

1 July 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: Glenwood High School – 85 Forman Avenue, Glenwood NSW 2768
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 major upgrading work comprising alterations and additions to Glenwood High School at 85 Forman Avenue, Glenwood.

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The proposed development seeks to improve the quality of educational outcomes and improve the efficiency of educational delivery at the school to support students development. The upgrade will increase capacity from the existing 1,425 students to 1,820 students (Stream 12). It will provide for contemporary learning spaces in a new 3 storey building that will replace existing demountable classrooms, provide an additional 47 learning spaces, provision of an additional special needs support unit, upgrade undersized core facilities, including administration facilities, library, staff facilities, canteen, 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**.

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1 BACKGROUND

The proposed upgrade of Glenwood High School seeks to improve the quality of educational outcomes and improve the efficiency of educational delivery at the school to support student development. The proposed development will:

- Replace the large number of demountable teaching spaces installed on the site (27% of teaching spaces) with permanent learning spaces;
- Address the undersized core facilities, including administration facilities, library, staff facilities, canteen, student and staff amenities;
- Provide an additional 47 learning 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 Glenwood Park Drive.

The objective of the project is to expand Glenwood High School to a 'Stream 12' capacity school from the existing 1,425 students to 1,820 students to meet growth demands. To achieve this objective, improvements are required to existing teaching spaces and the construction of new teaching spaces and core facilities are required.

The proposed upgrade to Glenwood High School will occur in four stages. Stage 1 relocates existing demountable buildings to facilitate construction of the new building in Stage 2. Stage 3 proposes upgrades to existing buildings as well as the construction of demountable buildings to facilitate these upgrades. Stage 4 entails the removal of all demountable buildings.

2 THE SITE

Glenwood High School is located at 85 Forman Avenue, Glenwood. An existing childcare centre is also located within the site. The site is located in the Blacktown Local Government Area (LGA) in the suburb of Glenwood. It is situated within a well-established residential area approximately 4.7 km north-east of Blacktown Train Station.

The site is bound by residential development and Forman Street to the south; Glenwood Reserve to the north and west with residential development beyond; and Glenwood Park Road to the east, with a drainage channel and residential development beyond. Refer to **Figure 1** and **Figure 2** below.

Bus stops are located on Forman Avenue and Glenwood Park Drive for public bus services. A dedicated school bus pull-in loop road is provided on the school's frontage to Glenwood Park Drive. Bella Vista Metro station is approximately 600m to the east of the site.

A dedicated school student car drop off/pick up facility is provided along Forman Avenue. This takes the form of a slip lane and kerbside lane parking. The combined pick up / drop off facility is approximately 180 metres long. Bicycling within the vicinity of the site is inaccessible given the lack of off-road easy access cycling routes.

Glenwood High School is located approximately 520m south of Parklea Public School, 1.5km to the south-west of Bella Vista Public School and 3.5km to the east of Quakers Hill High School.

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

Site area

The site has a total area of 60,790m².

Legal description

The site is legally described as Lot 5227 in Deposited Plan 868693.



Figure 1 Local context map

The site is outlined in red

Source: Metromaps (2021) with Architectus overlay



Figure 2 Site context map

The site is outlined in red

Source: Metromaps with Architectus overlay

2.1 Existing buildings, facilities and access

Glenwood High School is currently a co-educational high school and includes the following existing buildings and facilities:

- Ten (10) existing buildings comprising:
 - Building A and B: double storey classroom building;
 - Building C: double storey classroom building with a fitness laboratory on the ground floor;
 - Building D: double storey building with administration and staff facilities on the ground floor and classrooms on the first floor;
 - Building E: double storey building with classrooms and science laboratories on the ground floor and main library on the first floor;
 - Building F: staff building;
 - Building G, H and J: single storey classroom buildings (Block J contains school canteen);
 - Building K: single storey gymnasium; and
- There is an existing single storey childcare centre (known as Building L) at the south-western corner of the site;
- Nineteen (19) single-storey demountable buildings, seventeen (17) of which comprise general learning spaces and two (2) which comprise of staff rooms;
- At-grade carpark providing for 93 car parking spaces accessed from two separate vehicular access points on Forman Avenue for high school staff;
- Three (3) support learning units.
- Existing on site bicycle parking racks are provided in the south east corner of the school near the staff parking facility;
- Student car parking relies on on-street parking and off-street parking within the adjacent Glenwood Reserve;
- Outdoor spaces comprising:
 - Quadrangle space between Buildings C, B and E;
 - Playing Field at the north-western corner of the site;
 - Games Court to the east of the playing field;
 - Covered outdoor space adjacent to the canteen, and
 - Grassed open play area in the centre of the site.
- There are three (3) pedestrian access points to the school, including:
 - One access point from Glenwood Park Drive; and
 - Two access points from Forman Avenue.
- The primary drop-off and pick-up area is located at Forman Avenue.



Figure 3 Pedestrian and vehicle access point at Glenwood Park Drive
Source: Google Maps (2021)



Figure 4 view of demountable buildings to be removed (facing east from within the site)
Source: Architectus (2021)



Figure 5 School bus pull-in loop road on Glenwood Park Drive
Source: Google Maps (2020)



Figure 6 View of demountable classrooms (facing north from within the site)
Source: Architectus (2021)



Figure 7 View of Block Building H
Source: Architectus (2021)



Figure 8 View of the school and drainage channel (facing south-west from Shaun Street)
Source: Architectus (2021)

2.2 Site analysis

The following key site constraints have been identified for Glenwood High School:

- **Building functionality:** existing facilities are undersized. The current number of teaching spaces will not sustain future enrolment growth and limited teaching spaces at the school inhibits opportunities for student learning;

- Site topography: The site has an approximate cross slope of 3.3% from the south-west of the site to the north-east (a fall of approximately 11 metres);
- Cycling Infrastructure: Bicycling within the vicinity of the site is inaccessible given the lack of provision of off-road easy access cycling routes;
- Staging: redevelopment of the area occupied by demountable classroom 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, north and east 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; and
- Significant trees: the site has a number of mature and dense trees within the site. These trees may be of significance, causing limitations to the proximity for future buildings.

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

- Significant trees: integration of the existing trees of significance into the landscape and building design;
- 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 new building that has a proximity relationship with the existing school bus bay on Glenwood Park Drive; 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.



3 DESCRIPTION OF PROPOSED DEVELOPMENT

3.1 Scope of works

The project scope for Glenwood High School will allow for the construction of a new 3 storey building that will provide contemporary learning spaces, replacing 18 existing demountable classrooms on site. The proposed works will provide 47 additional learning spaces, including refurbished wood/metal and food tech units, provision of an additional support learning unit plus new administration and staff facilities, upgrades to the existing library, and ancillary utility infrastructure and landscaping works. The proposed redevelopment will likely be undertaken in four stages, described below:

- Stage 1 comprises the temporary relocation of existing demountable classrooms at the north-eastern portion of the site to the playing field at the north-western portion of the site to facilitate construction of the new building;
- Stage 2 entails the construction of a new three-storey building at the north-eastern portion of the site facing Glenwood Park Drive which will accommodate 54 learning spaces.
- Stage 3 comprises the following upgrades to existing buildings and construction of demountable buildings to facilitate upgrades to the buildings:
 - Refurbishment of existing Building Block A (ground floor only) to provide one new support unit within the space of an existing general learning space;
 - Refurbishment of Building Block E to re-purpose it on the ground floor for computer learning spaces, staff and administration as well as upgrades to the library on the first floor; and
 - Refurbishment of Building Block J to re-purpose it from visual arts and performing arts to learning spaces and workshops for food tech and woods/metal units.
- Stage 4 comprises the removal of all demountable buildings at the site following the completion of all the works.
- The proposed development will also involve ancillary works including:
 - New covered walkways;
 - Associated landscaping (all stages); and
 - 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 upgrades to existing buildings. Refer to **Figure 10, Figure 11, Figure 12, Figure 13 and Figure 14.**



Figure 11 Concept Design Plan L1/L2
Source: PTW Architects



Figure 12 Concept Design Plan L2
Source: PTW Architects



Figure 13 Concept Design Plan L3
Source: PTW Architects



Figure 14 Southwest Axonometric view
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 Glenwood Park Drive. The north-south axis of the building is stepped down along the Glenwood Road frontage in response to the topography of the site (see **Figure 15** below) which falls from south to the north.

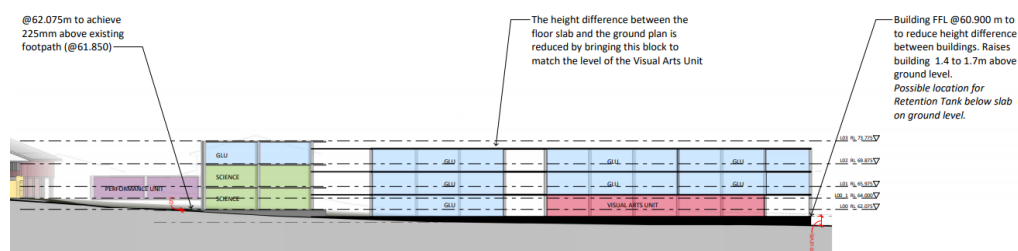


Figure 15 Section view of the new building along Glenwood Park Drive (north to the left and south to the right of the figure)
Source: PTW Architects

The building has been designed with varied setbacks to Glenwood Park Drive. These setbacks range from 14 metres to 20 metres. Along with the above design features, these setbacks help further articulate the building and reduce the perceived bulk from the public domain. These setbacks also provide opportunities for planting of large mature trees within the front setback, ensuring that the development respects the surrounding natural environment as well as increasing urban tree canopy cover.

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 Schools 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. Notwithstanding, SINSW will consult with TfNSW and all matters raised during consultation will be addressed in the EIS.</p>

<i>State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017 (Vegetation SEPP)</i>	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.
<i>State Environmental Planning Policy (Infrastructure) 2007 (ISEPP)</i>	<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) as the proposal is considered as: “Any other purpose” “with access to a road (generally)” with size or capacity of “200 or more motor vehicles per hour”.</p> <p>A Traffic and Transport Assessment will form part of the SSDA documentation and as indicated above, TfNSW will be consulted during the preparation of the SSDA.</p>
<i>State Environmental Planning Policy No 55 — Remediation of Land (SEPP 55)</i>	<p>SEPP 55 requires the consent authority to consider whether the subject land is contaminated and can be made suitable for the proposed use.</p> <p>The provisions of SEPP 55 will be considered in the SSD Application and a Phase 2 Site Investigation (and possibly Remediation Action Plan, if required) will be prepared and lodged as part of the SSDA.</p>
<i>Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017</i>	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.
<i>Draft State Environmental Planning Policy No 55— Remediation of Land (Draft SEPP 55)</i>	The EIS will consider these draft provisions.
<i>State Environmental Planning Policy No 64— Advertising and Signage (SEPP 64)</i>	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.
<i>State Environmental Planning Policy no 19- Bushland in Urban Areas</i>	<p>State Environmental Planning Policy No. 19 – Bushland in Urban Areas (SEPP 19) aims to protect and preserve bushland within the urban areas and maintain its value to the community as part of the natural heritage and its aesthetic value and recreational, educational and scientific resource.</p> <p>The site adjoins land zoned RE1 Public Recreation under Blacktown LEP 2015. Accordingly, the provisions of <i>Clause 9 Land adjoining land zoned or reserved for public open space</i> is required to be taken into account. These provisions will be addressed as part of the SSDA.</p>
<i>Blacktown Local Environmental Plan 2015 (Blacktown LEP 2015)</i>	<p>The site is located within the Blacktown Local Government Area (LGA), and 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 R2 Low Density Residential except for RE1 Public Recreation to the north and west and SP2 Infrastructure for the purpose of 'Drainage' to the east.

Refer to an extract of the Blacktown LEP 2015 land zoning maps at **Figure 16** below.

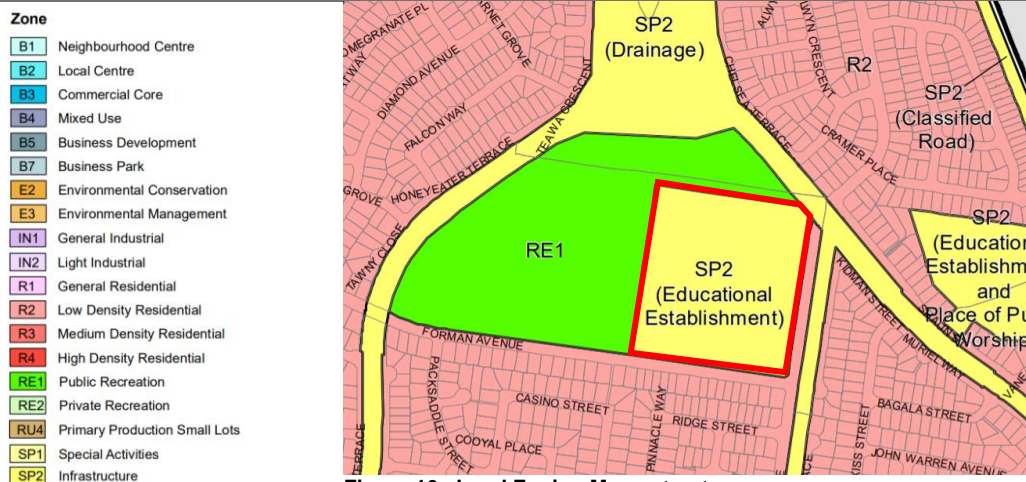
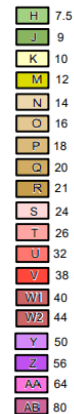


Figure 16 Land Zoning Map extract
Source: Blacktown LEP 2015

Height of Buildings Map - Sheet HOB_013

Maximum Building Height (m)



Height of buildings

The Height of Buildings Map under the Blacktown LEP 2015 does not specify a maximum building height for the site. Land surrounding the site has a maximum building height of 9 metres.

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



Figure 17 Height of Buildings Map extract
Source: Blacktown LEP 2015

Floor Space Ratio Map - Sheet FSR_013

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 and surrounding areas are not subject to floor space ratio (FSR) development standard under the Blacktown LEP 2015.

Refer to an extract of the Blacktown LEP 2015 FSR map at **Figure 18** below.

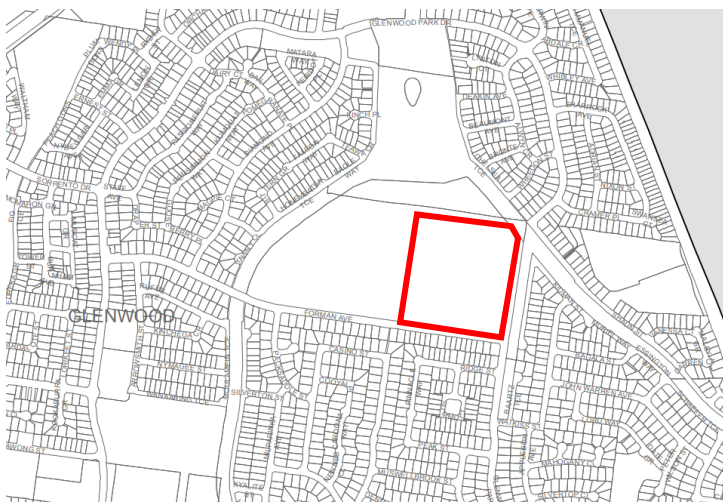


Figure 18 Floor Space Ratio Map extract

Source: Blacktown LEP 2015

Heritage Map Sheet HER_013

Heritage

	Item - General
	Item - Archaeological

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 Department of Education S. 170 heritage register under the Heritage Act 1977. The site is not identified on Department of Education Draft S170 Heritage and Conservation Register for schools.

There are heritage items located within the vicinity, namely House—Glenwood (item no. I25) approximately 550m to the north-west of the site and House (item no. I27) approximately 460m to the east of the site.

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



Figure 19 Heritage Map extract

Source: Blacktown LEP 2015

Terrestrial Biodiversity Map - Sheet BIO_013

Biodiversity
 Biodiversity

Terrestrial Biodiversity

The site is mapped as containing biodiversity on site and within the vicinity under the Blacktown LEP 2015. The provisions of Clause 7.2 of Blacktown LEP 2015 are applicable to the proposed development and will be considered with as part of any SSDA.

Refer to **Figure 20** below for an extract of the Blacktown LEP 2015 terrestrial biodiversity map.



Figure 20 Terrestrial Biodiversity Map extract

Source: Blacktown LEP 2015

Clause 7.1 Flood Planning	Section 10.7 Certificate indicates that there are no flood-related development controls adopted by Council that apply to the land. However, Council has indicated that the property is identified in the Low Flood Risk Precinct of the Caddies Creek floodplain. In this regard, the provisions of Clause 7.1 will be considered as part of any SSD Application.
Clause 7.3 Riparian land	This clause applies to land that is a watercourse or land that is within 40 metres of the top of the bank of a watercourse. The provisions of this clause will be considered as the site adjoins an existing drainage channel.
Clause 7.5 Essential Services	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</i> (Blacktown DCP 2015)	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	<p>Several master planning options have been developed for the site to meet the new Design for Manufacture and Assembly (DfMA) requirements based on the Educational Planning Objectives set out for the school redevelopment.</p> <p>An Architectural Design Statement will be prepared as part of the EIS and will detail the evolution of the design. 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	<p>An Aboriginal and Historical Heritage Due Diligence Assessment has been prepared for the site which found that there are likely to be Aboriginal objects present at the site in a subsurface context where soils have remained undisturbed from earlier development at the site. On this basis, an Aboriginal Cultural Heritage Assessment (ACHA) is to be prepared for the proposed development.</p>
Historical Archaeology	<p>The aforementioned Aboriginal and Historical Heritage Due Diligence Assessment found no evidence to suggest the presence of European archaeological deposit, and there were no objects or structures on the site that were of heritage significance.</p>
Traffic, Access and Parking	<p>A Rapid Transport Assessment has been prepared by The Transport Planning Partnership (TPPP) to inform the concept plan. 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 effective management of existing drop off/pick up facility, improved bus service routes and frequencies, the implementation and promotion of a School Travel Plan which focuses on active transport, additional bicycle/scooter</p>

	<p>parking and if necessary, additional pedestrian links to the school via Glenwood Reserve and staggered school start/finish times.</p> <p>The Rapid Transport Assessment will be shared with Council and Transport for NSW as part of ongoing consultations prior to formal lodgement of the SSDA.</p> <p>A Traffic and Transport Impact Assessment will be undertaken as part of the SSDA. 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> <p>A School Travel Plan will also be prepared to accompany the SSDA to promote and maximise the use of sustainable modes of travel to and from the site.</p>
Construction Management	<p>The school needs to remain operational throughout the construction works. A Preliminary Construction Management Plan will be prepared to support the application.</p>
Construction Traffic	<p>Construction traffic has the potential to be one of the biggest impacts on the local community, 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 impacts and journey to school conflicts, construction worker parking, traffic control plans and truck routes.</p>
Biodiversity, Flora and Fauna	<p>A Biodiversity Development Assessment Report (BDAR) will be provided with the SSD Application 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 SSDA.</p>
Arborist & Landscape	<p>An Arboricultural Impact Assessment will accompany the SSD Application, 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	<p>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.</p>

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 (if required);
- 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);
- Blacktown City 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 Glenwood High School, located at 85 Forman Avenue, Glenwood.

The proposal entails major upgrading work to Glenwood High School to increase teaching spaces and upgrade core facilities to increase current capacity. The proposed upgrade will occur in four stages. Stage 1 relocates existing demountable buildings to facilitate construction of the new building in Stage 2. Stage 3 proposes upgrades to existing buildings as well as the construction of demountable buildings to facilitate these upgrades. Stage 4 entails the removal of all 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, in the first instance please contact Helen Mulcahy, Principal Development Planner (helen.mulcahy@det.nsw.edu.edu.au) at Department of Education on 0437 184 280. You may also contact the undersigned (jane.fielding@architectus.com.au) on 02 8252 8400.

Yours sincerely,



Jane Fielding
Senior Associate, Planning
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ATTACHMENT A