

18 June 2021

Jim Betts,
Secretary,
Department of Planning, Industry and Environment
4 Parramatta Square, 12 Darcy Street,
Parramatta NSW 2150

Architecture
Urban Design
Planning
Interior Architecture

**Re: John Palmer Public School – 85 The Ponds Boulevard, The Ponds NSW 2769
Request for Secretary’s Environmental Assessment Requirements**

Dear Mr Betts,

This letter has been prepared to request the issue of Secretary’s Environmental Assessment Requirements (SEARs) for a State Significant Development (SSD) Application for upgrades to John Palmer Public School at 85 The Ponds Boulevard, The Ponds.

Architectus Sydney
Level 18 MLC Centre
19 Martin Place
Sydney NSW 2000 Australia
T +61 2 8252 8400
F +61 2 8252 8600
sydney@architectus.com.au
www.architectus.com.au

The proposed upgrades to John Palmer Public School seeks to improve the quality of educational outcomes and improve the efficiency of educational delivery at the school to support student development. The upgrade will increase capacity from current existing 917 students to 1,012 students (Core 35). It will provide for the formalisation of learning spaces in a new 3 storey building that will replace existing demountable classrooms, increase teaching spaces by 8 spaces, provision of an additional special needs support unit, upgrade undersized core facilities including administration facilities, library, school hall, staff facilities, school-based care and student and staff amenities, and improve the civic presence of the school.

Adelaide
Auckland
Brisbane
Christchurch
Melbourne
Sydney

The proposed development is classified as SSD 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* (SRD SEPP), being development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school. The SEARs will inform the preparation of an Environmental Impact Statement (EIS) which will accompany a future SSD Application for the site.

The purpose of this letter is to provide a preliminary environmental assessment and other supporting documentation to request the SEARs be issued for this application.

This document sets out:

- **Section 1:** An overview of the site and its context;
- **Section 2:** An outline of the proposed development;
- **Section 3:** Discussion of planning context;
- **Section 4:** Overview of likely environmental and planning issues;
- **Section 5:** Overview of relevant agencies and landowners to be consulted; and
- **Section 6:** Conclusion.

This request for SEARs should be read in conjunction with the Draft Concept Design plans prepared PTW Architects at **Attachment A**.

Architectus Group Pty Ltd
ABN 90 131 245 684

Nominated Architect
Managing Director
Ray Brown
NSWARB 6359

1 BACKGROUND

The proposed upgrade of John Palmer Public School seeks to improve the quality of educational outcomes and improve the efficiency of educational delivery at the school to support student development. The upgrades to John Palmer Public School are required in order to:

- Replace the large number of demountable teaching spaces installed on the site (51% of teaching spaces) with permanent teaching spaces;
- Address the undersized core facilities, including administration facilities, library, hall, staff facilities, school-based care and student and staff amenities;
- Increase teaching spaces by 8 spaces in order to cater for increased enrolment demands and provide modern learning spaces;
- Provide an additional special needs support unit at the school to address unmet demand; and
- Improve the civic presence of the school to The Ponds Boulevard.

The objective of the project is to expand John Palmer Public School to a 'Core 35' school from the existing 917 students to 1,012 students to meet growth demands. To achieve this objective, improvements are required to existing teaching spaces and the construction of new core facilities are required.

The proposed upgrade to John Palmer Public School will occur in three stages. Stage 1 would provide for the construction of the new building. Stage 2 works will include additions and upgrades to the existing buildings. Stage 3 will involve the removal of demountable buildings.

2 THE SITE

John Palmer Public School is located at 85 The Ponds Boulevard, The Ponds. The site is located in the urban release area of The Ponds, which forms part of the Blacktown Local Government Area (LGA). It is situated approximately 6.7km north of Blacktown Train Station.

The site is bound by a shopping centre to the north; residential development and The Ponds Boulevard to the east; residential development and Jetty Street to the south; and residential development and Pebble Crescent to the west. A creek is located further west of the residences on Pebble Crescent. Refer to **Figure 1** and **Figure 2**.

Bus stops are located at Riverbank Drive and The Ponds Boulevard. An indented bus bay is located on The Ponds Boulevard directly adjacent to the frontage of the school. The closest train station to the subject site, Tallawong Metro Station, is approximately 2.3km to the north of the subject site.

A dedicated kerbside school student drop off/pick up facility is provided for the school along Pebble Crescent. This pick up/drop off facility is approximately 120 metres long. A shared bike and walk path is provided along the frontage of the School on The Ponds Boulevard. This path forms part of a larger network of shared paths within The Ponds.

John Palmer Public School is located within proximity to several other educational establishments, including The Ponds School, Kellyville Ridge Public School and John XXIII Catholic Primary School.

The built form and land use character surrounding the site is dominantly low scale, 1-2 storey dwelling houses, aside from the shopping centre to the north. Photographs of the site are shown in **Figures 3 to 8** below.

Site area

The site has a total area of 29,900m².

Legal description

The site is legally described as Lot 1 in Deposited Plan 1131340.



Figure 1 Local context map
 The site is outlined in red
 Source: Metromap with Architectus overlay



Figure 2 Site context map
 The site is outlined in red
 Source: Metromap with Architectus overlay

2.1 Existing buildings, facilities and access

John Palmer Public School is currently a co-educational public school and includes the following existing buildings and facilities:

- Six (6) existing buildings comprising:
 - Building A: single storey main administration and staff building;
 - Building B: single storey multi-purpose hall;
 - Building C: single storey canteen;
 - Building D: single storey main library building;
 - Building E, F and G: single storey building consisting of general learning and special learning classrooms;
- Twenty (20) single-storey demountable buildings comprising general learning classrooms;
- At-grade carpark providing for 37 car parking spaces accessed from The Ponds Boulevard;
- Approximately 45 bicycle/scooter parking racks located adjacent to Building A and the Ponds Boulevard main entrance;
- Outdoor spaces comprising:
 - Covered Outdoor Learning Area (COLA) to the north-east of the site;
 - Large outdoor play space to the west of the COLA building;
 - Outdoor hard surface games courts directly south of the COLA building;
 - Smaller outdoor play area to the south-west of the site.
- There are three (3) pedestrian access points to the school, including:
 - two access points from the Ponds Boulevard; and
 - one access point from Pebble Crescent.
- The primary drop-off and pick-up area is located along Pebble Crescent.
- Service vehicle area is located to the north-east of the site with access from The Ponds Boulevard.



Figure 3 View of the school site adjacent to The Ponds Shopping Centre (facing west from The Ponds Boulevard)
Source: Architectus (2021)



Figure 4 Vehicular access point to staff car park at The Ponds Boulevard
Source: Architectus (2021)



Figure 5 View of the COLA, outdoor hardstand play area and hall building (facing north)
Source: Architectus (2021)



Figure 6 View of typical bicycle and scooter parking racks and existing library building
Source: Architectus (2021)



Figure 7 View of service area and proposed location of the new building
Source: Architectus (2021)

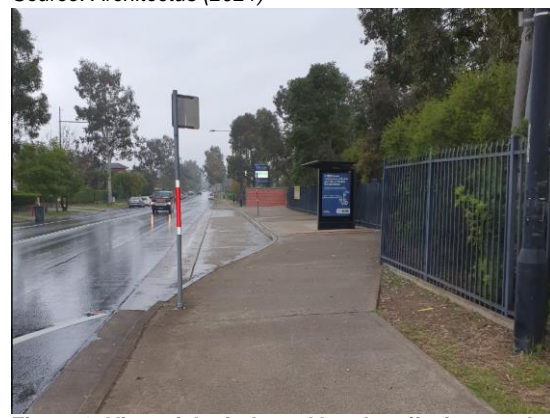


Figure 8 View of the indented bus bay (facing south on The Ponds Boulevard)
Source: Architectus (2021)

2.2 Site analysis

The following key site constraints have been identified for John Palmer Public School:

- Building functionality: existing facilities are undersized. The current teaching facilities will not sustain future enrolment growth and limited teaching facilities at the school inhibits opportunities for student learning;
- Staging: redevelopment of that area occupied by demountable buildings on the site requires temporary relocation of learning spaces;
- Asbestos and contamination: there is potential for asbestos contamination beneath the existing demountable buildings on the site;
- Adjacent residential dwellings: the site borders residential dwellings to the south, east and west which may have impact on the building form and height allowance. They are also sensitive receivers for the purpose of any noise and vibration impacts, light spill etc;
- Significant trees: the site is lined with mature and dense trees along its boundaries and within the site. These trees may be of significance, causing limitations to the proximity for future buildings and expansion of existing buildings.

The following site opportunities have been identified for John Palmer Public School. It is noted that some of the constraints identified above also present opportunities:

- Streetscape: A shopping centre to the north provides a greater scale of development in contrast to 1-2 storey dwelling houses surrounding the site;
- Significant trees: integration of the existing trees of significance into the landscape and building design;
- Cycle infrastructure: A shared bike and walk path is provided along the frontage of the School on The Ponds Boulevard. This path forms part of a larger network of shared paths within The Ponds;
- Heritage: the site is not identified as local heritage item;
- Orientation: utilise the northern orientation of the site to provide natural daylight to learning spaces;
- Access: provide a consolidated vehicular entry point that provides for staff parking and servicing provisions of the site near the administration and reception spaces at the school; and
- School identity: the proposed upgrades present an opportunity to create a new identity for the school, and deliver contemporary learning environments that enhance student learning experiences.

Site analysis is further illustrated in **Figure 9** below.



Figure 9 Site Analysis
Source: Pedavoli Architects

3 DESCRIPTION OF PROPOSED DEVELOPMENT

3.1 Scope of works

The proposed development at John Palmer Public School will allow for the formalisation of learning spaces in a new 3 storey building that will replace 20 existing demountable classrooms on site. The proposed works will also provide 8 new learning spaces, provision of an additional support learning unit, new administration and staff facilities, a new purpose-built library, upgrades and additions to the existing School Hall building, and ancillary utility infrastructure and landscaping works. The proposed development will likely be undertaken in three stages, described below:

- The first Stage (Stage 1) enables new construction to occur on the north-eastern portion of the site:
 - Construction of a new three storey building facing The Ponds Boulevard which will accommodate 29 Permanent Learning Spaces and 1 new staff room;
 - Construction of a one storey new library building.
- The second Stage (Stage 2) proposes the following upgrades and additions to existing buildings:
 - One-storey extension to and refurbishment of existing School Hall building. The School Hall extension will accommodate spaces for Out of Hours School Care;
 - Building Block D will be re-purposed from an existing library to Special Program spaces and administration; and
 - Refurbishment of Building F to provide 1 new support unit.
- The third Stage (Stage 3) proposes the removal of all 20 existing demountable classroom buildings once Stages 1 and 2 have been completed.
- The proposed development will also involve ancillary works such as:
 - Relocation of service access to staff car park off The Ponds Boulevard, including alterations to the existing car park to accommodate service vehicles (Stage 1);
 - New covered walkways and upgraded landscaping (at all stages); and

- o Extension and augmentation of utilities and services to accommodate the development.

3.2 Proposed site plan

A proposed Concept Design Site Plan has been prepared by PTW Architects. It seeks to achieve the required 'core' facilities at the school through construction of a new building as well as alterations and additions to existing buildings. Refer to proposed Concept Design Site Plan below at **Figures 10, 11, 12 and 13.**



Figure 10 Concept Design Site Plan
Source: PTW Architects



Figure 11 Concept Design Site Plan of new build
 Source: PTW Architects

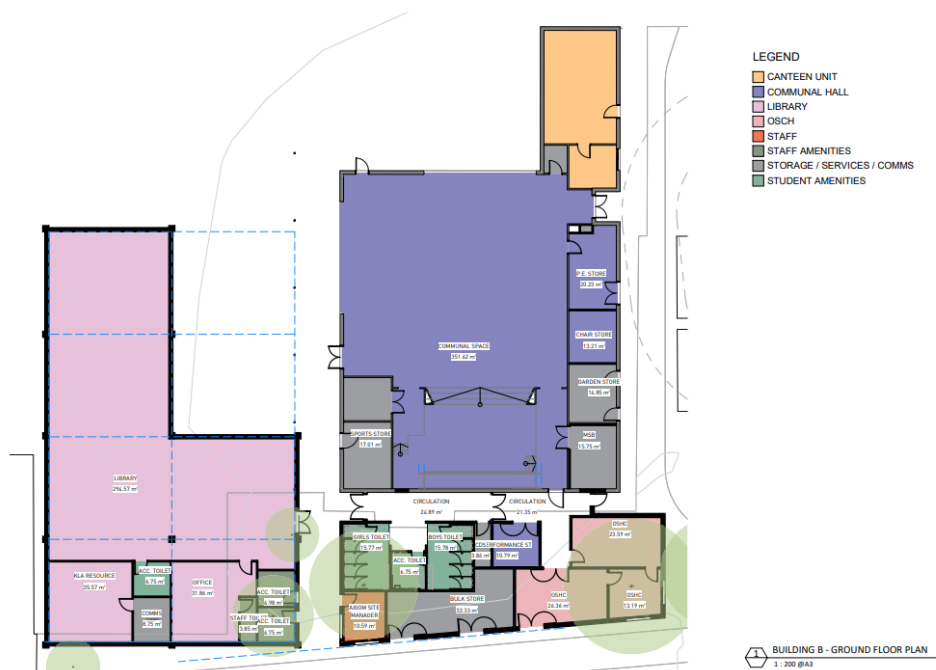


Figure 12 Concept Design Site Plan of new library and hall expansion
 Source: PTW Architects

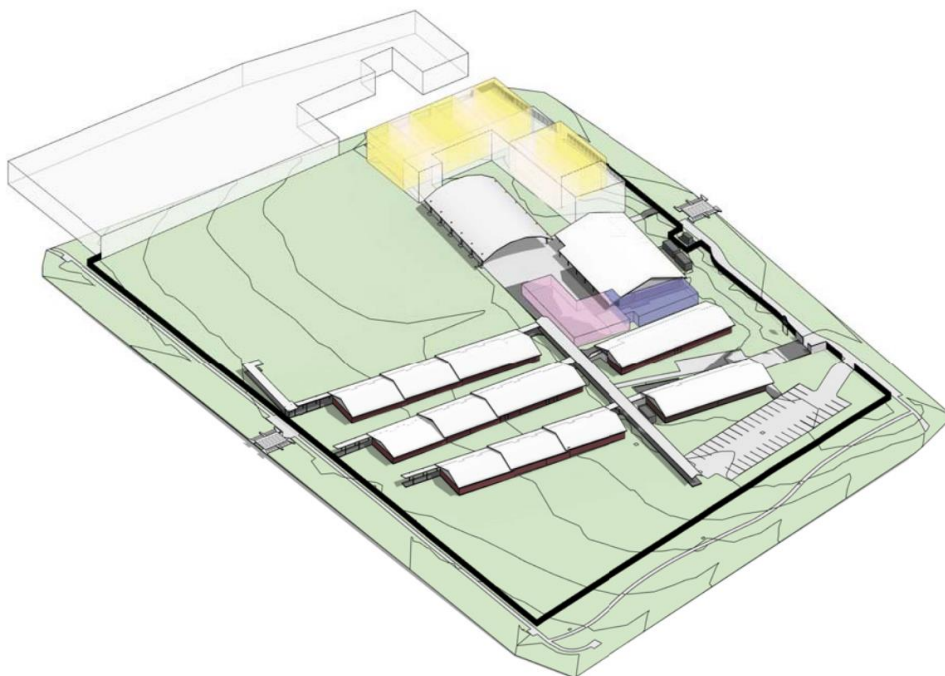


Figure 13 Southwest Axonometric View of the Proposed Development
 Source: PTW Architects

3.3 Bulk and scale of development

The proposed development will comprise a new three-storey L shaped building with a frontage to The Ponds Boulevard. See Figure 14 below for sectional view of the north-south axis of the building that fronts on to The Ponds Boulevard. Varied roof forms help to provide articulation of the building.

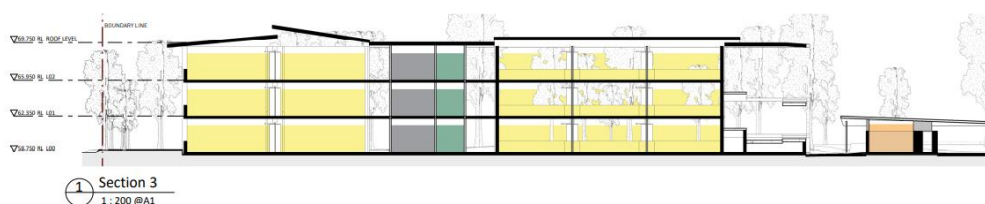


Figure 14 Sectional View of the north-south axis of the new building
 Source: PTW Architects

The shape of the building will provide a courtyard space that forms an extension to the existing COLA at the school. The building has been designed with a consistent setback of 5 metres from The Ponds Boulevard and 8 metres from The Ponds Shopping Centre to the north of the school. This will allow for the retention of most of the trees in each of these setbacks which will help soften the visual appearance of the development.

4 PLANNING CONTEXT

4.1 Strategic Context

The *Greater Sydney Region Plan – A Metropolis of Three Cities* (Region Plan) was released by the Greater Sydney Commission in March 2018 and is the NSW Government's 40-year plan for the Sydney metropolitan area.

The Region Plan includes 'Ten Directions', which establish the aspirations for the Sydney region and guide Sydney's future growth. Directions are supported by Objectives, and of relevance to the proposed development, including the objectives 'Infrastructure aligns with forecast growth' (*Objective 2*) and 'Services and infrastructure meet communities changing needs' (*Objective 6*). The proposed development seeks to deliver the infrastructure required to support additional students and deliver new teaching spaces to improve the quality of learning.

The *Central City District Plan* (District Plan) was released by the Greater Sydney Commission in March 2018. The District Plan identifies that the Central District has an anticipated growth of 89,360 additional students by 2036, equivalent to a 32 per cent increase within the Blacktown region. *Planning Priority N1* focuses on 'Planning for a city supported by infrastructure'. The proposed development will contribute to the success of this Planning Priority by optimising an existing school site to ease pressure on existing facilities and increase student capacity.

4.2 Planning Framework

This section provides an outline of the relevant statutory planning controls that apply to the proposed development. A thorough assessment against the relevant legislation will form part of the EIS.

Relevant statutory planning policies are outlined in **Table 1** below.

Table 1 Relevant statutory planning controls

Environmental Planning Instrument	Response
<i>State Environmental Planning Policy (State and Regional Development) 2011</i> (SEPP SRD)	The SRD SEPP identifies development or infrastructure types that are of state or critical significance. Under the Schedule 1, Clause 15 State significant development includes development for the purpose of alterations or additions to an existing school that has a capital investment value (CIV) over \$20 million. As the proposal has a CIV of more than \$20 million it is therefore state significant development.
<i>State Environmental Planning Policy (Educational Establishment and Child Care Facilities) 2017</i> (Education SEPP)	<p>The Education SEPP aims to streamline the planning system for education and childcare facilities. Under <i>Schedule 4</i> of the Education SEPP, proposals for schools need to address design quality principles. The SSD Application will respond to the following design quality principles:</p> <p><i>Principle 1 – Context, built form and landscape</i> <i>Principle 2 – Sustainable, efficient and durable</i> <i>Principle 3 – Accessible and inclusive</i> <i>Principle 4 – Health and safety</i> <i>Principle 5 – Amenity</i> <i>Principle 6 – Whole of life, flexible and adaptive</i> <i>Principle 7 – Aesthetics</i></p> <p>In addition, Clause 57 of the SEPP applies as the proposal is for an educational establishment that will be able to accommodate 50 or more additional students. It is anticipated that written notice will be given to Transport for NSW (TfNSW) as part of any assessment. Nevertheless, it is also anticipated that consultation with TfNSW will need to be undertaken during the preparation of the EIS. All matters</p>

	<p>raised during consultation will be addressed in any EIS for the proposed development.</p>
<p><i>State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017 (Vegetation SEPP)</i></p>	<p>The Vegetation SEPP provides for the removal of vegetation in non-rural areas, as well as matters for consideration in the assessment to remove vegetation. It applies to land within the Blacktown LGA, and therefore applies to the site. An Arboricultural Impact Assessment will accompany the SSD Application.</p>
<p><i>State Environmental Planning Policy (Infrastructure) 2007 (ISEPP)</i></p>	<p>The ISEPP provides the legislative planning framework for infrastructure and the provision of services across NSW.</p> <p>Clause 104 and Schedule 3 of ISEPP trigger referral to the Roads and Maritime Services (former – now Transport for NSW) if the proposal is considered as: “<i>Any other purpose</i>” “<i>with access to a road (generally)</i>” <i>with size or capacity of “200 or more motor vehicles per hour”.</i></p> <p>The proposal is required to be referred to Transport for NSW if proposed development will result in an additional 200 or more vehicles per hour. Whether the development triggers this requirement, it is anticipated that Transport for NSW will be consulted during the preparation of the EIS.</p>
<p><i>State Environmental Planning Policy No 55— Remediation of Land (SEPP 55)</i></p>	<p>SEPP 55 requires the consent authority to consider whether the subject land of any rezoning or development application is contaminated and can be made suitable for the proposed use.</p> <p>The provisions of SEPP 55 will be considered in the SSDA and a Phase 2 Site Investigation (and possibly Remediation Action Plan, if required) will be prepared and lodged with the EIS.</p>
<p><i>Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017</i></p>	<p>The Department is exhibiting proposed amendments to the Education SEPP to further streamline the delivery of school infrastructure, facilitate the delivery of student housing, address feedback regarding childcare centres in low density residential zone and other operational and policy comments raised by stakeholders. The proposed development is not inconsistent with any of the key amendments to the Draft Education SEPP.</p> <p>The Education SEPP proposes to amend the SEPP SRD so that alterations or additions to an existing school will only be regarded as SSD when it has a CIV of \$50 million or more. In this case, the CIV of the proposed development is less than \$50 million and therefore less than that required to be considered for the SSD pathway, should these amendments be made to the SEPP SRD.</p>
<p><i>Draft State Environmental Planning Policy No 55— Remediation of Land (Draft SEPP 55)</i></p>	<p>The EIS will consider these draft provisions.</p>
<p><i>State Environmental Planning Policy No 64— Advertising and Signage (SEPP 64)</i></p>	<p>The EIS will assess the consistency of any proposed signage associated with the proposed development (if any) with the aims and objectives of SEPP 64.</p>
<p><i>Blacktown Local Environmental Plan 2015 (Blacktown LEP 2015)</i></p>	<p>The site is located within the Blacktown Local Government Area (LGA), and is subject to the Blacktown LEP 2015.</p> <p><i>Land use</i></p> <p>The site is zoned <i>SP2 Infrastructure</i> for the purpose of ‘Educational Establishment’.</p> <p>Development for the purpose of a school on the site is a permitted use in the <i>SP2</i> zone. The <i>SP2</i> zone is also a prescribed zone for the</p>

purposes of *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (Education SEPP).

All land surrounding the site is zoned R3 Medium Density Residential, with SP2 Infrastructure for the purpose of 'Drainage' to the west and B1 Neighbourhood Zone to the north.

Refer to an extract of the Blacktown LEP 2015 land zoning maps at **Figure 15** below.

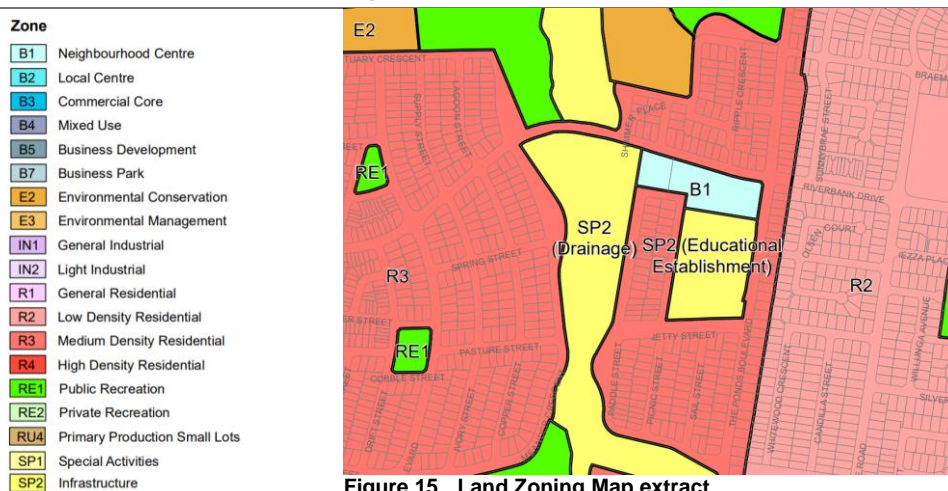
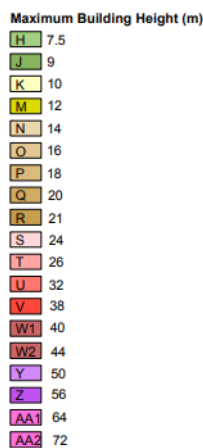


Figure 15 Land Zoning Map extract
Source: Blacktown LEP 2015

Height of buildings

Height of Buildings Map - Sheet HOB_012



The Height of Buildings Map under the Blacktown LEP 2015 does not specify a maximum building height for the site. All land surrounding the site also has a maximum building height of 9 metres, except for a 12 metres maximum building height for land directly to the north.

Refer to an extract of the Blacktown LEP 2015 height of buildings map at **Figure 16** below.

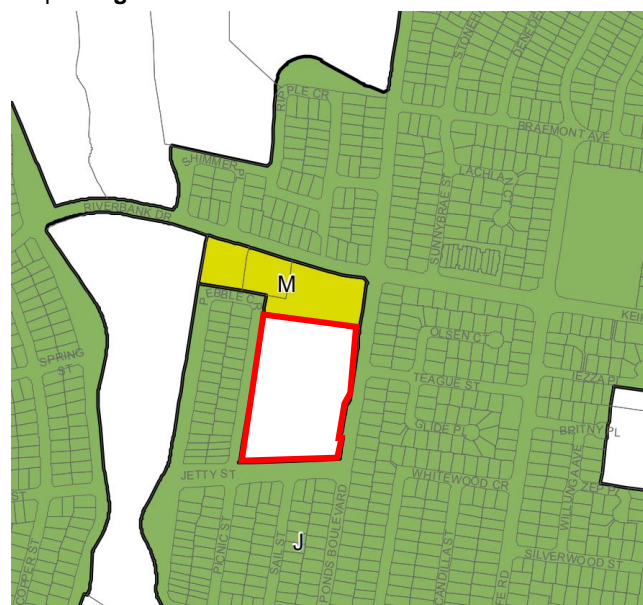


Figure 16 Height of Buildings Map extract
Source: Blacktown LEP 2015

Floor Space Ratio Map - Sheet FSR_012

Maximum Floor Space Ratio (n:1)

- A 0.15
- V 3
- X 4
- Y 4.5
- Z 5
- AA1 6
- AA2 6.5
- AB 7.5
- AC 8.5

Floor Space Ratio

The site is not mapped as containing a floor space ratio (FSR) under the Blacktown LEP 2015. All land surrounding the site is also not subject to a maximum FSR development standard.

Refer to an extract of the Blacktown LEP 2015 FSR map at **Figure 17** below.

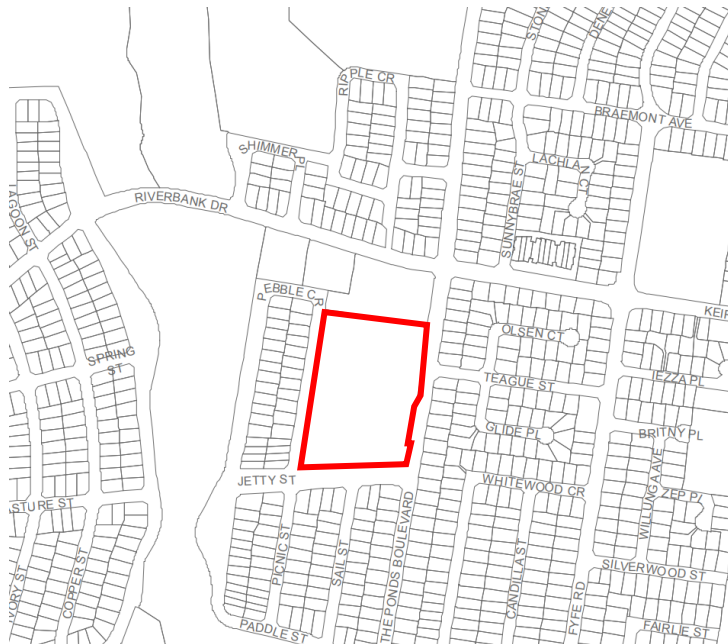


Figure 17 Floor Space Ratio Map extract
Source: Blacktown LEP 2015

Heritage Map- Sheet HER_002

Heritage

- Item - Archaeological
- Item - General
- ▨ Conservation area - General

Heritage

The site is not listed as a local heritage item and is not located within a heritage conservation area under Schedule 5 'Environmental Heritage' of the Blacktown LEP 2015. Furthermore, the school is not listed on the S. 170 heritage register under the Heritage Act 1977. The site is not identified on DET's Draft S170 Heritage and Conservation Register for schools.

The closest heritage item is located approximately 1km to the north-east of the site in Kellyville Ridge. The local heritage item is noted as I30 and I31 which is identified as "Merriville Rise Park" and "Merriville House and Gardens", respectively.

Refer to **Figure 18** below for an extract of the Blacktown LEP 2015 heritage map.

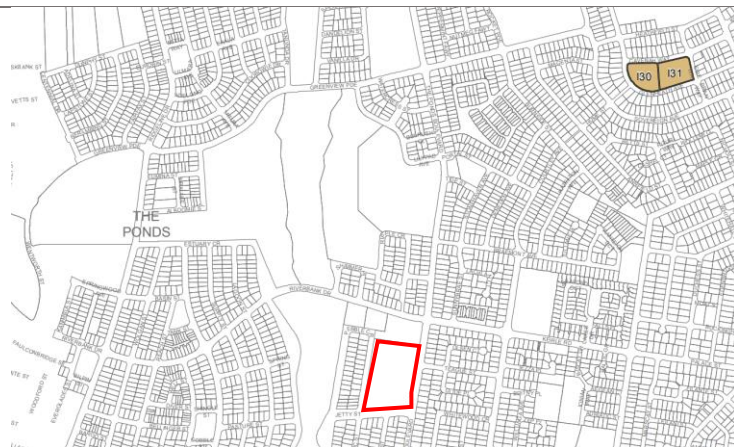



Figure 18 Heritage Map extract
 Source: Blacktown LEP 2015

Urban Release Area Map - Sheet URA_012

Urban Release Areas
 Urban Release Area

Urban Release Areas

The site is in the Urban Release Area known as 'The Ponds & Kellyville Ridge'. The provisions of Part 6 of Blacktown LEP 2015 apply to development of the site.

Having regard to Clause 6.2 of Blacktown LEP 2015, public utility infrastructure is available for the development (i.e. sewer, water and electricity).

Clause 6.3 requires that development must not be granted in an urban release area unless a DCP that provides for matters under sub-clause (3) of that clause is prepared.

Part M - The Ponds is the DCP that was prepared for the purpose of Clause 6.3 of Blacktown LEP 2015.

As such, it is not anticipated that a site-specific DCP is required to be prepared for the proposed development, or alternatively a Staged DA process, in order to satisfy the clause.

Refer to **Figure 19** below for an extract of the Blacktown LEP 2015 urban release area map.

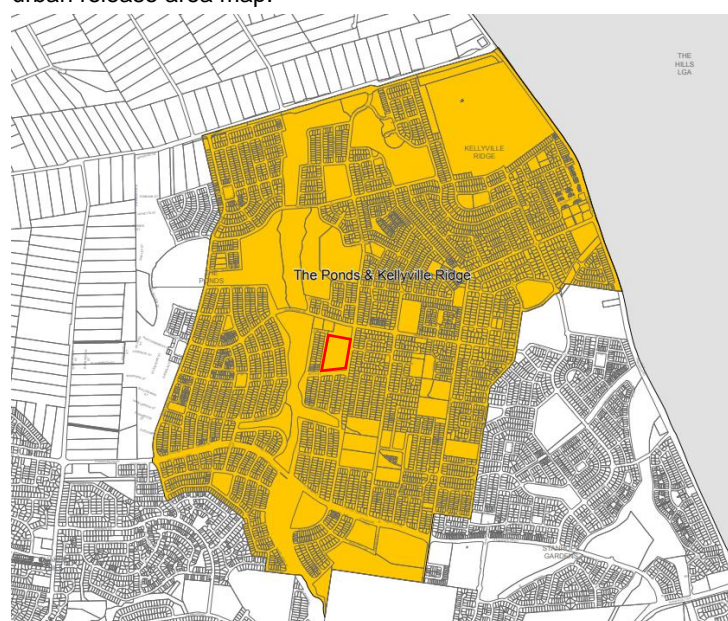


Figure 19 Urban release area map extract
 Source: Blacktown LEP 2015

<i>Clause 7.5 Essential Services</i>	Clause 7.5 requires services, which are essential to the development, to be available for the development. Services include, supply of water, supply of electricity, disposal and management of sewage, stormwater drainage or on-site conservation and suitable vehicular access.
<i>Blacktown Development Control Plan 2015 (Blacktown DCP 2015)</i>	The Blacktown DCP 2015 provides guidance on provisions for design and development controls that should be considered when developing the design for the school. However, Clause 11 of the SRD SEPP states that development control plans do not apply to state significant development. Nonetheless, the EIS will assess the proposal against any relevant general development controls in Blacktown DCP 2015.

4.3 Strategic Planning Policies

The relevant strategic planning policies which apply to the proposed development include:

- *NSW State Priorities;*
- *NSW State Infrastructure Strategy 2018-2038;*
- *Greater Sydney Region Plan, A Metropolis of Three Cities, 2018;*
- *Central City District Plan, 2018;*
- *Blacktown Local Strategic Planning Statement;*
- *Future Transport Strategy 2056;*
- *Sydney's Cycling Future 2013;*
- *Sydney's Walking Future 2013;*
- *Sydney's Bus Future 2013;*
- *Better Placed: AN integrated design policy for the built environment of New South Wales;*
- *NSW Government Architect Design Guide for Schools;*
- *Draft Greener Places Design Guide (GANSW)*
- *NSW Safer by Design Guidelines;*
- *Healthy Urban Development Checklist, NSW Health.*

The EIS will assess the proposed development against these relevant strategic planning policies.

5 OVERVIEW OF LIKELY ENVIRONMENTAL AND PLANNING ISSUES

5.1 Key Planning Issues

The key environmental and planning issues that will need to be considered in the EIS are outlined in **Table 2** below.

Table 2 Key environmental and planning considerations

Environmental Issues	Response
Urban Design and Built Form	Several master planning options have been developed for the site. Option D was selected as the preferred option by SINSW with siting of the building in the south-west of the site. Since that time, SINSW directed the project team to develop a further master plan option which would meet the new Design for Manufacture and Assembly (DfMA) requirements based on the Educational Planning Objectives set out for the school redevelopment. A revised masterplan Option 6A was developed based on the previous Open

	<p>4 Stream 12 targets, with siting of the building in the north-east of the site so as to accommodate the DfMA requirements.</p> <p>An Architectural Design Statement will be prepared as part of the EIS. The assessment of the architectural quality and built form will focus on the height, scale, setbacks and building materials of any potential new development and the introduction of new open space and play areas. It will also include consideration of Crime Prevention Through Environmental Design (CPTED) principles, view impact/view analysis, and the site's landscape setting.</p>
Aboriginal Heritage	An Aboriginal Cultural Heritage Assessment (ACHA) will accompany the SSDA, to investigate and assess whether Aboriginal cultural heritage values and objects are present at the site and the potential harm a proposed activity may cause to them.
Historical Archaeology	An Aboriginal and Historical Heritage Due Diligence Assessment will be prepared for the site to determine whether any archaeological potential exist, its significance and any impacts the development may have on this significance.
Traffic, Access and Parking	<p>A Rapid Transport Assessment was prepared by TTPP. This provides an analysis of current site transport, forecasts the transport demands of the masterplan concept based on the proposed new capacity of the school and identifies measures to accommodate these transport demands.</p> <p>Recommendations for operational improvements include additional bicycle/scooter parking on-site to encourage cycling, the implementation and promotion of a School Transport Plan which focuses on active transport and if necessary, increases to existing drop off/pick up capacity.</p> <p>The Preliminary Rapid Transport Assessment will be shared with Council and Transport for NSW as part of ongoing consultations prior to formal lodgement of the EIS.</p> <p>A Traffic and Transport Impact Assessment will be undertaken as part of the EIS. This will include an analysis of the existing transport network, assessment of traffic generation and expected traffic impact, measures to ameliorate any adverse traffic and transport impacts, adequacy of the new service arrangements and an analysis of construction traffic.</p>
Construction Management	The school needs to be kept operational throughout the duration of construction works. A Preliminary Construction Management Plan will be prepared to support the application.
Construction Traffic	Construction traffic has the potential to be one of the biggest impacts on the local community from the project, albeit a short term one. A Preliminary Construction Traffic and Pedestrian Management Plan will be prepared as part of the EIS to outline proposed school operations to minimise construction traffic and journey to school conflicts, construction worker parking, traffic control plans and truck routes.
Biodiversity, Flora and Fauna	A Biodiversity Development Assessment Report (BDAR) will be provided with the SSDA and will include an assessment of significance in accordance with the <i>Environmental Protection and Biodiversity Act 1999</i> and <i>Biodiversity Conservation Act 2016</i> . If ecological studies find that there are grounds for a BDAR Waiver, this will be submitted prior to lodgement of the EIS.
Arborist & Landscape	<p>An Arboricultural Impact Assessment will accompany the SSDA, assessing potential impacts to trees as a result of any works on the site.</p> <p>Landscape Plans and a Landscape Design Statement will also be prepared and include a tree retention/removal plan.</p>
Contamination	The SSDA will include a Phase 2 Detailed Site Investigation Report, and possibly a Remediation Action Plan (if required), which will address the requirements of SEPP 55.

5.2 Anticipated Submission Requirements

It is anticipated the following deliverables will be required to support the SSDA:

- Environmental Impact Statement (EIS);
- Site Survey;
- Detailed Architectural Plans including Architectural Design Statement;
- Landscape Plans including Landscape Design Statement;
- Transport Impact Assessment;
- Detailed School Transport Plan / Green Travel Plan
- Preliminary Construction Traffic and Pedestrian Management Plan;
- Preliminary Construction Management Plan;
- Arboricultural Impact Assessment Report;
- BDAR – or BDAR Waiver submitted earlier than EIS;
- Aboriginal Cultural Heritage Assessment Report (ACHAR);
- Civil / Stormwater Concept Plans and Report;
- Structural Report;
- Geotechnical Investigation Report;
- Utilities and Services Plans and Report;
- Phase 2 Site Investigation Report / Remediation Action Plan;
- Accessibility Report;
- Waste Management Plan;
- Noise and Vibration Assessment;
- Social Impact Assessment;
- Ecological Sustainable Development (ESD) Report;
- Capital Investment Value (CIV) Report.

6 CONSULTATION

Consultation will be undertaken in preparing the EIS. It is anticipated that the following agencies and bodies will have an interest in the proposal and will be consulted with:

- NSW Department of Planning, Industry and Environment;
- Government Architect NSW (through the NSW State Design Review process);
- City of Blacktown Council;
- Transport for NSW

Details of the consultation undertaken will be further detailed in the EIS.

7 CONCLUSION

The purpose of this letter is to request the SEARs for the preparation of an SSD Application for John Palmer Public School, located at 85 The Ponds Boulevard, The Ponds.

The proposal is to upgrade John Palmer Public School to increase teaching spaces and upgrade core facilities to increase current capacity. The proposed upgrade will occur in three stages. Stage 1 would provide for the construction of the new buildings. Stage 2 works will include additions and upgrades to the existing buildings. Stage 3 will involve the removal of demountable buildings.

We trust that the information detailed in this letter is sufficient to enable the Secretary to issue SEARs for the project. Should you have any queries about this matter, please do not hesitate to contact Boris Santana, Senior Planner (boris.santana@architectus.com.au) or the undersigned (jane.fielding@architectus.com.au) on telephone 02 8252 8400.

Yours sincerely,



Jane Fielding
Senior Associate, Planning
Architectus

ATTACHMENT A