

URBIS

# REQUEST FOR SEARS

Pymble Ladies' College  
Secondary Innovation Precinct

Prepared for  
**PYMBLE LADIES COLLEGE (THE COLLEGE)**  
8 January 2025

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## Acknowledgement of Country

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We recognise that First Nations sovereignty was never ceded and respect First Nations peoples continuing connection to these lands, waterways and ecosystems for over 60,000 years.

We pay our respects to First Nations Elders, past and present.

The river is the symbol of the Dreaming and the journey of life. The circles and lines represent people meeting and connections across time and space. When we are working in different places, we can still be connected and work towards the same goal.

Title: Sacred River Dreaming  
Artist Hayley Pigram  
Darug Nation  
Sydney, NSW

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# 1. INTRODUCTION

This Scoping Report has been prepared on behalf of Pymble Ladies' College (**the Applicant**). This Scoping Report constitutes a request to the Department of Planning, Housing and Infrastructure (**DPHI**) for Industry-Specific Secretary's Environmental Assessment Requirements (**SEARs**) to guide the preparation of an Environmental Impact Statement (**EIS**) that will accompany a State Significant Development Application (**SSDA**) at Pymble Ladies' College (**the College**) at 20 Avon Road, Pymble (**the site**).

The request relates to the proposed development of the Senior Innovation Precinct (**SIP**) and associated Campus Commons. The SIP will consolidate existing science and technology facilities on the campus creating a space for teaching, research, and collaboration. The SIP will also form a new gateway to the site, linking the Main Oval and the historic Colonnade Building to the existing Gloucester Lawn.

As the proposal includes development that has an estimated development cost (**EDC**) of more than \$50 million, the proposed development is State Significant Development (**SSD**) pursuant to Section 15 of Schedule 1 of *State Environmental Planning Policy (Planning Systems) 2021 (Planning Systems SEPP)*.

The development comprises:

- the demolition of the existing Isabel Harrison, Dorothy Knox and the Robert and Jack Vicars buildings.
- tree removal.
- site preparation works including excavation works and service installation.
- minor realignment of an existing access road at the Flagpole Lawn.
- the construction of a 5 storey educational building, the SIP.
- associated landscaping around a central lawn connecting the SIP to the campus, referred to as the 'Campus Commons'.
- the operation of the SIP.

The purpose of this report is to:

- describe the project in simple terms.
- analyse the feasible alternatives considered and identify the alternatives that will be investigated further in the EIS.
- indicate early community views on the project and identify what engagement will be carried out during the preparation of the EIS.
- identify the key matters requiring further assessment in the EIS and the proposed approach to assessing each of these matters.

## 1.1. APPLICANT DETAILS

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

Table 1 Applicant Details

Proponent	Pymble Ladies' College
Postal Address	PO Box 136, North Ryde BC NSW 1670
ABN	75 645 100 670
Nominated Contact	Greg Hastie

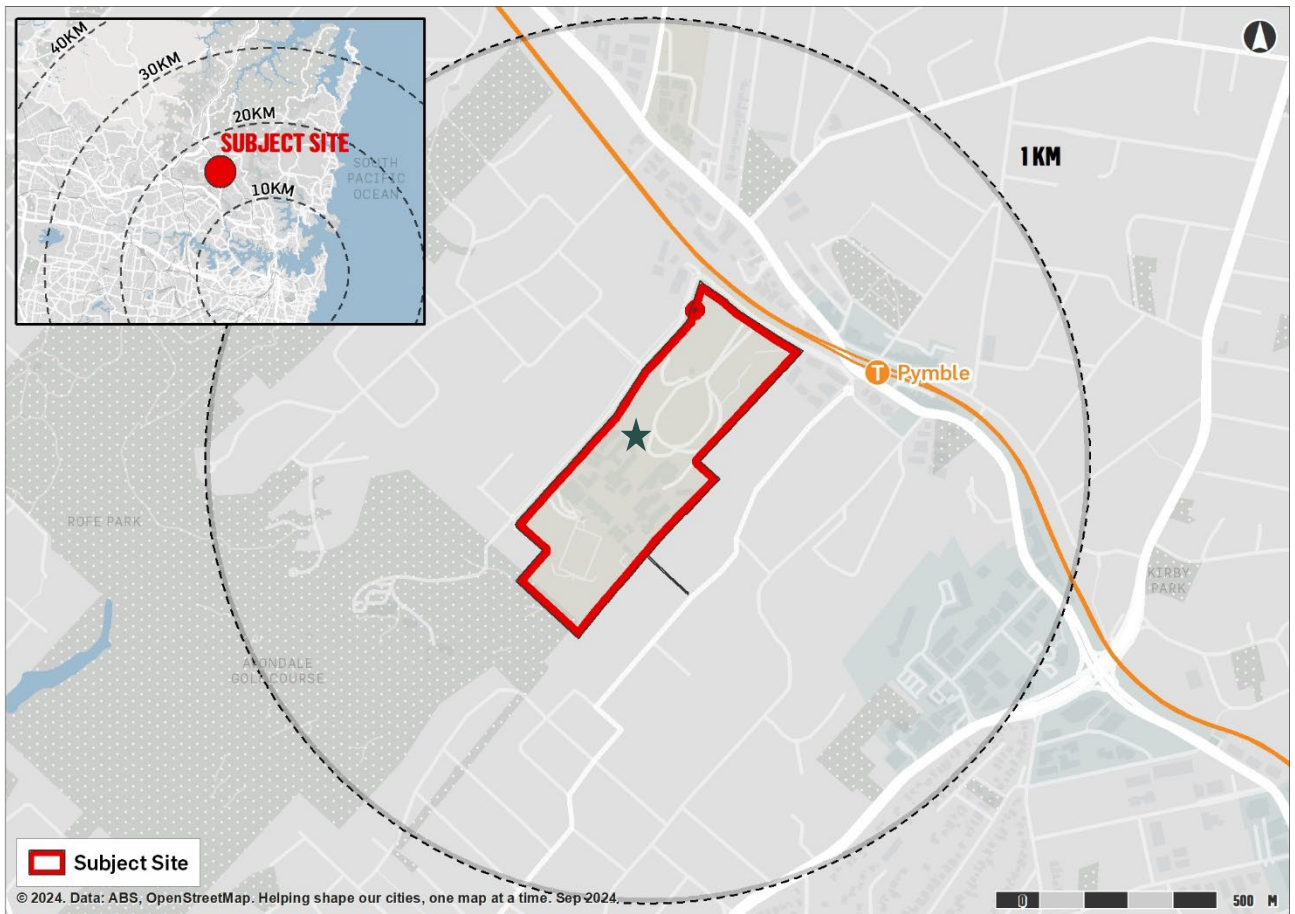
## 1.2. PROJECT OVERVIEW

Table 2 Site and Project Overview

Matter	Description
<b>The Site</b>	
Country	Guringai Country
Street Address	20 Avon Road, Pymble
Legal Description	The campus occupies multiple lots and the project area is situated in Lots 11 -17 in Deposited Plan 7131 and Lot 1 Deposited Plan 69541.
Site Area	The site is approximately 20 hectares.
Development Area	4,000m <sup>2</sup> (approx.)
LGA	Ku-ring-gai LGA
Existing development	The College comprises multiple school buildings and sports facilities. Vehicular access to the site is via separate ingress and egress driveways on the northern and western sections of Avon Road. Similarly, pedestrian access is provided through multiple gates along Avon Road.
<b>The Project</b>	
Project Objectives	<ul style="list-style-type: none"> <li>▪ Provide a specialised design, technology and science building for inclusive and collaborative learning.</li> <li>▪ Providing a new “home” for senior school students with bespoke science, technology, engineering, arts and mathematics (STEAM) offerings and diversity of specialist learning environments.</li> <li>▪ Creating an inclusive, flexible and collaborative learning environment that is technology rich.</li> <li>▪ Act as a gateway building and provide an arrival experience to the campus.</li> <li>▪ Connect and integrate the building with the broader campus and existing campus lawn.</li> <li>▪ Deliver a high-quality architectural design that encapsulates the unique values of Pymble and encourages a sense of belonging and engagement amongst staff, students, and the broader College community.</li> <li>▪ Achieve a high level of Environmentally Sustainable Design contributing to the Pymble 2030 net zero target.</li> <li>▪ Provide outdoor learning and play areas and high quality landscaped spaces.</li> </ul>

A map of the site in its regional setting is provided at **Figure 1**.

Figure 1 Regional Context Map



Source: Urbis, 2024

## 2. PROJECT BACKGROUND

### 2.1. SITE AND CONSENT HISTORY

The site has been historically used for the purpose of an educational establishment since its foundation in 1916. Since then, the College has grown from four foundation buildings to more than 30 buildings and a student population of 2,550. Previous consents for the site are detailed in **Table 3**.

Table 3 Previous Development Consents

DA Number	Description	Date
DA0533/12	DA0533/12 sought development consent for the construction of a dwelling for the College use (Minister's residence) as ancillary to the use of the site as an educational establishment.	DA approved June 2013.
SSD-5314	<p>Development consent for the concept and Stage 1 of a four stage development for a new aquatic and fitness centre. The subsequent stages are outlined below.</p> <ul style="list-style-type: none"> <li>▪ Stage 2: Redevelop the playing field (Mollie Dive Field) with 230 space car park below;</li> <li>▪ Stage 3: New dining facility, north of Mollie Dive field landscaped works and improvement to courtyard and service areas to boarding college;</li> <li>▪ Stage 4: New health care facility.</li> </ul> <p>SSD 5314 was subsequently modified by SSD 17424905 (to remove inconsistencies with that application) and delete Stage 4. It is noted that the project area for this application is not within the area covered by SSD -5314.</p>	SSDA approved July 2013.
DA0367/13	Redevelopment of Mollie Dive Field to incorporate carparking accommodation, terrace to aquatic and fitness centre, new Piazza and connecting avenue between Lang House and Goodlet House. DA0367/13 lodged pursuant to the Minister for Planning & Infrastructure Concept Approval SSD 5314 MOD 1, Staged Consent to Major Works at Pymble Ladies College (Stage 2)	DA approved May 2014
SSD-17424905	<p>The SSDA sought consent for the redevelopment of Pymble Ladies College-Grey House Precinct, comprising a five-storey building to accommodate the following:</p> <ul style="list-style-type: none"> <li>▪ junior school classrooms for existing students (Years 5 and 6)</li> <li>▪ science, technology, engineering and mathematics (STEM) laboratories;</li> <li>▪ health and wellbeing facilities (consulting rooms and wards) and a dance academy for existing students;</li> <li>▪ out-of-school-hours care;</li> <li>▪ a new early learning centre for 90 children; and</li> <li>▪ outdoor learning spaces for existing students.</li> </ul>	SSDA approved December 2022.
DA 0257/23	DA 0257/23 was lodged to Council on the 14 July 2023 for a change of use and associated internal works to facilitate the conversion of the dwelling house at 64 Avon Road to student accommodation for Year 7 students from 2024 onwards.	Approved September 2023
MOD0099/23	Modification to DA0533/12 proposing to change the use from a Minister's residence to a residence for boarding staff.	Approved October 2023
eDA004/23	A DA to increase the enrolment capacity of Pymble Ladies College to 2,550 students.	Approved 22 July 2024
eMOD0113/24	Modification to DA0257/23 (use of Lot 24 in DP7131 located opposite 63 & 65 Avon Road as student accommodation) to amend Condition 32 of the consent to increase the maximum student occupancy of the premises from 16 to 18, with no building works.	Approved 17 October 2024/

## 2.2. PROJECT RATIONALE

In November 2019, the College embarked on a whole of campus Master Plan (this is an internal document, not a development consent) to inform and direct the development of the campus. The final Master Plan identifies the vision and strategies for the future development of the campus, as well as key projects. A range of drivers for change influenced the Master Plan. These include:

- The strategic focus on student engagement with real world challenges
- The changing nature of learning and teaching pedagogies
- Opportunities for institutional and industry partnerships
- Resilience and adaptation to a changing climate
- A growing co-curricular program
- A desire to provide a vibrant extended-hour campus.

The need for the SIP was foreshadowed within the Master Plan which found that within the campus learning space was at capacity, necessitating the use of common areas such as the library for classroom space.

General learning spaces, and the flexibility provided by this space type, were also in demand, with faculties reporting difficulty in establishing learning spaces to suit their preferred delivery methods. Some buildings were found to be at the end of their useful life and did not meet necessary accessibility requirements. The need for the SIP to address these circumstances is described in the table below.

Table 4 Project Rationale

Project Detail	Commentary
Project need	The SIP is required to meet the demand for additional learning spaces in a manner that aligns with the College's Strategic Vision and the 2019 Masterplan. It is an opportunity to shape and effect new teaching and learning paradigms with a focus on STEAM. It will also provide a home base for Senior students within the campus, aiming to provide an outward-facing learning environment that prepares students for real world challenges and ongoing learning. It will include a mix of informal, general, specialist and hyper-specialist learning areas, including a dedicated area for Robotics and Makerspaces.
Site selection	The project site has been selected through a thorough school master planning process. The site is in the current position of the Isabel Harrison building, which currently operates as the College reception and administration. The Isabel Harrison building is situated adjacent to the historic Colonnade building and Main Oval which are visible from the front of the school. The Isabel Harrison and Dorothy Knox buildings are to be demolished, providing an opportunity to replace currently underutilised buildings with a gateway building in a strategic location. The SIP will be a prominent building providing a sense of arrival to the campus. The SIP will connect into the College through the Campus Commons.

# 3. STRATEGIC CONTEXT

## 3.1. KEY FEATURES OF SITE AND SURROUNDS

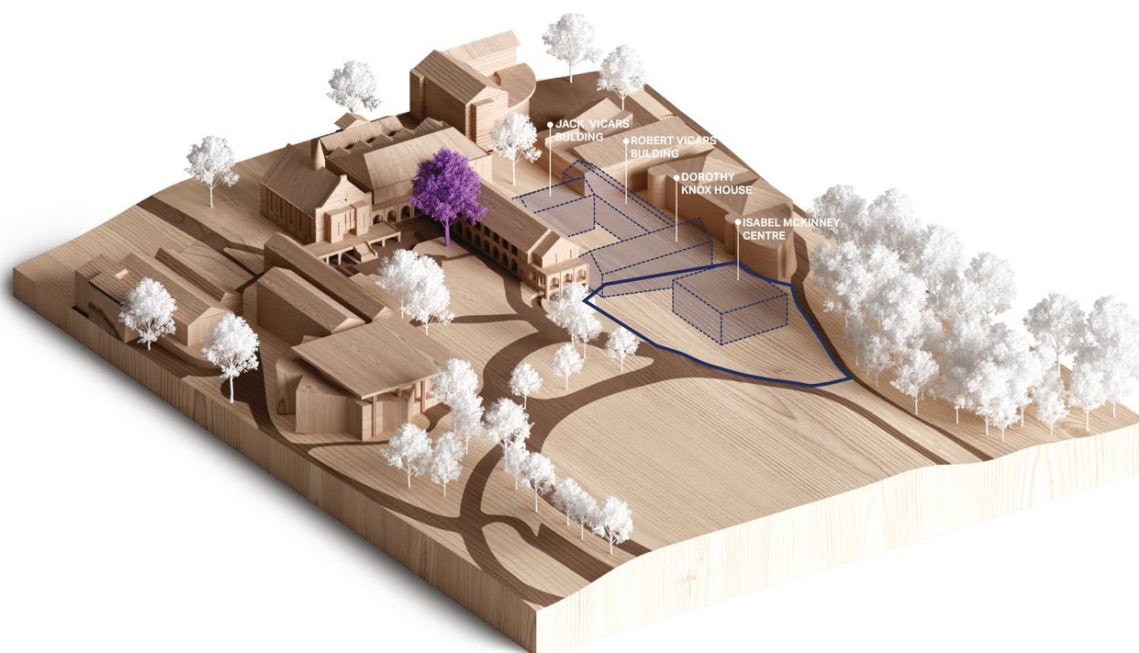
The location of the site and project area is illustrated in **Figure 2**. The project area showing buildings to be a demolished and the campus context is shown in the image at **Figure 3**.

Figure 2 Aerial Map



Source: Urbis, 2024

Figure 3 Project area and campus context



Source: 3XN

The key features of the site which have the potential to impact or be impacted by the proposed development are summarised in the table below.

Table 5 Key Features of Site and Locality

Descriptor	Site Detail
<p><b>Land Configuration</b></p>	<p>The College comprises multiple school buildings and sports facilities on an irregularly shaped allotment with an area of 20ha. The site includes multiple allotments.</p> <p>The project area for the SIP and Campus Commons is approximately 4,000sqm and is located within Lots 11 -17 in Deposited Plan 7131 and Lot 1 Deposited Plan 69541</p> <p>The project area slopes down from south to north with a fall from RL 124.50 at the southern corner to RL 116 at the north west corner.</p>
<p><b>Surrounding Land Use</b></p>	<p>The development context surrounding the site is a leafy suburban environment, predominantly made up of detached residential properties set within expansive gardens and along avenues lined with mature trees. Recent developments of moderate-scale residential apartment buildings occur closer to the railway corridor. Two storey commercial establishments are located near to Pymble train station, specifically along the Pacific Highway and on the northern flank of the railway line. Surrounding land uses include:</p> <ul style="list-style-type: none"> <li>▪ <b>North:</b> Avon Road and Pacific Highway (approximately 400m).</li> <li>▪ <b>East:</b> Residential uses, accommodating a mixture of dwelling houses and residential flat buildings.</li> <li>▪ <b>South:</b> Avondale Golf Course.</li> <li>▪ <b>West:</b> Avon Road, beyond which is a residential area characterised by detached dwelling houses.</li> </ul>
<p><b>Site Access and road network</b></p>	<p>The College is situated approximately 200m from Pymble train station and is provided with excellent access to public transport. Bus stops along Pacific The site benefits from its location within the established road network, close to the Pacific Highway and near its junction with Ryde Road/Mona Vale Road.</p> <p>Vehicular access to the College is provided via separate ingress and egress driveways on the northern and western sections of Avon Road. Similarly, pedestrian access is provided through multiple gates along Avon Road.</p>

<b>Descriptor</b>	<b>Site Detail</b>
<b>Services &amp; Utilities</b>	The site is serviced by all essential services and utilities. Investigation will be made as part of the EIS as to whether any of the existing services are required to be augmented to support the development.
<b>Acid Sulfate Soils</b>	Class 5 acid sulfate soils are identified across the site.
<b>Contamination</b>	The site has been used as an Educational Establishment since 1916 and is not anticipated to be subject to contamination. Environmental investigations including a Preliminary Site Investigation and Detailed Site Investigation (if necessary) will be prepared to support the SSD.
<b>Stormwater and Flooding</b>	The site is not identified as a Flood Planning Area on the Ku-ring-gai Council Flood Mapping.
<b>Bushfire Prone Land</b>	The project area is not mapped as bushfire prone. A very small portion of the western corner of the broader school site is mapped as bushfire prone land - vegetation buffer.
<b>Biodiversity</b>	Areas of biodiversity significance mapped under KLEP 2012 are identified within the project area and the site. Clause 6.3 of KLEP2012 would therefore apply. An Arboricultural impact assessment has been prepared to assess the trees on the site.
<b>Aboriginal Heritage</b>	A preliminary Aboriginal Heritage Information Management System (AHIMS) search outlines that there were no Aboriginal sites or place recorded or declared in the site. An ACHAR will be prepared for the SSD application to confirm if the site contains Aboriginal sites, artefacts or places.
<b>European Heritage</b>	The site does not contain any heritage items and is not located within a heritage conservation zone.

## 3.2. PROJECT JUSTIFICATION

Table 6 Strategic Context

Plan	Detail
<p><b>Greater Sydney Region Plan – A Metropolis of Three Cities</b></p>	<p>The Greater Sydney Region Plan (Regional Plan) is the overarching strategic plan that seeks to shape future development for the Sydney metropolitan area over the next 40 years. Under the Region Plan, the site is located within the northern District. The project is consistent with the Regional Plan for these reasons:</p> <ul style="list-style-type: none"> <li>▪ Infrastructure and Collaboration: The new school facility would align with the plan's objective of delivering social infrastructure that supports social connections and provides a focal point for communities. It would foster collaboration which is a key aspect of the plan.</li> <li>▪ Liveability: By providing a modern, accessible educational facility, the school would contribute to the liveability of Ku-ring-gai, enhancing the quality of life and wellbeing of its residents, which is a core objective of the plan.</li> <li>▪ Productivity: The school would support the plan's goal of equipping future generations with skills and education necessary for the jobs of the future, thereby contributing to the productivity of the region.</li> <li>▪ Sustainability: If designed with sustainable principles, the school could contribute to the plan's objective of creating a sustainable city with resilient landscapes, reducing environmental impact and promoting green urban spaces.</li> <li>▪ Equity: The school would support the plan's objective of creating a city where everyone has fair access to services and infrastructure. It would provide equal opportunities for quality education, regardless of socio-economic background.</li> </ul>
<p><b>North District Plan</b></p>	<p>The North District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to implement the objectives of the Greater Sydney Region Plan.</p> <p>The proposed new Secondary Innovation Precinct aligns with the North District Plan's objectives. It supports the plan's vision of creating a well-connected, sustainable, and equitable district. The school would enhance local infrastructure, promote social cohesion, and contribute to the district's liveability by providing quality education, it would also support the plan's goal of fostering a productive and skilled community. Furthermore, if designed sustainably, the school could contribute to the district's environmental resilience.</p> <ul style="list-style-type: none"> <li>▪ Infrastructure Enhancement: The proposed transformation of the Secondary Innovation Precinct aims to maximise the utility of the existing school infrastructure, specifically the established College campus. This redevelopment would equip the College to effectively respond to evolving technologies, teaching methodologies, student requirements, and community expectations, aligning with the growth in population. This approach is in line with planning priorities N1 and N2</li> <li>▪ Liveability: The introduction of a contemporary, accessible educational establishment would enhance the district's liveability, thereby improving the residents' quality of life. In line with the District Plan's liveability priorities, such as Priority N3, the proposed school facilities would offer updated social infrastructure to cater to the dynamic needs of the existing local community. The creation of modern and adaptable learning environments within the premises of the established College exemplifies the innovative and efficient land use advocated by the District Plan.</li> <li>▪ Productivity: In accordance with the North District's strategic approach, productivity is anticipated to be realised through the execution of cohesive land use and transport planning, complemented by the vision of a 30-minute city (Priority N12). Priority N9 distinctly advocates for the expansion and investment in the education and health sectors. While the proposed development does not directly</li> </ul>

Plan	Detail
	<p>constitute a part of a 'health and education precinct', it nonetheless substantiates the commitment to educational investment within the North District. Furthermore, it is projected to stimulate employment opportunities during both the construction phases. By facilitating access to world-class education for pre-school, primary, and secondary students, the proposal is poised to reinforce the potential for long-term productivity. In alignment with the plan's objectives, the school is positioned to cultivate a productive community by equipping future generations with the essential skills and education for the evolving job market</p> <ul style="list-style-type: none"> <li>▪ Sustainability: The proposed development adheres to the principles of Ecologically Sustainable Development (ESD), incorporating both active and passive design elements to optimise energy and water efficiency, and to establish highly conducive indoor and outdoor learning spaces. The configuration and multi-level design of the school ensure efficient land use, adapt to the topography, and maximise the preservation of open space and natural vegetation across the College site.</li> </ul>
<p><b>Ku-ring-gai Local Strategic Planning Statement</b></p>	<p>The Ku-ring-gai Local Strategic Planning Statement (LSPS) is a 20-year plan and land use vision that seeks to appropriately develop jobs, homes, and infrastructure in conjunction with the identified priorities of the north District Plan.</p> <p>The proposed Secondary Innovation Precinct at Pymble Ladies College aligns with the Ku-ring-gai Local Strategic Planning Statement's vision of fostering a sustainable, connected, and vibrant community. The precinct would enhance local educational infrastructure, promote innovative learning, and contribute to the area's liveability. By providing state-of-the-art facilities, it would support the statement's goal of fostering a productive and skilled community. Furthermore, if designed with sustainable principles, the precinct could contribute to the area's environmental resilience.</p>

### 3.3. CUMULATIVE IMPACTS WITH FUTURE PROJECTS

Approved and likely future developments which may be relevant in the cumulative impact assessment of the proposal are summarised in the following table.

Table 7 Nearby Projects

SSDA Reference	Development Description	Current Status
<p><b>SSD17424905</b></p>	<p>Grey House Precinct -</p> <ul style="list-style-type: none"> <li>▪ demolition of existing structures</li> <li>▪ junior school classrooms (years 5 and 6);</li> <li>▪ Science, technology engineering and mathematics laboratories;</li> <li>▪ health and wellbeing facilities (consulting rooms/wards);</li> <li>▪ dance academy;</li> <li>▪ out-of-school-hours care;</li> <li>▪ a new early learning centre for 90 children and 20 staff;</li> <li>▪ outdoor learning spaces for existing students; and</li> <li>▪ tree removal and associated landscaping works.</li> </ul>	<p>Approved 9 December 2022 and under construction. Construction is scheduled to conclude in September 2025 and will be completed prior to the commencement of works for the SIP and Campus Commons.</p>

The potential cumulative impacts of the project will be addressed in the EIS in accordance with the DPHI *Assessing Cumulative Impacts* guidelines.

## 4. PROJECT

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

It also includes a high-level of feasible alternatives which were considering having regard to the project objectives outlined in **Section 1.2** of this report, including the consequences of not carrying out the development.

### 4.1. PROPOSED DEVELOPMENT

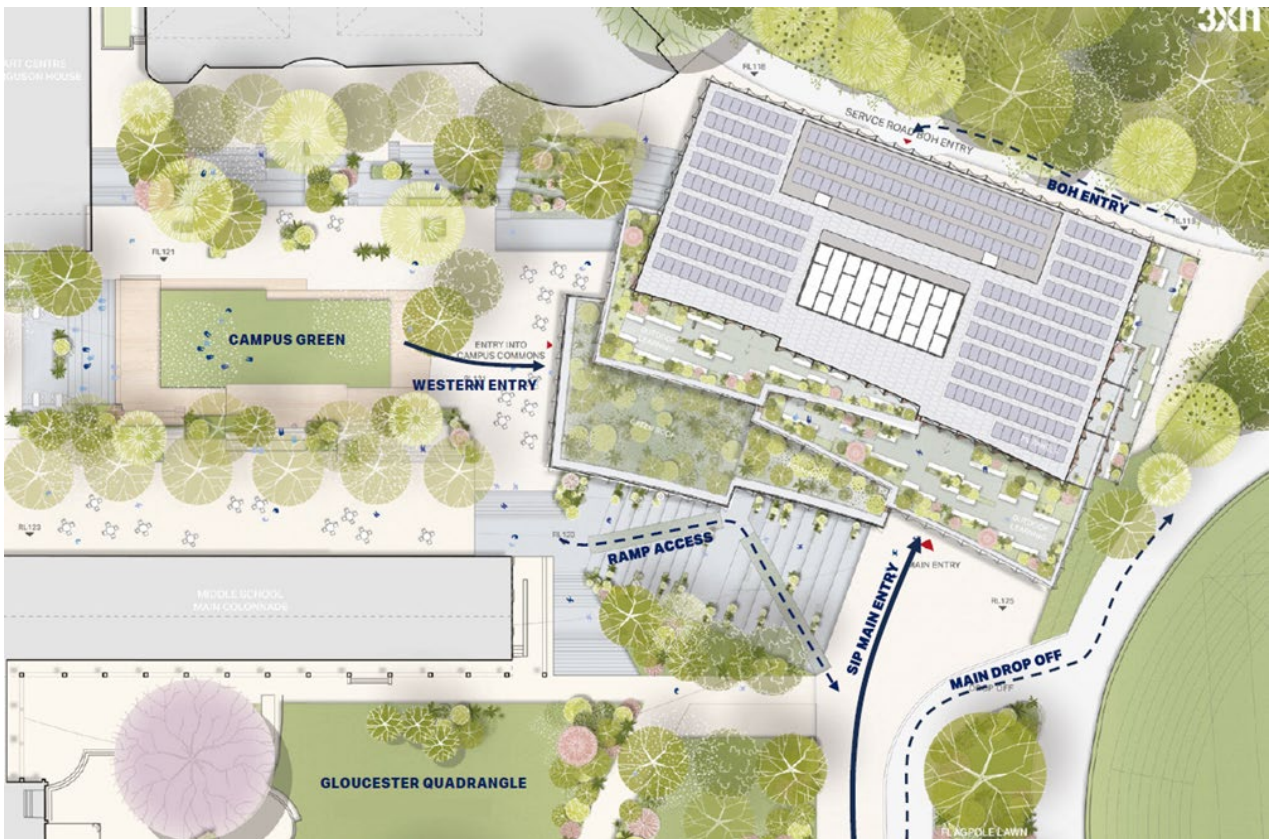
The proposed development seeks consent for the delivery of the Secondary Innovation Precinct within the existing Pymble Ladies College campus. The Innovation Precinct is to be a five-storey building that will provide STEM based learning opportunities. The development has been designed to offer flexibility in order to accommodate a wide range of curricular offerings associated with the function of the school.

Key Element	Proposal
<b>Development Types (Land Use)</b>	
	<p>The SIP is an 'Educational Establishment' and will include the following uses:</p> <ul style="list-style-type: none"> <li>▪ General Learning Spaces;</li> <li>▪ STEM teaching spaces;</li> <li>▪ Senior student facilities;</li> <li>▪ Function spaces;</li> <li>▪ Food and beverage facilities;</li> <li>▪ Associated amenities;</li> </ul>
<b>Site Preparation</b>	
Demolition	Demolition of the existing Isabel Harrison, Dorothy Knox and Robert Vicars Buildings.
Tree removal	Tree removal within the development footprint will be required.
Earthworks/Excavation	Excavation of the basement level.
<b>Built Form and Urban Design</b>	
Building Height	Approx. 145.2m RL.
Number of Storeys	Five storeys
Gross Floor Area	10,300sqm (approx.)
Materials and Finishes	The proposed materiality has been designed to respect and complement the existing character of the College buildings.
<b>Access and parking</b>	
Vehicular Access	Vehicular access is proposed to the basement level from the existing rear service road. The existing access road to the east of the SIP will be realigned at the Flagpole lawn.
Car parking	Within the basement there will be two car spaces for services and deliveries. There will be no other car parking.

Key Element	Proposal
Pedestrian Access	The main pedestrian access point will be from the southern point of the building, adjacent to the existing vehicular drop off point. An additional access point is provided into building from the Campus Commons to the west.
<b>Landscaping</b>	
Landscaped Area	Landscaping will be used on the terraced outdoor gathering space and surrounding the building to integrate it with the setting. At the western end of the project area a new 'Campus Commons' landscaped area will be created connecting the SIP precinct to the rest of the school.

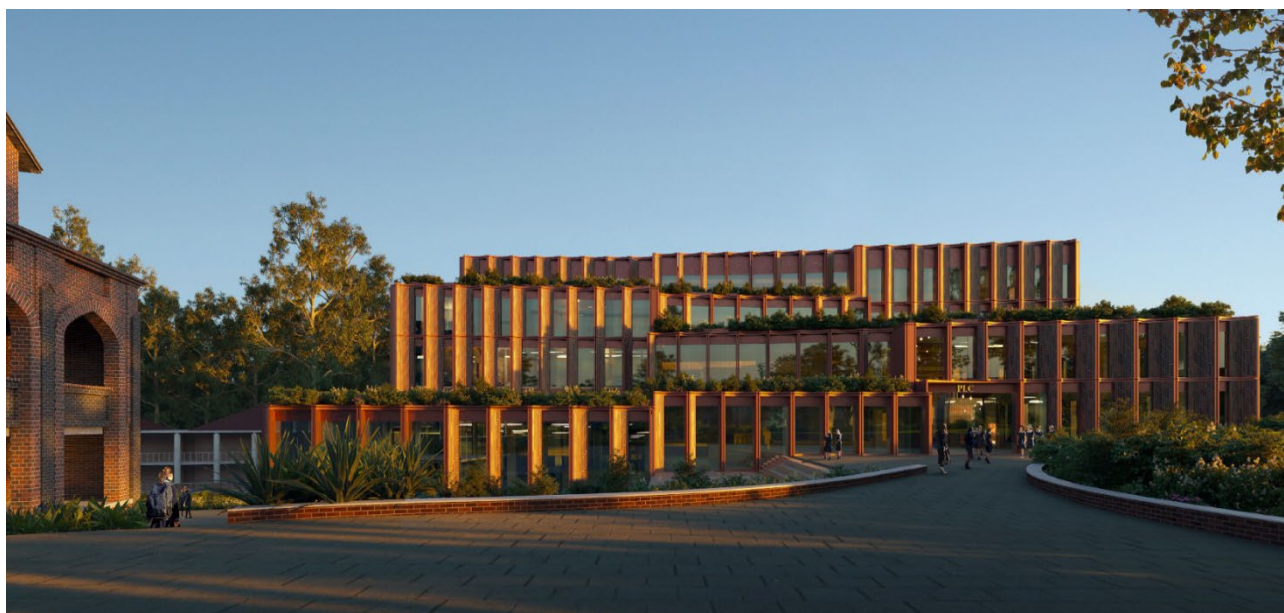
The proposed architectural plans are included at **Appendix B** and excerpts shown in **Figure 4** showing the entrance points and key site connections. The render at **Figure 5** is the southern elevation of the SIP and shows the main entrance to the building.

Figure 4 Proposed Site Plan



Source: 3XN Architects – Drawings

Figure 5 Southern approach



Source: 3XN Architects – Drawings

## 4.2. FEASIBLE ALTERNATIVES

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

The Applicant identified three project alternatives which were considered in respect to the identified need for the proposed concept plan and warehouses. Each of these options is listed and discussed in the following table.

Table 8 Analysis of Feasible Alternatives

Option	Comment
<b>Option 1 – Consequences of not carrying out the development.</b>	This option was dismissed as the objectives of the project would not be met. If the proposal was not to proceed, essential educational facilities would not be delivered and the vision of the masterplan would not be realised. The college would also miss out on the opportunity to provide state of the art educational facilities in line with the growth of STEM subjects.
<b>Option 2 – Alternative locations</b>	Consideration to alternative sites was not given, as the College has been historically established on the site and the proposed facilities are required to support the existing population of the College. The site is considered suitable for the proposed development for the following reasons: <ul style="list-style-type: none"> <li>▪ The site is zoned for the purpose of a school and has historically operated as a school since the early 1900s.</li> <li>▪ An internal design competition was held for the proposal to ensure that the highest standard of design excellence is achieved at the site.</li> <li>▪ The proposal would support the ongoing operations of the established College on the site, through the provision of new and upgraded facilities to enable the fostering of high quality educational and learning experiences.</li> <li>▪ The proposed development would support the existing student and staff population on the site, noting that no increase to student capacity is proposed.</li> </ul>

Option	Comment
<b>Option 3- Alternative Locations within the campus</b>	<ul style="list-style-type: none"> <li>▪ The site is serviced by existing services and infrastructure that can support the proposed development.</li> </ul> <p>The proposed site within the campus was identified through an earlier master planning process. Alternative locations for the SIP within the campus are not appropriate given the presence of other existing buildings and infrastructure and ongoing or planned developments. The area selected for the SIP is suitable given that the building proposed to be demolished are situated at the key 'gateway' to the campus which provides appropriate prominence to the SIP.</p>
<b>Option 4 – Proposed Development</b>	<p>The proposed site and development is considered the most appropriate and feasible option for these reasons:</p> <ul style="list-style-type: none"> <li>▪ The development site is a strategic location within the site in a highly visible location. The prominence of the site within the campus highlights the significance of this building.</li> <li>▪ The location of the development within the campus minimises impacts to the surrounding community and will have a minimal visual impact on the surrounding neighbourhood.</li> </ul> <p>The proposal is compatible with the locality in which it is proposed, with no unacceptable economic, environmental or social impact.</p>

## 5. STATUTORY CONTEXT

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

- *Commonwealth Environment Protection and Biodiversity Conservation (EPBC) Act 1999*
- *NSW Biodiversity Act 2016 (BC Act);*
- *Environmental Planning and Assessment Act 1979 (EP&A Act);*
- *Environmental Planning Assessment Regulation 2021 (the Regulations);*
- *State Environmental Planning Policy (Planning Systems) 2021 (Planning Systems SEPP);*
- *State Environmental Planning Policy (Transport and Infrastructure) 2021 (T&I SEPP);*
- *State Environmental Planning Policy (Resilience and Hazards) 2021 (R&H SEPP);*
- *State Environmental Planning Policy (Biodiversity and Conservation) 2021 (B&C SEPP);*
- *State Environmental Planning Policy (Sustainable Buildings) 2022 (SB SEPP)*
- *Ku-ring-gai Local Environmental Plan 2015*
- *Ku-ring-gai Development Control Plan*

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

### 5.1. STATUTORY REQUIREMENTS

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

Table 9 Identification of Statutory Requirements for the Project

Statutory Relevance	Action
<b>Power to grant approval</b>	<p>Section 15 of Schedule 1 of the Planning Systems SEPP sets out that development for the purposes of the erection of a building, or alterations or additions to an existing building, at an existing school that has an estimated development cost of more than \$50 million is SSD. Refer Appendix B for the preliminary Estimated Cost of Development (EDC).</p> <p>The proposed development is appropriately classified as SSD.</p>
<b>Permissibility</b>	<p>The site is zoned SP2 Educational Establishment in accordance with the KLEP 2015. Educational Establishments are permitted with consent in the SP2 Zone.</p>
<b>Other approvals (General)</b>	<p>The following Acts were considered but by virtue of the application being SSD and the nature of the proposal, no further approval is required under the following:</p> <ul style="list-style-type: none"> <li>▪ <i>NSW National Parks &amp; Wildlife Act 1974;</i></li> <li>▪ <i>NSW Roads Act 1973;</i></li> <li>▪ <i>NSW Water Management Act 2000;</i></li> <li>▪ <i>NSW Protection of the Environment Operations Act 1997.</i></li> </ul>

### 5.2. PRE-CONDITIONS

Table 9 outlines the pre-conditions to exercising the power to grant approval which are relevant to the project.

Table 10 Pre-Conditions

Pre-conditions to Granting Consent	Comment
<b>State Environmental Planning Policy (Industry and Employment) 2021</b>	A consent authority must not grant development consent to an application to display signage unless the consent authority is satisfied that the signage is consistent with the objectives of this Chapter as set out in section 3.1(1)(a), and that the signage the subject of the application satisfies the assessment criteria specified in Schedule 5. If signage is proposed, an assessment under Part 3.1 and Schedule 5 will be included within the EIS.
<b>State Environmental Planning Policy (Resilience and Hazards) 2021</b>	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.
<b>State Environmental Planning Policy (Sustainable Buildings) 2022</b>	Chapter 3 applies as the proposal is for a purpose other than residential accommodation that involves the execution of a new building with an estimated development cost of greater than \$5 million. A consent authority must be satisfied that the development has been designed to meet the requirements listed in Section 3.2. In deciding whether to grant development consent to development to which this section applies, the consent authority must consider whether the development will minimise the use of on-site fossil fuels, as part of the goal of achieving net zero emissions in New South Wales by 2050. The SSD must be accompanied by a net zero statement and calculation of the embodied emissions of the project.

### 5.3. MANDATORY CONSIDERATIONS

Table 10 outlines the relevant pre-conditions to exercising the power to grant approval and the section where these matters are addressed within the EIS.

Table 11 Mandatory Considerations

Statutory Reference	Mandatory Consideration
<b>Consideration under the EP&amp;A Act and Regulations</b>	
Section 1.3	The relevant objects of the EP&A Act will be addressed in the EIS
Section 4.15 (1)(a)(i) Relevant environmental planning instrument	All relevant EPIs will be addressed in the EIS, these include; <ul style="list-style-type: none"> <li>▪ Ku-ring-gai LEP</li> <li>▪ Resilience &amp; Hazards SEPP 2021 – Hazardous and Offensive Development</li> <li>▪ Resilience &amp; Hazards SEPP 2021 – Remediation of Land</li> <li>▪ Planning Systems SEPP</li> <li>▪ Transport &amp; Infrastructure SEPP</li> <li>▪ Sustainable Buildings SEPP</li> </ul>
Section 4.15 (1)(a)(iii) Relevant development control plan	Ku-ring-gai Development Control Plan (KDCP) will be considered in the EIS.
Section 4.15 (1)(a)(iii)a) any planning agreement or draft planning agreement	N/A
Section 4.15 (1)(a)(iv) relevant matters prescribed by the Regulations.	The proposed development includes the demolition of existing buildings. Cl 61 (1) of the Regulations requires that in determining a development application for the demolition of a building, the consent authority must consider the Australian Standard AS 2601—2001: The Demolition of Structures.

Statutory Reference	Mandatory Consideration
	This provision will be addressed in the EIS.
Section 4.15(1)(b) the likely impacts of that development, including environmental impacts on both the natural and built environments, and social and economic impacts in the locality,	The likely impacts of the development have been identified in Section 7 of this scoping report including those matters requiring further assessment in the EIS.
Section 4.15(1)(c) The suitability of the site for the development	An assessment of the suitability of the site will be undertaken within the EIS including whether the proposal fits within the locality and whether the site attributes are conducive to the proposed development.
Section 4.15(1)(d) Any submissions made in accordance with the Act or regulations	A detailed response to any submissions will be provided following lodgement and public exhibition of the EIS.
Section 4.15(1)(2) The Public Interest	The public interest of the project will be fully detailed and addressed within the EIS. Given the alignment of the project with Federal, State and local strategic policy it is considered that the project is in the public interest.
<b>Mandatory relevant considerations under EPIs</b>	
KLEP	<p>The Ku-Ring-Gai LEP is the principal environmental planning instrument that sets out land use zones and development controls for the site. The KLEP includes the following relevant considerations that will be fully addressed in the EIS.</p> <ul style="list-style-type: none"> <li>▪ Part 2 Land use permissibility and consistency with zone objectives.</li> <li>▪ Part 4 Development Standards</li> <li>▪ Part 5 Miscellaneous provisions</li> </ul> <p>The project is considered consistent with the provisions within the KLEP.</p>
State Environmental Planning Policy (Resilience and Hazards) 2021	Section 4.6 – Contamination and remediation to be considered in determining development application. A preliminary site investigation, detailed site investigation and remediation action plan (RAP) if unnecessary, will be submitted as part of the SSDA.
State Environmental Planning Policy (Biodiversity and Conservation) 2021	Chapter 2 – Vegetation in non-rural areas will be considered within the SSDA.
<b>Considerations under other legislation</b>	
Biodiversity Conservation Act 2016 Part 7 and Part 8 (2) (BCA)	The likely impact of the proposed development on biodiversity values as assessed in the Biodiversity Development Assessment Report (BDAR). The Minister for Planning may (but is not required to) further consider under that BC Act the likely impact of the proposed development on biodiversity values. Biodiversity matters are addressed in Section 7 of this report and will be addressed in detail within the EIS.
<b>Development Control Plan</b>	
Ku-ring-gai Development Control Plan 2024	<p>Clause 2.10(1) of the Planning Systems SEPP provides that the provisions of Development Control Plans do not apply to SSD. There is no requirement for assessment of the project against the KDCP. Nevertheless, the project will consider the following provisions of KDCP:</p> <ul style="list-style-type: none"> <li>▪ Part 9 Non-residential and Office Buildings</li> <li>▪ Part 13 Tree and Vegetation Preservation</li> <li>▪ Part 14 Urban Precincts and Sites</li> <li>▪ Part 18 Biodiversity</li> <li>▪ Section C – General matters</li> </ul>

## 6. COMMUNITY ENAGAGEMENT

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

### 6.1. ENGAGEMENT CARRIED OUT

The proposed development reflects discussions with the following key agencies:

Table 12 Agency Engagement

Agency	Date	Items of discussion/Feedback
Ku-Ring-Gai Council	2 September 2024	<ul style="list-style-type: none"> <li>▪ Appreciated early engagement.</li> <li>▪ Questions concerning timing for the proposal.</li> <li>▪ Questions concerning parking provision and if there was an increase in student numbers.</li> <li>▪ Advised that Council staff would provide written feedback following the formal pre lodgement meeting.</li> </ul>
DPHI	23 September 2024	<ul style="list-style-type: none"> <li>▪ Design Competition process and appointment of 3XN as the architect for the scheme</li> <li>▪ 3XN provided overview of design concept</li> <li>▪ Engagement with Government Architect of New South Wales through the State Design Review Panel Process.</li> <li>▪ Overview of community engagement to be undertaken by the College.</li> <li>▪ Timeline for the project.</li> <li>▪ Planning context, key areas for impact assessment to focus on trees, biodiversity, consideration of potential visual impacts.</li> </ul>
State Design Review Panel	6 November 2024	<ul style="list-style-type: none"> <li>▪ SDRP Session 1 to present the scheme, feedback included:</li> <li>▪ Design team to further consider the relationship of the building to the trees to the east, embrace these as a key feature of the site.</li> <li>▪ Consider means to vary the façade to respond to externalities including views to the oval or the trees.</li> <li>▪ Consider opportunities for the building to Connect to Country.</li> <li>▪ Deep building, important for atrium to function well to provide throughout.</li> </ul>

The College has undertaken proactive engagement aimed to establish a two-way dialogue with the community and identify key issues of interest f. The engagement strategy has been led by the Urbis Engagement team and has included the following activities:

- The publication of project information on the College website.
- the establishment of an email address and 1800 number for community feedback.
- a door knock of near neighbours carried out on 17 October 2024.
- preparation of a Community Newsletter, emailed to Councillors, the State Member for Wahroonga and key resident action groups, and distributed via letterbox drop 18 October 2024; and
- a Community Information Session, held at the College on 29 October 2024.

Key feedback received included:

- concern regarding potential traffic generation, including construction traffic, and parking issues.
- interest in details of the construction programme and whether it will co incide the Grey House Precinct construction.
- support for the proposed building design.

- support for continued improvement in facilities and use of an underutilised part of the campus.

All comments received throughout this early community engagement process have been considered by the project team and will be addressed through the technical studies prepared for the SSD process.

## 6.2. FUTURE ENGAGEMENT TO BE CARRIED OUT BY THE APPLICANT

Once the SEARs are received, the Applicant will proceed with the formal consultation process. The following community and stakeholder consultation will be undertaken in the preparation and assessment of the EIS:

**Key Stakeholders:** it is proposed to consult with the following stakeholders during the preparation of the EIS:

- DPHI
- Ku-ring-gai Council
- Transport for NSW
- Service Providers (e.g Sydney Water)
- Local Aboriginal Community and Land Council
- Surrounding residents, businesses and local community groups.

Additional stakeholders may be identified during the preparation of the EIS.

**Community Engagement:** Urbis Engagement will monitor, review and adapting the effectiveness of the engagement strategy to encourage community participation in the Project. The following actions are planned to keep the community informed regarding the project, obtain feedback and engage with stakeholders regarding the detailed assessment of key matters:

- Preparation and distribution of a second community newsletter.
- Website update.
- Scheduling of online information session.

The proposed actions are consistent with the community participation objectives in the Undertaking Engagement Guidelines for State Significant Projects. Additional consultation actions may be identified following further engagement with key stakeholders and DPHI. An Engagement Outcomes Report will be provided with the EIS.

The EIS and supporting documentation will be placed on public exhibition, providing stakeholders with an additional opportunity to review the Project, including the final development plans and the detailed specialist studies and assessment reports accompanying the final EIS.

# 7. 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.

## 7.1. MATTERS REQUIRING FURTHER ASSESSMENT IN THE EIS

The following table outlines the relevant matters and impacts which will be addressed in detail within the EIS. It outlines the matters and impacts of particular concern to the community and other stakeholders.

Table 13 Matters requiring assessment in the EIS

Matter	Consideration
<b>Built Form</b>	<p>The vision for the Secondary Innovation Precinct is to meet demand for additional STEM learning spaces with a focus on a variety of learning environments. A Concept Design for the Precinct has been chosen through an Architectural Design Competition. The Architectural Plans at <b>Appendix B</b> outline the proposed building footprint and accompanying landscaping that are the subject of this SSDA.</p> <p>The current buildings on-site that are proposed to be demolished for the SIP are located at the entrance to the school. The new building will be a landmark building within the campus and prominent as people arrive. Careful consideration of the building appearance and its engagement with the surrounding context is required.</p> <p>Key matters of consideration will include the façade design, setbacks and landscaping to enhance the proposal's interface with its surrounds. Analysis of the height, bulk and scale with respect to the surrounding context will be undertaken to provide a comprehensive response in relation to:</p> <ul style="list-style-type: none"> <li>▪ The interface with surrounding development within the campus.</li> <li>▪ The building siting, layout, massing and setbacks</li> <li>▪ Relationship between the SIP and the surrounding natural environment.</li> <li>▪ Visual impact when viewed from the public domain and key vantage points around the site.</li> </ul> <p>The EIS will be accompanied by a detailed set of Architectural Plans and a Design Report which will respond to SDRP feedback, and the 'Better Placed' requirements. The EIS will also be accompanied by a BCA Compliance Report and Accessibility Report to confirm the proposed design can achieve compliance with the Building Code of Australia 2022 and Disability (Access to Premises – Buildings) Standards 2010.</p>
<b>Connection with Country</b>	<p>The SIP will respond to Connection to Country Framework prepared by the NSW Government Architect. The design has been informed by Country and the Design Report will demonstrate how the frameworks has been implemented and reflected in the SIP design.</p>
<b>Urban Design and Landscaping</b>	<p>The SSDA will include an urban design and landscaping report to ensure the proposal is of a high quality and landscape led design. The project will be aiming provide a high-quality landscaped area on the site known as the Campus Commons.</p> <p>The Urban Design will be informed by Country and will reflect and embed the recommendations of the appointed cultural advisor to address the Connection with Country framework. Maintaining/improving canopy coverage through the retention (where possible) of existing trees and replanting. A process of seed harvesting, seed propagation and replanting of existing trees on site will be carried out.</p>
<b>Biodiversity</b>	<p>The site is adjacent to a stand of blue gum forest which is identified as 'Biodiversity' on Council's terrestrial biodiversity mapping. Assessment in accordance with the Biodiversity Assessment Method will be undertaken in the EIS alongside the preparation of a Biodiversity Development Assessment Report (BDAR). A further detailed ecological assessment of the site will occur to identify any threatened species and help inform the potential impacts of the proposal</p>
<b>Arborist Assessment</b>	<p>Tree removal will be required to facilitate the development. A preliminary Arboricultural assessment has been prepared which has identified that the proposal will impact on and require the removal of 79 trees. Of these, approximately one third are weed species or are dead trees.</p>

Matter	Consideration
	The Arboricultural Impact assessment including mitigation measures for trees to be retained on site will accompany the EIS.
<b>Access &amp; Transport</b>	<p>The development does not propose an increase to the student population and does not include any parking (other than two spaces for service purposes). Traffic impacts associated with the operation of the SIP are therefore not anticipated to be significant. A Traffic Impact Assessment (TIA) will be undertaken in accordance with the SEARs to assess existing and estimated future traffic conditions, parking, and access as well as the impact on surrounding road capacity and pedestrian/cycling routes.</p> <p>Existing traffic volumes on Avon Road will increase during construction and the impact of the site's proposed new roads will require further assessment and planning. A Construction Traffic Management Plan will be prepared to ensure impacts to adjacent community and to school operations are minimised and appropriately mitigated.</p>
<b>Noise &amp; Vibration</b>	A Noise and Vibration Impact Assessment (NVIA) will accompany the EIS, to satisfy the Environmental Protection Authority's (EPA's) Noise Policy for Industry, Interim Construction Noise Guideline and Road Noise Policy. Mitigation, management, and monitoring measures will be documented and implemented during the demolition, construction, and operation of the project.
<b>Visual</b>	The project area is largely hidden from views outside of the site due to its location within the campus and the presence of the trees which screen the location from Avon Road. A Visual Impact Assessment will be undertaken to support the EIS. As a part of this, impacts on select public viewpoints and vistas will be assessed as well as visual amenity assessment undertaken of the proposed design and supporting landscaping.
<b>Amenity</b>	Key technical studies to inform the EIS will include noise and vibration impact assessment, visual impact assessment, shadow analysis and landscape assessment. The SSDA will address key environmental amenity matters to ensure the project provides a high-quality built form and landscaped outcome.
<b>Bushfire</b>	A small portion of the broader school site is mapped as bushfire-prone land, however the project area is not. In accordance with the SEARs a Bushfire assessment will be prepared in accordance with the NSW RFS' Planning for Bushfire Protection (2019) and will accompany the EIS
<b>Heritage</b>	<p>Consultation with Aboriginal Community representatives will be conducted and assessed in an Aboriginal Cultural Heritage Assessment Report (ACHAR) as part of the SSDA.</p> <p>The site is not listed as an item of local heritage significance, however it is located in the vicinity of the Pymble Avenue Conservation Area (item number C11) and in the vicinity of a number of heritage listed items under KLEP 2015. The project area is also adjacent to the historic Colonnade building within the campus. Assessment of potential impacts on the adjoining HCA and heritage items will be undertaken.</p>
<b>Water</b>	Analysis of the site's water and stormwater conditions will be included in the civil infrastructure report and plans. A Soil and Water Management plan (SWMP) will be acquired alongside the completion of an Erosion and Sediment Control Plan and Stormwater Management Strategy (SMS). These will help inform further site analysis in the EIS surrounding catchment capacity on and around the site as well as any irrigation risks.
<b>Land Contamination</b>	The suitability of the site in terms of existing contamination, to undergo the proposed development is expected to be appropriate. A Detailed Site Investigation (DSI), Hazardous Buildings Material Survey, and a Salinity Investigation will be prepared. Any necessary further investigation will be conducted and explored in the EIS.
<b>Earthworks</b>	The proposal works with the topography of the site to reduce the amount of cut and fill required. Proposed earthworks will be informed by a detailed cut and fill strategy. Civil plans will be prepared to identify and manage any adverse impacts.
<b>Geotechnical</b>	A Geotechnical Report will provide an assessment of the ground conditions of the site and any risks associated with ground stability or proposed excavation. The report will detail the findings from desktop review of the site and borehole testing where necessary. The report will recommend appropriate temporary and permanent site support and retention measures if required. The Geotechnical Report will also assist to determine any required engineering and earthworks to achieve the proposed development outcome.

Matter	Consideration
<b>Waste</b>	The proposed development will generate waste during the demolition, construction, and operation phases. A Waste Management Plan (WMP) will be attained to determine the extent of management required and will be in accordance with waste regulatory frameworks and legislation.
<b>ESD</b>	<p>The EIS will demonstrate the way in which ESD principles have been incorporated into the siting and layout of the proposed school, as well as relevant minimum environmental and sustainability performance criteria (Green Star and NABERS ratings etc). This will include relevant assessment against the provisions of <i>State Environmental Planning Policy (Sustainable Buildings) 2022</i> (Sustainable Buildings SEPP) including the preparation of an Embodied Emissions Report and Net Zero Statement.</p> <p>It will also identify potential measures to be implemented in the future building design and construction to minimise the environmental footprint of the development, including opportunities to avoid or minimise the demand for water, power (solar PV array) and other passive measures which underpin the ESD framework.</p>
<b>Social Impact</b>	A Social Impact Assessment (SIA) will be prepared assess the social consequences the project, namely the impacts on affected groups of people and on their way of life, life chances, health, culture, and capacity to sustain these. The SIA will address the positive and negative impacts associated with the project, as well as the measures to mitigate these impacts. The SIA will be prepared in line with the NSW Guidelines for Social Impact Assessments.
<b>Community Engagement</b>	<p>As detailed in Section 6.1, the College has already commenced community engagement in respect of the proposal. An Engagement Outcomes Report will be prepared as required by the SEARs. The Report will outline the engagement carried out to date, the outcomes of the engagement and how it has informed the proposal. The report will provide evidence of a transparent and collaborative engagement process. The document will also outline:</p> <ul style="list-style-type: none"> <li>▪ Issues raised by surrounding landowners &amp; stakeholders.</li> <li>▪ Project response to issues.</li> </ul>
<b>Building Code of Australia and Access</b>	A BCA consultant will be engaged to undertake a Building Code of Australia (BCA) and National Construction Code (NCC) assessment for the SSD submission to ensure the proposed design is capable of complying with the relevant provisions of the BCA. An Accessibility Assessment of the proposal will be undertaken for the SSDA. The assessment will review and assess the proposal against the Disability (Access to Premises) Standards 2010 and the relevant Australian Standards. Details of specified requirements and key issues will be addressed in the EIS.
<b>VPA / Infrastructure Delivery and Staging Plan</b>	The College does not intend to enter into a Voluntary Planning agreement (VPA). The EIS will detail the relevant local and state development contributions framework.
<b>Construction, Operation and Staging</b>	The EIS will address the existing operation of the school including staff and student numbers. If construction staging is proposed, measures to mitigating conflicts between operational and construction activities will be provided.

## 7.2. MATTERS REQUIRING NO FURTHER ASSESSMENT IN THE EIS

This section of the report identifies the following matters that do not require further assessment in the EIS. Each of these matters was considered within the scoping phase but considered unlikely to result in significant impacts that warrant further assessment.

- **Flooding:** The site is not identified to be flood affected, therefore a Flood Report is unlikely to be required for the SSDA.
- **Hazard and Risks – Biosecurity, Coastal hazards, Land movement:** The site is not in a coastal area. The existing and proposed operations are not classified as hazardous or offensive development or a biosecurity risk.
- **Air quality:** There are no consequential air quality impacts associated with the Project. Any dust impacts generated during construction will be managed in accordance with standard conditions of consent and a construction environmental management plan.

- **Amenity – odour:** The proposed future operation will not cause any anticipated odorous issues, and thereby does not warrant further assessment.
- **Aviation:** The site is not located on land identified within the OLS area for Sydney Airport and Bankstown Airport and not affected by, or in the vicinity of, the ANEF maps, therefore further assessment in respect of aviation impact is not required.

## 8. CONCLUSION

This Scoping Report has outlined preliminary information regarding the proposed SIP and Campus Commons development at Pymble Ladies' College. The report has outlined preliminary information regarding the site and proposal, identified the relevant strategic and statutory context, summarised the approach to engagement with stakeholders and, identified the scale and nature of the impacts of the project.

As outlined in **Section 5.1**, the Proposal is declared State Significant Development under Schedule 1, Clause 29 of *State Environmental Planning Policy (Planning Systems) 2021*. We trust that the information detailed in this report is sufficient to enable the Secretary to issue SEARs for the preparation of an EIS.

# DISCLAIMER

This report is dated 8 January 2025 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 Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of PLC (**Instructing Party**) for the purpose of SEARs Request (**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.

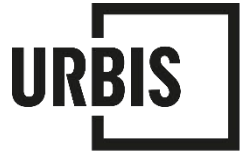
All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will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

In preparing this report, Urbis may rely on or refer to documents in a language other than English, which Urbis may arrange to be translated. Urbis is not responsible for the accuracy or completeness of such translations and disclaims any liability for any statement or opinion made in this report being inaccurate or incomplete arising from such translations.

Whilst Urbis has made all reasonable inquiries it believes necessary in preparing this report, it is not responsible for determining the completeness or accuracy of information provided to it. Urbis (including its officers and personnel) is not liable for any errors or omissions, including in information provided by the Instructing Party or another person or upon which Urbis relies, provided that such errors or omissions are not made by Urbis recklessly or in bad faith.

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    PRELIMINARY EDC



# APPENDIX B ARCHITECTURAL PLANS