

**SOCIAL IMPACT ASSESSMENT –  
PROPOSED ALTERATIONS AND ADDITIONS – WILLIAM CLARKE COLLEGE,  
CONCEPT MASTERPLAN AND STAGE 1 – SSD-35715221**



**August 2022**

Prepared for:  
**William Clarke College**

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## ***Executive Summary***

### **1.0 INTRODUCTION**

Sarah George Consulting has been engaged by William Clarke College to prepare a Social Impact Assessment (SIA) to accompany a State Significant Development Application (SSD-35715221) to the NSW Department of Planning and Environment for a proposed alterations and additions to the existing education establishment known as William Clarke College at 10 Morris Grove, Kellyville.

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

**Table 1 – SEARs and Relevant Reference**

<b>SEARs Item</b>	<b>Report Reference</b>
<b>Social Impact</b> 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 SUBJECT SITE AND PROPOSED DEVELOPMENT**

William Clarke College is an independent, co-educational Anglican school providing education to children across all stages (Prep to Year 12). The College has been located on the site at Kellyville since 1988. The College has an existing student population of 1,907, supported by a teaching and executive staff of 209 (full time equivalent). The existing College is currently spread across two sites.

The proposal seeks consent for a concept masterplan which identifies a number of new buildings and refurbishments to cater to the school's growing needs and to increase their specialist learning capabilities, as well as landscaping works throughout the College to enhance and connect their learning and play facilities. It also includes the detailed design proposal for the first stage of the masterplan, being the "Bryson Building", a 4-storey learning facility at the centre of the campus to create a focal point and hub for the College.

The principal master elements are:

1. New 4 storey Bryson Building for teaching and learning.
2. Performing Arts Centre, to be connected to the College's existing Drama and Music facilities.

3. Sports extension to the school's sporting facilities to enhance their PDHPE offering.
4. The reconfiguration of the existing carpark on Wrights Road and Morris Grove.
5. New shed adjacent to the Branwhite Centre for STEAM.
6. Various refurbishment to existing building.

The masterplan elements are not proposed in any specific order at this stage, aside from Stage 1, and some may be undertaken under a range of planning approval pathways.

### **3.0 DEMOGRAPHIC PROFILE & CHARACTERISTICS**

Students of the existing College largely reside in the following suburbs:

- Kellyville, North Kellyville & Kellyville Ridge – approximately 36% of students
- Castle Hill – approximately 15.3% of students
- Baulkham Hills – approximately 8.3% of students
- Beaumont Hills – approximately 5.0% of students
- Bella Vista – approximately 4.5% of students
- Glenhaven – approximately 3.3% of students
- Kenthurst – approximately 3% of students

While a proportion of the existing student body is drawn from other surrounding suburbs, it is the suburbs listed above that have been adopted as the school's primary catchment area. It is anticipated that the majority of future students at the College will be drawn from the primary catchment area.

A *Demographic Profile Table* showing the available data from the 2016 Census for the identified immediate vicinity, the catchment area, the suburb of Kellyville and The Hills LGA compared to Greater Sydney and NSW is included at Appendix A.

The socio-economic and demographic characteristics of the suburb of Kellyville indicate that the population is very robust with the majority of residents residing in large houses, in well-paying jobs and couple families with dependent children.

Based on data from the 2016 Census, the suburb of Kellyville had a SEIFA score of 1,111.4 and a percentile of 98%, indicating an area of high advantage with only that 2% of the population are more disadvantaged than the residents of the suburb of Kellyville.

Population project data compiled by the *NSW Department of Planning*, indicates growth in the population of the suburb of Kellyville will experience consistent growth.

The suburb of Kellyville 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 William Clarke College, the outcomes of which are included in the *Community Engagement Report* prepared by Sarah George Consulting.

The community consultation was undertaken via the following methods:

- Letterbox drop to surrounding residences and businesses;
- Communication with the College community via the Parent Connect portal and College Facebook page;
- Advertising of the proposal and opportunity to attend two community information sessions on local community Facebook groups (Kellyville Community Group, Castle Hill Community Group, The Hills District Community Group);
- Information on the College Website and the ability to provide feedback via an online feedback form; and
- Community information sessions on the College premises on 9<sup>th</sup> April and 13<sup>th</sup> April 2022.

8 people attended the community information session held on Saturday 9<sup>th</sup> of April, and 3 on Wednesday 13<sup>th</sup> of April. In total, 5 completed feedback forms were received.

No specific issues were raised in the written feedback, with one respondent noting concern with the future development of the College.

Verbal feedback from participants noted initial concern that the College would be expanding its grounds and potentially creating a new access road. It is noted there are no current plans for the expansion of the College grounds, nor for any new access roads into the College.

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 alterations and additions to the existing College are unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed development represents an intensification of use of the site, associated with the proposed increase in student population, that intensification of use is not expected to result in any new or unexpected social impacts as the intensification is wholly contained within the existing College premises and the alterations and additions confined within the site.

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 new 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 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 Concept Masterplan and Stage 1 alterations and additions will only be realised if consent for the application is granted.

## **7.0 CONCLUSION**

The proposed alterations and additions to William Clarke College at 10 Morris Grove, Kellyville have 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 William Clarke College (the Applicant) to prepare a Social Impact Assessment. It accompanies an Environmental Impact Statement (EIS) in support of State Significant Development Application (SSD – 35715221) for concept masterplan and Stage 1 works to William Clarke College at 10 Morris Grove, Kellyville (the site).

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

**Table 1 – SEARs and Relevant Reference**

SEARs Item	Report Reference
<b>Social Impact</b> 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 Department's *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 by the school and project team as part of the SSD application. Details of feedback received as part of the consultation process is included in Chapter 5.0.

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., childcare, 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 and stakeholder 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 subject site is known as Lot 10 DP1169003 and has the street address of 10 Morris Grove, Kellyville.

The school grounds and subject site has an area of 23.8 acres (9.636hectares) and is spread across multiple sites, with the main school premises on the site located on the eastern side of Morris Grove, and the Sports Centre, constructed in 2015, located to the west.

Figure 1 – Subject site



Development surrounding the site is predominantly residential to the north, east and south, with a mix of residential and commercial to the west.

The site is located approximately 200m from the closest bus stops, Green Road after Wrights Road with routes 601, 633, 651 and 715 providing bus services to and from Rouse Hill and Wrights Road Community centre providing route 626 to Kellyville.

## **2.2 Existing Development**

William Clarke College is an independent, co-educational Anglican College providing education from prep to Year 12.

William Clarke College first opened in 1988 with 113 students in Years 7 & at the St Stephen's Anglican Church at Kellyville as a temporary site.

The College located to its current site in 1988.

In 2007, the College introduced a Junior School (Kindergarten to Year 4), Middle School (Years 5 – 8) and Senior School (Years 9-12). In 2015, the College introduced a Preparatory School to allow families in the local community to have a Preparatory experience at the College for the year before Kindergarten.

From 2018, the College changed the structure of the school to include a Primary school (9P-6) and Secondary school (7-12).

The College has a current student population of 1,907, supported by over 200 staff.

## **2.3 Proposed development**

The subject application relates to the proposal which comprises a concept masterplan which identifies a number of new buildings and refurbishments to cater to the school's growing needs and to increase their specialist learning capabilities, as well as landscaping works throughout the College to enhance and connect their learning and play facilities.

It also includes the detailed design proposal for the first stage of the masterplan, being the "Bryson Building", a 4-storey learning facility at the centre of the campus to create a focal point and hub for the College.

The principal masterplan elements are:

1. New 4 storey Bryson Building for Teaching & learning.
2. Performing Arts Centre, to be connected to the College's existing Drama and Music facilities
3. Sports Extension to the school's sporting facilities to enhance their PDHPE offering.
4. The reconfiguration of the existing carpark on Wrights Rd and Morris Grove.
5. New shed adjacent to the Branwhite Centre for STEAM
6. Various refurbishments to existing buildings.

These are in no particular order beyond stage 1, and some may be undertaken under a range of planning approvals pathways.

**Figure 2 – Site Masterplan**



Detailed plans of the proposed development prepared by PMDL Architecture & Design accompany the application.

## **2.4 Area likely to be affected by the proposed development**

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 College sites.

Typical impacts associated with schools include noise emissions (school bells, PA systems and children playing) and noise intrusion (road noise). As the subject application relates to alterations and additions to an existing school, it is anticipated that impacts are likely to relate to:

- Noise during construction;
- Potential for increased activity on the site at night and on weekends associated with the performing arts centre;
- Increased student population resulting in increased traffic on local roads 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:

- Existing and future students, staff and families of the College;
- Residents/Tenants of buildings immediately surrounding the subject site;
- People who commonly utilise roads around the College including Morris Grove, Green Road, Olivia Close & Wrights Road;
- Residents and businesses in the local area.





- Bella Vista – approximately 4.5% of students
- Glenhaven – approximately 3.3% of students
- Kenthurst – approximately 3% of students

While a proportion of the existing student body is drawn from other surrounding suburbs, it is the suburbs listed above that have been adopted as the schools primary catchment area.

A *Demographic Profile Table* showing data from the 2016 Census for the identified *immediate vicinity*, the suburb of Kellyville, the identified catchment area, the Hills 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 (0.3%), the suburb of Kellyville (0.5%), the College catchment area (0.5%) and the Hills Shire (0.5%) compared to 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 (38.2%), the suburb of Kellyville (41.74%), the College catchment area (37.6%), the Hills Shire (35.0%) compared to Greater Sydney (30.5%) and NSW (22.0%);
- a greater proportion of the population who speak a language other than English at home in the immediate vicinity (39.3%), the suburb of Kellyville (32.9%), the College Catchment area (33.7%), the Hills Shire LGA (31.8% and Greater Sydney (35.8%) compared to NSW (25.1%);
- a greater proportion of the population aged between 5-14 years in the immediate vicinity (17.3%), the suburb of Kellyville (17.0), the College catchment area (15.4%), and in The Hills Shire (15.1%) compared to Greater Sydney (12.2%) and NSW (12.3%);

- lower rates of unemployment in the immediate vicinity (5.0), the suburb of Kellyville (4.5), the College catchment area (4.5), and the Hills Shire LGA (4.6) compared to Greater Sydney (6.0) and NSW (6.3);
- a significantly higher weekly median household income in the immediate vicinity (\$2,944), the suburb of Kellyville (\$2,564), the College Catchment area (\$2,505) and in The Hills Shire (\$2,363) compared to Greater Sydney (\$1750) and NSW (\$1486);
- a similar median age in the immediate vicinity (37), the suburb of Kellyville (35), the College catchment area (38), The Hills Shire (38), Greater Sydney (36) and NSW (38);
- a smaller average household size in the immediate vicinity (2.3), The Hills Shire (2.2) Greater Sydney (2.8) and NSW (2.6), compared to the suburb of Kellyville (3.4), the College catchment area (3.3);
- Catholicism is the most reported religious or spiritual belief in the immediate vicinity (27.3%), the suburb of Kellyville (30.3%), the College catchment area (27.5%), The Hills Shire (28.9%), Greater Sydney (25.1%) and NSW (24.7%);
- a greater proportion of the population who are married in the immediate vicinity (62.8%), the suburb of Kellyville (63.7%), the College catchment area (61.8%) and The Hills Shire (61.6%) compared to Greater Sydney (49.3%) and NSW (48.6%);
- a significantly greater proportion of couple families with dependent children in the immediate vicinity (70.5%), the suburb of Kellyville (65.6%), the College catchment area (48.4%) and The Hills Shire (60.4%) compared to Greater Sydney (40.1%) and NSW (37.0%);
- a smaller proportion of couple families with no children in the immediate vicinity (20.5%), the suburb of Kellyville (24.5%), the College catchment area (22.3%), and The Hills Shire (28.8%) compared to Greater Sydney (33.4%) and NSW (36.5%);
- a similar proportion of one parent families in the immediate vicinity (8.9%), the suburb of Kellyville (9.3%), The Hills Shire (9.9%), Greater Sydney (9.1%) and NSW (9.9%), but a smaller proportion in the College catchment area (7.8%);

- the majority of households report having two vehicles in the immediate vicinity (51.9%), the suburb of Kellyville (50.1%), the College catchment (44.6%), The Hills Shire (20.4%), compared to Greater Sydney and NSW where one car per household is more common (37.1% and 36.3% respectively);
- the significant majority of dwellings are separate dwellings in the immediate vicinity (89.7%), the suburb of Kellyville (90.8%), the catchment area (79.2%) and in The Hills Shire (82.4%) compared Greater Sydney (52.5%) and NSW (59.8%);
- more residents are paying off mortgages on their homes in the immediate vicinity (53.4%), the suburb of Kellyville (55.7%), the College catchment area (45.6%) and in The Hills Shire (45.7%) compared to Greater Sydney (33.2%) and NSW (32.2%);
- an underrepresentation of public housing in the suburb of Kellyville (0.1%), the College catchment area (0.3%), and in The Hills Shire (0.2%) 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 (87.3% (4 or more)), the suburb of Kellyville (62.3%), the College catchment area (40.6%) and in the Hills Shire (48.3%) compared to Greater Sydney (23.1%) and NSW (24.3%);
- a greater proportion of 5 bedroom dwellings in the suburb of Kellyville (15.9%), the College catchment area (14.0%) and in The Hills Shire (15.2%) compared to Greater Sydney (6.2%) and NSW (5.7%);
- the majority of the population report working in professional occupations in the immediate vicinity (29.8%), the suburb of Kellyville (28.1%), the College catchment area (20.6%), The Hills Shire (29.0%), Greater Sydney (26.3%) and in NSW (23.6%);
- fewer residents working in low paying labouring and related roles in the immediate vicinity (4.0%), the suburb of Kellyville (5.0%), the College catchment area (3.2%), and in The Hills Shire (4.7%) compared to Greater Sydney (7.5%) and NSW (8.1%);

- a greater proportion of those who were working, using buses to travel to work in the immediate vicinity (6.8%), the suburb of Kellyville (9.4%), the College catchment area (7.9%) and The Hills Shire (10.6%) compared to Greater Sydney (5.5%) and NSW (3.9%).

As can be observed, the population of the immediate vicinity and the suburb of Kellyville and of the College catchment area generally slightly older, more likely to be a married 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 alterations and additions to the College will provide increased capacity for the existing College to provide education to 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.

	<b>Kellyville suburb</b>	<b>The Hills Shire</b>	<b>Greater Sydney</b>	<b>NSW</b>
<b>SEIFA Score</b>	1,111.4	1,107.0	1,018.0	1,001.0
<b>Percentile</b>	98	98	56	45

Source: Profile ID

Based on data from the 2016 Census, the suburb of Kellyville had a SEIFA score of 1111.4 and a percentile of 98%, and residents of The Hills Shire a score of 1,107.0 and a percentile of 98% indicating that the area is an area of high advantage, with only a very small proportion of the population who might be considered to be at a greater level of disadvantage.

There is nothing about the Masterplan and Stage 1 alterations and additions that are 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 Hills Shire LGA, particularly in school aged children aged 5-14 years.

<b>Age</b>	<b>2026</b>	<b>2031</b>	<b>2036</b>	<b>2041</b>
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	Number	Number	Number	Number
5-14 years	33,467	37,129	40,508	42,570
20-39	59,732	64,967	67,928	71,335
Total population	236,119	369,479	297,089	321,308

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

### 3.3 Crime data

Crime data for the suburb of Kellyville, The Hills Shire 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:

	Kellyville suburb (rate per 100,000 population)	The Hills Shire (rate per 100,000 population)	NSW (rate per 100,000 population)
<b>Assault</b>	311.5 (lowest density)	327.5 (lowest density)	769.7
<b>Domestic related assault</b>	204.3 (lowest density)	183.9 (lowest density)	393.4
<b>Non-Domestic related assault</b>	99.6 (lowest density)	137.1 (second lowest density)	344.6
<b>Assault Police</b>	7.7 (lowest density)	6.5 (lowest density)	31.7
<b>Homicide</b>	0.0 (lowest density)	0.0 (lowest density)	0.9
<b>Robbery</b>	7.7 (lowest density)	10.3 (medium density)	21.5
<b>Sexual Offences</b>	91.9 (lowest density)	94.7 (lowest density)	179.4
<b>Theft</b>	1013.8 (lowest density)	1166.0 (lowest density)	2071.7
<b>Malicious damage to property</b>	209.4 (lowest density)	243.8 (lowest density)	601.6

NSW Bureau of Crime Statistics and Research ([www.bocsar.nsw.gov.au](http://www.bocsar.nsw.gov.au)) January 2021 – December 2021

As can be observed, the suburb of Kellyville 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 the Concept Masterplan and Stage 1 alterations and additions to William Clarke College that is likely to generate any impacts in terms of crime in the area.

The detailed design for the different stages proposed 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 existing school buildings and school grounds includes electronic surveillance of all building entrances and exits, and entrances and exits to car parking areas in the form of 24 hour CCTV monitoring. This existing surveillance system will be continued in the proposed new buildings.

Casual surveillance to surrounding properties including on Morris Grove and Wrights 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.

Existing access arrangements are not proposed to change and all visitors to the site will be required to attend the reception area.

No changes to the existing signage for the College are proposed. Clear directional signage is already in place 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 is already in place and will be added to, as needed to indicate the uses and create a sense of ownership.

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

Site landscaping will continue to 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 already in place, and to be extended to any future alterations and additions 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 continue to 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 PMDL and William Clarke College, the outcomes of which are included in the Community Engagement report prepared by Sarah George Consulting and accompanying the application.

The community consultation was undertaken via the following methods:

- Letterbox drop to surrounding residences and businesses;
- Communication with the College community via the Parent Connect portal and College Facebook page;
- Advertising of the proposal and opportunity to attend two community information sessions on local community Facebook groups (Kellyville Community Group, Castle Hill Community Group, The Hills District Community Group;
- Information on the College Website and the ability to provide feedback via an online feedback form; and
- Community information sessions on the College premises on 9<sup>th</sup> April and 13<sup>th</sup> April 2022.

No feedback was received via the electronic feedback form accessed via the College website.

The drop-in sessions attracted a total of 11 visitors (8 people on the 9<sup>th</sup> of April and 3 people on the 13<sup>th</sup> of April). Paper copies of feedback forms were available at the community information sessions and could be placed in a locked box. In total, 5 feedback forms were received over the two sessions.

Written feedback identified one resident who had concerns for the future expansion of the College, but not detail was provided as to what those concerns specifically related to. Other feedback was either neutral or positive in tone.

Verbal feedback from attendees at the sessions primarily focussed on concern from local residents that the College was planning on expanding the grounds to include dwellings owned by the College along the exiting north-western boundary, and that there were plans to create a new access road to the College. Residents who raised these concerns were advised that there were no plans to expand the school grounds, or create new access roads.

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*), developments relating to expansion of an education facility 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 Concept Masterplan and Stage 1 development including the proposed Bryson Building is unlikely to generate any significant impacts in terms of privacy as the site of the proposed building is centrally located within the College premises and will not result in any direct overlooking to residential dwellings. Views from the Bryson Building will be over the Central heart of the College, over the proposed primary school car park and towards existing school buildings (Buildings 3, 4 & 13).

Other proposed future buildings are similarly screened from residential dwellings by existing school buildings, and site landscaping which includes established trees along the site perimeter. Should any apparent overlooking issues arise, these can be addressed through privacy screening on upper windows.

It is likely that noise will be generated through the staged construction of the proposed buildings. Noise generated as a result of the construction/fit out process are temporary impacts and are able to be addressed through conditions of consent limiting the time that works can be undertaken on the site. While construction noise impacts are temporary, they are likely to be present during the staged

implementation of the Concept Masterplan resulting in construction noise impacts from the site over a number of years.

It is not anticipated that noise emissions from the operation of the school, including when children are playing in outdoor areas, and from school bells and the PA system are likely to be different from the existing situation, even accounting for the proposed future increase in the student population from 1907 to 2100. The locations in which children play within the College campus are largely oriented away from residential properties, with the exception of the sporting courts and ovals on the western and north western perimeters of the site. Noise emissions from these areas will be limited to school hours and are unlikely to cause disturbance to neighbouring properties in the morning or evening.

A *Noise Impact Assessment* prepared by SLR Consulting Australia Pty Ltd accompanies the application. That Report considers potential noise associated with demolition and construction, as well as considers noise emissions associated with the operation of the College as student numbers increase.

The *Noise Impact Assessment* concludes:

*SLR have been engaged to assess the potential construction and operational noise emissions from the proposed Bryson Building to be built at William Clarke College as part of the Stage 1 Works. Stage 1 works would result in a minor increase in student numbers from 1907 to 2100.*

*At this stage of the proposal, construction scheduling has not been finalised. A detailed Construction Noise and Vibration Management Plan (CNVMP) will be provided for assessment once this information has been determined. The CNVMP will predict operational impacts based on indicative construction activities, equipment selection and hours of construction.*

*Operational noise including the use of PA systems, children's play and mechanical plant has also been assessed.*

- The design of the School Bell, PA and EWIS system specific to the Stage 1 Works would be carried out as part of the Detailed Design phase. With appropriately designed speaker coverage limited to the vicinity of The Bryson Building, it is not anticipated that the addition of these loudspeakers would not result in any increase of PA system noise at the nearest residential receivers located in NCA01 to the southwest, NCA03 to the east or NCA04 to the north.*
- Non-compliance with the RPL + 10dB criteria has been predicted at NCA01, NCA02, NCA03, NCA04 and R01 as a function of noise generated by Children's play. Given the short duration of noise generated by children's play during recess and lunch and the minor increase in students from 1907 to 2100 as a result of the Stage 1 Works proposal, SLR considers the potential impact of noise at nearby sensitive receivers to represent an imperceptible 1dB increase on noise levels currently experienced as a result of children's play on the WCC grounds.*
- Noise generated by mechanical plant from the proposal is predicted to comply with the Project Noise Trigger Levels at all surrounding receivers, however, at this early stage in the proposal details regarding mechanical plant are indicative and should be reassessed during the detailed design stage to determine compliance.*

Noise emissions associated with the operation of the education establishments are typically associated with school bells, PA systems and outdoor play areas can be controlled through the considered positioning of any new 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.

The College reports that feedback from local residents provided separately to the consultation undertaken as part of this application, that there are existing issues

with traffic and parking associated with the College, concentrated around school pick up and drop off times. The College is proactive in communicating with parents and carers around parking issues, providing regular communications around not impeding resident access to driveways

Parking is currently provided on the site for:

- 170 dedicated staff parking spaces;
- 55 parking spaces at the Preparatory and Primary School carpark;
- Secondary School parking area with capacity for 103 vehicles;
- Capacity for 6 buses in the Morris Grove bus bay, and 1 bus in the Wrights Road bus bay.

*Kiss and drop* zones are already included within the College to facilitate the safe dropping of and collection of children.

A separate *Traffic Impact Assessment* Report prepared by PTC Consulting Engineers 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* concludes:

*ptc. has been engaged by PMDL on behalf of William Clarke College to prepare a Transport and Traffic Assessment (TTA) report for the development of the masterplan study and development designs for Stage 1 of the masterplan of William Clarke College. The school proposes to uplift the existing 1,907 (Preparatory to Year 12) student capacity to 2,100 and from the current 211.6 FTE staff to 225.5 FTE staff. The increased capacity will be achieved with additional facilities including Stage 1 works to deliver a new teaching space known as the "Bryson Building".*



*The following section outlines the key findings throughout the course of the study:*

- *A review of the state and local transport plans has been undertaken and it has been found that there are plans to upgrade the walking and cycling infrastructure within the LGA (see Hills Shire Council's Recreation Strategy 2019, the Draft Bike Plan etc).*
- *The analysis of the pedestrian infrastructure shows that there are formalised pedestrian crossings off the immediate access points of the school, thus providing connectivity to the surrounding streets and bus stops. A few of the roads in the vicinity are missing footpaths on either one side or both sides of the road; however, these streets appear to be in a residential area with low traffic volumes meaning that the potential for conflict is low. Some footpath upgrades are underway in the surroundings of the school, so an increase in walkability within the LGA can be expected.*
- *In terms of cycling, the infrastructure within the cycling catchment consists of shared paths along the parklands and some on-road cycling paths along the surrounding roads. Council has prepared a draft bike plan to improve the cycling infrastructure within the Hills Shire LGA, which, when implemented, is likely to enhance the active transport in the area.*
- *A review of the available public transport services operating within the vicinity of the School indicates that direct buses are accessible from a wide area surrounding the school. There is a bus stop just outside the school on Morris Grove and one on Wrights Road. While no direct services are provided across Old Windsor Road in Blacktown, there are buses connecting to those within the Hills Shire Council.*
- *The School aims to retain the current car usage and promote active and public transport travel mode for the increased student population. The following considerations have been made to determine the existing and future travel modes for students:*
  - *A review of the student residential data with respect to the walking and cycling catchments and SSTS zone has been undertaken to determine*

*the theoretical walking, cycling and public transport mode shares for School students. The analysis shows that 10% of students live in a walking catchment, 13% in a cycling/scooting catchment and the remaining 77% of students would be able to travel by public transport (bus).*

- *An online questionnaire has been undertaken to understand the existing traffic and parking profile of students on a typical school day. Based on this data currently 8% of students walk, 32% of students travel on public transport, 55% of students travel by car, 2% of students carpool and 3% of students use other modes (includes combination of modes).*
- *Regarding the future, the School aims to retain the current car usage and instead increase all other transport modes which will be achieved as follows:*
  - *An increase in the proportion of existing students to walk to school by promoting active transport (refer to the School Transport Plan).*
  - *Council's planned upgrades to cycle infrastructure will improve cycle networks and support increased targets for staff and students to cycle to school. The school is proposing to incorporate 48 covered bike spaces for students and will promote active transport (refer to the School Transport Plan).*
  - *Existing bus services have additional capacity to absorb increased demand in student bus travel.*
  - *Implementation of initiatives to promote active and public transport (refer to the School Transport Plan).*

*As such, the future target mode share for students has been adapted to 9% walking, 2% cycling and scooting, 35% public transport (bus), 50% private vehicles, 3% carpooling and 1% other modes.*

*The travel mode targets for staff have been developed similar to those for students.*

- *The car parks and pick-up and drop-off area have been designed to accommodate a total of 334 vehicle spaces, including 5 accessible spaces and 9 motorbike spaces. A waste collection area is proposed within the School boundary which can accommodate vehicles of up to an HRV. The vehicle spaces have been designed in accordance with AS2890.1:2004, AS2890.2:2018 and AS2890.6:2009, with all vehicles being able to enter / exit the site in a forward manner.*
- *SIDRA modelling has been undertaken to identify the performance of the surrounding intersections with the existing traffic. The analysis shows that all intersections apart from the Green Road / Wrights Road intersection are operating with spare capacity and at a Level of Service no less than C. However, it has been identified that while the SIDRA results for the Wrights Road / Morris Grove roundabout are positive, in reality the intersection experiences delays related to the pick-up and drop-off activity. This discrepancy arises from the fact that the amount of traffic volume passing through this intersection does not exceed their capacity. It is known that Council is proposing to implement a “No Stopping” restriction along the southern side of Wrights Road opposite the school driveway to enable through vehicles to pass vehicles wanting to turn into the school, which is supported by the school. The major reason for the Green Road / Wrights Road intersection operating at capacity is the high volumes of through traffic along the Green Road. The broader area has been shown to have grown over the last 10 years, which contributes to the high traffic volumes along Green Road. Some of the trips along Green Road can be attributed to the school, though the majority of those students being driven do so with parents who are likely to stop at the school enroute to their workplace further south. The project does not propose to increase any vehicular trips, thus no traffic modelling for the future scenario is seen as required.*
- *A construction traffic management strategy has been prepared to outline the construction traffic measures and processes for discussion with Council and TfNSW. A final CTMP will be prepared on consultation with an appointed*

*building prior to the construction phase and amended as required following comments from TfNSW, Council or any other authority.*

*In light of the above, the proposed development is endorsed in the context of parking and traffic.*

## **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 Concept Masterplan and Stage 1 works to the College do not result in the loss of any residential dwellings. As such, there is no change to the resident population that would result in any marked changes to the composition of the community, or the character of the community.

The subject application relates to an existing College and involves works wholly contained within the existing College campus and as such, there proposed Concept Masterplan and Stage 1 works are unlikely to result in any material changes to the character of the area.

The proposed Concept Masterplan seeks consent for a minor increase in the student population from 1907 students to 2100, resulting in an increase in the population on the site during school hours. This increase is limited to school hours

and is unlikely to generate any discernible or long-term social impacts in terms of the local population.

The proposed alterations and additions to the existing College will provide improved facilities for existing and future students of the College, across all stages of learning. 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.

In respect of community cohesion, William Clarke College is an established community facility within the Kellyville area and, like other education establishments, form part of the community identity. There is nothing about the proposed Concept Masterplan and Stage 1 works that are likely to generate any changes in terms of community cohesion.

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.

### **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, there have been some historic issues with traffic and parking on local streets around school drop-off and pick-up time. The College has been pro-active in communicating with the school community about traffic and parking issues with direct communications to parents and carers around pick up and drop off protocols and requesting that parents and carers are mindful of local residents when picking up or dropping off children.

The proposed increase in the school population is not anticipated to occur all at once, rather any increase in the student population will be incremental, thereby potentially reducing any noticeable traffic and parking impacts associated with the College.

Traffic and parking management practices already in place at the College include:

- Staggered pick-up times for Primary and Secondary students;
- Primary school pick-up/drop-off has been distributed within Year 6 operations carried out at Morris Grove to assist with reducing traffic on Wrights Road;
- Staff parking is dedicated and separated by access control;
- Students have their own parking area.
- Primary School pick-up/drop-off is supervised by staff;
- The bus pick-up system is managed by staff, and students are kept on site until their bus is ready for pick up.

Public transport in the form of buses is currently available approximately 200m (walking distance) from the Green Road (Routes 715, 601, 651, 633 to Rouse Hill and Kellyville) and on Wrights Road, approximately 200m (walking distance) from the College, (Route 626) providing transport to Kellyville. Bus services are operated by Hillsbus and Busways.

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. No demand for external community or recreation facilities is created as a result of the proposed development, with the College already providing sporting facilities, library facilities and other facilities required for student learning.

Accessibility in and around the site has been considered in the design of the proposed alterations and additions. An *Access Report* prepared by Vista Access Architects accompanies the application, detailing the compliance of the proposed Concept Masterplan and Stage 1 works to the College in respect of the 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 *Access Report* notes:

*The proposal achieves the spatial requirements to provide access for people with a disability and it is assumed that assessment of the detailed requirements such as assessment of internal fit-out, details of stairs, ramps and other features will occur at CC (Construction Certificate) stage.*

*By compliance with the recommendations in this report, the development complies 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 Culture**

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

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

William Clarke College has established meaningful and respectful relationships with many Darug community members as they have sought to further their contributions in this area. The College developed a Reconciliation Action Plan in 2019; is represented on the local Aboriginal Education Consultative Group and regularly seeks input and feedback from community members regarding new initiatives and curriculum delivery.

In developing student and staff knowledge of the history of the local area, the College has implemented the Darug Cultural and Language Program for their Year 8 cohort. It is hoped that this program will continue to grow and provide an example to other schools for successful implementation of a Stage 4 Indigenous Language and Culture Program. There is also potential in coming years to have Darug community members contribute more to the day-to-day teaching of the program.

PMDL sees this project as a unique opportunity to embed indigenous initiatives with a School that has a pre-existing relationship with local elder groups.

Objectives for PMDL were to design the physical environment as a tool to better engage with the Colleges indigenous curriculum. The process and outcome are captured in the *Architectural Design Report* accompanying the SSD application.



There is nothing about the Concept Masterplan and proposed Stage 1 works that are 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 existing College grounds include areas for recreation for students on the site, therefore contributing to the health and wellbeing of students.

No changes are proposed to the existing situation where school facilities, specifically the Sports Centre and sports fields are 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.

Bicycle parking is provided on the site. Currently two bicycle racks are provided, and it is proposed for this to be increased to provide space for 48 bicycles.

## 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 Concept Masterplan and Stage 1 works. Local streets may experience some impacts associated with truck movements during construction, and some increased traffic associated with the increase in student population over time, 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.

The Concept Masterplan and Stage 1 works are unlikely to result in any significant visual change to the presentation of the site to Morris Grove or Wrights Road, with the majority of the changes being set back from street frontages.

PMDL Architecture and Design provide the following comments in respect of the proposed design and visual impact of the proposal:

*Overall, the visual impacts assessed from multiple viewpoints surrounding the site consistently result in impacts considered to be in the LOW to MODERATE range. In consideration of a site with minimal direct interface to adjacent properties, this design sits favourably in the context.*

Nearby residents and tenants may experience disturbance associated with construction. As detailed in Chapter 5.1, these impacts are temporary, and are able to be controlled through conditions of development consent.

To ensure the safety of children, access to the site by trucks and vehicles associated with construction will be timed to avoid school start and finish times to ensure the safety of children and young people walking on local streets, and to reduce additional congestion on local roads.

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.

As is currently the case, the local community will be able to contact College management if there are any issues with the operation of the College.

## **5.8 Issues raised during consultation**

As detailed in Chapter 4.0, the aside from written commentary noting concerns regarding the expansion of the College, and concerns regarding the expansion of the College Grounds and a new access road, there were no significant issues raised by the local community during the consultation process.

As noted in Chapter 4.0, there are no plans to expand the school grounds, or create new access roads.

## **5.9 Public interest benefits**

The proposed Concept Masterplan and Stage 1 works provide a number of public interest benefits, including:

- provision of a purpose built buildings and facilities for the existing and future school population;
- the provision of employment opportunities in the construction and fit out of the proposed alterations and additions, with the potential for increased employment at the College in line with growth in the student population;
- creation of a physical environment as a tool to better engage with the College's Reconciliation Action Plan and expand their existing Darug Language and

Culture Program and their collaborative work with Darug Custodians Aboriginal Corporation.

## **6.0 ENHANCEMENT, MITIGATION AND MONITORING**

The proposed Concept Masterplan and Stage 1 works are unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed alterations and additions and increase in student population represents an intensification of use of the site, that intensification of use is not significant, nor is does it out of line with the size of the existing College campus.

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 Parking).

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 Concept Masterplan and Stage 1 works will only be realised if consent for the application is granted.

## **7.0 CONCLUSION**

The proposed Concept Masterplan and Stage 1 works at William Clarke College, Kellyville have 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 construction. Temporary impacts associated with construction 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 College 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	Immediate vicinity	Kellyville suburb	College Catchment Area	The Hills Shire	Greater Sydney	NSW
Total Persons	2,802	27,971	143,500	157,243	4 823 991	7 480 228
Aboriginal and/or Torres Strait Islander peoples	8 (0.3%)	129 (0.5%)	693 (0.5%)	813 (0.5%)	70 135 (1.4%)	216 176 (2.8%)
NESB Persons						
(i) No. born overseas in non-English speaking country.	1,017 (38.2%)	11688 (41.7%)	53,974 (37.6%)	55,075 (35.0%)	1 474 715 (30.5%)	1 646 057 (22.0%)
(ii) No. speaking lang. other than English at home	1,101 (39.3%)	9,200 (32.9%)	48,380 (33.7%)	50,108 (31.8%)	1 727 574 (35.8%)	1 882 015 (25.1%)
In need of assistance	N/A				236 139 (4.9%)	402 048 (5.3%)
Age range:						
0-4 years	128 (4.5%)	2,042 (7.3%)	9,418 (6.5%)	9,772 (6.2%)	310,173 (6.4%)	465,135 (6.2%)
5-14 years	486 (17.3%)	4,767 (17.0%)	22,101 (15.4%)	23,856 (15.1%)	590,126 (12.2%)	921,195 (12.3%)
15-19 years	225 (8.0%)	2,095 (7.5%)	9,954 (6.9%)	11,251 (7.1%)	288,362 (5.9%)	448,425 (5.9%)
20-24 years	203 (7.2%)	1,728 (6.2%)	8,609 (5.9%)	9,709 (6.1%)	340,737 (7.0%)	489,673 (6.5%)
25-34 years	239 (8.5%)	3,242 (11.6%)	15,505 (10.8%)	16,505 (10.5%)	774,405 (16.0%)	1,067,524 (14.2%)
35-44 years	431 (15.4%)	4,707 (16.9%)	22,502 (15.7%)	23,631 (15.0%)	696,037 (14.4%)	1,002,886 (13.4%)
45-54 years	496 (17.7%)	4,045 (14.5%)	20,160 (14.0%)	22,686 (14.4%)	627,580 (13.0%)	977,984 (13.0%)
55-64 years	332 (11.8%)	2,867 (10.2%)	15,861 (11.0%)	18,615 (11.8%)	524,011 (10.8%)	889,763 (11.9%)
65-74 years	178 (6.3%)	1,705 (6.1%)	11,587 (8.0%)	13,582 (8.6%)	372,488 (7.7%)	677,020 (9.0%)
75-84 years	56 (1.9%)	629 (2.3%)	5,383 (3.7%)	5,649 (3.6%)	204,051 (4.2%)	373,115 (4.9%)
85 years and over	21 (0.7%)	147 (0.5%)	2,430 (1.7%)	2,000 (1.3%)	96,022 (1.9%)	167,506 (2.2%)
Unemployment rate	5.0	4.5	4.5	4.6	6.0	6.3
Median weekly household income	\$2,944	\$2,564	\$2,505	\$2,363	\$1750	\$1486
Med Age	37	35	38	38	36	38
Ave household size	2.3	3.4	3.3	2.2	2.8	2.6
<b>Religious Affiliation</b>						
No Religion	504 (17.9%)	5,102 (18.3%)	31,181 (21.7%)	33,341 (21.2%)	1,188,280 (24.6%)	1,879,562 (25.1%)
Catholic	767 (27.3%)	8,479 (30.3%)	39,417 (27.5%)	45,378 (28.9%)	1,213,126 (25.1%)	1,846,443 (24.7%)
Anglican	403 (14.4%)	3,747 (13.4%)	20,331 (14.2%)	23,487 (14.9%)	580,341 (12.0%)	1,161,810 (15.5%)

Demographic Characteristic	Immediate vicinity	Kellyville suburb	College Catchment Area	The Hills Shire	Greater Sydney	NSW
Islam	n/a	938 (3.3%)	4,308 (3.0%)	4,044 (2.5%)	253,436 (5.0%)	267,659 (3.6%)
Not stated	106 (3.8%)	1,620 (5.8%)	8,832 (6.1%)	9,288 (5.9%)	425,538 (8.8%)	684,969 (9.1%)
Hinduism	117 (4.2%)	1,469 (5.3%)	20,333 (14.2%)	7,066 (4.5%)	170,161 (3.5%)	181,402 (2.4%)
<b>Marital Status (aged 15+)</b>						
Married	1,364 (62.8%)	13,470 (63.7%)	69,216 (61.8%)	76,145 (61.6%)	1 934 134 (49.3%)	2 965 285 (48.6%)
Separated	33 (1.5%)	386 (1.8%)	2,152 (1.9%)	2,358 (1.9%)	111 495 (2.8%)	190 199 (3.1%)
Divorced	77 (3.5%)	988 (4.7%)	5,737 (5.1%)	6,418 (5.2%)	298 433 (7.6%)	512 297 (8.4%)
Widowed	72 (3.3%)	519 (2.5%)	4,600 (4.1%)	4,558 (3.7%)	185 646 (4.7%)	331 655 (5.4%)
Never married	626 (28.8%)	5,787 (27.4%)	30,269 (27.0%)	34,139 (27.6%)	1 393 988 (35.5%)	2 094 457 (34.3%)
<b>Family Structure</b>						
Couple families with dependent children under 15 years and other dependent children	531 (70.5%)	5,033 (65.6%)	24,208 (48.4%)	26,403 (60.4%)	501 238 (40.1%)	718 364 (37.0%)
Couple families with no children	155 (20.5%)	1,882 (24.5%)	11,171 (22.3%)	12,608 (28.8%)	416 588 (33.4%)	709 524 (36.5%)
One parent families with dependent children	67 (8.9%)	710 (9.3%)	3,909 (7.8%)	4,327 (9.9%)	113 772 (9.1%)	192 626 (9.9%)
Other families	4 (0.5%)	49 (0.6%)	331 (0.6%)	382 (0.9%)	22 992 (1.8%)	32 483 (1.6%)
<b>Car ownership</b>						
None	8 (1.0%)	97 (1.2%)	1,152 (2.5%)	992 (2.0%)	179 500 (11.0%)	239 625 (9.2%)
One	116 (15.2%)	1,550 (19.2%)	10,7995 (24.1%)	11,135 (23.2%)	603 062 (37.1%)	946 159 (36.3%)
Two	397 (51.9%)	4,028 (50.1%)	19,975 (44.6%)	21,610 (20.4%)	532 633 (32.8%)	887 849 (34.0%)
Three	253 (33.1%) (3 or more)	1,435 (17.8%)	6,984 (15.6%)	8,063 (16.8%)	164 918 (10.1%)	283 044 (10.8%)
4 or more		815 (10.1%)	4,110 (9.2%)	5,169 (10.8%)	89 744 (5.5%)	152 500 (5.8%)
<b>Housing (dwellings)</b>						
Sep house	686 (89.7%)	7,294 (90.8%)	35,471 (79.2%)	39,414 (82.4%)	924 225 (52.5%)	1 729 820 (59.8%)
Semi-detached	75 (9.8%)	596 (7.4%)	4,944 (11.0%)	5,579 (11.7%)	227 238 (49.8%)	317 447 (35.7%)
Unit	3 (0.4%)	104 (1.3%)	3,251 (7.3%)	2,638 (5.5%)	456 233 (25.9%)	519 380 (17.9%)
Other dwelling	0	0	16 (0.03%)	80 (0.2%)	9 129 (0.5%)	23 583 (0.8%)
Unoccupied dwellings	44 (.4%)	478 (5.6%)	2,371 (5.3%)	2,723 (5.4%)	136 055 (7.7%)	284 741 (9.8%)
Home fully owned	257 (33.6%)	1,972 (24.5%)	13,926 (31.1%)	16,513 (34.5%)	472 635 (29.1%)	839 665 (32.2%)

Demographic Characteristic	Immediate vicinity	Kellyville suburb	College Catchment Area	The Hills Shire	Greater Sydney	NSW
Being purchased	408 (53.4%)	4476 (55.7%)	20,399 (45.6%)	21,856 (45.7%)	539 917 (33.2%)	840 665 (32.2%)
Private rental	89 (11.6%)	1,402 (17.4%)	7,789 (17.4%)	8,061 (16.8%)	485 404 (29.9%)	722 020 (27.7%)
Public housing	n/a	10 (0.1%)	125 (0.3%)	128 (0.2%)	67 845 (4.1%)	104 902 (4.0%)
<b>Dwelling Structure - # of bedrooms</b>						
0	0	4 (0.0%)	46 (0.1%)	43 (0.0%)	12 812 (0.7%)	17 157 (0.6%)
1	0	31 (0.3%)	734 (1.6%)	566 (1.2%)	118 881 (7.3%)	157 194 (6.0%)
2	7 (0.9%)	137 (1.7%)	3,342 (7.5%)	3,216 (6.7%)	402 675 (24.8%)	577 675 (22.1%)
3	78 (10.2%)	1,267 (15.7%)	10,367 (23.2%)	11,345 (23.6%)	548 987 (33.8%)	970 001 (37.2%)
4	667 (87.3%) (4 or more)	5,011 (62.3%)	18,183 (40.6%)	23,139 (48.3%)	376 427 (23.1%)	633 184 (24.3%)
5		1,283 (15.9%)	6,264 (14.0%)	7,289 (15.2%)	101 053 (6.2%)	148 851 (5.7%)
6+		219 (2.7%)	1,234 (2.7%)	1,575 (3.3%)	23 774 (1.4%)	34 370 (1.3%)
<b>Migration</b>						
Same add 1yr ago		21,629 (78.2%)	117,302 (76.7%)	129,377 (78.6%)	3 695 742 (77.5%)	5 718 965 (77.3%)
Same add 5 yr ago		12,326 (47.5%)	77,315 (61.2%)	87,203 (59.1%)	2 402 160 (53.2%)	3 775 527 (53.8%)
<b>Occupation</b>						
Manager	258 (17.8%)	2,439 (16.7%)	12,472 (12.0%)	14,079 (17.6%)	311 762 (13.7%)	456 084 (13.5%)
Professional	431 (29.8%)	4,104 (28.1%)	21,335 (20.6%)	23,235 (29.0%)	597 798 (26.3%)	798 126 (23.6%)
Technical & Trade	134 (9.3%)	1,485 (10.2%)	7,291 (7.0%)	8,348 (10.4%)	265 056 (11.6%)	429 239 (12.7%)
Community	117 (8.0%)	1,182 (8.1%)	5,724 (5.5%)	6,226 (7.8%)	218 206 (9.6%)	350 261 (10.3%)
Clerical	241 (16.6%)	2,442 (16.7%)	11,729 (11.3%)	13,014 (16.2%)	331 135 (14.5%)	467 977 (13.8%)
Sales	156 (10.8%)	1,518 (10.4%)	7,077 (6.8%)	7,702 (9.6%)	205 051 (9.0%)	311 414 (9.2%)
Machinery op	51 (3.5%)	450 (3.1%)	2,186 (2.0%)	2,247 (3.0%)	128 020 (5.6%)	206 839 (6.1%)
Labourer	59 (4.0%)	725 (5.0%)	3,327 (3.2%)	3,772 (4.7%)	171 450 (7.5%)	297 887 (8.1%)
<b>Travel to work</b>						
Car driver	972 (44.7%)	9,549 (65.5%)	45,219 (43.6%)	49,804 (62.1%)	1 197 269 (52.6%)	1 953 399 (57.7%)
Train		141 (0.9%)	819 (0.8%)	883 (1.1%)	247 051 (10.8%)	252 786 (7.4%)
Bus	147 (6.8%)	1,370 (9.4%)	8,189 (7.9%)	8,534 (10.6%)	125 503 (5.5%)	133 903 (3.9%)

Source: 2016 Census data ([www.abs.gov.au](http://www.abs.gov.au)) – General Community Profile – as at April 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.