

ETHOS URBAN

Social and Economic Assessment

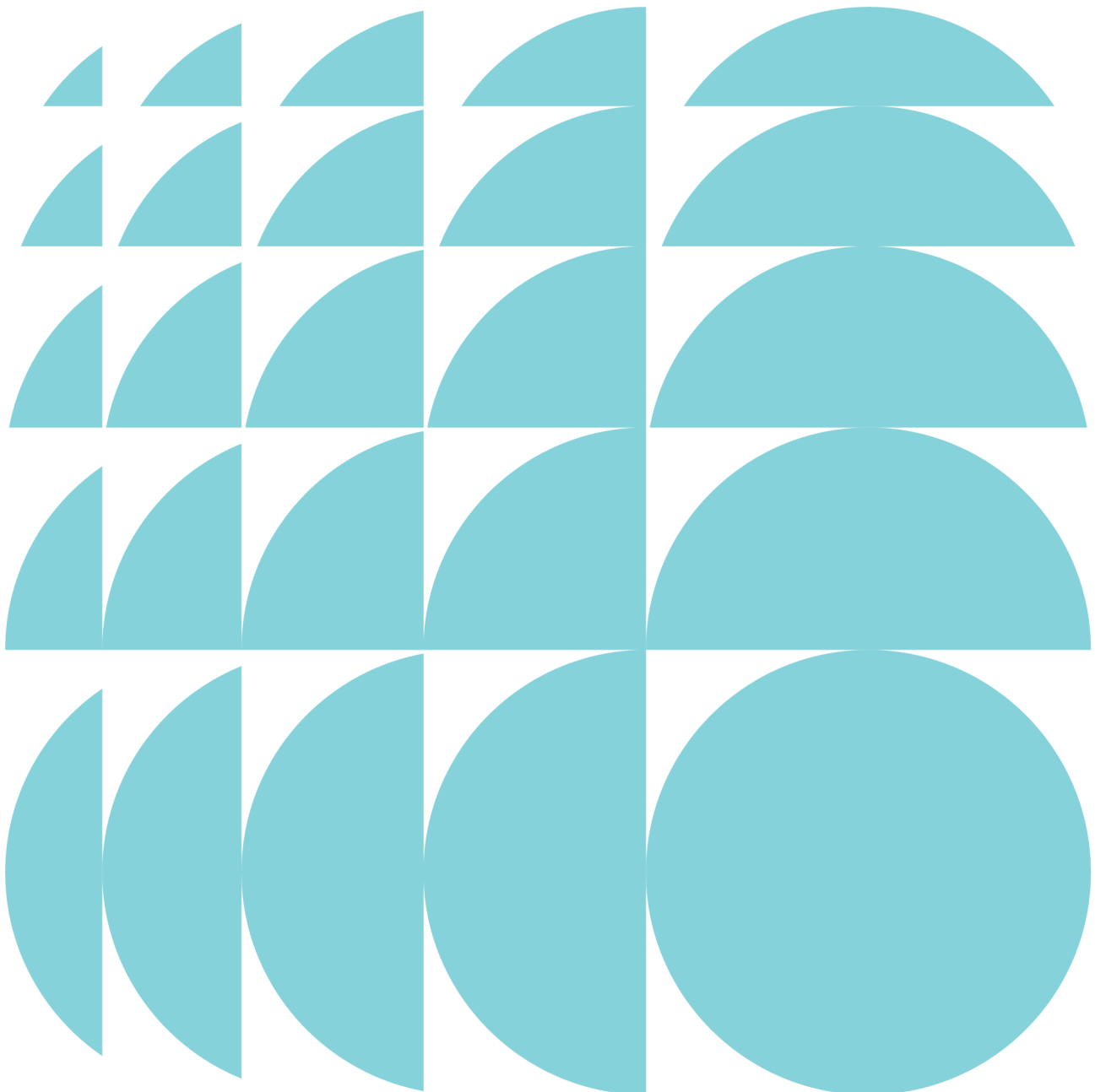
Building 13-15

UTS Indigenous Residential College

Submitted to City of Sydney

On behalf of University of Technology Sydney

02 August 2021 | 2210184



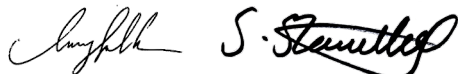
CONTACT

Allison Heller Director, Social Strategy aheller@ethosurban.com

Reproduction of this document or any part thereof is not permitted without prior written permission of Ethos Urban Pty Ltd.

This document has been prepared by:

This document has been reviewed by:



Lucy Fokkema/Stephanie Stamatellis

02.08.2021



Lee Cikuts/Allison Heller

02.08.2021

Reproduction of this document or any part thereof is not permitted without written permission of Ethos Urban Pty Ltd. Ethos Urban operates under a Quality Management System. This report has been prepared and reviewed in accordance with that system. If the report is not signed, it is a preliminary draft.

VERSION NO. FINAL

DATE OF ISSUE. 02/08/2021

Ethos Urban Pty Ltd
ABN 13 615 087 931.
www.ethosurban.com
173 Sussex Street, Sydney
NSW 2000 t 61 2 9956 6952

Contents

Executive Summary	3
1.0 Introduction	5
1.1 Overview of the project and this report	5
1.2 General Requirements	5
1.3 Structure of this report	6
1.4 The proposal	6
1.5 Background to the project	7
1.6 Project alignment with UTS' strategic vision	8
1.7 Alignment with strategic development context: Pymont Peninsula Place Strategy (PPPS)	8
2.0 Local context	10
2.1 Subject site	10
2.2 Locational context	10
2.3 UTS campus redevelopment	10
2.4 Spatial and urban renewal context	11
3.0 Education sector context: the critical role of universities	12
4.0 Proposed development	14
4.1 Introduction	14
4.2 Key project elements	14
5.0 Strategic policy context	16
6.0 Social and economic context	17
6.1 Study area definition	17
6.2 Current socio-economic profile of the community	19
6.3 Population forecasts	19
6.4 Social infrastructure context	20
6.5 Local public transport and access	21
7.0 Socio-economic issues and trends	23
7.1 Increasing Indigenous participation in higher education	23
7.2 Implementing a whole-of-university approach to Indigenous higher education and employment	24
7.3 Contributing towards the long-term vibrancy and sustainability of the UTS City Campus	25
7.4 Urban education campus design – accessible, engaging and inviting precincts	25
7.5 Creating a 'sticky campus' to encourage activation and vibrancy	25
8.0 Community and stakeholder engagement	27
8.1 Engagement outcomes – Planning Proposal	27
8.2 Engagement outcomes – Pymont Peninsula Place Strategy	27

Contents

9.0	Social and economic assessment	28
9.1	Regional and national impacts	28
9.2	Localised benefits and impacts	30
10.0	Concluding comments	33

Figures

Figure 1	UTS City Campus	7
Figure 2	Pymont Peninsula and Key Sites and Sub Precincts	9
Figure 3	Subject site	9
Figure 4	Building 2 – UTS Library	11
Figure 5	Proposed renewal of the Powerhouse Museum, Ultimo	12
Figure 6	Universities' contributions to the Australian economy	13
Figure 7	Indigenous Residential College Vision	15
Figure 8	Study area map	18
Figure 9	Social infrastructure context	22
Figure 10	UTS Alumni Green	26

Appendices

Appendix A.	Policies and plans	35
Appendix B.	Community profile summary	39

Executive Summary

This Social and Economic Assessment has been prepared by Ethos Urban on behalf of UTS, in support of the Key Sites Master Plan to development an indigenous residential college (IRC) at UTS Building Sites 13-15. This Master Plan has the potential to deliver significant social and economic benefits, particularly for the First Nations community.

There are compelling social and economic drivers associated with the development, aligned with the broader local government and regional planning initiatives, including the Pyrmont Peninsula Place Strategy (PPPS). The project is committed to achieving the goals in the PPPS, as well as contributing to Closing the Gap for Indigenous Australians.

The UTS Master Plan project will result in a range of key social and economic benefits for the local and regional community. Key benefits of the proposed development include:

- **Higher university participation and completion rates for Indigenous students:** The proposal will enable indigenous students to live and learn in an inclusive environment that provides community connection, wellbeing, affordable living and learning support. These support networks will improve participation and completion rates for Indigenous students studying at university, who typically face lower completion rates at university by comparison to Non-Indigenous Australians due to more prevalent social and economic issues experienced while living and studying at university.
- **Providing inclusive and supporting housing for Indigenous students:** The provision of high-quality purpose built accommodation led by indigenous designers, for indigenous students studying at UTS will provide for a safe and inclusive environment for learning and living. The proposed IRC will celebrate indigenous culture and provide the relevant learning guidance and emotional support for Indigenous students, who often face a range of social issues including marginalisation, lack of support, studying and living costs and wellbeing impacts due to living away from family.
- **Enhanced education and employment outcomes for Indigenous Australians:** The proposal will improve employment outcomes for Indigenous Australians by connecting Indigenous students with higher education opportunities. It is estimated that half of the gap in employment outcomes for Indigenous Australians could be solved through better access to education. The employment gap is estimated at around 80,000 jobs.
- **Catalysing local economic growth and sustainability:** The proposed development will be a key contributor to economic activity and the socio-economic sustainability of the Pyrmont Peninsula with construction costs for the base build estimated at around \$120 million, which will help to stimulate the local and regional economy, supporting and providing new opportunities for local businesses.
- **Creating increased employment opportunities:** The project is estimated to support some 235 FTE jobs in the construction industry and a further 376 jobs in related (supplier) industries over the development period. Subject to internal UTS approvals, a further 24 FTE ongoing jobs in relation to the ongoing management of the IRC are estimated to be created on an ongoing basis once the project is complete and operational – these ongoing jobs are estimated to contribute approximately \$8.6 million in value added to the economy annually.
- **Providing local business opportunities through increase retail spending:** The project will support local businesses by enabling greater activity in the local area through increased visitor numbers, and additional residents. These groups will support additional retail expenditure throughout the local area, enhancing local employment and business opportunities.
- **Increasing public access to on-campus social infrastructure:** The proposal enhances the integration and activation of UTS campus and complements the existing supply of social infrastructure in this growing and changing area. In particular, a publicly accessible arts centre at the site with a focus on Aboriginal and Torres Strait Islander peoples will encourage integration between the university and public spaces and create a more diverse campus and culturally connected campus.

- **Delivering regional social and economic benefits:** The project will provide the opportunity to align with broader strategic targets for Pyrmont, UTS and the First Nations community including:
 - Delivering on UTS's specific commitment to establish an Indigenous Residential College by 2025.
 - Contribute to 'Closing the Gap' by enhancing education and employment outcomes for Indigenous Australians through the provision of inclusive student accommodation at a major university.
 - Preserving and enhancing the Pyrmont Peninsula's heritage assets through the adaptive reuse of an underutilised site in a way that celebrates the history of First Nations people.
 - Contributing to the rejuvenation of Harris Street at the 'historic urban spine of the peninsula', supporting Ultimo place priorities for streetscape and activation, creating new centres of activity, and shared spaces.
 - Unlocking employment opportunities within a central, well connected precinct that forms part of a major university campus.
 - Supporting 30-minute cities through the provision of a student accommodation that is close to major transport connections, educational and health facilities, and job opportunities.

1.0 Introduction

1.1 Overview of the project and this report

This report has been prepared on behalf of University of Technology Sydney (UTS) in support of its Ultimo Haymarket Precinct Key Site Master Plan.

The Master Plan is being progressed under the framework established by the Pyrmont Peninsula Place Strategy (PPPS), where UTS is identified as one of four “key sites”. The PPPS sets out the NSW Government’s 20-year strategic direction and vision for Pyrmont, where Pyrmont’s locational advantages in terms of its proximity to Central Sydney, context within the Innovation Corridor and delivery of a new metro station have been embraced as part of its next evolution as the Western Gateway to the CBD.

As an identified “key site” it is recognised that UTS has the greatest potential to deliver strategic growth and change across the Peninsula together with leveraging the delivery of broader public benefits and infrastructure.

The Master Plan ultimately seeks to inform updated planning controls in relation to UTS’s short-term development plans for UTS Sites 13 -15, where it is planning to deliver Australia’s largest Indigenous Residential College (IRC) including Indigenous Arts Centre and Library.

In particular, the purpose of this report is to assess the social and economic impacts of the proposed development on the local community, and surrounding areas. This Social and Economic Assessment includes a review of the following:

- Site and spatial context
- Strategic policy context (from a City of Sydney, NSW Government and UTS perspective)
- Socio-economic context, including current and forecast community profile, social infrastructure context and transport accessibility
- Issues and trends relevant to the site
- Outcomes of stakeholder and community engagement to date.

The outcomes of this review of the broader context and drivers for this scheme has informed the assessment of likely social and economic impacts arising from the UTS Master Plan, concluding that the scheme for an Indigenous College at Building 13-15 has the potential to be transformative for this part of Sydney and to deliver significant social and economic value to the community, primarily by improving education outcomes for First Nations peoples.

1.2 General Requirements

In the context of the PPPS, this report delivers on the *General Requirements for Preparing Key Site Master Plans under the Pyrmont Peninsula Place Strategy* and the alignment review prepared by the Department of Planning, Industry and Environment (DPIE), dated 5 May 2021. The General Requirements state:

“The master plan should be supported by appropriate and comprehensive technical studies and evidence-base sufficient to address relevant environmental, social and economic matters, informed by the planning context analysis...”

1.3 Structure of this report

This report is structured as follows:

- **Chapter 1:** Provides an introduction to the project and its context
- **Chapter 2:** Provides a detailed description of the proposed development
- **Chapter 3:** Analysis of the strategic policy drivers, including relevant state and local government objectives and analysis of Pyrmont Peninsula, Ultimo-Haymarket Precinct, and the Sydney Innovation Corridor
- **Chapter 4:** Describes the social and economic context for the proposed development, including the current and forecast population profile, accessibility to social infrastructure, and stakeholder views and outcomes
- **Chapter 5:** Describes the key social issues and trends relevant to the proposed development, and specifically to First Nations peoples
- **Chapter 6:** Provides a social and economic assessment of the development, including in relation to the delivery of government and community priorities for the precinct, as well as alignment of the project with the Pyrmont Peninsula Place Strategy, and objectives of closing the gap between Indigenous and non-Indigenous Australians
- **Chapter 7:** Delivers concluding comments regarding the social and economic impacts of the Planning Proposal.

1.4 The proposal

The UTS Key Site Master Plan is proposing to rezone Sites 13-15 in order to establish new planning controls to enable its redevelopment for an Indigenous focussed Residential College, arts centre and library. Site 13-15 is more specifically identified within **Figure 3** on page 9.

The rezoning and proposed planning controls are based on an envelope informed by detailed site planning considerations and local context analysis, an indigenous led design brief for the college, and tested by a reference design. The proposed new planning controls including LEP amendments and Design Guide respond to the vision, strategic directions, big moves and place priorities established within the PPPS along with site specific opportunities and constraints informed through environmental, social and economic considerations.

The key development outcomes sought to be achieved for Site 13-15 from the Key Site Master Plan process include:

- A new 250 bed Indigenous Residential College and supporting arts centre and library
- Retention and adaptive re-use of a local heritage item accommodating a mix of uses, including potential teaching/university support space
- Creation of new open space within the site
- Creation of a new pedestrian through-site link from Harris Street to Omnibus Lane
- A country led design and landscape outcome
- Potential for additional local public domain works for Omnibus Lane and Mary Ann Street, subject to a VPA.
- Once new planning controls are in place, UTS will progress with the detailed design and planning of the IRC project, including progressing with a design competition and securing development approval for the winning design.

1.5 Background to the project

UTS is a public university of technology committed to research, innovation and social justice, indigenous knowledge, and collaboration with industry. With a total enrolment of over 44,000 students, UTS is one of the largest universities in Australia. It has a culturally diverse campus next to Sydney's central business district (CBD).

UTS is an anchor institution within the Pyrmont Peninsula and plays an important role in the success of Sydney and NSW, with the Greater Sydney Commission's Sydney Regional and District plan acknowledging this importance and identifying the need to protect and support the growth of education activity within the Harbour CBD Innovation Corridor.

UTS has largely completed its \$1 billion+ Broadway Precinct master plan and is now planning for its next growth phase at its Ultimo Haymarket Precinct, leveraging the opportunities and strategic planning focus on innovation, technology, creative industries and diverse housing (**Figure 3**). UTS's immediate short-term plans are focussed on the redevelopment of Sites 13-15 (CB13-15) into an Indigenous Residential College (IRC) including adaptive reuse of the local heritage listed building and public realm improvements. UTS redevelopment plans for its other significant site (Site 5 – CB05) will be progressed through a separate process with the City of Sydney and its Central Sydney planning framework in the future.

The UTS City Campus Master Plan has largely been realised and completed, with the UTS Central Podium Extension to Broadway still to be completed. Approval is also in place for the redevelopment of UTS's Bon Marche and Science Precinct along Harris Street, however this is now a long-term goal for the university given it requires the demolition of a new research facility and development of a significant new science facility elsewhere before science labs can be decanted.

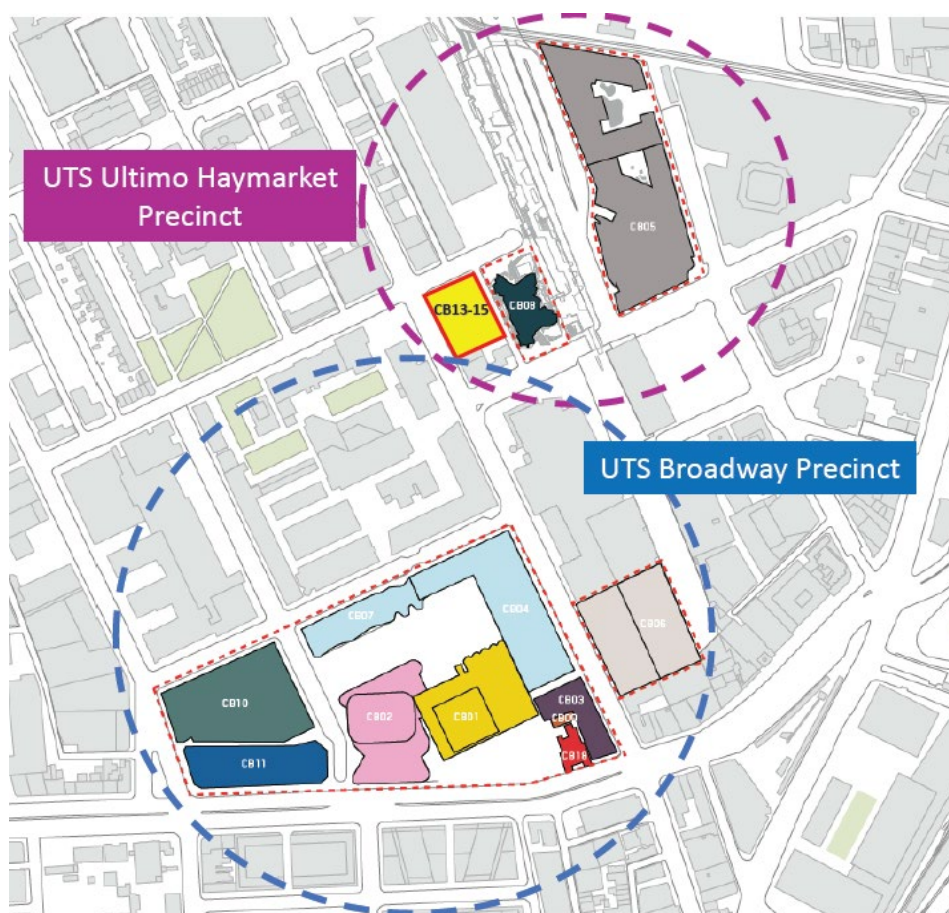


Figure 1 UTS City Campus

1.6 Project alignment with UTS' strategic vision

The Master Plan is aligned with UTS' strategic vision for promoting 'social justice, equity, and diversity' and contributing to 'human health and wellbeing'.¹ Becoming a world leader in transformational, impact-driven Indigenous education and research is a key priority for the university.

The Master Plan also builds on the UTS City Campus Master Plan, announced in May 2008. The UTS City Campus Master Plan envisaged the creation of a vibrant and engaging education precinct that creates a destination for staff, students and visitors, and contributes to the Camperdown-Ultimo Collaboration area and technology and innovation corridor. Key aims of the plan include:

- Create a 'sticky' campus: a place where students want to study, learn and socialise
- Embrace new teaching and learning paradigms, including the library of the future
- Create a vital campus with a clear pedestrian network and connections to adjacent transport, commercial and cultural hubs
- Accommodate future student growth
- Commit to holistic sustainability goals.

The UTS City Campus Master Plan has largely been realised and completed, with the UTS Central Podium Extension to Broadway still to be completed. Approval is also in place for the redevelopment of UTS's Bon Marche and Science Precinct along Harris Street, however this is now a long term goal for the university given it requires the demolition of a new research facility and development of a significant new science facility elsewhere before science labs can be decanted.

1.7 Alignment with strategic development context: Pyrmont Peninsula Place Strategy (PPPS)

The Pyrmont Peninsula Place Strategy provides a 20-year framework that identifies areas that can accommodate future growth in order to support Pyrmont's evolution as the western gateway to the CBD and a hub for jobs in innovation, technology, creative industries, and media.

A balanced approach to growth has been established within the PPPS to ensure its local character and heritage is protected and it remains a great place to live, with the focus of strategic change occurring within four "key sites", including UTS (refer to **Figure 2**).

The first phase in implementing the PPPS is the preparation of master plans for each of the seven sub-precincts ("places") that make up the Peninsular (**Figure 3**). The master plans will provide the next level of detail, outlining the spatial components of the PPPS, which will be used to inform changes to land use zones, building height and density, and community infrastructure requirements etc.

As a "Key Site", UTS is progressing its own master plan for its "Key Site" which seeks to respond, inform and align with the sub-precinct master plan process and broader aspirations for the Peninsular.

¹ <https://www.gsu.uts.edu.au/policies/sustainability-policy.html>



Figure 2 Pyrmont Peninsula and Key Sites and Sub Precincts

Source: Pyrmont Place Peninsula Strategy



Figure 3 Subject site

2.0 Local context

2.1 Subject site

The Site is located at 622-644 Harris Street, Ultimo NSW 2007. Known as building 13-15 (see **Figure 3**). It is owned by the University of Technology Sydney and is currently used as a 'knowledge' hub, including UTS Startups, and Innovation and Entrepreneurship Unit. Around half of the site is currently used for at grade parking and a vacant shop and residence is located at the southern end of the site.

The Site is serviced by Omnibus Lane to its rear and Mary Ann Street to its North. Its immediate area is characterised by intuitive (elevated) pedestrian connections on one hand, and the intense vehicular traffic on Ultimo Road, Harris St and Broadway on the other. The Dr Chau Chak Wing Building is directly adjacent to the East, and high-density apartments adjoin the Site to the South at 646 Ultimo Rd. The site is shown below in **Figure 3**.

2.2 Locational context

The neighbourhoods surrounding the site are diverse and include:

- Ultimo, to the West and North is characterised by education, creativity and innovation, driven by major educational and cultural institutions such as UTS, TAFE NSW, Screen Australia and the ABC.
- Pyrmont is characterised by a fine grain street pattern and diverse, mixed-use built form, with heritage terraced housing, medium-density apartment dwellings and some industry uses.
- Land to the south is dominated by UTS and TAFE, with high rise campus buildings and apartment blocks, and Broadway, containing a varied mix of uses and built form centred on the recent Central Park development.
- Chinatown to the east of the site is a vibrant precinct with mixed use dwellings with busy market and retail shopfronts.
- Land directly to the south-east of the site has been identified as a new Haymarket-Ultimo tower cluster in the Central Sydney Planning Strategy and Planning Proposal. This cluster will see skyscrapers of up to 330m, for example the Thomas St Planning Proposal, altering both the character and social context of the area. Additionally, Central Station Renewal Project to the east will significantly increase the density and activation of this precinct.

2.3 UTS campus redevelopment

"All across our campus we are developing learning and informal spaces that are vibrant and welcoming, to create a 'sticky' campus where our students can spend time, socialise, collaborate and study; before, during and after class.

"We are also investing in facilities for staff collaboration, socialisation and activity-based work. We know that work and study environments have a substantial impact on both productivity and wellbeing and we have been pleased to see the positive response to the improvements we've made to the campus in recent years."

¹ Nigel Oliver, Director of the UTS Program Management Office (PMO)²

The redevelopment of the subject site is contextualised within the broader renewal of the UTS campus:

- UTS' City Campus Master Plan, announced in May 2008, envisaged the creation of a vibrant and engaging education precinct that contributes to a broader vision of the area. With the delivery of major projects in the last decade, including the world renowned Dr Chau Chak Wing Building, UTS Central, and the Faculty of Engineering and IT Building the campus has already witnessed its built form shift and its student population grow.³

² 'UTS planning for the future, *City Campus Master Plan* (UTS, 2018), uts.edu.au/partners-and-community/initiatives/city-campus-master-plan/campus-development-news-archive/2018-news/uts-planning-future

³ 'Our Vision', *City Campus Master Plan* (UTS, 2021), uts.edu.au/partners-and-community/initiatives/city-campus-master-plan/overview

- UTS is currently investigating a range of options for future campus redevelopment. With the Faculty of Law and UTS Library moving to the new UTS Central building, there will be opportunities to rethink the use of Building 5 in Haymarket, along with other under-utilised sites in accordance with planning developments in the broader area.⁴

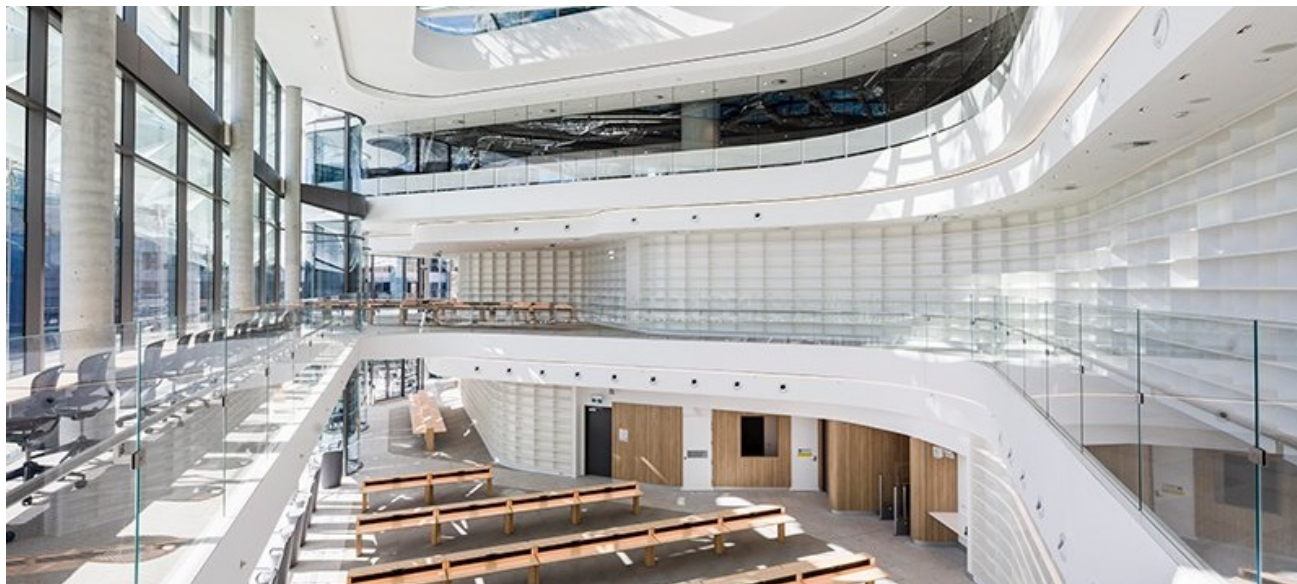


Figure 4 Building 2 – UTS Library

Source: UTS

2.4 Spatial and urban renewal context

The Site is positioned within a rapidly transforming local area, with significant urban renewal planned for the Pyrmont Peninsula, Central Precinct and Camperdown-Ultimo Collaboration Area, all within a short distance of the Site. These renewal projects will expand existing social and cultural infrastructure networks in proximity to the Site, and deliver improved amenity, activation and connectivity in the broader area surrounding the site. The urban renewal context of the Site is briefly summarised below:

- **Renewal of Pyrmont Peninsula, in line with the NSW Government's *Pyrmont Peninsula Place Strategy*:** The Site is located within Pyrmont Peninsula, a peninsula comprising the suburbs of Pyrmont and Ultimo, and parts of Darling Harbour and Haymarket. Pyrmont Peninsula has evolved into a contemporary mixed use centre, with universities, a teaching hospital, international companies (with a focus on creative industries and media) and startups.

The NSW Government has recently released the *Pyrmont Peninsula Place Strategy* (PPPS), a 20-year framework that identifies strategies for future growth while including measures to protect heritage and local character, and identifying additional public benefits and social infrastructure. The strategy identifies UTS as an 'anchor institution' in the Ultimo sub-precinct.

The Site has a role in supporting the NSW Government's vision for the Pyrmont Peninsula as a thriving hub of activity through public domain improvements and investment in enterprise, innovation, and education.

- **Connecting with the Camperdown-Ultimo Collaboration Area:** The Site is also located within the Camperdown-Ultimo Collaboration Area, an initiative by the Greater Sydney Commission to build on the existing education, science, health, and skills institutions in this corridor. The vision of the *Camperdown-Ultimo Place Strategy* is to deliver a precinct recognised for high growth sectors, new jobs and investments, low carbon living, green space, high amenity and contributions to research and innovation and excellence in collaboration between institutions.

⁴ 'UTS planning for the future, *City Campus Master Plan* (UTS, 2018), uts.edu.au/partners-and-community/initiatives/city-campus-master-plan/campus-development-news-archive/2018-news/uts-planning-future

- **Nearby Central Precinct Renewal Project:** Transport for NSW (TfNSW) is seeking to renew over 24 hectares of NSW Government-owned land around Central Station, to deliver a revitalised precinct with new and enhanced public open spaces, a vibrant and exciting 24 hour economy, and a socially and environmentally sustainable precinct that incorporates Country-centred planning principles that respect the surrounding diverse communities.
- **Renewal of Powerhouse Museum at Ultimo:** The Powerhouse Museum at Ultimo will undergo a \$500 million renewal, to upgrade the site and renew its focus on design and fashion, including subsidised studios and workspaces for creatives, improved connections to the Goods Line and surrounding areas, shown in **Figure 5**.



Figure 5 Proposed renewal of the Powerhouse Museum, Ultimo

Source: NSW Government, 2021

3.0 Education sector context: the critical role of universities

Universities, and the tertiary education sector more broadly, play a critical role in the social and economic wellbeing of a community. University facilities are crucial to the continued growth and development of society and the economy more broadly, with continued investment in research, education and innovation having significant flow-on benefits to the community, and national economy.

Research completed by Deloitte Access Economics for Universities Australia indicated that Australian universities are a key contributor to the economy. This contribution occurs through the direct operation of a university, including university purchases of other goods and services, and through international student expenditure on goods and services and tourism activities related to their stay and education.

Key findings of the research undertaken indicate that in 2018 Australian universities:

- Contributed \$41 billion to the Australian economy
- Supported 259,100 full-time equivalent (FTE) jobs

The investment in both tertiary education as well as research and development associated with universities, shows a strong positive return on investment. This includes:

- Every \$1 invested by the government in teaching and scholarships contributes \$3 of additional taxation revenue
- Every \$1 invested in higher education research and development yields a \$5 return to Gross Domestic Product (GDP).



Figure 6 Universities' contributions to the Australian economy

Source: Universities Australia, Deloitte Access Economics

In addition to the more tangible outcome, there are significant qualitative benefits of universities and the broader tertiary education sector. Some of these include reputational benefits to the university, state and country, both domestically and abroad, as well as the resulting contribution of individual graduates over time. There are also likely to be significant localised social and economic benefits associated with areas in close proximity to universities including improved investment activity, activation and amenity that will contribute positively to the local community.

UTS is well placed to generate social and economic benefits. The UTS 2027 Strategy emphasises that the focus in the near term is on five major elements including:

- Personal learning experiences
- Working in partnership
- Leading innovation and entrepreneurship
- Delivering excellent research with impact
- A sustainable future

UTS Vice-Chancellor Professor Attila Brungs made reference to the UTS 2027 Strategy, by outlining in the UTS submission made to the inquiry about the future development of the NSW tertiary education sector that:

"Through these initiatives UTS is focused on broader engagement with our students across their lifetimes, including in their workplaces; enhancing our digital presence and connections; developing our workforce for the future; extending industry and community partnerships and ensuring we remain an inclusive university; building our research excellence and impact; and continuing to build our international connections..."

UTS does not see our role to serve a particular geographic community, but rather to provide an opportunity for students from all locations and backgrounds to engage with our successful approach, model of learning and the quality of education that we provide. This may include looking at ways to improve the accessibility of our offering, to ensure that we give students the choice and opportunity to study at UTS if they choose."

The objectives of UTS demonstrate the social and economic value that the university can offer at a regional scale but also to First Nations peoples. The commitment to improving the social and economic benefits of the local and regional area is emphasised in the Master Plan.

4.0 Proposed development

The development is guided by principles of identity, connectivity, and sustainability and aims to enhance community engagement, encourage communal gathering, and cater for co-living and connection among Indigenous students at the college.

4.1 Introduction

The proposed development is an innovative, Indigenous led project which aims to deliver a 250 bed Indigenous Residential College, an Indigenous-led Arts Centre, and Indigenous library in a new, purpose built facility. The development is guided by principles of identity, connectivity, and sustainability and aims to enhance community engagement, encourage communal gathering, and cater for co-living and connection among Indigenous students at the college.

In addition, the proposed development would provide additional UTS teaching space, public domain improvements within the site including an entry plaza known as the 'Precinct Heart', and potentially additional off-site public domain works to Omnibus Lane and/or Mary Ann Street subject to a Voluntary Planning agreement (VPA). The project will also include a large Indigenous roof garden above the existing heritage building for use of all UTS staff and students and for events. Multiple green roofs and terraces will be provided for student use.

Country-led thinking and a holistic sustainability approach has informed the development from its inception, serving as a pilot project for the continued development of UTS' Ultimo-Haymarket precinct.

4.2 Key project elements

This section describes the key components of the project.

Indigenous Residential College

UTS describes the college as a 'multigenerational', 'Indigenous majority' facility offering a comprehensive range of programs with Indigenous identity and culture at its core. Developed and led by the Indigenous leadership team at UTS and informed by consultation with the UTS Indigenous community and UTS Vice-Chancellor's Indigenous Advisory Committee, its core aim is to raise aspiration, maximising opportunities for entry to higher education and supporting the pursuit of quality employment, careers and contribution to society.⁵ This strengths-based initiative involves:

- Incorporating Indigenous perspectives and cultures into interior design for programs, living and communal areas
- Celebrating the immeasurable value of Indigenous identity, culture and history
- Building community capacity and knowledge by developing and nurturing future leaders
- Removing barriers, both real and perceived, that prevent Indigenous participation in higher education and the broader economy
- Promoting and modelling a unified nation through diverse and fully inclusive accommodation for both Indigenous and non-Indigenous students

With its aim to close the gap on Aboriginal and Torres Strait Islander disadvantage by increasing participation rates in higher education, key benchmarks for the project are:⁶

- Increasing the number of Indigenous students participating in higher education, by removing the cost barrier associated with attending University and helping Indigenous people 'see' themselves at home at university, rather than on the periphery
- Increasing the success of Indigenous students in higher education from across Australia, and increasing Indigenous economic inclusion and employment, in the short and long term

⁵ <https://www.uts.edu.au/partners-and-community/initiatives/indigenous-residential-college/about-college>

⁶ <https://www.uts.edu.au/partners-and-community/initiatives/indigenous-residential-college/impact>

- Promoting graduate success and employment by maximising opportunities for Indigenous undergraduate internships
- Building a more inclusive nation and celebrating Indigenous culture and identity
- Achieving the above through a facility known for Indigenous-led design excellence

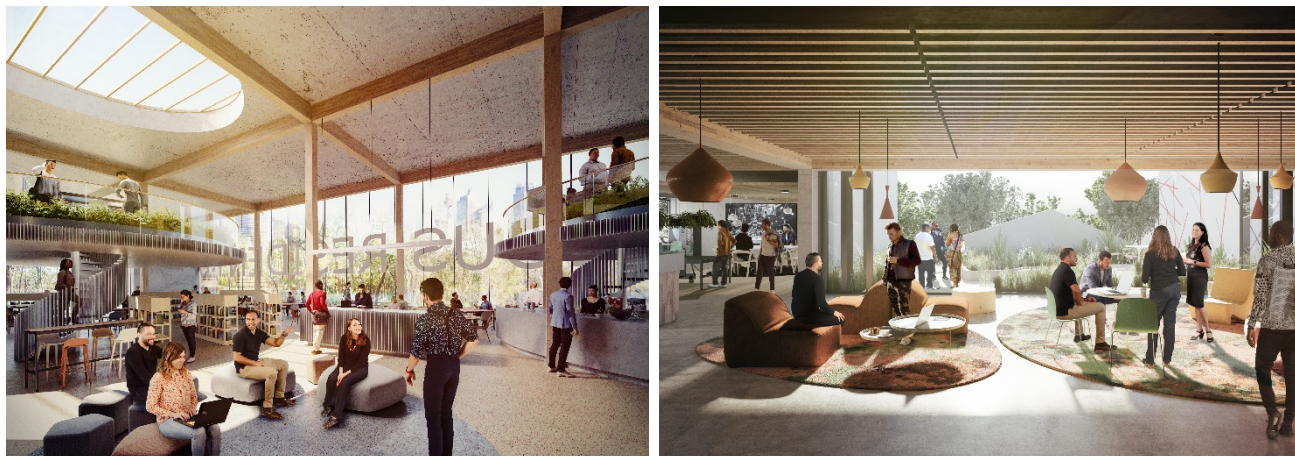


Figure 7 Indigenous Residential College Vision

Source: BVN

Indigenous Library

UTS indigenous students will be supported by an indigenous library space, an Elder-in-Residence Office, IRC academic and staff space including two IRC tuition rooms. It should be noted that the research library will be accessible to all UTS indigenous students and staff with the potential for broader public accessibility for research purposes by appointment.

Indigenous Arts Centre

The project envisages the creation of an Indigenous-led Arts Space on the ground floor of the existing building 15. The arts centre will focus on SE Australian Aboriginal Art and will attempt to engage Aboriginal and non-Aboriginal groups in the broader community. The heritage interior will house an entrance foyer and reception, a creative maker space and significant exhibition space.

Precinct Heart

A key aspiration of the scheme is to provide a 'precinct heart' that operates as an entry plaza and a place for gathering, socialising and sharing. As shown within the master plan it would be a safe, flexible event space; facilitating not only circulation and East-West accessibility improvements but also as an extension to the Art Gallery, hosting University Events, and for First Nations' events.

The Design Brief for future IRC Design Competition will require significant landscaping elements, including:

- UTS Indigenous Garden over heritage building roof, which will include a native garden, with space for edible plants and horticultural learning and event space
- Student terraces and outdoor neighbourhoods throughout the Indigenous Residential College for outdoor socialising and recreation
- Podium green roof including maintenance and plant and part accessible student garden
- Retention of the street trees on Harris Street.

Potential upgrades to Omnibus Lane and connections to Mary Ann Street

The Master Plan provides an opportunity to explore future public domain upgrades to Omnibus Lane to activate the laneway, improve passive surveillance, perceptions of safety and pedestrian experience, and convert part of Mary Ann Street to a shared way, subject to a voluntary planning agreement.

5.0 Strategic policy context

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies relevant to the proposed development.

A list of the key policies reviewed, and an expanded analysis of key themes is included at **Appendix A**.

Key findings

The strategic policy review has highlighted the following key priorities for the site:

- **Increasing Indigenous participation in tertiary education:** Universities Australia acknowledges that tertiary institutions have “historically underperformed against their obligations to Australia’s Aboriginal and Torres Strait Islander peoples. Enrolments have been low, attrition rates high and Indigenous staff remain few”.⁷ It is a key government and UTS priority to increase participation in tertiary education by Indigenous peoples, as higher education enables individuals and communities to improve their circumstances and the world in which they live. UTS aims to become a world leader in transformational, impact-driven Indigenous education, research, employment and community engagement.
- **Connecting with Country through design and social infrastructure:** The NSW Government recognises the Aboriginal experience and connection with Country as a place of origin in cultural, spiritual, and literal terms, and it is a government priority to recognise this site as an Aboriginal place, including increasing the visibility of Aboriginal and Torres Strait Islander histories and living cultures.
- **Providing affordable student housing:** It is a state and local government priority to create diverse and affordable housing opportunities, including for students, close to major employment centres to support the economic growth and diversity of Greater Sydney. Within the Pyrmont Peninsula, student housing is required to support the ongoing growth of education and training institutions, including UTS.
- **Integrating UTS into the surrounding urban and social fabric of Ultimo:** UTS is aiming to deliver a vibrant and engaging education precinct that contributes the activation and amenity of the surrounding neighbourhood. Creating a ‘sticky’ campus, will help make UTS a destination for students, visitors and local residents to study, learn and socialise, sharing social and other infrastructure with the surrounding community.
- **Supporting Pyrmont Peninsula as a thriving hub of activity through public domain improvements and investment in enterprise, innovation, and education:** Pyrmont Peninsula is a thriving hub of media, tourism, entertainment, creative and educational industries. The NSW government has created a 20-year framework to accommodate for future growth in Pyrmont Peninsula. It is a priority of the Strategy to ensure that this cluster grows by investing in existing industry clusters, and improving and activating the public domain.

⁷ Universities Australia 2017, *Indigenous Strategy 2017-2020*, p.10 < <https://www.universitiesaustralia.edu.au/wp-content/uploads/2019/06/Indigenous-Strategy-v16-1.pdf> >

6.0 Social and economic context

This section provides an overview of the existing social context surrounding the site. It analyses the existing social characteristics of the community within the identified study areas to better understand the potential characteristics and context of the existing community that may be impacted by the proposed development.

Key findings

A review of the social and economic context for the study area of relevance to the UTS site (assumed to be 1km from the Site – and outlined in Section 5.2) has highlighted the following:

- **Young, diverse, transient community profile:** The demographic findings indicate that residents surrounding the subject site are primarily young students or professionals, with a higher proportion of the population who; are renting, have lower individual incomes and live in lone person or group households.
- **Growing local community:** Population forecasts show that there will be an estimated 66,170 residents living in the study area by 2036, an increase of +12,520 residents from 2021. There will be a significant number of new residents living within 1km of the Site by 2036, and the proposed development will support this growth by providing up to 250 beds within a high amenity precinct.
- **Well-connected to a broad range of social infrastructure:** Including Darling Exchange Library, the Goods Line, the Powerhouse Museum, Tumbalong Park, Mary Ann Street Park, TAFE NSW and UTS, Ultimo Community Centre and Ian Thorpe Aquatic Centre. Residents at the Site will have access to a broad range of social infrastructure.
- **Highly accessible to transport links:** The Site is located within a short walk of trains, buses, light rail and future Metro services, as well as active travel links connecting to other neighbourhoods across the city.
- **Located within a diverse spatial context:** The Site sits within a fine-grain urban environment with diverse character, from heritage terraced housing in the Ultimo and Pyrmont neighbourhoods, mixed use and high rise campus buildings and apartment blocks on Broadway and Central Park, and Chinatown with vibrant social exchanges and market shopfronts.
- **Positioned within a rapidly transforming local area:** Land directly to the south-east of the Site has been identified as a new Haymarket-Ultimo tower cluster in the Central Sydney Planning Strategy and Planning Proposal. Along with the densification of Pyrmont and the Central Station Renewal Precinct, these planning changes will alter both the character and social context of the broader area.

6.1 Study area definition

For the purposes of the Social and Economic Assessment, study areas have been chosen taking into consideration the need to factor in both localised social and economic impacts and those likely to occur on a broader scale.

For this assessment, a Primary Study Area (PSA) has been defined to represent the local community within the immediate area of the site. This broadly includes residents and workers living within 1km of the site, which are considered of most relevance to this assessment.

The Study Area has been defined using ABS SA1 boundaries that best reflect the identified study area boundaries. Travel Zone (TZ) boundaries that also best align with the study areas have been used to assess the local worker population. A map illustrating the extent of the Primary Study Area within the context of the City of Sydney LGA is shown in **Figure 8**.

It is also acknowledged that this Master Plan, which provides for the development of Australia's first Indigenous residential college, is likely to have regional and national significance that extends beyond the PSA identified for this project. Students at the Indigenous Residential College are likely to come from across NSW or Australia, and the benefits of the Master Plan are therefore likely to extend beyond the localised PSA. Therefore, the population profiles of the City of Sydney LGA and Greater Sydney metropolitan area have also been considered, to contextualise the broader social and economic impacts and benefits of this project.



Figure 8 Study area map

Source: Mapinfo, Nearmap, Ethos Urban

6.2 Current socio-economic profile of the community

An overview of the demographic profile of the PSA and City of Sydney residents is compared to the Greater Sydney benchmark and is based on 2016 ABS Census of Population and Housing data. Key findings are highlighted below:

- **Study Area residents are mostly young adults**, with a median age of 28 years, compared to 32 years for residents living in the City of Sydney. This lower median age within the study area is driven down by the large share of residents aged 18-34 years, which account for 68% of the population and reflect the large number of students living in the area.
- **Aboriginal and Torres Strait Islander residents represent 0.6% of the resident population** within the study area. Across Greater Sydney, 1.6% of the resident population are of Aboriginal or Torres Strait Islander descent. Although this is a relatively small proportion, the site is in close proximity to a significant Aboriginal community living in Redfern which is on the periphery of the defined Study Area.
- **High proportion of tertiary students in the study area.** Within the study area, approximately 40.0% of the residents are attending education institutions. Of those attending education institutions, more than half are attending university or another tertiary facility. This compares to Greater Sydney where only 25.2% of the resident population are attending education. There is also a large amount of student accommodation in the Study Area, both in residential colleges, student housing and group housing, due to the proximity to UTS, Sydney University and TAFE.
- **There is a significant share of lone person (31.4%) and group households (24.0%)** within the Study Area. This compares to Greater Sydney where only 21.7% of dwellings are occupied by lone persons, while 4.6% are group households. Residents of group households may be seeking additional locations outside of their home for study, relaxation and socialising, while lone person households may be seeking spaces for social connection.
- **The majority of households in the Study Area are renting**, accounting for 72.5% of all dwelling tenure types. This figure includes student accommodation. Renters may be more transient than owner-occupiers, living in the area for a short time – spaces where renters can come together and connect with each other, build social connection are needed.
- Residents in the Study Area have lower median individual incomes of \$27,550 per annum, some -26.5% lower than the Greater Sydney median of \$37,460. This likely **reflects the high proportion of students in the area, who would typically earn lower incomes.**
- **The PSA is culturally and linguistically diverse**, demonstrated by the 78.2% of residents born overseas, and the 70% of residents that speak languages other than English at home. These largely include Chinese born residents (22.2%), that speak Chinese languages at home (primarily Mandarin and Cantonese), as well as residents from Thailand (12.2%), and Indonesia (8.6%).

6.3 Population forecasts

For the purposes of this analysis, we have aligned population estimates from 2021 using forecasts derived from sources including the ABS, Transport for NSW, and Forecast.id.

Population estimates show that there are 53,650 residents living within the PSA in 2021, an increase of +5,870 residents since 2016 at a rate of +2.3% per annum. The 53,650 persons in the PSA represent approximately 20% of the total City of Sydney LGA population, estimated at 267,010. Notably, the average annual population growth rate in the PSA and City of Sydney at 2.3% and 3.7% per year, between 2016 and 2021, is higher than the historical average for Greater Sydney of 1.8% per annum over the same period.

Population forecasts for the PSA show that there will be an estimated 66,170 residents living in 2036, an increase of +12,520 residents over the projected period. This level of growth represents an average annual increase of +830 residents, at a rate of 1.4% per annum. This compares to the forecast average population growth rate for Greater Sydney over the 2021-2036 period of 1.6% per annum.

The City of Sydney LGA is forecast to accommodate an additional +72,490 residents between 2021 and 2036, with an estimated resident population of around 340,000 by 2036. The PSA is estimated to support around 17.3% of this population growth.

Importantly, these population estimates demonstrate that there will be a significant number of new residents living within 1km of the Site by 2036, and the proposed development will support this growth by providing up to 250 beds for students, within a high amenity precinct.

Table 1 Population estimates to 2036

Population	2016	2021	2026	2031	2036	2021 to 2036
Primary Study Area	47,780	53,650	55,430	62,300	66,170	+12,520
City of Sydney	222,720	267,010	299,880	322,510	339,500	+72,490
<i>Greater Sydney</i>	<i>5,024,920</i>	<i>5,486,870</i>	<i>5,992,660</i>	<i>6,463,600</i>	<i>6,923,120</i>	<i>+1,436,250</i>
Annual Growth (no.)		2016-21	2021-26	2026-31	2031-36	2021-36
Primary Study Area	-	+1,170	+360	+1,370	+770	+830
City of Sydney	-	+8,860	+6,570	+4,530	+3,400	+4,830
<i>Greater Sydney</i>	-	<i>+92,390</i>	<i>+101,160</i>	<i>+94,190</i>	<i>+91,900</i>	<i>+95,750</i>
Annual Growth Rate (%)		2016-21	2021-26	2026-31	2031-36	2021-36
Primary Study Area	-	2.3%	0.7%	2.4%	1.2%	1.4%
City of Sydney	-	3.7%	2.3%	1.5%	1.0%	1.6%
<i>Greater Sydney</i>	-	<i>1.8%</i>	<i>1.8%</i>	<i>1.5%</i>	<i>1.4%</i>	<i>1.6%</i>

Source: ABS, Forecast Id, Transport for NSW

6.4 Social infrastructure context

An overview of the local social infrastructure context is provided in this section in order to assess any potential impact on the access and availability of social infrastructure as a result of the proposed development and to understand the role and contribution of the proposed development within this broader infrastructure network. Walking distance has been set at 400m-800m from the subject site (a distance equivalent to a 10-15 minute walk).

The social infrastructure context of the site is shown in **Figure 9** on page 22.

The following social infrastructure has been reviewed:

- Open space
- Community facilities
- Education facilities
- Creative and cultural facilities
- Recreation facilities
- Health and emergency services
- Student accommodation
- Public libraries

The site is located on the edge of the Sydney CBD. There is a diverse range of state and district level social infrastructure and various heritage, cultural, or built form landmarks within walking distance from the site, for example the Powerhouse Museum, the International Convention Centre, and TAFE Ultimo.

The locality also includes open spaces, such as Darling Harbour foreshore, Tumbalong Park, and the Goods Line. The area serves a mix of employment, residential, and education purposes, leading to the provision of varying social infrastructure targeting different demographic groups.

Existing social infrastructure surrounding the site (including the Powerhouse Museum and the broader UTS campus) will also undergo planned expansion and upgrades in the medium-term future.

The Master Plan will deliver new social infrastructure including student accommodation for predominantly Indigenous students, publicly accessible open space, an Indigenous research library and a publicly accessible Indigenous Arts Centre, which would complement and strengthen the existing network of social and cultural infrastructure surrounding the site.

6.5 Local public transport and access

The Site is currently well serviced by multiple transport modes. The Site is directly serviced by bus stops along Harris Street and Paddy's Markets light rail stop.

The Site is located approximately 500m walking distance from Central railway station, including the Eddy Avenue interchange and the L2 Light Rail to Circular Quay or the Eastern Suburbs, and approximately 300m from the Railway Square bus interchange to the west and south.

The Site is situated along prominent east-west and north-south active transport connectors. The Goods Line, where the Site is expected to connect, provides a substantial north-south connection via separated cycleways and traffic-calmed streets between UTS (through Jones St and Chippendale Green) and Northern Pymont, Darling Harbour, Anzac Bridge, and the CBD (along Darling Drive).

There is also a cycling route from Glebe and Broadway along Mary-Ann Street and the Goods Line. The future expansion of the Goods Line to the north and south is expected to further improve active transport accessibility to the Site.

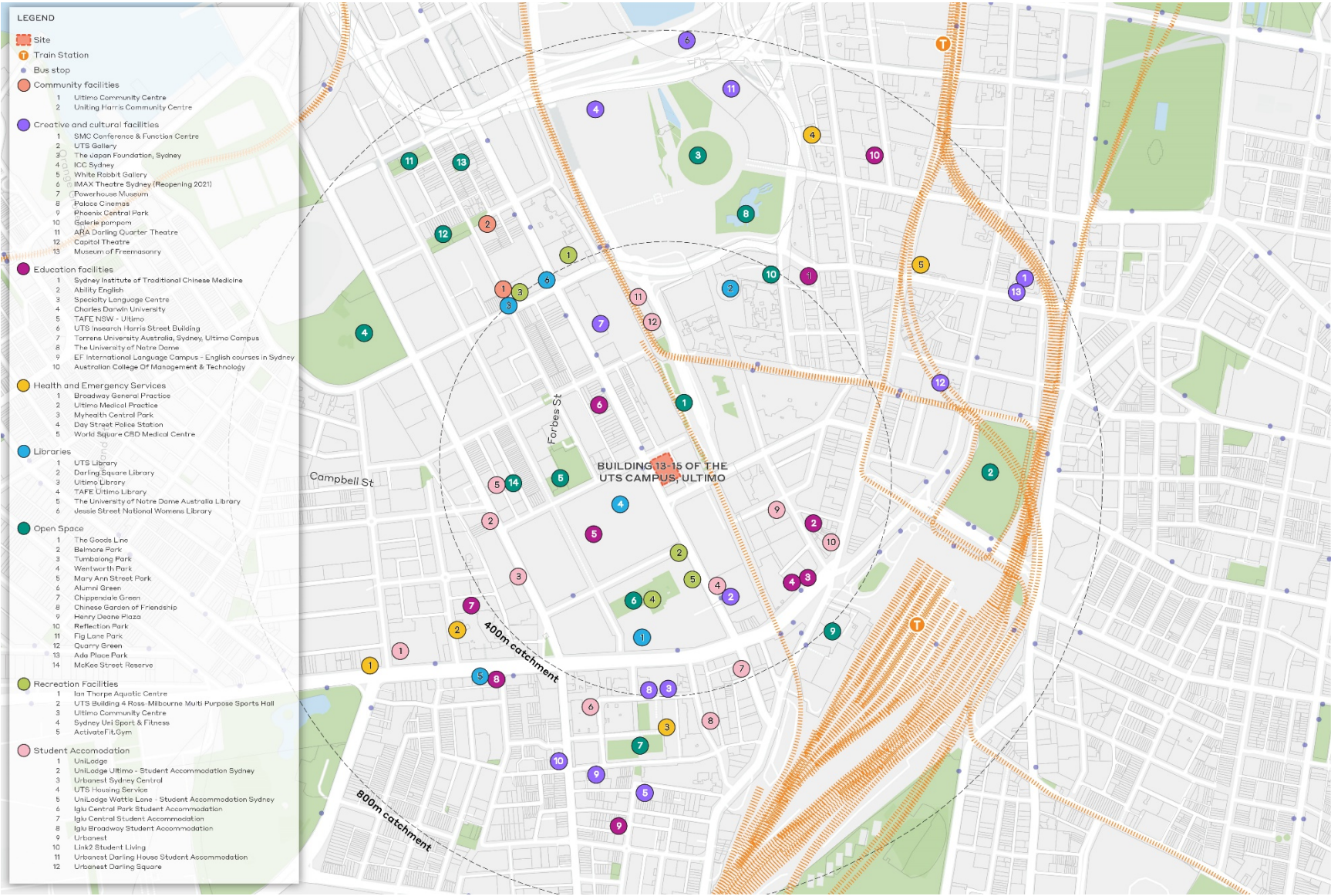


Figure 9 Social infrastructure context

Source: Ethos Urban.

7.0 Socio-economic issues and trends

This section provides an assessment of the social and economic issues and trends relevant to the proposed development, including campus design trends, and Indigenous participation in higher education.

7.1 Increasing Indigenous participation in higher education

Increasing Indigenous participation in higher education is a key national priority, as Indigenous people are currently significantly under-represented in higher education, with impacts on employment opportunities and income.

In 2020, the *New National Agreement on Closing the Gap* has set a higher education target for this population for the first time. A target of 70% of Indigenous Australians between 25 and 34 years of age to have a tertiary qualification by 2031 has been set, (current share is 42.3%).⁸

Indigenous university representation across Australia is still substantially below that of the total domestic student body, despite Indigenous people constituting 3.1% of the national population.⁹ This disparity is the focus of a number of policy objectives at a State and Federal level, however, little progress has been made on 'closing the gap' to date.

An additional obstacle facing Indigenous participation in university is a disparity of completion rates. Indigenous people are substantially less likely to complete their tertiary education course as compared to their non-Indigenous peers.¹⁰

These obstacles were recognised at a national level in 2017 by Universities Australia, which launched its Indigenous Strategy, binding itself and 39 member universities to a range of ambitious targets aimed at improving Indigenous student participation and success, Indigenous research, and Indigenous employment. The Strategy – presently being updated for the next strategic period – galvanised the sector.

Universities are urgently implementing new strategies to increase participation and completion of higher education by Indigenous peoples. As Professor Ian Anderson, Deputy Vice-Chancellor (Student and University Experience) at the Australian National University, recently wrote in *The Conversation*:

"A number of things can be done to improve university completions and lower attrition rates. Targeted education support is sometimes needed for Indigenous students who have gaps in their earlier education. Universities should also continue to provide appropriate social and cultural support."

Higher education providers also can contribute across all priorities in the Closing the Gap agenda...Higher education providers can better equip all their students to engage with these priorities over their professional lives. Embedding Indigenous knowledge in curricula is a key to this. So too is research undertaken to investigate Indigenous disadvantage and identify strategies to improve the quality and impact of Indigenous services."

It is important that universities and vocational education providers think about how they can lead change. They should consider how they invest in Indigenous leaders within the sector. They should also consider the quality of the Indigenous partnerships they develop."¹¹

It has been recognised that higher fees in the contemporary university environment may slow the growth in Indigenous enrolments, along with more immediate issues such as accommodation or living expenses.¹² To minimise this risk, scholarships and pathway programs provide an opportunity to encourage Indigenous participation and the completion of tertiary education by mitigating key financial barriers.

⁸ Ian Anderson, 'For the first time closing the gap has a higher education target. Here's how to achieve it. (*The Conversation*, 2020).

⁹ Universities Australia Indigenous Strategy Third Annual Report, March 2021, page 19.

¹⁰ Universities Australia Indigenous Strategy Third Annual Report, March 2021, page 11.

¹¹ Ian Anderson, 'For the first time closing the gap has a higher education target. Here's how to achieve it. (*The Conversation*, 2020).

¹² Ian Anderson, 'Indigenous students neglected in the higher education policy debate (*The Conversation*, 2014).

7.2 Implementing a whole-of-university approach to Indigenous higher education and employment

“The National Agreement on Closing the Gap presents some new challenges for higher education providers. The first is to focus on improving educational outcomes for Indigenous Australians. However, these providers have a broader contribution to make; their role in producing the knowledge and workforce for change is equally important.”¹³

¹³ Ian Anderson. Pro Vice Chancellor, University of Melbourne

Universities across Australia are taking up this challenge and recognising the importance of closing the gap on Indigenous tertiary education for world class education. UTS, with one of Australia's highest Indigenous completion rates (at 62%), has had in place since 2011 a whole-of-university approach to Indigenous education, research and employment, driven by the *UTS Indigenous Policy* and associated strategies. These multi-year strategies (detailed below) incorporate a range of key initiatives to close the gap across both the study body and staff cohort. These strategies realise the sentiments and commitments contained within the *UTS Reconciliation Statement*, and are further embedded as core business in the *UTS 2027 Strategy* and annual Corporate Plan.

The key aims of UTS' *Wingara Indigenous Employment Strategy 2019-2023* are to:

- increase the number of Indigenous professional staff across the university;
- build a diverse cohort of Indigenous academic and research leaders;
- grow Indigenous and professional leaders; and
- promote career development and progression opportunities for Indigenous Staff.

To achieve this, it has set an Indigenous employment target at three per cent of the workforce to be achieved by 2023.

The *Indigenous Education and Research Strategy 2019-2023* further aims to consolidate Indigenous self-determination at the heart of the university, removing gaps between Indigenous and non-Indigenous success, retention and completion rates, and be a national leader in the country for Indigenous education and research. To achieve this, the strategy commits to:

- Establish UTS' Indigenous Residential College and grow visual representation across the UTS Campus Precincts
- Achieve an overall Indigenous student participation rate of two per cent by 2023
- Achieve parity between Indigenous and non-Indigenous student success, retention, and completion rates by 2023
- Achieve and maintain an Indigenous employment rate equal to other graduates through Internships and long term partnerships with the business community.

Both the University of Sydney and UNSW have similar commitments to closing the gap on Indigenous tertiary education. The University of Sydney's '*One Sydney Many People*' *Strategy 2021-2024* contains commitments to close the gap on participation rates through extended degrees and high school outreach (p. 14), population parity for staff, and the creation of a dedicated physical space for Indigenous students on the Camperdown Campus (p. 23). It should be noted that the policy does not include commitments around Indigenous student retention or closing the gap on completion rates.

UNSW's *Indigenous Strategy 2018-2025* similarly commits to 'truth and reconciliation', though does not commit to any targets for either student or staff Indigenous participation, retention, or completion.

¹³ Ian Anderson. 'For the first time closing the gap has a higher education target. Heres how to achieve it. (*The Conversation*, 2020).

7.3 Contributing towards the long-term vibrancy and sustainability of the UTS City Campus

To ensure ongoing sustainability, universities are increasingly needing to compete for industry and social partnerships, research grants, and to attract students and high-quality researchers. In this climate, the potential to create an ongoing and enriching experience on campus can set an institution apart, offering social and educational benefits that cannot be had online or on other campuses.¹⁴

UTS aims to capitalise on its inner-city location to create a distinctive student experience that taps into surrounding partnerships and opportunities, for example with the ABC, Powerhouse Museum and other businesses. Creating sector-leading graduate employment outcomes, develop international partnerships with corporations and universities, and project a distinctive identity to attract high quality students and staff and reinforce its world-class status into the future.¹⁵

7.4 Urban education campus design – accessible, engaging and inviting precincts

In contrast with traditional universities, isolated from the surrounding urban environment, 21st century universities are increasingly seeking to integrate with the social and built fabric surrounding their campuses. Campus design is increasingly oriented to encourage the local community to connect with the university by inviting them into a space that could otherwise feel intimidating. As University of Melbourne researcher Bree Trevena wrote in *The Conversation*:

“In an increasingly deregulated global market, universities must change tack and become more inclusive. Competition to attract the best and brightest students and researchers is increasing. Universities are vying for industry and social partnerships, research grants and a seat at the policy table. The digital revolution has also transformed study habits.

In this climate, being able to create an engaging experience on a real-world campus can set an institution apart, potentially offering social and educational benefits that can’t be had online or on other universities’ campuses.

The focus on the public realm taps into today’s urban planning orthodoxies of porous boundaries and programmed public spaces combined with statement architecture. Campus-centred public programming might involve inviting the “neighbours” over not only for public lectures, but also for summer day parties and winter footy matches. Private-sector tenants might include farmers’ markets and lifestyle retailers, making the quad more like a local high street.

With its public programming, mixed-use planning and the insertion of small-to-medium private enterprises, campus design strategy has begun to mirror many Australian urban regeneration strategies. We can already see an “urbanisation” of campus buildings. In particular, new student accommodation resembles share houses, boutique hostels or luxury condos.”¹⁶

7.5 Creating a ‘sticky campus’ to encourage activation and vibrancy

One aspect of campus development is considering how, not only to attract students, but also how to encourage them to linger, as part of a ‘sticky campus’ approach. With the digital revolution transforming modes of tertiary education to online and blended teaching models, the ‘real-world’ campus needs to take on new directions. This means keeping students on campus in between or despite classes, by providing digital facilities such as superior wi-fi and an environment that feels inviting, secure, comfortable and flexible.¹⁷

Density and multifunctionality are also key principles of contemporary campus design, such as symbiotic relationships between built and open spaces, design of outdoor seating, lighting, landscaping and surfaces, and embedded data and electrical points to attract people to “plug in and stay”.¹⁸ This can improve both amenity and safety on site through re-invigoration of spaces and passive surveillance.

¹⁴ Trevena, B 2019, “Looking beyond the sandstone: universities reinvent campuses to bring together town and gown,” < <https://theconversation.com/looking-beyond-the-sandstone-universities-reinvent-campuses-to-bring-together-town-and-gown-87174> >

¹⁵ UTS 2027 Strategy (UTS, 2019), initiative 7.

¹⁶ Trevena, B 2019, “Looking beyond the sandstone: universities reinvent campuses to bring together town and gown,” < <https://theconversation.com/looking-beyond-the-sandstone-universities-reinvent-campuses-to-bring-together-town-and-gown-87174> >

¹⁷ <https://www.foreground.com.au/culture/five-campus-designs-changing-the-way-students-value-university/>

¹⁸ <https://www.foreground.com.au/culture/five-campus-designs-changing-the-way-students-value-university/>

UTS has made some headway on this approach, with Alumni Green widely regarded as a best practice example of successful landscape design that encourages students to linger on campus after and in between class, as shown in **Figure 10**.¹⁹



Figure 10 UTS Alumni Green

Source: ASPECT Studios.

¹⁹ Felicity Borthwick, 'Sticky Campus: Education Getting Social' (*InDesignLive.sg*, 2017).

8.0 Community and stakeholder engagement

The following section provides an overview of the community and stakeholder perspectives arising from relevant consultation activities undertaken specific to the site and Pyrmont Peninsula.

8.1 Engagement outcomes – Planning Proposal

Engagement

The Master Plan, as explored in **Section 3.0**, represents the outcome of significant consultation between UTS, BVN (the Master Plan and Design Brief architects) and existing Indigenous students and staff.

Further engagement with Indigenous stakeholders will continue to inform the development of the Planning Proposal. BVN have stated:

The privilege of engagement is that the voice of the Community is rich and can inform unexpected opportunities. This kind of work needs to be conducted by skilled consultants with a background in community consultation and social planning. In our experience, this is best led by Aboriginal people with local connections.

BVN is committed to working with appropriate Community Consultation consultants to advance the Designing with Country work. Ideally, once Community Consultation consultants have been appointed, BVN can better undertake our Designing with Country work in parallel with the benefit of direct feedback from the Community in real-time.²⁰

Community consultation on the UTS Key Site Master Plan will occur over future months ahead of and concurrent with the public exhibition process.

8.2 Engagement outcomes – Pyrmont Peninsula Place Strategy

The *Pyrmont Peninsula Place Strategy* was developed by NSW DPIE in consultation with the community and businesses, the development industry and industry bodies, State agencies including the Greater Sydney Commission, Transport for NSW and the City of Sydney.

The engagement undertaken by DPIE informed the strategy, including its vision as follows:

In 2041, the Pyrmont Peninsula will be an innovative, creative and cultural precinct and an engine room of the Eastern Harbour CBD. It will connect to the Innovation Corridor and other innovation and job precincts via Sydney Metro and complement the Sydney CBD.

The *Strategy* identifies that the Pyrmont Peninsula will be:

- A renowned and treasured cultural and entertainment precinct
- Pyrmont will be at the forefront of the future of work
- Green and connected
- Embracing a sensible approach to growth
- A variety of building typologies
- People will use public transport, walk or cycle to get to and from the Peninsula
- A diversity of housing, including new affordable and social housing
- A tapestry of publicly accessible open spaces.

²⁰ BVN, SDRP presentation.

9.0 Social and economic assessment

This social and economic assessment provides a review of the key social and economic impacts and benefits likely to result from the Master Plan.

The Master Plan is likely to have both localised benefits for amenity, connectivity and activation, and regional and national significance (associated with the delivery of the first Indigenous Residential College) that extends beyond the localised study area identified in **Section 6.1**. Both localised and broader impacts and benefits of the project are discussed.

Key social and economic impacts arising from the proposal include:

- Improving Indigenous participation and completion rates in tertiary education
- Improving education and employment outcomes for Aboriginal Australians
- Delivering on UTS' commitments to 'closing the gap'
- Implementing the vision of the *Pymont Peninsula Place Strategy*
- Increased public access to on-campus social and cultural infrastructure
- Increasing links between the campus and surrounding Ultimo precinct - Improved permeability and connectivity
- Employment generation
- Increased economic output.

9.1 Regional and national impacts

The following section recognises the broader socio-economic impacts and benefits arising from the Master Plan, which may have significance for the regional and national community.

Improving Indigenous participation and completion rates in tertiary education

Research by Universities Australia highlights that success rates for indigenous students completing university have consistently ranged between 68-72% since 2008, compared to non-indigenous students at 83-86%. This gap in the rate of university completions is likely attributed to a range of social issues, including lack of support, marginalisation, studying and living costs, and the wellbeing impacts of being away from family and networks. Many of these issues could be addressed through having affordable and inclusive living spaces for Indigenous Australians that celebrate indigenous culture and provide the relevant learning guidance and emotional support.

Indigenous participation rates and completion rates in tertiary education are significantly lower than the non-indigenous population, and have not substantially improved despite being a priority area for 'Closing the Gap' targets. It is a key priority of UTS' *Indigenous Education and Research Strategy 2019-2023* to actively assist in reducing this gap.

Research by Universities Australia highlights that success rates for indigenous students completing university have consistently ranged between 68-72% since 2008, compared to non-indigenous students at 83-86%. This gap in the rate of university completions is likely attributed to a range of social issues, including lack of support, marginalisation, studying and living costs, and the wellbeing impacts of being away from family and networks. Many of these issues could be addressed through having affordable and inclusive living spaces for Indigenous Australians that celebrate indigenous culture and provide the relevant learning guidance and emotional support.

The development outlined in the Master Plan is of national significance, planning to deliver the first university Indigenous residential college in Sydney and will assist in realising the UTS vision for improved Indigenous participation in higher education. The development seeks to improve education outcomes for Indigenous Australians by removing the significant cost barriers associated with housing and living costs and enabling Indigenous people to

'see' themselves at home at university through support programs, academic and social spaces, and with a celebration of Indigenous identity and culture at its core.

The Master Plan exemplifies an Indigenous-led approach and integrates culture and heritage in its design. Continuing Indigenous leadership, the Country led approach, and landscape integration are core aspects of helping Indigenous students feel welcome and supported at university.

By emphasising smaller-scale social units and maximising gathering places, the development supports social cohesion, community connection and wellbeing for Indigenous residents. In particular, the development would support Indigenous students travelling into inner Sydney to access education from regional and remote areas across NSW and beyond.

Improving employment outcomes for Indigenous Australians

Access to higher education is fundamental to enabling people to secure employment opportunities, improving their circumstances and their communities. The Master Plan would contribute towards improving employment outcomes for Indigenous Australians by connecting Indigenous students with higher education opportunities.

Due to historical exclusion, employment outcomes for Indigenous Australians are far below those of non-Indigenous Australians, with impacts on income, security and wellbeing. The ABS Census showed that in 2006, only 48% of Indigenous Australians were employed, which has decreased marginally to just 46.6% in 2016 - despite targets set by the Council of Australian Governments (COAG) to half the gap in employment between Indigenous and non-Indigenous Australians between 2008 and 2018. In 2016, Indigenous Australians aged 15-64 were almost twice as likely to be without employment as compared to non-Indigenous Australians.

There are a number of key social and economic issues faced by Indigenous Australians that directly impact employment outcomes and labour market disadvantage within the First Nations community. The issues include:

- **Educational outcomes:** There is an evident link between education and employment outcomes for all individuals. Access to education is a key social disadvantage for Indigenous Australians, where only 54% of Indigenous persons aged 20-24 have completed Year 12, compared to 86% for non-Indigenous Australians (ABS Census data).

Similarly, just 2.9% of Indigenous Australians aged 15-64 were attending university of other tertiary institution at the time of the 2016 Census, an increase from 2.6% in 2006. Despite the increase in the number of Indigenous Australians attending university, there was a recorded 26% of people aged 20+ years in 2014-15 that wanted to study in the last 12 months who did not. This is largely due to a range of other external issues including remoteness and access to education and studying/living costs.

A report prepared by Deloitte Access Economics on 'Closing the Gap' highlights that education is one of the key drivers in closing the gap to employment, and in fact half of the gap in employment outcomes could be resolved through better access to education and health.

- **Access to education facilities** Indigenous Australians have typically been less likely to live in capital cities. This restricts access to education, particularly tertiary education, which is generally located within major regional or metropolitan centres. For example, the employment rate of Indigenous Australians in cities is 50%, while in remote areas the employment rate is just 39%. Improving access to education for Indigenous Australians living in remote areas is imperative in achieving better employment outcomes.

The 'Closing the Gap' economics report prepared by Deloitte Access Economics highlights that there is a requirement to increase employment by +80,000 jobs for Indigenous Australians. If this could be achieved by 2031, as well as closing the gap between life expectancy and productivity, it would result in Australia's real GDP being an estimated 1.15% (or \$24.3 billion) higher, as well as a net improvement in the budgetary position of the Australian Government by \$11.9 billion by 2031.

The net improvement in budgetary position would largely be a result of a decrease in income dependency from government transfers to Indigenous Australians. Government expenditure per person is currently higher for Indigenous Australians at \$44,124 per person in 2011, compared to \$20,222 per person for non-Indigenous Australians in the same year. These costs are not just associated with income transfers, but other expenses

including health, which is far more prevalent in remote Indigenous communities. There is significant economic benefit likely to result from improving employment and education access for Indigenous Australians.

Delivering on UTS' commitments to Closing the Gap

The project will deliver on UTS' specific commitment to establish an Indigenous Residential College by 2025, and grow visual representation across the UTS Campus. It meets the challenges of increasing Indigenous student success and employment rates by providing a dedicated space for cultural and spiritual learnings and dedicated student support.

UTS has numerous commitments to close the gap across both the student body and staff cohort, including an Indigenous employment target of 3% of the workforce and student participation rate of 2% by 2023, and parity by 2023 between Indigenous and non-Indigenous student success, retention, completion and employment rates.

This Master Plan aims to deliver on UTS' commitments in three ways:

- First, the project will deliver on UTS' specific commitment to establish an Indigenous Residential College by 2025, and grow visual representation across the UTS Campus. It meets the challenges of increasing Indigenous student success and employment rates by providing a dedicated space for cultural and spiritual learnings and dedicated student support.
- Second, the project will increase Indigenous employment in UTS' workforce, providing dedicated office space and a unit workspace for Indigenous staff to consolidate programs and learning opportunities across the campus.
- Third, the project will bridge boundaries between Indigenous and non-Indigenous staff and students by celebrating Indigenous culture in a way that encourages learning by non-Indigenous persons, either living in the inclusive accommodation, attending classes in the integrated UTS teaching spaces, or moving or gathering in and around the new public spaces and precinct heart. Breaking down these borders and increasing collaboration centred around Indigenous culture and a strengths-based celebration is of immense social value in the context of intense public discourse and social fragmentation.

9.2 Localised benefits and impacts

The following section discusses the more localised socio-economic impacts and benefits arising from the Master Plan, including the impact of the project on the surrounding Pyrmont Peninsula, UTS campus and Ultimo communities.

Implementing the vision of the Pyrmont Peninsula Place Strategy

It is a state and local government priority to ensure that future land uses contribute to the employment prospects and vibrancy of the Ultimo precinct. To activate the peninsula and ensure continued economic success, the State Government has released the *Pyrmont Peninsula Place Strategy* (2020) to guide future growth in this key innovation corridor.

This development supports key aspects of the Strategy, including:

- **Delivering student housing.** The Ultimo sub-precinct particularly has a very high student population, and continuing high demand for student housing is expected given proximity to key knowledge institutions, including UTS. This development addresses this shortage of affordable student housing, thereby increasing the vitality and growth of the precinct and Sydney's desirability for prospective students.
- **Preserving and enhancing the Peninsula's heritage assets through the adaptive reuse of the existing Building 13,** a key direction of the Strategy. By reusing heritage buildings for creative and cultural uses, the development supports the Strategy's goal of celebrating both Aboriginal and European heritage and history.
- **Improving sustainability and environmental performance.** This project contributes to the Strategy's vision for the Pyrmont Peninsula as a net-zero precinct and a sustainable place of choice, including through delivering landscape elements, rooftop gardens and green roofs, throughout the development site, integrating both

Aboriginal cultural learnings and contributing to the sustainability priorities of the precinct as a best-practice future low-carbon city.

- **Increasing activation and amenity of east-west connections.** This project contributes to the rejuvenation of Harris Street as the 'historic urban spine of the peninsula', supporting Ultimo place priorities of streetscape and activation, creating new centres of activity, and shared spaces. Delivering the new Civic Heart and social infrastructure will increase the activation of this area of Harris Street, acting as a catalyst for further activation of the civic sphere in the area.

Increasing public access to on-campus social and cultural infrastructure

Integrating contemporary universities into the social and built fabric of the broader city, including by delivering publicly accessible social infrastructure on campus, has benefits including increased engagement, activation, and social capital.

This Master Plan enhances the integration and activation of UTS campus and complements the existing supply of social infrastructure in this growing and changing area.

This Master Plan includes a publicly accessible arts centre, with a focus on engaging Aboriginal and Torres Strait Islander peoples across Sydney in making and cultural expression, and a library, which is currently targeted towards students living in the college. These spaces will encourage integration between university facilities and public spaces, to create a more welcoming, diverse campus.

The Master Plan will also welcome the surrounding community to visit the campus and collaborate, furthering UTS' aims of creating a 'sticky campus' and facilitating a high level of collaboration and connectivity envisaged in visions for the Camperdown-Ultimo Collaboration Area.

The precinct heart, located on the ground floor and creating vital connectivity upgrades between Harris Street, Mary Ann Street, and the Goods Line, will act as a public square and event space for community performance and gathering. Connecting directly to the Arts Centre on the ground level, this development will add significant social value and cohesion for the surrounding community and activation and opportunities for connection between the Site, the UTS campus and the broader local area.

Increasing links between the campus and surrounding Ultimo precinct – improved permeability and connectivity

Increasing activation and permeability is a key direction for the Ultimo sub-precinct in the Pyrmont Peninsula Place Strategy, noting that although East-West movement is currently challenged by the light rail corridor and heavy traffic on Harris Street.²¹

This development plans to better integrate the UTS campus, including the Dr Chau Chak Wing Building and the Goods Line, into the city. Improved permeability and connectivity would facilitate for improved knowledge sharing and social cohesion between UTS and surrounding institutions such as the ABC and Powerhouse Museum, delivering on the vision for improved collaboration in this area.

Driving employment generation

The project will generate new employment both during construction and on an ongoing basis once the development is complete and fully occupied.

Construction employment

Direct employment in the *construction industry* is expressed as FTE job years. A 'job year' is a full-time job for one year.

Indirect, or flow on, employment will also be supported in other industries, for example, suppliers of materials and financial and legal services. Employment estimates in the wider economy are derived from ABS national accounts input-output analysis, specifically, employment multipliers.

²¹ Pyrmont Peninsula Place Strategy, p. 55.

Direct employment in the construction industry depends on the nature of the building, in particular, the capital intensity of the project. It is estimated 1.96 FTE direct construction industry job years per \$1 million of expenditure (or 1.0 FTE job year per \$510,000) will be generated by the construction activity, based on research and the type of work expected to be undertaken in the construction phase of the site.

In addition, these direct construction industry jobs lead to demand for employment in supplier industries in the wider economy. The ABS construction multiplier is 2.6 - that is, for every single FTE job in the construction industry a further 1.6 FTE jobs are supported elsewhere in the economy.

The initial economic benefits generated by the project will occur during the construction phase, which is estimated to span two years. It is understood that the direct construction costs for the base build of the project will be in the order of \$120 million.

Total construction costs for the base build of around \$120 million would support 235 jobs in the construction industry and support a further 376 jobs in related (supplier) industries over the development period.

In total, approximately 611 FTE construction jobs will be supported during the construction phase (refer to Table 2).

Table 2 Employment generated during construction phase

Metric	Value
Direct Jobs	
Estimated cost of construction (\$)	\$120 million
Estimated direct jobs	235 FTE jobs
Indirect Jobs	
Indirect jobs per construction job	Approximately 1.6
Estimated indirect jobs	376 FTE jobs
Total FTE Construction Jobs	611 FTE jobs

Source: ABS 2015; Ethos Urban

Ongoing employment

The proposed development will support a number of jobs associated with the ongoing operation and maintenance of the Indigenous Residential College, Arts Centre and Library. For the purposes of this analysis, it is estimated that 324 FTE jobs will be supported at the Site once the project is complete and fully occupied. These jobs are likely to comprise administrative and support staff, cleaning staff, librarians, and onsite security.

Increasing local economic output

Additional levels of employment generated by the project will result in additional flow-on economic activity throughout the local and regional area.

Value added by industry is an indicator of business productivity. It shows the net economic uplift by excluding the value of production inputs. Value added is estimated at up to **\$6.9 million pa** (2019 dollars) at full occupancy of the project (refer to **Table 3**).

The above analysis has been sourced from economy.id (based on modelling by the National Institute of Economic and Industry Research) for the City of Sydney LGA, with 'best fit' industry sectors applied to likely economic activities at the new development. The results of the analysis assume no substitution effects from outside the regional economy, rather, the activities undertaken at the new asset represent increased net demand associated with population, labour force and industry growth.

Table 3 Economic Output – Value Added

Activity	Administrative and Support Services
Employment (jobs)	24 FTE
Value added per job	\$286,737
Value added total	\$6,882,000

Source: *Economy.id; Ethos Urban*

In addition to the above, it is likely that the additional 250 students and 24 workers at the site will also support generate additional retail expenditure within the local area, largely associated with living and working costs including expenditure on food and groceries, non-food items and services. This would include additional activity during lunch times as well as before and after work and study. The improved expenditure profile would result in improved levels of activity, amenity and vibrancy as a result of the proposed development that will benefit the UTS campus precinct as well as local businesses.

10.0 Concluding comments

An assessment of the high level social and economic impacts and benefits of the Master Plan has been undertaken with consideration to the issues identified through the baseline analysis.

The overall long term impact of the proposed development is considered to be overwhelmingly positive, with significant benefits likely to result for Indigenous students from across NSW and beyond, and localised benefits for students, visitors and workers in the surrounding area. The most significant social and economic benefits of the proposal relate to:

- **Improving Indigenous participation in higher education:** The Master Plan will deliver the first Indigenous at scale integrated residential college in Sydney, and will support students to achieve academic excellence, including by covering accommodation costs, providing access to support programs and academic and social spaces, with the celebration of Indigenous identity and culture at its core.

Success rates for Indigenous students completing university have been consistently in the 68-72% range between 2008-2018, compared to non-Indigenous students at 83-36%.²² This project has been developed and led by the Indigenous leadership team at UTS, and has been informed by Indigenous staff and students, and Indigenous design professionals. The college aims to draw on this consultation to remove the barriers, both real and perceived, that prevent Indigenous participation in higher education and the broader economy.

The Proposal would also contribute towards delivering on UTS' commitment to 'closing the gap'.

- **Improving employment outcomes for Indigenous Australians:** Due to historical exclusion, employment outcomes for Indigenous Australians are far below those of non-Indigenous Australians, with impacts on income, security and wellbeing. This Master Plan will have positive impacts on employment outcomes by connecting Indigenous Australians to higher education.
- **Improving access to social and cultural infrastructure and opportunities for sharing culture for Aboriginal and non-Aboriginal members of the broader community:** The proposal includes a publicly accessible arts centre, with a focus on engaging Aboriginal and Torres Strait Islander peoples across Sydney in making and cultural expression, and a library, which is currently targeted towards students living in the college. These spaces will encourage integration between university facilities and public spaces, to create a more welcoming, diverse campus.
- **Improving the permeability and connectivity of the UTS campus with surrounding communities:** The proposed development provides the opportunity for upgrades to Omnibus Lane and Mary Ann Street subject to a VPA, to improve the public domain, as well as connections to the Goods Line, which is a key corridor within the Pyrmont Peninsula Place Plan. This would increase the permeability and connectivity, for students, workers and visitors to Ultimo, which currently has limited east-west connectivity.

²² Universities Australia, 2018.

- **Complementing renewal and expansion of the UTS campus**, to better integrate with the surrounding urban fabric: UTS is an anchor of the emerging innovation precinct focused on technology and creative industries, and this Master Plan could deliver increased connectivity to the surrounding precinct by enhancing public domain on Mary Ann Street, providing East-West active transport connections to the Goods Line (and in the future across Darling Drive to the future UTS Building 5), improving the streetscape of the site as it relates to Harris Street to increase activation and movement, and delivering an opportunity for major public domain improvements to Omnibus Lane, subject to a VPA.
- **Driving employment generation and economic activity:** During the construction, ongoing operation and management of the Site, additional employment and flow-on economic activity will result in a net community benefit. This additional activity will support the local and regional economy including supporting local businesses and improved levels of activity after hours and on weekends due to student resident activity and a more active, vibrant precinct overall as a result of the project.

Impacts likely to be associated with the project would primarily be associated with employment losses (if any) associated with existing learning spaces at the site. However, it is anticipated that any existing employees would be relocated to other spaces on the campus prior to development. Other potential impacts would likely occur during the construction phase of the project, including any temporary disruptions to local nearby businesses, will be temporary, with all facilities likely to benefit from improved activity in the longer term once the project is completed.

Appendix A. Policies and plans

The following policies, plans and strategies have been reviewed for this report:

- *A City for All: Towards a socially just and resilient Sydney* (City of Sydney, 2019)
- *Better Placed, NSW Government Architect* (2017)
- *Camperdown-Ultimo Place Strategy* (GSC, 2019).
- *City Plan 2036: Local strategic planning statement* (City of Sydney, 2020)
- *Design and Place State Environmental Planning Policy (SEPP) Explanation of Intended Effect* (NSW Government, 2021)
- *Designing with Country* (NSW Government Architect, 2020)
- *Eastern City District Plan* (Greater Sydney Commission, 2018)
- *Economic development strategy* (City of Sydney, 2020).
- *Global NSW Strategy Brochure* (NSW Government, 2020)
- *Greater Sydney Region Plan* (Greater Sydney Commission, 2018)
- *Greener Places, NSW Government Architect* (2020)
- *Greening Sydney Strategy* (City of Sydney, Draft, 2021)
- *Local Strategic Planning Statement* (City of Sydney, 2019)
- *National Agreement On Closing the Gap* (Closing the Gap, 2020)
- *NSW Higher Education Strategy 2021-2025* (NSW Department of Education, 2021)
- *NSW Infrastructure Strategy 2018-2038* (NSW Government, 2018)
- *Our Greater Sydney 2056: Eastern City District Plan* (Greater Sydney Commission, 2018)
- *Practitioner's Guide to Movement and Place* (NSW Government Architect, 2020)
- *Premier's Priorities* (NSW Government, 2019)
- *Pyrmont Peninsula Place Strategy* (NSW Government, 2020)
- *Resilient Sydney: A Strategy for City Resilience* (Metropolitan Councils of Sydney, 2018)
- *Sustainability Policy* (UTS, 2015).
- *Sustainable Development Goals* (United Nations, 2015).
- *Sustainable Sydney 2030: Community Strategic Plan* (City of Sydney, 2017)
- *Sydney Green Grid* (NSW Government Architect (2017)
- *Universities Australia Indigenous Strategy* (UA, 2017)
- *UTS 2027 Strategy*
- *UTS City Campus Master Plan* (UTS, 2008)
- *UTS Reconciliation Statement* (UTS, 2019)

The following section identifies the key social, cultural, and economic drivers for this site, based on a review of the key state and local policies and strategies relevant to the proposed development.

Table 2 Strategic policy drivers

Policy themes	Implications for social context review	Relevant documents
Reconciliation and Aboriginal participation in education	<ul style="list-style-type: none"> Driving participation in tertiary education by indigenous peoples is a key policy goal for the NSW Government and education institutions, including UTS. “Higher education is a powerful vehicle for individuals to change their futures and improve and shape the world they live in. It is the responsibility of universities, individually and collectively, to create an environment that enables successful higher education experiences and fruitful careers for all members of society” (Universities Australia, p.17). Universities Australia acknowledges that tertiary institutions have “historically underperformed against their obligations to Australia’s Aboriginal and Torres Strait Islander peoples. Enrolments have been low, attrition rates high and Indigenous staff remain few” (p.10). Key priorities of the Universities Australia Indigenous Strategy include: <ul style="list-style-type: none"> increase the numbers of Aboriginal and Torres Strait Islander people participating in higher education as students, as graduates and as academic and research staff; increase the engagement of non-Indigenous people with Indigenous knowledge, culture and educational approaches improve the university environment for Aboriginal and Torres Strait Islander people Becoming a world leader in transformational, impact-driven Indigenous education is a key policy driver for UTS. 	<ul style="list-style-type: none"> <i>UTS 2027 Strategy</i> <i>UTS Reconciliation Statement</i> (UTS, 2019) <i>Universities Australia Indigenous Strategy</i> (UA, 2017) <i>National Agreement On Closing the Gap</i> (Closing the Gap, 2020) <i>NSW Higher Education Strategy 2021-2025</i> (NSW Department of Education, 2021)
Connecting with Country	<ul style="list-style-type: none"> It is a state and local government priority to recognise this area as an Aboriginal place, including increasing the visibility of Aboriginal and Torres Strait Islander histories and living cultures. The NSW Government recognises the Aboriginal experience and connection with Country as a place of origin in cultural, spiritual, and literal terms. Aboriginal people “are part of Country, and their/our identity is derived in a large way in relation to Country. Their/our belonging, nurturing and reciprocal relationships come through our connection to Country. In this way Country is key to our health and wellbeing” (pg. 2). NSW Government Architect frameworks have identified the importance of ‘eco-centric’ design, which includes people, animals, resources, and plants equally, in considering and appreciating the Aboriginal world view. It is a state priority to respect Aboriginal relationships to Country as well as their cultural protocols, ensure financial and economic benefits to the Country and Traditional Custodians of the Country on which work is carried out, and share tangible and intangible benefits with the Country on which work is carried out, including with current and future generations. A component of the NSW Design and Place SEPP is to use Country as a foundation for place-based design and planning in order to deliver “healthy and prosperous places that support the wellbeing of people, community, and Country” (pg. 4). 	<ul style="list-style-type: none"> <i>Design and Place State Environmental Planning Policy (SEPP) Explanation of Intended Effect</i> (NSW Government, 2021) <i>Designing with Country</i> (NSW Government Architect, 2020) <i>Draft Connecting with Country</i> (NSW Government Architect, 2020) <i>Pymont Peninsula Place Strategy</i> (Direction 6) <i>Greater Sydney Region Plan</i> (Greater Sydney Commission, 2018)
Strong demand for student housing in the area	<ul style="list-style-type: none"> It is a state and local government priority to create diverse and affordable housing opportunities, including for students, close to major employment centres to support the economic growth and diversity of Greater Sydney. Within the Pymont Peninsula, student housing is required to support the ongoing growth of education and training institutions, including UTS. City of Sydney and the NSW Government recognise that Central Sydney is a major destination for domestic and international students, and that maintaining Sydney’s role in attracting students requires leveraging investment in infrastructure and services, including affordable student accommodation, public spaces, green infrastructure, and ‘third places’ to relax and socialise. 	<ul style="list-style-type: none"> <i>Camperdown-Ultimo Place Strategy</i> (GSC, 2019) <i>Eastern City District Plan</i> (Greater Sydney Commission, 2018) <i>Camperdown-Ultimo Place Strategy</i> (GSC, 2019)

Policy themes	Implications for social context review	Relevant documents
	<ul style="list-style-type: none"> The NSW government determines to provide spaces to encourage student connections, networking and innovation and increase commercial outcomes (Camperdown-Ultimo Place Strategy Action 24) All levels of government recognise that a lack of housing affordability for students and key workers is identified as an impediment to vitality and growth for the Camperdown-Ultimo Collaboration Area. 	
Integrating UTS into surrounding urban and social fabric	<ul style="list-style-type: none"> UTS envisages the creation of a vibrant and engaging education precinct that contributes to a broader vision of the area. Creating a 'sticky' campus, will help make UTS a destination for students, visitors and local residents to study, learn and socialise, sharing social and other infrastructure with the surrounding community. Deliver an Innovation Corridor activation program to bring together knowledge and innovation workers across the Peninsula and neighbouring areas for formal and semi-formal events and activities encouraging collaboration, knowledge sharing and a dynamic community. To increase activation and integration, UTS and the NSW Government envisage creating east-west pedestrian connections across Darling Drive, extending the Goods Line, and making public domain improvements to emphasis social mobility and connectivity. 	<ul style="list-style-type: none"> <i>UTS City Campus Master Plan</i> (UTS, 2008) <i>Camperdown-Ultimo Place Strategy</i> (GSC, 2019) <i>Pymont Peninsula Place Strategy</i> (NSW Government, 2020)
Realising the NSW Government's vision for Pymont Peninsula	<ul style="list-style-type: none"> Pymont Peninsula is already a thriving hub of media, tourism, entertainment, creative and educational industries. The NSW government has created a 20-year framework to accommodate for future growth in Pymont Peninsula. It is a priority of the Strategy to ensure that this cluster grows and remains viable in order to attract further 'job-creating' investment (pg. 24, PPPS). Desired outcomes of the Pymont Peninsula Place Strategy include improving and activating the public domain, particularly with active streetscapes and green corridors along Harris Street, Mary Ann Street, and the Goods Line. Investment in existing clusters of local enterprise, innovation and education is key to supporting and growing the jobs and industries of the future (Direction 1, PPPS) The Pymont Peninsula Place Strategy envisages a variety of building typologies with high quality design and green performance to provide a diversity of housing types, including affordable and social housing. Particularly, a focus on taller buildings complementing the character and heritage of the area will enhance the Peninsula's character and reinforce its unique charm and history (Direction 2 & 8). This sustainability focus is supported by City of Sydney and UTS. 	<ul style="list-style-type: none"> <i>Pymont Peninsula Place Strategy</i> (NSW Government, 2020) <i>City Plan 2036: Local strategic planning statement</i> (City of Sydney, 2020) <i>Our Greater Sydney 2056: Eastern City District Plan, Greater Sydney Commission</i> (2018)
Ultimo sub-precinct as a place of integration, education, creativity, and culture	<ul style="list-style-type: none"> The NSW Government recognises that Ultimo is an area where major educational and cultural infrastructure, including UTS, TAFE Ultimo, ABC and the Powerhouse Museum is integrated with residential and commercial uses, and industrial heritage, to create a vibrant precinct. The area has a high student population, and is well-connected to other precincts undergoing significant growth and change, in particular the Central Precinct and Redfern North Eveleigh, which together comprise Tech Central. While North-South movement in Ultimo is relatively unconstrained, travelling east-west is challenged by the light rail corridor, heavy vehicle traffic on Harris Street, and lack of connected streets. Key to the success of the precinct will be supporting student housing, the adaptive reuse of heritage buildings, and better public and active transport and public areas along Harris Street. 	<ul style="list-style-type: none"> <i>Pymont Peninsula Place Strategy</i> (NSW Government, 2020) <i>City Plan 2036: Local strategic planning statement</i> (City of Sydney, 2020) <i>Our Greater Sydney 2056: Eastern City District Plan, Greater Sydney Commission</i> (2018)

Policy themes	Implications for social context review	Relevant documents
Improving walkability, connectivity and amenity	<ul style="list-style-type: none"> The City of Sydney is prioritising improved walkability and cycling safety by increasing the safety and comfort of streets, providing direct, pleasant, sociable, and interesting active connections, and enabling businesses and services to deliver the needs of local communities within easy walking distance. With greater than 92% of trips being walking in the Sydney CBD each day, meeting demands for connectivity, safety, and natural amenity are vital to promote active lifestyles and sustainability, and meet current and future demand. The GSC recognises that competitive innovation precincts depend on high levels of amenity and walkability, and proximity to affordable and diverse housing options, to spur the rapid exchange of ideas and the establishment of networks (Planning Priority E8). Delivering seamless linkages between Broadway and surrounding precincts is an important aspect of this policy direction (PPPS Direction 7). 	<ul style="list-style-type: none"> <i>City Plan 2036: Local strategic planning statement</i> (City of Sydney, 2020) <i>Our Greater Sydney 2056: Eastern City District Plan</i>, Greater Sydney Commission (2018) <i>Sustainable Sydney 2030: Community Strategic Plan</i> (City of Sydney, 2017) <i>Pymont Peninsula Place Strategy</i> (NSW Government, 2020) <i>Camperdown-Ultimo Place Strategy</i> (GSC, 2019)
Supporting community equity and wellbeing	<ul style="list-style-type: none"> State and local governments recognise the importance of socially-connective spaces in building resilient communities. Well-planned social infrastructure, educational facilities and communal spaces can assist in fostering “healthy, culturally rich, and networked communities that share values and trust and can develop resilience to shocks and stress” (pg. 33). It is a priority of the City of Sydney’s A City for All strategy to create “a liveable city [which] supports high quality of life and wellbeing” (A City for All, pg. 27). Members of the community should have access to a diverse range of facilities and services within a vibrant local neighbourhood which supports their daily needs. The GSC recognises that the Camperdown-Ultimo Collaboration Precinct must provide affordable housing supply (Priority 4) and social and civic infrastructure (Priority 6) to foster healthy, create, culturally rich, socially connected, and welcoming communities (Priority 5). Key directions of the ‘Resilient Sydney’ strategy includes ensuring that every Sydneysider feels that they belong in their city, with equal access to “engage in society, the economy, and all the city has to offer” (pg. 61). 	<ul style="list-style-type: none"> <i>City Plan 2036: Local strategic planning statement</i> (City of Sydney, 2020) <i>A City for All: Towards a socially just and resilient Sydney</i> (City of Sydney, 2019) <i>Practitioner’s Guide to Movement and Place</i> (NSW Government Architect, 2020) <i>Resilient Sydney: A Strategy for City Resilience</i> (Metropolitan Councils of Sydney, 2018) <i>Eastern City District Plan</i> (Greater Sydney Commission, 2018) <i>Camperdown-Ultimo Place Strategy</i> (GSC, 2019) <i>UTS City Campus Master Plan</i> (UTS, 2008)

Appendix B. Community profile summary

Category	Primary Study Area	City of Sydney LGA	Greater Sydney
<u>Income</u>			
Median individual income (annual)	\$27,550	\$49,600	\$37,460
Variation from Greater Sydney median	-26.5%	32.4%	na
% of persons (15 years or older) earning \$1,000pw or more	29.4%	48.2%	37.3%
Median household income (annual)	\$81,150	\$101,010	\$92,200
Variation from Greater Sydney median	-12.0%	9.6%	na
% of Households earning \$2,500pw or more	26.6%	35.5%	31.8%
<u>Age Structure</u>			
0 years	0.6%	0.9%	1.2%
1-2 years	0.8%	1.4%	2.6%
3-4 years	0.6%	1.0%	2.6%
5-6 years	0.4%	0.8%	2.6%
7-11 years	0.9%	1.5%	6.2%
12-17 years	1.2%	1.6%	6.9%
18-24 years	29.1%	17.0%	9.6%
25-34 years	39.0%	33.8%	16.2%
35-49 years	16.8%	22.1%	21.3%
50-59 years	5.2%	9.1%	12.3%
60-69 years	3.6%	6.3%	9.4%
70-84 years	1.6%	3.9%	7.1%
85 years and over	0.3%	0.8%	1.9%
Median Age (years)	28.0	32.0	36.0
<u>Country of Birth</u>			
Australia	21.8%	46.0%	61.9%
Aboriginal and Torres Strait Islanders	0.6%	1.1%	1.4%
Other Major English Speaking Countries	6.4%	12.8%	7.6%
Other Overseas Born	71.8%	41.2%	30.5%
% speak English only at home	30.1%	58.7%	62.5%
<u>Household Composition</u>			
Couple family with no children	28.5%	29.7%	23.8%
Couple family with children	8.2%	10.9%	37.5%
Couple family - Total	36.6%	40.6%	61.3%
One parent family	4.3%	4.7%	11.1%
Other families	3.7%	1.9%	1.3%
Family Households - Total	44.6%	47.2%	73.7%
Lone person household	31.4%	37.4%	21.7%
Group Household	24.0%	15.5%	4.6%
<u>Dwelling Structure (Occupied Private Dwellings)</u>			
Separate house	0.3%	1.9%	57.2%
Semi-detached, row or terrace house, townhouse etc.	10.2%	19.9%	14.0%
Flat, unit or apartment	89.3%	77.7%	28.2%
Other dwelling	0.2%	0.4%	0.5%
Occupancy rate	90.1%	88.2%	92.3%
Average household size	2.5	2.1	2.8
<u>Tenure Type (Occupied Private Dwellings)</u>			
Owned outright	11.9%	14.4%	30.0%
Owned with a mortgage	14.6%	20.6%	34.2%
Rented	72.5%	64.4%	35.1%
State or territory housing authority	5.3%	7.8%	4.2%
Housing co-operative/community/church group	1.4%	1.3%	0.5%
Other tenure type	0.9%	0.6%	0.7%
<u>Attending Education (% of those attending)</u>			
Pre-school	0.8%	2.5%	6.9%
Infants/Primary Total	3.1%	8.8%	32.2%
Secondary Total	3.7%	7.0%	25.0%
Technical or Further Educational Institution	13.8%	11.4%	7.6%
University or other Tertiary Institution	58.2%	57.3%	24.2%
Other type of educational institution	20.5%	12.9%	4.0%
% of total population attending education	39.2%	24.5%	25.2%
<u>Highest Level of Education Completed (% of population aged 15 years and over)</u>			
Year 12 or equivalent	88.9%	86.2%	67.5%
Year 9-11 or equivalent	8.0%	11.3%	26.7%
Year 8 or below	1.8%	1.8%	4.4%
Did not go to school	1.3%	0.8%	1.5%
<u>Highest Level of Non-School Qualification</u>			

Postgraduate degree	19.1%	20.7%	13.9%
Graduate diploma or certificate	2.3%	3.8%	3.4%
Bachelor degree	52.5%	49.3%	36.4%
Advanced diploma or diploma	17.0%	14.1%	17.7%
Certificate	9.2%	12.1%	28.6%
% of persons with non-school qualifications (persons 15 years and above) - excludes not-stated and inadequately described	54.8%	59.7%	52.7%

Top places of birth and language spoken at home

Source: ABS Census of Population and Housing 2016

<u>Top 5 Countries of Birth</u>	<u>Primary Study Area</u>	<u>City of Sydney LGA</u>
1	China (22.2%)	Australia (46.0%)
2	Australia (21.8%)	China (11.4%)
3	Thailand (12.2%)	England (5.2%)
4	Indonesia (8.6%)	Thailand (3.7%)
5	South Korea (4.4%)	New Zealand (3.1%)
<u>Top 5 Languages Spoken at Home</u>	<u>Primary Study Area</u>	<u>City of Sydney LGA</u>
1	English (30.1%)	English (58.7%)
2	Mandarin (23.0%)	Mandarin (11.3%)
3	Thai (11.9%)	Thai (3.6%)
4	Indonesian (7.4%)	Cantonese (3.3%)
5	Cantonese (5.9%)	Indonesian (2.4%)