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BARKER COLLEGE

Scoping Report

Prepared for
BARKER COLLEGE
3 November 2021

URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

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Project Code	P0023439
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1. INTRODUCTION

This Scoping Report has been prepared on behalf of Barker College (**the Proponent**) in support of proposed alterations and additions to the Barker College campus. This report seeks Secretary's Environmental Assessment Requirements (**SEARs**) for the preparation of an Environmental Impact Statement (**EIS**) that will accompany a State Significant Development Application (**SSDA**).

This section of the report identifies the applicant for the project and describes the site and proposed development. It outlines the site history and feasible alternatives explored in the development of the proposed concept, including key strategies to avoid or minimise potential impacts.

1.1. APPLICANT DETAILS

The applicant details for the proposed development are listed in the following table.

Table 1 Applicant Details

Descriptor	Proponent Details
Full Name(s)	Barker College
Postal Address	91 Pacific Highway, Hornsby 2077
ABN	18 620 620 356
Nominated Contact	David Porter, Chief Operating Officer
Contact Details	dporter@barker.nsw.edu.au 02 8438 7330

1.2. PROJECT DESCRIPTION

Through the SSDA process, Barker seeks to enhance existing conditions on the site as well as improve and plan for amenities and facilities to support the current and future student and staff population.

This SSDA seeks approval for the staged development of Barker College, including:

- Concept Proposal for the provision of new and upgraded facilities, including:
 - A Co-curricular Performing Arts and Exams Centre building and associated basement parking on the south-western corner of Unwin Road and Clarke Street (subject to a further detailed approval)
 - A new maintenance shed and associated parking to the south of the Performing Arts and Exam Centre Building (subject to a further detailed approval)
 - An Aquatic and Tennis Centre incorporating an indoor pool and roof-top tennis courts and associated basement parking on the north-western corner of Unwin Road and Clarke Street (subject to a further detailed approval)
 - Approval for the associated demolition of existing school buildings to accommodate the buildings described above.
 - Stage 1 detailed works (as outlined below)
- Stage 1 detailed works including:
 - Rationalisation of the of the internal Chapel Drive carriageway and parking area associated with the Junior School to improve the traffic flow and pedestrian safety associated with the internal pick-up and drop off system

- Re-alignment of the internal Chapel Drive carriageway and provision of adjacent footpath to improve the traffic flow and pedestrian safety associated with the internal pick-up and drop off system
- Landscape works to 'The Avenue' roadway (an internal share way) to create a new Civic space for the school and transitioning to the existing east-west site connection on RB Finlay Walk and toward C-Block
- Construction of a new elevated east-west walkway along the southern edge of C-Block and incorporating spectator viewing to Bowman Field
- Construction of a north-south pathway connection linking the Rosewood Centre to the Junior School Campus
- Increasing the existing cap that applies to total staff and student numbers, up to a maximum of 2850 students and 480 (FTE) staff using the campus at any one time.

A more detailed description of the proposed work is provided in **Section 3** of this report and is identified on the architectural concept plans prepared by Neeson Murcutt and Meille enclosed in **Appendix C**.

The proposed development has an estimated capital investment value of \$160,998,553. Accordingly, the proposal is classified as an SSD under 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'. A QS Report is enclosed in **Appendix B**.

The Minister is the consent authority for the proposal in accordance with section 4.5 of the *Environmental Planning and Assessment Act 1979* (**EP&A Act**). Accordingly, this DA is being lodged with the DPIE as an SSDA seeking staged development consent for the proposed concept proposal for new facilities on site and Stage 1 detailed works including an increase to the existing student and staff capacity.

The site information relevant to the project is provided in the following table. A detailed description of the key features of the site and locality is provided in Section 2.3 of this report.

Table 2 Site Details

Descriptor	Site Details
Street Address	91 Pacific Highway, Hornsby (Lot 100 DP 1262386) 9 Clarke Road (Lot 100 DP1232343) 27-31 Clarke Road (Lot 1 DP 857049) 5 Marillian Avenue (Lot 5 DP226796) 7 Marillian Avenue (Lot 12 DP200961) 30A Unwin Road (Lot 4 DP236907) 32 Unwin Road (Lot 5 DP236907) 32A Unwin Road (Lot 6 DP236907)
Site Area	168,462sqm

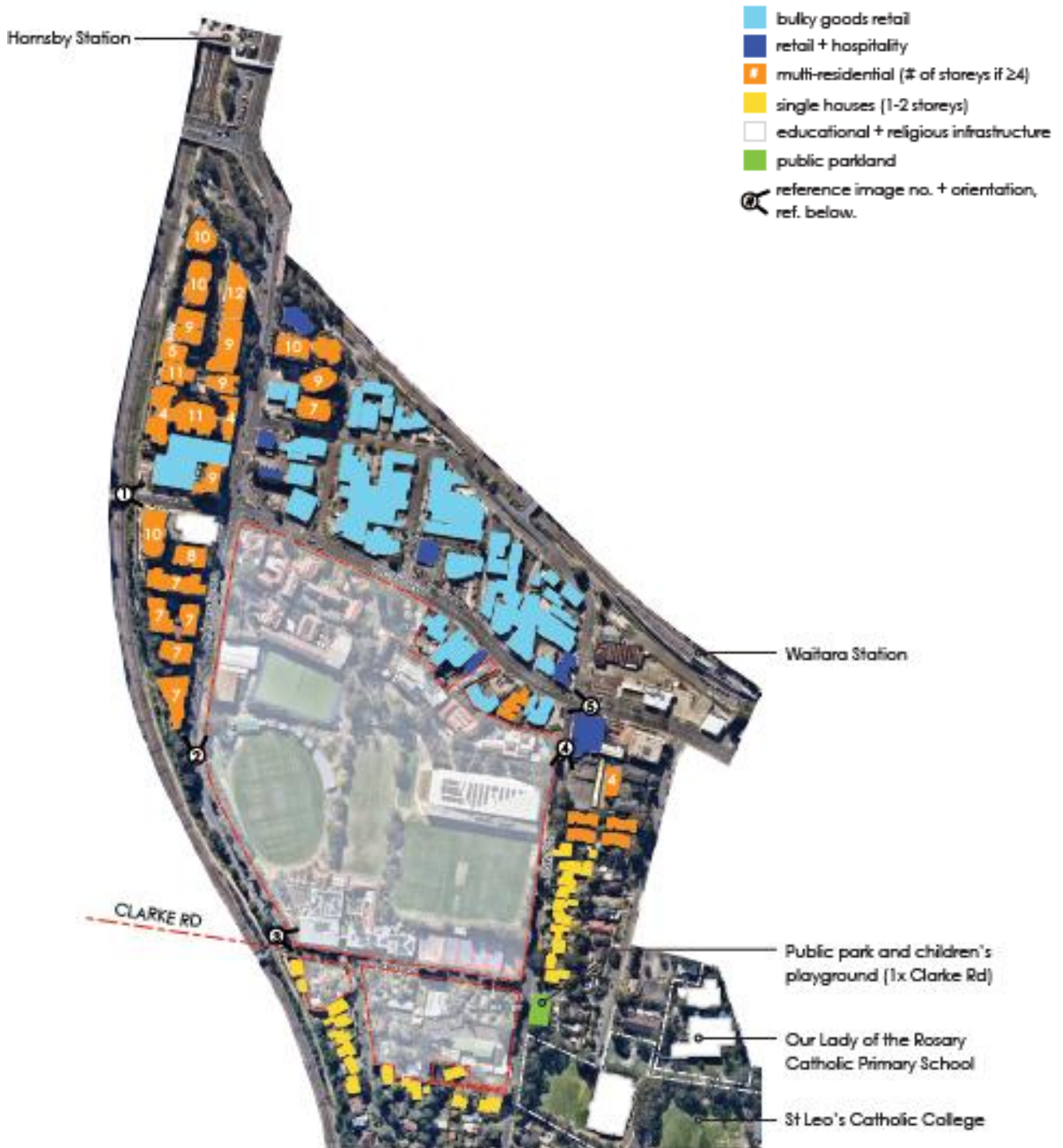
A map of the site in its regional setting is provided as **Figure 1**. The campus is surrounded a wide variety of uses including:

- Bulky retail and light industrial uses along the Pacific Highway
- Higher density (up to ten storey) apartment developments along College Crescent
- Predominantly post-war single houses along Unwin Road adjoining the Clarke Road South Campus as well as larger footprint buildings associated with the Barker Campus and the adjoining St Leo's Catholic College

The locality retains a significant tree canopy in the private domain with a high level of landscaping also retained across the Barker Campus.

Whilst there are several schools within the immediate context, notably St Leo's Catholic College (years 7-12) with a rear frontage to Unwin Road.

Figure 1 Site and Surrounding Context Map



Source: Neeson Murcutt + Neille

1.3. PROJECT BACKGROUND

1.3.1. Site History

Barker College was founded in 1890 in Kurrajong Heights and relocated to its current Hornsby campus, on the lands of the Dharug people, in 1895. Over that time, Barker has educated successive generations of leaders and families. During recent years, Barker has significantly invested in the redevelopment of its Campus to provide the very best facilities for teaching and learning.

1.3.1.1. Previous Development Consents

Under the banner of “Inspiring Tomorrow”, Barker is continuing to plan for its future with various approvals over the years for upgrades to existing buildings to provide modern teaching facilities.

A major constraint to the future growth of Barker is a student and staff capacity limit introduced in 2017 as part of Hornsby Council’s approval of DA/1194/2016 for the ‘*Demolition of basketball and tennis courts and construction of an educational establishment and child care centre in two stages*’.

Condition 60 of DA/1194/2016 identified the following student and staff capacity:

A maximum of 2420 students are to be enrolled at Barker College and a maximum of 339 equivalent full time staff are to be employed at Barker College. This includes a child care centre (Pre Kindergarten) which must accommodate a maximum of 40 children at any one time. Any increase to these student or staff numbers is not to occur without prior development consent.

Given the lack of co-educational independent schools in the locality (and indeed the broader metropolitan area) and the demand associated with quality education offered at Barker, the School is seeking to increase the capacity limit of staff and student numbers on site at any one time.

2. STRATEGIC CONTEXT

This section describes the way in which the proposal addresses the strategic planning policies relevant to the site. It identifies the key strategic issues relevant to the assessment and evaluation of the project which will be explored in further detail within the future EIS.

2.1. PROJECT JUSTIFICATION

The following table provides an overview of the consistency of the proposed development with the relevant strategic plans.

Table 3 Overview of the Strategic Policy Framework

Strategy	Comment
NSW Premier's Priorities	<p>NSW State Priorities is the State Government's plan to guide policy and decision making across the State. The proposal is consistent with key objectives contained within the plan, including:</p> <ul style="list-style-type: none"> ▪ The proposal will create temporary job opportunities in manufacturing, construction, and construction management during the project's construction phase of works. ▪ The proposal will provide high quality facilities, learning spaces and equipment for use by students and teaching staff. This will provide students with greater opportunities to learn and improve their numeracy and literacy skills.
Greater Sydney Region Plan: A Metropolis of Three Cities	<p>The proposal is also consistent with the vision of the Greater Sydney Regional Plan. Better access to educational opportunities is a key theme throughout the Plan, with schools being considered 'essential local infrastructure' to support local and regional growth</p>
Our Greater Sydney 2056: North District Plan	<p>The District Plan identifies planning priorities for the North District that build on the Region Plan's objectives. The following apply to the subject site:</p> <ul style="list-style-type: none"> ▪ Planning Priority 1: Planning for a city supported by infrastructure. ▪ Planning Priority 3: Providing services and social infrastructure to meet people's changing needs. ▪ Planning Priority 4: Fostering healthy, creative, culturally rich and socially connected communities. ▪ Planning Priority 6: Creating and renewing great places and local centres and respecting the District's heritage. ▪ Planning Priority 18: Delivering high quality open space. <p>Schools are essential local infrastructure. The NSW Department of Education estimates that an extra 77,978 students will need to be accommodated in both government and non-government schools in the District by 2036.</p>
Hornsby Local Strategic Planning Statement 2020	<p>Education and Training is one of the three largest industry sectors in the Hornsby Shire. A key aim of the LSPS is to ensure that health and education</p>

Strategy	Comment
	<p>services within Hornsby continue to adequately serve the Community into the future, and are a catalyst for local employment growth.</p> <p>The LSPS also identifies the opportunity to improve public accessibility to school halls, performing arts centres and other facilities throughout the Shire.</p>

2.2. KEY FEATURES OF SITE AND SURROUNDS

The site is approximately 168,462sqm and located within the Hornsby Local Government Area (**LGA**). It is shown on **Figure 2**. A map of the current campus is identified in **Figure 4**.

Barker College is located on the Hornsby ridge, with outlooks to the south and an openness to catch breezes. It retains close proximity to two rail stations – a 650m walk from Hornsby Station to College's northern entry on the Pacific Highway, and 350m from Waitara Station from The Avenue.

The Campus has two distinct parts – north and south of Clarke Road – and the opportunity for strong presence on Clarke Road. The main Campus to the north occupies almost a complete block. It includes The Avenue, recently purchased from Hornsby Council, and enjoys unbroken frontage to Unwin Road, Clarke Road and College Crescent. The School's primary and historic frontage is to the Pacific Highway.

The Campus south of Clarke Road accommodates its former Preparatory School, several houses occupied for school and residential purposes as well as a Maintenance Shed. This portion of the site used to incorporate the Barker pre-school which has been relocated to the northern portion of the site. Its distance from the main campus and location across a road have seen it develop for support and 'destinational' functions rather than primary classroom spaces.

2.2.1. Topography

The topography of the Campus is a defining characteristic. It is significantly sloped with an overall 25m fall from the north-west to south-east corner of the main Campus block, and over 10m fall south of Clarke Road.

The Campus has a clear order connected to its topography, with the main historic precinct to the north, the Junior School to the south, and a vast green spaces and sports fields – Barker Oval, Phipps Field, Peter Taylor Field, Rosewood Field – benched into the hillside through the centre of the site, creating distinction between an upper and lower Campus.

Given the physical scale of the Campus, clear circulation is fundamental and should work with the topography of the site.

2.2.2. Access and Parking

The steepness of the Campus is an acknowledged challenge to providing universal access. A key priority for Barker is to provide safe, comfortable and convenient pedestrian movement across the Campus while safely and effectively managing the vehicular drop-off and pick-up of students.

The internal Campus Road of Robert Bland Drive / Chapel Drive currently operate during morning and afternoon as a designated internal drop-off / pick-up loop, predominantly for Junior School students.

Figure 2 Site Aerial



Source: Urbis

Figure 3 Site Photographs



Picture 1 Core Precinct



Picture 2 Hornsby Hundred Building



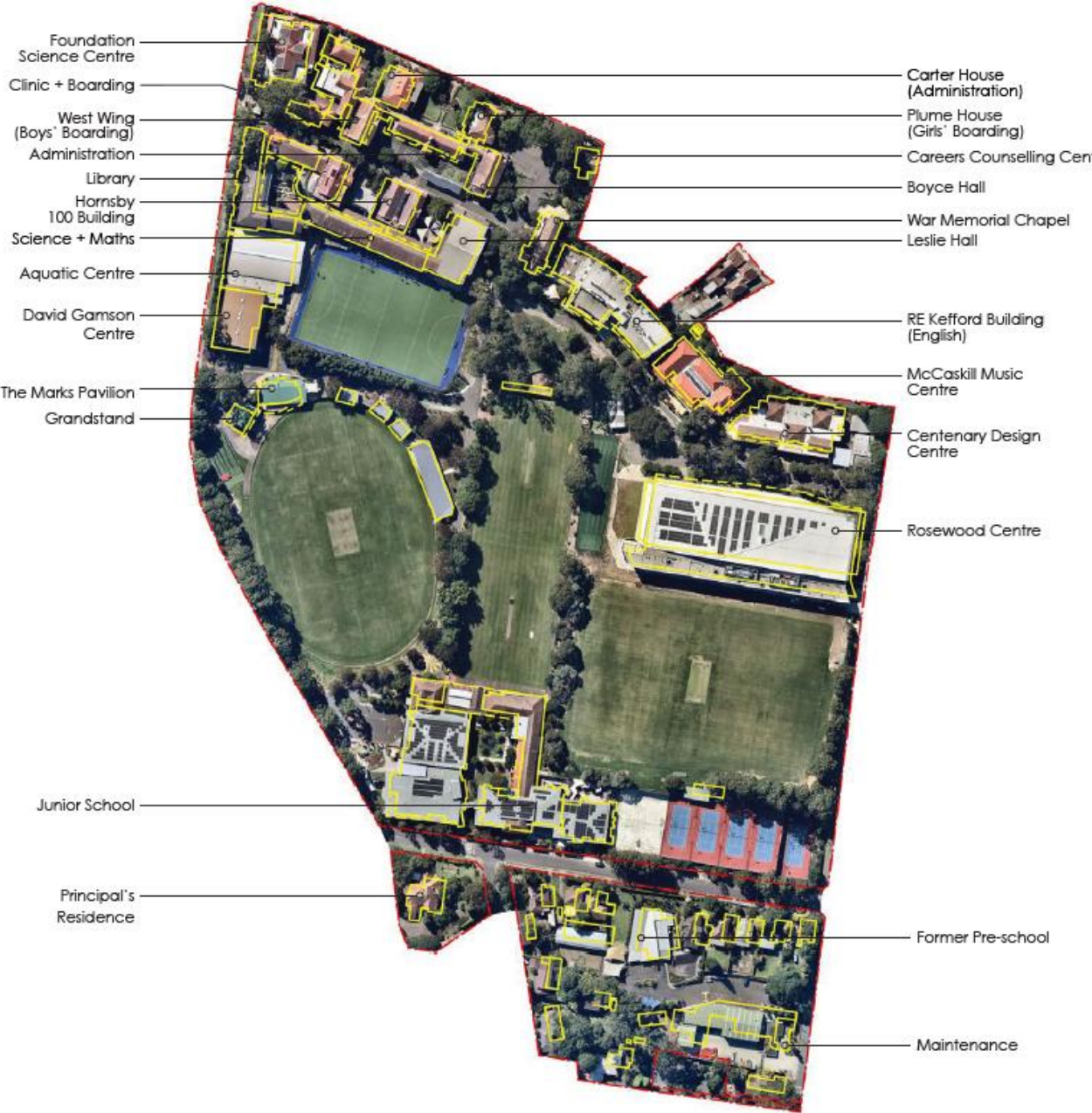
Picture 3 Eastern Precinct



Picture 4 Lower Campus

Source: Neeson Murcutt + Neille

Figure 4 Existing Campus Site Plan



Source: Neeson Murcutt + Neille

3. PROJECT DESCRIPTION

This section outlines the key features of the proposed development, including the project area, the conceptual physical layout and design (including likely mitigation measures), the main land use activities and the likely timing for delivery of the project.

It also includes a high-level of feasible alternatives which were considering having regard to the project objectives outlined in **Section 1.3** of this report, including the consequences of not carrying out the development.

3.1. PROPOSED DEVELOPMENT

Through the SSDA process, Barker seeks to enhance existing conditions on the site as well as improve and plan for amenities and facilities to support the current and future student and staff population.

The Concept and Stage 1 works are split into two key components:

Concept Approval for new Aquatic Centre, Co-Curricular Performing Arts and Exam Centre and Maintenance Shed

The SSDA seeks Concept Approval for the following:

- A Co-curricular Performing Arts and Exams Centre building and associated basement parking on the south-western corner of Unwin Road and Clarke Street (subject to a further detailed approval)
- A new maintenance shed and associated parking to the south of the Performing Arts and Exam Centre Building (subject to a further detailed approval)
- An Aquatic and Tennis Centre incorporating an indoor pool and roof-top tennis courts and associated basement parking on the north-western corner of Unwin Road and Clarke Street (subject to a further detailed approval)
- Approval for the associated demolition of existing school buildings to accommodate the buildings described above.
- Stage 1 detailed works (as outlined below)

A copy of the architectural concept drawings prepared by Neeson Murcutt + Neille are attached as **Appendix C**. These drawings identify the footprint and overall envelopes associated with the future buildings described above. They provide for landscaped setbacks to the street and neighbouring property boundaries. The envelope associated with the proposed maintenance shed is required to accommodate a new position for this building, given the position of the Performing Arts and Exam Centre building. The EIS will include the final version of these drawings for approval.

Improve internal accessibility and movement and Increase the Student and Staff Capacity

Stage 1 detailed works including:

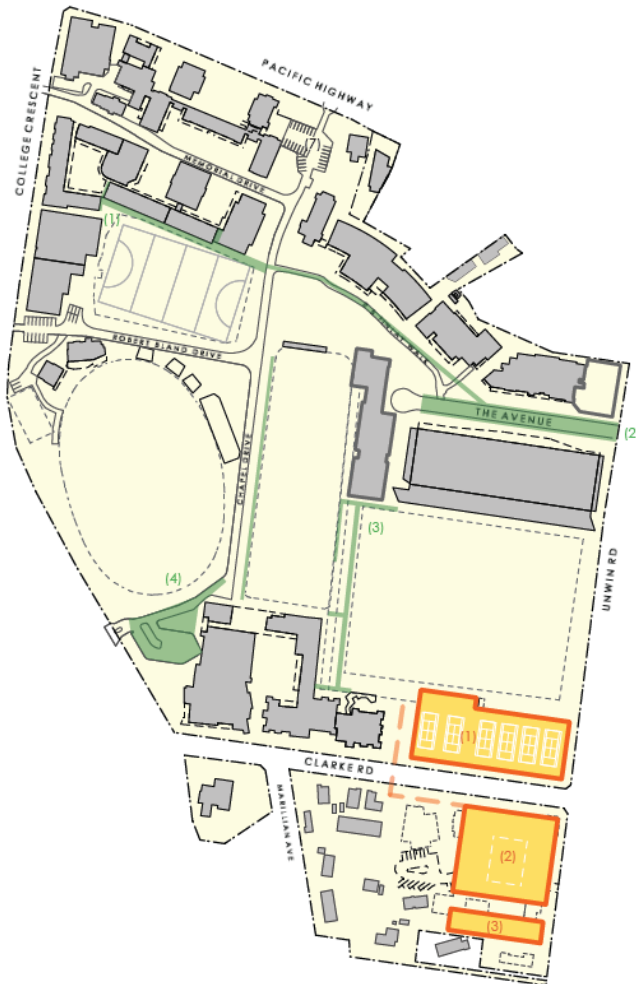
- Rationalisation of the of the internal Chapel Drive carriageway and parking area associated with the Junior School to improve the traffic flow and pedestrian safety associated with the internal pick-up and drop off system
- Landscape works to 'The Avenue' roadway (an internal share way) to create a new Civic space for the school and transitioning to the existing east-west site connection on RB Finlay Walk and toward C-Block
- Construction of a new elevated east-west walkway along the southern edge of C-Block and incorporating spectator viewing to Bowman Field
- Construction of a north-south pathway connection linking the Rosewood Centre to the Junior School Campus
- Increasing the existing cap that applies to total staff and student numbers, up to a maximum of 2850 students and 480 (FTE) staff using the campus at any one time.

Further, the SSDA seeks to increase the existing cap set by DA/1194/2016 that applies to total staff and student numbers, up to a maximum of 2850 students and 480 (FTE) staff using the campus at any one time.

A copy of the architectural concept drawings prepared by Neeson Murcutt + Neille are attached as **Appendix C**. These drawings identify the location of various physical works associated with Stage 1. The EIS will include the detailed and final version of these drawings for approval.

Figure 5 below summarises the concept proposals and detailed works that form this SSDA. More detailed plans (to be resolved within the EIS) are provided within Appendix C of this Scoping Report.

Figure 5 Proposed Development and Indicative Staging Strategy



SSDA STAGE 1

PEDESTRIAN INFRASTRUCTURE:

- (1) NEW ELEVATED WALKWAY SOUTH C-BLOCK
- (2) THE AVENUE + R B FINLAY WALK 'PUBLIC DOMAIN' CIVIC LANDSCAPE
- (3) ROSEWOOD WEST CONNECTION
- (4) RATIONALISATION OF DROP-OFF / PICK-UP

FUTURE STAGE: AQUATICS AND TENNIS CENTRE

- (1) AQUATICS + TENNIS

FUTURE STAGE: CO-CURRICULAR PERFORMING ARTS AND EXAM CENTRE

- (2) CO-CURRICULAR PERFORMING ARTS & EXAM CENTRE including 90 space carpark
- (3) MAINTENANCE FACILITY relocate existing 2-storey steel framed 'shed' 1000m2

Source: Neeson Murcutt + Neille

Figure 6 Indicative Concept Building Envelopes



Picture 5 Co-curricular Performing Arts and Exams Centre building from Unwin Road

Source: Neeson Murcutt + Neille



Picture 6 Clarke Road looking west towards Co-Curricular Performing Arts and Exam Centre (left) and Aquatic and Tennis Centre (right)

Source: Neeson Murcutt + Neille

3.2. FEASIBLE ALTERNATIVES

Clause 7 in Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (the Regulation) requires an analysis of any feasible alternatives to the proposed development, including the consequences of not carrying out the development.

Barker College identified project alternatives which were considered in respect to the identified need for the upgrades to the existing educational establishment. Each of these options is listed and discussed in the following table.

Table 4 Analysis of Feasible Alternatives

Option	Comments
Option 1 – Do Nothing	<ul style="list-style-type: none"> ▪ Aquatic Centre: The existing Aquatic Centre is nearing its serviceable lifespan. Retaining the current facility would mean that pool would need to be more frequently closed for upgrades, causing disruption in programming as well as resulting in significant maintenance cost to the School. ▪ Performing Arts and Exam Centre: The current buildings used for performing arts are not fit-for-purpose and unable to adequately accommodate the programs run by Barker. Further, the existing building accommodating exams is an inadequate size. Retaining the functions of these existing buildings does not meet the existing or future needs of the school.
Option 2 – Upgrade existing facilities in current locations	<ul style="list-style-type: none"> ▪ Aquatic Centre: If the pool was to be retained in existing location, there is no opportunity to expand due to its proximity to the middle school classrooms. Rather than significantly upgrade the existing pool there is the opportunity to provide a new facility in a more appropriate location, which better accommodates the needs of the school. Further, the retention of the pool building in its current position limits further growth and adaption of other buildings in the middle school area to accommodate academic functions in a convenient location on the Campus. ▪ Performing Arts and Exam Centre: The current location of the exam building is located adjacent to sporting fields and classrooms which can impact on the student's focus on exams. Retaining performing arts and exam functions in a high activity area of the campus with no opportunity to expand is not a feasible or practical option.
Option 3 – Proposed Development	<ul style="list-style-type: none"> ▪ Aquatic Centre: The new pool provides a 51.5m x 25m pool which converts to 2 x 10-lane 25m pools, with bleacher seating for the whole of Junior School, plus a 10m x 18m learn-to-swim pool and associated services. Given the nature of the building's use, the corner of Unwin and Clarke Roads has been identified as an ideal site with an appropriate public presence. It is a 'destinational facility', rather than one that one (like classrooms) that needs to be quickly and conveniently accessed by students during the school day. Rather than displace the existing outdoor tennis facility currently located here, tennis courts are proposed to be accommodated on the roof consolidating a sports precinct adjoining Rosewood Field.

Option	Comments
	<ul style="list-style-type: none"> ▪ Performing Arts and Exam Centre: The nature of its performing arts use (being a co-curricular stream) and hence one that does not need to be swiftly accessed during the school day, makes it ideally suited to siting south of Clarke Road. This precinct has been identified as accommodating 'destinational' uses. Further, its dual use as an exam centre for 8 weeks of the year (ie Naplan exams, HSC trials and HSC final exams) provides a quieter setting- away from higher activity hubs within the Campus.

4. STATUTORY CONTEXT

This section of the report provides an overview of the key statutory requirements relevant to the site and the project, including:

- Commonwealth Environment Protection and Biodiversity Conservation (EPBC) Act 1999
- *NSW Biodiversity Act 2016*
- *Environmental Planning and Assessment Act 1979*
- *Environmental Planning Assessment Regulation 2000*
- *State Environmental Planning Policy (State and Regional Development) 2011 (SRD SEPP)*
- *State Environmental Planning Policy (Infrastructure) 2007*
- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (ESEPP)*
- *Hornsby Local Environmental Plan 2013 (HLEP 2013)*

The following table categorise and summarises the relevant requirements in accordance with the DPIE guidelines. Each of these matters will be addressed in further detail within the future EIS.

4.1. STATUTORY REQUIREMENTS

The following table categorises and summarises the relevant requirements in accordance with the DPIE *State Significant Development Guidelines*.

Table 5 Identification of Statutory Requirements for the Project

Statutory Relevance	Action
<i>Power to grant approval</i>	<p>In accordance with Clause 15 of Schedule 1 of the SRD SEPP, development that has a CIV of more than \$20 million for the purpose of alterations or additions to an existing school are classified as SSD:</p> <p>The proposed works have an estimated CIV of \$160,998,553 (refer Appendix B) and accordingly, the proposal is SSD for the purposes of the SRD SEPP.</p>
Permissibility	<p>Barker College is within the R2 Low Density Residential zone. The proposal, being for the purposes of an '<i>educational establishment</i>' is permissible with development consent under the provisions of the HLEP 2013.</p> <p>Further, the R2 zone is identified as a '<i>prescribed zone</i>' pursuant to Clause 33 of the ESEPP. Consequently, development for the purposes of an '<i>educational establishment</i>' is also permissible with consent under the ESEPP.</p>
<u>Other approvals</u>	
NSW National Parks & Wildlife Act 1974 (NPW Act)	<p>The NPW Act aims to prevent the unnecessary or unwarranted destruction of relics and the active protection and conservation of relics of high cultural significance. The provisions of the Act apply to both indigenous and non-indigenous relics.</p> <p>Section 4.41 of the EP&A Act provides that SSD is exempt from the need for a section 90 permit for the removal of items of Aboriginal heritage. An archaeological assessment will be undertaken as part of the EIS to identify and minimise potential heritage impacts in relation to the Proposal.</p>

Statutory Relevance	Action
NSW Heritage Act 1977 (Heritage Act)	The Heritage Act protects heritage items, sites and relics in NSW older than 50 years regardless of cultural heritage significance. Section 4.41 of the EP&A Act, provides that SSD is exempt from the application of Division 8 of Part 6 of the Heritage Act.
NSW Roads Act 1973 (Roads Act)	<p>Section 138 of the Roads Act requires the consent of the relevant roads authority Camden Council or Transport for NSW (TfNSW) for work in, on, under or over a public road.</p> <p>Any works proposed to a public road as part of the proposal would require the consent of the relevant road authority. Consultation would be undertaken with the TfNSW during the preparation of the EIS to ensure adequate consideration of potential issues affecting public roads within or surrounding the site.</p>
NSW Water Management Act 2000 (WM Act)	<p>Under the WM Act, a licence would be required if water was to be extracted from a creek or if any waterways were to be realigned during construction.</p> <p>Under section 4.41J of the EP&A Act approvals under sections 89, 90 or 91 of the WM Act are not required.</p>
NSW Rural Fires Act 1997 (Rural Fires Act)	<p>The Rural Fires Act requires consideration of potential bush fire impacts on development at the planning assessment stage in order to protect people and property from the effects of bush fire. Section 100B requires a bush fire authority to be issued prior to undertaking certain types of development on bushfire prone land.</p> <p>The site is not identified as bushfire prone land. Section 4.41 of the EP&A Act provides that SSD is exempt from the need for a bushfire safety authority under section 100B of the Rural Fires Act.</p>
NSW Protection of the Environment Operations Act 1997 (POEO Act)	<p>The POEO Act enforces licences and approvals formerly required under separate Acts relating to air, water and noise pollution, and waste management with a single integrated licence. Under Section 48 of the POEO Act, premise-based scheduled activities (as defined in Schedule 1 of the EP&A Act) require an Environment Protection Licence (EPL).</p> <p>Assessments carried as part of the EIS for the proposal would determine the need for an EPL. The general provisions of the POEO Act in relation to the control of pollution of the environment will apply throughout the development.</p> <p>During the construction phase of the project, appropriate management measures would be required in relation to the control of noise, dust, erosion and sedimentation, and stormwater discharge to ensure that the pollution control provisions of the POEO Act are satisfied.</p>

4.2. PRE-CONDITIONS

Table 6 outlines the pre-conditions to exercising the power to grant approval which are relevant to the project and the section where these matters are addressed within the Scoping Report.

Table 6 Pre-conditions

Statutory Reference	Pre-condition	Relevance
State Environmental Planning Policy No 55 - Remediation of Land (SEPP 55) – clause 7(1)	A consent authority must be satisfied that the land is suitable in its contaminated state - or will be suitable, after remediation - for the purpose for which the development is proposed to be carried out.	Potential sources of contamination exist at the site but are not expected to preclude the proposed development of the site.
Concept development consent (Section 4.24 of the EP&A Act)	Determination of any further development application in respect of the site cannot be inconsistent with the consent for the concept proposals for the development of the site.	The SSDA seeks consent for Concept proposals and Stage 1 works.
State Environment Planning Policy (Sydney Drinking Water Catchment) 2011 (Drinking Water SEPP) - clause 10(1) and (2)	<p>1. A consent authority must not grant consent to the carrying out of development under Part 4 of the Act on land in the Sydney drinking water catchment unless it is satisfied that the carrying out of the proposed development would have a neutral or beneficial effect on water quality.</p> <p>2. For the purposes of determining whether the carrying out of the proposed development on land in the Sydney drinking water catchment would have a neutral or beneficial effect on water quality, the consent authority must, if the proposed development is one to which the NorBE Tool applies, undertake an assessment using that Tool.</p>	The project is located on land within the Sydney drinking water catchment.

4.3. MANDATORY CONSIDERATIONS

Table 7 outlines the relevant pre-conditions to exercising the power to grant approval and the section where these matters are addressed within the EIS

Table 7 Mandatory Considerations

Legislation	Relevance
<i>Biodiversity Conservation Act 2016</i>	<p>In accordance with section 7.9(2) of the Biodiversity Conservation Act 2016 (BC Act), an SSD is required to be accompanied by a biodiversity development assessment report (BDAR). However, a BDAR waiver may be granted should it be determined by DPIE and the DPIE Biodiversity Conservation Division that the proposed development is not likely to have any significant impact on biodiversity values.</p> <p>Cumberland Ecology has been appointed by Barker College for ecology services assisting the SSDA. Cumberland Ecology has undertaken a preliminary desktop review and believes a Biodiversity Development Assessment Report Waiver ('BDAR Waiver') in accordance with the BC Act may be appropriate. However, Cumberland Ecology is currently undertaking a Field Survey to further investigate the site prior to the submission of any BDAR Waiver Request to DPIE.</p>
<i>State Environmental Planning Policy (State and Regional Development) 2011</i>	<p>SEPP SRD identifies development that is considered to have significance on a state-wide level.</p> <p>Clause 15 of Schedule 1 of the SEPP identifies education establishments as state significant:</p> <p><i>15 Educational establishments</i></p> <p><i>(1) Development for the purpose of a new school (regardless of the capital investment value).</i></p> <p><i><u>(2) Development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school.</u></i></p> <p><i>(3) Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017), including associated research facilities, that has a capital investment value of more than \$30 million.</i></p> <p>The proposed development is for Concept Approval and Stage 1 works for an existing school. The development will therefore be determined by the Minister, rather than Hornsby Council.</p>
<i>State Environmental Planning Policy No 55 – Remediation of Land</i>	<p>SEPP 55 introduces state-wide planning controls for the remediation of contaminated land. The policy states that land must not be developed if it is unsuitable for a proposed use because it is contaminated. If the land is unsuitable, remediation must take place before the land is developed.</p> <p>Excavation associated with the proposed Stage 1 works will be minor and could be appropriately managed through conditions of development consent.</p>

Legislation	Relevance
	<p>Previous environmental investigations carried out in the vicinity of the site affected by the concept proposals identified asbestos in fill material. However, development at the site will be informed and supported by detailed contamination investigations undertaken in accordance with the provisions of SEPP 55. These more detailed investigations will be conducted at a later stage and as part of the detailed applications for these works.</p> <p>If land is contaminated, the site will be suitably remediated prior to development to reduce the risk of harm to human life or to other aspects to the environment. It is assumed that the site can be remediated and prepared suitable for future urban development.</p>
<p><i>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017</i></p>	<p>The ESEPP aims (amongst other things) to streamline the planning system for education and childcare facilities.</p> <p>Schedule 4 of the ESEPP outlines the design quality principles that are to be considered in the design of a facility. The proposal will respond to the design quality principles as follows:</p> <ul style="list-style-type: none"> ▪ Principle 1 – context, built form and landscape: The proposal will consider the relationship between proposed buildings and the surrounding context. A Landscaping Plan/Statement will accompany the EIS. ▪ Principle 2 – sustainable, efficient and durable: The proposal will adopt a range of ESD initiatives, and an ESD Report will accompany the EIS. The proposal will also provide positive social and economic benefits for the local community by ensuring that teaching facilities are meeting contemporary educational needs. ▪ Principle 3 – accessible and inclusive: The proposal is capable of complying with relevant provisions for accessibility, and an Accessibility Report will accompany the EIS. ▪ Principle 4 – health and safety: Crime Prevention Through Environmental Design (CPTED) measures will be incorporated into the design, operation and management of the site to ensure a high level of safety and security for students and staff. A CPTED Report will accompany the EIS. ▪ Principle 5 – amenity: The proposal will contain high quality facilities, spaces and equipment for use by students and staff. These will provide students with an enhanced learning environment. ▪ Principle 6 – whole of life, flexible and adaptive: The proposal involves new classrooms and associated facilities, which will be designed to ensure flexibility and longevity. ▪ Principle 7 – aesthetics: The proposal will respond to the heritage and residential context. When constructed the proposal will have high quality external finishes. <p>A further detailed assessment of the proposal against the ESEPP will be undertaken within EIS.</p>

Legislation	Relevance		
	<p>Clause 42 of the ESEPP states:</p> <p><i>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.</i></p> <p>The buildings identified for concept proposal within the application exceed the 8.5m height standard under the HELP 2013. Notwithstanding, Clause 42 allows development consent to be granted without the need to vary this clause under Clause 4.6 of the HELP 2013. Notwithstanding, the EIS will provide a detailed assessment of the proposed building height and associated impacts.</p>		
<i>State Environmental Planning Policy (Infrastructure) 2007</i>	<p>The ISEPP identifies the environmental assessment category into which different types of infrastructure and services development are classified.</p> <p>The ISEPP requires certain traffic generating developments to be referred to Transport for NSW (TfNSW). The SSDA seeks approval for additional students and staff for an existing school. In accordance with Clause 57 of the ESEPP, the proposal is considered traffic generating development and will be referred to TfNSW for comment.</p> <p>The SSDA may also be referred to the relevant utility service providers to confirm that the siting and layout of the proposed development will not impact on relevant easements and/or infrastructure corridors.</p>		
<i>Hornsby Local Environmental Plan 2013 (HELP 2013)</i>	An assessment of the preliminary concept plans against the principal development standards within the HLEP is provided below.		
	Development Standard	Control	Compliance
	Land Use	R2 Low Density Residential	'Educational Establishments' are permissible with consent
	Clause 4.3 Height of Buildings	8.5 metres	The concept building envelopes for the Performing Arts and Exam Centre and Aquatic and Tennis Centre buildings exceed the height control. As identified above, this variation does not require a variation under Clause 4.6 of HELP 2013 due to Clause 42 of the ESEPP. Notwithstanding, the EIS will provide a detailed assessment of the

Legislation	Relevance		
			proposed building height and associated impacts.
	Clause 4.4 Floor Space Ratio	No applicable control	Not applicable
	Clause 5.10 Heritage Conservation	Barker College contains several locally listed heritage items, including Item 465 “Barker College Junior school”, Item 501 “Barker College—group of buildings, grounds and gate” and Item 782 “Barker College—Centenary Design Centre, McCaskill Music Centre and Development Office”. The site is partially located within the Barker College Heritage Conservation Area (HCA).	No works are proposed to any of the listed heritage items. Assessment of the heritage significance of the site will be incorporated into the EIS.

5. COMMUNITY ENGAGEMENT

The following sections of the report describe the engagement activities that have already been carried out for the project, including preliminary community views, and the engagement to be carried out during the preparation of the EIS.

5.1. ENGAGEMENT CARRIED OUT

5.1.1. Community Consultation

Barker is committed to keeping the School community, the local community and surrounding residents informed about the proposed works and offer easy and available ways to provide feedback.

Community consultation has begun with information available on the School's website including an invitation to attend a community information session. Additional activities for community consultation include a neighbour letterbox drop, project 1800 number and dedicated email address. Barker intends to keep the community updated through throughout the SSDA process

All feedback received will be collated in a Communications and Engagement Outcomes Report that will be provided to Barker College and form part of the EIS.

5.2. ENGAGEMENT TO BE CARRIED OUT BY THE APPLICANT

5.2.1. Scoping Meeting

Initial discussions have occurred with DPIE's School Infrastructure Assessment team who confirmed that under the new Rapid Assessment Framework, a Scoping Meeting shall be requested by DPIE following their review of the Scoping Report. We would like to request a meeting to discuss the application following the lodgement of the Scoping Report.

5.2.2. Additional Stakeholder Engagement

It is recognised that there will be a number of stakeholders who will require consultation throughout the preparation of the EIS. These may include but are not limited to:

- Hornsby Shire Council including the Mayor, Councillors and Planning and Compliance team
- Elected members (Matt Kean MP – Member for Hornsby and Alister Henskens MP – Member for Kur-ring-gai)
- Department of Planning, Industry and Environment (DPIE)
- Government Architect of NSW / State Design Review Panel (SDRP)
- Transport for NSW
- Barker staff, parents and students
- The local community, particularly neighbouring residents

In accordance with the Regulations, the EIS will be placed on formal public exhibition once the Department of Planning & Environment review the document as being 'adequate' for this purpose. Following this exhibition period, the applicant will respond to matters raised by notified parties.

6. PROPOSED ASSESSMENT OF IMPACTS

This section identifies the key impacts which will be further investigated and assessed within the EIS, including the proposed approach to assessing each of these matters. It also identifies the matters addressed in the scoping phase that are unlikely to result in significant impacts and do not warrant further consideration in the EIS.

6.1. MATTERS REQUIRING FURTHER ASSESSMENT IN THE EIS

The following section of the report provide a description of the relevant matters and impacts which will be addressed in detail within the EIS. It outlines the matters and impacts of potential concern to the community and other stakeholders. It includes each of Key Issues and Other Issues as identified in the Scoping Summary Table (refer **Appendix A**).

6.1.1. Access

6.1.1.1. Access to property

Access to Barker College will remain available from all existing access points. The EIS will detail the proposed rationalisation and upgrades to the existing pick up and drop off system as part of the Stage 1 works, including any operational changes. Access arrangements during construction and operation of the proposed works will also be incorporated into the EIS.

6.1.1.2. Traffic and parking

The proposal involves no loss in overall parking and improved pick-up and drop off system. Given the proposed SSDA aims to increase staff and student numbers on site, a Parking and Traffic Impact Assessment and associated Green Travel Plan will be prepared by a suitably qualified consultant for inclusion in the EIS. These documents will analyse impacts on both parking and traffic impacts arising from the proposal as well as provide any relevant mitigation measures.

Traffic associated with the construction process of the Stage 1 works will be incorporated into a Construction Traffic Management Plan within the EIS. Construction traffic impacts associated with the concept proposals identified within this SSDA will be addressed as part of future detailed proposals for these buildings.

6.1.2. Amenity

6.1.2.1. Air Quality

It is not anticipated that there will be any adverse impacts associated with air quality. During construction, air quality will be managed through appropriate dust mitigation measures through the use of a Construction Management Plan. This plan is only required to address Stage 1 works.

6.1.2.2. Noise and Vibration

As the proposal provides an increase to the existing student cap, an acoustic report will also be undertaken to demonstrate compliance with the EPA's Noise Policy for Industry based on the proposed staff and student numbers on site. A Construction and Operational Noise Report will also be provided as part of the EIS. The report will provide a detailed assessment of potential noise and vibration impacts caused by the proposed construction and operations activities associated with the proposal, and recommendations for appropriate mitigation measures.

6.1.3. Visual

The EIS will outline the contextual relationship and setting within which the proposed Stage 1 works and concept proposals will be viewed. The EIS and final architectural package will detail the rationale for the siting and layout of the proposed development, including any measures to mitigate any visual impacts. This work will also consider any comments provided as part of engaging with the SDRP.

6.1.4. Built Environment

The concept plans prepared by Neeson Murcutt + Neille (**Appendix C**) provide a preliminary indication of the proposed detailed works and building footprints and envelopes that form this SSDA.

The EIS will outline the proposed development in detail, including any site preparation works, proposed building works and works associated with parking and access. The final architectural package and urban design report will detail the rationale for the siting and layout of the proposed development, including the concept proposals.

The EIS will address the height, bulk and scale of the proposed development within the context of the locality. The EIS will also address the design quality with specific consideration of the use of colours, materials, finishes and landscaping associated with the detailed Stage 1 works. Further, an overall Landscape Strategy and Concept Landscape Plan will be prepared as part of the concept proposals, it being noted the relevant detailed landscape plan/s associated with each building will be prepared for the future detailed applications for these buildings.

Importantly, any future design will be considered against the recently exhibited draft Connecting with Country framework released by the NSW Government Architect, and any comments from the State Design Review Panel.

6.1.4.1. Ecologically Sustainable Development

The EIS will demonstrate the way in which Ecologically Sustainable Development (**ESD**) principles have been incorporated into the siting and design of the proposed development. It will identify potential measures to be implemented into the design and construction to minimise the environmental footprint of the development, including opportunities to avoid or minimise the demand for water, power, etc, ensuring sustainable outcomes.

6.1.4.2. Utility & Infrastructure Delivery

The EIS will outline the adequacy of the existing portable water, sewer, electricity, and telecommunications infrastructure to accommodate the proposed development, including any necessary upgrades to meet forecasted demand.

6.1.4.3. BCA and Access

Given the scope of works within Stage 1, a BCA Report is not required to be prepared. BCA requirements associated with the concept proposals identified within this SSDA will be addressed as part of future detailed proposals for these buildings.

An Access Statement will be prepared by a qualified accessibility consultant to ensure Stage 1 works will be capable of providing universal access to all required areas in accordance with relevant Australian Standards.

6.1.5. Hazards and risks

6.1.5.1. Geotechnical and Contamination

Based on previous studies undertaken on the Barker site by JK Environmental, geotechnical and contamination issues are expected to be relevant, particularly for the concept proposals that involve a greater level of excavation and disturbance. Appropriate geotechnical and contamination investigations will be addressed at a later time as part of the future applications addressing those detailed works to enable suitable structural designs and to appropriately address statutory contamination requirements and mitigation measures for those works.

6.1.5.2. Waste Management

A Construction Waste Management Plan will be prepared and accompany the EIS. Where possible, all demolition, construction and operational waste will be reused or recycled. Based on the scope of works proposed in Stage 1, it is not expected any changes will be required to existing operational waste management across the campus. The plans will detail proposed waste management practices including storage and collection points.

6.1.5.3. Stormwater Management

Stormwater impacts associated with the Stage 1 works will be assessed by a qualified consultant and the assessment will be provided with the submission of the EIS. A Stormwater Management Plan and Sediment & Erosion Control Plan will accompany the EIS submission and will provide details regarding proposed on-site stormwater management, as well as any proposed water capture and reuse and erosion and sediment control measures required to mitigate offsite impacts.

6.1.6. Construction Management

A Preliminary Construction and Environmental Management Plan (CEMP) will be submitted with the EIS and will outline the key management measures to be implemented during construction of the proposed Stage 1 works. Any construction impacts associated with buildings the subject of the concept proposals will be identified in future application/s that seek their specific design and construction.

6.1.7. Heritage

6.1.7.1. Historic

Barker College contains several locally listed heritage items, including Item 465 “*Barker College Junior school*”, Item 501 “*Barker College—group of buildings, grounds and gate*” and Item 782 “*Barker College—Centenary Design Centre, McCaskill Music Centre and Development Office*”. Parts of the overall site are also located within the Barker College Heritage Conservation Area (HCA).

In accordance with Clause 5.10 of HLEP 2013, a Heritage Impact Assessment (HIA) will be prepared as part of the EIS to assess the impact of the Stage 1 works and concept proposals on locally listed items within the site and within the HCA.

6.1.7.2. Archaeology

A search of Heritage NSW AHIMS Web Services (Aboriginal Heritage Information Management System) on 27 October 2021 confirmed that no Aboriginal sites are recorded or declared in or near the site. While it is anticipated there will be no items of Aboriginal heritage on site, an Aboriginal Cultural Heritage Assessment will be prepared as part of the EIS/

6.1.8. Social

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

- The provision of new direct and indirect jobs will be created during both construction and operational phases
- The alleviation on existing building stock and capacity of school facilities within the Campus and in the surrounding area to cater for education needs arising from population growth
- The provision of sufficient and improved areas for physical access, indoor and outdoor recreation, as well as co-curricular activities to improve the health, wellbeing and education of existing and future students

6.2. MATTERS REQUIRING NO FURTHER ASSESSMENT

Table 8 below summarises the relevant matters that require no further assessment in the EIS.

Table 8 No additional assessment requirements

Issue	Justification
Water – Flooding and Riparian Corridor	The site is not identified as flood prone
Built Environment – Airspace Operations	The site is not located in close proximity to an airport.

Issue	Justification
Biodiversity	Cumberland Ecology has been appointed by Barker College for ecology services assisting the SSDA. Cumberland Ecology has undertaken a preliminary desktop review and believes a Biodiversity Development Assessment Report Waiver ('BDAR Waiver') in accordance with the BC Act may be appropriate. However, Cumberland Ecology is currently undertaking a Field Survey to further investigate the site prior to the submission of any BDAR Waiver Request to DPIE.
Hazard and Risks – Bushfire, Biosecurity, Coastal hazards, Land movement	<p>The site is not identified as bushfire prone land</p> <p>The site is not in a coastal area.</p> <p>The existing and proposed operations are not classified as hazardous or offensive development or a biosecurity risk.</p>
Air – gas	The proposed future operation does not emit any gases that warrant assessment such as greenhouse gas.
Amenity – odour	The proposed future operation will not cause any anticipated odorous issues, and thereby does not warrant further assessment.

7. CONCLUSION

The purpose of this report is to request SEARs for the preparation of an EIS to support Concept and Stage 1 development of Barker College. Barker College is committed to working with key stakeholders, including State Government agencies and Hornsby Council to deliver a high-quality development.

This SEARs request outlines the approval pathway for the application, the legislative framework, and the key matters for consideration in the assessment of the application. The EIS will demonstrate how the proposal is suitable for the site and the potential environmental impacts can be appropriately mitigated, minimised, or managed to avoid any unacceptable impacts.

We trust that the information detailed in this letter is sufficient to enable the DPIE to issue the SEARs to guide the preparation of the EIS.

8. DISCLAIMER

This report is dated 3 November 2021 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of Barker College (**Instructing Party**) for the purpose of Scoping Report (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

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All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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