

**SOCIAL IMPACT ASSESSMENT –
PROPOSED NEW EDUCATION ESTABLISHMENT – MINARAH COLLEGE
CATHERINE FIELD, 268 & 278 CATHERINE FIELDS ROAD, CATHERINE FIELD**



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Prepared for:
Minarah College

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Executive Summary

1.0 INTRODUCTION

Sarah George Consulting has been engaged by Minarah College to prepare a Social Impact Assessment (SIA) to accompany a State Significant Development Application (SSD-30759158) to the NSW Department of Planning and Environment for a proposed new education establishment to be known as Minarah College Catherine Field at 268 and 278 Catherine Fields Road, Catherine Field.

This table identifies the SEARs and relevant reference within this report.

Table 1 – SEARs and Relevant Reference

SEARs Item	Report Reference
20 – Social Impact Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i> .	Social Impact Assessment

This SIA has been prepared to satisfy the requirements as set out in the Secretary's Environmental Assessment Requirements (SEARs) issued by the Department of Planning, Industry and Environment (the Department), identifies the requirement for a Social Impact Assessment to be prepared in accordance with the Department's *Social Impact Assessment Guidelines 2021* (the *Guidelines*).

2.0 PROPOSED DEVELOPMENT

Minarah College Catherine Field will be a co-educational K-12 school accommodating 1,580 students, 840 in primary school and 660 in high school. There will also be an Early Learning Centre (ELC) for 60 students and a School for Specific Purpose (SSP) for 20 students. The new school will be constructed in stages, growing in line with growth in the local population.

The proposal seeks consent for:

- Demolition of the existing dwellings and ancillary structures on-site;
- The construction of the following:
 - One-storey early learning centre with attached two-storey administration building to service the high school and early learning centre;
 - Two-storey primary school building comprising of primary school classrooms, SPP classrooms, primary school hall which attached outside school hours care (OSHC);
 - Two-storey high school building comprising high school classrooms;
 - Two-storey high school hall;
 - Shared one-storey canteen adjoining the high school building; and
 - Shared library located on the second storey above administration building below.

- Site access from Catherine Fields Road at two points with a bus zone, 30 kiss and drop car parking spaces, and car parking;
- Consolidation of the allotments;
- Associated site landscaping and public domain improvements;
- An on-site car park for 138 parking spaces; and
- Construction of ancillary infrastructure and utilities as required.

3.0 DEMOGRAPHIC PROFILE & CHARACTERISTICS

A separate, *Catchment Analysis* prepared by Lawrence Consulting, identified that the likely catchment of the proposed school, based on consideration of socio-economic drivers of future growth of the proposed campus and demographics and characteristics of key catchment areas, and consideration of existing Islamic Schools in the region, included a primary catchment of approximately 10km radius from the site and including Statistical Area 2 (SA2) – or suburbs that fall within that radius, including:

- Cobbity – Leppington (SA2 in which the subject site is located);
- Camden - Ellis Lane
- Elderslie – Harrington Park;
- Mount Annan – Currans Hill;
- Claymore – Eagle Vale – Raby;
- Ingleburn – Denham Court;
- Austral – Greendale;
- Hoxton Park – Carnes Hill – Horningsea Park;
- West Hoxton – Middleton Grange; and
- Prestons – Edmondson Park.

A *Demographic Profile Table* showing the available data from the 2016 Census for the area immediately surrounding the subject site – Statistical Area Level 1 – 1150613 (SAL1), the suburb of Catherine Field, the identified catchment area, and the Camden LGA compared to Greater Sydney and NSW is included at Appendix A.

The socio-economic and demographic characteristics of the immediate vicinity and the suburb of Catherine Field indicate that the population is generally older, more likely to be a couple family with dependent children, earning higher incomes and residing in larger dwellings compared to the population of the Camden LGA.

Based on data from the 2016 Census, the suburb of Catherine Field had a SEIFA score of 1024.0 and a percentile of 60%, indicating that 40% of the population are more disadvantaged than the residents of the suburb of Catherine Field, suggesting that the area is one of moderate advantage compared to other parts of the LGA.

Population project data compiled by the *NSW Department of Planning*, indicates growth in the population of the Camden LGA. Catherine Field is an area earmarked

for increased housing and population and the proposed College will provide an education establishment for the existing and future population of the area.

The suburb of Catherine Field currently has low rates and low densities of all crimes.

4.0 COMMUNITY CONSULTATION

As required under the SEARs, community consultation was undertaken as part of the preparation of the application.

Community consultation was undertaken by Australian Public Affairs, the outcomes of which are included in the *Minarah College – Catherine Field Consultations Outcomes Report, December 2021*.

The community consultation was undertaken via the following methods:

- Invitation to participate in online community sessions advertised to the community through flyers delivered to 945 residential dwellings and 8 commercial premises surrounding the subject site;
- Detailed letters delivered with the flyer to 17 adjacent neighbours inviting them to a dedicated online information session for immediate neighbours only;
- Media coverage and an advertisement in the *Camden-Narellan Times*;
- Dedicated project website and information on the Minarah College Green Valley website;
- Dedicated project email for the community and stakeholders to ask questions and provide feedback during the consultation phase;
- Opportunities to contact the project team via the Minarah College Green Valley phone number;
- Stakeholder meetings and briefings including telephone and video conferencing discussions with individual stakeholders and groups;
- Stakeholder correspondence by email to individuals and organisations and groups including provision of an information sheet and community Q&A document;
- Updates to community and stakeholders.

35 people registered to participate in online sessions for general community members, with 28 joining the session. Follow up phone calls, emails and on-on-one and group meetings occurred from the session. Community feedback was provided by phone, email and via a feedback form.

There were no registrations for the dedicated online community session for near neighbours, but some near neighbours attended the general community session.

One meeting was held with the State Member for Camden and the Principal of Minarah College on 3 December 2021.

The issues identified during the consultation process included:

- Timing and details around the planning process, construction program and staged opening of the school;
- Concern re vibrations from heavy vehicles during construction;
- Traffic and parking concerns including increased traffic, delays around the school, safety issues (pedestrians), and parking provision on the site;
- Operational characteristics of the proposed school including hours of operation including OOSH care; use of facilities by the wider community for sports etc; noise and light spill; number of staff; student characteristics; curriculum and uniform;
- Building design including proposed fencing to maintain privacy for neighbours;
- Environment and the potential cumulative impacts on the environment and animal habitats;
- Strategic context and infrastructure and whether the proposed school would impact on plans for rezoning of surrounding land for residential uses; and whether the school would align with community need in a semi-rural area,

The issues raised by the local community are addressed in Chapter 5.0.

5.0 SOCIAL IMPACT ASSESSMENT

The subject application has been assessed against the following criteria:

- Way of Life
- Community
- Accessibility
- Culture
- Health and wellbeing
- Surroundings
- Decision-making systems
- Issues raised during consultation
- Public interest benefits

6.0 ENHANCEMENT, MITIGATION & MONITORING

The proposed school is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed development represents a significant change of use and intensification of use of the site, that intensification of use is not unexpected given planned future character of the area for higher density residential development, and the need for infrastructure such as schools to support the future population.

Any impacts generated by the intensification of use of the sites 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).

Negative short-term impacts that may be generated are likely to arise with the construction and fit out of the school buildings over the staged construction of the

College, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

School contact details will be available on the College website, should any neighbours or members of the wider community wish to raise issues or concerns about the operation of the school, with the College executive.

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 Minarah College Catherine Field development at 368-378 Catherine Fields Road, Catherine Field has been assessed in social impact terms in this report.

The proposed development is unlikely to generate any long term negative social impacts. Temporary negative impacts are likely to be associated with internal construction and fit out of the school. Temporary impacts associated with construction and fit out can be controlled through conditions of development consent.

The Traffic and Parking and Acoustic reports accompanying the application outline design and operational recommendations to ensure the proposed campus can operate with minimal disturbance to surrounding residential properties.

With the implementation of the recommendations, impacts associated with noise and disturbance, and traffic and parking can be minimised such that there are not material social impacts generated by the proposed development. There are no reasons from a Social Impact perspective, to refuse the application.

1.0 INTRODUCTION

Sarah George Consulting has been engaged by Minarah College (the Applicant) to prepare a Social Impact Assessment. It accompanies an Environmental Impact Statement (EIS) in support of State Significant Development Application (SSD – 30759158) for Minarah College Catherine Field at 268 and 278 Catherine Fields Road, Catherine Field (the site).

This table identifies the SEARs and relevant reference within this report.

Table 1 – SEARs and Relevant Reference

SEARs Item	Report Reference
20 – Social Impact Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i> .	Social Impact Assessment

This Social Impact Assessment (SIA) is required by the Secretary's Environmental Assessment Requirements (SEARs) issued by the Department of Planning, Environment (the Department), identifies the requirement for a Social Impact Assessment to be prepared in accordance with the Departments *Social Impact Assessment Guidelines 2021* (the *Guidelines*).

The *Guidelines* note that an SIA should include a combination of findings from Phase 1 and Phase 2 of the SIA. Phase 1 of the SIA will typically include:

- an understanding of the projects social locality;
- initial analysis of the defining characteristics of the communities within the project's social locality, including any vulnerable groups (described as the social baseline);
- initial evaluation of likely social impacts for different groups in the social locality;

- any project refinements or approaches to project development in the early phases of project planning that will be undertaken in response to likely social impacts;
- how the EIS Engagement Strategy will help to identify and assess social impacts;
- the proposed approach for undertaking the remainder of the SIA process.

Phase 2 of the SIA report typically includes:

- predict analyse the extent and nature of potential social impacts against baseline conditions using accepted social science methods;
- evaluate, draw attention to and prioritise the social impacts that are most important to people;
- develop appropriate and justified responses (i.e. mitigation and enhancement measures) to social impacts and identify and explain residual social impacts;
- propose arrangements to monitor and manage residual social impacts, including unanticipated impacts, over the life of the project (including post-closure phases for mining projects).

An essential component of the preparation of an SIA to satisfy the *Guidelines* is community consultation and this was undertaken as part of the preparation of this SIA.

The *Technical Supplement* for the *Guidelines* note that for a school development (new or expansion of existing), the following impact categories should be considered:

- Way of life:
 - Will privacy, peace, and quiet enjoyment significantly change for neighbours and the local area, particularly changes to people's daily lives and activities (during both construction and operation)?
 - How will people be affected if traffic/parking demands or noise levels change?

- Community:
 - Will the school result in marked changes to community composition or character?
 - How will demand for support services (e.g. child care, social infrastructure) change?
 - Will there be an impact on community cohesion, identity or sense of place?
- Accessibility:
 - What are the likely social impacts of traffic changes in the area, including any provision of public or active transport options?
 - Will the project impact accessibility of or demand for community facilities, services or public space (e.g. sports fields)?
 - Will there be a social impact if traffic levels or parking demands change, especially during construction?
- Culture:
 - Opportunities for cultural expression e.g. through design.
- Health and wellbeing:
 - Will community health be improved by public access to school facilities (e.g. sports facilities).
 - Will there be benefits from better active transport and the ability for local children to live near school?
- Surroundings:
 - Will there be impacts to public open space, public facilities or streets?
 - Will there be changes to environmental values, visual landscape, or aesthetic values?
 - How will nearby residents experiences changes in their surroundings during construction?
 - Will construction or operations affect public safety for pedestrians, children, drivers or cyclists?
- Decision-making systems:

- Can affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design.

In addition to the above, issues raised during the community consultation process and public interest benefits are also considered.

Site and area inspections were carried out as part of the preparation of this report.

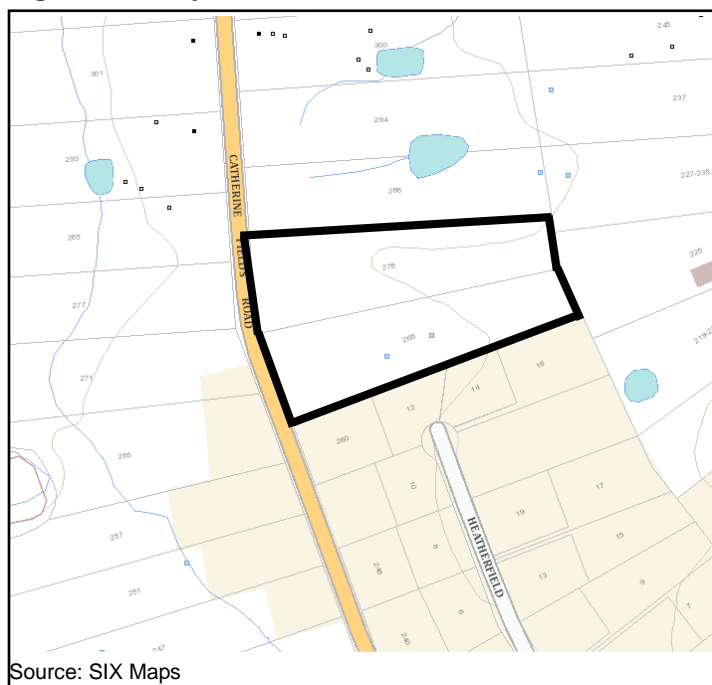
2.0 SITE AND PROPOSED DEVELOPMENT

2.1 Subject site

The proposed school site is known as Lot 11 DP833983 and Lot 12 DP833784 and has the street address of 268 and 278 Catherine Fields Road, Catherine Field.

The site has an area of 4.5 hectares and is irregular in shape. The sites currently contain residential dwellings and associated outbuildings.

Figure 1 – Subject site



Development surrounding the site is predominantly residential, with large, semi-rural allotments to the immediate north, west, and east, and smaller residential allotments to the south.

The site is located approximately 390m from the closest bus stop, Catherine Fields Road at Heatherfield Close with route 857 providing bus services to and from John Edmondson High School and St Pauls Public School at Camden.

The Catherine Field area is an area earmarked for future growth as part of the South West Growth Area Precinct and estimates prepared by Profile id estimate the number of dwellings in Catherine Field Precinct will increase by an average of 123 dwellings per annum to 3,101 in 2041 and the number of dwellings in Catherine Field North Precinct will increase by an average of 189 dwellings per annum to 5,723 in 2041¹.

There are currently no schools located in the suburb of Catherine Field.

The closest primary schools are:

- Barramurra Public School (K-6) at 65 O’Keefe Drive, Oran Park, approximately 3.2km (straight line) and 5.2km driving distance from the subject site
- Gledswood Hills Public School (K-6) at 78 The Hermitage Way, Gledswood Hills, approximately 3.2km (straight line measure) and 4.2km (driving distance) from the subject site
- St Justin’s Catholic Parish Primary School (K-6), 3 Hollows Drive, Oran Park, approximately 3.5km (straight line measure) and 5.7km (driving distance) from the subject site.

There are no public high schools in the area, and there is only one independent High School – St Benedict’s Catholic College (7-12), 1 Hollows Drive, Oran Park, approximately 3.5km (straight line measure) and 5.7km (driving distance) from the subject site.

2.2 Proposed development

The proposed development involves the demolition of structures on the sites and use of the site as a new Education Establishment to be known as Minarah College Catherine Field.

¹ <https://forecast.id.com.au/camden/residential-development?WebID=120>

Minarah College Catherine Field will be a co-educational K-12 school accommodating 1,580 students, 840 in primary school and 660 in high school. There will also be an Early Learning Centre (ELC) for 60 students and a School for Specific Purpose (SSP) for 20 students. The new school will be constructed in stages, growing in line with growth in the local population.

The proposal seeks consent for:

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 - Shared library located on the second storey above administration building below.
- Site access from Catherine Fields Road at two points with a bus zone, 30 kiss and drop car parking spaces, and car parking;
- Consolidation of the allotments;
- Associated site landscaping and public domain improvements;
- An on-site car park for 138 parking spaces; and
- Construction of ancillary infrastructure and utilities as required.

Plans of the proposed development prepared by *Tonkin Zulaikha Greer Architects* accompany the application.

2.3 Area likely to be affected by the proposed development

It is likely that the area most likely to be affected by the proposed development is the area immediately surrounding the subject sites, in particular, the residential properties immediately adjoining the two sites.

Typical impacts associated with schools include noise emissions (school bells, PA systems and children playing) and noise intrusion (road noise); and increased traffic on local streets, particularly around peak pick-up and drop-off times.

2.4 Groups potentially affected by the proposed development

The key groups potentially affected by the proposed development include:

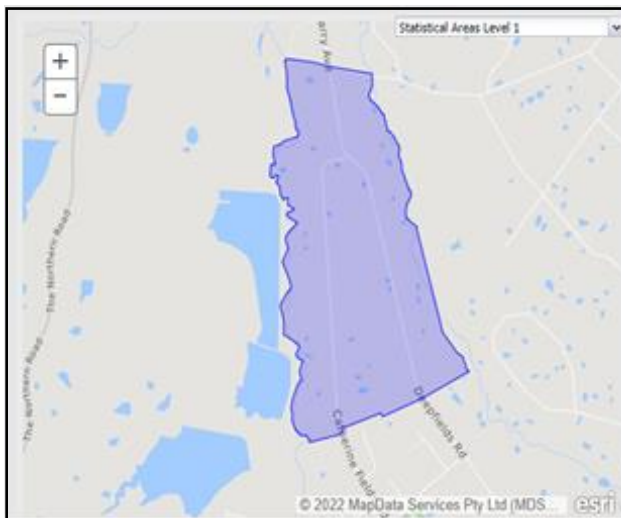
- Students, staff and families who may utilise the proposed College;
- Residents/Tenants of buildings immediately surrounding the subject site;
- People who commonly utilise Catherine Fields Road;
- Residents in the local area.

3.0 SOCIAL LOCALITY

3.1 Existing socio-economic and demographic characteristics

The subject sites are included in the suburb of Catherine Field, a suburb located in the Camden LGA. The subject sites are located within Statistical Areas Level 1 (SAL1) – 1150613. This area represents the *immediate vicinity* of the subject sites and the area most likely to experience impacts as a result of the proposed development. The extent of the SAL1 is illustrated on Figure 2 below.

Figure 2 – SAL1 – 1150613



A separate *Catchment Analysis Report* prepared by Lawrence Consulting on behalf of Minarah College Green Valley identifies that the proposed school is likely to have a catchment area within a 10km radius of the subject site. This identified catchment area takes into account existing Islamic schools in the area, and generally comprises the following Statistical Areas Level 2:

- Cobbity – Leppington (SAL2 - in which the subject site is located);
- Camden - Ellis Lane (SAL2 -
- Elderslie – Harrington Park;
- Mount Annan – Currans Hill;

- Claymore – Eagle Vale – Raby;
- Ingleburn – Denham Court;
- Austral – Greendale;
- Hoxton Park – Carnes Hill – Horningsea Park;
- West Hoxton – Middleton Grange; and
- Prestons – Edmondson Park.

A *Demographic Profile Table* showing the available data from the 2016 Census for the identified *immediate vicinity*, the suburb of Catherine Field, the identified catchment area, the Camden LGA, Greater Sydney and NSW is included at Appendix A.

The socio-economic and demographic profile reveals:

- an underrepresentation of Aboriginal and/or Torres Strait Islander peoples in the immediate vicinity (0.9%), the suburb of Catherine Field (1.4%), the catchment area (2.2%) the Camden LGA (2.5%) and Greater Sydney (1.4%) compared to NSW (2.8%);
- a greater proportion of the population born overseas in a non-English speaking country in the immediate vicinity (30.3%), in the suburb of Catherine Field (30.5%), the catchment area (29.2%), and in Greater Sydney (30.5%) compared to the Camden LGA (18.0%) and NSW (22.0%);
- a greater proportion of the population who speak a language other than English at home in the immediate vicinity (28.5%), the suburb of Catherine Field (22.8%), the catchment area (29.0%) and in Greater Sydney (35.8%) compared to the Camden LGA (14.4%) and NSW (25.1%);
- a similar proportion of the population who require assistance to carry out daily tasks in the suburb of Catherine Field (4.8%), the catchment area (4.6%) the Camden LGA (4.2%) and Greater Sydney (4.9%), but lower than that in NSW (5.3%). Data for this characteristic is not available at the SAL1 level;

- a greater proportion of the population aged between 5-14 years in the immediate vicinity (16.5%), the suburb of Catherine Field (13.4%), the catchment area (15.6%) and in the Camden LGA (15.6%) compared to Greater Sydney (12.2%) and NSW (12.3%);
- lower rates of unemployment in the immediate vicinity (2.1), the suburb of Catherine Field (3.4), and the Camden LGA (4.1) compared to the catchment area (5.4), Greater Sydney (6.0) and NSW (6.3);
- a higher weekly median household income in the suburb of Catherine Field (\$1799), the catchment area (\$1888), and in the Camden LGA (\$2047) compared to the immediate vicinity (\$1471), Greater Sydney (\$1750) and NSW (\$1486);
- a slightly younger median age in the catchment area (34) and in the Camden LGA (33) compared to the immediate vicinity (39) the suburb of Catherine Field (38), Greater Sydney (36) and NSW (38);
- a larger average household size in the immediate vicinity (3.3), the suburb of Catherine Field (3.5), the catchment area (3.3) and in the Camden LGA (3.1) compared to Greater Sydney (2.8) and NSW (2.6);
- a larger proportion of the population report Catholicism as their religious affiliation in the immediate vicinity (45.7%), the suburb of Catherine Field (48.0%), compared to the catchment area (33.2%), the Camden LGA (34.4%), Greater Sydney (25.1%) and NSW (24.7%);
- a greater proportion of the population who are married in the immediate vicinity (57.0%), the suburb of Catherine Field (55.8%), the catchment area (54.3%) and in the Camden LGA (55.4%) compared to Greater Sydney (49.3%) and NSW (48.6%);
- a smaller proportion of the population who have never married in the immediate vicinity (29.8%), compared to the suburb of Catherine Field (34.2%), the catchment area (31.9%), the Camden LGA (30.6%), Greater Sydney (35.5%) and NSW (34.3%);
- a significantly greater proportion of couple families with dependent children in the immediate vicinity (61.3%), the suburb of Catherine Field (60.3%), the

catchment area (56.9%) and the Camden LGA (55.1%) compared to Greater Sydney (40.1%) and NSW (37.0%);

- a smaller proportion of couple families with no children in the immediate vicinity (29.3%), the suburb of Catherine Field (29.9%), the catchment area (26.5%), and the Camden LGA (29.8%) compared to Greater Sydney (33.4%) and NSW (36.5%);
- a greater proportion of one parent families in the catchment area (5.4%) and in the Camden LGA (14.0%) compared to the immediate vicinity (9.3%), the suburb of Catherine Field (9.1%), Greater Sydney (9.1%) and NSW (9.9%);
- the majority of households report having three or more vehicles in the immediate vicinity (48.2%), the suburb of Catherine Field (51.8%), compared to the catchment area (27.5%), the Camden LGA (27.7%), Greater Sydney (15.6%) and NSW (16.6%);
- all existing dwellings in the immediate vicinity are separate dwellings, and separate dwellings were the most common dwelling type in the suburb of Catherine Field (98.3%), the catchment area (85.9%), the Camden LGA (92.7%), compared to Greater Sydney (49.8%) and NSW (35.7%);
- more residents are own their homes fully in the immediate vicinity (43.9%), and in the suburb of Catherine Field (47.4%), compared to the catchment area (24.3%) the Camden LGA (24.2%), Greater Sydney (29.9%) and NSW (27.7%);
- no reported public housing dwellings in the suburb of Catherine Field compared to the catchment area (2.7%) and the Camden LGA (1.4%), both of which record lower proportions of public housing compared to Greater Sydney (4.1%) and NSW (4.0%). Data for this characteristic is not available at the SAL1 level;
- the majority of dwellings are four-bedroom in the immediate vicinity (55.2% (4 or more)), the suburb of Catherine Field (44.7%), the catchment area (42.2%) and in the Camden LGA (54.0%), compared to Greater Sydney (23.1%) and NSW (24.3%);
- the majority of the population report working in technical and trade occupations in the immediate vicinity (21.5%), and in the suburb of Catherine Field (17.4%),

compared the catchment area (11.7%), the Camden LGA (15.0%), Greater Sydney (11.6%) and NSW (12.7%);

- a greater proportion of residents working low paid jobs such as labouring in the immediate vicinity (13.8%), and in the suburb of Catherine Field (10.5%), compared to the catchment area (7.1%), the Camden LGA (7.6%), Greater Sydney (7.5%) and NSW (8.1%).

As can be observed, the population of the immediate vicinity and the suburb of Catherine Field are generally slightly older, more likely to be a couple with dependent children, earning higher incomes and residing in large, separate dwellings.

There is nothing about the proposed development that is likely to result in any significant changes to the socio-economic or demographic characteristics of the local area. The character of the area will change in line with the anticipated changes to the nature and density of housing in envisaged for the area. The proposed College will provide an education establishment for the existing and future population.

The Socio-Economic Indexes for Areas (SEIFA) measures the relative level of socio-economic disadvantage and/or advantage based on a range of Census characteristics.

There are two key indexes that are commonly used to determine advantage or disadvantage:

- Index of Relative Socio-Economic Disadvantage (IRSD) which contains only disadvantage indicators (unemployment, income levels, education levels) which is best used to distinguish disadvantaged areas but doesn't differentiate between those areas which are highly advantaged, and those that may be lacking a lot of disadvantage.

- Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) which contains indicators of disadvantage as well as indicators of advantage (professional occupations, high incomes, high levels of education attainment, larger dwellings).

A high SEIFA index means a lower level of disadvantage, whereas a lower score indicates a higher level of disadvantage.

Percentile scores are also created to indicate an approximate position of a small area compared to other Australian suburbs and localities. The higher the percentage indicates the higher the socio-economic status.

	Leppington - Rossmore - Catherine Field	Camden	Greater Sydney	NSW
SEIFA Score	1024	1056	1018	1001
Percentile	60	80	56	45

Source: Profile ID

Based on data from the 2016 Census, the Leppington-Rossmore-Catherine Field area had a SEIFA score of 1024.0 and a percentile of 60%, indicating that the area has a greater proportion of the population who might be considered to be at a greater level of disadvantage to other residents within the Camden LGA, but less disadvantage than in Greater Sydney and NSW.

There is nothing about the proposed school, that is likely to result in any impacts on levels of relative disadvantage.

3.2 Population projections

Population project data compiled by the *NSW Department of Planning*, indicates consistent growth in the population of the Camden LGA, particularly in school aged children aged 5-14 years.

Age	2026	2031	2036	2041
	Number	Number	Number	Number
5-14 years	22,962	28,029	37,498	44,735
20-39	43,564	46,650	62,450	82,566
Total population	153,299	180,071	236,255	307,727

Source: 2019 NSW Population Projections – NSW Department of Local Government

3.3 Crime data

Crime data for the suburb of Catherine Field, the Camden LGA and 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:

	Catherine Field suburb (Rate per 100,000 population)	Camden LGA (Rate per 100,000 population)	NSW (rate per 100,000 population)
Assault	480.8 (lowest density)	485.0 (lowest density)	787.4
Domestic related assault	406.8 (lowest density)	320.4 (second lowest density)	400.9
Non-Domestic related assault	37.0 (lowest density)	155.8 (lowest density)	355.5
Assault Police	37.0 (lowest density)	8.9 (lowest density)	31.0
Homicide	0.0 (lowest density)	1.0 (lowest density)	1.0
Robbery	0.0 (lowest density)	9.9 (medium density)	23.7
Sexual Offences	37.0 (lowest density)	143.9 (lowest density)	188.7
Theft	628.7 (lowest density)	1178.1 (lowest density)	2136.6
Malicious damage to property	110.9 (lowest density)	363.8 (lowest density)	624.6

NSW Bureau of Crime Statistics and Research (www.bocsar.nsw.gov.au) October 2020 to September 2021

As can be observed, the suburb of Catherine Field has low rates and low densities of all crimes.

BOCSAR also compiles maps denoting 'hotspots' for crimes. The subject site is not located within any 'hotspots'.

There is nothing about the subject application for a primary school, that is likely to exacerbate existing levels of domestic-related assault, or malicious damage to property in the area.

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 following:

Principle 1 – Surveillance

The attractiveness of crime targets can be reduced by providing opportunities for effective surveillance, both natural and technical.

The proposed school buildings and school grounds will include the installation of electronic surveillance of all building entrances and exits, and entrances and exits to car parking areas in the form of 24 hour CCTV monitoring.

Casual surveillance to surrounding properties and Catherine Fields Road will be improved due to the increased activity on the site, and from upper levels.

Principle 2 – Access Control

Access control can be defined as physical and symbolic barriers that are used to 'attract, channel or restrict the movement of people'.

Access to the sites will be controlled to ensure that non-school personnel do not have access to the school premises. During school hours, and after school hours, access to the premises will be via secure points only.

A security desk area is located immediately off the entrance forecourt to monitor all visitors to the site.

All visitors to the site will be required to attend the school security and/or reception area located on the ground floor of the southern primary school building fronting Catherine Fields Road, and sign into the premises.

School signage will be included along the Catherine Fields Road frontage, and clear directional signage included to ensure site visitors are directed to the appropriate entrances and different areas of the campus.

Principle 3 – Territorial Reinforcement

Territorial reinforcement can be described as creating a sense of ownership to a public space or vicinity, encouraging the usage of that space. By increasing the usage capability, this also deters crimes and, further increases the chances of a crime being witnessed and reported in a timely manner.

As noted above, school signage will be installed to indicate the uses and create a sense of ownership.

The provision of boundary treatments will emphasise the separation between private school uses, and the public realm.

Site landscaping should be well maintained and indicate that the sites are well used and cared for to reduce potential for criminal activity.

Principle 4 – Space Management

Space Management is intuitive of Principle 3 – Territorial Reinforcement – and, refers to ensuring the space is utilised and cared for appropriately.

Space management strategies to be implemented at the proposed college include activity coordination, site cleanliness, rapid repairs of vandalism or damage, rapid removal of graffiti and the replacement of any damaged or decayed elements.

Pathways, planters and landscaping will be well maintained.

4.0 COMMUNITY CONSULTATION

As required under the SEARs, community consultation was undertaken as part of the preparation of the application. Community consultation was undertaken by Australian Public Affairs, the outcomes of which are included in the *Minarah College – Catherine Fields Consultations Outcomes Report, December 2021*.

The community consultation was undertaken via the following methods:

- Invitation to participate in online community sessions advertised to the community through flyers delivered to 945 residential dwellings and 8 commercial premises surrounding the subject site;
- Detailed letters delivered with the flyer to 17 adjacent neighbours inviting them to a dedicated online information session for immediate neighbours only;
- Media coverage and an advertisement in the *Camden-Narellan Times*;
- Dedicated project website and information on the Minarah College Green Valley website;
- Dedicated project email for the community and stakeholders to ask questions and provide feedback during the consultation phase;
- Opportunities to contact the project team via the Minarah College Green Valley phone number;
- Stakeholder meetings and briefings including telephone and video conferencing discussions with individual stakeholders and groups;
- Stakeholder correspondence by email to individuals and organisations and groups including provision of an information sheet and community Q&A document;
- Updates to community and stakeholders.

35 people registered to participate in online sessions for general community members, with 28 joining the session. Follow up phone calls, emails and on-on-

one and group meetings occurred from the session. Community feedback was provided by phone, email and via a feedback form.

There were no registrations for the dedicated online community session for near neighbours, but some near neighbours attended the general community session.

One meeting was held with the State Member for Camden and the Principal of Minarah College on 3 December 2021.

The issues identified during the consultation process included:

- Timing and details around the planning process, construction program and staged opening of the school;
- Concern re vibrations from heavy vehicles during construction;
- Traffic and parking concerns including increased traffic, delays around the school, safety issues (pedestrians), and parking provision on the site;
- Operational characteristics of the proposed school including hours of operation including OOSH care; use of facilities by the wider community for sports etc; noise and light spill; number of staff; student characteristics; curriculum and uniform;
- Building design including proposed fencing to maintain privacy for neighbours;
- Environment and the potential cumulative impacts on the environment and animal habitats;
- Strategic context and infrastructure and whether the proposed school would impact on plans for rezoning of surrounding land for residential uses; and whether the school would align with community need in a semi-rural area,

The issues raised by the local community are addressed in Chapter 5.0.

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.

As outlined in the NSW Department of Infrastructure and Planning's *Social Impact Assessment Guideline for State Significant Projects* (the *Guidelines*), a new school development should include consideration of the proposed development in respect of:

- Way of life.
- Community.
- Accessibility
- Culture
- Health and wellbeing
- Surroundings
- Decision-making systems.

The proposed development is assessed against the abovementioned areas of potential impact in the following.

5.1 Way of Life

As detailed the *Guidelines*, consideration should be made of the potential impacts on way of life of existing residents, in particular:

- *Will privacy, peace, and quiet enjoyment for neighbours and the local area, particularly people's daily lives and activities (during both construction and operation).*
- *How will people be affected if traffic/parking demands or noise levels change?*

The proposed education establishment is unlikely to generate any significant impacts in terms of privacy as the two school buildings have been located centrally within the site, and oriented towards a central forecourt to minimise overlooking to adjoining properties. In addition to the location and orientation of the school buildings away from adjoining residential dwellings and site landscaping, privacy screening is proposed for south facing windows, where required, to mitigate direct overlooking.

Car parking areas have been located along the northern and southern site boundaries to provide a physical separation between active Early Learning Centre and school uses, and residential dwellings.

As detailed in the *Design Report* prepared by Tonkin Zulaikha Greer Architects, the northern and southern facades of the proposed school buildings have been designed to minimise the potential for overlooking to residential properties, while allowing for light to the classrooms:

The Northern and southern facades of the school share boundaries with residential neighbours, more predominantly to the south. They are designed to be modest in scale and height, fitting into the existing 9.5m height limit as defined by the LEP. The Architecture identified by classrooms with light grey equitone panels and white aluminium windows. Between the classrooms are punctuations of colour created by perforated screening which define the locations of break out spaces adjacent to classrooms. Brick bases to the walls that are adjacent to paths of travel by students have brick bases which is functional and designed for durability. To the southern facade, privacy panels are applied to the first floor windows to a height of 1600mm which mitigates overlooking to the southern neighbours. The panels are made from perforated aluminium in colours to match the proposed screening to the break out spaces.

It is likely that noise will be generated through the staged construction of the proposed College, and in the operation of the school, particularly when children are playing in outdoor areas, and from school bells and the PA system.

Noise generated as a result of the construction/fit out process are temporary impacts however given the staging of the College development over a period of years, construction noise impacts will be present over the staged construction of the proposed school, with periods of activity and inactivity over the duration of the staged development. Noise impacts associated with construction are able to be addressed through conditions of consent limiting the time that works can be undertaken on the site.

It is reasonable to assume that there will be some noise emissions from the Early Learning Centre and the proposed school, largely limited to hours of operation when there will be children on the site. Noise will be generated through school bells and children playing in the outdoor play areas. These emissions represent potential social impacts for residents and tenants of the properties immediately surrounding the subject site.

Noise and disturbance from the site to surrounding properties was raised as an issue during the consultation process.

A Construction Noise & Vibration Management Plan prepared by Day Designs Pty Ltd accompanies the application. That Report considers potential noise and vibration emissions associated with demolition, excavation and construction of the proposed College associated with heavy machinery such as excavators, dump trucks, cranes, cement mixers rock breakers etc.

The Report includes a number of recommendations to minimise noise emissions and disturbance to nearby commercial and residential premises, including periods of respite, work practices; management of heavy vehicles and staff vehicles; dedicated community relations officer; noise complaint procedures; noise and vibration monitoring.

The *Construction Noise & Vibration Management Plan* concludes:

Day Design Pty Ltd has been engaged by Midson Group on behalf of Minarah College Green Valley to prepare a Construction Noise and Vibration Management Plan for the proposed new education campus to be known as Minarah College at 268-278 Catherine Fields Road, Catherine Field, NSW.

Provided the recommendations in Section 6 of this report are implemented, the level of noise and vibration from the construction works at Minarah College, 26/- 278 Catherine Fields Road, Catherine Field, NSW will be minimised as far as reasonably practical in accordance with Australian Standard AS2436:2010 “Guide to noise and vibration control on construction, demolition and maintenance sites” and the EPA’s Interim Construction Noise Guideline 2009 and Assessing Vibration: a technical guideline 2006, as detailed in Section 4 of this report.

Noise emissions associated with the operation of the proposed College associated with school bells, PA systems and outdoor play areas can be controlled through the considered positioning of speakers throughout the site, oriented away from residential dwellings, and through controlled hours of use of outdoor play areas, being confined to school hours only.

As detailed in the Architect's *Design Report*, the following strategies to reduce noise emissions have been recommended:

- controlled and limited delivery times
- controlled and limited ground maintenance
- restricted hall operation hours
- external openings closed during noisy activities
- staggered play times
- sound barrier walls made of 6mm FC sheeting
- hall construction to be optimised as recommended
- mechanical plants specifications as recommended
- school bells/alarms limited to 79dBA in internal courtyard and 62dBA along north and south setbacks.

Traffic and parking issues were also raised during the consultation process, with local residents identifying increased traffic on local streets; delays on local roads associated with construction and operation; pedestrian safety and parking on local streets.

Parking is provided on the site for:

- 86 staff (22 spaces, including one accessible space in the northern carpark and 64 spaces, including 2 accessible spaces, in the southern car park);
- 15 spaces for the Early Learning Centre;
- 37 student parking spaces
- 5 bus parking spaces

Parking areas are provided on the northern and southern site boundaries of the site.

A *Kiss and drop* zone with capacity for 30 vehicles is included along the western boundary of the site along Catherine Fields Road, providing one way circulation entering the site at the northern end, from Catherine Fields Road, via a proposed new right hand turn lane, and exiting the site from a one way driveway on the southern end of the site.

A separate *Traffic and Accessibility Impact Assessment* Report prepared by Ason Group assesses the traffic and parking implications of the proposed development, across the different stages of construction, and including the potential traffic and parking implications of the use of the school during the week.

That *Assessment* provides the following summary and conclusions:

Ason Group has been commissioned by SINSW to prepare a TA to accompany the SSDA to the NSW DPIE for the proposed Minarah College, Catherine Field Campus, to meet the educational needs of the area.

Further to a detailed assessment of the proposed development of the Minarah College, Catherine Field Campus, we provide the following conclusions:

- *The Development relates to the development of a co-educational school (servicing Kindergarten to Year 12) with a maximum capacity of 1,580 students inclusive of a 60-space early learning centre (ELC) over a 20 year period and 5 distinct stages.*
- *The site is located within the Camden Council area and is subject to that Council's controls.*

- *The proposed two main access gates along Catherine Fields Road will provide access to / from the on-site kiss and ride facility, loading area and car/bicycle parking facility. The northern driveway will be restricted to ingressing vehicles only while the southern driveway will be restricted to left-turning egressing vehicles.*
- *Formal SEARs have been issued by DPIE relating to the SSDA for the Site. The Transport Assessment, inclusive of the Preliminary Construction Plan and Preliminary School Transport Plan are documents intended to address the Requirements relating to traffic and transport elements of the proposed works.*
- *Due to the current Covid-19 restrictions, Ason Group has relied on 2021 SCATS volumes at the Camden Valley Way/Catherine Fields intersection extrapolated to intersections further north based on the 2018 road network. An assessment of the school peak periods (AM peak – 7.30am -8.30am and PM peak – 3.00pm – 4.00pm) demonstrates that generally, traffic performance is satisfactory, demonstrating LoS B at worst for each assessed period.*
- *The GVIC student surveys demonstrate that a high proportion of students travel to and from school via private vehicles (80-90%).*
- *The GVIC staff surveys also demonstrate a very high dependency on private vehicle (as driver) usage of 97%.*
- *Adopted traffic generation rates have been determined based on the surveyed rates of GVC.*

Based on these rates, the School would generate the following AM and PM trips during the school peak hours:

- *Stage 1: 157*
- *Stage 2: 320*
- *Stage 3: 482*
- *Stage 4: 632*
- *Stage 5: 783*
- *AS part of the traffic assessment, a conservative flat 2.5% growth per Council advice has been adopted to forecast the Future Years 2025, 2031, 2035, 2038 and 2040 base case traffic background.*

- *The network modelling demonstrates that the surrounding key intersections will continue to operate at LoS D or better for the 2025 future year assessment, demonstrating that these intersections have sufficient capacity for the increase to Stage 1 development traffic of the locale.*
- *For the scenario for the Year 2031, it is expected that the Camden Valley Way / Catherine Fields intersection will operate at Los F during the peak hours with or without the proposed school.*
- *Therefore, it can be determined that the increase of traffic associated with the surrounding developments will cause extenuating impacts to the performance of the Camden Valley Way / Catherine Fields intersection, with the approaching volumes exceeding the capacity at this intersection.*
- *It is noted that the assessments are conservative in nature due to the adopted flat annual growth rate of 2.5% and there is a potential reduction in traffic growth due to the implementation of the South West Growth Sector Bus Servicing Strategy.*
- *The priority control intersection of Catherine Fields Road and the School exit operates at Los F during the PM peak in the Year 2040 with the Stage 5 development. To ensure the egress will operate satisfactorily, it is proposed to ban the right-turn out movement out of the School.*
- *With left-out only from the School's egress driveway, this and all other intersections will have ample spare capacity to accommodate the additional future traffic generated by the proposed School without adversely impacting the surrounding road network and will continue to operate satisfactorily in the Future Year scenarios.*
- *Analysis of the capacity of the kiss and ride area with consideration of the expected School arrival and departure profile shows that it is capable of accommodating the trips generated without impacting the adjoining Catherine Fields Road.*
- *All access, parking and servicing areas have been designed in general accordance with the relevant Australian Standards.*

In summary, the Proposal is supportable on traffic planning grounds and is not anticipated to result in any adverse impacts on the surrounding road network.

5.2 Community

The *Guidelines* note consideration should be made to the following areas of the community:

- *Will the school result in marked changes to community composition and character?*
- *How will demand for support services (e.g., childcare, or social infrastructure) change?*
- *Will there be an impact on community cohesion, identity, or sense of place?*

The proposed development involves the removal of two residential dwellings. This minor loss of residents is unlikely to materially alter the composition of the community, or the character of the resident community.

The proposed school will generate a temporary increase population of the suburb of the immediate vicinity and the suburb of Catherine Field 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.

As noted previously, the Catherine Field area is part of the South West Growth Area and as such, changes to the character and composition of the community are anticipated in line with the growth in population and increased housing.

The proposed College will provide an education establishment for the existing and proposed community over the entire school journey with the provision of early learning, primary and secondary school facilities. As services are provided to

students across all stages on site, there is unlikely to be any increase in demand for services such as childcare, or other social infrastructure.

As noted, the subject application includes an Early Learning Centre for 60 children, reducing the demand on existing Child Care Centres, of which, at the date this report was finalised, there were no stand alone childcare centres in the suburb of Catherine Field, and only one preschool, Catherine Field Preschool, 170 Catherine Fields Road². The proposed Early Learning Centre will provide childcare for the existing and future population of the area.

In respect of community cohesion, schools form part of a community's identity and as such, the proposed school will contribute to the existing and emerging identity of the suburb of Catherine Field.

The proposed College will alter the character and identity of the local area as it represents a departure from the established use of the sites as residential allotments. The site will change in terms of the visual presentation of the site to the street and surrounding areas, and a change of use. While the proposed development will be a departure from the established use on the site, and change the existing character, there is nothing about this change that is unexpected, given the planned continued growth in the area, and planned change from large allotment/semi-rural residential to an area with increased density, and population.

While the proposed development represents an intensification of use of the site compared to existing uses, there is nothing about it that is likely to generate any impact in terms of social cohesion and integration within the community.

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

² <https://www.startingblocks.gov.au/find-child-care/#/location/-33.9878159/150.769279/10km/Catherine%20Field%20NSW,%20Australia>

5.3 Accessibility

The *Guidelines* note that in respect of accessibility, the proposed development should be considered in respect of:

- *What are the likely social impacts of traffic changes in the area, including any provision of public or active transport options?*
- *Will the project impact accessibility of or demand for community facilities, services, or public spaces (e.g., sports fields)?*
- *Will there be social impact if traffic levels or parking demands change, especially during construction?*

As discussed in Chapter 5.1, local residents noted concerns relating to increased traffic on local streets, and traffic delays around the subject site, pedestrian safety and demand for on-street car parking.

As part of the preparation of the Traffic and Parking Impact Assessment prepared by Ason Group, a survey of staff and students of the Minarah College Green Valley at 264 Wilson Road, Green Valley to understand the travel characteristics, including:

- Travel mode for both the arrival and departure trips;
- Vehicle occupancy;
- Out of hours school care;
- Car Pooling; and
- Interest in different green travel strategies and initiatives.

That survey identified the following:

- The majority of students arrived at school between 8.00am – 8.15am (official school start time is 8.55am);

- The majority of students leave the school between 3.15pm and 3.30pm;
- The vast majority of those who responded to the survey travelled to and from the College by car;
- The majority of those were the only student in the car, with low levels of car pooling;
- Staff typically arrived between 7.30am and 8.15am;
- The majority of staff departed the College between 3.45pm and 4.00pm;
- A small proportion of students of the school travelled to the school with a parent who was also a school staff member.

Based on the survey results, it is reasonable to conclude that the majority of future students and staff of the proposed College will similarly travel to school by private car.

Public transport in the form of buses is currently available on Catherine Field Road, approximately 390m from the subject site, and providing transport on the 850 and 857 routes to and from Narellan and the Narellan Town Centre to Minto and Liverpool with services every 2-3 hours daily.

There may be some increased use of public transport (buses) by students attending the site. This potential increase in demand for public transport is considered to represent a positive social impact in that with increased demand comes security of service, and potential increases in provision of public transport to the area.

The proposed development does not remove any community or recreation facilities or services from the area. Students will have their needs met within the campus where the proposed facilities include a outdoor playgrounds for the early learning centre, primary and high school students; a COLA area, and a multi-purpose hall including a basketball/netball court area, stage, kitchen area; gymnasium and movement space.

Accessibility in and around the site has been considered in the design of the proposed school. A *Disability Access Report* prepared by Inclusive Places accompanies the application, detailing the compliance of the proposed school with relevant legislation and codes for access. That report assesses the proposed development for accessibility and provides recommendations for amendments to ensure compliance with the relevant codes.

The *Disability Access Report* concludes:

On the basis of our assessment of the preliminary drawings for the proposed development, we confirm that the State Significant Development (SSD) application plans for the school have the capacity to meet the:

- 1. Performance requirements of the Disability (Access to Premises-Buildings) Standards 2010 and Part D3 of the Building Code of Australia (BCA) 2019 – Amendment 1 through the deemed-to-satisfy provisions.*
- 2. The Disability (Access to Premises -Buildings) Standards 2010 (the Premises Standards) – Access Code.*
- 3. Disability Standards for Education 2005*
- 4. State Environmental Planning Policy (Education Establishments and Child Care Facilities) 2017*
- 5. Camden Development Control Plan 2019.*

We note further assessment at the Construction Certificate stage for each stage of works is required to ensure adequate access compliance as detailed in section 3 of this report.

5.4 Culture

The *Guidelines* recommend consideration of impacts on culture, in particular:

- *Are there opportunities for cultural expression, e.g., through design?*

As detailed in the *Design Report* prepared by project architects Tonkin Zulaikha Greer Architects, the following considerations, including cultural expression were specifically chosen for the proposed College:

The school design team had an ambition to create a facade that was appropriate and contextual in a number of ways. Firstly, that it should reflect it's function of being a new school in a predominantly rural area and should therefore be recognised as a building of architectural significance. At the same time, its scale, form and materiality should fit within its immediate context. Additionally, that the design of the facade should reflect some of the cultural ideas that were important to the schools heritage and values. In addition, there were more functional ideas that the facade needed to consider. The orientation of the site meant that it faces west and therefore needed to consider shading and passive solar gain.

Moreover, the facade needed to create a distinct entry point to the school, as this would be the predominant pedestrian entry. Through the design process emerged two distinct architectural motifs for the front facade. These were perforated brickwork and perforated aluminium screening. The patterned textural quality of each medium could be utilised to express some of the culturally significant themes that are significant to Minarah College. The patterned brickwork is a nod towards the intricate geometries prevalent in Islamic architecture. the perforated Aluminium screening can be used as a blank canvas to 'story tell' some of the important ideas connected to country regarding the indigenous history of the site.

The design of the western facade creates a distinct public entrance through a curved brick 'portico' that nestles between two distinct building forms. The brick 'portico' creates a frontage to an entirely glazed library facade which sits behind it. The brick 'portico' has a hit and miss pattern which permits light through but creates

shading to the library behind. The hit and miss brickwork pattern is a nod towards the intricate geometric patterns inherent in Islamic architecture and will be designed in further detail in subsequent detailed design phases. Further north, the curve of the front entry is mimicked by an inverted curved brick wall that defines the public entry to the ELC. The two distinct curved walls create a 'whole' circle, creating an interplay between each other that is one of counterbalance.

On either side of the entry, a perforated aluminium screen is supported by a colonnade of columns that sits in front of the administrative offices, ELC, and northern wing of the library. The screening is intended to be a key design feature of the school, allowing for shading elements that can embody a 'story telling' approach, as they are designed in collaboration with artists who will draw upon ideas in Aboriginal, Islamic, and Fijian culture, all of which are important to the cultural fabric of Minarah College.

The landscape plan embraces the incorporation of Islamic cultural expression and Australian Indigenous cultural forms as an integrated design aesthetic. The concept of Islamic design expression has been realised through the mosaic patterning of the ground plans that is located through the pedestrian central spine to the school buildings. Complementing this central spine are Australian Aboriginal forms that incorporate the principles of Country as conveyed by the Tocomwall Cultural Heritage Consultancy. These principles of Country are expressed through informal plantings of native plants, yarning circles and a range of plantings that express the uses and significance of the landscape to indigenous peoples.

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

5.5 Health and wellbeing

The *Guidelines* pose the following questions in respect of potential impacts on health and wellbeing:

- *Will community health be improved by public access to school facilities (e.g., sports facilities)?*
- *Will there be benefits from better active transport and the ability of local children to live near the school?*

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

It is anticipated that school facilities, specifically the multi-purpose hall and sports fields will be made available for hire by the broader community on weekends.

There may be some temporary health impacts generated associated with noise disturbance associated with demolition and construction, and dust from demolition and construction. It is anticipated that these potential health impacts can be minimized through waste removal, conditions of consent around delivery and construction times and other mitigation measures.

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

Key to reducing traffic generated by parents dropping off and collecting children from the school, is the provision of a 30 space kiss-and-ride bay across 4 separate areas managed by a member of staff to ensure the safety of children exiting and entering vehicles. It has been assessed in the *Transport and Accessibility Impact Assessment* that the proposed provision of kiss-and-ride spaces has the capacity to accommodate future demand as the school grows in line with the staged development.

As also detailed in the *Traffic and Accessibility Impact Assessment*, the college has committed to arrange for private chartered school buses as part of the development and there is a recommendation for bus services to be implemented as part of Stage 3 onwards. It is anticipated that the provision of buses for student travel will reduce vehicle trips. The recommendation in the Traffic Report is for a single bus to be provided in Stage 3, and this increased by 1 bus each successive stage with 2 buses at stage 4, and three buses at stage 5. Each bus will have a typical capacity for 60 persons but it is anticipated each bus will have a typical capacity of 85%.

Due to the lack of existing or proposed bicycle pathways in the area, there is no apparent ability for safe cycling to and from the proposed school. However, as requested by Council, bicycle parking is included in the masterplan for 48 bicycles in the form of 24 double racks.

5.6 Surroundings

The *Guidelines* suggest consideration of the potential impacts of a school development on its surroundings, in particular:

- *Will there be impacts to public open space, public facilities, or streets?*
- *Will there be changes to environmental values, visual landscape, or aesthetic values?*
- *How will nearby residents experience changes in their surroundings during construction?*
- *Will construction or operations affect public safety for pedestrians, children, drivers, or cyclists?*

No public space or public facilities are impacted by the proposed development. Local streets may experience some impacts associated with truck movements during construction, and increased traffic associated with the operation of the school, most noticeably during peak drop off and pick up times. The extent of this

impact is considered in the *Traffic and Parking Impact Assessment* accompanying the application.

As discussed in the foregoing, the proposed development represents a visual departure from the existing uses on the site and will result in changes to the appearance of the site from the street.

Tonkin Zulaikha Greer Architects, in their *Design Report*, provide a detailed overview of the proposal, the different options considered, and the consideration of the design and visual impact of the proposed school. The *Design Report* notes:

A central courtyard spine has become integral to the design approach. The northern high school wing and the southern primary school wing can be used as separate spatial entities but share a common courtyard space which encourages connections and interactions in controlled moments. The central spine leads from the front entry through the heart of the school and through the COLA which links on to the sports field at the rear of the site. A green landscape buffer outlines the perimeter of the site.

The front building runs along Catherine Fields Road and houses the administrative facilities of the school as well as the school library. Its architectural design will be essentially the public interface and will need to be welcoming and have a positive civic presence, as well as fit into the existing architectural and urban fabric. Behind the front building will run two wings of the high school and primary school. These wings will orient east-west for good aspect and will have articulated massing with break out spaces and integrated landscape design.

Nearby residents and tenants may experience disturbance associated with the proposed fit out and additions to the existing buildings. As detailed in Chapter 5.1, these impacts are temporary, and are able to be controlled through conditions of development consent.

Other noise emissions from the ELC and school are considered in Chapter 5.1 and in the *Acoustic Assessment Report* accompanying the application.

As the subject site is not located within a busy pedestrian area, nor in an area where there are existing paved footpaths, it is not anticipated that any safety issues will be generated for pedestrians during construction.

The proposed works will be contained wholly within the existing buildings and within the sites, it is not envisaged that the construction process will result in any impacts in respect of public safety for drivers, or cyclists.

As the proposed development is to be staged, construction will likely be occurring when there are students and children on the site. Areas under construction will be physically separated from children through security fencing to ensure the safety of children while they're attending the site.

There is nothing about the operation of the sites as an education establishment that will generate any impacts in respect of public safety.

5.7 Decision-making systems

The *Guidelines* highlight the importance of opportunities for the local community to be informed about decisions:

- *Can affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design?*

As detailed in Chapter 4.0, the local community were invited to comment on the proposed development via meetings and other communication avenues. The intent of these meetings was to ensure that the local community and key

stakeholders had the opportunity to gain information about the proposal, and comment on potential impacts and raise any concerns.

The local community will be able to contact College management if there are any issues with the operation of the school, should consent be granted.

5.8 Issues raised during consultation

As detailed in Chapter 4.0, the following issues were raised during the consultation process:

- Timing and details around the planning process, construction program and staged opening of the school;
- Concern re vibrations from heavy vehicles during construction;
- Traffic and parking concerns including increased traffic, delays around the school, safety issues (pedestrians), and parking provision on the site;
- Operational characteristics of the proposed school including hours of operation including OOSH care; use of facilities by the wider community for sports etc; noise and light spill; number of staff; student characteristics; curriculum and uniform;
- Building design including proposed fencing, and window screening to maintain privacy for neighbours;
- Environment and the potential cumulative impacts on the environment and animal habitats;
- Strategic context and infrastructure and whether the proposed school would impact on plans for rezoning of surrounding land for residential uses; and whether the school would align with community need in a semi-rural area,

Privacy and overlooking, traffic and parking and noise and vibration issues are addressed in Chapters 5.1 & 5.6 above.

Project timing:

It is advised that should consent be granted for the subject application, the timing of the project aims to have the first cohort of students, those being approximately 18 students in the Early Learning Centre and 300 students in the primary school, supported by 20 staff (3 for the Early Learning Centre, and 17 school staff), with an anticipated start date of January 2025.

It is anticipated the school will be fully operational, across all school stages, by 2040.

Operational Characteristics:***Hours of operation:***

The different parts of the College will likely have the following hours of operation:

Use	Hours of Operation	Days	
ELC	7am - 6pm	Mon - Fri	
OOSH	7am - 6:30am	Mon - Fri	
School Hours	8:20am - 3:20pm	Mon - Fri	Staggered lunch and recess
Multi purpose Hall	School hours and 5pm - 9pm	Mon - Fri	
Multi purpose Hall (weekend)	9am - 10pm	Sat and Sun	Training and competition and community use
Primary Hall	8:20am - 3:20pm	Mon - Fri	
Sports field (during the week)	School hours and 5pm - 9pm	Mon - Fri	
Sports field (weekend)	9am - 9pm	Sat and Sun	Training and competition

Light Spill:

It is not anticipated that a significant volume of activities will be held on the site at night such that lighting will be required outside of the core hours of the college.

To ensure the application of CPTED principles, lighting is proposed for all building entrances and exits for security purposes. This lighting should be of sufficient brightness for safety, but not to intrude on surrounding properties. Given the

orientation of the buildings towards the centre of the site, and away from adjoining dwellings, it is unlikely that there will be significant issues generated from lighting on the buildings to surrounding properties.

Car parking areas will also require lighting to ensure safety for students and staff leaving the premises, particularly in winter. It is proposed that this lighting be set on a timer so that car parking lighting is extinguished no later than 9.00pm.

Staff numbers:

The proposed staff numbers on completion of the project include:

	Staff (full-time)	Staff (part-time/casual)
ELC	8	
SSP	6	
Primary	28	
Secondary	22	
Admin – school	4	
Admin assistant	1	
Security	2	2
IT	2	
Counsellors		2
Librarian	2	
Religion	2	
Site maintenance manager	1	1
Lab technician	1	
Principal	1	
Cleaners	2	3
Support learning	6	
Deputies	4	
Accountants	2	
Casual teachers		4
Total	94	12
	106	

Curriculum:

The proposed College will follow the guidelines set out by the NSW Board of Studies Teaching and Educational Standards (BOSTES) which includes the eight Key Learning Areas; English, Mathematics, Science, HSIE (History, Geography & Commerce), Technology, PDHPE, Creative Arts (Music & Visual Arts) and Language (Arabic).

Apart from the BOSTES curriculum we also provide basic education in:

- Islamic studies – this includes Imaniyat (Tawheed and Iman), Ibadat (Taharah and Salaat), Akhlaq, Adaab and Islamic history.
- Quran Studies – memorising selected Surahs from the Holy Qur'an with Tajweed. Prophet's Sunnah and Hadith.

School uniform:

All students will be required to wear full school uniform at all times.

Environmental Impacts:

The potential environmental impacts of the proposed development are addressed, in detail, in the reports accompanying the application including:

- Environmental Impact Statement prepared by Urbis;
- Bushfire risks and mitigation prepared by Building Code & Bushfire Hazard Solutions Pty Ltd; and
- Ecological Constraints Assessment prepared by Narla Environmental.

Strategic Context:

The strategic context of the proposed development in the context of the future growth of the area has been considered detailed in the reports prepared by the project Town Planners, Urbis.

5.9 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 school population;
- the provision of employment opportunities in the construction and fit out of the proposed school and employment generation in the operation of the proposed school for teachers, administrative staff, child care workers, cleaning and other support staff;
- active use of the site providing increased casual surveillance of surrounding streets;
- improvements to the existing site, and the presentation of the site to the street including extensive landscaping.

6.0 ENHANCEMENT, MITIGATION AND MONITORING

The proposed school campus is unlikely to generate any long term or significantly negative social impacts that require mitigation as it involves the staged construction of a Early Learning Centre and College providing education across all stages. While it is acknowledged that the proposed development represents an intensification of use of the site, that intensification of use is not out of character with the planned and anticipated future character of the area and schools are essential services for an area earmarked for future residential growth.

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 *Noise and Vibration* and *Traffic and Accessibility Impact Assessment*).

Negative, temporary impacts that may be generated are likely to arise with construction and fit out of the existing buildings, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

School contact details will be available on the school website, should any neighbours or members of the wider community wish to raise issues or concerns about the operation of the school, with the school executive.

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 Minarah College Catherine Field development at 368-378 Catherine Fields Road, Catherine Field has been assessed in social impact terms in this report.

The proposed development is unlikely to generate any long term negative social impacts. Temporary negative impacts are likely to be associated with internal construction and fit out of the school. Temporary impacts associated with construction and fit out can be controlled through conditions of development consent.

The Traffic and Parking and Acoustic reports accompanying the application outline design and operational recommendations to ensure the proposed campus can operate with minimal disturbance to surrounding residential properties.

With the implementation of the recommendations, impacts associated with noise and disturbance, and traffic and parking can be minimised such that there are not material social impacts generated by the proposed development. There are no reasons from a Social Impact perspective, to refuse the application.

APPENDIX A

DEMOGRAPHIC PROFILE TABLE

Demographic Profile Table

Demographic Characteristic	SAL1 – 1150613	Catherine Field Suburb	Identified catchment area	Camden LGA	Greater Sydney	NSW
Total Persons	340	1,657	174,065	78,218	4 823 991	7 480 228
Aboriginal and/or Torres Strait Islander peoples	3 (0.9%)	24 (1.4%)	3826 (2.2%)	1,933 (2.5%)	70 135 (1.4%)	216 176 (2.8%)
NESB Persons						
(i) No. born overseas in non-English speaking country.	103 (30.3%)	506 (30.5%)	50, 864 (29.2%)	14,156 (18.0%)	1 474 715 (30.5%)	1 646 057 (22.0%)
(ii) No. speaking lang. other than English at home	97 (28.5%)	378 (22.8%)	51,068 (29.3%)	11,268 (14.4%)	1 727 574 (35.8%)	1 882 015 (25.1%)
In need of assistance	n/a	80 (4.8%)	7,981 (4.6%)	3,327 (4.2%)	236 139 (4.9%)	402 048 (5.3%)
Age range:						
0-4 years	22 (6.4%)	80 (4.8%)	13,938 (8.0%)	6,552 (8.4%)	310,173 (6.4%)	465,135 (6.2%)
5-14 years	57 (16.5%)	226 (13.4%)	27,167 (15.6%)	12,151 (15.6%)	590,126 (12.2%)	921,195 (12.3%)
15-19 years	29 (8.4%)	138 (8.3%)	12,262 (7.2%)	5,357 (6.8%)	288,362 (5.9%)	448,425 (5.9%)
20-24 years	26 (7.6%)	158 (9.5%)	11,497 (6.6%)	4,846 (6.2%)	340,737 (7.0%)	489,673 (6.5%)
25-34 years	25 (7.3%)	182 (11.1%)	25,733 (14.7%)	11,903 (15.2%)	774,405 (16.0%)	1,067,524 (14.2%)
35-44 years	38 (11.0%)	189 (11.3%)	26,182 (15.0%)	11,954 (15.3%)	696,037 (14.4%)	1,002,886 (13.4%)
45-54 years	52 (15.1%)	263 (15.3%)	22,609 (12.9%)	9,839 (12.6%)	627,580 (13.0%)	977,984 (13.0%)
55-64 years	31 (9.0%)	192 (11.2%)	17,428 (10.0%)	7,377 (9.5%)	524,011 (10.8%)	889,763 (11.9%)
65-74 years	49 (14.3%)	155 (9.4%)	10,533 (6.0%)	4,977 (7.4%)	372,488 (7.7%)	677,020 (9.0%)
75-84 years	12 (3.5%)	73 (4.4%)	4,526 (2.6%)	2,292 (2.9%)	204,051 (4.2%)	373,115 (4.9%)
85 years and over	3 (0.9%)	18 (1.1%)	1,839 (1.0%)	980 (1.3%)	96,022 (1.9%)	167,506 (2.2%)
Unemployment rate	2.1	3.4	5.2	4.1	6.0	6.3
Median weekly household income	\$1,471	\$1,799	\$1,888	\$2,047	\$1750	\$1486
Med Age	39	38	34	33	36	38
Ave household size	3.3	3.5	3.3	3.1	2.8	2.6
Religious Affiliation						
No Religion	48 (14.3%)	199 (12.0%)	27,123 (15.6%)	14,805 (18.9%)	1,188,280 (24.6%)	1,879,562 (25.1%)
Catholic	153 (45.7%)	797 (48.0%)	57,827 (33.2%)	26,876 (34.4%)	1,213,126 (25.1%)	1,846,443 (24.7%)
Anglican	51 (15.2%)	209 (12.6%)	29,392 (16.8%)	16,729 (21.4%)	580, 341 (12.0%)	1,161,810 (15.5%)

Demographic Characteristic	SAL1 – 1150613	Catherine Field Suburb	Identified catchment area	Camden LGA	Greater Sydney	NSW
Islam			10,617 (6.0%)		253,436 (5.3%)	267,659 (3.6%)
Not stated	35 (10.4%)	217 (13.1%)	12,694 (7.3%)	5,135 (6.6%)		
Marital Status (aged 15+)						
Married	115 (57.0%)	755 (55.8%)	72,161 (54.3%)	32,959 (55.4%)	1 934 134 (49.3%)	2 965 285 (48.6%)
Separated	9 (3.3%)	37 (2.7%)	4334 (3.2%)	1,876 (3.2%)	111 495 (2.8%)	190 199 (3.1%)
Divorced	21 (7.7%)	54 (4.0%)	9,105 (6.8%)	4,174 (7.0%)	298 433 (7.6%)	512 297 (8.4%)
Widowed	6 (2.2%)	43 (3.2%)	4,894 (3.7%)	2,325 (3.9%)	185 646 (4.7%)	331 655 (5.4%)
Never married	81 (29.8%)	463 (34.2%)	42,418 (31.9%)	18,195 (30.6%)	1 393 988 (35.5%)	2 094 457 (34.3%)
Family Structure						
Couple families with dependent children under 15 years and other dependent children	46 (61.3%)	232 (60.3%)	26,400 (56.9%)	11,745 (55.1%)	501 238 (40.1%)	718 364 (37.0%)
Couple families with no children	22 (29.3%)	115 (29.9%)	12,304 (26.5%)	6,358 (29.8%)	416 588 (33.4%)	709 524 (36.5%)
One parent families with dependent children	7 (9.3%)	35 (9.1%)	7,143 (15.4%)	2,986 (14.0%)	113 772 (9.1%)	192 626 (9.9%)
Other families	0	3 (0.8%)	485 (1.0%)	216 (1.0%)	22 992 (1.8%)	32 483 (1.6%)
Car Ownership						
None	0	3 (0.7%)	1,668 (3.2%)	554 (2.3%)	179 500 (11.0%)	239 625 (9.2%)
One	8 (9.4%)	52 (12.4%)	12,370 (24.3%)	5,370 (22.3%)	603 062 (37.1%)	946 159 (36.3%)
Two	25 (42.4%)	132 (31.4%)	21,833 (42.9%)	10,860 (45.1%)	532 633 (32.8%)	887 849 (34.0%)
Three	41 (48.2%) (3 or more)	84 (20.0%)	8,530 (16.8%)	4,087 (16.9%)	164 918 (10.1%)	283 044 (10.8%)
4 or more		133 (31.8%)	5,480 (10.7%)	2,602 (10.8%)	89 744 (5.5%)	152 500 (5.8%)
Housing (dwellings)						
Sep house	88 (100.0%)	405 (98.3%)	45,815 (85.9%)	22,310 (92.7%)	924 225 (52.5%)	1 729 820 (59.8%)
Semi-detached	0	4 (1.0%)	4,644 (8.7%)	1,432 (5.9%)	227 238 (49.8%)	317 447 (35.7%)
Unit	0	0	433 (0.8%)	194 (0.8%)	456 233 (25.9%)	519 380 (17.9%)
Other dwelling	0	0	128 (0.2%)	70 (0.3%)	9 129 (0.5%)	23 583 (0.8%)
Unoccupied dwellings	5 (5.4%)	26 (5.9%)	2,523 (4.7%)	1,160 (4.6%)	136 055 (7.7%)	284 741 (9.8%)
Home fully owned	36 (43.9%)	194 (47.4%)	12,362 (24.3%)	5,821 (24.2%)	472 635 (29.1%)	839 665 (32.2%)

Demographic Characteristic	SAL1 – 1150613	Catherine Field Suburb	Identified catchment area	Camden LGA	Greater Sydney	NSW
Being purchased	29 (35.4%)	143 (35.0%)	24,841 (50.8%)	12,527 (52.0%)	539 917 (33.2%)	840 665 (32.2%)
Private rental	14 (17.1%)	52 (12.7%)	10,102 (19.8%)	4,672 (19.3%)	485 404 (29.9%)	722 020 (27.7%)
Public housing		0	1,385 (2.7%)	341 (1.4%)	67 845 (4.1%)	104 902 (4.0%)
Dwelling Structure - # of bedrooms						
0	0	0	111 (0.2%)	35 (0.1%)	12 812 (0.7%)	17 157 (0.6%)
1	4 (4.6%)	4 (1.0%)	646 (1.3%)	348 (1.4%)	118 881 (7.3%)	157 194 (6.0%)
2	8 (9.2%)	18 (4.4%)	2,688 (2.3%)	1,138 (4.7%)	402 675 (24.8%)	577 675 (22.1%)
3	27 (31.0%)	112 (27.3%)	14,995 (29.5%)	6,364 (26.4%)	548 987 (33.8%)	970 001 (37.2%)
4	48 (55.2%) (4 or more)	187 (44.7%)	21,468 (42.2%)	13,025 (54.0%)	376 427 (23.1%)	633 184 (24.3%)
5		76 (18.1%)	12,734 (25.0%)	2,319 (9.6%)	101 053 (6.2%)	148 851 (5.7%)
6+		18 (4.3%)	936 (1.8%)	438 (1.8%)	23 774 (1.4%)	34 370 (1.3%)
Migration						
Same add 1yr ago		1,323 (80.4%)		59,235 (77.0%)	3 695 742 (77.5%)	5 718 965 (77.3%)
Same add 5 yr ago		1,021 (64.7%)		33,753 (47.0%)	2 402 160 (53.2%)	3 775 527 (53.8%)
Occupation						
Manager	20 (15.4%)	114 (14.8%)	9,847 (9.5%)	5,134 (12.8%)	311 762 (13.7%)	456 084 (13.5%)
Professional	18 (13.8%)	84 (10.9%)	14,429 (13.8%)	7,139 (17.8%)	597 798 (26.3%)	798 126 (23.6%)
Technical & Trade	28 (21.5%)	134 (17.4%)	12,177 (11.7%)	6,004 (15.0%)	265 056 (11.6%)	429 239 (12.7%)
Community	11 (8.5%)	61 (7.9%)	8,288 (7.9%)	4,051 (10.1%)	218 206 (9.6%)	350 261 (10.3%)
Clerical	12 (9.2%)	118 (15.3%)	14,101 (13.5%)	6,634 (16.6%)	331 135 (14.5%)	467 977 (13.8%)
Sales	8 (6.2%)	76 (9.9%)	8,234 (7.9%)	3,991 (10.0%)	205 051 (9.0%)	311 414 (9.2%)
Machinery op	15 (11.5%)	76 (9.9%)	8,030 (7.7%)	3,265 (8.2%)	128 020 (5.6%)	206 839 (6.1%)
Labourer	18 (13.8%)	81 (10.5%)	7,412 (7.1%)	3,061 (7.6%)	171 450 (7.5%)	297 887 (8.1%)
Travel to work						
Car driver	75 (56.4%)	461 (61.1%)	57,174 (54.9%)	28,135 (70.3%)	1 197 269 (52.6%)	1 953 399 (57.7%)
Train		0	4,383 (4.2%)	1,117 (2.8%)	247 051 (10.8%)	252 786 (7.4%)
Bus		0	643 (0.6%)		125 503 (5.5%)	133 903 (3.9%)

Source: 2016 Census data (www.abs.gov.au) – General Community Profile – as at February 2022

APPENDIX B

QUALIFICATIONS & EXPERIENCE OF AUTHOR

Sarah George – BA (Psych/Soc), Cert IV Youth Work

QUALIFICATIONS:

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

EXPERIENCE:

In practicing as a consultant, I have completed assignments for a number of clients in the private and public sector, 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 Matthew Talbot Lodge, Vincentian Village and the Ozanam Learning Centre for St Vincent de Paul, Malek Fahd Islamic School, and Hotel Development Applications at Hurstville and La Perouse and numerous packaged liquor licences;
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing; and
- preparation of numerous Social Impact Assessments for licensed premises, both hotels and off-licence (retail) premises for submission to the Office of Liquor Gaming and Racing and the former Liquor Administration Board.

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

- Project Officer – Education & Development 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.