

**REVISED SOCIAL IMPACT COMMENT –
PROPOSED ARRAHMAN COLLEGE FOR PRIMARY AND SECONDARY STUDENTS,
95-105 SEVENTEENTH AVENUE, AUSTRAL**



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Prepared for:
Al Mabarat Benevolent Society

Prepared by
Sarah George Consulting
Social Planning Consultants

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1.0 INTRODUCTION

This revised Social Impact Comment has been prepared to provide additional information to inform a Development Application (DA-616/2016) submitted to Liverpool City Council on 7th July, 2016 and assesses the social impact potential of the proposed new 800 student primary and secondary school (Kindergarten to Year 12) at 95-105 Seventeenth Avenue, Austral to be known as Arrahman College.

The original SIC was submitted to Council in August 2016. In September 2017, Council requested additional information be provided to address the use of the school out of core business hours, clarification of terminology in the report and whether the school will be utilised as a place of worship. This SIC has been amended to clarify the issues raised by Council.

An education establishment is a trigger for the preparation of a Social Impact Comment (SIC) under Liverpool City Council's *Social Impact Assessment Policy – August 2015*. Council's Policy includes a *Table of Potential Social Impacts* at Appendix B. Table B1 lists the following areas that may be impacted by an educational establishment:

- Health and Wellbeing;
- Accessibility;
- Crime and Safety;
- Community identity and a sense of belonging;
- Cultural and community significance.

The *Social Impact Comment Initial Assessment Form* (Appendix B) identified only two other areas that may be impacted upon by the proposed development, that is the local economy and employment & housing.

In addition to the potential impacts identified in the *Social Impact Assessment Policy 2015*, amenity and public interest benefits are also discussed.

This SIC includes all aspects noted in the *Policy*, as well as other relevant information and analysis.

The original SIC was submitted to Council in August 2016. In September 2017, Council requested additional information be provided to address the use of the school out of core business hours, clarification of terminology in the report and whether the school will be utilised as a place of worship. This SIC has been amended to clarify the issues raised by Council.

This report describes the nature of the proposed College, the exiting demographic and social character of the Austral area and the social implications of the proposed development.

2.0 SITE & PROPOSED DEVELOPMENT

The proposed development is located in the suburb of Austral which is to the west of the Liverpool CBD and is located in the western part the Liverpool Local Government Area (LGA). The suburb is characterised by large, semi-rural residential allotments. The suburb of Austral is part of the South Western Sydney Growth Area and rezoning of the area to allow for new growth is underway. The Austral precinct is to include new residential dwellings, a local centre (at Fifteenth and Edmondson Avenue), schools, parks and neighbourhood centres.

The subject site has the street address of 95-105 Seventeenth Avenue, Austral and is known as Lot 221 DP651079. The site is zoned *RU4 – Primary Production Small Lots* under *Liverpool Local Environmental Plan 2008* (LEP). The site is irregular in shape and has an area of 17515m² (1.7ha), with a frontage to Seventeenth Avenue and a frontage on the western side to the corner of Craik and Gurner Avenues.

The site currently contains two single dwellings and associated structures.

Surrounding development is characterised by single storey residential developments on large allotments and small lot farming and agriculture. However, due to the rezoning of the area in line with the desired future character of the area as part of the South Western Growth Area, and in particular the Austral Leppington North Precinct Urban Release Area, a number of DA's for higher density residential development have been lodged with Council (40 & 80, 90& 100 Seventeenth Avenue & 35-37 Gurner Avenue) indicating imminent changes to the nature of surrounding developments.

Consent is sought from Council for the following:

- Staged development of a school providing for Kindergarten –Year 12 for up to approximately 800 students and 36 staff.
- Before and after school services for approximately 40 school aged children.
- Construction of a two (2) storey primary school and kindergarten in the north western corner of the site, a two (2) storey secondary school located in the south eastern corner of the site, centrally located assembly/ gym building and a two (2) storey administration building located in the south western corner of the site.
- Provision for internal play areas.
- Car parking area for 71 vehicles (5 of which are disabled spaces) located in two (2) separate parking areas which will be accessed from Seventeenth Avenue and the proposed road along the eastern boundary.
- Provision of a bus pull in bay located on Councils verge in the south east corner of the site accessed off Seventeenth Avenue.
- Demolition of the existing dwellings on the site and all other outbuildings.
- Removal of trees and shrubs from within the site and from Councils verge.
- Associated landscaping, fencing, earthworks, roadworks and drainage works including the dedication and construction of a half road along the eastern boundary and a full road along the northern boundary.

The proposal is detailed in the Architectural drawings prepared by A. Chandrahasan Architects that accompanied the DA.

The following indicates the anticipated break down of students at the school:

It is anticipated that the population of the College will increase incrementally, and be constructed to meet increasing demand reaching capacity in 2029.

Stage 1 of the proposed development involves the construction of parking areas, accessed from Seventeenth Avenue, the bus pull in area, conversion of the

existing dwelling on the site to be used as a temporary administration building and construction of the primary school building.

Stage 2 of the proposed development includes the construction of staff parking along the northern boundary of the site, and construction of the secondary school building.

Stage 3 involves the construction of the assembly/gymnasium building.

Stage 4 comprises the demolition of the temporary administration building and the construction of the administration building and drop off spaces.

The following provides details of the uses in each of the buildings proposed:

Administration building:

Ground floor:

- Library
- Unisex student toilets
- Male and female staff toilets
- Uniform shop
- Computer room
- First aid
- Staff offices (principal, chaplain and support staff)
- Store rooms
- Lift and stair access

First floor:

- 6 x prayer/multi-purpose rooms
- Board room
- Male and female staff toilets

Assembly/gymnasium building:

- Multi-purpose auditorium (425m²)
- Kitchen
- Canteen
- Store rooms
- Male and female toilets

Primary school:

Ground floor:

- 12 x general class rooms
- 2 x science and technology labs
- Music room
- Visual arts room
- Store rooms
- Lift and stair access to first floor
- Male and female toilet facilities

First floor:

- 8 x general class rooms
- 5 x multi-purpose rooms
- 35m² Library
- Staff office
- Store room
- Lift and stair access to ground floor

Secondary School:

Ground floor:

- 6 x general class rooms

- 3 x computer labs
- Food lab
- Industrial technology lab
- Drama room
- Staff office
- Lift and stair access to first floor
- Male and female toilet facilities

First floor:

- 9 x general class rooms
- 4 x science labs
- Lift and stair access to ground floor

An Architects Design Intent written by A. Chandrahasan Architects was included in the SEE and provides a rationale for the design of the proposed school.

2.1 Operational Characteristics

As noted in the foregoing, the College will eventually accommodate 800 students, ranging from Kindergarten to Year 12. 36 teachers and clerical staff will be employed at the College. While most students at the College will be Muslim, the majority of staff employed will be of a non-Muslim background. The school policy is to employ the best available experienced teachers, irrespective of religious beliefs. All staff will be registered with the Board of Studies and Teacher Accreditation Authority, [BOSTES] in accordance with the Education Act, (Subdivision 2, Clause, 47).

The College seeks consent to operate between the hours of 7.00am and 9.00pm Monday to Friday. Regular classes will start at 8.30am and finish at 3.30pm. In addition, consent is also sought to permit the operation of the education

establishment on Saturdays between the hours of 7.00am – 9.00pm and between 9.00am – 9.00pm Sunday for additional teaching and extra curricular activities.

Examples of the extra curricular activities outside school hours may include:

- Out of school hours sport
- Additional recreation arts activities such as dancing and music classes
- NAPLAN preparation
- STEM & STEAM programs for students
- Extracurricular language classes
- General social outings and gatherings for students
- Academic competitions such as debating, spelling and maths leagues
- Volunteering and activism such as clubs or groups devoted to specific causes or issues

It is anticipated that the additional hours of operation over and above the regular school hours will also provide a facility for the use of the local and regional community who will be able to book the school auditorium, sport field and library when not in use by the school, for example, for community language classes after regular school hours, or on Saturday mornings; for Scout school holiday programs; community sports programs outside of school sport; community events in the school auditorium including birthdays, cultural celebrations etc; annual cultural and religious festivities for example, fetes etc; fund raising events such as gala dinners and trivia nights; and cultural and religious lectures.

The school and its facilities will not function as a 'place of worship'. While the school may offer its facilities to religious groups to use, as do many faith-based independent schools, it will not be a place of worship which is typically classified as a church, synagogue or mosque.

The proposed school also anticipates the subleasing of the school auditorium, school field and Library for religious, cultural and general festivals. Bookings for these events will be managed by the school management team.

It is also anticipated that there may be occasions when the school will sublease the multipurpose hall and auditorium to the community outside prescribed school hours.

When the school facilities are subleased, the events they will be used for are planned in advance, and the school will notify neighbouring premises (all properties within a 250m radius) of the event at least 2 weeks prior to events that may result in an increase in demand for off-site parking. The school will also advertise significant events on the online calendar on the school website.

The proposed school will allow the use subleasing of the school auditorium and Library for religious and cultural festivals. All events will comply with the Liverpool Development Control Plan 2008 and will not be used outside of the approved school operation times. All bookings will be privately administered by the school management team. The proposed establishment will also permit Liverpool Council to obtain the schools records of subleasing on request.

As detailed in the Statement of Environmental Effects prepared by Smyth Planning and accompanying the application, the proposed school will provide before and after school care and will also hold an occasional special event within the school grounds, for example, parent teacher interviews, school meetings, school concerts, events associated with community events, religious and cultural festivals, presentation days etc.

Arrahman College will offer a Before and After School/OOSH Service and vacation care. These service will utilise the school's resources outside of school hours. The

service will require use of the gym/ assembly building, kitchen, multimedia room as well as a safe environment supporting child play area. The services will have capacity for up to 40 school aged children at any given time.

Before and After School Care will operate between 7.00am – 9.00am and 2.30pm – 6.00pm weekdays. Vacation Care services will operate between 7:30am – 6.00pm during school holidays.

Consideration has been given to the design of traffic and parking arrangements so as to minimise any impact on the amenity of the locality. Vehicular access to and from the site is from Seventeenth Avenue and internal roads are proposed to facilitate vehicular movement around the site. Details of the parking arrangements are submitted with the documentation accompanying the DA.

3.0 ARRAHMAN COLLEGE

Arrahman College will be independent co-educational school. A *Revised Plan of Management* has been prepared for the proposed school which details its management and operation. The *Revised Plan of Management* includes sample time tables and details the management and operation of the proposed school.

3.1 Education Model

Arrahman College will cater for students from Kindergarten to Year 12. The Primary and Secondary school envisions state of the art teaching facilities as well as modern day educational teaching programs; endorsed by the Board of Studies and Teacher Accreditation Authority, BOSTES. The schools' education programs will consist of the modern day Australian National Curriculum Framework with a fundamental focus on the acquisitions of the English language with a particular focus on enhancing student's literacy and Numeracy skills. Arrahman College will also heavily focus on the new Australian government STEAM and STEM educational programs. The school will also aim to run a range of acceleration classes including a gifted and talented student program which will form the basis of the schools 'differentiated curriculum for gifted and talented students'.

Teachers at Arrahman College will carefully follow Australian Curriculum and Syllabus documents to guide learning, teaching and assessment for students to achieve the required outcomes. Arrahman College currently has no plans to run as an authorised International Baccalaureate (IB) school.

3.2 Mission Statement

Arrahman College seeks to be an exemplary school developing its students within the greater Australian society; particularly encouraging the key values of integrity, wisdom, compassion and faith.

3.3 Vision Statement

The following comments outline the vision statement for the proposed school:

Arrahman College is one in which all students are empowered and achieve success. As an outstanding educational setting, we will exemplify excellence and high expectations in all aspects of our learning community. We will ensure that the diverse needs, achievements and strengths of every individual are recognised, nurtured and celebrated. We foster a supportive environment, building on the strengths within our unique multicultural community. Arrahman College is a forward-thinking school aiming to prepare our children and students for a rapidly changing world by equipping them with critical thinking skills, global perspective, and respect for core values of honesty, loyalty, and compassion.

Our key focus will be the development of self-independence, reflective, responsible and inquiring young people. Our students will be multi-skilled; ICT enabled and will embody a genuine passion for lifelong learning.

4.0 CHARACTERISTICS & DEMOGRAPHIC PROFILE

A *Demographic Profile Table* including data describing the socio-economic and demographic characteristics of residents of the suburb of Austral and the Liverpool LGA, compared to the Greater Sydney and New South Wales (NSW) (as at the 2011 Census) is included at Appendix A to this report. As the proposed development is located in the suburb of Austral, it is reasonable to assume that it is this population, and in particular properties adjacent to the proposed development, who have the most potential to be affected by the proposed development.

The demographic profile reveals that the following:

- fewer residents who identify as Aboriginal and/or Torres Strait Islander in the suburb of Austral (1.3%) compared to the Liverpool LGA (1.5%), Greater Sydney (1.2%) and NSW (2.5%);
- a smaller proportion of people born overseas in a non-English speaking country in the suburb of Austral (18.5%) compared to the Liverpool LGA (36.2%), Greater Sydney (27.1%) and NSW (19.2%);
- a greater proportion of residents who speak a language other than English at home in the suburb of Austral (41.1%) and in the Liverpool LGA (49.8%) compared to Greater Sydney (32.5%) and NSW (22.4%);
- a greater proportion of people requiring assistance to carry out everyday tasks in the suburb of Austral (10.4%) compared to the Liverpool LGA (5.3%), in Greater Sydney (4.4%) and NSW (4.9%);
- the unemployment rate in the suburb of Austral (4.7) is lower than that in the Liverpool LGA (7.0), Greater Sydney (5.7) and the same as in NSW (5.9);
- residents of the suburb of Austral had a slightly lower median weekly household income (\$1191) compared to the Liverpool LGA (\$1299), Greater Sydney (\$1447) and NSW (\$1237);

- the median age of residents in suburb of Austral (39) is slightly older than that the Liverpool LGA (33), but similar to the median age in Greater Sydney (36) and NSW (38);
- the average household size in the suburb of Austral (3.2) is the same as that in the Liverpool LGA (3.2), but greater than that in Greater Sydney (2.7) and NSW (2.6);
- the majority of residents of suburb of Austral (50.1%) and the Liverpool LGA (52.8%) are married, compared to Greater Sydney (49.7%) and NSW (49.3%);
- the majority of families in the suburb of Austral (39.8%) and in the Liverpool LGA (45.8%) are couple families with dependent children, which are also the most represented family types in Greater Sydney (39.6%) and NSW (36.9%);
- the suburb of Austral (9.4%) has a lower proportion of one parent households with dependent children compared to the Liverpool LGA (11.7%), Greater Sydney (9.8%) and NSW (10.6%);
- those who follow Islam represent 5.5% of the population of the suburb of Austral, compared to 3.7% in the Liverpool LGA, 4.7% in Greater Sydney and 3.1% in NSW;
- the majority of dwellings in the suburb of Austral (33.9%) owned two cars, similar to the rate of car ownership in the Liverpool LGA (36.7%), Greater Sydney (32.9%) and NSW (34.0%);
- the majority of dwellings in the suburb of Austral (87.4%) and the Liverpool LGA (75.2%) are separate houses, which is a greater proportion than in Greater Sydney (22.6%) and NSW (62.7%);
- there were no public housing dwellings in the suburb of Austral, compared to 7.8% in the Liverpool LGA, 4.5% in Greater Sydney and 4.4% in NSW;
- the majority of residents of the suburb of Austral (45.7%) drive to work, which is the lower than in the Liverpool LGA (64.0%), Greater Sydney (53.6%) and NSW (57.5%).

The demographic and socio-economic characteristics of the suburb of Austral indicate a diverse population that possess few of the characteristics that might typically be considered to be at-risk of harm due to their particular socio-economic and demographic characteristics. In any event, as the proposed development relates to an educational establishment in an area where they are permissible with consent, and in an area earmarked for future growth, there is nothing about the proposed College that is likely to generate any material social impacts for existing or future residents, or people who could potentially be considered at-risk because of their particular demographic or socio-economic characteristics.

As the proposed development is for the development of an educational establishment, the development will not result in any population change in the area.

Arrahman will attract students from the local area, where there is a relatively high proportion of people of the Muslim faith, as well as from other areas within the Liverpool LGA, as is common with independent schools.

5.0 SOCIAL IMPACT ASSESSMENT

5.1 Potential Social Impacts

Council's *Social Impact Assessment Policy* includes a *Table of Potential Social Impacts* at Appendix B. Table B1 lists the following areas that are to be considered in a SIC:

- Health and Wellbeing;
- Accessibility;
- Crime and Safety;
- Community identity and a sense of belonging;
- Cultural and community significance.

The *Social Impact Comment Initial Assessment Form* (Appendix B) identifies only two other areas where the proposed school may generate social impacts, that is in the local economy and employment and housing.

In addition to the potential impacts identified in the *Social Impact Assessment Policy 2015*, amenity and public interest benefits are also discussed.

As requested by Council, the potential social impacts generated by the use of the school premises outside of permitted hours are also considered.

5.1.1 Health and Wellbeing

The proposed Arrahman College includes areas for recreation for students on the site, therefore contributing to the health and wellbeing of students attending the college.

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

The proposed school has the potential to contribute to the wellbeing of the community through the availability of the school auditorium, hall and library for community uses such as sport, events and regular classes such as community language classes.

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

5.1.2 Accessibility

The proposed school includes clear paths of travel to and within the site.

An Access Report prepared by Ergon Consulting accompanied the DA. That report concluded:

Ergon Consulting has completed a review of the provided design documentation with reference to the minimum access requirements found within Part D3, Clause E3.6 and Clause F2.4 of the Building Code of Australia 2016, Disability (Access to Premises – Building) Standards 2010 and relevant Australian Standards as applicable to this project (i.e. AS1428.1-2009, AS2890.6-2009 and AS1735.12-1999).

This statement confirms accessibility can be appropriately achieved within this development with the provided comments and recommendations. This report

confirms the client's commitment to providing an equitable and accessible environment for all.

As such, we believe the development approval may be issued without any concern that the development cannot achieve a reasonable level of access and meet statutory requirements, subject to further assessment of the construction design documentation.

The proposed development does not generate any negative impacts in terms of accessibility.

5.1.3 Crime and Safety

The proposed College has been designed cognisant of Crime Prevention Through Environmental Design (CPTED) principles and includes lighting of entrances, paths and car parking areas, minimising the number of areas where people could hide, security fencing, and territorial reinforcement in the form of distinct and secure fencing and signage. The design principles included will reduce the perception of danger on the site.

In addition to the CPTED design features, the proposed school will have 2 full-time security guards that will work on an alternating basis. The school will also adopt additional casual security guards to assist the school during peak times of student attendance and overall movement. The school will also have fully operational 24 hour surveillance that will be used to ensure the safety of the students, staff and local community.

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

	Austral suburb (rate per 100,000 population)	NSW (rate per 100,000 population)
Assault	377.7 (lowest density)	831.9
Domestic related assault	323.4 (lowest density)	388.7
Non-Domestic related assault	145.3 (lowest density)	410.4
Assault Police	0.0 (lowest density)	32.8
Homicide	0.0 (lowest density)	1.4
Robbery	58.1 (lowest density)	33.5
Sexual Offences	87.2 (lowest density)	157.3
Theft	2149.9 (lowest density)	3116.5
Malicious damage to property	319.6 (lowest density)	849.7

NSW Bureau of Crime Statistics and Research (www.bocsar.nsw.gov.au) April 2015–March 2016

As can be observed, the suburb of Austral has low rates and low densities of all crimes. There is nothing about the proposed development that is likely to result in any increase in crime rates in the suburb of Austral, or in the Liverpool LGA.

No negative impacts in terms of crime and safety are likely to be generated by the proposed development.

5.1.4 Community identity and a sense of belonging

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

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

In addition, the proposed school has the potential to act as a community facility through the availability of the school auditorium, sports field and library for community uses.

5.1.5 Cultural and community significance

The proposed development will provide a sense of community by providing an important and needed service in an area where future growth is predicted. Schools are integral to all communities and the proposed College will contribute to the existing and emerging community in Austral.

5.1.6 Local economy & employment

As identified in the *Social Impact Initial Assessment Form* (Appendix B), the proposed College will provide a positive contribution to the local economy through the increase in people visiting the area to drop off and collect their children. The proposed College will generate positive impacts on employment through the construction phase and in the operation and maintenance of the College.

5.1.7 Housing

The proposed development generates a small loss in housing in the area, with the removal of two dwellings. This loss of housing is unlikely to be significant in the context of the changing nature of development in the area in line with the South Western Growth Area.

5.2 Amenity

To the extent that amenity can be addressed in social impact terms, the operation of the College, the intensification of use of the site, and the use of the site outside of regular school hours has the potential to result in some impacts in terms of:

5.2.1 Noise

In addition to the considered design of the school, focussing activities away from adjoining properties, acoustic attenuation measures have been recommended to further reduce any potential noise impacts on surrounding properties during the permitted hours of operation of the school (including uses outside of regular school hours). The *Noise Impact Assessment* prepared by Rodney Stevens Acoustics and accompanies the DA, includes details of those noise control measures, as follows:

The predicted noise levels at the residential boundary to the north and west shows an exceedance to the established noise criteria with children playing in the outdoor play area during recess and lunch. To maintain acoustic amenity at nearby residential receivers if the below measures are incorporated within the proposed design:

- *There is to be no amplified music in the outdoor play area.*
- *PA system is to be used for announcement purposes only. There is to be no speakers facing any of the residents.*
- *Acoustic fencing is recommended to be installed on the northern boundary of the outdoor play area. The boundary fence should have a boundary fence of solid continuous construction (ie free of gaps) Colorbond aluminium, glass, masonry construction or a combination of either should be installed. Figure below outlines the location of the acoustic fencing and minimum height of 1.8m.*

The *Noise Impact Assessment* concludes:

Rodney Stevens Acoustics has conducted a Noise Impact Assessment for the Proposed School site at 95 - 105 Seventeenth Avenue, Austral NSW. The assessment has been conducted to satisfy relevant regulatory requirements.

Noise emissions from outdoor playground areas cannot readily be effectively controlled and the playground areas are only fully operational for a maximum for 1 hour per day. They also do not appear to constitute a serious threat to the acoustical amenity of the surrounding residential community and cannot be realistically defined as “offensive noise”.

5.2.2 Traffic & Parking:

Traffic and parking considerations have been taken into account in the design, layout and use of the proposed school and a separate *Traffic Impact Assessment* report prepared by Express Traffic Engineering Solutions was submitted with the DA. The *Traffic Impact Assessment* concludes:

The proposed school development at the corner of Seventeenth Avenue and Craik Avenue, Austral has been assessed in terms of, trip generation and its impact on public street network, off-street parking demand and supply, design of the proposed parking layout, access driveway requirement, pedestrian safety, pick-up and drop-off facility of the site and the following conclusions are made:

- 1. The proposed development will have minimal impact on the traffic capacity of surrounding street network.*
- 2. Intersection of Craik Avenue and Seventeenth Avenue can accommodate the additional traffic generated from the proposed development site as well as the future precinct traffic including existing school in Gurner Avenue while operating as a sign controlled intersection.*
- 3. The proposed parking provisions meet the requirements of Council’s Development Control Plan. It is anticipated that there will be minimal impact on the existing on-street parking supply in the area due to the proposed development.*
- 4. Proposed number of pick-up and drop-off spaces is likely to cater for the demand of the proposed number of students.*

5. *The proposed parking layout complies with the Australian Standard AS2890.1 in terms of dimensions and manoeuvrability requirements.*
6. *The proposed driveways meet the requirements of Australian Standard AS2890.1 in terms of widths and sight distance requirement.*
7. *No reverse in and out vehicular movements from and on to the public roads have been proposed.*
8. *Minimal impact on the amenity of the surrounding development has been anticipated from traffic management point of view.*

Based on the findings of this report, the proposed school development in Seventeenth Avenue, Austral could be supported given that the development is unlikely to have any significant impact on the traffic and parking environment in the surrounding area.

5.2.3 Littering/Vandalism/Anti-Social behaviour:

The attached Revised Plan of Management for the proposed school (Appendix C) notes that all facilities within the school establishment should be regularly maintained, in accordance with appropriate ground keeping council regulations. All school buildings will be maintained to the Building Code of Australia and other relevant statutory standards dependent upon the level of resources and priority accorded by Liverpool Council.

The school has developed a detailed “Code of Conduct” for students and staff and includes guidelines on how students are to behave while attending school, and also while in school uniform in public (e.g. on public transport). The code also defines employees as “having significant influence in developing an informed, dynamic and democratic society by providing experiences that inspire and facilitate teaching and learning”.

The proposed security fences, alarm and CCTV will deter non-students entering the school premises out of school hours.

The proposed College will waste management practices in place and these will continue, and be increased as needed.

5.2.4 Visual impact

The design of the College includes buildings of 1 and 2 storeys, and as such, this will represent a visual change to the existing development on the site and on surrounding allotments.

This visual impact is summarised in the SEE and notes that the proposed development *“The development has been designed to minimise the visual impact when viewed from adjoining neighbours by providing suitable setbacks from the boundaries which will ensure the buildings do not result in unreasonable amenity impacts in terms of loss of privacy, overshadowing and overlooking into the adjoining properties and the public domain.”*

5.3 Use of the school premises out of regular school hours

Liverpool Council requested addition consideration be made of the potential social impacts generated by the proposed hours of operation of the proposed school. From the comments provided by Council, it is not clear what social impacts they feel are likely to be generated. Potential amenity issues are addressed in Chapter 5.3 above, and includes consideration of traffic and parking, acoustics and, littering, vandalism and antisocial behaviour, and visual impact.

As detailed in Chapter 2.0, consent is sought for the use of the school site for the following hours:

- 7.00am – 9.00pm Monday to Friday, with core school hours comprising 8.30am – 3.30pm
- 7.00am – 9.00pm Saturdays
- 9.00am – 9.00pm Sundays

It is not envisaged that there will be activity on the site for all of the approved hours, on all days every day of the year, rather the proposed hours allow for the use of the school and its facilities for extra curricular activities for students of the school, as well as for the use of the facilities for the local community groups and organisations.

As detailed in Chapter 2, the use of the school outside of core business hours allows for the following:

- Before and after school care;
- Vacation care
- Extra curricular activities for students of the school including academic, sporting and social activities
- Use of the school auditorium, sporting field and library after core school hours on weekdays, and on weekends, by the community on a pre-arranged basis for sports, language classes; scout holiday programs; cultural events; fund raising events; and community lectures.

All activities on the site, whether related specifically to the college, or run by other community organisations, will operate within the approved hours of operation.

As discussed elsewhere in this report, the proposed school represents an intensification of the use of the site, and this includes an intensification in terms of the hours the site will be in use. The use of the school premises outside of core business hours is not unusual and many schools sublease areas within the school to organisations and groups to use for night school, after school, care, art, drama,

sport and other community uses. The proposed hours of operation allow the school buildings to be used for the benefit of the local community. Out of core hours uses are typically less intensive than activity on the site during core school hours and therefore, while potentially generating impacts in terms of activity on the site and traffic and parking, there are unlikely to be any significant impacts generated for surrounding properties.

As noted in Chapter 2.0 and the *Revised Plan of Management* (Appendix C) for the school, any bookings for use of the school for activities that are likely to increase demand for on-site parking will result in notices being distributed to properties within 250m of the proposed school to notify residents. In addition, events will be listed on the online calendar of the proposed schools website.

Relevantly, the recently gazetted *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (SEPP), which while not applicable to the subject application, the SEPP does note in *Schedule 4 0 - Design quality and principles*, the following:

Principle 3 – accessible and inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

The use of the proposed school out of regular hours by the local community represents a positive social impact as noted in the SEPP.

5.4 Public Interest

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

- provision of a modern education facility for the existing and future population, not just in the suburb of Austral, but in the wider LGA. As noted in Chapter 4.0 like most independent schools, Arrahman College will draw students from the local area as well as from a wider catchment area;
- availability of school facilities for use by community groups and organisations outside of core school business hours;
- the provision of employment opportunities in the construction and operation of the proposed school;
- improvements to the existing site including extensive landscaping.

6.0 MITIGATION AND ENHANCEMENT MEASURES

The proposed College is unlikely to generate any negative social impacts that require mitigation. While it is acknowledged that the proposed development represents a significant intensification of use of the site, that intensification of use is not out of character with the desired future characteristics of the area. Any impacts generated by the intensification of use of the site, or the hours of operation on the site are likely to be primarily associated with noise and traffic, which have been separately addressed in reports accompanying the DA.

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

The potential positive social impacts generated by the proposed Arrahman College will only be realised if consent for the DA is granted.

7.0 CONCLUSION

As the proposed college is to be located in a an area that is undergoing change and growth and on a site that permits education establishments, with consent, and it is unlikely to have detrimental impact on the character of the area, or generate any significant or unreasonable negative implications for the community. Rather, the proposed College provides a number of public interest benefits for the area, as outlined above.

The proposed Arrahman College generates no material adverse social implications for the surrounding area. As such, there are no reasons from a Social Impact perspective, to refuse the application.

.

APPENDIX A

DEMOGRAPHIC PROFILE TABLE

Demographic Profile Table – 2011 Census Data

Demographic Characteristic	Austral suburb	Liverpool LGA	Greater Sydney	NSW
Total Persons	3023	180143	4 391 674	6 917 658
ATSI	42 (1.3%)	2676 (1.5%)	54 747 (1.2%)	172 621 (2.5%)
NESB Persons				
(i) No. born overseas in non-English speaking country.	560 (18.5%)	65254 (36.2%)	1 189 873 (27.1%)	1 329 098 (19.2%)
(ii) No. speaking lang. other than English at home	1245 (41.1%)	89766 (49.8%)	1 425 534 (32.5%)	1 554 333 (22.4%)
In need of assistance	315 (10.4%)	9643 (5.3%)	192 325 (4.4%)	338 362 (4.9%)
Age range:				
0-4 years	154 (5.0%)	14,083 (7.8%)	298,900 (6.8%)	458,735 (6.6%)
5-14 years	435 (14.3%)	28,165 (15.6%)	544,315 (12.4%)	873,776 (12.6%)
15-19 years	270 (8.9%)	13,726 (7.6%)	275,786 (6.3%)	443,416 (6.4%)
20-24 years	172 (5.6%)	12,484 (6.9%)	307,257 (6.9%)	449,687 (6.5%)
25-34 years	305 (10.0%)	26,388 (14.6%)	676,894 (15.4%)	941,496 (13.6%)
35-44 years	394 (13.0%)	27,018 (14.9%)	653,490 (14.8%)	971,629 (14.0%)
45-54 years	388 (12.8%)	24,753 (13.7%)	594,978 (13.5%)	950,451 (13.7%)
55-64 years	327 (10.8%)	17,037 (9.4%)	475,608 (10.8%)	810,290 (11.7%)
65-74 years	253 (8.3%)	9,749 (5.4%)	298,140 (6.8%)	541,687 (7.8%)
75-84 years	190 (6.2%)	5,183 (2.8%)	185,238 (4.2%)	336,756 (4.8%)
85 years and over	135 (4.4%)	1,557 (0.8%)	81,067 (1.8%)	139,735 (2.0%)
Unemployment rate	4.7	7.0	5.7	5.9
Median weekly household income	\$1191	\$1299	\$1447	\$1237
Med Age	39	33	36	38
Ave household size	3.2	3.2	2.7	2.6
Marital Status				
Married	1219 (50.1%)	72897 (52.8%)	1 764 146 (49.7%)	2 758 853 (49.3%)
Separated	81 (3.3%)	4957 (3.6%)	100 407 (2.8%)	170 429 (3.0%)
Divorced	138 (5.6%)	9550 (6.9%)	269 464 (7.6%)	461 146 (8.2%)
Widowed	232 (9.5%)	6339 (4.6%)	182 720 (5.1%)	324 517 (5.8%)
Never married	763 (31.3%)	44153 (32.0%)	1 231 723 (34.7%)	1 870 202 (33.4%)
Family structure				

Demographic Characteristic	Austral suburb	Liverpool LGA	Greater Sydney	NSW
Couple families with dependent children under 15 years and other dependent children	290 (39.8%)	21327 (45.8%)	457 283 (39.6%)	676 389 (36.9%)
Couple families with no children	219 (34.2%)	11058 (23.7%)	385 716 (33.4%)	669 019 (36.5%)
One parent households with dependent children	69 (9.4%)	5450 (11.7%)	113 013 (9.8%)	193715 (10.6%)
Religious Affiliation				
Catholic	1690 (55.9%)	158281 (32.3%)	1241196 (28.2%)	1902393 (27.5%)
Buddhist	70 (2.3%)	10511 (5.8%)	180420 (4.1%)	201034 (2.9%)
Anglican	336 (11.1%)	19265 (10.7%)	707962 (16.1%)	1378386 (19.9%)
Hindu	14 (0.4%)	13457 (7.4%)	113326 (2.3%)	119802 (1.7%)
Islam	168 (5.5%)	8762 (4.8%)	208148 (4.7%)	219377 (3.1%)
No Religion	185 (6.1%)	19200 (3.4%)	774948 (17.6%)	1240532 (17.9%)
Car Ownership (dwellings)				
None	31 (3.7%)	5026 (9.3%)	184 242 (12.1%)	258 152 (10.4%)
One	175 (21.3%)	16426 (29.0%)	584 187 (38.3%)	933 952 (37.8%)
Two	278 (33.9%)	19711 (26.7%)	500 581 (32.9%)	840 655 (34.0%)
Three	155 (18.9%)	6932 (12.9%)	140 633 (10.4%)	245 018 (9.9%)
4 or more	140 (17.0%)	3433 (6.4%)	66 229 (4.3%)	115 058 (4.6%)
Housing (dwellings)				
Sep house	808 (87.4%)	40344 (75.2%)	926 062 (22.6%)	1 717 701 (62.7%)
Semi-detached	5 (0.5%)	6354 (11.8%)	194 169 (4.7%)	263 926 (9.6%)
Unit	3 (0.3%)	6763 (12.6%)	391 889 (9.5%)	465 188 (16.9%)
Home fully owned	380 (46.2%)	12908 (24.8%)	462 150 (30.3%)	820 006 (33.2%)
Being purchased	172 (20.9%)	22454 (41.9%)	529907 (34.8%)	824 293 (33.3%)
Private rental	230 (28.0%)	12083 (22.5%)	411 561 (27.0%)	634 209 (25.6%)
Public housing	0	4218 (7.8%)	69 047 (4.5%)	180 841 (4.4%)
Migration				
Same add 1yr ago	2566 (85.4%)	147254 (82.9%)	3513769 (81.1%)	5532851 (81.0%)
Same add 5 yr ago	1952 (68.1%)	101327 (61.0%)	2319487 (56.6%)	3691522 (57.1%)
Occupation				
Manager	191 (16.3%)	7316 (9.8%)	273916 (13.2%)	418333 (13.3%)
Professional	97 (8.3%)	11479 (15.4%)	526564 (25.5%)	713547 (22.7%)

Demographic Characteristic	Austral suburb	Liverpool LGA	Greater Sydney	NSW
Technical	277 (23.6%)	11747 (15.7%)	251471 (12.2%)	414669 (13.2%)
Community	94 (8.0%)	6834 (9.1%)	182059 (8.8%)	297668 (9.5%)
Clerical	167 (14.2%)	13084 (17.5%)	333435 (16.1%)	473140 (15.0%)
Sales	125 (10.6%)	6712 (9.0%)	185951 (9.0%)	290497 (9.3%)
Machinery op	132 (8.9%)	7809 (10.4%)	118136 (5.7%)	199438 (6.3%)
Labourer	116 (9.9%)	7828 (10.5%)	151324 (7.3%)	273129 (8.7%)
Travel to work				
Car driver	674 (45.7%)	47735 (64.0%)	1106965 (53.6%)	1807359 (57.6%)
Train	7 (0.4%)	4254 (5.5%)	187761 (9.1%)	193098 (6.1%)
Bus	14 (1.2%)	1228 (1.6%)	107895 (5.2%)	116657 (3.7%)

Source: 2011 Census data (www.abs.gov.au) Basic Community Profile – Place of Usual Residence

APPENDIX B

SOCIAL IMPACT COMMENT INITIAL ASSESSMENT FORM

Social Impact Initial Assessment Form			
Applicants details:		Owner's details (if different to applicant):	
Name		Name:	
New Arrahman College		Al Mabarat Benevolent Society	
Postal Address		Postal address:	
95-105 Seventeenth Avenue, Austral			
Email		Email	
mroubani@hotmail.com		mroubani@hotmail.com	
Phone	Mobile	Phone	Mobile
	0451991550		0451991550
Proposal details:			
Lot Number and Registered Plan Number			
Lot 221 DP 651079			
Site address			
95-105 Seventeenth Avenue, Austral			
Brief description of Development Proposal			
Proposed primary and secondary school accommodating 800 students.			
1. Population Change			
Will the development result in significant change/s to the local area's population (either permanent or temporary)? <i>Explanation: Changes to the size, structure, and capacity of the population can have significant implications for the provision/adequacy of community facilities/services, community cohesion and/or social sustainability.</i>			
Yes	<i>If 'Yes', briefly describe the impacts below:</i>		
No			
Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below The proposed development is an educational establishment and therefore generates no population change in the area. In any event, the subject site is located in an area earmarked for future residential growth, so the proposed school will service the anticipated future population.			
2. Housing			
Will the proposal improve or reduce the quantity, quality, mix, accessibility and/or affordability of housing? <i>Explanation: A mix of housing types, sizes and costs is necessary for social diversity (in terms of ages, family life cycles, incomes, cultural backgrounds) and social inclusiveness. Retention/expansion of affordable housing is necessary for social equity and to avoid displacement of low-income persons and families.</i>			
Yes	<i>If 'Yes', briefly describe the impacts below</i>		
No			
Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below The proposed development involves the removal of two dwellings from the area. This is not a significant reduction in housing. The suburb of Austral is a site that will undergo significant change as part of the South Western Sydney Growth Area. This change will include a significant number of new residential dwellings of varying type.			

3. Mobility and Access	
Will the proposal improve or reduce physical access to and from places, spaces and transport? Explanation: <i>'Access for all' is an essential component of a fair and equitable society. Additionally accessible developments foster inclusive communities, maximise access to public transport, pedestrian and cycle networks and provide convenient and continuous paths of travel (thereby promoting healthy, sustainable lifestyles). Consideration must also be given to accessibility for people with a disability. Refer to Council's Disability Strategy 2012-2017 available for download from Council's website.</i>	
Yes	<i>If 'Yes', briefly describe the impacts below</i>
No	The development of the site includes clear paths of travel to and within the proposed school development. The proposed school does not generate any negative impacts in terms of access on the site.
Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below The positive benefits generated by the improved access on the site will only be realised if the proposed development for a school on the site is approved.	
4. Community & Recreation Facilities/Services	
Will the development increase, decrease or change the demand/need for community, cultural and recreation services and facilities? Explanation: <i>Access to diverse and adequate community and recreation services is necessary for physical and mental health, well-being, personal productivity, social cohesion and social sustainability. Examples of facilities include community centres, leisure centres, recreation centres, sports fields and playgrounds.</i>	
Yes	<i>If 'Yes', briefly describe the impacts below</i>
No	The school auditorium will be available for hire through the school for use by the community.
Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below As detailed in the Revised Plan of Management accompanying the application, the proposed school will allow for community groups to utilise the school facilities for functions and events, within the approved hours of operation, but not during school hours or when school activities are being held. Therefore, the proposed school represents an additional community facility in the area. The proposed school does not generate any negative impacts in terms of community and recreation facilities/services.	
5. Cultural and Community Significance	
Will the development impact on any items or places of cultural or community significance? Explanation: <i>There may be certain places, items, or qualities that are culturally valuable or significant to the community. They provide significant meanings and reference points for individuals and groups. This may include specific sites of Aboriginal significance. The acknowledgement and protection of these places, items or qualities is a key element in building strong and resilient communities. For information about Liverpool's cultural and linguistically diverse communities, refer to Council's LEAPS Multicultural Plan available for download from Council's website.</i>	
Yes	<i>If 'Yes', briefly describe the impacts below</i>
No	The proposed development will provide an educational establishment for the Muslim community in Liverpool. In that respect, the proposed development represents a positive impact in terms of the provision of a new education establishment for the existing and future Islamic community in Liverpool
Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below	

The positive social impacts will only be realised if the proposed development is approved.

6. Community Identity & A Sense of Belonging

Will the development strengthen or threaten social cohesion and integration within and between communities? Explanation:

Social cohesion and integration requires, places and spaces for informal and safe social interaction. Developments can increase or decrease these interaction opportunities through their provision (or otherwise) of safe and connected pathways and linkages and attractive gathering places (town centres, parks, squares/plazas, civic spaces, streets). Consideration should be given to incorporating principles of good urban design into the development proposal. Refer to the Creating Places for People: An Urban Design Protocol for Australian Cities available for download from the Federal Government's Urban Design website.

Yes	If 'Yes', briefly describe the impacts below
No	Schools form part of a community's identity and as such, the proposed school will contribute to the emerging and future identity of the suburb of Austral.

Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below

The suburb of Austral is beginning the process of significant change as part of the South West Growth Centre. The proposed school will contribute to the formation of the new community identity as schools often provide a focal point for families within a community. While the proposed development represents an intensification of use of the site, there is nothing about it that is likely to generate any impact in terms of social cohesion and integration within the community.

7. Health and Wellbeing

Will the development strengthen or threaten opportunities for healthy lifestyles healthy pursuits, physical activity and other forms of leisure activity? Explanation: *Developments can increase or decrease opportunities for healthy lifestyles through increasing or decreasing the liveability of places (in terms of safety, noise, dust, aesthetics) or increasing or decreasing opportunities for:*

- walking, cycling, play and other physical activity;
- healthy food choices;
- drinking, gambling and smoking

Consideration should be given to incorporating healthy urban design principles into the development proposal. Refer to the Healthy Urban Development Checklist, available for download from the NSW Health website

Yes	If 'Yes', briefly describe the impacts below
No	The proposed school includes plans for recreation on the site for students

Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below

The positive social impacts generated by the proposed development will only be realised if the subject application is approved.

8. Crime & Safety

Will the development increase or reduce public safety and opportunities for crime (perceived or actual)? Explanation:

Developments can increase or decrease safety (perceived or actual). For example through generating increased traffic providing venues that may attract unruly behaviour. This can diminish social cohesion and integration however impacts can be mitigated by appropriate design traffic controls and management.

Safer by design principles should be considered in the development proposal. Refer to Council's Community Safety and Crime Prevention Strategy available for download on Council's website. The

Community Safety and Crime Prevention Strategy available for download on Council's website. The Crime Prevention Through Environmental Design (CPTED) Guidelines are available for download on NSW Police website.

Yes	If 'Yes', briefly describe the impacts below
No	The proposed college has been designed cognisant of CPTED principles and includes lighting of entrances, paths and car parking areas. The plans include perimeter fencing which clearly denotes the extent of the school. The school also proposes to engage 2 security guards on site, and CCTV.

Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below

No negative impacts are generated.

9. Local Economy & Employment

Will the development increase or reduce the quantity and/or diversity of local employment opportunities (temporary and/or permanent) *Explanation: Unemployment and low income are associated with poor health and reduced social inclusiveness and resilience. Accessible and diverse local jobs (suited to the capacities of local populations) reduce the risk of unemployment (and the associated poorer health and social sustainability outcomes).*

Yes	If 'Yes', briefly describe the impacts below
No	The proposed school does not immediately generate any impacts for the local economy or employment, but the future construction and operation of the school will generate employment.

Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below

No negative impacts are generated that require mitigation. The positive impacts are only generated if the proposed development is approved.

10. Needs of Population Groups

Will the development increase or decrease inclusive opportunities (social, cultural, recreational, employment, governance) for groups in the community with special needs? *Explanation: Council has an Access and Equity Policy which promotes access to life opportunities (e.g. jobs, education, full participation in the cultural life of the community) and inclusiveness for all (including those with special needs – youth, aged, CALD, Aboriginals, people with disabilities, children and women). Developments can increase inclusiveness through the provision of culturally appropriate facility design and programs and the avoidance of communication barriers. Refer to Council's Community Strategic Plan, Growing Liverpool 2023, Social Justice Policy, LEAPS Multicultural Plan, youth Strategy and Disability Strategy available for download on Council's website.*

Yes	If 'Yes', briefly describe the impacts below
No	The proposed school provides an accessible and modern primary and secondary school for the local community. Many of the students at the school are likely to come from culturally and linguistically diverse backgrounds. The proposed development will represent a positive social impact for children and young people providing them with a local school.

Describe your proposed mitigations (of negative impacts) or enhancements (of positive impacts) below

The proposed development provides an education facility for culturally and linguistically diverse children and young people in the Liverpool area.

APPENIDX C

REVISED PLAN OF MANAGEMENT



REVISED MANAGEMENT PLAN

FOR THE

ESTABLISHMENT OF ARRAHMAN COLLEGE

AS AN EDUCATIONAL INSTITUTION
FROM K -12 (INCLUDING OUTSIDE SCHOOL HOURS CARE
SERVICES [OOSH])

LOCATION:

ARRAHMAN COLLEGE

95 – 105 Seventeenth Avenue, Austral

Lot 221 within DP651079

October 5th 2017 Edition

CONTACT:

Hussein Oubani

Phone: 04) 51 991 550

Email: hroubani@hotmail.com

Address: 105 Wollongong Rd, Arncliffe, NSW, 2205

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- MR. CHANDRAHASAN - A. CHANDRAHASAN ARCHITECTS
- MR. ABDUN NOOR- TRAFFIC ENGINEER
- MRS SARAH GEORGE- SOCIAL PLANNING CONSULTANT
- MR. HUSSEIN OUBANI – PROJECT MANAGER
- NSW GOVERNMENT - THE EDUCATIONAL FACILITIES STANDARDS & GUIDELINES (EFSG)
- TRANSPORT NSW

CONTACT:

Hussein Oubani

Phone: 04) 51 991 550

Email: hroubani@hotmail.com

Address: 105 Wollongong Rd, Arncliffe, NSW, 2205

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Introduction

This Management plan includes information that has been prepared by Smyth Planning on behalf of Al Mabarrat Benevolent Society. The Management plan seeks to define the proposed planned measures in ensuring that the proposed education establishment at 95-105 Seventeenth Avenue, Austral has little impact on the surrounding community. The report also seeks to define how the applicant seeks to manage the daily processes in relation to crowd control, student and staff safety as well as the general management practices as part of operating an educational establishment.

The Site and Surrounds

The site is known as 95-105 Seventeenth Avenue, Austral being legally described as Lot 221 within DP651079 and has a total area of 17,515m². The subject site is located on the northern side of Seventeenth Avenue and the western side of the property has a western frontage to the corner of Craik and Gurner Avenue (refer to **figure 1**). The subject site is irregular in shape with a curved boundary in the south west corner. The site experiences a gradual south west to north east fall of approximately 8.18 metres with the south west corner of the site having an RL of 77.45 and the north east of the site having an RL of 69.27.

The subject site presently contains two dwellings in the front half of the site - a single storey brick dwelling with attached garage in the south east corner and a two storey brick dwelling with two sheds and a swimming pool located on the south western side of the lot towards the corner of Craik and Gurner Avenue. The rear half of the site contains a cleared paddock. The site is relatively clear of trees with the exception of some gum trees along the western boundary and some palms to the rear of the two storey dwelling with some also bordering the driveway. A number of small trees and shrubs are also located around the single storey dwelling.

Location Map

Figure 1: Aerial photo showing subject site and surrounding land.



Proposed Development

It is proposed to undertake a staged development of a school providing for Kindergarten - Year 12 for approximately 800 students (*refer to figure 2*). The development involves the demolition of the existing buildings on the site and the construction of several separate buildings containing classrooms, a separate administration building, an assembly building, external play areas, car parking areas accessed from Seventeenth Avenue and associated landscaping. The school buildings have been sufficiently setback from the sites frontage to Seventeenth Avenue and the corner of Craik and Gurner Avenue. Separation has also been provided from the adjoining property boundaries to accommodate landscaping. The proposed development seeks approval for the following:

- Demolition of two (2) existing dwellings and associated outbuildings on the site.
- Removal of trees and shrubs located centrally on the site.
- Staged development of a school providing for kindergarten – Year 12 for up to 800 students to be achieved by 2029.
- Construction of an Administration building.
- Construction of two x 2 storey buildings associated with the primary school (Kindergarten – Y6) in the north west corner of the site and three x 2 storey buildings associated with the Secondary school in the south eastern corner of the site.

- Construction of a school assembly building
- Provision of 50 car parking spaces for staff and visitors
- Provision of a 12 bay pick-up/drop –off area
- Provision of a 3 on-street bus parking bays
- Provision of 22 on-street indented parking spaces
- Entry and egress to the car park from Seventeenth Avenue
- Provision for external play areas
- Before and after school services for up to 40 school aged children

KEY SITE STATISTICS			
Site	17,515m ²	Staff & Student parking	35
Total	4,880 ²	Visitor parking	15
FSR	0.52:1	Indented off street parking	22
Landsc area	32.9%	Pick up/ drop off	12
Max height	8m	Bus bays	3

PROPOSED SITE PLAN

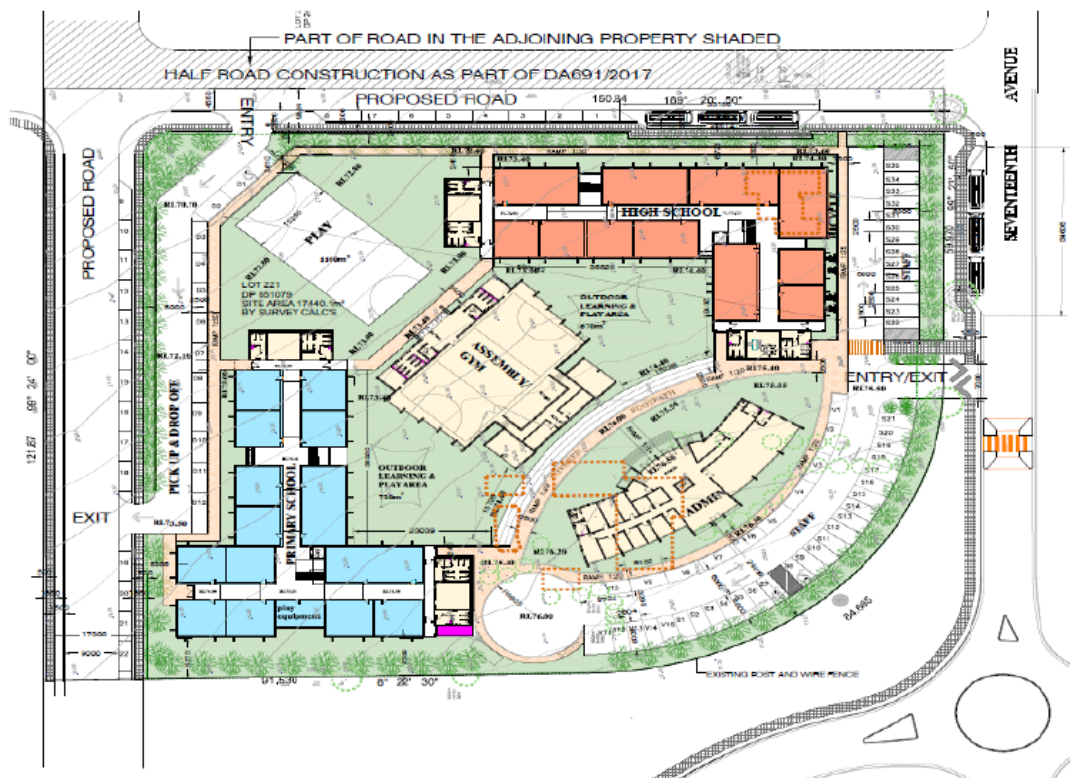


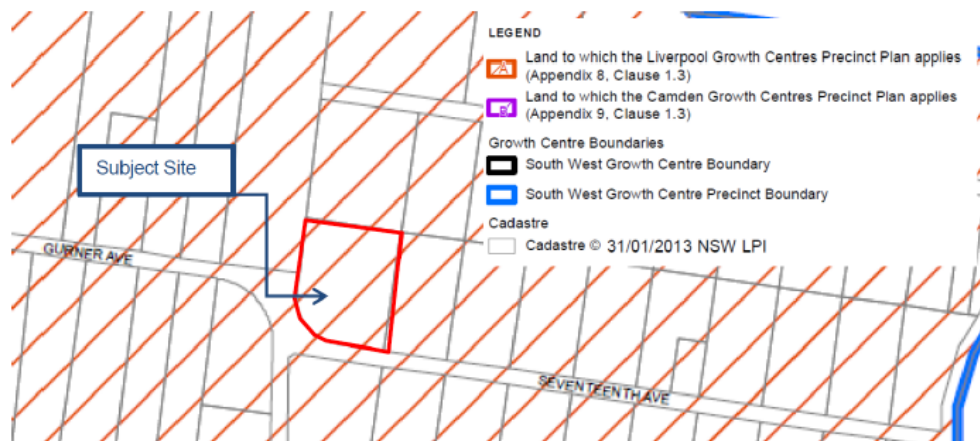
Figure 2 – Site Plan prepared by A. Chandrasan

Planning Controls

Planning Controls

The subject site has been identified for future urban development as part of the South West Growth Sector. The site forms a part of the Austral and Leppington North Precinct urban release area (*refer to figure 3*). The Austral and Leppington North Precincts is approximately 2,025 hectares and is bounded by Western Sydney parklands to the north and east, Kemps Creek to the West and Leppington to the South.

Figure 3: State Environmental Planning Policy (Sydney Region Growth Centres) 2006 – South West Growth centre Land Application Map Sheet LEP_012.



Consent Authority

The proposed development constitutes "Regional Development" requiring referral to a Joint Regional Planning Panel (JRPP) for determination, as the proposed school (Educational Establishment) will have a Capital Investment Value of more than \$5 million. Schedule 4A of the Environmental Planning and Assessment Act 1979 identifies that private infrastructure and community facilities over \$5 million is to be determined by the JRPP. As such, while Council is responsible for the assessment of the DA, determination of the Application will be made by the Sydney West Joint Regional Planning Panel.

Planning Controls

The proposed DA will have to be prepared in accordance with State Environment Planning Policy (Sydney Region Growth Centres) 2006 (Appendix 8 Liverpool Growth Centres Precinct Plan) also known as the "Liverpool Growth centres Precinct plan 2013" which applies to land within the Austral Precinct. The Liverpool Local Environmental Plan 2008 and the Liverpool Development Control Plan 2008 do not apply to land that a Precinct Plan applies, unless specifically referred to in in the Growth centres SEPP.

Zoning

The site is currently zoned R2 Low Density Residential pursuant to the Liverpool Growth Centres Precinct Plan within State Environmental Planning Policy (Sydney Region Growth Centres) 2006. The R2 zone permits the use of the land for the purpose of education facilities which include a school (subject to development consent).

Height

The site has a maximum building height control of 9m pursuant to the Liverpool Growth Centres Precinct Plan. The proposed maximum building height is 8m.

Liverpool Growth centre Precincts Development Control Plan

The provisions of the Liverpool Growth Centre Precinct Development Control Plan 2013) (DCP), in particular *Schedule 1 Austral & Leppington North Precincts* apply to the land. Clause 4.4.4 – *Educational Establishments and Places of Worship* of the DCP specifies the objectives and controls that apply to educational establishment developments. The following table provides a brief summary of the proposal against the relevant controls from within the DCP.

Compliance Table – Assessment against the Clause 4.4.4 of the DCP Educational Establishments and Places of Worship		
Control	Comment	Complies
2. Places of public worship and educational establishments are preferably to be located on land with frontage to a collector road. Corner sites are preferred.	The subject site is a corner site and has a frontage to Seventeenth Avenue and a western frontage to the corner of Craik and Gumer Avenue. The Austral & Leppington North Precincts Indicative Layout Plan illustrates that Gumer and Craik avenue will become a major road and propose a local road along the eastern and western boundaries of the site which is consistent with the DCP control (refer to figure 4).	Yes
4. A traffic and transport report/statement is to accompany the Development Application addressing the impact of the proposed development on the local road system and defining car parking requirements.	The provision of car spaces, car park layout and location of car park entry and egress has been reviewed by a traffic engineer and is considered to be satisfactory for the proposed development. A detailed traffic and parking study will be prepared in support of the DA.	Yes
5. A landscape plan and associated documentation is to be submitted with the Development Application identifying existing vegetation and community plant species and/or existing design elements of the site layout, and the proposed landscaping treatment of the development.	The preliminary site plan illustrates extensive areas of the site that will be able to accommodate landscaping. A detailed landscape plan will be provided with the DA which will incorporate plant and trees species that are native to the area. An arboricultural report will also be prepared to identify the existing vegetation and trees on the site.	Yes

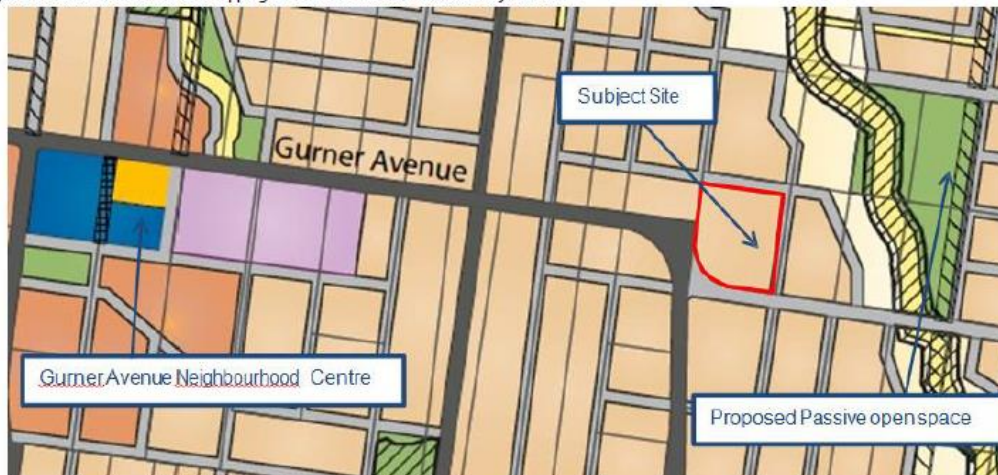
6. Car parking spaces shall be provided on site in accordance with Table 4-11 unless the applicant can demonstrate to the satisfaction of Council that lower rates of parking are reasonable for the particular development.	The proposed development exceeds the required number of parking spaces specified in table 4-11 of the DCP. Following the completion of a detailed traffic report, the pick-up/ drop off area will be amended to accommodate the forecast demand.	Yes
8. Development must be designed to minimise the possibility of noise impacts to the occupants of adjoining or neighbouring dwellings.	The proposed development has been designed to minimise acoustic impacts on the adjoining properties and all buildings have been setback from the boundaries to ensure that there is sufficient space for vegetative screening. The Austral & Leppington North Precincts Indicative Layout Plan (refer to figure 4) illustrates a local road along the eastern and western boundaries of the site which would result in the site having street frontages.	Yes
13. The general hours of operation for places of public worship and educational establishments are between 7am and 9pm.	It is proposed that the hours of operation for the school will be between 7am and 9pm.	Yes

Summary Table compiled by Mr. Toby James- Smyth Planning

Austral & Leppington North Precincts Indicative Layout Plan

The subject site is located approximately 600m east of the proposed Gumer Avenue Neighbourhood Centre which will contain a mix of retail and local commercial land uses and is located approximately 200m west of the proposed passive open space as illustrated in **figure 4**. Both the Neighbourhood Centre and the passive open space will provide valuable amenities and facilities that are within walking distance of the school.

Figure 4: Extract from Austral & Leppington North Precincts Indicative Layout Plan



THE PROPOSAL

Description of Proposal

The proposed Development Application consists of the following:

1. To establish a school with a maximum student capacity of (800) students;
2. Use of proposed new school buildings and amenities as a teaching facility to accommodate all of the proposed 800 students;
3. Use of educational establishment for teaching on:

Monday to Friday 7am to 9pm
Saturdays 7am to 9pm
Sundays 9am to 9pm
4. On occasion use of multi-purpose hall and auditorium for community and school purposes held after prescribed school hours during the week, including weekends, from 6pm – 9pm Monday to Friday, 7am to 10pm Saturdays and 9am to 10pm Sundays.

Number of Staff

The estimated number of staff is 35, including all teaching and support staff. The school will pursue additional staff if required once the school has reached maximum capacity. Additional parking spaces have been provided in the event the school required additional staff at maximum capacity.

Pedestrian Access

Pedestrian access and thoroughfare areas are provided throughout the site. A thorough assessment of pedestrian access has been undertaken in compliance with the *Liverpool Development Control Plan 2008*.

Vehicular Access and Car Parking

The front of the site has been dedicated as a school drop-off zone as indicated in the development plans which allows for vehicular access for the visitors and staff. A thorough assessment of the vehicular access and car parking has been undertaken in the accompanying Traffic Management Report prepared by Mr. Abdun Noor and Liverpool Development Control Plan 2008.

Security

The proposed school will have 2 full-time security guards that will work on an alternating basis. The school will also adopt additional casual security guards to assist the school during peak times of student attendance and overall movement. The school will also have fully operational 24 hour surveillance that will be used to ensure the safety of the students, staff and local community.

Proposed bus Services

The proposed school will ensure that a highly effective, safe and reliable bus transportation service is available for our future students.

The school will contract the otobus company to service student's in the Liverpool, Bankstown and Fairfield City council regions.

The Al Mabarat Benevolent Society will also provide students with a private bus network that can collect students from the following possible pick up locations. It will be the responsibility of parents/ carers to wait with their child until their child has been safely picked up by one of our qualified drivers.

Possible safe bus stop pick-up locations can include but not limited to:

- 1. Arrahman Mosque Kingsgrove**
Address: 20 Garema Circuit, Kingsgrove NSW 2208 (Front of Mosque)
- 2. Al Mabarat Office Arncliffe**
Address: 105 Wollongong Rd Arncliffe, 2205 (Bus Stop)
- 3. Banksia Station Bus Interchange**
Address: Banksia Station, Railway St (Bus Interchange)
- 4. Rockdale Station Bus Interchange**
Address: Rockdale Station, Railway St (Bus Interchange)

Additional information:

- All drivers are to undergo criminal checks as well as hold a clear driving record. All drivers are to also obtain working with children checks prior to seeking employment.
- All students and staff will be expected to follow general duty of care practices as well as the schools strict 'transportation policy'.
- No staff members will be permitted to transport any students in private transportation under any circumstances.
- All bus services will be expected to operate before school between the hours of 7am to 9am
- All bus services will be expected to operate afterschool between 2.30pm and 4pm
- A door to door pick up service may be available in the event of high demand.

SAMPLE HIGH SCHOOL TIMETABLE:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING CLASS	7.30AM – 8.25AM EXTENSION CLASS	7.30AM – 8.25AM EXTENSION CLASS	7.30AM – 8.25AM EXTENSION CLASS	7.30AM – 8.25AM EXTENSION CLASS	7.30AM – 8.25AM EXTENSION CLASS	7.30AM – 8.25AM EXTENSION CLASS
PERIOD 1	8.30AM – 9.30AM Period 1	8.30AM – 9.30AM Period 1	8.30AM – 9.30AM Period 1	8.30AM – 9.30AM Period 1	8.30AM – 9.30AM Period 1	8.30AM – 9.30AM Period 1
PERIOD 2	9.30AM – 10.30AM Period 2	9.30AM – 10.30AM Period 2	9.30AM – 10.30AM Period 2	9.30AM – 10.30AM Period 2	9.30AM – 10.30AM Period 2	9.30AM – 10.30AM Period 2
RECESS	10.30AM – 10.45AM	10.30AM – 10.45AM	10.30AM – 10.45AM	10.30AM – 10.45AM	10.30AM – 10.45AM	10.30AM – 10.45AM
PERIOD 3	10.45AM – 11.45AM Period 3	10.45AM – 11.45AM Period 3	10.45AM – 11.45AM Period 3	10.45AM – 11.45AM Period 3	10.45AM – 11.45AM Period 3	10.45AM – 11.45AM Period 3
PERIOD 4	11.45AM – 12.45PM Period 4	11.45AM – 12.45PM Period 4	11.45AM – 12.45PM Period 4	11.45AM – 12.45PM Period 4	11.45AM – 12.45PM Period 4	11.45AM – 12.45PM Period 4
LUNCH	12.45PM – 1.30PM	12.45PM – 1.30PM	12.45PM – 1.30PM	12.45PM – 1.30PM	12.45PM – 1.30PM	12.45PM – 1.30PM
PERIOD 5	1.30PM – 2.30PM Period 5	1.30PM – 2.30PM Period 5	1.30PM – 2.30PM Period 5	1.30PM – 2.30PM Period 5	1.30PM – 2.30PM Period 5	1.30PM – 2.30PM Period 5
PERIOD 6	2.30PM – 3.30PM Period 6	2.30PM – 3.30PM Period 6	2.30PM – 3.30PM Period 6	2.30PM – 3.30PM Period 6	2.30PM – 3.30PM Period 6	2.30PM – 3.30PM Period 6
AFTERSCHOOL CLASS	3.35pm – 4.30PM EXTENSION CLASS	3.35pm – 4.30PM EXTENSION CLASS	3.35pm – 4.30PM EXTENSION CLASS	3.35pm – 4.30PM EXTENSION CLASS	3.35pm – 4.30PM EXTENSION CLASS	3.35pm – 4.30PM EXTENSION CLASS

SAMPLE PRIMARY SCHOOL TIMETABLE:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING ASSEMBLY	8.40AM – 8.50AM MORNING ASSEMBLY	8.40AM – 8.50AM MORNING ASSEMBLY	8.40AM – 8.50AM MORNING ASSEMBLY	8.40AM – 8.50AM MORNING ASSEMBLY	8.40AM – 8.50AM MORNING ASSEMBLY
SESSION 1	8.50AM – 10.10AM SESSION 1	8.50AM – 10.10AM SESSION 1	8.50AM – 10.10AM SESSION 1	8.50AM – 10.10AM SESSION 1	8.50AM – 10.10AM SESSION 1
RECESS	10.10AM – 10.30AM RECESS	10.10AM – 10.30AM RECESS	10.10AM – 10.30AM RECESS	10.10AM – 10.30AM RECESS	10.10AM – 10.30AM RECESS
SESSION 2	10.30 AM – 12.00PM SESSION 2	10.30 AM – 12.00PM SESSION 2	10.30 AM – 12.00PM SESSION 2	10.30 AM – 12.00PM SESSION 2	10.30 AM – 12.00PM SESSION 2
LUNCH	12.00PM – 12.45PM LUNCH TIME	12.00PM – 12.45PM LUNCH TIME	12.00PM – 12.45PM LUNCH TIME	12.00PM – 12.45PM LUNCH TIME	12.00PM – 12.45PM LUNCH TIME
SESSION 3	12.45PM – 3.00PM SESSION 3	12.45PM – 3.00PM SESSION 3	12.45PM – 3.00PM SESSION 3	12.45PM – 3.00PM SESSION 3	12.45PM – 3.00PM SESSION 3

Primary School Class Composition:

Primary School Requirements:

- Kindergarten x 2 Classes (*Includes 1x Accelerated Class*)
- Year 1 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 2 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 3 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 4 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 5 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 6 x 2 Classes (*Includes 1x Accelerated Class*)

Class total: 14 Classes excluding specialty classes*

**Approx. 30 students per class.*

Approx. 420 Total Primary Students

Secondary School Class Composition:

Secondary School Requirements:

- Year 7 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 8 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 9 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 10 x 2 Classes (*Includes 1x Accelerated Class*)
- Year 11 x 3 Classes (*Includes 1x Accelerated Class*)
- Year 12 x 3 Classes (*Includes 1x Accelerated Class*)

Class total: 14 Classes excluding specialty classes*

**Approx. 30 students per class.*

Approx. 360 Total Secondary Students

Proposed School Facilities

ARRAHMAN PRIMARY COLLEGE SECTION			
Total Classrooms	Curriculum Support	School Operations	Administration
14 Home Classes	2 Support Classes	Large School Storage Area	Admin Office Main
	2 Language Classes	K-3 Library	4 Support Offices
	2 Computer Labs	School Canteen (<i>Shared</i>)	Staff Common Office
	2 x Science Labs	School Hall (<i>Shared</i>)	Accounts Office
	1 X Arts Laboratory	Playgrounds with Gymnasiums	First Aid Room
	1 x Music Laboratory	Cleaners Room/ Storage	Conference Room
		Restrooms	Photo copy room
		Textbook/ School Resources Storage room	Lobby Room (School Achievements)
			Staff Restrooms/ Staff Wudu Rooms
ARRAHMAN SECONDARY COLLEGE SECTION			
Total Classrooms	Curriculum Support	School Operations	Administration
14 Home Classes	1 Multipurpose Room	Large Storage Area	Admin/ MAIN Office
2 Support Classes	1 Music Lab	School Library (<i>Private Study Area</i>)	5 Management Support Offices
	3 Computer Labs	School Canteen (<i>Shared</i>)	8 x staff Common Office
	1 Visual Arts Lab	Large Main School Hall/ Auditorium (<i>with Kitchen and separate storage</i>)	Main Accounts Office
	1 Food Lab	School Common Sports Field (<i>Shared with Primary</i>)	First Aid Room
	2 Industrial Tech Labs	Playgrounds with Gymnasiums	MAIN SCHOOL Large Conference Room
	1 School Gym		Photocopy room
	Drama/Theatre Room	Uniform Shop	Security Control Room
	4 Science Education Rooms	Textbook/ School Resources Storage room	Computer Server Room
		Cleaners Room/ Storage	Staff Restrooms/ Staff wudu rooms
		Restrooms/ Students wudu rooms	Staff Kitchen
		Student Locker Rooms/ Corridors	BOARD MEETING ROOM

MANAGEMENT OF STUDENT MOVEMENT:

STRATEGY TO ADDRESS	MEANS OF ACHIEVEMENT	RESPONSIBILITY	PERFORMANCE MEASURE
Students movement before school	<ul style="list-style-type: none"> - Implement policies that will ensure the efficient and safe movement of students around the school. - Implement limited access areas to ensure the overall safety of the students and local community. 	<ul style="list-style-type: none"> - School Teaching Staff - Support Staff - School Security - School Crossing Supervisor 	<ul style="list-style-type: none"> - Adopted school policies - Minimal disruption to local community. - Easy flow traffic - Statutory compliance
Student movement during recess and lunch breaks	<ul style="list-style-type: none"> - Restrict access close to school boundaries. - Allocate staff to playground duty in all sections of the school. - Allocate age based play areas to limit noise disruption and ensure the safety of the students. 	<ul style="list-style-type: none"> - School Teaching Staff - Support Staff - School Security 	<ul style="list-style-type: none"> - Adopted school policies - No disruption to local community.
Student movement afterschool.	<ul style="list-style-type: none"> - Implement policies that will ensure the efficient and safe movement of students around the school. - Implement limited access areas to ensure the overall safety of the students and local community. 	<ul style="list-style-type: none"> - School Teaching Staff - Support Staff - School Security - School Crossing Supervisor 	<ul style="list-style-type: none"> - Adopted school policies - No disruption to local community. - Statutory compliance.
Student movement during weekend classes.	<ul style="list-style-type: none"> - Implement policies that will ensure the efficient and safe movement of students around the school. - Implement limited access areas to ensure the overall safety of the students and local community. - Staff to liaison with Management regarding student movement and performance. 	<ul style="list-style-type: none"> - School Teaching Staff - Support Staff - School Security 	<ul style="list-style-type: none"> - Adopted school policies - No disruption to local community. - Student performance evaluation.
Student movement during special events and extra-curricular activities.	<ul style="list-style-type: none"> - Implement policies that will ensure the efficient and safe movement of students around the school. - Implement limited access areas to ensure the overall safety of the students and local community. - Staff to liaise with Management regarding student movement and performance 	<ul style="list-style-type: none"> - School Teaching Staff - Support Staff - Parent/ Carer Volunteers 	<ul style="list-style-type: none"> - Adopted school policies - Excursion Safety Assessment - Student Performance evaluation.

Use of School for Education related uses outside of typical school hours:

The education establishment and associated offices request to operate from 7.00am to 9.00pm Monday to Friday.

The application also seeks to permit the operation of the educational establishment on Saturdays between the hours of 7am to 9pm and on Sundays between 9am to 9pm for additional teaching and extra curricula activities. The proposed hours are considered reasonable for operating within the residential area and are similar to other non-residential uses within the surrounding area. The hours of operation will also note the school as having occasional education based meetings such as Parent and Teacher nights, P&C meetings, Presentation Ceremonies and other related educational events.

These additional hours of operation provide the school with opportunities to explore extra curricula activities in order to enhance the overall learning experiences of our students. The proposed school will also serve as an establishment that can be utilised by the local and regional community for the betterment of the younger local population.

Examples of extra curricula activities outside school hours may include:

- Outside school hours sporting
- Additional recreational arts activities such as dancing and music classes
- NAPLAN preparation
- STEM & STEAM programs for students
- Extra curricula language studies classes
- General social outings and gatherings for students
- Academic Competitions e.g. debating, spelling and math leagues
- Volunteering and Activism e.g. clubs devoted to specific causes / issues

Use of multi-purpose hall and auditorium for community purposes:

The proposed school will allow the subleasing of the school auditorium, school field and Library for religious, cultural and general festivals. All events will comply with the Liverpool Development Control Plan 2008 and will not be used outside of the approved school operation times. All bookings will be privately administered by the school management team.

On occasion, the school will sublease the use of multi-purpose hall and auditorium to the community outside prescribed school hours. These hours include 6pm – 9pm Monday to Friday, 7am to 10pm Saturdays and 9am to 10pm Sundays. When these events are scheduled, letter box drops will be provided to all properties within 250m radius of the school 2 weeks prior to the event advising of any event where an increase in demand of offsite parking is expected. All significant events will also be published on the school's website/ online calendar.

Bookings of the school auditorium and library will only be made available to the local public when not in use by the school. Once the school is in operation, a termly timetable will be compiled detailing the availability of facility bookings to the general public. **All school related events will be given priority and this clause will be included in any external sublease agreements.**

There will be no school or community operations between the hours of 10pm and 7am daily.

Note: Actual activities/ events held at the school will be strongly dependent on the overall specific interests of the actual students enrolled. All extra-curricular activities and community events/ bookings will be limited to a specific number of enrolments/participants in order to comply with local council regulations as well as the proposed schools traffic and acoustics recommendations.

Examples of school facilities community use:

The subleasing of the school auditorium, school sports field and library may be used for the following:

1. Community Language classes outside of regular school times
Proposed time: 4pm to 5.30pm weekdays and 9am to 12pm on Saturdays.
2. Community Scouts program to operate during all school holidays
Proposed time: 9am to 5.30pm weekdays and 9am to 3pm on Saturdays.
3. Community Sport programs outside of regular school times
Proposed time: 4pm to 5.30pm weekdays and 9am to 3pm on Saturdays
4. General Community Events – *[School Auditorium only]* (Birthdays, Cultural Celebrations, Religious Celebrations E.g. Baptisms etc.)
Proposed time: 6pm – 9pm Mon to Fri, 7am to 10pm Sat and 9am to 10pm Sun.
5. Annual Cultural and Religious Festivities* E.g. Fun Carnivals
Proposed time: 6pm – 9pm Mon to Fri, 7am to 9pm Sat and 9am to 9pm Su
6. General Fund raising events e.g. Gala Dinners
Proposed time: 6pm – 9pm Mon to Fri, 7am to 10pm Sat and 9am to 10pm Sun.
7. Cultural and Religious Community Lectures*
Proposed time: 6pm – 9pm Mon to Fri, 7am to 10pm Sat and 9am to 10pm Sun.

***The school will not function as a ‘place of worship’.**

ADDITIONAL USES AND SERVICES OF THE ESTABLISHMENT

Leases, Licenses and other estates

This Plan of Management authorises the local community to enter into subleases or licenses for all or parts of the property. All subleases and licenses will be managed to comply with all relevant statutory requirements such as the Residential Tenancies Act 1987, Retail leases Act 1993, OH&S Act 1983. All subleases, licenses and other estates granted will be granted in accordance with the Local Government Act 1993. All rental income to the school will be reflected in the school annual financial statement and will adhere to strict financial management regulations.

Al Mabarat Benevolent Society and Arrahman College will collectively ensure that all sublease/ activity records are accurate, maintained and up to date. The proposed establishment will also permit Liverpool council to obtain the schools records of subleasing on request. With exception to the school canteen, subleasing of school facilities will only occur outside of standard school hours of operations.

Before and after school Care

ARRAHMAN will offer a Before and After School/ OOSH Service. This service will utilise the schools resources outside of school hours. The service will require the school hall, access to a kitchen, multimedia room as well as a safe environment supporting child play; as defined by the Department of Education and Training. The service should cater for up to 40 school aged children at any given time.

Service Requirements:

- School Auditorium
 - Access to Kitchen Facilities including Food Storage facilities
 - Access to Multimedia Room/ Facilities
 - Access to Private Service Storage (*Separate from the college storage facilities*)
 - Safe enclosed play area
-
- Before and After School Care: 7am – 9.00am and 2.30pm – 6pm
 - Vacation Care: 7:30am – 6pm

School Promotions:

The school will be promoted using a variety of promotional marketing strategies. Promotional signs may be installed onsite to inform the local community of current updates and further information for student enrolments. The promotion committee may also advertise the school through the use of social media as well as local community advertisement links. The function of the school promotions committee will be heavily focused on building public relations as well as providing the community with additional information, fundraising campaigns, handling complaints and local community concerns.

All school promotional campaigns, including charitable collections and fundraising campaigns will adhere to the Liverpool city council's "Charitable Collections On Council Controlled Lands Policy 2016".

Maintenance

This management plan also notes that all facilities within the school establishment should be regularly maintained, in accordance with appropriate ground keeping council regulations. All school buildings will be maintained to the Building Code of Australia and other relevant statutory standards dependent upon the level of resources and priority accorded by Liverpool Council.

Consultation

This management plan also notes that regular liaison between Liverpool Council and the local community will be administered on all matters relevant to the schools buildings and general usage. Where possible, a cooperative approach should be taken on such matters. In addition, regular consultation should also take place between the caretaker and hirers of the school facilities.

The action priorities and performance measures are shown in the table below. While the Al Mabarrat Benevolent Society believes the policy will remain relevant for 5 years, the priorities and performance checks will be updated annually by Contracted Engineers and relevant Property Services.

Priorities and Performance Measures

Objective: To retain and enhance the structure of the proposed school establishment as well as ensuring the little impact of school operations on the local community.

STRATEGY TO ADDRESS	MEANS OF ACHIEVEMENT	RESPONSIBILITY	PERFORMANCE MEASURE
Provide a program of continuous care and maintenance	<ul style="list-style-type: none"> - Undertake regular assessment of school buildings - Implement short-term and long-term maintenance programs appropriate to the needs of property users and the preservation and/or commercial use of the asset - Allocate maintenance funds in accordance with priorities. 	<ul style="list-style-type: none"> - School contracted engineers - School Workplace Safety Committee - School Management 	<ul style="list-style-type: none"> - Respond to routine maintenance enquiries within 2 working days. - Statutory compliance
Preserving the physical material and retarding deterioration of the land	<ul style="list-style-type: none"> - Undertake regular rectification works. - Employ a school caretaker to ensure the overall cleanliness and general maintenance of the school. - Review maintenance contracts on a regular basis. 	<ul style="list-style-type: none"> - School Management. - School Caretaker - Maintenance contractors. 	<ul style="list-style-type: none"> - Works completed on time and within budget. - Little deterioration of the school buildings and facilities.
Returning the existing physical material of the land to the known earlier state	<ul style="list-style-type: none"> - Ongoing landscaping of the school grounds. - Painting of exterior completed on a regular 5 year basis. - Performing annual paint work to the interior of the school on a regular 2 year basis. 	<ul style="list-style-type: none"> - School Management. - School Caretaker - Maintenance contractors. 	<ul style="list-style-type: none"> - Design and works completed - Painting completed

Encourage compatible contemporary use as a multipurpose community and cultural centre	<ul style="list-style-type: none">- Leases and licenses reviewed prior to due date.- Tender /Expressions of Interest for the school canteen.- Coordinate and promote use of the school facilities available for external lease.- Provide liaison and support to tenants.	<ul style="list-style-type: none">- School Accountant.- School Management- School Caretaker.	<ul style="list-style-type: none">- Rents reviewed annually and received on time and leasing obligations achieved.- Space tenanted- Usage/vacancy rates- Steering Group/Working Party established and functioning
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APPENDIX D

EXPERIENCE AND QUALIFICATIONS OF AUTHOR

Sarah George – BA (Psych/Soc), Cert IV Youth Work, Cert IV Workplace Training and Assessment

QUALIFICATIONS:

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

EXPERIENCE:

In practicing as a consultant, I have completed assignments for a number of clients in the private and public sector, including:

- preparation of Statements of Evidence and representation as an Expert Witness in the Land and Environment Court of NSW;
- preparation of the City of Sydney Council's Alcohol-Free Zone Policy Review & Guide;
- preparation of a draft Local Approvals Policy for the City of Sydney ("Sex on Premises Venues");
- preparation of Social Impact Assessments for Development Applications, including Matthew Talbot Lodge, Vincentian Village and the Ozanam Learning Centre for St Vincent de Paul, Schools and Child Care Centres, Boarding Houses, and numerous Hotel and packaged liquor licence applications;
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing; and
- assisted in the preparation of numerous Social Impact Assessments for licensed premises, both hotels and off-licence (retail) premises for submission to the former Liquor Administration Board.

I have considerable experience working in community organisations and in the non-Government and private sectors in numerous roles including:

- Project Officer – Education & Development with Hepatitis NSW
- Case Manager Big Brother Big Sister Mentoring Program with the YWCA NSW
- Drug and Alcohol educator and counsellor
- Youth Worker

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