



THE PLANNINGHUB

by Hawes & Swan

**REQUEST FOR SECRETARY'S
ENVIRONMENTAL ASSESSMENT
REQUIREMENTS (SEARS)**

**Proposed New Public School
Marsden Park**

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A. *Concept Design Drawing*

Mode Design

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WT Partnerships

1.0 Introduction

In accordance with Part 4 of the *Environmental Planning and Assessment Act 1979*, this document is a formal request for Secretary's Environmental Assessment Requirement (SEARs) to guide the development of a new proposed public school in Marsden Park.

Marsden Park is situated within Sydney's north-west growth centre which is currently undergoing large scale development. Rapid population growth within the area necessitates the supply of local infrastructure, including educational facilities.

The proposed development comprises the construction of a new primary school envisaged to accommodate 1,000 students within the local Schofield's education cluster.

To support the request for the SEARs this document provides an overview of the following:

- An overview of the site and context;
- A description of the proposed development;
- An overview of the relevant planning framework and permissibility; and
- An overview of the key likely environmental and planning issues associated with the proposal.

Pursuant to Schedule 1 Clause 15 of the State Environmental Planning Policy (State and Regional Development) 2011, development for the purposes of a new school (regardless of the capital investment value) is State Significant Development.

This document forms part of a suite of documents that are submitted in support of the request for SEAR's attached as **Appendices A-B**.

1.1 Project Context

Department of Education has engaged a number of consultants to assist in the development of a new school in the developing precinct of Marsden Park. Marsden Park is situated within Sydney's north-west growth centre which is currently undergoing large scale development. Rapid population growth within the area necessitates the supply of local infrastructure, including educational facilities.

Projected population growth within the local Schofield's education cluster is expected to increase student enrolments by approximately 2,573 students by 2031. The proposed school is envisaged to cater for approximately 38% of this student population.

The development is envisaged to provide a well-designed primary school to accommodate 1,000 students. The proposed school has been designed in response to the following Department of Education Principles for providing a successful, future focused school:

- Needs of Learners and Learning;
- Community and Identity;

- Aesthetics;
- Contemporary and sustainable learning environments; and
- Re-configurability to accommodate changing needs.

2.0 Site Analysis

2.1 Location and Context

The site is located in the recently developed suburb of Marsden Park within the North West Priority Growth Area. Marsden Park presently comprises low density residential development and undeveloped/greenfield land in the process of urban transformation. The subject site will be located on the western side of Northbourne Drive once the road network is completed. Surrounding development is envisaged to be residential development, aged care, and a child care centre.

The school will form part of the Elara Estate that is currently being development by Stockland. Elara is envisaged to provide a master planned community with access to a range of community facilities and services in an accessible location. The estate will provide a range of community facilities such as education establishments, sporting fields and facilities and a retail precinct.

The location and context of the subject site is shown in **Figure 1** below.

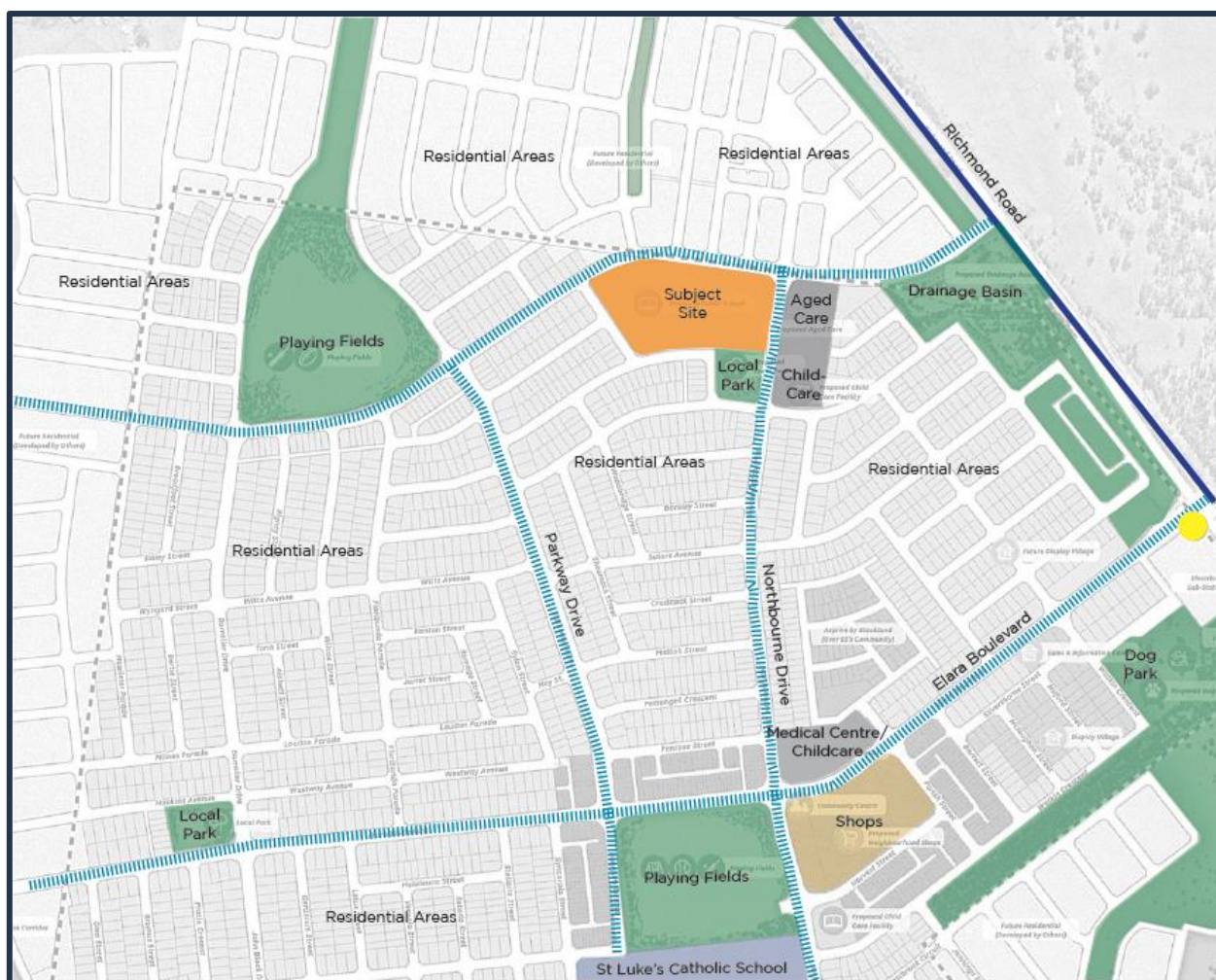


Figure 1: Proposed Layout of Elara (Source: Stockland)

2.2 Site History

The subject site forms part of a larger estate currently being developed by Stockland known as Elara. The Elara Estate is subject to other DAs lodged with Blacktown City Council, as detailed in the table below.

Table 1 – Related Development Applications		
Application Number	Description	Approved
DA-13-1945	Precinct 1 - Subdivision (Stages 1-4 + 11)	24 March 2014
DA-13-2051	Precinct 1 - Subdivision (Stages 1-4 + 11)	20 January 2015
DA-13-2519	Precinct 1 - Subdivision (Stages 5-10)	15 May 2015
DA-14-2311	Precinct 1- Subdivision (Stage 12)	15 September 2015
DA-14-2557	Precinct 1 – Subdivision (Stage 13 and 14)	2 July 2015

Table 1 – Related Development Applications		
Application Number	Description	Approved
DA-14-1948	Precinct 2 and 3 - Bulk earthworks	27 January 2015
DA-15-1997	Precinct 2 – Subdivision (Stages 15-23)	29 March 2016
DA-15-1333	Precinct 4 - Bulk earthworks	25 September 2015
DA-16-04239	Precinct 3 – Bulk Earthworks (playing fields)	28 March 2017
DA-16-05045	Precinct 3 - Subdivision to create 362 residential lots in 7 stages, 11 super lots and 2 residue lots, associated landscaping and construction of new roads and stormwater drainage works	2 June 2017

The subject site sits within Precinct 3 of the estate. The subject site was subject to a number of investigations to ensure the subject site was suitable for its intended use under **DA-14-1948** which approved the bulk earthworks on site.

DA-16-05045 then approved the subdivision of the parent lot to create the subject site that will contain the proposed school. The lot is envisaged to be registered in January 2019.

2.3 Site Description

The subject site currently forms part of a larger site that is commonly known as Richmond Road, Marsden Park and legally described as Lot 111, DP1190510. The further subdivision of the larger site to create the subject site was approved under **DA-16-05045** however the lot is yet to be registered. The lot is proposed to be registered in January 2019 with the essential infrastructure and road network to be in completed by the end of October 2018. The site falls within the Blacktown Local Government Area.

The site identified for the school is irregular in shape with a total area of approximately 3 hectares with a frontage of approximately 106m to Northbourne Drive.

The site will be accessible by pedestrians and vehicles via Northbourne Drive at the eastern boundary, via the future proposed road at the southern boundary and via the future proposed road at the northern boundary.

A Site Aerial is provided in **Figure 2** below.



Figure 2: Site Aerial of Subject Site (Source: NearMap)

3.0 Proposed Development

3.1 Overview

The proposed development consists of the construction of a new primary school and associated works. Specifically, the development will consist of the following:

- The construction of a three storey school to accommodate 1,000 primary school students in the following configuration:
 - **Ground Floor**

The provision of a communal hall, canteen, library, toilet facilities, administration, home base rooms, covered outdoor learning spaces and home base for special education unit. The built form is broken up into three separate blocks that surround an outdoor area that will be the centre point of the school. The blocks are connected by circulation spaces on the first and second floor.
 - **First Floor**

The provision of home base rooms, library, staff room, covered outdoor learning areas, toilet facilities and circulation space linking the blocks.

- **Second Floor**

The provision of home base rooms, covered outdoor learning areas, toilet facilities and circulation space linking the blocks.

- The provision car parking areas and a drop off zone for special education unit. The car parking areas and drop off zone will be accessed via the future proposed road network and will be separated to ensure effective traffic control.
- The provision outdoor play space and sporting facilities, courts and fields.

3.2 Numerical Overview

The key numeric development information is summarised in the table below.

Table 12 Numerical Overview	
Component	Proposed
Site Area	30,000m ²
Maximum Height	13m
Site Coverage	14.3%
Number of Students	1,000
Car Parking	Approximately 56 spaces
Indoor Learning Space	4,773m ²
Outdoor Learning Space	1,004m ²
Landscaped Areas/Play Area	11,697m ²

4.0 Strategic Planning Framework

The relevant strategic planning policies that relate to the area and the proposed development is as follows:

- Central City District Plan; and
- Our Blacktown 2036.

4.1 Central City District Plan

This plan is a guide for the implementation of *A Metropolis of Three Cities* – the Greater Sydney Region Plan at a district level.

A Metropolis of Three Cities – the Greater Sydney Region Plan was implemented by the Greater Sydney Commission and is built on a vision of three cities where most residents live within 30 minutes of their jobs, education and health facilities, services and great places. To meet the needs of a growing and changing population the vision seeks to transform Greater Sydney into a metropolis of three cities:

- the Western Parkland City
- the Central River City
- the Eastern Harbour City.

Greater Sydney's three cities reach across five districts: Western City District, Central City District, Eastern City District, North District and South District.

The Central City District consists of the Blacktown, Cumberland, Parramatta and the Hills local government areas and contains the subject site. The Central City District Plan is structured to implement the aim of the Greater Sydney Region Plan to provide cities where most residents live within 30 minutes of their jobs, education and health facilities, services and great places. It is envisaged this will be achieved through a number of initiatives including:

- Developing the economy with jobs and skills growth from unprecedented city-scale infrastructure investment
- Supporting cohesive and socially dynamic communities with new social infrastructure like schools and community services, new cultural and sporting facilities
- Establishing transport connections north, south, east and west from Parramatta to optimise Greater Parramatta's location in the centre of Greater Sydney

The NSW Department of Education estimates an extra 89,360 students will need to be accommodated in both government and non-government schools in the Central City District by 2036. Blacktown and Parramatta local government areas will each take up 32 per cent of the District's increase in school-aged children, followed by The Hills (23 per cent) and Cumberland (14 per cent) local government areas.

The subject site is located within the Northwest Growth Centre which is experiencing large scale development to facilitate rapid population growth. This population growth necessitates the supply of local infrastructure, including educational facilities. The proposed development is consistent with the aims and objectives of the Central City District Plan and will provide a well-designed educational establishment.

4.2 Our Blacktown 2036

Our Blacktown is the community strategic plan for the Blacktown Local Government Plan and provides a strategic direction for the future development of Blacktown. The plan identifies 6 strategic directions for Blacktown consisting of:

- A Vibrant and Inclusive Community;

- A Clean, Sustainable and Healthy Environment;
- A Smart and Prosperous Economy;
- A Growing City Supported by Accessible Infrastructure;
- A Sporting and Active City; and
- A Leading City.

A main focus area of Strategic Direction 4: A Growing City Supported by Accessible Infrastructure is to secure commitment from Government to deliver the accessible infrastructure required to meet the needs of the community and the North West Growth Centre.

The proposed development is consistent with Our Blacktown 2036 in that it will provide an accessible educational establishment provided by the Department of Education within the Northwest Growth Centre.

5.0 Statutory Planning Framework and Compliance

The relevant statutory planning policies that apply to the proposed development are as follows:

- State Environmental Planning Policy (State and Regional Development) 2011;
- State Environmental Planning Policy (Education Establishments and Child Care Facilities) 2017
- State Environmental Planning Policy No.55 – Remediation of Land;
- State Environmental Planning Policy No. 64 - Advertising and Signage;
- Sydney Regional Environmental Plan No 20 - Hawkesbury-Nepean River;
- State Environmental Planning Policy (Sydney Region Growth Centres) 2006; and
- Blacktown Growth Centres Development Control Plan.

5.1 State Environmental Planning Policy (State and Regional Development) 2011

The State Environmental Planning Policy (State and Regional Development) 2011 identifies development which is declared to be State Significant. Clause 15 of Schedule 1 of the policy provides that the proposed development as described herein is State Significant Development, as follows:

Development for the purpose of a new school (regardless of the capital investment value).

As the proposal is for the development of a new school, it is classified as State Significant Development.

5.2 State Environmental Planning Policy (Education Establishments and Child Care Facilities) 2017

The State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP) aims to make it easier for child-care providers, schools (including private schools), TAFEs

and universities to build new facilities and improve existing ones by streamlining the planning process to save time and money and deliver greater consistency across NSW.

Relevant Clauses

A summary of the proposal against the relevant clauses of the SEPP is provided below.

Table 3: SEPP (Education Establishments & Child Care Facilities) 2017		
Clause	Requirement	Comment
33 - Definitions of 'prescribed zone'	<i>Prescribed zone</i> means any of the following land use zones: Zone R2 Low Density Residential	The subject site is zoned R2 Low Density Residential pursuant to Appendix 12 of State Environmental Planning Policy (Sydney Region Growth Centres) 2006.
35 - Schools - development permitted with consent	Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.	The subject site is located within a prescribed zone and therefore development for the purpose of a school may be carried out.
	Before determining a development application for development of a kind referred to in subclause (1), (3) or (5), the consent authority must take into consideration: (a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and (b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.	The principles aim to ensure that the design of school infrastructure responds appropriately to the character of the area, landscape setting and surrounding built form to ensure that schools and school buildings are an integral part of the community. Accordingly, the proposal will be carefully evaluated against these principles in the Environmental Impact Statement (EIS) submitted with the application.
	A provision of a development control plan that specifies a requirement, standard or control in relation to development of a kind referred to in subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.	The proposed development has been designed with regard to the Blacktown Growth Centres Development Control Plan.

Table 3: SEPP (Education Establishments & Child Care Facilities) 2017		
Clause	Requirement	Comment
42 - State significant development for the purpose of schools—application of development standards in environmental planning instruments	Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.	The proposed school has been designed in line with the provisions of this environmental planning instrument.
57 - Traffic-generating development	This clause applies to development for the purpose of an educational establishment: (a) that will result in the educational establishment being able to accommodate 50 or more additional students, and (b) that involves: (i) an enlargement or extension of existing premises, or (ii) new premises, on a site that has direct vehicular or pedestrian access to any road.	The proposed school has been designed to accommodate 1,000 students and therefore the application will need to be referred to Roads and Maritime Services (RMS).

5.3 State Environmental Planning Policy No 55 – Remediation of Land

State Environmental Planning Policy No.55 – Remediation of Land (SEPP 55) provides a state-wide planning approach for the remediation of land and aims to promote in the remediation of contaminated land to reduce the risk of harm. Clause 7(1) requires the consent authority to consider whether land is contaminated prior to consent of a DA.

The subject site was subject was subject to a number of investigations to ensure the subject site was suitable for its intended use under **DA-14-1948** which approved the bulk earthworks on site and **DA-16-05045** then approved the subdivision of the parent lot to create the subject site.

Details of this will be provided in the EIS.

5.4 State Environmental Planning Policy No 64 - Advertising and Signage

State Environmental Planning Policy No. 64 - Advertising and Signage sets out provisions relating to the assessment of development which comprises signage, including business identification signs. At this stage the intention to include signage is unknown, therefore the location, size and content of any signage is also unknown.

5.5 Sydney Regional Environmental Plan No 20 - Hawkesbury-Nepean River

The proposed development is consistent with the aim of the SREP (to protect the environment of the Hawkesbury-Nepean River system) and all of its planning controls. Given the distance between this property and the Hawkesbury-Nepean River system and the implementation of soil erosion and sediment controls measures in accordance with the requirements of Council's Engineering Specifications, no issues will be encountered as part of the application.

5.6 State Environmental Planning Policy (Sydney Region Growth Centres) 2006

The site is situated within the Blacktown Local Government Area (LGA) and is governed by the provisions of the State Environmental Planning Policy (Sydney Region Growth Centres) 2006, Appendix 12 Blacktown Growth Centres.

Permissibility

The subject site is zoned R2 Low Density Residential. The development proposes the construction of an education establishment which is permissible with development consent in the R2 zone.

R2 Low Density Residential - Zone Objectives

- *To provide for the housing needs of the community within a low density residential environment.*
- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*
- *To allow residents to carry out a reasonable range of activities from their homes, where such activities are not likely to adversely affect the living environment of neighbours.*
- *To support the well-being of the community, by enabling educational, recreational, community, religious and other activities where compatible with the amenity of a low density residential environment.*

Comment

The proposal is consistent with the relevant objectives of the R2 Low Density Residential zone in that it will support the well-being of the community by providing an educational establishment that is compatible with the amenity of the low density residential environment.

Relevant Clauses

A summary of the proposed development against the relevant clauses within the LEP is provided in the following table.

Table 4: SEPP (Sydney Region Growth Centres) 2006		
Clause	Requirement	Comment
4.3 - Height of Building	9m	The proposed school will be a maximum of 13m in height. Whilst it is noted this is a non-compliance Clause 42 of State Environmental Planning Policy (Education Establishments and Child Care Facilities) 2017 states that development consent may be granted for development of a school that contravenes a development standard of any environmental planning instrument. The proposed development will be assessed on its merit and compatibility with the desired character of the area.
6.1 - Public Utility Infrastructure	Development consent must not be granted for development on land to which this Precinct Plan applies unless the consent authority is satisfied that any public utility infrastructure that is essential for the proposed development is available or that adequate arrangements have been made to make that infrastructure available when it is required.	The essential infrastructure will be available to the site in September 2018, with the road network being completed in October 2018. It is envisaged the subject lot will be registered in January 2019.

5.7 Blacktown Growth Centres Development Control Plan (DCP)

In accordance with Clause 11 of State Environmental Planning Policy (State and Regional Development) 2011 development controls do not apply to State Significant Developments. Furthermore, Clause 35 of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 states that any provision of a development control plan that specifies a requirement, standard or control in relation to the purposes of a school is of no effect.

Notwithstanding this, the proposed development will be designed with regard to the Blacktown Growth Centres DCP. The proposed school has been located in line with the Indicative Alytus Plan for Marsden Park as shown in **Figure 3** below.

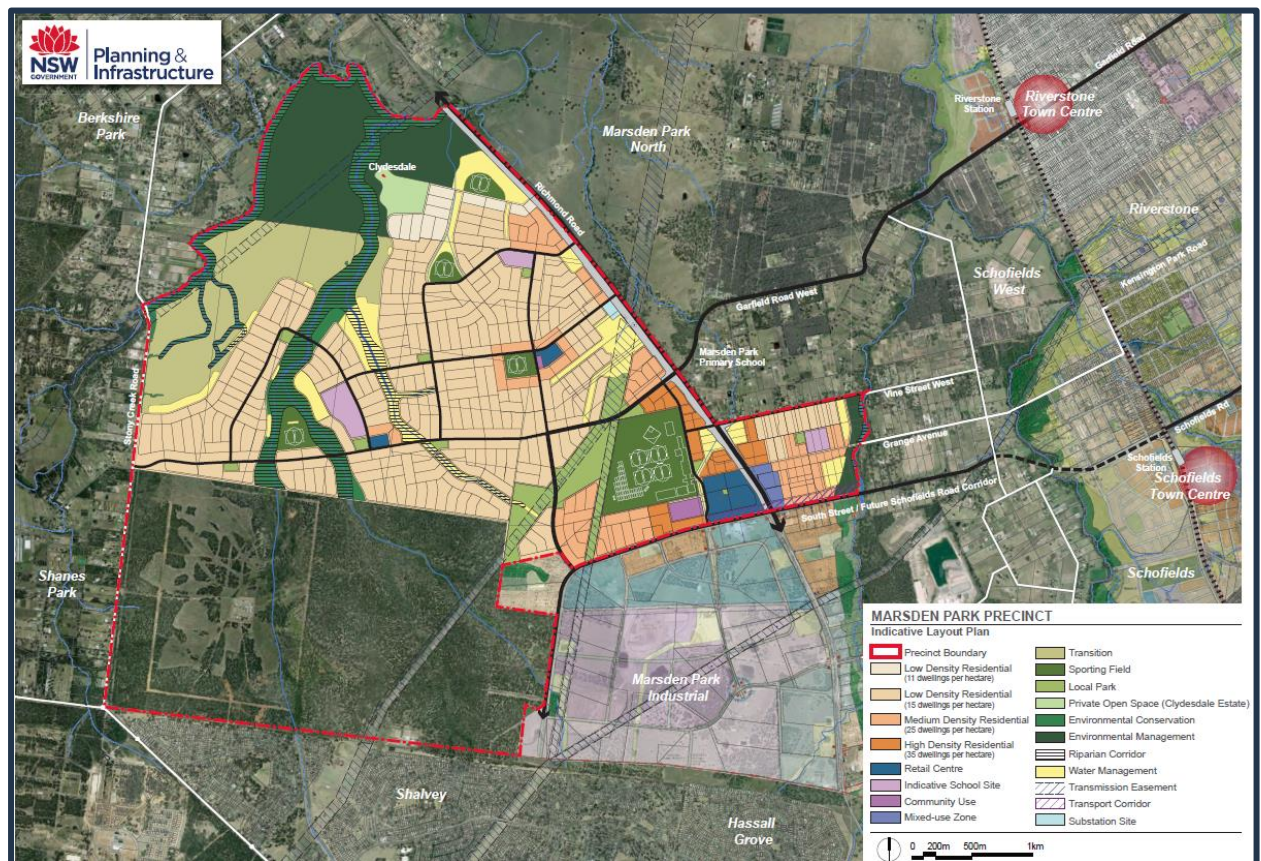


Figure 3: Marsden Park Indicative Layout Plan (Source: Blacktown Growth Centres DCP)

6.0 Likely Planning and Environmental Impacts

The proposed development is to occur on a greenfield/undeveloped site within a growth centre which requires the provision of community facilities in order to meet the day to day needs of the new residents within the area. The impacts and risks from the proposed new educational establishment are considered to be low as the potential environmental impacts can be managed appropriately, while the positive impacts of a new educational establishment within the community will be significant.

The likely impacts of the proposed development are discussed below and will be addressed in detail within the EIS required to accompany the State Significant Development application.

6.1 Built Form and Urban Design

An Urban Design Report will be prepared as part of the EIS by Mode Architects. The report will detail the design principles of the proposed development and how it addresses and integrates with the surrounding locality. The Design Report will address the following Design Principles, as detailed in the Education SEPP:

- Principle 1—Context, built form and landscape;
- Principle 2—Sustainable, efficient and durable;

- Principle 3—Accessible and inclusive;
- Principle 4—Health and safety;
- Principle 5—Amenity;
- Principle 6—Whole of life, flexible and adaptive; and
- Principle 7—Aesthetics.

Due to the site's location within a residential area, the visual impact of the development has been identified as a key impact and will be assessed in the EIS. In Addition to the Urban Design Report, Detailed Architectural Plan and Streetscape Perspectives will be provided as a part of the EIS.

In addition, a detailed assessment of the following environmental factors will be provided as a part of the EIS:

- **Solar Access and Overshadowing** – A detailed shadow analysis of the proposed development will be provided as a part of the EIS to identify the impact of the proposed development on existing and future development in the area;
- **Visual Privacy** – Visual privacy of existing and future development in the area will be addressed in the EIS through a contextual analysis that provides for views to and from the site;
- **Acoustic Privacy** – Acoustic privacy of existing and future development in the area will be addressed in the EIS and an Acoustic Report will be prepared in support of the development. This will detail noise and vibration attenuation measures during construction as well as ongoing noise attenuation measures when the school is in operation.

6.2 Environmental Amenity

Flooding and Water Cycle Management – Stormwater will be managed primarily through the street network in accordance with Council's Water Sensitive Urban Design Development Control Plan. A detailed Stormwater Report and supporting plans will be provided that detail both stormwater quality and quantity in line with the relevant standards and guidelines.

Salinity and Soil Management – The EIS will be accompanied by a salinity report prepared by a suitably qualified person. The report will cover the conditions of the site, the impact of the proposed development on the property and the mitigation measures that will be required during the course of construction.

Aboriginal and European Heritage –Stockland has obtained an AHIP under section 90 of the NPW Act which covers Precinct 2 and 3 and relevant areas of Precinct 4. Details of this will be provided in the EIS.

Native Vegetation and Ecology – The site has been subject to extensive bulk earthworks under **DA-14-1948** and is devoid of vegetation. A Landscape Plan will be submitted with the EIS, that will identify the

proposed landscaping including the locations and species of trees, shrubs and ground cover to be planted as part of the development.

Site Contamination – The parent subdivision application was subject to a number of investigations to ensure the subject site was suitable for its intended use. A Contamination Report will be provided with the EIS that details what works have been carried out to ensure the site is suitable for the proposed school.

6.3 Infrastructure and Servicing

The parent subdivision application that created the subject site was assessed against Clause 6.1 of Appendix 12 of State Environmental Planning Policy (Sydney Region Growth Centres) 2006 which states:

“Development consent must not be granted for development on land to which this Precinct Plan applies unless the consent authority is satisfied that any public utility infrastructure that is essential for the proposed development is available or that adequate arrangements have been made to make that infrastructure available when it is required.”

The essential infrastructure for the subject site will be available in September 2018, with the road network being completed in October 2018. It is envisaged the subject lot will be registered in January 2019.

Further details on the provision of essential services to the proposed development will be provided in the EIS. This will include a servicing report detailing capacity requirements along with mechanism to ensure that capacity can be made available on site.

6.4 Transport and Accessibility

A Transport and Accessibility Impact Assessment Report will be provided as part of the EIS. The report will analyse parking requirements, existing and expected traffic impacts, provisions of public transport and the design of proposed vehicular access points and car parking. The report

The development will include the provision car parking areas and a drop off zone for special education unit to accommodate staff, visitors and parents. The car parking areas and drop off zone will be accessed via the future proposed road network and will be separated to ensure effective traffic control.

6.5 Construction Management

A Preliminary Construction Management Plan will be prepared and provided as part of the EIS to detail proposed construction management strategies. A Construction Traffic Management Plan will also be prepared to outline proposed traffic control plans and truck routes.

6.6 Noise and Vibration

A Construction and Operational Noise Report will be provided as part of the EIS. The report will provide a detailed assessment of potential noise and vibration impacts caused by the construction and operation of the School, and recommendations to mitigate these impacts.

6.7 Waste Management

A Construction and Demolition Waste Management Plan and an Operational Waste Management Plan will be prepared and accompany the EIS. The plan's will detail proposed waste practices.

6.8 Safety and Security

The EIS will outline how specific Crime Prevention Through Environmental Design (CPTED) principles have been integrated into the design of the school to deter crime, manage space and create a safe environment.

6.9 Social and Economic Impacts

The social and economic impacts resulting from the proposal will be detailed in the EIS. Anticipated social and economic impacts include:

- Significant new direct and indirect jobs will be created during both construction and operational phases;
- The proposed development will provide a well-designed educational establishment on a site specifically identified in the ILP that will service a growing community.
- The proposed development will not adversely impact adjoining properties and will contribute to the amenity of Marsden Park.

A separate social and economic impact assessment is not deemed to be required in this instance. Impacts will be addressed within the EIS planning report.

7.0 Justification

The need for public school facilities within Marsden Park is essential to meet the educational needs of the new community and its surrounds. The proposed new school will provide residents with high quality education facilities in a suitable location with surrounding complementary community facilities and open space.

The subject site was identified during the planning stages of the Elara subdivisions for the future location of an education establishment in association with the Department of Planning. The site can accommodate a development of this nature with minimal potential for conflict with surrounding development.

8.0 Consultation

TSA Management, the Project Managers of the application, are responsible for the implementation of key stakeholder and community engagement for the project. TSA Management will implement a Stakeholder Engagement Plan that will identify the key stakeholders as follows:

- Department of Planning and Environment;
- Government Architect's Office;
- Department of Education;
- Project Reference Group (PRG);
- Blacktown City Council;
- Roads and Maritime Services;
- Transport for NSW;
- Sydney Water;
- Ausgrid; and
- Community stakeholders.

The purpose of the Stakeholder Engagement Plan is to ensure that stakeholders are informed about the proposal, and that they have the opportunity to provide feedback and ask questions prior to the submission of the State Significant Development (SSD) documentation to the NSW Department of Planning and Environment.

The consultation process will provide the Department of Education with detailed community feedback findings and insights that will shape the project scope and Education Principles for the project.

The Stakeholder Engagement Plan will be implemented in a number of ways, consisting of:

- The undertaking of Project Reference Group (PRG) Workshops;
- Engagement with the Community through Information booths, Online Surveys, Project Website; and
- Contact with the relevant public authorities to discuss the design of the development and resolve any issues identified.

9.0 Conclusion

The Proposal is classified as State Significant Development on the basis that it falls within the requirements of Clause 15 of Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011, being development for the purposes of a new school (regardless of the capital investment value).

The Department of Education requests that the Secretary of the Department of Planning and Environment issue the SEAR's for the proposed new school to facilitate the preparation of the EIS to accompany the application.



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