Table 1. RTS	
Comment	**Response**
Government Architect (GANSW)	
While there is no height limit on the SP2 zone in which the majority of the new buildings are situated, the 5- storey built form at the centre of the site will impact on existing views. The impacts have been assessed as low to moderate, however we encourage the design team to explore options for reducing the height and bulk of buildings which may include reducing or relocating the extent of program accommodated by the new teaching and learning and performing arts buildings and/or further articulation of envelopes and facades.	As previously addressed in the formal RTS submitted to the Department of Planning, Industry and Environment (DPIE) on 16 November 2020, the design and scale of the proposed development reflects the operational requirements of the school; minimises the building footprint so as to maximise landscaping and open space; maintains a green and vegetated character; minimises the appearance of the bulk and scale through façade articulation, massing, roof modulation, setbacks and landscaping; and equitably treats level changes to create appropriate transitions across the grounds. Importantly, the design of the school and concentration of the built form in the centre of the Site responds to the existing constraints across the Site and retains amenity to the surrounding residential development. PMDL has worked closely with the School to develop the renewal project at Trinity Grammar School through an extensive Masterplan process. The proposed built form and design has been developed in response to the following: 1. Spatial Requirements; 2. Consideration of the siting of the main building, proposal of appropriate height, bulk, and scale to accommodate high functionality for a leading school facility; and 3. Architectural Treatment - breaking down the scale. The new five (5) storey built form will be nestled between the existing School of Music, Sports Centre, Quad Building and Assembly Hall; currently the tallest building on the Site. In order to successfully integrate the built form within the existing fabric, the tallest building elements are confined to the centre of the School's Site, with the building height tapering down, closer to the boundary. Notwithstanding the above, in response to the matters raised by DPIE, there has been a **2.6%** reduction in overall building height. The original proposed RL to the top of the teaching and learning building was **RL69.30**. The new updated design reduces the level by **500mm** to **RL68.80**. The original proposed Mechanical Plant enclosure was **RL68.60**. It is now proposed at **RL68.20**, a **400mm** reduction.

Table 1. RTS	
Comment	**Response**
	To complement the updated Architectural Documentation, an addendum Visual Impact Statement was prepared by Richard Lamb (Appendix E of the former RTS lodged 16 November 2020). The assessment concluded that while the built form would clearly make a qualitative change to the appearance of the Site and setting, among others by unifying the architectural treatments and materiality of the views from the visual catchment, the proposal does not result in significant visual impacts such as impacts on access to views of scenic or culturally significant items or on view sharing. The proposed modified design is subtle but detectably different from the existing application, with reduced bulk at the upper level, reduced height and greater articulation. As aforementioned, it is not considered that the height or bulk of the existing application is excessive, nor that there would be any significant impacts on views from neighbouring properties. Whilst the reduction in height does not necessarily result in an improved view of any items beyond the Site, the proposed modification does provide a perceivable reduction in the bulk of the upper levels of the development and is considered a minor improvement to the apparent articulation of the proposal on either side of the lift core.
The applicant should demonstrate how Aboriginal culture and heritage has been incorporated holistically in the design proposal including built form and landscaping.	As identified in previously submitted documentation prepared by PMDL (Appendix D of the RTS submitted on 16 November 2020), traditional Darug themes of "Country" have been drawn upon and meshed with the strong community spirit of Trinity Grammar School. These include an overall site planning strategy stemmed from Aboriginal meeting places focusing on: ▪ Ceremony - Hearts of School - Agora, Quadrangle and Performing Arts Precinct; ▪ Learning - internal and external breakout spaces to support formal teaching spaces; ▪ Meeting Places - a range of spaces that vary from intimate and introspective, to active and extroverted settings. Across the campus, the built form has been designed with the intention to create awareness of one's presence within the campus, and instil a strong sense of belonging and strengthen communal bond for its students and staff. The objectives of the Renewal Project are bound by core traditional aboriginal qualities that include collective gather; inclusive spatial planning; and non-hierarchical spatial equity. Overall, as demonstrated throughout the detailed documentation (Appendix D of the RTS submitted on 16 November 2020), there will be opportunity to integrate Aboriginal culture and

Table 1. RTS	
Comment	**Response**
	heritage references in meaningful ways for the Renewal Project through way-finding, materiality, placemaking, landscape design and public art. It is acknowledged that further consultation will occur during detailed design of the project to ensure cultural references and storey telling will be carefully articulated and celebrated.
The applicant should provide further details of the future shared use of school facilities with the community.	An amended schedule of uses has been prepared and accompanied the original RTS submission on 16 November 2020 as Appendix J.
Public Submissions	
View Loss (specifically from 159 Victoria Street).	Richard Lamb and Associates were engaged to carry out the Visual Impact Assessment (VIA) for the proposed development (Appendix 11 of the original Environmental Impact Statement (EIS) lodged on 26 April 2020 and Appendix E of the previous RTS submitted on 16 November 2020). The VIA investigated the possible impacts that the proposed building may have on the surrounding and adjacent private and publicly accessible areas. The selection of particular neighbouring properties focused on where the impacts was considered to be high, and where the selected property can be representative of other properties/levels that may not have been included in the original report. As part of the original VIA documentation, a VIA was documented from 157 Victoria Street. This is an inter-war two-storey cottage and is similar in age and condition to several other properties in the street. Views were taken from the ground level of the residence which contains the formal living areas and the first floor bedroom window. It was acknowledged that although the view from the first floor has a higher viewing level, it did not have a direct view to features beyond the School Site to the east, as this was blocked by existing buildings. An oblique cameo view toward the north-east over the shade structure at the north of the northern playing field on the site and over existing lower buildings facing Seaview Street contains a distant horizon, featuring the profile of taller buildings of the Sydney CBD. This part of the site is not proposed to increase significantly in height and this limited view to the distant feature of the CBD is likely to remain unaffected by the proposed development. The original assessment concluded that as adjoining properties were of a similar size and scale, the view of which a photomontage has been prepared (V15) was a reasonable representation of views from residences in the general vicinity. Notwithstanding, it is understood, a formal submission was previously issued by the resident/landowner of 159 Victoria Street stating the proposed development, in particular the 5-storey element will result in a view loss of an iconic view, being the city skyline.

Table 1. RTS	
Comment	**Response**
	On 18 February 2021, an amended VIS was issued to DPIE addressing the potential view loss and impact on the property identified as 159 Victoria Street. As there is no development standard for height of buildings in the part of the development that causes the impact, it would not be reasonable to expect to retain the view. In addition, modifying the development to retain the view by removing two storeys over a significant part of it would not be a skilful design.
Breach of student cap and enforcement of the new cap.	The School currently caters for students from Kindergarten to Year 12. Over the last 106 years, the School has earned a reputation for excellent all-round education. Now, however, the time has now come for the School to renew many of its facilities, as they are becoming less functional and fit for purpose. While the Renewal Project is focused on ensuring the School's teaching and learning spaces can respond to the challenges of the 21st century, it also creates an opportunity for the School to offer more boys a Trinity education. As part of this application and in line with planning guidelines, the School has considered its optimal size over the next twenty years in response to current enrolment demand, growth in its local catchment areas, and the projected demand for schooling across the population. In Sydney's Inner West, it is projected that schools will need to accommodate an additional 6,000 students by 2031, with approximately 1,500 of these in non-government schools. To help meet some of this demand, Trinity Grammar School - Summer Hill Campus is seeking to introduce a student population target of **2,100 students**, **an increase of 445 students**. Subsequently, the proposed development will require **321 FTE staff member**, **an increase of 44 FTE staff members** to accommodate the increase in student numbers. The School is confident it can accommodate this size while still being a good neighbour, particularly through its large on-site and underground car park and kiss and drop zone, traffic management procedures, and the siting of buildings at the centre of the school grounds. The increase in student numbers will be phased over a number of years, with each increase generally aligning with the start of the new school year in late January/early February. As previously addressed in the original EIS submitted on 26 April 2020 and the previous RTS submitted on 16 November 2020, construction will also be phased across six (6) stages. Stages 1 and 2 will be completed prior to any increase in student population. The proposed staging is a deliberate strategy to ensure that any additional demand for vehicle travel to/from school is

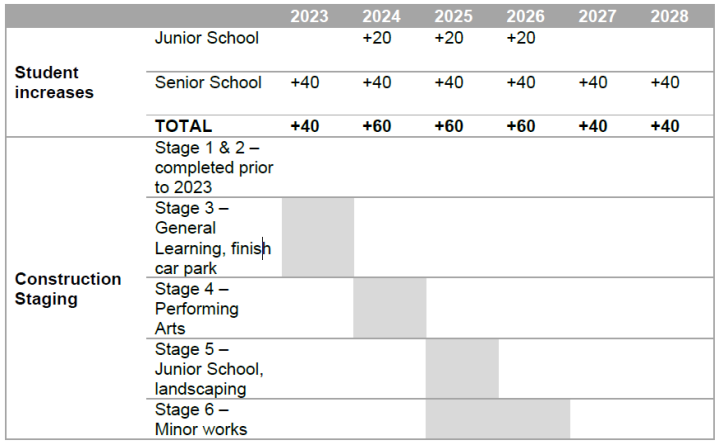
Table 1. RTS	
Comment	**Response**
	captured within the new car park on school grounds to reduce potential for queuing of vehicles on-street. **Figure 1** below is an extract from Appendix H of the previous RTS (submitted on 16 November 2020) and illustrates the relationship between student numbers increases and construction phasing.  **Figure 1. Relationship between student number increase and construction phasing** The SIDRA Future Scenario modelling in the original Traffic Assessment Report by TTM Consulting (Appendix 10 of the EIS submitted on 26 April 2020) was carried out using assumptions that the full student and staff increases had been reached. However, to meet DPIE's request, additional modelling was undertaken as part of the RTS (refer Appendix H of the RTS submitted on 16 November 2020) to demonstrate the effect of the larger student increases between years 2024-2026. This modelling has been carried out by TTM Consulting to maintain consistency.
Insufficient Parking	In relation to car parking, as previously addressed in the original EIS (refer Appendix H of the EIS lodged on 26 April 2020), *Ashfield Development Control Plan* (ADCP) is the relevant DCP for this development. Based on ADCP, the following car parking rates apply to schools.

Table 1. RTS

Comment	Response
	<table><tr><th>Use</th><th>Rate</th><th>Additional Requirements</th></tr><tr><td>Kindergarten/Pre School/Childcare</td><td>1 space per 4 children</td><td>A temporary drop-off/pick-up area is to be provided on-site.</td></tr><tr><td>Primary and Secondary Schools</td><td>Primary School 1 space per FTE staff Secondary School 1 space per FTE + 1 space per 8 x Year 12 Students</td><td>Primary & Secondary School Pick-up/set-down area a 1 per 40 students + Bus parking on-site</td></tr></table> In light of the above, the school's target population of **2,100 students** and projected **321 staff** require **424 car parking spaces**. The number of car parking spaces required under ADCP is considered to be excessive and is not consistent with government policies encouraging the use of active and sustainable transport. It is concluded that the proposed development will retain the existing number of car parking spaces across the Site. To support the provided car parking provision, a Green Travel Plan and Workplace Travel Plan have been developed to contribute to the appropriate use of alternative transport modes and the efficient operation of the parking facility and the surrounding road network (refer Appendix 10 of the EIS submitted on 26 April 2020 and Appendix H of the RTS submitted on 26 November 2020). Therefore, based on the findings of the Traffic and Parking Impact Assessment submitted with the EIS, the Addendum Traffic Statement and the implementation of a Green Travel Plan to encourage non-car modes of travel, the proposed development will not result in any adverse traffic or parking impacts.
Exacerbation of the current poor traffic situation. The submission also notes that traffic surveys were undertaken when Year 12 students were not attending school.	Numerous surveys were undertaken throughout the traffic assessment to determine the existing and future traffic impact. The surveys were undertaken throughout the calendar year and it was ensured that traffic surveys occurred when the school was at full capacity, including the attendance of Year 12 students. Further to the above, the analysis of the future traffic generation concludes that the current level of service will be maintained for all movements at the identified intersections.
Traffic impact during construction as a result of heavy trucks.	The intent of the proposed development is to provide Trinity Grammar School and the community with certainty around the future built form outcome for the Site.

Table 1. RTS	
Comment	**Response**
	A preliminary Construction Management Plan (CMP) prepared by TBH accompanied the original EIS addressing the stages of construction for the school (refer Appendix 18 of the original EIS submitted on 26 April 2020). The preparation of the Construction Traffic Management Plan (CTMP) has also been considered in the Amended Traffic and Parking Assessment. An amended preliminary CMP was prepared by TBH and accompanied the previous RTS as Appendix O (RTS submitted on 16 November 2020). The preliminary CMP indicated the following measures will be implemented to ensure safety of the public and construction works: ▪ All heavy vehicle movements shall be from the point access via the shortest appropriate route to the state road network and vice versa; ▪ Contractors shall restrict deliveries, including plant deliveries to outside of peak student pick-up and drop-off times; ▪ All heavy vehicles shall enter and exit in a forward direction; ▪ Construction vehicles shall not queue on the public road network prior to the commencement of works; ▪ Where traffic controllers are used to facilitate heavy vehicle movements, priority shall be given to the public over construction vehicles; ▪ Truck loads shall be covered during transportation to or from the site; ▪ Loading and unloading should only within work sites and approved on-street Work Zones; ▪ Deliveries shall be coordinated to minimise the amount of construction vehicles on site at any one time; ▪ Neighbouring properties should be notified of construction works, timing and significant events; and ▪ Contractors shall repair and clean up any damage to the road network resulting from construction vehicle associated with the works. Construction along with traffic and pedestrian safety will be managed in accordance with a detailed CTMP which will be prepared by the contractor prior to the commencement of works. The necessary controls will be put in place prior to the commencement of construction in line with the approved CTMP. Additionally, the proposed truck routes that will be further developed within the CTMP are intended to reduce the number of trucks on residential streets, and any time that the Site is operating, the Site entry will be under traffic control to ensure safety of people in the vicinity of the Site entry. In addition, mitigation measures will be put in place to minimise amenity impacts on the surrounding residents. These measures will be detailed in the approved CTMP.

Table 1. RTS	
Comment	**Response**
	Overall, construction will be managed in accordance with the CMP as well as additional documentation to be prepared on appointment of the contractor including a Safety Management Plan, Environmental and Site Management Plan, Traffic Management Plan, Programme, Work Method Statement, Dilapidation Report, Licences and Insurances. The detailed program and methodology to be submitted by the contractor will be required to account for the proximity of neighbouring properties, acoustic treatment, traffic management and hazardous materials. Dilapidation Reports will also be prepared to ensure that no structural damage is incurred by neighbouring properties. Accordingly, demolition and construction will be carried out in a manner that minimises disruption to the surrounding locality (including neighbours, traffic and road networks) and maximises safety (including the safety of all Site users and surrounding pedestrians). The proposed construction hours will be in accordance with Council's standard construction hours. No works are to be carried out on Sundays or Public Holidays unless prior approval is granted by Inner West Council. Trinity Grammar School will continue to work collaboratively with the local residents to keep them updated on the construction timeframes and deliverables of the Renewal Project.
The encouragement of cycling would be dangerous in light of the traffic situation.	The encouragement of cycling is driven by the request of Transport for NSW (TfNSW) and the proponent accepts the proposed condition of consent that will require an update to the Green Travel Plan in consultation with TfNSW to encourage active and public transport modes and reduce the reliance on private vehicles.
No assessment of Queen/Harland Street or Victoria/Liverpool Street intersections.	The intersections previously modelled under the assessment (including those identified as part of the SEARs) are intersections that any traffic to and from the school must travel through. DPIE requested further assessment of the following three (3) intersections: ▪ A - Victoria Street/Liverpool Road (Hume Highway); ▪ B - Queen Street/Harland Street; and ▪ C - Harland Street/Service Avenue.

Table 1. RTS	
Comment	**Response**
	The DPIE RFI indicated *the traffic assessment indicates that the majority of vehicle trips associated with the school use would travel either via Queen Street / Harland Street or Victoria Street / Liverpool Road*. The traffic assessment is based on the existing trip distribution captured in the data collected in October 2019. This distribution shows that 40% of the trips are to/from the north along Victoria Street, and 35% of the trips are to/from the west along Harland Street. As part of the traffic assessment, the intersection with Harland St and Victoria St was modelled and found to operate at a Level of Service (LOS) A in both peaks across existing and future scenarios. Given this is the intersection that all traffic from or between Service Avenue or Queen Street will pass through and is closest to the school, it will bear the greatest impact. In the event the intersection at Victoria Street/Harland Street was operating at a poor LOS, further consideration and modelling of nearby intersections would have been undertaken to assess the broader impact of the traffic distribution. However, as the LOS for the Victoria Street/Harland Street intersection was good, additional assessment was not deemed to be necessary. Additionally, Harland Street is less than 200m in length between Queen Street and Victoria Street, therefore it there was significant congestion at either the Queen Street or Service Avenue, this would impact on the operations of Harland Street/Victoria Street. In relation to the Victoria Street/Liverpool Road intersection, the intersection is located approximately 840m to the north of Seaview, and requires vehicles to travel through thee (3) other intersections prior to reaching it. Previous modelling of the intersection at Victoria Avenue/Seaview Street, which vehicles travelling to/from Victoria Street/Liverpool Road, would pass through, shows that it operates at a LOS A in both the existing and future modelling scenarios. Whilst it is acknowledged 40% of the school's traffic travels to/from the north, there are additional opportunities for traffic to disperse through other intersections, and the total additional vehicles per hour is less than 100. Therefore, it is considered unlikely that traffic associated with the school would have any impact on the operations of the Victoria Street/Liverpool Road intersection. Full details are provided in Appendix 10 of the EIS submitted on 26 April 2020, Appendix H of the RTS submitted on 16 November 2020 and Appendix B of the RFI Response submitted on 21 January 2021.

Table 1. RTS	
Comment	**Response**
The 2,100 student number is overestimated, and the buildings have been overscaled in light of the overestimation of student numbers. There is no need to provide this scale or height of buildings.	As addressed in the previous response to DPIE (RTS submitted on 16 November 2020), the design and scale of the proposed development reflects the operational requirements of the school; minimises the building footprint so as to maximise landscaping and open space; maintains a green and vegetated character; minimises the appearance of the bulk and scale through façade articulation, massing, roof modulation, setbacks and landscaping; and equitably treats level changes to create appropriate transitions across the grounds. Importantly, the design of the school and concentration of the built form in the centre of the Site responds to the existing constraints across the Site and retains amenity to the surrounding residential development. PMDL has worked closely with the School to develop the renewal project at Trinity Grammar School through an extensive Masterplan process. The proposed built form and design has been developed in response to the following: 1. Spatial Requirements; 2. Consideration of the siting of the main building, proposal of appropriate height, bulk, and scale to accommodate high functionality for a leading school facility; and 3. Architectural Treatment - breaking down the scale. The new five (5) storey built form will be nestled between the existing School of Music, Sports Centre, Quad Building and Assembly Hall; currently the tallest building across the Site. In order to successfully integrate the built form within the existing fabric, the tallest building elements are confined to the centre of the School's Site, with the building height tapering down, closer to the boundary. The proposed development has been designed and orientated to accommodate the forecast 2,100 student population.
The Level 5 Terrace is not essential and yet contributes to view loss.	The proposed development has been designed and configured to respond to the future teaching and learning requirements of Trinity Grammar School. As previously addressed in the amended VIA (submitted on 18 February 2021), there is no development standard for height of buildings in the part of the development that contains the five (5) storey building, including the terrace. The proposed view loss impact is considered reasonable, as retaining any existing views, for a Site that does not have a prescribed maximum building

Table 1. RTS

Comment	Response
	height, would require the removal of at least two (2) storeys from a significant part of the proposal. The benefit would be confined to one view and would not result in a skilful design.
The proposal would cause a significant noise impact, and noise is already unacceptable.	As previously advised in the original RTS (Addendum Acoustic Report included as Appendix I of the RTS submitted on 16 November 2020), all outdoor play activities are proposed to maintain the same hours and locations as existing, with some activities proposed to increase in numbers compared to the current maximum attendance. **Figure 2** below demonstrates the projected increase in noise levels for those identified activities. **Figure 2. Operational Noise Increase from Outdoor Play** (Source: SLR, 2020) The predictions in **Figure 2** indicate that in all cases the proposed increase in maximum numbers would result in a noise level increase of less than 1dB, which would be a negligible increase from the current use. In light of the above, irrespective of the proposed increase in attendance and student numbers, given the activity location and hours of operation would remain unchanged, the predicted noise level is negligible compared to that which currently occurs and is not considered to be acoustically significant.

Activity	Location	Hours	Current Maximum Attendance	Proposed Maximum Attendance	Predicted Increase in L_{Aeq} Noise Level
Summer Sport Training	Ovals 1, 2, 3, C0.1, Sports Centre	7am - 8:30am & 1:50pm - 5pm	550	600	0.4 dB
Track & Field Team Training	Ovals, 1, 2, 3 and No. 2 Oval running track, Fitness Centre	3:40pm - 6pm	140	160	0.6 dB
Winter Sport Training	Ovals 1, 2, 3 & Sports Centre	7am - 8:30am & 1:50pm - 5pm	550	600	0.4 dB
Co-curricular (Cadets with Meriden School)	No. 1 Oval, Quad, Classrooms	3:40pm - 5pm	650	700	0.3 dB

Table 1. RTS	
Comment	**Response**
Noise barriers should be installed along Victoria Street.	In light of the above findings and previous noise impact assessments (Appendix 17 of the EIS submitted on 26 April 2020 and Appendix I of the RTS submitted on 16 November 2020), the introduction of noise barriers along Victoria Street is deemed unnecessary, as the anticipated noise level increase is less than 1dB, which is a negligible increase from the current scenarios.
Design details of fencing along Seaview should be provided upfront. There are currently no playgrounds on the Seaview side, and so the acoustic environment is not currently characterised by children playing.	At present, the Junior School is provided with restricted outdoor play areas for the students, fronting Seaview Street. As addressed in an addendum Noise Impact Assessment (Appendix G of the RFI Response submitted on 21 January 2021), activity noise from children playing is an existing feature of the area. As previously addressed, the design of the fencing along Seaview Street has been considered in earlier correspondence prepared by PMDL and Arcadia, will be addressed during detailed design.
Amenity and traffic impacts of intensified use of the pool, ovals, pavilion and rooftop facilities.	The height, bulk and scale and character of the proposed development has been designed to appropriately respond to the Site and surrounding context. The built form of the new teaching and learning facility has been designed in response to the existing built form across the Site, the relevant setback and development controls and the surrounding development. As demonstrated in the architectural documentation, adequate solar access will be retained to neighbouring properties. Other aspects of neighbouring amenity, including views and visual and acoustic privacy, will also be maintained and have formed integral design considerations as detailed throughout the supporting documentation. PDML has undertaken further consideration of the proposed materials and finishes. The materiality is considered appropriate in the context of the site and surrounding built form.