

22 March 2016

The General Manager
Department of Planning
Hunter & Central Coast
PO Box 1226
NEWCASTLE NSW 2300

Dear Sir / Madam

We are pleased to provide you with the University of Newcastle's (UON) response to the draft Plan for Growing Hunter City (PGHC), Draft Hunter Regional Plan (HRP) and the Draft Central Regional Plan (CCRP). As a major landholder and key employer within the Hunter and Central Coast, the UON commends the NSW government for the development of a long term strategy that seeks to drive economic growth, attract investment, while protecting and sustaining our natural environment.

The UON welcomes the actions outlined in the PGHC and HRP, including the designation of the Callaghan Campus as a strategic centre. The UON will necessarily have a key role in ensuring the successful implementation of the strategy. Consequently, the UON requests the NSW government consider the following strategic initiatives and recommendations for adoption within the final plan:

1. The UON Callaghan Campus is focussed on delivering world class research and education. It also has a range of community and sporting facilities that are utilised by the broader community. In addition, we recently added new residential student accommodation on the Callaghan campus with 1700 beds, which at the start of Semester 1 2016 are 100% occupied.

We note the acknowledgement in the PGHC that the State Government will work with the University "to investigate and deliver complementary economic activities within the Callaghan Precinct, generate greater employment options". We are highly supportive of this proposal as our NeW Futures Strategic Plan 2016 – 2025 has a strong focus on extending our engagement with industry and business. The opportunity for co-location is an objective we wish to actively pursue. We also see the opportunity to potentially introduce other residential living opportunities that may not be dedicated to accommodating students but could complement and take advantage of our community and sporting facilities and the bushland setting our campus enjoys.

Given the above, the UON is of the view that the PGHC would benefit from identifying the UON Callaghan Campus as a suitable location to investigate new employment generation options along with a range of housing options; for students, staff and the wider community. In this regard, broadening the investigation would support several other directions within the strategy, including but not limited to Directions 1.1, Direction 1.2 and Direction 2.2.



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

2. In regards to the identification of Newcastle City as a Specialised Centre, we wish to draw your attention to the University's intention to deliver an 'Innovation Hub' in the Civic Precinct (within this specialised centre). The Innovation Hub will provide a physical space to bring together researchers, developers, entrepreneurs, investors, students, technical specialists and business advisors. Activity within the Innovation Hub will concentrate on the delivery of entrepreneurial programs, mentoring and financing initiatives to nurture and grow innovation across a range of disciplines.

The UON views the Innovation Hub as an important catalyst for the broader Hunter regional economy. It will launch spinoffs, start-ups and mature companies, attracting investment and businesses to the Hunter Region. It will also encourage innovation and commercialisation; producing the next generation of entrepreneurs, business leaders and attracting a knowledge based workforce to the Hunter. Consequently, the Innovation Hub will have a role to play in supporting draft HRP goal of growing the largest regional economy in Australia.

We would recommend that the draft HRP would benefit from acknowledging the Innovation Hub and the role this it can play in nurturing an innovation ecosystem, diversify its economic base, grow retain and attract talent and thus provide a new competitive edge for the Hunter region.

3. The UON supports the PGHC strategy objective of integrating land use and transport planning to encourage more efficient travel and land use. As the UON's presence in the Newcastle City Centre expands, the movement corridor between the UON Callaghan Campus and the Newcastle City Centre will become increasingly important. The UON is of the view that the strategy would benefit from explicitly acknowledging the importance of this corridor, particularly in relation to delivering enhanced options for public transport, walking and cycling. The UON would also support further actions within the PGHC that investigate opportunities to improve the connectivity between bus and rail on the Callaghan campus.
4. The Ourimbah Campus is an important component of the infrastructure of the Central Coast. The multi-sector campus model has facilitated interaction between the University and TAFE as well as the Community College and other partners (Northern Sydney & Central Coast Area Health, NSW Department of Tourism Sport and Recreation, Regional Development Australia and Business and Investment Centre). Subsequently, the establishment of the Ourimbah Campus is a considerable achievement.

State, Regional and local level policy documents consistently refer to the potential of the Ourimbah campus to assist in broadening the economy of the Central Coast and improving the skills of its residents. They state:

- The Ourimbah Campus is identified as a key item of regional infrastructure
- Education and skills development is a regional priority
- Research and development is under represented in the Region and needs to be strengthened



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

- Tertiary education facilities will assist the revitalisation of other Centres, such as Gosford, or improve the accessibility of higher education to the community if located in Centres, such as Wyong-Tuggerah
- Community and lifelong learning are regional priorities
- Business partnerships with tertiary institutions and the Campus will assist a broadening of the regional employment base
- The demographic characteristics of the area underline the importance of improving school retention rates and pathways to tertiary education.

Notwithstanding these consistent message across strategic studies, the CCRP study does not provide a clear statement of the detailed role of the Campus. In this regard, the CCRP lacks specific strategies directed at the Ourimbah Campus and its relationship with the surrounding land uses. Consequently, the UON is of the view that the draft CCRP would be benefit from identifying direct initiatives and actions aimed that clearly recognise Ourimbah Campus roles as a key item of regional infrastructure.

In terms of potential actions, the UON in partnership with Wyong Shire Council and TAFE NSW produced the Ourimbah Campus Strategic Directions Report 2012 (enclosed). The report identifies several direct and strategic directions that can readily be implemented to enhance the contribution of the Campus to the wider region. The Strategies Directions are summarised as follows:

1. Build neighbourhood relationships: integration with the adjoining Ourimbah village, build a critical mass and work towards a “varsity village
2. Connect the campus: improve active transport options and improve the public transport experience
3. Making a better campus: provide a sense of arrival and vibrant activity on campus, improve wayfinding, maximise capacity
4. Building a better central coast: support a competitive region and engaging the community

The strategic directions and actions are further detailed in the enclosed report. It is recommended that these strategies directions, objectives and actions be incorporated in the draft CCRP as a comprehensive package of measures.

5. Crown developments have historically been subject to reduced or no Section 94A development contributions on the basis that they are not likely to require the provision of public services and amenities in the same way as developments undertaken with a commercial objective. Prior to 2014, the UON was also provided with an exemption from S94A fees for development undertaken in Newcastle. The exemption generally acknowledged that, like other Crown developments, the material public benefit derived from the University development far exceeded the demand that it creates on local infrastructure.

The imposition of a local Section 94A levy on the UON since 2014 has acted to divert scarce capital resources from University functions; effectively limiting the ability of the UON to invest in infrastructure that is vital to education, research and economic

generating activity. Consequently, the UON is of the view that the imposition of a S94A levy on Crown Education Establishments is effectively counter to the outcomes being sought in the PGHC relating to the growth and diversification in strategic centres.

The UON therefore requests that the actions within the PGHC be expanded to investigate the opportunity to remove local and regional S94A fees for Educational Establishment undertaken by the Crown in specialised centres.

It is worth noting that the matter of imposing S94A fees on University's has been the subject of several submissions and ongoing dialogue between the NSW Vice Chancellor Committee and the Department Of Planning. For the reasons outlined above the NSW VCC strongly supports the exemption of Crown Educational Establishments from local and regional S94A fees. In this regard, the Department Of Planning Infrastructure Contributions Reform Technical Reference Group (2013) also supported making Crown Education Establishments exempt from local S94A levies. Given the work to date on this issue, the UON encourages the NSW Government to continue their review of this matter through the PGHC.

The UON would welcome the opportunity to discuss our plans for the Callaghan, Ourimbah and city campuses, the response to the draft strategies and to participate in further stakeholder consultation programs. Please contact Julie Rich, Associate Director, Campus Strategy in the first instance by phone 4921 5273 or email julie.rich@newcastle.edu.au.

Yours sincerely,



Alan Tracey
Director, Infrastructure and Facilities Services



Ourimbah Campus Development Project



Ourimbah Campus Strategic Directions Report

December 2012



Contents

Acknowledgements	6
-------------------------------	----------

This publication was prepared by Hunter Strategy and is copyright and remains the property of the University of Newcastle.Executive Summary and Conclusions	6
--	----------

1.0 Introduction	10
1.1 Study Background	10
1.2 Ourimbah Campus.....	10
1.3 Location	10
1.4 Purpose and structure of this Report.....	12
1.5 Tertiary education institutions and local and regional development.....	12
2.0 Policy And Strategy	15
2.1 National	15
2.1.1 Review of Australian Higher Education (Bradley Report)/ Transforming Australia's Higher Education System	15
2.1.2 National Urban Planning Framework and National Urban Policy.....	15
2.1.3 High Speed Rail Study.....	15
2.2 State Government.....	15
2.2.4 Central Coast Regional Strategy (CCRS)	15
2.3 Regional	17
2.3.1 Central Coast Regional Economic Development and Employment Strategy (REDES).....	17
2.3.2 Central Coast Regional Plan 2011-2015.....	18
2.3.3 A Feasibility Study for a University on the Central Coast	18
2.4 Local Government	19
2.4.1 Wyong Community Strategic Plan 2030.....	19
2.4.2 Draft Wyong Shire Settlement Strategy 2012.....	19
2.4.3 Draft Ourimbah Planning Strategy, Town Vision and Concepts 2007.....	20
2.4.4 Gosford 2025 Community Strategic Plan	21
2.4.5 Draft Gosford Land Use Strategy 2031	21
2.5 Implications For Government Strategies and Plans.....	21
2.6 University of Newcastle Strategy.....	22
2.6.1 New Directions Strategic Plan 2013-2015.....	22
2.6.2 Campus Direction Statement 2009-2020 (Discussion Paper).....	23
2.6.3 University of Newcastle Strategic Masterplan	23
2.7 Statement of Educational Intent between the University of Newcastle and TAFE NSW Hunter Institute	24
3.0 Understanding the Area.....	26
3.1 Population Growth	26
3.2 Central Coast Population Profile	26
3.3 Location of jobs.....	32
3.4 Transport	32

3.5	Ourimbah	34
3.6	Local retail and services	34
4.0	The Ourimbah Campus	36
4.1	Ourimbah – Local Context	36
4.2	The Campus	37
5.0	Land And Buildings.....	39
5.1	Ourimbah Campus– Land Description	39
5.2	Tenure	39
5.3	Buildings	40
5.4	Lease arrangements	40
5.5	University and TAFE Building Users	41
5.6	Teaching Space	44
5.7	Teaching Space Audit 2011	45
6.0	Courses And Learning.....	46
6.1	University Students	46
6.2	University Courses	47
6.3	TAFE Courses	48
6.4	Pathways	48
6.5	Central Coast Community College	48
7.0	Facilities And Access.....	49
7.1	Campus Facilities	49
7.2	Student Housing	49
7.3	Vehicular access.....	49
7.4	Car parking	51
7.5	Public Transport.....	52
7.6	Cycle and Pedestrian Routes.....	53
8.0	Land Uses	57
8.1	Wyong Local Environmental Plan 1991.....	57
8.1.1	Ourimbah Village	57
8.1.2	Ourimbah Campus.....	61
8.2	Proposed land use zones under the Preliminary Draft Wyong Local Environmental Plan 2012	63
8.2.1	Ourimbah Campus.....	64
9.0	Site constraints	67
9.1	Flood	67
9.2	Slope	68
9.3	Bushfire	69
9.4	Vegetation	70
9.5	Acid Sulphate Soils.....	71
9.6	Mine Subsidence	71
9.7	Water	72
9.8	Sewerage	72

9.9	Summary of constraints	73
10.0	Analysis and Conclusion	74
11.0	Strategic Directions and Recommendations	77
	IMPLEMENTING THE RECOMMENDATIONS OF THIS REPORT	77
	Strategic Direction 1: BUILD NEIGHBOURHOOD RELATIONSHIPS	77
	Strategic Direction 2: CONNECT THE CAMPUS	79
	Strategic Direction 3: MAKING A BETTER CAMPUS	81
	Strategic Direction 4: BUILDING A BETTER CENTRAL COAST	83
	Appendix 1: Campus Masterplan Critical Success Factors and Enablers	85
	Appendix 2: Campus Buildings	88
	Appendix 3: Student enrolments	89
	Appendix 4 Teaching Space	92
	Appendix 5 Issues and Strategies	93
	NEIGHBOURHOOD RELATIONSHIPS	94
7.1	INTEGRATION WITH OURIMBAH VILLAGE.....	94
7.2	DEVELOPMENT OF A “VARSITY VILLAGE”	95
	MOVEMENT AND CONNECTIONS	97
7.3	CAMPUS CONNECTIONS	97
7.4	PUBLIC TRANSPORT	99
	BUILDING A BETTER CAMPUS.....	101
7.5	ARRIVAL AND ACTIVITY	101
7.6	WAYFINDING AND SIGNAGE	102
	GROWING THE CAMPUS.....	103
7.7	ASSESS EXISTING CAPACITY	103
7.15	PLAN FOR THE FUTURE	105
	BUILDING A BETTER CENTRAL COAST	106
7.16	SUPPORT TO THE REGION	106

7.17 ENGAGING THE COMMUNITY.....	108
Appendix 6: References	109
Appendix 7: Project Control Group membership.....	110
Appendix 7: Statement of Educational Intent.....	111

Figures

Figure 1: Location of Ourimbah	11
Figure 2: Relative location of Ourimbah village and the Campus	11
Figure 3: Key factors in a competitive region and city	13
Figure 4: Centres and Employment Lands	16
Figure 5: Future Campus Masterplan options	24
Figure 6: Age profile 2006 and 2036	26
Figure 7: Distribution of SEIFA rankings.....	27
Figure 8: Population in CDs with a SEIFA ranking in the 25% percentile or below	27
Figure 9: Qualification levels 2006.....	28
Figure 10: 25-34 year olds holding a Bachelor degree or above	29
Figure 11: Type of educational institution attended 2006.....	29
Figure 12: Industry sector of employed residents 2006.....	30
Figure 13: Occupational grouping of employed residents 2006	30
Figure 14: Household incomes 2006	31
Figure 15: Employment distribution in the Central Coast	32
Figure 16: Proportion of Jobs near frequent public transport	33
Figure 17: Locational context of the Ourimbah Campus	36
Figure 18: Ourimbah Campus map	37
Figure 19: University controlled property at Ourimbah	39
Figure 20: Location of Leased Premises	41
Figure 21: Location of TAFE and Community College Buildings	42
Figure 22 Space use by Faculty/School	43
Figure 23: Space allocation by School	44
Figure 24: Projected University student growth.....	46
Figure 25: Relationship of the road network to the Campus	50
Figure 26: Pacific Highway - Chittaway Road intersection	51
Figure 27: Car Parking.....	52
Figure 28: Bus route map	53
Figure 29: Map of Cycleways accessing the Ourimbah Campus.....	54
Figure 30: Shared cycle pedestrian link to the railway station	54
Figure 31: Discontinuous cycle connection to the residential area on Shirley Street.....	55
Figure 32: Hazardous bridge on the Campus-railway pathway off Mill Street.....	55
Figure 33: The Pacific Highway is one main divider between the Campus and Ourimbah Village	55
Figure 34: Access to the railway station from the east (Campus)	56
Figure 35: Mobility Map.....	56
Figure 36: Existing urban land uses at Ourimbah	57
Figure 37: Current Land Use Zones at Ourimbah	60
Figure 38: Current Land Use Zones at Ourimbah Campus.....	62
Figure 39: Proposed zones Preliminary Draft LEP 2012.....	66
Figure 40: Flood prone land.....	67
Figure 41: Flood hazard on Campus	67
Figure 42: Slope.....	68

Figure 43: Bushfire prone land	69
Figure 44: Endangered Ecological Communities	70
Figure 45: Key Future Spatial Actions	76
Figure 46: Formal teaching spaces	92

Tables

Table 1: Highest level of schooling 2006	28
Table 2: Ourimbah age profile 2006	34
Table 3: University Controlled Land.....	39
Table 4: Leases at Ourimbah	40
Table 5: Total teaching spaces (IOU Code 5101.101)	44
Table 6: University student enrolments	46

Acknowledgements

This publication was prepared by Hunter Strategy and is copyright and remains the property of the University of Newcastle.

Executive Summary and Conclusions

Background

In 2011 Wyong Shire Council, the University of Newcastle (UoN) and TAFE NSW – Hunter Institute reached a Memorandum of Understanding (MoU) in recognition of the existing and potential role of the Ourimbah campus in the social and economic development of the locality.

As an outcome of the MoU, UoN commissioned Strategy Hunter to undertake an investigation and analysis of the implications and opportunities for the further development of the Ourimbah Campus and the surrounding area. The resulting report will provide advice to the Campus partners and Wyong Shire Council as well as other stakeholders for the further planning and development of the area.

The Central Coast has an expanding population and employment base in close proximity to the substantial markets of Sydney and the Lower Hunter. Its environmental qualities attract residents and tourists. It also has some specific challenges including those relating to socioeconomic status, the nature of the employment base, its spatial spread and availability of public transport.

Ourimbah Campus

The Ourimbah Campus is an important component of the infrastructure of the Central Coast. The multisector campus model has facilitated interaction between the University and TAFE as well as the Community College and other partners. The establishment of the Ourimbah Campus is a considerable achievement.

State, Regional and local level policy documents consistently refer to the potential of the Campus to assist in broadening the economy of the Central Coast and improving the skills of its residents. They state:

- The Ourimbah Campus is identified as a key item of regional infrastructure
- Education and skills development is a regional priority
- Research and development is under represented in the Region and needs to be strengthened
- Tertiary education facilities will assist the revitalisation of other Centres, such as Gosford, or improve the accessibility of higher education to the community if located in Centres, such as Wyong-Tuggerah
- Community and lifelong learning are regional priorities
- Business partnerships with tertiary institutions and the Campus will assist a broadening of the regional employment base
- The demographic characteristics of the area underline the importance of improving school retention rates and pathways to tertiary education.

However, there is no clear statement of the detailed role of the Campus and tertiary institutions within the Central Coast in the context of regional policy and need, and an accompanying forward plan.

The location of Ourimbah Campus is a product of the prevailing thinking up to the turn of the century of the benefits of establishing tertiary institutions in “standalone” locations.

Contemporary literature frequently refers to the benefits of building a closer relationship between tertiary education campuses and urban centres. This theme is consistent with recent proposals to link Ourimbah Campus more closely with Ourimbah Village, and with proposals to establish a University presence in other centres, such as Tuggerah-Wyong and Gosford.

Developing the Campus

The Ourimbah Campus has a very pleasant environment. It is well landscaped, has well maintained pathways, and the natural vegetation and riparian area separating the two halves of the Campus is of high environmental quality. However, the Campus lacks a sense of vitality and high activity. This is due to the relatively low student population, the standalone location of the Campus, and the spread out low density nature of its buildings and places. In addition, the low intensity development of the Campus provides little sense of arrival and distinctiveness.

The need to improve the accessibility of the Campus and to build a closer relationship with urban areas is identified as an important issue in several Regional and Local Government studies.

A number of Regional and Local Government strategies refer to the development of a University presence on sites in addition to the Ourimbah Campus. The nature of this presence does not appear to have been explored in these strategies beyond a cursory level.

In relation to further development on the Ourimbah Campus, the site is significantly constrained by flood prone land, steep slopes and bushfire prone land. The land available for development is largely that already developed. There may be some potential to expand the developable area into the flood prone land to the west, dependent on specialist flood engineering investigations.

The low intensity of development combined with the potential to increase utilisation of existing built teaching space and the presence of a number of potential sites for new buildings result in the Campus having considerable ability to increase student enrolments without needing to expand beyond the existing developed area for the foreseeable future.

It may be economically viable to increase the intensity of development on the Campus by redeveloping existing sites with multistorey buildings. The Campus Masterplan contains elements of this approach in its treatment of the Library quadrangle.

The development of a new Local Environmental Plan (LEP) by Wyong Shire Council appears to have little impact on the Campus site, based on a review of a recent draft of the LEP.

The New Directions Strategic Plan 2013-2015 (UON's Strategic Plan) and the Ourimbah Campus Directions Statement Discussion Paper provide future direction for the Ourimbah Campus in terms of the direction and priorities of the University as a whole but not in a spatially specific way.

There is considerable potential to the Campus to further increase its offering to the Central Coast. The shared Campus already offers many higher education pathways alternatives and articulation from certificate level qualifications to degree level courses. Given the over representation of residents with certificate level qualifications in the Central Coast and the under representation of degree and higher level qualifications, the promotion of pathways to higher education appears to be an important priority.

In addition, research and other support that the Campus can provide to the Region's businesses, particularly SME's, can play a vital role in expanding and broadening the economic and employment base of the Region. The Campus is already playing this role and this could be expanded to the mutual benefit of the Campus and Region.

Connections

The scope of this Report includes examining the potential to increase for links between the Campus and the village of Ourimbah.

The Campus is separated from the village of Ourimbah by floodplains (largely occupied by sportsgrounds), the railway line and the Pacific Highway. The major barrier is the floodplain and it is important to gain a greater knowledge of its characteristics so that its development potential can be better understood. If even limited development could occur in this area it will greatly assist in improving the connection between the Campus and the Village.

To the east of the Ourimbah commercial centre and the railway line, a largely vacant industrial area could be developed for land uses with a relationship with the Campus. Development of this site would help "bridge the gap" between the Campus and Ourimbah village. Combined

with intensification of the Ourimbah village commercial centre and surrounds, Ourimbah village could become considerably more attractive to Campus users as a place to live or obtain goods and services.

While there is potential for redevelopment in and around the commercial centre at Ourimbah, most development potential lies to the north, in the area surrounding the intersection of the Pacific highway and Burns Road. It offers the ability to develop land uses which could have a relationship with the Campus, and could include the development of a business park/employment area with close research and education links to the Campus on the “Gateway” site adjacent to the intersection of the Pacific Highway and the F3 Sydney Newcastle Freeway.

Active transport- walking and cycling- to the Campus from other locations in the Central Coast are inhibited because of an absence of signage, poor surveillance (and hence security concerns), and limited off road cycleways from major destinations. Similarly, public transport usage is inhibited by a combination of infrequent services, access difficulties in the case of the railway station, and limited facilities. As a result most students and staff travel to the Campus by motor vehicle.

Improvements to active transport infrastructure and the provision of public transport will greatly assist in the encouraging staff and students to use alternatives to the motor vehicle.

The Future

UON or TAFE should refine their strategic plans to refer specifically to the role of the Ourimbah Campus. It is very important that the role of the Campus is articulated in the context of the Region and in the context of the broader course and research offerings of these organisations.

A series of Strategic Directions and accompanying objectives and strategies have been developed to address the issues identified in this Report, and to assist the Campus reach its potential for the benefit of the Central Coast and the involved organisations. The Strategies Directions are:

- ✓ Build Neighbourhood Relationships
 - Integration with Ourimbah Village
 - Build Critical Mass and develop towards a “Varsity Village
- ✓ Connect the Campus
 - Improve Active Transport Options
 - Improve the public transport experience
- ✓ Making a Better Campus
 - Provide a sense of arrival and vibrant activity on Campus
 - Improve Wayfinding
 - Maximise Capacity
 - Plan for the Future
- ✓ Building a Better Central Coast
 - Support a Competitive Region
 - Engaging the Community

The Strategic Directions are further detailed in Section 11 and Appendix 5 of this Report. It is recommended that these Strategies Directions, Objectives and Actions be pursued as a comprehensive package of measures.

1.0 Introduction

1.1 Study Background

In 2011 Wyong Shire Council, UON and TAFE NSW – Hunter Institute reached a Memorandum of Understanding (MoU) in recognition of the existing and potential role of the Ourimbah campus in the social and economic development of the locality. A copy of the MoU can be found in the Background Paper to this Report.

The MoU noted that the Ourimbah village is a key strategic location for the future development of the Central Coast. It promoted the concept of developing the vision of Ourimbah as an education and training precinct that would support and enhance the growth of education, training and research and attract business and investment.

As an outcome of the MoU, UON commissioned Strategy Hunter to investigate and analyse the implications and opportunities of the further development of the Ourimbah Campus and the surrounding area. This work has resulted in several papers- a Background Paper, an Issues and Strategies Paper, and a Strategic Directions Report.

A Project Control Group (PCG) was established by the University and Wyong Shire Council to advise on the Study. Members of the PCG were drawn from a range of stakeholder groups, and the membership is shown at Appendix 7. The PCG met several times during the conduct of the Project.

The Strategic Directions Report provides a range of information about the Campus, its characteristics and users. It aims to provide a source of data for use in understanding the role of the Campus and for planning its future development.

1.2 Ourimbah Campus

The Campus is shared by UON, TAFE NSW Hunter Institute and the Central Coast Community College. Part of the site is leased from the state Government and part is owned by UoN. Ourimbah is one of a number of campuses used by UON; others include the main campus at Callaghan (Newcastle), Port Macquarie and Singapore. It is one of a number of campuses operated by the Hunter Institute of TAFE in the Central Coast; others being at Wyong and Gosford. The main training and administrative centre of the Central Coast Community College is located on the Campus, and the College also delivers courses from other locations in the Central Coast.

The Ourimbah Campus was established in 1989 on an 81 hectare greenfield site (Lot 1 DP837937), initially purchased in the 1970s for a College of Advanced Education. Later 35 hectares were added by acquiring two Brush Road properties (Lot 6 DP 717751; Lot 281 DP569752).

1.3 Location

The Ourimbah Campus is located at Chittaway Road Ourimbah NSW 2258 on the Central Coast of NSW, as shown in **Figure 1**.

It is approximately 90 kilometres north of Sydney and 80 kilometres south of Newcastle.

The Ourimbah Campus is located just under 1 kilometre from the village of Ourimbah, around 8 kilometres from the Gosford City Centre and 9 kilometres from the Wyong Town Centre. Ourimbah village has excellent road access; the Pacific Highway passes through the Village and the F3 Sydney to Newcastle Freeway is approximately 2.5 kilometres to the north. Ourimbah village has a railway station and is located on a bus route.

Figure 2 shows the location of the Campus relative to Ourimbah village centre.

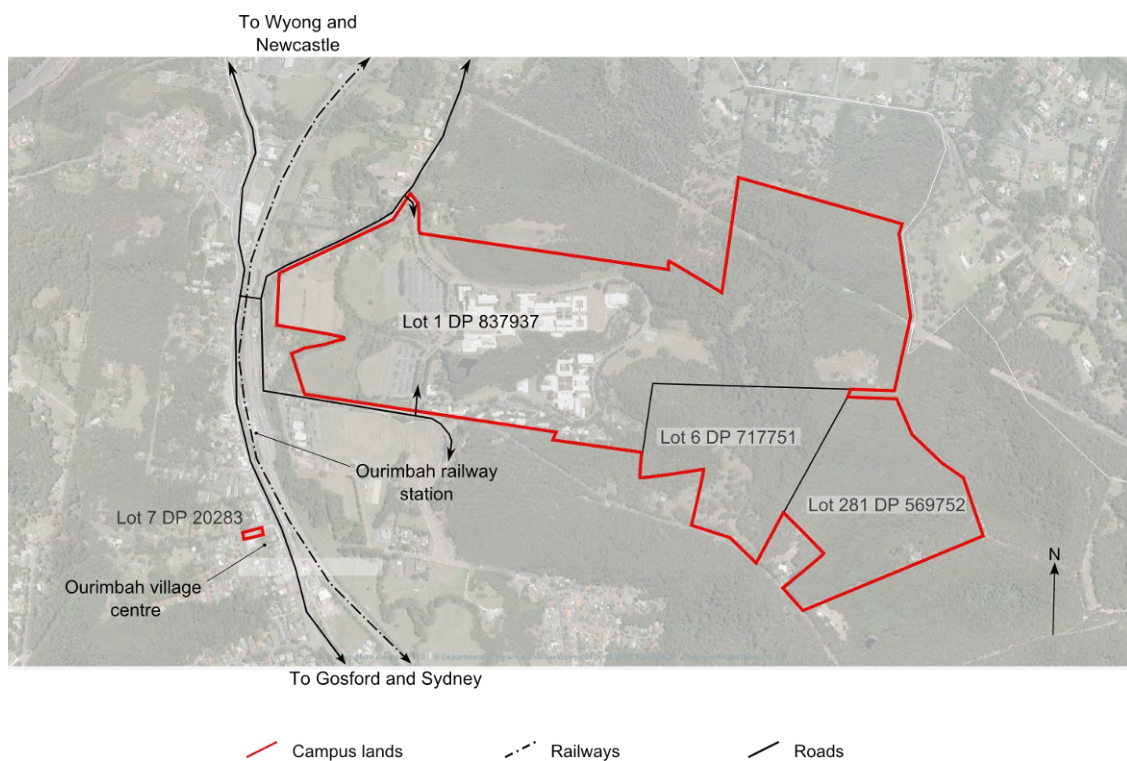
'Ourimbah' is an Indigenous word describing a place of initiation and learning.

Figure 1: Location of Ourimbah



Source: Google maps 2012

Figure 2: Relative location of Ourimbah village and the Campus



Source: Aerial photograph courtesy Wyong Shire Council

1.4 Purpose and structure of this Report

This Report provides strategic directions for the Ourimbah Campus and its relationship with the surrounding area, and provides the contextual information. It is the third of three reports on the Ourimbah Campus, its development and potential linkages to the Central Coast Region. The first report is a Background Paper on the Campus and its wider context within the Central Coast Region, and the second report is an Issues and Strategies Paper, an extract of which is in Attachment 5 to this Report.

The Structure of this Report is as follows:

- **Section 1:** Introduction
- **Section 2:** Policy and Strategy
- **Section 3:** Ourimbah Campus context
- **Section 4:** Land and Buildings
- **Section 5:** Courses and Learning
- **Section 6:** Facilities and Access
- **Section 7:** Land Use Zones
- **Section 8:** Site constraints
- **Section 9:** Strategic Directions

1.5 Tertiary education institutions and local and regional development

There is a growing realisation of the benefits of a close spatial and functional relationship between tertiary institutions, local communities and regions. While much of the literature documenting these benefits has focussed on economic development, there are also substantial social benefits arising from the development of a close community-campus relationship.

In a 2009 report on *The Impact of Universities in Regional Communities* Pracsys identifies several major economic impacts of tertiary institutions:

- Direct income, expenditure and employment effects resulting from their day to day operation
- Increasing skills (human capital) and knowledge
- Application of research and innovation
- Wider cultural, recreational and social programs and events
- Community infrastructure- venues, libraries and sporting facilities
- Improving the reputation and attractiveness of a region
- Youth retention.

These benefits are only maximised if the local area and region has the structure, skills and institutional arrangements to take advantage of them. For example, an increase in educational qualifications will be of limited benefit if individuals need to locate elsewhere to obtain suitable employment; or if businesses are not sufficiently entrepreneurial to be able to apply the products of research and innovation arising from a tertiary education institution.

The International Journal of Pedagogies and Learning published a special theme issue titled *Town and Gown in the Bush: Contemporary Regional Universities and Transforming Communities* in 2006. This publication analysed the positive role of several Queensland regional universities in stimulating the economic and social development of their communities. It pointed out that a number of internationally famous universities are located in regional locations, including Oxford and Yale.

A recurring theme in much of the literature is the importance of identifying common interests, nurturing emerging opportunities and developing partnerships across institutions, business and the wider community.

The CEOs for Cities Creative Cities Network (2008) emphasises fostering and building upon:

- Talent
- Connections- encouraging knowledge sharing, ideas exchange and the ability to transform ideas into knowledge and creative capital
- Distinctiveness- a s competitive advantage
- Diversity– both of opportunities for participation and of economies with better alignment to contemporary societal and economic drivers
- Creativity and innovation.

Figure 3: Key factors in a competitive region and city



This Ourimbah Campus Development Project focuses on location and spatial relationships; that is, the physical nature of the Ourimbah campus and its spatial and functional relationship with the adjoining area. Other regional development factors will be addressed to a lesser extent in this Project and are the province of such documents as the Regional Economic Development Strategy and the like.

In the 1960's, 70's and 80's there was a trend to establish standalone campuses in suburban locations. The Ourimbah and Callaghan campuses are products of that trend, as is Macquarie University. These campuses were designed as relatively low density developments with little relationship to the surrounding land uses. From the 1990's there was a growing realisation that much was to be gained from a closer spatial and functional relationship between a campus and the adjacent urban areas.

By mixing compatible land uses, particularly on the campus periphery, University life and activity is increasingly seen as an agent to energise urban areas and build closer relationships between business, the wider community and the tertiary education sector. For example, adjacent urban areas are seen as potential incubators for smaller start up enterprises based on University research. Publications such as Richard Florida's *The Rise of the Creative Class*

have popularised and accelerated this trend. At the same time, it is increasingly recognised that the suburban campuses often lack “life” and a focus for activity and as a result the redevelopment and intensification of suburban campuses has begun. The Callaghan Campus Master Plan is an example of this approach as is the proposal by UON to expand its Newcastle City Centre campus within a town/gown/cultural precinct.

It is no accident that the trend toward a “community integrated campus” coincided with the rise of the service economy in the advanced economies and the offshoring of manufacturing to Asia. The future of the advanced economies has become increasingly linked to innovation, creativity and the delivery of advanced services. The role of tertiary institutions and their ability to link with business and their communities is critical to a creative service based economy and economic prosperity.

These themes are reflected in the Central Coast Regional Economic Development Strategy, as discussed in Section 2.2, and were a motivating factor leading to the Ourimbah Campus MoU.

2.0 Policy And Strategy

The following Section provides a review of important policy or research that is of relevance to the Ourimbah Campus and its setting.

2.1 National

2.1.1 Review of Australian Higher Education (Bradley Report)/ Transforming Australia's Higher Education System

The Review of Australian Higher Education (Australian Government 2008) states that Australia will need more well qualified people if it is to participate and meet the demands of a rapidly moving global economy. It emphasises that to increase the numbers participating we must also look to members of groups currently under-represented within the system

The Review advocates that 40 per cent of 25-34 year olds should have a Bachelor level qualification by 2020 (was 29 per cent in 2008).

It also advocates that by 2020 a target of 20 per cent of undergraduate enrolments in higher education be from low socioeconomic backgrounds

2.1.2 National Urban Planning Framework and National Urban Policy

The urban planning arrangements for the Ourimbah Campus are influenced by multiple layers of National, State and Local planning policy. Recently, the Australian Government has been seeking to increase its influence on urban policy through agreements at COAG and the release of the National Urban Policy. The Commonwealth has indicated its intention to more closely link infrastructure funding to these initiatives.

An important aspect of the National Urban Policy and COAG discussions is a focus on improving national productivity through supporting education, research, innovation and aligning workforce availability and capacity to meet labour demand, as well as a focus on improving the links between housing, education and employment. These issues are of particular significance for the Ourimbah Campus and the Central Coast.

2.1.3 High Speed Rail Study

The High Speed Rail Study (HSR) was undertaken for the Australian Government in order to investigate the implementation of a HSR on the east coast of Australia. A HSR would dramatically reduce travel times between major centres.

According to Phase 1 of the Study, the Central Coast the corridor along which the HSR could traverse is largely constrained to a narrow band in the vicinity of the F3 Freeway, the Pacific Highway and/or the railway line. One train stop is proposed- either at Kariong or Ourimbah.

Should a HSR station be established at Ourimbah it would stimulate development in the area, and improve the accessibility of the Ourimbah campus to a wider catchment along the HSR corridor.

2.2 State Government

State Government spatial policy affecting the Central Coast is contained within NSW Government Central Coast Regional Strategy.

2.2.4 Central Coast Regional Strategy (CCRS)

The Central Coast Regional Strategy (2008) describes the State Government's regional spatial plan for the Central Coast Region over the period 2006-2031. The Region is comprised of the Gosford and Wyong Local Government Areas.

The Central Coast Regional Strategy proposes to focus future population growth around centres and existing urban areas. Greenfield urban release will be focused on the North Wyong area. An additional 100,000 people and an additional 56,000 dwellings are anticipated by 2031

A hierarchy of Centres is proposed, as shown in Figure 4. Gosford is designated a “Regional City”, and Tuggerah-Wyong will become a “Major Centre”. “Town Centres” are proposed at Toukley, Lake Haven, The Entrance, Bateau Bay, Warnervale, and Woy Woy. Smaller centres, including Ourimbah are designated as “Villages”. Councils are required to examine the potential for more intensive residential development within 400-600 metres of a village centre.

Figure 4: Centres and Employment Lands



Source: Central Coast Regional Strategy

The proportion of the workforce commuting out of the Region has increased to over 25% or 30,000 people per day. Employment is targeted to increase by 45,000 jobs over 2006-2031, mainly in centres and on employment land. The major employment locations are shown in Figure 4.

Education is described as one of the future growth employment sectors in the Gosford City Centre. Gosford City is proposed to continue to include education facilities such as the TAFE and *could incorporate off-campus expanded university facilities*.

In relation to the Ourimbah campus, most of the initiatives contained in the Strategy are indirect.

The Central Coast Regional Strategy recognises the important role of higher education in the growth of the Region. While the Strategy is generally supportive of building closer relationships between complementary land uses, there are no specific strategies directed at the Ourimbah Campus or its relationship with the surrounding area. In relation to Ourimbah village there are no specific strategies; it is affected by general strategies seeking to intensify development in centres, such as mixed use and medium density residential within a short radius of the Village centre.

In relation to transport, the need to improve public transport connections is acknowledged in the Strategy. However, the public transport issues affecting the Ourimbah Campus are not specifically addressed.

2.3 Regional

2.3.1 Central Coast Regional Economic Development and Employment Strategy (REDES)

REDES was produced in 2009 to complement the role of the land use focused Central Coast Regional Strategy, and projects to 2031. The framework is based around:

- Developing and strengthening the economy by building future skills and fostering knowledge industries and innovation
- Planning for the future by ensuring sufficient supply of employment lands, developing centre and ensuring adequate infrastructure.

Building an overall culture and infrastructure of the Central Coast as a learning region is seen as important to increasing skills and education, particularly improving community access. Targeting skills development to specific sectors of groups in the community is seen as important as is building partnerships with local businesses to improve school retention and pathways to education/training and employment.

REDES identifies that the low level of research and development in the Region was hampered by its industry structure and because many non local companies were satellites of a larger operation based elsewhere. Notwithstanding these limitations

Important issues identified in REDES include:

- A growing population has been a major driver of economic growth.
- The Region has a narrow jobs base. It is highly reliant on population based services and underrepresented in knowledge and business services.
- A high proportion of older people will affect future services demand and labour market supply.
- The economy has a many small and medium sized businesses, with few large employers.
- The largest employers include the health services, local government, several food processors, logistics centres, hospitality, education, and larger retailers.
- Well located and competitively priced employment lands has attracted companies, such as food processors, manufacturers and logistics, serving state, national and international markets.
- 38,000 residents commute outside the Region for work, or 29% of employed residents.
- The Region is heavily car dependent and has poor public transport links
- A relatively high rate of part time work, unemployment and a lower workforce participation
- Relatively lower levels of schooling and qualifications are a major issue in the Region as is low levels of post school qualifications with the exception of certificate level qualifications.
- The environmental qualities and characteristics of the Region provide constraints for development but provide opportunities for jobs growth in environmental and “green” jobs area.
- The outlook is positive, with continued population growth to generate increased local demand.

The following identified opportunities are of relevance:

Growth in health and community services (especially aged care and support), construction, education, retail, food services and hospitality and arts and recreational services driven by population growth

- Current sectors with “advantages” such as logistics, food related, manufacturing, tourism, sports and recreation and education Knowledge based growth priorities are health research and education; green industries cluster and ageing cluster.
- Further development of existing research specialisations in agribusiness, allied health, sports science, education and coastal ecologies.
- Development of new research specialisations in areas of importance to the Region. The establishment of a multidisciplinary Central Coast Research Centre could provide ongoing research support for REDES (and other regional development matters).
- Enhanced research and development support links with small to medium enterprises
- REDES identifies improved integration of the Ourimbah Campus with the nearby Ourimbah village and the provision of better public transport to the Campus, as well as University facilities being developed in other centres such as Tuggerah-Wyong or Gosford as important priorities.

Development of knowledge precincts that combine university education/ research programs with industry research in emerging sectors, including the Gosford Health Precinct, and higher education/research precincts that could develop in the Gosford Regional City and Tuggerah Wyong Major Centre.

2.3.2 Central Coast Regional Plan 2011-2015

The Central coast Regional Plan was produced by Regional Development Australia Central Coast (RDACC) to provide a holistic perspective on the social, economic and environmental challenges and priorities of the Region. It brings together a range of Local, Regional, State and National level documents as well as the results of an extensive community consultation.

In relation to the focus of the Ourimbah Campus Development Project, the following strategies and actions are particularly relevant

- Stage a Learning Festival to promote the advantages and opportunities of education and training
- Establish a Central Coast Learning Region Network to promote and increase training and education
- Map skills development and job pathways to make it easier to find out about and access programs
- Prepare skills development plans to address the needs of key industries
- Establish a regional research and information centre, where economic data and government assistance information is coordinated
- Explore opportunities for the development of new industry linked research programs

2.3.3 A Feasibility Study for a University on the Central Coast

This report was undertaken for the Central Coast Development Corporation by the Allen Consulting Group in 2012. The role of the Report was to determine whether there is a sound justification to establish a new University on the Central Coast

The Report identifies that there is considerable potential for additional University student enrolments within the catchment of a Central Coast based University. However, the potential demand was not considered sufficient to support a viable new University, particularly once establishment and related costs were considered. (It should also be noted that the potential student numbers calculation is based on a catchment which includes Lake Macquarie LGA; the bulk of Lake Macquarie's population is closer and more accessible to UON at Callaghan rather than Ourimbah and consequently a significant “loss” factor” which has not been estimated is likely to occur.)

The Report concludes that there is a case for the “extension” of higher education provision in the Central Coast, particularly a campus located in the Gosford City Centre. Gosford was nominated because it is a major employment area and has high transport accessibility,

particularly by public transport. It is also the largest concentration of “higher order” and professional employment in the Central Coast. UON was specifically nominated as a potential University partner in such a campus.

2.4 Local Government

2.4.1 Wyong Community Strategic Plan 2030

The Wyong 2025 Community Strategic Plan was produced by Wyong Shire Council as part of the State Government requirement of local councils to produce a long term Integrated Strategic Plan. It brings together existing research and extensive community consultation.

The Strategy devotes considerable attention to education, innovation and creativity. In particular the importance of lifelong learning and of community and business engagement with educational organisations is stressed, and a number of suggested supporting strategies.

The Strategy also advocates improving the connections between the town/suburbs and facilities of the Shire and the wider region.

One of the objectives of the Plan is an *“independent University on the Central Coast that promotes innovation in areas important to the local economy”*.

2.4.2 Draft Wyong Shire Settlement Strategy 2012

The draft Settlement Strategy was produced to implement the strategic land use directions from the Wyong Community Strategic Plan 2030 and the Central Coast Regional Strategy. It provides the underpinnings of the draft Wyong Local Environmental Plan 2012.

The Draft Strategy does not identify any significant greenfield urban release land or new employment land near Ourimbah. An area of potential rural residential development is identified to the west of the F3 Freeway at Palmdale, although its suitability is ranked as low.

In order to accommodate the requirements of the State Government mandated Standard Local Environmental Plan the Draft Strategy proposes the conversion of land use zones that affect Ourimbah from those of the existing Wyong Local Environmental Plan 1991, generally on a like for like basis.

A wide range of implementation actions are nominated to progress the Draft Strategy. The following are of relevance to Ourimbah:

- The Planning Strategy will investigate opportunities for student accommodation; improved linkages; and provision of supporting infrastructure and services (CM 20)
- Lobby and advocate for the TAFE NSW – Hunter Institute and University to provide courses which meet local industry demands and emerging skills gaps (CM21)
- Implement the Learning Communities Strategy Action Plans (CM22)
- Approach the State Government and advocate for the upgrading of Tuggerah and Ourimbah Railway Stations (TR11)
- Approach the State Government and advocate for increased services to Ourimbah Railway Station for improved access to the University of Newcastle and TAFE NSW – Hunter Institute (TR14)
- Prepare and implement the Wyong Shire Employment Lands Study, including an Industrial Lands Audit, in accordance with REDES, to review the adequacy of current supply and to further identify future needs. The Study should identify suitable sites where large industries can be located and establish a minimum lot size in these areas to ensure that opportunities exist to attract these industries. Opportunities for future business parks should be considered (EE01)

Prepare a Planning Strategy for Ourimbah (SH05), to:

- Ensure integration between the University and Ourimbah Village Centre
- Improve linkages and the provision of supporting infrastructure and services (SH05)

- Investigate opportunities for student accommodation
- Integrate the Ourimbah Sporting Precinct Plan for Bill Sohler Park
- Investigate whether significant Crown landholdings can assist in achieving the overall objectives for Ourimbah
- Recognise the areas flooding and climate change constraints.

The Settlement Strategy also provides assessment criteria that are to be used for future planning proposals.

The Draft Strategy seeks to provide a comprehensive approach to the spatial development of the Shire. Ourimbah is not targeted for significant urban release or employment land development. The Draft Strategy contains a number of specific and generic actions of relevance to the Ourimbah Campus and surrounds. There is a strong policy focus on reinforcing growth around centres, and maintaining the hierarchy of centres. Employment growth and increasing the education and skills levels of the community are priorities as is comprehensive and co-ordinated planning of the Ourimbah Campus and the village of Ourimbah.

It should also be noted that during 2012 Wyong Council is undertaking the following Shire wide studies:

- Industrial Land Audit and Employment Lands Study
- Review of Wyong Retail Strategy
- Affordable Housing Study.

2.4.3 Draft Ourimbah Planning Strategy, Town Vision and Concepts 2007

The Ourimbah Planning Strategy, Town Vision and Concepts Study was undertaken for Wyong Shire Council and the then Department of Infrastructure, Planning and Natural Resources during 2006 and 2007. It is a preliminary working draft and was not finalised or adopted by either organisation.

The Strategy identifies three focal points- the railway station, the Campus and the Gateway (Pacific Highway/Burns Road intersection). A potential fourth focus – the former sawmill site just north of the intersection of Shirley and Brownlee Streets- is proposed as a “community hub”. The concept of the “hub” is to “act as a bridge between the focal points/nodes”.

Of the options considered for the Campus, the preferred option was to greater integration into the town by building educational facilities into the Village Centre and Gateway.

For the open space land between the Campus and the Village Centre the preferred option was to consolidate community uses from the wider area of Ourimbah into the open space to build a closer relationship with the Campus, and to develop the open space as a significant regional sports/recreation facility shared by the community and the Campus.

In relation to the Ourimbah village centre the preferred option was create a more extensive commercial strip setback from the Highway by a linear car park along the frontage (similar to the existing development on the northern side of the intersection of the Pacific Highway and Glen Road but more extensive); and to develop an area of varsity related enterprises in the area surround the service station on the eastern side of the Pacific Highway south of the Village Centre.

The preferred option for the Gateway site was workplace and commercial development.

The Ourimbah Planning Strategy, Town Vision and Concepts is strongly reliant on the inherent “attraction” power of certain land uses and on the ability to build “links” between the disparate elements that comprise Ourimbah and its surroundings.

2.4.4 Gosford 2025 Community Strategic Plan

The Gosford 2025 Community Strategic Plan was produced by Gosford City Council as part of the State Government requirement of local councils to produce a long term Integrated Strategic Plan. Its economic strategies include:

- Increase and broaden the range of tertiary education choices
- Increase skills and knowledge in sectors of local economic growth
- Increase High School Certificate completion rates

These strategies are seen as important to increasing business investment and jobs and linked with the State Plan priority of increasing access to knowledge and skills in partnership with Universities.

2.4.5 Draft Gosford Land Use Strategy 2031

The draft Land Use Strategy was produced to implement the strategic land use directions from the Gosford 2025 Community Strategic Plan and the Central Coast Regional Strategy. The Draft Strategy recognises that three factors are critical to the long-term robustness of the Region's economy:

- Expanding education and skills development, particularly addressing the local skills gap
- Promote innovation, especially in relation to the use of technology, including becoming a centre of excellence in some designated fields
- Attracting talented workers and enhancing the knowledge base.

The draft Strategy refers to the Gosford 2025 process identifying a strong community desire for increased opportunities for, and better access to, quality learning.

The draft Strategy suggests that there may be opportunities for more University of Newcastle satellite campuses, and that Gosford Regional City Centre might be a suitable location.

Another suggestion is that Gosford Hospital could provide a specialised education and skills development focus for the health profession and related areas.

The draft Strategy does not provide specific direction in relation to land in Gosford Local Government Area close to the Ourimbah Campus. It can be assumed that existing policy settings would be retained, i.e. medium density residential development would continue around the Lisarow village centre and the Lisarow Industrial Area's role as employment land would be protected.

2.5 Implications For Government Strategies and Plans

The different State, Regional and Local policy documents have the following implications for the Ourimbah Campus:

- The Ourimbah Campus is identified as a key item of regional infrastructure
- Education and skills development is a regional priority
- Research and development is under represented in the Region and needs to be strengthened
- Tertiary education facilities are advocated to assist the revitalisation of other Centres, such as Gosford, or to improve accessibility to the community, such as Wyong-Tuggerah
- Ourimbah Village is not identified for significant expansion or development, although a closer relationship with the Campus is advocated
- Community and lifelong learning are regional priorities
- Business partnerships with tertiary institutions and the Campus are seen as assisting a broadening of the regional employment base

- The demographic characteristics of the area underline the importance of improving school retention rates and pathways to tertiary education
- It is difficult to achieve effective physical links between the Campus and Ourimbah village, and functional links may offer more potential.

2.6 University of Newcastle Strategy

2.6.1 New Directions Strategic Plan 2013-2015

On 11 December 2102 the University of Newcastle's (UoN) first rolling triennial strategic plan "New Directions Strategic Plan 2013-2015". The Strategic Plan outlines the University's Vision for 2025, values, purpose, and guiding principles.

The Strategic Plan contains two core plans for Education and Research; Innovation, as well as four supporting plans across the Future Workforce, Campus, Capital; IT, and Finance. Moreover, each plan contains 'Strategic Objectives' and corresponding 'Strategies' designed to achieve these objectives.

Of particular importance are the following key elements in the University's strategic landscape:

- Engage with regional leaders and core industries from the Central Coast and Mid North Coast in the development of a 'Research and Innovation Blueprint' for these regions.
- Review, facilitate and enhance engagement in commercial research relationships, consultancies and the management and exploitation of intellectual property with Newcastle Innovation.
- Identify and pursue productive relationships with local, national and international Indigenous communities to advance shared aims and aspirations in education and research.
- At an institutional level, identify a defined number of key partnerships with world-class international institutions, corporations, and government and non-government agencies, to build UoN's reputation, and facilitate academic and professional staff exchange and joint appointments
- Review the alignment of all organisational areas within the University that support the provision of services to students to ensure high quality services for all students appropriate for their study location and the mode of delivery of their education.
- Develop an Engage Newcastle strategy to promote targeted opportunities for students to participate in student exchange, internship, volunteering and community work activities in the region, Australia and internationally.
- Undertake campus master planning across all locations and study modes, referencing requirements for blended learning and multidisciplinary, collaborative research neighbourhoods that focus on agreed priorities aligned to the 2025 Vision.
- Deliver world competitive, collaborative research support facilities, including partnering with industry, to obtain efficiencies in resource sharing, allocation, utilisation and development of research support expertise.
- Develop a collaborative, technology-enabled culture including a reliable and robust broadband network, wireless access, high-end telepresence capabilities, point to point video conferencing, and a stable learning management system that increases the capacity and capability to deliver high quality teaching and learning.

2.6.2 Campus Direction Statement 2009-2020 (Discussion Paper)

The Campus Direction Statement was prepared as a discussion paper to inform discussion on the future direction for the Ourimbah Campus as a multisector partnership. It is premised on the University's Central Coast Campus continuing as an integral element of UON's structures and operations.

The Campus Direction Statement highlights many of the positive outcomes of the relationship between TAFE NSW – Hunter Institute and the University on the site, including pathways to higher education and articulation to higher qualifications. A major challenge identified in the Statement is the need to raise the relatively low education and skill level of the Central Coast community.

The Statement notes that the location of the Campus is a potential disadvantage because of the accessibility to many tertiary education providers in Sydney.

It comments that the Campus is relatively isolated because while it is geographically central, is it difficult to access by public transport and costly for private transport, compared to other Central Coast sites. It also comments that the Campus is very close to Newcastle, which risks the University and TAFE NSW – Hunter Institute competing for the same market as their other campuses.

The priorities for 2009-2012 were stated as:

- Consolidating after recent rapid growth
- Identifying opportunities for complementary programs, cross faculty courses, shared teaching, postgraduate and research projects
- Increasing research effort and profile
- Indigenous education
- External partnerships and community development.

2.6.3 University of Newcastle Strategic Masterplan

The UON Masterplan was produced in 2008 to provide a spatial plan for the future development of the Callaghan and Ourimbah campuses.

In relation to the Ourimbah Campus it identified that the primary challenges were campus vitality, expansion space and connections between precincts.

Critical success factors and key enablers were identified and are shown at Appendix 2.

Major site challenges identified in the Masterplan are:

- Flooding which restricts the developable land and creates risk for life and property
- The steep slope of land on three sides of the Campus prevents development
- Poor access by public transport (trains) and pedestrians
- Poor visibility of the site from the Pacific Highway and Ourimbah- the site is "hidden"
- Poor physical connections and pedestrian circulation, particularly between the north and south of the Campus
- Public spaces have limited active edges, buildings are introverted
- Community stakeholders are scattered around the site and the residences and community services (e.g. child care) are either disconnected or are not in a highly accessible location.

The Masterplan identified 4 primary opportunities to address the following Campus deficiencies that it identified:

- Relative "isolation"

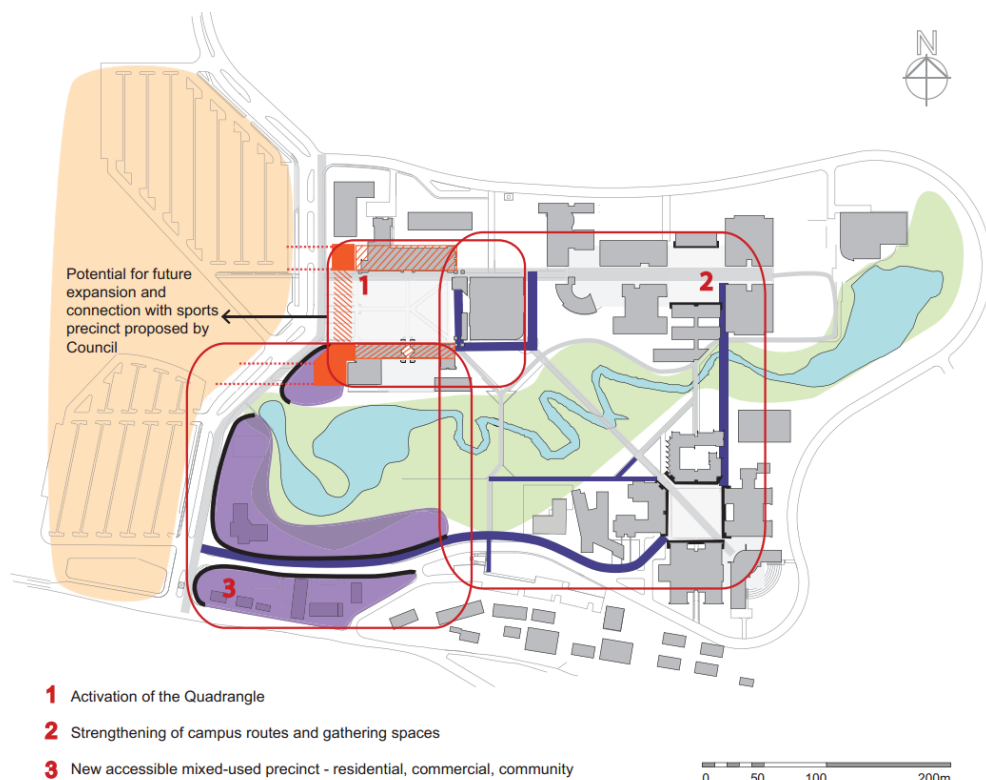
- Limited real or perceived critical mass and activation
- A development footprint that cannot easily be expanded.

By:

- Activation of the quadrangle to the west of the Library with activation frontages in its edges and two storey building on its north, south and western edges
- Strengthening of Campus pedestrian routes, including more direct routes between parts of the Campus
- A new “mixed use” precinct in the area currently occupied by the tennis courts, student housing, and facilities management buildings
- Potential expansion over the open car parking to the west, with occupied floorspace above the flood level.

These are shown in **Figure 5**

Figure 5: Future Campus Masterplan options



2.7 Statement of Educational Intent between the University of Newcastle and TAFE NSW Hunter Institute

The Statement was signed by both organisations in 2012 and aims to confirm the collaborative efforts of both organisations to increase tertiary education options and aspirations in the Hunter Region and Central Coast. The statement elaborates a framework of collaboration based on:

- Academic opportunities;
- Capacity Building and Collaboration with Other Bodies;
- Analysis Benchmarking and Pursuit of Funding Opportunities, and

- Engagement and Promotion Opportunities.

A joint Education and Curriculum Steering Group will drive achievement of the Statement's objectives.

3.0 Understanding the Area

This Section provides a brief snapshot of the demographics and spatial characteristics of the Central Coast that are relevant to the Ourimbah Campus.

3.1 Population Growth

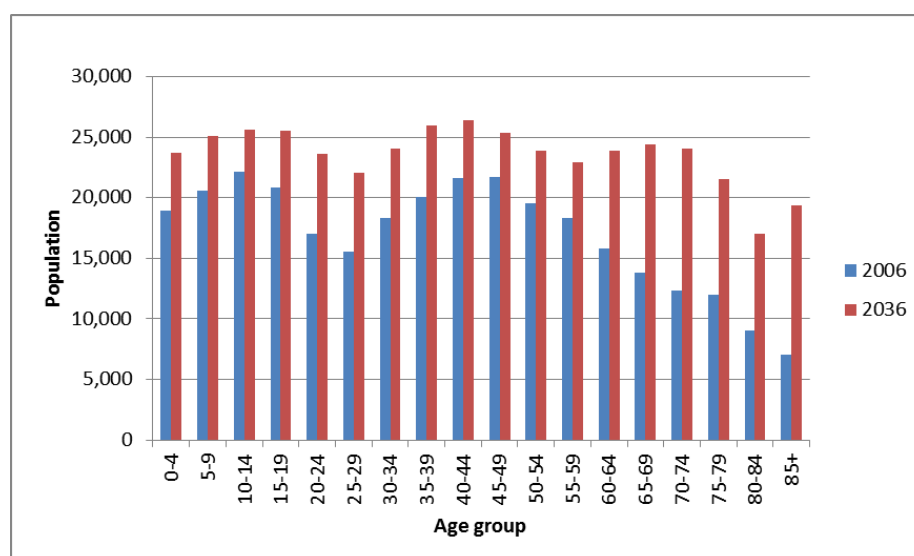
The population of the Central Coast is projected to grow from 304,000 in 2006 to 424,700 by 2036 according to Department of Planning and Infrastructure projections (2010) shown in Table 4.

Gosford LGA is projected to have an additional 34,400 residents in 2036, and Wyong LGA is expected to have an additional 85,600 residents.

3.2 Central Coast Population Profile

The population of residents over 55 years of age in the Central coast will increase more rapidly than other age groups, leading to a more aged population profile than most other localities in Australia. 20-24 and 25-29 year olds are also projected to increase more rapidly than many other age groups, which may lead to a younger population profile over time as this cohort begins to have families.

Figure 6: Age profile 2006 and 2036



Data source: Department of Planning and Infrastructure 2010

The ABS' Socio-economic Indexes for Areas (SEIFA) ranking system summarises a wide range of information encompassing the economic and social resources of people and households within a locality. A SEIFA score provides an indication of relative advantage and disadvantage. Central Coast has a strong skew towards CDs with lower SEIFA scores than NSW or Australia. This means that the Central Coast region is relatively more disadvantaged than NSW and Australia as a whole.

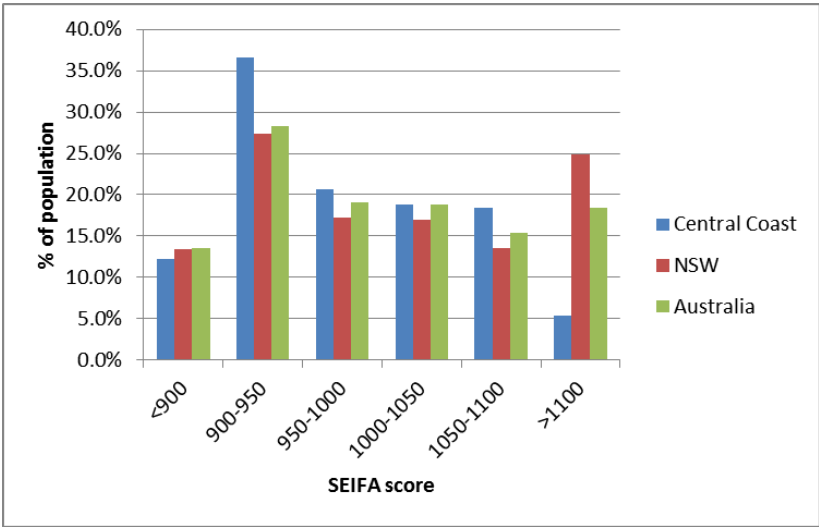
The Australian Government is seeking to significantly increase participation in higher education by low socioeconomic status or "disadvantaged" groups.

The Review of Australian Higher Education classifies the lowest 25% of postcodes by SEIFA ranking as "disadvantaged". The following analysis is more locationally precise than postcodes and is based on census collectors districts (CD).

In the Central Coast 30.4% of CDs containing 30.7% of the population are ranked in the 25th percentile or below (national ranking). In Wyong LGA 41.7% of CDs containing 39.3% of the population are ranked in the 25th percentile or below, and in Gosford LGA the figures are 20.6% and 22.1% respectively.

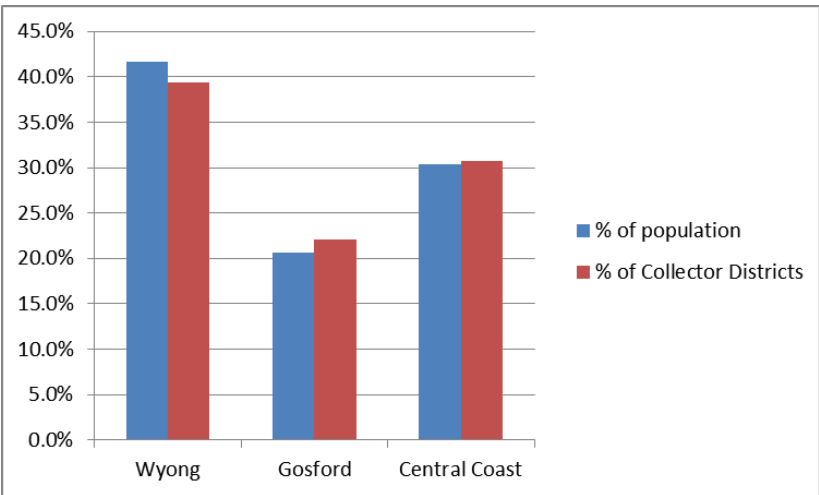
Strategies to address the equity of access to higher education are therefore of great importance to the Region.

Figure 7: Distribution of SEIFA rankings



Source: ABS Cat 2033.0.55.001. Data processing and graphics by Strategy Hunter

Figure 8: Population in CDs with a SEIFA ranking in the 25% percentile or below



Source: ABS Cat 2033.0.55.001. Data processing and graphics by Strategy Hunter

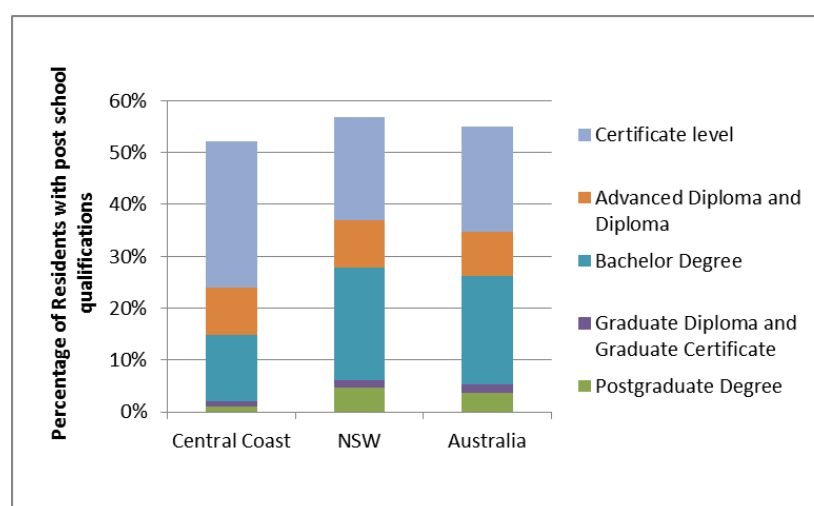
Central Coast residents have generally had less schooling than NSW overall. Wyong LGA residents have generally had less schooling than Gosford LGA residents. To some extent this is due to the high aged population and it is also symptomatic of the type of jobs available in the area. However the relatively high proportion of residents with vocational “certificate level” qualifications should be noted.

Table 1: Highest level of schooling 2006

Highest Level of Schooling	Gosford No.	Gosford %	Wyong No.	Wyong %	Central Coast %	NSW %
Year 8 or below	6985	5.5	8066	7.3	6.3	6.7
Year 9 or equiv	11910	9.4	13283	12.1	10.6	7.9
Year 10 or equiv	40514	31.9	40445	36.8	34.1	25.8
Year 11 or equiv	8134	6.4	7119	6.5	6.4	5.9
Year 12 or equiv	45387	35.7	29025	26.4	31.4	42.4
Did not go to school	418	0.3	389	0.4	0.3	1.0
Not Stated	13759	10.8	11639	10.6	10.7	10.2
Total	127107	100.0	109966	100.0	100.0	100.0

Source: ABS Census 2006

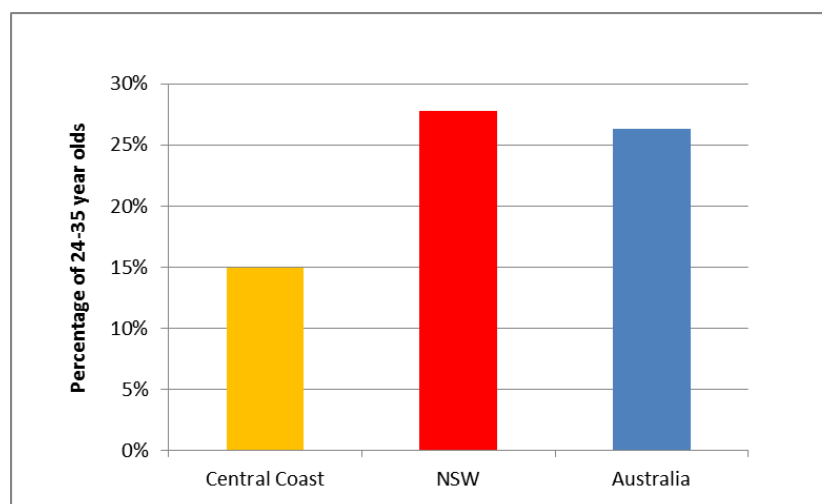
Figure 9: Qualification levels 2006



Source: ABS Census 2006

Transforming Australia's Higher Education System, the Government's response to the Bradley Review, sets a target of 40 per cent of all 25-34 year olds holding a Bachelor degree or above. The figure below shows only 14.9% of Central Coast residents aged 15-25 years old held a Bachelors degree or above in 2006, well below the Government's target.

Figure 10: 25-34 year olds holding a Bachelor degree or above



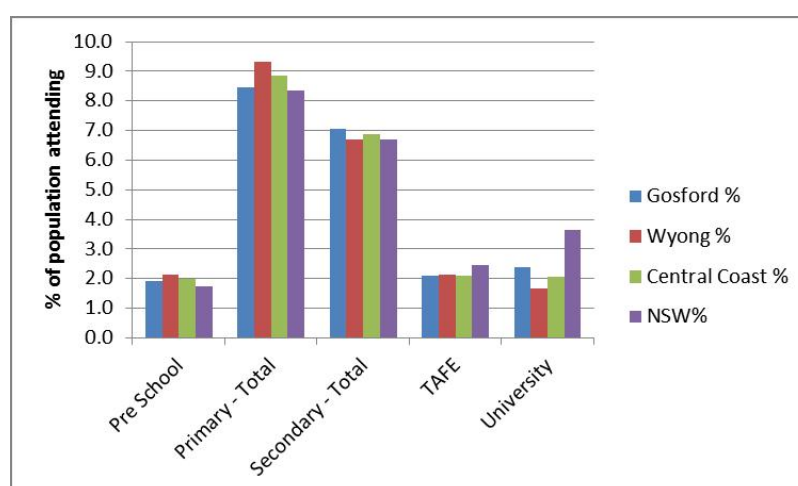
Source: ABS Census 2006

An analysis of the proportion of the population attending educational institutions (**Figure 11**) shows that in the relative to NSW:

- a higher proportion of Central Coast residents attend preschool and primary school
- a similar proportion attend secondary school
- a lower proportion attend TAFE
- a significantly lower proportion attend University

This is indicative of the “drain” of younger people to the larger cities to gain higher education (the population profile shows that young adults are underrepresented amongst the age groups in the Central Coast) as well as the tendency of Central Coast residents to undertake less higher education than NSW generally.

Figure 11: Type of educational institution attended 2006



Source: ABS Census 2006

The retail sector employs the largest proportion of Central Coast residents (employed residents aged over 15 years), followed by health and community services, manufacturing, construction and property and business services.

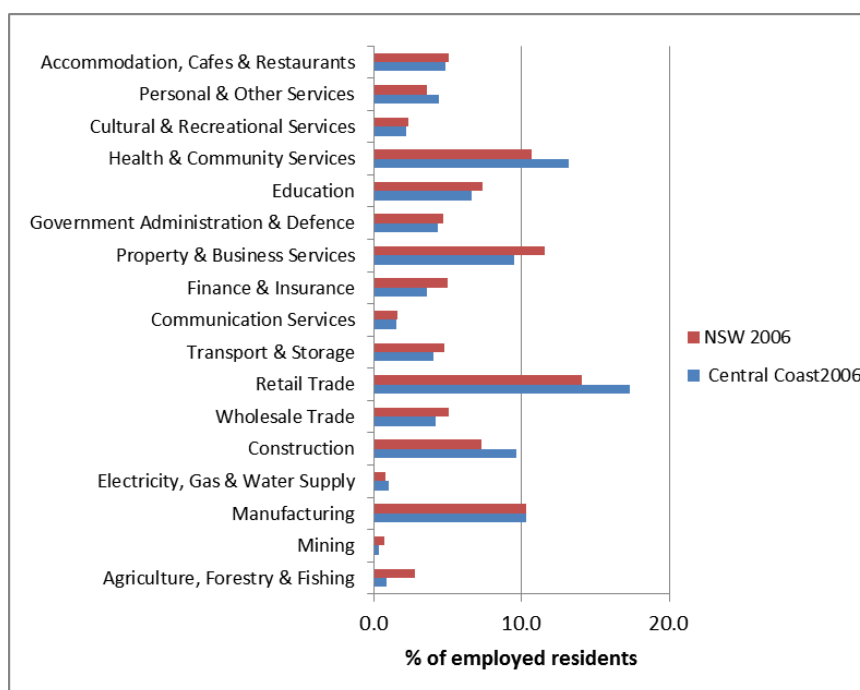
Despite the Central Coast being a tourist area, a lower proportion of employees work in the accommodation, café and restaurant sector than NSW, as shown in **Figure 12**. The low proportion of employees in the hospitality sector could be because the Census is undertaken in

August which is in the “low” tourist season; the hospitality sector typically employs large numbers of casual and part time employees and is very seasonal in nature and dependent on discretionary expenditure.

The retail and construction sectors are heavily influenced by the economic cycle, while manufacturing is under pressure from overseas competition. As a result the regional economy is relatively susceptible to economic influences.

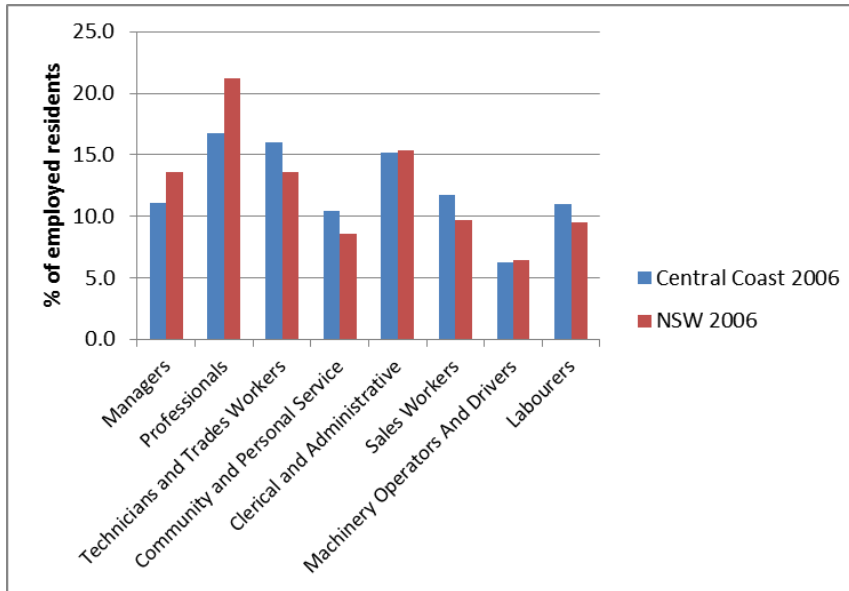
A higher proportion of Central coast residents are employed as technicians and trades workers, community and personal services workers, sales workers and labourers than in NSW overall. There is a significantly lower proportion of Central coast residents employed as managers and professionals than in NSW overall, as shown in **Figure 13**.

Figure 12: Industry sector of employed residents 2006



Source: ABS Census 2006

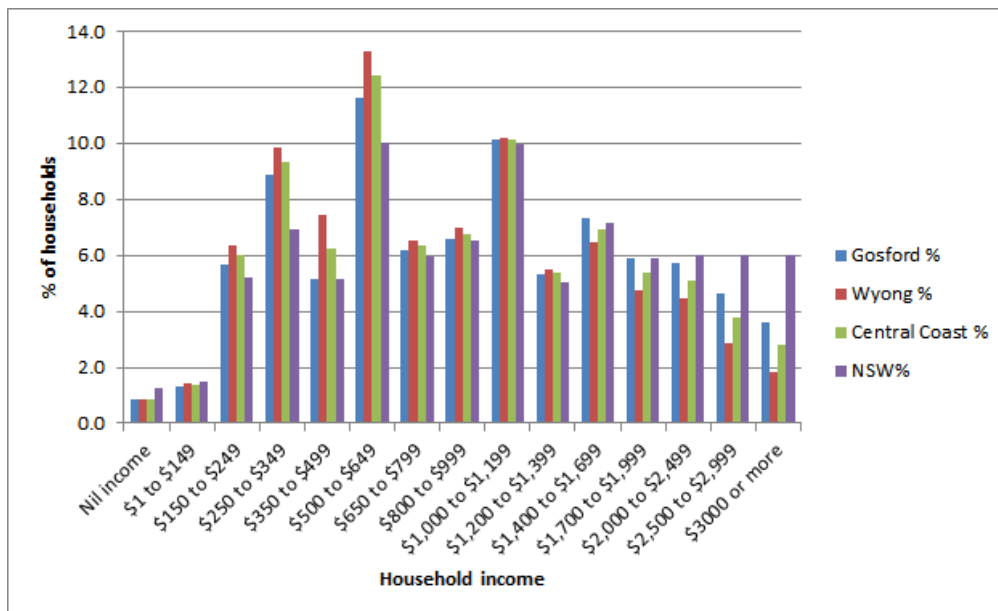
Figure 13: Occupational grouping of employed residents 2006



Source: ABS Census 2006

Households in the Central Coast generally have a lower income than those of NSW. **Figure 14** shows that there is a higher proportion of low households and a lower proportion of high income households in the Central Coast relative to NSW. These differences are more pronounced in Wyong LGA than in Gosford LGA. There is generally a strong positive relationship between income and education levels, and this appears to be true for the Central Coast. Aged people tend to have lower incomes than the general population, and consequently the high aged population of the Region would also be contributing to the relatively low income structure.

Figure 14: Household incomes 2006



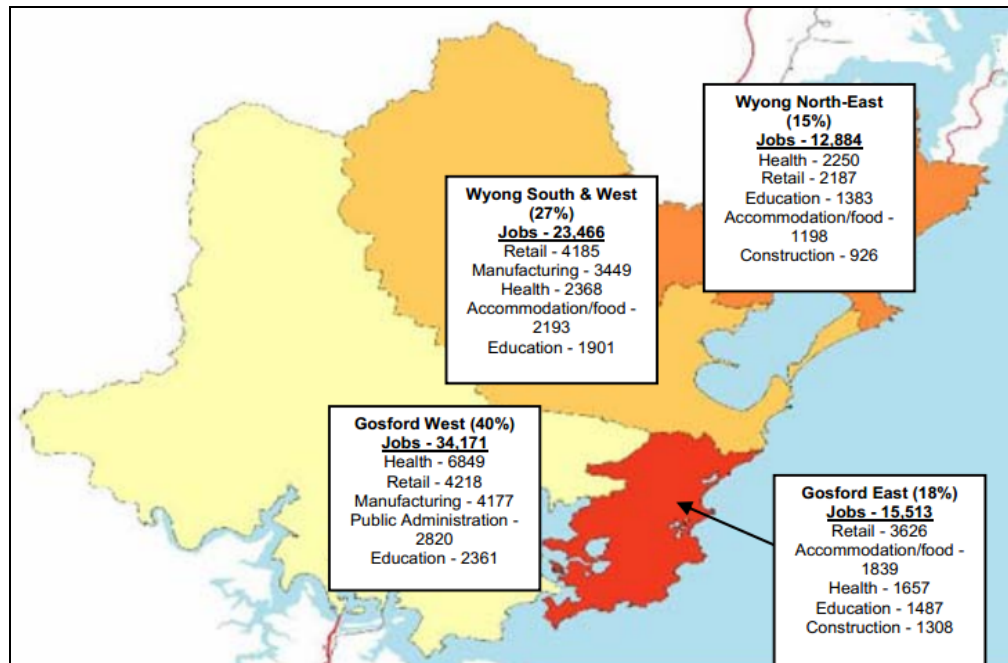
Source: ABS Census 2006

3.3 Location of jobs

According to REDES, jobs are concentrated in centres and employment lands along the Freeway corridor, particularly administration and manufacturing jobs, which are less evident in coastal areas. Resident servicing jobs (such as retail and construction) and hospitality jobs are more predominant in coastal areas than inland and along the Freeway corridor. **Figure 15** shows the distribution of jobs and the related industry sector.

The CCRS identifies the employment lands in the Central Coast which are substantial in area. Reflecting its good access to the Sydney and Lower Hunter markets via the F3 and Hunter Expressway, the employment lands are concentrated along the Freeway corridor. **Figure 4** shows the location of the employment land areas.

Figure 15: Employment distribution in the Central Coast



Source: Regional Economic Development Strategy

3.4 Transport

The Central Coast Region has main line rail connections to the Sydney in the south, to the west, and to Newcastle, the North Coast, Brisbane and the North West.

Rail freight traffic passing through the Region is projected to increase dramatically. This may impact on the sizable rail commuter traffic to the south and to a lesser extent the north because of competition for track “slots”.

The Central Coast is heavily dependent on private motor vehicles for personal transport. The low density dispersed settlement pattern and topography make the Region very difficult to service by public transport.

As the area grows, the arterial road system is being incrementally upgraded. Parts of the road system are congested at peak times, particularly where upgrading has not yet occurred.

The F3 Sydney to Newcastle freeway acts as an artery for the Central Coast, enabling substantial flows of goods and people to occur in and out of the Region. Most commuting to the south is by motor vehicle and the ongoing increase in passenger and freight traffic is creating congestion on the Freeway.

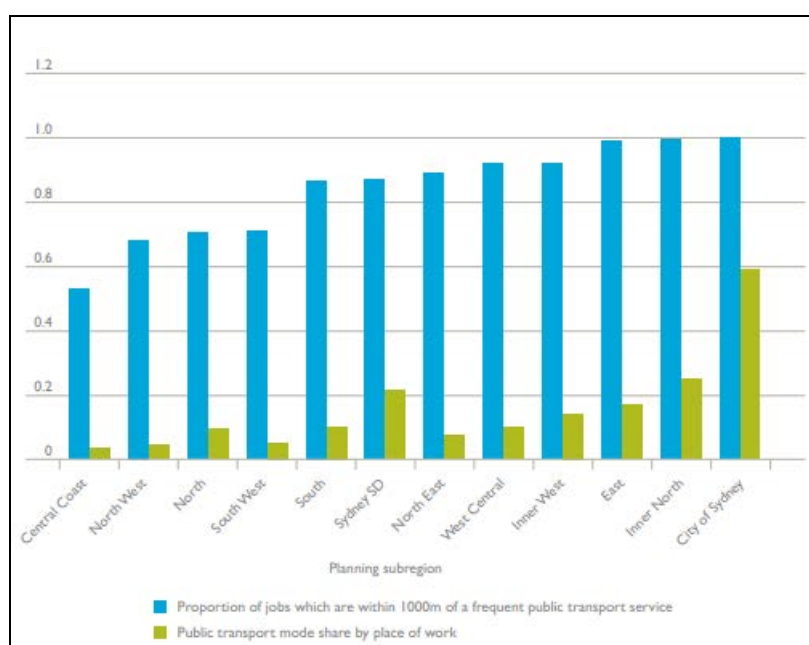
A significant increase in freight carried by road is expected in the Sydney Region (of which the Central Coast is part) over the coming decades.

The Central Coast does not have its own airport, and relies on Sydney airport to the south and increasingly, Williamtown airport to the north.

The road based public transport system of the Central Coast consists of a number of privately owned bus companies, a number of ferries and the City Rail suburban rail system. The Region has a large rail commuter population and many residents face long commutes to employment within the Sydney basin. The level of service provided by City Rail varies throughout the Region. Several stations, such as Gosford, experience high levels of service with frequent services to the north and south. Other stations, such as Ourimbah, do not experience as many “stopping trains”.

The 2011 State of Australian Cities report measured the proportion of jobs within 1 kilometre of a frequent public transport services and found that the Central Coast was the worst performing subregion within the Sydney Metropolitan area (a frequent public transport service is defined as one that departs at least eight times during the morning peak of 7am to 9am).

Figure 16: Proportion of Jobs near frequent public transport



Source: State of Australian Cities 2011, Department of infrastructure and Transport

3.5 Ourimbah

Ourimbah had a population of 3074 people in 2006. It has a considerably more youthful population than the Central Coast overall, although this appears to be due to the presence of young families rather than tertiary students.

Table 2: Ourimbah age profile 2006

Age groups:	No.	%	Central Coast %
0-4 years	259	8.4%	6.2%
5-14 years	535	17.4%	14.2%
15-24 years	420	13.7%	12.1%
25-54 years	1,363	44.3%	38.0%
55-64 years	287	9.3%	11.3%
65 years and over	210	6.8%	18.2%
Median age of persons	32	-	40

Source: ABS Census 2006

Around 80% of residents were born in Australia, the same as the Central Coast. Few residents of Ourimbah or the Central Coast were born in non English speaking or non European countries.

A greater proportion of Ourimbah residents are employed full time and a smaller proportion employed part time than the Central Coast overall.

Ourimbah has higher individual incomes than the Central Coast overall. This may be an outcome of the relatively youthful population age profile of Ourimbah relative to the Central Coast.

Family structure reflects the relatively youthful age profile, with a significantly higher proportion of couple families with children, and a lower proportion of couple families without children than the Central Coast.

The housing stock of Ourimbah contains a higher proportion of medium density housing (villas and townhouses) than the Central Coast but a much lower proportion of flats and units.

Only 20.2% of Ourimbah's dwellings are fully owned, relative to 35.2% for the Central Coast. A much higher proportion of dwellings are being purchased (paid off) in Ourimbah (46.4% relative to 24.9%). 29% of dwellings are rented compared with 24.9% for the Central Coast.

The proportion of public housing in Ourimbah is relatively low relative to the Central Coast overall.

In summary, Ourimbah is a suburb with a relatively young population, many of whom are families paying off their home. It has average household incomes almost 25% higher than the Central Coast generally, which may be a reflection of the lower proportion of aged residents (who tend to have lower incomes). The suburb has a relatively high proportion of medium density housing. Most of these dwellings appear to be on "new" sites rather than resulting from the redevelopment of lower density housing.

3.6 Local retail and services

The commercial centre at Ourimbah Village has a range of small shops and services including a hotel, hairdresser, doctor, butcher, greengrocer, and newsagent. Ourimbah serves a small local catchment and passing trade on the Pacific Highway.

The Campus has a cafeteria and bar, a bookshop and a stationary shop selling a limited range of convenience goods.

A larger centre is located approximately 3.5 kilometres away at Lisarow. This centre contains a supermarket and a small number of speciality shops. According to information from Gosford Council, a larger centre was planned on this location, and land zoned for the purpose, but competition from larger centres such as Erina and Tuggerah was too great for a larger centre to be viable.

Tuggerah, located approximately 6.5 kilometres from the Campus, offers a wide range of retail and services, including a full line Department Store. Gosford City is located approximately 9 kilometres from the Campus and offers a diverse range of retail and services.

In 2012 Wyong Council is undertaking the development of a Shire wide Retail Strategy.

4.0 The Ourimbah Campus

This Section provides an overview of the Ourimbah Campus including brief details of its student population and of the physical characteristics of its site.

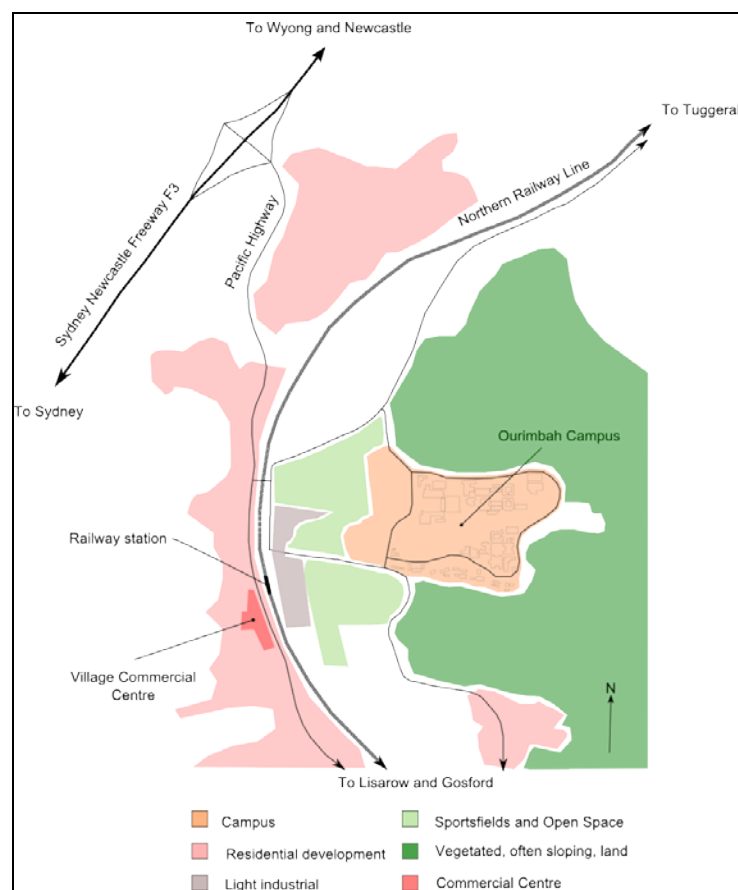
4.1 Ourimbah – Local Context

The Ourimbah Campus is located approximately 700 metres east of Ourimbah village. The village has a linear form with the Pacific highway forming a spine. The urban area of the village is constrained by sloping vegetated land to the west and the railway line to the east. Much of the land east of the railway line is flood prone. The urban area widens to the north in the Burns Road area but is constrained by the F3 Sydney Newcastle Freeway further to the northwest, and rural, vegetated and/or flood prone land to the northeast. The developed part of the Campus is located in an amphitheatre, with land to the east, north and south being generally heavily vegetated and steeply sloping upwards away from the Campus.

The Campus is separated from the Village by a railway line, creek and a wide strip of open space. The open space consists of a number of playing fields which are utilised by the Campus and the wider community. The Campus open space adjoins other sportsfields which are the responsibility of Wyong Shire Council. The Campus “open space” is leased to Wyong Council until 2016.

The main vehicular entry to the Campus is via Chittaway Road. Chittaway Road intersects with the Pacific Highway at a small roundabout located just to the west of a railway overpass. This intersection is extremely constrained between the railway line to the east and sloping land to the west. Because most of the land of between the railway line and the Campus is flood prone, there is little development along Chittaway Road.

Figure 17: Locational context of the Ourimbah Campus



4.2 The Campus

The entry to the Campus is relative low key and provides the impression of a low density development. Buildings are generally single storey and there is a large area of open car parking to the east of the entry. There is little sense of arrival, and no “landmark” building to provide a sense of entry or focus. Recent work completed on the library quadrangle has addressed this to some extent, although the benefits are largely gained by users within the space, rather than those outside.

A loop road provides vehicular access to the Campus buildings which are distributed around the loop, with student accommodation, the library and administration building along its western edge. A map of the Campus is at **Figure 18**.

A creek runs through the centre of the Campus, which together with landscaping, and the natural bushland slopes surrounding the Campus, provides a relaxed atmosphere. It also contributes to a sense of low activity, and impedes movement around the Campus.

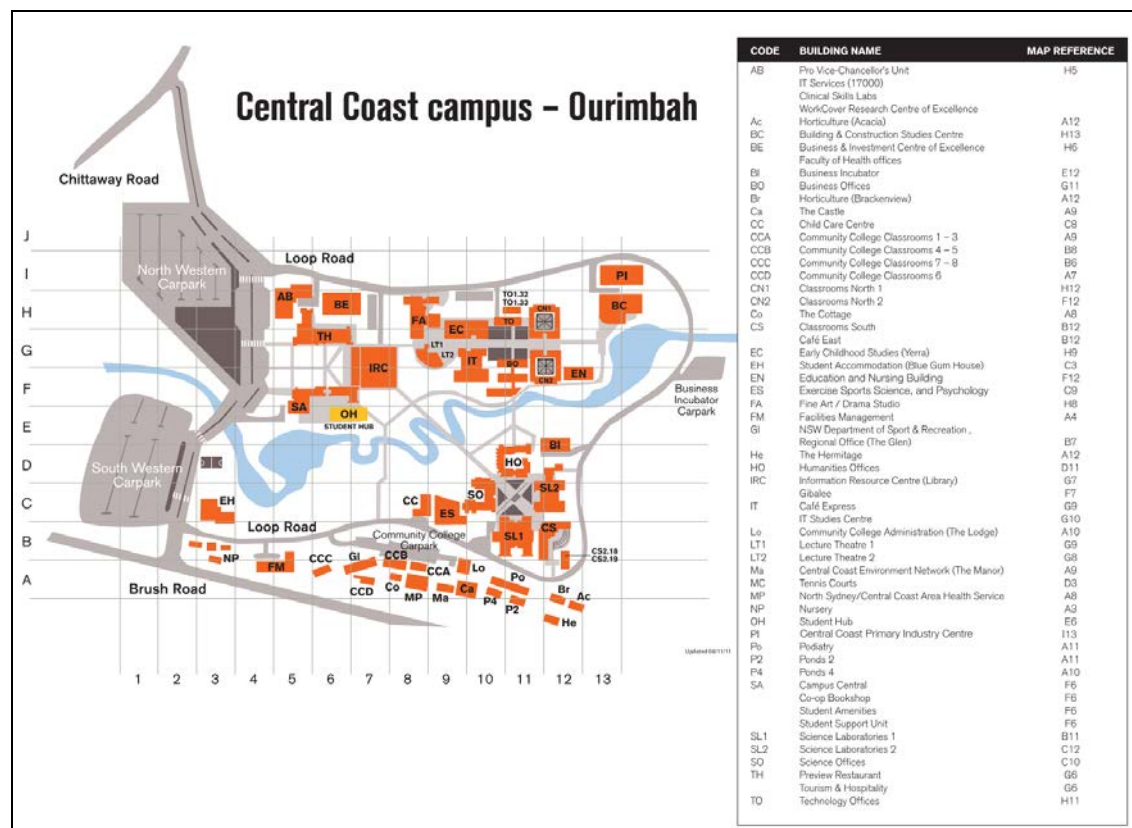
The main pedestrian spines run east west and northwest/southeast from the Library building, with other pathways radiating from these spines.

The Community College occupies mildly sloping land on the southern side of the Campus. It is separated from most Campus activity by the loop road and the upward slope of the land from the rest of the Campus.

The main focal point of the Campus is the Library and Student Hub with a cafeteria/bar, bookshop and campus store. This area provides a series of well proportioned spaces for student interaction.

A large open car park is located at the western edge of the developed Campus. At the beginning of Semester 1 an overflow car park operates from the Tall Timbers Pony Club in Ourimbah village with a shuttle service to the campus. Parking is free on the Campus. The results of student surveys indicate that the car park is overcapacity at times.

Figure 18: Ourimbah Campus map



The Campus contains over 50 buildings, with an aggregate gross floor area of approximately 46,400 square metres. The largest building is the Information Resource Centre (library) at approximately 7,900 square metres. A list of buildings is at Appendix 5.

The Campus contains a number of users that are not education providers, but most have a strong relationship to the Campus' education and research role. These include activities related to primary industry, sport and recreation, economic development and regional development.

The Campus has a child care centre operated by the Kindergarten Union.

The northern part of the developed area of the Campus is relatively flat, allowing relatively easy mobility access. The area to the south of the creek is sloping, and mobility access is more challenging, particularly south of the loop road. A series of ramps and accesses from the road system are used to address this issue, as shown in **Figure 35**.

5.0 Land And Buildings

5.1 Ourimbah Campus– Land Description

The Ourimbah “Core” Campus consists of three lots, as shown in Table 3. Lot 1 DP837937 contains the developed area of the Campus. Lot 6 DP DP717751 and Lot 281 DP 569752 include the vegetated sloping land that surrounds the Campus to the east, north and south.

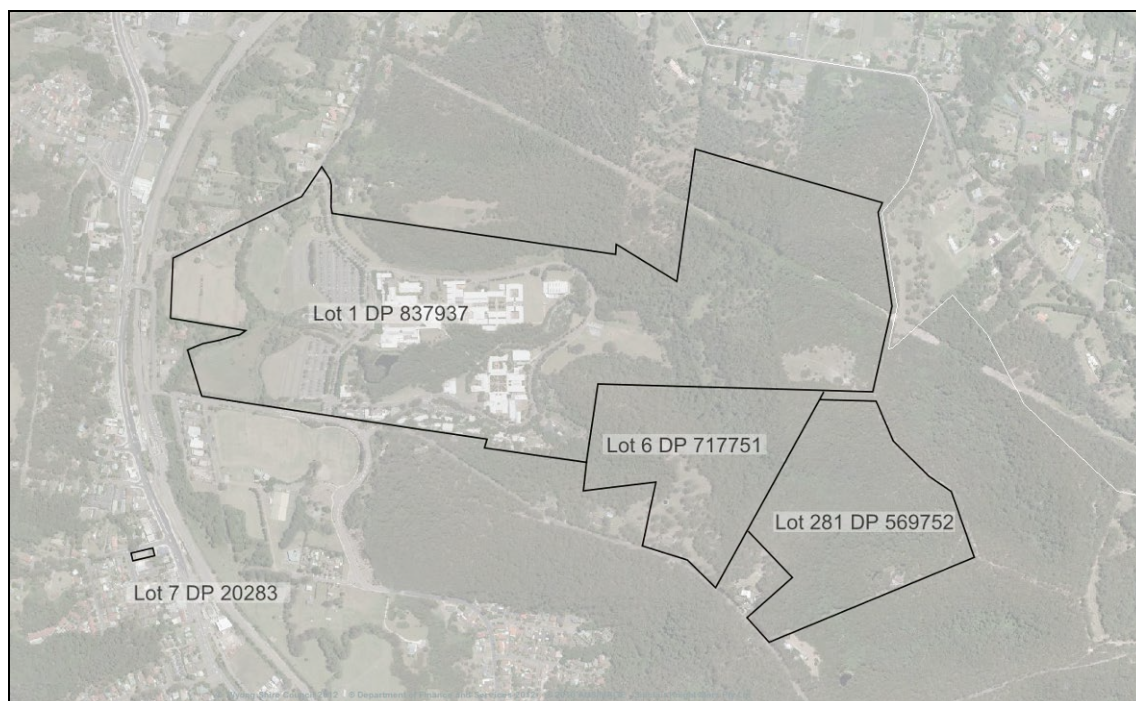
In addition, the University owns Lot 7 DP 20283. This lot is located adjacent to the Ourimbah village commercial area and is known as the “Ourimbah School of Arts” or “The Hangar”. It is no longer actively used by the University.

The location of these lots is shown in **Figure 19**.

Table 3: University Controlled Land

Lot	Area (sq m)
Lot 1 DP837937	805,124
Lot 6 DP717751	170,681
Lot 281 DP569752	190,484
Lot 7 DP20283	1,107

Figure 19: University controlled property at Ourimbah



Source: Aerial photo courtesy of Wyong Shire Council

5.2 Tenure

Lot 1 DP 837937 is owned by the State Government through the NSW Minister for Education Training and Youth Affairs. In 1989 the then Minister for Education authorised the University to have control, management and maintenance responsibility for the land. This authorisation was conditional on the University reaching agreement with the then Department of Technical and

Further Education regarding their needs on the site. There is a formal Agreement between the University and the TAFE NSW – Hunter Institute in relation to funding and operations.

Lot 6 DP DP717751, Lot 281 DP 569752 and Lot 7 DP 20283 are freehold and owned by the University. Records indicate Lot 6 DP DP717751 and Lot 281 DP 569752 were acquired as a potential space to expand teaching and research facilities given their proximity to main campus site.

5.3 Buildings

There are 50 buildings on the Campus. The nature of the buildings range from maintenance related sheds through to purpose built lecture theatres. There is a continuing program of capital investment, with the Psychology and Exercise Science Building and Nursing Education Building being completed recently.

5.4 Lease arrangements

A number of campus land or building users have leases with the University to enable their presence on the site. The NSW TAFE- Hunter Institute presence is managed through an agreement between the two organisations, rather than formal leases. While many buildings are shared between University and TAFE users, some buildings are exclusive to a particular organisation, such as the Building and construction Studies Centre (TAFE), Horticulture (TAFE) and Exercise, Sport Science and Psychology (University).

These leases have varying terms and most include services delivered by the University (such as cleaning and security) and the payment of outgoings by the lease/tenant.

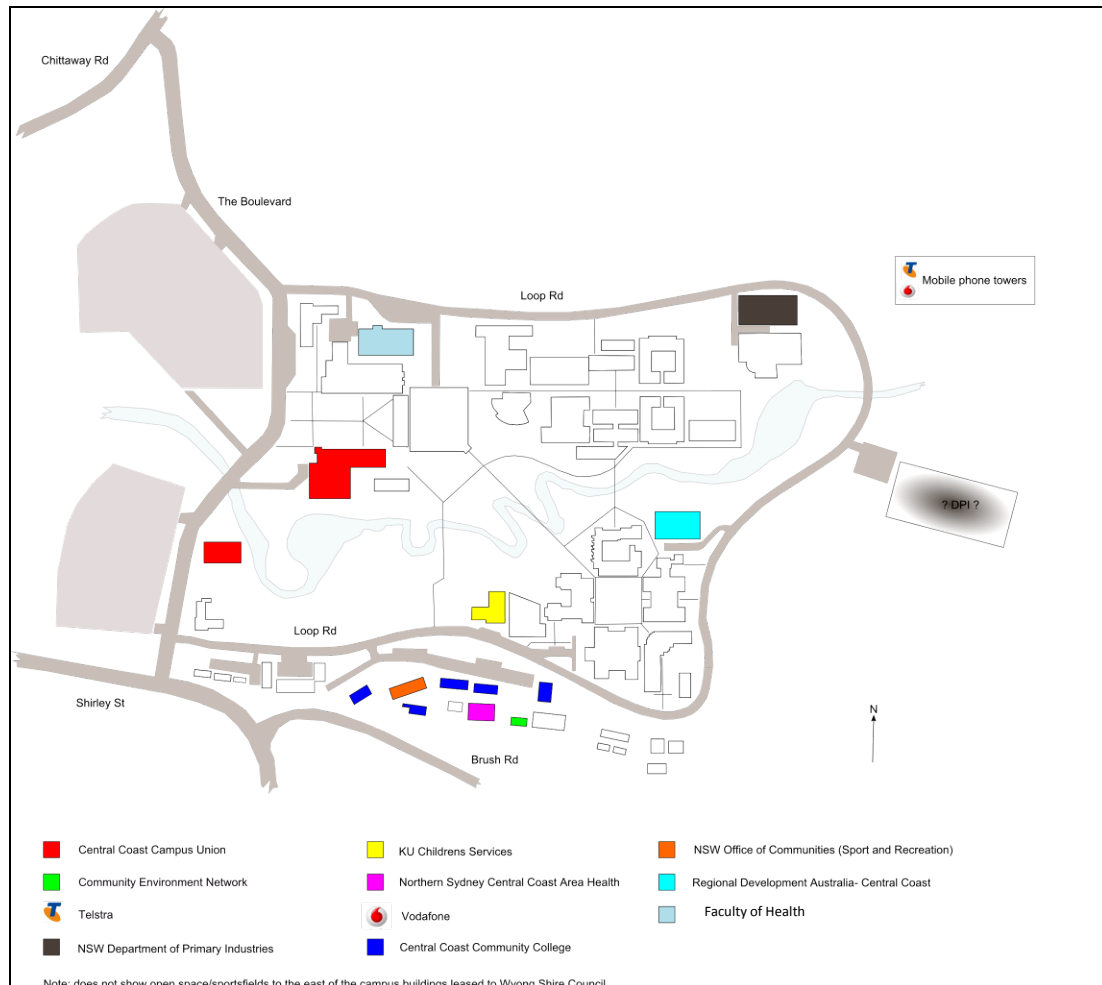
These are shown in Table 4

Table 4: Leases at Ourimbah

Tenant	Building	Area Occupied
Central Coast Campus Union Ltd (trading as Campus Central)	SA and SUO	1665.5
Central Coast Campus Union Ltd (trading as Campus Central)	Tennis Court and Music Stage	0
Central Coast Community College (MoU, no lease)	CCA, CCB, CCC, CCD and the Lodge	1100
Community Environment Network Inc (rental- no lease)	Ponds 1	126.4
KU Childrens Services (Ourimbah)	OCC	646
Northern Sydney & Central Coast Area Health	MP	844.7
NSW Department of Tourism, Sport and Recreation	GL	338
Regional Development Australia - Central Coast	BI	848.5
Business and Investment Centre Pty Ltd	BE	160
Department Of Primary Industry	CCDPI	
Telstra Corporation Limited	Phone Tower - Land Area	42.14
Vodafone	Phone Tower - Land Area	
Dwelling tenant	Lot 6 DP DP717751	
Dwelling tenant	Lot 281 DP 569752	

Figure 20 shows the location of the leased/tenanted premises. It can be seen that tenant users are located throughout the Campus. There is a clustering of “community oriented” users in the south of the Campus around the Community College. Minor leases are not shown in the figure, such as Café East and Café Express.

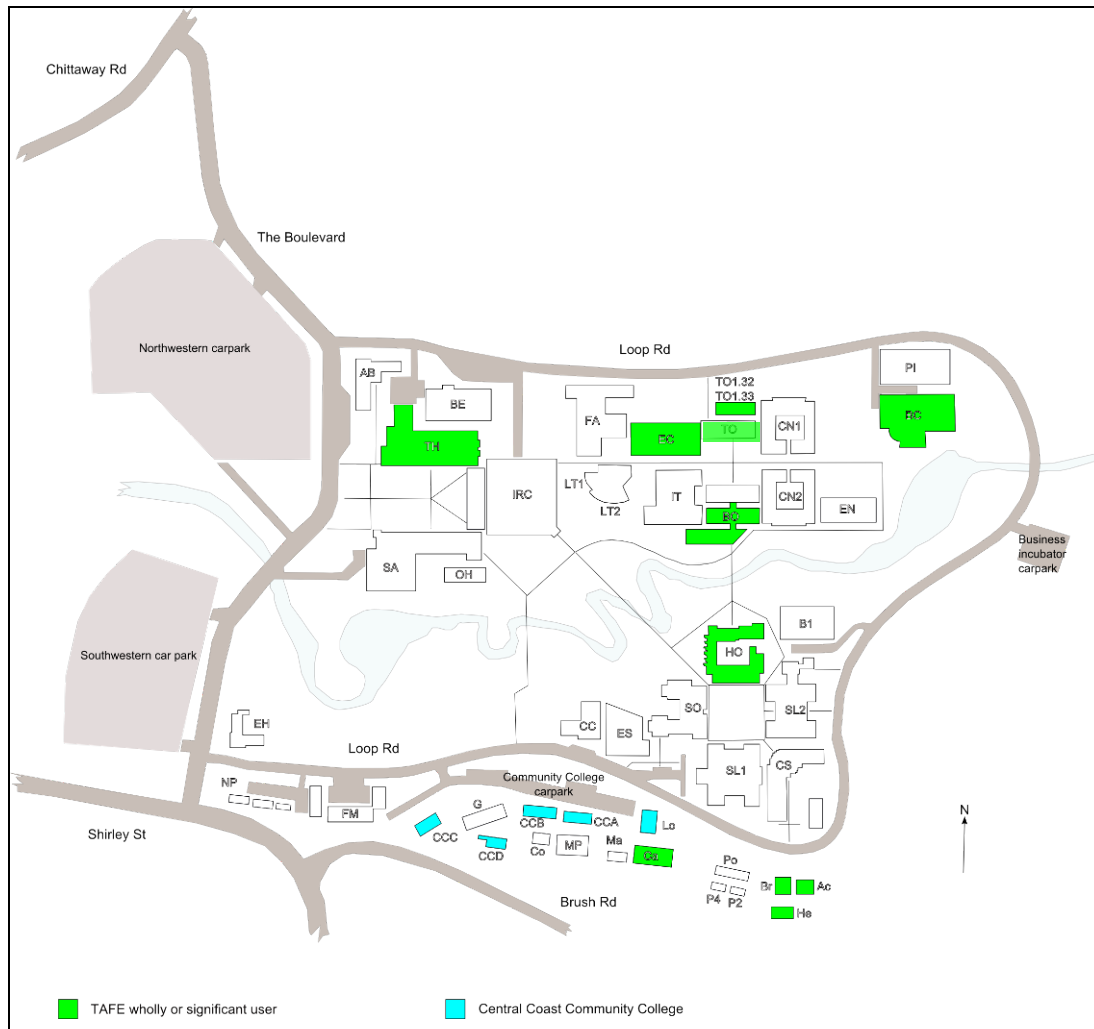
Figure 20: Location of Leased Premises



5.5 University and TAFE Building Users

Ourimbah is used as a teaching and research venue by a range of University Faculties, and TAFE. Many buildings and facilities within the Campus are shared by both organisations. **Figure 21** shows the buildings where the TAFE is a significant or only user.

Figure 21: Location of TAFE and Community College Buildings



The location of the primary users of buildings by University School and Faculty is shown in **Figure 22**.

There is little discernible clustering other than the major “common” uses as the Information Resource Centre, student union facilities and campus administration being located on the eastern side of the development area of the Campus, and science uses cluster in the southeastern corner of the Campus.

TAFE users are located in a number of locations, with hospitality being located in the east, early childhood services in the central north, building and construction in the northwest, and horticulture in two sites along the southern edge of the Campus.

Figure 22 Space use by Faculty/School

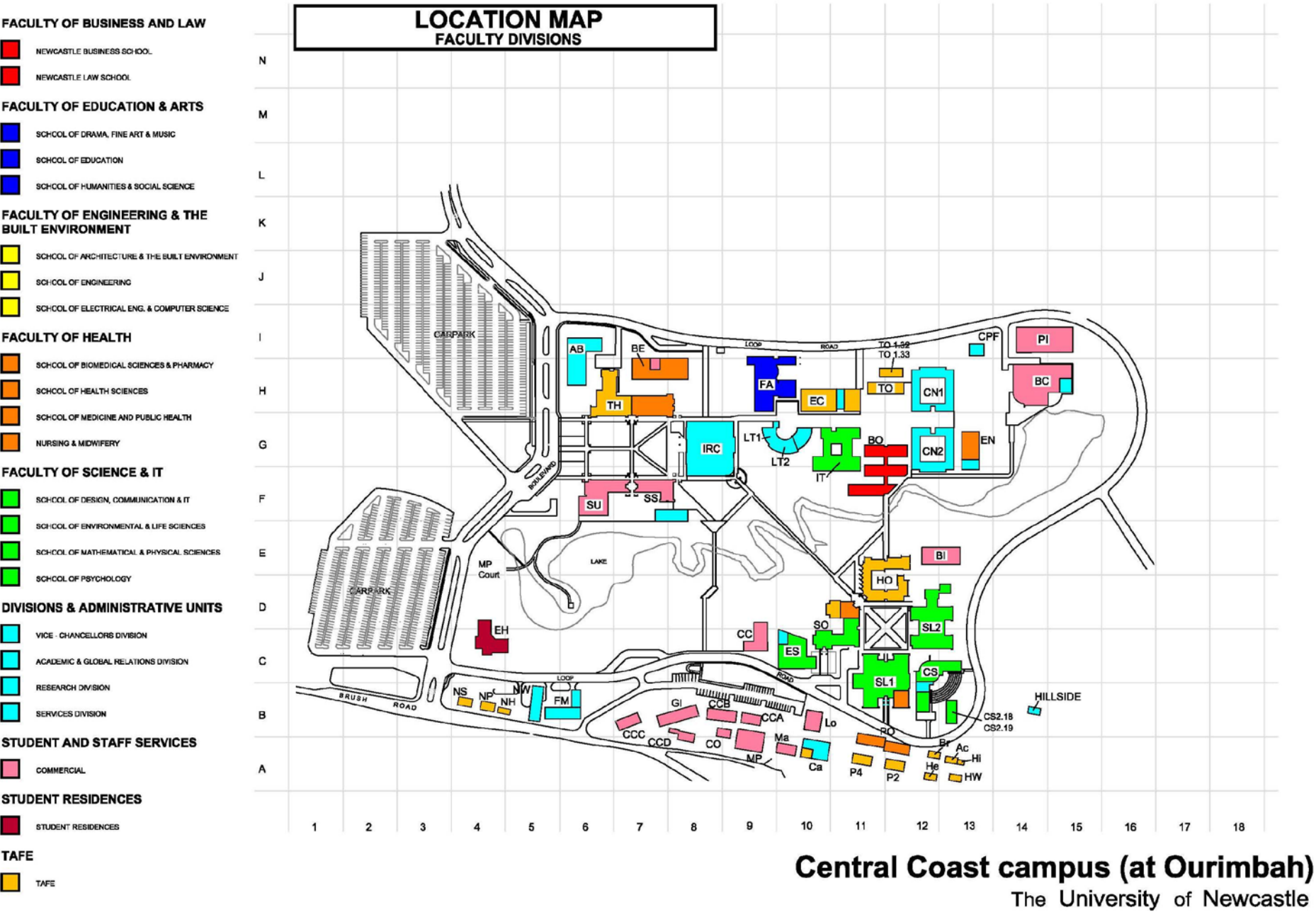
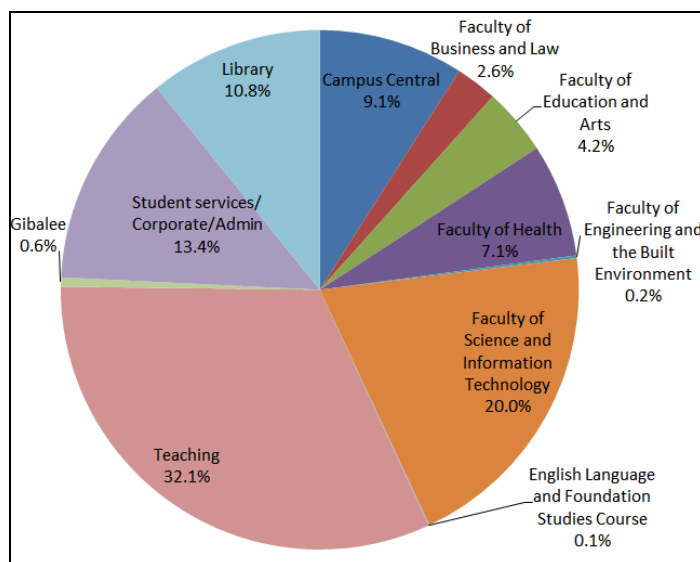


Figure 23 shows the allocation of usable space amongst the University users (i.e. non University users including TAFE are not included). The largest allocation is to teaching areas (titled “Academic Unit/ centrally timetabled teaching space”) occupying 36% of all usable space, followed by the School of Environmental and Life Sciences (19.7%), and corporate uses (including facilities management, administration and services function (15%) and Campus Central (10.2%).

It is not possible to get a more complete appreciation of the actual use of space by the Schools without an analysis of the timetabled use of the teaching spaces.

Figure 23: Space allocation by School



Source: University of Newcastle 2012

5.6 Teaching Space

Table 5 shows the buildings with a usable teaching space of greater than 100 square metres. The Building and Construction building (BC) has the largest area, although this is mostly a large workshop style space. The Classroom North (CN) buildings provide over 900 square metres of usable teaching space, followed by Classrooms South (CS) building, Fine Arts/Drama (FA), and IT buildings. The Lecture Theatre building (LT) provides only 247 square metres or under 5% of the total usable teaching area.

Table 5: Total teaching spaces (IOU Code 5101.101)

Building	Room Area (GFA)
BC	1225.3
CA	332.4
CN	1498.3
CS	1013.55
ECS	601.8
EN	248.32
FA	1021.1
IRC	205.7
IT	853.9
LT	411.1
TH	162.1
Total Space	7791.07

5.7 Teaching Space Audit 2011

The 2011 Teaching Space Audit (Mosaic) reviewed the utilisation of teaching space at the Callaghan, Newcastle and Ourimbah campuses from the perspective of how often the rooms are being used (frequency) , and how efficiently they are used when in use (seat occupancy). The Audit found that there is potential to increase the utilisation of teaching spaces at Ourimbah.

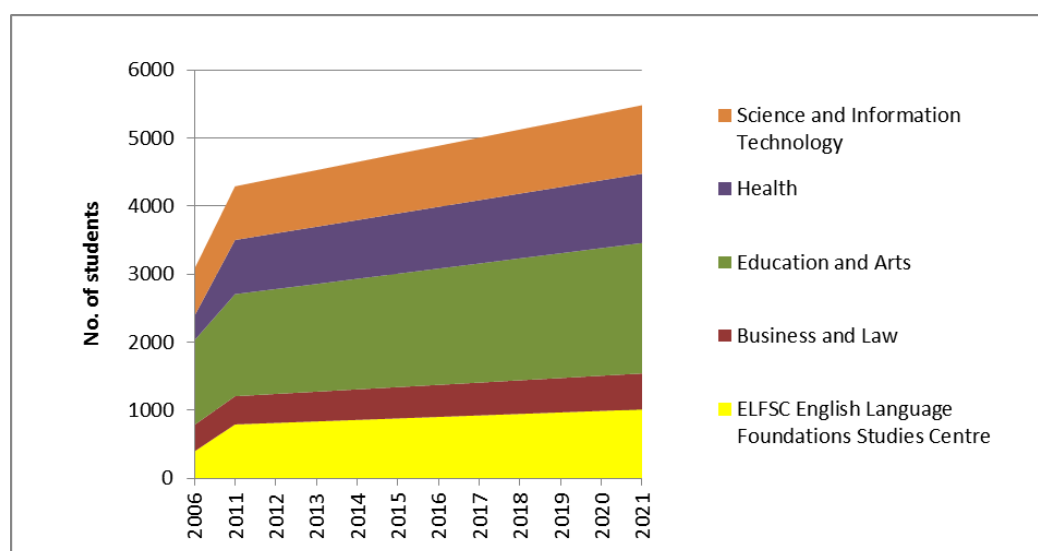
6.0 Courses And Learning

6.1 University Students

UON at Ourimbah had 4291 students in 2011. This is an increase of 39.5% over the 5 years from 2006. Most students are in the Faculty of Education and Arts with around 35% of students; English Language Foundation Studies Centre, Health, and Science and Information Technology, each contain around 18% of students, with Business and Law 10% (note: the terminology used is different to the current Faculty nomenclature). In 2011 80.9% of enrolled students were from a Central Coast postcode, with 9.3% from Sydney and 9.7% from the Hunter Region.

The expected growth of future enrolments is for around an additional 110 students per year or an average annual increase of 2.7% over 10 years, resulting in an enrolment of 5484 in 2021, as shown in **Figure 24** and **Table 6**. These projections assume continuation of the existing growth trend.

Figure 24: Projected University student growth



Source: University of Newcastle data, 2012

Table 6: University student enrolments

Faculty	2006	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
English Language Foundations Studies Centre	394	792	814	836	858	880	902	924	946	968	990	1012
Business and Law	390	414	426	437	449	460	472	483	495	506	518	529
Education and Arts	1242	1500	1542	1583	1625	1667	1708	1750	1792	1833	1875	1917
Health	358	797	819	841	863	886	908	930	952	974	996	1018
Science and Information Technology	691	788	810	832	854	876	897	919	941	963	985	1007
Total	3075	4291	4410	4530	4649	4768	4887	5007	5126	5245	5365	5484

Note: shows actual (2006, 2011) and medium (expected) estimate for University enrolments at Ourimbah Source: University of Newcastle data 2012

TAFE had 4115 enrolled students in 2011, which is 30% of the enrolled students in the Central Coast TAFEs. Almost all students reside in the Central Coast. Enrolments at the Campus are not expected to increase in future. TAFE students are generally of a younger age than the

University attendees; 49% of enrolments are under 19 years of age. TAFE students typically do not attend the Campus to the extent of University students because of the work/study nature of many TAFE courses. However, as more University students work part time and attend University part time, this difference in attendance is declining in magnitude.

Changes in technology as well as the growth of contestability in the education market will have an impact on the nature of TAFE delivery and on the demand for facilities. The size of these impacts is not yet clear.

6.2 University Courses

The following undergraduate programs are delivered by UON at Ourimbah:

- Bachelor of Arts
Majors are creative arts, drama, English, history, international affairs, politics and policy, psychology studies, and sociology and anthropology.
- Bachelor of Business
Majors are available in marketing, human resource management, or management.
- Bachelor of Business/Bachelor of Commerce
- Bachelor of Commerce
- Major in accounting.
- Bachelor of Exercise and Sport Science
Sport performance enhancement, exercise and health, and biological science.
- Bachelor of Food Science and Human Nutrition
Majors are food technology, human nutrition or a double major of both.
- Bachelor of Information Technology
Majors are business information, communication and technology, and software development and applications.
- Bachelor of Nursing
- Bachelor of Oral Health
- Bachelor of Podiatry
- Bachelor of Psychology
- Bachelor of Science
Majors are marine science, psychology, and sustainable resource management.
- Bachelor of Social Science
Majors are community welfare and human services, linguistics (limited), historical studies, industrial relations and human resource management (limited), politics and policy, psychology studies, and sociology and anthropology
- Bachelor of Teaching(Primary)/Bachelor of Arts
- Bachelor of Teaching(Secondary)/Bachelor of Arts
- Bachelor of Teaching(Primary)/Bachelor of Early Childhood Studies
- A Graduate Diploma in Dental Therapy is also offered.

6.3 TAFE Courses

Approximately 4115 TAFE NSW Hunter Institute students were enrolled at the Ourimbah Campus in 2011, 3491 were enrolled at the Gosford Campus and 3733 were enrolled at the Wyong Campus.

TAFE NSW – Hunter Institute deliver a wide range of courses from the Ourimbah Campus. These courses range from Certificate IV to Advanced Diploma level. The courses with the largest enrolments are Carpentry, Children's Services, Hospitality (Commercial Cookery) and Learner Support. Amongst the areas of diverse study are:

- Accounting
- Building and construction
- Children's services
- Dental
- First aid
- Horticulture and landscape
- Hospitality
- Information Technology
- Laboratory skills
- Music
- Tourism.

6.4 Pathways

One of the objectives of establishing the multisector Campus at Ourimbah was to increase the education and skills levels of the Central Coast community. The use of articulation and pathways to assist in accessing skills and employment has been an important strategy in achieving this objective.

Curriculum pathways were created to assist students and local careers advisors in understanding the study options available at Ourimbah and how these could be developed from school through TAFE and into higher education. Pathway maps for 40 employment areas have been identified and utilised.

6.5 Central Coast Community College

The Central Coast Community College was established in 1982 and now operates from four buildings formerly occupied by TAFE NSW – Hunter Institute on the Campus, and now owned by the College. The buildings are located on the slopes on the southern side of the developed Campus (see **Figure 21**). The College also delivers courses from other locations throughout the Central Coast. It is a not for profit community managed organisation.

Its aim is to deliver adult education, learning and training programs to the Central Coast community. Offerings include leisure, vocational and accredited training courses. It delivers over 800 different courses during the day, evenings and weekends.

In 2011 the College served 314 students, resulting in 11781 enrolments of which 7013 were in national accredited training courses. 457 certificate level and above qualifications were issued. The majority of courses are run from the Ourimbah campus.

7.0 Facilities And Access

7.1 Campus Facilities

The Campus delivers the following services to students:

- On site student accommodation and external accommodation services
- Information Resource Centre (Library)
- Student Hub
- Child Care Centre (0-6 year olds) (operated by the Kindergarten Union)
- Cafeteria/Café/ Bar
- Bookshop
- Hair beauty and massage services
- Stationary shop
- Gibalee Aboriginal Learning Centre
- Student support
- Sporting facilities.

The 2010 Student Feedback Survey UoN Services Report found that students desired a wider range of services on the Campus including a chemist, mini supermarket, Commonwealth Bank ATM (a Westpac ATM is currently installed), post office and a mini-supermarket/deli.

7.2 Student Housing

Blue Gum House is a small college of 26 rooms situated on the Campus. The 26 rooms are configured in 6 and 7 share units. They currently rent for \$155 per week. According to information provided by the University there does not appear to be an identified demand for additional on campus accommodation. A private provider has successfully developed student housing in Ourimbah Village in the form of a 7 bedroom dwelling. A search of off campus accommodation providers to students in February 2012 indicated a range of accommodation available in the range of \$125 to \$200 per week.

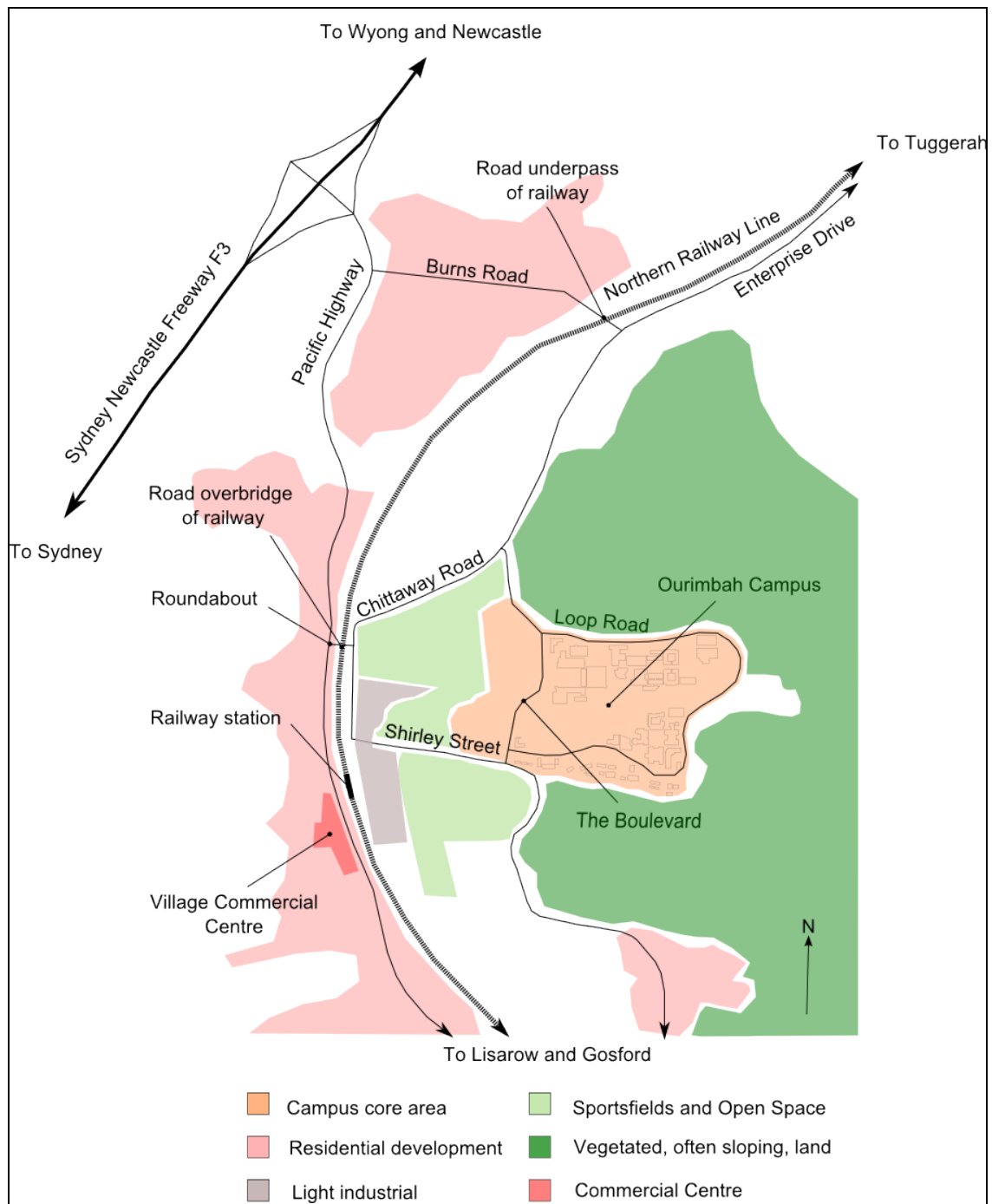
7.3 Vehicular access

Most Campus users arrive by private motor vehicle. As a result the effective operation of the road system is important to the effective operation of the Campus.

Vehicular access to the Campus is from Chittaway Road in the north and Shirley Street in the south. Both roads consist of a single travel lane in each direction.

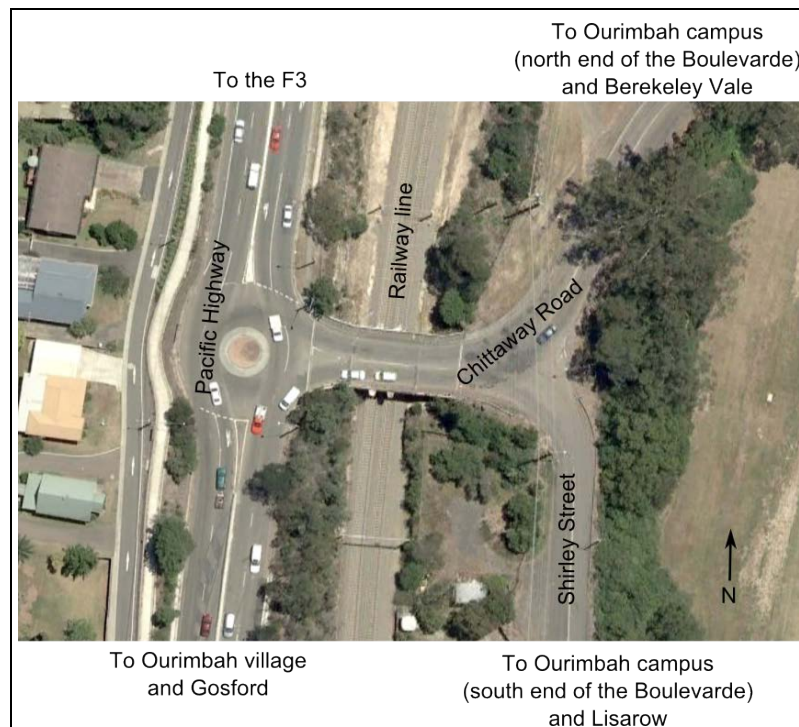
Figure 25 shows the relationship of Chittaway Road and Shirley Street to the wider road network.

Figure 25: Relationship of the road network to the Campus



The western end of Chittaway Road intersects with the Pacific Highway via a narrow railway overbridge to the village of Ourimbah. Because the railway line is located adjacent to the east of the Pacific Highway, the Chittaway Road/Pacific Highway intersection is quite constrained and consists of a small double lane roundabout with limited traffic capacity, as shown in **Figure 26**. A steep slope is located immediately west of the roundabout making a road widening extremely difficult.

Figure 26: Pacific Highway - Chittaway Road intersection



The Pacific Highway provides access to Gosford in the south, as well as to Wyong, Tuggerah, Newcastle and Sydney via the F3. The Pacific Highway consists of two travel lanes in each direction, separated by a median and in some locations a low physical barrier, such as Briffen fencing.

Chittaway Road also provides access to Berkeley Vale and the Entrance at its eastern end (where it is renamed Enterprise Drive), as well as providing a secondary route to Tuggerah and Wyong. It also intersects with Burns Road, providing a secondary route to the F3 via a railway underpass. Burns Road consists of a single travel lane in each direction.

Shirley Street provides access to the Campus from the suburb of Lisarow in the south, and a secondary route from Gosford. It acts as a collector road along relatively quiet suburban streets. Shirley Street consists of a single travel lane in each direction, and traffic management devices have been installed to slow vehicle speeds. At its northern end Shirley Street intersects with Chittaway Road near the railway overbridge. There is a very short distance (“leg length”) of around 50 metres from this intersection over the railway to the Pacific Highway. During peak periods this leads to queuing and poor performance of the intersection.

Chittaway Road and Shirley Street provide access into the Campus via their intersections with the Boulevard at its northern and southern ends respectively. In turn, the Boulevard connects to the Loop Road which provides a circulation route around the perimeter of the “core” campus. The Boulevard and the Loop Road provide a single travel lane in each direction.

7.4 Car parking

There are approximately 1018 car parking spaces on the Ourimbah Campus, including informal overflow car parking. The majority of car parking is located in two large car parks on the eastern edge of the developed area of the Campus.

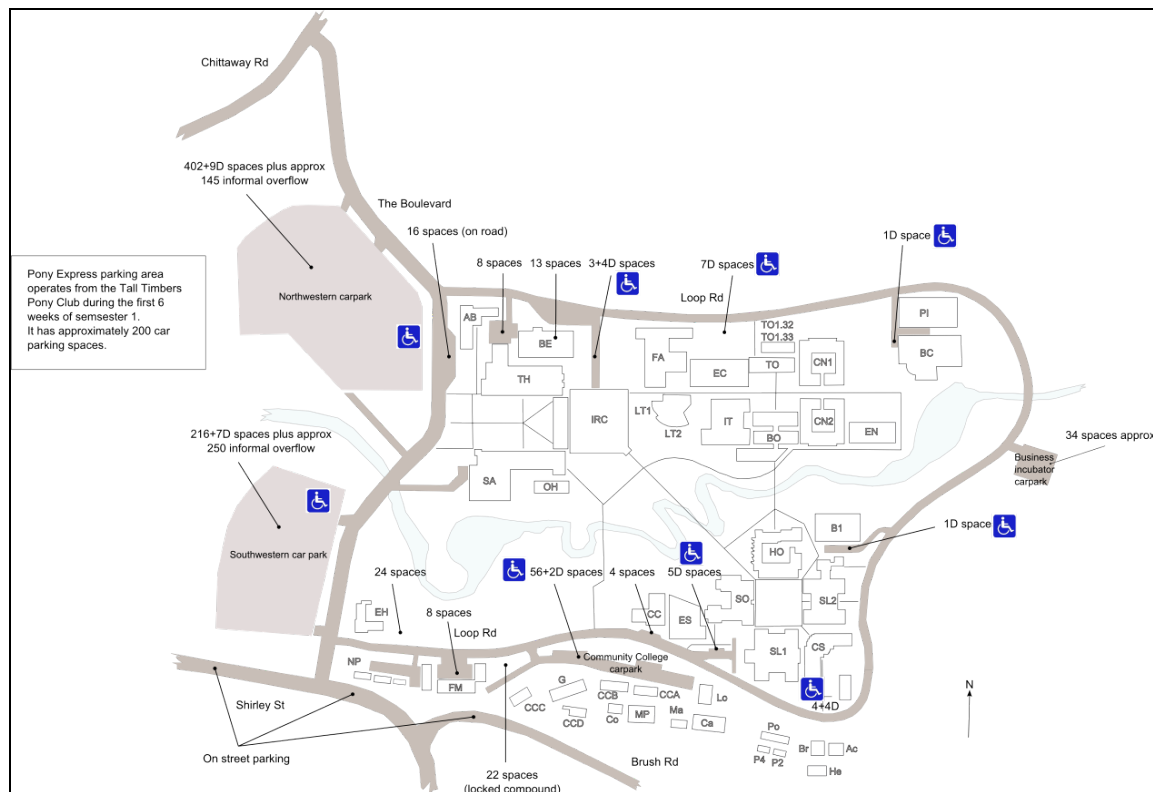
In addition, approximately 70 car parking spaces are located at the “Pony Express” site, and are utilised for the first 6 weeks of the first semester when car parking demand is at its peak. A shuttle bus operates on a continuous basis during this time. The Pony Express car park is located on the Pacific Highway approximately 1.5 kilometres from the Campus

There are approximately 16 car spaces reserved for the student accommodation and another 22 spaces in a locked compound adjacent to the Facilities Management buildings.

The 2010 Student Feedback Survey found that car parking was seen by students as being inadequate. This response was common to all Campuses.

Disabled car parking is located at a number of locations around the Campus as shown in **Figure 27**, with the majority of spaces located on the eastern edge of the northwestern and southwestern car parks.

Figure 27: Car Parking



Source: University of Newcastle

Note: D=disabled parking space

7.5 Public Transport

Rail

Ourimbah railway station is located approximately 700 metres from the Campus. It has no disabilities access (i.e. lifts to the eastern (Campus) side of the railway line or from the centre platform.) According to the City Rail website the station is staffed, although at the time of site inspection for this Report no staff appeared to be present. The service frequency to the north and south varies according to the time of day, and is more frequent than half hourly during the commuter peak, and hourly during the off peak period. The train station is located in a relatively "isolated" location with no development adjacent. The closest development is on the other side of the Pacific Highway, resulting in little casual surveillance of the station.

Bus

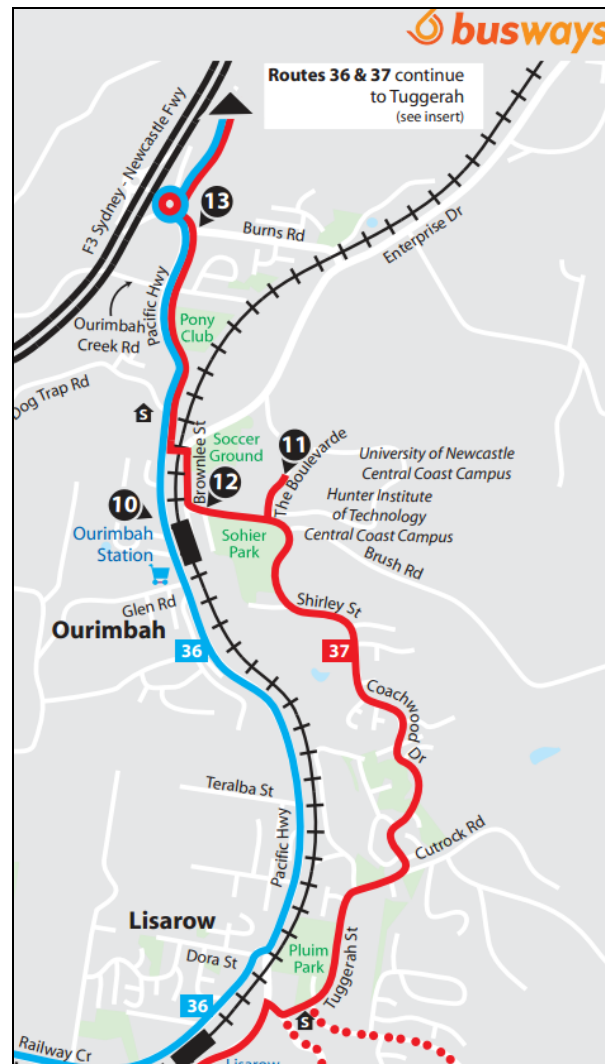
Bus services in the Central Coast are operated by Busways, Red Bus Services and Coastal liner. Major bus rail interchanges exist at Gosford station, Woy Woy station and Wyong station. Bus interchanges also exist at Erina Fair, Westfield Tuggerah and Lake Haven shopping centre.

The Ourimbah Campus is served by Bus Route 37 from Tuggerah to Gosford which offers a 15-30 minute weekday peak frequency and up to a 60 minute frequency weekday offpeak, as

well as Saturday and Sunday. The bus route however, only deviates into the Campus each hour, with the more frequent services stopping nearby at Bill Sohler Park.

Route 36 also travels from Tuggerah to Gosford but Ourimbah railway station is the closest stop to the Campus. The route map is shown at **Figure 28**.

Figure 28: Bus route map



Shuttle bus

A free shuttle bus operates on the Campus from 5.00pm - 10.00pm, Monday - Friday, during semester. The shuttle bus does not operate on weekends, public holidays or University concession days. The main purpose of the shuttle bus is to provide security at night.

The shuttle departs from the main bus stop on the Loop Road but will come to other locations on request including drop off and collection from Ourimbah Railway Station.

7.6 Cycle and Pedestrian Routes

The Campus is served by an onroad cycleway from Tuggerah and the coast along Chittaway Road/Enterprise Drive Road to the Campus northern entrance. An off road shared cycleway/footpath cycleway links the Campus to the railway station as well as providing a loop around Bill Sohler Park and linking the Campus to the residential areas to the south. These are shown in the map at **Figure 29**.

The shared pathway to the railway station and Ourimbah Village passes through sportsfields and open space for most of its length. While it is a pleasant walk in good weather, it is a substantial distance without shelter that would not be pleasant in inclement weather, nor be perceived to be safe during early evening and night time.

Figure 29: Map of Cycleways accessing the Ourimbah Campus



Source: Wyong Council Shared Pathways Map 2007 (note poor original image)

Figure 30: Shared cycle pedestrian link to the railway station



Figure 31: Discontinuous cycle connection to the residential area on Shirley Street



Figure 32: Hazardous bridge on the Campus-railway pathway off Mill Street

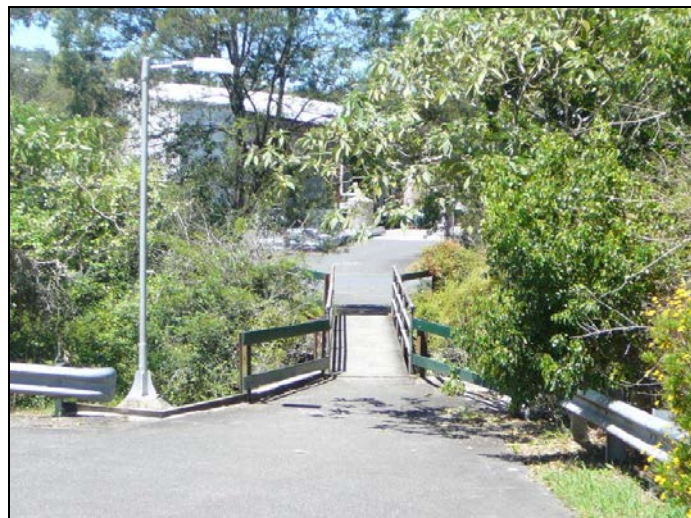


Figure 33: The Pacific Highway is one main divider between the Campus and Ourimbah Village

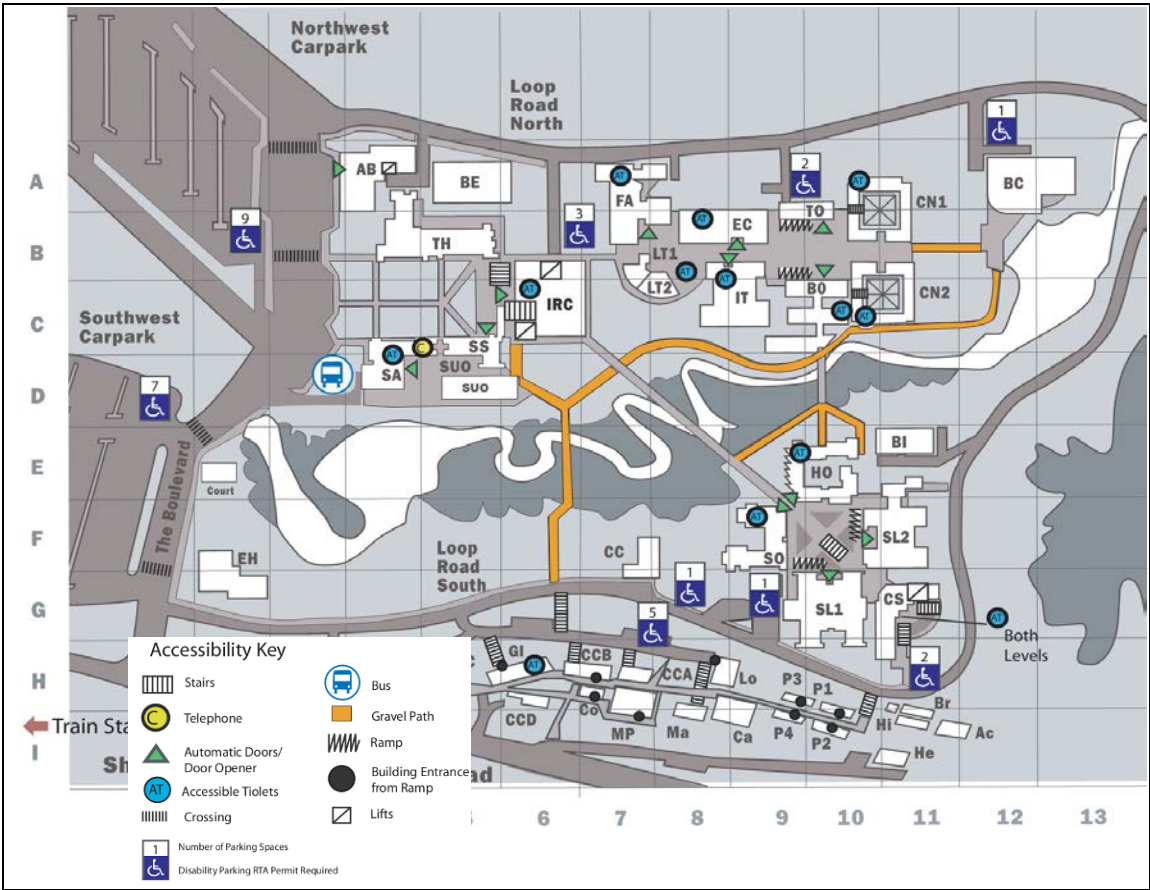


Figure 34: Access to the railway station from the east (Campus)



Figure 35 shows the Campus mobility map. Disabilities car parking spaces appear to have been provided at regular interval throughout the Campus, and a relatively comprehensive network of accessible paths and ramps exists. The centre of the Campus is relatively flat, and if more intensive development occurs on the slopes to the north and south of the loop road access may become a more pressing issue due to the steeper slopes in these areas. As discussed earlier, access from the Campus to the western side of the railway line is only via a set of stairs (see Figure 34), and presents difficulties to people with mobility disabilities.

Figure 35: Mobility Map



8.0 Land Uses

8.1 Wyong Local Environmental Plan 1991

8.1.1 Ourimbah Village

Ourimbah village is located to the west of the Campus, as shown in **Figure 36**. The village has a linear form with the Pacific Highway forming a spine. The urban area of the village is constrained by sloping vegetated land to the west and the railway line to the east (see Section 9.2). Much of the land east of the railway line is flood prone (see Section 9.1). The urban area widens to the north in the Burns Road area but is constrained by the F3 Sydney Newcastle Freeway further to the northwest, and rural, vegetated and/or flood prone land to the northeast.

Figure 36: Existing urban land uses at Ourimbah

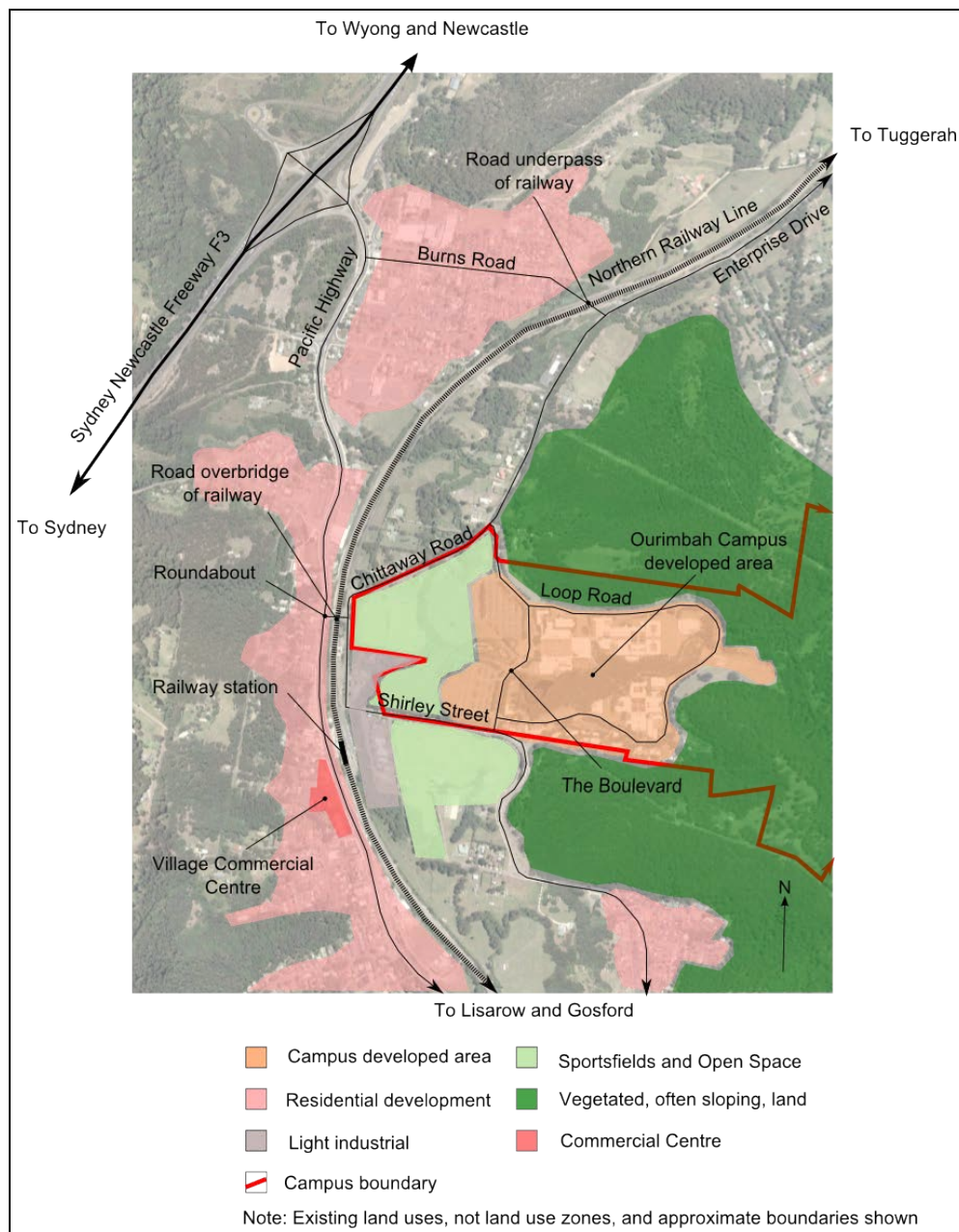


Figure 37 shows the land use zones applying to Ourimbah under the Wyong Local Environmental Plan 1991, and

Figure 39 shows the proposed land use zones under the preliminary draft Wyong Local Environmental Plan 2012. The objectives and permissible land uses of the existing and proposed (draft) zones are shown in the Background Paper of this Project

The commercial area of Ourimbah village on the eastern side of the Pacific Highway is zoned 3(a) Business Centre. It contains a service station, and a number of local shops including hairdressers, Chinese take away, fruit market, butchers, newsagent, real estate agent, chemist and a doctor's surgery. It services the local community and passing trade from the Pacific Highway. The Pacific Highway acts as a strong divider between the eastern and western sides of the Village and reinforces the separation of the Campus from the Village.

Residential areas extend generally north and south of the commercial centre, with a small area of residential land to the west. The residential areas are dominated by detached dwellings.

Around half of the residential area is zoned 2(a) Residential and half zoned 2(b) Multiple Dwelling Residential. The 2(b) zoned areas are either adjacent to the commercial area or located in the more recently developed residential zoned areas on the periphery of the suburb. The 2(b) zoned land contains a number of scattered medium density single and double storey villa and townhouse style developments as well as single storey detached dwellings.

Within the residential area immediately to the west of the shopping centre is a large curved roof iron clad building formerly used by the University (and owned by the University) and an adjacent former bakery on large lots of land. Most of the residential zoned land is built upon.

A nursery and service station occupy land zoned 2(a) on the western side of the Pacific Highway on the north of Ourimbah and another large nursery occupies land zoned 7(b) Scenic Protection just to the north at the intersection of Burns Rd and the Pacific Highway.

In addition to the Campus, a number of 5(a) Special Uses zones are located throughout Ourimbah, including a school on the western side of the Pacific Highway, the RSL Club opposite, and a large electricity substation.

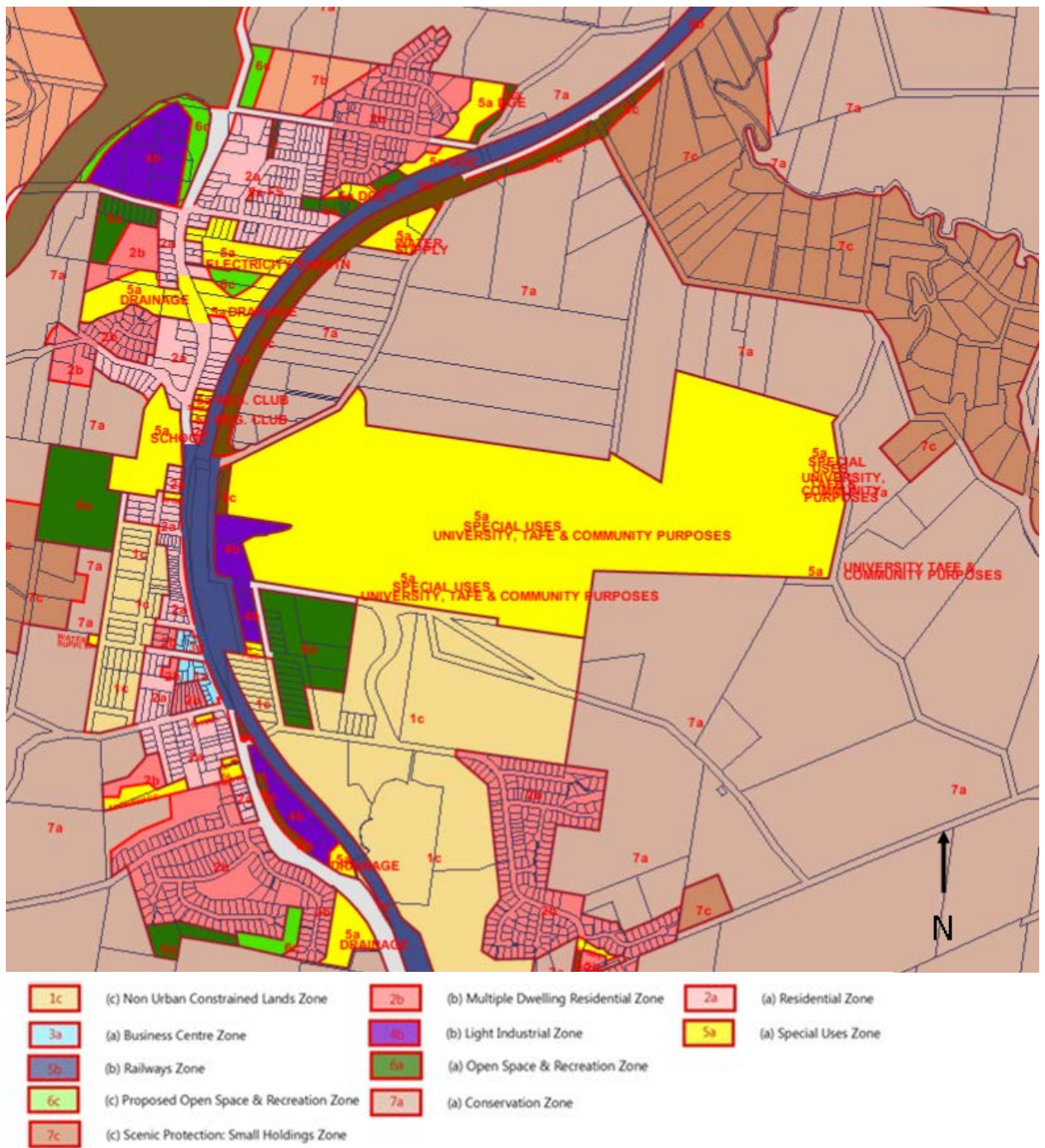
Immediately to the west of the Campus, and east of the railway is a small industrial area zoned 4(b) Light Industrial. The industrial area to the south of Shirley Street is occupied by a number of light industrial premises in single storey buildings, while the industrial land to the north of Shirley Street is largely vacant and is occupied by a dwelling and a former sawmill.

An area of 4(b) land is also located between the Pacific Highway and the railway just south of the Ourimbah commercial area. This land is occupied by a service station, vet, and a number of light industrial uses.

Another area of 4(b) zoned land is located at the Pacific Highway F3 Interchange. This area is largely unoccupied other than a dwelling and an area which appears to be used for the storage of truck trailers.

The undeveloped part of the Campus, generally to the north, east and south east, is currently zoned 7(a) Conservation While land to the southwest is currently zoned 1(c) Non Urban Constrained. There is an area of 6(a) Public Open Space and Recreation zoned land to the southwest of the Campus that is occupied by Council playing fields (Bill Sohler Park). Most of the land currently zoned 1(c) or 7(a) is heavily constrained by such factors as slope, flooding, or environmental issues.

Figure 37: Current Land Use Zones at Ourimbah



Source: Wyong Local Environmental Plan 1991

8.1.2 Ourimbah Campus

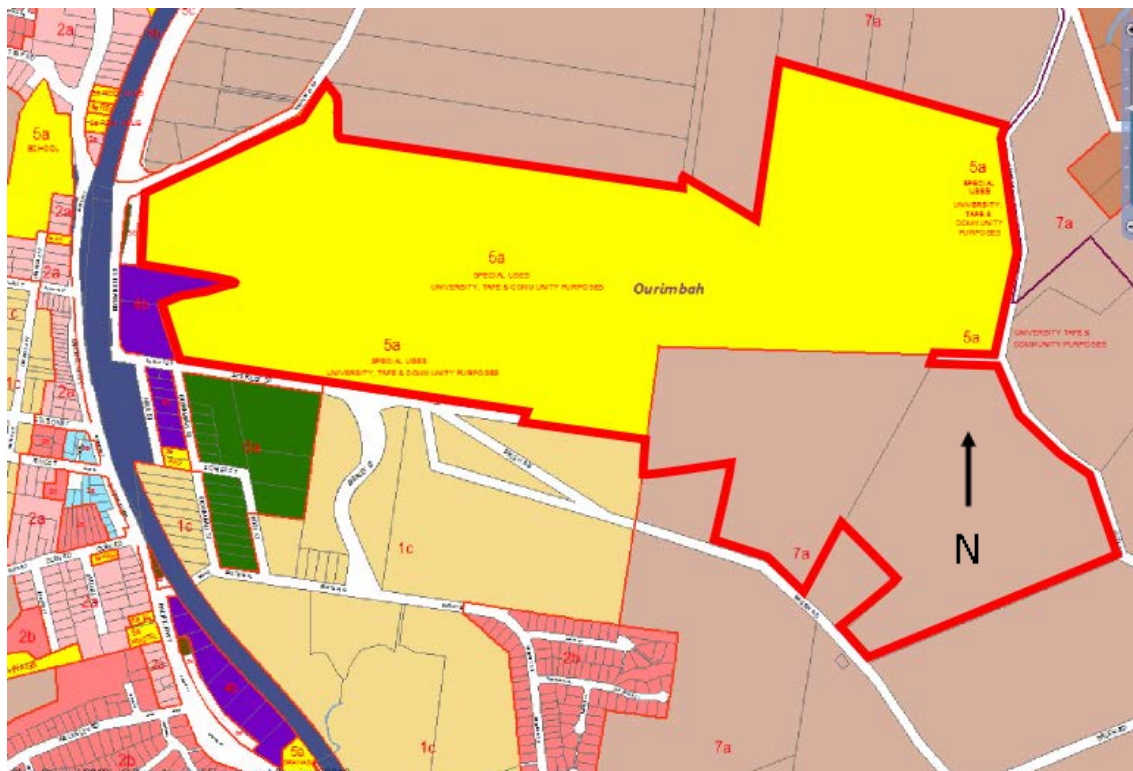
Figure 38 shows the land use zones applying to the Ourimbah Campus under the Wyong Local Environmental Plan 1991, and

Figure 39 shows the proposed land use zones under the draft Wyong Local Environmental Plan 2012.

The eastern part of the Ourimbah Campus, including the existing developed buildings and playing fields, is zoned 5(a) Special Uses. The Zoning includes all of Lot 1 DP 837937. The 5(a) zone is relatively flexible with any purpose being permissible on the land provided that it is consistent with the objectives of the zone, i.e. ancillary to or related to the current or future use of the land for the purpose of a community or public facility or service. Interestingly, while the zoning map annotates the campus as “University, TAFE and Community Purposes”, the zone objectives do not explicitly require uses on the site to be ancillary or related to the specified purpose. However, this could be assumed.

The UoN owned Lot 6 DP DP717751 and Lot 281 DP 569752 to the southeast of the developed Campus are zoned 7(a) Conservation. This zone permits a limited range of low intensity land uses commensurate with the environmental and scenic qualities of the land.

Figure 38: Current Land Use Zones at Ourimbah Campus



Source: Wyong Local Environmental Plan 1991

1c	(c) Non Urban Constrained Lands Zone	2b	(b) Multiple Dwelling Residential Zone	2a	(a) Residential Zone
3a	(a) Business Centre Zone	4b	(b) Light Industrial Zone	5a	(a) Special Uses Zone
5b	(b) Railways Zone	6a	(a) Open Space & Recreation Zone		
6c	(c) Proposed Open Space & Recreation Zone	7a	(a) Conservation Zone		
7c	(c) Scenic Protection: Small Holdings Zone				

Note: Campus boundary shown in red

8.2 Proposed land use zones under the Preliminary Draft Wyong Local Environmental Plan 2012

The State Government requires all local councils to adopt a new Local Environmental Plan (LEP) based on the mandated “standard instrument”. The standard instrument aims to introduce greater consistency of planning instruments across local government areas, but is less flexible than the previous arrangements. Wyong Shire Council has adopted a draft preliminary LEP based on the standard instrument for consultation purposes with agencies (Preliminary Draft LEP 2012). The draft LEP is largely based on a “like for like” conversion of the existing LEP to the new requirements. The proposed land use zoning map is shown at

Figure 39. Because of the impact of the “like for like” nature of the draft LEP proposed zones for Ourimbah village are not discussed further, i.e. it will not be a significant change. Educational establishments are permissible with consent in the B2 Local Centre zone proposed to apply to the Ourimbah village commercial centre. Residential accommodation is a prohibited use unless in the form of “shop top housing”. However, it may be possible for University student housing to be regarded as permissible on the basis of its association with an educational establishment (the Campus); this would need to be discussed with Wyong Council prior to considering such a development.

8.2.1 Ourimbah Campus

The Preliminary Draft LEP 2012 proposes to zone the largest lot and that containing the developed part of the Campus - leased Lot 1 DP 837937 – zone SP1 Infrastructure Special Activities. The “purpose” or nature of the “special activity” is supposed to be shown on the supplied zoning map; however the early draft maps provided by Wyong Shire Council generally do not yet have an annotation on land with this zone. The SP1 Zone explicitly links permissible land uses to the annotated “purpose” and requires land uses to be “incidental or ancillary” rather than “ancillary or related to” the purpose. In this sense the SP1 zone could be regarded as being more restrictive than the existing 5(a) zone, but the difference is likely to be inconsequential in practice. The spatial area shown on the map as zone SP1 is the same as the existing area zoned 5(a).

It is proposed to zone University owned Lot 6 DP DP717751 and Lot 281 DP 569752 E3 Environmental Management with E2 Environmental Conservation in the riparian areas. This land is currently zoned 7(a) Conservation.

The permissible land uses in the E3 zone are wider in scope than the existing 7(a) zone. The permissible land uses in the E2 zone are more restrictive than the existing 7(a) zone, although the E2 zone affects relatively small areas of land, most of which is highly constrained to development.

The Preliminary Draft Wyong LEP 2012 does not appear to significantly constrain development of the Ourimbah Campus beyond the effect of the existing Wyong Local Environmental Plan 1991. In several cases the proposed zones offer slightly more flexibility and scope in land uses than the existing zones. The inclusion of small areas of land zoned E2 Environmental Conservation in areas to the north, south and west of the Campus may constrain future development, including access options. This land could be zoned E3 Environmental Management which would permit future flexibility if required, and is probably a more appropriate zone given the small, ecologically unviable size of the E2 zoned land involved. It should be noted that educational establishments (such as a University, or TAFE) are not a permissible use in the 7(a), E2 or E3 zones. However, under clause 28(2) of the State Environmental Planning Policy (Infrastructure):

(2) Development for any of the following purposes may be carried out by any person with consent on any of the following land:

(a) development for the purpose of educational establishments—on land on which there is an existing educational establishment,

(b) development for the purpose of the expansion of existing educational establishments—on land adjacent to the existing educational establishment.

(3) An educational establishment (including any part of its site and any of its facilities) may be used, with consent, for any community purpose, whether or not it is a commercial use of the establishment.

(4) Subclause (3) does not require consent to carry out development on land if that development could, but for this Policy, be carried out on that land without consent.

Thus, the State Environmental Planning Policy appears to permit the expansion of the educational establishments on the Campus in to 7(a), E2 or E3 zones, assuming development consent is received. However, these lands are generally highly constrained by other factors

(see Section 9, below) which limit development potential from an economic and land capability perspective.

The proposed IN2 Light Industrial zoned land to the west of the railway station could be potentially considered for a wider range of University related uses, in order to provide additional flexibility for this site. The difficulty is that these additional uses would apply to all instances of the zone across the LGA, unless "additional permitted uses" permissible on that site only were shown in Schedule 1 of the Preliminary Draft LEP 2012. Educational establishments are not a permissible land use in the proposed IN2 zone. An option is for the land north of the railway station on the eastern side of Shirley Street to be rezoned B4 Mixed Use. This land use zone would provide additional land use flexibility for more intensive development such as educational establishments, housing and commercial activity than the existing 4(b) zone or the proposed IN2 zone; accordingly it may assist in linking the village of Ourimbah with the Campus.

The Preliminary Draft LEP 2012 introduces a number of maps which regulate aspects of development such as building height. These maps were generally not included in the existing LEP, and are as follows:

Minimum Lot Size: no minimum lot size is placed on the Ourimbah Campus.

Flood Planning Area: the lower western part of the Campus is shown as being affected by the "flooding planning area". In summary, in conjunction with Clause 7.2 of the Preliminary Draft LEP 2012 requires that development on the identified land would need to be compatible with the flood hazard on the land and not adversely affect flood behaviour. See also 8.1 Flood, below.

Land Reservation Map: the Campus is not affected.

Heritage Map: the Campus is not affected, although the railway station to the east is an identified heritage item.

Drinking Water Catchment: the Campus is not affected.

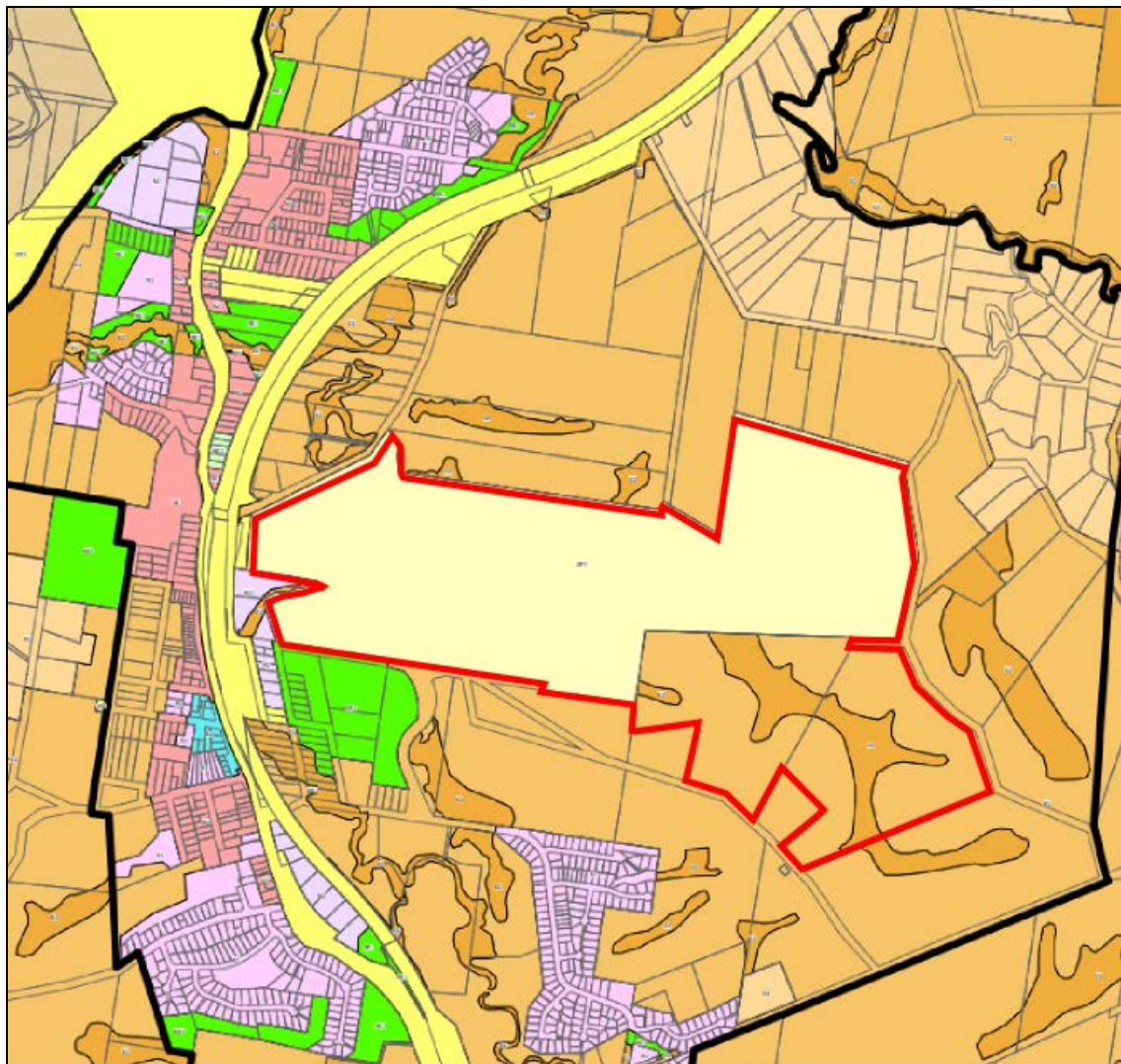
Floor Space Ratio: there is no maximum floor space ratio specified for the Campus, or Ourimbah generally.

Key Site: The Campus is not affected.

Additional Permitted Uses: The Campus is not affected.

Maximum Building Height: No maximum building height is specified for the Campus.

Figure 39: Proposed zones Preliminary Draft LEP 2012



Source: Preliminary Draft Wyong Local Environmental Plan 2012

- R1 General Residential
- B2 Local Centre
- E2 Environmental Conservation
- E3 Environmental Management
- E4 Environmental Living
- IN2 Light Industrial
- R1 General Residential
- R2 Low Density Residential
- RE1 Public Recreation
- SP1 Special Activities
- SP2 Infrastructure



Note: Campus boundary shown in red.

9.0 Site constraints

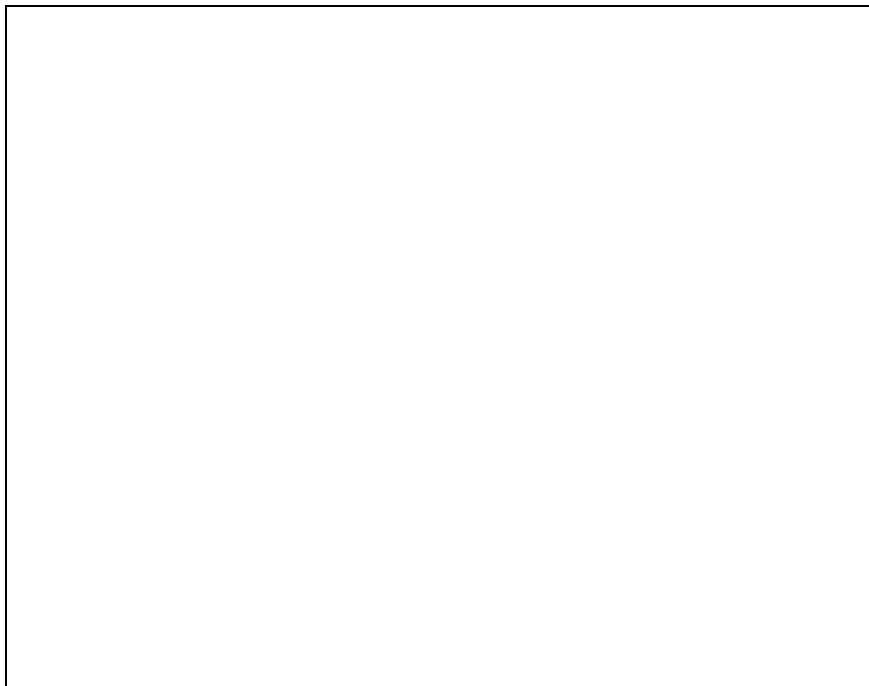
9.1 Flood

The eastern part of the Campus site is flood prone. **Figure 40** shows the mapped 1% AEP flood level in blue shading. The car parks are within this flood prone area. Flood risk is an issue for both life and property. Because flooding affects access routes timely evacuations and emergency procedures are very important.

The relevant flood management study and plan need to be consulted to determine flood depth and velocity within the flood prone area. In addition modelling could be undertaken to determine the impact on filling on the flood margins.

The flood map indicates that there is a restriction to flow where the creek flows under the railway line to the north of the Campus. The extent of flooding may be influenced by this apparent restriction. It would be worthwhile examining the impact easing of this restriction may have on flood levels.

Figure 40: Flood prone land



Source: Wyong Shire Council GIS

Figure 41: Flood hazard on Campus

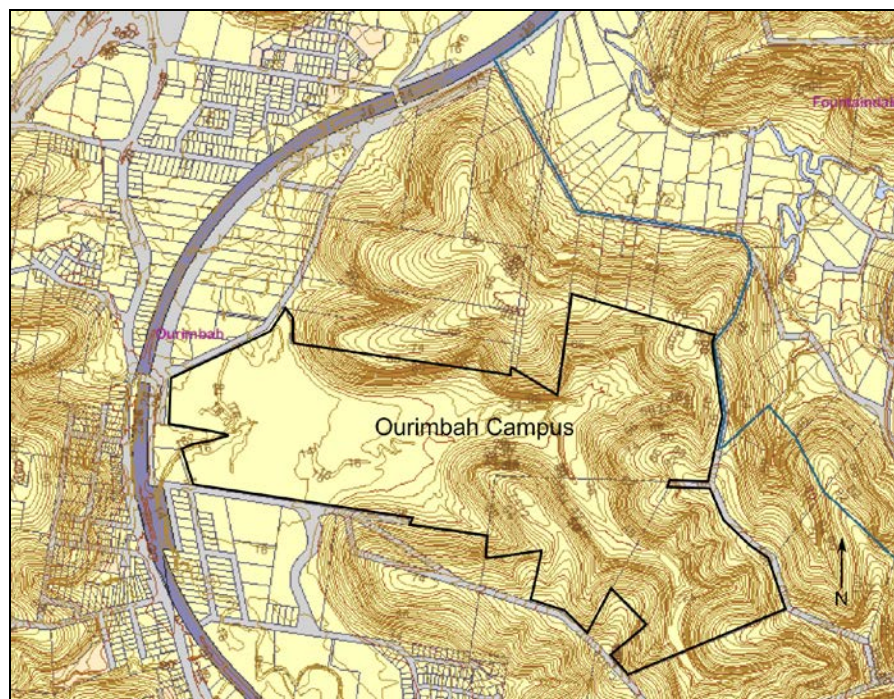


9.2 Slope

Steeply sloping land occurs to the north, south and east of the Campus, as shown in the contour map at **Figure 42**.

Steeper land is indicated by more closely spaced lines on the map). These slopes, together with the significance of their vegetation cover, are sufficient to prevent most types of development. As a result, the Campus development is restricted to the lower parts of the site, and is largely constrained to the existing developed area. The contour map also shows the slopes that constrain development immediately west of Ourimbah village.

Figure 42: Slope



Source: Wyong Shire Council GIS

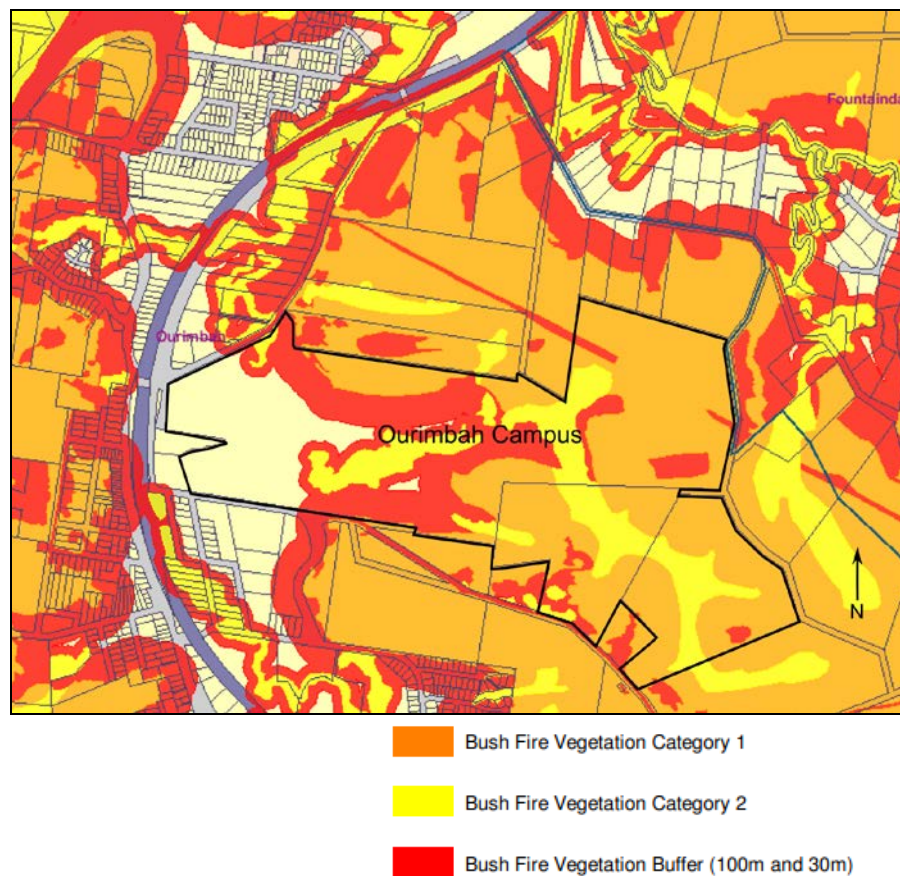
9.3 Bushfire

Other than the lower (largely flood prone) lands, the Campus is bushfire prone, as shown by the red (buffer), yellow and orange shading in **Figure 43**.

This means that special measures need to be taken to ensure that buildings can withstand bushfire attack (depending on the level of risk), that asset protection zones need to be developed to protect buildings, and that appropriate emergency procedures developed.

The NSW Government publication, *Planning for Bushfire Protection*, provides guidance in relation to the development and management of bushfire prone land.

Figure 43: Bushfire prone land



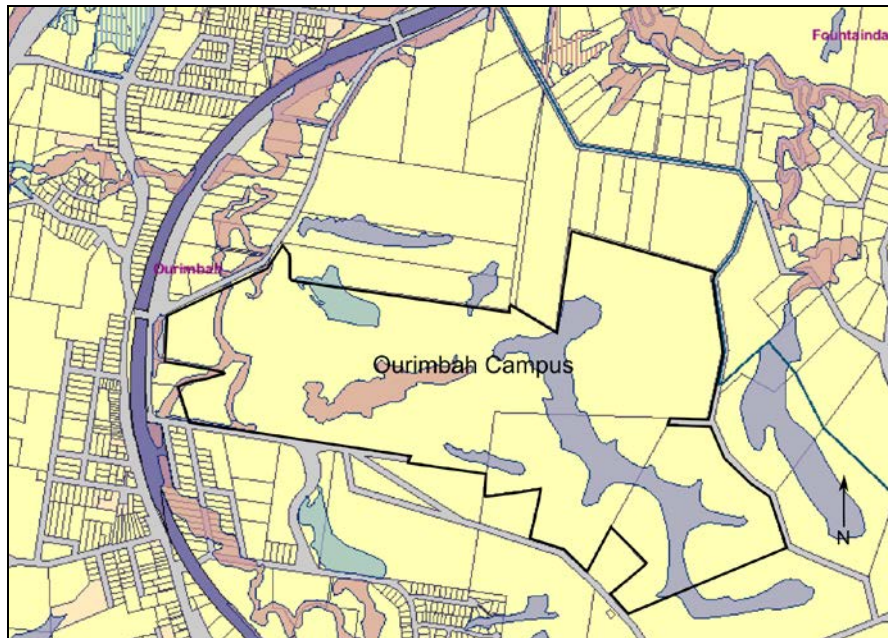
Source: Wyong Shire Council GIS

9.4 Vegetation

Some areas of the Campus are occupied by Endangered Ecological Communities (EEC) as shown by aqua, brown or grey shading in **Figure 44**. These communities of vegetation have been identified by the State Government because of their biodiversity significance. The Threatened Species Act describes the actions that need to be taken if development is proposed to affect an EEC.

The riparian area associated with the waterbody in the centre of the developed Campus is an EEC, as is the riparian area adjacent to the creek system to the west. Other EECs are located in the higher vegetated slopes and ridge surrounding the Campus.

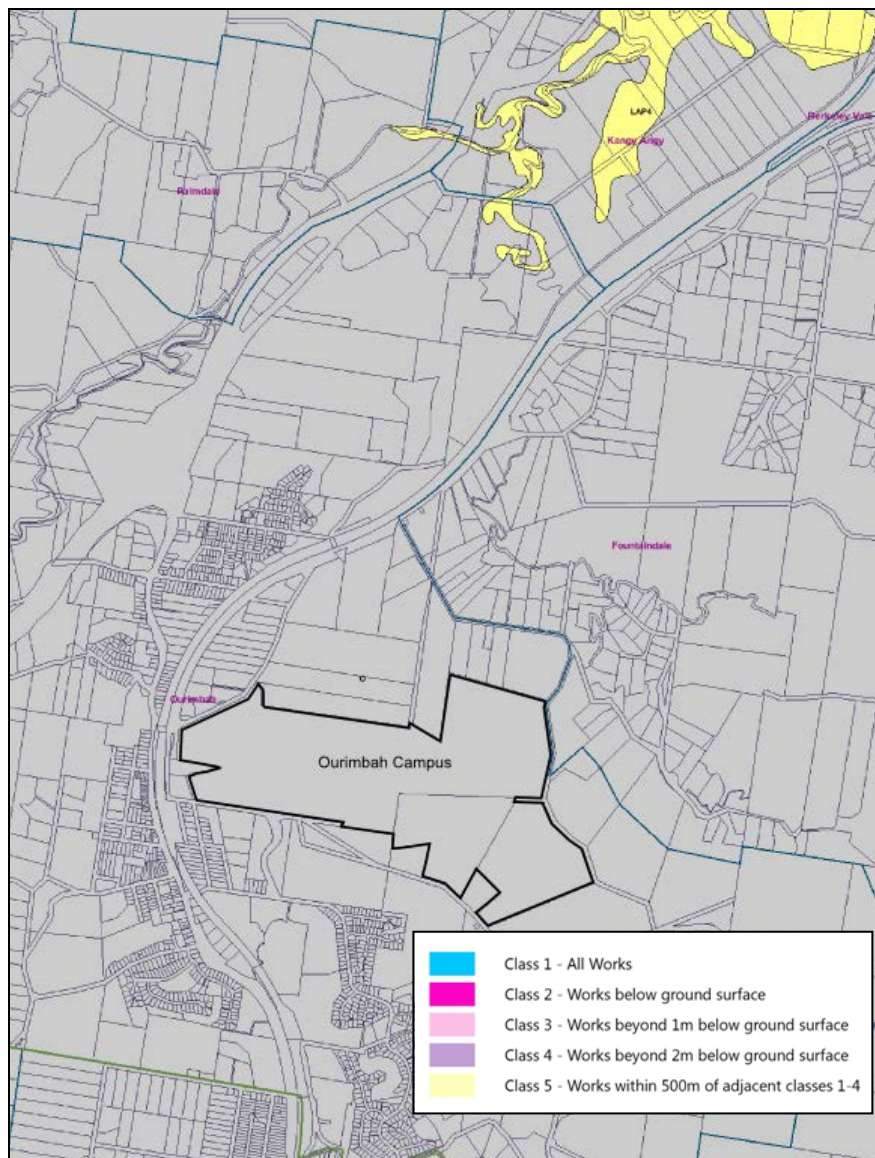
Figure 44: Endangered Ecological Communities



Source: Wyong Shire Council GIS

9.5 Acid Sulphate Soils

According to Wyong Council maps, the Campus is not affected by acid sulphate soils, as shown in Figure XX.



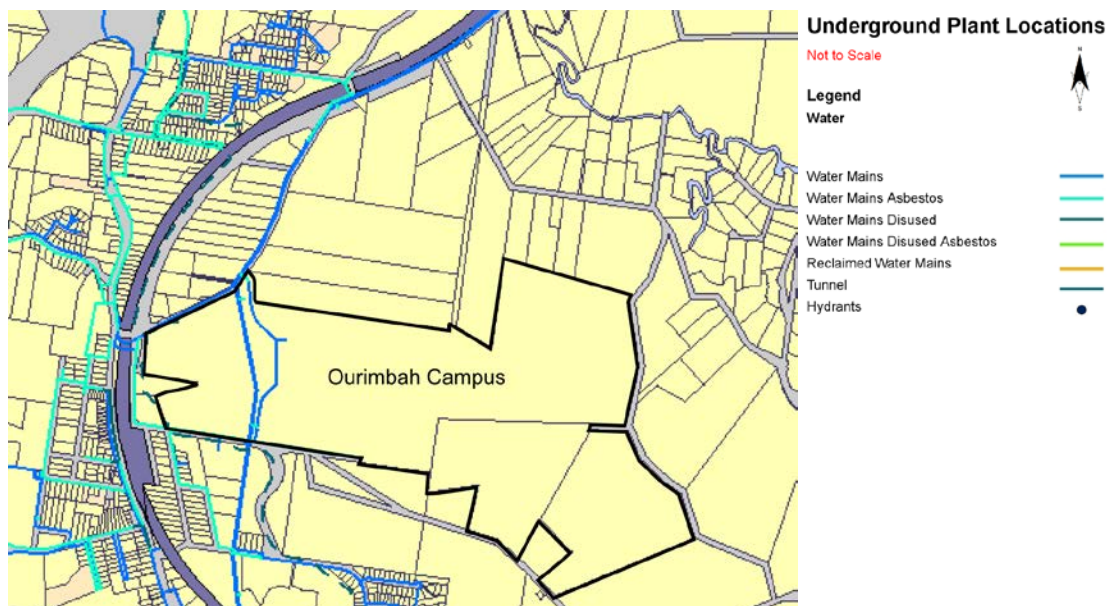
Source: Wyong Shire Council

9.6 Mine Subsidence

The Ourimbah Campus is not within a Mine Subsidence District. This does not guarantee that the area is not affected by mine subsidence, however a preliminary investigation indicates that open cut or underground mining has occurred on or under the Campus. If significant development is proposed it is advisable to seek advice from the Division of Resources and Energy of NSW Trade and Investment regarding future mining potential.

9.7 Water

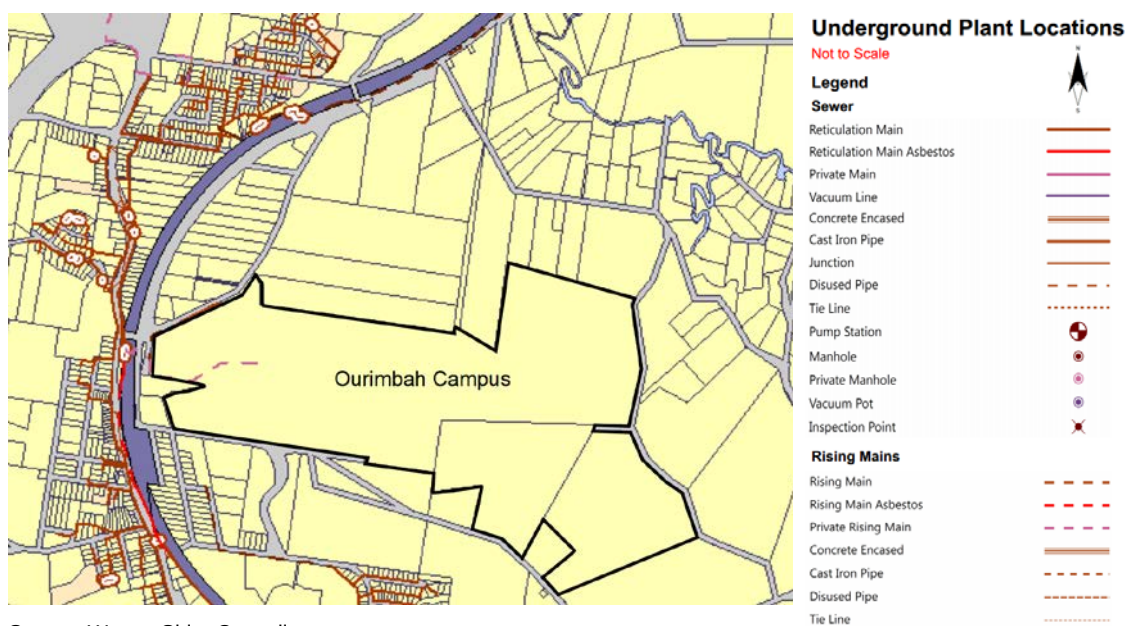
Reticulated water is supplied through a redundant system from mains in Chittaway Road and Shirley Street.



Source: Wyong Shire Council

9.8 Sewerage

Reticulated sewer is provided to the Campus by a rising main which flows westwards to join the main system at Ourimbah village.



Source: Wyong Shire Council

9.9 Summary of constraints

In summary, the Campus site is significantly constrained by flood prone land, steep slopes and bushfire prone land. The land available for development is largely that already developed. There may be some potential to expand the developable area into the flood prone land to the west dependent on specialist flood engineering investigations; expansion of development to the east is problematic due to the combination of physical constraints. Parts of the Campus contain ecologically endangered communities, however other than those surrounding the waterbody these are located where they are unlikely to constrain development.

10.0 Analysis and Conclusion

The Ourimbah Campus is a substantial asset of UON. It provides a higher education campus which is formally shared by the University, NSW TAFE Hunter Institute, and also houses a range of other stakeholders, such as the Central Coast Community College.

The Central Coast has an expanding population and employment base in close proximity to the substantial markets of Sydney and the Lower Hunter. Its environmental qualities attract residents and tourists. It also has some specific challenges including those relating to socioeconomic status, the nature of the employment base, its spatial spread and availability of public transport.

There is considerable potential to the Campus to further increase its offering to the Central Coast. The shared Campus already offers many higher education pathways alternatives and articulation from certificate level qualifications to degree level courses. Given the over representation of residents with certificate level qualifications in the Central Coast and the under representation of degree and higher level qualifications, the promotion of pathways to higher education appears to be an important priority.

In addition, research and other support that the Campus can provide to the Region's businesses, particularly SME's, can play a vital role in expanding and broadening the economic and employment base of the Region. The Campus is already playing this role and this could be expanded to the mutual benefit of the Campus and Region.

The Ourimbah Campus has a very pleasant environment. It is well landscaped, has well maintained pathways, and the natural vegetation and riparian area separating the two halves of the Campus is of high environmental quality. However, the Campus lacks a sense of vitality and high activity. This is due to the relatively low student population, the standalone location of the Campus, and the spread out low density nature of its buildings and places. In addition, the low intensity development of the Campus provides little sense of arrival and distinctiveness.

The low intensity of development combined with a less than optimal utilisation of existing built teaching space and the presence of a number of potential sites for new buildings result in the Campus having considerable ability to increase student enrolments with needing to expand beyond the existing developed area for the foreseeable future.

The Campus is separated from the village of Ourimbah by floodplains (largely occupied by sportsgrounds), the railway line and the Pacific Highway. The major barrier is the floodplain and it is important to gain a greater knowledge of its characteristics so that its development potential can be better understood.

While there is potential for redevelopment in and around the commercial centre at Ourimbah, most development potential lies to the north in the area surrounding the intersection of the Pacific Highway and Burns Road. Other areas are affected by planning constraints, land ownership fragmentation or are occupied by recent development (typically dwellings). This land is beyond easy walking distance of the Campus but offers the ability to develop land uses which could have a relationship with the Campus.

To the east of the Ourimbah commercial centre and the railway line, a largely vacant industrial area on Shirley Road could be developed for land uses with a closer relationship with the Campus. Development of this site would help "bridge the gap" between the Campus and Ourimbah village.

Active transport- walking and cycling- to the Campus are inhibited because of an absence of signage, poor surveillance (and hence security concerns), and limited off road cycleways from major destinations.

Similarly, public transport usage is inhibited by a combination of infrequent services, access difficulties in the case of the railway station, and limited facilities.

As a result most students and staff travel to the Campus by motor vehicle.

Neither UON or TAFE appear to have strategic plans that refer specifically to the role of the Ourimbah Campus. It is very important that the role of the Campus is articulated in the context

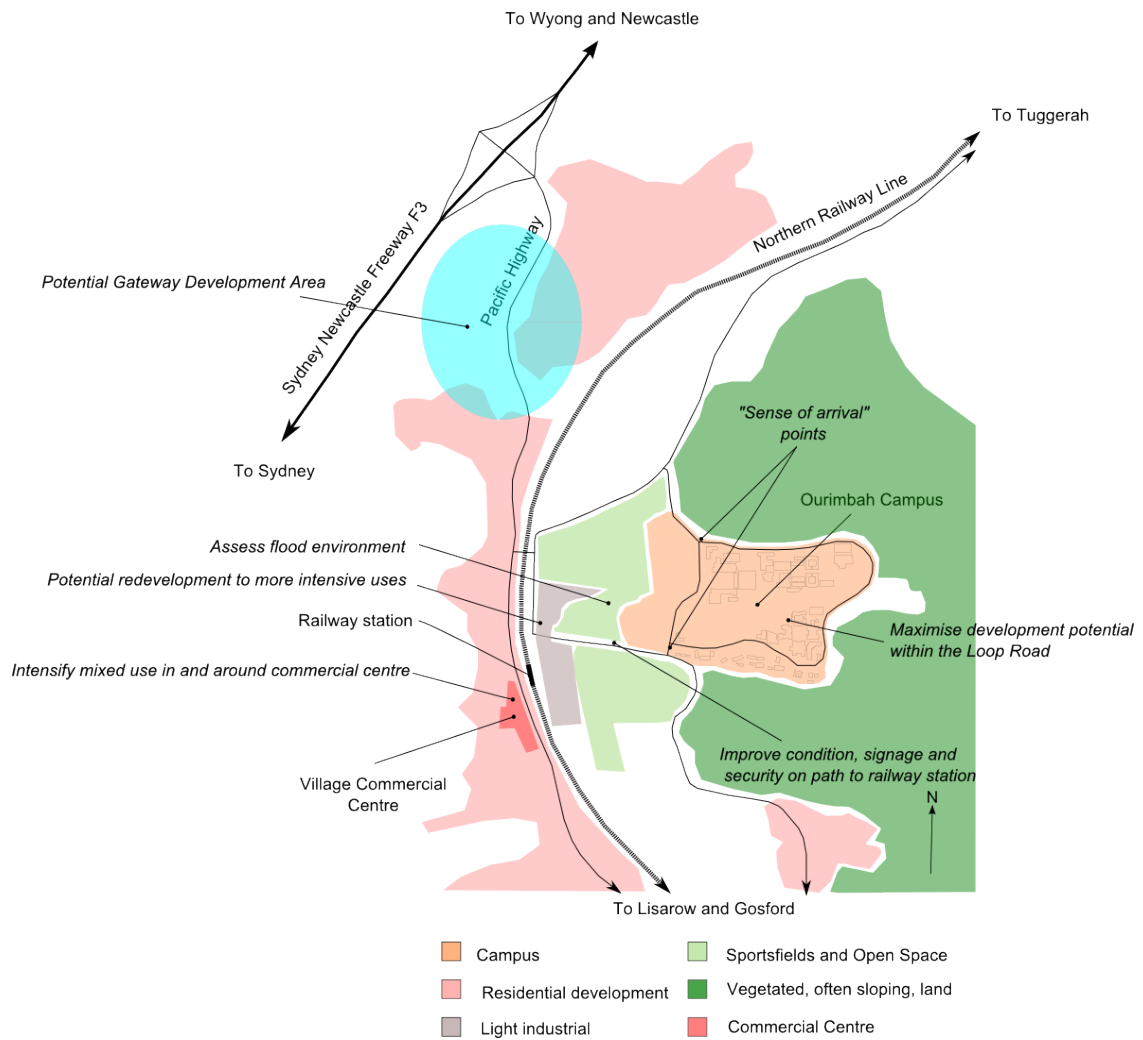
of the Region and in the context of the broader course and research offerings of these organisations.

A series of Strategic Directions and accompanying objectives and strategies have been developed to address the issues identified in this Report, and to assist the Campus reach its potential for the benefit of the Central Coast and the involved organisations. The Strategies Directions are:

- ✓ Build Neighbourhood Relationships
 - Integration with Ourimbah Village
 - Build Critical Mass and develop towards a “Varsity Village”
- ✓ Connect the Campus
 - Improve Active Transport Options
 - Improve the public transport experience
- ✓ Making a Better Campus
 - Provide a sense of arrival and vibrant activity on Campus
 - Improve Wayfinding
 - Maximise Capacity
 - Plan for the Future
- ✓ Building a Better Central Coast
 - Support a Competitive Region
 - Engaging the Community

Section 11, below, describes these Directions, and Volume 2 - Issues Paper - provides greater detail. **Figure 45** shows the key spatial actions to improve the relationship of the Campus with Ourimbah Village.

Figure 45: Key Future Spatial Actions



11.0 Strategic Directions and Recommendations

Following the analysis of the background information contained in this report, a suite of Recommended Strategic Directions, Objectives and Actions have been developed for consideration by the Parties to the MoU. Volume 2 –Issues Paper- describes these in greater detail.

IMPLEMENTING THE RECOMMENDATIONS OF THIS REPORT	
MoU Partners	The parties to the MoU reached in recognition of the existing and potential role of the Ourimbah Campus in the social and economic development of the locality – Wyong Shire Council, UON and TAFE NSW – Hunter Institute – further the actions recommended in this Report, develop a process to consider, engage with relevant stakeholders and implement each of the actions, including the processes recommended below.
State agencies co-ordinated action	Actions which within the responsibility of State Government agencies (outside of TAFE given Hunter Institute of TAFE is a party to the MoU are referred to the Regional Leadership Group (RLG) chaired by the Department of Premier and Cabinet be utilised to engage with the relevant agency partners.
PCG	The PCG for this Project meet within six months to review progress in implementing its recommended actions

Strategic Direction 1: BUILD NEIGHBOURHOOD RELATIONSHIPS		
Objective 1.1 Integration with Ourimbah Village		High Priority Action required in 6 months
Action 1.1.1	Undertake a flood study and a flood management plan to improve the level of knowledge about the flood prone land between the Village and the developed Campus inhibits development; this is a priority task within more closely defining development constraints on the Campus and surrounds.	Wyong Shire Council
Action 1.1.2	Identify options for extending the developable area of the Campus to the west based on an improved knowledge of flooding constraints.	University of Newcastle, Wyong Shire Council
Objective 1.2 Build Critical Mass and develop towards a “Varsity Village”		Medium Priority Action required in 1-2 years
Action 1.2.1	Building a critical mass of activity and services on the Campus, and consider “varsity” related services in Ourimbah Village if these are stand alone and/or do not decrease the achievement of critical mass on the existing Campus.	University of Newcastle
Action 1.2.2	Identify key sites in Ourimbah village for more intensive redevelopment (such as the Nissen hut (Lot 7 DP 20283 1A Jacques Street) and the former bakery site (Lot 80 DP 629315 1 Jacques	Wyong Shire Council

	Street)) and provide incentives for redevelopment.	
Action 1.2.3	Base future strategy for Ourimbah village on a neighbourhood development model rather than substantial growth of commercial development in the Village Centre.	Wyong Shire Council
Action 1.2.4	Identify more intensive development options which complement the Campus, on the light industrial zoned land to the east of the railway line, and amendment the land use zones as appropriate, in order to accommodate preferred options.	Wyong Shire Council
Action 1.2.5	Identify options for additional complementary development closer to the Freeway (such as, in proximity to the "Big Flower" and potentially on the western side of the Freeway, as part of a longer term development strategy for Ourimbah.	Wyong Shire Council

Strategic Direction 2: CONNECT THE CAMPUS

Objective 2.1 Improve Active Transport Options		High Priority Action required in 1-2 years
Action 2.1.1	Create a more direct link to the railway station by redirecting the pathway to be adjacent to the roadway at the intersection of The Boulevard and Shirley Street and continuing the pathway westwards via new bridge at the western end of Shirley Street to the vehicle entry of the railway station car park.	University of Newcastle Wyong Shire Council
Action 2.1.2	Undertake a safety audit of the pathway and railway station.	University of Newcastle Wyong Shire Council
Action 2.1.3	Identify development options for sites along/overlooking the walkway.	University of Newcastle Wyong Shire Council
Action 2.1.4	Improve wayfinding to the railway station, and along cycle routes.	University of Newcastle Wyong Shire Council
Action 2.1.5	Provide continuous off road cycleway links to the Campus from significant destinations in the Central Coast.	Wyong Shire Council
Action 2.1.6	Provide lifts and other mobility access improvements at Ourimbah railway station and along the route.	Wyong Shire Council CityRail
Objective 2.2 Improve the public transport experience		High Priority Action required in 6 -12 months
Action 2.2.1	Undertake a safety audit of public transport access points (bus, railway).	University of Newcastle Wyong Shire Council Transport for NSW Cityrail
Action 2.2.2	Provide increased security along the pedestrian pathway to the railway station.	University of Newcastle Wyong Shire Council Transport NSW
Action 2.2.3	Investigate how additional buildings or a reorientation of existing buildings could provide additional passive surveillance of the bus stop on the Campus.	University of Newcastle
Action 2.2.4	Provide an all weather access to the bus stop at the Campus and timetable information in the shelter at the bus stop.	University of Newcastle

Action 2.2.5	Reduce perceived waiting times by providing wi fi access at the railway station.	University of Newcastle CityRail
Action 2.2.6	Advocate for an increase in bus services to the Campus bus stop (Route 37) to a minimum 30 minute frequency all weekday.	University of Newcastle Wyong Shire Council Transport for NSW Busways
Action 2.2.7	Advocate for an extension of Route 37 (and possibly Route 36) to Lake Haven interchange.	University of Newcastle Wyong Shire Council Transport NSW Busways
Action 2.2.8	Advocate for all trains to stop at Ourimbah station.	University of Newcastle Wyong Shire Council Transport NSW Cityrail
Action 2.2.9	Develop a policy for car parking provision to reduce car parking demand and encourage car sharing and alternative modes of transport, including restricting supply and possible pricing of car parking.	University of Newcastle

Strategic Direction 3: MAKING A BETTER CAMPUS

Objective 3.1		Medium
Provide a sense of arrival and vibrant activity on Campus		Action required in 1-2 years
Action 3.1.1	Develop substantial buildings and/or use architectural devices to provide a sense of arrival at the north and south intersections of the Boulevard and the Loop Road.	University of Newcastle TAFE
Action 3.1.2	Provide a distinctive character to the Campus through the Campus public domain plan and the design of individual buildings.	University of Newcastle TAFE
Action 3.1.3	Maximise the site utilisation of new buildings and create more intense activity by achieving greater development intensity.	University of Newcastle TAFE
Action 3.1.4	Redevelop existing spaces to achieve more intensive use.	University of Newcastle TAFE
Action 3.1.5	Increase student numbers, and increase the number of other Campus users, commensurate with Campus' core education function.	University of Newcastle TAFE
Action 3.1.6	Reinforce and better integrate existing activity nodes, such as Café East, with their surrounds and engender a greater sense of activity.	University of Newcastle
Objective 3.2		Medium Priority
Improve Wayfinding		Action required in 6-12 months years
Action 3.2.1	Improve signage and navigation consistently across the Campus with a refreshed signage suite, especially to key locations.	University of Newcastle
Action 3.2.2	Reinforce the hierarchy of primary and secondary pathways with landscaping, signage and other works, to draw together the disparate areas of the Campus as a coherent whole.	University of Newcastle

Objective 3.3 Maximise Capacity		High Priority Action required in 6 -12 months
Action 3.3.1	Review the findings of the UON Teaching Space Audit 2011 and the Woods Bagot Review of Teaching and Learning Space 2011 to increase the utilisation of existing facilities to optimum capacity.	University of Newcastle TAFE
Action 3.3.2	Ensure the Campus is future proofed by assessing the impact of teaching and other industry trends (e.g. competition in the TAFE sector) to determine likely impacts on space needs.	University of Newcastle TAFE
Action 3.3.3	Assess the ability of existing buildings to be adapted, or redeveloped with additions, to increase capacity	University of Newcastle TAFE
Action 3.3.4	Identify additional building development footprints on the Campus, particularly the land within the Loop Road.	University of Newcastle
Action 3.3.5	Confirm the constraints to development, particularly flooding, bushfire hazard, slope and ecological constraints in order to develop a revised Campus Master Plan for expansion.	University of Newcastle
Objective 3.4 Plan for the Future		High - Medium Action required in 1-2 years
Action 3.4.1	Produce a Campus Physical Development Forward Plan to ensure development opportunities are not wasted, to maximise the use of buildings, and importantly to foster a desired "campus character"	University of Newcastle TAFE
Action 3.4.2	Identify teaching and/or research areas where the Campus could develop viable specialisations.	University of Newcastle TAFE
Action 3.4.3	Identify options for alternative venues or delivery methods for teaching and research in the Region, and the role of the Campus with respect to these options.	NSW Education and Communities University of Newcastle TAFE Community College
Action 3.4.4	University of Newcastle, TAFE and Community College develop strategic planning documents to define a clear role for the Ourimbah Campus.	University of Newcastle TAFE Community College

Strategic Direction 4: BUILDING A BETTER CENTRAL COAST

Objective 4.1 Support a Competitive Region		High Action required in 1-2 years
Action 4.1.1	Increase support for learning and education, and the availability of flexible education delivery models. Including the provision of support from early childhood through to tertiary education.	NSW Department of Education and Communities University of Newcastle TAFE Community College
Action 4.1.2	Develop a collaborative learning and skills development strategy for the Central Coast to co-ordinate efforts by all agencies.	RDACC Wyong Shire Council Gosford City Council NSW Education and Communities University of Newcastle TAFE Community College
Action 4.1.3	The relationship between the University, TAFE and the Community College should be reviewed in order to further improve higher education outcomes for the Region.	University of Newcastle TAFE Community College
Action 4.1.4	Undertake a community and industry audit to determine priority research needs in the Region.	RDACC University of Newcastle
Action 4.1.5	Assess academic areas where the Campus could develop a research specialisation in response to industry and community needs.	RDACC University of Newcastle
Action 4.1.6	Identify additional specific initiatives that could be undertaken for the Campus to provide greater support to innovation in the Region	RDACC University of Newcastle TAFE

Objective 4.2 Engaging the Community		Medium Action required in 1-2 years
Action 4.2.1	The Campus should continue to build a strong Central Coast identity for itself.	University of Newcastle TAFE
Action 4.2.2	One off or regular events should be held on the Campus in order to increase community familiarity with the Campus and its functions.	University of Newcastle TAFE Community College
Action 4.2.3	Provision of space for community stakeholders, such as NGO's, could be provided in order to broaden the range of activities on Campus and to build links with the Campus' academic resources.	University of Newcastle
Action 4.2.4	The University increasingly provides information and conducts forums to explore regional issues and potential in order to help explore future paths for the Region.	University of Newcastle
Action 4.2.5	Operate additional permanent, regular, one off, or virtual outreach to other locations within the Region in order to provide more ways of making people aware of the Campus services and benefits.	University of Newcastle TAFE Community College
Action 4.2.6	Build additional strong targeted partnerships with organisations and business within the Region based on mutual benefits for the organisations involved and the benefits for the Region.	University of Newcastle TAFE Community College

Appendix 1: Campus Masterplan Critical Success Factors and Enablers

Objective 1: Promote a unique and memorable campus experience

In order to:

- Create a vibrant, inclusive and diverse University community
- Attract high-quality, talented students and staff
- Encourage innovation and the exchange of knowledge
- Maximise health, safety, and well-being

Critical Success Factors

- Provide reasons for students and staff to want to be on campus (as opposed to having to be on campus)
- Make the bushland environment meaningful
- Celebrate the indigenous heritage of the site
- Create a sense of arrival for the campus, make wayfinding intuitive and encourage 'exploration'

Key enablers

- Create foci for activity and interaction, and increase the use of facilities, especially at night
- Upgrade existing buildings and provide new buildings and spaces to a uniform superior standard, specifically in terms of functionality, and environmental and aesthetic quality.
- Categorise areas of trees and bushland according to their significance, and create strategies to actively engage / use the bushland to advantage.
- Understand the indigenous heritage of the campus and develop strategies for its meaningful interpretation.
- Create legible hierarchies of circulation to support different journey purposes and different modes of travel, including appropriate disabled access
- Create landmarks and hierarchies of space to aid way finding around the campus.
- Develop a strategy for car parking that is functional and enhances the campus experience, and promote and support bikeways and alternative modes of transport for journeys on campus.

Objective 2: Encourage engagement and collaboration with the community

In order to:

- Build the skills, capacity and knowledge of the community
- Develop and enhance leadership among staff and students
- Enhance the reputation and achievements of the University
- Encourage leading-edge research
- Create career opportunities for students
- Enable the creation of world class facilities
- Create alternative funding sources

Critical Success Factors

- Making the community feel welcome and want to come on campus
- Making the University's facilities / amenities / services available for community use
- Managing the utilisation of space to create opportunities for community use
- Creating spaces and buildings that support collaborative and joint venture initiatives
- Siting facilities that can be used by the community in easily accessible locations

Key enablers

- Develop guidelines for the design of entrances and their connection to legible internal circulation.
- Promote a culture of openness through designing the campus to physically engage with its surroundings.
- Develop a strategy for sharing services and spaces with the general public (times of use, frequency, type of activities).
- Ensure spaces available to the community (e.g. Library) are accessible through clear and legible entrances, circulation, and parking.
- Promote activities that engage students and staff with the community through the reinvigoration of existing buildings.
- Identify the locations that have the best visibility, accessibility and adjacency for the siting of future community-accessible facilities.
- Identify suitable locations for the development of new facilities to aid business and research partnerships (e.g. Conference Hotel, Research Incubator).

Objective 3: Support innovative teaching and learning practices

In order to:

- Deliver excellence in teaching and learning with a professional, and experiential focus
- Attract high quality, talented and diverse students and staff
- Satisfy student and staff expectations and equip them with the skills to give them the best opportunities for their careers
- Support innovation in teaching and learning

Critical Success Factors

- Creating a diversity of spaces that are flexible and responsive to different modes of learning
- Generating spaces that are able to adapt and accommodate future developments in technology
- Ensuring the most efficient and effective use of space by balancing issues such as sharing, ownership, utilisation, frequency and density.
- Encouraging interaction and exchange of knowledge through addressing the location, adjacencies, and transitions of learning spaces.

Key enablers

- Develop a strategy for the creation of flexible general purpose teaching facilities that are able to respond to innovation in teaching pedagogies.
- Identify sites for the creation of new teaching facilities and opportunities for the efficient refurbishment of existing facilities.
- Create guidelines for how existing and new buildings can be designed to be able to adapt to changes in technological equipment and resources.
- Identify sites for the development/ rationalisation of hubs and Information Commons and explore ways in which they can evolve.
- Develop medium to long-term strategies for buildings that are not appropriate for their current function, in terms of ownership, allocation and rehabilitation of space.
- Provide guidelines for the creation of breakout and ad-hoc spaces adjacent to teaching spaces, and for other informal interaction spaces, including outdoors.

Objective 4: Attract and enable the world's best research projects and staff

In order to:

- Enhance the University's international research profile
- Produce research that outperforms the sector
- Enable research growth and development
- Facilitate research training, collaboration and dissemination
- Appropriately support the Research Quality Framework
- Reinforce collegiality, collaborative and cross disciplinary research

Critical Success Factors

- Providing guidelines for ownership and use of research space (shared, privileged, private).
- Creating adaptable and flexible space and infrastructure that addresses growth and development in research.
- Ensuring that the location of research spaces reflect the adjacencies and interactions that researchers need
- Siting of research buildings to enhance the University's image and identity as a leader in research.

Key enablers

- Develop guidelines for the ownership, tenure, allocation, and management of research space.
- Create guidelines for the design and growth of flexible research space that responds to spatial, technical and functional needs.
- Provide guidelines for the design of research support spaces, that take into account the needs of research staff and equipment.
- Identify locations for the siting of new research buildings, that take into account accessibility, visibility and adjacencies.

Objective 5: Establish a process for sustainable campus management

In order to:

- Ensure that new development is relevant to the University's needs
- Ensure campus development enhances the University's identity
- Minimise the risk of the campus estate becoming obsolete
- Ensure that development is properly co-ordinated and avoids costly short-term 'fixes'

Critical Success Factors

- Establishing a framework for prioritising and delivering short, medium and long term projects
- Exploring opportunities for alternative models in the delivery of services and management of facilities
- Identifying opportunities for the consolidation of facilities and services in order to minimise maintenance costs and increase their relevance
- Exploring ways to attract external investment into the campuses
- Developing strategies for the implementation of environmental sustainability initiatives in both campuses

Key enablers

- Develop a strategy for decanting through creating multipurpose teaching and administrative space.
- Develop evaluation criteria for prioritising short, medium and long term projects.
- Create guidelines for decision making that ensure any future development is evaluated in terms of functionality, cost-efficiency, and sustainability.
- Identify opportunities for community or commercial partnerships in the provision, funding, and/or management of campus facilities (e.g. residential accommodation).
- Create an environmental sustainability management program that guides the future development and functioning of the campuses.

Appendix 2: Campus Buildings

Building	GFA	UFA
BUSINESS INCUBATOR	900	848.5
CHILDCARE CENTRE	646	601.8
EDUCATION & NURSING BLDG	1042	
PONDS FOUR (4)	72	66.6
PONDS TWO (2)	72	42.2
ACACIA	144	143.8
ADMINISTRATION BUILDING	1754	472.58
BUILDING & CONSTRUCTION FACILITY	1986	1225.3
BUSINESS OFFICES	1450	507
CASTLE	450	298.4
CLASSROOMS NORTH 1	1500	472.1
CLASSROOMS NORTH 2	1500	469.9
CLASSROOMS SOUTH	3043	743.77
COMMUNITY COLLEGE ADMINISTRATION	226	210.7
COMMUNITY COLLEGE CLASSROOMS 1-3	274	215.8
COMMUNITY COLLEGE CLASSROOMS 4-5	195	165.8
COMMUNITY COLLEGE CLASSROOMS 7-8	200	271.7
EARLY CHILDHOOD STUDIES CENTRE	1150	504.4
FINE ART	1600	946.8
GLEN(NSW SPORT & REC)	250	338
HERMITAGE	180	88.2
INFORMATION RESOURCE CENTRE (Library)	7852	2364.1
IT STUDIES CENTRE	1492	576.6
LECTURE THEATRE 2	511	178.6
LECTURE THEATRES 1 & 2	514	261.7
SCIENCE LABORATORIES 1	2167	1431.7
SCIENCE LABORATORIES 2	1692	1323.9
STUDENT AMENITIES/STUDENT SERVICES	1597	1820.8
BRACKENVIEW	76	68.3
BRACKENVIEW - WC FACILITIES	13.5	12.8
BUSINESS & INVESTMENT CENTRE OF EXCELLENCE	1027	977.5
CONSERVATORIUM OF MUSIC	550	591.8
FACILITIES MANAGEMENT	780	702.13
GIBALEE (COTTAGE-STUDENT ADMIN)	136.8	133.6
HUMANITIES OFFICES	1419	652.3
LODGE(STAFF)	220	220
MANOR	190	71.2
MULTI PURPOSE TEACHING	900	844.7
NURSERY POTTING SHED	300	234.99
NURSERY WORKSHOP	135	135
PONDS 1 [PODIATRY]	134	126.4
SCIENCE OFFICES	1280	805.1
STUDENT UNION KIOSK	38	19.7
STUDENT UNION OFFICES	1500	290.3
TECHNOLOGY OFFICES	362	33.6
TOURISM & HOSPITALITY	1892	114.2
OURIMBAH - HILLSIDE	76	66.9
EXERCISE SCIENCE - A BLOCK [NORTH]	360	
EXERCISE SCIENCE - B BLOCK [SOUTH]	462	
HIGHVIEW	72	0
DEPARTMENT OF PRIMARY INDUSTRIES CENTRE OF EXCELLENCE		

Appendix 3: Student enrolments

Statistics for the University of Newcastle							
Data source: UON, Planning, Quality and Reporting as at 29 September 2011.							
Enrolments							
	2006	2007	2008	2009	2010	2011 YTD	
Ourimbah	3070	3419	3552	3880	4202	4290	
Total	26892	28548	30393	32678	35480	35706	

Enrolments by Faculty, Program and at Ourimbah Campus

			2006	2007	2008	2009	2010	2011 YTD
Faculty	Program	Program Number						
English Lang & Foundation Stud	Newstep [CC]	10885						
			48	81	106	187	231	241
	Open Foundation (Intens) [CC]	11015	138	148	150	199	237	229
	Open Foundation [CC]	10919	208	227	205	246	354	324
	Total		2587	2776	2952	3798	4372	3646
Fac of Business & Law	B Business	10039						
			1	3	92	148	169	201
	B Business / B Commerce	11065			1	10	25	46
	B Commerce	10446	1	3	51	112	132	151
	B Commerce [CC]	10849	2	1	1		1	1
	B Management	11250	384	358	237	119	40	9
	B Management (Hon) [CC]	11421	5			1		
	PhD (Accounting & Finance)	11032						1
	PhD (Management)	10389	2	4	4	3	3	5
Fac of Education & Arts	B Arts	10435						
			121	151	159	205	240	248
	B Arts / B Science	10436			1	3	8	5
	B Arts [CC]	10847	54	34	18	8	3	1
	B Early Childhood Teach [CC]	11366	51	40	32	28	16	5
	B Educ (Early Childhood)	10865	282	299	243	222	78	28
	B Education	10798	25	31	34	31	14	8
	B Fine Art [CC]	10944	33	22	10	4	3	1
	B Social Science	10716	50	82	108	125	154	176
	B Social Science (Hons) [CC]	11338	2	2	2		2	
	B Social Science [CC]	11083	25	14	10	5	2	
	B Teach(Prim)/B Early ChldhdStu	12216					168	232
	B Teaching (Primary) / B Arts	12215					379	493
	B Teaching (Secondary) / B Arts	12214					70	124
	B Teaching / B Arts [CC]	10946	538	648	715	756	352	167

	B Teaching / B Social Sc [CC]	10948	1					
	G Cert Educational Stud [CC]	11276	2					
	Grad Dip Education (Primary)	10812	36	23	32	6		
	Grad Dip Education (Secondary)	10813		2				
	M Arts (Humanities) [R]	11339	2	1				
	M Philosophy (Drama)	11603						1
	M Philosophy (Education)	11606	9	15	26	28	32	24
	M Philosophy (Education)	11606				1	2	2
	M Philosophy (Humanities)	11610		1	1	1		
	M Special Education [CC][CW]	10871	1					
	PhD (Classics)	10450			1	1	1	1
	PhD (Education)	10367				1	2	3
	PhD (English)	10426						1
	PhD (Fine Art)	10727			1			
	PhD (History)	10041			1	1	1	1
	PhD (Humanities)	11239	16	14	11	7	8	7
	PhD (Religious Studies)	11693				1	1	
	PhD (Sociology & Anthropology)	11151				1	1	1
Fac Health	B Nursing	11725						162
	B Nursing - No Prior Qual	10706	254	325	382	415	387	248
	B Oral Health	11576	105	181	217	198	201	173
	B Podiatry	11692		97	166	207	193	184
	G Dip Dental Therapy	12224					10	17
	M Philosophy (Environ&OccHlth)	11637						1
	M Philosophy (Oral Health)	11635			2	4	4	3
	M Philosophy (Podiatry)	11732						2
	PhD (Environ & Occupat Hlth)	11144				1	1	1
	PhD (Nursing)	10939						1
	PhD (Oral Health)	11591	2	2	2	2	3	4
	PhD (Psychiatry)	11141						1
Fac Science & Info Tech	B App Information Tech	11243						
			215	126	5	2	1	
	B Environmental Science & Mngt	11587						13
	B Exercise & Sport Sci (Hon)	12230					3	9
	B Exercise & Sport Science	11705			79	124	160	169
	B Food Sc & Human Nutrition	11680	90	109	118	136	150	140
	B Food Sci & Human Nutr (Hons)	12243						3
	B Herbal Therapies	11400	20	9	2		1	
	B Human Nutrition	11365	32	14	8	1	1	1
	B Human Nutrition (Hons)	11391	2			1	2	
	B Info Technology / B Business	12238						1
	B Information Tech	11497	50	75	77	89	85	100
	B Information Tech (Hons)	11679						3
	B Psychology	11394		33	73	94	137	161
	B Science	10323	88	131	119	124	136	138
		10945	100	68	23	10	3	2
	B Science (Food Tech)	10863	21	9	2	1	1	
	B Science (Food Tech) (Hons)	11180	1	1	1		2	1

	B Science (Hons)	10496						5
		11236	10	8	9	5		
	G Cert Science [CC]	11219	1	2				
	G Dip Science	11245	2	1	1			
	M Food Technology	11220	9	4	3	2		
	M Philosophy (Biological Sc)	11661					1	
	M Philosophy (Food Science)	11664	1	3	3	3	2	2
	M Philosophy (Marine Science)	11667		1	1	2		1
	M Philosophy (SustainResMngt)	11669		1	1	2	1	
	M Philosophy(Exercise&SportSc)	11720						2
	M Sc (Food Science) [CC] [R]	10956	2	2				
	M Sc (Marine Science) [R]	11479	2		1			
	M Sc (Sustain Res Mngt) [R]	11481	4	3	2	1		
	M Scientific Studies [CC CW]	11244	1	1	2	1		
	PhD (Biological Sciences)	10061					1	1
	PhD (Exercise & Sport Science)	11721					1	4
	PhD (Food Science)	10955	15	12	13	10	11	13
	PhD (Information Technology)	11524	1	1	2	2	1	1
	PhD (Marine Science)	11478	7	7	7	6	3	5
	PhD (Psychology - Science)	10216						1
	PhD (Sustainable Res Mngt)	11480	7	4	4	2	3	4

Appendix 4 Teaching Space

Figure 46: Formal teaching spaces

Teacher area type	AC	BC	BE	CA	CCB	CCC	CCD	CM	CN	CS	ECS	EN	EXSA	IRC	LT	MP	PONDS	SL1	TH	TO	Total
Seminar/Tutorial (code 202)		33	65.5	0	0	0	0		861	584	92.9	408	250	43.5			70.3	60	42.1	91	2601
Lecture Theatre (Code 201)	0	830		308											231						1370
BioBox/Prep rooms (Code 203)															13.7						13.7
General (Code 200)								0					90						0		90
Usable floor area	0	863	65.5	308	0	0	0	0	861	584	92.9	408	340	43.5	245	0	70.3	60	42.1	91	4075

Appendix 5 Issues and Strategies

INTRODUCTION

The Ourimbah Campus is located in the Central Coast of NSW. It is one of a number of campuses used by UON; others include the main campus at Callaghan (Newcastle), and smaller campuses at Port Macquarie and Singapore. The Ourimbah Campus is shared with NSW TAFE and is one of a number of campuses operated by the Hunter Institute of TAFE in the Central Coast; others being at Wyong and Gosford. The main training and administrative centre of the Central Coast Community College also shares the Campus; the Community College also delivers courses from other locations in the Central Coast as well.

In 2011 Wyong Shire Council, UON and TAFE reached a Memorandum of Understanding (MoU) in recognition of the existing and potential role of the Ourimbah campus in the social and economic development of the locality.

As an outcome of the MoU, UON commissioned Strategy Hunter to undertake an investigation and analysis of the implications and opportunities for the further development of the Ourimbah Campus and the surrounding area. The resulting reports aim to provide advice to the Campus partners, and Wyong Shire Council, as well as other stakeholders for the further planning and development of the Campus and surrounding area.

Purpose and structure of this Report

This Appendix provides identifies issues and possible strategies to progress the development of the Campus and its role within the Central Coast. It is the second of three reports on the Ourimbah Campus, its development, and potential linkages to the Central Coast Region. The first report provides background information on the Campus and its locational context.

The establishment of the Ourimbah Campus has done much to improve education outcomes on the Central Coast. It is timely that the structure and role of the Campus is reviewed in order to build on these gains, and to achieve wider benefits for the Central Coast, particularly with respect to addressing social disadvantage, increasing economic competitiveness and supporting innovation.

	Issue	Key factors	Strategy	Responsibility	Comment
NEIGHBOURHOOD RELATIONSHIPS					
7.1 INTEGRATION WITH OURIMBAH VILLAGE					
1.1	The Campus is spatially separate from Ourimbah Village and has little relationship with the Village.	The flood prone land between the Village and the developed Campus inhibits development.	Undertake a flood study and a flood management plan to Improve the level of knowledge about the nature of the flood risk, hazards and the potential to modify the flood plain and flood behaviour.	Wyong Shire Council.	The level of knowledge about the flood risks is insufficient to determine options for managing the flood risk and for determining development options in the flood prone area. The flood study should investigate options for improving access to the Campus during flood events as well as options for increasing development within the flood prone area.
1.2			Identify options for extending the developable area of the Campus to the west based on an improved knowledge of flooding constraints.	University of Newcastle Wyong Shire Council	The action is reliant on the outcomes of the action above.
1.3		Physical links and connectivity	See “Campus Connections” section, below.		

	Issue	Key factors	Strategy	Responsibility	Comment
7.2 DEVELOPMENT OF A “VARSITY VILLAGE”					
2.1		Building a critical mass of activity and services on the Campus.	Concentrate Campus related activities on the existing Campus, and consider “varsity” related services in Ourimbah Village if these are stand alone and/or do not decrease the achievement of critical mass on the existing Campus.	University of Newcastle	Ourimbah Campus has a relatively small student and academic population. As a result, it tends to lack a sense of vibrance and activity. This deficiency should be addressed before the locating Campus facilities or services in Ourimbah Village, unless there is an overriding reason. In addition, local connectivity issues should be addressed before dispersing Campus facilities.
2.2	The growth potential of the existing Ourimbah village is limited.	Existing development at Ourimbah village, barriers provided by the Pacific Highway and railway line, and topography, substantially constrain development.	Identify key sites for more intensive redevelopment (such as the Nissen hut (Lot 7 DP 20283 1A Jacques Street) and the former bakery site (Lot 80 DP 629315 1 Jacques Street)) and provide incentives for redevelopment.	Wyong Shire Council	Note: UON owns the Nissen hut.
2.3		The competitive pressures from Gosford, Lisarow and Tuggerah commercial centres will limit commercial development in Ourimbah mainly to businesses offering convenience and passing trade goods and services.	Base future strategy for Ourimbah village on a neighbourhood development model rather than substantial growth of commercial development in the Village Centre.	Wyong Shire Council	Note: Wyong Shire Council is currently reviewing its retail and commercial data and hierarchy.
2.4			Identify more intensive development options which complement the Campus, on the light industrial zoned land to the east of the railway line.	Wyong Shire Council	Note: Wyong Council maintains a “sub depot” at the intersection of Shirley Street and Brownlee Streets (Lot 4 DP 612071 4 Brownlee St).
2.5			Identify options for additional complementary development closer to the Freeway (such as, in proximity to the “Big Flower” and potentially on the western side of	Wyong Shire Council	Note: Ecological and other constraints to development may apply west of the Freeway. If a Very Fast Train is implemented, a station may be located near the

	Issue	Key factors	Strategy	Responsibility	Comment
			the Freeway, as part of a longer term development strategy for Ourimbah.		Freeway Interchange.

	Issue	Key factors	Strategy	Responsibility	Comment
MOVEMENT AND CONNECTIONS					
7.3 CAMPUS CONNECTIONS					
3.1	Pedestrian and cyclist connectivity to the railway station is inadequate.	The pedestrian links from the Campus to the railway station (and Ourimbah Village) are not direct and potentially unsafe.	Redirect the pathway to be adjacent to the roadway at the intersection of The Boulevard and Shirley Street and continue the pathway westwards via new bridge at the western end of Shirley Street to the vehicle entry of the railway station car park.	University of Newcastle Wyong Shire Council	The old wooden road bridge on Shirley Street will need to be replaced and include a pedestrian footway to enable the western part of the proposed route to be implemented. Alternatively, a pedestrian bridge could be constructed.
3.2	The pathway to the railway station has potential personal security issues	No development and limited passive surveillance of the pathway to the railway station.	Undertake a safety audit of the pathway and railway station Identify development options for sites along/overlooking the walkway including: • The site on the eastern side of the intersection of Shirley Street and the Boulevard. • The cleared site on the northern side of Shirley Street midway between Brownlee Street and The Boulevard. • The Wyong Council "sub depot" at the intersection of Shirley Street and Brownlee Streets.	University of Newcastle Wyong Shire Council	These sites are owned by Wyong Shire Council or UON. The development of these sites is dependent on the outcomes of the proposed Flood Study.
3.3	Wayfinding to the railway station	There is insufficient signposting of the pathway from the Campus to the railway station.	Upgrade the provision of signage to and along the route.	University of Newcastle Wyong Shire Council	
3.4	Ease and safety of travel by bicycle	Continuous off road cycleway links from the Campus to significant destinations.	Provide continuous off road links from destinations.	Wyong Shire Council	Off road cycleways are strongly advocated for safety and to encourage less confident cyclists.
3.5	Wayfinding along cycle routes	There is insufficient signposting of	Upgrade the provision of signage to	University of Newcastle	

	Issue	Key factors	Strategy	Responsibility	Comment
		the direction to the Campus and other important destinations along the cycleway network.	the Campus and other major destinations and along the cycleway.	Wyong Shire Council	
3.6	Disabilities access to the railway station, Ourimbah and the Campus	There is no disabilities mobility access across the railway line on the pedestrian/cycle route from the Campus to Ourimbah village.	Provide lifts and other mobility access improvements at Ourimbah railway station and along the route.	Wyong Shire Council Cityrail	Disabilities access to the railway station will also improve access by cyclists to the railway station and across the railway line from Ourimbah village to the Campus.

	Issue	Key factors	Strategy	Responsibility	Comment
7.4	PUBLIC TRANSPORT				
4.1	Security of Public Transport Users	Surveillance, activity and lighting.	Undertake a safety audit of public transport access points (bus, railway)	University of Newcastle Wyong Shire Council Transport NSW Cityrail	
4.2		Providing increased security.	Provide increased security along the pedestrian pathway to the railway station- see Strategy 3.2, above	University of Newcastle Wyong Shire Council	
4.3		Providing increased security.	Investigate how additional buildings or a reorientation of existing buildings could provide additional passive surveillance of the bus stop on the Campus.	University of Newcastle	
4.4	The public transport experience can be improved	Hot or wet weather can discourage public transport use.	Provide an all weather access to the bus stop at the Campus and timetable information in the shelter at the bus stop.	University of Newcastle	Timetable information is currently affixed to the wall of a nearby building and should be kept at this location as well.
4.5	Convenience of public transport	The effect of waiting times.	Provide wi fi access at the railway station	University of Newcastle Cityrail	Wi fi will enable people waiting for trains to continue their work/internet access.
	Service levels are insufficient	Inconvenient service frequencies discourage public transport users.	Advocate for an increase in bus services to the Campus bus stop (Route 37) to a minimum 30 minute frequency all weekday	University of Newcastle Transport NSW Busways	Route 37 generally has an hourly service frequency during a weekday; although this can be increased to half hourly if Route 36 is accessed by walking to Ourimbah Village.
4.6	Convenience of public transport	Changing buses/modes.	Advocate for an extension of Route 37 (and possibly Route 36) to Lake Haven interchange.	Transport NSW Busways	Routes 36 and 37 currently terminate at Tuggerah interchange. An extension of the route further north to the Lake Haven Interchange would improve convenience and potentially trip times for University commuters.
4.7			Advocate for all trains to stop at Ourimbah station	University of Newcastle Transport NSW Cityrail	Limited services stop at Ourimbah, resulting in an hourly service frequency throughout much of the

	Issue	Key factors	Strategy	Responsibility	Comment
					day (Wyong and Gosford have an approximately half hourly service frequency)
4.8	Car usage	Car parking	Price car parking to manage demand and encourage car sharing etc.	University of Newcastle	Direct car parking revenue to measures to improve the attractiveness of alternative modes of transport
4.9			Develop a policy for car parking provision to "ration" spaces and encourage car sharing and alternative modes of transport	University of Newcastle	

BUILDING A BETTER CAMPUS					
7.5 ARRIVAL AND ACTIVITY					
5.1	The Campus has little sense of arrival.	Building scale and presence.	Substantial buildings and/or architectural devices to provide a sense of arrival at the north and south intersections of the Boulevard and the Loop Road.	University of Newcastle TAFE	
5.2	The Campus is pleasant but lacks a distinctive character.	Campus public domain design and building architecture.	The Campus public domain plan and the design of individual buildings to aim to provide a distinctive character to the Campus.	University of Newcastle TAFE	
5.3	The Campus lacks vibrance and a sense of activity.	Buildings are generally low scale and single storey.	New buildings are to achieve a minimum level of development intensity.	University of Newcastle TAFE	
5.4		A number of public spaces and courtyards are little used.	Redevelop existing spaces to achieve more intensive use.	University of Newcastle TAFE	
5.5		The Campus has not yet reached a critical mass of students.	Increase student numbers, and increase the number of other Campus users, commensurate with Campus' core education function.	University of Newcastle TAFE Community College	
5.6		Nodes of Activity	The role of existing activity nodes, such as Café East, is reinforced and better integrated with their surrounds and engender a sense of activity.	University of Newcastle	The changes to the Library forecourt are an example of the type of improvements that are needs.

	Issue	Key factors	Strategy	Responsibility	Comment
7.6	WAYFINDING AND SIGNAGE				
6.1	Wayfinding and signage is inconsistent	Key locations are not adequately signposted e.g. to the overhead bridge across the creek and the railway station.	Improve signage and navigation consistently across the Campus with a refreshed signage suite.	University of Newcastle	
6.2	The Campus is difficult to navigate for the casual user	Wayfinding and signage- see above	See above		
6.3		The pathway hierarchy is not always apparent	Reinforce the pathway hierarchy of primary and secondary routes with landscaping, signage and other works	University of Newcastle	
6.4	The disparate areas of the Campus are not drawn together as a coherent place	Wayfinding and signage- see above	See above	University of Newcastle	
6.5		Inconsistent public domain themes	Develop an overall public domain plan for the Campus with a number of unifying themes.	University of Newcastle	

	Issue	Key factors	Strategy	Responsibility	Comment
GROWING THE CAMPUS					
7.7	ASSESS EXISTING CAPACITY				
7.8	Ensure existing facilities are used to an optimum capacity	Utilisation of space across all Campus users.	Undertake an analysis of space provision against TEFMA benchmarks.	University of Newcastle	This analysis will provide an indication of the provision of built space at the Campus relative to Campuses elsewhere in Australia
7.9		Efficiency of Use of existing space.	Review the findings of the UoN Teaching Space Audit 2011, and undertake supplementary investigations as necessary.	University of Newcastle	This might include improved timetabling arrangements, greater use of shared spaces, and refurbishment to respond to space needs.
7.10		Adapting to the changing environment of higher education delivery.	Assess the impact of teaching and other industry trends (e.g. competition in the TAFE sector) to determine likely impacts on space needs.	University of Newcastle TAFE	There is a trend towards informal, flexible learning spaces, rather than formal lecture theatres. Information technology is having an impact on the delivery of courses. Industry competition may lead to changes in the space needs by TAFE and other providers of technical and further education.

	Issue	Key factors	Strategy	Responsibility	Comment
7.11		Achieving better value from existing buildings	Assess the ability of existing buildings to be adapted, or redeveloped with additions, to increase capacity	University of Newcastle	A number of buildings may offer the ability to increase capacity by developing underutilised courtyards (e.g. Classrooms North), or to double load single loaded internal corridors or internalise and double load external corridors with additional floorspace.
7.12	Development capacity of the Campus	Efficiency of the use of existing space.	Ensure existing buildings are used to their maximum potential.	University of Newcastle	See above strategies as well as the UoN Teaching Space Audit 2011.
7.13		Development potential of the "existing" Campus.	Identify additional building development footprints on the Campus.	University of Newcastle	A preliminary list of sites has been identified as part of this project
7.14		Potential for expansion of the "existing" Campus.	Confirm the constraints to development, particularly flooding, bushfire hazard, slope and ecological constraints.	University of Newcastle	See earlier strategies relating to flooding constraints, and preliminary information contained in the Locational Context Background Report produced as part of this project.

	Issue	Key factors	Strategy	Responsibility	Comment
7.15	PLAN FOR THE FUTURE				
8.1	Maximising development on the site.	Ensure development opportunities are not wasted.	Produce a Campus Physical Development Forward Plan based on the above information, and a desired "campus character"	University of Newcastle	A Campus Development Plan will ensure that new buildings/adaption of existing buildings are undertaken within a consistent and strategic context.
8.2	Specialisation	Potential for specialisation	Identify teaching and/or research areas where the Campus could develop viable specialisations.	University of Newcastle	
8.3	The role of other venues	The role of other delivery venues/delivery methods in the Central Coast.	Identify options for alternative venues or delivery methods for teaching and research in the Region, and the role of the Campus with respect to these options.	NSW Education and Communities University of Newcastle TAFE Community College	
8.4	The role of the Campus	University, TAFE and Community College priorities.	University of Newcastle, TAFE and Community College strategic planning documents to define a clear role for the Ourimbah Campus.	University of Newcastle TAFE Community College	UON's NeW Direction –Target 2025 strategic planning process provides a timely opportunity to progress this Strategy in respect of University activities.

Issue	Key factors	Strategy	Responsibility	Comment
BUILDING A BETTER CENTRAL COAST				
7.16 SUPPORT TO THE REGION				
9.1	Increased education levels in the community lead to increased regional income, more opportunity and greater social and economic wellbeing for individuals.	Support for learning and education, and the availability of flexible education delivery models.	Provision of support from early childhood through to tertiary education.	NSW Department of Education and Communities University of Newcastle TAFE Community College
9.2	An integrated approach to education.	Co-ordination of the efforts of education and related support organisations.	A collaborative learning and skills development strategy for the Central Coast should be developed to co-ordinate efforts by all agencies.	RDACC Wyong Shire Council Gosford City Council NSW Education and Communities University of Newcastle TAFE Community College The Central Coast, particularly Wyong LGA, has lower school retention rates than Australia generally and a higher proportion of low SES groups. See the Locational Context Background Paper of this Project for further detail. This Strategy should consider: • School education levels • School Retention rates • Pathways to higher education • Lifelong education • Regional skills needs audit • Economic trends • Concepts of a "learning region".
9.3			The relationship between the University, TAFE and the Community College should be reviewed in order to optimise higher education outcomes for the Region.	University of Newcastle TAFE Community College The "pathways" program should be reviewed as part of this process to ensure its ongoing effectiveness. The Central Coast has a higher proportion of technical and trade qualifications than Australia generally. It is important to determine ways of providing effective mechanisms to increase the proportion of residents with

	Issue	Key factors	Strategy	Responsibility	Comment
					Bachelor qualifications or higher.
9.4		Research needs.	Undertake a community and industry audit of determine priority research needs in the Region.	RDACC University of Newcastle	The competitiveness of industries in the Central Coast can be increased by providing research services which target areas of need, potential growth or competition.
9.5			Assess academic areas where the Campus could develop a research specialisation in response to industry and community needs.	RDACC University of Newcastle	There may be potential for the Campus to further develop research specialisations which build on regional industry or social opportunities.
9.6		Driving and supporting regional innovation.	Identify specific initiatives that could be undertaken for the Campus to provide greater support to innovation in the Region.	RDACC University of Newcastle	Innovation is important to regional industry growth and prosperity. The Campus has a key role to play in inspiring and supporting innovation within the Central Coast.
9.7		SME and industry support.	Identify specific initiatives that could be undertaken for the Campus to provide greater support to SME and industry development in the Region.	RDACC University of Newcastle TAFE	SMEs are the drivers of employment growth and innovation. Support to SMEs to further build this role is critical to regional prosperity and competitiveness.

	Issue	Key factors	Strategy	Responsibility	Comment
7.17 ENGAGING THE COMMUNITY					
10.1	Community engagement	Community identification with the Campus.	The Campus should continue to build a strong Central Coast identity	University of Newcastle TAFE	Over 80% of students are from the Central Coast. This provides a large and growing alumni upon which to build strong local identity and support.
10.2		Community activity on the Campus.	One off or regular events on the Campus.	University of Newcastle TAFE Community College	The Campus has a range of spaces that can be used by the community for indoor or outdoor community activities.
10.3			Provision of space for community stakeholders.	University of Newcastle	The Campus has a range of spaces leased to community organisations, such as RDACC. These should be reviewed in order to maximise community and campus benefit.
10.4		Community leadership from the Campus.	The University provides information and conducts forums to explore regional issues and potential.	University of Newcastle	By acting as a key information and discussion "portal" the University can offer leadership to inform decision making by Government, industry and the community to build a stronger Region.
10.5		Community outreach by the Campus.	The Campus needs to explore ways of making more people in the Central Coast aware of its services and benefits by permanent, regular, one off, or virtual outreach to other locations within the Region.	University of Newcastle TAFE Community College	A greater understanding of the role and potential of the Campus needs to be built within the Region. In addition, some services may be better delivered from off Campus locations.
	Issue	Key factors	Strategy	Responsibility	Comment
10.6		Community partnerships.	Build strong targeted partnerships based on mutual benefits for the organisations involved and the benefits for the Region.	University of Newcastle TAFE Community College	Partnerships are an excellent way of achieving a community benefit and expanding the resources available to the participating organisations. It is important that partnerships are established on the basis of clear objectives and they are managed accordingly.

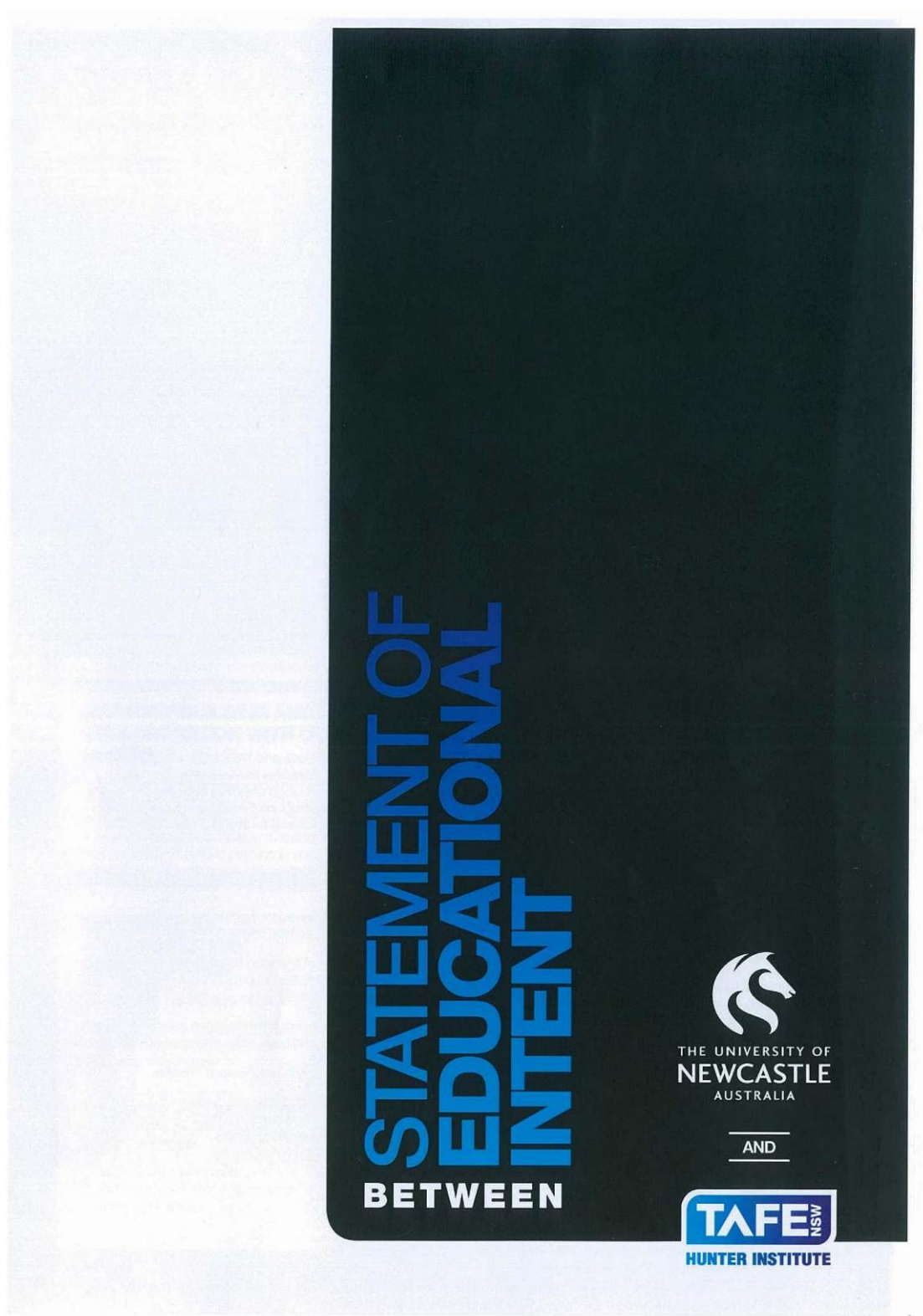
Appendix 6: References

- Allen Consulting Group (2012) A Feasibility Study for a University on the Central Coast (undertaken for the Central Coast Development Corporation)
- Australian Bureau of Statistics, 2006 Census
- Australian Government (2008) Review of Australian Higher Education (Bradley Review)
- Australian Government (2011) State of Australian Cities 2011, Department of Infrastructure and Transport Major Cities Unit.
- International Journal of Pedagogies and Learning (2006), *Town and Gown in the Bush: Contemporary Regional Universities and Transforming Communities*
- Gosford City Council (2011), Draft Gosford Land Use Strategy 2031
- Gosford City Council, 2025 Community Strategic Plan
- Mosaic (2011) University of Newcastle Teaching space audit
- NSW Department of Planning and Infrastructure (2010), Statistical Local Area Population Projections Population Projections 2006-2036
- NSW Government (2009), Regional Economic Development and Employment Strategy
- Pracys (2009), Impact of Universities on Regional Communities
- Regional Development Australia Central Coast (2011), Central Coast Regional Plan 2011-2015
- TEFMA (2009) Space Planning Guidelines
- University of Newcastle (2011), New Directions Strategic Plan 2013-2015
- University of Newcastle (2009), Ourimbah Campus Direction Statement Discussion Paper
- University of Newcastle website www.newcastle.edu.au
- University of Newcastle (2011), Student Survey (SFUN)
- University of Newcastle/ DEGW (2008), University of Newcastle Masterplan
- University of Newcastle, NSW TAFE Hunter Institute and Wyong Shire Council (2011), Memorandum of Understanding Ourimbah Campus Development
- Woods Bagot (2011), Review of Teaching and Learning Space
- Wyong Shire Council, Draft Wyong Local Environmental Plan 2012
- Wyong Shire Council, Draft Wyong Settlement Strategy 2011
- Wyong Shire Council, Wyong Community Strategic Plan 2030
- Wyong Shire Council / Department of Infrastructure Planning and Natural Resources/ BN (2006), Ourimbah Planning Strategy, Town Visions and Concepts
- Wyong Shire Council, Wyong Local Environmental Plan 1991

Appendix 7: Project Control Group membership

Alan Blackman (Department of Premier and Cabinet)
Kevin Bryan (TAFE NSW Hunter Institute)
Leoni Baldwin (Department of Premier and Cabinet)
Linda Cooper (University of Newcastle)
Professor Stephen Crump (University of Newcastle)
Elizabeth Donaghue (University of Newcastle)
Donna Farragher (University of Newcastle)
Robert Hodgkins (Department of Infrastructure and Planning)
Martin Johnson (Wyong shire Council)
David Kirkby (TAFE NSW Hunter Institute)
Michelle Lamb (TAFE NSW Hunter Institute)
Karen Minto (Department of Premier and Cabinet)
Helen Polkinghorne (Central Coast Regional Development Corporation)
Andrew Roach (Regional Development Australia- Central Coast)
Gina Vereker (Wyong Shire Council)
Christine Warrington (TAFE NSW Hunter Institute)

Appendix 7: Statement of Educational Intent



BACK GROUND

THE UNIVERSITY OF NEWCASTLE AND TAFE NSW – HUNTER INSTITUTE HAVE A PROUD HISTORY OF WORKING TOGETHER THROUGH CURRICULUM ARTICULATION, SHARED FACILITIES, TEACHING AND ENGAGEMENT WITH OUR COMMUNITIES.

The University of Newcastle and TAFE NSW - Hunter Institute are the two largest providers of tertiary education in the Hunter and Central Coast regions and their long standing partnership provides a significant contribution to regional and economic development.

This Statement seeks to strengthen and expand the historical commitment of both institutions to provide enhanced educational pathways, qualifications and opportunities. This Statement is preceded by the Central Coast Campuses Partnership Agreement 2006 and the strategic framework utilised by the TAFE University Coordination Committee (TUCC).

This Statement supersedes the Central Coast Campuses Partnership Agreement 2006 in regards to educational pathways and opportunities. A separate agreement between the institutions will cover operational and financial matters relating to the Ourimbah campus.

STATEMENT OF INTENT

This Statement confirms the commitment of The University of Newcastle and TAFE NSW - Hunter Institute to our collaborative efforts to increase tertiary education options and aspirations in the Hunter and Central Coast regions through investment in educational programs, infrastructure and community engagement activities.

SCOPE

The focus of the collaborations arising from this Statement will be educational, qualification and curriculum based including associated community and business engagement activities primarily in the Hunter and Central Coast regions.

The University of Newcastle and TAFE NSW - Hunter Institute are aware of the sensitivities regarding different regulatory environments and cross subsidisation across Federal and State boundaries and the impact of these on each institution.

This Statement excludes matters relating to services and facilities provided by either party as these will be the subject of specific service and facilities agreements on a site by site basis.

This Statement does not create nor is it intended to create any legal relationship between The University of Newcastle and TAFE NSW - Hunter Institute.

OBJECTIVES

The University of Newcastle and TAFE NSW - Hunter Institute will plan collaboratively to ensure the growth and sustainability of a broad range of tertiary education programs and qualifications in our regions through the pursuit of complementary provision and by avoiding duplication in offerings.

Through innovative and integrated approaches the activities arising from this Statement will:

1. Improve and increase access to tertiary education and training in the Hunter and Central Coast regions of NSW
2. Increase the rates of transition to tertiary education by students, particularly those from low socio-economic and indigenous backgrounds
3. Achieve high level cooperation between education sectors (including schools and adult and community education)
4. Build strong industry and professional linkages
5. Through educational leadership provide a catalyst for community capability building in order to support state and national planning and initiatives.

COLLABORATIVE ACTIVITIES

THE UNIVERSITY OF NEWCASTLE AND TAFE NSW - HUNTER INSTITUTE WILL PURSUE ACTIVITIES CONSISTENT WITH THE OBJECTIVES OF THIS STATEMENT AND THE INDIVIDUAL INSTITUTIONS STRATEGIC PLANS. THE FRAMEWORK FOR COLLABORATIVE ACTIVITIES INCORPORATES:

ACADEMIC OPPORTUNITIES

Academic opportunities and activities are aimed at encouraging pathways and integrated qualifications between The University of Newcastle and TAFE NSW - Hunter Institute through:

- development and maintenance of simplified two way credit transfer, articulation and guaranteed entry arrangements
- development and maintenance of curricula to support integrated programs
- professional development of staff to support pathways activities
- identification of innovative approaches and research opportunities in pathway development.

CAPACITY BUILDING AND COLLABORATION WITH OTHER BODIES

The University of Newcastle and TAFE NSW - Hunter Institute will seek opportunities to consult and collaborate with government, business and industry and other providers in developing capacity to support state and national tertiary education priorities in our regions.

ANALYSIS, BENCHMARKING AND PURSUIT OF FUNDING OPPORTUNITIES

The objectives of this statement will be monitored and enhanced through:

- data gathering and analysis to measure outcomes against objectives and targets
- benchmarking of the success of academic opportunities against similar collaborative activities of other institutions
- identification of and pursuing funding and grant opportunities to support joint initiatives.

OTHER ACTIVITIES

Any other collaborative education and curriculum opportunities agreed by the parties.

ENGAGEMENT AND PROMOTION OPPORTUNITIES

Engagement opportunities include:

- continuation of the joint Central Coast Community Campus Consultative Forum
- joint representation and participation in regional planning, economic development and learning forums
- delivery of joint conferences/ workshops/seminars/conference papers/ lectures.

Collaborative opportunities for promotion include:

- the contribution of the educational partnership to regional development to all stakeholders within the community, including government, business, industry, other collaborative bodies, the media, prospective students and influencers, staff and students
- the profile, reputation and standing of the educational partnership to all stakeholders within the community, including government, business, industry, other collaborative bodies, the media, prospective students and influencers, staff and students

- the enhanced educational opportunities for students offered by the educational partnership. In particular the availability and benefits of multi-sector pathways option, including articulation and credit transfer arrangements, to prospective students and influencers
- participation in tertiary education. In particular the availability of study options and pathways, programs and courses, including articulation and credit transfer arrangements, to prospective students and influencers.

GOVERNANCE AND PROCESS

The University of Newcastle and TAFE NSW - Hunter Institute are and remain autonomous and independent entities operating in their own right.

The Vice Chancellor and Institute Director will provide direction and shared focus to work strategically.

A Joint Education and Curriculum Steering Group will be formed to drive and shape the direction set by the Vice Chancellor and Institute Director. The steering group will be required to develop a joint action plan, communicate joint activities and opportunities through both institutions and to report outcomes annually to the executive of each institution.

Although both The University of Newcastle and TAFE NSW - Hunter Institute have their own capital and campuses, strategies and processes the Steering Group will work through these processes to identify and maximise new funding opportunities for any expansion in campus infrastructure to support collaborative educational activities.

The Chair of the Steering Group will be shared by the Deputy Vice-Chancellor (Academic) and the Associate Director on a rotating basis. The composition of the group will be determined by the Deputy Vice-Chancellor and Associate Director and will include relevant faculty and professional staff.

CONFIDENTIALITY

Neither partner will use or disclose any information except with the written consent of the other partner and in accordance with any conditions mutually agreed upon or in accordance with an order of a court of competent jurisdiction.

CONFLICT OF INTEREST

If either The University of Newcastle or TAFE NSW - Hunter Institute becomes aware of a conflict or potential conflict of interest it will promptly notify the Vice Chancellor and Institute Director. The Vice Chancellor and Institute Director will jointly determine what action is required to address the conflict or potential conflict of interest.

REVIEW

The application of this Statement and its outcomes will be reviewed by the Executive of The University of Newcastle and TAFE NSW - Hunter Institute annually.

TERM AND TERMINATION

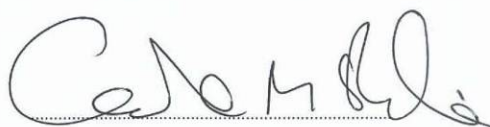
The term of this Statement is three years from the Commencement Date.

The University of Newcastle and TAFE NSW - Hunter Institute may agree in writing at any time to extend, vary the terms or terminate this Statement making provision for any outstanding obligations arising from the activities arising from this Statement in respect of students, financial obligations to each other or to other parties or any other outstanding obligations.

This Statement may be terminated by the partners at any time by agreement in writing, providing that any such agreement does not take effect for at least one year and providing that it makes provision under this Statement.

EXECUTION AND COMMENCEMENT DATE

In agreement with the terms of this Statement of Intent, I affix my signature:



PROFESSOR CAROLINE MCMILLEN,
VICE-CHANCELLOR AND PRESIDENT
ON BEHALF OF THE UNIVERSITY OF NEWCASTLE



MR PHILLIP COX,
DIRECTOR, HUNTER INSTITUTE
ON BEHALF OF TAFE NSW - HUNTER INSTITUTE