



Our ref: 22008
10 August 2022

Shellharbour City Council
Locked Bag 155
Shellharbour City Centre
NSW 2529

Att: James Douglas
(Senior Development Assessment Officer)

Dear James

**RE: Shellharbour Anglican College – DA291/2022 – New Learning Centre,
tree removal and landscaping works at 1 Piper Drive, Dunmore**

We refer to your correspondence dated 21 July 2022 and our subsequent discussions with respect to the additional information required to complete the Council assessment of the development application.

With regard to the various matter raised in the Council correspondence we advise as follows:

1. Planning matters

An Arborist Report has been completed by Moore Trees and submitted with this correspondence. The report identifies the removal of trees required for the construction of the new Learning Centre and central landscaped precinct. These trees sit within the school campus area and have historically formed a planted vegetated screen between existing school classroom buildings.

The existing vegetation is proposed to be removed and replaced with a quality landscaped precinct designed by Taylor Brammer Landscape Architects with significant new compensatory planting, student garden area and the provision of suspended accessible walkways through a rainforest precinct enhancing accessibility for all students. The Arborist and Landscape consultant have worked together to review tree removal and identify appropriate compensatory planting for the school precinct.

1.1 Staging of Works

The DA Drawing DA/01 Site Plan identifies the new Learning Centre building as Stage 1 and the new landscape/walkway precinct works as Stage 2. The staging of works is simply identified on the plan to indicate how works will progress and allow the least disruption of construction on the operations of the school precinct. Development consent is for the entire works as shown on the DA Drawings and accompanying landscape plans.

1.2 Cut and Fill Details

As requested a set of Civil Engineer drawings have been completed by Sellick Consultants illustrating the extent of cut and fill associated with the proposed works.

2. Pre- Lodgement matters

2.1 Parking, traffic and Transport

Further to our discussion we understand that a Traffic Impact Assessment is not required for the proposed development. The new school building is designed to provide enhanced classroom space and teaching facilities for the existing approved school population on the site.

The original school DA for the site (DA 212/2002) approved a K-12 school of up to 940 students with a minimum of 190 hardstand parking spaces required. The current school population is around 880 students. Parking has already been provided that satisfies the Council's DCP requirement for parking for up to 940 students.

Shellharbour Anglican College have advised that the proposed development will involve the construction of the new Learning Centre to accommodate existing students and staff. The proposed development will not result in an increase in the maximum occupancy numbers of the school previously approved under DA212/2002.

Furthermore, it is noted the recently approved ring road and carparking development consent (DA0457/2021) works currently under construction will make an expanded provision for a total of 225 constructed parking spaces, enhancing the distribution and availability of parking around the school site .

There are no changes proposed to approved student numbers of parking spaces for the school site proposed as part of this development application.

2.2 Social Impact Assessment

The proposal is for a new school building within a long established educational establishment which is designed to enhance teaching and administration facilities for the existing school population. The school is an existing quality educational facility that has been serving the wider catchment of the Shellharbour region for many years. It is noted that similar school buildings are undertaken on existing school sites throughout metropolitan NSW as complying development under the statewide provisions of the Education SEPP without any need for a Social Impact Assessment (SIA).

Notwithstanding, we have reviewed the provisions of Chapter 29 of Council DCP and have agreed to provide a Level 1 SIA which is defined in Clause A12.3.5 as a *"basic assessment that forms part of the Statement of Environmental Effects"*. In this regard an Addendum to the SEE is attached providing a relevant social impact comment which includes a review of Council's Locality Snapshot Profile for Shellharbour and a Community Profile by Shellharbour Anglican College.

Overall, we trust the above correspondence and additional information will assist with Shellharbour Council's completion of assessment of this matter.

Please don't hesitate to contact David Winley (Director) 0412 26 26 23 if you need to discuss this matter. We look forward to a positive outcome with respect to this project.

Yours faithfully



Ingham Planning Pty Ltd

Ph: 9416 9111 Fax: 9416 9799





ADDENDUM TO SEE

**Level 1 SIA – New Learning Centre
and landscaped precinct**
at Shellharbour Anglican College

by Ingham Planning Pty Ltd

Social Impact Comment

Level 1 SIA – New Learning Centre and landscaped precinct at Shellharbour Anglican College

Section 12.2.3 of the Shellharbour DCP states that a Level 1 SIA, *“relates to projects that are unlikely to result in significant social impacts or is of a scale that does not warrant a comprehensive analysis. Generally, a social impact comment can form part of the Statement of Environmental Effects”*.

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Overview of the Locality and School

Shellharbour Anglican College is a significant part of the social infrastructure of the Shellharbour region. The College opened in 2004, with 93 students and the first Year 12 cohort graduated in 2009, having grown to 510 students in the first 5 years of operations with students coming from 400 families drawing from a wide area on the NSW South Coast from Berry through to Thirroul.

There is now around 880 students attending the school from a diverse range of family backgrounds with outstanding HSC results achieved in 2019, being the second highest in the Illawarra region. Year 12 students are encouraged to have a balanced approach to their studies and commitment with many actively involved in the life of the school and the broader community.

The proposed works will allow the school to continue to have a positive role in the life of the local community and provide an ongoing quality educational establishment well located to serve the current and ongoing needs of families in the region.

There is a growing demand on school enrolments throughout NSW and all indicators show that Shellharbour will continue to grow as a popular location for growing young families and will continue to experience strong demand for quality educational establishments.

For example, according to Shellharbour Council's Locality Summary Profile (See **Attachment A**), in 2016, the Shellharbour locality had a population of around 68,460 people with over 16,500 aged between 0-18. The most common household type is couples with children (34%) with 12,409 pre-school to secondary school children attending school. The Shellharbour locality has continued to grow since 2016. The latest Council's community profiles based on ABS data indicate that in 2021 the Shellharbour population has since increased by over 11% to 76,443.

The Shellharbour Anglican College is well placed to continue to support the current and future demands and needs of residents. An overview of the significant role in education as well as the broad range of co-curricular activities undertaken at the school is provided in the attached school profile (see **Attachment B**). The profile states that:

Feedback from enquiring families suggests that the College is developing a positive reputation for strong community involvement, effective and caring staff and upon a settled, purposeful learning culture. Families state they are attracted by the quality education underpinned by Christian values and by the high expectations for student conduct. Our desire to continue to achieve excellent educational outcomes for our students was equally evident in the growing number of students achieving ATARs over 90, a record number of our students being chosen for HSC major work exhibitions and a generally strengthening of our teaching and learning culture from Prep through to Year 12. This is mostly evident in the home grown, research-based teaching and learning framework that is quickly permeating our classroom and beyond. Student Population Our students are drawn from Berry in the South through to Bulli in the North, which indicates that our reputation fosters confidence beyond our local area.

The school is also an important employment centre within Shellharbour community, supporting over 90 employed staff and volunteer staff. It is an important hub for social interaction, parent networks, community support, care and wellbeing.

Social Impact Objectives of the DCP

It is considered that the proposed new learning centre for the existing school is consistent with the social impact objectives in Chapter 29 of the DCP as follows::

1. Support development within the Shellharbour Local Government Area that is conducive to good health, fosters social cohesion/connectivity and contributes to a safe environment.

Comment: The new teaching facility has been specifically designed to foster social cohesion and connectivity. The building has lift access and the accessible walkways provide significantly enhanced connectivity for all people throughout the school precinct.

The landscape works will contribute to a safe environment by providing a passive outdoor recreation area for school students with dedicated paths of travel and will be under casual surveillance from surrounding classrooms and from within the school precinct.

School lighting has been approved previously as part of the ring road development application that will also enhance the safety and security around the school campus within the school grounds.

2. Strengthen Council's ability to promote a range of development options that acknowledge the values of local communities and are reflective of the current and future needs of residents.
3. Maximise positive social impacts and minimise negative social impacts on the way of life of our local communities and individuals.
4. Enhance consistency, certainty and transparency in Council's assessment of the positive and negative social impacts of proposed development.

Comment: Both the Councils Locality Snapshot and School Community Profile indicate the proposed development at Shellharbour Anglican College supports the local community and is reflective of the current and future needs of residents. The works will have a positive social impact in maintaining and enhancing this important component of social infrastructure and the opportunity for quality education it provides to young children within the region.

5. Inform the local community and facilitate their participation in the planning and development assessment process.
6. Support the responsibility of developers, Council and the community to contribute towards local areas that are sustainable and liveable.
7. Support the delivery of the Shellharbour 2030 community vision: A connected community working together to create a safe, sustainable future that provides opportunities for all to achieve their potential.

Comment: The local community have been kept informed of this development through notification, exhibition and the development assessment process. The proposal is considered to be consistent with the community visions under Shellharbour 2030 of creating a safe and sustainable future and providing opportunities for children to achieve their potential. The recognition and importance of the growth and development of this school is consistent with local zoning and development controls and state government planning and investment policies.

Overall, it is considered that the proposed development will have a positive social impact for the Shellharbour region and is consistent with the objectives of social impact considerations under Chapter 29 of the Shellharbour DCP.

Attachment A

Locality Summary Profile
Shellharbour Locality

(Source:

<https://profile.id.com.au/shellharbour>)

Shellharbour City

Locality snapshots

Locality snapshots are summary profiles of all populated localities in Shellharbour City Council for the latest Census year only. These are based on ABS "State Suburb" boundaries, which are close approximations to official gazetted locality boundaries in 2016. The snapshots are designed to give summary population details and characteristics for much smaller geographies than the main Community Profile areas.

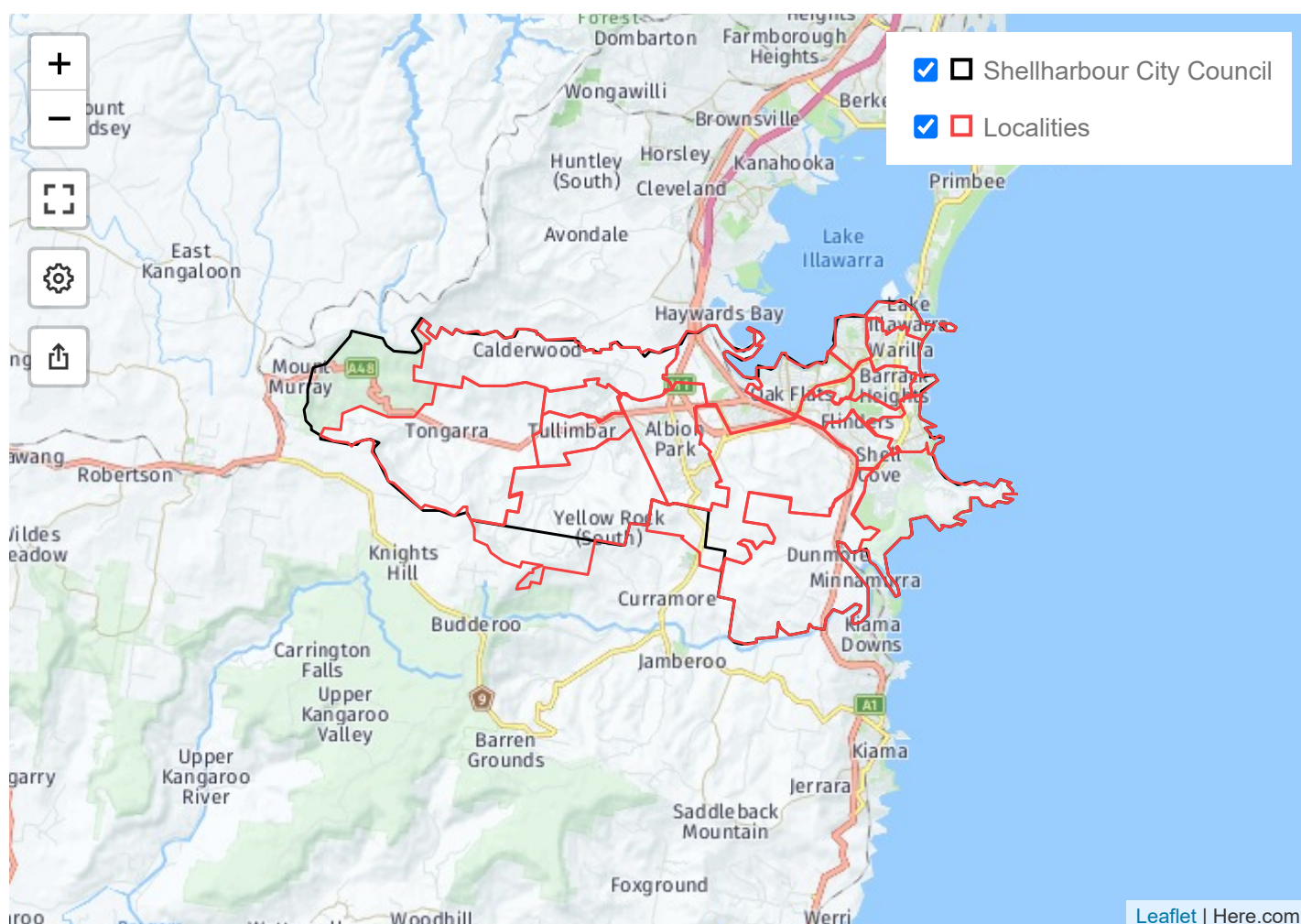
The main Community Profile areas are listed in the **profile areas** section, and available as an "Area" drop-down on most pages. These areas offer much more detailed information; they tend to be larger geographies than locality snapshots to allow meaningful change-over-time comparison.

Localities shown on this page may extend outside the boundaries of Shellharbour City Council; the data given relates to the whole locality, not just the area inside Shellharbour City Council. The full range of characteristics are available for localities with more than 50 people. Localities with less than 50 people are too small to provide this detail, so just show population (total, males, females) and total dwellings.

How do the locality boundaries differ from the main small areas used in profile.id? See our **data notes** for more information.

Summary profile area

Shellharbour City Council, 2016



Compiled and presented in profile.id by [.id](#) (informed decisions).

Shellharbour City summary profile, 2016

Place of usual residence	Number	%	Regional NSW %
Population Summary	--	--	--
Total population	68,460	100.0	100.0
Males	33,444	48.9	49.2
Females	35,015	51.1	50.8
Total dwellings	26,453	100.0	100.0
Indigenous population	2,623	3.8	5.5
Australian citizens	61,600	90.0	88.7
Eligible voters (citizens 18+)	46,086	67.3	68.3
Australian-born	52,951	77.3	80.9
Speaks language other than English at home	7,084	10.3	5.7
Overseas-born	11,400	16.7	11.2
Needs assistance due to age or disability	4,593	6.7	6.3
Age Structure	--	--	--
Babies and pre-schoolers (0 to 4)	4,335	6.3	5.8
Primary schoolers (5 to 11)	6,532	9.5	8.9
Secondary schoolers (12 to 17)	5,644	8.2	7.3
Tertiary education/independence (18 to 24)	6,085	8.9	7.9
Young workforce (25 to 34)	8,009	11.7	11.0
Parents and homebuilders (35 to 49)	13,139	19.2	18.0
Older workers & pre-retirees (50 to 59)	9,279	13.6	13.8
Empty nesters and retirees (60 to 69)	7,667	11.2	13.1
Seniors (70 to 84)	6,393	9.3	11.4
Frail aged (85 and over)	1,377	2.0	2.7
Household Types	--	--	--
Couples with children	8,429	34.1	25.4
Couples without children	6,242	25.2	27.0
One parent families	3,430	13.9	11.0
Lone person households	4,856	19.6	25.5
Group households	460	1.9	3.1
Education	--	--	--
Attending pre-school or primary school	7,627	11.1	10.0
Attending secondary school	4,782	7.0	6.2
Attending university or TAFE institution	3,320	4.8	5.0
Labour Force	--	--	--

Shellharbour City summary profile, 2016

Place of usual residence	Number	%	Regional NSW %
Employed	29,606	93.1	93.4
Unemployed	2,196	6.9	6.6
Total labour force	31,802	58.0	54.8
Not in the labour force	19,978	36.4	37.9
Dwelling Summary	--	--	--
Separate houses	20,866	79.0	80.2
Medium and high density	4,997	18.9	16.8
Other dwellings (inc. Caravans, houseboats)	429	1.6	2.3
Occupied private dwellings	24,727	93.5	87.3
Unoccupied dwellings	1,698	6.4	12.3
Non private dwellings	28	0.1	0.4
Housing Tenure	--	--	--
Owned	8,152	33.0	35.5
Purchasing	8,523	34.5	28.6
Renting	6,324	25.6	26.5
Household Income	--	--	--
Less than \$650 (low)	4,398	18.5	22.0
\$650 to \$1,449 (lower middle)	7,376	31.0	33.0
\$1,449 to \$2,499 (upper middle)	5,374	22.6	19.6
\$2,500 or more (high)	4,219	17.7	14.6
Incomes not stated	2,406	10.1	10.7
Internet Connection	--	--	--
Internet connection	19,169	77.5	73.1
No internet connection	3,987	16.1	18.6
Not stated	1,569	6.3	8.3

Source: Australian Bureau of Statistics, Census of Population and Housing 2016. Compiled and presented in profile.id by .id (informed decisions).

Please refer to specific data notes for more information

Attachment B

Shellharbour Anglican College Profile



Shellharbour Anglican College

Shellharbour Anglican College is a member school of The Anglican Schools Corporation (TASC) and opened in 2004 with 93 students from Kindergarten to Year 7. We are currently a K-12 school of 880 students, with 47 students in the Preparatory program. Our students are drawn from throughout the Illawarra, which indicates that our reputation fosters confidence beyond our local area. We aim to provide a comprehensive education to our students that include opportunities to develop individual abilities and talents both in and out of the classroom setting, preparing our students for life beyond school. As a Christian school in the Anglican tradition, Faith lives at the heart of the College, and Christ is central to all that we do. Biblical foundations and Christian values form the basis of all the school's activities from our learning, to leadership and wellbeing practices. Chapel services, Christian studies and the voluntary CRU group provides opportunities from students from all faith backgrounds – or none – to explore questions of faith and spirituality in a safe and supportive environment. Academic excellence is fostered in the classroom through the Teaching and Learning Framework developed by the College working with an AISNSW research grant.

Feedback from enquiring families suggests that the College is developing a positive reputation for strong community involvement, effective and caring staff and upon a settled, purposeful learning culture. Families state they are attracted by the quality education underpinned by Christian values and by the high expectations for student conduct. Our desire to continue to achieve excellent educational outcomes for our students was equally evident in the growing number of students achieving ATARs over 90, a record number of our students being chosen for HSC major work exhibitions and a generally strengthening of our teaching and learning culture from Prep through to Year 12. This is mostly evident in the home grown, research-based teaching and learning framework that is quickly permeating our classroom and beyond. Student Population Our students are drawn from Berry in the South through to Bulli in the North, which indicates that our reputation fosters confidence beyond our local area.

The College strives to provide a broad range of co-curricular activities from sports through to the creative and performing arts, outdoors and service opportunities. Shellharbour Anglican College has a strong emphasis on service and provides a number of opportunities for students to engage, and challenges them to become active and engaged compassionate citizens. One of the highlights that draws this all together is the Duke of Edinburgh program, that continues to be strongly supported in across the school, with significant numbers of students completing the Gold program in their final year of school, or shortly after. Equally as important to the school is the wellbeing of our students, and our pastoral care program, through Stage classes in the Junior School and House groups in the Senior School. These provide a caring and supportive environment that encourages students to care for each other but to also be outward looking, supporting a variety of charities, either through fundraising or through personal involvement.

In its pursuit of high academic standards, Shellharbour Anglican College places emphasis on student acquisition of literacy and numeracy competencies. From Kindergarten, teachers target the development of these skills and, should particular learning needs arise, early identification and intervention becomes the focus. This has helped create a settled learning environment. Staff selection is based on commitment, passion and diligence. Student leadership flourishes through many opportunities to develop skills. Older students relish the responsibility of 'buddying' with younger students to assist with activities. An effective K-12 House system engages the enthusiastic participation of the whole College community through a myriad of purposeful activities and House competitions.