

29/1/84

Mark Harris

"Retro approval"

① "letts of acceptance" MD27A

with plans & spec.

Bot form & fees \$600

20% of value as

inspection 3x

floor area

\$400/m²

\$200

\$175 / m²

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Temp Bld Policy

He is sending me copy

LISMORE CITY COUNCIL POLICY REGISTER

FILE NO: S/271

POLICY NO: 03.03.13

POLICY HEADING: TEMPORARY RESIDENTIAL OCCUPATION OF RURAL LAND

FUNCTIONS: DEVELOPMENT - BUILDING CONTROL

OBJECTIVE: To allow people to live in temporary living quarters whilst erecting proper dwellings.

POLICY:

That the Council allow through the issue of a formal permit, the temporary residential occupation of rural land and only where development consent is possible for the erection of a dwelling house on the land. The following requirements shall apply.

1. A Temporary Residential Occupation Permit may be issued by the Chief Health and Building Surveyor or his nominees for a period of two (2) years from the date of issue. The Permit may be renewed for a further period not exceeding one (1) year where the Chief Health and Building Surveyor is of the opinion that it is sufficient justification to do so.
2. A Temporary Residential Occupation permit shall only be issued to the owner of the land, who shall also be the formal occupant of the temporary accommodation.
3. That Development Consent and Building Approval be obtained within twelve (12) months from the date of issue of a Temporary Residential Occupation permit. The dwelling shall be completed to approved occupation stage on or before the expiry of the permit.
4. The Temporary Residential Occupation Permit is not transferable to any person except with written concurrence of Council.
5. That an adequate water supply and sanitary facilities are provided to the temporary occupation to the Health and Building Surveyor's satisfaction prior to occupation commencing.
6. Any other requirements deemed necessary by the Chief Health and Building Surveyor.
7. That the application permit fee be in accordance with Council's fees and charges. Such fee is non refundable following the issue of a permit. If the application is refused 50% of the fee is refundable.

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PART 4 — CERTIFICATES CONCERNING BUILDINGS

[s 168] Effect of building certificate

(1) [Council's action] If a building certificate has been issued to a building or part, a council:

- (a) by virtue of anything existing or occurring before the date of issue of the certificate; or
- (b) within 7 years after that date by virtue of the deterioration of the building or part solely by fair wear and tear,

must not:

- (c) make order No. 1, 3, 5(g) or 26 in the Table to section 124 in relation to the building or part; or
- (d) take proceedings for an order or injunction requiring the demolition, alteration, addition or rebuilding of or to the building or part; or
- (e) take proceedings in relation to any encroachment by the building or part onto land vested in or under the control of the council.

(2) [Contravening orders] An order made or proceeding taken in contravention of this section is of no effect.

(3) [Certificate allows some action] The issue of a building certificate does not prevent:

- (a) the taking of proceedings against any person under section 626 or 627; or
- (b) the making of order No. 4 in the Table to section 124.

[s 169] Application for building certificate

(1) [Approved applicants] An application for a building certificate in relation to the whole or a part of a building may be made to the council by:

- (a) the owner of the building or part or any other person having the owner's consent to make the application; or
- (b) the purchaser under a contract for the sale of property, which comprises or includes the building or part, or the purchaser's solicitor or agent; or
- (c) a public authority which has notified the owner of its intention to apply for the certificate.

(2) [Approved form and fee] An application must be in the approved form and be accompanied by the approved fee.

(3) [Public authority] Despite subsection (1)(a), the consent in writing of the owner of the building or part is not required if the applicant is a public authority and the public authority has, before making the application, served a copy of the application on the owner.

[s 170] Acknowledgment of application

The council, on receiving an application for a building certificate, must give written acknowledgment to the applicant of its receipt.

[s 171] Additional information

(1) [Information required] On receipt of an application, the council may, by notice, require the applicant to supply it with such information (including building plans, specifications, survey reports and certificates) as may be reasonably necessary to enable the proper determination of the application.

(2) [No material change] If the applicant is able to provide evidence that no material change has occurred in relation to the building or part since the date of a survey certificate which, or a copy of which, is supplied to the council by the applicant, the council is not entitled to require the applicant to supply a more recent survey certificate.

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TABLE 2-1 Erikson's Eight Stages of Development

Developmental Period	Basic Crisis
1. Infancy	Trust vs. mistrust
2. Early childhood	Autonomy vs. shame and doubt
3. Preschool age	Initiative vs. guilt
4. School age	Industry vs. inferiority
5. Adolescence	Identity vs. identity confusion
6. Young adulthood	Intimacy vs. isolation
7. Adulthood	Generativity vs. stagnation
8. Senescence	Ego integrity vs. despair

(Source: Adapted from Erikson, E. K. (1963). *Childhood and society*. New York: Norton.)

Erikson's psychoanalytic theory pays much more attention to cultural determinants of behavior than did the original Freudian theory.

Erikson views development as occurring within a series of psychosocial stages that are in part biologically determined (Table 2-1). In other words, Erikson has not completely abandoned Freudian theory, but has significantly expanded upon it. His epigenetic principle is simply that anything that grows must grow according to a preset genetic plan. Hence, for Erikson, the development of the human organism is partially genetically determined. However, the individual's culture will influence the ways in which the genetically determined aspects of development will emerge in his thinking, within the series of psychosocial crises. For adolescents, the particular crisis that is important is that of identity versus identity confusion—the "Who am I?" question.

Erikson, like other theorists (for example, Lewin, 1935, 1939), views adolescence as a marginal time of self-identity. The adolescent is seen as being in a poorly defined role, neither child nor adult. In other words, the social role of adolescence is not well defined and, hence, the adolescent is a marginal person, neither child nor adult. This lack of specificity in role definition leads to a disruption of self-concept and identity, leading to the crisis identified by Erikson. As with

all of Erikson's crises, the crisis is always present and is never completely resolved, but its most pure form occurs in the adolescent years. Continual redefinition of the ego or the identity occurs throughout the life span. However, assuming that the identity versus identity confusion crisis is resolved with reasonable success during adolescence, then the individual will move into the adult stages of development and their corresponding crises with a firm identity. If the individual does not solve the adolescent ego-identity crisis successfully, there will be maldevelopment of the ego. As a result, resolution of the crises of adulthood will be more difficult and perhaps less successful. Like Freud, then, Erikson includes both a continually evolving personality and the concept of maldevelopment in his theory.

For Erikson, both cultural and social factors play important roles in dealing with psychosocial conflicts; for example, in times of rapid social change, resolving conflicts will be much more difficult than in times when there is relatively little change.

If the adolescent is not capable of forming a coherent and acceptable identity, self-doubt, role diffusion, and indulgence in self-destructive activities may result. In turn, these poor images of the self may relate to maldevelopment such as juvenile delinquency and personality aberrations.

As you can see, then, Erikson equally stresses biogenetic and social cultural factors in adolescent development. Erikson believes that both physiological and cultural factors exert important influences on the unfolding of the various stages of development. Both must be understood in order to accurately describe adolescent development.

Marcia (1966, 1967, 1980) has refined Erikson's conceptualizations of adolescent identity formation. Marcia views identity as a continually changing organization of one's own attitudes, values, beliefs, and the like. A well developed identity gives one a sense of one's strengths and uniqueness. A less well developed identity results in one's not being able to define strengths and weaknesses, and

not having a well articulated sense of self. It is during adolescence that the cognitive competence is achieved to evaluate and integrate in a meaningful manner the physical and social changes that have occurred. Such an integration sets the stage for continual changes in the content of identity through the adulthood years, for identity structures are dynamic, not static. For Marcia, identity formation involves the adoption of a sexual orientation, a set of values and ideals, and a vocational direction.

By examining commitment to occupation and ideology and the presence or absence of a decision-making period, that is, a crisis, Marcia has identified four identity statuses: identity achievement, foreclosure, identity diffusion, moratorium. **Identity achievers** have experienced a period of decision making and are now committed to an occupation and to a set of ideological values, all of which are primarily self-chosen. That is, the person has worked through his or her concerns in these areas and has made certain choices. These people have strength in their convictions and are adaptive and well adjusted. **Foreclosures** are also committed to a vocation and an ideological stance, but at least in part their choices have been made by others and not self-chosen. For example, parents who push their children into entering a vocation they themselves may have desired run the risk of rearing offspring who will have a foreclosed identity status, resulting perhaps in the child being rigid, dogmatic, and conforming. **Identity diffusions** evidence no commitment to an occupation or ideological stance, although they may have experienced a decision-making period. They may appear to be carefree, charming people, or they may appear psychopathic. **Moratoriums** are those who are in a crisis about occupational or ideological decisions. They are wrestling with the decisions that lead to a commitment in one or both of these areas.

In these psychodynamic views of adolescence, we see an emphasis on aspects of personality development in general, and identity issues in particular. By examining the nature

of personality development during adolescence, these theorists attempt to explain adolescent behavior as resulting from child rearing and a developmental history of interacting with the larger social order. They all, to a degree, view adolescence as a period of adjustment, or perhaps maladjustment, leading the individual into adulthood. The quality of coping during the adolescent years determines to a significant extent how well the person will adapt to adulthood roles and responsibilities.

Cognitive-Developmental Theories

Several times above we noted that the adolescent was viewed as evaluating some event, making some decisions, or evaluating some experience. Of course, such terms connote thinking and point to the potential importance of cognitive components in the description of adolescent development. Although there is no cognitive-developmental theorist who has focused relatively exclusively on the adolescent years, the writings of several are highly pertinent to our obtaining a well-rounded picture of development during the adolescent years.

Jean Piaget developed a theory of cognitive development that is fast becoming the most popular and perhaps most productive developmental theory in use today. Piaget (for example, 1952) proposed that intelligence develops in stages and reflects the emergence of biological predispositions as well as cultural influences. Because we detail Piaget's theory in depth in Chapter 4, we shall give just a brief description of it here.

Piaget argues that from infancy through adulthood all humans function cognitively in the same fashion. In other words, the way in which intelligence works is age-invariant. However, Piaget argues that there are stages of cognitive development that reflect qualitative differences in the structure of an individual's intelligence from infancy through adulthood. Structures, which are reflected in the individual's behavior, determine intellectual competencies. Since structures

[s 172] Determination of application

(1) [Must determine] The council must determine an application for a building certificate by issuing or by refusing to issue a building certificate to the applicant.

(2) [Certificate to be issued] The council must issue a building certificate if it appears that:

- (a) there is no matter discernible by the exercise of reasonable care and skill that would entitle the council:
 - (i) to make order No. 1, 3, 5(g) or 26 in the Table to section 124 in relation to the building or part; or
 - (ii) to take proceedings for an order or injunction requiring the demolition, alteration, addition or rebuilding of or to the building or part; or
 - (iii) to take proceedings in relation to any encroachment by the building or part on to land vested in or under the control of the council; or
- (b) there is such a matter but, in the circumstances, the council does not propose to do any of the things referred to in paragraph (a).

(3) [Reasons for refusal] If the council refuses to issue a building certificate, it must inform the applicant, by notice, of its decision and of the reasons for it.

(4) [Sufficient detail] The reasons must be sufficiently detailed to inform the applicant of the work that needs to be done to enable the council to issue a building certificate.

(5) [Council cannot refuse] The council must not refuse to issue or delay the issue of a building certificate by virtue of the existence of a matter which would not entitle the council to do any of the things referred to in subsection (2)(a).

(6) [Work needed to be done] Nothing in this section prevents the council from informing the applicant of the work that would need to be done before the council could issue a building certificate or from deferring its determination of the application until the applicant has had an opportunity to do that work.

[s 173] Contents of building certificates

(1) [Contents] A building certificate must:

- (a) identify the building or part to which it relates; and
- (b) reproduce or include a summary of the provisions of section 168; and
- (c) specify the classification of the building or part; and
- (d) identify all written information (including building inspection reports, building plans, specifications, survey reports and certificates) used by the council in deciding to issue the certificate.

(2) [Whole or part] If an application is made in relation to:

- (a) the whole of a building — the building certificate is to relate to the whole of the building; or
- (b) part of a building — the building certificate is to relate only to that part of the building to which the application relates.

[s 174] Record of certificates

(1) [Record to be kept] The council must keep a record of building certificates issued by it in such form as it thinks fit.

(2) [Inspection] A person may inspect the record at any time during the ordinary office hours of the council.

(3) [Copy] A person may obtain a copy of a building certificate from the record with the consent of the owner of the building and on payment of the approved fee.

[s 175] Other certificates and statements

The regulations may make provision for or with respect to the following:

- certificates of classification of buildings
- statements of classification concerning buildings.

adolescence originated with these maturational theorists. For example, the study of the relationships between physiological development, particularly physical growth and hormonal effects, and psychological behavior was strongly emphasized by them and is a major consideration in current studies of adolescence. Chapter 3 deals exclusively with the biological changes that occur in adolescence and the relationship of these changes to behavior. There we shall explore the available evidence linking biology to adolescent behavior. As we do so we shall turn back again to the biological theorists in order to explicate further the theoretical importance of these physiological changes.

Psychodynamic Theories

The psychodynamic view of adolescence, or any other period of development, rests on several fundamental principles (Adelson & Doehrmann, 1980). First, psychodynamic theories are historical in nature. That is, from this perspective we can understand the adolescent's current behavior only through reference to his or her past experiences and personal history. By knowing something of the adolescent's developmental history (for example, how he or she was reared), we can

Theories of adolescence help us understand adolescents and aid us in helping them deal with difficulties they encounter.



gain a better understanding of current behavior, such as vocational choice.

Second, psychodynamic theories are steeped in instinct theory. During adolescence, this emphasis has been translated into a focus on drives, such as the sex drive, that are viewed as increasing in strength. In this context, the emphasis has been on the study of defenses against the increases in drives. This perspective of adolescent development is well illustrated in the writings of Anna Freud (1948, 1958).

Anna Freud, the daughter of Sigmund Freud, attempted to spell out some of the dynamics of the psychoanalytic point of view (A. Freud, 1948) of adolescent development. Her view is that the behavior of adolescents is due to a sudden upsurge of sexuality which, in turn, is due to the biological changes that occur during pubescence. Hence, maturational factors (biological change) directly influence psychological functioning. The increase in sexuality brings about a recurrence of the Oedipal situation, which once again must be resolved. However, this time the resolution is through attraction to opposite-sex peers. Because of the increase in sexuality, the adolescent is viewed as being in a state of stress not very different from the stress created by the original Oedipal situation. This stress produces anxiety, which, in turn, leads to the development of defense mechanisms.

Defense mechanisms, which protect the individual from experiencing the anxiety associated with a stressful situation, also restore psychological equilibrium to the individual. Hence, defense mechanisms can be a useful and adaptive means of coping with stress. Examples of defense mechanisms include repression (keeping anxiety-producing impulses from consciousness), denial (insisting that some aspect of psychological reality does not exist), withdrawal (flight—mental or physical—from unpleasant situations), and regression (reverting to behaviors characteristic of an earlier stage of development). According to Anna Freud, the most important defense mechanisms for un-

derstanding adolescent behavior are asceticism and intellectualism. The former refers to attempts to deny completely the existence of instinctual drives, such as the sex drive, in order not to give in to them. Carried to extremes this may include the eating, sleeping, and other basic drives related to physical needs. Intellectualism refers to an abstract, impersonal evaluation of important issues in a manner implying they are not conflicts for the individual. Hence, discussions of free love, the existence of God, and the like, may represent the adolescent's way of dealing with deep-seated personal conflicts. Given the adolescent's increased cognitive abilities, intellectualization probably represents, in part, a practicing of formal operational thinking.

Although we will not go into a detailed discussion of defense mechanisms, perhaps a simple example will help illustrate how they work. One defense mechanism associated with an increase or upsurge in sexuality is to avoid contact with opposite-sex individuals. Of course, this is a maladaptive form of behavior because it cuts off meaningful social relationships. (The above example also illustrates that much of psychoanalytic theorizing about adolescent development is based on studies of maladaptive behavior.) An alternative to denial is to develop appropriate relations with opposite-sex peers, a hoped-for development in adolescence. Clearly, psychoanalytic theorists, and especially Anna Freud, believe that the kind of defense the individual uses, that is, the way the individual relieves the anxiety produced by stress, relates to the kind of psychological behaviors that the individual will demonstrate.

More contemporary psychodynamic views of adolescence take the perspective that adolescence occurs in a series of stages (Adelson & Doehrmann, 1980). Each stage is presumed to have its own major emphasis and relation to psychodynamic processes. Blos (1962, 1967, 1972, 1974), for example, divides adolescence into the latency, early adolescent, adolescent, late adolescent, and postadolescent stages. Each stage has a unique major emphasis.

During the latency phase, sexual inhibition is prevalent as the ego and superego control the instincts. This phase ends with puberty and the concomitant increase in the sex drive. It is in this phase that defenses against the instincts come to the fore. In early adolescence there is an emphasis on same-sex friendships and the peer group. There is an adoption of values that oppose those of the parents. Because parental values are no longer seen as absolutely correct and right, the superego and ego are weakened and, in extreme cases, delinquency behaviors may emerge. During adolescence, heterosexual love relationships emerge, and there is an increased interest in the self. The major focus of late adolescence is the "Who am I?" question. Self-esteem becomes stable, and a firm sex-role identity is established. Basically, this is a result of the consolidation and expression of the ego. The end result is the emergence of a firm personality in the young adulthood years. Finally, postadolescence involves completing the goals set for the self, including entrance into the adulthood roles of marriage and parenthood. Each sex further develops the sex-role image, including that of being a mother or father. During this time the ego becomes stabilized, and instinctual conflicts are diminished.

Another attempt to modify S. Freud's conceptualizations to fit the nature of adolescent development may be found in Erikson's writings. In his best-known work, *Childhood and Society* (1963), Erikson modified and elaborated the Freudian theory of psychosexual development in an attempt to apply those concepts to development during the adolescent years. His expansion of Freudian theory shifted the emphasis of psychoanalytic theories of adolescent development from the sexual nature of the stages of development to a type of psychosocial developmental pattern. The core concept Erikson uses to discuss adolescent development is the acquisition of ego identity, the person's sense of who and what he is, his evaluation of self. Since cultures determine to some degree how ego identity will be established, Er-