

**SOCIAL IMPACT ASSESSMENT
PROPOSED EDUCATION ESTABLISHMENT, 'AL-FAISAL COLLEGE
LIVERPOOL' 79 & 83-87 AND 66 & 80 GURNER AVENUE, AUSTRAL**

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Prepared for:
Al Faisal College Limited

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1.0 INTRODUCTION

This report has been prepared on behalf of Al-Faisal College Limited and provides information to accompany an application for a State Significant Development comprising an Educational Establishment (Primary and Secondary School) at 66, 79, 80 & 83-87 Gurner Avenue, Austral, to be known as the *Al-Faisal College Liverpool*. The site at 83-87 Gurner Avenue is currently in use as the existing Al-Faisal College campus which opened in 2015 and which currently accommodates students in Kindergarten to Year 10 and will accommodate students up to Year 12 by 2022.

A master plan for Al-Faisal College is being developed to outline how the College proposes to develop, in a staged process, to minimise disruption to existing students and to accommodate the growth of the local community generated through new residential developments in the Austral area.

The proposed school is located in an area known as the *Liverpool Growth Centres* under *State Environmental Planning Policy (Sydney Regional Growths centres) 2006 (SEPP)*. The *Precinct Plan* for the *Liverpool Growth Centres* notes the following aims:

- (a) *to make development controls that will ensure the creation of quality environments and good design outcomes,*
- (b) *to make and enhance environmentally sensitive natural areas and cultural heritage,*
- (c) *to provide for recreational opportunities,*
- (d) *to provide for multifunctional and innovative development that encourages employment and economic growth,*
- (e) *to promote housing choice and affordability,*
- (f) *to provide for sustainable development,*
- (g) *to promote pedestrian and vehicle connectivity.*

This report has been prepared in response to the Planning Secretary's Environmental Assessment Requirements (SEARs) dated 23rd April, 2020 and satisfies *Key Issue 11 – Social Impacts* in the SEARs, which required the application to “...*include an assessment of the social consequences of the schools relative location and decanting activities if proposed. The assessment will also identify the impact of the proposed on the provision and supply of other education infrastructure in the region.*”

In this context, it is assumed that the ‘decanting activities’ refer to the movement of classes from the existing school, and the separation of primary and secondary campuses. To the extent that decanting activities can be addressed in social impact terms, they are considered in this SIA.

The report includes consideration of the proposed school in social impact terms and includes the detail of the community consultation undertaken separately to gauge community attitude regarding the proposed development.

Further details of the proposed development can be found in the reports accompanying the application, including:

- The *Environmental Impact Statement* prepared by Planning Ingenuity;
- Architectural Plans prepared by PMDL Architects
- *SSDA Noise and Vibration Impact Assessment* by Wilkinson Murray;
- *Traffic and Parking Impact Assessment* Report prepared by Traffix;
- *Consultation Report* prepared by Australian Public Affairs;
- *Access Report* prepared by Vista Access Architects; and
- *BCA Consultant's Report* prepared by Steve Watson & Partners.

2.0 PROPOSED DEVELOPMENT

2.1 Subject Site

The subject site is known as Lot1 DP831988, Lot 37 DP3403 and Lot 9, DP1207216, and Lot1 DP1243351 and has the street address of 66, 79, 80 & 83-87 Gurner Avenue, Austral.

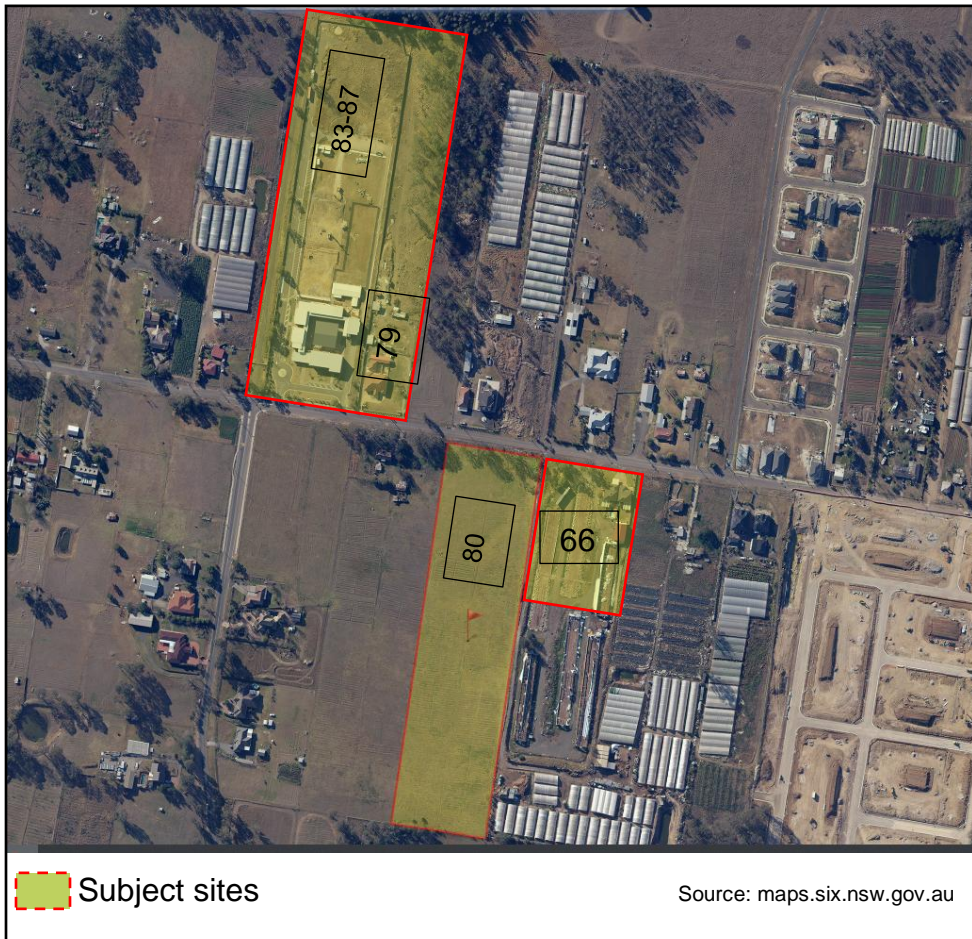
The site at 83-87 is currently occupied by the campus of Al-Faisal College Liverpool, opened in 2015 and currently accommodating 800 students from Kindergarten to Year 10, with an aim to accommodate students to Year 12 by 2020.

The existing school hours of operation currently include:

- Office: 8.00am – 5.00pm
- School classes: 8.40am – 3.25pm
- All students collected by 3.45pm.

The site at 79 Gurner Avenue is currently occupied by a single storey dwelling. 66 Gurner Avenue is currently occupied by 2 x two storey dwellings fronting Gurner Avenue. 80 Gurner Avenue is currently vacant.

The sites are generally rectangular in shape and both sites are approximately 50,000m² (Figure 1).

Figure 1 – Location

The subject sites are zoned:

Site	Zoning
66 Gurner Avenue	Part SP2 Infrastructure (SEPP – Sydney Regional Growths Centre 2006) Part R2 – Low density residential
79 Gurner Avenue	Part R3 - Medium Density Residential, Part SP2 – Infrastructure, and Part RE1 Public Recreation under SEPP (Sydney Regional Growth Centre) 2006
80 Gurner Avenue	Part R2- Low Density Residential, Part R3- Medium Density Residential, and

	part SP2 – Infrastructure under SEPP (Sydney Regional Growth Centres) 2006
83-87 Gurner Avenue	R2 – Low Density Residential under SEPP (Sydney Regional Growth Centres) 2006. (Education Establishment)

Educational Establishments are permitted uses, with consent within the R2 and R3 zones.

Development surrounding the subject site generally comprises low density, semi-rural residential allotments, many with market gardens and other agricultural uses. The nature of surrounding development is changing, with a trend towards medium density residential developments.

There are currently no bus services operating along Gurner Avenue, however public transport including buses is proposed as part of the *Austral Leppington Growth Area*.

Both sites are proposed to be bound on two sides by new roads. The primary school site has an existing 150m frontage to Gurner Avenue, and a 400m frontage to a proposed road to be constructed along the eastern site boundary.

The secondary school site has 200m street frontage to Gurner Avenue, and an approximately 400m boundary to a proposed new road to be constructed on the western boundary ('West Avenue'), and will have a frontage to a proposed new road on the eastern boundary ('East Avenue').

As noted in Chapter 1.0, the subject site is located within the Austral Leppington Growth Centre, which proposes significant growth in terms of residential dwellings,

in addition to the provision of community facilities, a village centre, and public transport.

2.2 Proposed Development

Al-Faisal's long-term goal is to build a primary school (K-6) and secondary school (7-12) within the Liverpool LGA accommodating up to 5,460 students to meet the growing need for an educational institute which services its local community. The construction of the project will be staged with completion anticipated for 2037. The staged construction is planned alongside the staged increase to the school's population which is projected to realise full capacity by 2042. This capacity will be split between the primary and senior schools with enrolment projections of 420 students per year group, resulting in a primary school capacity of 2,940 students and a senior school capacity of 2,520 students.

The existing K-12 school is located on the northern side of Gurner Avenue at No.83-87 Gurner Avenue. Currently, the school caters for K-10, with the first year 12 class set to graduate in 2022. The proposed development includes alterations and additions to the existing school at Nos.83-87 Gurner Avenue and expansion of the school to amalgamate with the adjoining site, No.79 Gurner Avenue. Once complete, No.79 & 83-87 will contain the primary school, catering for K-6. On the southern side of Gurner Avenue the secondary school, catering for years 7-12, will be constructed at No.66 & 80 Gurner Avenue.

The proposed development will accommodate the following across the two schools:

- Primary Teaching and Learning;
- Secondary Teaching and Learning;
- Specialist technological and applied science (TAS) facilities;
- Library and Support facilities;

- Administration & Staff areas;
- Communal/multi-purpose spaces, lecture spaces;
- Amenities & sports fields;
- Underground and above ground car parking; and
- Drop off/pick up area & bus stops.

A central pathway through each school provides access to the buildings and outdoor recreation areas. Buildings are strategically placed throughout the site to provide staff and students with access to facilities and respond to the open space throughout the site. Services such as the reception and administration, library and canteen are positioned near the main school entrance. In the primary school, year groups are positioned together, while in the senior school, classrooms are positioned based on use, with specialist facilities located in the central building.

The proposed development will provide high quality educational and teaching space, catering for the growing population within the surrounding emerging community.

Details of the proposed development are included on the plans prepared by PMDL accompanying the application and illustrated on the images below.

Figure 2 – Proposed College Campuses

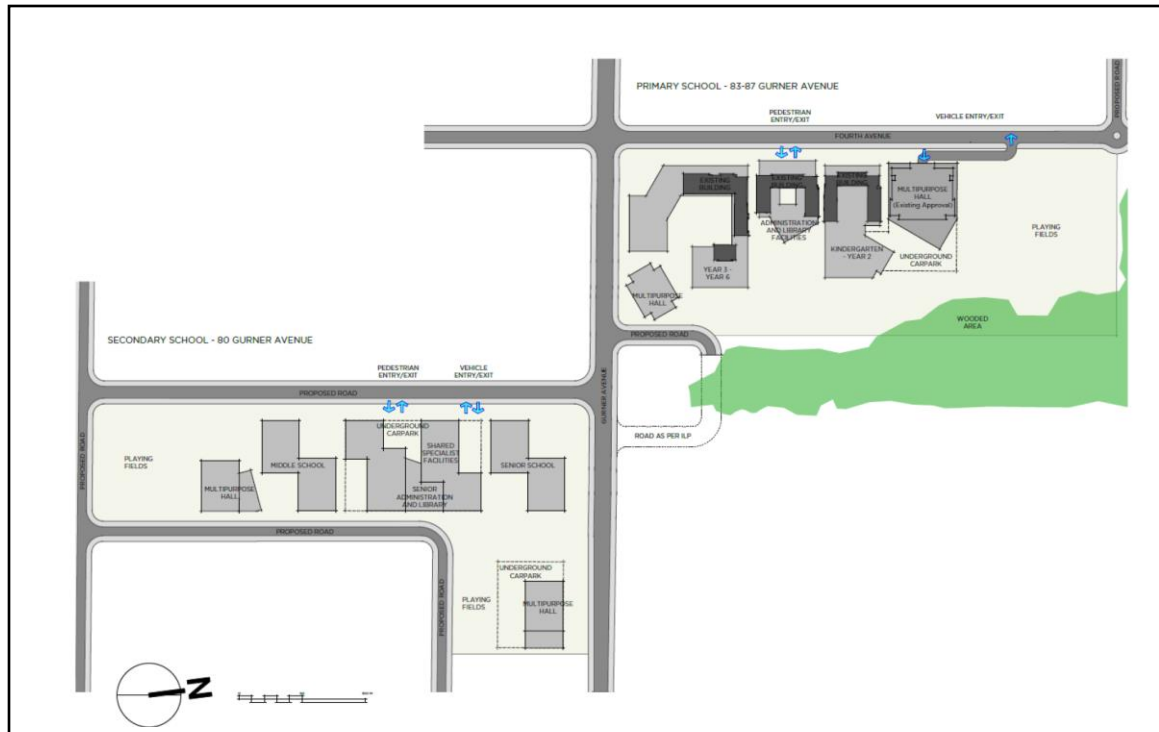


Figure 3: Proposed site plan – Primary School

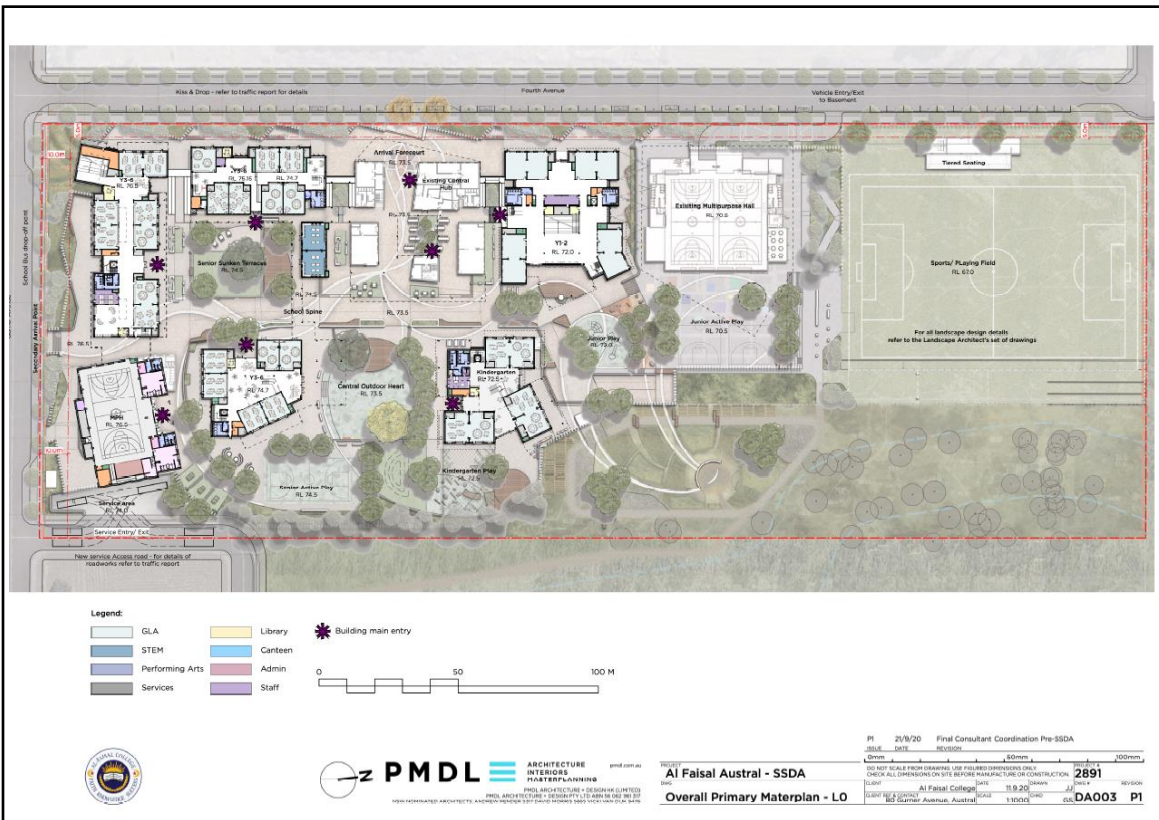
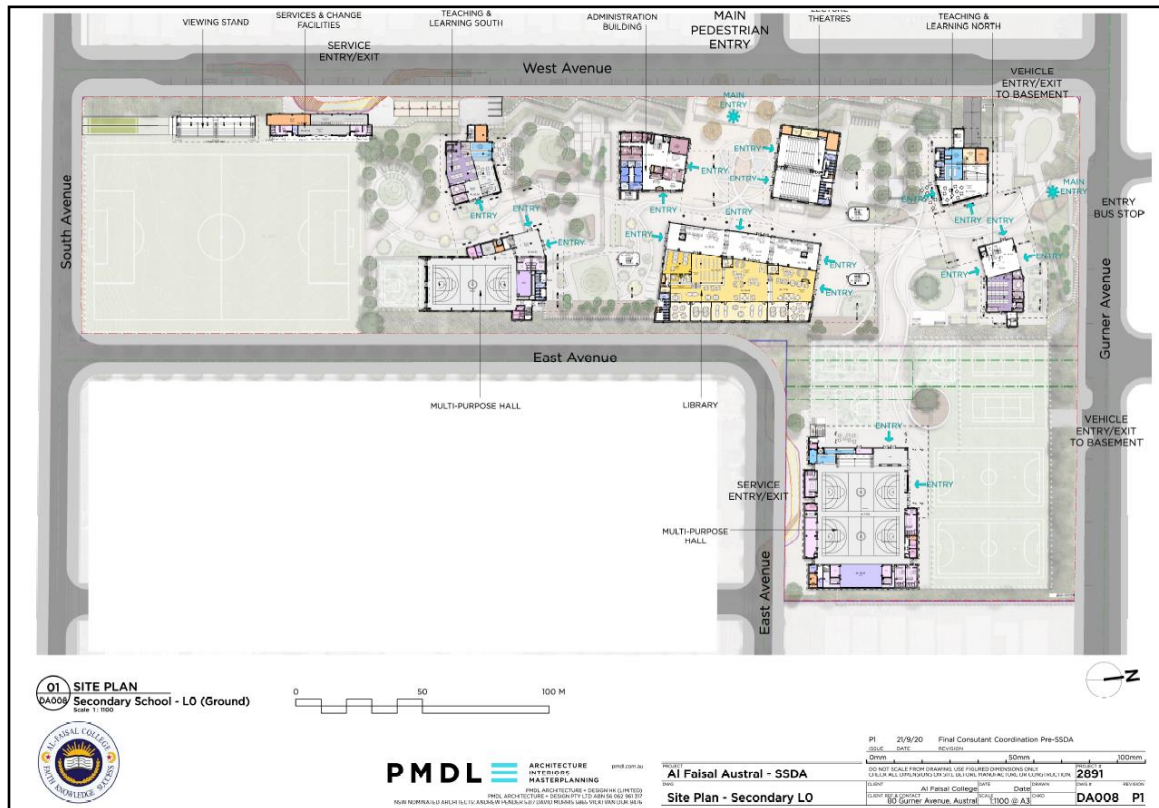


Figure 4: Proposed site plan – Secondary School

In general terms, the proposed development comprises a staged construction of the proposed school from Kindergarten to High School, with a potential maximum population of 5,460 students. Each component has the following characteristics:

The school campuses will generally operate within the existing hours as noted in Chapter 2.1. Staggered start times are proposed for both schools. The primary school will commence at 8.15am and 8.45am. The secondary school start times will be 8.30am and 9.00am.

Recess, lunch and school finish times will be staggered accordingly.

Occasional evening use up to 10.00pm may occur. It is understood that no outside organisations currently have arrangements to use the school facilities during evenings, or on weekends. No before or after school facilities are proposed.

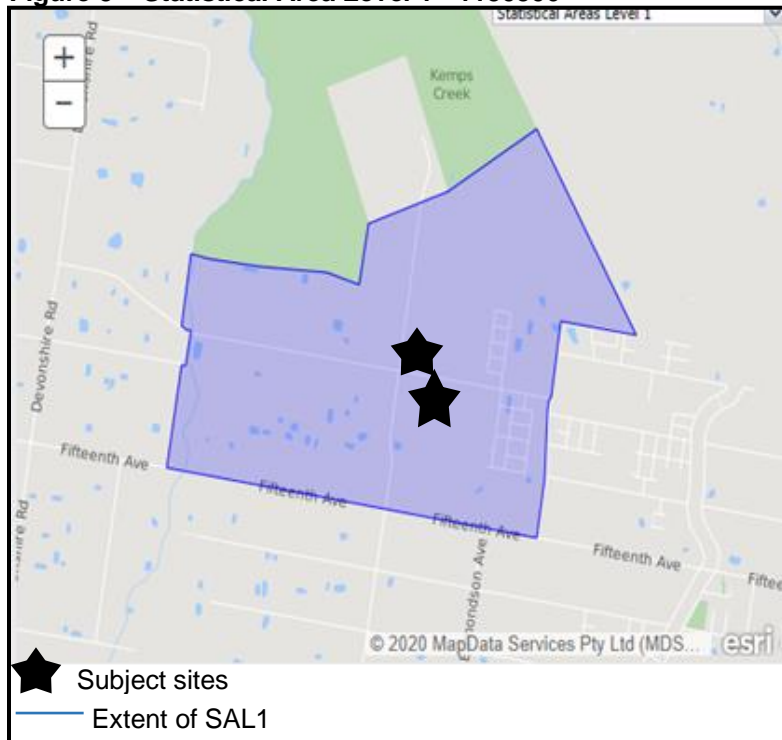
Extensive site landscaping is proposed, as illustrated on the plans accompanying the application.

3.0 SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS

The socio-economic and demographic characteristics of the Statistical Area Level 1 – 1150506 (SAL1) in which the subject site is located, the suburb of Austral, and the Liverpool LGA, compared to Greater Sydney and NSW is presented in the *Demographic Profile Table* included at Appendix A.

It is considered that while the suburb of Austral, and the Liverpool LGA will experience impacts as a result of the proposed school, the SAL1 is the area most likely to be affected by the proposed development. As noted in Chapter 2, the area immediately surrounding the subject site is currently undergoing major redevelopment, from semi-rural residential lots, to medium density residential developments and as such, it is anticipated that the socio-economic and demographic characteristics of the area are likely to change significantly in terms of population size and characteristics, in line with the Liverpool Growth Centre Precinct.

The extent of the SAL1 is identified on the figure below, and extends north to Kemps Creek Nature Reserve, to Fifteenth Avenue to the South, and to Craik Avenue in the east.

Figure 5 – Statistical Area Level 1 - 1150506

The current socio-economic and demographic profile reveals:

- an overrepresentation of people who identify as Aboriginal and/or Torres Strait Islander in the SAL1 (3.0%), compared to the suburb of Austral (1.4%), the Liverpool LGA (1.4%) and Greater Sydney (1.4%) but similar to that in NSW generally (2.8%);
- fewer residents who were born overseas in a non-English speaking country in the suburb of Austral (25.3%) compared to the Liverpool LGA (37.7%) and Greater Sydney (30.5%), but more than in NSW (22.0%). Data for this characteristic not available at the SAL1 level;
- a greater proportion of the population of the who speak a language other than English at home in the SAL1 (51.7%) and in the Liverpool LGA (51.9%) compared to the suburb of Austral (37.1%), Greater Sydney (35.8%) and NSW (25.1%);
- a greater proportion of residents require assistance to carry out everyday tasks in the suburb of Austral (10.0%) compared to the Liverpool LGA (6.2%),

Greater Sydney (4.9%) and NSW (5.3%). Data for this characteristic not available at the SAL1 level;

- children aged between 5-14 years represented 12.8% of the population of the SAL1, compared to 12.2% of the population of the suburb of Austral, 15.0% of the population of the Liverpool LGA, 12.2% of the population of Greater Sydney, and 12.3% of the population of NSW;
- a generally older population with the median age of residents of the SAL1 being 44, and in the suburb of Austral 43, compared to the Liverpool LGA (33), Greater Sydney (36) and NSW (38);
- fewer residents are unemployed in the SAL1 (2.0%), and in the suburb of Austral (4.5%) compared to the Liverpool LGA (7.5%), Greater Sydney (6.0%) and NSW (6.3%);
- residents of the SAL1 have a greater median weekly household income (\$1481) compared to the suburb of Austral (\$1353) but lower than that in the Liverpool LGA (\$1550, Greater Sydney (\$1750) and NSW (\$1486);
- the majority of residents are married in the SAL1 (51.8%), the same rate to that in Liverpool LGA (51.8%), but greater than in the suburb of Austral (48.6%), Greater Sydney (49.3%) and NSW (48.6%);
- couple families with dependent children represented the largest proportion of families in the SAL1 (50.6%), in the suburb of Austral (50.6%) and in the Liverpool LGA (55.4%), compared to Greater Sydney (40.1%) and NSW (37.0%);
- an underrepresentation of one parent families in the SAL1 (13.6%) compared to the suburb of Austral (17.7%) and the Liverpool LGA (18.2%), but a greater proportion compared to Greater Sydney (9.1%), and NSW (9.9%);
- more households in the SAL1 have 3 vehicles (37.2%), compared to the suburb of Austral (18.0%); the Liverpool LGA (14.4%), Greater Sydney (10.1%), and NSW (10.8%);
- there were no units in the SAL1 at the time of the 2016 Census and all dwellings were separate houses (100%), compared to the suburb of Austral where

separate houses represent 86.3% of all houses and 71,9% in the Liverpool LGA compared to Greater Sydney (52.5%) and NSW (59.8%);

- higher rates of homes being fully owned in the SAL1 (62.0%), compared to the suburb of Austral (43.2%), the Liverpool LGA (24.0%), Greater Sydney (29.1%) and NSW (32.2%);
- lower rates of the population of the SAL1 renting accommodation (21.5%), compared to the suburb of Austral (30.6%), the Liverpool LGA (24.9%), Greater Sydney (29.9%) and NSW (27.7%);
- the majority of residents of the SAL1 (19.7%%) work in management positions, which is a greater proportion than in the suburb of Austral (15.5%), the Liverpool LGA 9.95), Greater Sydney (13.7%) and NSW (13.5%);
- the majority of residents of the SAL1 (63.8%) travelled to work as the driver of the car, which is in line with residents of the suburb of Austral (59.4%), the Liverpool LGA (65.0%), Greater Sydney (52.6%) and NSW (57.7%).

As can be observed, the existing residents of the SAL1 are slightly older than those in other parts of the suburb, on slightly lower incomes, more likely to be families with dependent children, or couple families with no dependent children, and own their own home.

The socio-economic and demographic characteristics of the SAL1 are likely to be significantly altered as a result of the large number of sites being consolidated and redeveloped as low and medium density residential developments as part of the Liverpool Growth Centres in line with the planned future character of the area. The proposed development is only likely to impact on existing residents in the early stages of the development.

Population Projections

As part of the *Sydney Regional Growth Area*, the population of the suburb of Austral is expected to significantly increase.

The anticipated growth in the area is driving the redevelopment of the semi-rural land in Austral, around the subject site on Gurner Avenue, Devonshire Road and surrounding streets.

Forecast ID predicts that the population of Austral will increase over 1000% (1028.27%) between 2020 – 2041 (Figure 6) in line with forecast residential development in the suburb (Figure 7).

Figure 6: Population projections and households – Austral suburb

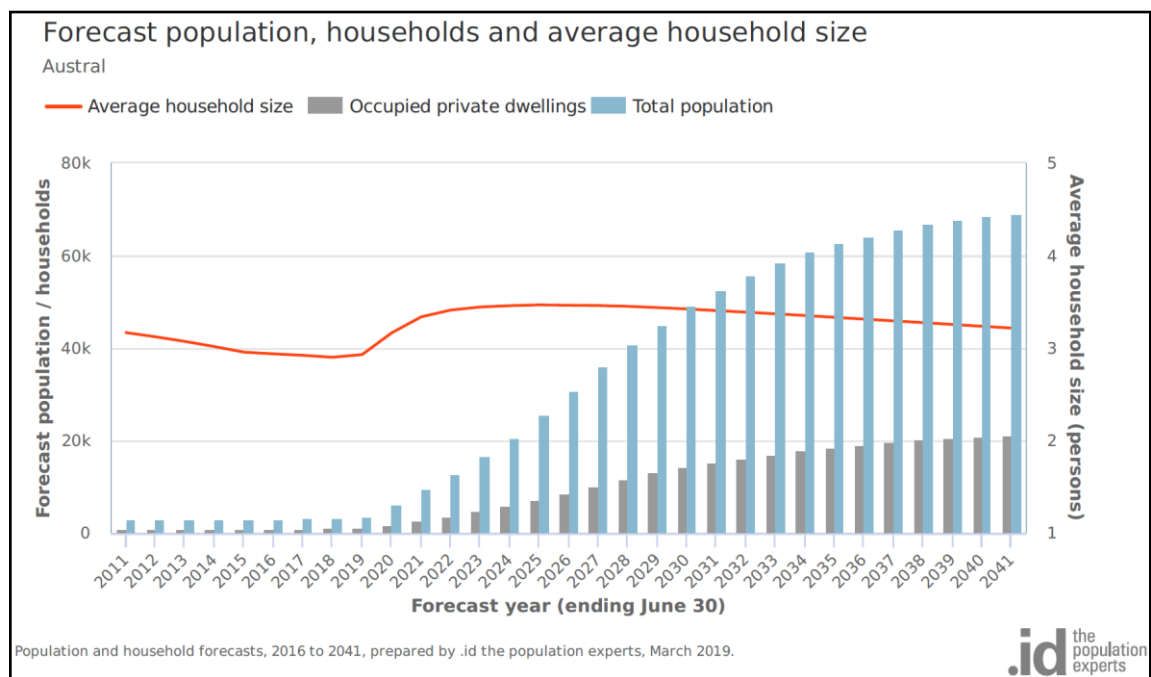
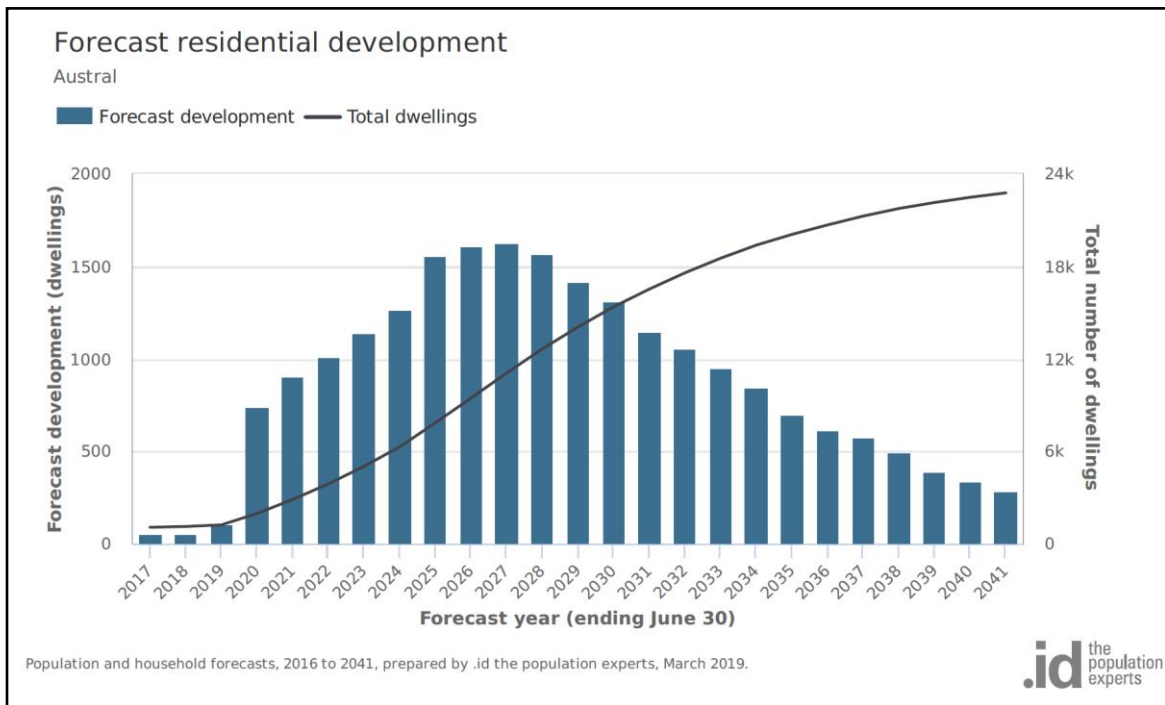


Figure 7: Forecast residential development – Austral

The proposed development, including the separation of the primary and secondary schools, will provide education and other community services for the emerging and future population of the area.

4.0 COMMUNITY CONSULTATION

As required under the SEARs, community consultation was undertaken by Australian Public Affairs, who's *Consultation Report* accompanies the DA. That report noted the following consultation objectives:

- *Identify, target and inform stakeholders of the project and provide useful, relevant and timely information.*
- *Create general community awareness and understanding for the project.*
- *Create opportunities for stakeholder engagement through multiple channels and at appropriate decision points of the project to obtain inputs and satisfy all statutory and regulatory community consultation requirements.*
- *Build positive relationships with stakeholders to obtain timely and meaningful input into the project and leave a legacy of goodwill.*

The activities undertaken to inform the community and to meet the consultation objectives included:

- Letterbox drop to surrounding residents on 20 March 2020
- Phone calls and follow up emails to stakeholders to meet and discuss the project.
- Two advertisements in the Liverpool City Champion on Wednesday 25th March and Wednesday 1st of April, 2020.
- Media release sent to Liverpool City Champion on 20th March, 2020, resulting in media coverage on 27th March, 2020 in that publication.

In addition to the above, information about the proposed development was made available on the Al-Faisal website.

At the conclusion of the consultation process, two submissions had been received:

- School Infrastructure, NSW Department of Education

- Liverpool City Council.

The *Consultation Report* notes that both submissions acknowledged the master plan and provided in principle support and interest but did not feel it was necessary to receive a more in-depth briefing.

The *Consultation Report* concludes:

This Consultation Report provides a detailed account of the community consultation and stakeholder engagement activities undertaken prior to lodgement of the Al-Faisal College: Liverpool Master Plan State Significant Development Application.

In accordance with the anticipated specifications of the SEARs and industry best practice, Australian Public Affairs prepared and implemented a consultation program that provided all interested stakeholders and community members opportunities to participate in the preparation of the Master Plan and provide important feedback at key milestones.

Al-Faisal College will continue to work closely with key stakeholders prior to the lodgement of the Environmental Impact Statement and around its public exhibition period later in the year.

5.0 SOCIAL IMPACT ASSESSMENT

Social impacts refer to the social or community consequences of a proposed development. Social Impact Assessments typically involve processes of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of developments, and consideration of any social change processes generated by developments.

To inform a SIA, consideration is made of the existing socio-economic and demographic characteristics of the area in which a proposed development is situated; identification of the likely changes to that population brought about by the proposed development; whether the potential impacts of a proposed development are likely to be short or long term; and whether a development is likely to generate unreasonable or unexpected social impacts in the local community, when balanced against the potentially positive social impacts generated.

The *Secretary's Environmental Assessment Requirements* (SEARs) issued in regards to the proposed development noted Key Issue number 11, a Social Impact Assessment (SIA) is required to accompany the EIS, as follows:

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

If the intent of the comment in the SEARS is for there to be some consideration of the social consequences of the distribution of students across two sites, then this process will be staged to minimise the impacts and to spread the 'decanting' of student numbers across the two sites over a period of time.

The proposed College development will not generate any significant, long term social consequences outside of the College grounds.

The only short term, potential impacts that may be experienced outside of the College itself relate to noise and disturbance from construction work, and increased truck movements on local streets. These are typically issues that can be controlled through conditions of consent, and construction management.

In addition to the specific issue raised in the SEARs, the social impact potential of the proposed alterations to the existing campus, and proposed new Senior Campus of Al-Faisal College Liverpool is assessed against the following criteria:

5.1 Population Change

The proposed development is unlikely to generate any significant changes to the resident population of the suburb of Austral, particularly in the context of the new low and medium density residential developments currently being constructed in the area.

The proposed development does not increase the resident population of the suburb of Austral but will result in a minor reduction in the population with the removal of the dwellings at 66 & 79 Gurner Avenue.

The proposed school will also increase population of the suburb of Austral during school hours. However, this increase is temporary and is unlikely to generate any discernible or long-term social impacts in terms of the local population.

5.2 Housing

The proposed development results in a loss of one dwelling at 79 Gurner Avenue, and the loss of two dwellings on the site at 66 Gurner Avenue. This minor loss of housing is offset by the provision a dedicated primary school campus on the site to support the education needs of the future population of the area.

In addition, in the context of the large-scale low and medium density residential developments currently under construction in close proximity to the subject site

and the change in zoning in the area, means that the loss of three dwelling results in no discernible impacts in terms of housing availability.

5.3 Access and Mobility

Accessibility in and around the sites has been considered in the design of the proposed school. A *DA Access Report* prepared by Vista Access Architects accompanies the application, detailing the compliance of the proposed school with relevant legislation and codes for access. That report includes recommendations to ensure that the proposed school complies with the relevant requirements, and notes:

The assessment of the proposed development has been undertaken to the extent necessary to issue and approval for an SSDA (State Significant Development Application) consent under the Environmental Planning and Assessment Act. The proposal demonstrated that compliance can be achieved with the spatial requirements to provide access for people with a disability and it is assumed that assessment of the detailed requirements such as:

- *Accessible paths of travel from the property boundary to and within the development; and*
- *The interconnection between buildings*
- *Accessible car parking*
- *Internal layout of buildings*

Will occur at the CC for each stage of the development as proposed.

By compliance with the recommendation in this report, the development demonstrates that compliance can be achieved on both of the sites with the requirements of Access Code of Disability (Access to Premises-Building) Standards 2010 and the Disability Access relevant sections of the Building Code of Australia 2019.

5.4 Community Recreation, Facilities and Services

The proposed development does not remove any community or recreation facilities or services from the area.

The proposed school campuses represent a community facility and service through the provision of education services for the future population of the area. The school will provide opportunities for recreation for students on site, including, a multi-purpose hall, sporting courts and playgrounds.

On balance, the proposed development represents a positive social impact in terms of the provision of education, spiritual, recreation and community facilities for the community.

5.4 Cultural Values and Beliefs

There is nothing about the proposed school that is likely to generate any negative impacts on cultural values or beliefs.

The proposed development represents an expansion on the existing school use on the site at 83-87 Gurner Avenue.

5.5 Community Identity and Connectedness

Schools form part of a community's identity and as such, the proposed school will contribute to the emerging and future identity of the suburb of Austral.

Given the use of the site at 83-87 Gurner Avenue as the campus for Al-Faisal College since 2015, the proposed development is unlikely to result in significant changes to the identity of the community as it represents an expansion of an existing use.

In addition, the suburb of Austral is undergoing significant changes as a result of changes to zonings in the area permitting low and medium density housing from traditionally semi-rural uses, and as such, the identity of the area is undergoing transformation.

There is nothing about the proposed development that is likely to generate negative impacts in terms of community connectedness. Like many schools, the proposed school will provide a focal point for the area and will contribute to community connectedness through the development and growth of the school community, and through the provision of facilities that community and sporting groups can utilise outside of regular school hours.

5.6 Health and Wellbeing

The proposed school campuses include areas for recreation for students on the site, therefore contributing to the health and wellbeing of students.

The proposed school may generate a positive impact in the local community in terms of attracting more families to the area who may wish to live close to the school. This potential increase in population would benefit the local community in terms of providing support to local businesses and attracting improved provision of services.

The proposed development does not generate any negative impacts in terms of the health and wellbeing of the community.

5.7 Crime and Safety

The detailed design for the proposed school will consider the principles of Crime Prevention Through Environmental Design (CPTED) and include lighting of entrances, paths and car parking areas, minimising the number of areas where people could hide, security fencing, and territorial reinforcement in the form of distinct and secure fencing and signage.

CPTED principles have been specifically addressed in the *Environmental Impact Statement* (EIS) prepared by Planning Ingenuity, accompanying the application, and summarised in the following:

Surveillance

- *Technical surveillance measures include the use of CCTV coverage which will be utilised throughout the site in external areas, public corridors and lobbies, general learning areas and the multi-purpose halls. All CCTV will be IP based and externally monitored.*
- *Formal surveillance measures include the use of 24 hour security guards at the school grounds. Security guards are utilised at the existing K-12 school and will continue to be used at the proposed schools to manage access to site and surveillance of site both during school hours and after hours. The presence of security guards at the school grounds will both discourage criminals from committing crime due to increased risk and also assist in the management of crime if an incident occurs.*
- *Internal and external lighting will be provided throughout the site to assist with natural surveillance. External lighting will be designed to AS 1158 to ensure that appropriate lighting levels are achieved to provide a secure and safe environment in low light times.*

Access control

- *Fencing is proposed around each school to provide a physical barrier between public and private space, controlling access to the site. This is a standard access control measure taken by schools. The fencing will be predominantly palisade fencing which will ensure there is a visual connection between the school grounds and public space, while continuing to restrict access.*
- *Entry points to the site are clearly defined through the combined use of fencing, pathways, signage, paving, and the ribbon motif which accentuates the site entrance.*

- *Where pedestrian access is provided to the site that could also accommodate vehicle access, bollards are proposed to be installed which will block vehicle entry.*

Territorial reinforcement

- *Effective site signage will be installed at all entrances to provide guidance to visitors to the site.*
- *Site features including landscaping, outdoor passive and active recreation facilities and the ribbon which consciously guides movement through site help will build a sense of pride and ownership over the site for staff and students, making it known that it is a place which is owned and cared for.*
- *Staff, students and parents/guardians will be aware of the school pick up and drop off procedure and management of the kiss and ride areas.*

Space management

- *Waste storage measures include the regular emptying of garbage bins and waste storage receptacles to prevent overflowing of rubbish.*
- *Construction waste should be stored and removed, as per the Construction management Plan and not stored on site for extended periods.*
- *Graffiti will be removed as quickly as possible to minimise potential for cumulative graffiti and vandalism actions.*
- *Toilet facilities will be regularly maintained and kept clean at all times.*
- *General maintenance work and repairs will be carried out as soon as possible. This includes ensuring the site is kept clean and tidy at all times, clearing all building perimeters including fences of rubbish and potential climbing aids, repairs to lighting following any lighting failure or damage and maintaining well-built adequately secured boundary gates and fences.*

Crime data for the suburb of Austral and the Liverpool LGA compared to NSW, compiled by the NSW Bureau of Crime Statistics (BOCSAR) and mapped using their *Crime Mapping Tool* provides the following in terms of existing crime rates:

	Austral suburb (rate per 100,000 population)	Liverpool LGA (rate per 100,000 population)	NSW (rate per 100,000 population)
Assault	763.8 (lowest density)	790.0 (medium density)	823.8
Domestic related assault	318.3 (lowest density)	408.4 (medium density)	393.8
Non-Domestic related assault	445.6 (lowest density)	347.1 (medium density)	398.7
Assault Police	0.0 (lowest density)	34.2 (medium density)	31.2
Homicide	0.0 (lowest density)	2.2 (medium density)	1.4
Robbery	0.0 (lowest density)	44.3 (highest density)	31.0
Sexual Offences	127.3 (lowest density)	151.4 (medium density)	181.5
Theft	4073.8 (lowest density)	2954.7 (second highest density)	2800.9
Malicious damage to property	286.4 (lowest density)	606.8 (medium density)	701.8

NSW Bureau of Crime Statistics and Research (www.bocsar.nsw.gov.au) April 2019 – March 2020

(accessed July 2020)

As can be observed, the suburb of Austral has low rates and low densities of all crimes. No 'hotspots' for any crimes were identified in the suburb of Austral. There is nothing about the proposed development that is likely to result in any increase in crime rates in the suburb of Austral in the Liverpool LGA.

5.8 Local Economy and Employment

The proposed school will provide employment opportunities through the fit out of the school, and its operation. The school will employ approximately 392 teachers, management and support staff, with a teaching staff of 327, and a total of 65 non-teaching staff across the two campuses.

5.9 Amenity

To the extent that amenity can be addressed in social impact terms, the operation of the school, and the increase in population and activity on the site has the potential to result in some secondary impacts in terms of:

5.9.1 Traffic and Parking

A separate *Traffic Impact Assessment* Report prepared by Traffix accompanies the application. The *Assessment* considers the traffic and parking implications of the proposed development, across the different stages of construction, and in the potential impacts on local traffic in the context of the new residential developments in the area.

That *Assessment* concludes:

In summary:

- *The State Significant Development (SSD) application to which this report relates, seeks approval for the expansion of an education establishment located at 83-87 Gurner Avenue and the construction of a secondary school at 80 Gurner Avenue Austral. The applicant Al Faisal College, seeks approval to expand an existing school to operate as a primary school with a capacity for 2940 students and 182 staff and construct and operate a secondary school with a capacity for 2520 students and 210 staff. The school will be constructed progressively over a 20 year period, with the maximum student and staff numbers reached in the year 2042.*
- *The assessment replies upon prior strategic studies undertaken by Government, which has provided the context for this assessment. The Austral and Leppington North Precinct Plan – Post Exhibition Planning Report 2012 outlines the strategic transport planning for the surrounding area. Specifically, the Post-Exhibition Traffic report (Addendum) 2012 outlines the proposed road hierarchy and intersection upgrades.*

- *TfNSW has requested that the assessment consider AM peak conditions in 2020, 2026 and 2036 and this has been undertaken. Each of these years has been examined under 'Base Case' (without development); and Future (with development) scenarios; in order to compare the relevant impact of these two schools under future conditions as will occur in any event, absent the school. The assessment has determined expected modal splits for each scenario, as well as vehicle occupancies and trip distributions.*
- *At full development (in 20+ years) the proposed primary school has been assessed to generate a demand for 182 staff spaces under the Liverpool Growth Centres Precincts Development Control Plan (DCP) 2016. The proposed provision of 205 parking spaces meets this minimum requirement. The secondary school generates a demand for 210 staff parking spaces, 25 spaces for students and 84 spaces for year 12 students. The provision of 379 spaces meet the minimum requirement of the DCP and is considered acceptable. The DCP also states that pick-up and drop-off zones be assessed based on forecast demand. This assessment is discussed in greater detail within Section 5.*
- *Based on the assumed travel modes (based on similar education development located within close proximity of the school) it is estimated that at full development, the proposed schools will generate:*
 - *Primary school*
 - *1621 veh/hr during the student drop-off peak hour (884 in, 738 out)*
 - *Secondary School*
 - *1478 veh/hr during the student drop-off peak (823 in, 655 out)*
- *These volumes will not be reached until full capacity in 20 years. The assessment is conservative as it is based on Pre Covid traffic volumes, with the extrapolation of these volumes based on projected growth as established from strategic Government reports. It is however that the existing conditions based on Covid 19 conditions would be extrapolated from a lower traffic base,*

while behaviour changes arising from Covid 19 in the long term have not been considered.

- The current traffic volumes generated by the school are readily accommodated by the existing road system. By 2026 a number of intersection upgrades are expected to be provided which will accommodate the background traffic and the additional development volumes. BY 2036 most intersections will have been upgraded and although the intersections have significant delays the increase due to the additional school traffic is minimal at most intersections. tHere fore, most intersections can accommodate the additional school traffic. A notable exception is the intersection of Cowpasture Road, Fifteenth Avenue and Hoxton Park Road which will not be able to accommodate even the growth in background traffic, absent the school development. Upgrades will likely be required to this intersection to accommodate the background growth and the further traffic loads imposed by the school are considered marginal.*
- The school has adopted a managed approach to spread all travel demand. This involves two school start times at each school, separated by 30 minutes. This dilutes traffic impacts, as well as enabling all kerbside activity (cars, mini buses, charter buses) to be managed effectively*
- The design of accesses and parking areas have been appropriately located and have been assessed to comply with AS2890.1 (2004), AS2890.2 (2002) and AS2890.6 (2009).*
- The requirements of Item 8: Traffic and Accessibility of the SEARS have been responded to individually in Section 9.1.*
- The application is supported by a DRAFT Green Travel Plan which anticipates an appropriate condition of consent.*
- The limitations of the ability of a single development (applicant) to address cumulative development growth scenarios that will arise in 16 years time needs to be acknowledged. In this context, this report is expected to provide a valuable input to TfNSW in undertaking its ongoing strategic transport planning role, consistent with its charter.*

This Traffic and Transport Assessment therefore demonstrates that the subject application is supportable on transport planning grounds. TRAFFIX anticipates ongoing involvement during the development approval process.

5.9.2 Noise

It is reasonable to assume that there will be some noise emissions from the proposed school, largely limited to hours of operation when there will be children and young people on the site. These emissions represent potential social impacts for future residents of the properties immediately surrounding the subject site.

A *SSDA Noise and Vibration Assessment* prepared by Wilkinson & Murray and Air accompanies the application. That *Assessment* includes recommendations on how to minimise noise emissions from the proposed school (including associated with construction and operation) and noise intrusions into the proposed school.

That *Assessment* provides the following comments and conclusions:

An assessment of the noise and vibration impacts associated with the alterations and additions to the existing Al Faisal College (K-10) at 83-87 Gurner Avenue, Austral for use as a primary school and the construction of a new secondary campus at 66-80 Gurner Avenue, Austral has been conducted. The two campuses have been designed to accommodate a combined maximum enrolment of 5460 students. This assessment has been carried out in accordance with NSW regulatory requirements and this report forms part of the EIS submission to the NSW Department of Planning, Industry and Environment.

Construction Noise and Vibration

No detailed construction plan or schedule is available at this staging of the project, therefore prediction of construction noise levels has been based upon the assumed typical staging of the project and should be regarded as indicative. A variety of representative construction work scenarios have been considered with

an overall sound power level adopted for each based upon the likely plant operating throughout. Predictions for surrounding residential receivers have been carried out based upon the sound power levels of typical construction plan and assuming the concurrent operation of all plant at typical (and generally worst-case) locations.

The NMLs at nearby residential receivers can be expected to be exceeded, at time significantly, mainly during periods of intensive high noise level works associated with site preparation, excavation and earthworks and to a lesser extent during building construction involving bored piling, concrete pours and the like and during general construction works (façade and fitout).

Throughout the noisier work periods adoption of reasonable and feasible noise management and mitigation will be required to minimise impact at residences.

A Construction Noise Management Plan, to be implemented by the Contractor, should be prepared. This plan should clearly identify the strategies to be put in place to minimise potentially adverse noise impacts upon the surrounding community.

Vibration impacts are unlikely given the distances between surrounding receivers and plan exceed those recommended for safe work in terms of structural damage.

Operational Noise

The predominant sources of potential operational noise were identified as the multi-purpose halls, performing arts and technology workshops, outdoor PE-type classes and future mechanical plant. The noise level emissions from assumed worst-case operational scenarios of the future potentially noise-generating spaces have been predicted to the nearest surrounding residential receivers.

The results of modelling of “continuous” operational noise sources were compared with design goals for environmental noise, determined in accordance with State Government guidelines. All relevant criteria can be achieved by the development. Detailed mechanical plant selection will take place during the detailed design phase. Acceptable noise levels due to plant operation are likely to be achieved given the distance between plan locations and receivers. Further assessment should be carried out when detailed mechanical services design and plant selection becomes available.

Noise from outdoor activities on the existing and future outdoor sports fields and recreational spaces are expected to generally achieve a L_{A90} background + 10dBA emission benchmark. Operation of outdoor areas should be managed to minimise noise emissions to nearby residences by measures such as restricting use prior to 7.00am and limiting the use of whistles and PA system (where feasible).

Road Traffic Noise

Staggered start times are proposed for both schools to assist traffic distribution. The primary school will commence at 8.15am and 8.45am. The secondary school start times will be 8.30am and 9.00am. Each school will have two separate 30-minute periods which overlap.

From the predications of road traffic generated by the primary school campus will generally achieve the RNP design limit for local roads at residential receivers along traffic routes. Exceedances of the RNP 55dBA $L_{Aeq, 1hr}$ design limit for local roads are predicted at residences along Gurner Avenue.

Gurner Avenue has been identified as a future collector road and as such, the RNP design limit of 60dBA ($L_{Aeq, 15hr}$) is considered acceptable. Project-generated road traffic noise would achieve this design limit for all future scenarios on Gurner Road.

Similar exceedance of the RNP 55dBA $L_{Aeq,1hr}$ design limit for local roads are predicted at residences along Edmondson Avenue. Edmondson Avenue has been identified as a future transit boulevard and as such, the RNP design limit of 60dBA ($L_{Aeq,15hr}$) is considered applicable. Project-generated road traffic noise would achieve this design limit for all future scenarios.

Road traffic flows generated by the progressive development of the secondary school achieve the RNP recommended design limit of 55dBA $L_{Aeq,1hr}$ at the majority of residential receivers. A marginal (3dBA) exceedance is predicted on Gurner Avenue and Edmonson Avenue for the 30-minute 2036 overlap scenario. Given the future upgrade of these roads to collector and transit boulevard, respectively, the RNP design limit of 60dBA ($L_{Aeq,15hr}$) is considered applicable. All future traffic flow scenarios would achieve this design limit.

Given the limited periods throughout the day over which road traffic noise is generated by the future school campus developments, and the times at which this traffic noise occurs, adverse impact upon the normal daily activities of residential receivers is considered unlikely.

5.9.3 Littering/Vandalism/Anti-social Behaviour

School premises are not typically associated with littering, vandalism or anti-social behaviour. In this instance, where the proposed development relates to a school located in a predominantly residential area, and with security systems in place further reduces the potential for any anti-social behaviour or vandalism.

Students at the school will be required to comply with the *Student Code of Conduct* which includes treating the buildings, grounds and surrounding areas with respect.

Waste management procedures will be put in place when the school is operational to address the waste removal and recycling needs of the proposed School.

5.10 Provision and supply of education infrastructure

The SEARs report noted that the SIA should “...*identify the impact of the proposed on the provision and supply of other education infrastructure in the region*”.

The suburb of Austral, and surrounding suburbs have a good supply of education establishments, comprising a mix of public schools, and other, largely faith based education establishments, both existing and proposed, including:

- St Anthony of Padua Catholic School, 140 Eleventh Avenue, Austral;
- Austral Public School, 219 Edmondson Avenue, Austral;
- Unity Grammar, 70 Forth Street, Austral;
- Bellfield College, 29-31 Rossmore Avenue West, Rossmore;
- Leppington Public School, 144 Rickard Road, Leppington;
- Clancy Catholic College, 201 Carmichael Drive, West Hoxton;
- Kemps Creek Public School, 100 Cross St, Kemps Creek;
- Hoxton Park Public School, 99 Pacific Palms Circuit, Hoxton Park;
- Rossmore Public School, Bringelly Road, Rossmore;
- Holy Spirit Catholic Primary School, 25 Main Street, Hoxton Park;
- Greenway Park Public School, Wyattville Drive, Carnes Hill;
- Middleton Grange Public School, 50 Hall Circuit, Hinchinbrook; and
- Proposed ‘New Arrahman College’ – a proposed new primary and secondary school at 95-105 Seventeenth Avenue, Austral (approximately 1.2km walking distance from the subject site).

As the proposed development essentially relates to the expansion of an existing school, that already provides primary and senior education, the proposed development is unlikely to result in any material impacts in terms of the provision or supply of other education infrastructure. The proposed development increases the capacity of the existing school to accommodate an increased volume of students at both primary and secondary level.

Given the growth envisaged for the area, there will be a need for education establishments to support the education needs of the growing population. The proposed development will, in part, satisfy that growing need.

5.11 Public interest benefits

The proposed school provides a number of public interest benefits, including:

- provision of a modern education facility for the existing and future population, not just in the suburb of Austral, but in the wider LGA able to cater for children for their whole school journey;
- opportunity for other community groups to use the multi-purpose halls and other spaces at night and on weekends (subject to separate agreements with the school);
- the provision of employment opportunities in the construction and operation of the proposed school;
- improvements to the existing site, and the presentation of the site to the street including extensive landscaping.

6.0 MITIGATION AND ENHANCEMENT MEASURES

The proposed school is unlikely to generate any negative social impacts that require mitigation. While it is acknowledged that the proposed development represents a significant intensification of use of the site at 80 Gurner Avenue, that intensification of use is not out of character with the existing and future character of the area.

Any impacts generated by the intensification of use of the site are likely to be associated with noise and traffic, which have been separately addressed in reports accompanying the application (including Acoustics and Traffic and Parking), and which include recommendations designed to minimise noise and traffic impacts, including:

- limits on construction times and deliveries;
- staged development and planned incremental growth over 20+ years;
- staggered start and finish times for both the primary and secondary schools
- limits on hours outdoor areas are used, and limits on the use of PA systems and whistles;
- acoustic treatments;
- landscaping;

Negative short-term impacts that may be generated are likely to arise with the construction and fitout of the school buildings and site upgrades, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

The potential positive social impacts generated by the proposed school will only be realised if consent for the application is granted.

7.0 CONCLUSION

The proposed expansion of Al-Faisal College Liverpool to accommodate separate primary and secondary campuses has been assessed in social impact terms in this report

The proposed development is unlikely to generate any long term negative social impacts. Short term negative impacts are likely to be associated with excavation and construction of the school, however these impacts are unlikely to be noticeable in the context of the construction works currently under way on Gurner Avenue and other local streets in line with the Austral and Leppington Growth Centre, can be controlled through conditions of development consent.

The decanting activities generated by the distribution of students across two campuses are minor, and are unlikely to generate any discernible impacts.

The proposed school campuses will satisfy the need for essential infrastructure in the form of a primary and secondary school in an area where there is an increasing demand for infrastructure in line with the envisaged growth.

The proposed school is unlikely to generate any material adverse social implications for the surrounding area and given the lack of feedback from the local community during the consultation process, it is reasonable to assume that the proposed school is generally supported by the local community. As such, there are no reasons from a Social Impact perspective, to refuse the application.

APPENDIX A

SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS

Demographic Profile Table

Demographic Characteristic	SAL1 -1150506	Austral Suburb	Liverpool LGA	Greater Sydney	NSW
Total Persons	296	3024	204 326	4 823 991	7 480 228
ATSI	9 (3.0%)	45 (1.4%)	3012 (1.4%)	70 135 (1.4%)	216 176 (2.8%)
NESB Persons				1 474 715 (30.5%)	1 646 057 (22.0%)
(i) No. born overseas in non-English speaking country.	Not available	777 (25.7%)	77 034 (37.7%)		
(ii) No. speaking lang. other than English at home	45 (51.7%)	1123 (37.1%)	106 090 (51.9%)	1 727 574 (35.8%)	1 882 015 (25.1%)
In need of assistance	Not available	305 (37.1%)	12 759 (6.2%)	236 139 (4.9%)	402 048 (5.3%)
Age range:					
0-4 years	7 (2.4%)	131 (4.3%)	15,611 (7.6%)	310,173 (6.4%)	465,135 (6.2%)
5-14 years	38 (12.8%)	370 (12.2%)	30,691 (15.0%)	590,126 (12.2%)	921,195 (12.3%)
15-19 years	24 (8.1%)	202 (6.6%)	14,886 (7.3%)	288,362 (5.9%)	448,425 (5.9%)
20-24 years	22 (7.4%)	241 (7.9%)	14,554 (7.1%)	340,737 (7.0%)	489,673 (6.5%)
25-34 years	20 (6.7%)	288 (9.5%)	29,760 (14.5%)	774,405 (16.0%)	1,067,524 (14.2%)
35-44 years	42 (14.2%)	336 (11.1%)	29,691 (14.5%)	696,037 (14.4%)	1,002,886 (13.4%)
45-54 years	47 (15.8%)	433 (14.3%)	27,132 (13.2%)	627,580 (13.0%)	977,984 (13.0%)
55-64 years	40 (13.4%)	325 (10.7%)	20,680 (10.1%)	524,011 (10.8%)	889,763 (11.9%)
65-74 years	30 (10.1%)	326 (10.7%)	12,609 (6.1%)	372,488 (7.7%)	677,020 (9.0%)
75-84 years	24 (8.1%)	214 (7.0%)	6,433 (3.1%)	204,051 (4.2%)	373,115 (4.9%)
85 years and over	3 (1.5%)	162 (5.3%)	2,283 (1.1%)	96,022 (1.9%)	167,506 (2.2%)
Unemployment rate	2.0	4.5	7.5	6.0	6.3
Median weekly household income	\$1481	\$1353	\$1550	\$1750	\$1486
Med Age	44	43	33	36	38
Ave household size	3.3	3.1	3.2	2.8	2.6
Marital Status (aged 15+)					
Married	129 (51.8%)	1231 (48.6%)	81 921 (51.8%)	1 934 134 (49.3%)	2 965 285 (48.6%)
Separated	7 (2.8%)	74 (2.9%)	5983 (3.7%)	111 495 (2.8%)	190 199 (3.1%)

Demographic Characteristic	SAL1 -1150506	Austral Suburb	Liverpool LGA	Greater Sydney	NSW
Divorced	10 (4.0%)	167 (6.6%)	11 333 (7.1%)	298 433 (7.6%)	512 297 (8.4%)
Widowed	16 (6.4%)	234 (9.2%)	7082 (4.4%)	185 646 (4.7%)	331 655 (5.4%)
Never married	87 (34.9%)	819 (32.3%)	51 704 (32.7%)	1 393 988 (35.5%)	2 094 457 (34.3%)
Family Structure					
Couple families with dependent children under 15 years and other dependent children	41 (50.6%)	345 (50.6%)	29 481 (56.9%)	501 238 (40.1%)	718 364 (37.0%)
Couple families with no children	29 (35.8%)	220 (32.2%)	12 021 (23.2%)	416 588 (33.4%)	709 524 (36.5%)
One parent households with dependent children	11 (13.6%)	107 (17.7%)	9 438 (18.2%)	113 772 (9.1%)	192 626 (9.9%)
Other families	0	10 (1.4%)	800 (1.5%)	22 992 (1.8%)	32 483 (1.6%)
Car Ownership					
None	3 (3.5%)	24 (2.9%)	4 542 (7.7%)	179 500 (11.0%)	239 625 (9.2%)
One	15 (17.4%)	179 (21.5%)	16 907 (28.7%)	603 062 (37.1%)	946 159 (36.3%)
Two	32 (37.2%)	237 (28.5%)	21 475 (36.5%)	532 633 (32.8%)	887 849 (34.0%)
Three	33 (37.2%)	145 (18.0%)	8 460 (14.4%)	164 918 (10.1%)	283 044 (10.8%)
4 or more	3 (3.5%)	166 (20.0%)	5 053 (8.6%)	89 744 (5.5%)	152 500 (5.8%)
Housing (dwellings)					
Sep house	84 (100%)	763 (86.3%)	44 395 (71.9%)	924 225 (52.5%)	1 729 820 (59.8%)
Semi-detached	0	6 (0.6%)	6 159 (9.9%)	227 238 (49.8%)	317 447 (35.7%)
Unit	0	3 (0.3%)	7 775 (12.6%)	456 233 (25.9%)	519 380 (17.9%)
Other dwelling	0	3 (0.3%)	125 (0.2%)	9 129 (0.5%)	23 583 (0.8%)
Unoccupied dwellings	15 (15.2%)	61 (6.9%)	2 959 (4.8%)	136 055 (7.7%)	284 741 (9.8%)
Home fully owned	49 (62.0%)	359 (43.2%)	14 152 (24.0%)	472 635 (29.1%)	839 665 (32.2%)
Being purchased	10 (12.7%)	143 (17.2%)	23 514 (24.0%)	539 917 (33.2%)	840 665 (32.2%)
Private rental	17 (21.5%)	254 (30.6%)	14 689 (24.9%)	485 404 (29.9%)	722 020 (27.7%)
Public housing	Not available	0	4 134 (7.0%)	67 845 (4.1%)	104 902 (4.0%)
Dwelling Structure - # of bedrooms					
0	0	0	304 (0.5%)	12 812 (0.7%)	17 157 (0.6%)

Demographic Characteristic	SAL1 -1150506	Austral Suburb	Liverpool LGA	Greater Sydney	NSW
1	0	19 (2.2%)	1 607 (2.7%)	118 881 (7.3%)	157 194 (6.0%)
2	4 (5.1%)	62 (7.5%)	8 078 (13.7%)	402 675 (24.8%)	577 675 (22.1%)
3	29 (37.2%)	285 (34.3%)	20 442 (34.7%)	548 987 (33.8%)	970 001 (37.2%)
4	3 (3.8%) (4 plus)	301 (36.2%)	21 645 (36.8%)	376 427 (23.1%)	633 184 (24.3%)
5		70 (8.4%)	4 186 (7.1%)	101 053 (6.2%)	148 851 (5.7%)
6+		24 (2.9%)	854 (1.4%)	23 774 (1.4%)	34 370 (1.3%)
Migration					
Same add 1yr ago	Not available	2 397 (79.9%)	161 174 (80.0%)	3 695 742 (77.5%)	5 718 965 (77.3%)
Same add 5 yr ago	Not available	1 853 (62.0%)	107 348 (56.8%)	2 402 160 (53.2%)	3 775 527 (53.8%)
Occupation					
Manager	28 (19.7%)	188 (15.5%)	8 374 (9.9%)	311 762 (13.7%)	456 084 (13.5%)
Professional	14 (9.9%)	134 (11.1%)	14 232 (16.9%)	597 798 (26.3%)	798 126 (23.6%)
Technical & Trade	24 (16.9%)	219 (18.1%)	12 213 (14.5%)	265 056 (11.6%)	429 239 (12.7%)
Community	6 (4.2%)	87 (7.2%)	8 382 (9.9%)	218 206 (9.6%)	350 261 (10.3%)
Clerical	25 (17.6%)	173 (14.3%)	13 467 (16.0%)	331 135 (14.5%)	467 977 (13.8%)
Sales	16 (11.3%)	116 (9.6%)	7 719 (9.1%)	205 051 (9.0%)	311 414 (9.2%)
Machinery op	15 (10.6%)	142 (11.7%)	8 754 (10.4%)	128 020 (5.6%)	206 839 (6.1%)
Labourer	11 (7.7%)	108 (8.9%)	8 705 (10.3%)	171 450 (7.5%)	297 887 (8.1%)
Travel to work					
Car driver	81 (63.8%)	718 (14.7%)	54 561 (65.0%)	1 197 269 (52.6%)	1 953 399 (57.7%)
Train	3 (2.4%)	48 (3.9%)	5 641 (6.7%)	247 051 (10.8%)	252 786 (7.4%)
Bus	0	5 (0.4%)	1 314 (1.5%)	125 503 (5.5%)	133 903 (3.9%)

Source: 2016 Census data (www.abs.gov.au) – General Community Profile – as at June 2020

APPENDIX B

EXPERIENCE AND QUALIFICATIONS OF AUTHOR

Sarah George

QUALIFICATIONS:

Bachelor of Arts majoring in Sociology & Psychology (Macquarie University);
Certificate IV – Workplace Training & Assessment, Youth Work Certificate IV
(TAFE NSW), Teaching by Distance (TAFE NSW)

EXPERIENCE:

In practicing as a consultant since 2006, I have completed assignments for of clients in the private, public and government sectors, including:

- preparation of Statements of Evidence and representation as an Expert Witness in the Land and Environment Court of NSW;
- preparation of the City of Sydney Council's Alcohol-Free Zone Policy Review & Guide;
- preparation of a draft Local Approvals Policy for the City of Sydney ("Sex on Premises Venues");
- preparation of Social Impact Assessments for Development Applications, including State Significant Developments, mixed use developments, residential flat buildings, Master Plan developments, licensed premises, child care centres, boarding houses, sex services premises and schools; and
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing.

Prior to commencing as a consultant, I worked in community organisations and in the non-Government and private sectors in numerous roles including:

- Teacher, TAFE Digital – Mental Health, Alcohol and Other Drugs, Youth Work and Community Services
- Project Officer – Education & Development & Chronic Disease Self-Management with Hepatitis NSW
- Case Manager Big Brother Big Sister Mentoring Program with the YWCA NSW
- Drug and Alcohol educator and counsellor

- Youth Worker

I also worked for several years in a Town Planning Consultancy.

Other:

Volunteer Ethics Teacher – Primary Ethics

Justice of the Peace