

# **SOCIAL IMPACT ASSESSMENT**

## **CURL CURL NORTH PUBLIC SCHOOL**

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# 1. EXECUTIVE SUMMARY

This Social Impact Assessment was prepared by Urbis on behalf of the Department of Education, to evaluate the potential positive and negative social impacts associated with the redevelopment of Curl Curl North Public School. This assessment has been undertaken in relation to the Secretary's Environmental Assessment Requirements to consider the social consequences of the school's relative location.

## 1.1. THE PROPOSAL

The NSW Department of Education is preparing a State Significant Development Application (SSD 17\_8310) for the redevelopment of Curl Curl North Public School, located at Playfair Road, North Curl Curl. The development will accommodate 1,000 students from Kindergarten to Year 6, up from the current enrolment of 920 students.

The proposal will take enrolment pressure off the existing school and accommodate future population growth within the Northern Beaches Local Government Area. The primary school will contain high quality learning facilities and spaces.

Specifically, this proposal seeks development consent for the following works at the site:

- Demolition of existing buildings (excluding Block M and library)
- Construction of multiple school buildings arranged in a U-shape, comprising:
  - Collaborative learning spaces
  - Classrooms
  - Offices for teachers and administrative staff
  - Library
  - Student canteen.
- Retention and reconfiguration of Block M and existing library block
- Construction of sports court and multiple handball courts
- Construction of new on-site staff carpark and associated vehicular access point off Abbott Road
- Associated site landscaping including new covered outdoor learning areas, bush paths, central lawn and amphitheatre
- Augmentation and construction of ancillary infrastructure and utilities as required.

## 1.2. ASSESSING SOCIAL IMPACT

A Social Impact Assessment is a specialist study undertaken to identify and analyse key social impacts associated with a development proposal and recommend mitigation and enhancement measures in accordance with professional standards, statutory obligations, and international best practice guidelines.<sup>1</sup>

## 1.3. SUMMARY OF SOCIAL IMPACTS

The redevelopment of Curl Curl North Public School will have an overall positive social impact. Key social impacts associated with the development are outlined below.

### Access to Education

The development will have a significant positive impact regarding access to education. It will provide improved spaces for learning and teaching and facilitate an additional 80 students, taking pressure off current enrolment.

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<sup>1</sup> *International Association for Impact Assessment (IAIA)*

## Visual impact

The architectural design has considered the locality of the development including the surrounding low-density residential area. The scale and bulk of the development will be located primarily on the southern section of the site to reduce the chance of overshadowing and privacy issues. A low-negative visual impact is thus anticipated.

## Noise

Noise and vibration impacts during construction will have a temporary negative impact on the local area. These may be minimised as per the Construction Management Plan. Operational noise will be similar to existing levels and can be managed through the school's Plan of Management and implementation of recommendations in the Noise Impact Assessment.

## Traffic and transport

The Transport Impact Assessment found that overall traffic impacts of the proposal are minimal. A number of alternative transport strategies are identified in the assessment. The proposal is anticipated to generate a neutral impact subject to the implementation of mitigation and enhancement measures.

## Safety and Security

The proposal has considered CPTED principles through the application of the NSW Police *Safer by Design Guidelines*. The development will have a medium positive impact in regards to crime and safety as it will activate the site and maintain passive surveillance. A separate CPTED Assessment report prepared for this proposal includes detailed recommendations.

## Access and use of community facilities and open space

The proposal includes a communal hall and sufficient play space for students. It does not rely on the use of nearby facilities. The potential for shared community uses is subject to consultation between the Department of Education, the project team and the Northern Beaches Council. A positive impact is anticipated if school facilities can be shared with the community after-hours, and as appropriate.

## Construction impacts

Construction will have a temporary negative impact in the local area, which will be managed and minimised as per the Construction Management Plan (CMP).

# 1.4. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of mitigation and enhancement measures is essential for the effective, long-term management of social impacts. The following are high-level recommendations to monitor social impacts:

- Maintenance of communication channels with neighbours and the community. A dedicated contact person to respond to feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site
- Development of a comprehensive plan of management for the site and provision of staff training in emergency management to monitor and enhance safety and wellbeing.

## 2. INTRODUCTION

This Social Impact Assessment (SIA) has been prepared by Urbis on behalf of the New South Wales Department of Education, in relation to the State Significant Development Application SSD 17\_8310 for the redevelopment of Curl Curl North Public School.

### 2.1. PROJECT CONTEXT

Across NSW, the Department of Education is upgrading existing schools, funding new schools and improving facilities, as public school enrolments are anticipated to be 40,000 students higher in 2019 - 2020 than in 2015 - 2016.

DoE is proposing to redevelop the existing Curl Curl North Public School site to provide additional capacity and new facilities for students and staff. The development will accommodate up to 1,000 students from Kindergarten to Year 6, up from the current enrolment of 920 students. The project aims to take enrolment pressure off the existing school, which is currently exceeding student capacity, to accommodate future population growth within the Northern Beaches Local Government Area (LGA).

### 2.2. THE REQUIREMENT FOR SOCIAL IMPACT ASSESSMENT

This Social Impact Assessment (SIA) has been undertaken in relation to the Secretary's Environmental Assessment Requirements (SEARs) to consider the social consequences of the school's relative location. Under Section 79(c) of the Environmental Planning and Assessment Act (1979), all social impacts that are reasonably foreseeable are required to be considered and addressed as part of the planning process.

### 2.3. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse key social impacts associated with a development proposal and recommend mitigation and enhancement measures in accordance with professional standards and statutory obligations. In line with international best practice guidelines, social impacts should be assessed in relation to one or more of the following:<sup>2</sup>

- Health
- Housing
- Earning ability
- Safety
- Neighbourhood identity
- Belonging and connection to community
- Access to and use of community facilities
- Social equity.

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<sup>2</sup> *International Association for Impact Assessment (IAIA)*

## 2.4. SIA ASSESSMENT CRITERIA

The extent to which potential social impacts and benefits will occur as a result of the proposal is assessed by comparing the level of impact against the likelihood of impact occurring.

Table 1 – Assessment criteria

| Impact | Duration                                         | Extent                         | Ability to adapt                                                                                                                                                                                       | Social outcomes                                                                                                                                                     |
|--------|--------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low    | Short-term<br><1 year<br>Low frequency           | Individual/<br>Household       | Capacity to adapt to the changes with relative ease and maintain livelihoods, culture, and quality of life. Will have access to resources, infrastructure and services.                                | Inconvenience but with no consequence on long-term livelihoods, culture, quality of life, or adverse impact on access to resources, infrastructure and/or services. |
| Medium | Medium-term<br>Medium or intermittent frequency  | Small number of households     | Capacity to adapt to change, with some difficulty, and maintain pre-impact livelihoods, culture quality of life. Continued access to resources, infrastructure and services, with a degree of support. | Primary and secondary impacts on livelihoods, culture, quality of life,<br>Restricted access to resources infrastructure and/or services.                           |
| High   | Long-term/<br>Irreversible<br>Constant frequency | Large part of/ whole community | Capacity to adapt to changes and continue to maintain pre-impact livelihoods, culture, quality of life. Restricted access to resources, infrastructure and /or services.                               | Widespread and diverse primary and secondary impacts likely to be impossible to reverse or compensate for.                                                          |

Source: IAIA Guidelines

## 2.5. METHODOLOGY

The following tasks were undertaken as part of this SIA.

### Stage 1: Scoping

- Review of relevant policy documents to assess key implications at a local and state level
- Site visit and audit of surrounding context
- Review of the DA concept plans and definition of study boundaries (study area)
- Review of technical documents to inform the SIA, including urban design report, landscaping report, traffic studies, acoustic management and construction management.

### Stage 2: Profiling

- Review of baseline demographic characteristics
- Review of population projections for the local area
- Crime analysis and audit of neighbouring land uses
- Profile of development rationale and education needs analysis
- Review of surrounding land uses and GIS mapping.

### Stage 3: Review of Stakeholder and Community Consultation Outcomes

- Review of outcomes of community and stakeholder consultation undertaken to date.

### Stage 4: Social Impact Assessment

- Assessment of potential social impacts and benefits, their significance and appropriate mitigation and enhancement measures.

## Stage 5: Reporting

- Preparation of SIA report, including recommendations to maximise benefits and minimise impacts, monitor and review cumulative and ongoing impacts.

**Note:** This report should be read in conjunction with the separate detailed **CPTED Assessment** prepared for this proposal.

### 3. THE SITE

The site is located at Playfair Road (North Curl Curl), within the Northern Beaches Local Government Area (LGA). It comprises two lots legally described as Lot 1 DP 731454 and Lot 286 DP 752038. It is irregular in shape and has a total site area of approximately 27,982 sqm.

**Appendix E** includes photos of the existing site, taken during a site visit in May 2017.

Figure 1 – The Site



Source: Nearmap

#### 3.1. EXISTING DEVELOPMENT

The existing Curl Curl North Public School accommodates a maximum of 920 students and includes the following facilities:

- Demountable classrooms and single-storey wooden classroom buildings
- Covered outdoor learning area
- At-grade staff carpark containing 21 car spaces (including 1 disabled space)
- Outdoor sports court and playground
- Open sports field
- School library.

## 3.2. ZONING

The entire site is zoned as R2 Low Density Residential. The relevant objectives of the R2 Low Density Residential zone are:

- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*
- *To ensure that low density residential environments are characterised by landscaped settings that are in harmony with the natural environment of Warringah.*

Within this zone, 'educational establishments' are permitted with consent.

## 3.3. THE PROPOSAL

The development will accommodate up to 1,000 students from Kindergarten to Year 6. The following works are proposed to achieve this:

- Demolition of existing buildings (excluding Block M and library)
- Construction of multiple school buildings arranged in a U-shape, comprising:
  - Collaborative learning spaces
  - Classrooms
  - Offices for teachers and administrative staff
  - Library
  - Student canteen.
- Retention and reconfiguration of Block M and existing library block
- Construction of sports court and multiple handball courts
- Construction of new on-site staff carpark and associated vehicular access point off Abbott Road
- Associated site landscaping including new covered outdoor learning areas, bush paths, central lawn and amphitheatre
- Augmentation and construction of ancillary infrastructure and utilities as required.

Figure 2 – Perspective of the proposal



Source: TKD

## 3.4. KEY USES

### Re-Use of Existing Library

The existing library building is proposed to be reconfigured to contain new special program classrooms and a proposed new Out of School Hours (OOSH) service. The proposed new OOSH service will operate as per the existing OOSH service on-site: from 6.30am to 9am, and from 3.10pm to 7pm, Monday to Friday.

### New school buildings

Multiple double-storey, multi-purpose school buildings are proposed to be constructed at the southern portion of the site to provide new state of the art school facilities, spaces and equipment for future students and teachers. Existing Block M is also proposed to be reconfigured. The proposed new school buildings and reconfigured Block M are to be arranged in a U-shape and connected by awnings and a continuous roof.

The interconnected school buildings will provide:

- Collaborative learning spaces and classrooms
- Communal hall
- Specified toilets for males, females and staff
- Private office space for teachers and administrative staff
- School canteen
- Utilities/ services rooms.

### Parking

A new on-site carpark containing 16 spaces (including 1 accessible space) is proposed to be constructed near the south-eastern boundary of the site off Abbott Road. Use of this carpark will be restricted to school teachers and staff. A total of 68 bicycle spaces are to be provided at the site.

### Sports facilities

The proposal includes multiple sporting facilities, comprising:

- Sports court with covered outdoor learning area structure
- Multiple handball courts throughout the site
- Existing synthetic turf court to be protected and retained.

### Signage

A sign is to be installed on a wall at the school's primary site entrance off Abbott Road.

### Site access

The proposed school will contain two vehicle access points:

- A 5.5m wide access driveway provided off Abbott Road near the south-eastern boundary of the site to serve the proposed on-site car park
- A 7m wide access driveway provided off Abbott Road near the proposed external toilet block to service waste pickup vehicles, service vehicles and emergency vehicles.

The proposed school will contain four pedestrian access points:

- Off Abbott Road, adjacent to the existing 'zebra' crossing
- Off Playfair Road, near the proposed futsal courts
- Off Playfair Road, near the proposed OOSH service building
- Off Ross Street, through a pedestrian pathway that connects to the school.

These pedestrian access points have been designed to provide safe and inclusive access for all.

### **3.5. STAGING AND CONSTRUCTION MANAGEMENT**

The proposal is to be constructed over four stages in accordance with the Preliminary Construction Management Plan prepared by TKD. The four development stages are as follows:

#### **Stage 1 – Pre-Construction:**

- Project preparation works including surveys, due diligence and approvals
- Site preparation.

#### **Stage 2 – Early Works:**

- Demolition
- Remediation of on-site contamination
- Site clearance and bulk excavation.

#### **Stage 3 – Stage 1 Works:**

- Construction of retaining walls
- Construction of main building blocks
- Installation of associated site services.

#### **Stage 4 – Stage 2 Works:**

- Removal of final demountable classrooms
- Construction of new sports fields
- Construction of hard and soft landscaping.

[illegible]

Figure 4 – Landscape Concept



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## 4. POLICY CONTEXT

The following outlines key policy themes for the site. A detailed summary is included in **Appendix A**.

Table 2 – Policy directions

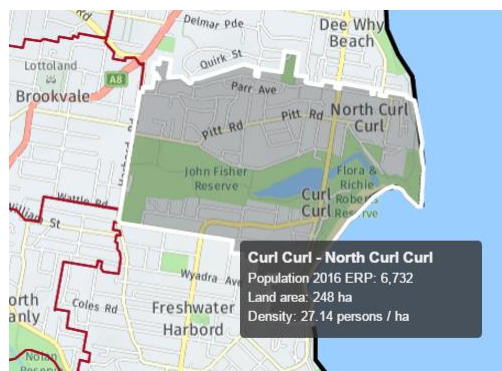
| Policy theme                             | Relevance to the proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Population growth and demographic change | <ul style="list-style-type: none"> <li>• Curl Curl area has a high proportion of young families with school aged children</li> <li>• There is a need for additional educational infrastructure in the Northern Beaches to cater for expected population growth</li> <li>• Brookvale, in close proximity to the school, is identified as a district centre with potential to provide increased affordable housing and employment growth</li> <li>• Future development and growth depends on planning and timely provision of infrastructure.</li> </ul> |
| Accessibility and Transport              | <ul style="list-style-type: none"> <li>• Transport and access are key challenges in the Northern Beaches LGA, with Curl Curl having limited public transport</li> <li>• It is important to locate social infrastructure, such as schools, within walking distance of housing and employment areas.</li> </ul>                                                                                                                                                                                                                                          |
| Diversity and Inclusion                  | <ul style="list-style-type: none"> <li>• There is a need to ensure that people from all backgrounds have education opportunities to promote wellbeing and build strong communities</li> <li>• State and local government objectives seek more diverse housing in the Northern Beaches</li> <li>• Northern Beaches Council supports universal access to services and facilities based on principles of social justice.</li> </ul>                                                                                                                       |
| Connected communities                    | <ul style="list-style-type: none"> <li>• The Northern Beaches population values an inclusive and connected community</li> <li>• The community supports the 'village' feel of the local area and encourages development which supports vibrant local communities</li> <li>• Schools are a focal point of family and community life</li> <li>• Public spaces should support a range of uses for all sections of the community.</li> </ul>                                                                                                                |
| Health                                   | <ul style="list-style-type: none"> <li>• Prioritisation of commuting by walking and cycling is key to positive health outcomes</li> <li>• Land use planning should ensure spaces that are safe by design, that increase health and wellbeing and ensure more holistic use of open space.</li> </ul>                                                                                                                                                                                                                                                    |
| Education                                | <ul style="list-style-type: none"> <li>• A NSW State priority is to continue improving education results across the state with a focus on individual learning pathways</li> <li>• There is widespread support for a creative and innovative culture that promotes education achievements</li> <li>• Much of the required education infrastructure in the Northern subregion is expected to be provided on existing sites.</li> </ul>                                                                                                                   |
| Partnerships                             | <ul style="list-style-type: none"> <li>• It is important to work in partnerships with the community, private developers, business and government agencies around land use planning</li> <li>• The planning of new school sites to support growth requires collaboration between government departments and other stakeholders, including the NSW Department of Planning and the NSW Department of Education.</li> </ul>                                                                                                                                |

## 5. COMMUNITY PROFILE

The community profile of Curl Curl-North/Curl Curl (study area) was reviewed to understand the local context for the proposal. Data used for this analysis is from Profile Id and the Australian Bureau of Statistics (ABS).<sup>3</sup>

**Appendix A** presents the data used in this section.

Figure 5 – Map of study area



Source: Profile Id.

### 5.1. EXISTING POPULATION

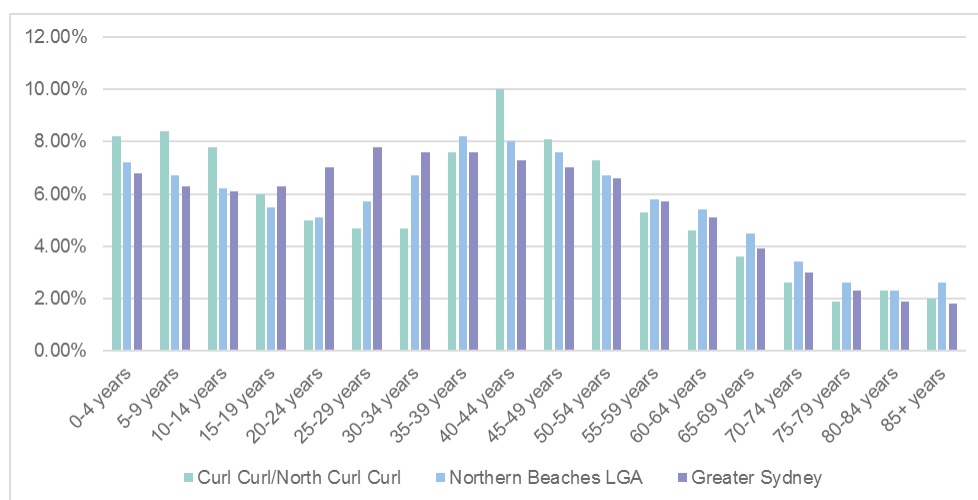
The population of the study area in 2011 was 5,928 people. The population density (2,714 people per square kilometre) is higher than that of the Northern Beaches LGA (1,047 per square kilometre).

### 5.2. AGE

The median age for Curl Curl - North Curl Curl is 38 years, compared to 39 years for the Northern Beaches Statistical Area and 36 years for Greater Sydney.

As shown in Figure 6, the study area has a higher proportion of people aged 5-19 years, compared to the Northern Beaches LGA and Greater Sydney. There is also a higher proportion of primary school aged children (5 to 11 years) than the Northern Beaches LGA or Greater Sydney.

Figure 6 – Age breakdown for the study area, Northern Beaches LGA and Greater Sydney



Source: ABS 2011

<sup>3</sup> Profile Id data <<http://profile.id.com.au/warringah/about?WebID=160>>

### 5.3. ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Aboriginal and Torres Strait Islander people make up a small proportion of the population in the study area (0.4%), compared to Greater Sydney (1.2%).

### 5.4. COUNTRY OF BIRTH AND LANGUAGE SPOKEN AT HOME

Almost three quarters of the population of the study area was born in Australia (74.5%), which is higher than the Northern Beaches LGA (67.8%) or Greater Sydney (63.7%). Those born overseas were more frequently born in the United Kingdom (8.5%), New Zealand (2.3%) and the United States of America (1.0%).

The majority of people in the study area (88%) and Northern Beaches LGA (82%) speak only English at home, which is higher than Greater Sydney (66%). Italian (1.2%), German (0.8%) and French (0.6%) are the three most commonly spoken languages other than English in the study area.

### 5.5. EMPLOYMENT AND OCCUPATIONS

The study area is characterised by a low unemployment rate (2.5%) compared to Greater Sydney (5.7%). The workforce of the study area is predominantly white collar workers (79%). The top three occupations are professionals (28.5%), managers (18.5%), and clerical and administrative workers (14%).

### 5.6. INCOME

The study area has a higher median personal and household weekly income than Greater Sydney. The median weekly household income in North Curl Curl is \$2,234 and in Curl Curl is \$2,120, compared to \$1,447 in Greater Sydney. The median weekly household income for the Northern Beaches Statistical Area 4 (SA4) is \$1,812.

### 5.7. FAMILY COMPOSITION AND HOUSEHOLD STRUCTURE

Family households are the dominant household structure in the study area (78%), which is higher than Northern Beaches LGA (71%) and Greater Sydney (73%). There is a higher proportion of couple families with children (47%), compared to Northern Beaches LGA (36%) and Greater Sydney (35%).

### 5.8. DWELLINGS AND TENURE

A higher proportion of the population of the study area live in separate houses (83%), compared to the Northern Beaches LGA (58%) or Greater Sydney (61%).

### 5.9. RELATIVE ADVANTAGE AND DISADVANTAGE STATISTICS

The Socio-Economic Indexes for Areas (SEIFA) has been developed by the Australian Bureau of Statistics (ABS) to provide an overview of social and economic wellbeing and welfare of communities across a range of spatial scales. Four indices have been developed, as follows:

- Index of Relative Socio-economic Disadvantage: focuses primarily on disadvantage, and is derived from Census variables like low income, low educational attainment, unemployment, and dwellings without motor vehicles
- Index of Relative Socio-economic Advantage and Disadvantage: is a continuum of advantage (high values) to disadvantage (low values), and is derived from Census variables related to both advantage and disadvantage
- Index of Economic Resources: focuses on financial aspects of advantage and disadvantage, using Census variables relating to residents' incomes, housing expenditure and assets
- Index of Education and Occupation: includes Census variables relating to the educational attainment, employment and vocational skills.

**Scores:** A lower score indicates that an area is relatively disadvantaged compared to an area with a higher score. The area with the lowest score is given a rank of 1, the area with the second lowest score is given a rank of 2 and so on, up to the area with the highest score is given the highest rank.

Table 3 – SEIFA Index

| Location             | Advantage and disadvantage |        | Disadvantage |        | Economic resources |        | Education and occupation |        |
|----------------------|----------------------------|--------|--------------|--------|--------------------|--------|--------------------------|--------|
|                      | Score                      | Decile | Score        | Decile | Score              | Decile | Score                    | Decile |
| North Curl Curl      | 1,120                      | 10     | 1,096        | 10     | 1,118              | 10     | 1,103                    | 10     |
| Curl Curl            | 1,118                      | 10     | 1,100        | 10     | 1,095              | 9      | 1,113                    | 10     |
| Former Warringah LGA | 1,095                      | 10     | 1,077        | 10     | 1,079              | 10     | 1,091                    | 10     |

Source: SEIFA, 2013

SEIFA results indicate that the suburbs of North Curl Curl, Curl Curl and the former Warringah LGA are within the top 1% most advantaged suburbs in Australia.

## 5.10. CRIME PROFILE

Crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) was analysed to identify the crime profile of the study area. The data indicates that overall, the study area has significantly lower levels of crime compared to the former Warringah LGA and NSW for most crime types. Additionally, North Curl Curl has lower rates of crime in general compared to Curl Curl.

Overall, this area has experienced declining crime rates, except for fraud, which has increased by 10.9% in the past 5 years.

BOSCAR publishes 'hotspot' maps to illustrate areas of high crime density relatively to crime concentrations across NSW. A review of these hotspots indicates that the study area is not within a crime hotspot. Most crime activity is concentrated elsewhere, around Pittwater Road, Warringah Mall and Dee Why Town Centre. The maps in **Appendix C** show locations where these crimes are particularly prevalent in relation to the subject site.

## 6. POPULATION PROJECTIONS

The population of the Northern Beaches LGA is expected to increase from 264,225 in 2017 to 306,682 in 2036. This represents a growth of 16% over the next 20 years.

Table 4 – Summary of forecast data for Northern Beaches LGA

| Summary                             | 2011    | 2016    | 2021    | 2026    | 2031    | 2036    |
|-------------------------------------|---------|---------|---------|---------|---------|---------|
| Population                          | 251,694 | 262,532 | 272,424 | 283,423 | 294,907 | 306,682 |
| Change in population (5yrs)         |         | 10,838  | 9,891   | 11,000  | 11,484  | 11,775  |
| Average annual change               |         | 0.85    | 0.74    | 0.79    | 0.80    | 0.79    |
| Households                          | 94,214  | 98,294  | 102,685 | 107,395 | 112,295 | 117,205 |
| Average household size              | 2.64    | 2.64    | 2.62    | 2.60    | 2.59    | 2.58    |
| Population in non-private dwellings | 3,079   | 3,499   | 3,599   | 3,749   | 3,829   | 3,829   |
| Dwellings                           | 98,820  | 102,257 | 106,612 | 111,348 | 116,351 | 121,394 |
| Dwelling occupancy rate             | 95.34   | 96.12   | 96.32   | 96.45   | 96.51   | 96.55   |

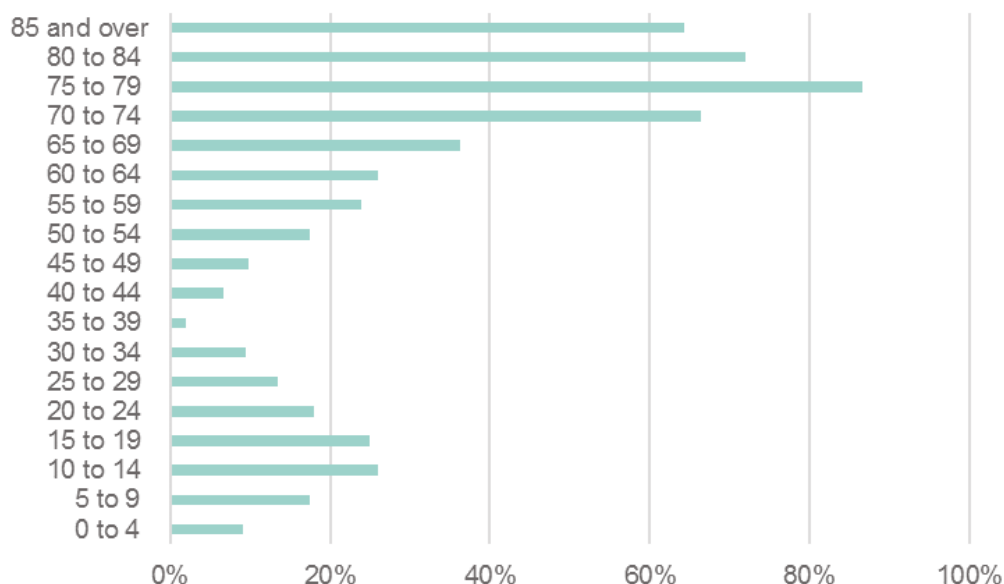
Source: Forecast Id.

### 6.1. POPULATION FORECAST BY AGE GROUP

The LGA will experience population growth across all age groups. The age group with the highest growth rate will be people aged 75 years and above. There will also be growth in the 0-9 years' age group at 12.6% by 2036.

**Appendix B** includes the full population forecast by age group.

Figure 7 – Percentage change by age group (2011-2036)



Source: Profile Id.

## 7. SURROUNDING LAND USES

This section provides an overview of surrounding uses within 1km of the site.

**Appendix D** includes a map of the community and land uses referred to in this section.

### 7.1. LOCAL CONTEXT

At a local level, the site is within an established residential neighbourhood, surrounded by low-density dwellings, neighbourhood shops and public open spaces. The site is surrounded by the following:

- To the north are multiple low-density residential dwellings. Further north is the North Curl Curl neighbourhood centre, containing a variety of neighbourhood shops
- To the east are multiple low-density residential dwellings fronting Ross Street. Further east is North Curl Curl Beach
- To the south-east is the Abbott Road sports grounds, containing netball courts, basketball courts and football fields. Further south-east is Curl Curl Lagoon
- To the south opposite Abbott Road is the Curl Curl Sports Centre, Curl Curl Youth and Community Centre and the John Fisher Netball Courts
- To the west opposite Playfair Road is Manly Selective Campus, servicing selective high school students from Year 7 to 12.

### 7.2. PUBLIC TRANSPORT

#### **Bus:**

The School is located close to multiple bus stops operating State Transit bus services:

- Route 159 – Manly Wharf to Dee Why via North Curl Curl
- Route E36 – North Curl Curl to Manly Wharf
- Route E76 – Dee Why to City via North Curl Curl
- Route E77 – Dee Why to City via North Curl Curl
- Route 136 – Manly to Chatswood via North Curl Curl.

The school is also serviced by four dedicated State Transit school bus services. These are:

- Route 682 – St John's School, Freshwater to Pitt Road, North Curl Curl via Curl Curl North Public School (Note: operates 1 afternoon service)
- Route 757 – Curl Curl North Public School to Manly Wharf (Note: operates 1 afternoon service)
- Route 759 – Pitt Road, North Curl Curl to Curl Curl North Public School (Note: operates 1 morning service)
- Route 759 – Curl Curl North Public School to Headland Road, North Curl Curl (Note: operates 1 afternoon service).

#### **Cycleways:**

The site benefits from proximity to dedicated cycleways on Griffin Road, Harbord Road and on the foreshore of Greendale Creek. Adjoining Abbott Road is also marked as 'bicycle friendly'.

## 7.3. OPEN SPACE AND RECREATION

Opposite to the site is John Fisher Park, which is a regional sporting facility and includes a wide variety of sporting facilities:

- Netball and Basketball courts
- Football, Softball, Baseball and Hockey fields
- Cricket pitches
- Cycle paths
- Public and disabled toilets
- Children's enclosed playground.

There are 12 other open spaces within 1km of the site, including Wingala Reserve, Stony Range Regional Botanic Gardens, Stirgess Reserve and Harbord Park and the coastal lands of North Curl Curl.

## 7.4. HEALTH FACILITIES

The closest health facility to the site is Delmar Private Hospital (690m) which is a major provider of surgery, rehabilitation and medical services. It also includes a hydrotherapy pool and a full gymnasium for patient rehabilitation after surgical procedures. North Curl Curl Physiotherapy (685m) is the next closest, specialising in APA Accredited Sports Physiotherapy, sports and performance prehab programmes, strength and conditioning and team-based physiotherapy programmes.

## 7.5. LIBRARIES

There are no libraries present within 1km of the site. The closest libraries are Dee Why Library (1.42km) and Manly Library (3.71km).

## 7.6. CHILDCARE

There are 2 childcare centres within 1km of the site:

- Sandcastles Childcare Brookvale (970m) operates between the hours of 7.30am and 6.00pm, Monday to Friday and caters for children from birth to 6 years old.
- Only About Children Freshwater Campus (896m) operates between the hours of 7.00am to 6.00pm Monday to Friday.

## 7.7. OTHER SCHOOLS

Harbord Public School (915m) is the only other primary school within 1km from the site. There are two high schools within this catchment. These are the Northern Beaches Secondary College – Manly (Years 7-12) and Northern Beaches Secondary College – Freshwater (Years 11-12). St Luke's Grammar School (748m) is the closest K-12 school to the site.

## 8. REVIEW OF CONSULTATION OUTCOMES

Urbis has reviewed consultation outcomes outlined in the Consultation Outcomes Summary Report (30 April 2017) to inform this SIA.

### 8.1. OVERVIEW

Coffey and DoE undertook a number of consultation and information activities as part of the design process for the school. These activities included newsletters, newspaper advertisements, online surveys, project specific website and community information booths at the school, local community centres and libraries.

### 8.2. CONSULTATION FEEDBACK

Table 5 – Consultation Feedback

| Matter/issue         | Feedback/Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall design       | <ul style="list-style-type: none"><li>• General support for the project</li><li>• Questions about how the design and building materials have considered the surrounding low-density residential area and the school motto 'Feeling of the country in the heart of the city'</li><li>• Questions about the location of the playing field as part of the development</li><li>• Questions about the design of the new hall to support large gathering such as assemblies and school sporting activities.</li></ul> |
| Consultation         | <ul style="list-style-type: none"><li>• Concerns about the extent of the input of the community as part of the consultation program and requests that consultation continues throughout the process.</li></ul>                                                                                                                                                                                                                                                                                                  |
| Vegetation           | <ul style="list-style-type: none"><li>• Concerns about the impact of the development on the fig tree.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Teaching environment | <ul style="list-style-type: none"><li>• Suggestions were made to maintain the existing segregation between K-2 and 3-6 as part of the new design</li><li>• Questions about how the new teaching environment will be different from the existing</li></ul>                                                                                                                                                                                                                                                       |
| Construction         | <ul style="list-style-type: none"><li>• Questions about the use of demountable structures during construction.</li><li>• Questions about the operation of the school during construction.</li></ul>                                                                                                                                                                                                                                                                                                             |
| Community facilities | <ul style="list-style-type: none"><li>• Questions about how the design has considered opportunities for shared use of facilities, including the hall, library and sporting fields.</li></ul>                                                                                                                                                                                                                                                                                                                    |

### 8.3. ONGOING CONSULTATION

The Department of Education (DoE) and project team are continuing to consult with a number of stakeholders, including the school principal, neighbours, the community and government regarding several aspects of the proposal.

## 9. REVIEW OF TECHNICAL STUDIES

Technical studies relevant to this assessment have been reviewed to identify relevant potential social impacts, including urban design analysis, visual impact, acoustics, traffic and parking and community uses.

### 9.1. URBAN DESIGN REPORT

An Urban Design Report was prepared by TKD Architects and indicates the following urban design considerations for the site:

- The built form provides a well-defined public face to the school along Abbott Road
- The school buildings are located to the perimeter of the site as a visual and acoustic buffer
- The buildings are arranged in a U-shape to create a central civic courtyard and connect outdoor areas with teaching spaces
- The building is primarily two storeys in scale, in consideration of the scale of the surrounding development
- The built form is broken into smaller components to allow permeability between buildings for pedestrians, natural light and ventilation
- The design has considered distance to residential neighbours, reducing the chance of overshadowing and privacy issues
- Play space is maximised in area, compared to existing site
- Solar access is maximised to play areas and teaching spaces.

### 9.2. SHADOWING

Shadow diagrams for 9am, 12pm and 3pm during the winter solstice have been prepared by TKD Architects. According to the diagrams:

- Residential properties to the north will be unaffected by the proposed redevelopment and will continue to have access to sunlight
- Residential properties to the north-east will have increased access to sunlight during 9am, 12pm and 3pm, compared to existing layout
- Residential properties to the east will have no overshadowing impacts during 9am and 12pm
- During 3pm, some shadowing will result on adjoining properties to the east, however not covering any houses
- Adjoining properties to the west will be unaffected by the proposed redevelopment and will continue to have access to sunlight.

### 9.3. NOISE AND VIBRATION ASSESSMENT

The Construction and Operational Noise Report indicates that:

#### Construction impacts

There is potential for noise and vibration impacts during construction, due to the proximity of surrounding residences. Accordingly, careful management will be required to minimise acoustic and vibration impacts on residences.

These measures should be determined in detail when a contractor has been engaged.

Specific mitigation measures include:

- Selection of quietest feasible construction equipment

- Use of rock saws and ripping in preference to rock breakers if rock removal is required
- Localised treatment, such as barriers, shrouds and the like around fixed plant, such as pumps, generators and concrete pumps
- Provision of respite periods
- Trial testing of vibration levels is conducted if required
- A community relations program should be established to keep the community updated of any anticipated changes in noise and vibration emissions prior to critical stages of the works
- A Noise and Vibration Management Plan should be prepared by the chosen contractor.

### **Operational Noise**

According to the Noise and Vibration Assessment, operational noise emissions associated with the proposal will be from the following sources:

- Services noise from mechanical plant
- School announcements and bells
- Outdoor play
- Concerts in the hall
- Potential weekend sporting events on the oval.

Recommendations to mitigate against these potential noise sources include (amongst others):

- Silencers should be incorporated on the outlets of exhaust fans
- The volume of the announcement and bell system should be adjusted so that the announcements and bells are clearly audible on the school site without being excessive to surrounding neighbours
- The sound system within the proposed communal hall should have a noise limiter included in the system control so that internal noise levels can be controlled
- Use of the proposed sporting fields on weekends should be limited, and only occur during the day.

## **9.4. TRAFFIC AND PARKING ASSESSMENT**

The Traffic Impact Assessment indicates that the proposal is supportable on traffic planning grounds and will operate satisfactorily.

A Workplace Travel Plan (WTP) and Active Travel Guide (ATG) has also been prepared for the proposal. These documents recommend that a car pool scheme be considered by the school. Car-pooling can be an effective method for reducing the impact of private vehicle usage and reduces the amount of car parking required.

## **9.5. LANDSCAPING**

A Landscaping Plan has been prepared by Context. The landscape vision for the site is:

*“To create an attractive, functional and safe landscape that reflects a positive image of the school and encourages parents, students and the community to have pride and engage in their school”.*

The landscape concept includes the retention of existing play equipment at the northern edge of the site, a covered outdoor learning area and amphitheatre space, central bush play area, incorporating the existing fig tree, a central playground, turf areas and quiet reading zones and various sporting facilities.

All new flora species proposed to be planted at the site have been appropriately chosen to ensure they are safe within a primary school environment.

# 10. SOCIAL IMPACT ASSESSMENT

The following is an assessment of potential positive and negative impacts of the proposal in relation to the school's relative location.

## 10.1. ACCESS TO EDUCATION

Table 6 – Access to education

| Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Across NSW, the Department of Education is upgrading existing schools and improving facilities as public school enrolments are anticipated to be 40,000 students higher in 2019-2020 than in 2015-16. The development of Curl Curl North Public School will facilitate an additional 80 students, taking enrolment pressure off the existing school. This proposal is aligned with the North District Plan in the need to innovatively use existing school infrastructure to accommodate current and future students.</p>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |
| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                             | Metrics                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>The proposed development will provide students and staff with improved spaces for high-quality learning and teaching</li> <li>The new facilities and equipment will provide students with greater opportunities to learn including collaborative learning spaces and a new Out of School Hours Services</li> <li>The new spaces will allow for additional enrolment capacity for the school</li> <li>The proposal has the potential to create additional job opportunities during the construction phase. It is expected that 3 additional staff members will be required after the re-development of the school.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and parents should continue to be engaged and updated regarding the proposal and progress, as appropriate</li> <li>It is recommended that consideration is given to providing community access to facilities on weekends and after-hours to integrate the use of the school with the needs of the local population.</li> </ul> | <p><b>Overall Impact</b><br/>High positive impact</p> <p><b>Duration:</b><br/>Long-term</p> <p><b>Extent:</b><br/>Surrounding locality</p> <p><b>Ability to adapt:</b><br/>High</p> <p><b>Likelihood of Impact:</b><br/>Very likely</p> |

## 10.2. VISUAL IMPACT

Table 7 – Visual impact

| <b>Proposal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The architectural design has considered the surrounding low-density residential area. The proposed building is primarily two storeys in scale. Buildings will be arranged in a U-shape design to create a central civic courtyard and connect outdoor areas with teaching spaces. Materials have been selected based on their quality, in line with the character of the area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                  |
| <b>Potential impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Potential Mitigation/Enhancement Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Metrics</b>                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>The height of the development will impact on existing views from some areas along Playfair Road. This impact has been minimised by the proposed U-shape buildings, which will be located at the southern section of the site, away from residential neighbours, reducing the chance of overshadowing and privacy issues</li> <li>The proposed 2.1m high palisade fence at the perimeter of the site will be higher than the existing fence. It will not compromise passive surveillance as it will use a see-through design and will complement the architectural style of the proposed school and locality</li> <li>The external materials and finishes will complement the surrounding natural and built environment of North Curl Curl, with no negative impact on the character of the area.</li> </ul> | <ul style="list-style-type: none"> <li>The proposed U-shape design will concentrate activity within the playground areas and internal faces of the building, mitigating visual and privacy impacts associated with the increased heights</li> <li>The design has considered CPTED principles in the design of the building</li> <li>The proposed fence is not solid to maintain existing passive surveillance</li> <li>The retention of existing trees will enhance the benefits of having a U-shape design, providing natural screening.</li> </ul> | <p><b>Overall Impact:</b><br/>Low-negative</p> <p><b>Duration:</b><br/>Long-term</p> <p><b>Extent:</b><br/>Immediate locality</p> <p><b>Ability to adapt:</b><br/>Medium/high</p> <p><b>Likelihood of Impact:</b><br/>Likely</p> |

## 10.3. NOISE

Table 8 – Noise

| Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The proposal will increase the number of people accessing the site. In addition to construction noise, operational noise impacts related to proposal will be from the following sources: outdoor play areas, internal (classroom/hall) areas), mechanical plant, PA systems and school bells.                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
| Potential impact                                                                                                                                                                                                                                                                                                                                                                                                                                      | Potential Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                            | Metrics                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Noise and vibration during construction will have a temporary negative impact on the local area. These may be minimised as per the Construction Management Plan</li> <li>Operational noise associated with the development will be similar to the existing operational noise and can be managed through the school's plan of management and through recommendations in the Noise Impact Assessment.</li> </ul> | <ul style="list-style-type: none"> <li>The application of recommendations proposed in the Construction and Operational Noise Report will assist in minimising noise issues arising from the development</li> <li>A community relations program is recommended so the community is updated of any anticipated changes in noise and vibration prior to key stages of works.</li> </ul> | <p><b>Overall Impact</b><br/>Medium/Low negative impact (subject to application of noise mitigation measures)</p> <p><b>Duration:</b><br/>Subject to construction timeframe and recommendations in the Construction and Operational Noise Report</p> <p><b>Extent:</b><br/>Neighbours</p> <p><b>Ability to adapt:</b><br/>Medium</p> <p><b>Likelihood of Impact:</b><br/>Very likely</p> |

## 10.4. TRAFFIC AND TRANSPORT

Table 9 – Traffic and transport

| Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The proposal will increase the number of people accessing the site, with an additional 80 students and 3 staff. Well-connected footpaths will ensure pedestrian access to the site and 20 proposed drop off and pick up spaces will be provided. The site is well serviced by a range of public transport options for staff and students and includes safe bus zones, with 3 school special bus services and 6 state transit bus routes operating from 12 bus stops within 600m of the site.</p>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |
| Potential impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Potential Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Metrics                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>The Traffic Impact Assessment indicates that the proposal is supportable on traffic planning grounds and will operate satisfactorily. The site is well serviced by a range of public transport options for staff and students and there is considerable parking opportunity along Abbott Road adjacent to the school</li> <li>Construction will have an impact on local traffic. This impact will be managed by a Construction Traffic Management Plan.</li> </ul> | <ul style="list-style-type: none"> <li>Implementation of the recommendations proposed in the Traffic Impact Assessment will minimise and mitigate the minimal traffic impacts of the proposal. These include: <ul style="list-style-type: none"> <li>Provision of 68 bicycle spaces to promote cycling to school</li> <li>A Workplace Travel Plan (WTP) and Active Travel Guide (ATG) have been prepared to encourage travel by alternative means other than a private car</li> <li>A car pool scheme by the future school. Car-pooling can be an effective method for reducing the impact of private vehicle usage and reduces the amount of car parking required.</li> </ul> </li> </ul> | <p><b>Overall Impact</b><br/>Neutral impact – subject to the implementation of mitigation and enhancement measures</p> <p><b>Duration:</b><br/>During school periods</p> <p><b>Extent:</b><br/>Local roads and footpaths and public transport</p> <p><b>Ability to adapt:</b><br/>High</p> <p><b>Likelihood of Impact:</b><br/>Very likely</p> |

## 10.5. SAFETY AND SECURITY

Table 10 – Safety and security

| Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The proposed development has been designed in accordance to CPTED principles, which will enhance and activate the locality. Due to the U-shape design of buildings, internal spaces of the school are open and visible from the internal areas of the school ensuring natural surveillance. In addition, a palisade fence surrounding the site will allow views in and out of the site. The site is located in an area of low crime activity, as it is not within any crime hotspots. A separate CPTED Assessment has been prepared in relation to crime prevention and safety.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |
| Potential impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Potential Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Metrics                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>The development of Curl Curl North Public School will have a positive impact as it will contribute to continuing activation and passive surveillance of the area</li> <li>The proposal has considered CPTED principles through the application of the NSW Police Safer by Design Guidelines.</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>CPTED considerations will minimise any potential crime impact on the site. Recommendations for the site include maximising passive surveillance, access control, territorial reinforcement and space management in the following areas: <ul style="list-style-type: none"> <li>External layout</li> <li>Entry and exit points</li> <li>Outdoor areas</li> <li>Internal layout</li> <li>Footpaths and laneways</li> <li>Car parking</li> <li>Maintenance and management</li> <li>Construction.</li> </ul> </li> <li>The Plan of Management for the school should include operational strategies to maintain the safety of the site.</li> </ul> | <p><b>Overall Impact</b><br/>Medium positive impact</p> <p><b>Duration:</b><br/>Long-term</p> <p><b>Extent:</b><br/>Local</p> <p><b>Ability to adapt:</b><br/>High</p> <p><b>Likelihood of Impact:</b><br/>Very likely</p> |

## 10.6. ACCESS AND USE OF COMMUNITY FACILITIES AND OPEN SPACE

Table 11 – Access and use of community facilities and open space

| Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The proposal includes a communal hall and sufficient play space and does not rely on the use of nearby facilities for the successful operation of the site. The proposed facilities have the potential to be used by the wider community subject to consultation with the appropriate stakeholders. Consideration of potential future use of adjacent community facilities and open space on Abbott Road should be given as part of the finalisation of the operational plan for the site.</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                              |
| Potential impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Potential Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Metrics                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>The proposed school facilities have the potential to be used by the wider community subject to ongoing discussions with the Department of Education and the school</li> <li>The Department of Education and project team are continuing to consult with Northern Beaches Council representatives and other key stakeholders regarding potential shared use arrangements between the school and Curl Curl Sports Centre, Curl Curl Youth and Community Centre</li> <li>The site is adjacent to James Fisher Park. As such, there is an opportunity to enhance the interface between the site and park. This will be implemented through the formalised main pedestrian entry along Abbott Road.</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing consultation between stakeholders will define the best use of school facilities by the wider community, in consideration of the school's opening hours, community needs and safety requirements</li> <li>There is a potential to hold events and programs at the school that cater to the wider community during the weekends and school holidays. This may include activities that attract older people, young families and local organisations. This may contribute to enhancing the use of the school facilities by the wider community</li> <li>A Plan of Management for the site will define safety and security management strategies to enhance community access and use</li> <li>James Fisher Park, Curl Curl Youth &amp; Community Centre and the Curl Curl Sports Centre are currently well-utilised spaces. Any use by students will need to be addressed as part of ongoing consultation and Plan of Management.</li> </ul> | <p><b>Overall Impact</b><br/>High – medium positive impact, subject to agreement or potential use</p> <p><b>Duration:</b><br/>Long-term</p> <p><b>Extent:</b><br/>Extent of positive impact subject to outcomes of consultation regarding the use of the school by the community</p> <p><b>Ability to adapt:</b><br/>High</p> <p><b>Likelihood of Impact:</b><br/>Likely</p> |

## 10.7. CONSTRUCTION IMPACTS

Table 12 – Construction impacts

| Proposal                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The proposal involves the demolition of all existing buildings (excluding Block M and library) and the construction of new buildings and associated works. Construction will be managed by a Construction Management Plan (CMP).                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                             |
| Potential impact                                                                                                                                                                                                                                                                                      | Potential Mitigation/Enhancement Measures                                                                                                                                                                                                                                                                                                                                                                                                                                         | Metrics                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Construction and associated works will have a temporary negative impact in the local area, regarding noise, traffic generation and potential dust. These impacts will be managed as per the Construction Management Plan (CMP) and Demolition Plan.</li> </ul> | <ul style="list-style-type: none"> <li>The Construction Management Plan (CMP) will include strategies to minimise impacts during construction, including traffic, acoustic, visual, odour and dust impacts</li> <li>The proposal should consider establishing mechanism for neighbouring residents, staff and parents to provide feedback during construction</li> <li>It is recommended that updates are provided to neighbouring residents on construction activity.</li> </ul> | <p><b>Overall Impact</b><br/>Low negative impact – subject to the implementation of mitigation measures in CMP</p> <p><b>Duration:</b><br/>During construction</p> <p><b>Extent:</b><br/>Local area</p> <p><b>Ability to adapt:</b><br/>Medium/High</p> <p><b>Likelihood of Impact:</b><br/>Very likely</p> |

# 11. CONCLUSION

This report has assessed the potential social impacts and benefits arising from the development of the Curl Curl North Public School. It has been undertaken to address the Secretary's Environmental Assessment Requirements to consider the social consequences of the school's relative location.

The redevelopment of Curl Curl North Public School will have an overall positive social impact. Key social impacts associated with the development are outlined below.

## **Access to Education**

The development will have a significant positive impact regarding access to education. It will provide improved spaces for learning and teaching and facilitate an additional 80 students, taking pressure off current enrolment.

## **Visual impact**

The architectural design has considered the locality of the development including the surrounding low-density residential area. The scale and bulk of the development will be located primarily on the southern section of the site to reduce the chance of overshadowing and privacy issues. A low-negative visual impact is thus anticipated.

## **Noise**

Noise and vibration impacts during construction will have a temporary negative impact on the local area. These may be minimised as per the Construction Management Plan. Operational noise will be similar to the existing and can be managed through the school's Plan of Management and through recommendations in the Noise Impact Assessment.

## **Traffic and transport**

The Transport Impact Assessment found that overall traffic impacts of the proposal are minimal. A number of alternative transport strategies are identified in the assessment. The proposal is anticipated to generate a neutral impact subject to the implementation of mitigation and enhancement measures.

## **Safety and Security**

The proposal has considered CPTED principles through the application of the NSW Police *Safer by Design Guidelines*. The development will have a medium positive impact in regards to crime and safety as it will activate the site and maintain passive surveillance. A separate CPTED Assessment report prepared for this proposal includes detailed recommendations.

## **Access and use of community facilities and open space**

The proposal includes a communal hall and sufficient play space for students. It does not rely on the use of nearby facilities. The potential for shared community uses is subject to consultation between the Department of Education, the project team and the Northern Beaches Council. A positive impact is anticipated if school facilities can be shared with the community after-hours, and as appropriate.

## **Construction impacts**

Construction will have a temporary negative impact in the local area, which will be managed and minimised as per the Construction Management Plan (CMP).

## 11.1. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of mitigation and enhancement measures is essential for the effective, long-term management of social impacts. The following are high-level recommendations to monitor social impacts:

- Maintenance of communication channels with neighbours and the community. A dedicated contact person to respond to feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site
- Development of a comprehensive plan of management for the site and provision of staff training in emergency management to monitor and enhance safety and wellbeing.

# DISCLAIMER

This report is dated 18 May 2017 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd's (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of TKD Architects Pty (**Instructing Party**) for the purpose of Social Impact Assessment (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

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

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

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

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

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

# **APPENDIX A      POLICY REVIEW**

# NSW GOVERNMENT POLICIES

## A. NSW STATE PRIORITIES

*NSW State Priorities* is the State Government's plan to guide policy and decision making across the State. The following key priorities are contained within the plan.

Table 13 – Key priorities.

| Premiers Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | State Priorities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Creating jobs</li><li>• Building infrastructure</li><li>• Reducing domestic violence</li><li>• Improving service levels in hospitals</li><li>• Tackling childhood obesity</li><li>• Improving education results</li><li>• Protecting our kids</li><li>• Reducing youth homelessness</li><li>• Driving Public Sector diversity</li><li>• Keeping our environment clean</li><li>• Faster housing approvals</li><li>• Improving Government services</li></ul> | <ul style="list-style-type: none"><li>• Making it easier to start a business</li><li>• Encouraging business investment</li><li>• Boosting apprenticeships</li><li>• Accelerating major project assessment</li><li>• Increasing housing supply</li><li>• Protecting our credit rating</li><li>• Delivering strong budgets</li><li>• Improving Aboriginal education outcomes</li><li>• Transitioning to the National Disability Insurance Scheme</li><li>• Better Government digital services</li><li>• Cutting wait times on planned surgeries</li><li>• Increasing cultural participation</li><li>• Ensuring on-time running of public transport</li><li>• Creating sustainable social housing</li><li>• Reducing violent crime</li><li>• Reducing adult re-offending</li><li>• Reducing road fatalities</li><li>• Improving road travel reliability</li></ul> |

## B. A PLAN FOR GROWING SYDNEY

Released in December 2014, *A Plan for Growing Sydney* includes a range of goals, directions and actions that aim to support the strategic growth of Sydney over the long term, considering that in the next 20 years, Sydney's population will grow by 1.6 million people.

Priorities for the North Subregion include accelerating housing supply, choice and affordability. There is a need for the State Government to work with local councils to ensure infrastructure delivery is coordinated with housing and employment growth.

The Plan commits to providing educational infrastructure and notes schools are a focal point of community life. The Greater Sydney Commission commits to working with the Department of Education and Communities to assist in planning for schools including building new facilities and expanding existing schools.

## C. TOWARDS OUR GREATER SYDNEY 2056

*Towards our Greater Sydney 2056* is an update by the Greater Sydney Commission to *A Plan for Growing Sydney*. Priorities identified for Greater Sydney are:

- Support the generation of 817,000 additional jobs
- Accommodate 1.74 million additional people and more than 725,000 new homes
- Increase Greater Sydney's economic growth rate

- Increase total economic activity by 75% to approximately \$655 billion.

A high need for additional housing capacity is identified for the North District. Housing delivery considerations need to include staging of development to enable infrastructure upgrades including upgrades and expansion of local schools.

## D. DRAFT NORTH DISTRICT PLAN

The draft *North District Plan* sets out a strategic direction for Greater Sydney's North District (North subregion). The vision for the district is that by 2036 more diverse and affordable housing types will be provided to support an ageing population, and that the community will enjoy improved physical and economic links to major centres across Greater Sydney.

The draft Plan notes the Northern Beaches has a population driven economy. Population driven employment includes health and education and population serving jobs. However, access to employment from the Northern Beaches has been relatively constrained and requires, in addition to transit improvements, more locally generated employment opportunities.

Job targets for the new Northern Beaches Hospital and surrounding industrial precinct expects a baseline target of an additional 2,700 jobs by 2036 and the district centres of Brookvale and Dee Why (the centres closest to Curl Curl) to provide a baseline target of an additional 3,000 jobs by 2036.

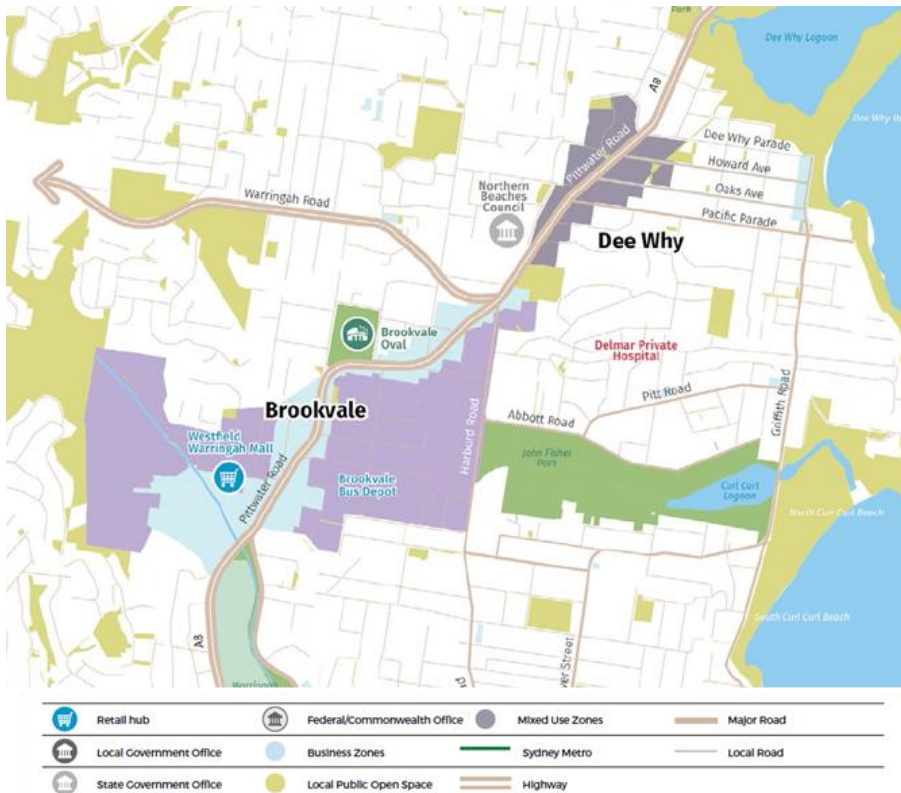
Priorities of relevance for the district centres of Brookvale and Dee Why include retaining a mix of land uses and encouraging the provision of affordable housing to attract and retain key workers.

The draft Plan also anticipates significant growth in primary and secondary school aged populations by 2036. It anticipates a 20% increase in the subregion in people aged 5 to 19 years (the school age bracket). There is expected to be an additional 4,650 people in this age bracket in the Northern Beaches area by 2036.

The draft plan notes that increased capacity for schools is required to support the growing population. In Chapter 4 'Liveability Priorities and Actions' one overarching priority is "*responding to people's needs for services*". Action L16 is "*support planning for school facilities*" with the outcome of "*improved education infrastructure decision making*".

Much of the school infrastructure needed for population growth is expected to be accommodated on existing sites which may require a change to design and configuration of schools.

Figure 8 – map of the Brookvale, Dee Why, Curl Curl area



Source: North District Plan

## E. HEALTHY URBAN DEVELOPMENT CHECKLIST, NSW HEALTH

Prepared by NSW Health, the *Healthy Urban Development Checklist* seeks to ensure built environments are created within NSW that are sustainable and promote healthy habits. Checklist items include:

- Encourage incidental physical activity
- Promote opportunities for walking, cycling and other forms of active transport
- Promote access to usable and quality public open spaces and recreational facilities
- Reduce car dependency and encourage active transport
- Improve location of jobs to housing
- Provide access to a range of facilities to attract and support a diverse population
- Respond to existing (as well as projected) community needs and current gaps.

# NSW DEPARTMENT OF EDUCATION POLICIES

## A. 5 YEAR STRATEGIC PLAN 2012-2017

The *5 Year Strategic Plan 2012-2017 (2012)* was developed by NSW Department of Education to “ensure that people of all ages and backgrounds have the education, skills and opportunities to pursue activities that promote their wellbeing and build strong communities”.

The Plan advocates building on the benefits of public education and using publicly funded resources wisely and the need for strong community partnerships and the development of leaders in education and the community.

Targets include:

- Increases in achievement at all levels of education and training, including completion of higher-level qualifications (Certificate III and above)
- Increases in the numbers of students eligible for university entrance
- Increases in the proportion of tertiary education students from underrepresented groups e.g. Aboriginal students, students from low socioeconomic backgrounds, and rural and remote students.

Goals include improving education and learning outcomes for all students and strengthening the NSW skills base. The Plan aims to increase the proportion of students in years 3, 5, 7 and 9 achieving at or above the minimum standards in literacy and numeracy.

The Plan also aims to halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018. It also aims to increase support for students with a disability.

## B. CREATING FUTURES TOGETHER 2015-2017

*Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017* by the NSW Department of Education and Communities provides three strategic directions for NSW public schools. These directions are:

- Raising expectations and enhancing the quality of student learning
- Fostering quality teaching and leadership
- New and better ways of delivering public education.

There is a focus on individual learning pathways and support, and a creative, innovative culture that promotes achievement and wellbeing. Personalised learning pathways are to be developed and monitored to ensure achievement by Aboriginal students at least matches outcomes for all students.

Appropriate curriculum needs to ensure learning for students who have English as an additional language. Workforce capacity will be built by ongoing professional learning and development. Innovation and communities of practice are encouraged.

# LOCAL GOVERNMENT PRIORITIES

## A. NORTHERN BEACHES COUNCIL COMMUNITY STRATEGIC PLAN ISSUES PAPER (SHAPE 2028)

The Northern Beaches Community Strategic Plan Issues Paper identifies a series of social, environmental and economic priorities and issues for the new Northern Beaches Council, including:

- Encouraging and supporting creativity and innovation in urban design
- Meeting the infrastructure, economic and social needs of a changing demographic
- Providing adequate and accessible infrastructure and services for infill development and land release areas
- Increasing densities and its impact on traffic congestion and parking
- Increased demand on existing under resourced public transport and active travel networks
- Creating vibrant communities and villages by providing engaging festivals, events and arts and cultural activities
- Revitalising community facilities and services to ensure equitable access
- Developing partnerships to provide new infrastructure and facilities to meet the growing and changing needs of the community
- Supporting businesses through changes to planning controls and holistic urban development
- Supporting and promoting the visitor economy through events and marketing, especially to areas outside of Manly
- Expanding and promoting options for a range of work practices
- Enhancing key employment lands through integrated structure planning
- Investing in commercial centres to improve vitality and encouraging a night economy.

The paper noted a high proportion of children as well as older people living in the Local Government Area. The population of the area is expected to rise by 23.3% by 2031. Distribution of young and older people varies throughout the LGA.

Future development and growth is dependent on infrastructure improvements in the area. Improved education and training facilities are needed to support the local economy. There are opportunities for higher education and learning centres on the Northern Beaches.

Of relevance to this report is the expectation that by 2036 there will be an increase in the proportion of infants and children in the area. Currently 16.5% of the population are aged 5 to 11 years. While the LGA has experienced significant population growth over the last 20 years the area is expected to grow by a further 10% by 2036. The biggest growth is expected in numbers of infants and older people.

It notes population growth is restricted by the natural topography and by challenges in providing infrastructure.

Northern Beaches was identified as a family friendly place. However, limited housing stock for low to middle income earners and limited access to tertiary education has resulted in some young families moving out of the area.

Changes in demographics will drive a need for more diverse housing as well as a range of social infrastructure. The discussion paper advocates for walkable, diverse neighbourhoods with a mix of housing and open spaces catering for a range of uses.

It advocates the community working with private developers, business and government agencies to ensure urban centres meeting housing and land use requirements promote sustainability including spaces that are safe by design, increase health and wellbeing, and more holistic use of open space.

Infrastructure improvements need to need to keep pace with population growth.

Limited transport infrastructure and congested local roads are seen as a barrier to growth.

Youth employment and education is a concern with 4.7% of 15 to 19 year olds not engaged in either employment or study.

There is a need for a more a diverse local economy to drive employment growth in local areas. The paper identifies opportunities for new higher education and vocational training on the Norther Beaches.

## **B. NORTHERN BEACHES DISABILITY INCLUSION ACTION PLAN**

The draft Northern Beaches Disability Inclusion Action Plan 2017-2021 contains strategies to improve access to services and facilities for all members of the community.

It is based on the vision of “universal access and inclusion across the Northern Beaches that enables people with disability to fulfil their potential as equal members of the community” and on the social justice principles of access, equity, rights and participation. The DIAP suggests diversity is not achieved unless people with disability have equal opportunities to participate in the life of their community.

The DIAP outlines actions already taken across a range of settings to provide inclusive facilities, including recreation facilities and beaches, as well as plans for future improvements.

Barriers to creating liveable communities are identified as:

- Lack of support services
- Lack of accessible transport
- Accessibility of the public domain
- Housing affordability
- Difficulties in accessing open space and recreation facilities

Some opportunities are identified as:

- Inclusion of people with disability in planning
- Incorporation of universal design in planning
- Provision of information on access and inclusion

## C. MULTICULTURAL STRATEGY CULTURALLY DIVERSE WARRINGAH 2015

The former Warringah Council established a Multicultural Strategy titled *Culturally Diverse Warringah 2015 - 2020*. This strategy provides a framework that outlines the Council's commitment to developing an inclusive community that embraces, acknowledges and celebrates diversity. Six strategic directions and key objectives are provided in the strategy.

Table 14 – Multi-cultural strategy directions

| Direction                          | Objective                                                                                                                         |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Housing                            | Long term objective to increase affordable housing options for all residents including those from CALD backgrounds                |
| Employment, Education and Training | Residents from CALD backgrounds have access to information related to meaningful employment, education and training opportunities |
| Access to Information and Services | Residents from CALD backgrounds have access to information and services that support their health and wellbeing                   |
| Identity and Belonging             | Residents from CALD backgrounds feel welcome and have a sense of belonging to our community                                       |
| Celebration and events             | Residents from CALD backgrounds have the opportunity to celebrate their culture                                                   |
| Health and safety                  | Residents from CALD backgrounds feel safe in the community and know where to seek help for legal and health concerns.             |

Source: *Multicultural Strategy Culturally Diverse Warringah 2015*

## D. WARRINGAH PEDESTRIAN ACCESS AND MOBILITY PLAN

The *Pedestrian Access and Mobility Plan* Warringah Mall as a major, if not biggest single attractor, in the former Warringah LGA.

This document identifies that there is a need and community demand for the following pedestrian access to be improved:

- Cross street to Warringah Mall
- Kerb ramp near bus stop at Warringah mall, which is too steep for wheelchair users
- Better access to Warringah Mall from Allambie, therefore continue footpath along Smith Avenue to Condamine Street
- Old Pittwater Road (along Warringah Mall), provide good footpath access to Pittwater Road busses for Northern Sydney TAFE.

## E. WARRINGAH COUNCIL SOCIAL PLAN 2010

The *2010 Warringah Council Social Plan* identified three emerging needs groups and issues in Warringah. These are:

- Young people – issues include accessibility to entertainment, recreational venues and transport options
- Carers – issues include limited recognition of this group, particularly those involved in informal care
- Older people Warringah's population is ageing at a higher rate than the national average, generating a range of specific needs.

## F. WARRINGAH COUNCIL'S AGEING STRATEGY

The *Warringah Ageing Strategy – Living Well Warringah* describes the priority areas for Council to enhance the quality of life and wellbeing for older people. The strategy identifies five themes:

- Where we live: Ageing in place, housing choice and affordability, housing that is close to shops and services
- Getting out and about: Public transport, community transport, footpaths and accessible public places and facilities.
- Community involvement and lifelong learning: social isolation, work and volunteering and information and communication technology
- Healthy lifestyles: physical activity and organised activities
- Access to care and support: information provision and Home and Community Care (HACC) and other services.

## G. WARRINGAH YOUTH STRATEGY 2013-2023

The *Warringah Youth Strategy 2013-2023* sets overarching strategic directions for how Council approaches health and wellbeing for young people. The strategy provides three key directions:

- Direction 1: Ensure that public places are welcoming, vibrant and accessible and offer a variety of uses and functions to cater for all young people
- Direction 2: Youth programs and events are in sync with the social and creative interests and needs of a diverse population of young people
- Direction 3: Continuously explore innovative approaches to designing built and social environments that contribute to community connectedness

## H. WARRINGAH COUNCIL'S OPEN SPACE STRATEGY

The *Warringah Open Space Strategy* provides a holistic view of Warringah's open spaces and includes the following strategic directions and commitments:

- Spaces for all: to have open spaces that cater for a diverse range of recreational interests that support the physical, social and mental health and well-being of park users
- Safe and accessible spaces: to have safe and accessible open spaces that support inclusion and foster a sense of belonging
- Spaces for animal friends: to be able to spend quality time with our animal friends in a safe and enjoyable environment
- Environmental spaces: to have open spaces that complement and enhance the natural environment
- Artistic, cultural and heritage spaces: to integrate art, culture and heritage into our open spaces through creative and innovative ways
- Playgrounds: to provide a sustainable and equitable distribution of quality play experiences.

# **I. WARRINGAH COUNCIL'S RECREATION STRATEGY 2009**

The Recreation Strategy was developed to provide long term strategic direction for the future provision and management of recreational assets, programs and services in Warringah LGA. It includes a series of high priority actions covering the following areas:

- Open space assessment
- Community provider assistance and facilitation
- Partnerships with other councils, commercial providers and community groups
- Access audits and provision for people with a disability
- Communication
- Data collection
- Pricing
- Asset management and development
- Addressing gaps in asset provision
- Climate change and sustainability.

## **APPENDIX B      SUMMARY OF DEMOGRAPHIC DATA**

Table 15 – Demographic summary table (2011 data/profile id.)

| <b>Data item</b>                                          | <b>Curl Curl- North Curl Curl</b>      | <b>Northern Beaches Council<sup>4</sup></b> | <b>Greater Sydney</b> |
|-----------------------------------------------------------|----------------------------------------|---------------------------------------------|-----------------------|
| Total population                                          | 5,928                                  | 237,709                                     | 4,390,956             |
| Population Density (Persons per Sq.km)                    | 2,714                                  | 1,047                                       | 355.0                 |
| Average per capita income                                 |                                        |                                             | \$36,285              |
| <b>Age Distribution (%)</b>                               |                                        |                                             |                       |
| Aged 0-4                                                  | 8.2%                                   | 7.2%                                        | 6.8%                  |
| Aged 5-9                                                  | 8.4%                                   | 6.7%                                        | 6.3%                  |
| Aged 10-14                                                | 7.8%                                   | 6.2%                                        | 6.1%                  |
| Aged 15-19                                                | 6.0%                                   | 5.5%                                        | 6.3%                  |
| Aged 20-24                                                | 5.0%                                   | 5.1%                                        | 7.0%                  |
| Aged 25-29                                                | 4.7%                                   | 5.7%                                        | 7.8%                  |
| Aged 30-34                                                | 4.7%                                   | 6.7%                                        | 7.6%                  |
| Aged 35-39                                                | 7.6%                                   | 8.2%                                        | 7.6%                  |
| Aged 40-44                                                | 10.0%                                  | 8.0%                                        | 7.3%                  |
| Aged 45-49                                                | 8.1%                                   | 7.6%                                        | 7.0%                  |
| Aged 50-55                                                | 7.3%                                   | 6.7%                                        | 6.6%                  |
| Aged 55-59                                                | 5.3%                                   | 5.8%                                        | 5.7%                  |
| Aged 60-64                                                | 4.6%                                   | 5.4%                                        | 5.1%                  |
| Aged 65-69                                                | 3.6%                                   | 4.5%                                        | 3.9%                  |
| Aged 70-74                                                | 2.6%                                   | 3.4%                                        | 3.0%                  |
| Aged 75-79                                                | 1.9%                                   | 2.6%                                        | 2.3%                  |
| Aged 80-84                                                | 2.3%                                   | 2.3%                                        | 1.9%                  |
| Aged 85+                                                  | 2.0%                                   | 2.6%                                        | 1.8%                  |
| Primary school age (5 to 11 years)                        | 11.7%                                  | 9.2%                                        | 8.7%                  |
| Median Age                                                | 37 (Curl Curl)<br>38 (North Curl Curl) | 39 (Northern Beaches Statistical Area)      | 36                    |
| Dependency Ratio                                          |                                        |                                             | 32.1%                 |
| <b>Country of Birth and Indigenous Identification (%)</b> |                                        |                                             |                       |
| Australia born                                            | 74.5%                                  | 67.8%                                       | 63.7%                 |
| Overseas born                                             | 22.2%                                  | 27.7%                                       | 36.4%                 |
| United Kingdom                                            | 8.5%                                   | 9.2%                                        | 4.1%                  |
| New Zealand                                               | 2.3%                                   | 2.5%                                        | 1.9%                  |
| United States of America                                  | 1.0%                                   | 0.9%                                        | 0.5%                  |
| South Africa                                              | 0.8%                                   | 1.3%                                        | 0.8%                  |

<sup>4</sup> Profile id. data <http://profile.id.com.au/northern-beaches>. Due to the recent amalgamation of the Northern Beaches Council, there are a number of data items that cannot be confirmed. These have been left blank in the table.

| Data item                                      | Curl Curl- North Curl Curl                       | Northern Beaches Council <sup>4</sup>       | Greater Sydney |
|------------------------------------------------|--------------------------------------------------|---------------------------------------------|----------------|
| Ireland                                        | 0.8%                                             | 0.5%                                        | 0.4%           |
| Italy                                          | 0.8%                                             | 0.9%                                        | 1.0%           |
| Germany                                        | 0.5%                                             | 0.8%                                        | 0.4%           |
| China                                          | 0.5%                                             | 1.0%                                        | 3.4%           |
| Netherlands                                    | 0.5%                                             | 0.5%                                        | 0.2%           |
| Canada                                         | 0.4%                                             | 0.5%                                        | 0.2%           |
| Aboriginal and Torres Strait Island Population | 0.4%                                             | 0.4%                                        | 1.2%           |
| <b>Language Spoken at Home (%)</b>             |                                                  |                                             |                |
| English only                                   | 88.4%                                            | 82.5%                                       | 65.7%          |
| Italian                                        | 1.2%                                             | 1.5%                                        | 1.6%           |
| German                                         | 0.8%                                             | 0.9%                                        | 0.4%           |
| French                                         | 0.6%                                             | 0.7%                                        | 0.4%           |
| Mandarin                                       | 0.6%                                             | 0.9%                                        | 3.0%           |
| <b>Weekly Household Income (%)</b>             |                                                  |                                             |                |
| \$Neg/Nil                                      | 1.0                                              | 1.1%                                        | 1.6%           |
| \$1-\$199                                      | 0.8                                              | 1.1%                                        | 1.5%           |
| \$200-\$299                                    | 1.2                                              | 1.5%                                        | 2.5%           |
| \$300-\$399                                    | 3.0                                              | 3.9%                                        | 5.1%           |
| \$400-\$599                                    | 5.3                                              | 6.1%                                        | 7.6%           |
| \$600-\$799                                    | 4.9%                                             | 5.7%                                        | 7.1%           |
| \$800-\$999                                    | 5.0%                                             | 6.2%                                        | 6.8%           |
| \$1000-\$1249                                  | 5.8%                                             | 6.1%                                        | 7.3%           |
| \$1250-\$1499                                  | 4.8%                                             | 6.3%                                        | 6.8%           |
| \$1500-\$1999                                  | 9.6%                                             | 10.7%                                       | 11.3%          |
| \$2000-\$2499                                  | 7.7%                                             | 8.4%                                        | 8.4%           |
| \$2500-\$2999                                  | 13.9%                                            | 12.6%                                       | 9.5%           |
| \$3000-\$3499                                  | 8.9%                                             | 7.4%                                        | 5.7%           |
| \$3500-\$3999                                  | 4.7                                              | 4.7                                         | 2.9%           |
| \$4000 +                                       | 12.3%                                            | 7.8                                         | 5.5%           |
| Median Weekly Household Income                 | \$2,120 (Curl Curl)<br>\$2,234 (North Curl Curl) | \$1,812 (Northern Beaches Statistical Area) | \$1,447        |
| <b>Housing Status (%)</b>                      |                                                  |                                             |                |
| Owner                                          | 38.1                                             | 33.4                                        | 31.1%          |
| Purchaser                                      | 35.7                                             | 34.5                                        | 35.7%          |
| Renter                                         | 20.8                                             | 25.6                                        | 32.4%          |

| Data item                                        | Curl Curl- North Curl Curl | Northern Beaches Council <sup>4</sup> | Greater Sydney |
|--------------------------------------------------|----------------------------|---------------------------------------|----------------|
| Public Renter                                    | 2.1                        | 1.9                                   | 5.4%           |
| Private Renter                                   | 18.3                       | 23.1                                  | 27.0%          |
| <b>Household Structure (%)</b>                   |                            |                                       |                |
| Family Households                                | 77.8%                      | 70.6%                                 | 73.1%          |
| Non-Family Households                            | 22.2%                      | 29.4%                                 | 26.9%          |
| Group                                            | 3.6%                       | 3.6%                                  | 4.1%           |
| Lone Person                                      | 14.6%                      | 21.7%                                 | 21.5%          |
| <b>Family Composition (%)</b>                    |                            |                                       |                |
| Couple family with no children                   | 20.9%                      | 25.4%                                 | 22.6%          |
| Couple family with children                      | 46.6                       | 35.8%                                 | 34.8%          |
| One parent families                              | 9.4%                       | 8.5%                                  | 10.8%          |
| Families with children under the age of 15 years | 37.7%                      | 28.8%                                 | 28.2%          |
| <b>Labour Force (%)</b>                          |                            |                                       |                |
| % Unemployed                                     | 2.5%                       | 3.0%                                  | 5.7%           |
| Labour Force Participation                       | 33.4%                      | 66.3%                                 | 65.6%          |
| <b>Occupation (%)</b>                            |                            |                                       |                |
| Managers                                         | 18.5%                      | 17.3%                                 | 13.5%          |
| Professionals                                    | 28.5%                      | 28.2%                                 | 26.0%          |
| Technicians & trades workers                     | 12.0%                      | 11.9%                                 | 12.4%          |
| Community & Personal Service Workers             | 8.9%                       | 8.8%                                  | 9.0%           |
| Clerical & Administrative Workers                | 13.9%                      | 15.0%                                 | 16.5%          |
| Sales Workers                                    | 9.2%                       | 9.4%                                  | 9.2%           |
| Machinery operators & Drivers                    | 2.0%                       | 2.8%                                  | 5.8%           |
| Labourers                                        | 5.5%                       | 5.0%                                  | 7.5%           |
| White Collar (%)                                 | 79.0%                      | 78.7%                                 | 74.3%          |
| Blue Collar (%)                                  | 21.0%                      | 21.3%                                 | 25.7%          |
| <b>Tertiary Education (%)</b>                    |                            |                                       |                |
| Bachelor Degree or Higher                        | 30.7%                      | 28.9%                                 | 24.1%          |
| Advanced Diploma or Associate Degree             | 11.5%                      | 12.1%                                 | 9.0%           |
| Undertaking Tertiary Education                   | 6.4%                       | 6.8%                                  | 6.5%           |
| <b>Highest Level of Schooling Achieved (%)</b>   |                            |                                       |                |
| Year 8 or Below                                  | 2.7%                       | 2.5%                                  | 5.3%           |
| Year 9 or Equivalent                             | 3.8%                       | 4.6%                                  | 5.3%           |
| Year 10 or Equivalent                            | 19.2%                      | 18.8%                                 | 21.0%          |

| <b>Data item</b>              | <b>Curl Curl- North<br/>Curl Curl</b> | <b>Northern Beaches<br/>Council<sup>4</sup></b> | <b>Greater Sydney</b> |
|-------------------------------|---------------------------------------|-------------------------------------------------|-----------------------|
| Year 11 or Equivalent         | 4.5%                                  | 5.7%                                            | 4.7%                  |
| Year 12 or Equivalent         | 64.2%                                 | 61.1%                                           | 62.3%                 |
| Did not go to School          | 0.1%                                  | 0.4%                                            | 1.5%                  |
| <b>Dwelling Structure (%)</b> |                                       |                                                 |                       |
| Separate House (%)            | 83.0%                                 | 58.0%                                           | 61.0%                 |
| Semi-detached (%)             | 11.7%                                 | 17.7%                                           | 12.8%                 |
| Flat, Unit or apartment (%)   | 4.7%                                  | 23.7%                                           | 25.8%                 |
| Other dwelling (%)            | 0.1%                                  | 0.5%                                            | 0.5%                  |

Source: Profile id.

Table 16 – Population forecasts by age.

| <b>Northern Beaches<br/>Council area - Total<br/>persons</b> | <b>2011</b> |       | <b>2021</b> |       | <b>2036</b> |       | <b>Change<br/>between<br/>2011 and<br/>2036</b> |
|--------------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|-------------------------------------------------|
| Age group (years)                                            | Number      | %     | Number      | %     | Number      | %     | Number                                          |
| 0 to 4                                                       | 17,794      | 7.1   | 17,436      | 6.4   | 19,411      | 6.3   | 1,617                                           |
| 5 to 9                                                       | 16,330      | 6.5   | 17,342      | 6.4   | 19,171      | 6.3   | 2,841                                           |
| 10 to 14                                                     | 14,540      | 5.8   | 17,179      | 6.3   | 18,327      | 6.0   | 3,787                                           |
| 15 to 19                                                     | 13,729      | 5.5   | 15,643      | 5.7   | 17,147      | 5.6   | 3,418                                           |
| 20 to 24                                                     | 13,968      | 5.5   | 14,589      | 5.4   | 16,479      | 5.4   | 2,511                                           |
| 25 to 29                                                     | 15,403      | 6.1   | 15,499      | 5.7   | 17,480      | 5.7   | 2,077                                           |
| 30 to 34                                                     | 17,716      | 7.0   | 17,474      | 6.4   | 19,385      | 6.3   | 1,669                                           |
| 35 to 39                                                     | 20,666      | 8.2   | 19,350      | 7.1   | 21,085      | 6.9   | 419                                             |
| 40 to 44                                                     | 20,074      | 8.0   | 19,934      | 7.3   | 21,403      | 7.0   | 1,329                                           |
| 45 to 49                                                     | 18,704      | 7.4   | 19,927      | 7.3   | 20,553      | 6.7   | 1,849                                           |
| 50 to 54                                                     | 16,446      | 6.5   | 18,328      | 6.7   | 19,318      | 6.3   | 2,872                                           |
| 55 to 59                                                     | 14,459      | 5.7   | 16,673      | 6.1   | 17,922      | 5.8   | 3,463                                           |
| 60 to 64                                                     | 13,348      | 5.3   | 14,674      | 5.4   | 16,821      | 5.5   | 3,473                                           |
| 65 to 69                                                     | 11,365      | 4.5   | 12,892      | 4.7   | 15,485      | 5.0   | 4,120                                           |
| 70 to 74                                                     | 8,488       | 3.4   | 11,606      | 4.3   | 14,120      | 4.6   | 5,632                                           |
| 75 to 79                                                     | 6,609       | 2.6   | 9,559       | 3.5   | 12,333      | 4.0   | 5,724                                           |
| 80 to 84                                                     | 5,733       | 2.3   | 6,740       | 2.5   | 9,859       | 3.2   | 4,126                                           |
| 85 and over                                                  | 6,323       | 2.5   | 7,577       | 2.8   | 10,383      | 3.4   | 4,060                                           |
| Total persons                                                | 251,694     | 100.0 | 272,424     | 100.0 | 306,682     | 100.0 | 54,987                                          |

Source: Forecast *id*.

## **APPENDIX C      CRIME PROFILE**

Figure 9 – Crime hotspots

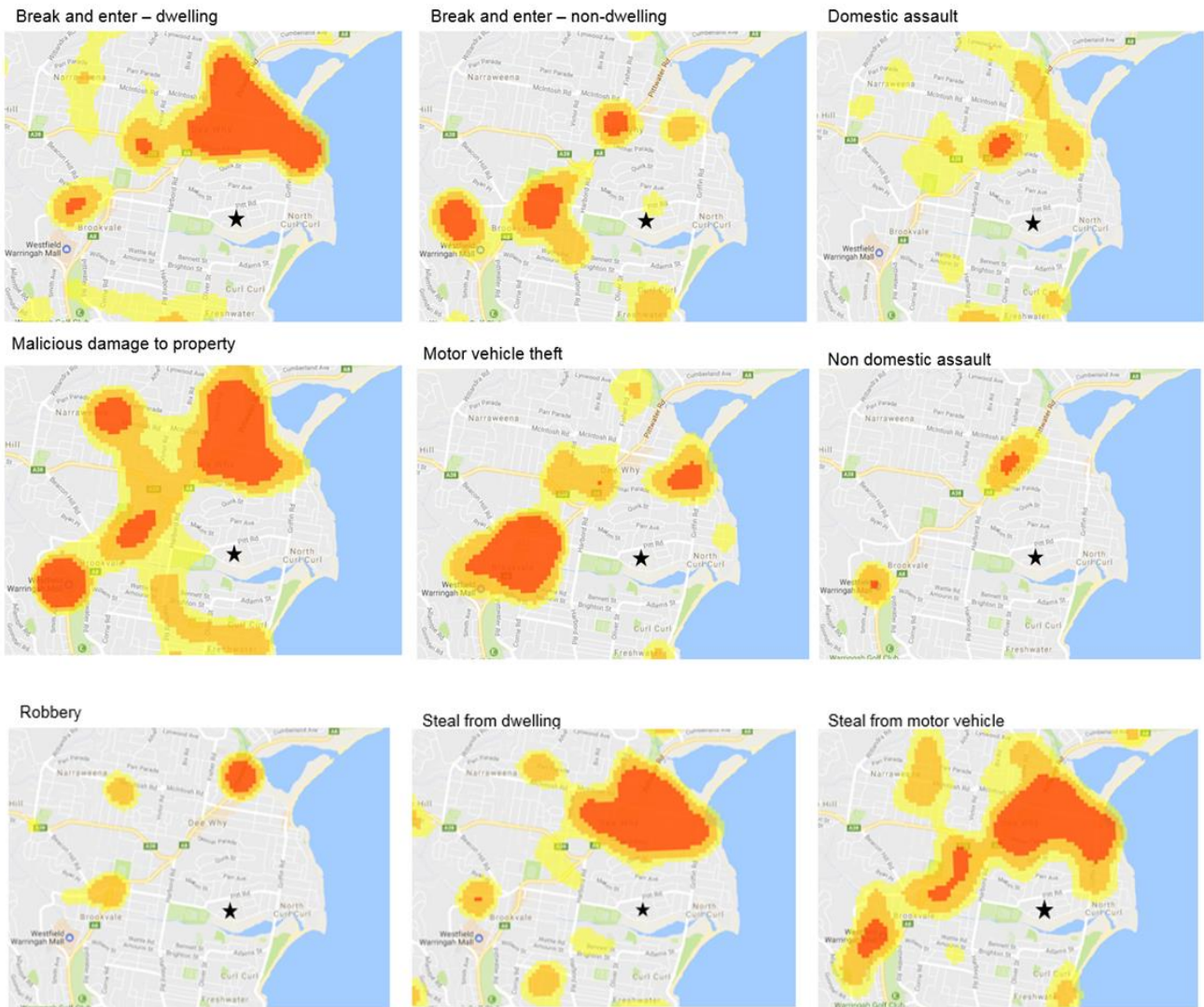


Table – Crime rates per 100,000 people (Jan-Dec 2016)

| Type of crime                                                | (Rate per 100,00 population) |                 |                      |             |
|--------------------------------------------------------------|------------------------------|-----------------|----------------------|-------------|
|                                                              | Curl Curl                    | North Curl Curl | Former Warringah LGA | NSW Average |
| Fraud                                                        | 259.4                        | 153.6           | 462.7                | 655.9       |
| Malicious damage to property                                 | 852.2                        | 358.5           | 400.8                | 823.1       |
| Assault – domestic violence related                          | 222.3                        | 76.8            | 125.7                | 381.3       |
| Assault - non-domestic violence related                      | 111.2                        | 204.9           | 167.8                | 414.0       |
| Break and enter dwelling                                     | 74.1                         | 76.8            | 185.7                | 389.3       |
| Break and enter non-dwelling                                 | 185.3                        | 51.2            | 88.1                 | 153.4       |
| Steal from retail store                                      | 74.1                         | 0.0             | 242.5                | 307.5       |
| Motor vehicle theft                                          | 37.1                         | 25.6            | 60                   | 172.0       |
| Steal from motor vehicle                                     | 444.6                        | 204.9           | 271.2                | 531.0       |
| Steal from dwelling                                          | 148.2                        | 102.4           | 159.5                | 279.7       |
| Sexual assault                                               | 111.2                        | 0.0             | 42.1                 | 66.5        |
| Indecent assault, act of indecency and other sexual offences | 111.2                        | 204.9           | 42.8                 | 89.8        |

Source: BOCSAR

Table – Five-year crime trends

| Crime                                                        | 60-month trend (2012-2016) |        |
|--------------------------------------------------------------|----------------------------|--------|
|                                                              | Former Warringah LGA       | NSW    |
| Fraud                                                        | +10.9%                     | +3.4%  |
| Malicious damage to property                                 | -12.9%                     | -6.7%  |
| Harassment, threatening behaviour and private nuisance       | -7.2%                      | Stable |
| Assault – domestic violence related                          | -4.1%                      | Stable |
| Assault - non-domestic violence related                      | -7.9%                      | -3.0%  |
| Break and enter dwelling                                     | -7.0%                      | -7.6%  |
| Break and enter non-dwelling                                 | Stable                     | -8.0%  |
| Steal from retail store                                      | Stable                     | Stable |
| Motor vehicle theft                                          | -7.1%                      | -8.0%  |
| Steal from motor vehicle                                     | -4.5%                      | -3.8%  |
| Steal from dwelling                                          | -3.3%                      | Stable |
| Sexual assault                                               | Stable                     | Stable |
| Indecent assault, act of indecency and other sexual offences | Stable                     | +4.2%  |

Source: BOCSAR, 2016

## **APPENDIX D      MAP OF SURROUNDING LAND USES**

Figure 10 – Map of surrounding land uses



Table 17 – Map locations

| Map ID | Name                                     | Type                    | Distance to site (m) |
|--------|------------------------------------------|-------------------------|----------------------|
| A1     | Stirgess Reserve                         | Open space/reserve      | 369                  |
| A2     | John Fisher Park                         | Open space/reserve      | 871                  |
| A3     | Makim Reserve                            | Open space/reserve      | 944                  |
| A4     | ADAMS STREET RESERVE                     | Open space/reserve      | 979                  |
| A5     | WINGALA RESERVE                          | Open space/reserve      | 502                  |
| A6     | Surf Reserve                             | Open space/reserve      | 597                  |
| A7     | Coastal Lands                            | Open space/reserve      | 635                  |
| A8     | BENNETT STREET RESERVE                   | Open space/reserve      | 654                  |
| A9     | CORELLA STREET RESERVE                   | Open space/reserve      | 691                  |
| A10    | Curl Curl Beach                          | Open space/reserve      | 716                  |
| A11    | Stony Range Regional Botanic Garden      | Open space/reserve      | 771                  |
| A12    | HARBORD PARK                             | Open space/reserve      | 804                  |
| B1     | North Curl Curl Physiotherapy            | Health facility         | 645                  |
| B2     | Delmar Private Hospital                  | Health facility         | 704                  |
| B3     | South Pacific Private Hospital           | Health facility         | 1,183                |
| B4     | Pacific Medical Centre                   | Health facility         | 1,199                |
| C1     | Curl Curl North Public School            | Education and childcare | 102                  |
| C2     | Northern Beaches Secondary College       | Education and childcare | 1,249                |
| C3     | St Luke's Grammar School                 | Education and childcare | 661                  |
| C4     | OAC Freshwater Campus                    | Education and childcare | 748                  |
| C5     | Harbord Public School                    | Education and childcare | 865                  |
| C6     | Northern Beaches Secondary College       | Education and childcare | 894                  |
| C7     | Sandcastles childcare brookvale          | Education and childcare | 956                  |
| C8     | Owl and the Pussycat Preschool Brookvale | Education and childcare | 1,018                |

| Map ID | Name                                  | Type                    | Distance to site (m) |
|--------|---------------------------------------|-------------------------|----------------------|
| C9     | Explore and Develop                   | Education and childcare | 1,084                |
| C10    | Little Zak's Academy Brookvale        | Education and childcare | 1,160                |
| D1     | Curl Curl Sports centre               | Sport and recreation    | 161                  |
| D2     | John Fisher Netball Courts            | Sport and recreation    | 235                  |
| D3     | Weldon Oval                           | Sport and recreation    | 422                  |
| D4     | Reub Hudson Oval                      | Sport and recreation    | 503                  |
| D5     | Denzil Joyce Oval                     | Sport and recreation    | 576                  |
| D6     | Harbord bowling and recreation club   | Sport and recreation    | 602                  |
| D7     | North Curl Curl Surf Life Saving Club | Sport and recreation    | 965                  |
| E1     | Curl Curl youth and community centre  | Community Centre        | 168                  |
| E2     | North curl Curl community centre      | Community Centre        | 490                  |

## **APPENDIX E      SITE PHOTOS**

Figure 3 – Existing Development at the Site



Picture 1 – Looking North-East: Existing Fig Tree

Source: Urbis



Picture 2 – Looking West: Existing Sports Court

Source: Urbis



Picture 3 – Looking South-East: Existing Block M

Source: Urbis



Picture 4 – Looking North-East: Existing Classrooms

Source: Urbis



Picture 5 – Looking East: Existing covered outdoor learning area

Source: Urbis



Picture 6 – Looking East: Existing Playfair Entrance

Source: Urbis





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