



SUBMISSION TO THE DEPARTMENT OF PLANNING, INDUSTRY AND ENVIRONMENT IN RESPONSE TO DRAFT AEROTROPOLIS PRECINCT PLAN

1. INTRODUCTION

TAFE NSW is at the centre of the State's vocational education and training (VET) sector.

TAFE NSW provided evidence to the Greater Sydney Commission in May 2019 and February 2020 for the development of two Growth Infrastructure Compacts (GIC) for the Aerotropolis in relation to current and projected demand for TAFE NSW services in these locations.

TAFE NSW has reviewed the Draft Aerotropolis Precinct Plan (APP) and supporting Technical Documents and notes several references that require clarification to better reflect TAFE's future intentions. This submission summarises TAFE's feedback and recommendations.

Summary of recommendations

Recommendation 1

Change Requirement SC1 (p. 163, Draft Aerotropolis Precinct Plan) (TAB B) from:

"Provide educational uses and schools in the locations shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and provision of social facilities"

To:

"Provide schools in the locations shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and provision of social facilities"

Add an additional requirement:

"Provide educational uses as generally shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and accessibility via multiple transport modes"

Recommendation 2

We recommend land use is clarified in the way the zones are described so that innovative education models are not precluded as the Aerotropolis precinct is developed.

Recommendation 3

That the role of TAFE NSW in relation to the permanent VET facility be amended to reflect its submission and current position in delivery of this facility.

2. DRAFT AEROTROPOLIS PRECINCT PLAN

2.1. Amendment to social, community and cultural infrastructure requirements

The Draft APP shows where existing TAFE NSW sites are located on the periphery of the Aerotropolis precinct. It also includes the requirement for a new VET facility within the Aerotropolis core by 2036.

We recommend that reference to requirements for the delivery of social, community and cultural infrastructure be amended as follows.

Recommendation 1

Change Requirement SC1 (p. 163, Draft Aerotropolis Precinct Plan – TAB B) from:

“Provide educational uses and schools in the locations shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and provision of social facilities”

To:

“Provide schools in the locations shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and provision of social facilities”

Add an additional requirement:

“Provide educational uses as generally shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and accessibility via multiple transport modes”

2.2. Ensuring flexibility for responding to education needs across the Precinct

TAFE NSW is exploring new delivery models for embedding education across industry sites as part of the Interconnected Training Network. This supports the aims of the Aerotropolis Precinct Plan to:

“Provide local, state and regional social, community and cultural infrastructure to support research/innovation, health, training and education (including tertiary and vocation education training institutions and secondary school level), and support workers, visitors, tourists and residents.”

This will necessitate partnerships across industries and extends beyond TAFE-owned assets. There needs to be adequate flexibility in the Draft APP to allow for development of sites that support integrated education for agribusiness, enterprise, mixed use as well as SP2 infrastructure zones.

Recommendation 2

We recommend land use is clarified in the way the zones are described so that innovative education models are not precluded as the Aerotropolis precinct is developed.

2.3 Ensuring transport links support the Aerotropolis precincts and services within catchment zones

The focus of transport planning within the Draft APP focuses on movement to facilities within the precinct, as it should. We note however, that TAFE NSW facilities that can service the growing population within the precinct are located at the periphery, or outside the precinct boundaries. Transport infrastructure planning needs to ensure access across the precinct and beyond, and TAFE NSW supports the principles for connection and movement in the precinct.

3. TECHNICAL PAPERS INFORMING DRAFT AEROTROPOLIS PRECINCT PLAN

3.1. Draft Western Sydney Aerotropolis Social Infrastructure Strategy Report 2: Social Infrastructure Needs Assessment

The report states that there is a Western Sydney City Deal commitment to the establishment of a permanent VET facility with a focus on construction, aviation and aeronautical-related engineering but that **TAFE NSW confirmed they will not be the lead agency for this facility and there will be no requirement for a TAFE facility**



in the Aerotropolis by 2036. [emphasis added] (p44, Draft Western Sydney Aerotropolis Social Infrastructure Strategy Report 2: Social Infrastructure Needs Assessment - TAB C).

This does not align with the TAFE NSW submission in relation to the Growth Infrastructure Compact in February 2020 which noted:

“There is also a permanent VET facility at the Aerotropolis committed to in the Western Sydney City Deal. Work is ongoing to establish the configuration of such a facility (including digital links to other TAFE NSW sites), potential partners, and its integration with industry and other education providers.”

Our submission also noted requirements for upgrades to existing facilities and a commitment to the Western Sydney Construction Hub (now called the Construction Centre of Excellence - CCOE).

TAFE NSW also noted that at the time of submission a 20-year *TAFE NSW Infrastructure Strategy* was being prepared in response to changing education demands across NSW that could have site-specific implications once completed. This Strategy will provide an integrated view of infrastructure needs across NSW and the role of delivery in the Aerotropolis is part of this. We wish to ensure that the APP allows flexible delivery across our whole network.

This needs assessment is a public document and TAFE NSW’s role in relation to the permanent VET facility needs to be amended to reflect its current position.

Recommendation 3

That the role of TAFE NSW in relation to the permanent VET facility be amended to reflect its submission and current position in delivery of this facility.

3

Precinct Plan

3.5.1 Social, community and cultural infrastructure

Objectives

SCO1	Provide local, state and regional social, community and cultural infrastructure to support research/ innovation, health, training and education (including tertiary and vocation education training institutions and secondary school level), and support workers, visitors, tourists and residents.
SCO2	Provide social infrastructure to meet the needs of different worker groups, given different job types create different needs for the workforce.
SCO3	Provide welcoming, safe and accessible social infrastructure which meets the needs of the community.
SCO4	Integrate and co-locate social infrastructure with green infrastructure to create better health and wellbeing for the community.
SCO5	Provide for cultural celebration in place naming, artwork and installations, cultural design and dedicated gathering spaces for the Aboriginal community.



Requirements

SC1	Provide educational uses and schools in the location shown on the Land Use Plan (Figure 30) to ensure appropriate distribution and provision of social facilities.
SC2	Provide community infrastructure within each precinct as generally shown on the Land Use Plan (Figure 30), and arranged to activate open spaces and the Wianamatta-South Creek Precinct.
SC3	Integrate social infrastructure within centres to be accessible, co-located or multipurpose, with other services and facilities and encourage connections to spaces such as community centres and recreational facilities.
SC4	Plan and provide social facilities by considering the following criteria: <ul style="list-style-type: none"> a. Existing need: informed by an audit on existing facilities that could service the initial precincts. b. Identified need: Recommendation or outcomes from the consultation undertaken with State agencies. c. Demographic need: Based on the residential population projections and profile d. Comparative need: The rate of provision identified to assess infrastructure provision.
SC5	Equitably distribute social, community and cultural infrastructure as indicated in Table 7 and Figure 48 , and as outlined in the draft Aerotropolis Special Infrastructure Contribution.
SC6	Provide active recreational facilities and sport fields in locations and quantity outlined in the Special Infrastructure Contribution and Local Contribution Plans.
SC7	Include cultural celebration and interpretation in the design of social infrastructure to promote social inclusion, sense of place, wellbeing and cultural identity, or through the development of an iconic building with aspirational architecture.
SC8	Design community facilities in response to the surrounding landscape features and green infrastructure.
SC9	Provide social infrastructure in each precinct as set out in Table 7 .
SC10	Incorporate green infrastructure elements into design and construction to increase the resilience of facilities.

Section	Description
Recommendations	Details recommendations for social infrastructure provision in the Aerotropolis initial precincts that will service the future resident, worker and visitor population in 2036, 2056 and the total recommendations (2036 + 2056).

5.1 Education

Both the government and private sectors provide education including TAFE, universities and employment and training facilities. NSW public schools provided by the NSW Department of Education have defined local enrolment areas. The private sector plays a critical role in the provision of education services with Catholic and independent schools supporting the public sector. Across Australia enrolments in Catholic and independent schools has grown over the last decade with the private school sector delivering education to around 35 per cent of school aged children in NSW.

5.1.1 Facility types and spatial requirements

When planning for new schools in greenfield areas, the NSW Department of Education uses future population projections and a rate of children per teaching space to assess the number of additional teaching spaces and/ or new schools required to support the future population (see Table 5-2). The Department of Education also assume that they account for 70 per cent of the primary market and 60 percent of the secondary market to help in their assessment of future school demand.

Consultation with Catholic Education indicated they account for roughly 20 percent of the primary market and 30 percent of the secondary market in the Parramatta Diocese, with independent schools making up the rest. This aligns with the assumptions made by the NSW Department of Education in their PIC workbook. Catholic primary schools usually cater to a catchment of five kilometres for primary schools and secondary schools for a wider catchment of eight to 10 kilometres.

When planning for new schools, Catholic Education are actively working towards the co-location of their facilities to other services, such as lifelong learning, health and community services that have Catholic values. To do this Catholic Education have requested land use zoning in the SEPP be more flexible, to allow for a range of permissible uses to support the co-location of their schools with a range of facilities and services including libraries and cultural, health and community facilities. During consultation, Catholic Education noted that some parents were choosing to send their kids to school near their place of employment and not their place of residence. This was more applicable for primary schools, where children require parents to accompany them to school.

The Department of Education recognised an increase in demand for schools located with employment hubs, however their service delivery model continues to be based on a residential catchment due to the stipulation of the Education Act 1990 (NSW Department of Education, 1990) which states that every child is entitled to enrol in a particular school based on his or her residential address. Flexible zoning to support private and catholic schools within these locations is recommended to accommodate this trend.

Tertiary education

The NUW Alliance are proposing to build a new university in the Aerotropolis called the Multiversity that will deliver a range of STEM related courses including engineering, aerospace, advanced manufacturing and defence (UNSW, 2020). Consultation with the NUW Alliance confirmed that by 2026 the multiversity will expand from the Western Sydney University Werrington and Kingswood Campuses to a new campus in the Aerotropolis. However, the Multiversity will move away from a centralised campus where all courses are offered in one location similar to existing universities throughout Australia. The Multiversity will instead be dispersed throughout the Aerotropolis and be physically located alongside its industry partners.

The Western Sydney City Deal has committed to the establishment of a permanent VET facility with a focus on construction, aviation and aeronautical-related engineering to support residents of the Western Parkland City to access jobs of the future (see Table 5-3). TAFE NSW's PIC workbook confirmed that they will not be the lead agency for this facility and there will be no requirement for a TAFE facility in the Aerotropolis by 2036. However, TAFE NSW did identify an opportunity for a Centre of Excellence which is a specialist hub within the TAFE NSW interconnected training network. This would be co-located with multiple industry partners similar to the multiversity.

Table 5-2 Education facility types and spatial requirements

Facility type	Distribution	Provision rate	Spatial requirements
Government			
Primary School (K-6)	70% of children aged 5-11 years	23 students per teaching space	Minimum 2 ha (includes 1 ha open space) in greenfield area and 1.5 ha in highly urbanised areas.
High School (7-12)	60% of children aged 12-17 years	20 students per teaching space	Minimum 4 ha (includes 2 ha open space) in greenfield area and 2.5 ha in highly urbanised areas
Special School (K-12)	0.8% of children aged 5-17 years (based on the average for Blacktown, Campbelltown, Liverpool and Penrith LGAs)	9 students per teaching space	Minimum of 1 ha
Non-Government			
Catholic Education	25% of children aged 5-11 years 30% of children aged 12-17 years	Case-by-case (for the purpose of this assessment it is assumed 23 students per teaching space)	2-3 hectares with a preference for a connection to community ovals within walking distance, as well as connections to community services.
Independent Schools	5% of children aged 5-11 years 10% of children aged 12-17 years	Case-by-case basis (for the purpose of this assessment it is assumed 20 students per teaching space)	Case-by-case basis (for the purpose of this assessment it is assumed 2-3 hectares)