

# **SOCIAL IMPACT ASSESSMENT**

## **LINDFIELD LEARNING VILLAGE**

6 APRIL 2017  
SSP02517  
FINAL  
PREPARED FOR DESIGNINC SYDNEY PTY

**URBIS**

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# 1. EXECUTIVE SUMMARY

Urbis was commissioned by DesignInc Sydney Pty, on behalf of the NSW Department of Education (DoE), to evaluate the potential positive and negative social impacts of the development of the *Lindfield Learning Village*.

## 1.1. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse key social impacts associated a development proposal and recommend mitigation and enhancement measures in accordance with professional standards and statutory obligations.

## 1.2. THE PROPOSAL

The proposal involves the redevelopment of the former UTS campus for the purposes of a new school to be known as the *Lindfield Learning Village*. The proposal will deliver a new educational model within a unique campus setting and will cater for up to 2,100 students from Kindergarten through to Year 12.

## 1.3. EDUCATIONAL MODEL

The *Lindfield Learning Village* will be strongly focused on new and innovative ways of teaching and learning. The school will provide a personalised learning environment to ensure that every student progresses through learning stages based on ability level rather than age.

## 1.4. SUMMARY OF SOCIAL IMPACTS

This report has assessed the potential social impacts, and potential benefits arising from the development of the *Lindfield Learning Village*. A summary of these impacts is included in Table 1 below.

Table 1 – SIA summary table.

Issue	Impact
<b>Access to education</b>	
High-quality education facility will take enrolment pressure off existing child-care, primary and secondary schools in existing catchments.	High positive impact
Innovative education model, which fosters leadership and the ability to provide links to local businesses and universities, will provide future students with great opportunities to learn through experience and partnerships	High positive impact
Learning based on developmental stages and ability rather than age will provide individual learning programs with high quality results	High positive impact
The development will provide opportunities for rural and remote students to be part of the education model through the operation of the Aurora College operating from site	High positive impact
The proximity of the new school to a wide range of high profile businesses such as Microsoft, CSIRO and Macquarie Hospital creates the possibility for students to engage in real life learning.	Medium positive impact
<b>Access and use of community facilities</b>	
Adaptive re-use of existing facilities will create a facility that not only provides education, but also facilities that can be used by the wider community. These	High positive impact

Issue	Impact
include the existing auditorium, lecture theatres and the gym. They present an opportunity to enhance cultural vitality by catering to a diverse range of cultural, sport and education requirements.	
The appropriate refurbishment of the existing facilities may enhance the heritage value of the site.	Medium positive impact
Sharing of the Charles Bean Sportsground with the Lindfield community for outdoor sports may offer a space for students and the community to interact. Arrangements to ensure the sustainable use of this shared space should be made.	Medium positive impact
The proposal will create job opportunities in teaching and administration and temporary job opportunities during the construction phase.	Medium positive impact
Focus of technology and partnerships with universities and business will create additional opportunities for students to participate in the community	Medium positive impact
The proposal will create significant job opportunities in teaching and administration, stimulating the economy and delivering a vital service for the community	Medium positive impact
Safety and security	
The site is currently subject to vandalism and graffiti due to it being unoccupied and unused for a period of time. The development of the Lindfield Learning Village will activate the site and include a number of active and passive surveillance measures, which will have a positive impact on crime.	Medium positive impact
The proposal has considered CPTED principles through the application of the NSW Police <i>Safer by Design guidelines</i> . A separate CPTED Assessment report prepared for this proposal includes detailed recommendations.	Enhancement of positive impact
Traffic	
<p>Schools can have negative impacts on traffic congestion in local areas. A number of alternative transport strategies have been identified to minimise and mitigate this impact. The traffic impacts of the development are subject to the implementation of alternative transport strategies identified in the Transport Impact Assessment.</p> <p>It is important that information is given to students, parents and staff about sustainable transport alternatives and facilities that support active and public transport. This will ensure that people are aware of the available transport options and can make the best choice according to their circumstances.</p>	Extent of negative impact is subject to the implementation of alternative transport strategies
Noise	
Noise from outdoor play areas, internal (classroom/hall) areas, noise from traffic generated by the site and noise from mechanical plant, PA systems and school bells. Recommendations have been proposed in the Noise Impact Assessment to mitigate these impacts.	Medium/Low negative impact (subject to application of technical noise mitigation measures)

Health	
<p>The proposal satisfies a range of items contained in the Healthy Urban Development Checklist. The operation of the school and its layout present opportunities for incidental and organised physical activity.</p> <p>It is important that the school provides healthy food choices and promotes promote healthy eating. A number of strategies could be implemented to enhance the positive health impacts of the development.</p>	Low/medium positive impact

## 1.5. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of impact mitigation and enhancement is essential to the effective, long-term management of social impacts. The following are high-level recommendations to monitor these impacts in addition to those recommended in other technical reports.

- 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
- Development of communication channels with neighbours and the community. A dedicated contact person to respond and understand feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site.

## 1.6. CONCLUSION

The development of the Lindfield Learning Village is in line with the NSW Department of Education strategic directions. It will have a significant positive impact in regards to access to education, as it will alleviate existing enrolment pressures on existing child-care, primary and secondary schools. Overall the development has a positive impact on the local area, providing access to a new education facility, activating and providing passive surveillance to the site and further opportunities for healthy lifestyles and community interaction.





## 2. INTRODUCTION

Urbis was commissioned by DesignInc Sydney Pty, on behalf of the NSW Department of Education (DoE), to evaluate the potential positive and negative social impacts of the development of the *Lindfield Learning Village*.

### 2.1. LEGISLATIVE REQUIREMENT

The assessment has been undertaken in relation to the SEARS requirement 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.

### 2.2. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse key social impacts associated 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:

- Health
- Housing
- Earning ability
- Safety
- Neighbourhood identity
- Belonging and connection to community
- Access to and use of community facilities
- Social equity.<sup>1</sup>

### 2.3. 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 (low, moderate and high) against the likelihood of impact occurring.

Table 2 outlines a matrix of criteria for understanding the level and likelihood of particular impacts.

Table 2 – Assessment criteria

Impact	Duration	Extent	Ability to adapt	Social outcomes
Low	Short-term <1 year  Low frequency	Individual/ 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  1-6 years	Small number of households	Capacity to adapt to change, with some difficulty, and maintain pre-impact livelihoods, culture quality of life. Continued access to	Primary and secondary impacts on livelihoods, culture, quality of life,

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

<b>Impact</b>	<b>Duration</b>	<b>Extent</b>	<b>Ability to adapt</b>	<b>Social outcomes</b>
	Medium or intermittent frequency		resources, infrastructure and services, with a degree of support.	Restricted access to resources infrastructure and/or services.
High	Long-term/ Irreversible  > 6 years  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

## 2.4. KU-RING-GAI DRAFT SOCIAL IMPACT ASSESSMENT POLICY

The SIA has been prepared with reference to draft Ku-ring-gai LGA Social Impact Assessment Policy 2013.

According to the Ku-ring-gai SIA Policy, the SIA should:

- Acknowledge the values of different sectors of society
- Adopt the precautionary principle
- Assess the distributional equity of impacts in regard to both intra-generational equity and inter-generational equity
- Support socially sustainable development and decision-making
- Identify impacts that are directly related to the proposal (demonstrate the connection between the intervention and the likely impact)
- Address how net social benefit can be enhanced through the proposal and how negative social outcomes can be ameliorated and managed through mitigating and monitoring measures
- Demonstrate rigour and a social science base in presenting evidence for the assessment and recommendations.

### 3. 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
- Definition of study boundaries (study area)
- Profile of development rationale and need.

#### Stage 2: Profiling

- Review of baseline demographic characteristics and population projections for the local area
- Crime analysis, including a review of crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR)
- Audit of neighbouring land uses, premises, nearby sensitive receptors, community facilities and open space and recreation facilities
- Review of technical studies to inform the SIA.

#### 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
- High-level recommendations to maximise benefits and minimise impacts, monitor and review cumulative and ongoing impacts.

## 4. SITE LOCATION AND CONTEXT

The subject site is located at 100 Eton Road, Lindfield, within the Ku-ring-gai Local Government Area (LGA). It has an area of approximately 3.6 ha.

The site is surrounded by native bushland associated with Lane Cove National Park to the south, east and west. To the north-west and north-east is Edgelea, a medium density residential development recently constructed for the Department of Defence. Land further north includes the Charles Bean sports field, the Screen Australia complex, and an established low-density residential area.

Figure 1 – Site context



Source: Urbis GIS

### 4.1. EXISTING FACILITIES

The site is home to the former UTS Ku-ring-gai Campus. The campus was constructed in the early 1970s and originally opened as the William Balmain Teachers College. The facilities later became the Ku-ring-gai College of Advanced Education and in 1989 it was amalgamated into the UTS.

The building consists of a single concrete structure. It has six storeys with basement plant rooms and an astronomy observation tower. Lower levels have rooms that open onto roof decks. The building includes small courtyards with concrete linking bridges.

Vehicle and pedestrian access to the campus is via Eton Road, with car parking located to the east of the existing building.

A total of 184 marked parking spaces are available within the site, including 35 spaces in the basement and 149 at-grade spaces. A pedestrian footbridge over Dunstan Grove links the main campus building to the gymnasium.



The building comprises the following specialised spaces:

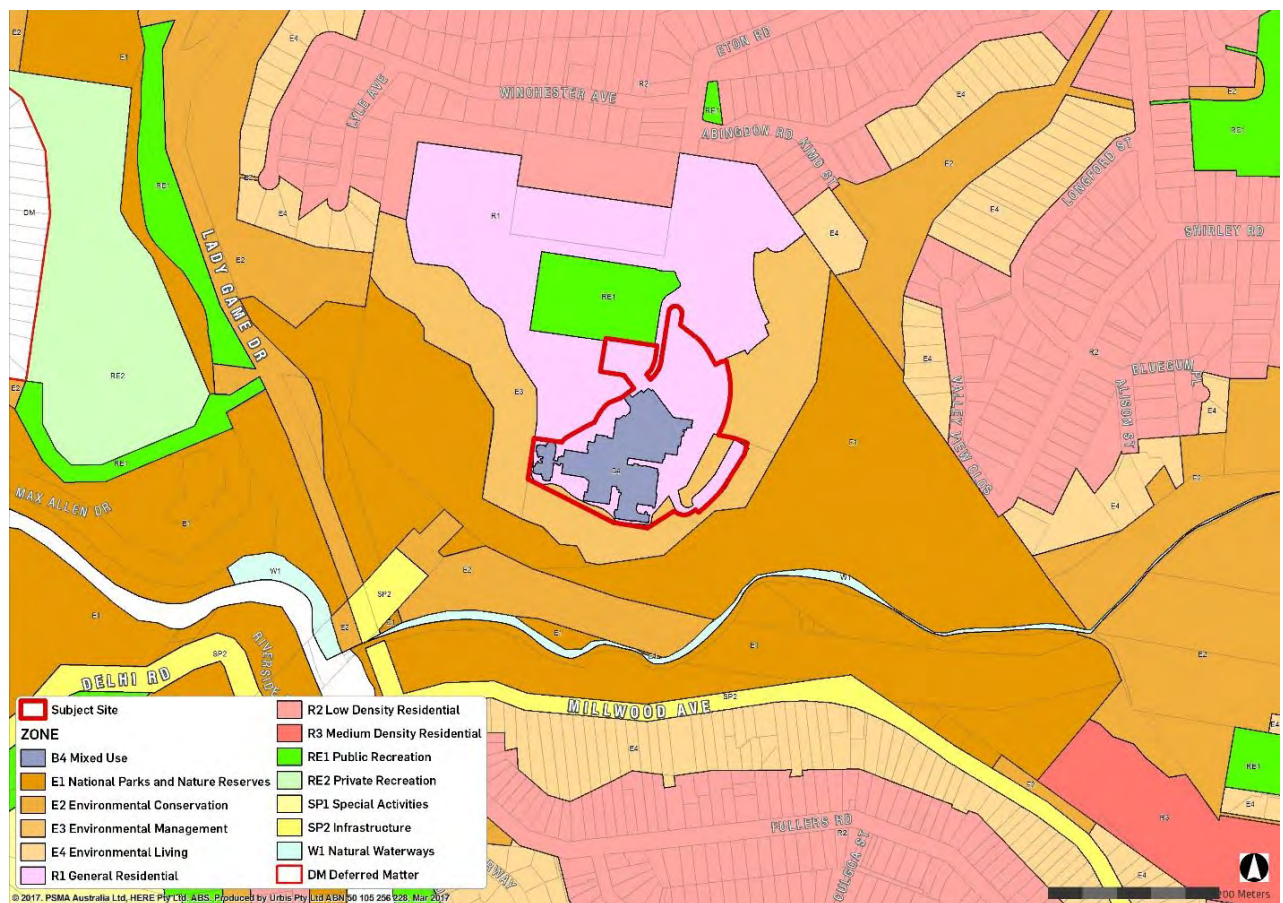
- Greenhalgh Auditorium (750 seat capacity)
- Large Lecture Theatre (180 seat capacity)
- Small Lecture Theatre (100 seat capacity)
- Library
- Drama and Music Facilities
- Gymnasium building comprising dance studio and weights room
- Science labs.

Photos of the existing building are located in **Appendix E**.

## 4.2. ZONING

The majority of the site is zoned B4 (Mixed Use) under the Ku-ring-gai Local Environmental Plan 2015, with portions of the site zoned R1 General Residential and E3 Environmental Management.

Figure 2 – LEP zoning map



Source: Urbis GIS, based on Ku-ring-gai LEP map

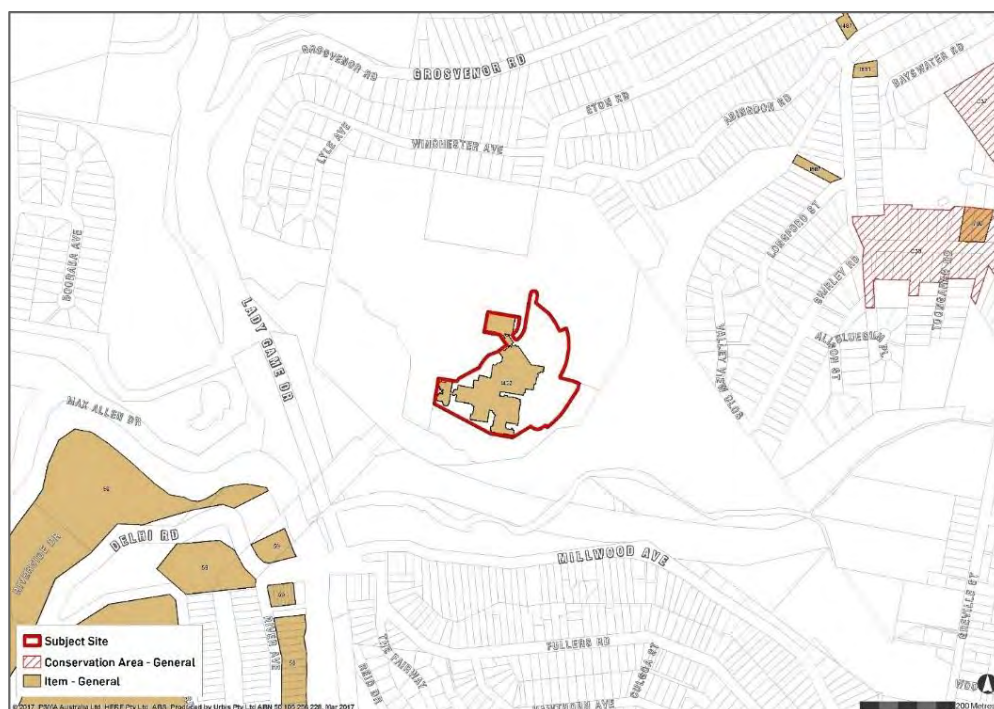
Table 3 – Zoning objectives

Zone	Objectives
B4 Mixed Use	<ul style="list-style-type: none"> <li>To provide a mixture of compatible land uses</li> <li>To integrate suitable business, office, residential, retail and other development in accessible locations so as to maximise public transport patronage and encourage walking and cycling.</li> </ul>
R1 General Residential	<ul style="list-style-type: none"> <li>To provide for the housing needs of the community</li> <li>To provide for a variety of housing types and densities</li> <li>To enable other land uses that provide facilities or services to meet the day to day needs of residents</li> <li>To provide for development that is compatible with the environmental and heritage qualities of the locality</li> <li>To promote a high standard of urban and architectural design of development</li> <li>To promote the establishment of a sustainable community.</li> </ul>
E3 Environmental Management	<ul style="list-style-type: none"> <li>To protect, manage and restore areas with special ecological, scientific, cultural or aesthetic values</li> <li>To provide for a limited range of development that does not have an adverse effect on those values.</li> </ul>

## 4.3. HERITAGE SIGNIFICANCE

The existing buildings within the subject site are designated as local heritage in Ku-ring-gai Environmental Plan 2015.

Figure 3 – LEP heritage map



Source: Urbis GIS, based on Ku-ring-gai LEP map

## 5. THE PROPOSAL

The proposal involves the redevelopment of the former UTS campus for the purposes of a new school to be known as the *Lindfield Learning Village*. The proposal will deliver a new educational model within a unique campus setting and cater for up to 2,100 students from Kindergarten through to Year 12.

### **Kindergarten to Year 12 Home Bases**

- It is planned to group students into six home bases, each catering for approximately 350 students of all ages from Kindergarten to Year 12. The home base model represents the educational concept of 'schools within a school'. The educational philosophy is based on the principles of 'Future Focussed Learning' and academic progression through the school is by stage of scholastic achievement, not by the age of the student.
- To manage the impact on the surrounding road network by reducing the peak traffic generated, the commencement times of the home bases will be staggered as follows:
  - two home bases commencing at 7:30am and concluding at 2.00pm;
  - two home bases commencing at 8:30am and concluding at 3.00pm; and
  - two home bases commencing at 9:00am and concluding at 3.30pm.
- Approximately 200 staff will be employed, including childcare and Aurora College staff.

### **Other Facilities**

The proposed school will also be supported by the following facilities:

- Child care centre accommodating approximately 90 children and 12 staff. The child care centre will operate from 6.30am to 6.30pm;
- Aurora College (Distance Education) comprising 12 staff.

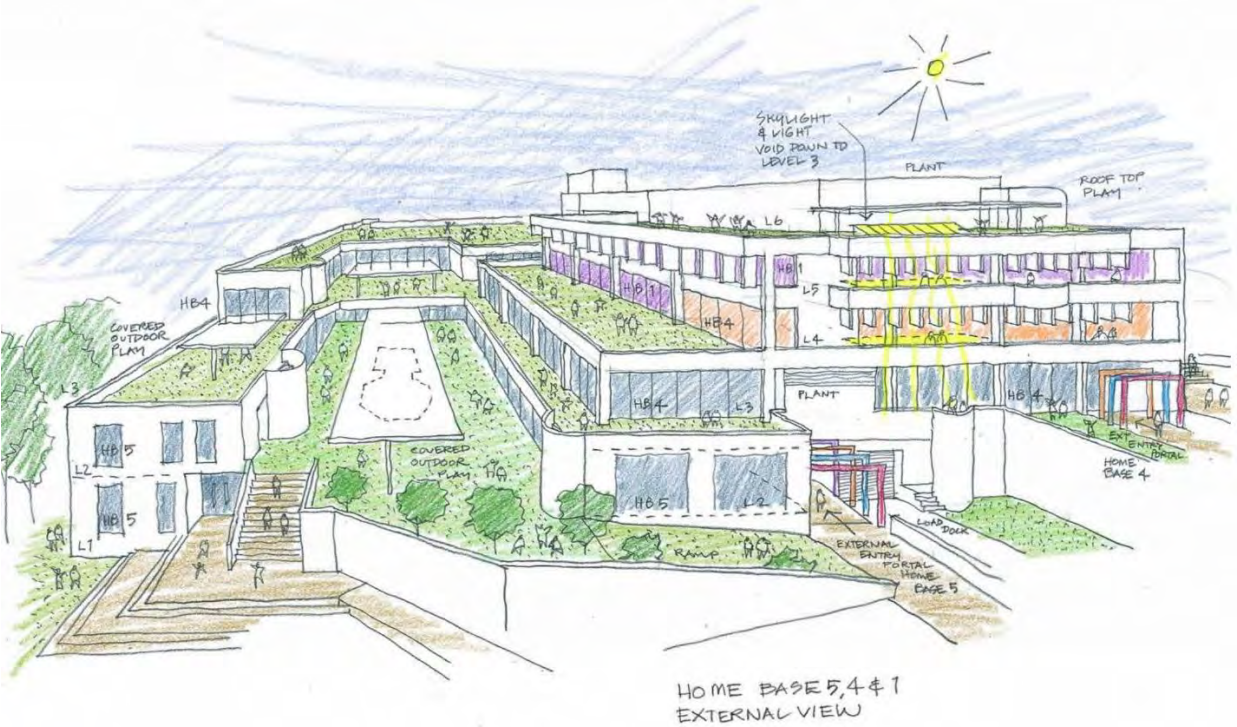
### **After Hour Facilities**

It is anticipated that the following facilities will also be made available after hours for community use:

- Existing Greenhalgh Auditorium, 910 seat capacity;
- Existing Lecture Theatre 1, 206 seat capacity; and
- Existing Lecture Theatre 2, 104 seat capacity.



Figure 4 – Concept sketch



Source: DesignInc Pty

Figure 5 – Concept render



Source: DesignInc Pty



## 5.1. DEVELOPMENT RATIONALE AND NEED

Public school enrolments in NSW are anticipated to be 40,000 students higher in the 2019-20 school term than in 2015-16.<sup>2</sup> Over \$2 billion will be spent over the next four years by the NSW government on education infrastructure to respond to growing student enrolments.

The Department of Education (DoE) is undertaking significant work to respond to this challenge. The DoE *5 Year Strategic Plan 2012-2017* emphasises the need 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 *Lindfield Learning Village* model is consistent with the DoE 5 Year Strategic Plan targets. It is located in an area where significant residential and population growth have increased demand.

## 5.2. EDUCATIONAL MODEL

The *Lindfield Learning Village* will be strongly focused on new and innovative ways of teaching and learning. The school will provide a personalised learning environment to ensure that every student progresses through learning stages based on ability level rather than age.

Table 4 – Core elements of the Lindfield Learning Village.

Element	Description
Project Based Learning	<ul style="list-style-type: none"><li>• Student-focused learning experiences will be a normal feature of the teaching and learning framework for the school. Students will engage in meaningful and authentic multi-disciplinary tasks which challenge them to explore issues and themes of importance to the community and the world</li><li>• Technology will allow students to connect with other students, agencies and experts from around the world.</li></ul>
HSC over three years	<ul style="list-style-type: none"><li>• Each student will have an individual pathway which will allow a flexible approach to the HSC. This will be supported with a vertical timetable.</li></ul>
Emerging Technologies	<ul style="list-style-type: none"><li>• Members of the new school will embrace new technologies that amplify learning and expand opportunities to grow.</li></ul>
All through School	<ul style="list-style-type: none"><li>• An "all through" school encourages daily connections between older and younger learners. Older students can be mentors to younger students and younger students see the learning that they can look forward to.</li></ul>
Individualised Learning	<ul style="list-style-type: none"><li>• Each student will have an individual learning plan based on data collection of student needs and achievement. This will be monitored by a teacher/learning mentor and the student.</li></ul>
Stage not Age	<ul style="list-style-type: none"><li>• The 'stage not age' model allows students to move to progressively to more advanced study according to their rate of progress rather than age.</li></ul>

<sup>2</sup> NSW Budget 2016-2017

Element	Description
Home Bases	<ul style="list-style-type: none"> <li>Students will be enrolled in a K-12 group of 250-350 students known as a home base. There may be six home bases. Research into effective learning and social groups indicates that home bases allows students to take on a strong identity within the larger campus, including using their own facilities and participating in a clear learning program distinct from other home bases.</li> </ul>
Development Links with Communities of Schools	<ul style="list-style-type: none"> <li>Collaboration with neighbouring schools and their communities of practice is vital. The 'schools within school' model has no boundaries and extends the expertise demonstrated in the high performing neighbouring schools.</li> </ul>
Teachers as Researchers	<ul style="list-style-type: none"> <li>Teachers will undertake action research in their classrooms to inform their practice. This will be supported by on site university expertise.</li> </ul>
Community & Business Links	<ul style="list-style-type: none"> <li>The proximity of the new school to a wide range of high profile businesses such as Microsoft, CSIRO and Macquarie Hospital creates the possibility for students to engage in real life learning. There are opportunities for students and community to learn from each other through mentoring programs.</li> </ul>
Integral University and Research Partnerships	<ul style="list-style-type: none"> <li>There will be a strong university presence onsite. Initial discussions with local universities show a keen interest in involvement with the school.</li> </ul>
Induction unit for new students	<ul style="list-style-type: none"> <li>There will be a strong university presence onsite. Initial discussions with local universities show a keen interest in involvement with the school.</li> </ul>
Contemporary Leadership	<ul style="list-style-type: none"> <li>The senior school leadership will provide the opportunity for teachers to take on across phase leadership roles. There will be an onsite Master's Degree to support the professional development and career paths of teachers within the school and with our communities of schools.</li> </ul>
Multi-lingual	<ul style="list-style-type: none"> <li>It is expected that students will be able to engage in a range of language learning opportunities including connection with students in other countries through the use of technology.</li> </ul>

## 6. POLICY CONTEXT

A review of key strategic policies has been undertaken. They included:

### NSW Department of Planning and Environment policies

- NSW State Priorities
- A Plan for Growing Sydney 2014
- NSW Long Term Master Plan 2012
- Towards our Greater Sydney 2056
- Draft North District Plan 2016
- NSW Long Term Transport Masterplan 2012.

### NSW Department of Education Policies

- 5 Year Strategic Plan 2012-2017
- Strategic Human Resources Plan 2012-2017
- Workforce Diversity Plan 2012-2017
- Public Schools NSW Strategic Directions – Creating Futures Together 2015-2017.

### NSW Health Policies

- Healthy Urban Development Checklist, NSW Health.

### Local government policies

- Ku-ring-gai Council Community Strategic Plan 2030
- Ku-ring-gai Council Access and Disability Inclusion Plan 2014-2018
- Ku-ring-gai Council Traffic and Transport Policy 2015
- Willoughby City Council Willoughby City Strategy 2013-2029

The detailed summary of these documents is included in **Appendix A**.

Table 5 – Policy directions.

Policy themes	Relevance to Lindfield Learning Village
Strategic Positioning	Education is a key employment generator in the North District. There is a need to support population growth by generating additional short term and long term employment.
Demographic profile and community needs	There is an increasing demand for primary and secondary school enrolments across Ku-ring-gai LGA and the North District, due to increasing number of people in the 5-19-years age bracket.  The need for additional child care services has also been identified as a key need for the North District and Ku-ring-gai LGA.
Accessibility and transport	There is an opportunity to encourage use of public transport in Lindfield. The <i>Lindfield Learning Village</i> is connected to two railway stations by a number of bus routes.

<b>Policy themes</b>	<b>Relevance to Lindfield Learning Village</b>
Social Inclusion	Opportunities for multi-purpose community facilities to meet the community's diverse and changing needs, including people with disability, older people and people from culturally diverse backgrounds.
Cultural vibrancy	Support for educational and community events that support local cultural objectives, including multiculturalism and the aboriginal history of the local area.
Innovation and Leadership	Key directions from the Department of Planning includes innovation in educational models and development of leadership in schools and communities through new educational models.
Community safety	There is an opportunity for the proposal to align with best practice CPTED guidelines and meet of Ku-ring-gai Council's safety policies for students.

## 7. COMMUNITY PROFILE

A community profile has been developed based on 2011 Census data from the Australian Bureau of Statistics (ABS). A 1km radius Study Area was defined to profile the demographic characteristics of the local area.

For comparison purposes, the demographic profiles for Ku-ring-gai LGA and Greater Sydney have been included in this analysis.

**Appendix A** presents the data used for this analysis.

### 7.1. EXISTING POPULATION

There are approximately 7,941 people living in the Study Area, which equates to 7% of the population of Ku-ring-gai LGA (109,153 people).

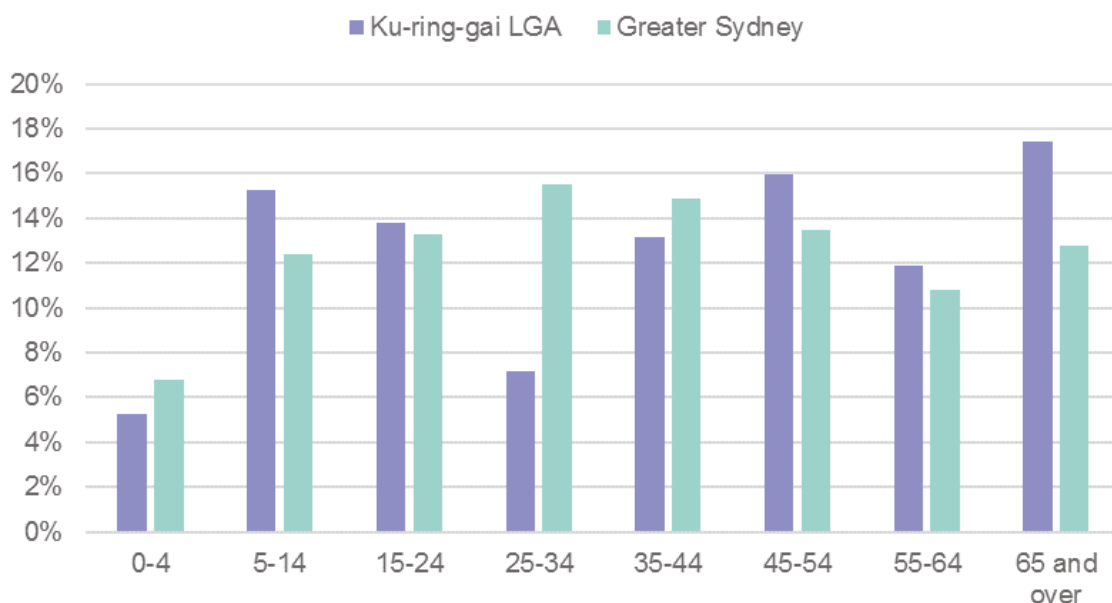
The population density of the Study Area is 1,249 people per sq. km, which is roughly the same as the density of the Ku-ring-gai LGA (1,279 people per sqm km).

### 7.2. AGE

The average age of the Study Area is 38 years, which is slightly lower than for Ku-ring-gai LGA (40 years), and higher than for Greater Sydney (37 years).

More than one fifth (23%) of the population are school-age children (5-19 years old), which is similar to Ku-ring-gai LGA (23%) and higher than Greater Sydney (19%). The percentage of pre-school children (aged 0-4 years) is 7%, which is generally consistent with Greater Sydney (7%) and Ku-ring-gai LGA (5%).

Figure 6 –Age breakdown for Ku-ring-gai LGA and Greater Sydney



Source: 2011 Census data

### 7.3. ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

The proportion of people in the Study Area who identify as Aboriginal or Torres Strait Islander is 0.03%, which is lower than Ku-ring-gai LGA (0.1%) and Greater Sydney (1.2%).

## 7.4. COUNTRY OF BIRTH

One third (34%) of residents were born overseas, which is slightly lower than Ku-ring-gai LGA (37%) and Greater Sydney (36%). Countries of birth other than Australia include United Kingdom (6%), China (5%), New Zealand (2%), Hong Kong (2%) and the Republic of South Korea (2%).

## 7.5. LANGUAGES SPOKEN AT HOME

The Study Area is characterised by a lower level of linguistic diversity than Greater Sydney. Three quarters (75%) speak English only at home, which is similar to Ku-ring-gai LGA (78%) but higher than Greater Sydney (66%). The most common languages other than English are Chinese (12%) and Korean (2%).

## 7.6. EDUCATION

The Study Area has significantly higher rates of education attainment compared to Greater Sydney. Four out of ten people in the Study Area (46%) have completed a bachelor degree or higher, compared to 43% for Ku-ring-gai LGA and 24% for Greater Sydney. Additionally, the proportion of people who completed Year 12 or equivalent in the Study Area (84%) is higher than the proportion for Ku-ring-gai LGA (82%) and Greater Sydney (63%).

## 7.7. EMPLOYMENT AND OCCUPATIONS

Unemployment (4%) is consistent with Ku-ring-gai LGA (4%) and slightly lower than Greater Sydney (6%). The proportion of White Collar Workers (91%) is higher than Greater Sydney (74%).

## 7.8. INCOME

Average household income is \$137,660, which is higher than the average income for Ku-ring-gai LGA (\$135,055) and Greater Sydney (\$94,428). Over half (57%) of households in the Study Area and Ku-ring-gai LGA earn more than \$104,000 per annum, which is considerably higher than for Greater Sydney (36%).

## 7.9. HOUSEHOLD STRUCTURE

The dominant household type is family households (81%), consistent with Ku-ring-gai LGA (82%) and Greater Sydney (73%). The proportion of non-family households (18%) is the same as for Ku-ring-gai LGA and lower than for Greater Sydney (27%).

## 7.10. FAMILY COMPOSITION

The dominant family composition is couples with children under the age of 15 (39%). This is slightly higher than Ku-ring-gai LGA (36%) and Greater Sydney (32%).

The percentage of couple families with no children (30%) is slightly lower than for Ku-ring-gai LGA (32%) and Greater Sydney (33%). The percentage of one parent families with children (9%) is also slightly lower than for Ku-ring-gai LGA (10%) and Greater Sydney (16%).

## 7.11. DWELLINGS AND TENURE

The proportion of separate houses (87%) is higher than that for Ku-ring-gai LGA (79%) and Greater Sydney (61%). The percentage of household owners is 45%, which is roughly the same for as for Ku-ring-gai LGA (46%).

## 7.12. SEIFA INDEX

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 SEIFA 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 6 – SEIFA profile

Area	Advantage and disadvantage		Disadvantage		Economic resources		Education and occupation	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
Ku-ring-gai LGA	153	10	153	10	152	10	150	10
Lindfield (suburb)	2483	10	2467	10	2213	9	2501	10

Source: SEIFA, 2011

SEIFA scores indicate that Ku-ring-gai LGA and the suburb of Lindfield are within the 10% most advantaged areas in NSW.

## 8. POPULATION PROJECTIONS

Population projections used for this assessment are based on data obtained from the NSW Department of Planning and Environment.

**Appendix A** presents the data used for this analysis.

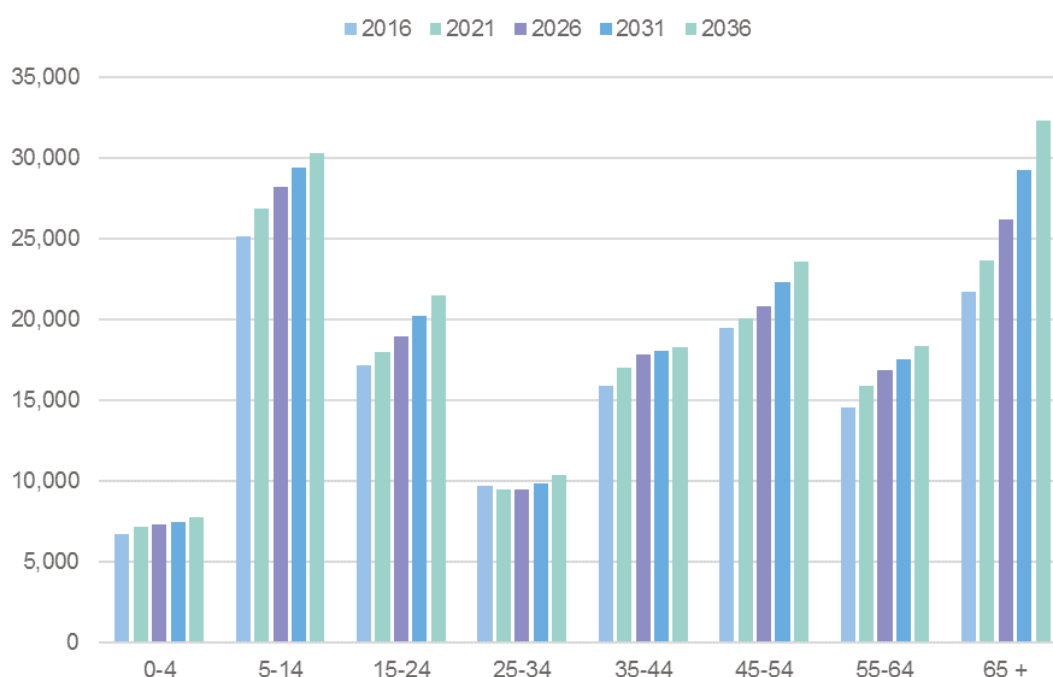
### 8.1. POPULATION GROWTH IN KU-RING-GAI COUNCIL

With a total population of over 154,500 people by the year 2036, Ku-ring-gai LGA will be home to 31,000 additional people compared to 2016. This equates to a growth of over 25% in the next 20 years.

The LGA will experience population growth across all age groups. The age group with the highest growth rate will be people aged 75 and above. There will also be substantial growth in the number of school-aged children (5-19 years old) over the next twenty years. By 2036, there will be 6,700 more children aged 5-19 in the Ku-ring-gai LGA than in 2016. With an increase of over 20% during this period, there is a need to provide additional primary and secondary school facilities that meet the increasing demands for school enrolments in the area.

There will also be significant growth in the 0-4-years age group from 2016 to 2036. There will be over 1,000 new pre-school-aged children between 2016 and 2038, which equates to a 15% increase. This suggests an increased demand for child-care and pre-school services in the local area.

Figure 7 – Population forecast for Ku-ring-gai, 2016-2036



Source: 2011 Census

### 8.2. HOUSEHOLD PROJECTIONS

The number of households in the Ku-ring-gai LGA will increase significantly over the next twenty years, in line with population projections. Couples with children will remain the dominant household type in 2036, with more than 3,700 additional couples with families moving into Ku-ring-gai LGA in the period between 2016 and 2036.

**Appendix A** presents a breakdown of projections by household type for Ku-ring-gai LGA.



### **8.3. GROWTH IN SURROUNDING LGAS**

Willoughby LGA is also projected to experience population growth in this LGA in the next 20 years.

Couple facilities with children will increase by 1,200 and single parent households will increase by 600 in the next 2 years. This will result in an increase in the number of people aged 5-19 by more than 14,000 between 2016 and 2036 across Willoughby LGA.

With the population of Ku-ring-gai LGA and Willoughby LGA expected to significantly increase between 2016 and 2036, there is a need to plan for the needs of a growing population.

**Appendix A** presents a breakdown of projections by household type for Willoughby LGA.

## 9. 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. This offers a baseline for the assessment.

### 9.1. TYPES OF CRIME

Table 7 outlines major offences that took place in Ku-ring-gai LGA between January and December 2015. The data presented is based on crimes with the highest count rate (ratio of crimes per 100,000 people).

The data shows that Ku-ring-gai LGA has lower levels of crime than the NSW average across all crime types. The crime types with the highest rates are fraud, malicious damage to property, and break and enter dwelling.

Table 7 – Crime rates per 100,000 people

Type of crime	(Rate per 100,00 population)	
	Ku-ring-gai LGA	NSW
Drug offences possession and/or use of cannabis	75.2	360.0
Fraud	354.6	680.2
Malicious damage to property	312.5	849.7
Steal from motor vehicle	157.1	531.2
Harassment, threatening behaviour and private nuisance	62.0	401.4
Assault – domestic violence related	60.3	385.7
Assault – non-domestic violence related	59.5	407.8
Break and enter dwelling	286.8	419.9
Break and enter non-dwelling	57.9	158.0
Steal from retail store	33.1	292.0
Motor vehicle theft	36.4	187.5
Steal from dwelling	140.5	284.8
Receiving or handling stolen goods	7.4	106.2

Source: BOCSAR, 2016

## 9.2. CRIME TRENDS

Table 8 below presents the 5 year trends (2011-2015) in the incident rates for key crime types in the Ku-ring-gai LGA.

The data shows that Ku-ring-gai LGA has had stable or decreasing rates in the last 5 years for most crimes. The only crime which has had increasing trend is fraud, with an increase of 6.9% between 2011 and 2015.

Table 8 – Five-year crime trends

Crime	60-month trend (2011-2015)
Drug offences possession and/or use of cannabis	Stable
Fraud	6.9%
Malicious damage to property	-7.3%
Steal from motor vehicle	Stable
Harassment, threatening behaviour and private nuisance	Stable
Assault – domestic violence related	Stable
Assault - non-domestic violence related	-12.7%
Break and enter dwelling	-8.9%
Break and enter non-dwelling	-9.2%
Steal from retail store	Stable
Motor vehicle theft	Stable
Steal from dwelling	Stable
Receiving or handling stolen goods	No change

Source: BOCSAR, 2016

## 9.3. CRIME HOT SPOTS

BOCSAR publishes 'hotspot' maps to illustrate areas of high crime density relatively to crime concentrations across NSW. Urbis has analysed crime 'hotspot' maps for the suburb of Lindfield in relation to the subject site.

The data shows that the subject site is not within a crime hotspot. It is within 1.5km to hotspots for the following crimes:

- Break in and enter dwelling
- Malicious damage to property
- Motor vehicle theft
- Steal from dwelling
- Break and enter non-dwelling.

The maps in **Appendix C** show locations where these crimes are particularly prevalent in relation to the subject site.

## 10. SURROUNDING LAND USES

This section provides an overview of the local context, including key land uses within 1km and 2km of the site. **Appendix D** includes a map of the community and land uses referred to in this section.

### 10.1. EDUCATIONAL FACILITIES

There are three primary schools, one secondary school and one private K-12 school within 2km from the site. They all have experienced a steady increase in enrolment numbers between 2012 and 2016, as outlined in the table below.

Table 9 – Public schools within 2km from the site

Facility	Type	Enrolments 2012	Enrolments 2016	4 years' trend (%)
Mowbray Public School	Primary School	327	429	31.2%
Chatswood Public School	Primary School	823	1158	40.7%
Lindfield Public School	Primary School	729	760	4.3%
Chatswood High School	Secondary School	1,263	1,435	13.6%
Roseville College (Anglican School for Girls)	K-12 school	-	-	-

### 10.2. CHILD CARE CENTRES

There are 19 child care centres within 2km of the site. A number of these centres are reaching capacity or having waiting lists.

### 10.3. COMMUNITY CENTRES AND LIBRARIES

The closest library to the site is West Chatswood Library, which is located within 2km of the site and is operated by Willoughby Council. Other key community centres in proximity the site include Lindfield Seniors Centre / Community Hall (operated by Ku-ring-gai Council) and MOSAIC Multicultural Centre (operated by Willoughby Council).

### 10.4. OPEN SPACE AND SPORTS AND RECREATION FACILITIES

The site is located in an established residential area, with access to large areas of open space, including Lane Cove National Park, which covers more than 370 hectares of open space. The site is also close to a number of recreation facilities including Chatswood Golf Club and Killara Golf Club.

Charles Bean Sportsground is located across the site and is the first ever synthetic playing field in Ku-ring-gai Council. It is expected that the sportsground will be shared by the *Lindfield Learning Village* and the community.

### 10.5. PUBLIC TRANSPORT

The site is directly serviced by the No. 565 bus route, with a bus stop currently located just north of the site on Eton Road. Route No. 565 operates hourly, with services between Chatswood and Macquarie University.

The site is located approximately 2km (20-minute walk) from both the Lindfield and Roseville Train Stations. Trains to these stations run frequently during peak hours along the T1 North Shore Line.

The new Sydney Metro Northwest is expected to provide more frequent and efficient train services from Epping to Chatswood and will provide additional public transport capacity to the site.

# 11. REVIEW OF STAKEHOLDER AND COMMUNITY CONSULTATION OUTCOMES

During the master planning for Lindfield Learning Village, community and stakeholder consultation was undertaken by the NSW Department of Education and Savills. This included information booths, presentations and meetings.

A review of the *Lindfield Learning Village K-12 Stakeholder Consultation Summary (March 2017)* prepared by Savills was undertaken to identify key issues, areas of concern and potential positive and negative impacts of the proposed development.

## 11.1. STAKEHOLDERS

The *Lindfield Learning Village K-12 Stakeholder Consultation Summary* report outlines the organisations, NSW Government agencies and individuals that participated in the consultation process.

Table 10 – Stakeholder mapping

Organisation/Agency	Key Stakeholders	Activity and date
Community stakeholders	<ul style="list-style-type: none"> <li>• Immediate neighbours</li> <li>• Residents of broader Lindfield community</li> <li>• Parents of broader Upper Norther Shore Catchment Area.</li> </ul>	Information booths (October – November 2016).
School community	<ul style="list-style-type: none"> <li>• Project reference group – including school principals and advisory capacity.</li> </ul>	Fortnightly since February 2016 (remains ongoing).
Ku-ring-gai Council	<ul style="list-style-type: none"> <li>• Development Assessment Team</li> <li>• Traffic Engineering Team.</li> </ul>	<p>Preliminary presentation in May 2016.</p> <p>Periodic phone conversations and emails with Development Assessment Team Leader.</p>
Roads and Maritime Services	<ul style="list-style-type: none"> <li>• Development Assessment Team.</li> </ul>	SSD application pre-meeting (March 2017).
Transport for NSW	<ul style="list-style-type: none"> <li>• Development Assessment Team.</li> </ul>	SSD application pre-meeting (March 2017).
NSW Rural Fire Service	<ul style="list-style-type: none"> <li>• Development Assessment Team.</li> </ul>	SSD application pre-meeting (March 2017).
State Members of Parliament	<ul style="list-style-type: none"> <li>• Member of Davidson</li> <li>• Member of Willoughby</li> <li>• Member of Ku-ring-gai.</li> </ul>	Presentations (August-October 2016).

Source: *Lindfield Learning Village K-12 Stakeholder Consultation Summary*, Savills

## 11.2. COMMUNITY FEEDBACK

The following outlined key themes from community feedback.

Table 11 – Community feedback

Topic	Feedback and questions
Traffic and transport management	<ul style="list-style-type: none"> <li>• Questions about traffic management</li> <li>• Concerns about congestion on the streets surrounding the development</li> <li>• Questions about ways for children to get from and to school and drop zones</li> <li>• Local footpaths require upgrades to accommodate increased number of people.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Concerns about suitability and safety of play areas</li> <li>• Questions about emergency procedures in case of a bushfire.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Requirement for ongoing communication with the community and stakeholders</li> <li>• Concerns about misinformation</li> <li>• Questions about communication with stakeholders (e.g use of Lindfield Facebook Page)</li> <li>• Queries regarding the catchment areas.</li> </ul>
School learning model	<ul style="list-style-type: none"> <li>• Questions on how the proposed model works</li> <li>• Questions about the recruitment process for staff</li> <li>• Questions about evaluation methods under the new model</li> <li>• What are the boundaries for enrolment?</li> <li>• How will children move between models if they decide to move to another school?</li> </ul>
Privacy	<ul style="list-style-type: none"> <li>• Questions about privacy impacts of the school on nearby residential buildings</li> </ul>
Access to facilities	<ul style="list-style-type: none"> <li>• Questions about ways for people to hire the halls and theatres within the School</li> <li>• Will before and after school places be increased to accommodate the staggered times?</li> <li>• There needs to be an emphasis on physical exercise and healthy food.</li> </ul>

Source: Lindfield Learning Village K-12 Stakeholder Consultation Summary, Savills

## 11.3. STAKEHOLDER FEEDBACK

The following outlines feedback from consultations with Roads and Maritime Services (RMS) and Rural Fire Services.

Table 12 – Government stakeholder feedback

Topic	Feedback and questions
Traffic and transport management	<ul style="list-style-type: none"> <li>• Concern for road junction congestion</li> <li>• How will the staggering times match with parents' working schedules? This needs to consider that K-7 students are usually dropped off by parents</li> <li>• Road school zone areas are set as standard and cannot be amended to fit staggered times</li> <li>• Need to confirm size of drop off zone</li> <li>• Need to confirm the modelling for this scheme and reference other schools as examples.</li> </ul>
Bushfire Management	<ul style="list-style-type: none"> <li>• Concerns over the proximity of the proposed learning areas to the bushland</li> <li>• Potential issues for the creation of firer trails or perimeter roads for emergencies</li> <li>• Evacuation procedures will be scrutinised due to the peninsula position of the site.</li> </ul>

## 12. REVIEW OF TECHNICAL STUDIES RELEVANT TO SOCIAL IMPACT ASSESSMENT

### 12.1. NOISE IMPACT ASSESSMENT

The noise impact assessment for the site indicates that noise generated from classrooms can achieve compliance with noise emission standards for the site.

Operational noise emissions associated with the proposal will be from the following sources:

- Noise from outdoor play areas
- Noise from internal (classroom/hall) areas
- Noise created on public roads as a result of traffic generated by the site
- Noise from mechanical plant, PA systems and school bells.

While no noticeable change in noise emissions from the school gymnasium and main auditorium are predicted from the previous UTS use, the assessment estimates that playground noise and noise created by traffic generated by the school will exceed non-mandatory acoustic guidelines.

The assessment indicates that acoustic treatment and noise management controls for the site will ensure that the amenity of nearby residents is protected as much as practicable, whilst avoiding visual impacts.

Acoustic treatment and noise management recommendations include:

- Intensive use (recess, lunch and school sport) of outdoor play areas on Dunstan Grove should not exceed two hours per day
- Use of vegetation/planting along the western and north-eastern boundaries of the site should be considered to increase the distance between active play and nearby dwellings
- Relocation of the student queuing area for buses further within the school grounds should be considered to reduce noise impact on residents of Tubbs View
- Detailed acoustic review of all external plant following equipment selection and duct layout design.

#### Construction Noise

As there is no extensive demolition associated with the proposal, the excavation of trenches and erection of poles will be the main sources of construction noise.

### 12.2. BUSHFIRE ASSESSMENT REPORT

The bushfire assessment indicates that the proposal will improve the quality of the Asset Protection Zones (APZ) to meet inner protection area standards. This will be achieved with the removal of all bushfire hazard vegetation on the site, excluding the forest to the east of the lower carpark.

The development balances the lack of complying asset protection zone (APZ) with more resilient construction, an extensive water supply network and comprehensive Emergency Evacuation Plan. There is no opportunity to practically provide a perimeter through road to the entire site. The existing access road network will facilitate suitable access for fire-fighters to all parts of the buildings and APZs.

### 12.3. TRANSPORT IMPACT ASSESSMENT

The Traffic and Transport Assessment assesses the traffic impact of the proposal on the surrounding road network and concludes that residents along Eton Road and Grosvenor Road will experience a higher peak hour traffic volume. However, the daily road volumes are expected to be similar during the operational period of the UTS campus.



Alternative travel strategies and the improvement of the surrounding infrastructure, will alleviate the traffic generated by the Lindfield Learning Village to a manageable level. A staged opening of the proposed school is essential to reasonably allow for traffic impact monitoring and review of final operating scale.

The busiest period at the Lindfield Public School is during the drop-off period, from 8:45am to 9:00am. With the opening of the Learning Village, the queue lengths are likely to be increased. This will only occur periodically and will clear once the zebra crossing is no longer in effect (typically at 9am).

Transport strategies being considered by DoE for the Lindfield Learning Village include:

- Appropriate school bus routes, in consultation with Transport for NSW (TfNSW), bus companies and surrounding schools
- Improvements to the frequency of the existing bus route 565
- Subsidised public transport for eligible students
- Shuttle buses between the site and Lindfield train station for students and staff
- Carpooling initiatives
- Walking school bus.

### **Pedestrian Access**

The local roads leading to the site currently have poor pedestrian accessibility, with several footpaths and key crossing facilities missing. The Traffic and Transport Assessment recommends a comprehensive Pedestrian Accessibility Mobility Plan (PAMP) is undertaken prior to the commencement of the school to assess the required pedestrian safety improvements.

## **12.4. FLOOD STUDY**

The flood study assessment indicates that the site will not exacerbate flooding on adjoining properties nor require further design considerations.

## **12.5. ECOLOGICALLY SUSTAINABLE DEVELOPMENT REPORT**

The proposal will include the following measures to minimise consumption of resources, energy and water:

- Establishment of ongoing environmental performance targets relating to the consumption of energy and water, production and recycling of waste and the ongoing maintenance and improvement of good indoor environmental quality
- Natural ventilation where possible. However due to the nature of the existing building, many spaces will not be able to achieve effective natural cross ventilation. Mechanical ventilation and air conditioning will be required in these instances
- The domestic hot water system will be low-emission and powered by either natural gas with solar pre-heat, waste heat or heat-pump technology
- Solar photovoltaic (PV) arrays to offset daytime energy demand and reduce ongoing operating costs
- Rainwater harvest and re-use for landscape irrigation
- Areas with massing planting will be irrigated using sub-soil drip drippers and soil moisture sensors to further minimise water consumption and costs.

# 13. SOCIAL IMPACT ASSESSMENT

The following is an assessment of the potential impacts of the proposal and an evaluation of the significance, duration, extent, ability for populations to adapt, social outcomes and management measures.

## 13.1. ACCESS TO EDUCATION

Table 13 – Access to education

Baseline		
<p>Access to education is a fundamental human right and essential for the exercise of all other human rights.<sup>3</sup> It relates to people from diverse backgrounds being able to participate in community life.</p> <p>The population of the Greater Sydney North District is experiencing significant growth, especially in the primary and secondary school aged population. By 2036 it is expected there will be an additional 32,250 people in the school aged bracket in the North District; a fifth of them will live in the Ku-ring-gai LGA. Significant shortfalls will exist by 2036 if no additional school infrastructure is provided.</p> <p>The North District Plan outlines that land for large-scale education infrastructure is becoming scarce and suggests that most school infrastructure can be accommodated on existing sites. This is in line with the DoE 5-year Strategic Plan, which provides a framework for efficient use of publicly funded resources and the need for strong community partnerships in education.</p>		
Impact	Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> <li>The proposed development will provide a high-quality facility which will take enrolment pressure off existing child-care, primary and secondary schools.</li> <li>It will contain state of the art facilities, spaces and equipment which will provide students with greater opportunities to learn.</li> <li>The proposal is based on an innovative education model, which fosters leadership and the ability to provide links to both local businesses through the Macquarie Park Administrative centre and the community.</li> <li>The proposal is in line with DoE's focus on individual learning pathways and a creative, innovative culture. Each student will have an individual learning plan and will move to more advanced study by stage of development rather than age.</li> <li>The school will also provide opportunities for rural and remote students through the operation of the Aurora College operating from site.</li> </ul>	<ul style="list-style-type: none"> <li>The Lindfield Learning Village is part of a larger strategic direction to meet the growing demand for education in Greater Sydney. The school will have a high positive impact in addressing demand for education in the catchment.</li> <li>The proposal is based on one-of-a-kind model for education in Australia. It is important that the Lindfield Learning Village becomes a constantly evolving model, in which regular evaluation of its strengths and weaknesses will help improve the model.</li> <li>It is important to ensure that the personalised learning model contributes wider policy objectives, aligned with Department with Education diversity strategies. Regular monitoring and improvements to the model will achieve this goal.</li> </ul>	<p><b>Impact</b> High positive impact</p> <p><b>Duration:</b> Long-term impact</p> <p><b>Extent:</b> Regional</p> <p><b>Ability to adapt:</b> High</p> <p><b>Likelihood of Impact:</b> Very likely</p>

<sup>3</sup> United Nations Educational, Scientific and Cultural Organisation (UNESCO)

## 13.2. ACCESS AND USE OF COMMUNITY FACILITIES

Table 14 – Access and use of community facilities

Baseline		
<p>Access and use of community facilities enhances community and participation supports and quality of life. Schools provide an integrated approach to social infrastructure. They contribute to fostering community identity while gaining good outcomes for children.<sup>4</sup> Multi-purpose, recreation, sporting and leisure facilities within schools contribute to meeting community's diverse needs.</p>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> <li>The proposal supports the adaptive re-use of existing facilities. The appropriate refurbishment of the existing facilities may enhance the heritage value of the site.</li> <li>The proposal offers facilities that can be used by the wider community. They include: <ul style="list-style-type: none"> <li>Existing Greenhalgh Auditorium, 910 seat capacity</li> <li>Existing Lecture Theatre 1, 180 seat capacity</li> <li>Existing Lecture Theatre 2, 100 seat capacity</li> <li>The gymnasium.</li> </ul> </li> <li>The school will also share the Charles Bean Sportsground with the Lindfield community for outdoor sports.</li> <li>The refurbishment of the site will make it more accessible to people with specific mobility requirements, such as people using wheelchairs.</li> <li>The proposal will create job opportunities in teaching and administration and temporary job opportunities during the construction phase.</li> </ul>	<ul style="list-style-type: none"> <li>Consider providing events and programs that cater to the wider community, especially during weekends and school holidays to activate the site. The auditorium could be used for larger events, such as theatre, concerts and talks.</li> <li>Activities for older people, people from diverse cultural backgrounds, parents and local organisations may contribute to enhancing the use of the school facilities by the wider community.</li> <li>Shared spaces, such as the Charles Bean Sportsground, may offer equity of access to non-school users and nearby residents.</li> <li>Further consultation with Ku-ring-gai Council and the community may help define the terms of use of the Charles Bean Sportsgrounds.</li> <li>The Lindfield Learning Village Plan of Management should detail strategies for the sustainable use of the site by students, staff and the wider community.</li> <li>The focus of technology and partnerships with universities and business will create additional opportunities for students to participate in the community.</li> </ul>	<p><b>Overall Impact</b> High positive impact</p> <p><b>Duration:</b> Long-term</p> <p><b>Extent:</b> Local/regional</p> <p><b>Ability to adapt:</b> High</p> <p><b>Likelihood of Impact:</b> Very likely</p>

<sup>4</sup> NSW Government, *Schools as Community Centres* 2011

## 13.3. TRAFFIC AND TRANSPORT

Table 15 – Traffic and transport

Baseline		
<p>Traffic and transport impacts relate to ensuring that the school is connected to other areas and can be accessed by safe and appropriate transport. This includes ensuring that the site has convenient and safe bus zones and footpaths and that it is well connected by public transport.</p> <p>Potential traffic congestion as was identified by stakeholders as a key issue to be addressed as part of the development of the <i>Lindfield Learning Village</i>, especially due to its location close to residential neighbourhoods.</p>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<p>Schools can generate negative traffic impacts in local areas. A number of alternative transport strategies have been identified to minimise and mitigate this impact. These include:</p> <ul style="list-style-type: none"> <li>• Staggered commencement times for students.</li> <li>• Dedicated school buses from nearby railway stations (in consultation with Transport for NSW).</li> <li>• A traffic warden to monitor pedestrian safety during peak hours.</li> <li>• Improvements to the frequency of the existing bus routes along Eton Road.</li> <li>• Subsidised public transport for eligible students.</li> <li>• Shuttle buses between the site and Lindfield train station for students and staff.</li> <li>• Carpooling initiatives.</li> <li>• Not providing parking on-site for students (an initiative that has been implemented in nearby schools, such as Ravenswood Girls School, Lindfield Public School and Chatswood High School).</li> <li>• Existing bicycle racks are available through the site at key buildings and will be made available for future students and employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative transport strategies will provide future parents, students and employees with an opportunity to access the site via other means than the private car.</li> <li>• This will reduce reliance on cars and decrease congestion on surrounding roads for those who need to use them.</li> <li>• It is important to further refine the proposed alternative transport strategies including: <ul style="list-style-type: none"> <li>- Providing parents with alternatives for instances when the staggering commencement times do not match parents' working schedules (especially in relation to K-7 students, who are more likely to be dropped-off)</li> <li>- Need to ensure student safety during the staggered commencement times – especially since road school zone areas are set as standard and cannot be amended to fit staggered times.</li> </ul> </li> <li>• It is important that information is given to students, parents and staff about sustainable transport alternatives and facilities that support active and public transport. This will ensure that people are aware of the available transport options and can make the best choice according to their circumstances.</li> </ul>	<p><b>Overall Impact</b></p> <p>Extent of negative impact is subject to the implementation of alternative transport strategies</p> <p><b>Duration:</b></p> <p>Depending on the date of commencement and alternative transport strategies</p> <p><b>Extent:</b></p> <p>Regional</p> <p><b>Ability to adapt:</b></p> <p>High</p> <p><b>Likelihood of Impact:</b></p> <p>Very likely</p>

## 13.4. SAFETY AND SECURITY

Table 16 – Safety and security

Baseline		
<p>Safety and security for educational establishments relate to schools' landmark status in the community. However, many of the crimes that affect schools are opportunistic and incidences of their occurrence can be minimised through the adoption of appropriate CPTED principles.</p> <p>The four key principles to minimise the opportunity for crime in NSW are:</p> <ul style="list-style-type: none"> <li>• Natural Surveillance</li> <li>• Access control</li> <li>• Territorial reinforcement /ownership</li> <li>• Space management.</li> </ul>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<ul style="list-style-type: none"> <li>• The site is currently subject to vandalism and graffiti due to it being unoccupied and unused for a period of time. The development of the school will have a positive impact in the local area because it will activate the site and include a number of active and passive surveillance measures.</li> <li>• The proposal has considered CPTED principles through the application of the NSW Police <i>Safer by Design guidelines</i>.</li> <li>• A separate CPTED Assessment report prepared for this proposal includes detailed recommendations, which have been considered by the project team as part of the development of the masterplan.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation has indicted a concern for the privacy of nearby residents. A balance between privacy and passive surveillance should be created to achieve high safety and security standards for the site.</li> <li>• CPTED recommendations for the site include maximising passive surveillance, access control, territorial reinforcement and space management in the following proposal areas: <ul style="list-style-type: none"> <li>- External layout</li> <li>- Entry and exit points</li> <li>- Rooftops and terraces</li> <li>- Internal layout</li> <li>- Streets and sidewalks</li> <li>- Carparking</li> <li>- Maintenance and management</li> <li>- Construction.</li> </ul> </li> </ul>	<p><b>Overall Impact</b> Medium positive impact</p> <p><b>Duration:</b> Not applicable</p> <p><b>Extent:</b> Local</p> <p><b>Ability to adapt:</b> High</p> <p><b>Likelihood of Impact:</b> Very likely</p>

## 13.5. NOISE

Table 17 – Noise

Baseline		
<p>Noise impacts relate to operational noise emissions associated with the proposal will be from the following sources:</p> <ul style="list-style-type: none"> <li>Noise from outdoor play areas.</li> <li>Noise from internal (classroom/hall) areas.</li> <li>Noise created on public roads as a result of traffic generated by the site.</li> <li>Noise from mechanical plant, PA systems and school bells.</li> </ul>		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<p>The following have been identified in the Noise Impact Assessment as potential sources of noise associated with the proposal:</p> <ul style="list-style-type: none"> <li>Noise from outdoor play areas.</li> <li>Noise from internal (classroom/hall) areas.</li> <li>Noise created on public roads as a result of traffic generated by the site.</li> <li>Noise from mechanical plant, PA systems and school bells.</li> </ul> <p>There is no extensive demolition associated with the proposal, the excavation of trenches and erection of poles will be the main sources of construction noise. The requirement to prepare a Construction Noise and Vibration Management Plan for the project will mitigate noise impacts associated with construction.</p>	<p>The following recommendations have been proposed in the Noise Impact Assessment to mitigate noise issues arising from the development:</p> <ul style="list-style-type: none"> <li>Intensive use of outdoor play areas on Dunstan Grove should not exceed two hours per day – use of rooftop play areas can be alternated to minimise impacts.</li> <li>Use of vegetation/planting along the western and north-eastern boundaries of the site should be considered to increase the distance between active play and nearby dwellings.</li> <li>Relocation of the student queuing area for buses further within the school grounds should be considered to reduce noise impact on residents of Tubbs View.</li> <li>Detailed acoustic review of all external plant following equipment selection and duct layout design.</li> <li>The child care centre is appropriately separated from neighbouring residential properties to avoid potential noise impacts.</li> </ul>	<p><b>Overall Impact</b> Medium/Low negative impact (subject to application of technical noise mitigation measures)</p> <p><b>Duration:</b> Subject to construction timeframe and recommendations in the Noise Impact Assessment</p> <p><b>Extent:</b> Local</p> <p><b>Ability to adapt:</b> High</p> <p><b>Likelihood of Impact:</b> Likely</p>

## 13.6. HEALTH

Table 18 – Health impacts

Baseline		
Health impacts relate to the creation of environments which invite physical activity, healthy eating and pedestrian safety, among other things. Relevant to this proposal is creating spaces that support incidental exercise, encourages the use of public transport, walking and cycling, provides healthy food options, support local food production.		
Potential impact	Potential Mitigation/Enhancement Measures	Metrics
<p>The proposal satisfies a range of items contained in the Healthy Urban Development Checklist, including:</p> <ul style="list-style-type: none"> <li>• Encourage incidental physical activity.</li> <li>• Promote opportunities for walking, cycling and other forms of active transport.</li> <li>• Promote access to usable and quality public open spaces and recreational facilities.</li> <li>• Reduce car dependency and encourage active transport.</li> <li>• Improve location of jobs to housing.</li> <li>• Provide access to a range of facilities to attract and support a diverse population.</li> <li>• Respond to existing (as well as projected) community needs and current gaps in facilities and/or services.</li> </ul>	<p>The following could be considered as ways to enhance the positive health impacts associated with the proposal:</p> <ul style="list-style-type: none"> <li>• Ensure that footpaths, bike lanes and bike paths link the school to key activity generators like nearby transport hubs, shopping areas and residential areas.</li> <li>• Provide healthy food at the school and promote healthy eating by providing information to students and staff.</li> <li>• Promote physical exercise by giving students and staff opportunities to participate in school and local community sporting activities, including use of the existing basketball court and Charles Bean Sportsground.</li> <li>• Consider developing a community garden or local food production program, as outlined in the NSW Healthy Urban Development Checklist.</li> <li>• Consider implementing the Walking School Bus program (or a similar program) as part of the development. This program encourages school children to walk to and from school along a safe and enjoyable set route, accompanied by a minimum of two parent driver/supervisors.</li> </ul>	<p><b>Overall Impact</b> Low/medium positive impact (subject to operation of the school)</p> <p><b>Duration:</b> Permanent</p> <p><b>Extent:</b> Local</p> <p><b>Ability to adapt:</b> High</p> <p><b>Likelihood of Impact:</b> Very likely</p>



## 14. CONCLUSIONS

This report has assessed the potential social impacts, and potential benefits arising from the development of the *Lindfield Learning Village*. A summary of these impacts is included below.

Table 19 – SIA summary table.

Issue	Impact
<b>Access to education</b>	
High-quality education facility will take enrolment pressure off existing child-care, primary and secondary schools in existing catchments	High positive impact
Innovative education model, which fosters leadership and the ability to provide links to local businesses and universities, will provide future students with great opportunities to learn through experience and partnerships	High positive impact
Learning based on developmental stages and ability rather than age will provide individual learning programs with high quality results	High positive impact
The development will provide opportunities for rural and remote students to be part of the education model through the operation of the Aurora College operating from site	High positive impact
The proximity of the new school to a wide range of high profile businesses such as Microsoft, CSIRO and Macquarie Hospital creates the possibility for students to engage in real life learning.	Medium positive impact
<b>Access and use of community facilities</b>	
Adaptive re-use of existing facilities will create a facility that not only provides education, but also facilities that can be used by the wider community. These include the existing auditorium, lecture theatres and the gym. They present an opportunity to enhance cultural vitality by catering to a diverse range of cultural, sport and education requirements.	High positive impact
The appropriate refurbishment of the existing facilities may enhance the heritage value of the site.	Medium positive impact
Sharing of the Charles Bean Sportsground with the Lindfield community for outdoor sports may offer a space for students and the community to interact. Arrangements to ensure the sustainable use of this shared space should be made.	Medium positive impact
The proposal will create job opportunities in teaching and administration and temporary job opportunities during the construction phase.	Medium positive impact
Focus of technology and partnerships with universities and business will create additional opportunities for students to participate in the community	Medium positive impact
The proposal will create significant job opportunities in teaching and administration, stimulating the economy and delivering a vital service for the community	Medium positive impact



<b>Safety and security</b>	
The site is currently subject to vandalism and graffiti due to it being unoccupied and unused for a period of time. The development of the Lindfield Learning Village will activate the site and include a number of active and passive surveillance measures, which will have a positive impact on crime.	Medium positive impact
The proposal has considered CPTED principles through the application of the NSW Police <i>Safer by Design guidelines</i> . A separate CPTED Assessment report prepared for this proposal includes detailed recommendations.	Neutral impact
<b>Traffic</b>	
<p>Schools can have negative impacts on traffic congestion in local areas. A number of alternative transport strategies have been identified to minimise and mitigate this impact. The traffic impacts of the development are subject to the implementation of alternative transport strategies identified in the Transport Impact Assessment.</p> <p>It is important that information is given to students, parents and staff about sustainable transport alternatives and facilities that support active and public transport. This will ensure that people are aware of the available transport options and can make the best choice according to their circumstances.</p>	Extent of negative impact is subject to the implementation of alternative transport strategies
<b>Noise</b>	
Noise from outdoor play areas, internal (classroom/hall) areas, noise from traffic generated by the site and noise from mechanical plant, PA systems and school bells. Recommendations have been proposed in the Noise Impact Assessment to mitigate these impacts.	Medium/Low negative impact (subject to application of technical noise mitigation measures)
<b>Health</b>	
<p>The proposal satisfies a range of items contained in the Healthy Urban Development Checklist. The operation of the school and its layout present opportunities for incidental and organised physical activity.</p> <p>It is important that the school provides healthy food choices and promotes healthy eating. A number of strategies could be implemented to enhance the positive health impacts of the development.</p>	Low/medium positive impact

## 14.1. HIGH-LEVEL MONITORING ADVICE

Ongoing monitoring of impact mitigation and enhancement is essential to the effective, long-term management of social impacts. The following are high-level recommendations to monitor these impacts in addition to those recommended in other technical reports.

- 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
- Development of communication channels with neighbours and the community. A dedicated contact person to respond and understand feedback from parents, teachers, staff and the community may assist with monitoring issues associated with the operation of the site.

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# 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 proposed redevelopment of the site is consistent with key objectives contained within the plan, including:

- Creating Jobs: Create 150,000 new jobs by 2019
- Building Infrastructure: Infrastructure projects to be delivered on time and on budget across the state
- Improving Road Travel Reliability: Ensure 90% of peak travel on key road routes is on time
- Improving Education Results: Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent

Overall, it is considered that the proposed development is consistent with the goals and objectives set out within the *NSW State Priorities*.

## B. A PLAN FOR GROWING SYDNEY

Released in December 2014, *A Plan for Growing Sydney* (the Strategy) includes a range of goals, directions and actions that aim to support the strategic growth of Sydney over the long term. It is noted within the Strategy that:

*"In the next 20 years, Sydney's population will grow by 1.6 million people, with 900,000 of this population growth occurring in Western Sydney."*

This influx of new residents has, and will continue to place substantial pressure on existing primary schools within Sydney's North Shore. Accordingly, one of the key planning directions in the Strategy is:

*"Plan for education and health services to meet Sydney's growing needs".*

The proposed development is consistent with the wider goals and directions contained within the Plan, including:

- Direction 1.7: Grow strategic centres – Providing more jobs closer to home
- Direction 1.11: Deliver infrastructure
- Direction 3.1: Revitalise existing suburbs
- Direction 3.3: Create healthy built environments.

The proposed development will deliver a sustainable and adaptive re-use of the existing building in line with A Plan for growing Sydney priorities.

## 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.

The document identifies opportunities for urban renewal in established areas with a focus on new housing in existing areas with frequent public transport capable of moving large numbers of people.

Urban renewal corridors should take into consideration, among other things, investment in regional and district infrastructure, accessibility to jobs, accessibility to regional transport, and staging to enable infrastructure upgrades or expansion to social infrastructure such as schools, open space and community facilities.

*Towards our Greater Sydney 2056* identifies the North and Central Districts as priorities for additional housing capacity.

The Lindfield Learning Village supports policy directions contained in *Towards a Greater Sydney 2056* in the following ways:

- It provides vital education infrastructure for proposed new residential dwellings in the North District
- Location near stations on the City to Hornsby railway line (Lindfield and Roseville) aligns with location of infrastructure accessible by regional transport
- The proposal supports long term and short term generation of employment.

## **D. DRAFT NORTH DISTRICT PLAN**

The *Draft North District Plan (2016)* (draft Plan) developed by the Greater Sydney Commission is on public exhibition till the end of March 2017. It sets out proposals for the North District, which includes the Local Government Area (LGA) of Ku-ring-gai and the area of the proposed Lindfield Learning Village.

The draft Plan notes the population of the North District is experiencing significant growth. Centres and urban precincts will grow around major infrastructure and essential services. It states that community facilities, open space and cultural facilities should be available to all.

It also notes the need for land use planning and infrastructure planning to be aligned and identifies as an action for NSW Property and the Department of Education and Communities as “support planning for school facilities with an outcome of improved education infrastructure decision making”.

The draft Plan anticipates significant growth in the primary and secondary school aged population by 2036. It anticipates a 20% increase in the district in people aged 5 to 19 years (the school age bracket). By 2036 it is expected there will be an additional 32,250 people in the school aged bracket in the North District. 6,700 of these will live in the Ku-ring-gai LGA. Significant shortfalls will exist by 2036 if no additional school infrastructure is provided.

The Plan suggests most school infrastructure can be accommodated on existing sites. It suggests that as the population grows the design and configuration of schools may need to change with available land becoming scarcer. Schools and other social infrastructure may need to be co-located with other services.

The draft plan notes recent investment in the district in expansion of existing government schools and construction of new schools, including a commitment to a new school at the former UTS site at Lindfield.

The Greater Sydney Commission has developed a liveability framework in consultation with community and councils as a framework for planning and infrastructure. Outcomes of relevance to this study include:

- Urban design excellence by delivering high quality design that supports community safety, health and wellbeing, and enhances community assets and character
- Connected communities by supporting walking, cycling and public transport movement between destinations
- Sense of belonging and local identity by creating great places that are socially inclusive and promote respect and feelings of belonging
- Social infrastructure provision by promoting an integrated approach to social infrastructure that includes health care, education, fresh food access, public open spaces and other community/cultural facilities.

Principle 3 is around connecting centres with a networked transport system which connects people to jobs, education facilities, health centres and hospitals, sporting, cultural and entertainment facilities.

Under Liveability Priority 9 'Share resource and spaces', the draft Plan suggests planning authorities should facilitate the delivery of shared local facilities such as community hubs and cultural facilities and that this should be demonstrated in planning proposals. It suggests collaboration between State agencies, private providers and communities to identify opportunities for shared use of community facilities, including schools.

## **E. NSW LONG TERM TRANSPORT MASTER PLAN 2012**

*NSW Long Term Transport Masterplan (2012)* seeks to promote the use of public transport as an effective travel option. Future parents, students and employees of the Lindfield Learning Village will be able to use the train network in conjunction with proposed improvements to bus services to access the site. This will reduce reliance on cars, decrease road congestion and promote sustainable outcomes.

## **F. 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. The proposal satisfies a range of items contained in the checklist, including:

- 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 in facilities and/or services.

# 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 and Community 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 of the Plan 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 of the Plan 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. STRATEGIC HUMAN RESOURCES PLAN

In the *Strategic Human Resources Plan 2012-2017*, the Department of Education and Communities seeks better outcomes for students and communities through improved workforce capacity.

The Plan suggests this will be done by attracting and retaining committed staff who will partner communities to drive education reform and build leadership capacities. There is a commitment to ongoing professional development and individual performance plans for staff.

The document commits to a high performing inclusive workplace. This includes a commitment to 2.6% or higher representation of Aboriginal staff in the workforce; 50% or higher representation of women in senior positions; 19% representation of people whose first language isn't English; and 1.5% or higher representation of people with disability requiring workplace adjustment.

## C. WORKFORCE DIVERSITY PLAN

The NSW Department of Education and Communities *Workforce Diversity Plan 2012-2017* notes a diverse workforce is reflective of the communities it serves. The Plan aims to create a workforce that is fair and inclusive based on the principles of equal employment opportunity. It aims to include those who are underrepresented in the workforce including:

- Aboriginal and/or Torres Strait Islander people
- People with a disability
- People whose first language was not English and members of racial, ethnic and ethno-religious minority groups
- Young people under 25
- Women in senior leadership roles.

## **D. 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 POLICIES

## A. KU-RING-GAI COMMUNITY STRATEGIC PLAN 2030

Ku-ring-gai Council's *Community Strategic Plan 2030 (2013)* provides the longer term strategic direction for Ku-ring-gai and sits at the top of the local planning framework.

The vision reported in the developed for the Local Government Area as "Ku-ring-gai will be a creative, healthy and liveable place where people respect each other, conserve the magnificent environment and society for the children and grandchildren of the future".

It notes Ku-ring-gai is a diverse area comprising large areas of bushland, with residential development largely concentrated along the railway line in village type communities.

The Plan was developed according Social Justice Principles as promoting a socially inclusive society for all people, particularly those likely to be marginalised.

Issues of relevance to this study under the theme of 'Community, people and culture' include the needs of children and young people aged 5 to 17 years whose numbers are expected to increase with new residents moving into the area. Needs include access to high quality childcare, schools, programs and activities.

A need is also identified as the integration of people with disabilities, their families and carers into mainstream community and support services.

With around 21% of the population coming from non-English speaking backgrounds the Plan identifies a challenge in fostering cultural vitality by providing multi-use venues that cater for a diverse range of cultural events.

Under the theme "Places, spaces and infrastructure" the Plan promotes design and maintenance of buildings and spaces which result in attractive, useable, enjoyable places. New development must be sympathetic to existing heritage and provide opportunities for social interaction. There will be a focus on upgrading facilities to provide more multi-purpose spaces for community uses.

"Local economy and employment" notes the importance of growing the local economy to support future development. The local economy is built around health and community service, education, professional services and retail with over half the population employed in these sectors. However, almost three quarters of the workforce travels outside the local area to work. The Plan notes that facilitating growth in health, education and professional services is key to addressing this issue.

## B. KU-RING-GAI ACCESS AND DISABILITY INCLUSION PLAN 2014-2018

Ku-ring-gai Council's *Access and Disability Inclusion Plan 2014-2018* notes 18.5% of Australians live with disability. Council plays a key role in identifying and addressing access issues. The scope of this work ranges from urban planning, facilities and community services, public transport, footpaths, information and communications, to sports and events.

An estimated 22,015 residents in Ku-ring-gai LGA have a disability that limits, restricts or impairs everyday activities and 3,339 require help with everyday activities due to severe or profound disability.

This document reiterates the social justice principles outlined in the *Community Strategic Plan 2030* of:

- Equity – everyone should have a fair opportunity to participate in the future of the community
- Access – all people should have fair access to services, resources and opportunities to improve their quality of life
- Participation – everyone should have the maximum opportunity to genuinely participate in decisions with affect their lives
- Rights – equal rights should be established and promoted, with opportunities for people from diverse linguistic, cultural and religious backgrounds to participate in community life.

## C. KU-RING-GAI TRAFFIC AND TRANSPORT POLICY

Ku-ring-gai Council's *Traffic and Transport Policy 2015* notes that intrusion of through-traffic onto local streets is a concern in the area, especially during peak periods. Increasing urban developments and residential densities are increasing traffic volumes, particularly on the Pacific Highway. This impacts on the safety and amenity of residents.

Sections of particular relevance to this study include the section of school safety and public transport. The Policy notes safety issues at peak drop off and pick up times around schools due to large numbers of school related vehicles, passing traffic and children arriving or leaving school posing potential conflicts.

Where on-site set down or pick up areas are not provided parents and carers seek parking close to access points which is where great numbers of children cross roads to access buses.

The policy suggests providing appropriate and safe facilities at schools for pedestrians, vehicles and buses is a priority. The Policy also notes the increased use of public transport, including buses, would reduce congestion at most schools. Convenient and safe bus zones and footpaths should be provided at schools.

## D. WILLOUGHBY CITY STRATEGY 2013-2029

While the site of the proposed Lindfield Learning Village is within the Ku-ring-gai Local Government Area, the catchment for the school would potentially encompass some areas within the Willoughby Local Government Area. Therefore, the Willoughby City Council's *Willoughby City Strategy 2013-2029* has been included in this policy review.

The vision of this strategy is

*"Willoughby, the vital hub of the region, where residential, cultural, economic and environmental interests are respected and balanced, and our communities enjoy a diversity of lifestyles. Overarching principles are sustainability and social justice."*

Under the theme of Community and Cultural Life, the city is focused on providing facilities addressing the needs of older people, people from non-English speaking backgrounds, people with disabilities, people with young children and young people. Community buildings need to be multi-purpose and easily accessed by walking or public transport.

Goals include:

- To be a cohesive and inclusive community where all people can actively participate in community life
- To provide a range of community services and facilities
- To be a healthy, educated, safe and interactive regional community, with open space, sport and recreation facilities and programs which promote healthy lifestyles and contribute to the social, spiritual, emotional and physical wellbeing of the community.

The Strategy recognises logistical and social challenges related to increased car use and seeks to promote active transport and public transport options.

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

Table 20 – Demographic summary table

Data item	1km	2km	Ku-ring-gai LGA	Greater Sydney
Total population	7,941	24,780	109,153	4,390,956
Male	-	-	47.8%	49.2%
Female	-	-	52.2%	50.8%
Population density (Persons per sq.km)	1,249.7	1,604.7	1,278.8	355.0
Average per capita income	\$48,922	\$48,515	\$48,495	\$36,285
<b>Age Distribution (%)</b>				
Aged 0-4	6.72%	6.38%	5.29%	6.8%
Aged 5-9	7.82%	6.87%	7.12%	6.3%
Aged 10-14	7.63%	7.14%	8.14%	6.1%
Aged 15-19	7.14%	6.82%	8.04%	6.3%
Aged 20-24	5.3%	5.69%	5.76%	7.0%
Aged 25-29	4.37%	4.94%	3.5%	7.8%
Aged 30-34	3.74%	5.17%	3.69%	7.6%
Aged 35-39	6.55%	6.56%	5.55%	7.6%
Aged 40-44	8.71%	7.89%	7.61%	7.3%
Aged 45-49	8.6%	8.08%	8.33%	7.0%
Aged 50-55	7.22%	7.05%	7.63%	6.6%
Aged 55-59	6.56%	6.21%	6.15%	5.7%
Aged 60-64	5.94%	5.59%	5.73%	5.1%
Aged 65-69	4.13%	4.26%	4.69%	3.9%
Aged 70-74	3.36%	3.16%	3.68%	3.0%
Aged 75-79	2.37%	2.78%	3.09%	2.3%
Aged 80-84	1.83%	2.45%	2.81%	1.9%
Aged 85+	2.0%	2.97%	3.18%	1.8%
Aged 18+	6.72%	6.38%	74.32%	77.1%
Average age	37.9	39.0	39.8	37.1
Dependency ratio	35.86%	36.0%	38.01%	32.1%

Country of Birth and Indigenous Identification (%)				
Australia born	65.7%	61.92%	63.15%	63.7%
Overseas born	34.3%	38.08%	36.85%	36.4%
United Kingdom	5.93%	6.04%	7.43%	4.4%
China	4.75%	5.62%	3.54%	
New Zealand	2.31%	2.09%	2.22%	2.1%
Hong Kong	2.3%	3.04%	2.59%	
Korea, Republic of (South)	1.8%	2.28%	1.87%	
South Africa	1.74%	1.71%	4.07%	
India	1.36%	1.69%	1.34%	2.0%
United States of America	1.1%	1.14%	1.07%	0.48%
Singapore	0.8%	0.62%	0.63%	
Indigenous population	0.03%	0.03%	0.1%	1.2%
Language Spoken at Home (%)				
English only	75.49%	71.68%	78.31%	65.7%
Chinese – Total (Cantonese, Mandarin, Other)	11.94%	13.41%	9.32%	6.8%
Korean	2.15%	2.74%	2.23%	
Japanese	0.59%	1.19%	0.7%	
Indo-Aryan Total (Bengali, Hindi, Punjabi, Sinhalese, Urdu, Other)	0.98%	1.48%	1.51%	
Household Income (%)				
\$Neg/Nil	1.81%	2.06%	1.73%	1.7%
\$1-\$10,400	0.82%	1.24%	1.26%	1.7%
\$10,400-\$15,600	0.86%	1.12%	1.04%	2.8%
\$15,600-\$20,800	2.75%	3.22%	2.57%	5.7%
\$20,800-\$31,200	5.59%	5.93%	4.91%	8.5%
\$31,200-\$41,600	4.82%	4.73%	4.84%	8.0%
\$41,600-\$52,000	5.81%	5.81%	5.72%	7.6%
\$52,000-\$65,000	4.82%	5.49%	5.21%	8.1%
\$65,000-\$78,000	6.07%	6.7%	5.83%	7.6%
\$78,000-\$104,000	9.25%	9.64%	9.52%	12.6%

\$104,000-\$130,000	6.97%	7.33%	7.13%	9.4%
\$130,000-\$156,000	17.43%	16.71%	17.81%	10.6%
\$156,000-\$182,000	10.28%	9.64%	10.52%	6.4%
\$182,000-\$208,000	6.07%	5.77%	6.41%	3.3%
\$208,000 plus	16.65%	14.6%	15.51%	6.1%
Average Household Income	\$137,660	\$129,885	\$135,055	\$94,428
Household Income Variation	+45.8%	+37.5%	+43.0%	-
<b>Housing Status (%)</b>				
Owner	44.94%	42.94%	46.46%	31.1%
Purchaser	37.62%	34.54%	37.16%	35.7%
Renter	16.82%	21.2%	15.38%	32.4%
Public Renter	0.48%	1.24%	0.54%	5.4%
Private Renter	16.34%	19.96%	14.85%	27.0%
Households in Mortgage Stress (% Households)	0.0%	0.51%	1.14%	3.0%
Loan Mortgage Repayments (monthly \$)	\$3,171	\$3,056	\$3,188	\$2,424
Households in Rental Stress (% Households)	0.59%	2.59%	1.85%	7.8%
Rent Payments (weekly \$)	\$608	\$581	\$645	\$397
<b>Car Ownership (%)</b>				
0 Cars	5.59%	7.08%	4.18%	12.5%
1 Car	35.31%	39.8%	31.96%	39.6%
2 Cars	44.47%	40.23%	45.77%	33.9%
3 Cars	10.79%	9.08%	12.99%	9.5%
4+ Cars	3.83%	3.81%	5.1%	4.5%
<b>Household Structure (%)</b>				
Family households	81.42%	77.22%	82.22%	73.1%
Non-family households	18.58%	22.78%	17.78%	26.9%
Group	2.31%	2.9%	1.48%	4.3%
Lone person	16.27%	19.89%	16.3%	22.6%

Family Composition (%)				
Couple family with no children	30.45%	31.86%	32.21%	33.5%
Couple family with children under 15	38.78%	37.29%	35.71%	32.5%
Couple family with no children under 15	19.62%	18.54%	21.01%	16.4%
One parent family with children under 15	4.24%	3.84%	3.79%	7.3%
One parent family with no children under 15	5.25%	6.9%	6.19%	8.4%
Other	1.66%	1.57%	1.08%	1.9%
Labour Force (%)				
% Unemployed	4.03%	4.47%	4.48%	5.7%
Labour force participation	67.39%	65.49%	62.89%	65.6%
Occupation (%)				
Managers	20.1%	19.52%	21.25%	13.5%
Professionals	42.03%	41.34%	39.63%	26.0%
Technicians & trades workers	4.72%	5.44%	5.33%	12.4%
Community & personal service workers	7.61%	7.08%	7.09%	9.0%
Clerical & administrative workers	14.03%	14.88%	14.75%	16.5%
Sales workers	7.66%	7.74%	8.28%	9.2%
Machinery operators & drivers	1.11%	1.21%	1.03%	5.8%
Labourers	2.73%	2.78%	2.63%	7.5%
White collar (%)	91.43%	90.57%	91.0%	74.3%
Blue collar (%)	8.57%	9.43%	9.0%	25.7%
Tertiary Education (%)				
Bachelor Degree or higher	46.41%	45.26%	43.18%	24.1%
Advanced Diploma or Associate Degree	9.74%	10.1%	10.66%	9.0%
Undertaking tertiary education	8.77%	8.58%	8.46%	6.5%
Highest Level of Schooling Achieved (%)				
Year 8 or below	1.4%	1.45%	1.21%	5.3%
Year 9 or equivalent	2.11%	2.1%	1.9%	5.3%
Year 10 or equivalent	9.12%	9.74%	10.41%	21.0%
Year 11 or equivalent	2.86%	3.1%	3.62%	4.7%

Year 12 or equivalent	84.28%	83.09%	82.54%	62.3%
Did not go to school	0.24%	0.52%	0.32%	1.5%
<b>Dwelling Structure (%)</b>				
Separate house (%)	86.59%	69.66%	79.3%	61.0%
Semi-detached (%)	3.44%	5.07%	4.3%	12.8%
Flat, unit or apartment (%)	9.86%	25.02%	16.3%	25.8%
Other dwelling (%)	0.12%	0.25%	0.1%	0.5%



Table 21 – Population projections and age breakdown for Ku-ring-gai 2016-2036

Age	Year					% Change 2016-2036
	2016	2021	2026	2031	2036	
0-4	6,750	7,150	7,350	7,500	7,750	15%
5-9	8,700	9,400	9,850	10,250	10,450	20%
10-14	9,650	10,300	11,000	11,650	12,050	25%
15-19	9,700	10,200	10,850	11,600	12,250	26%
20-24	7,450	7,750	8,100	8,650	9,250	24%
25-29	4,700	4,550	4,600	4,900	5,200	11%
30-34	5,000	4,950	4,850	4,950	5,150	3%
35-39	6,950	7,550	7,600	7,600	7,750	12%
40-44	8,950	9,450	10,200	10,450	10,500	17%
45-49	10,000	10,200	10,700	11,600	11,950	20%
50-54	9,450	9,900	10,150	10,700	11,600	23%
55-59	8,000	8,600	9,000	9,300	9,800	23%
60-64	6,550	7,300	7,850	8,250	8,550	31%
65-69	6,050	6,100	6,750	7,300	7,700	27%
70-74	5,000	5,650	5,750	6,400	6,900	38%
75-79	3,800	4,600	5,250	5,450	6,150	62%
80-84	2,950	3,300	4,050	4,750	5,000	69%
85+	3,900	4,000	4,350	5,300	6,550	68%
<b>Total</b>	<b>123,500</b>	<b>131,000</b>	<b>138,200</b>	<b>146,600</b>	<b>154,500</b>	-
<b>Change</b>	-	<b>7,500</b>	<b>7,200</b>	<b>8,400</b>	<b>7,900</b>	-

Source: NSW Department of Planning, 2016

Table 22 – Population Projections and age breakdown for Willoughby 2016-2036

Age	Year					% Change 2016-2036
	2016	2021	2026	2031	2036	
0-4	4,950	5,050	5,150	5,100	5,150	6%
5-9	4,350	4,750	4,800	4,900	5,000	6%
10-14	3,800	4,250	4,550	4,600	4,750	14%
15-19	3,700	3,950	4,250	4,500	4,650	22%
20-24	4,850	4,650	4,650	4,900	5,250	18%
25-29	5,650	5,700	5,300	5,300	5,600	5%
30-34	6,050	6,200	6,050	5,850	6,000	2%
35-39	6,000	6,250	6,350	6,350	6,350	4%
40-44	5,650	5,950	6,000	6,200	6,350	8%
45-49	5,100	5,550	5,700	5,800	6,100	14%
50-54	4,400	4,950	5,250	5,400	5,550	19%
55-59	3,900	4,200	4,550	4,850	5,000	23%
60-64	3,650	3,600	3,850	4,150	4,400	28%
65-69	2,550	3,300	3,250	3,500	3,800	23%
70-74	1,950	2,350	3,000	3,000	3,250	49%
75-79	1,600	1,700	2,050	2,650	2,700	74%
80-84	1,350	1,300	1,450	1,750	2,300	85%
85+	1,550	1,700	1,750	1,950	2,350	82%
<b>Total</b>	<b>75,450</b>	<b>77,950</b>	<b>80,700</b>	<b>84,600</b>	<b>88,650</b>	-
<b>Change</b>	-	<b>2,500</b>	<b>2,750</b>	<b>3,850</b>	<b>4,050</b>	-

Source: NSW Department of Planning, 2016

Table 23 – Household type projections for Ku-ring-gai LGA (2016-2036)

<b>Household Type</b>	<b>2016</b>	<b>2021</b>	<b>2026</b>	<b>2031</b>	<b>2036</b>
Couple only	10,200	10,900	11,700	12,600	13,500
Couple with children	19,550	20,650	21,500	22,450	23,250
Single parent	3,150	3,350	3,600	3,850	4,150
Other family households	400	350	400	400	400
Multiple-family households	1,150	1,200	1,300	1,350	1,450
Lone person	6,250	6,750	7,400	8,250	9,150
Group	500	500	500	550	550
<b>Total</b>	<b>41,200</b>	<b>43,700</b>	<b>46,400</b>	<b>49,450</b>	<b>52,450</b>

Source: Profile Id., 2016

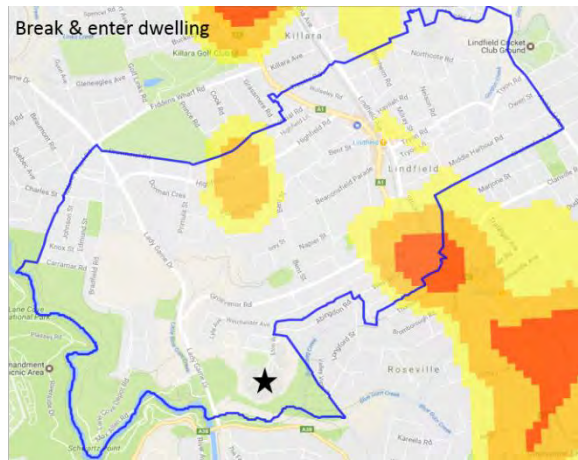
Table 24 – Household type projections Willoughby LGA (2016-2036)

<b>Household Type</b>	<b>2016</b>	<b>2021</b>	<b>2026</b>	<b>2031</b>	<b>2036</b>
Couple only	6,800	7,100	7,500	8,000	8,500
Couple with children	10,300	10,650	10,850	11,150	11,500
Single parent	2,400	2,550	2,700	2,850	3,000
Other family households	400	400	450	450	450
Multiple-family households	750	800	800	850	900
Lone person	6,650	7,000	7,500	8,150	8,850
Group	1,350	1,350	1,350	1,400	1,500

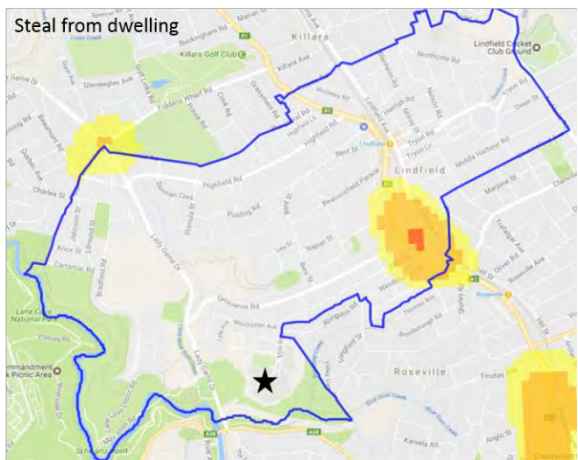
Source: Profile Id., 2016

## **APPENDIX C      CRIME HOTSPOTS**

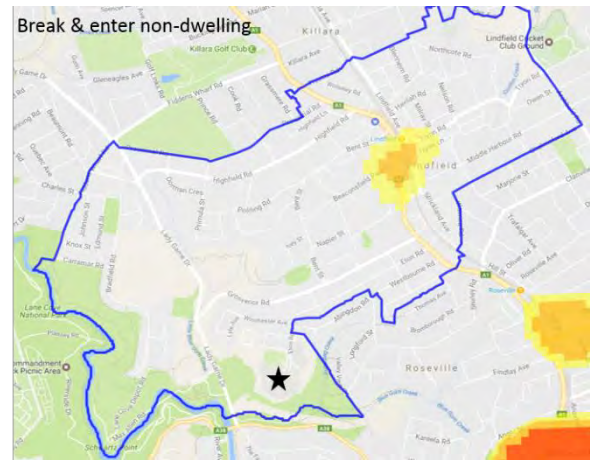
Figure 8 – Crime hotspots



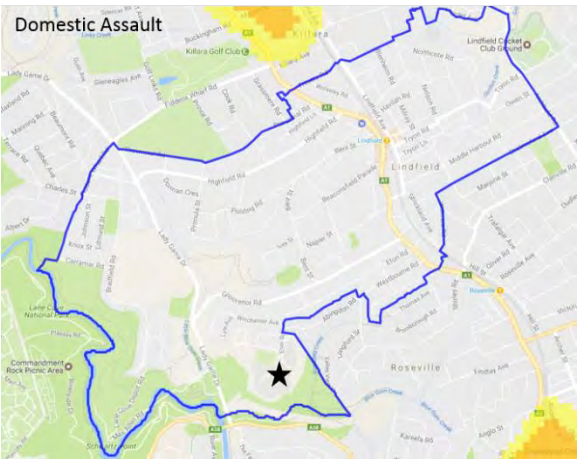
Picture 1 – Break & enter dwelling  
Source: BOCSAR



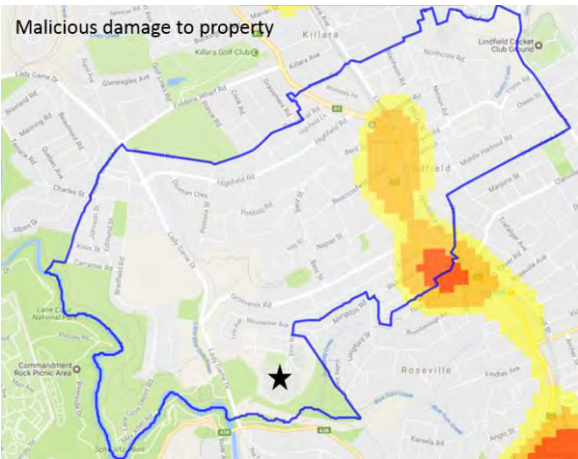
Picture 2 – Steal from dwelling  
Source: BOCSAR



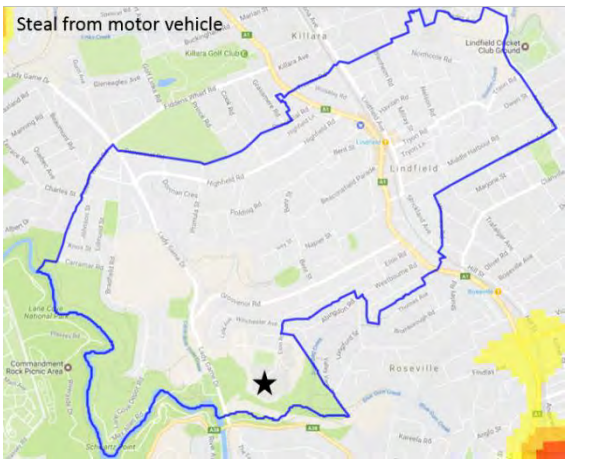
Picture 3 – Break & enter non-dwelling  
Source: BOCSAR



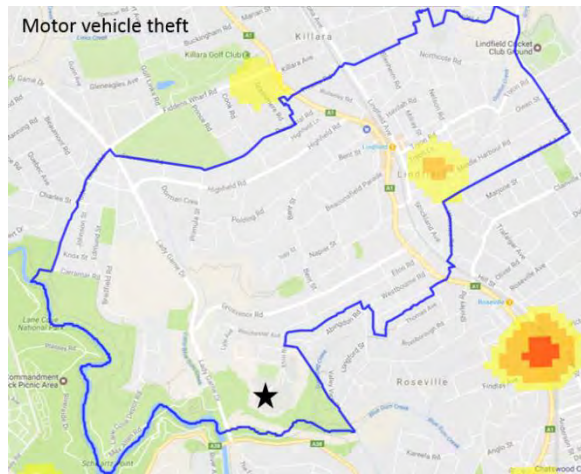
Picture 4 – Domestic assault  
Source: BOCSAR



Picture 5 – Malicious damage to property  
Source: BOCSAR



Picture 6 – Steal from motor vehicle  
Source: BOCSAR



Picture 7 – Motor vehicle theft

Source: BOCSAR

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



Figure 9 – Map of surrounding land uses



Table 25 – Surrounding land uses map.

Map ID	Name	Type
1	Mowbray Public School	Primary School
2	Tennis World Chatswood	Recreation Facility
3	Chatswood Public School	Primary School
4	Chatswood Golf Club	Recreation Facility
5	Crunch Fitness Chatswood	Recreation Facility
6	Holy Family Catholic Primary School Lindfield	Primary School
7	Roseville College	K-12 School
8	Lindfield Public School	Primary School
9	Lindfield Library	Library
10	St Alban's Anglican Church Lindfield	Community Centre
11	Lindfield Seniors Centre	Community Centre
12	Camp Australia	Child Care Centre
13	Camp Australia - Holy Family Lindfield OSHC	Child Care Centre
14	Chatswood Occasional Child Care Centre	Child Care Centre
15	Farran Street Quality Child Care	Child Care Centre
16	Happy Kids Kindergarten	Child Care Centre
17	Headstart Early Learning Centre Zenith	Child Care Centre
18	Highfields OSH Club	Child Care Centre
19	Kookaburra Kindergarten Chatswood	Child Care Centre
20	KU Bradfield Park Preschool	Child Care Centre
21	Lindfield Activity Centre	Child Care Centre
22	Lindfield East Before and After School Care	Child Care Centre
23	Possum's Corner Child Care Centre	Child Care Centre
24	Roseville Preschool Kindergarten	Child Care Centre
25	Sandcastles Childcare Chatswood	Child Care Centre
26	Sandcastles Childcare Chatswood (site 2)	Child Care Centre
27	West Lindfield getaway	Child Care Centre
28	Lady Game Community Kindergarten	Child Care Centre
29	Childcare Centre Inc.	Child Care Centre

Map ID	Name	Type
30	Australian Chinese Community Association - Northern Centre	Community Centre
31	MOSAIC Multicultural Centre	Community Centre
32	West Chatswood Library	Library
33	Brewer Swimming	Recreation Facility
34	Ku-ring-gai Bowmen	Recreation Facility
35	Chatswood High School	Secondary Schools
36	Charles Bean Sportsground	Recreation Facility

APPENDIX E

SITE VISIT PHOTOS



Figure 10 – Internal layout

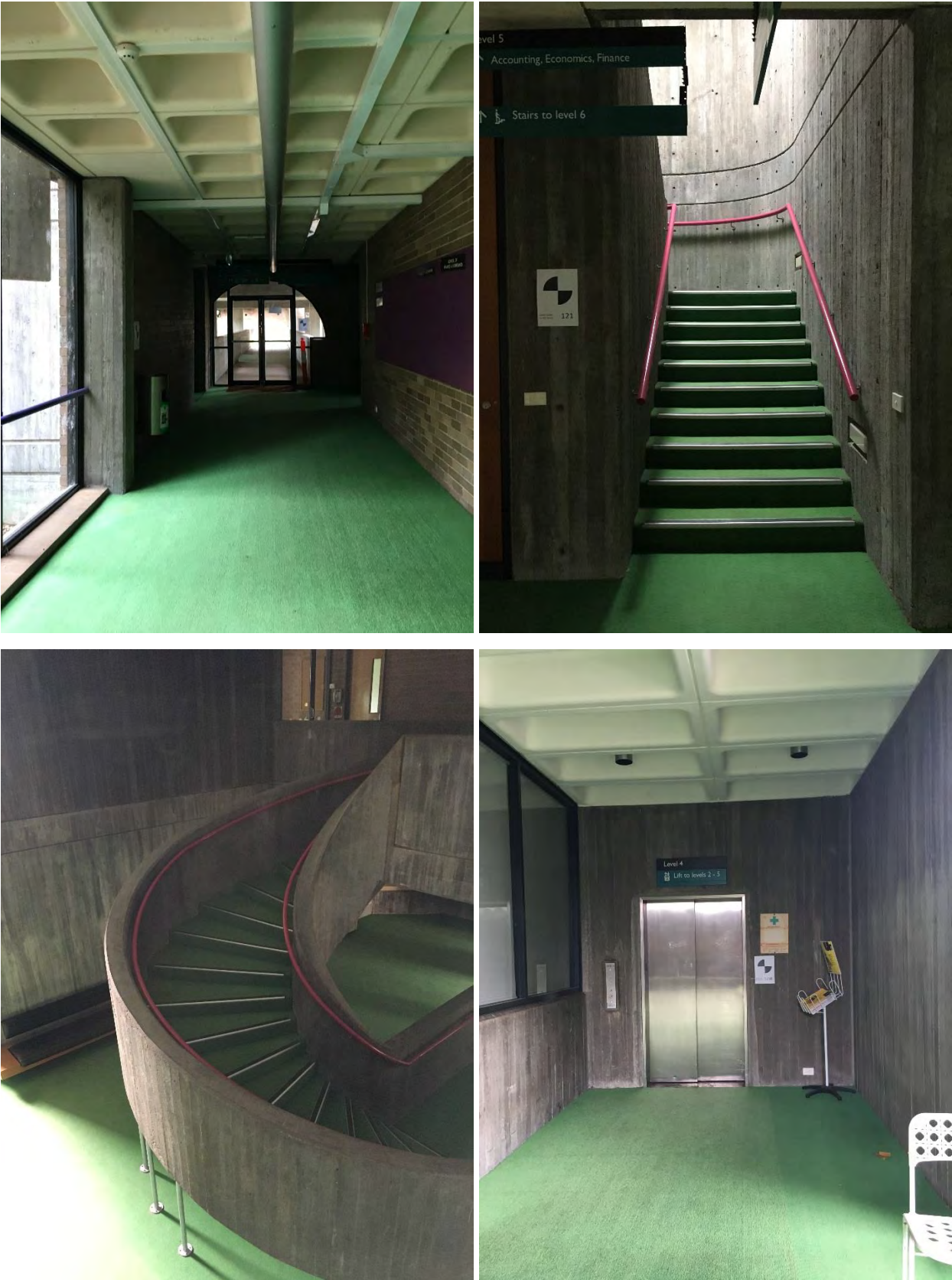




Figure 11 – Entry points





Figure 12 – External areas





Figure 13 – Fences and walls





Figure 14 – Balconies and rooftops





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