
5.2. Moderate to High Impacts	16
6. Assessment of Significant Impacts	18
6.1. Targeted access to high quality education facilities	18
6.2. Pressure on open space and recreation facilities	20
6.3. Reduced access to the local area	21
7. Conclusion	24
7.1. Recommendations	24
7.2. Overall Impact Assessment	24
2. References	25
Demographic, crime and health data	25
Policy documents	25
Technical studies	25
Disclaimer	26

Appendix A Demographic Profile

FIGURES

Figure 1 Proposed new site plan	2
Figure 2 Social Impact Categories	3
Figure 2 Social Context	8
Figure 3 Site Photos	9

PICTURES

Picture 1 The main pedestrian access to the Meriden Senior campus from Margaret Street.....	9
Picture 2 Western end of Meriden Senior campus viewed from Redmyre Road	9
Picture 3 Eastern end of the Meriden Senior campus and adjacent flat buildings on Redmyre Road	9
Picture 4 Detached dwellings at the intersection of Margaret Street and Redmyre Road	9
Picture 5 Flat buildings opposite the site on Margaret Street.....	9
Picture 6 Strathfield Square north of the site adjacent Strathfield station	9

TABLES

Table 1 SEARs item for SIA	4
Table 2 SIA Methodology	4
Table 3 Social Impact Significance Matrix.....	5
Table 4 Relevant Social Themes from Policy Review.....	6
Table 5 Key feedback from Council representative.....	11
Table 6 Initial Scoping of neutral to Low Impacts	14
Table 7 Initial Scoping of Moderate to High Impacts.....	16
Table 8 Demographic table	28

1. INTRODUCTION

Urbis Pty Ltd (Urbis) was engaged by CPTG on behalf of Meriden School to prepare a Social Impact Assessment (SIA) at 3 Margaret Street, Strathfield (the site). The SIA is to inform a State Significant Development Application (SSDA) for alterations and additions to the Meriden School Senior Campus.

1.1. RESPONSE TO SUBMISSIONS – KEY ISSUES

On 12 October 2022, The Department of Planning and Environment (DPE) provided a Key Issues Letter for response by the applicant. The Key Issues Letter was issued following the exhibition period of the SSDA and Environmental Impact Statement (EIS) for the alterations and Additions to Meriden Senior School (SSD-39005127). Item 6 of the Key Issues Letter relates specifically to the SIA that formed part of the SSD-39005127 package. This revised SIA address the key issues raised by DPE. Including:

- **Key Issue:** An assessment of how the increased scale of structures on campus may impact upon surrounding residents' way of life, amenity and sense of privacy, particularly with respect to 30-32 Redmyre Road.
 - An assessment of how the increased scale of structures on campus may impact on surrounding residents' way of life, amenity and sense of privacy is provided in Section 5 of this report. This assessment has been conducted with consideration to the residents of 30-32 Redmyre Road.
- **Key Issue:** Outlining how likelihood levels have been defined, specifically for impacts on adjacent neighbours.
 - **Response:** Section 2 of this report outlines the methodology and approach used to assessing social impacts. In line with the DPE's SIA Guidelines this includes the methodology applied to assess the probability of the impact occurring and the determined likelihood level.
- **Key Issue:** The removal of any reference to the demolition of the existing swimming pool only taking place after a new pool is built on site.
 - **Response:** Any reference to the demolition of the swimming pool occurring post the development of a new swimming pool on site has been removed.

This SIA has also been revised to refer to the most recent plans, reports and technical studies prepared as part of the response to submissions. A whole reference list can be found in Section 8 of this report.

1.1. PROJECT OVERVIEW

The SSDA seeks consent for:

- Demolition of the existing demountables to the northwest of the Senior School, for the construction of a new Design and Creative Arts Building (DaCA). The DaCA building is 3 storeys tall and comprises two levels of basement. The basement will comprise a total of 53 staff carparks. The existing driveway along Redmyre Road is proposed to be modified to provide vehicle access into this new basement.
- Demolition of the existing DaCA building to the northeast of the Senior School for the construction of a new Social Science Building. The Social Science building is 3 storeys tall, comprising one basement level of general learning, staff areas and a rooftop terrace.
- The existing Administration Building (the Ethel B. Wallis Memorial Administration Building) is proposed to be modified (including demolition of the 'Pottery Building' portion) to provide internal connection to the proposed Social Science building.
- The removal of trees for the construction of the basement for the new DaCA building.
- Additional landscaping is proposed throughout the development area to integrate the proposed buildings with the existing school buildings.
- Increase the current senior school student cap to 1,224 students, plus the allowance for this capacity to exceed up to a maximum 20 additional students to allow for unanticipated enrolment fluctuations on a temporary basis. (*note: the current student cap for the senior school campus is 1,080 students + 20 for enrolment fluctuation – as approved under SSD 9692) temporary basis.*

Figure 1 Proposed site plan



Source: Architectus

1.2. REPORT PURPOSE AND SCOPE

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. It involves a detailed and independent study to scope potential social impacts, identify appropriate mitigation measures and provide recommendations aligned with professional standards and statutory obligations.

According to the Department of Planning and Environment's (DPE) SIA Guideline for State Significant Projects (2021), social impacts are the consequences that people experience when a new project brings change. For the purposes of an SIA, 'people' can be individuals, households, groups, communities, businesses or organisations. These impacts can be considered in eight categories, as shown in Figure 1 below.

Figure 2 Social Impact Categories



Source: DPE, 2021, SIA Guideline for State Significant Projects

1.3. STRUCTURE OF THIS REPORT

This report has seven chapters as summarised below:

- **Chapter 1** (this chapter) introduces the proposal, purpose and scope of this report.
- **Chapter 2** outlines the legislative requirements and methodology applied to complete this SIA
- **Chapter 3** reviews the key findings and strategic directions from relevant state and local policies, as the relates to the proposal
- **Chapter 4** provides a social baseline of the study area including the site's locality, social and demographic characteristics, and consultation outcomes
- **Chapter 5** outlines a preliminary assessment of expected and perceived social impacts of the proposal
- **Chapter 6** assess the significant (moderate to very high impacts) of the proposal, including mitigation and management measures
- **Chapter 7** concludes the SIA by setting out a summary of the social impacts, recommendations and overall impact assessment.

2. METHODOLOGY

This section outlines the methodology to prepare this assessment, with reference to the relevant legislative requirements.

2.1. LEGISLATION AND GUIDELINES

This SIA has been prepared in response to the requirements of the Secretary's Environmental Assessment Requirements (SEARs) for the proposal, as outlined in Table 1.

Table 1 SEARs item for SIA

<p>20. Social Impact</p> <ul style="list-style-type: none"> Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i>.

Source: SEARs SSD-39005127 issued on 18 March 2022

2.2. ASSESSMENT METHODOLOGY OVERVIEW

The following methodology was undertaken to prepare this SIA. The methodology was informed by the guidance contained within the DPE SIA Guidelines for State Significant Projects.

Table 2 SIA Methodology

Background review	Impact scoping	Assessment and reporting
<ul style="list-style-type: none"> Review of surrounding land uses and site visit Review of relevant state and local policies to understand potential implications of the proposal Analysis of relevant data to understand the existing community. 	<ul style="list-style-type: none"> Review of site plans and technical assessments Consultation with Council to identify potential impacts Review of engagement outcomes Identification of impacted groups Initial scoping of impacts. 	<ul style="list-style-type: none"> Assessment of significant impacts considering management measures Provision of recommendations to enhance positive impacts, reduce negative impacts and monitor ongoing impacts.

2.3. APPROACH TO ASSESSING SOCIAL IMPACTS

The assessment of social impacts can be approached in several ways. The International Association for Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is used in the Technical Supplement which supported DPE’s SIA Guideline.

The DPE’s risk assessment methodology is outlined below and has been applied in this SIA.

Table 3 Social Impact Significance Matrix

		Magnitude level				
		1	2	3	4	5
Likelihood		Minimal	Minor	Moderate	Major	Transformational
A	Almost Certain	Low	Medium	High	Very High	Very High
B	Likely	Low	Medium	High	High	Very High
C	Possible	Low	Medium	Medium	High	High
D	Unlikely	Low	Low	Medium	Medium	High
E	Very Unlikely	Low	Low	Low	Medium	Medium

Source: DPE, 2021, SIA Guideline for State Significant Projects: Technical Supplement, p. 13

Likelihood and magnitude level characteristics

The likelihood and magnitude levels are determined by subjective and objective components. It considers both individual experiences, community perceptions and technical evaluations.

The likelihood level assesses the probability of the impact occurring impact. The level of magnitude assesses the likely significance of the impact and considers several characteristics including:

- **Extent:** the volume of people expected to be affected and their relative location to the proposal
- **Duration:** the timeframe and frequency of potential impacts
- **Severity or scale:** the degree of change from the existing condition as a result of the impact
- **Intensity or importance:** the extent to which people or an environment can adapt to or mitigate the impact, including the value they attach to the matter and their capacity to cope and/or adapt to change
- **Level of concern/interest:** the level of interest or concern among the people affected.

Management measures

Social impacts are assessed before and after the implementation of management measures. Management measures are designed to reduce negative impacts and enhance positive impacts. These measures can take different forms and may be incorporated in the planning, construction, or operational stage of the proposal.

Section 5 of this report assess potential impacts prior to management measures as part of the impact scoping phase. Impacts which are assessed as moderate or higher are considered significant and included for further assessment in Section 6. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level.

3. POLICY CONTEXT

A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. This included the following documents:

- Government Architect NSW (GANSW), 2018, Better Places: Design Guide for Schools
- Great Sydney Commission, 2018, Eastern City District Plan
- Strathfield Council, 2020, Strathfield 2040: Local Strategic Planning Statement (LSPS)
- Strathfield, 2021, Strathfield 2030: Community Strategic Plan (CSP)
- Strathfield, 2022, Strathfield Community Strategic Plan Review 2021-2022.

A summary of key findings relating to the potential social impacts of the proposal is provided below.

Table 4 Relevant Social Themes from Policy Review

Theme	Summary of findings
Protecting and enhancing connection to Aboriginal culture	As discussed in the District Plan, Aboriginal culture is deeply entwined in the landscapes of Greater Sydney. The District Plan recognises that this culture can be strengthened by supporting Aboriginal self-determination, economic participation, and contemporary cultural expression through initiatives such as the development of culturally appropriate social infrastructure.
Meeting the growing demand for education facilities through innovative design and delivery	Population growth is increasing the demand for school enrolment places across the Strathfield LGA and the Eastern City District more broadly. The Eastern City District Plan estimates an extra 42,850 students will need to be accommodated in government and non-government schools in the district by 2036. To meet this demand, the District Plan encourages the private sector to develop innovative ways to provide school infrastructure. This includes more efficient use of land, contemporary design, more sharing of spaces and facilities, and flexible learning spaces. To supplement these aims, the GANSW’s Design Guide for Schools outlines how school upgrades should respond to and enhance the existing positive qualities of the school’s setting, landscape, heritage and Aboriginal cultural heritage. Other principles for the design of schools include: providing durable, resilient, and adaptable schools so they can evolve over time and meet future requirements; and optimising health, safety and security within school boundaries and the surrounding public domain.
Respecting local heritage and desired future character	Key issues raised during community consultation in the preparation of the CSP included keeping Strathfield as a beautiful garden suburb with high quality streetscape, including treelined streets with well-maintained nature strips. They also included ensuring Strathfield is well designed and planned, with development respecting and reflecting the established heritage and character of the area.
Supporting socially cohesive and thriving communities	The District Plan identifies schools as important facilities that enhance and promote social connections and networks within the community. Ensuring that Strathfield is socially cohesive and connected with a sense of belonging was also a key issue raised during community consultation in preparation of the CSP. Community members valued the provision of places and activities for social interaction, so that neighbourhoods can be brought together.

Theme	Summary of findings
	<p>Strathfield is considered the educational centre of the Inner West with 15 public and private schools and a university. State and local government strategies recognise schools as key social infrastructure that contribute to providing healthy, inclusive, liveable and thriving communities. GANSW's Design Guide for schools recognises that high-quality, well-designed schools create a sense of pride, identity, and ownership for the communities they serve.</p>
<p>Access to open space and recreational facilities</p>	<p>Population growth in Strathfield, particularly in new apartments in the town centre, is placing pressure on social infrastructure and services. This includes access to open space, and community and recreational facilities. Strathfield Council recognises that open space and community and recreational facilities are provided by all levels of government as well as the private sector. The LSPS recognises local schools and education institutions (including Meriden) as spaces that should be explored to provide better access to facilities by the wider community.</p> <p>The LSPS includes a short term action to implement memorandums of understanding between Council and private stakeholders for the shared use of school land and facilities for community recreational use. The Eastern City District Plan notes this sharing of school space and facilities is of particular importance in areas with high land values and growing demand for access to open space and community facilities.</p>

4. SOCIAL BASELINE

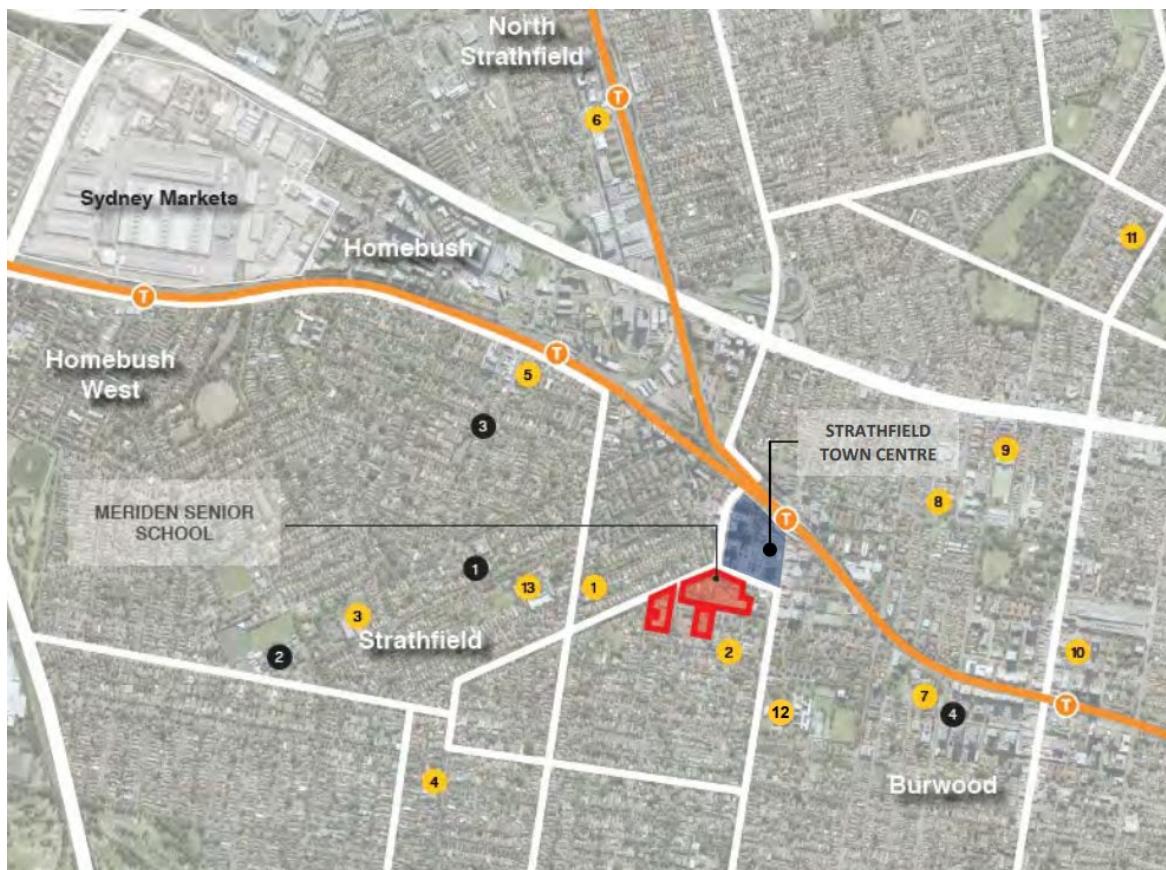
This section provides a social baseline of the study area including the site's locality, social context, demographic characteristics, engagement outcomes and areas of social influence.

4.1. SOCIAL LOCALITY

The Meriden School Senior Campus is on Wangal Land and is known as 3 Margaret Street, Strathfield. The site is located in Sydney's Inner West, approximately 13km west of the Sydney CBD, 10km southeast of the Parramatta CBD and 3km south of Sydney Olympic Park. Areas to the east, west and south of the site are predominantly residential, with dwelling types ranging from detached single family homes to three to four storey apartment buildings. To the north of the site, on the opposite side of Redmyre Road, is the Strathfield town centre, which contains Strathfield Plaza, commercial and retail uses. The Strathfield town centre also accommodates a significant public transport interchange. The railway station and bus interchange provide transport services to surrounding suburbs and further east to the Sydney CBD, west to the Parramatta CBD and beyond, and north to Epping, Hornsby and the Central Coast.

The site is close to a number of public open spaces and community facilities. These include Strathfield Park, Burwood Park and Airey Park, as well as Australian Catholic University's Strathfield campus, Burwood Library and Strathfield Library and Innovation Hub. Within a 500m radius of the site there are several other school campuses and education institutions, including the Meriden reparatory and junior school campuses.

Figure 3 Social Context



Legend

Education

- 1 St Martha's Catholic
- 2 Santa Maria Del Monte Primary School
- 3 Marie Bashir Public School
- 4 Chalmers Road School
- 5 Homebush Public School
- 6 Our Lady of the Assumption Catholic Primary School
- 7 Burwood Public School
- 8 MLC School
- 9 MLC Junior School
- 10 Sydney School of English
- 11 Concord Public School
- 12 Santa Sabina College

Community

- 1 Veech Library
- 2 ACU Strathfield Library
- 3 Strathfield Council Library & Innovation Hub
- 4 Burwood Library

Figure 4 Site Photos



Picture 1 The main pedestrian access to the Meriden Senior campus from Margaret Street



Picture 2 Western end of Meriden Senior campus viewed from Redmyre Road



Picture 3 Eastern end of the Meriden Senior campus and adjacent flat buildings on Redmyre Road



Picture 4 Detached dwellings at the intersection of Margaret Street and Redmyre Road



Picture 5 Flat buildings opposite the site on Margaret Street



Picture 6 Strathfield Square north of the site, adjacent to Strathfield station

Source: Urbis

4.2. COMMUNITY PROFILE

A community profile identifies the demographic and social characteristics of a proposal's likely area of social influence. This is an important tool in understanding how a community currently lives and that community's potential capacity to adapt to changes arising from a proposal.

A community profile has been developed for Strathfield based on demographic data from:

- Australian Bureau of Statistics (2016) Census of Population and Housing
- DPIE (2019) NSW population projections.

The demographic characteristics of Strathfield LGA and Greater Sydney have been used, where relevant, to provide a comparison. While population data from the 2016 Census now dates to five years ago, it remains the most recent population data source until the release of 2021 Census data in June 2022.

It is estimated that there were 19,845 people living in Strathfield in 2021. Key characteristics of this community include:



Larger household sizes

Strathfield has a larger average household size (3.0) compared to Greater Sydney (2.8). The majority of Strathfield's population live in family households (71%) and half are couple families with children.



High density living

Close to half of all households in Strathfield live in a flat or apartment (47%). This is a higher proportion than in Greater Sydney as a whole, where 28% of households live in flats or apartments.



Cultural and linguistic diversity

Strathfield is culturally and linguistically diverse. Two thirds of the population were born outside Australia (65%) and a majority speak a non English at home (70%). In comparison, 43% of Greater Sydney residents were born overseas and 38% speak a non English language at home.



Public and active transport use

Strathfield has lower rates of car ownership and use than Greater Sydney. 18% of households do not own a car and 42% of workers use public transport to travel to and from work. In comparison, 11% of Greater Sydney residents do not own a car and 23% use public transport for travel to work.



Relative advantage

The population of Strathfield is relatively advantaged. The SEIFA score for relative socio-economic advantage and disadvantage places the suburb in the top 10% of all suburbs in NSW. Strathfield also a higher median weekly household income (\$1,892) than both the LGA (\$1,781) and Greater Sydney (\$1,750).



Centre for education

Strathfield has a large student population. Two thirds of the population (66%) currently attend a primary, secondary, or tertiary education institution. In comparison, 63% of LGA residents and 65% of Greater Sydney residents currently attend a primary, secondary or tertiary education institution.

4.3. CRIME AND SAFETY

As part of the community profile, data from the NSW Bureau of Crime Statistics and Research was analysed on 17 May 2022 to understand the crime and safety context of the site.

Key findings relevant to this assessment include:

- Strathfield generally has lower crime rates per 100,000 people compared to the Strathfield LGA and NSW
- BOCSAR produces hotspot maps to illustrate areas of crime density relative to crime concentrations across NSW. The site is in a hotspot for non-domestic assault, malicious damage to property, break and enter non-dwelling, steal from person, steal from motor vehicle and motor vehicle theft.
- Two-year crime trends from December 2019 to December 2021 indicate that crime rates have generally remained stable or decreased in Strathfield.

More detailed information on crime and safety in relation to the proposal is provided in the CPTED Assessment prepared by Urbis.

4.4. RELEVANT ENGAGEMENT OUTCOMES

Community engagement

Urbis undertook stakeholder and community engagement on the proposal in May 2022. The following engagement activities were undertaken:

- Stakeholder briefings with Strathfield Council
- Distribution of a fact sheet by letterbox drop to approximately 145 households
- Offering an online community information session, which did not go ahead due to limited registration numbers
- Provision of a dedicated phone number and email address to enable people to provide feedback and ask questions.

Key feedback themes from stakeholders and the community included:

- Potential for the proposal to impact traffic conditions on Redmyre Road
- Queries regarding student parking compliance
- Queries regarding proposed student numbers.

Council engagement

To directly inform the preparation of this SIA, an interview was undertaken on 26 May 2022 with a representative of Strathfield Council's Corporate Strategy and Performance team. The following table summarises the key themes and feedback from this interview.

Table 5 Key feedback from Council representative

Key theme	Feedback summary
Community characteristics	<ul style="list-style-type: none">▪ The Strathfield population has changed over recent years to become a more transient community. Growing housing unaffordability is believed to be key driver of this change.▪ In recent years, many larger interwar dwellings have been replaced with residential apartments of smaller size and higher density. This is likely to have

Key theme	Feedback summary
	<p>impacted the types of households residing in Strathfield, including a reduction in average household size.</p> <ul style="list-style-type: none"> ▪ Due to COVID related health orders, including restrictions on movement and border closures, over the last two years Strathfield's population has reduced in size, the first time this has occurred over the last 20 years. ▪ Strathfield is an area of first settlement for international migrants and attracts a higher proportion of under 35 year olds due to its proximity to educational institutions and connection to public transport, notably the railway corridor providing connections to Greater Sydney.
<p>Schools as social infrastructure</p>	<ul style="list-style-type: none"> ▪ Council's social representative believes schools can provide important social connectors for communities, including among parents and students. They can also increase the attractiveness of an area as a place to live. ▪ Council has seen a negative impact from the COVID pandemic on many community groups and their ability to meet and foster social interactions. People often need social connectors like schools to help them to come together and have a healthy social life. ▪ Council's social representative suggested there is an opportunity for Meriden to become more integrated into the local community by fostering greater interaction between the school community and the local community. This could be achieved through the sharing of school facilities.
<p>Traffic impacts from a growing campus</p>	<ul style="list-style-type: none"> ▪ Council's social representatives noted that Meriden is an expansive campus and continues to grow, expanding into neighbouring residential areas. ▪ There are believed to be existing amenity related for neighbours around the campus. These include issues with traffic and parking, particularly during drop off and pick up times, as well as noise during multiple construction projects and the day-to-day operation of the school. ▪ Council's social representative believes that traffic impacts now extend to a number of streets around the campus and are exacerbated by a number of educational institutions being within close proximity to one another. ▪ It was suggested by Council's social representative that traffic impacts may be more acutely felt by residents of the neighbouring Marion Court housing for people over 55.
<p>Preserving the look and feel of Strathfield</p>	<ul style="list-style-type: none"> ▪ Council's social representative noted that Meriden is the gateway into the Redmyre Heritage Conservation Area. Council believes the people of Strathfield place particular importance on maintaining the look and feel of the suburb and would like new development to work with the existing streetscape. ▪ Council's social representative suggested that it will be important for Meriden to retain and expand existing tree canopy on site and contribute towards urban cooling, particularly when the proposed new DaCA building is to be situated in one of the few remaining substantial areas of green space of the Campus.

Key theme	Feedback summary
Potential impacts and enhancement and mitigation measures	<ul style="list-style-type: none"> ▪ Council's social representative suggested there may be ways to encourage more students to use active and public transport to lessen the negative impacts of traffic and parking on the local community.

4.5. AREAS OF SOCIAL INFLUENCE

Considering the outcomes from the social baseline, the area of social influence is likely to be the surrounding Strathfield neighbourhood. Within the area of social influence, the following individuals and communities are likely to be impacted by the proposal:

- Current and future Meriden Senior School students
- Meriden Senior School staff and visitors
- Residents and businesses in the streets surrounding the site (including those at 30-32 Redmyre Road)
- Strathfield residents
- Strathfield visitors.

5. EXPECTED AND PERCEIVED IMPACTS

A proposal may cause a range of direct and indirect social impacts which can have a positive, negative or neutral impact on the existing community. A SIA should assess the expected and perceived impacts which are considered to have the most significant impacts on the community and identified stakeholder groups.

The following section outlines the impact scoping considerations which were used to inform the determination of significant social impacts. These impacts have been informed by the contextual information outlined in Sections 3 – 4 of this SIA and have been assessed against the SIA criteria described in Section 2.

5.1. NEUTRAL TO LOW IMPACTS

This section outlines the social impacts considered to have a neutral to low impact on the community. These are not considered to be significant social impacts and are not included for further assessment.

Table 6 Initial Scoping of neutral to Low Impacts

Social impact category	Impact assessment summary
Way of life	<p>Impacts of additional built form on way of life for surrounding neighbours.</p> <p>Potentially impacted groups: Residents and businesses in the streets surrounding the site (including those at 30-32 Redmyre Road)</p> <p>The Meriden Senior School is situated on a spatially constrained site with some areas of open space. The school campus has developed incrementally over time with the most recent development of the Centre for Music and Drama being opened in mid 2022.</p> <p>The development of the DaCA and Social Sciences building will result in a change in the built form of the school campus including an increased scale of the structures on campus. As demonstrated by the photomontages that form part of the view analysis, the new structures will be visible from throughout the campus as well as from the northern and western boundaries of the site.</p> <p>Following the exhibition period for this SSDA, the DPE returned a letter of Key Issues needing to be addressed by the applicant. This included an assessment of how the increased scale of structures on campus may impact upon surrounding resident's way of life, amenity and sense of privacy, particularly with respect to 30-32 Redmyre Road.</p> <p>As per the DPE's SIA guidelines social impacts one of the ways social impacts can be categorised is 'way of life'. This includes impacts on how people live, how they get around, how they work, how they play and how they interact each day. Impacts on 'way of life' incorporates how amenity and sense of privacy are affected by a proposal.</p> <p>The new DaCA building is proposed to be constructed in the north western corner of the campus adjacent to the residential apartment building at 30-32 Redmyre Road.</p> <p>The Design Report Appendix (December 2022) that forms part of this SSDA and response to submission package has includes an Analysis on Visual Privacy and Visual Impact. The Visual Privacy Analysis addresses what changes and mitigation measures have been incorporated into the building design to protect the visual privacy of residential neighbours at 30-32 Redmyre Road. These include the breaking ups of sightlines with a louvre system, the application of frit and the planting</p>

Social impact category	Impact assessment summary
	<p>of trees along the boundary to obscure sightlines. Additionally, internal layout of the DaCA orients students internally to teaching walls.</p> <p>Residents of units with eastern outlook at 30-32 Redmyre Road will be impacted by a loss of views to areas of open sky and some existing established trees and building skyline due to the construction of the new DaCA building. This reduction and change in outlook may result in an impact on residents' way of life including their sense of privacy and how they live and interact with their surrounding environment.</p> <p>Since lodgement of this SSD, Meriden School has now acquired the property of 30-32 Redmyre Road, and intend to use this site as part of future school expansion.</p> <p>Based on the Schematic Design Report and visual privacy and impact analysis included in the Design Report Appendix, the proposal is likely to have a low negative impact on the sense of privacy and way in which neighbours (particularly those at 30-32 Redmyre Road) live and interact with their surrounding environment.</p> <p>Given Meriden Schools plans to use 30-32 Redmyre Road as part of its future school expansion, this low negative impact will likely be short to medium term. Once the schools plans for expansion are realised this impact will be reduced to neutral.</p>
Community Surroundings	<p>Respecting heritage significance and maintaining the look and feel of Strathfield as a garden suburb</p> <p>Potentially impacted groups: Residents and businesses in the streets surrounding the site (including those at 30-32 Redmyre Road), visitors to Strathfield</p> <p>Meriden Senior School is listed as a locally significant heritage item under the Strathfield Local Environmental Plan 2012 and is also located directly adjacent the Redmyre Road Conservation Area. The site is also close to a number of other locally listed heritage items.</p> <p>The development of the DaCA and Social Sciences building will result in a change in the built form of the school campus. As demonstrated by the photomontages that form part of the view analysis, the new structures will be visible from throughout the campus as well as from the northern boundary of the site and the adjacent public realm including Redmyre Road and Raw Square.</p> <p>Community consultation undertaken during the preparation of the CSP indicates that residents would like to preserve Strathfield as a garden suburb, with treelined streets and well-maintained nature strips. They would also like development to reflect the existing heritage and character of the area.</p> <p>In an interview with a Council officer undertaken as part of the preparation of this SIA, Meriden Senior Campus was described as the gateway into the Redmyre Road Conservation Area. It was noted that the people of Strathfield place particular importance on maintaining the look and feel of the suburb and would like new development to work with the existing streetscape.</p> <p>The Schematic Design Report prepared by Context Landscape Architecture outlines the way in which the proposed design scheme intends to conserve and enhance the heritage setting of the campus within the Redmyre Road streetscape by retaining street trees and providing sympathetic planting and finishes. The Heritage Impact Statement prepared by Urbis finds that the proposed development respects the heritage significance of the campus, the Redmyre Road Conservation Area and other heritage items within the vicinity. The proposed overall scale, form and height of the</p>

Social impact category	Impact assessment summary
	<p>new structures are found to be in keeping with the existing Meriden School development neighbouring built forms. The materiality and landscaping of the proposed DaCA building is also found to directly references the Conservation Area and the early development of the school campus.</p> <p>Based on the Schematic Design Report and Heritage Impact Statement, the proposal is likely to have a neutral impact on the way in which neighbours and local residents experience the heritage and character of Strathfield.</p>
Accessibility	<p>Improved pedestrian safety and direct access to and from the site</p> <p>Potentially impacted groups: Meriden School students, staff and visitors</p> <p>The school is currently well serviced by pedestrian infrastructure, including footpaths on both sides of Redmyre Road, Margaret Street Vernon Street and Redmyre Road. Primary pedestrian access to the Campus is from the south of the site from the School's boundary with Margaret Street. A secondary pedestrian access point is available from the north of the site from Redmyre Road. The proposal includes new direct vehicle access from Redmyre Road to a 53 vehicle basement car park. A new pedestrian access point to the campus is proposed directly adjacent to the proposed vehicle access point. This will supplement the existing pedestrian access from the north of the site and provide more direct access for student, staff and visitors travelling to and from the site by public and active transport or accessing services and facilities within the Strathfield town centre.</p> <p>Improved safety and security as well as the improved direct access to and from the school site to the nearby Strathfield transport interchange is likely to have a low positive impact on Meriden Senior staff, students, and the Strathfield community.</p>

5.2. MODERATE TO HIGH IMPACTS

Table 7 outlines the social impacts which were identified in preliminary scoping as likely to be moderate to high. **These impacts are considered significant and are included for further assessment in Section 6 of this report.**

Table 7 Initial Scoping of Moderate to High Impacts

Social impact category	Preliminary assessment
Accessibility	<p>Targeted access to high quality education facilities</p> <p>Potentially impacted groups: Future Meriden Senior School students</p> <p>By increasing enrolment numbers at Meriden Senior School, the proposal will provide access to new high quality education facilities for a targeted student cohort. This will contribute towards meeting the demand for student places within the Eastern City District.</p>
Accessibility Way of life Community	<p>Pressure on open space and recreation facilities</p> <p>Potentially impacted groups: Current and future Meriden Senior School students, Strathfield residents</p>

Social impact category	Preliminary assessment
	<p>The proposal will result in an unchanged rate of provision of open space currently onsite of 6.4m² per student. It is understood Meriden currently uses facilities offsite to meet the open space and recreation needs of its student cohort.</p> <p>There is limited available public open space and recreation facilities in the area surrounding the school, with most of Strathfield's public open space being located further away in the south and west of the LGA.</p>
<p>Accessibility Way of life</p>	<p>Reduced access to the local area</p> <p>Potentially impacted groups: Residents and businesses in the streets surrounding the site (including those at 30-32 Redmyre Road)</p> <p>Traffic and parking are an existing issue for residents in the streets surrounding the site. The Transport Accessibility Impact Assessment (TAIA) finds that the proposal will result in marginally more vehicle movements to and from the site. The TAIA determines that for traffic conditions to remain unchanged from the current situation a mode shift will be required away from private vehicle use and into active and public transport options.</p>

6. ASSESSMENT OF SIGNIFICANT IMPACTS

The following section provides a detailed assessment of the significant social impacts of the proposal, as identified in Table 7. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level. The assessment process used to determine each impact level is described in Section 2.

6.1. TARGETED ACCESS TO HIGH QUALITY EDUCATION FACILITIES

Description of impact
An increase in student enrolment places and upgrades to the Meriden Senior School campus will provide new targeted education opportunities within high quality facilities.
Current environment
<p>There is increasing demand for school enrolment places across the Eastern City District, with the District Plan estimating that extra 42,850 students need to be accommodated in government and non-government schools by 2036.</p> <p>Meriden Senior School currently provides places for up to 1,080 secondary students. These students come from a catchment of 138 suburbs across Greater Sydney.</p> <p>The Meriden School (K-12) has experienced significant growth between 2008 and 2021. Based on enrolment data from the Australian Curriculum, Assessment and Reporting Authority (ACARA), 1,441 students were attending the junior and senior schools in 2021, almost double the number of students enrolled in 2008 (748). To accommodate greater student numbers, Meriden School has undertaken significant redevelopment projects across its preparatory, junior and senior campuses in recent years. On the Senior Campus this has included the construction of the Sports Centre in 2016 and the Centre of Music and Drama which opened earlier this year.</p> <p>The ACARA Index of Community Socio-Educational Advantage (ICSEA) measures the level of educational advantage or disadvantage that students bring to their studies. As at 2021, Meriden ranked in the 98th School ICSEA percentile, with 74% of students ranked in the top quarter for socio-educational advantage.</p>
Impact of the proposal
<p>The proposal includes the raising of the senior school's student enrolment cap from 1,080 to 1,224, an increase of 144 places. The proposal will therefore contribute towards meeting the growing need for school places in the Eastern City District and will accommodate these places within high quality, fit for purpose spaces and facilities.</p> <p>The proposed new DaCA and Social Science Buildings will be used by all students. The new buildings will increase the total amount of teaching space on the site, creating capacity for the additional enrolment numbers. The DaCA building and a new Social Science Building will provide new, high quality and innovative facilities and spaces for the teaching, learning and practice of a variety of creative arts, design and social science subjects.</p> <p>Though there is a demonstrated need for more enrolment places across the Eastern City District, the operation of the school by a non-government operator means financial barriers are likely to restrict access by many households.</p>

Management measures		SIA recommendations	
<ul style="list-style-type: none"> Provision of a number of scholarships for senior school students, including academic, music and sports scholarships. This enables access by some students from less economically advantaged households. 		<ul style="list-style-type: none"> None 	
Residual impact (considering management measures)			
Likelihood: Almost certain	Magnitude: Minor	Resultant Impact: Medium positive	
<p>Based on the above assessment, increasing the student enrolment cap is likely to generate a medium positive impact on future students accessing the senior school.</p> <p>As detailed in Section 2.3 likelihood and magnitude levels are determined by subjective and objective components including individual experiences, community perceptions and technical evaluations. The likelihood level assesses the probability of the impact occurring impact. The residual impact has then been determined by applying the likelihood and magnitude levels to the Social Impact Significance Matrix prescribed in DPE’s SIA Guideline (Table 3).</p>			

6.2. PRESSURE ON OPEN SPACE AND RECREATION FACILITIES

Description of impact

Pressure on public open space and recreation facilities due to limited open space on site and increased use of public open space

Current environment

There is limited public open space in the Strathfield LGA particularly around the high density residential and commercial centre where the Meriden Senior Campus is located. 9% of the LGA is publicly accessible open space, a majority of which is concentrated around the south and west away from the areas of higher density. There are two small areas of public open space within an 800m radius of the site. These are Russel Street Reserve and Centenary Playground neither of which have formalised recreation facilities.

Located close to Strathfield's commercial centre and in an area of high density housing, the Meriden Senior Campus is spatially constrained with limited areas for open space and outdoor recreation on site. Within the Senior Campus, there is currently a provision of 6.4m² of outdoor space per student. This outdoor space consists of Selbourne Lawn, The Circuit and interconnected courtyard, garden and undercroft spaces. Formalised recreation space is provided indoors within the Sports Centre and outdoors at the rooftop courts and swimming pool.

Meriden School currently uses a range of public facilities off site, including athletics and indoor recreation facilities in Sydney Olympic Park and water polo facilities at the Ashfield Aquatic Centre.

Within Strathfield Council area, Meriden School currently uses Strathfield Park for cross country, football, hockey and touch football. The School books the park for these activities via Council's twice yearly sports field allocation process. Meriden School also leases the Southend Tennis Centre in Strathfield South from Council. It uses the centre for student sports, and also enables hire by the wider community seven day per week.

It is understood, Meriden School does not share school facilities or open space on campus for wider community use. This primarily due to the use of the campus by the Meriden School community during the day and in the evening six days per week, with Sunday being a day of rest. The School has also previously had negative experiences when it enabled wider use of campus facilities, which resulted in increased maintenance requirements and costs.

Impact of the proposal		
<p>Open space</p> <p>The proposal will include the development of the new DaCA building on Selbourne Lawn, the campus' most substantial area of open space. This area of open space is proposed to be relocated to west of the new Social Sciences building and will be known as 'The Green'. Additional open spaces will also be provided in the form of a rooftop terrace on the new Social Sciences building. With the inclusion of The Green and rooftop terrace, total open space onsite will be maintained at 6.4m² per student.</p> <p>Council documents indicated that population growth in Strathfield, particularly new apartments in the town centre, is placing pressure on infrastructure and services. This includes adequate access to open space, and community and recreational facilities. Strathfield Council is seeking to enter into arrangements with local schools to enable access to school facilities by the wider community. The Eastern City District Plan has also recognised the importance of sharing school space and facilities in meeting the growing demand for access to open space.</p> <p>With the proposed increase in student numbers, it is expected Meriden Senior School will increase use of offsite facilities and spaces to meet the recreational needs of students.</p> <p>Currently, 155 of Meriden Senior School's 1,043 students (15%) use Strathfield Park for cross country, football, hockey and touch football. If a similar proportion of the proposed additional 144 students under the increased cap participate in these sports, an additional 22 students will be likely to use Strathfield Park. This additional use over a five day school week is unlikely to place significant additional strain on public open space.</p>		
Management measures		SIA recommendations
<ul style="list-style-type: none"> ▪ Enabling community use of Southend Tennis Centre, which is managed by Meriden School. 		<ul style="list-style-type: none"> ▪ None
Residual impact (considering management measures)		
Likelihood: Possible	Magnitude: Minimal	Resultant impact: Low negative
<p>Based on the above assessment, it is expected the development of new buildings, and the growth in enrolment numbers will generate a low negative impact on existing public open space and recreation facilities available in Strathfield LGA.</p> <p>As detailed in Section 2.3 likelihood and magnitude levels are determined by subjective and objective components including individual experiences, community perceptions and technical evaluations. The likelihood level assesses the probability of the impact occurring impact. The residual impact has then been determined by applying the likelihood and magnitude levels to the Social Impact Significance Matrix prescribed in DPE's SIA Guideline (Table 3).</p>		

6.3. REDUCED ACCESS TO THE LOCAL AREA

Description of impact
Increased travel times and reduced access caused by a reduction in available street parking and the exacerbation of existing traffic congestion around Strathfield.
Current environment
Currently, vehicular access to the campus is provided by a two-way driveway, which provides entry to an underground 60 vehicle carpark below the Sports Centre. The school is serviced by several pickup and drop off zones.

Approximately 37% of students are dropped off at the Senior Campus in the morning and 25% are picked up in the afternoon. 76% of staff members drive to and from the school and park on site or nearby. Engagement with the community and with a Council team member identified existing concerns about traffic and parking for neighbours around the Meriden School Campus, particularly during drop off and pick up times. Impacts were described as extending to several surrounding streets and are exacerbated by the number of educational facilities within close proximity of one another.

Impact of the proposal

The increase in student numbers and staff will mean an increase in travel movements to and from the site across all transport modes. There were concerns from the community and Council that this will exacerbate existing traffic and parking issues.

The Transport and Accessibility Impact Assessment (TAIA) prepared by TTW estimates an additional 51 vehicle trips will occur to the school during the morning peak (7:45-8:45) and an additional 33 vehicle trips from the school will occur in the afternoon peak (15:00-16:00). To accommodate the increase in vehicle movements to and from the site, the proposal includes an increase in the number of pick up and drop off bays on and around the Senior Campus to a total of 21 in the morning and 13 in the afternoon.

The TAIA finds that traffic and transport demands and conditions are not expected to worsen significantly as a result of the proposal. The additional traffic generated by pick up and drop off activities and staff driving to and from the school is found to be able to be accommodated within the local road network.

The TAIA notes that for current vehicle movements to remain consistent under the increased student capacity, pick up and drop off usage needs to decrease from the existing 37% share of mode split in the mornings to approximately 33% (and from about 25% to 21% in the afternoon). This reduction in the share of vehicle trips to and from the school can be achieved through greater uptake of active and public transport modes and improved management and communications under a Green Travel Plan (GTP) and Operational Traffic and Access Management Plan (OTAMP). The TAIA has provided a preliminary GTP and OTAMP Guide to promote sustainable transport use and to respond to the future traffic and movement operations of the site.

During engagement, Council’s social representative suggested that traffic impacts may be more acutely felt by residents of the neighbouring Marion Court. Meriden stations a teacher at the entry to Marion Court during school drop off and pick up times. This means that vehicles dropping off and picking up students do not need to park, as students are released directly into the care of a teacher. It also means that access to Marion Court is not impeded during peak periods.

Management measures

- Inclusion of active transport infrastructure including bicycle storage and end of trip facilities.
- Stationing of a teacher at the entry to Marion Court during school pick off and drop off times.

SIA recommendations

- Implement the all the recommendations of the TAIA including:
 - Development of a Construction Traffic Management Plan prior to the construction of the school
 - Development a GTP and OTAMP prior to the operation of the proposal.
- Continue to communicate with stakeholders and the community about the implementation of measures to reduce the negative impacts of traffic and parking around the school.

Residual impact (considering management measures)		
Likelihood: Possible	Magnitude: Minor	Resultant impact: Medium negative
<p>Based on the above assessment and the findings of the TAIA, increased traffic and parking challenges associated with the increase in student numbers are likely to have a negative impact on surrounding residents' way of life and ability to access services and facilities.</p> <p>As detailed in Section 2.3 likelihood and magnitude levels are determined by subjective and objective components including individual experiences, community perceptions and technical evaluations. The likelihood level assesses the probability of the impact occurring impact. The residual impact has then been determined by applying the likelihood and magnitude levels to the Social Impact Significance Matrix prescribed in DPE's SIA Guideline (Table 3).</p> <p>This impact can be reduced by implementing the recommendations of the TAIA, including developing and implementing a Construction Traffic Management Plan, OTAMP and GTP prior to the construction and operation of the proposed facilities and introduction of greater staff and student numbers. The purpose and implementation of these plans should be clearly and widely communicated with stakeholders and the community to address fears of a worsened traffic and parking situation as a result of the proposal.</p>		

7. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the proposed State Significant Development Application (SSDA) at 3 Margaret Street, Strathfield for alterations and additions to the Meriden School Senior Campus.

Based on the assessment in this report, the key social impacts of this proposal are:

- Targeted access to high quality education facilities
- Pressure on open space and recreation facilities
- Reduced access to the local area.

7.1. RECOMMENDATIONS

The following recommendations are provided to further manage the potential impacts from the proposal:

- Implement the all the recommendations of the TAIA including:
 - Development of a Construction Traffic Management Plan prior to the construction of the school
 - Development a GTP and OTAMP prior to the operation of the proposal.
- Continue to communicate with stakeholders and the community about the implementation of measures to reduce the negative impacts of traffic and parking around the school.

7.2. OVERALL IMPACT ASSESSMENT

Based on this assessment and the recommendations provided, it is likely the proposal will have a neutral social impact.

2. REFERENCES

This SIA has been informed by a range of data sources, information and technical studies. The following data sources have been used:

Demographic, crime and health data

Australian Bureau of Statistics, Census of Population and Housing, 2016, Greater Sydney, Strathfield LGA (SA3) and Strathfield (SA2) data.

Australian Curriculum, Assessment and Reporting Authority, 2021, School enrolment data.

Bureau of Crime Statistics and Research, Strathfield, Strathfield LGA and NSW hotspot maps and crime rates.

Department of Planning, Industry and Environment, 2019, NSW population projections.

Profile id. Strathfield community profile.

Policy documents

International Association for Impact Assessment, 2015, Social Impact Assessment: Guidance for assessing and managing the social impacts of projects.

NSW Department of Planning, Industry and Environment, 2021, Social Impact Assessment Guideline: State significant projects.

Government Architect NSW (GANSW), 2018, Better Places: Design Guide for Schools

Greater Sydney Commission, 2018, Eastern City District Plan.

Strathfield Council, 2020, Strathfield 2040: Local Strategic Planning Statement (LSPS)

Strathfield Council, 2021, Strathfield 2030: Community Strategic Plan (CSP)

Strathfield Council, 2022, Strathfield Community Strategic Plan Review 2021-2022

Technical studies

Architectus, 2022, SSDA Design Report

Context Landscape Architecture, 2022, Landscape Schematic Design Report

Eco Logical Australia, 2022, Aboriginal Cultural Heritage Assessment

RWDI, 2022, Noise and Vibration Impact Assessment

TTW Consulting Engineers, 2022, Transport and Accessibility Impact Assessment

Urbis, 2022, Crime Prevention Through Environmental Design (CPTED) Assessment

Urbis, 2022, Heritage Impact Statement (HIS)

Urbis, 2022, Historical Archaeological Impact Assessment (HAIA)

Urbis, 2022, Engagement Outcomes Report

DISCLAIMER

This report is dated 16 December 2022 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of - (**Instructing Party**) for the purpose of Social Impact Assessment (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

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

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

In preparing this report, Urbis may rely on or refer to documents in a language other than English, which Urbis may arrange to be translated. Urbis is not responsible for the accuracy or completeness of such translations and disclaims any liability for any statement or opinion made in this report being inaccurate or incomplete arising from such translations.

Whilst Urbis has made all reasonable inquiries it believes necessary in preparing this report, it is not responsible for determining the completeness or accuracy of information provided to it. Urbis (including its officers and personnel) is not liable for any errors or omissions, including in information provided by the Instructing Party or another person or upon which Urbis relies, provided that such errors or omissions are not made by Urbis recklessly or in bad faith.

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

APPENDIX A

DEMOGRAPHIC PROFILE

Table 8 Demographic table

Data item	Strathfield	Strathfield LGA	Greater Sydney (GCCSA)
Population	25,813	40,312	4,823,991
Median age	32	32	36
Average people per household	3	3	2.8
Age Distribution (%)			
Aged 0-4	4.3%	5.7%	6.4%
Aged 5-9	4.0%	4.9%	6.4%
Aged 10-14	4.3%	4.8%	5.8%
Aged 20-24	6.2%	6.1%	7.1%
Aged 25-29	11.7%	9.6%	7.9%
Aged 30-34	13.8%	12.4%	8.1%
Aged 35-39	9.9%	10.6%	7.4%
Aged 40-44	6.5%	7.3%	7.1%
Aged 45-49	5.0%	5.8%	6.7%
Aged 50-54	5.5%	5.7%	6.3%
Aged 55-59	5.9%	5.9%	5.8%
Aged 60-64	5.4%	5.4%	5.0%
Aged 65-69	4.2%	4.3%	4.4%
Aged 70-74	3.5%	3.3%	3.3%
Aged 75-79	2.8%	2.6%	2.4%
Aged 80-84	2.4%	2.1%	1.8%
Aged 85+	2.0%	1.7%	2.0%
Country of birth and Indigenous identification (%)			
Australia	34.6%	36.7%	57.1%
Born overseas country #1	China: 10.3%	India: 10.9%	China:4.7%
Born overseas country #2	India: 10.1%	China: 10.0%	England: 3.1%

Data item	Strathfield	Strathfield LGA	Greater Sydney (GCCSA)
Born overseas country #3	Republic of South Korea: 9.8%	Republic of South Korea: 7.7%	India:2.7%
Aboriginal or Torres Strait Islander	0.2%	0.3%	1.5%
Language spoken at home (%)			
English only	29.1%	29.3%	58.4%
Language other than English #1	Korean: 10.9%	Mandarin: 10.0%	Mandarin: 4.7%
Language other than English #2	Mandarin: 10.6%	Korean: 8.8%	Arabic: 4.0%
Language other than English #3	Cantonese: 7.6%	Cantonese: 7.0%	Cantonese: 2.9%
Family composition (%)			
Couple family without children	34.0%	31.3%	33.4%
Couple family with children	49.6%	52.1%	49.5%
One parent family	12.8%	13.7%	15.2%
Other family	3.6%	2.9%	1.8%
Household composition (%)			
Family households	71.4%	74.5%	73.6%
Lone person households	17.7%	17.5%	21.6%
Group households	10.9%	8.1%	4.7%
Dwelling structure (%)			
Separate house	47.3%	41.8%	56.9%
Semi-detached	4.8%	6.4%	14.0%
Flat or apartment	47.1%	49.9%	28.1%
Other dwelling	0.4%	1.0%	0.6%
Owned outright	47.3%	41.8%	29.1%

Data item	Strathfield	Strathfield LGA	Greater Sydney (GCCSA)
Owned with mortgage	30.1%	25.2%	33.2%
Rented	23.1%	28.1%	34.1%
Other tenure type	41.7%	42.5%	0.9%
Rent weekly payments (%)			
Median rent			\$440
Households where rent payments are less than 30% of household income			85.8%
Households where rent payments are greater than or equal to 30% of household income			14.2%
Mortgage monthly repayments (%)			
Median mortgage repayments			\$2,167
Households where mortgage repayments are less than 30% of household income			91.6%
Households with mortgage repayments greater than or equal to 30% of household income			8.4%
Employment (%)			
Unemployed	6.8%	7.0%	6.0%
Occupation (%)			
Professionals	33.7%	31.8%	26.3%
Technicians and Traders Workers	9.9%	10.3%	11.7%
Clerical and Administrative Workers	13.1%	13.9%	14.6%
Managers	11.4%	11.6%	13.7%

Data item	Strathfield	Strathfield LGA	Greater Sydney (GCCSA)
Sales Workers	9.7%	9.2%	9.0%
Labourers	8.2%	7.9%	7.5%
Community and Personal Service Workers	8.6%	8.6%	9.6%
Machinery Operators and Drivers	2.8%	4.1%	5.6%
Income (\$)			
Median personal weekly income	\$662	\$682	\$719
Median family weekly income	\$1,985	\$1,894	\$1,988
Median household weekly income	\$1,892	\$1,781	\$1,750
Level of highest educational attainment (%)			
Year 9 or below	4.7%	5.1%	7.1%
Year 10	4.9%	5.7%	9.4%
Year 11	2.1%	2.5%	3.1%
Year 12	22.2%	21.0%	17.3%
Certificate level I-IV	5.1%	6.5%	12.2%
Advanced Diploma and Diploma level	8.0%	8.2%	9.3%
Bachelor Degree level and above	40.9%	38.0%	28.3%
Motor Vehicles (%)			
None	18.0%	13.8%	11.1%
1 motor vehicle	37.2%	40.6%	37.1%
2 motor vehicle	25.1%	27.7%	32.8%
3 or more motor vehicles	14.7%	13.7%	15.7%
Method of travel to work (%)			

Data item	Strathfield	Strathfield LGA	Greater Sydney (GCCSA)
People who travel to work by public transport	42.0%	36.3%	22.8%
People who travel to work by car as driver or passenger	44.4%	50.6%	59.8%

Source: 2016 ABS Census

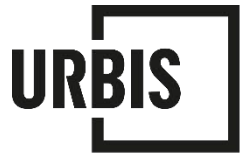
Socio Economic Indexes for Areas (SEIFA)

The Socio-Economic Indexes for Areas (SEIFA) has been developed by the Australian Bureau of Statistics (ABS) to provide an overview of social and economic wellbeing and welfare of communities across a range of spatial scales. Four indices have been developed. The Index of Relative Socio-Economic Advantage and Disadvantage is a continuum of advantage (high values) to disadvantage (low values) and is derived from Census variables related to both advantage and disadvantage.

The area with the lowest score is given a decile of 1, the area with the second lowest score is given a decile of 2 and so on, up to the area with the highest score is given the highest decile.

	Advantage and disadvantage	
	Score	Decile
Strathfield Suburb	1078	10
Strathfield LGA	1063	10

Source: ABS



URBIS.COM.AU