# REQUEST FOR SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

PUNCHBOWL PUBLIC SCHOOL

URBIS

JUNE 2019
PREPARED FOR SCHOOLS INFRASTRUCTURE NEW SOUTH WALES

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| Project Code | P5784 |
| Report Number | P5784_SEARs Request |

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# 1. INTRODUCTION

In accordance with Part 4 of the *Environmental Planning and Assessment Act 1979* (the Act), this report is a request for Secretary's Environmental Assessment Requirement (SEARs). This report is prepared by Urbis Pty Ltd on behalf of Schools Infrastructure New South Wales (SINSW) (the applicant).

The SEARs request is made to guide the future redevelopment of Punchbowl Public School and pre-school located at 1329-1333 Canterbury Road, Punchbowl. To inform the SEARs requirements for this project, a number of technical assessments have been undertaken and consultation with the relevant agencies has already been carried out. The findings are detailed throughout this document.

The redevelopment of the School by the NSW Department of Education reflects the significant need for contemporary additional public education infrastructure in the area. Across New South Wales, the Department of Education (The Department) is funding new schools, upgrades to existing schools and improved facilities as public school enrolments are anticipated to be 40,000 students higher in 2019-20 than 2015-16. To meet the existing demand of 971 students living in the catchment area of Punchbowl Public School and to accommodate future enrolment projections of 1,095 students in the catchment area, the Department is required to provide an upgraded school at this location with modern facilities required for a contemporary teaching and learning environment.

The proposal is likely to seek consent for:

- Major alterations and additions to the existing Punchbowl Public School to allow for an upgraded "Core 35" school accommodating up to 1,200 students (pre-school plus K - Year 6) and 80 full-time staff;
- Provision of 50 homebases including 29 learning spaces in new permanent buildings and 21 learning spaces in significantly upgraded existing buildings;
- Removal of four (4) existing demountables and learning spaces with poor Facility Condition Index (FCI) ratings;
- Provision of new learning spaces for the on-site pre-school, including early intervention and support unit classes;
- Provision of new "Core 35" facilities including expanded school hall, canteen, administration support spaces, outdoor learning spaces and play spaces. The spatial requirements for the core facilities such as the library, hall and administration will be adequate to support an uplift of student enrolments up to 1,200 students;
- Improvements to landscaping and open space areas (keeping existing open space at the north of the site and optimising open space within the centre of the school);
- An improved school pedestrian entrance along Rossmore Avenue;
- Preservation of a row of mature fig trees along the access road that cuts across the site linking Viola Street to Rossmore Street;
- Traffic improvements including upgraded onsite kiss-and-drop along Rossmore Avenue and extension to existing staff car park;
- Provision of community access to and use of the school facilities; and
- Enhanced primary street frontage including new pedestrian access from Rossmore Avenue.

A detailed description of the proposed works is provided in **Section 3** of this report. The layout and built form of the buildings may be subject to change as a result of design development prior to formal lodgement of the application. The proposal will accommodate up to 1,200 students and 80 staff at completion.

The development has a capital investment value (CIV) of more than $20 million. Pursuant to Schedule 1 Clause 15 of the *State Environmental Planning Policy (State and Regional Development)* 2011 (SRD SEPP), development for the purposes of educational establishments (including schools) with a CIV more than $20 million is state significant development for the purposes of the SRD SEPP.

The purpose of this report is to provide information to support the request to the Secretary. To assist in identifying the SEARs for the preparation of an Environmental Impact Statement (EIS) for the proposed development, this report provides:

- An overview of the site and 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.

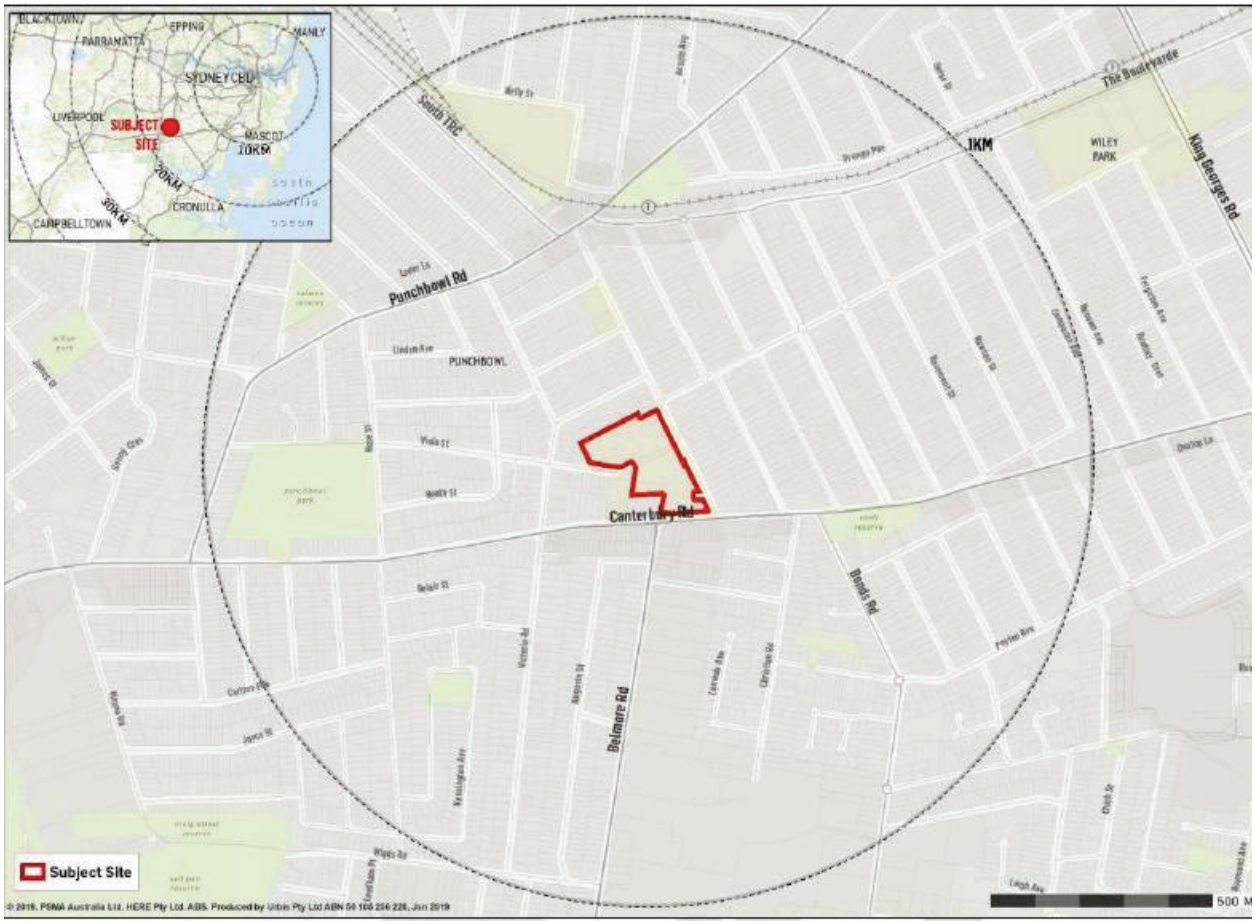
This request for SEARs report should be read in conjunction with the supporting Concept Plans prepared by Tonkin Zulaikha Greer (TZG) Architects at **Appendix A**.

# 2. SITE AND LOCALITY

## 2.1. SITE LOCATION

Punchbowl Public School is located in Punchbowl, approximately 16km south west of Sydney CBD. The site is comprised of six legal lots and is approximately 35,268sqm, with frontages to Rossmore Avenue in the east and Canterbury Road in the south. Pedestrian and vehicle access to the site is provided from Rossmore Avenue. The site is currently occupied by Punchbowl Public School and Punchbowl Pre-School and includes numerous existing school buildings and landscaping. The site has a reasonable gradient with the highest point located in the south east and the lower point in the north west of the site. The site contains numerous trees including a row of mature fig trees located along the internal disused access road connecting Viola Street with Rossmore Avenue.

Figure 1 – Site location map




*Source: Urbis GIS*

Figure 2 – Aerial image of site


*Source: Urbis GIS*

## 2.2. SITE DESCRIPTION

A summary of the site description is provided in the following table.

Table 1 – Site description

| | |
|---|---|
| **Address** | 1333, 1321, 1329 Canterbury Road, Punchbowl |
| **Legal description** | Lot 1 DP121448<br>Lot 1/DP781789<br>Lot 1/DP182866<br>Lot 1/DP378883 (1331 Canterbury Road)<br>Lot 2/DP378883 (1329 Canterbury Road)<br>Lot 547/DP729091 |
| **Site area** | 35,268sqm |
| **Local Government Area (LGA)** | City of Canterbury Bankstown |
| **Existing Development** | Punchbowl Public School which currently comprises nine (9) school buildings ranging in height between one and two storeys, four (4) |

| | |
|---|---|
| | demountable single storey classrooms, ancillary buildings, play equipment, sporting ovals and car parking. |
| **Surrounding Land Uses** | North: To the north is predominately low-density residential dwellings characterised by single and double storey-built form and the corner of Owen Street and Rossmore Avenue. Further to the north is St Jerome's Catholic Primary School (approx. 200m) and the Punchbowl Commercial Strip and Punchbowl Train Station (approx. 450m) |
| | South: To the south an existing classified State Road being is Canterbury Road and commercial and industrial land uses. Further to the south is predominately low-density residential dwellings characterised by single and double storey-built forms and single and double storey industrial warehouses and buildings along Belmore Road (approx. 200m). |
| | East: To the east is KFC Punchbowl and predominately low-density residential dwellings characterised by single and double storey-built forms. |
| | West: To the west is St Saviours Anglican Church and Cemetery being Local Heritage Item 153 located at 1353 Canterbury Road, and 2A Viola Street. Further to the west is predominately low-density residential dwellings characterised by single and double storey-built forms. |

# 3. PROPOSED DEVELOPMENT

The proposed redevelopment of Punchbowl Public School is intended to comprise the following:

- Demolition of existing Buildings A, B, C, J & L and removal of all demountable classrooms;
- Removal of up to 44 trees;
- Construction of new Building 1 to accommodate a two-storey assembly hall building comprising:
  - School hall with performance stage and integrated covered outdoor learning area (COLA), out of school's hours OOSH facilities, canteen and store room areas on ground level; and
  - School library and special programs rooms on level 1.
- Construction of new Building 2 to accommodate a three-storey administration and learning hub building connected by a double storey covered walkway and comprising:
  - Staff rooms, administrative offices, interview rooms and sick bay on ground level; and
  - Learning hub on level 1 and level 2 comprising;
    - Fourteen (14) homebases;
    - Collaborative learning studios and shared presentation spaces;
    - Withdrawal areas; and
    - Amenities.
- Construction of new Building 3 to accommodate a two-storey building connected by a double storey covered walkway and comprising:
    - Fifteen (15) homebases including pre-school homebases, autism support units and early intervention units;
    - Pre-school administrative offices;
    - Collaborative learning studios and shared presentation spaces;
    - Withdrawal areas;
    - Covered outdoor learning spaces; and
    - Amenities.
- Alterations to existing Building M to accommodate a two-storey learning hub connected by a double storey covered walkway and comprising:
    - Six (6) homebases;
    - Collaborative learning studios and shared presentation spaces;
    - Withdrawal areas;
    - Covered outdoor learning spaces; and
    - Amenities.
- Alterations to existing Building E to accommodate a two-storey learning hub connected by a double storey covered walkway and comprising:
    - Eight (8) homebases;
    - Collaborative learning studios and shared presentation spaces;
    - Withdrawal areas;

  - Covered outdoor learning spaces; and
  - Amenities.
- Alterations to existing Building F to accommodate a single storey building comprising:
  - Community Teaching Space;
  - Craft storeroom; and
  - Amenities;
- Alterations to existing Building D to accommodate a two-storey learning hub connected by a double storey covered walkway and comprising:
  - Seven (7) homebases;
  - Collaborative learning studios and shared presentation spaces;
  - Withdrawal areas;
  - Covered outdoor learning spaces; and
  - Amenities.
- Associated site landscaping and open space improvements including upgrades throughout, preservation of significant trees, construction of a multipurpose sports field and games courts;
- Pick-up and drop-off zone to be retained from Rossmore Avenue and Viola Street;
- Pedestrian access from Rossmore Avenue relocated and new delivery vehicle access from Rossmore Avenue;
- Existing vehicle access to staff car park retained from Rossmore Avenue;
- Extension of existing at-grade car park to accommodate 53 vehicle spaces; and
- Upgrades to school signage.

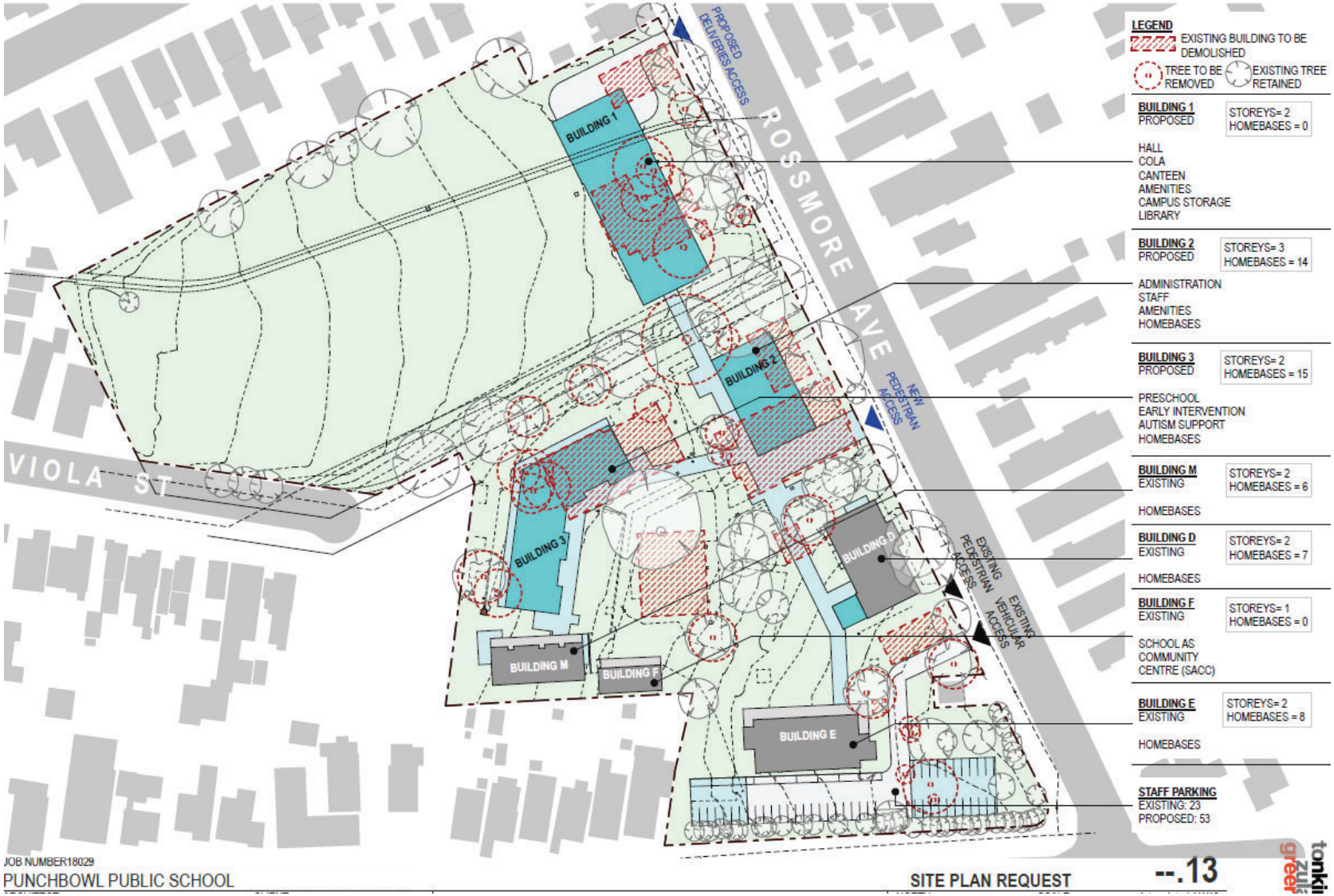
The upgraded Punchbowl Public School will accommodate up to 1,200 students and 80 full-time staff at completion. The exact breakdown will be as follows:

- K-6 School – 1,000 students
- Pre-School – 80 students (40 at one time)
- Early Intervention – 14 students
- Autism Support – 14 students
- Core Facilities – designed to cater 1,200 students.

Therefore, Punchbowl PS has been designed to accommodate up to 1,200 students, which includes K—6, Pre-School, Early Intervention & Autism Support

The design proposal is shown in **Figure 3** and within the concept masterplan attached at **Appendix A.** The layout and built form of the buildings may be subject to change as a result of design development prior to formal lodgement of the application. The design intent and capacity of the school will remain the same.

Figure 3 – Proposed Master Plan




*Source: TZG Architects*

# 4. PLANNING BACKGROUND

The relevant statutory planning policies that apply to the proposed development are as follows:

- *State Environmental Planning Policy (State and Regional Development) 2011;*
- *State Environmental Planning Policy (Infrastructure) 2007;*
- *State Environmental Planning Policy (Educational Establishment and Child Care Facilities) 2017;*
- *NSW Child Care Planning Guidelines;*
- *State Environmental Planning Policy No. 55 Remediation of Land;*
- *State Environmental Planning Policy No. 64 Advertising and Signage;*
- *Canterbury Local Environmental Plan 2012;* and
- Canterbury Development Control Plan 2012.

## 4.1. STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011

*State Environmental Planning Policy (State and Regional Development)* 2011 identifies development types that are of state significance, or infrastructure types that are of state or critical significance. Under the State Environmental Planning Policy (State and Regional Development) 2011, the following development is classified as state significant development:

> *(1) Development for the purpose of a new school (regardless of the capital investment value).*
>
> *(2) Development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school.*
>
> *(3) Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017), including associated research facilities, that has a capital investment value of more than $30 million.*

The proposal is defined as alterations and additions to an existing 'educational establishment' and child care centre has a project value in excess of $20 million. Accordingly, an SSD application is to be prepared and lodged with the Department of Planning (DPE).

## 4.2. STATE ENVIRONMENTAL PLANNING POLICY (INFRASTRUCTURE) 2007

*State Environmental Planning Policy (Infrastructure) 2007* (ISEPP) provides the legislative planning framework for infrastructure and the provision of services across NSW. Schedule 3 stipulates that development for the purposes of an 'educational establishment' with 50 of more students and with access to any road must be referred to the RTA. Accordingly, Roads and Maritime Services (RMS) has been consulted on this project already and will continue to be consulted during the preparation of the EIS.

## 4.3. STATE ENVIRONMENTAL PLANNING POLICY NO.55 – REMEDIATION OF LAND

The objectives of *State Environmental Planning Policy 55 – Remediation of Land* (SEPP 55) include the promotion of remediation of contaminated land to reduce the risk to human health or another aspect of the environment. SEPP 55 requires the consent authority to consider whether the subject land of any rezoning or development application is contaminated. Accordingly, appropriate geotechnical and contamination investigations have already been undertaken and will be addressed as part of the EIS. The findings of these investigations are discussed in further detail in **Section 5.10** and **Section 5.11** respectively.

## 4.4. STATE ENVIRONMENTAL PLANNING POLICY NO.64 – ADVERTISING AND SIGNAGE

*State Environmental Planning Policy No. 64 Advertising and Signage* (SEPP 64) applies to all signage and advertisement, which can be displayed with or without development consent under environmental planning instruments and is visible from any public place or public reserve. New school signage will be assessed against the Assessment Criteria set out under Schedule 1 of SEPP 64 as part of the EIS.

## 4.5. STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017

*State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (Education SEPP) aims (amongst other things) to streamline the planning system for education and child care facilities.

Schedule 4 of the Education SEPP outlines the design quality principles that are to be considered in the design of a facility. The proposal will respond to the design quality principles as follows:

- **Principle 1 – context, built form and landscape:** The proposal includes new built form and landscaping elements. The new built form will consider the relationship between proposed buildings and existing school buildings to be retained on the site. An Urban Design Report and Landscaping Concept Plan will accompany the EIS.
- **Principle 2 – sustainable, efficient and durable:** The proposal will adopt a range of ESD initiatives, and an ESD Report will accompany the EIS. The proposal will also provide positive social and economic benefits for the local community by ensuring that upgraded and new teaching facilities meet contemporary educational needs of the surrounding community. The proposal will also provide for local job creation and reduce enrolment pressures of surrounding public schools. The proposal will be developed with consideration for the Government Architect of New South Wales (GANSW) Environmental Design in Schools.
- **Principle 3 – accessible and inclusive:** The proposal is capable of complying with relevant provisions for accessibility, and an Accessibility Report will accompany the EIS.
- **Principle 4 – health and safely:** Crime Prevention Through Environmental Design (CPTED) measures will be incorporated into the design, operation and management of the site to ensure a high level of safety and security for students and staff. A range of open spaces and sports facilities will be available for students to encourage passive recreation. A CPTED Report will accompany the EIS.
- **Principle 5 – amenity:** The proposal will contain high quality facilities, spaces and equipment for use by students and staff. These will provide students with an enhanced learning environment.
- **Principle 6 – whole of life, flexible and adaptive:** The proposal involves upgrading of existing classrooms and construction of new classrooms and associated facilities, which will be designed to ensure flexibility and longevity.
- **Principle 7 – aesthetics:** When constructed the proposal will have high quality external finishes. The proposal is of an appropriate scale and form for the surrounding context.

A further detailed assessment of the proposal against the Education SEPP will be undertaken within EIS. The EIS will detail if any of school's facilities are to be used by the community.

## 4.6. NSW CHILD CARE PLANNING GUIDELINES

Under the Education SEPP, a consent authority must take into consideration the Child Care Planning Guideline (the Guideline) when assessing an application for a centre-based child care facility. The Guideline provides a consistent, state wide planning and design framework for preparing and considering DAs for child care facilities. As determined under SEPP Education and Child Care, the Guideline will take precedence over a Development Control Plan where there are inconsistencies in relation to controls for child care facilities (with the exception of building height, rear and side setbacks and car parking rates).

Part 3 of the Guideline includes matters which must be considered by the consent authority when assessing a DA for a child care facility. If a DA satisfies the design criteria, a consent authority cannot refuse the DA on

the basis of design. The SEPP prevents a consent authority from imposing more onerous standards or refusing an application on the basis that they have not been complied with, and the standards include proximity to other centres, indoor and outdoor space requirements, colour schemes if not heritage affected, site area/coverage/dimensions and other stated design criteria in Part 3 of the guideline. Part 4 of the Guidelines provides the requirements for internal and external areas of Childcare facilities as per the National Quality Framework (NQF).

The proposal includes the relocation and redevelopment of an existing child care centre operating within the grounds of Punchbowl Public School. Accordingly, consideration of this guideline will be required.

## 4.7. CANTERBURY LOCAL ENVIRONMENTAL PLAN 2012

The *Canterbury Local Environmental Plan 2012* (CLEP 2012) is the primary environmental planning instrument that applies to the site. The relevant provisions are extracted and presented in Table 6 below.

Table 2 – Relevant CLEP 2012 Provisions

| Provision | Response |
|---|---|
| **Zoning and permissibility** | The site is predominantly zoned R3 (Medium Density Residential). A small portion of the site is zoned SP2 Classified Road. "*Educational establishments"* are permitted with consent in the R3 zone. No works are proposed to the SP2 portion of the site. The roadway is classified as Crown Land. Crown Land located within a school boundary is provided to the DoE in perpetuity, only for use and development that supports the overall purpose of education. |
| **Clause 4.3 Building Height** | The site is subject to a maximum building height of 8.5 metres. As illustrated in the Concept Plans, the proposal will have a maximum building height of 15.045 metres (Building 2) and will therefore exceed the maximum building height control. Pursuant to clause 42 of the ESEPP, development consent may be granted for development for a school that is State significant development even though the development would contravene a development standard imposed by this LEP. The EIS will undertake a merit assessment of the non-compliance. |
| **Clause 4.4 Floor Space Ratio** | The site is subject to a maximum FSR of 0.5:1. The proposal will result in an FSR of 0.2:1 which equates to a total GFA of 6,890sqm and therefore complies with the FSR control. |
| **Clause 5.9 Preservation of trees or vegetation** | An Arboricultural Impact Assessment has been prepared and will accompany the EIS. The assessment identifies a total of 99 trees within the site's boundary. Most trees on the site will be retained, however the assessment identifies up to 44 trees will be highly impacted by the proposal and may require removal.<br><br>The report therefore provides mitigation measures to be implemented to protect trees which are to be retained following the finalisation of building envelope plans. This includes establishing tree protection zones (TPZs) and carrying out ongoing inspections of the impacted trees. The report also confirms that where trees are to be removed, replacement |

| Provision | Response |
|---|---|
| | planting will be proposed. Results of the arboricultural assessment is provided in **Section 5.7** of this report. |
| **Clause 5.10 Heritage Conservation** | The site does not contain any listed heritage items; however, it is located adjacent to a local item – Item 153 – St Saviours Anglican Church Cemetery. Accordingly, a Heritage Impact Statement and Historical Archaeological Impact Assessment have been prepared to assess built form heritage impacts and potential historical European archaeological impacts respectively. These reports will accompany the EIS along with an Aboriginal Archaeology Report which assesses the impact of the proposed works on Aboriginal cultural heritage. The key findings of the heritage and archaeological assessments are provided in **Section 5.6** of this report. |
| **Clause 6.3 Flood planning** | The site is not identified as flood prone land on Council's mapping system. No flooding constraints were identified for the site. However, the Section 7.11 certificate for Lot 1 DP121448 states that development on that Lot, or part of that Lot is subject to flood related development controls due to possible flooding from overland flow. Confirmation of this will be required from Council. If confirmed by Council, any new development located on Lot 1 DP121448 may be required to ensure suitable freeboard is provided to habitable floor levels as per DCP requirements. Notwithstanding, a stormwater engineer will be engaged to review the proposed development and, and if required, prepare a Stormwater Management Report as part of the EIS to identify ways to minimise risk to property and avoid adverse stormwater runoff impacts. |
| **Clause 5.1A Development on land intended to be acquired for public purposes** | A small strip of land to the south of the site along Canterbury Road is identified on the Land Reservation Acquisition Map as SP2 Classified Road. Notwithstanding, no works are proposed to this area, and therefore this land can be acquired for the purposes of constructing a public road in the future. |

## 4.8. CANTERBURY DEVELOPMENT CONTROL PLAN 2012

Under Clause 11 of *State Environmental Planning Policy (State and Regional Development)* 2011, the application of Development Control Plans is excluded when assessing SSD projects. Notwithstanding this, the proposal will assess the key relevant controls of the Canterbury Development Control Plan 2012 (CDCP 2012).

## 4.9. STRATEGIC PLANNING FRAMEWORK

The relevant strategic planning policies which apply to the proposed development include:

- NSW State Priorities;
- State Infrastructure Strategy 2018
- Greater Sydney Regional Plan - A Metropolis of Three Cities;

- South District Plan;
- Future Transport Strategy 2056;
- Sydney's Cycling Future 2013;
- Sydney Bus Future 2013;
- Sydney's Walking Future 2013;
- Crime Prevention through Environmental Design (CPTED) Principles; and
- Healthy Urban Development Checklist, NSW Health.

The EIS will assess the proposal against these relevant strategic planning policies.

# 5. ANTICIPATED SEARS REQUIREMENTS

This Section has been compiled to assist in the preparation of the Secretary's Environmental Assessment Requirements which will guide the preparation of the EIS for the proposal. The environmental assessment requirements have been informed from a review of the detailed technical assessments prepared to date for this project, consultation with Agencies, as well as consideration of SEARs which have been issued for similar school projects. Specialist studies will be undertaken as part of the EIS to assist in addressing these requirements.

It is important to note that the below list does not reference study requirements that will not be relevant to the proposed development, such as a Bushfire Hazard Assessment (given the site is not identified as bushfire prone in CLEP 2012).

## 5.1. ARCHITECTURAL QUALITY AND URBAN DESIGN

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.

## 5.2. ENVIRONMENTAL AMENITY

The spatial arrangement of the school buildings will consider opportunities to locate more intensive uses and activities away from existing 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 neighbouring properties.

## 5.3. BUILDING CODE OF AUSTRALIA AND ACCESSIBILITY

A preliminary Access Report has been prepared by Iaccess Consultants who have reviewed the proposed concept to ensure its capable of meeting the provisions of the Disability (Access to the Premises) Standard 2010 the relevant Australian Standard provisions. The proposed additions to the existing 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.

## 5.4. ECOLOGICAL SUSTAINABLE DEVELOPMENT (ESD)

The EIS will detail how ESD principles will be incorporated into the design and ongoing operation phases of the development. An Ecological Sustainable Development (ESD) report has prepared by JHA which has considered the design of the proposal and will accompany the EIS. The report details how ESD principles have been incorporated in the design and ongoing operation of the proposal. Initiatives have been informed based on the following:

- Best practice design principals;
- Green Star Design and As-Built Submission Guidelines v1.2;
- National Construction Code (NCC) Section J – Energy Efficiency Targets; and
- NSW Department of Educations' Educational Facilities Standards & Guidelines (EFSG).

The ESD report also addresses the principles of Ecologically Sustainable Development as defined in clause 7(4) of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* as follows:

**The precautionary principle** - The development is being designed in accordance with a wide range of ESD goals that pertain to the design, construction and operational stages. The development team will ensure that the building minimises the impact on the environment in the areas of energy, water and materials. A strong focus on electrical and mechanical strategies, including the use of renewable energy will contribute to minimising climate change impacts.

**Inter-generational equity** - The development is not anticipated to cause any significant impact on the health, diversity and productivity of the environment and will provide a community benefit in the form of increased student capacity, upgraded teaching and learning facilities. The project will contribute to a lively community environment and add architectural interest to the surrounding area.

**Conservation of biological diversity and ecological integrity** - The development is proposed on a previously developed parcel of land adjacent to a main road, surrounded in an urban residential environment in a south-western suburb of Sydney. The project will be following an assessment of biodiversity impacts prepared in accordance with relevant legislation to ensure that any future development will not have a significant effect on any threatened species, endangered communities, or their habitant.

**Improved valuation, pricing and incentive mechanisms -** The design of this development will include lifecycle costing to determine the optimum strategy with regards to major items of plant and decisions will be made based on whole of life costs rather than capital expenditure only.

The EIS will also detail how measures will be implemented to minimise consumption of resources, water and energy in response to the SEARs requirements.

## 5.5. FLORA AND FAUNA

A Flora and Fauna Assessment report has been prepared by Eco Logical which identifies the ecological values within the site and considers the impacts from the proposed works in relation to current environmental legislation. This report will accompany the EIS. The report confirms the following:

- A literature review and database search of the BioNet Atlas of NSW Wildlife and EPBC Protected Matters Search Tool was conducted which identified a total of 115 threatened flora and fauna species listed under either the *Biodiversity Conservation Act 2016* (BC Act) or *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act), which may have the potential to occur within a 10 km radius of the subject site.
- Of these threatened species, the following four threatened fauna species were identified as having the potential to occur on site: *Mormopterus norfolkensis* (Eastern Freetail-bat), *Perameles nasuta* (Long-nosed Bandicoot), *Pluvialis fulva* (Pacific Golden Plover) and *Pteropus poliocephalus* (Grey-headed Flying-fox).
- A site inspection was carried out which identified the existence of two endangered species under the BC Act and EPBC Act - Eucalyptus scoparia (Wallangarra White Gum) and Eucalyptus nicholii (Narrow-leaved black peppermint) within the study area. However, it is highly likely that both species have been planted, as both are common trees for landscaping and do not naturally occur within the Sydney region.
- No threatened fauna was observed on the site during the field survey.
- The report confirms that the proposed works will require the clearing of up to 0.14 ha of Urban Native/Exotic Vegetation and 0.04 ha of Managed Exotic Grasses.
- The removal of vegetation has the potential to impact foraging habitat for the Grey-headed Flying-fox. Notwithstanding, tests under the BC Act and the EPBC Act concluded that the proposal is unlikely to constitute a significant impact to this species.
    - Grey-Headed Flying Foxes typically feed on the nectar and pollen of a range of native trees, and on fruits of rainforest trees and vines. They are also known to forage in cultivated gardens and fruit crops. Potential foraging habitat within the Punchbowl PS site include:
        - Ficus species;
        - Corymbia sp.
        - Eucalyptus sp.
        - Melaleuca sp.

  - Noting the above, the Arboricultural Impact Assessment (AIA) contains the details of tree species and location of these species around the campus which confirms most of the species identified as potential foraging habitat for the Grey-Headed Flying Foxes will be retained within the site and will not be impacted by the proposed development.

- Accordingly, Eco Logical are of the opinion that the proposed development is unlikely to trigger the Biodiversity Offset Scheme (BOS) and need for a Biodiversity Assessment Report (BDAR) under the BC Act for the following reasons:
  - The proposal will not impact any land mapped under the Biodiversity Values Map.
  - The proposal will remove 0.14 ha of urban native/exotic vegetation only and would not exceed the clearing threshold of 0.5 ha for the minimum lot size listed in the LEP.
  - The proposal will not have a significant impact to any threatened ecological values.

Therefore, whilst it is common that SEARs for SSDAs will require an assessment of the proposal's biodiversity impacts in accordance with the *Biodiversity Conservation Act* 2016, given the site is not considered to contain any biodiversity value, a submission will be made prior to the submission of the EIS requesting a waiver to preparing a BDAR, as per cl 7.9 of the BC Act.

# 5.6. HERITAGE

## 5.6.1. Aboriginal Heritage

An Aboriginal due diligence Archaeological Assessment has been prepared by Comber Consultants for the proposal and will accompany the EIS. The report reviews the Aboriginal history and historic archaeological context of the site. Key findings of the assessment include the following:

- No Aboriginal objects were observed during the site inspection, despite an extensive search of the whole site being undertaken.
- The site inspection confirmed that the landscape has no distinguishing features, such as ridgelines, rock outcrops or streams that would be conducive to a regular occupation and accumulation of Aboriginal material culture.
- Landscaping for the playing fields and for the existing building sites has resulted in the removal of all vegetation. Any evidence that may once have existed will have been removed due to the construction of the school and playing fields.
- Given the site is not located in the vicinity of any fresh water bodies or within a resource rich area or a land form that would have supported occupation, predictive modelling indicates that it is highly unlikely that the study area will contain evidence of occupation.

In view of the above findings, the report makes the following recommendations:

- As it is not expected that the study area will contain Aboriginal objects nor is the study area an Aboriginal Place, no further archaeological assessment or excavation is required.
- It will not be necessary to apply for a permit under Part 6 of the *National Parks & Wildlife Act 1974*.
- If, during the course of the proposed development, any previously undetected Aboriginal objects are uncovered, work must cease in the vicinity of that object, artefact or site and further advice sought from the consultant.

If required, an Aboriginal Cultural Heritage Assessment Report (ACHAR) will be provided with the EIS.

## 5.6.2. European Heritage

A Heritage Impact Statement (HIS) has been prepared by Urbis for the proposal and will accompany the EIS. The HIS confirms that the site contains no heritage listings and is not located with a conservation area, however, is located adjacent to Item 153 being the St Saviours Anglican Church Cemetery located at 1353 Canterbury Road, and 2A Viola Street located at Lots 1 and 2, DP 999918. St Saviour's Church of England Cemetery and Church is located directly south west of the school site. The cemetery was opened in 1878, closed in 1986 and has approximately 1175 graves. The cemetery is located in the northern portion of the

site adjacent to Viola Street, while the church buildings are located on the southern portion of the site at Canterbury Road.

Despite not having heritage listings on the site, the HIS identified that Buildings D and E (the oldest buildings on the site) both have historic and aesthetic significance at a local level. Building D is located on the eastern edge of the school with a frontage to Rossmore Avenue. The building is one to two storeys and features brown face brick construction with a gabled roof clad with concrete tiles, and exposed timber eaves. Building E is located on the southern edge of the school fronting onto Canterbury Road. The building is two storeys and features brown face brickwork, with a hipped and gabled roof clad with terracotta tiles and exposed timber eaves and battens with timber brackets. Internally, both buildings retain original features including exposed concrete beams and corbels, and timber joinery including doors, highlights, architraves, skirting and picture rails.

As such, the works have been designed to ensure there will be no impact on the characteristics that contribute to the significance of the buildings. The assessment finds that the overall form and principal facades of these buildings will be retained in their entirety and the interior layout and character will remain easily legible through the retention of substantial nibs and bulkheads where new openings are proposed, and through the retention of characteristic joinery.

Notwithstanding the above, the HIS includes the following recommendations:

- Opportunities should be identified to salvage removed timber joinery from Buildings D and E for reuse in the new design.
- Opportunities to rationalise existing services and improve the presentation of Buildings D and E should be identified.

Based on the findings of the assessment, the proposed works will have no detrimental impacts on the significance of Buildings D and E or of the adjacent listed cemetery, and therefore supported from a heritage perspective.

### 5.6.3. Archaeology

An Historical Archaeological Assessment has been prepared by Comber Consultants and will accompany the EIS. This assessment has reviewed the concept plan and considered the archaeological context of the site in view of recorded history, pre-colonial, colonial and post-colonial environmental contexts.

The assessment provided the following key findings:

- The location of the former residence and garage in the south-east corner of the site fronting the corner of Canterbury Road and Rossmore Avenue contains high archaeological potential.
- The former school gardens located south of Block E along the Canterbury Road frontage contains medium archaeological potential for local archaeological significance.
- No other part of the site was identified as having any archaeological potential.

Based on the findings contained in the report, it does not appear that any other portion of the site contains archaeological potential. Notwithstanding, given that the south east corner and the southern side of Block E may contain relics protected under s140 of the *Heritage Act 1977*, the following recommendations and mitigation measures have been provided:

- Undertake a program of archaeological testing in the area identified as having archaeological potential. This area has the potential to contain evidence of the 1922 residence,1930s garage and gardens.
- Implement any other mitigation strategy outlined in the report.
- Undertake archaeological testing in the south-eastern portion of the school and the southern side of Block E adjacent to Canterbury Road. It will be necessary to apply for a s140 permit under the Heritage Act to undertake the archaeological testing. The aim of the testing will be to determine the nature, extent and significance of relics within the study area.
- Once finalised plans have been prepared, the report should be updated to include those plans and to include an updated assessment of the impact of the final proposal on the historical archaeology of the site.

- Once the reassessment of this report, including a review of the phases of occupation has been undertaken, it may be necessary to amend the mitigation strategies and recommendations.

## 5.7. TREE REMOVAL

An Arboricultural Impact Assessment (AIA) report has been prepared by Eco Logical Australia for the proposal and will accompany the EIS. The report provides the following key findings:

- 44 trees will be highly impacted by the proposal.
- 3 trees will be subject to a medium impact due to the proposal.
- 12 trees will be subject to a low impact due to the proposal.
- 40 trees will not be affected by the proposal.

Most of the trees identified as being highly impacted by the proposed works are concentrated located along the site's southern boundary along the Canterbury Road frontage as well as along the northern boundary. Of the 44 trees highly impacted by the proposal, the majority are identified as having low or medium retention value and are not considered significant. However, the report identifies that 10 trees (T1, T2, T4, T6, T7, T30, T75, T92, T94 and T95) are considered to have a high retention value and should be retained and protected where possible. This includes some of the row of fig trees. The assessment therefore provides tree protection measures and recommends that design modifications or the relocation of buildings should be considered to ensure the protection of these high value trees.

Where tree removal is required, replacement plantings will occur. Tree removal and subsequent replanting will be addressed within the EIS following, and in the Arboricultural Impact Assessment and in the Landscape Plans.

## 5.8. WASTE MANAGEMENT AND DEMOLITION

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. A preliminary Demolition/Refurbishment Hazardous Material Risk Assessment has been prepared by Greencap and will accompany the EIS. The assessment found that the site has a low risk of asbestos within the existing buildings. The assessment undertook the following:

- Inspect accessible areas of the site in line with the proposed refurbishment/demolition works to identify the following materials: Asbestos, SMF, PCB, Lead Paint and Lead Dust;
- Identify the likelihood of hazardous materials in inaccessible areas;
- Identify the types of hazardous materials and their condition;
- Assess the risks posed by the materials;
- Compile a hazardous material register for the site in line with the proposed refurbishment/demolition works; and
- Recommend removal methods and necessary actions of the identified/presumed hazardous materials.

Recommendations for demolition and refurbishment will be addressed within the EIS.

## 5.9. CONSTRUCTION MANAGEMENT

A Preliminary Construction and Environmental Management Plan will be prepared and provided as part of the EIS. The plan will detail:

- Timing of construction works to be undertaken;
- Construction hours of operation and programme;

- Materials handling strategy;
- Construction traffic, noise, soil erosion, dust control and stormwater management;
- Environmental management strategies during construction; and
- Waste management.

A Construction Traffic Management Plan will also be prepared as part of the EIS to outline proposed traffic control plans and truck routes.

## 5.10. GEOTECHNICAL

A preliminary Geotechnical Investigation has been prepared by JK Geotechnics for the proposal. The key findings of the preliminary investigation include:

- The site topography slopes down to the north west at gradients ranging from 2° to 5°.
- The site is underlain by Ashfield Shale comprising of "*black to dark-grey shale and laminate"*
- The south eastern corner of the site is proximal to mapped Bringelly Shale and Minchinbury Sandstone which overlays the Ashfield Shale.
- The subsoil profile of the site is underlain by relatively shallow fill, overlying silty clays of high plasticity and of very stiff to hard strength, transitioning into Ashfield Shale (Siltstone) which exhibits an extremely weathered surficial profile before becoming low to medium strength.
- Ground water was only encountered in one borehole (BH11) located on the eastern side of the existing sporting oval, measured at a depth of 2.4m below existing surface levels.

Accordingly, the EIS will be accompanied by a Geotechnical Investigation.

## 5.11. CONTAMINATION

A Preliminary Environmental Site Assessment (ESA) has been prepared by Environmental Investigation Services for the proposal. The assessment found the following:

- The ESA included soil sampling from eleven (11) boreholes. The boreholes generally identified shallow fill over residual silty clay and siltstone. The fill did not contain significant quantities of waste manmade inclusions. Olfactory indicators of contamination (hydrocarbon odours) were encountered in the subsurface profile during sampling of borehole (H10). No visible indicators of contamination were identified in the soil during sampling.

A selection of 13 soil samples and two asbestos containing material (ACM) were analysed for the contaminant(s) of potential concern (CoPC) identified in the Conceptual Site Model (CSM). Total Recoverable Hydrocarbons (TRH) F3 and asbestos were encountered above the site assessment criteria (SAC) adopted for the site. Management of the risks associated with ACM should occur in the interim due to the sensitivity of the site and during development to minimise the risks associated with the disturbance of asbestos in fill.

The key finding of the assessment is that the site is suitable for the proposal subject to the following recommendations:

- Surface pick to remove any visible ACM/sACM from the ground surface, followed by the preparation of a surface clearance certificate (This has already been actioned by SINSW). A Stage 2 Detailed Investigation to be undertaken to the extent practicable to better assess the risk of contamination at the site. The investigation should include a supplementary site history assessment to address the date gaps associated with SafeWork NSW records, a GPR survey if the former motor mechanic/service station site to confirm the presence of any redundant USTs, additional soil sampling and groundwater sampling.
- In the event that the Stage 2 Detailed Stage Investigation is constrained by access, a preliminary remediation action plan (RAP) will be prepared based on the available data. The preliminary RAP should provide options for addressing the contamination issues identified and provide either a framework for the additional investigation and/or for obtaining robust validation data to compensate for the scope of the limited Stage 2 Investigation.

Accordingly, the EIS will be accompanied by both a Preliminary Environmental Site Assessment and Detailed Site Investigation. The findings of the DSI and RAP (if required) will be reviewed, and recommendations analysed in detail within the EIS.

## 5.12. TRANSPORT AND ACCESSIBILITY

A Traffic Impact Assessment has been prepared by PTC Consultants for the proposal. The report has undertaken a traffic and pedestrian survey to better understand the existing traffic and parking conditions within the vicinity of Punchbowl Public School. The report identifies that the site is serviced by the following roads:

- Canterbury Road, which is classified as a State Road.
- Rossmore Avenue, which is classified as a Local Road.
- Viola Street, which is classified as a Local Road.

The site is serviced by the following public transport networks:

- Punchbowl Public Train Station, which is within the 800m catchment of the site.
- Several bus stops within the 400m catchment of the site, which are consistently serviced by buses operated by Transit Systems (487) and Punchbowl Bus Company (S14, 940, 941, 944) on weekdays.

The existing and post development scenarios have been modelled using SIDRA 8 Intersection software. The proposal is expected to result in an additional trip generation of 168 two-way trips in the morning peak and 126 two-way trips in the afternoon peak.

The report concludes that the proposal will provide the following:

- 53 staff car parking spaces (inclusive of 1 accessible parking space);
- 8 staff bicycle spaces and 8 student spaces;
- Servicing provision will be considered and finalised in the detailed design stage;

The proposed parking provision satisfies the Council's minimum DCP parking rate requirements.

Parking modifications are proposed along Rossmore Avenue and Viola Street to extend the existing pick up/drop off zones. The proposal will include the addition of nine pick up/drop off zone spaces comprising of:

- Additional four (4) spaces along the western side of Rossmore Avenue;
- Additional two (2) spaces along the eastern side of Rossmore Avenue; and
- Additional three (3) spaces along the northern side of Viola Street.

An updated Transport Impact Assessment (TIA) 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 for both Punchbowl PS and the associated pre-school including any specific parking and access requirements associated with the pre-school. The relocation of the pre-school component of the development will not result in an intensification of development on the site, with no increase to existing children and staff numbers.

Preparation of a Green Travel Plan and Travel Access Guide will also be included as part of the EIS. Full compliance with the relevant standards will be assessed in detail during the detailed design stage.

## 5.13. NOISE AND VIBRATION

An Acoustic Schematic Design Report has been prepared by JHA Consulting Engineers which provides the relevant acoustic objectives and performance requirements and minimum design standards for the new spaces within the proposal. The report has provided acoustic design considerations for the following:

- Flexible Learning Spaces (FLS)
- Other Spaces such as administrative spaces and common areas

The report has provided preliminary acoustic criteria as per the EFSG DG11 and recommendations for the following components of the proposal:

- Sound insulation recommendations
- Doors
- Flooring
- External glazing
- Room acoustics

The report has also provided acoustic recommendations as per EFSG DG11 for building services for the following aspects of the development:

- Mechanical services internal noise controls
- Plant equipment
- Fans
- Acoustic duct lining
- Air velocities
- Hydraulic services noise controls
- Electrical services

A Construction and Operational Noise Assessment will be provided as part of the EIS. The report will be further developed following detailed design stage and will provide a detailed assessment of potential noise and vibration impacts caused by both the construction and ongoing operation of the School and will provide recommendations to mitigate these impacts.

## 5.14. STORMWATER MANAGEMENT

Preliminary civil and structural advice has been provided by Enstruct. The advice covers stormwater, overland flow, water quality, earthworks, structural engineering design principals, existing building conditions, staging and constructability and future expansion. If required, a detailed Stormwater Management Plan will accompany the EIS detailing a comprehensive management process for stormwater including providing mitigation measures.

## 5.15. SITE SERVICING AND INFRASTRUCTURE

A preliminary Engineering Services Design Report has been prepared by JHA Consulting Engineers, which has identified and summarised the key components which make up the electrical, mechanical and hydraulic services elements of the proposal. The report covers the following:

- Electrical which focuses on the upgrade of the electrical infrastructure that will include new substation, site main switchboard, distribution boards, and associated cabling reticulated throughout the school premise. New Campus distributor will establish on the new library building and new building distributor on every new buildings and existing building which are to be retained.
- Hydraulic which focuses on the redesigning the hydraulics system to the proposed school upgrade based on latest architectural drawings, in anticipation of the increase on water demand, age of the system and minor non-compliances to codes and standards.
- Mechanical which focuses on the condition of the existing mechanical equipment and will redesign the mechanical system to the proposed school upgrade based on the latest architectural drawings and to suit the school requirements and standards.

The report outlines the proposed staging and methodology for servicing the site:

- There is no foreseen issue to extend the temporary services to the temporary building during the phase 1 of staging works.

- It is intended that any offline requirements for significant systems would be scheduled during holidays or weekends.
- As noted above there is no expected impact to live service to the school with schedule of major works to be out of hours.
- The capacity of existing system is addressed under each service. Minor and major augmentation has been proposed to several existing systems.
- Viable infrastructure options and upgrades are also mentioned in the report. Generally, to manage and upgrade the service and simplify ongoing maintenance and operations.

## 5.16. CIVIL AND STRUCTURAL ENGINEERING

A Civil and Structural Advice report has been prepared by Enstruct to support the scheme detailed design stage. In summary, the advice report covers the following:

- Onsite stormwater detention (OSD)
- Stormwater quality
- Earthworks limitations
- Ground conditions
- Structural engineering design principals
- Existing building conditions

The report identifies key structural staging issues including:

- Ensuring that packages of works can be completed within single mobilisation and as one construction activity.
- Provision of suitable site access and site staging areas.

No structural non-compliances have been identified at this point in the design of the new buildings. The existing buildings on the site are not likely to comply with all current standards and design criteria which is outlined within the report. Only new structural elements that are required to accommodate demolition works or an increase in current loading will be designed to comply with the current standards.

Civil engineering matters are to be further addressed in the relevant Civil Plans and Civil Engineering report and will be included in the EIS.

## 5.17. SOCIAL AND ECONOMIC IMPACTS

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

- Significant new direct and indirect jobs will be created during both construction and operational phases;
- The expanded school will cater for existing demand and future population growth;
- 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 upgraded teaching spaces which are flexible and promote increased social interaction among students and teachers.

### 5.17.1. Social Impacts

The investment in education facilities will provide numerous social benefits to communities in the locality and the surrounding region as outlined below.

**Whole of community impacts**

- Enhanced opportunity for collaboration and partnerships: The proposal will deliver infrastructure which will support enhancing collaboration within the local area and with key educational institutions in the Canterbury-Bankstown community. The proposal will foster connection between students, parents and others in the community. The school has an aspiration to build partnerships with other primary schools, high schools, universities and TAFEs. Spaces have been designed to be multi-purpose and generic, to be able to be shared with external parties.

- Enhanced role of the School as Community Centre (SaCC): The delivery of more fit for purpose infrastructure and refurbishment of existing facilities will promote the image of the school as a community "lighthouse" within Canterbury-Bankstown Council where a sense of community is fostered and the schools premises are used for additional community events, learning opportunities for the community, provision of services to families and general community use such as English classes, computer skills classes, function centres, etc.

**Improved student and staff outcomes and experience**

- Future focused learning environments: The proposal will deliver infrastructure which will seek to embed the principles and concept of future focused learning environments with seamless access to technology. This will support improving educational outcomes for students and further improve the sense of belonging and attachment the students may develop towards the school. Treasury evidence a range of studies that show physical classroom environments impact learning outcomes. In particular, the literature suggests that avoided crowding may enable an improvement in student test scores and, consequently, an increase in lifetime earnings.

- Ability to adopt new education models: The proposal will provide spaces that will enable new education models fit for the technological generation. The new education models will further support enhancing teaching quality and efficiency through peer learning, collaboration, visibility and accessibility. The proposal will also provide infrastructure to support the technology.

- Better access to early childhood learning: The proposal will provide enhanced facility of the pre-school to provide the community access to future-focused early learning facility. It is understood that children with access to preschool have improved social, emotional, cognitive, language and physical abilities to prepare children for the academic demands of kindergarten. The physical colocation of the pre-school facilities with the mainstream K-6 classrooms will enable the interaction with older students to prepare them for a smooth transition into Kindergarten.

## 5.17.2. Economic Impacts

The upgraded school will also deliver a range of economic benefits through improving educational outcomes, supporting collaboration within the local community and new education models. The economic sustainability considerations are as follows:

- Reduced travel times: The proposal provides learning spaces for those who currently live in the catchment who otherwise travel longer distances to other schools within the catchment and other catchments. This will also reduce immediate enrolment pressures in other schools within the Lakemba SCG.

- Improved economic productivity and participation: The redevelopment of Punchbowl Public School supports the SaCC programs which has a direct impact on parents who participate in the SaCC programs to improve their skills. Improving parents' English capabilities which will result in positive flow on economic effects, through enhanced income potential and provide their children opportunities for extra-curricular activities. The SaCC also provides homework help classes for parents to enable engagement with their children after school fostering participation of parents in students' learning.

- Improved efficiency within the School Community: The proposal will support increasing efficiency of use of resources through collaborative team teaching and sharing of resources within the SCG as well as in the ongoing operations of the schools. Further with new and refurbishment facilities have proven to improve students and staff experience and levels of engagement which in turn reduce absenteeism, improve staff retention and attraction.

- Improved opportunity for partnerships with the private sector: The proposal will allow for further partnerships with the private sector through the sharing of resources, facilities, and enhanced partnerships, which is conducive to the increased revenue generation potential for the school.

- Improved efficiency in the use of infrastructure assets: Through the development of the school as a 'community hub' there will be greater efficiency in infrastructure use and development. The assets will be able to be utilised for additional purposes other than schooling operations such as community events, hub for services, etc. The assets will have the potential to be shared with other schools within the School Community Group, as well as TAFE, universities and local high schools.
- Positive impacts on other government services: Through improving educational, health and wellbeing outcomes, there may be further flow on impacts to other government services whereby this may lead to reduction in potentially preventable hospitable admissions, reduced dependence on social benefits and potentially reduced likelihood of contact with the justice system. The new facilities provide a space for a community clinic to be used by community nurses, psychologists, speech pathologists and other community health services.
- Reduces maintenance liability of older structures: The proposal looks to reduce the overall school maintenance liability by removing existing buildings with a high FCI which a quantitative measure of building performance is measured by maintenance cost versus new build cost ratio.
- Future proofing for future needs: The proposal also provides for future expansion space on the primary school site. Site massing undertaken to date have taken into consideration further expansion to respond effectively to the changing service need of the community.

## 5.18. SAFETY AND SECURITY

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. The proposal will be assessed by SINSW's School Security Risk Assessors, who are CPTED trained, and who will provide recommendations in line with CPTED principles to be incorporated into the proposal.

## 5.19. CONSULTATION

Preliminary community consultation has been undertaken, including discussions with Council and contact with the NSW Government Architect to initiate the State Design Review (SDR) Process. 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 as part of the EIS:

- Department of Planning and Environment (DPE)
- Department of Education (DoE)
- NSW Government Architect (GANSW) – Two review sessions have been conducted.
- NSW Office of Environment and Heritage (OEH)
- Canterbury Bankstown Council - Consultation has been undertaken with Council to ensure that they are aware of the project. Discussions involving the shared use of the site are ongoing.
- Roads and Maritime Services (RMS) - Consultation has been undertaken, however a meeting has yet to be scheduled.
- Transport for NSW (TfNSW)
- Utilities / service providers - Consultation has been undertaken with Sydney Water, and will be ongoing, regarding the engineering feasibility of the preliminary design outcomes.
- Aboriginal groups
- Community stakeholders, including any weekend users of the site.

# 6. CONCLUSION

This report provides support to the Request for SEARs made for the redevelopment of Punchbowl Public School. It has been prepared by Urbis Pty Ltd on behalf of SINSW (the applicant).

The major upgrade of this school has been driven by the ongoing residential growth in the surrounding area and the need for the Department of Education to provide contemporary school facilities to meet current and future enrolment projections.

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

# Appendix A CONCEPT MASTER PLAN


PUNCHBOWL PUBLIC SCHOOL I **SITE PLAN**

Site plan showing existing, demolished and new buildings.

URBIS