



SCOPING REPORT

REGIS EDUCATION, SPORTS AND COMMUNITY
PRECINCT

REQUEST FOR PROJECT-SPECIFIC SEARs

Oran Park – Tranche 28

May 2023

PROJECT-SPECIFIC SEAR'S SCOPING REPORT

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Prepared for: **Greenfields Development Company (No.2) Pty Ltd**
5 Peter Brock Drive
ORAN PARK TOWN NSW 2570

Prepared by: **Design+Planning**
Suite 304, 171 Clarence Street
SYDNEY NSW 2000
P: (02) 9290 3636 E: admin@designandplanning.com.au

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We welcome the integration of First Nation's concepts, culture and ideas into our urban design and town planning endeavours.

CONTENTS

1	INTRODUCTION	3
2	SITE LOCATION AND CONTEXT	4
2.1	Property Details	4
2.2	Local and Regional Context	5
2.3	Site Analysis	8
3	PROJECT	11
3.1	Proposal Overview	11
3.2	Feasible Alternatives	14
4	STATUTORY CONTEXT	15
4.1	Environmental Planning and Assessment Act 1979	15
4.2	Environmental Planning and Assessment Regulations 2021	15
4.3	Commonwealth and State Biodiversity Conservations Acts	15
4.4	State Environmental Planning Policy (Biodiversity and Conservation) 2021	16
4.5	State Environmental Planning Policy (Planning Systems) 2021	16
4.6	State Environmental Planning Policy (Resilience and Hazards) 2021	16
4.7	State Environmental Planning Policy (Transport and Infrastructure) 2021	17
4.8	State Environmental Planning Policy (Precincts—Western Parkland City) 2021	19
4.9	Camden Local Environmental Plan 2010	22
4.10	Oran Park Precinct DCP & Camden Growth Centre Precincts DCP	23
5	COMMUNITY ENGAGEMENT	24
5.1	Engagement Carried Out	24
5.2	Community Views	24
5.3	Engagement to be carried out by the Proponent	24
6	ASSESSMENT OF IMPACTS	25
6.1	Access	25
6.2	Amenity	25
6.3	Biodiversity	25
6.4	Built Environment	25
6.5	Economic	26
6.6	Hazards and Risks	26
6.7	Heritage	27
6.8	Land	27
6.9	Social	27
6.10	Stormwater Management	27
7	CONCLUSION	28

APPENDICES

- Appendix 1 Concept Architectural Designs
- Appendix 2 Oran Park Tranche 28/3 Draft Plan of Proposed Subdivision
- Appendix 3 Pondicherry Indicative Layout Plan

1 INTRODUCTION

In accordance with Part 4 of the *Environmental Planning and Assessment Act 1979*, this scoping report has been prepared as part of a request for project-specific Secretary's Environmental Assessment Requirements (SEARs) on behalf of Regis Education and the current land owners, Greenfields Development Company (Greenfields).

This project-specific SEARs request is for the preparation of an Environmental Impact Statement (EIS) that will accompany a State Significant Development Application (SSDA) in accordance with *Section 4.36 of the Environmental Planning and Assessment Act (EP&A Act)*. The proposed SSD will seek development of the Regis Education, Sporting & Community Precinct (the Education Precinct) located in the Tranche 28 development area of Oran Park. The facility will be delivered and operated by Regis Education, with Mayoh Architects engaged on the project. Greenfields are the current land owners and developers of the Oran Park project and are pursuing commercial agreements with Regis Education to purchase the land.

The Education Precinct will comprise a new co-educational facility accommodating approximately 2,000 students from Kindergarten to Year 12, including an onsite 90-place centre based child care facility.

The proposed Education Precinct reflects the need for additional education infrastructure and alternative schooling options in Sydney's rapidly growing South West Growth Area and Camden LGA specifically. The Education Precinct will provide contemporary and flexible spaces and facilities for the use of the student population and envisages the joint and shared use of school facilities with local government and the private sector as an innovative way to provide school infrastructure and economies of scale.

The proposal meets the criteria for State Significant Development (SSD) in accordance with *State Environmental Planning Policy (Planning Systems) 2021*, Schedule 1, Clause 15(1)(a) as the Capital Investment Value (CIV) for the new school exceeds \$20 million.

As a portion of the subject site is presently in the process of being rezoned under the Pondicherry Precinct Planning Proposal, the project is considered to be partly prohibited and therefore requires a project-specific SEARs.

The purpose of this scoping report is to provide information to support the request for SEARs. This report provides:

- An overview of the site and its context;
- A description of the proposed development;
- An overview of the relevant planning framework and permissibility; and
- An overview of the likely environmental and planning impacts.

This request for SEARs scoping report should be read in conjunction with: Concept Architectural Designs prepared by Mayoh Architects (Appendix 1); Oran Park Tranche 28/3 Draft Plan of Proposed Subdivision. (Appendix 2); and Pondicherry Indicative Layout Plan (Appendix 3).

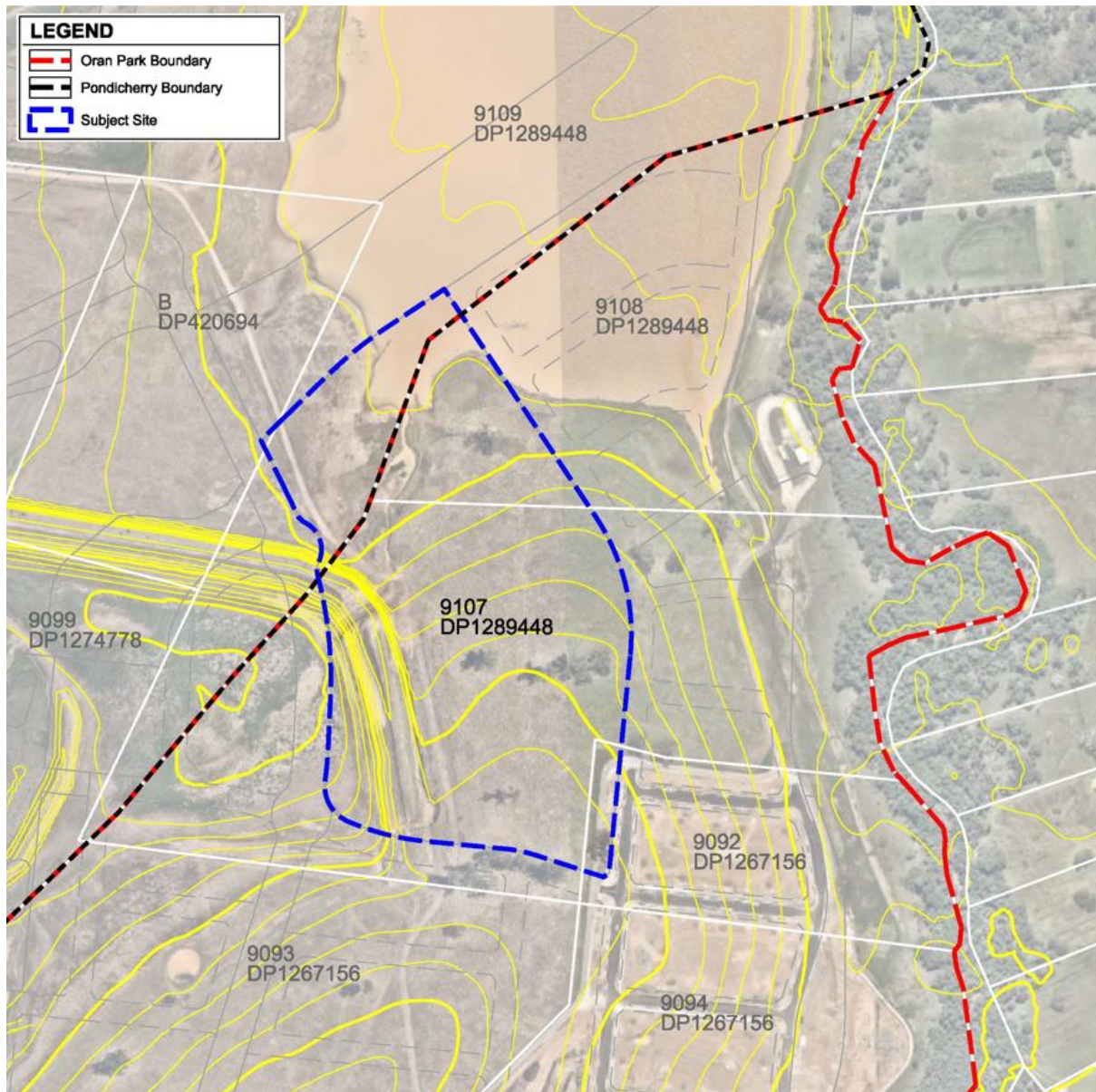
2 SITE LOCATION AND CONTEXT

2.1 Property Details

The Education Precinct is proposed to be located within Lots 9107, 9108 & 9109 DP1289448, Lot 9092 DP1267156 and Lot B DP420694. These lots will be subject to further development as part of Tranche 28 Stages 2 and 3 of the Oran Park project.

The property details are identified in Figure 1 below.

Figure 1 – Site Plan



2.2 Local and Regional Context

The proposed Education Precinct site is located within the South West Growth Area and crosses the boundaries between the Oran Park Precinct and the Pondicherry Precinct. The rezoning of the Oran Park Precinct in 2007 identified 7,540 dwellings were required within the precinct, most of which have now been delivered. The Pondicherry Precinct is situated to the immediate north of the Oran Park Precinct and is presently seeking rezoning, with the *NSW Department of Planning* currently considering the Gateway Determination.

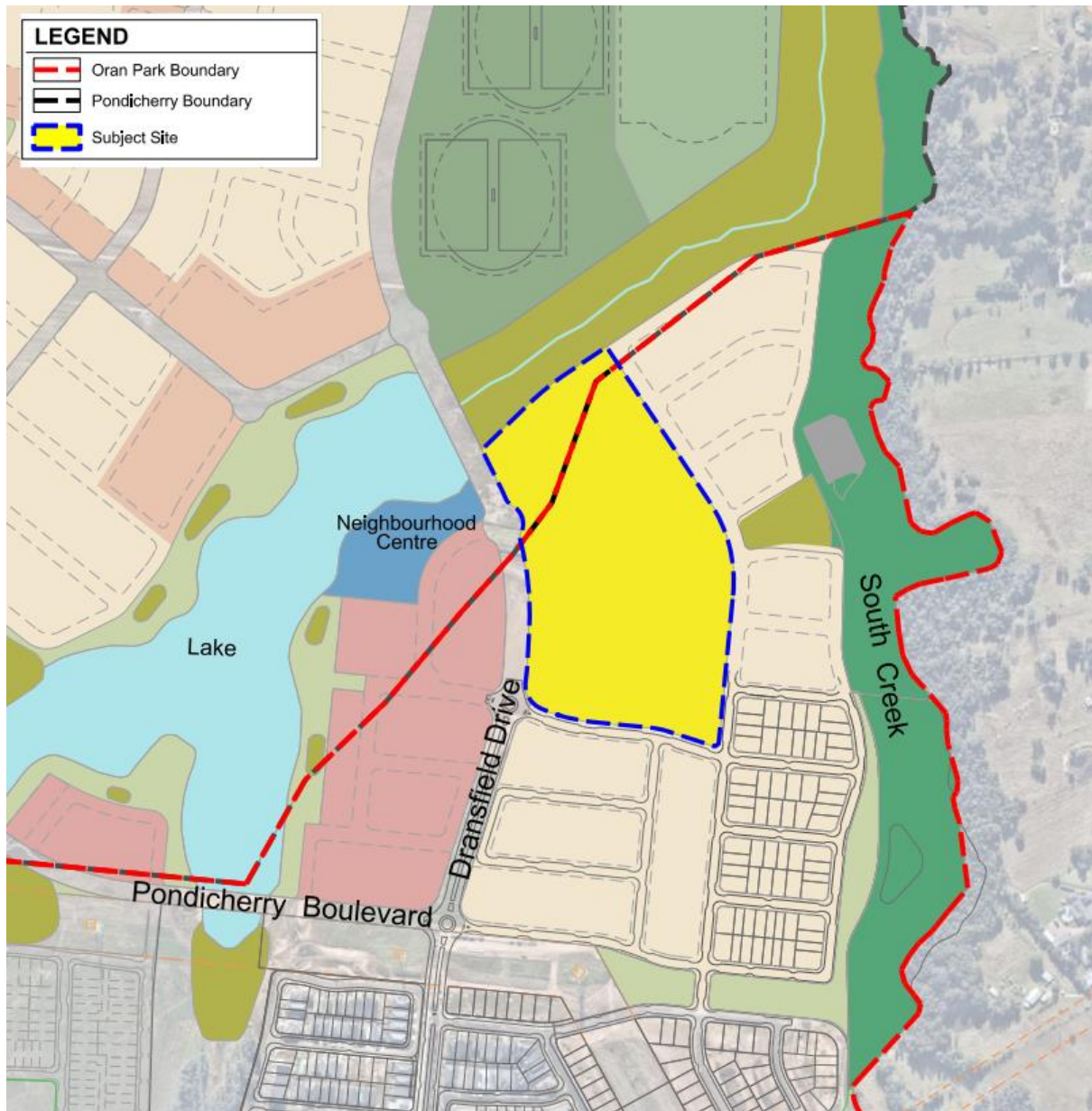
The proposed Education Precinct would be predominantly located within the Tranche 28 portion of Oran Park which has contemplated a school in this general locality for many years through the Oran Park Indicative Layout Plan. Delivery of the school will fulfill the long term vision for Oran Park while also seamlessly integrating with the planning and urban design for Pondicherry. This includes the creation of a vibrant, accessible and liveable community centred around walkable neighbourhoods with a focus toward the Pondicherry Lake Precinct. The Lake Precinct will include an expansive 10ha lake, an adjoining neighbourhood centre, district level playing fields and the Education Precinct proposed through this SEARs. Access around the Precinct will be afforded through a variety of on road and off road cycle facilities; sharepaths, both within road verges and the generous open space areas; and the regional cycle route contained within South Creek. Bus services within Oran Park are established and will expand with the development including along Dransfield Drive which adjoins the proposed Education Precinct.

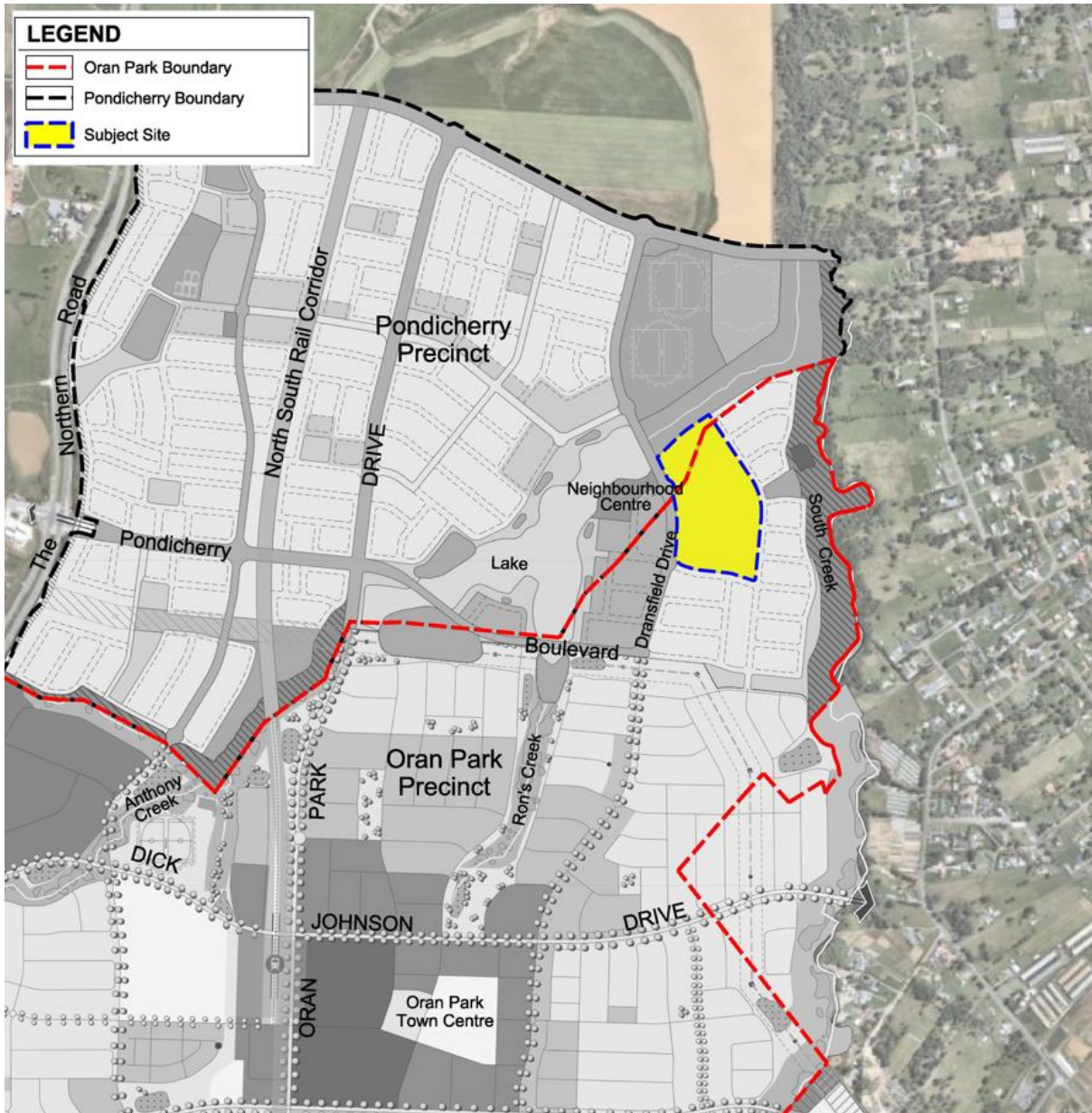
The site is approximately 9 kilometres north-east of the Camden Town Centre and approximately 19 kilometres south-west of the Liverpool CBD. The South West Growth Area is forecast to accommodate over 110,000 new homes by 2035 to assist in meeting new dwelling demand within the Sydney region.

The proposed Education Precinct is located approximately 1500 meters north-east of the rapidly developing Oran Park Town Centre which will in time include a train station as part of the North-South Rail line. The future rail connection will further enhance accessibility to the Education Precinct, allowing it to serve a wider catchment in the future.

The site locality and context of the Education Precinct is demonstrated in Figures 2 below.

Figure 2 – Locality Plans





2.3 Site Analysis

The site has a total area of approximately 8.01 hectares and is generally cleared of vegetation and has been highly modified as a result of previous grazing and agricultural activity. The westernmost portion of the site was formally part of a large farm dam which has recently been drained.

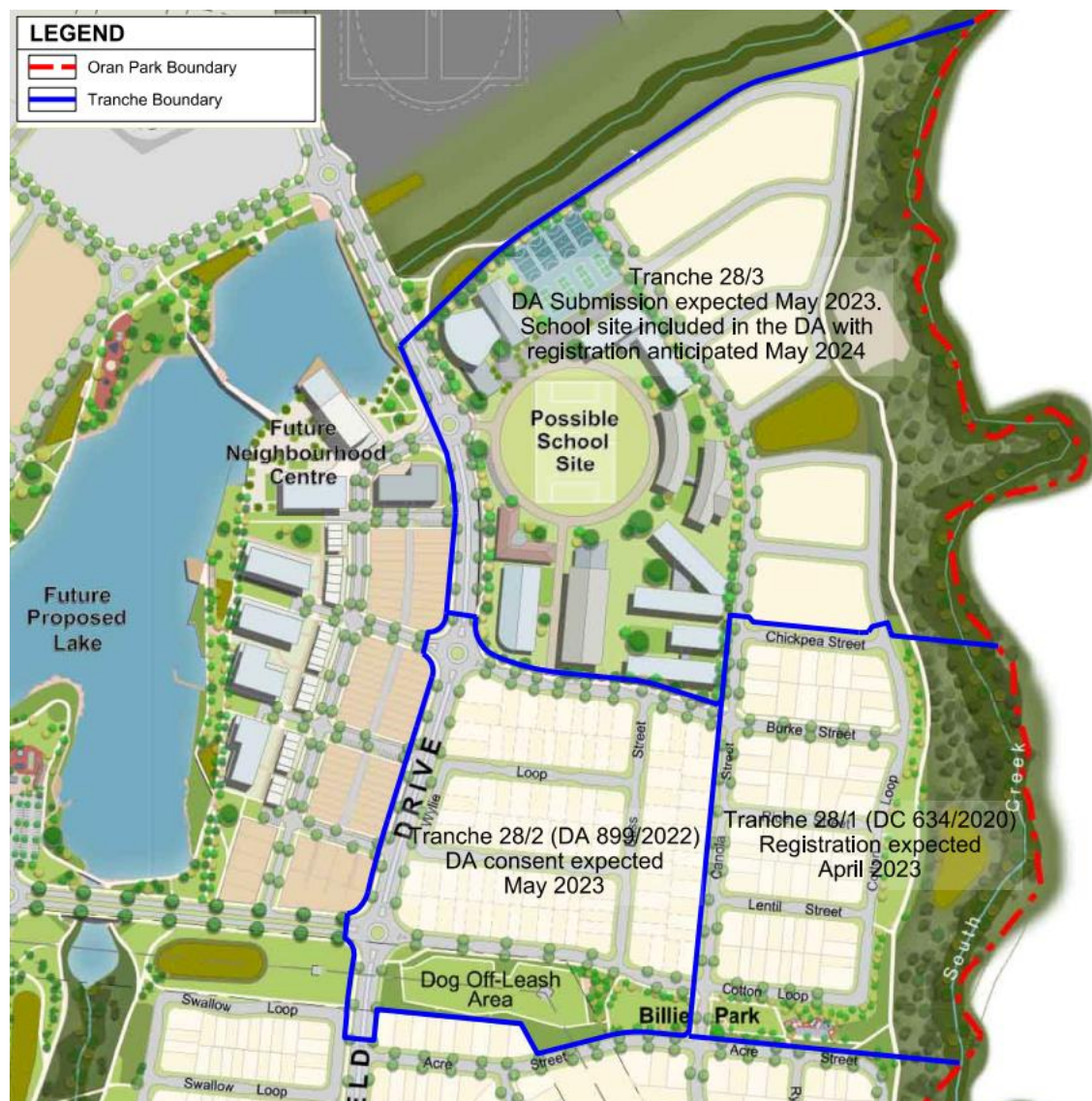
Figure 3 below shows the proposed Education Precinct boundary in the context of surrounding designed and/or approved residential subdivisions.

Development is yet to commence within Tranche 28 Stage 2 and Stage 3 of Oran Park, however subdivision construction works are underway in Tranche 28 Stage 1. It is anticipated that Stage 2 will receive development consent shortly and commence works before the end of the year. The Development Application of the Stage 3 subdivision, in which the Education Precinct is located, will be lodged in May 2023.

Following the completion of Stage 3, Tranche 28 will be suitably serviced and prepared for the development of the Education Precinct. Figure 4 below provides additional details on the staging boundaries and anticipated timeframes.

Also refer to Appendix 2 for the Tranche 28/3 Draft Plan of Proposed Subdivision. It is anticipated that the future Education Precinct site will be identified as Lot 8200, with registration likely around mid 2024.

Figure 3 – Oran Park Masterplan showing the Tranche 28 Development Area and future Pondicherry Lake



2.3.1 PONDICHERRY REZONING PROPOSAL

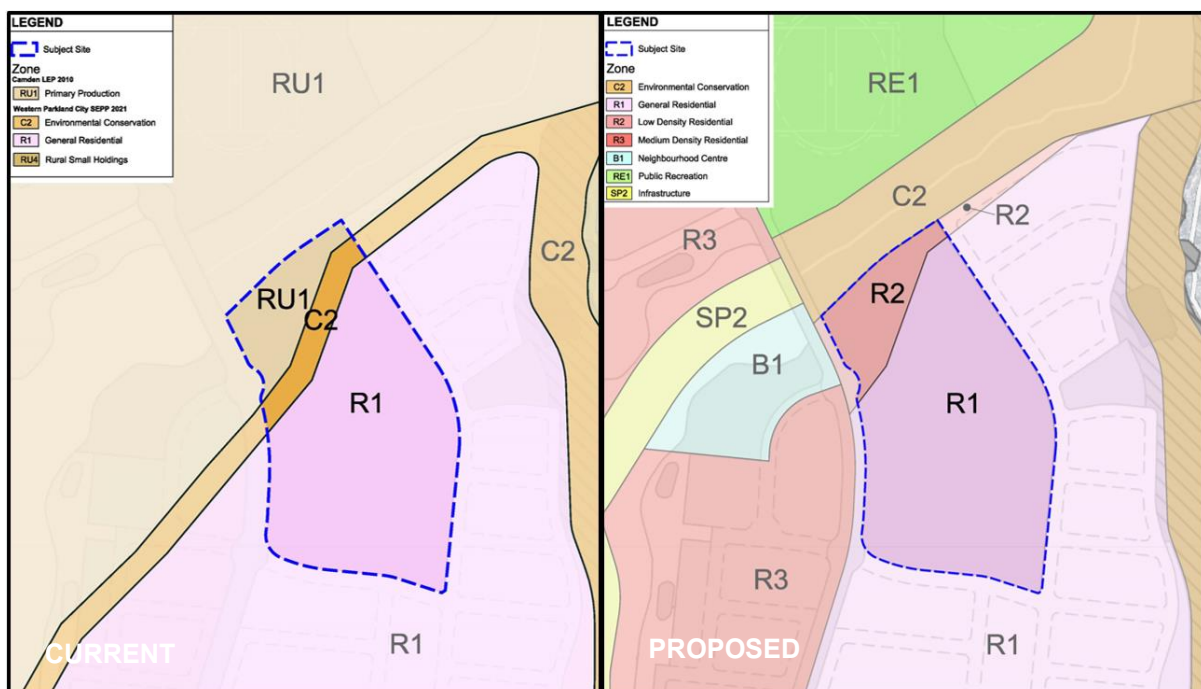
A portion of the proposed Education Precinct site is subject to a Planning Proposal which seeks to amend the land zoning and other development standards for the Pondicherry Precinct and adjoining areas of the Oran Park Precinct. The Planning Proposal seeks to rezone the Education Precinct site from part R1 General Residential, part C2 Environmental Conservation and part RU1 Primary Production to part R1 General Residential and part R2 Low Density Residential. Figure 4 below shows a comparison of the current and proposed land zoning within and adjacent to the subject site.

Upon completion of the Planning Proposal process, the entire site will be suitably zoned for the development of the Education Precinct. The Planning Proposal is presently under assessment, with the *NSW Department of Planning* currently considering the Gateway Determination. It is anticipated that the rezoning will be gazetted within the next several months, which aligns with the SEARs and EIS timeframes.

This request for SEAR's for the proposed Education Precinct has commenced now to ensure it can evolve in parallel with the Pondicherry Planning Proposal and ultimately be delivered as soon as practically possible. Regis Education and Greenfields Development Company are highly aligned in the desire to deliver this education facility for the local community in as timely a manner as possible.

Both public and private schools within the Oran Park area at capacity or over-capacity, with Oran Park Public School requiring 27 demountable classrooms to accommodate over 500 additional students. Therefore, the timely approval and construction of the Education Precinct ahead of the Pondicherry rezoning is vital to ensuring the strain on the existing schools in the locality is not worsened by forthcoming residential development.

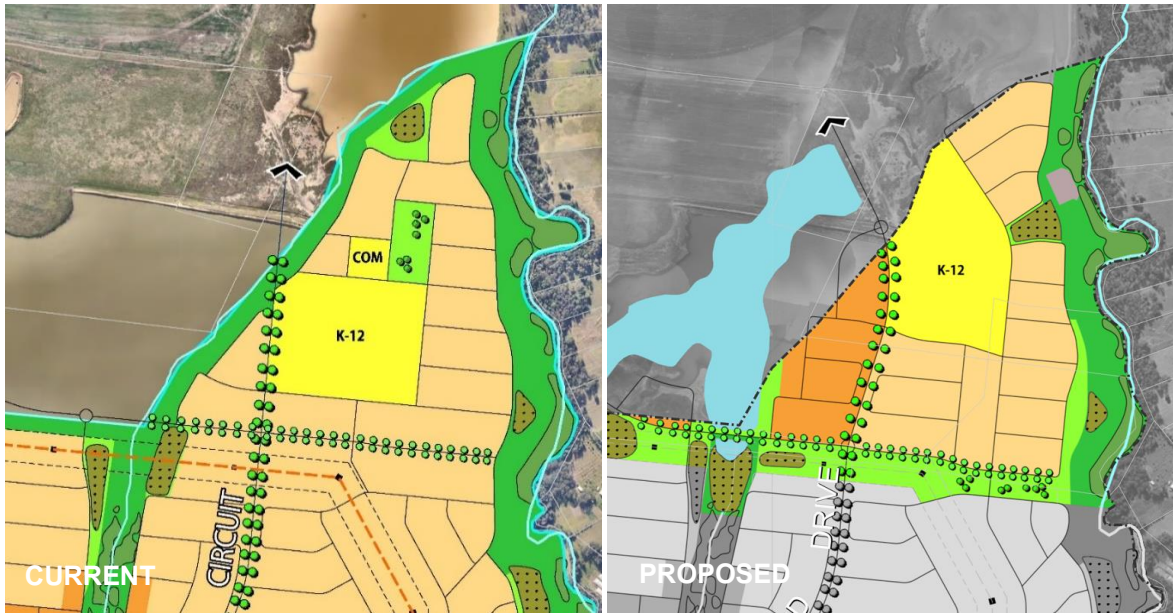
Figure 4 – A comparison of the current and proposed land zoning



Further and as part of the rezoning of the site the Oran Park and Pondicherry Indicative Layout Plans (ILP) have been coordinated at the precinct interface. A comparison of the existing and proposed Oran Park ILP is provided below (Figure 5) with the proposed Pondicherry ILP provided as Appendix 3.

The proposed Education Precinct has been located in accordance with the proposed Oran Park ILP and it's development will contribute to creation of a vibrant lakeside Neighbourhood Centre in Pondicherry.

Figure 5 – A comparison of the current and proposed Oran Park ILP



3 PROJECT

3.1 Proposal Overview

The Regis Education, Sports & Community Precinct will comprise school buildings and ancillary spaces which achieve an integrated and cohesive campus celebrating the existing setting through the use of low rise buildings, appropriate materials, landscaping, green spaces and gardens, a reflection area, deciduous tree canopy, on-site sporting facilities and access to the nearby lake and district playing fields.

The following objectives have been identified as forming a basis for the proposed Education Precinct:

- Deliver new educational facilities to meet the significant demand that exists in the South West Growth Centre and Camden LGA;
- Design the subject site to create a high-quality teaching and learning environment for both staff and students;
- Respond to the current and projected population growth in the locality through delivery of the school and associated amenities;
- Ensure minimal environmental impact;
- Ensure development is compatible with surrounding development and the local context; and
- Respond to the Indigenous and European heritage of the site.

The site selection and conceptual design strive to meet these objectives. This scoping report identifies further opportunities and constraints of the site which will need to be considered in resolution of a final scheme for development of the site.

It is envisaged that the operation of the Education Precinct will require full-time and part-time teaching and campus management providing employment for 15 early educator childcare workers and approximately 250 teaching and administration staff.

General purpose learning areas are planned to be made of contemporary modular construction, designed to address the principles of Environmentally Sustainable Design (ESD).

The Education Precinct will create a new co-educational and state-of-the-art facility consisting of the following elements (refer also Figure 6):

- **Centre-based childcare facility:** will have a license to enrol a maximum 90 children.
- **A Junior School Precinct:** Kindergarten to Year 4 (500 students) including requisite classrooms, WIP stores, shared collaborative learning spaces, seminar rooms as well as separate areas for amenities, administration and including a Junior Hall.
- **A Middle School Precinct:** Year 5 to Year 8 (500 to 700 students) with requisite classrooms, WIP stores, shared collaborative learning spaces, seminar rooms as well as separate areas for amenities and administration.
- **Senior School Precinct:** Year 9 to Year 12 (800 students) with requisite classrooms, WIP stores, shared collaborative learning spaces, seminar rooms as well as separate areas for amenities and administration.

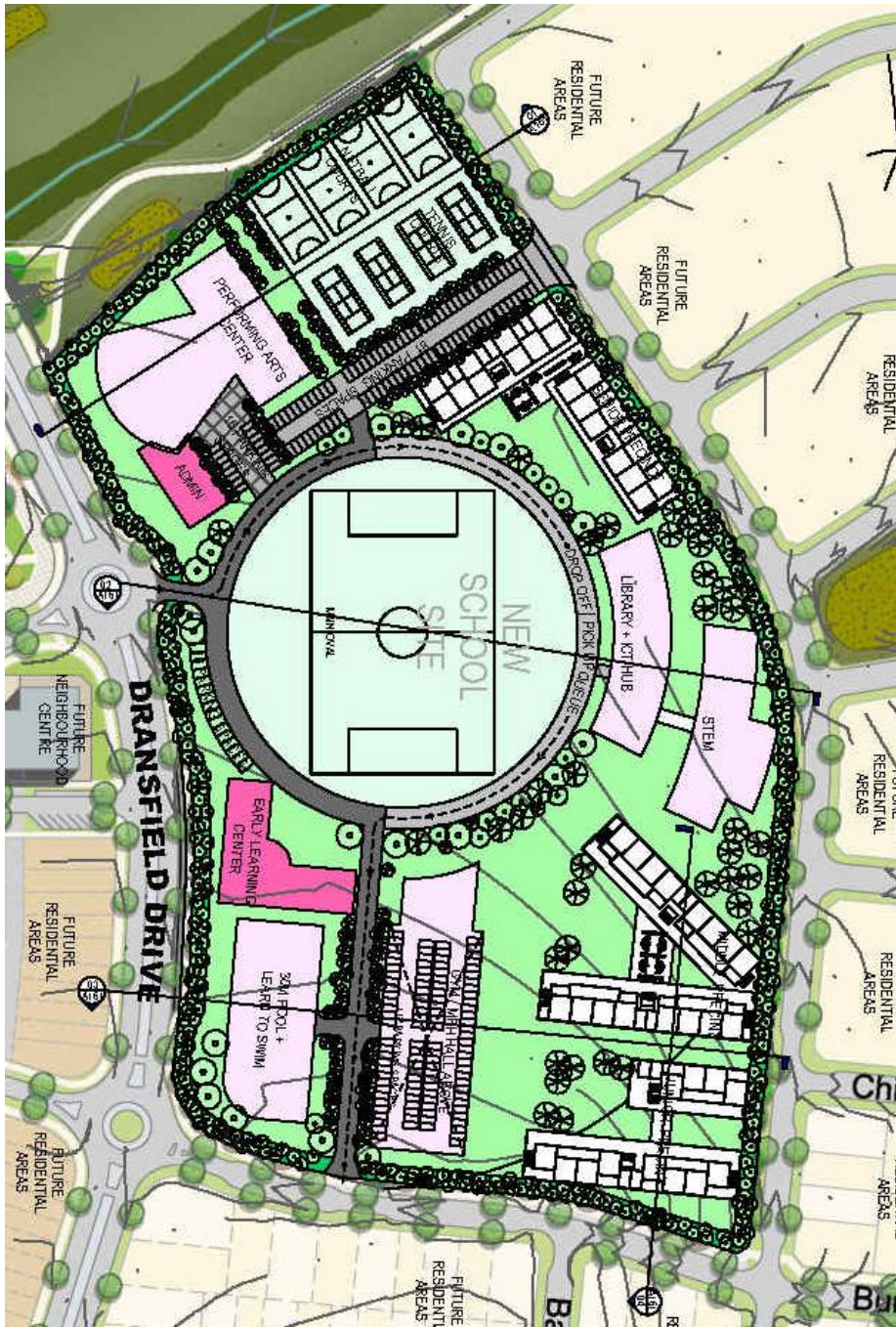
The Precinct Development will include the following educational and sporting infrastructure and facilities in its standard form:

- Administration building including a caretaker/manager's residence;
- Library;
- Performing Arts Centre with a capacity of approximately 250 patrons;
- Dedicated and specialist STEAM facilities;
- Junior School multi purposed hall;
- Student and Staff Cafeteria;
- A Café open to all as part of the Gymnasium;
- Tennis, futsal and netball courts;
- Gymnasium Multi-Purpose Hall – including specialist dance and gymnastics areas, exercise and weights rooms, 4 basketball courts marked for a multitude of sports including netball, tennis, volleyball, futsal, etc.
- An outdoor 30 x 25 pool (12 lanes) as well as an undercover Learn to Swim complex 20 X 10 metres;

The proposal will be submitted as a single SSD under the provisions of *Section 4.36* of the Act, with construction staging identified as part of the EIS. The SSD is required due to the proposal being for an education establishment having a capital investment value exceeding \$20 million (*Division 4.7 of the EP&A Act and Schedule 1 of the State Environmental Planning Policy (Planning Systems) 2021*).

The proposal will complement the Oran Park's surrounding residential development areas with the expected population growth by providing an alternative local schooling option. Further, the Education Precinct is being delivered generally in accordance with the existing Oran Park Indicative Layout Plan (ILP) which has shown a school in this vicinity for many years and the amended ILP which is being updated to better correspond with the planning and development interface of Pondicherry.

Figure 6 – Concept Architectural Design



3.2 Feasible Alternatives

As part of the scoping process, feasible alternatives to the proposed Education Precinct development have been considered, as well as the consequences of not carrying out the development.

Option 1 – The Proposed Development

As detailed in this scoping report, Option 1 is considered to be the best option for the development of the subject site. The proposed Regis Education, Sporting and Recreation Precinct will fulfill the long-term vision for Oran Park – creating a vibrant, accessible and liveable community centred around walkable neighbourhoods including a strong focus on employment and high quality, lifelong education.

The new non-denominational, co-educational private school will cater for 2000 students from Kindergarten to Year 12, offering state-of-the-art facilities, a modern campus and advanced mentoring methods.

The proposed design of the Education Precinct will complement the surrounding residential development and will be of high quality, ensuring exceptional learning and teaching environments. The Education Precinct envisages the joint and shared use of school facilities, providing controlled public access when not required for school use which will benefit the local community.

The proposed Education Precinct supports the need for additional education infrastructure and alternative schooling options for Sydney's rapidly growing South West Growth Area. The development of the proposal will ensure that the surrounding communities in this region have easy access to an exceptional educational institution and will improve academic opportunities.

Option 2 – Public or Other Private School

The Oran Park ILP has identified a large K-12 school in this locality for many years, with regulatory oversight and community consultation occurring at the creation of that plan. Therefore, if the proposed development is not pursued, the landowner would need to pursue an alternative private school operator or leave the site vacant and subject to the timeframes of the Department of Education.

While this option would result in an acceptable outcome, the timeframes to delivery of a school in this location would be greatly increased. Furthermore, there are presently no existing or proposed non-denominational private schools within the Oran Park area, with all other private schools being Christian, including Oran Park Anglican College, Macarthur Anglican College, St Justin Catholic Primary and St Benedict's Catholic College. Oran Park has a diverse community, with 51% of the population identifying with a denomination of Christianity in the 2021 census. Therefore, it would be favourable for the school to be non-denominational to provide a broader mix of schooling options in the locality, reflecting the needs of the current and growing community.

Option 3 – Alternative Site

There are presently no undeveloped alternative sites identified within the Oran Park or Pondicherry Precincts for the delivery of a K-12 school. The planning for school sites is a lengthy one, involving the rezoning of large areas of land for residential development, inclusive of the required social and community facilities such as schools. Further and as noted above, the Oran Park ILP has identified a large K-12 school in this locality for many years, which has been reinforced through the planning and design of Pondicherry. Therefore the community and Council expectation is that a school is delivered.

Regis Education are best placed to deliver this required school and are in position to do so in the most expeditious timeframes as necessitated by the growing local population.

4 STATUTORY CONTEXT

4.1 Environmental Planning and Assessment Act 1979

The *Environmental Planning and Assessment Act 1979 (EP&A Act)* is the overarching governing document for all development in NSW. Pursuant to Section 4.36(2), the *EP&A Act* outlines that:

A State Environmental Planning Policy may declare any development, or any class or description of development, to be State Significant Development (SSD).

The proposed development is identified as SSD in *Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011*. Pursuant to *Section 4.12(8)* of the *EP&A Act*, a development application for SSD is to be accompanied by an Environmental Impact Statement (EIS) prepared by or on behalf of the applicant in the form prescribed by the regulations.

Scoping is the first phase in preparation of an EIS, and in turn guides the ultimate development of the site. When effectively carried out, scoping highlights the relevant matters and impacts to be considered in the EIS and the appropriate level of assessment. It results in SEARs that provide clear direction to the proponent on what needs to be assessed, how it should be assessed and to what level of detail. This increases the likelihood of an adequately prepared EIS focussed on relevant matters.

4.2 Environmental Planning and Assessment Regulations 2021

The *Environmental Planning and Assessment Regulation 2021* prescribes requirements for preparation of Environmental Impact Statements in *Part 8 Infrastructure and environmental impact assessment*.

Pursuant to Part 8, a written application must be made to obtain the Secretary's Environmental Assessment Requirements (SEARs) to inform preparation of the EIS. This scoping report forms the required request for SEARs.

4.3 Commonwealth and State Biodiversity Conservations Acts

Land within the South West Growth Centre was 'biodiversity certified' by the order of the *NSW Minister for the Environment* under the *Threatened Species Conservation Act 1995*. This Act has been superseded by the *Biodiversity Conservation Act 2016 ('BC Act')* however biodiversity certification remains in place. Biodiversity certification negates the requirement to conduct biodiversity impact assessments for development occurring on certified land.

In 2012, the Commonwealth Minister for the Environment announced that the program of development activities within the Growth Centres was approved under the *EPBC Act* Strategic Assessment process. Specifically, all actions associated with the development of the Western Sydney Growth Centres as described in the *Sydney Growth Centres Strategic Assessment Program Report (Nov 2010)* have been assessed at the strategic level and approved in regard to their impact on the following matters of National Environmental Significance (NES):

- World Heritage Properties
- National Heritage Places
- Wetlands of International Importance
- Listed threatened species and communities
- Listed migratory species

These decisions indicate that the Commonwealth is satisfied that the conservation and development outcomes that will be achieved through the Western Sydney Growth Centres Program will satisfy their requirements for environmental protection under the *EPBC Act*. Provided that development activity proceeds in accordance with the Growth Centres requirements (such as the Biodiversity Certification Order, the Growth Centres SEPP and DCPs, Growth Centres Development Code etc.) then there is no requirement to assess the impact of urban development activities within the South West Growth Centre on the above-listed matters of NES and hence no requirement for referral of activities to the Commonwealth Department of Environment.

The proposed Education Precinct is located entirely on Biodiversity Certified land.

4.4 State Environmental Planning Policy (Biodiversity and Conservation) 2021

Chapter 9 Hawkesbury-Nepean River of the Biodiversity and Conservation SEPP applies to the entire Hawkesbury-Nepean River catchment and sets out the policy framework to protect the environmental significance of the catchment. Clause 9.5 of the SEPP includes policies and strategies that must be considered when determining development proposals within the catchment.

A detailed review of the proposal's compliance with Biodiversity and Conservation SEPP will be provided in the EIS.

4.5 State Environmental Planning Policy (Planning Systems) 2021

Pursuant to *Schedule 1 Clause 15 Educational Establishments of State Environmental Planning Policy (Planning Systems) 2021*, development for the purposes of a new school with a capital investment greater than \$20 million is declared SSD.

- (1) Development that has a capital investment value of more than \$20 million that—
 - (a) is for the purpose of a new school, or*
 - (b) involves the erection of a building for an existing school on land that, immediately before the commencement of the development, was not used for the purposes of a school.**
- (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.*

The proposal is for a new school exceeding \$20 million of capital investment value and is therefore classified as SSD.

4.6 State Environmental Planning Policy (Resilience and Hazards) 2021

Chapter 4 Remediation of Land of the Resilience and Hazards SEPP is a NSW-wide planning instrument relating to the remediation of contaminated land. When considering a Development Application, the consent authority must observe the requirements of the Resilience and Hazards SEPP.

Under Clause 4.6, a consent authority must not consent to the carrying out of any development on land unless:

- a) It has considered whether the land is contaminated, and*
- b) If the land is contaminated, it is 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, and*
- c) If the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose.*

The Preliminary Site Investigations (PSI) and Detailed Site Investigations (DSI) have been undertaken on sections of the subject site as part of rezoning Planning Proposals and subdivision Development Applications to date. Based on the findings of these investigations, the potential for contamination constraints is low. These findings will be further verified as part of additional targeted investigations of the site during the preparation of a DSI for the Tranche 28 Stage 3 Subdivision which the proposed Education Precinct will be located.

4.7 State Environmental Planning Policy (Transport and Infrastructure) 2021

4.7.1 CHAPTER 3 EDUCATIONAL ESTABLISHMENT AND CHILDCARE FACILITIES

Chapter 3 of the State Environmental Planning Policy (Transport and Infrastructure) 2021 (TIN SEPP), aims to facilitate the effective delivery of educational establishments and early education and care facilities across the State.

Clause 3.34 of Chapter 3 states '*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.*'

Clause 3.36 Schools—development permitted with consent states the following:

- 1) *Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.*

- (6) *Before determining a development application for development of a kind referred to in subsection (1), (3) or (5), the consent authority must take into consideration—*
 - (a) *the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 8, and*
 - (b) *whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.*

Assessment of the proposal against the Design Quality Principles for Schools outlined in Schedule 8 is provided in the table below.

Schedule 8 – Design Quality Principles in Schools	Response	Consistent
<p>Principle 1 – context, built form and landscape</p> <p><i>Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.</i></p> <p><i>Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.</i></p> <p><i>School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.</i></p>	<p>The proposed Education Precinct will comprise school buildings and ancillary spaces which achieve an integrated and cohesive campus celebrating the existing setting through the use of low rise buildings, appropriate materials, landscaping, green spaces and gardens, a reflection area, deciduous tree canopy, on-site sporting facilities and access to the nearby lake and district playing fields.</p> <p>The school buildings and facilities will be of high quality, visually appealing, and will be of a scale consistent with the surrounding development.</p> <p>Aboriginal cultural heritage will be incorporated in the design process.</p> <p>An Urban Design Report and Landscaping Concept Plan will accompany the EIS</p>	Yes

Schedule 8 – Design Quality Principles in Schools	Response	Consistent
<p>Principle 2 – sustainable, efficient and durable</p> <p><i>Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.</i></p> <p><i>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</i></p>	<p>All buildings will be designed to address the principles of Environmentally Sustainable Design (ESD). An ESD Report will accompany the EIS.</p> <p>The proposal will be developed with consideration of the Government Architect of New South Wales (GANSW) document, Environmental Design in Schools.</p>	Yes
<p>Principle 3 – accessible and inclusive</p> <p><i>School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</i></p> <p><i>Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</i></p>	<p>The proposal is capable of complying with relevant provisions for accessibility, and an Accessibility Report will accompany the EIS.</p>	Yes
<p>Principle 4 – health and safety</p> <p><i>Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.</i></p>	<p>The proposed location of the school is adjacent to the future Pondicherry Lakeside Neighbourhood Centre and south of future district sporting fields.</p> <p>This locality will be a vibrant area for the majority of the day, thereby ensuring adequate casual surveillance over the school grounds.</p> <p>Additionally, the surrounding area will be a mix of low to medium density residential development. Dwellings to the east, south and west of the school will provide passive surveillance.</p> <p>Crime Prevention Through Environmental Design (CPTED) principles have been incorporated into the design, with a detailed CPTED assessment to be included in the EIS.</p> <p>The proximity of the proposed school development to other land uses will also improve accessibility and create a welcoming environment.</p>	Yes
<p>Principle 5 – amenity</p> <p><i>Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.</i></p> <p><i>Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.</i></p> <p><i>Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.</i></p>	<p>The design of all buildings and amenities within the proposed schools will be of high quality, ensuring exceptional learning and teaching environments for both students and staff.</p> <p>The proposed school is not situated adjacent to any major roadways or railway corridors, therefore no significant noise mitigation measures will be required.</p> <p>Ample open space will be provided for outdoor leaning as well as active and passive creation and socialising.</p>	Yes
<p>Principle 6 – whole of life, flexible and adaptive</p> <p><i>School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities</i></p>	<p>The proposal involves construction of new classrooms and associated facilities, which will be designed to ensure flexibility and longevity.</p>	Yes

Schedule 8 – Design Quality Principles in Schools	Response	Consistent
<p>Principle 7 – aesthetics</p> <p><i>School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements.</i></p> <p><i>Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.</i></p> <p><i>The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.</i></p>	<p>When constructed the proposal will have high quality external finishes and compliment the upcoming Pondicherry Neighbourhood Centre and surrounding residential areas.</p>	<p>Yes</p>

4.7.2 SCHEDULE 3 TRAFFIC GENERATING DEVELOPMENTS

Schedule 3 of the TIN SEPP provides guidance on the circumstances when the Roads and Maritime Services (RMS) should be made aware of and provided the opportunity to make a representation on Development Applications.

Schools are not specifically identified within Schedule 3, therefore the proposal would be considered to be development for 'any other purpose' and would require concurrence to RMS if the following thresholds are triggered:

- 200 or more motor vehicles per hour for sites with access to a road (generally)
- 50 or more motor vehicles for sites with access to classified road or to road that connects to classified road (if access within 90m of connection, measured along alignment of connecting road)

If the proposed development has traffic volumes that exceed the identified thresholds, referral to RMS would be required.

4.8 State Environmental Planning Policy (Precincts—Western Parkland City) 2021

The Precincts – Western Parkland City SEPP (WPC SEPP) coordinates release areas within the North West Growth Centre, the South West Growth Centre and the Wilton Growth Area of the Sydney Metropolitan Region. This SEPP rezoned the portion of subject site which falls within the Oran Park Precinct to provide for future residential development.

The site is primarily zoned R1 General Residential under the WPC SEPP, with a minor section zoned C2 Environmental Conservation. The remaining northern section falls within the Pondicherry Precinct and is presently zoned RU1 Primary Production under the *Camden Local Environmental Plan 2010*.

A Planning Proposal to rezone the Pondicherry Precinct is presently with Camden Council. This Planning Proposal also seeks to rezone northern sections of the Oran Park Precinct adjacent to Pondicherry to allow for more logical and cohesive land uses at the Precinct interface. This rezoning has received Council support and is progressing through the *NSW Department of Planning Gateway Determination* process.

As development of the school will only occur after the rezoning is complete, the proposal has been assessed against the future land zoning of the site, which will be primarily R1 General Residential with a smaller section of R2 Low Density Residential in the north.

4.8.1.1 WPC SEPP – Appendix 2 Oran Park and Turner Road Precinct Plan

Appendix 2 of the WPC SEPP contains the zoning and key development standards and provisions for development within the Oran Park Precinct. This section addresses the key requirements of the Oran Park Precinct Plan.

Clause 2.2 – Zoning of land to which this Precinct Plan applies

Most of the subject site is zoned 'R1 General Residential', as shown on the proposed South West Growth Centre Land Zoning Map in Figure 7 below.

The objectives of the R1 General Residential zone in the Oran Park Precinct are:

- *To provide for the housing needs of the community.*
- *To provide for a variety of housing types and densities.*
- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*
- *To support the well-being of the community, including educational, recreational, community, religious and other activities and, where appropriate, neighbourhood shops if there will be no adverse effect on the amenity of proposed or existing nearby residential development.*
- *To allow for small scale kiosks, function centres, restaurants and markets that support the primary function and use of recreation areas, public open space and recreation facilities located within residential areas.*
- *To allow for small scale intensity tourist and visitor accommodation that does not interfere with residential amenity.*
- *To provide for a variety of recreational uses within open space areas.*

The proposal achieves the objectives of the zone by providing a high-quality educational establishment and other facilities to support the well-being of the local community.

The proposed educational establishment is permissible within the *R1 General Residential* zone.

4.8.2 WPC SEPP – APPENDIX 5 CAMDEN GROWTH CENTRES PRECINCT PLAN

Appendix 5 of the WPC SEPP contains the zoning and key development standards and provisions for development within the Camden Growth Centres Precinct. This section addresses the key requirements of the Camden Growth Centres Precinct Plan.

Clause 2.2 – Zoning of land to which this Precinct Plan applies

The portion of the subject site in the Pondicherry Precinct will be zoned '*R2 Low Density Residential*' under the WPC SEPP.

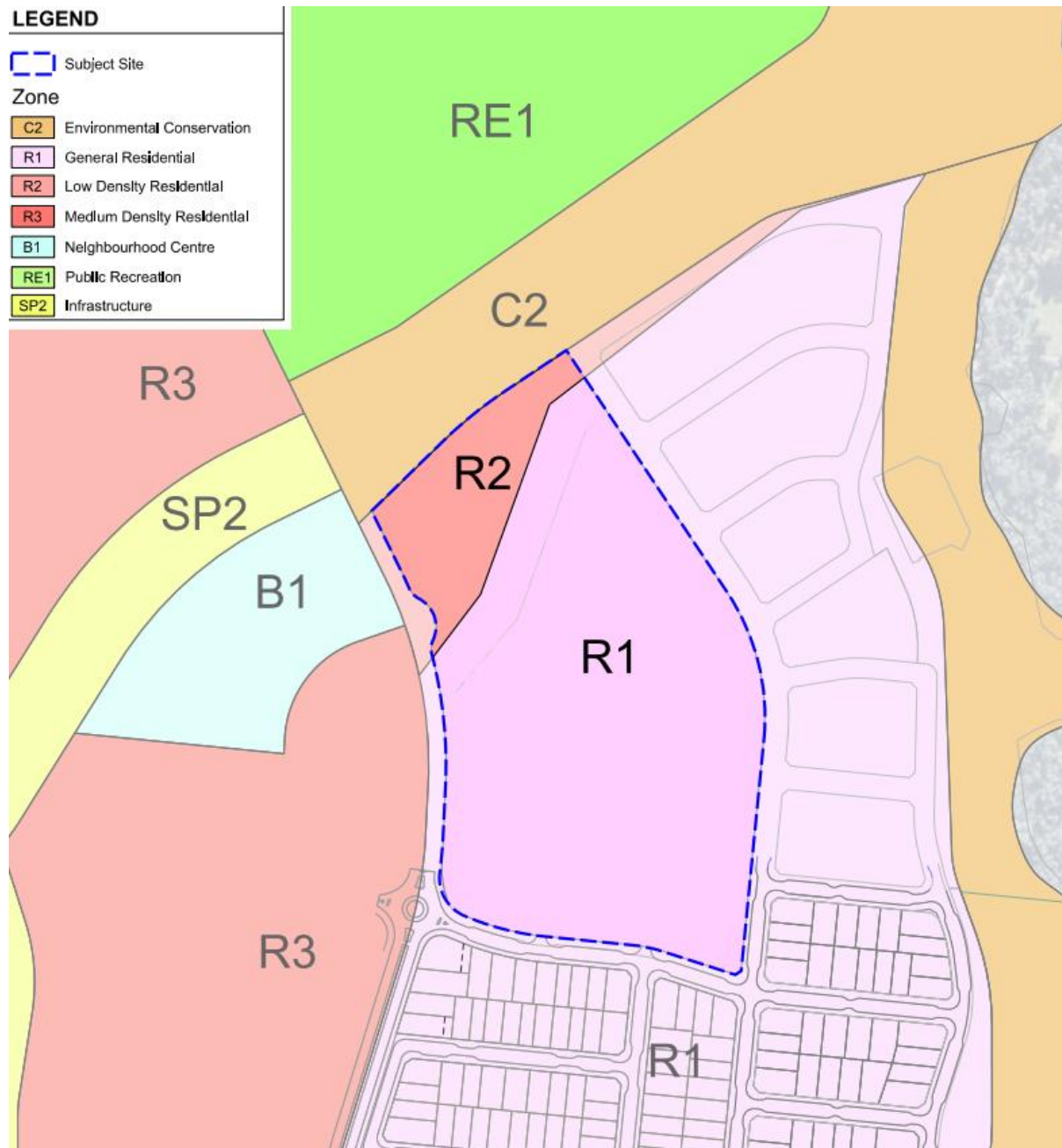
The objectives of the R2 Low Density Residential zone are:

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

The proposal achieves the objectives of the zone by providing a high-quality educational establishment and other facilities to support the well-being of the local community.

The proposed educational establishment is permissible within the R2 Low Density Residential zone.

Figure 7 – Proposed Land Zoning



Clause 4.3 – Building Height

Clause 4.3 of the SEPP prescribes a maximum building height of 16m (Residential Flat Buildings) and 9.5m (All other Development) metres for the site.

The concept architectural designs illustrate the development will comply with the 16m maximum building height of the site which would be justified for the scale of development. Further, the section 3.43 of the Transport and Infrastructure SEPP 2021 states; “Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.”

The EIS will provide a detailed assessment of the proposed building heights and the associated impacts when detailed ground levels and building heights are determined.

Clause 5.9 Preservation of Trees and Vegetation

Clause 5.9 of the SEPP seeks to preserve the amenity of the area through the preservation of trees and vegetation.

The subject site is generally cleared of vegetation and has been highly modified as a result of previous grazing and agricultural activity. Furthermore, the site will be subject to bulk earthworks as part of the subdivision of the Tranche 28 Stage 3 development area of the Oran Park project.

Clause 5.10 – Heritage conservation

Clause 5.10 requires development consent for land containing a heritage item and/or Aboriginal object.

Specialist background studies undertaken during the Precinct Planning processes for Oran Park and Pondicherry. These background studies were undertaken in consultation with the Aboriginal community and the former *Department of Environment and Conservation* (now *Office of Environment and Heritage*). An Aboriginal Heritage Impact Permit was issued for the Oran Park Town project on 26 May 2009, being AHIP No. 1100632.

Clause 5.11 – Bush Fire Hazard Reduction

The Camden Bushfire Prone Land Map identifies the site as being Category 1 and 3 bushfire prone land. The bushfire threat to the site will be significantly reduced following the development of the surrounding areas.

Nonetheless, a Bushfire Hazard Assessment will be prepared to inform development of the site and will accompany the EIS.

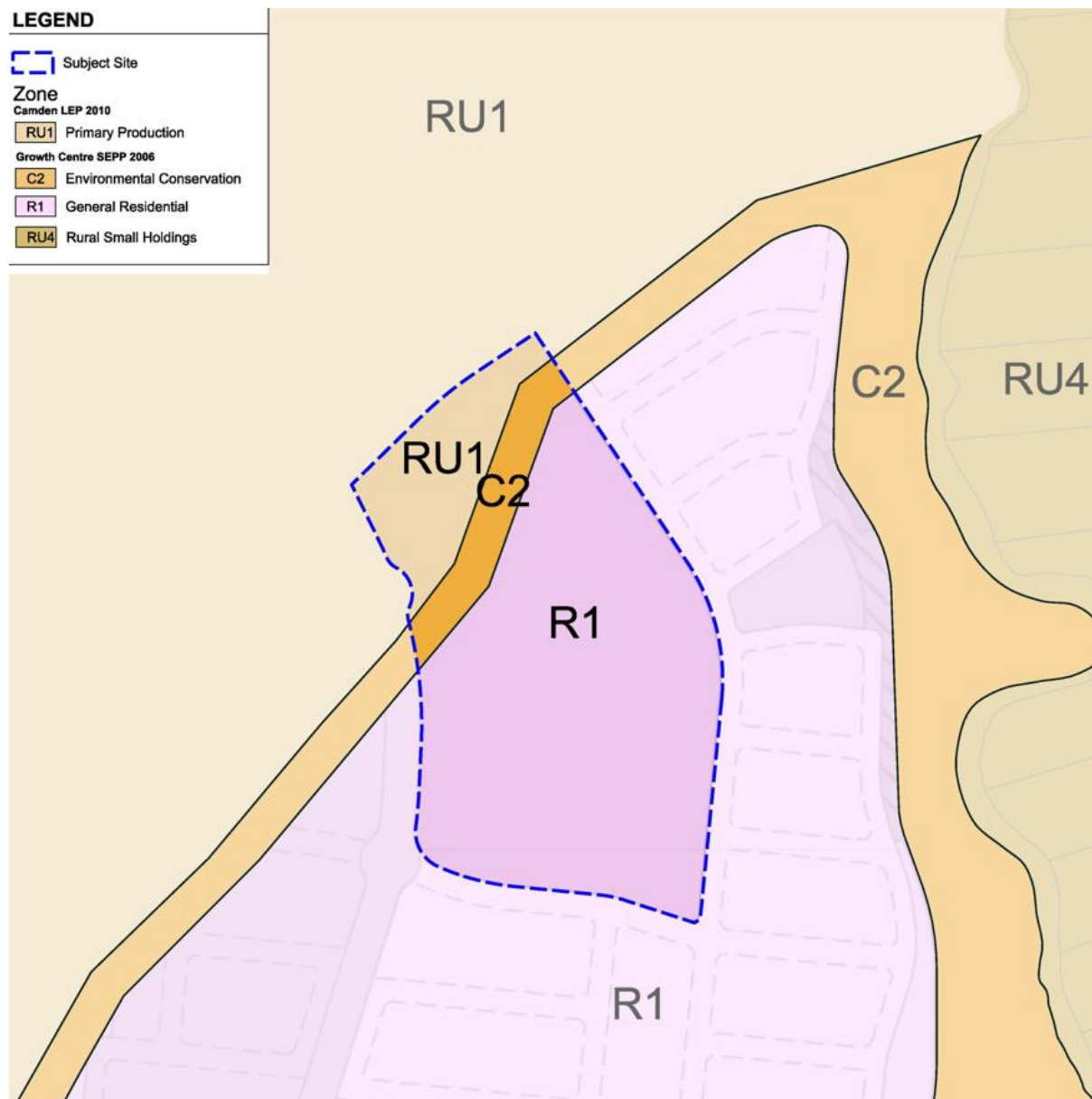
4.9 Camden Local Environmental Plan 2010

The site is partially zoned '*RU1 Primary Production*' under the *Camden Local Environmental Plan (LEP) 2010* (refer Figure 8 below), with a Planning Proposal currently with Camden Council seeking to expand the urban development as envisaged through the Growth Centre. The Planning Proposal seeks to rezone the RU1 section of site under the *State Environmental Planning Policy (Precincts – Western Parkland City) 2021* to '*R2 Low Density Residential*'.

Accordingly, the proposed school has been assessed against the provisions of the *State Environmental Planning Policy (Precincts – Western Parkland City) 2021* under which the site will be developed following rezoning. See section 4.8 *State Environmental Planning Policy (Precincts—Western Parkland City) 2021* above.

Nevertheless, educational establishments are permitted with consent in the RU1 zone under the Camden LEP 2010.

Figure 8: Current Land Zoning



4.10 Oran Park Precinct DCP & Camden Growth Centre Precincts DCP

The Oran Park Precinct DCP presently applies to the majority of the site, while the Camden Growth Centre Precincts DCP will apply to the northern section following the rezoning of the Pondicherry Precinct.

Under Clause 2.10 of *State Environmental Planning Policy (Planning Systems) 2021*, the application of Development Control Plans is excluded when assessing State Significant Development projects.

Notwithstanding this, the proposal will take into consideration relevant controls of DCP's relating to setbacks and landscaping requirements for development within the R1 and R2 zones.

5 COMMUNITY ENGAGEMENT

5.1 Engagement Carried Out

There has been no formal community engagement carried out at this stage specific to the proposed Regis Education Precinct. However, it is noted that the Oran Park ILP has identified a school in this locality for many years with regulatory oversight and community consultation occurring at the creation of that plan.

Further, consultation has been ongoing as part of the Pondicherry Precinct rezoning including with the Department of Education and Schools Infrastructure who are aware of the School location and that there is ongoing discussion between the landowner and a possible private school operator.

5.2 Community Views

As noted above, no specific community consultation has occurred to date in relation to the proposal. However, the proposed development meets the public interest. The site is within the Sydney South West Growth Area which has been comprehensively planned to accommodate the majority of urban growth and new housing in greenfield areas.

In order to cater for the rapid growth of this region, new infrastructure is needed to ensure these new communities are liveable. Oran Park has been popular with families with young children and the upcoming Pondicherry Precinct will inevitably attract more to the area. The delivery of local schools to meet this population increase is a critical need for the area.

The proposed Education Precinct will provide high quality K-12 School, and child care facilities to service the growing communities of Oran Park and Pondicherry with an alternative schooling option in an enhanced learning environment. Therefore, it is unlikely the proposal will be opposed by the future community surrounding the school.

5.3 Engagement to be carried out by the Proponent

Preliminary consultation has been undertaken, including discussions with the *NSW Department of Planning*. Further consultation will be undertaken in preparing the EIS. It is anticipated that the following groups will have an interest in the proposal and will be consulted with:

- Department of Planning;
- Department of Education (DoE) and Schools Infrastructure NSW (SINSW);
- NSW Government Architect (GANSW);
- Camden Council;
- Roads and Maritime Services (RMS);
- Transport for NSW (TfNSW);
- Utilities / service providers; and,
- Community stakeholders.

6 ASSESSMENT OF IMPACTS

A screening analysis of the potential environmental issues applicable to the proposed school development is presented below. This risk-based analysis has been used to further identify the key environmental issues requiring further assessment and assist the preparation of the SEARs for the proposed development.

The analysis is based on preliminary environmental assessment of the subject site only. The Environmental Impact Statement (EIS) for the proposed development would fully address these items and other environmental issues relevant to the proposed development.

The following key planning impacts resulting from the proposal will be addressed within the EIS.

6.1 Access

A Transport and Accessibility Impact Assessment report will be provided as part of the EIS. The report will consider parking requirements, existing and expected traffic impacts and the design of proposed vehicular access points. The design of the proposed vehicular access points and pick up and drop off arrangements for private vehicles and buses will be carefully considered.

The report will also outline a Sustainable Travel Plan for the proposed development. This will aim to encourage staff, students and parents to access the site by walking, cycling or public transport where possible with the school well located to take advantage of these active transport and public transport facilities.

The proposed school will be designed in accordance with the requirements of the Building Code of Australia and will provide legible, safe and inclusive access for all. This will be addressed within a Building Code of Australia and Accessibility Report to be provided as part of the EIS.

6.2 Amenity

Noise

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

6.3 Biodiversity

Biodiversity Certification applies to the site through its location within the South West Growth Area. Biodiversity certification negates the requirement to conduct biodiversity impact assessments for development occurring on certified land. Nevertheless, further assessments were undertaken as part of the Oran Park and Pondicherry Rezoning ensuring biodiversity impacts have been considered.

6.4 Built Environment

An Urban Design Report will be prepared as part of the EIS. The assessment of the architectural quality and built form will focus on the height, scale, setbacks and building materials of any potential new development and the introduction of new open space and play areas.

The EIS will explain the design principles of the proposed development and how it addresses the surrounding locality. An external finishes and colours schedule will also be provided as part of the Architectural Plans.

The spatial arrangement of the school buildings will consider opportunities to locate more intensive uses and activities away from future adjoining residential areas. The following impacts will be assessed:

- Solar access and overshadowing;
- Acoustic impacts; and
- Visual impact of school.

Shadow diagrams, perspectives and an Acoustic Assessment will be provided with the EIS. The proposed scale and siting of the development will minimise impacts on future neighbouring properties and public domain areas.

The application of Crime Prevention Through Environmental Design (CPTED) principles through the design of the school will help to improve and maintain safe living and working environments. CPTED is a crime prevention strategy that focuses on the design, planning and structure of cities and neighbourhoods. It aims to reduce opportunities for crime by employing design and place management principles that reduce the likelihood of essential crime ingredients from intersecting in time and space. The EIS will outline how specific Crime Prevention Through Environmental Design (CPTED) principles (surveillance, access control, territorial re-enforcement and space/activity management) have been integrated into the design of the school to deter crime, manage space and create a safe environment.

6.5 Economic

The economic impacts resulting from the proposal will be detailed in the EIS. Anticipated economic impacts include the creation of new direct and indirect jobs during both construction and operational phases of the Education Precinct.

6.6 Hazards and Risks

Bushfire

The subject site is presently identified as bushfire prone land on Camden Council's latest bushfire map. A Bushfire Hazard Assessment will be prepared for the EIS.

Contamination

Contamination Assessments have been undertaken on the site as part of the Precinct planning processes for Oran Park and Pondicherry. The findings of these initial assessments will be reviewed and examined further in the EIS. If necessary, further contamination assessments can be undertaken on the subject site.

Waste

A Construction Waste Management Plan will be prepared to accompany the EIS. The Plan will detail all likely waste streams to be generated during construction and outline proposed measures to dispose of the waste offsite.

An Operational Waste Management Plan will also be submitted as part of the EIS and detail proposed waste servicing arrangements, loading zones and ongoing waste management practices to be employed at the site. All demolition, construction and operational waste will be reused or recycled where possible.

6.7 Heritage

Aboriginal Heritage

Aboriginal Cultural Heritage Assessments have been undertaken on the site as part of the Precinct planning processes for Oran Park and Pondicherry. The assessments indicate that there are no notable Aboriginal Heritage items on the subject site.

6.8 Land

Soil Chemistry

Salinity Assessments have been undertaken on the site as part of the Precinct planning processes for Oran Park and Pondicherry. The findings of these initial assessments will be reviewed and examined further in the EIS. If necessary, further salinity assessment can be undertaken on the subject site.

6.9 Social

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

- Significant new direct and indirect jobs will be created during both construction and operational phases of the Education Precinct;
- The school will cater for current demand and future population growth in the Oran Park and Pondicherry area;
- The school will have sufficient areas for indoor and outdoor recreation to improve the health and wellbeing of future students; and
- The design will create a series of teaching spaces which are flexible and promote increased social interaction among students and teachers.

6.10 Stormwater Management

A Stormwater Management Plan and Erosion and Sediment Control Plan will accompany the EIS detailing a comprehensive management process.

7 CONCLUSION

The purpose of this scoping report is to request project-specific SEARs for the preparation of an EIS to support a SSD Application for the proposed Regis Education, Sports and Community Precinct in the rapidly growing suburb of Oran Park.

The proposal will create a new co-educational and state-of-the-art facility for approximately 2,000 students from Kindergarten to Year 12, as well as 90 child care places.

The key objective of the proposed development is to respond to growing demand for educational and community facilities in Sydney's South West Growth Area. This would be achieved through the delivery of a well-designed, high-quality teaching and learning environment.

The layout and design of the proposed school will consider the various environmental constraints and potential impacts on surrounding land uses to ensure compatibility with the site's context in an area transitioning from rural to urban. The school will support the growth of the Oran Park and Pondicherry communities and will provide essential infrastructure to meet demands of the area's growing population.

The proposed development will be carried out in an environmentally sustainable manner and shall implement suitable mitigation measures to ensure that the amenity and function of surrounding land uses are not significantly compromised.

The project is defined as State Significant Development pursuant to Division 4.7 of the *Environmental Planning and Assessment Act 1979* and Schedule 1 of the *State Environmental Planning Policy (Planning Systems) 2021*.

All relevant impacts will be assessed in the EIS, as guided by the SEARs.



Design + Planning

Suite 304, 171 Clarence Street
Sydney NSW 2000

PO Box 1778
Sydney NSW 2001

02 9290 3636



APPENDIX 1

Concept Architectural Designs

APPENDIX 2

Oran Park Tranche 28/3 Draft Plan of Proposed Subdivision

APPENDIX 3

Pondicherry Indicative Layout Plan