



SCOPING REPORT

The Kings School
North Parramatta Campus

URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

Director	Peter Strudwick
Senior Consultant	Toni Walter
Consultant	Amber Can
Project Code	P003469
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1. INTRODUCTION

This Scoping Report has been prepared on behalf of The Kings School in support of a proposed alterations and additions to School's North Parramatta 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)	The Kings School
Postal Address	87-129 Pennant Hills Road, North Parramatta
ABN	24 481 364 152
Nominated Contact	Hamish Blair – Director of Finance and Business Operations
Contact Details	hblair@kings.edu.au 02 9683 8447

1.2. PROJECT DESCRIPTION

Through the SSDA process, The Kings School is seeking to upgrade and enhance existing conditions on 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 works of The Kings School, including:

- Concept Proposal for the provision of new and upgraded facilities, including:
 - Future upgrades to the Preparatory School (Stage 2).
 - A new Sports Pavilion adjacent to the western sports field precinct.
 - A new Boarding House
 - A new Day Boy House
 - Detailed Stage 1 works (as specifically outlined below).
- Detailed Stage 1 works including:
 - A building for Science, Technology, Engineering, Arts and Maths (the 'STEAM building') within the Senior School.
 - Prep School Upgrade Stage 1
 - Demolition of existing staff accommodation residences and replacement with 9 new townhouse residences.
 - Provision of a new vehicular entrance into the site from the west (through land owned by Tara Anglican School for Girls) and internal roadworks.

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 BVN included at **Appendix B**.

The proposed development has an estimated capital investment value which exceeds \$50 million. Accordingly, the proposal is classified as State Significant Development (SSD) under clause 15 of Schedule 1 of *State Environmental Planning Policy (Planning Systems) 2021* (Planning Systems SEPP), being ‘development for the purposes of the erection of a building, or alterations or additions to an existing building, at an existing school that has a capital investment value of more than \$50 million. A QS Report will be included as part of the EIS.

In accordance with section 4.5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act), the Minister is the consent authority for the proposal (unless referred to the Independent Planning Commission). Therefore, this application is being lodged with the Department of Planning and Environment (the Department) as an SSDA seeking staged development consent for the proposed Concept Proposal for various new facilities across the campus and detailed Stage 1 works.

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 2.2 of this report.

Table 2 – Legal Description of Site

Descriptor	Site Details
Street Address	87-129 Pennant Hills Road, North Parramatta.
Legal Description	Lot A in DP 329288 Lot 10 in DP 812772 Lot 1 in DP 57491 Lot 1 in DP 64765 Lot 1 in DP 59169 Lot A in DP 321595 Lot 1 in DP 581960 Lot B in DP 329288 Lot 2 in DP 235857
Site Area	Approx. 129 hectares

The Kings School campus is surrounded by a variety of land uses, including low and medium density residential dwellings to the north, east and south, seniors housing on the southern side of Pennant Hills Road, and several service stations and specialised retail premises on Pennant Hills Road.

The campus also includes significant areas of bushland and tree canopy coverage to the north, and also to the west beyond the site’s boundary. The Kings School retains a high proportion of the existing natural landscape with the developed part of the campus located within the southern and eastern portions of the site.

There are also several schools within the immediate vicinity of The Kings School, including Tara Anglican School for Girls and Burnside Public School, both accessible from Masons Drive to the south-east. An aerial map of the site within its regional context is included at Figure 1.

Figure 1 – Aerial Map of Site Location



Source: NearMap (2020)

1.3. PROJECT BACKGROUND

The Kings School is Australia's oldest independent school and has provided education excellence since 1831. In the 1950s the school moved from the Parramatta CBD to its current campus in North Parramatta. The Kings School offers education to boys from Pre-Kindergarten through to Year 12 and is one of the largest boarding schools in Australia. The overall school campus includes a Preparatory School (Pre-K to Year 6) and Senior School (Years 7 – 12) with a total of almost 2000 existing students and 900 existing staff.

To meet the changing needs of The Kings School, an internal School Masterplan has recently been prepared by Architectus to assist in guiding the school's development and project prioritisation and sequencing over the next 20 years. Part of this development includes increasing the capacity of the school to accommodate projected growth in staff and student numbers, equating to a total of 2120 students and 920 staff. The growth in students is associated with the Preparatory School only. The Masterplan also aims to facilitate the implementation of improvements and upgrades to the school through a series of guiding design principles.

The subject SSDA seeks to implement a component of works associated with this internal school Masterplan, including that which will enable the growth of the students and staff associated with the Preparatory School.

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 proposed development is aligned with the State, district and local strategic plans and policies applying to the site as outlined below.

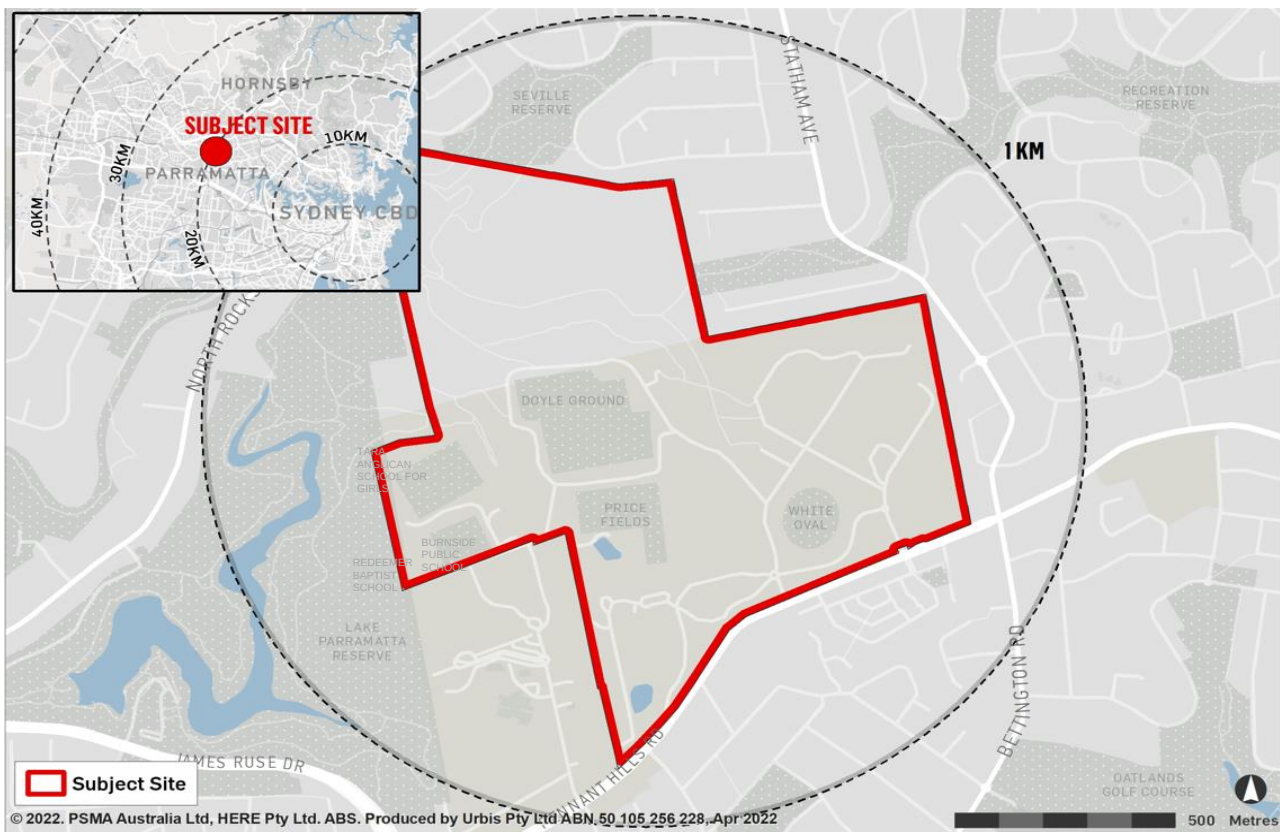
Table 3 – Overview of Strategic Planning Policy Framework

Strategy	Comment
Greater Sydney Region Plan: A Metropolis of Three Cities	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
Our Greater Sydney 2056: Central City District Plan	The District Plan identifies planning priorities for the Central City District that build on the Region Plan's objectives. The following apply to the subject site: ▪ Planning Priority C1: Planning for a city supported by infrastructure. ▪ Planning Priority C1: Providing services and social infrastructure to meet people's changing needs. ▪ Planning Priority C2: Fostering healthy, creative, culturally rich and socially connected communities. ▪ Planning Priority C6: Creating and renewing great places and local centres and respecting the District's heritage. Schools are essential local infrastructure. The proposal is consistent with the objectives and outcomes identified in the Central City District Plan and will provide for development that addresses the plan's priorities.
Parramatta Local Strategic Planning Statement	The Parramatta Local Strategic Planning Statement (LSPS) City Plan 2036 guides the strategic direction and planning of the Parramatta LGA over the next 20 years, drawing together the needs of the community and priorities for jobs, homes and infrastructure. The LSPS identifies that the ability to provide additional school capacity is particularly challenging. As a result, a key priority is to provide for community infrastructure and recreation opportunities, alongside improving public accessibility to school assets by the broader community.

2.2. KEY FEATURES OF SITE AND SURROUNDING AREA

The site comprises an area of approximately 129 hectares and is located within the City of Parramatta LGA, as shown in Figure 2. The Kings School is divided into separate school precincts, with the Senior School located within the eastern portion of the site, and the Preparatory School located in the south-western portion of the site near Pennant Hills Road. This is shown in Figure 3.

Figure 2 – Site Context Map



Source: Urbis (2022)

Figure 3 – Site Plan of Existing Campus



Source: School Masterplan (2020)

2.2.1. Heritage

The site includes an 1880s homestead that is used to house Year 7 boarders by the school known as Gowan Brae. Under the *Parramatta (former The Hills) Local Environmental Plan 2012* (former The Hills LEP 2012), the whole site is identified as a heritage item of local significance (i176) and includes “Gowan Brae Group”, comprising “Gowan Brae House”, *Kings School Chapel, gatehouse and fence, aviary, fountain, rotunda, “The Cedars”, grave, 19th century driveways and stables, iron palisade fence, horseshoe bridge/dam and roadway.*

With the exception of The Kings School Chapel, most of these elements identified as being of heritage significance are associated with the earlier ownership of the property. The Chapel was relocated from the original location of the Kings School within the Parramatta CBD.

2.2.2. Vegetation and Environmental Features

The campus has a large and diverse landscape as well as extensive playing fields and open space. This includes two riparian corridors (Hunts Creek and a smaller waterway) and dense amounts of vegetation within the northern portion of the site.

The dense bushland to the north of the campus contains significant native vegetation that forms part of a broader area of remnant bushland and includes Sydney Turpentine Ironbark Forest.

The dense bushland and existing riparian corridors are intended to be retained as it forms part of the stewardship and ethos of The Kings School community.

2.2.3. Traffic and Access

The school currently has two main vehicular entries from Pennant Hills Road to the centre and east of the campus (comprising the Prep. School and Senior School respectively).

A key priority for The Kings School is to improve legibility and ‘address’ to the senior and junior schools, improve internal circulation across the campus, and maintain high levels of safety.

Figure 4 – Images of Existing Development



Picture 1 – The Oval



Picture 2 – The Chapel



Picture 3 – Senior School Pick Up/Drop Off

Source: *School Masterplan (2020)*



Picture 4 – Senior School Courtyard



Picture 5 – Aerial View of Prep. School

Source: *School Masterplan (2020)*



Picture 6 – Main Entrance at Russell Road

Source: *Google Streetview (2020)*

3. PROJECT DESCRIPTION

This section outlines the key features of the proposed development, including the project area, the conceptual physical layout and design, the main land use activities and indicative staging of the project.

It also includes a high-level understanding of feasible alternatives which were considered, including the consequences of not carrying out the development.

3.1. PROPOSED DEVELOPMENT

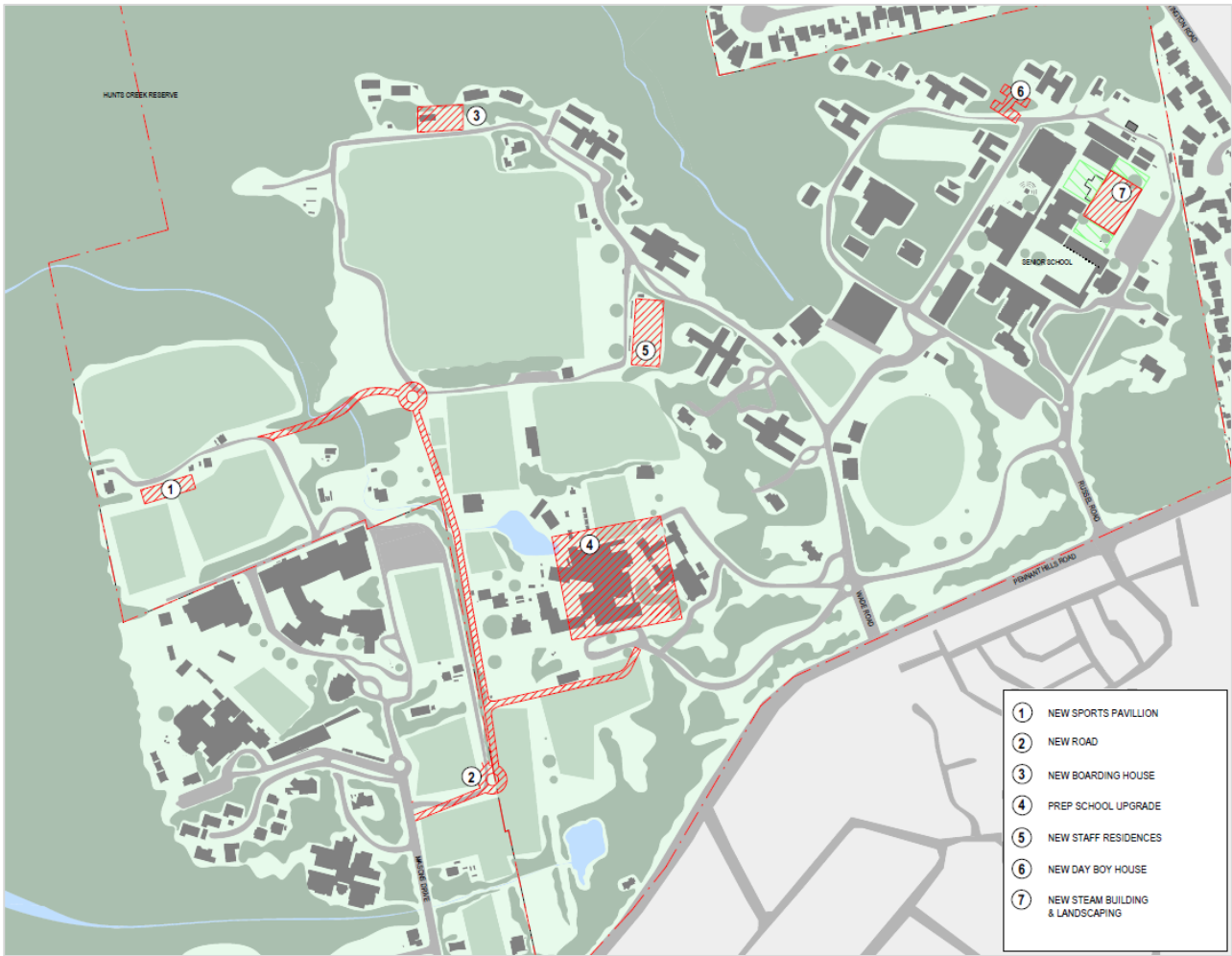
The Kings School is seeking to upgrade and enhance existing conditions on site, as well as improve and plan for amenities and facilities to support the current and future student and staff population.

This SSDA seeks to implement a component of works associated with internal School Masterplan, including that which will enable the growth of the students and staff associated with the Preparatory School. This SSDA seeks approval for the staged works of The Kings School, including:

- Concept Proposal for the provision of new and upgraded facilities, including:
 - Future upgrades to the Preparatory School (termed ‘Stage 2’ works).
 - A new Sports Pavilion adjacent to the western sports field precinct.
 - A new Boarding House for up to 85 boarders to allow junior boarders to be relocated from the existing Gowan Brae residence
 - A Day Boy House for Year 7 students who currently do not have a designated house, also involving the relocation of Ryrie Road
 - Detailed Stage 1 works (as specifically outlined below).
- Detailed Stage 1 works including:
 - A building for Science, Technology, Engineering, Arts and Maths (the ‘STEAM building’) within the Senior School adjacent to the existing Science building.
 - More immediate upgrades required to the Preparatory School (termed ‘Stage 1’ works) including:
 - Additional classrooms
 - A Performing Arts and Music Academy comprising a dedicated performance space and music practice rooms to replace existing music facilities.
 - Upgrades and expansion of the existing staff room.
 - Demolition of various existing on-site residences across the Campus (that would otherwise require significant upgrades or that are no longer fit-for-purpose) and the provision of 9 new on-site townhouse residences for staff and their families within the Senior School Boarding Precinct.
 - Provision of a new vehicular entrance into the site from the west (through land owned by Tara Anglican School for Girls) to provide more direct and legible access to the Preparatory School and sporting fields, as well as internal roadworks.

The design development process is on-going, and the EIS will include the final version of these drawings for approval. The location of works comprising the Concept Proposal and Detailed Stage 1 works is shown in Figure 5.

Figure 5 – Proposed Development



Source: BVN (2022)

3.2. FEASIBLE ALTERNATIVES

Section 192 of the *Environmental Planning and Assessment Regulation 2021* (the EP&A Regulation) requires an analysis of any feasible alternatives to the proposed development, including the consequences of not carrying out the development.

The Kings School has identified a number of project alternatives which were considered in relation to this project. Each of these options is listed and discussed in the following table.

Table 4 – Analysis of Feasible Alternatives

Option	Comments
Option 1 – Do Nothing	The Kings School is a leading private educational establishment that seeks to provide its students with the highest standards of education. For the school to maintain this standard, The Kings School needs to adapt and upgrade its existing facilities commensurate with contemporary education standards and practices A “Do nothing” approach as per Option 1 would diminish the quality of education provided to its current and future students.
Option 2 – Upgrade existing facilities in current locations	An investigation to the state of the existing buildings on the site was reviewed in the preparation of the internal School Masterplan prepared by Architectus. This investigation found a number of buildings were in poor condition and in need for repair, replacement or adaption to meet contemporary needs. Pursuing Option 2 would represent an inefficient and unfeasible investment approach.
Option 3 – Proposed development	The proposed development (including the location of proposed buildings) has been carefully considered in consultation with the broader school community. The site is also affected by a number of environmental constraints, particularly within the northern portion of the site. The proposed works are concentrated within those parts of the school that already consist of disturbed spaces or existing buildings and associated infrastructure. Pursuing Option 3 represents the most desirable option to meet the immediate and longer-term needs of The Kings School.

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 Act 1999*
- *NSW Biodiversity Act 2016*
- *Environmental Planning and Assessment Act 1979*
- *Environmental Planning Assessment Regulation 2021*
- *State Environmental Planning Policy (Biodiversity and Conservation) 2021* (Biodiversity and Conservation SEPP)
- *State Environmental Planning Policy (Planning Systems) 2021* (Planning Systems SEPP)
- *State Environmental Planning Policy (Resilience and Hazards) 2021* (Resilience and Hazards SEPP)
- *State Environmental Planning Policy (Transport and Infrastructure) 2021* (Transport and Infrastructure SEPP)
- *Parramatta (former The Hills) Local Environmental Plan 2012* (former The Hills LEP 2012)

Consideration is also required to be given to the following matters:

- *Draft Parramatta Local Environmental Plan 2021* (Draft Parramatta LEP 2021)
- *The Hills Development Control Plan 2012*

The following table categorise and summarises the relevant requirements in accordance with the Department 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 Department's State Significant Development Guidelines (November 2021).

Table 5 – Identification of Statutory Requirements for the Project

Statutory Relevance	Action
<i>Power to grant approval</i>	In accordance with Clause 15 of Schedule 1 of the Planning Systems SEPP, development that has a capital investment value (CIV) of more than \$50 million for the purpose of alterations or additions to an existing school is classified as SSD. The proposed works have an estimated CIV exceeding \$50 million (to be provided within the EIS). Therefore, the proposal is SSD in accordance with the Planning Systems SEPP.
Permissibility	The majority of The Kings School site is zoned SP2 Infrastructure (Educational Establishment) under former The Hills LEP 2012. A small portion of the site is zoned R2 Low Density. The proposed development is for the purpose of an <i>educational establishment</i> and is permissible with development consent in the SP2 and R2 zones.
Other approvals	

Statutory Relevance	Action
NSW Heritage Act 1977	The Heritage Act 1977 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 establishes that SSD is exempt from the application of Division 8 of Part 6 of the Heritage Act.
NSW National Parks and Wildlife Act 1974	The National Parks and Wildlife Act 1974 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. 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 proposed development.
Rural Fires Act 1997	An approval under section 100B of the Rural Fires Act 1997 may be required for the proposed development. The site is used as a 'school' of which a portion of the site is located on bush fire prone land. This type of development is identified as a 'Special Fire Protection Purpose' (SFPP) in accordance with this section 100B of the Rural Fires Act 1997. In accordance with section 4.14 of the EP&A Act, a bush fire safety authority certificate is not required from the NSW Rural Fire Service where a development is SSD. However, the proposed development would be required to meet the relevant requirements of the Planning for Bush Fire Protection Guidelines.
NSW Water Management Act 2000	In accordance with the Water Management Act 2000, a licence would be required if water was to be extracted from a creek or if any waterways were to be realigned during construction. In accordance with section 4.14 of the EP&A Act, approvals under sections 89, 90 or 91 of the Water Management Act 2000 are not required for SSD.
NSW Protection of the Environment Operations Act 1997	The Protection of the Environment Operations Act 1997 (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). 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. 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.

4.2. PRE-CONDITIONS

Table 6 outlines the pre-conditions to exercising the power to grant approval which are relevant to the proposed development.

Table 6 – Pre-Conditions

Statutory Reference	Pre-condition	Relevance
EP&A Act – Section 4.24 (Concept development consent)	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 a Concept Proposal and Detailed Stage 1 works.
<i>State Environmental Planning Policy (Resilience and Hazards) 2021 – Section 4.6</i>	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 may exist at the site but are not expected to preclude the proposed development of the site.

4.3. MANDATORY CONSIDERATIONS

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

Table 7 – Mandatory Considerations

Legislation	Relevance
<i>Biodiversity Conservation Act 2016</i>	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 the Department and its Biodiversity Conservation Division that the proposed development is not likely to have any significant impact on biodiversity values. The site is not currently listed as 'biodiversity' land on the Terrestrial Biodiversity Map under the former The Hills LEP 2012. However, it includes two riparian corridors and dense vegetation within the northern portion of the site, which is currently managed by the school. As set out within the Planning Proposal for the 'Harmonisation LEP', the draft Parramatta LEP 2021 includes proposed amendments to the mapping of biodiversity and riparian corridors. These amendments will identify that the northern portion of the site comprises significant vegetation on private own land (to be shown on the Biodiversity Map) and the location of natural creek corridors (to be shown on the Riparian Land and Waterways Map).

Legislation	Relevance
	Eco-Logical Australia has been previously engaged to provide ecology services and analysis to the school. A Biodiversity Development Assessment Report ('BDAR Report') will be prepared and submitted with the SSDA.
<i>State Environmental Planning Policy (Planning Systems) 2021</i>	The Planning Systems SEPP identifies development that is considered to be significant to the state of NSW. Section 15 of Schedule 1 of the SEPP identifies education establishments as state significant development: 15 Educational establishments <i>(2) Development for the purposes of the erection of a building, or alterations or additions to an existing building, at an existing school that has a capital investment value of more than \$50 million.</i> The proposed development is for Concept Approval and Detailed Stage 1 works for an existing school with a CIV over \$50 million. The development will therefore be determined by the Minister for Planning and Homes (unless referred to the Independent Planning Commission), as opposed to the City of Parramatta Council.
<i>State Environmental Planning Policy (Resilience and Hazards) 2021</i>	The Resilience and Hazards SEPP establishes 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. Any excavation associated with the proposed Detailed Stage 1 works are likely to be minor. Appropriate contamination investigations will be conducted and if land is contaminated, the site will be suitably remediated (or contamination removed) 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.
<i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i>	The Transport and Infrastructure SEPP aims to streamline the planning system for education and childcare facilities, amongst other things. Schedule 8 outlines the design quality principles that are to be considered in the design of a school. The proposed development will respond to the following design quality principles: - Principle 1 – context, built form and landscape: The proposed development will consider the relationship between proposed buildings and the surrounding context. A Landscaping Plan/Statement will be submitted with the EIS. - Principle 2 – sustainable, efficient and durable: The proposed development will adopt a range of sustainability initiatives, and a Sustainability Report will be submitted with 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. A Social Impact Assessment will be submitted with the EIS.

Legislation	Relevance
	▪ Principle 3 – accessible and inclusive: The proposed development is capable of complying with relevant provisions for accessibility, and an Accessibility Report will be submitted with 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 Assessment will be submitted with the EIS. ▪ Principle 5 – amenity: The proposed development will contain high quality facilities, spaces and equipment for use by students and staff. These will provide students with an enhanced learning environment. In addressing this matter an Architectural Design Report will be submitted with the EIS. ▪ Principle 6 – whole of life, flexible and adaptive: The proposed development involves new classrooms and associated facilities, which will be designed to ensure flexibility and longevity. In addressing this matter an Architectural Design Report will be submitted with the EIS. ▪ Principle 7 – aesthetics: The proposed development will respond to the site's heritage and residential context. When constructed the proposal will have high quality external finishes. In addressing this matter an Architectural Design Report and Heritage Impact Assessment will be submitted with the EIS. A further detailed assessment of the proposal against the Transport and Infrastructure SEPP will be undertaken within EIS. We note that Section 3.43 of the Transport and Infrastructure SEPP states: <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> Notwithstanding the above provision, the EIS will provide a detailed assessment of the proposed building height and associated impacts. The Transport and Infrastructure SEPP also identifies the environmental assessment category into which different types of infrastructure and services development are classified, and requires certain traffic-generating developments to be referred to Transport for NSW (TfNSW). In accordance with Section 3.58 of the Transport and Infrastructure SEPP, the proposed development is likely to be considered traffic-generating development and will therefore be referred to TfNSW. 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.

Legislation	Relevance		
<i>Parramatta (former The Hills) Local Environmental Plan 2012</i>	An assessment of the preliminary concept plans against the principal development standards within the former The Hills LEP 2012 is provided below.		
	Development Standard	Control	Compliance
	Land Use	SP2 Infrastructure (Educational Establishment)	'Educational Establishments' are permissible with consent
		R2 Low Density residential	
	Clause 4.3 – Height of Buildings	9 metres	The proposed STEAM building will likely exceed the 9m requirement and the exact heights of the proposed boarding house and day boy house may also exceed this requirement, although this is subject to current detailed design. Notwithstanding Section 3.43 of the Transport and Infrastructure SEPP (referred to earlier), the EIS will provide a detailed assessment of the proposed building height and associated impacts.
	Clause 4.4 – Floor Space Ratio	Not mapped	Not applicable
	Clause 5.10 – Heritage Conservation	The whole site is heritage listed (i176) and includes the "Gowan Brae Group", comprising "Gowan Brae House", Kings School Chapel, gatehouse and fence, aviary, fountain, rotunda, "The Cedars", grave, 19th century driveways and stables, iron palisade fence, horseshoe bridge/dam and roadway.	All works proposed will be designed in a way which respects the significance of the site's heritage listing. An assessment of the heritage significance of the site will be addressed in a Heritage Impact Assessment (HIA) and incorporated into the EIS.

Legislation	Relevance
<i>Draft Parramatta Local Environmental Plan 2021</i>	The draft Parramatta LEP 2021 does not propose any changes to the zoning, key development standards or heritage mapping applicable to the site. The proposed development will be located within the southern and eastern portion of the site, away from the dense vegetation and riparian corridors in the northern portion of the site. Consideration will be given to the draft Parramatta LEP 2021 as part of the EIS, including biodiversity issues.

5. COMMUNITY ENGAGEMENT

The following section of the report describes the engagement activities that have been carried out for the project. This includes seeking preliminary feedback from the community, as well as the engagement to be carried out during the preparation of the EIS.

5.1. ENGAGEMENT CARRIED OUT

5.1.1. Community Consultation

The Kings School is committed to keeping the school community, the local community and surrounding residents informed about the proposed works.

The intention to progress a Masterplan has been identified in previous newsletters as well as within The Kings School Strategic Plan (2022-2024) available on the School's website.

In the process of preparing the internal School Masterplan (Architectus), several workshops were held during 2019 with key representatives from the School Community. One of the outcomes of these workshops was the preparation of a long list of campus initiatives was developed. This long list was then used to develop a priority list of projects most needed for the school as well as an indicative staging plan. These priority projects form the basis of the SSDA.

As one of the priority projects involves gaining alternate access from the west, Tara Anglican School for Girls has been specifically consulted.

As more detail is developed, further information will be shared with key stakeholders.

5.2. ENGAGEMENT TO BE CARRIED OUT

5.2.1. Additional Stakeholder Engagement

Further community and stakeholder consultation will be undertaken in the preparation and assessment of the EIS. This may include consultation with the following stakeholders:

- Department of Planning and Environment
- Government Architect of NSW and the State Design Review Panel (SDRP)
- Local Aboriginal Land Council
- City of Parramatta Council
- Transport for NSW
- The Kings School staff, parents and students (both old boys and current students)
- The local community (particularly neighbouring residents and businesses)

All feedback received during the preparation of the EIS will be collated in a Communications and Engagement Outcomes Report that will be provided to The Kings School and form part of the EIS.

In accordance with the EP&A Regulations, the EIS will be placed on formal public exhibition once the Department reviews 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

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 that may be of particular concern to the community and other stakeholders. It also includes each of the Key Issues and Other Issues as identified in the Scoping Summary Table (refer to **Appendix A**).

6.1.1. Access

Access to property

Access to The Kings School will remain available from all existing access points. The EIS will set out the proposed new vehicular entrance from the west through land owned by Tara, as well as any internal road upgrade works to the Preparatory School and sporting fields precinct that require development consent as part of the Detailed Stage 1 works. The EIS will also include details on any operational changes to the school and access arrangements during construction and operation of the proposed works.

Traffic and parking

The proposal involves no loss in overall parking across the campus and improved drop-off and pick-up arrangements within the Preparatory School. 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 proposed development as well as provide any relevant mitigation measures, where required.

Traffic associated with the construction process of the Detailed Stage 1 works will be incorporated into a Construction Traffic Management Plan within the EIS. Construction traffic impacts associated with the Concept Proposal identified within this SSDA would be addressed as part of future detailed SSDAs for those buildings.

6.1.2. Heritage

Historic

The whole site is identified as a heritage item of local significance (i176) and includes *“Gowan Brae Group”, comprising “Gowan Brae House”, Kings School Chapel, gatehouse and fence, aviary, fountain, rotunda, “The Cedars”, grave, 19th century driveways and stables, iron palisade fence, horseshoe bridge/dam and roadway.*

In accordance with Clause 5.10 of the former The Hills LEP 2012, a Heritage Impact Assessment (HIA) will be prepared as part of the EIS to assess the impact of the Detailed Stage 1 works and Concept Proposal on locally listed items within the site (and in the surrounding area).

Archaeology

It is anticipated that there will be no items of Aboriginal heritage significance on site. However, an Aboriginal Cultural Heritage Assessment Report (ACHAR) will be prepared and submitted as part of the EIS and the relevant consultation process will be followed as part of preparing that ACHAR.

It should be noted that the AHIMS register does not represent a comprehensive list of all Aboriginal objects or sites in a specified area as it lists recorded sites only identified during previous archaeological assessment. Areas not subject to previous assessment are therefore unlikely to contain registered sites on the AHIMS register, although sites currently unknown may occur.

6.1.3. Biodiversity

The campus has a large and diverse landscape as well as extensive playing fields and open space. This includes two riparian corridors (Hunts Creek and a smaller waterway) and dense amounts of vegetation within the northern portion of the site, including Sydney Turpentine Ironbark Forest.

The dense bushland and existing riparian corridors are intended to be retained as it forms part of the stewardship and ethos of The Kings School community.

A Biodiversity Development Assessment Report ('BDAR Report') will be prepared and submitted with the SSDA.

6.1.4. Hazards and Risks

Bushfire

The location of the proposed development will be located away from the land identified as bushfire prone land. However, a Bushfire Hazard Assessment will be prepared and submitted as part of the EIS to ensure the Detailed Stage 1 works and Concept Proposal will provide a safe bushfire protection outcome and ensure the safety of its occupants.

Geotechnical and Contamination

Appropriate geotechnical and contamination investigations will be addressed as part of the EIS, including a Stage 1 Environmental Assessment (and Stage 2 Environmental Assessment and Remediation Action Plan (RAP), if required). This will enable suitable structural designs to be incorporated and to appropriately address statutory contamination requirements and any appropriate mitigation measures for those works.

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 Detailed Stage 1 scope of works, it is expected that there will not be any changes required to existing operational waste management across the campus. The plans will detail proposed waste management practices including storage and collection points.

Stormwater Management

Stormwater impacts associated with the Detailed 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 and 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 where relevant.

6.1.5. Built Environment

The preliminary concept plans prepared by BVN (refer to **Appendix B**) provide an indication of the approximate location and detail of the proposed works.

The design development process is ongoing and 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 detailed Architectural Plans and Architectural Design Report will set out the rationale for the siting and layout of the proposed development, including the concept proposals.

The EIS will also address the height, bulk and scale of the proposed development within the context of the surrounding area, and design quality with specific consideration of the use of colours, materials, finishes and landscaping associated with the Detailed Stage 1 works.

An overall Landscape Strategy and Concept Landscape Plan will also be prepared as part of the Concept Proposal. Although it is noted that detailed landscape plans associated with each building will be prepared as part of future Detailed SSDAs for these buildings.

Any future design will be considered against the recently exhibited draft Connecting with Country Framework released by the NSW Government Architect, as well as any comments from the SDRP.

Ecologically Sustainable Development

The EIS will demonstrate the way in which the principles of Ecologically Sustainable Development (ESD) 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.

Utility and 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.

BCA and Access

A Building Code of Australia (BCA) Report will be prepared which outlines how the proposed Detailed Stage 1 works, where required, meet the relevant requirements of the BCA. BCA requirements associated with the Concept Proposal identified within this SSDA will be addressed as part of future Detailed SSDAs for those components.

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

6.1.6. Amenity

Visual

The final architectural package will detail the rationale for the siting and layout of the proposed development, including access arrangements

The EIS will outline how any potential visual impacts of the proposed development are minimised, especially at the interface between the proposed school site and the existing residential dwellings to the east.

Noise and Vibration

Given the separation of the proposed works from sensitive receivers, it is not anticipated that there will be any adverse noise or vibration impacts arising from the proposal.

An Acoustic Report will be undertaken to demonstrate compliance with the EPA's Noise Policy for Industry based on the proposed development.

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 Detailed Stage 1 works, and recommendations for any mitigation measures, where appropriate

Air Quality

Due to the nature of the proposal, it is not anticipated that there will be any adverse impacts associated with air quality, and accordingly a specialist report addressing this matter will not be required.

During construction, air quality will be managed by appropriate dust mitigation measures through a Construction Management Plan (CMP). The CMP will be provided with the EIS and will address the Detailed Stage 1 works only.

6.1.7. 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 Detailed Stage 1 works. Any construction impacts associated with buildings subject to the Concept Proposal will be identified in future Detailed SSDAs that seek their specific design and construction.

6.1.8. Social

The social and economic impacts resulting from the proposed development will be set out in detail within the EIS. The anticipated social and economic impacts include:

- The provision of new and improved buildings and facilities to maintain and improve the delivery of education and pastoral care of existing and future students.
- The provision of new direct and indirect jobs will be created during both construction and operational phases of the proposed development.

6.2. MATTERS REQUIRING NO FURTHER ASSESSMENT

Table 8 identifies the matters that would not require further assessment in the EIS. Each of these matters has been considered within the scoping phase but considered unlikely to result in significant impacts that warrant further assessment.

Table 8 – No Additional Assessment Requirements

Issue	Justification
Built Environment – Airspace Operations	The site is not located in close proximity to an airport.
Air Quality	The proposed development will not generate any consequential air quality impacts related to atmospheric emissions, gases or particulate matter.
Odour	The proposed future operation would not cause any anticipated odour-related issues, and therefore does not warrant further assessment.
Hazards and Risks	With the exception of those hazards and risks identified in Section 6.1, the proposed development does not require further assessment of matters relating to other hazards because: ▪ It is not located in a coastal environment. ▪ The existing and proposed operations are not classified as hazardous or offensive development or a biosecurity risk.

7. CONCLUSION

The purpose of this report is to request SEARs for the preparation of an EIS to support the staged works at The Kings School including a Concept Proposal and Detailed Stage 1 works. The Kings School is committed to working with key stakeholders, including State Government agencies and City of Parramatta Council to deliver a high-quality development.

This Scoping Report 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 proposed development is suitable for the site and how the potential environmental impacts can be appropriately mitigated, minimised, or managed to avoid any unacceptable impacts where relevant.

We trust that the information contained in this Scoping Report is sufficient to enable the Department to issue the SEARs to guide the preparation of the EIS.

DISCLAIMER

This report is dated 24 August 2022 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 THE KINGS SCHOOL (**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).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.

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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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

APPENDIX A

SCOPING SUMMARY TABLE

APPENDIX B

ARCHITECTURAL CONCEPT PLANS

