



## **Environmental Impact Statement**

**The Renewal Project – Trinity  
Grammar School**

**SSD – 10371**

**119 Prospect Road, Summer Hill  
Lot 11 DP 1171965**

**Prepared for Trinity Grammar School**

Prepared by Willowtree Planning Pty Ltd

April 2020

## Environmental Impact Statement

Trinity Grammar School, Summer Hill Campus - The Renewal Project  
119 Prospect Road, Summer Hill

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### Document Control Table

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**Environmental Impact Statement**

Trinity Grammar School, Summer Hill Campus - The Renewal Project  
119 Prospect Road, Summer Hill

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**CLAUSE 4.12(8) CERTIFICATE****Declaration Form****Submission of Environmental Impact Statement (EIS)**

prepared under the *Environmental Planning and Assessment Act 1979*  
Clause 4.12(8)

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**EIS Prepared By**

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---

**EIS Reviewed By**

Name

**Thomas Cook, Director**

Qualifications

**Bachelor of Planning, UOW**

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**In Respect Of**

State Significant Development Application 10371

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**Development Application**

Applicant Name

Trinity Grammar School

Address

119 Prospect Road, Summer Hill

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**Land to be Developed**

119 Prospect Road, Summer Hill  
• Lot 11 in Deposited Plan 1171965

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**EIS**

An Environmental Impact Statement (EIS) is attached.

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**Certificate**

I certify that I have prepared the contents of this EIS and to the best of my knowledge:

- it is in accordance with Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*,
- contains all available information that is relevant to the environmental assessment of the development, activity or infrastructure to which the statement relates, and
- that the information contained in the statement is neither false nor misleading.

---

**Signature**

Name

Ashleigh Smith, Associate

Thomas Cook, Director

Qualification

BA Hons (MPIA)

Bachelor of Planning, UOW

Date



## EXECUTIVE SUMMARY

This Environmental Impact Statement (EIS) has been prepared by Willowtree Planning Pty Ltd (Willowtree Planning), to accompany **State Significant Development (SSDA) 10371** which seeks development consent works to Trinity Grammar School, known as The Renewal Project. This EIS has been prepared on behalf Trinity Grammar School (the applicant) and has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs) dated 26 September 2019.

The proposal is classified as State Significant Development (SSD) pursuant to Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP). Clause 15 of Schedule 1 relates to education establishments and provides that *development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school* is State Significant Development.

The proposed development seeks approval for the future development of the campus to provide a framework for the future development of the school, ensure the implementation of modern teaching and learning facilities and the ongoing evolution of the School. In summary, this application seeks approval for detailed built form additions and associated refurbishment works. The intent of the proposal is to stage construction, enabling facilities to be delivered and expanded in line with the growth in student and staff numbers.

Under the *Environmental Planning and Assessment Act 1979* (the EP&A Act), it is required that a request for SEARs be made prior to lodgement of an SSD application seeking approval. SEARs were requested for the proposed development (Reference: **SSD-10371**) and subsequently issued by the Department of Planning, Industry and Environment (DPIE) on 26 September 2019 (refer **Appendix 1**).

In addition to the general requirements, the SEARs for the proposal outlined a number of Key Issues to be addressed as part of an EIS, including:

- Strategic and Statutory Context;
- Traffic, Transport and Accessibility;
- Built Form and Urban Design;
- Visual Impact;
- Environmental Amenity;
- Noise and Vibration;
- Infrastructure Requirements;
- Waste;
- Impacts on adjoining residential properties;
- Ecological Sustainable Development (ESD);
- Biodiversity Assessment;
- Socio-Economic;
- Heritage;
- Flora and Fauna;
- Staging; and
- Construction Hours.

The likely impacts of the proposal have been examined in depth, and the assessments undertaken demonstrate that all potential environmental impacts may be suitably managed. The surrounding context has been accounted for in the analysis, and the amenity of neighbouring properties has been shown to be appropriately safeguarded.

The proposal is considered appropriate for the location and should be supported by the Minister for the following reasons:

- The proposed school has been planned and designed having regard to the relevant planning legislation and the proposed works are permissible with consent;

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- Compliance with the objectives and provisions of the *Ashfield Local Environmental Plan 2013* (ALEP 2013) and *Inner West Comprehensive Development Control Plan 2016* is generally achieved;
- The proposal demonstrates consistency with the objectives and directions of relevant State and Regional planning policies and strategies;
- The proposal is suitable for the Site as evidenced by the site analysis and various site investigations;
- The proposal responds to the environmental constraints and hazards through the siting of built form and softscapes, design and landscaping;
- The proposal would not result in any unacceptable, long term, offsite impacts on adjoining or surrounding properties or the public domain; and
- Community consultation has been completed in accordance with the Department of Planning, Industry and Environment (DPIE) Consultation Guidelines.

According, the findings of this EIS identify that the proposed development can be accommodated without generating impacts that are considered unacceptable, in line with the relevant legislation applicable to the Site. Furthermore, the proposed Educational Establishment would be consistent with the objectives outlined with the Education SEPP, *Greater Sydney Region Plan – A Metropolis of Three Cities*, the *Eastern City District Plan*, and remains consistent with the principles of ESD and Crime Prevention Through Environmental Design (CPTED) through the provision of a modernised Educational Establishment as part of an overall vision and integrated design.

Based on the findings of this EIS, the Proposed Development supports Educational Establishments, inclusive of Trinity Grammar School, which enables a land use that provides a facility and extensive educational services that meet the day-to-day needs of residents, community members, as-well-as the wider locale.

The proposed development is deemed suitable from a technical viewpoint and satisfies relevant Government policies. It provides significant benefits for a wide range of stakeholders and is in the general public interest. Further, the proposed development has addressed the individual matters listed in the SEARs (issued 26 September 2019) and is supported and justified through accompanying technical studies.

As such, the development warrants the support of the Minister and we therefore recommend that approval be granted for The Renewal Project.

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## APPENDICES

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1	Willowtree Planning	DCP Compliance Table
2	Willowtree Planning	Environmental Risk Assessment
3	MBM	QS Report
4	Department of Planning, Industry & Environment	SEARs Report
5	LTS Lockley	Survey Plan
6	PMDL	Architectural Drawings
7	PMDL	Architectural Design Report
8	Arcadia	Landscape Master Plan
9	Arcadia	Landscape Plans
10	TTM	Traffic Parking and Impact Assessment
10	TTM	Green Travel Plan
11	Richard Lamb	Visual Impact Assessment
12	TGS	Curriculum Calendar/ Schedule of Uses
13	TGS	Comprehensive Plan of Management
14	APA	Community Consultation Report
15	Urbis	Heritage Impact Assessment
16	Urbis	Aboriginal Cultural Heritage Assessment Report (ACHAR)
17	SLR	Noise and Vibration Assessment
18	TBH	Construction Management Plan
19	Acor	ESD Strategy
20	Cumberland Ecology	Ecological Assessment Report/BDAR Waiver Request
21	Department of Planning, Industry & Environment	BDAR Waiver
22	Australis Tree Management	Arborist Report
23	Acor	Stormwater Management Report
24	Acor	Civil Plans
25	Douglas Partners	Geotechnical Report
26	Douglas Partners	Contamination
27	Design Confidence	BCA Report
28	Design Confidence	Accessibility Report
29	Acor	Services Infrastructure Management Plan
30	Acor	Integrated Waste Management Plan
31	Acor	Structural Engineering Report

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32	Elephant's Foot	Waste Management Report
33	SLR	Wind Impact Assessment
34	Acor	Lighting Strategy
35	Arup	Fire Statement
36	Douglas Partners	AAS Assessment

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## GLOSSARY OF TERMS

<b>TERM</b>	<b>MEANING</b>
<b><i>A Metropolis of Three Cities</i></b>	A Metropolis of Three Cities - The Greater Sydney Region Plan
<b><i>AU\$</i></b>	Australian Dollars
<b><i>Council</i></b>	Inner West Council
<b><i>CIV</i></b>	Capital Investment Value
<b><i>CPTED</i></b>	Crime Prevention Through Environmental Design
<b><i>DPIE</i></b>	Department of Planning, Industry and Environment
<b><i>EIS</i></b>	Environmental Impact Statement
<b><i>EP&amp;A Act</i></b>	Environmental Planning and Assessment Act 1979 (as amended)
<b><i>EP&amp;A Regulation</i></b>	Environmental Planning and Assessment Regulation 2000
<b><i>EPI</i></b>	Environmental Planning Instrument
<b><i>EES</i></b>	Environment, Energy and Science Group
<b><i>FTE</i></b>	Full Time Equivalent
<b><i>GA NSW</i></b>	Government Architect NSW
<b><i>GSC</i></b>	Greater Sydney Commission
<b><i>GPT</i></b>	Green Travel Plan
<b><i>LEP</i></b>	Local Environmental Plan
<b><i>PMDL</i></b>	PMDL Architects
<b><i>RMS</i></b>	Roads and Maritime Services
<b><i>SEARs</i></b>	Secretary's Environmental Assessment Requirements issued 26 September 2019
<b><i>SEPP</i></b>	State Environmental Planning Policy
<b><i>The School</i></b>	Trinity Grammar School
<b><i>Sqm or m<sup>2</sup></i></b>	Square metres
<b><i>SREP</i></b>	Sydney Regional Environmental Plan
<b><i>SSD</i></b>	State Significant Development
<b><i>The Site</i></b>	119 Prospect Road, Summer Hill
<b><i>TfNSW</i></b>	Transport for NSW
<b><i>Willowtree Planning</i></b>	Willowtree Planning Pty Ltd

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## PART A PRELIMINARY

### 1.1 INTRODUCTION

This Environmental Impact Statement is submitted to the New South Wales Department of Planning, Industry and Environment (DPIE) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) in support of an application for State Significant Development (SSD). This EIS has been prepared by Willowtree Planning on behalf of Trinity Grammar School, Summer Hill Campus, in accordance with the Secretary's Environmental Assessment Requirements (SEARs) dated 26 September 2019.

The SSD seeks consent for *The Renewal Project* comprising a raft of built form works to the Trinity Grammar School, Summer Hill Campus on land at 119 Prospect Road, Summer Hill, being legally described as Lot 11 DP 1171965 (the Site). The proposed development seeks approval for the future development of the campus to provide a framework for the future development of the school, ensure the implementation of modern teaching and learning facilities and the ongoing evolution of the School. In summary, this application seeks approval for detailed built form additions and associated refurbishment works. The intent of the proposal is to stage construction, enabling facilities to be delivered and expanded in line with the growth in student and staff numbers.

The proposal is for alterations and additions to a School, being a type of Educational Establishment in accordance with the Standard Instrument land use definitions. The proposal is classified as State Significant Development pursuant to Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP). Clause 15, Schedule 1 of SEPP SRD 2011, identifies classes of development which are SSD, which includes the following:

*(2) Development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school.*

This EIS describes the Site and proposed development, provides relevant background information, responds to the SEARs and assesses the proposed development in terms of the relevant matters set out in relevant legislation, Environmental Planning Instruments (EPIs) and Planning Policies.

The structure of the EIS is as follows:

- **Part A** Preliminary
- **Part B** Site Analysis
- **Part C** The Renewal Project
- **Part D** Legislative and Policy Framework
- **Part E** Statutory Framework
- **Part F** Strategic Planning Framework
- **Part G** Consultation
- **Part G** Environmental Risk Assessment
- **Part H** Management and Mitigation Measures
- **Part I** Project Justification
- **Part J** Conclusion

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### 1.2 THE PROJECT TEAM

The State Significant Development Application (SSDA) has been prepared by a project team comprising the qualified experts listed in Error! Reference source not found. below.

Table 1. Project Team				
Discipline	Consultant	Technical Input	Date	Appendix
Planning	Willowtree Planning	Environmental Impact Statement	March, 2020	-
Planning	Willowtree Planning	DCP Compliance Table	March, 2020	1
Planning	Willowtree Planning	Environmental Risk Assessment	March, 2020	2
Quantity Surveying	MBM	QS Report	February 2020	3
SEARs	Department of Planning, Industry & Environment	SEARs Report	September, 2019	4
Survey	LTS Lockley	Survey Plan	January 2019	5
Architecture	PMDL	Architectural Drawings	February, 2020	6
Architecture	PMDL	Architectural Design Report	February, 2020	7
Landscape	Arcadia	Landscape Master Plan	February, 2020	8
Landscape	Arcadia	Landscape Plans	March, 2020	9
Traffic	TTM	Traffic Parking and Impact Assessment	February, 2020	10
Traffic	TTM	Green Travel Plan	February, 2020	10
Visual Impact	Richard Lamb	Visual Impact Assessment	March 2020	11
Schedule of Uses	TGS	Curriculum Calendar/ Schedule of Uses	November, 2019	12
Plan of Management	TGS	Comprehensive Plan of Management	November, 2019	13
Consultation	APA	Community Consultation Report	March, 2020	14
Heritage	Urbis	Heritage Impact Assessment	February, 2020	15
Aboriginal Heritage	Urbis	Aboriginal Cultural Heritage Assessment Report (ACHAR)	March 2020	16
Noise	SLR	Noise Impact Assessment	February, 2020	17
Construction Traffic Management Plan	TBH	Construction Management Plan	February, 2020	18
ESD	Acor	ESD Strategy	February, 2020	19

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**Table 1. Project Team**

Discipline	Consultant	Technical Input	Date	Appendix
Biodiversity/Ecological Assessment	Cumberland Ecology	Ecological Assessment Report/BDAR Waiver Request	February, 2020	20
Biodiversity	DPIE	BDAR Waiver	April, 2020	21
Arborist	Australis Tree Management	Arborist Report	February, 2020	22
Civil Engineering	Acor	Stormwater Management Report	February, 2020	23
Civil Engineering	Acor	Civil Plans	February, 2020	24
Geotech	Douglas Partners	Geotechnical Report	September, 2019	25
Contamination	Douglas Partners	Preliminary Site Investigation	September, 2019	26
Access	Design Confidence	Accessibility Report	February, 2020	27
BCA	Design Confidence	BCA Report	February, 2020	28
Fire	Arup	Fire Statement	February, 2020	29
Services	Acor	Services Infrastructure Management Plan	February, 2020	30
Hydraulics	Acor	Integrated Waste Management Plan	February, 2020	31
Structural	Acor	Structural Engineering Report	February, 2020	32
Waste Management	Elephant's Foot	Operational Waste Management Report	February, 2020	33
Wind	SLR	Wind Impact Assessment	February, 2020	34
Lighting	Acor	Lighting Strategy	February, 2020	35
Acid Sulfate Soils	Douglas Partners	AAS Assessment	November, 2019	36

### 1.3 THE PROPONENT

The proponent (applicant) is Trinity Grammar School, Summer Hill Campus. See **Table 2** for contact details.

**Table 2. Proponent Details**

Contact Name	Timothy Bowden, Head Master
Company Details	Trinity Grammar School
Contact Number	119 Prospect Road Summer Hill

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### 1.4 APPROVALS PATHWAY

Schedule 1 of SRD SEPP identifies development which is deemed to be State Significant Development. Clause 15 of Schedule 1 relates to education establishments and provides that development for the purpose of alterations and additions to an existing educational establishment, with a CIV over \$20 million, is state significant development. The proposed development therefore qualifies as State Significant Development.

Accordingly, this EIS has been prepared in accordance with the requirements of Part 4 of the EP&A Act, Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation) and the SEARs issued 26 September 2019. The Minister for Planning will be the determining authority for the project.

### 1.5 CAPITAL INVESTMENT VALUE

The capital investment of the proposed development is estimated at **\$127,748,330 (excluding GST)**, as calculated in the Quantity Surveyors Report (**Appendix 3**).

### 1.6 JOBS CREATION

As detailed in the Quantity Surveyors Certificate (**Appendix 3**), the proposed development is estimated to generate the following jobs:

- Estimated **543 jobs** will be created by the future development during construction;
- **321 FTE** during operation.

Details of job creation calculations are provided in **Appendix 3**.

### 1.7 SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

In accordance with Section 4.22 of the EP&A Act, SEARs were issued by the Secretary of DPIE on 26 September 2019 (**Appendix 4**).

**Table 3** provides a detailed summary of the individual matters listed in the SEARs and identifies where each of these requirements has been addressed in this EIS and accompanying technical studies.

This EIS is also consistent with Clause 6 and 7 of Schedule 2 of the EP&A Regulation which specifies the minimum requirements for environmental impact statements.



## Environmental Impact Statement

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
<b>General Requirements</b>		
<p>The Environmental Impact Statement (EIS) must be prepared in accordance with and meet the minimum requirements of clauses 6 and 7 of Schedule 2 the Environmental Planning and Assessment Regulation 2000 (the Regulation).</p> <p>Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development.</p> <p>Where relevant, the assessment of the key issues below, and any other significant issues identified in the risk assessment, must include:</p> <ul style="list-style-type: none"><li>adequate baseline data;</li><li>consideration of potential cumulative impacts due to other development in the vicinity (completed, underway or proposed);</li><li>measures to avoid, minimise and if necessary, offset the predicted impacts, including detailed contingency plans for managing any significant risks to the environment.</li></ul>	<p>This EIS has been prepared in accordance with Clauses 6 and 7 of Schedule 2 of the EP&amp;A Regulation.</p> <p>An Environmental Risk Assessment is provided at <b>Appendix 2</b> and summarised in <b>Part I</b> of this EIS.</p>	
<p>The EIS must be accompanied by a report from a qualified quantity surveyor providing:</p> <ul style="list-style-type: none"><li>a detailed calculation of the capital investment value (CIV) (as defined in clause 3 of the Regulation) of the proposal, including details of all assumptions and components from which the CIV calculation is derived;</li><li>an estimate of the jobs that will be created by the future development during the construction and operational phases of the development;</li><li>certification that the information provided is accurate at the date of preparation.</li></ul>	<ul style="list-style-type: none"><li>Section 1.5</li><li>Section 1.6</li></ul>	<ul style="list-style-type: none"><li>Appendix 3</li></ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
<b>Key Issues</b>		
<p>The EIS must address the following specific matters:</p> <p><b>1. Statutory and Strategic Context</b></p> <p>Address the statutory provisions contained in all relevant environmental planning instruments, including:</p> <ul style="list-style-type: none"><li>▪ Biodiversity Conservation Act 2016;</li><li>▪ State Environmental Planning Policy (State &amp; Regional Development) 2011;</li><li>▪ State Environmental Planning Policy (Infrastructure 2007);</li><li>▪ State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;</li><li>▪ State Environmental Planning Policy No. 64 – Advertising and Signage;</li><li>▪ State Environmental Planning Policy No.55 – Remediation of Land;</li><li>▪ Draft State Environmental Planning Policy (Remediation of Land);</li><li>▪ Draft State Environmental Planning Policy (Environment); and</li><li>▪ Ashfield Local Environmental Plan 2013.</li></ul> <p><b>Permissibility</b></p> <p>Detail the nature and extent of any prohibitions that apply to the development.</p> <p><b>Development Standards</b></p> <p>Identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.</p> <p><b>Provisions</b></p> <p>Adequately demonstrate and document in the EIS how each of the provisions in the listed instruments are addressed, including reference to necessary technical</p>	<ul style="list-style-type: none"><li>▪ Part D</li></ul>	<ul style="list-style-type: none"><li>▪ -</li></ul>

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**Table 3. SEARS – September 2019**

<b>Matter Raised</b>	<b>EIS</b>	<b>Technical Report</b>
documents.		
<b>2. Policies</b>  Address the relevant planning provisions, goals and strategic planning objectives in the following: <ul style="list-style-type: none"><li>▪ NSW State Priorities;</li><li>▪ The Greater Sydney Regional Plan, A Metropolis of three cities;</li><li>▪ Future Transport Strategy 2056;</li><li>▪ State Infrastructure Strategy 2018 – 2038 Building the Momentum;</li><li>▪ Sydney's Cycling Future 2013;</li><li>▪ Sydney's Walking Future 2013;</li><li>▪ Sydney's Bus Future 2013;</li><li>▪ Crime Prevention Through Environmental Design (CPTED) Principles;</li><li>▪ Better Placed: An integrated design policy for the built environment of New South Wales (GANSW, 2017);</li><li>▪ Child Care Planning Guideline (omg DPE, 2017);</li><li>▪ Eastern District Plan;</li><li>▪ Inner West Comprehensive Development Control Plan 2016.</li></ul>	<ul style="list-style-type: none"><li>▪ Part D</li><li>▪ Part E</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 7</li></ul>
<b>3. Operation</b> <ul style="list-style-type: none"><li>▪ Provide details of the existing and proposed school operations, including staff and student numbers, school hours of operation, and operational details of any proposed before/after school care services and/or community use of school facilities and the planning pathway re permissibility.</li><li>▪ Provide a detailed justification of suitability of the site to accommodate the proposal.</li><li>▪ Provide details of how the school will continue to operate during construction activities of the new primary and secondary school, including proposed mitigation measures.</li></ul>	<ul style="list-style-type: none"><li>▪ Part B</li><li>▪ Part C</li><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 12</li><li>▪ Appendix 13</li><li>▪ Appendix 18</li></ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
<b>4. Built Form and Urban Design</b> <ul style="list-style-type: none"> <li>Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, colours and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Provide details of any digital signage boards, including size, location and finishes.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Clearly demonstrate how design quality will be achieved in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 29</li> </ul>
<ul style="list-style-type: none"> <li>Provide detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Provide a detailed landscape strategy, including consideration of equity and amenity of outdoor play spaces, and integration with built form, security, shade, topography and existing vegetation.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 8</li> <li>Appendix 9</li> </ul>
<ul style="list-style-type: none"> <li>Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 11</li> </ul>
<ul style="list-style-type: none"> <li>Address CPTED Principles.</li> </ul>	<ul style="list-style-type: none"> <li>Part F</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 7</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate good environmental amenity including access to natural</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> </ul>

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Matter Raised	EIS	Technical Report
daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility.	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 7</li> <li>Appendix 8</li> <li>Appendix 9</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate that Aboriginal culture and heritage is considered and incorporated holistically in the design proposal.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 16</li> </ul>
<b>5. Environmental Amenity</b> <ul style="list-style-type: none"> <li>Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing and acoustic impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> <li>Appendix 11</li> <li>Appendix 17</li> </ul>
<ul style="list-style-type: none"> <li>Conduct a view analysis to the site from key vantage points and streetscape locations (photomontages or perspectives should be provided showing the building envelope and likely future development).</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 11</li> </ul>
<ul style="list-style-type: none"> <li>Include a lighting strategy and measures to reduce spill into the surrounding sensitive receivers.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 34</li> </ul>
<ul style="list-style-type: none"> <li>Identify any proposed use of the school outside of school hours (including weekends) and assess any resultant amenity impacts on the immediate locality and proposed mitigation measures.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 12</li> <li>Appendix 13</li> </ul>
<ul style="list-style-type: none"> <li>Detailed outline of the nature and extent of the intensification of use associated with the increased floor space, particularly in relation to the proposed increase in staff and student numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Section 3.5</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> </ul>
<ul style="list-style-type: none"> <li>Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 6</li> <li>Appendix 7</li> <li>Appendix 11</li> <li>Appendix 33</li> </ul>
<b>6. Staging</b> <ul style="list-style-type: none"> <li>Provide details regarding the staging of the proposed development (if any).</li> </ul>	<ul style="list-style-type: none"> <li>Section 3.16</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 7</li> <li>Appendix 18</li> </ul>

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Matter Raised	EIS	Technical Report
<p><b>7. Transport and Accessibility</b></p> <p>Include a transport and accessibility impact assessment, which details, but not limited to the following:</p> <ul style="list-style-type: none"> <li>▪ accurate details of the current daily and peak hour vehicle, existing and future public transport networks and pedestrian and cycle movement provided on the road network located adjacent to the proposed development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part C</li> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>▪ details of estimated total daily and peak hour trips generated by the proposal, including vehicle, public transport, pedestrian and bicycle trips based on surveys of the existing and similar schools within the local area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part C</li> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>▪ the adequacy of existing public transport or any future public transport infrastructure within the vicinity of the site, pedestrian and bicycle networks and associated infrastructure to meet the likely future demand of the proposed development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part B</li> <li>▪ Part C</li> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>▪ measures to integrate the development with the existing/future public transport network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>▪ the impact of trips generated by the development on nearby intersections, with consideration of the cumulative impacts from other approved developments in the vicinity, and the need/associated funding for, and details of, upgrades or road improvement works, if required (Traffic modelling is to be undertaken using SIDRA network modelling for current and future years). Intersections to be modelled include, but should not be limited to, Prospect Road / Old Canterbury Road, Old Canterbury Road / James Street, Old Canterbury Road / Henson Street, and Old Canterbury Road / Hurlstone Avenue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>▪ the identification of infrastructure required to ameliorate any impacts on</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 10</li> </ul>

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<b>Matter Raised</b>	<b>EIS</b>	<b>Technical Report</b>
traffic efficiency and road safety impacts associated with the proposed development, including details on improvements required to affected intersections, additional school bus routes along bus capable roads (i.e. minimum 3.5 m wide travel lanes), additional bus stops or bus bays		
<ul style="list-style-type: none"> <li>details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel plan (Green Travel Plan and specific Workplace travel plan) and the provision of facilities to increase the non-car mode share for travel to and from the site</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>the existing and proposed walking and cycling access arrangements and connections to public transport services</li> </ul>	<ul style="list-style-type: none"> <li>Part B</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>the existing and proposed access arrangements, including car and bus pick-up/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks, including pedestrian crossings and refuges and speed control devices and zones · existing and proposed bicycle parking provision, including end of trip facilities, in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance</li> </ul>	<ul style="list-style-type: none"> <li>Part B</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>existing and proposed number of on-site car parking spaces for staff and visitors and corresponding compliance with existing parking codes and justification for the level of car parking provided on-site.</li> </ul>	<ul style="list-style-type: none"> <li>Part B</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>an assessment of the cumulative on-street parking impacts of cars and bus pick-up/drop-off, staff parking and any other parking demands associated with the development</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>an assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures and personal safety in line with CPTED</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>emergency vehicle access, service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>

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type and the likely arrival and departure times)		
<ul style="list-style-type: none"> <li>the preparation of a preliminary Construction Traffic and Pedestrian Management Plan to demonstrate the proposed management of the impact in relation to construction traffic addressing the following: <ul style="list-style-type: none"> <li>assessment of cumulative impacts associated with other construction activities (if any)</li> </ul> </li> <li>an assessment of road safety at key intersection and locations subject to heavy vehicle construction traffic movements and high pedestrian activity</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>details of construction program detailing the anticipated construction duration and highlighting significant and milestone stages and events during the construction process</li> </ul>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>details of anticipated peak hour and daily construction vehicle movements to and from the site <ul style="list-style-type: none"> <li>details of on-site car parking and access arrangements of construction vehicles, construction workers to and from the site, emergency vehicles and service vehicle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<ul style="list-style-type: none"> <li>details of temporary cycling and pedestrian access during construction. <ul style="list-style-type: none"> <li>Relevant Policies and Guidelines: <ul style="list-style-type: none"> <li>Guide to Traffic Generating Developments (Roads and Maritime Services)</li> <li>EIS Guidelines – Road and Related Facilities (DoPI)</li> <li>Cycling Aspects of Austroads Guides</li> <li>NSW Planning Guidelines for Walking and Cycling</li> <li>Austroads Guide to Traffic Management Part 12: Traffic Impacts of Development</li> <li>Standards Australia AS2890.3 (Bicycle Parking Facilities).</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Part E</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 10</li> </ul>
<p><b>8. Ecologically Sustainable Development (ESD)</b></p> <ul style="list-style-type: none"> <li>Detail how ESD principles (as defined in clause 7(4) of Schedule 2 of the Regulation) will be incorporated in the design and ongoing operation phases of the development.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 19</li> </ul>



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<b>Matter Raised</b>	<b>EIS</b>	<b>Technical Report</b>
<ul style="list-style-type: none"><li>▪ Include a framework for how the future development will be designed to consider and reflect national best practice sustainable building principles to improve environmental performance and reduce ecological impact. This should be based on a materiality assessment and include waste reduction design measures, future proofing, use of sustainable and low-carbon materials, energy and water efficient design (including water sensitive urban design) and technology and use of renewable energy.</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 19</li></ul>
<ul style="list-style-type: none"><li>▪ Demonstrate how environmental design will be achieved in accordance with the GANSW Environmental Design in Schools Manual (<a href="https://www.governmentarchitect.nsw.gov.au/guidance/environmental-design-in-schools">https://www.governmentarchitect.nsw.gov.au/guidance/environmental-design-in-schools</a>)</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 7</li></ul>
<ul style="list-style-type: none"><li>▪ Include preliminary consideration of building performance and mitigation of climate change, including consideration of Green Star Performance.</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 19</li></ul>
<ul style="list-style-type: none"><li>▪ Include an assessment against an accredited ESD rating system or an equivalent program of ESD performance. This should include a minimum rating scheme target level.</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 19</li></ul>
<ul style="list-style-type: none"><li>▪ Provide a statement regarding how the design of the future development is responsive to the CSIRO projected impacts of climate change, specifically:<ul style="list-style-type: none"><li>○ hotter days and more frequent heatwave events</li><li>○ extended drought periods</li><li>○ more extreme rainfall events</li><li>○ gustier wind conditions</li><li>○ how these will inform landscape design, material selection and social equity aspects (respite/shelter areas).</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 19</li></ul>
<ul style="list-style-type: none"><li>▪ Relevant Policies and Guidelines:</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 19</li></ul>

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Matter Raised	EIS	Technical Report
<ul style="list-style-type: none"> <li>○ NSW and ACT Government Regional Climate Modelling (NARClIM) climate change projections.</li> <li>○ OEH (2015) Urban Green cover in NSW Technical Guidelines.</li> </ul>		
<p><b>9. Social Impacts</b></p> <p>Include an assessment of the social consequences of the schools' relative location and decanting activities if proposed.</p>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	
<p><b>10. Heritage</b></p> <ul style="list-style-type: none"> <li>▪ Provide a statement of significance and an assessment of the impact on the heritage significance of the heritage items on the site in accordance with the guidelines in the NSW Heritage Manual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 15</li> </ul>
<ul style="list-style-type: none"> <li>▪ Address any archaeological potential and significance on the site.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 15</li> </ul>
<ul style="list-style-type: none"> <li>▪ If the heritage assessment identifies impact on potential historical archaeology, a historical archaeological assessment should be prepared by a suitably qualified archaeologist in accordance with the Heritage Division, Office of Environment and Heritage Guidelines 'Archaeological Assessment' 1996 and 'Assessing Significance for Historical Archaeological Sites and Relics' 2009. This assessment should identify what relics, if any, are likely to be present, assess their significance and consider the impacts from the proposal on this potential archaeological resource. Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations or salvage programme.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 15</li> </ul>
<p><b>11. Aboriginal Heritage</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe the Aboriginal cultural heritage values that exist across the site and document these in an Aboriginal Cultural Heritage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 16</li> </ul>

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Assessment Report (ACHAR). This may include the need for surface survey and test excavation.		
<ul style="list-style-type: none"> <li>Identify and address the Aboriginal cultural heritage values in accordance with the Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (OEH, 2011) and Code of Practice for Archaeological Investigations of Aboriginal Objects in NSW (OEH, 2010).</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 16</li> </ul>
<ul style="list-style-type: none"> <li>Undertake consultation with Aboriginal people and document in accordance with Aboriginal cultural heritage consultation requirements for proponents 2010 (DECCW). The significance of cultural heritage values of Aboriginal people who have a cultural association with the land are to be documented in the ACHAR.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 16</li> </ul>
<ul style="list-style-type: none"> <li>Identify, assess and document all impacts on the Aboriginal cultural heritage values in the ACHAR.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 16</li> </ul>
<ul style="list-style-type: none"> <li>The EIS and the supporting ACHAR must demonstrate attempts to avoid any impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the ACHAR and EIS must outline measures proposed to mitigate impacts. Any objects recorded as part of the assessment must be documented and notified to OEH.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 16</li> </ul>
<b>12. Noise and Vibration</b> <ul style="list-style-type: none"> <li>Identify and provide a quantitative assessment of the main noise and vibration generating sources during demolition, site preparation, bulk excavation, construction. Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 17</li> </ul>
<ul style="list-style-type: none"> <li>Identify and assess operational noise, including consideration of any public-address system, school bell, mechanical services (e.g. air conditioning plant), use of any school hall for concerts etc. (both during and outside school hours) and any out of hours community use of school facilities, and outline measures to minimise and mitigate the potential</li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 17</li> </ul>

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**Table 3. SEARS – September 2019**

<b>Matter Raised</b>	<b>EIS</b>	<b>Technical Report</b>
noise impacts on surrounding occupiers of land.		
<ul style="list-style-type: none"><li>▪ Relevant Policies and Guidelines:<ul style="list-style-type: none"><li>○ NSW Noise Policy for Industry 2017 (EPA)</li><li>○ Interim Construction Noise Guideline (DECC)</li><li>○ Assessing Vibration: A Technical Guideline 2006</li><li>○ Development Near Rail Corridors and Busy Roads – Interim Guideline (Department of Planning 2008)</li><li>○ Australian Standard 2363:1999 Acoustics – Measurement of noise from helicopter operations.</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 17</li></ul>
<b>13. Contamination</b> <ul style="list-style-type: none"><li>▪ Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55.</li><li>▪ Undertake a hazardous materials survey of all existing structures and infrastructure prior to any demolition or site preparation works.</li><li>▪ Relevant Policies and Guidelines:<ul style="list-style-type: none"><li>○ Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP).</li><li>○ Guidelines for Consultants Reporting on Contaminated Sites (EPA, 2011)</li><li>○ National Environment Protection (Assessment of Site Contamination) Measure (National Environment Protection Council, as amended 2013)</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 26</li></ul>
<b>14. Utilities</b> <ul style="list-style-type: none"><li>▪ Prepare an Infrastructure Management Plan in consultation with relevant agencies, detailing information on the existing capacity and any augmentation and easement requirements of the development for the provision of utilities including staging of infrastructure.</li><li>▪ Prepare an Integrated Water Management Plan detailing any proposed</li></ul>	<ul style="list-style-type: none"><li>▪ Part H</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 29</li><li>▪ Appendix 30</li><li>▪ Appendix 31</li><li>▪ Appendix 34</li></ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
alternative water supplies, proposed end uses of potable and non-potable water, and water sensitive urban design.		
<b>15. Contributions</b>  Address Council's 'Section 7.11 Contribution Plan' and/or details of any Voluntary Planning Agreement, which may be required to be amended because of the proposed development.	<ul style="list-style-type: none"> <li>Section 4.16</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>16. Drainage</b> <ul style="list-style-type: none"> <li>Detail measures to minimise operational water quality impacts on surface waters and groundwater.</li> <li>Stormwater plans detailing the proposed methods of drainage without impacting on the downstream properties.</li> <li>Relevant Policies and Guidelines:               <ul style="list-style-type: none"> <li>Guidelines for development adjoining land and water managed by DECCW (OEH, 2013).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 24</li> <li>Appendix 25</li> </ul>
<b>17. Flooding</b>  Identify flood risk on-site (detailing the most recent flood studies for the project area) and consideration of any relevant provisions of the NSW Floodplain Development Manual (2005), including the potential effects of climate change, sea level rise and an increase in rainfall intensity. If there is a material flood risk, include design solutions for mitigation.	Not Applicable	<ul style="list-style-type: none"> <li>Appendix 23</li> <li>Appendix 24</li> </ul>
<b>18. Biodiversity Assessment</b> <ul style="list-style-type: none"> <li>Biodiversity impacts related to the proposed development are to be assessed in accordance with the Biodiversity Assessment Method and documented in a Biodiversity Development Assessment Report (BDAR). The BDAR must include information in the form detailed in the Biodiversity Conservation Act 2016 (s6.12), Biodiversity Conservation Regulation 2017</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
(s6.8) and Biodiversity Assessment Method.		
<ul style="list-style-type: none"> <li>The BDAR must document the application of the avoid, minimise and offset framework including assessing all direct, indirect and prescribed impacts in accordance with the Biodiversity Assessment Method.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>
<ul style="list-style-type: none"> <li>The BDAR must include details of the measures proposed to address the offset obligation as follows:               <ul style="list-style-type: none"> <li>the total number and classes of biodiversity credits required to be retired for the development/project</li> <li>the number and classes of like-for-like biodiversity credits proposed to be retired o the number and classes of biodiversity credits proposed to be retired in accordance with the variation rules</li> <li>any proposal to fund a biodiversity conservation action</li> <li>any proposal to make a payment to the Biodiversity Conservation Fund.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>
<ul style="list-style-type: none"> <li>If seeking approval to use the variation rules, the BDAR must contain details of the reasonable steps that have been taken to obtain requisite like-for-like biodiversity credits.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>
<ul style="list-style-type: none"> <li>The BDAR must be prepared by a person accredited in accordance with the Accreditation Scheme for the Application of the Biodiversity Assessment Method Order 2017 under s6.10 of the Biodiversity Conservation Act 2016.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>
<ul style="list-style-type: none"> <li>Where a Biodiversity Assessment Report is not required, engage a suitably qualified person to assess and document the flora and fauna impacts related to the proposal.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.6</li> <li>Section 7.8</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 20</li> <li>Appendix 21</li> </ul>
<p><i>Note: Notwithstanding these requirements, the Biodiversity Conservation Act 2016 requires that State Significant Development Applications be accompanied by a Biodiversity Development Assessment Report unless otherwise specified under the Act.</i></p>		

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
<p><b>19. Sediment, Erosion and Dust Controls</b></p> <p>Detail measures and procedures to minimise and manage the generation and off-site transmission of sediment, dust and fine particles.</p> <ul style="list-style-type: none"> <li>Relevant Policies and Guidelines: <ul style="list-style-type: none"> <li>Managing Urban Stormwater – Soils &amp; Construction Volume 1 2004 (Landcom)</li> <li>Approved Methods for the Modelling and Assessment of Air Pollutants in NSW (EPA)</li> <li>Guidelines for development adjoining land and water managed by DECCW (OEH, 2013).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 23</li> <li>Appendix 24</li> </ul>
<p><b>20. Waste</b></p> <p>Identify, quantify and classify the likely waste streams to be generated during construction and operation and describe the measures to be implemented to manage, reuse, recycle and safely dispose of this waste. Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.</p>	<ul style="list-style-type: none"> <li>Part C</li> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 32</li> </ul>
<p><b>21. Construction Hours</b></p> <p>Identify proposed construction hours and provide details of the instances where it is expected that works will be required to be carried out outside the standard construction hours.</p>	<ul style="list-style-type: none"> <li>Part H</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 18</li> </ul>
<b>Plans and Documents</b>		
<p>The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the Regulation. Provide these as part of the EIS rather than as separate documents.</p> <p>In addition, the EIS must include the following:</p>		
<ul style="list-style-type: none"> <li>A section 10.7(2) and (5) Planning Certificates (previously Section 149(2)</li> </ul>	<ul style="list-style-type: none"> <li>Part B</li> </ul>	<ul style="list-style-type: none"> <li>A Section 10.7 was</li> </ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
and (5) Planning Certificate)		reviewed in the preliminary assessment of the detailed development.
<ul style="list-style-type: none"> <li>▪ Architectural drawings showing key dimensions, RLs, scale bar and north point, including: <ul style="list-style-type: none"> <li>○ plans, sections and elevation of the proposal at no less than 1:200 showing indicative furniture layouts and program</li> <li>○ illustrated materials schedule including physical or digital samples board with correct proportional representation of materials, nominated colours and finishes</li> <li>○ details of proposed signage, including size, location and finishes</li> <li>○ detailed annotated wall sections at 1:20 scale that demonstrate typical cladding, window and floor details, including materials and general construction quality</li> <li>○ site plans and operations statement demonstrating the after hours and community use strategy</li> <li>○ Site Survey Plan, showing existing levels, location and height of existing and adjacent structures / buildings and site boundaries</li> <li>○ Site Analysis Plan including</li> <li>○ site and context plans that demonstrate principles for future development and expansion, built form character and open space network</li> <li>○ active transport linkages with existing, proposed and potential footpaths and bicycle paths and public transport links</li> <li>○ site and context plans that demonstrate principles for future network, active transport linkages with existing, proposed and potential footpaths and bicycle paths and public transport links</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Part C</li> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 6</li> </ul>
<ul style="list-style-type: none"> <li>▪ Sediment and Erosion Control Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 23</li> <li>▪ Appendix 24</li> </ul>
<ul style="list-style-type: none"> <li>▪ Shadow Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 6</li> </ul>
<ul style="list-style-type: none"> <li>▪ View analysis, photomontages and architectural renders, including from</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 11</li> </ul>



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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
those from public vantage points		
<ul style="list-style-type: none"> <li>▪ Landscape architectural drawings showing key dimensions, RLs, scale bar and north point, including: <ul style="list-style-type: none"> <li>○ integrated landscape plans at appropriate scale, with detail of new and retained planting, shade structures, materials and finishes proposed including articulation of playground spaces</li> <li>○ plan identifying significant trees, trees to be removed and trees to be retained or transplanted</li> <li>○ Design report to demonstrate how design quality will be achieved in accordance with the above Key Issues including: <ul style="list-style-type: none"> <li>○ architectural design statement</li> <li>○ diagrams, structure plan, illustrations and drawings to clarify the design intent of the proposal</li> <li>○ detailed site and context analysis</li> <li>○ analysis of options considered including building envelope study to justify the proposed site planning and design approach</li> <li>○ visual impact assessment identifying potential impacts on the surrounding built environment and adjoining heritage items</li> <li>○ summary of feedback provided by GANSW and NSW State Design Review Panel (SDRP) and responses to this advice</li> <li>○ summary report of consultation with the community and response to any feedback provided</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Part C</li> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 8</li> <li>▪ Appendix 9</li> </ul>
<ul style="list-style-type: none"> <li>▪ Geotechnical and Structural Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 25</li> <li>▪ Appendix 31</li> </ul>
<ul style="list-style-type: none"> <li>▪ Acid Sulfate Soils Management Plan (if required)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part E</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 36</li> </ul>
<ul style="list-style-type: none"> <li>▪ Accessibility Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 28</li> </ul>
<ul style="list-style-type: none"> <li>▪ Arborist Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part H</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 22</li> </ul>
<ul style="list-style-type: none"> <li>▪ Schedule of materials and finishes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part C</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appendix 6</li> <li>▪ Appendix 7</li> </ul>

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**Table 3. SEARS – September 2019**

Matter Raised	EIS	Technical Report
Consultation		
<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, special interest groups including local Aboriginal land councils and registered Aboriginal stakeholders and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"><li>▪ Inner West Council</li><li>▪ Government Architect NSW (through the NSW SDRP process)</li><li>▪ Transport for NSW and</li><li>▪ Transport for NSW (Roads and Maritime Services).</li></ul> <p>Consultation should commence as soon as practicable to agree the scope of investigation.</p> <p>The EIS must describe the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p>	<ul style="list-style-type: none"><li>▪ Part G</li></ul>	<ul style="list-style-type: none"><li>▪ Appendix 14</li></ul>
Further consultation after 2 years		
<p>If you do not lodge a development application and EIS for the development within two years of the issue date of these SEARs, you must consult further with the Planning Secretary in relation to the preparation of the EIS.</p>	Noted.	
References		
<p>The assessment of the key issues listed above must consider relevant guidelines, policies, and plans as identified.</p>	Refer to <b>Part E</b> and <b>Part F</b> .	

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## **PART B      SITE ANALYSIS**

### **2.1      SITE LOCATION & EXISTING SITE CHARACTERISTICS**

The subject of this EIS is the Trinity Grammar School Summer Hill Campus on land identified as 119 Prospect Road Summer Hill (Lot 11 DP 1171965, Lot 16 DP15765, Lot 17 DP 15765, Lot 5 DP 15765 and Lot 6 DP 15765).

The Summer Hill campus incorporates a junior, middle and senior school, accommodating students from Kindergarten to Year 12. Existing facilities contained within the campus include, but are not limited to, the following:

- General learning facilities and specialised subject-specific facilities;
- Junior School;
- Assembly hall;
- Library;
- Administration facilities;
- Indoor sports centre;
- Centenary Aquatic Centre and swimming pools;
- Three (3) ovals and external basketball courts; and
- Underground carparking (located below Ovals Nos 2 and 3).

The primary vehicular access to the campus is facilitated via Victoria Street, with vehicular access to the underground staff, student and visitor carparks (which also incorporate drop-off/pick-up facilities) provided via two (2) separate access points on Victoria Street. Limited vehicular access is also available via Prospect Road. The main pedestrian access to the School is from Prospect Road, where bus zones are located. Restricted pedestrian access is also available from Victoria Street and Seaview Street at certain times.

The campus has grown over time which is evident in the range of buildings across the Site. The Site consists of multiple built forms and landscape elements, and as a consequence, a grid-lock of buildings are created and connections between buildings became "ad hoc". Many areas are not accessible and left over spaces in-between buildings are considered significant safety concerns. Another consequence of the close proximity of the buildings means many open spaces suffer from a lack of amenity, accessibility and are poorly designed/arranged.

The School offers of a broad range of sporting activities supported by its three playing fields. Oval 1 faces onto Prospect Road and Yeo Park, Ovals 2 and 3 contains car parking below which is access off Victoria Street.

The location of the Site and existing development are depicted in **Figures 1 and 2**.

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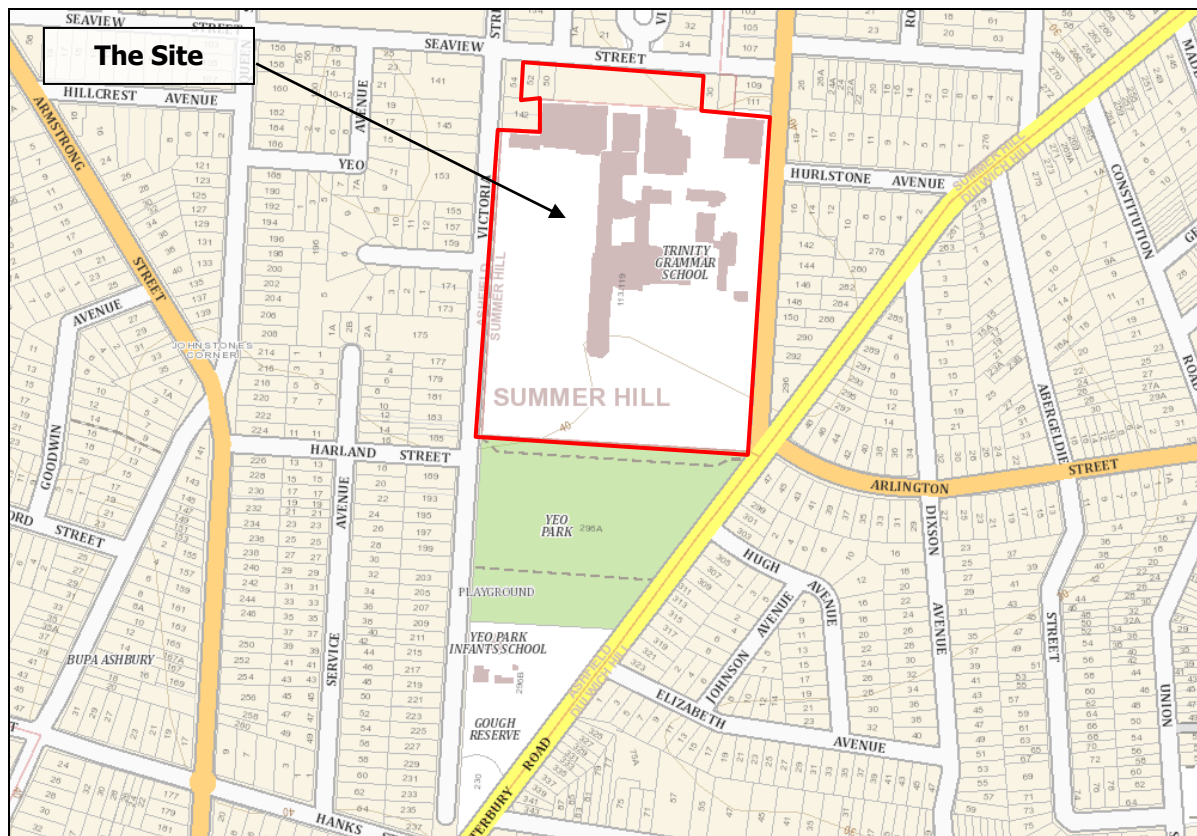


Figure 1. Cadastral Map (Source: SIX Maps, 2020)



Figure 2. Aerial of the Site (Source: Six Maps, 2020)



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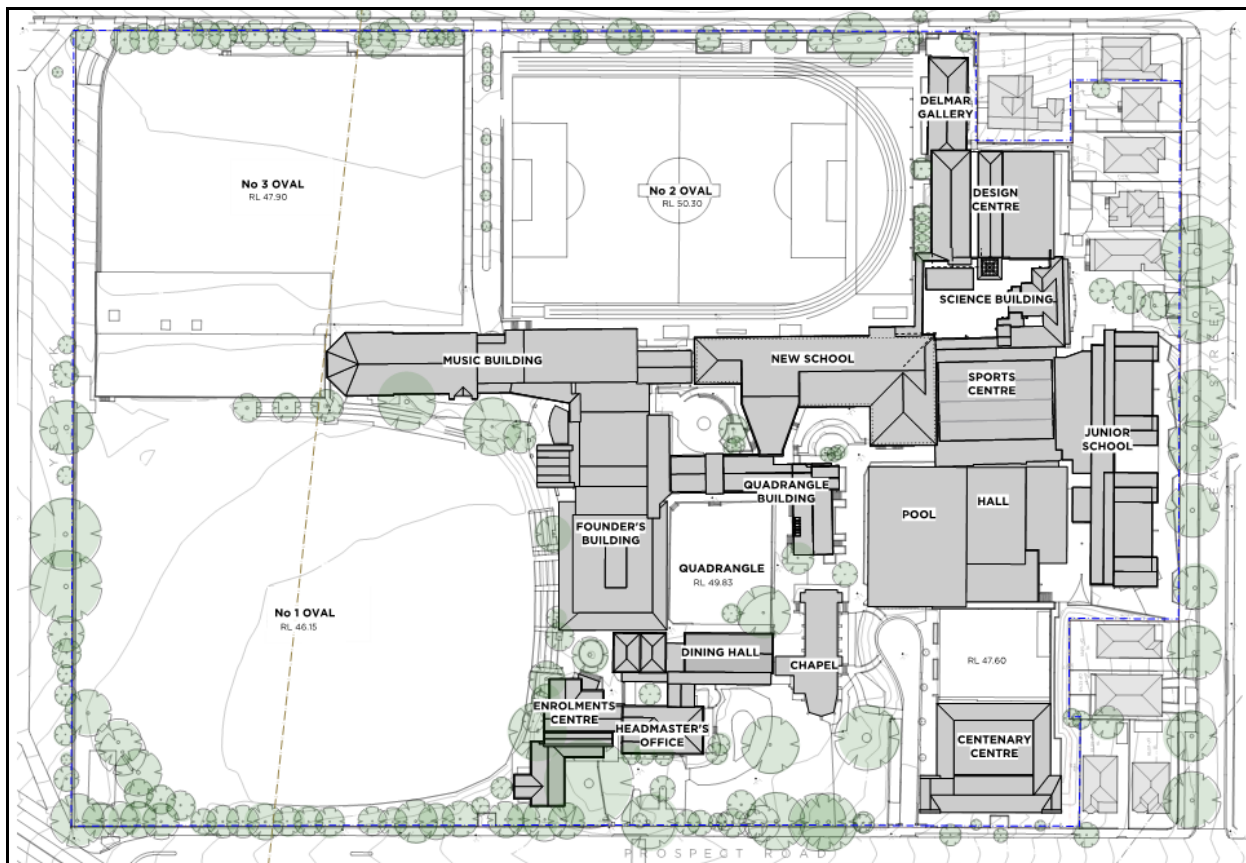


Figure 3. Existing Site Plan (Source: PMDL, 2020)

### 2.2 LAND OWNERSHIP

The land which is the subject of this application is under ownership of **The Council of Trinity Grammar School**.

### 2.3 SITE CONTEXT

The Site falls within the suburbs of Summer Hill and Ashfield, which forms part of the Inner West Local Government Area (LGA) (former Ashfield LGA).

Land surrounding the site is primarily residential in character, with development predominantly consisting of single and double storey dwelling houses of older construction. A number of aged care facilities are also dispersed through the residential area, the nearest being the Cardinal Freeman retirement village and aged care development immediately opposite the site at the corner of Victoria Street and Seaview Street. Land adjoining to the north, east and west falls within Heritage Conservation Areas. Yeo Park immediately adjoins the site to the south and includes extensive grassed areas, a playground, a memorial and Yeo Park Infants School.

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**Figure 4. Site Context** (Source: PMDL, 2020)

As described in **Section 2.1**, the immediate site context exhibits a residential and heritage character. The nearest commercial development is concentrated along major transport corridors, including New Canterbury Road and Canterbury Road to the south, and the train line to the north.

Key transport infrastructure in proximity to the Site includes:

- Existing train stations:
  - Summer Hill – 1.5km walk
  - Ashfield – 1.8km walk
  - Lewisham – 2km walk
- Existing light rail stations:
  - Arlington – 900m walk
  - Waratah Mills – 1km walk
  - Lewisham West – 1.5km walk
  - Dulwich Grove – 1.6km walk

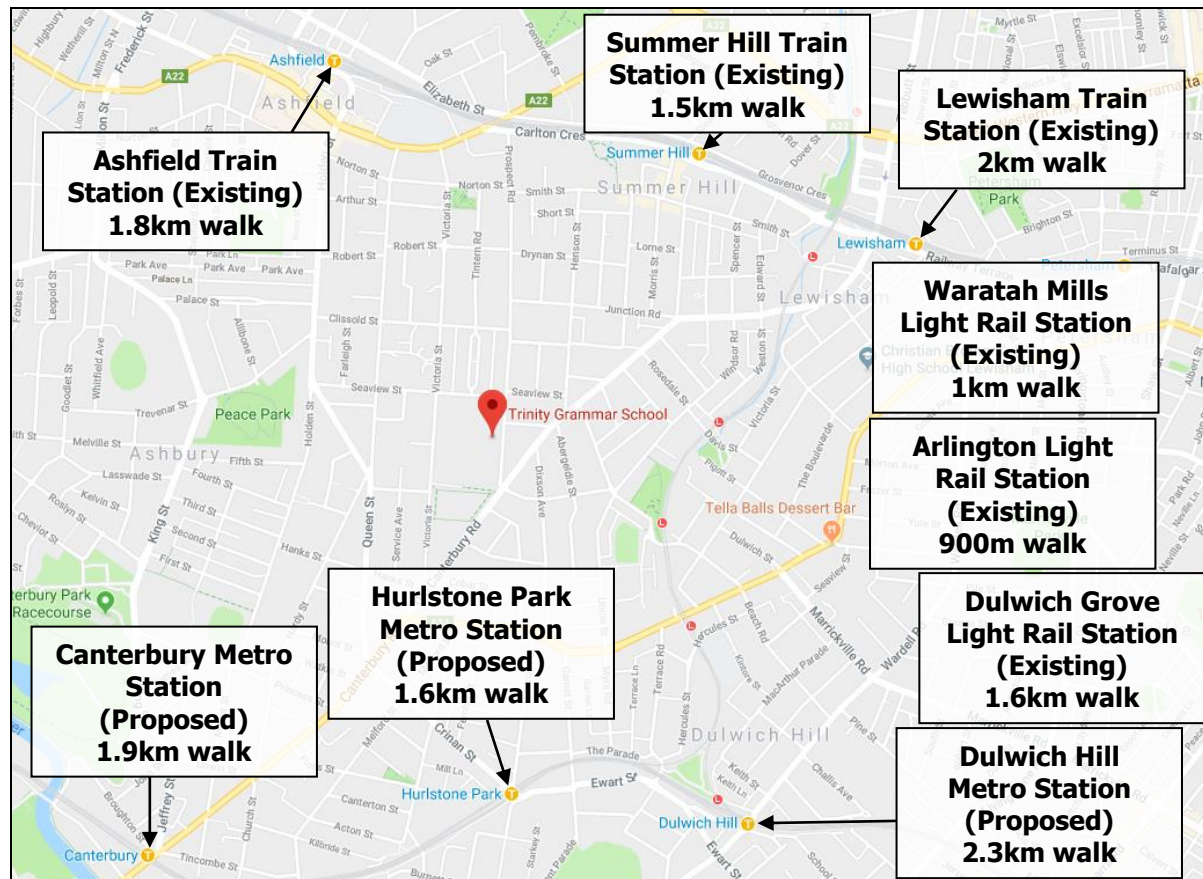


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- Proposed Sydney Metro stations (existing train stations):
  - Hurlstone Park – 1.6km walk
  - Canterbury – 1.9km walk
  - Dulwich Hill – 2.3km walk
- Public buses and school buses using the surrounding road network.

The current local context, focusing on public transport infrastructure, is shown in **Figure 3**.



**Figure 5. Local Transport** (Source: SIX Maps, 2019)

## 2.4 EXISTING USE AND POPULATION

The School currently caters for Kindergarten to Year 12, and at the commencement of the State Significant Application process had a total of **1,655 students** and **277 full time equivalent staff**.

## 2.5 HERITAGE

The Site is identified as an item of local heritage significance on the ALEP 2013, as Item 608, 'School – headmaster's house and chapel'. It is also located in the vicinity of a number of other items of local heritage significance and conservation areas as listed under Schedule 5 of the ALEP 2013:

- Item 338: House, 142 Victoria Street, Ashfield, Local Significance.
- Item 586: House, 296 Canterbury Road, Summer Hill, Local Significance;
- Item 524: House, 16 Hurlstone Avenue, Summer Hill, Local Significance;
- Item 611: House, 26 Seaview Street, Summer Hill, Local Significance;
- Item 294: House, 1A Seaview Street, Summer Hill, Local Significance;
- Item 333: Chapel, Cardinal Freeman Village, 137 Victoria Street, Ashfield, Local Significance;
- Item 334: House ("Glentworth") and stone and iron palisade boundary fencing, Cardinal Freeman Village, 137 Victoria Street, Ashfield, Local Significance;

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- Item 337: House, 141 Victoria Street, Ashfield, Local Significance;
- Item 339: House, 153 Victoria Street, Ashfield, Local Significance;
- Item 149: House, 11 Holwood Avenue, Ashfield, Local Significance;
- Item 340: House, 175 Victoria Street, Ashfield, Local Significance;
- Item 341: House, 185 Victoria Street, Ashfield, Local Significance;
- Item 335: Yeo Park (public reserve), Victoria Street, Ashfield, Local Significance;
- C49: Prospect Hall Conservation Area;
- C23: Victoria Square Conservation Area;
- C1: Ambleside and Holwood Conservation Area;
- C7: Harland Estate Conservation Area; and
- C18: Service Avenue Conservation Area.

Additionally, the Site is located in the vicinity of the C1 The Abergeldie Estate Heritage Conservation Area, Local Significance, as listed under Schedule 5 of the *Marrickville Local Environmental Plan 2011*.

### 2.6 VEGETATION

There are 34 trees within or adjacent to the school campus. The trees generally comprise a variety of ornamental and indigenous trees which are scattered through the Site and around the Site boundaries.

### 2.7 ACCESS AND PARKING

The Site has frontages to Prospect Road, Seaview Street and Victoria Street.

The school currently has two underground car parks that operate independently of each other, the main carpark, Jubilee Car Park, is open to all visitors and contains the pick-up and drop-off area and the southern car park provides parking for all school staff.

Underground parking is provided within the grounds of the school, accessed from Victoria Street frontage. There are two (2) driveways; one to the main Jubilee car park between the two fields that is used for student drop off/pick up and for visitors including for sports. The other driveway is next to Yeo Park which provides access to a smaller car park used for staff parking and is controlled by a boom gate with electronic access.

The Jubilee car park serves as the primary pick-up and drop-off point for parents and contains 211 car parking spaces. The staff car park contains 91 car parking spaces. The two car parks do not connect. However, although staff do use the smaller car park, the Jubilee car park is the most desirable for both students and staff as they are closer to the centre of the School.

A small car park of five (5) designated spaces exist on the eastern side of the school to provide parking for the enrolment centre and other authorised parking. Figure # below illustrates the current car parking arrangement.



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**Figure 6. Existing Car Park Locations and Configurations** (Source: TTM, 2020)

Parking on surrounding streets is abundant and mostly unrestricted (apart from uses associated with the School such as bus zones during School hours). Servicing and loading currently takes place off-street, via Victoria Street.

The Jubilee car park serves as the primary pick-up and drop-off point for parents and this activity is what generates most of the traffic in the school peaks and queuing. A smaller car park for staff parking is located about 50 metres to the south of the Jubilee car park entry and is controlled by pass access and boom gate. However, although staff do use the smaller car park, the Jubilee car park is the most desirable for both students and staff as they are closer to the centre of the School.

The main pedestrian entrance into the school is via Prospect Street, however, pedestrian access is also available via Seaview Street and Victoria Street.

## 2.8 ACCESSIBILITY

### 2.8.1 ROAD NETWORK

The Site is directly serviced by the following local roads:

- Prospect Road;
- Seaview Street; and
- Victoria Street.

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### 2.8.2 PUBLIC TRANSPORT

The Site is well serviced by various forms of public transport as outlined below:

#### **Buses**

The school is serviced by the Sydney Buses 406 bus route (Hurlstone Park to Five Dock) that travels on Seaview and Prospect Streets, and by bus routes 401, 426 and 445 on nearby streets. A summary of the bus routes operating in proximity to Trinity Grammar School is provided in **Figure 7** below.

Bus Route	Origin - Destination	Nearest Stop		Frequency (minutes)	
		Location	Distance to school (m)	Peak	Off-peak
406 	Five Dock – Hurlstone Park	Prospect Rd Next to school	0	22 – 30	60 -83
418 	Kingswood – Burwood (via Mascot, Sydenham & Dulwich Hill)	Queen Street (at Armstrong St)	450	14 - 25	30
		Queen St (at Seaview St)	450		
428 	Canterbury – City (Martin Place)	New Canterbury Rd after Old Canterbury Rd	800	8 – 15	15 - 30
445 	Campsie – Balmain (via Leichhardt Marketplace)	New Canterbury Rd (at Old Canterbury Rd)	700	7 - 20	15 -30

**Figure 7. Bus Routes Servicing the School** (Source: TTM, 2020)

The school operates a substantial bus network to meet the needs of students. Refer to **Figure 3-6** in **Appendix 10**.

#### **Train Services**

The school is serviced by two train lines on the metropolitan network; T2 Inner West Line and T3 Bankstown Line.

Summer Hill station on the T2 Inner West Line is an approximately 1.6km walk to the school. This service operates between Parramatta and the City. Summer Hill Station is wheelchair accessible.

Hurlstone Park Station on the T3 Bankstown Line is approximately 1.6km walk to the school. This service operates between Liverpool or Lidcombe and the city. This station is not currently wheelchair accessible. Hurlstone Park Station is one of 11 stations on this line to be upgraded to metro standards. It will be fully accessible with lifts and level access between the train and platform. Metro services will run at least every four minutes in the peak period. The Metro is expected to commence operation in 2024.

#### **Light Rail**

The school is serviced by the Dulwich Hill Light Rail Line that operates between Dulwich Hill and the city. Arlington Station is approximately 950m walk to the school. The station is wheelchair accessible.

### 2.9 SERVICES

The Site currently contains and is connected to all necessary services including electricity, gas, water, communications, drainage and sewage.

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### 2.10 SITE SUITABILITY

The Site is considered suitable for the proposed development for the following reasons:

- Schools are permissible on the Site pursuant to the current zoning, and no amendments to the Local Environmental Plan (LEP) are required to facilitate the proposed development;
- All potential environmental impacts of the proposal can be suitably mitigated within the Site;
- The proposal generates and maintains employment opportunities, during both the construction and operational phase;
- The proposal will not affect any area of heritage or archaeological significance; and
- The proposal can be developed with appropriate visual amenity given its surrounding context.

The proposal is justified on the basis it is compatible with the locality in which it is proposed which having no unacceptable economic, environmental or social impact.

## **PART C THE PROPOSAL**

### **3.1 AIMS AND OBJECTIVES**

The following objectives have been identified as forming the basis of the proposed development of the existing educational establishment:

- Create an education precinct a high-quality teaching and learning environment for staff and students;
- Establish additional floor space to increase availability and efficiency of teaching functions for Trinity Grammar School Summer Hill Campus;
- Improve site access, car parking and surrounding traffic functions in the precinct;
- Strengthen pedestrian linkages throughout the campus;
- Upgrade the public domain to create visually interesting transitions through the campus, and promote the heritage elements of the campus;
- Ensure minimal environmental impact; and
- Ensure development is compatible with surrounding development and the local context.

The Site and proposed design are considered to meet the objectives of the project as it allows for development on land that has been previously used for educational purposes.

### **3.2 DESCRIPTION OF THE PROPOSAL**

An overview of the proposed development is provided below. Architectural Plans have been prepared by PMDL and accompany this report as **Appendix 6**.

The proposed development seeks detailed built form approval of new teaching and educational facilities, as detailed below:

- New five (5) storey building at the heart of the Campus to accommodate modern, flexible teaching and learning spaces;
- Improve movement and flow for students, with better east-west and north-south links across the school grounds and between levels, including more accessible connections between the Junior School, ovals and car park, and providing strong visual and physical connections;
- Renewal and Refurbishment of existing teaching and learning facilities;
- Reconfiguration and connection of underground car park improve traffic flow for the school drop-off and pick-up zone and improve the safety of boys and visitors who enter the school grounds as pedestrians from Victoria Street;
- New multipurpose pavilion between Ovals 1 and 3 containing a multipurpose space and basketball court;
- Demolition of school-owned residences at 46 and 48 Seaview Street, improving the existing service, maintenance and delivery facilities;
- Improvement and extension to Junior School outdoor teaching area and outdoor assembly area.

Overall, the proposed built form seeks to provide a framework for the future physical development of the Campus to ensure the best teaching and learning outcomes, and ongoing evolution of the School.

The description of the proposed development is provided to assist the DPIE in its initial consideration of the development as State Significant Development (SSD) under the *Environmental Planning and Assessment Act 1979* (EPA&A Act).



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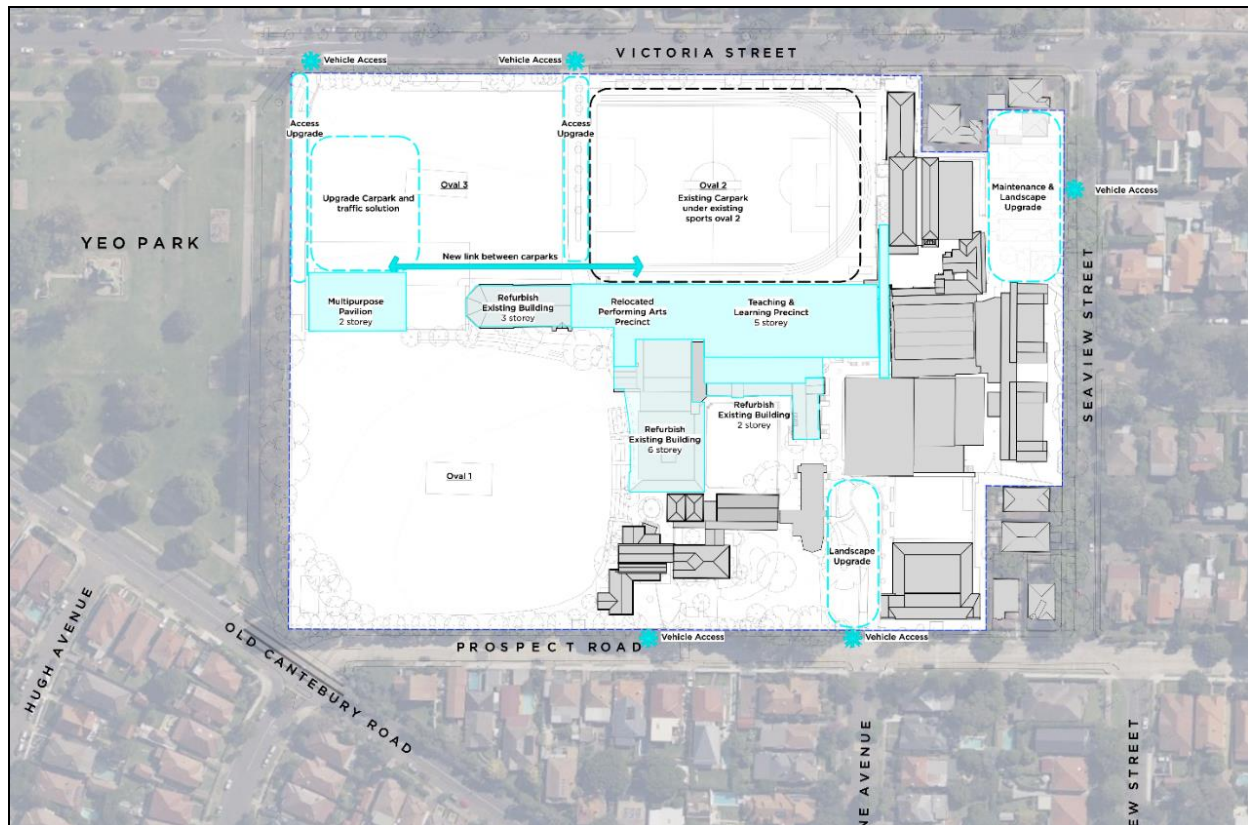


Figure 8. Proposed Site Plan (Source: PMDL, 2020)

### 3.3 URBAN DESIGN AND ARCHITECTURAL PRINCIPLES

Following a detailed analysis of the Site and the outcomes of continued consultation with the school community, a series of urban design principles have been developed for The Renewal Project which responds to the various constraints and opportunities which have been identified. These are summarised below:

#### 3.3.1 Site Access

Strong axis are established across the Site. The primary east-west axis connects the Main School entrance at Prospect Road, pass the Historic Chapel and the Head Master's Residence, the Quadrangle, to Delmar Gallery on the other end of the Campus. Along the north-south axis, an undercover boulevard will connect the new multi-purpose pavilion on the southern end to the heart of the campus. New accessible path will also be created to improve link to the Junior School, providing better engagement of the younger student population with the main campus.

#### 3.3.2 Heart of the School

Creation of iconic outdoor spaces, identified as hearts of the School. The existing Quadrangle has historically been a significant gathering space for Trinity staff and students. Along with the War Memorial Chapel and Headmaster's Residence, this historical precinct will be preserved and enhanced to be the cultural heart of the campus. The "Agora" will be the crossroads for the campus to give raise to a new activated social civic heart to Trinity. The Performing Arts Precinct will have its own *heart* to support co-curricular offered at the school.

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### 3.3.3 Precincts

Three (3) new precincts are proposed:

- Five (5) storey Teaching and Learning Precinct at the centre of the campus;
- Five (5) Performing Arts Precinct infill building to the south connecting to existing facilities; and
- Multi-purpose Pavilion to the far south fronting Yeo Park.

### 3.3.4 Circulation

The 'Arrow Building' is an external walkway structure connecting the new precincts with the existing buildings, improving circulation horizontally and vertically. The 'Arrow' will be a major circulation and disbursement solution. It will provide opportunities for elevated outdoor learning support and passive recreational spaces as well as improving visibility and supervision.

### 3.3.5 Green Fields

Provide functional connections between the ovals to eliminate disconnect across the campus and allow for opportunities for activated outdoor environments.

These major strategies will resolve existing circulation and connection issues across the Site and in conjunction with spatial planning, will be able to achieve the goals of the overall development.

## 3.4 NUMERICAL OVERVIEW

The development particulars of the proposed built form and open space are outlined in **Table 4**.

Table 4. New Built Form Development Particulars	
Development Particular	Detail
<b>New Library and Learning and Teaching Building</b>	
Height	19m
Gross Floor Area	7,440m <sup>2</sup>
<b>New Multipurpose Hall</b>	
Height	12m
Gross Floor Area	1,180m <sup>2</sup>
<b>New Maintenance Building</b>	
Height	8m
Gross Floor Area	600m <sup>2</sup>
<b>New Performing Arts Building</b>	
Height	16m
Gross Floor Area	2,990m <sup>2</sup>

## 3.5 STUDENT NUMBERS

The School currently caters for students from Kindergarten to Year 12. Over the last 106 years, the School has earned a reputation for excellent all-round education. Now, however, the time has now come for the School to renew many of its facilities, as they are becoming less functional and fit for purpose.

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While The Renewal Project is focused on ensuring the School's teaching and learning spaces can respond to the challenges of the 21st century, it also creates an opportunity for the School to offer more boys a Trinity education.

As part of this application and in line with planning guidelines, the School has considered its optimal size over the next twenty years in response to current enrolment demand, growth in its local catchment areas, and the projected demand for schooling across the population. In Sydney's inner west, it is projected that schools will need to accommodate an additional 6,000 students by 2031, with approximately 1,500 of these in non-government schools. To help meet some of this demand, Trinity Grammar School - Summer Hill Campus is seeking to introduce a student population target of **2,100 students, an increase of 445 students**. Subsequently, the proposed development will require **321 FTE, an increase of 44 FTE staff members** to accommodate the increase in student numbers.

The School is confident it can accommodate this size while still being a good neighbour, particularly through its large on-site and underground car park and kiss and drop zone, traffic management procedures, and the siting of buildings at the centre of the school grounds.

### 3.6 DEMOLITION AND EXCAVATION

Demolition will be undertaken in accordance with the final construction management plan (CMP) to be prepared by the appointed contractor and approved by Council.

Detailed demolition plans accompany this application as **Appendix 6**.

### 3.7 TREE REMOVAL

A total of seventeen (17) trees are proposed to be removed to accommodate the proposed built form.

Further to the above, Australis Tree Management identifies ten (10) of the existing trees located on the Site are proposed for retention. Trees proposed for retention on site and adjoining properties will require implementation of tree protection measures to ensure their ongoing health and survival during construction.

An Arborist Report has been prepared by Australis Tree Management and accompanies this application as **Appendix 22**.

Notwithstanding the above, trees proposed for removal will be offset through replacement planting. Approximately 60 new plantings will occur across the Site to complement the proposed development. Refer to **Appendix 8** and **Appendix 9** for further detail.

### 3.8 PROPOSED BUILDINGS

Proposed uses and building envelopes for The Renewal Project are illustrated in **Figure 5** and described in the ensuing sections.

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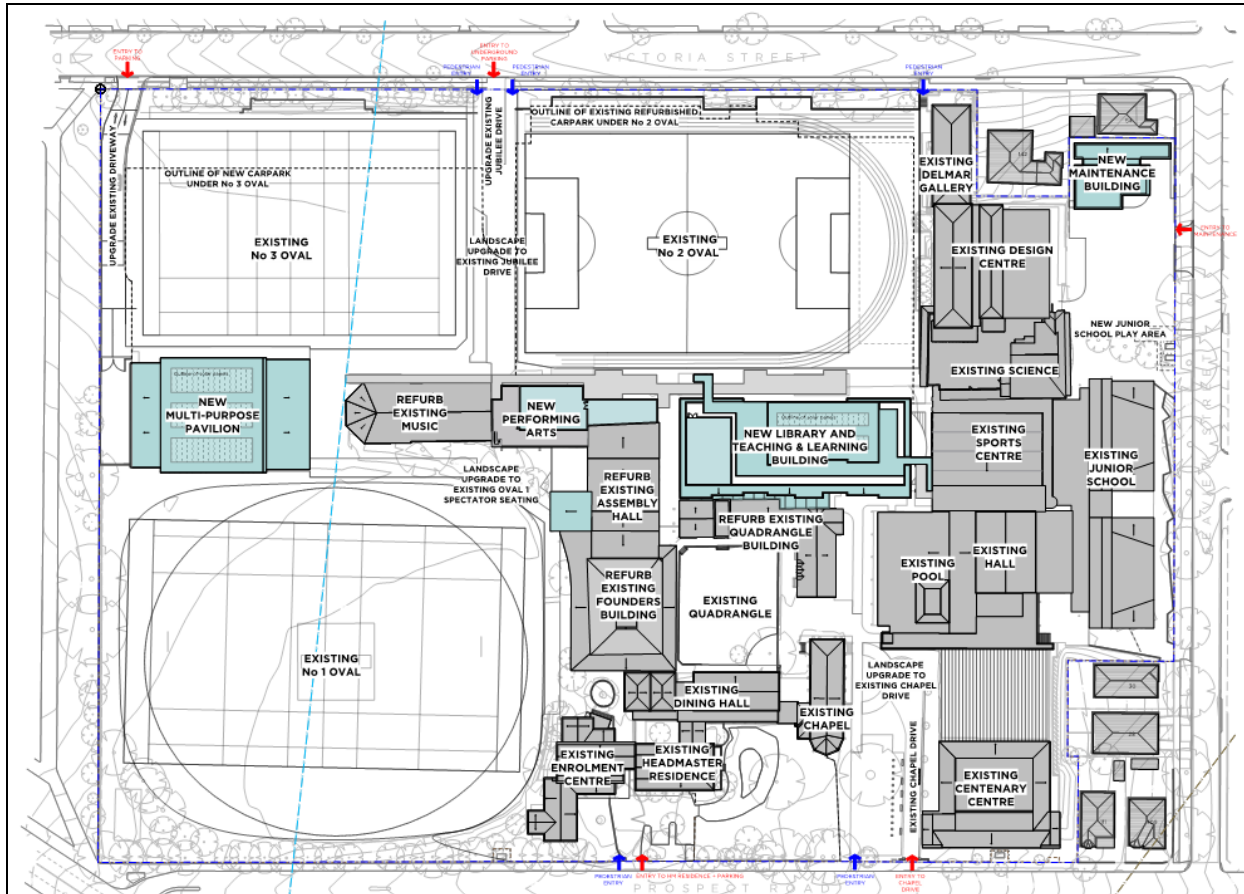


Figure 9. Proposed Built Form (Source: PMDL, 2020)

### 3.8.5 NEW LEARNING AND TEACHING BUILDING/ ARROW BUILDING

The proposed envelope has been designed to be consistent with the massing of existing buildings on the campus, whilst delivering a new future focused learning environment for Trinity Grammar School.

The new teaching and learning building has been pushed into the central of the Site, integrating with the existing built form and minimising impacts on views and residential amenity. When viewed from Victoria Road, the proposed built form has been designed to sit within the height of the existing buildings across the campus. Level 4 of the Teaching and Learning Precinct will be landscaped as a means to create a green roof and provide a softening buffer along the edges of the built form. The proposed built form has a maximum height of **19m**, centrally located within the Site, stepping down as the built form moves to the boundary interface.

The western façade, termed the Arrow Building will be the new face and approach to the school from Victoria Road. The form of the Arrow building steps in and out in plan, creating walkways and social areas which in turn, creates a dynamic profile facing west, reducing the appearance of bulk and scale. Undulating perforated metal screens set in an irregular rhythm are proposed to shelter the façades of the learning spaces beyond. The Arrow Building extends across the new Teaching and Learning Precinct, Performing Arts Precinct and refurbished Music Building, not only providing a refreshed façade to the existing building but unifies the western façade when viewed from Victoria Road.



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**Figure 10. New Teaching and Learning Facility and Arrow Building, viewed from Victoria Road** (Source: PMDL 2020)

### 3.8.6 NEW MULTI-PURPOSE PAVILION

The new Multi-Purpose Pavilion will provide the school a much needed internal recreation and play space with spectator seating and supporting amenities. The design places spectator seating and amenities to the south, championship sized basketball court running east-west which opens up towards to school facing north to an undercover outdoor podium.

Setbacks to side boundaries have been given significant consideration during the design development. A 9m setback is proposed from Yeo Park boundary and is strategically configured for the spectator seating zone, which allows for a lower height clearance, is positioned at the boundary. This allows for the bulk of the development to step down to the boundary and appears reduced when viewed from Yeo Park.

The strategic design and positioning allows for a reduction in building bulk towards Yeo Park and creates sheltered outdoor opportunities that participates with the campus and buildings beyond. The design and layout will better manage the level difference between Ovals 1 and 3 by providing outdoor recreation area which transforms into terrace seating. The Multi-Purpose Pavilion will reference the main development in its appearance, with similar toned wall finishes in a combination of masonry and undulated profile wall finishes.

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**Figure 11. View from Yeo Park towards New Multi-Purpose Pavilion** (Source: Richard Lamb, 2020)

### 3.8.7 PERFORMING ARTS PRECINCT

The new Performing Arts Precinct infill development will connect the existing Music Building, Founders Buildings and Assembly Hall. The precinct will allow for all performing arts facilities to be consolidated into one (1) precinct. The new infill development will house a black box theatre and seating hall on levels B1 and ground, Levels 1 and 2 houses the new assembly hall lobby and mezzanine to service the existing refurbished assembly hall.

The existing music building and assembly hall will be upgraded to improve functionality, access and passive surveillance. The proposed infill development will provide the precinct with an improved presence and improve the connectivity of the built form with the public domain.

### 3.8.8 AGORA

The Agora will be the civic heart where these strong circulation paths converge to give rise to a new activated social heart to the School. The Agora will also be the new arrival point for visitors coming from the underground car park, solving way finding issues the school currently incurs.

The Renewal Project will provide overall accessibility in the new developed precincts and improve accessibility through the campus for users of all levels of mobility. The proposal of the Arrow building is so that circulation is clearly announced and connect to various precincts of the existing campus.

### 3.8.9 SEAVIEW STREET - MAINTENANCE AREA AND JUNIOR SCHOOL RECREATION AREA

The proposed development includes the demolition of the school owned residences at 46-52 Seaview Street to create a service, maintenance and delivery area accessed via Seaview Street and provide an improved outdoor recreation area dedicated for Junior School students.

The new service, maintenance and delivery area will include the construction of a new two (2) storey maintenance building, undercroft workshop space, and reconfiguration of vehicular access for deliveries and maintenance.



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**Figure 12. New Maintenance Area from Seaview Street** (Source: Richard Lamb, 2020)

The Junior School recreational area will be integrated into Seaview Street frontage so a 'suburban' approach will be presented. New connection from the main campus to Junior School is proposed to improve connectivity between the different precincts.

The Junior School outdoor recreation area would include a variety of outdoor play spaces, breakout arrangements and a great amount of landscaping to provide shaded areas for the boys and improve the visual appeal of the delivery area from the street.

The proposed works also include improvements to accessibility and movement across the School through the upgrade of the current path from the underground car park through to the Junior School, resulting in improved access for students and visitors, while allowing immediate access for a small service vehicle.

### 3.8.10 NEW ENTRANCE

A modification to Victoria Street access will provide a welcoming arrival point for pedestrians which is separated from vehicles for added safety (refer to **Figure 13**). This entry boulevard will lead users and visitors naturally to the ground plane, and by way of the architecture and way-finding, will guide people into the new 'front of house' at the Agora.

For arrivals by vehicle, traffic management in the basement carpark will improve efficiency to pick-up/Drop-off zone. Generous voids over Pick-up/Drop-off path with clear vertical circulation puncturing through to major precincts will provide visual clarity and sense of arrival.

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**Figure 13. Modified Entrance via Victoria Road** (Source: PMDL, 2020)

### 3.8.11 BUILT FORM UPGRADES

The proposed development will include internal alterations and additions to improve the existing teaching and learning areas of the Music and Creative Arts Building, General Teaching and Learning and Library.

The proposal is designed to improve and increase opportunities for learning, accommodate cohorts around communal areas, create more collaborative areas for staff, and improve connection and circulation within the levels. The proposed development will provide a future focused learning model.

Overall, the built form has been designed to contribute to the overall environment of the staff, students, and visitors to the campus, as well as sensitively responding to adjoining properties.

### 3.9 SITE ACCESS

The general site access and site arrangement proposed as part of 'The Renewal Project' remains generally consistent with that of the existing site condition. The proposed development does however seek approval for the following design outcomes:

- Improved pedestrian legibility and experience at the primary entries to the Campus; and
- Intention and improved of existing driveway entrances and inclusion of an additional vehicle entry/exit on Seaview Street to accommodate a new service vehicle zone.

The existing and proposed site access points are illustrated in **Figure 13** above.

### 3.10 MATERIALS AND FINISHES

The proposal includes a variety of materials and finishes to create visual interest to the overall development. The proposed materials have been selected to complement the existing materiality and heritage fabric across the Site, whilst providing a clear delineation between the new and old development.

The exterior architectural approach is formal, and contemporary, and responds to the urban surroundings of the Site. The material selection ensures the creation of a strong identity for the School that is grounded, elegant and timeless.

Pedestrians will clearly be able to decipher between the existing development and the new build.

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Figure 14. Western Façade (Source: PMDL, 2020)



Figure 15. Materials and Finishes (Source: PMDL, 2020)

### 3.11 LANDSCAPING

A Landscape Plan has been prepared by Arcadia and accompanies this application as **Appendix 8** and **Appendix 9**. The Landscape Plan seeks to execute the objectives of the renewal project as addressed in Section 3.1 of this report. In particular, the proposed landscape design seeks to:

- Respect and enhance the setting and existing natural features of the Site;
- Incorporate accessible connections between existing and proposed buildings;
- Provide outdoor play areas to assist in learning in the Junior School;
- Provide landscape amenity to new buildings; and
- Propose a consistent palette of materials and planting for the ongoing use of the Site.

Trinity Grammar School is afforded with an abundant amount of existing open space for the Senior Students, through the creation of passive and active recreational open space. The Junior School, fronting Seaview Street is provided with restricted outdoor play area for the students.

Under the Renewal Project, landscape works will be carried out over the entire Site, creating a highly amenable learning environment. Landscaping would create useable outdoor spaces for active and passive recreation and learning activities, provide shading and contribute to an attractive visual experience. A balance of hard and soft surfaces will support a variety of active and passive, structured and 'free' activities relating to general play, outdoor educational and organised sporting activities. Landscape design has also enabled the establishment of natural connections between the various areas across the school. A total **39,000m<sup>2</sup>** of open space will be provided across the Site, equating to approximately **19m<sup>2</sup>** per student.

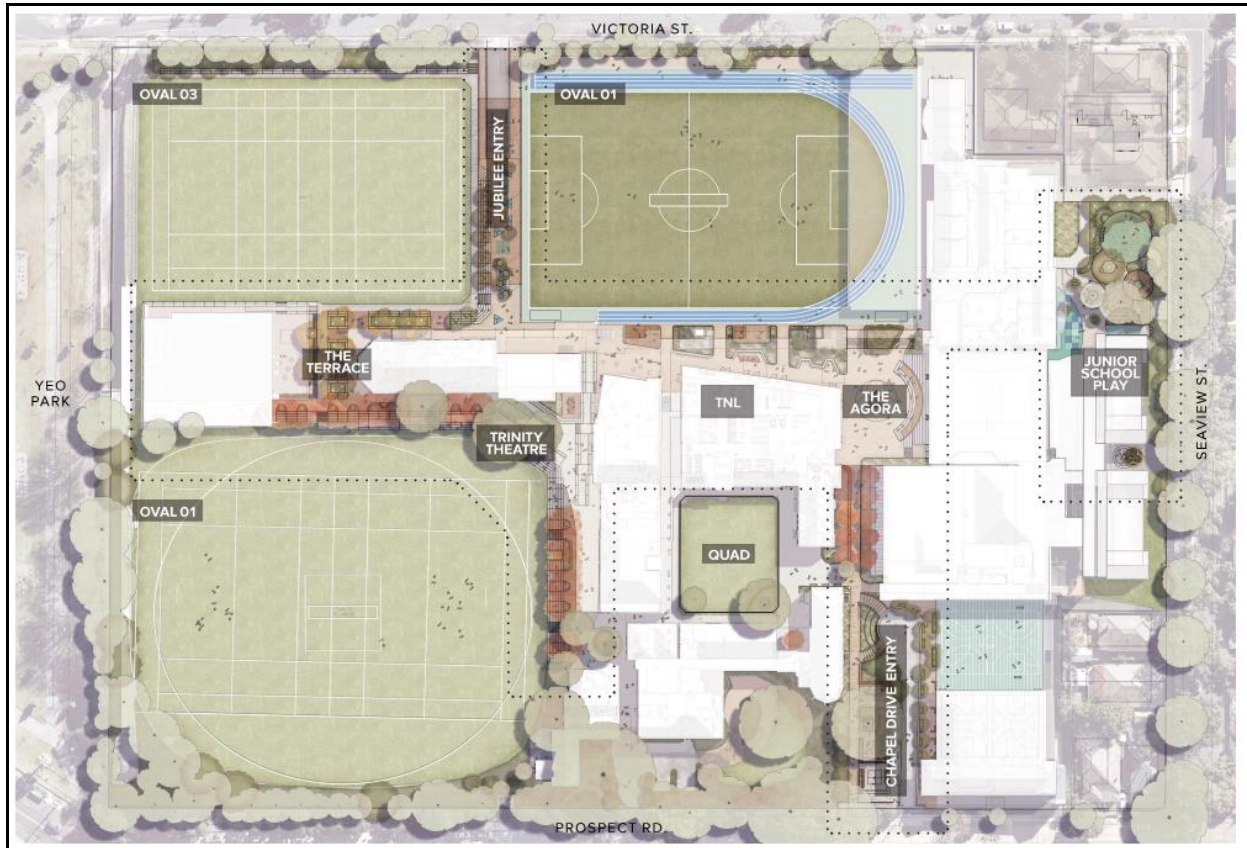


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Planting adjacent to the Site boundaries will assist in protecting neighbouring amenity by providing visual screening and assisting in noise mitigation. Extensive vegetation planting throughout the Site will improve the biodiversity and tree canopy across the Site.

The landscape approach has been designed to create a unified environment with a variety of spaces as fluid extensions to the built form (refer to **Figure 16**).



**Figure 16. Landscape Master Plan** (Source: Arcadia, 2020)

The vision and detail of the individual precincts across the Site are detailed below:

### 3.11.5 THE AGORA

The Agora will be the civic heart where these strong circulation paths converge to give rise to a new activated social heart to the School. The Agora will also be the new arrival point for visitors coming from the underground car park, solving way finding issues the school currently incurs and will provide a central focal point, unifying various areas of the campus. The configuration will provide a flexible platform for the whole campus, providing grand assembly, performance and exhibition space.

The layout and configuration of the Agora is outlined in **Figure 17** below.

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Figure 17. The Agora Precinct Detail Plan (Source: Arcadia, 2020)

### 3.11.6 TEACHING AND LEARNING

The proposed Teaching and Learning Precinct provides a multi-level line between the Sports, Music, Agora and Junior School. Flexible indoor and outdoor spaces are proposed to provide areas for formal and informal gathering, performance and maker spaces. The precinct will incorporate a material and finishes palette to complement the new architecture and contrast and enhance the presence of the existing heritage structures.

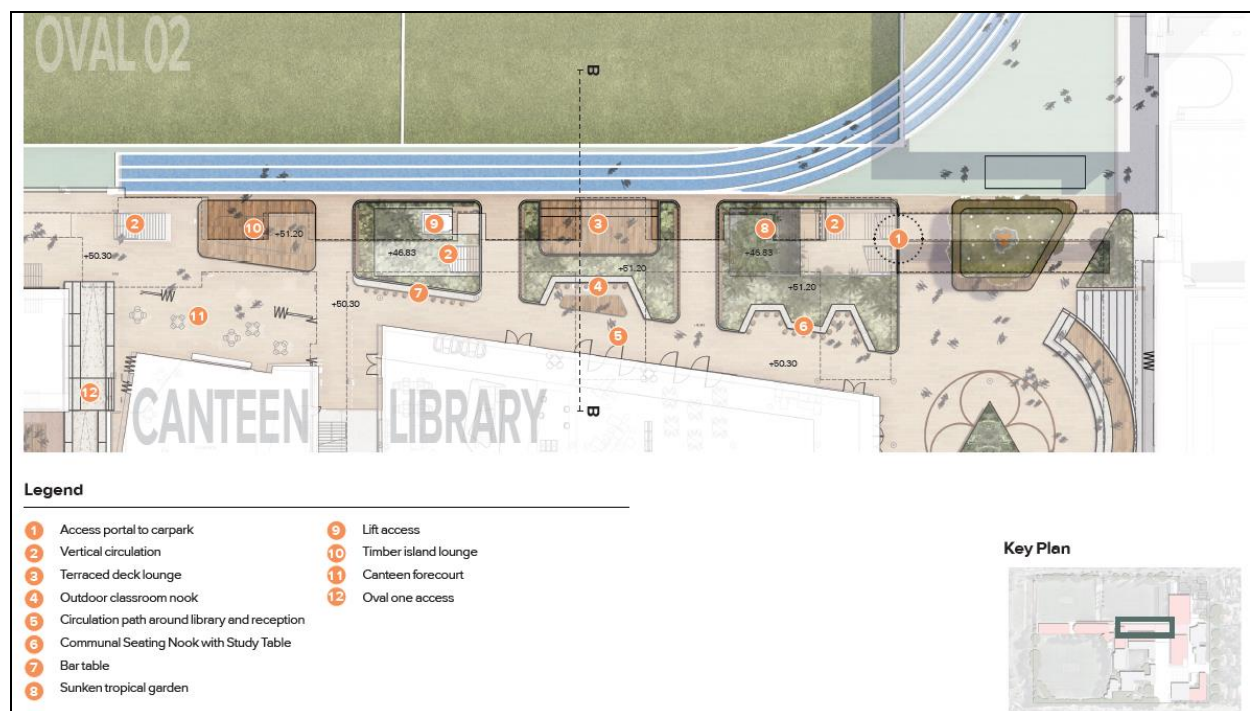


Figure 18. Teaching and Learning Precinct (Source: Arcadia, 2020)



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### 3.11.7 JUBILEE ENTRY

The entry to the campus is to be upgraded to create an inviting and celebrated arrival point. The proposed landscaping will provide improved and defined connections across the campus.

The modification to Victoria Street access will provide a welcoming arrival point for pedestrians which is separated from vehicles for added safety. This entry boulevard will lead users and visitors naturally to the ground plane, and by way of the architecture and way-finding, will guide people into the new 'front of house' at the Agora.

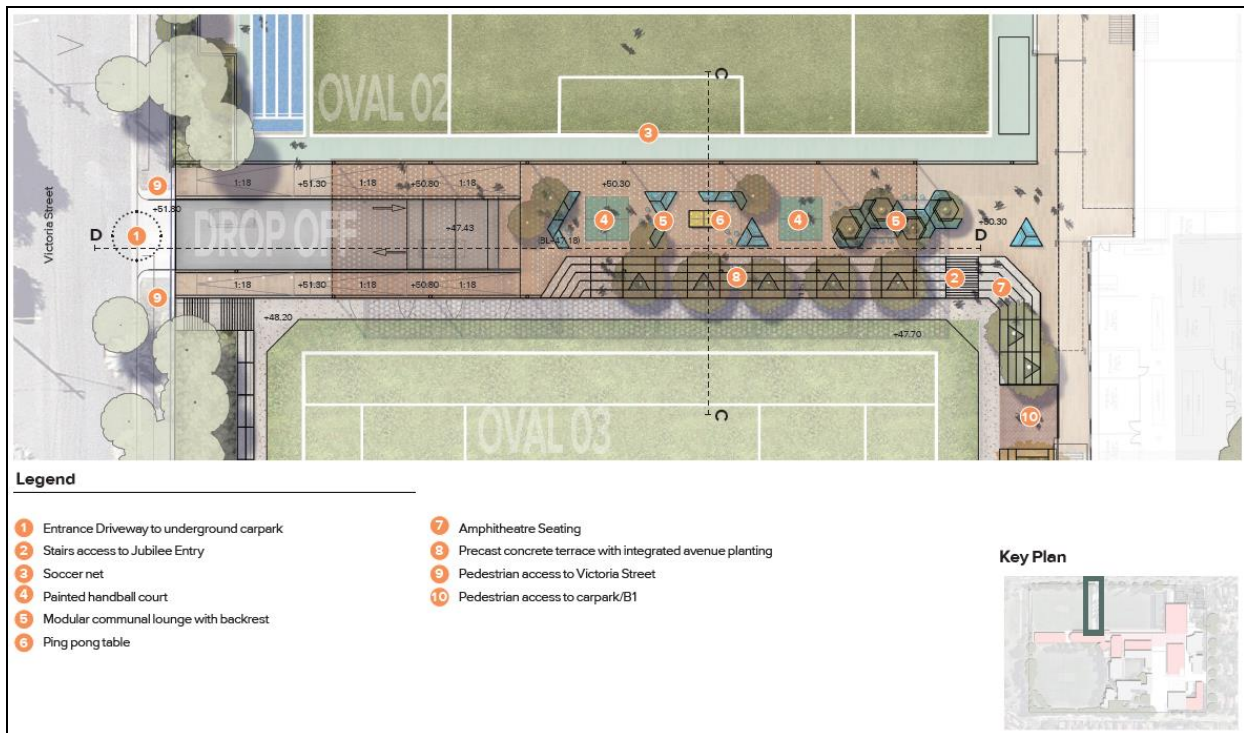


Figure 19. Jubilee Entry Precinct (Source: Arcadia, 2020)

### 3.11.8 THE TERRACE

The terrace is located between the Music Building and new Multi Purpose Hall and provides a direct link between Oval 1 and Oval 3. The precinct will provide breakout space for sporting events and outdoor learning. Increased canopy and flexible outdoor furniture provides an area for communal gathering and an opportunity for passive surveillance. The fine grain material palette will define the communal breakout areas.



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The Trinity Theatre looks over Oval 1 and provides direct connection to the quadrangle. The landscape design will provide a formalised spectator for Oval 1 and an external assembly area. Soft landscaping will define the spectator seating.



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### 3.11.10 CHAPEL DRIVE ENTRY

The formal paving and hardscape elements have been designed to complement the Heritage Chapel and Core. Formal paving and pedestrianised avenue have been created to soften and complement the existing heritage character and provides direct sightlines along the linear axis. Hard surfaces provide a desirable pedestrian environment while serving vehicular needs.



Figure 22. Chapel Drive Entry (Source: Arcadia, 2020)

### 3.11.11 JUNIOR SCHOOL PLAY

For the Junior School play area, a balance of hard and soft surfaces will support a variety of active and passive, structured and 'free' activities relating to general play, outdoor education and organised sport, to create a healthy and green learning environment.



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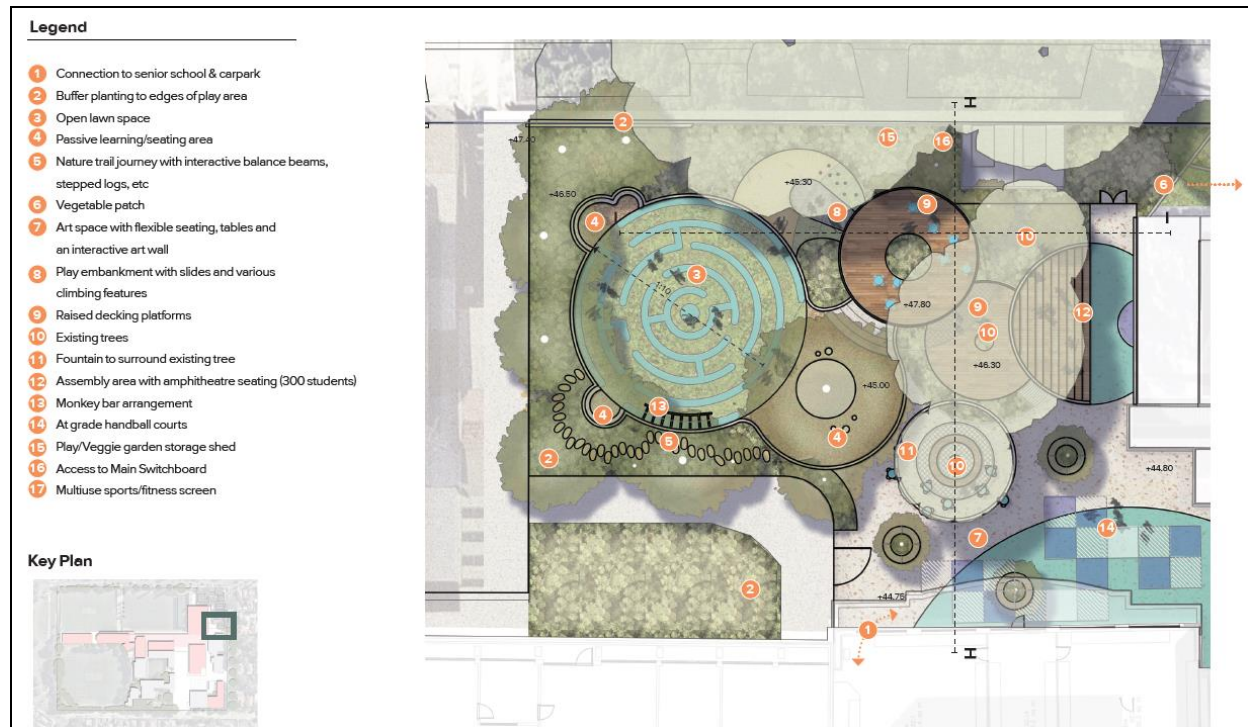


Figure 23. Junior School Play (Source: Arcadia, 2020)

### 3.12 VEHICULAR ACCESS AND PARKING

#### 3.12.1 CAR PARK LAYOUT

The layout of the proposed car is illustrated in **Figure 24** below. The revised layout provides greater capacity for queuing vehicles and improved operational efficiency. Key features of the revised layout include:

- A connection between the jubilee car park and the staff car park;
- An increased drop off/pick up area to approximately 170 metres;
- Reorientation of the parking spaces to reduce the number of spaces with direct access from the main circulating road.

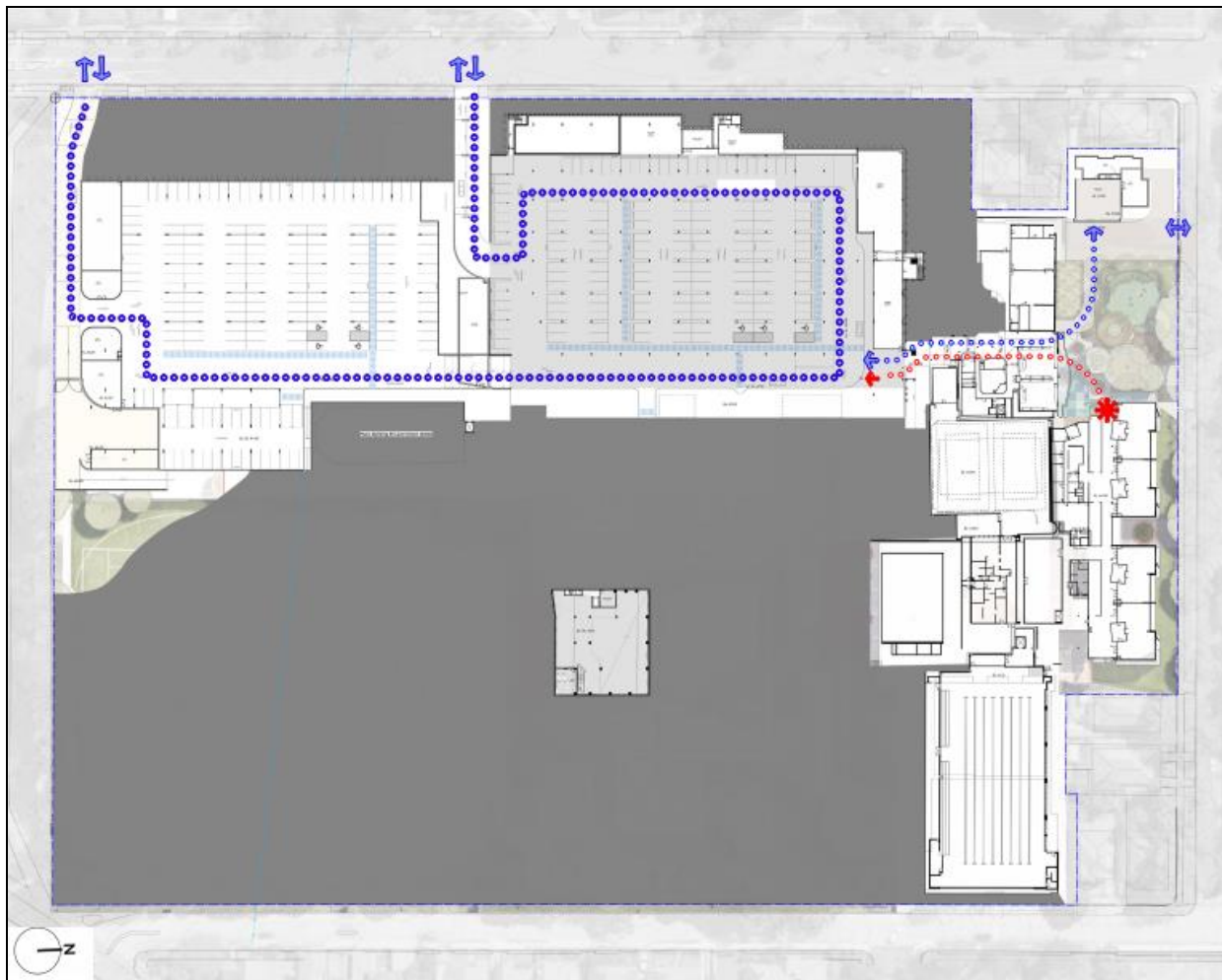
The intent of this design is to minimise disruption to the main circulation road. The revised car park layout significantly reduces the amount of car space with direct access to the main circulation road. Under the current layout, traffic on the main circulation road is often delayed by drivers manoeuvring into or out of car spaces. This issue is exacerbated along the eastern side of the car park where drivers on the circulation road can be delayed by vehicles manoeuvring into car spaces on the western side and vehicles pulling into and out of the pick-up/drop-off lane on the eastern side.

Removal of the parking spaces on the circulation road on the eastern side of the car park will improve the operational efficiency of the pick-up/drop-off lane and reduce the overall time spent in the car park by drivers.

The revised layout also provides additional length of circulation road within the carpark. This will provide greater queueing capacity onsite within the car park and greatly reduce the likelihood that queues will extend onto driveway and the local road network.

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**Figure 24. Revised Parking Layout and Configuration** (Source: PMDL, 2020)

It is proposed that the exit to southern access continue to operate as left out only. However, as delivery vehicles will now use this access, a treatment will need to be implemented to permit right turn exits by service and delivery vehicles.

The exit via the Jubilee driveway operates as left out only during peak times. This is to prevent the flow of traffic exiting the car park being blocked by queueing right turners. With the car parks now connected, it is considered appropriate to introduce the option of turning right out of the Jubilee driveway. Drivers exiting left into Victoria Street will have the option of turning left out of the southern entrance unimpeded or turning left out of the Jubilee driveway however they may have to queue behind right turners.

The drop off/pick up area will only be able to be accessed from the Jubilee driveway. It is proposed that the connection between the car parks is one way, from the Jubilee carpark to the staff car park.

### 3.12.2 VEHICULAR ACCESS AND PARKING

New car parking is proposed under Oval 3. It will be connected to the existing Oval 2 via an underground corridor along the western edge of the new built form. It is envisaged that this corridor will double its function as a service corridor, connecting and servicing different precincts across the campus.

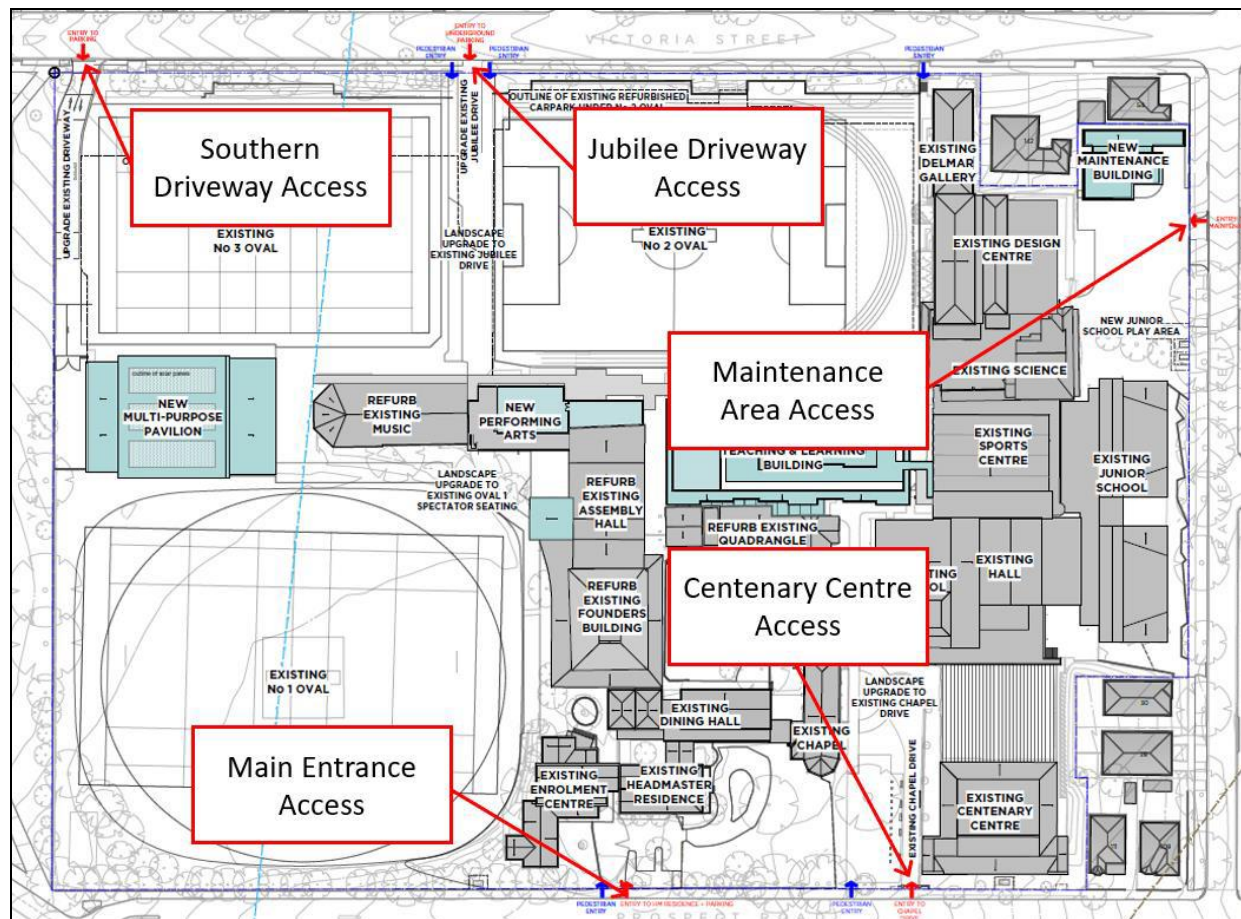
**Table 5** below provides a summary of the existing and proposed parking provisions across the Site.

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**Table 5. Parking Provisions**

Parking	Existing Number	Proposed Number
<b>Total Parking Spaces</b>	312	324



**Figure 25. Proposed Entrance** (Source: TTM, 2020)

### 3.12.3 DELIVERY AND MAINTENANCE VEHICLE ACCESS

Two (2) delivery and maintenance areas, including waste pick up, will be created to service the school.

The primary delivery area will be located at the southern side of the existing staff car park. Vehicles will access this area via entrance near Yeo Park. Service vehicles will enter and exit the facility from Victoria Street in a forward direction.

A secondary delivery and maintenance area will be created on Seaview Street, across the properties owned by the School at 48 and 50 Seaview Street.

In order for delivery vehicles to access the new loading facility adjacent to Yeo Park, the traffic island located opposite the southern access will be removed to accommodate access. It is proposed that a painted island is installed in replacement of the traffic island. In light of the above, the *left hand turn only* will need to be modified to permit delivery and service vehicles to turn right out of the driveway.



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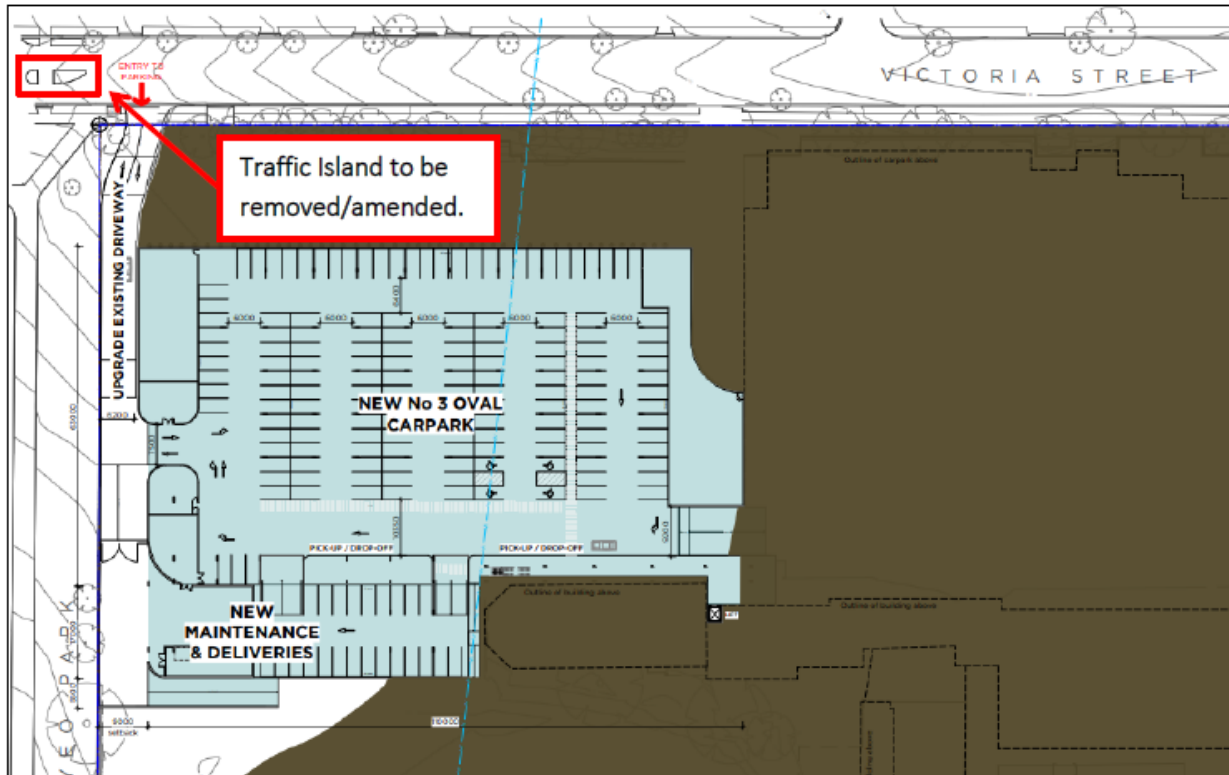


Figure 26. New Primary Maintenance and Delivery Area (Source: TTM, 2020)

Due to the revised access across the Site, maintenance access will be provided between the two delivery and maintenance areas, via maintenance carts, accessed only by staff.

### 3.12.4 PEDESTRIAN ACCESS

Modification to Victoria Street access will provide a welcoming arrival point for pedestrians which is separated from vehicles for added safety.

From Prospect Road, a new entry for pedestrians will be provided to align to the new agora, creating a clear and distinct journey to the reception whilst celebrating all the iconic buildings along this historical approach. The existing historically signification Chapel Gates will be maintained. Existing site security - boundary fence will remain as is, with improvement in landscaping treatment, to provide greater sense of welcome without comprising existing site security.

The Renewal Project will provide overall accessibility in the new developed precincts and improve accessibility through the campus for users of all levels of mobility. The proposal of the Arrow building is so that circulation is clearly announced and connect to various precincts of the existing campus.

### 3.12.5 BICYCLE PARKING

A total of **37 bike parking spaces** are proposed. The proposed amount of spaces is less than recommended by the Austroads Guidelines and the Ashfield Development Control Plan, however due to the very low demand at present, it is considered appropriate for the proposed development.

Bike parking facilities are to be designed in accordance with Standards Australia AS2890.3 (Bicycle Parking Facilities) and are to be provided in well-lit, sheltered and secure locations. Shower facilities in the gym and aquatic centre will be available for those that require the use of an end of trip facility.

### **3.13 UTILITIES AND INFRASTRUCTURE**

Acor has prepared a Services Infrastructure Management Plan (refer to **Appendix 29**). This report identifies the servicing requirements of The Renewal Project including mechanical, electrical, hydraulic, fire protection and vertical transportation services.

In respect of the existing infrastructure Acor note that:

- The existing Water Main Infrastructure and supply connection is adequately sized for potable water supply to the proposed development;
- The capacity of the existing sewer connection is adequate for the proposed development;
- The capacity of the existing power supply is adequate for the proposed development.

Further details of infrastructure provisions are provided in the Architectural Drawings at **Appendix 6**.

### **3.14 WASTE**

#### **3.14.1 CONSTRUCTION WASTE**

The contractor will comply with DPIE's Conditions of Consent to ensure all waste is carefully removed, packaged and transported from the Site to an appropriate waste facility. This will minimise potential contact with the waste and reduce environmental risk from an accidental release. Where appropriate, waste will be reused or recycled.

#### **3.14.2 OPERATIONAL WASTE MANAGEMENT**

A Waste Management Plan (WMP) has been prepared by Elephant's Foot which outlines the proposed operational waste management measures to be implemented on site (refer to **Appendix 32**).

It is noted that the school is an existing operating facility, and as such it proposed that the operation of the new development will be integrated with the existing waste management systems operating on-site.

Under the existing management plan for ongoing waste management, operational waste is separated on site into three (3) separate categories: general waste, commingled recyclables, paper and cardboard. To facilitate waste disposal and separation, bins are stationed across the Site, and their contents are collected daily by cleaners. Additionally, paper and cardboard recycling bins are available in each room. The cleaners deposit the collected waste into a bin area the waste is collected from Site by a waste management contractor.

As part of the renewal works, the bin storage and collection area will be relocated to the underground carpark/basement level on Basement Level 1. The following waste and storage facilities will be provided:

- General Waste: 54 x 240L MGBs;
- General Waste: 5 x 120L MGBs;
- General Waste: 1 x 3m<sup>3</sup> bulk bins;
- Carboard/Paper: 6 x 120L MGBs;
- Cardboard/Paper: 2 x 3m<sup>3</sup> bulk bins;
- Commingled Recyclables: 19 x 240L MGBs.

Bins will be emptied by a private waste contractor who transfers waste to a waste transfer station.

### **3.15 ECOLOGICALLY SUSTAINABLE DEVELOPMENT**

An ESD Strategy Report has been prepared by Acor and accompanies this application as **Appendix 19**. ESD principles will be incorporated into the design, construction and ongoing operation of the development.

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As part of the sustainability benchmarking process for the proposal, a review of sustainability of the proposed development was undertaken.

The proposed development will target a number of site-wide sustainability opportunities, including:

- Improved campus connectivity;
- Improved energy efficiency through achieving code-compliance for upgrade works; and
- Improved health and wellness outcomes for students and staff.

Overall the proposed development has been designed to meet sustainability best practice, in line with the principles set out in **Appendix 19**.

### 3.16 HOURS OF OPERATION

The School will continue primary operations between 8.30am and 3.30pm, Monday to Friday. However, consistent with the existing operations, the school will continue to operate outside of hours and on weekends for extra curricular activities, including sporting events, parent evenings and school based performances.

### 3.17 STAGING AND CONSTRUCTION DETAILS

As part of the constructability of the project and as noted within the Construction Management Plan (**Appendix 18**), the School has reviewed how the project can be delivered in a staged manner, whilst maintaining full school operations and minimising disruption during the delivery of the Renewal Project.

This will be facilitated by detailed staging plans, based upon the construction program nominated in the Construction Management Plan (**Appendix 18**), that are aligned with the School operations and corresponding annual School timetable. The use of demountable classrooms during Stages 3 and 4 will supplement the lost classrooms and associated teaching and learning spaces. Access to the temporary classrooms will be facilitated by a new access way through to the centre of the School. All construction areas will be hoarded off using solid materials and acoustic treatment where applicable. Clear delineation between construction zone and School zone will be maintained for the duration of the project.

Subsequent to the consent being granted, the intent is to stage construction, enabling facilities to be delivered and expanded in line with growth. Key components of the construction phase are summarised in **Table 6** below. It is important to note, that following the completion of Construction Stage 1, construction staging may occur in any order required by the school; therefore, the following outlines a possible/potential option only.

**Table 6. Construction Stages**

Construction Stage	Details
<b>Stage 1: Maintenance, Delivery Services and Seaview Demolition</b>	<ul style="list-style-type: none"><li>▪ Duration:<ul style="list-style-type: none"><li>○ 4 months;</li></ul></li><li>▪ Construction Access:<ul style="list-style-type: none"><li>○ via Seaview Street;</li></ul></li><li>▪ School Access:<ul style="list-style-type: none"><li>○ Maintain Access via Victoria Street to carparks and loading docks;</li></ul></li><li>▪ Description:<ul style="list-style-type: none"><li>○ Mobilisation and Site Establishment;</li><li>○ Demolition for Seaview school-owned residences;</li><li>○ New maintenance and delivery services;</li><li>○ FRP Hardstand;</li></ul></li></ul>



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**Table 6. Construction Stages**

Construction Stage	Details
	<ul style="list-style-type: none"> <li>School Operations Impact: <ul style="list-style-type: none"> <li>Nil.</li> </ul> </li> </ul>
<b>Stage 2: New Parking Structure and Driveway</b>	<ul style="list-style-type: none"> <li>Duration: <ul style="list-style-type: none"> <li>5 months;</li> </ul> </li> <li>Construction Access: <ul style="list-style-type: none"> <li>via Victoria Street;</li> </ul> </li> <li>School Access: <ul style="list-style-type: none"> <li>Maintain Access via Victoria Street to carpark and loading docks;</li> </ul> </li> <li>Description: <ul style="list-style-type: none"> <li>Bulk Excavation/Piling Works;</li> <li>FRP Works and Services;</li> <li>Demolition of existing trees and pavement on existing driveway;</li> <li>New main driveway public domain works;</li> <li>Install temporary ramp connection;</li> </ul> </li> <li>School Operations Impact: <ul style="list-style-type: none"> <li>Reduced external play area Oval 2 and 3. Supplemented by additional usage of Oval 1 for the duration;</li> <li>Work areas separated from operational areas using solid hoarding at all times.</li> </ul> </li> </ul>
<b>Stage 3: New Carpark Entry/New Carpark Structure</b>	<ul style="list-style-type: none"> <li>Duration: <ul style="list-style-type: none"> <li>4 months;</li> </ul> </li> <li>Construction Access: <ul style="list-style-type: none"> <li>via Victoria Street;</li> </ul> </li> <li>School Access: <ul style="list-style-type: none"> <li>All school access via Victoria Street to carparks and loading docks and via Oval 3 new and old entrance only;</li> </ul> </li> <li>Description: <ul style="list-style-type: none"> <li>Oval 2 New Carpark Entry Construction;</li> <li>New pedestrian access construction;</li> <li>New carpark structure;</li> <li>New Grand Stand Construction;</li> <li>General learning precinct demolition;</li> <li>Establish Temporary Classrooms.</li> </ul> </li> <li>School Operation Impact: <ul style="list-style-type: none"> <li>Reduced external play area Oval 2 and 3. Supplemented by additional usage of Oval 2 for the duration;</li> <li>Work areas separated from operation areas using solid hoarding at all times.</li> </ul> </li> </ul>
<b>Stage 3: General Learning Precinct and New Grand Stand Construction</b>	<ul style="list-style-type: none"> <li>Duration: <ul style="list-style-type: none"> <li>21 months;</li> </ul> </li> <li>Construction Access: <ul style="list-style-type: none"> <li>via Victoria Street;</li> </ul> </li> <li>School Access: <ul style="list-style-type: none"> <li>Maintain access via Victoria Street to carparks and loading docks;</li> <li>Via Oval 2 New Entry;</li> </ul> </li> <li>Description: <ul style="list-style-type: none"> <li>New Grand Stand Construction;</li> <li>General Learning Precinct Construction;</li> </ul> </li> </ul>

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**Table 6. Construction Stages**

Construction Stage	Details
	<ul style="list-style-type: none"> <li>○ Prospect Landscape Upgrade Works.</li> <li>▪ School Operations Impact: <ul style="list-style-type: none"> <li>○ Removal of Teaching and Learning spaces, supplemented by the use of Temporary Classrooms;</li> <li>○ Reduced external plat are Oval 3. Supplemented by additional usage of Oval 1 for the duration;</li> <li>○ Works areas separated from operational areas using solid hoarding at all times.</li> </ul> </li> </ul>
<b>Stage 4: New Art Precinct Construction/New Pavilion Construction</b>	<ul style="list-style-type: none"> <li>▪ Duration: <ul style="list-style-type: none"> <li>○ 8 months;</li> </ul> </li> <li>▪ Construction Access: <ul style="list-style-type: none"> <li>○ via Victoria Street;</li> </ul> </li> <li>▪ School Access: <ul style="list-style-type: none"> <li>○ Access to Oval 2 carpark via new entry;</li> </ul> </li> <li>▪ Description: <ul style="list-style-type: none"> <li>○ Demolition of art precinct existing structures;</li> <li>○ Construction of new arts precinct;</li> <li>○ Strip out for the remaining building;</li> <li>○ New Multipurpose Pavilion Construction.</li> </ul> </li> <li>▪ School Operations Team: <ul style="list-style-type: none"> <li>○ Removal of Teaching and Learning Spaces, supplemented by the use of Temporary Classrooms. New Teaching and Learning building fully operational;</li> <li>○ Oval 1 and 2 fully operational;</li> <li>○ Work areas separated from Operational areas using solid hoarding at all times.</li> </ul> </li> </ul>
<b>Stage 4: New Art Precinct Fitout/Existing Building Refurbishment works</b>	<ul style="list-style-type: none"> <li>▪ Duration: <ul style="list-style-type: none"> <li>○ 12 months;</li> </ul> </li> <li>▪ Construction Access: <ul style="list-style-type: none"> <li>○ via Victoria Street;</li> </ul> </li> <li>▪ School Access: <ul style="list-style-type: none"> <li>○ Access to Oval 2 carpark via new entry;</li> </ul> </li> <li>▪ Description: <ul style="list-style-type: none"> <li>○ Internal strip for existing building;</li> <li>○ Fitout for existing building and new arts precinct.</li> </ul> </li> <li>▪ School Operations Impact: <ul style="list-style-type: none"> <li>○ Removal of Teaching and Learning spaces, supplemented by the use of Temporary Classrooms. New teaching and learning building fully operational as with multi-purpose building;</li> <li>○ Oval 1 and 2 fully operational;</li> <li>○ Work areas separated from operational areas using solid hoarding at all times.</li> </ul> </li> </ul>
<b>Stage 5: Junior School Landscaping Works</b>	<ul style="list-style-type: none"> <li>▪ Duration: <ul style="list-style-type: none"> <li>○ 3.5 months;</li> </ul> </li> <li>▪ Construction Access: <ul style="list-style-type: none"> <li>○ via Seaview Street;</li> </ul> </li> <li>▪ School Access: <ul style="list-style-type: none"> <li>○ Access to Oval 2 carpark via new entry;</li> </ul> </li> <li>▪ Description: <ul style="list-style-type: none"> <li>○ Remove temporary classrooms;</li> </ul> </li> </ul>

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**Table 6. Construction Stages**

Construction Stage	Details
	<ul style="list-style-type: none"><li>○ Demolish hardstand;</li><li>○ Pavement and Landscaping works.</li><li>▪ School Operations Impact:<ul style="list-style-type: none"><li>○ Reduced external play area for Junior School. Supplemented by additional use of Seniors Campus Open area;</li><li>○ Work areas separated from operational areas using solid hoarding at all times.</li></ul></li></ul>
<b>Stage 6: Oval 3 Make Good and Hand Back to School</b>	<ul style="list-style-type: none"><li>▪ Duration:<ul style="list-style-type: none"><li>○ 9 months;</li></ul></li><li>▪ Construction Access:<ul style="list-style-type: none"><li>○ via Victoria Street;</li></ul></li><li>▪ School Access:<ul style="list-style-type: none"><li>○ Access to Oval 2 via new entry;</li></ul></li><li>▪ Description:<ul style="list-style-type: none"><li>○ Make good for Oval 3 and hand back to school.</li></ul></li><li>▪ School Operations Impact:<ul style="list-style-type: none"><li>○ Nil.</li></ul></li></ul>

An indicative construction schedule has been prepared for the purpose of the PCMP. It is assumed construction will commence early December 2020. The current forecast completion date for the project is June 2026.

### 3.18 PROJECT NEED

Given the forecast growth, Trinity Grammar School would continue to provide an Educational Establishment that would subsequently services the needs of the community and wider locality.

As previously identified in **Section 3.1**, the School is in need of redevelopment to improve out-dated and inefficient teaching spaces and replace them with facilities and spaces that will reflect contemporary models of teaching.

The proposed development will enable the School to continue to provide high standards of education for young men and provide world class education that complements the Trinity Grammar School vision.

The proposal will also provide equitable access across the Campus. The increase in student numbers of the life of the development will help the School meet the growing demand for quality education in Sydney's Inner West.

### 3.19 CONSIDERATION OF ALTERNATIVES

The Site is considered suitable for the proposed development as it allows for the continued use of the Site for educational purposes within an established School environment. The design and layout of the proposed built form seeks to maintain consistency with, and enhance, the surrounding educational facilities within the locality.

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The options considered, and subsequently dismissed, in arriving to the current proposal included:

### **(a) The Proposal**

Option 1 involves following through with the proposed redevelopment as discussed in **Part C** of this SSDA. The proposal will address the strategic need identified above and will therefore provide a high quality development.

### **(b) 'Do Nothing' Scenario**

This option was dismissed as the objectives of The Renewal Project would not be achieved. Specifically, if the proposed development was not to proceed, essential educational services would not be delivered.

The campus has grown over time which is evident in the range of buildings across the Site. The Site consists of multiple built forms and landscape elements, and as a consequence, a grid-lock of buildings are created and connections between buildings became "ad hoc". Many areas are not accessible and left over spaces in-between buildings are considered significant safety concerns. Another consequence of the close proximity of the buildings means many open spaces suffer from a lack of amenity, accessibility and are poorly designed/arranged.

### **(c) Alternative Design**

Trinity Grammar School has undertaken a detailed analysis of the options available in responding to the need for new facilities on the campus, including consideration of the Site constraints, impacts on neighbouring properties and the planning requirements.

The proposed development has been the subject of a robust design process aimed at creating a scheme which meets the functional educational needs and recognises and responds to the context of the school campus. The 'Renewal Project' has also been subject to review following the community consultation process to ensure that the building relates and responds to the amenity of the adjoining landowners.

### **(d) Development on an Alternative Site**

Considerations to alternative sites were not made as the existing School has been a long-standing use of the Site. The current site is considered appropriate for the proposed development for the following reasons:

- The Site is zoned primarily for Educational Establishments;
- The Site provides an opportunity to deliver increased built form with appropriate distance and separations from the sensitive land uses including residential development;
- All potential environmental impacts of the proposal can be suitably mitigated within the Site;
- The proposal generates and maintains employment opportunities during both the construction and operational phase;
- Limitations on suitably available land elsewhere of a size able to accommodate the proposed development;
- The proposal will not affect any area of heritage or archaeological significance; and
- The proposal can be developed with appropriate visual amenity given its surrounding context.

The proposal is justified on the basis it is compatible with the locality in which it is proposed, having no unacceptable economic, environmental or social impact.

## **PART D LEGISLATIVE AND POLICY FRAMEWORK**

### **4.1 PLANNING FRAMEWORK**

The following current and draft Commonwealth, State and Local planning controls and policies have been considered in the preparation of this application:

- **Commonwealth Planning Context**
  - *Environment Protection and Biodiversity Conservation Act 1999*
- **State Planning Context**
  - *Environmental Planning and Assessment Act 1979*
  - *Environmental Planning and Assessment Regulation 2000*
  - *Protection of the Environment Operations Act 1979*
  - *Biodiversity Conservation Act 2016*
  - *Biodiversity Conservation Regulation 2017*
  - *Water Management Act 2000*
  - *State Environmental Planning Policy (State and Regional Development) 2011*
  - *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017*
  - *State Environmental Planning Policy (Infrastructure) 2007*
  - *State Environmental Planning Policy No. 19 – Bushland in Urban Areas*
  - *State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017*
  - *State Environmental Planning Policy No 55 – Remediation of Land*
  - *State Environmental Planning Policy No.64 – Advertising Structures and Signage*
- **Local Planning Context**
  - *Ashfield Local Environmental Plan 2013*
  - *Inner West Comprehensive Development Control Plan 2016*
  - *Ashfield Council Section 94 – Development Contributions Plan*

Detailed consideration of this planning framework is provided in the ensuing sections of this report.

### **4.2 ENVIRONMENT PROTECTION AND BIODIVERSITY CONSERVATION ACT 1999**

The *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act) is the Australian Government's central piece of environmental legislation. It provides a legal framework to protect and manage nationally and internationally important flora, fauna, ecological communities and heritage places, defined in the EPBC Act as matters of National Environmental Significance.

Under the EPBC Act, a person must not, without an approval under the Act, take an action that has, will have or is likely to have, a significant impact on a matter of National Environmental Significance. These matters are listed as:

- The world heritage values of a declared World Heritage property
- The ecological character of a declared Ramsar wetland
- A threatened species or endangered community listed under the Act
- A migratory species listed under the Act
- The environment in a Commonwealth marine area or on Commonwealth land

An Ecological Assessment has been completed by Cumberland Ecology and accompanies this report as **Appendix 20**. According to the Department of Planning, Industry and Environment, for the purpose of deciding whether the requirement for a BDAR can be waived, a proposed development could be considered as unlikely to have any significant impact on biodiversity values if:

- *Will not clear or remove native vegetation other than:*

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- *A few single trees with no native understorey in an urban context;*
- *Planted native vegetation that is not consistent with a Plant Community Type (PCT) known to occur in the same Interim Biogeographic Regionalisation of Australia (IBRA) subregion;*
- *Will have negligible adverse impacts on threatened species or ecological communities, considering habitat suitability, abundance and occurrence, habitat connectivity, movement and water sustainability including consideration of any non-natural features, non-native vegetation and human-built structures;*
- *Will have negligible adverse impacts on protected animals because of impacts to flight path integrity.*

The proposed development has been assessed against the DPIE criteria for significant impact to biodiversity values as outlined **Appendix 20**. This assessment has demonstrated that the development of Trinity Grammar School is highly unlikely to have significant impacts upon defined biodiversity values as a result of the proposed project. The Project is anticipated to impact a 0.13 ha area of planted Exotic Vegetation and a 0.03 ha area of planted Non-endemic Native Vegetation and a 0.03 ha area of Planted Native Vegetation none of which are considered to conform to any recognised PCT known to occur within the Cumberland IBRA Subregion due to their planted origin. This area of vegetation may comprise potential and marginal foraging habitat within the broad habitat ranges of highly mobile native fauna including threatened species such as the Superb Fruit-Dove, Grey-headed Flying Fox, microchiropteran bats, the Long-nosed Bandicoot and the Powerful Owl.

When assessing impacts to potentially occurring threatened species from the project at Trinity Grammar School, there is limited justification for considering impacts to threatened species with the detail required under the BAM. The project may result in a small reduction of marginal foraging habitat for highly mobile, aerial threatened species. When assessing impacts likely from the project in its current form, there is very little likelihood of significant impacts to threatened species. On the basis of the investigations, it is the position of Cumberland Ecology that the preparation of a BDAR is not necessary, due to the low likelihood of impacts to biodiversity. Therefore, it was recommended that a waiver for the preparation of a BDAR be sought from the DPIE for the proposed development at Trinity Grammar School.

A request for a BDAR Waiver was formally lodged with the DPIE on 30 January 2020 (**Appendix 20**) and subsequent information issued on 17 March 2020. A formal BDAR Waiver was issued on 20 April 2020 by the DPIE with the concurrence of EES (**Appendix 21**).

### 4.3 ENVIRONMENTAL PLANNING AND ASSESSMENT ACT 1979

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

*A State environmental planning policy may declare any development, or any class or description of development, to be State significant development.*

The proposed development has been identified as State Significant Development under SRD SEPP as outlined in **Section 4.6** below.

Pursuant to Section 4.12(8), *a development application for State significant development or designated development is to be accompanied by an environmental impact statement prepared by or on behalf of the applicant in the form prescribed by the regulations*. This EIS has been prepared in accordance with the form prescribed by the EP&A Regulation.

**Section 4.15(1)** of the EP&A Act specifies the matters which a consent authority must consider when determining a DA. The relevant matters for consideration under Section 4.15(1) of the EP&A Act are provided in **Table 7** below.



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**Table 7. Section 4.15(1)(A) Considerations**

Section	Response
Section 4.15(1)(a)(i) any environmental planning instrument, and	Refer to <b>Part D</b> of this SEE.
Section 4.15(1)(a)(ii) any proposed instrument that is or has been the subject of public consultation under this Act and that has been notified to the consent authority (unless the Planning Secretary has notified the consent authority that the making of the proposed instrument has been deferred indefinitely or has not been approved), and	Not applicable.
Section 4.15(1)(a)(iii) any development control plan, and	Refer to <b>Section 4.12</b> of this SEE.
Section 4.15(1)(a)(iiia) any planning agreement that has been entered into under section 7.4, or any draft planning agreement that a developer has offered to enter into under section 7.4, and	No planning agreement applies to this Site.
Section 4.15(1)(a)(iv) the regulations (to the extent that they prescribe matters for the purposes of this paragraph),	Refer to <b>Section 4.4</b> of this SEE.
Section 4.15(1)(b)-(c)	Refer to <b>Part E</b> of this SEE.

### 4.4 ENVIRONMENTAL PLANNING AND ASSESSMENT REGULATION

The *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation) prescribes requirements for Environmental Impact Statements in Schedule 2. This EIS has been prepared in accordance with the form prescribed by the EP&A Regulation.

Division 6 Public Participation - State Significant Development applies to the proposed SSD. Following the submission of the EIS with the DPIE, the subsequent notification and response to submissions will be carried in accordance with Division 6 as prescribed by the EP&A Regulation.

### 4.5 PROTECTION OF THE ENVIRONMENT OPERATIONS ACT 1979

Schedule 1 of the *Protection of the Environment Operations Act 1979* (POEO Act) contains a core list of activities that require a licence before they may be undertaken or carried out. The definition of an 'activity' for the purposes of the POEO Act is:

*an industrial, agricultural or commercial activity or an activity of any other nature whatever (including the keeping of a substance or an animal).*

The proposal will not involve any activity that would require the issue of an Environmental Protection Licence.



#### **4.6 BIODIVERSITY CONSERVATION ACT 2016**

The *Biodiversity Conservation Act 2016* (BC Act) seeks to maintain a healthy, productive and resilient environment for the greatest well-being of the community, now and into the future, consistent with the principles of ecologically sustainable development.

Part 7 of the BC Act sets out requirements for biodiversity assessments and approvals under the Planning Act (meaning the EP&A Act).

Pursuant to Section 7.2(1), *development or an activity is likely to significantly affect threatened species if:*

- (a) it is likely to significantly affect threatened species or ecological communities, or their habitats, according to the test in section 7.3, or*
- (b) the development exceeds the biodiversity offsets scheme threshold if the biodiversity offsets scheme applies to the impacts of the development on biodiversity values, or*
- (c) it is carried out in a declared area of outstanding biodiversity value.*

Pursuant to Section 7.9, an SSD *is to be accompanied by a biodiversity development assessment report (BDAR) unless the Planning Agency Head and the Environment Agency Head determine that the proposed development is not likely to have any significant impact on biodiversity values.*

It is however requested that the requirement for a BDAR is waived.

A request for a BDAR Waiver was formally lodged with the DPIE on 30 January 2020 (**Appendix 20**) and subsequent information issued on 17 March 2020. A formal BDAR Waiver was issued on 20 April 2020 by the DPIE with the concurrence of EES (**Appendix 21**).

#### **4.7 STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011**

Proposals involving activities that are listed in Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP) are identified as being State Significant Development.

Clause 15 of Schedule 1 states:

*15 Educational establishments*

- (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.*

In accordance with Schedule 1 Clause 15(1), the proposed development for a new school is State Significant Development.

#### **4.8 STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017**

In September 2017, DPE released *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (Education SEPP) with the aim of facilitating the effective delivery of education and childcare facilities across the state of NSW.

Part 4 of the Education SEPP relates specifically to schools and identifies prescribed zones within which development for a school may be carried out by any person with development consent. The SP2 Zone and R2 Zone within which the Site is located are prescribed zones for the purpose of Part 4 of the Education SEPP, and therefore the proposed development is permissible with consent.

Pursuant to Clause 35(6), *before determining a development application for development of a kind referred to in subclause (1), (3) or (5), the consent authority must take into consideration:*

- (a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and*
- (b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.*

The Design Quality Principles outlined in Schedule 4 relate to context, built form and landscape; sustainability, efficiency and durability; accessibility and inclusivity; health and safety; amenity; whole of life; flexibility and adaptivity; and aesthetics. The development has been designed in accordance with the design quality principles, as detailed in the assessment completed by PMDL Architects at **Appendix 7**.

#### **4.9 STATE ENVIRONMENTAL PLANNING POLICY (INFRASTRUCTURE) 2007**

*State Environmental Planning Policies (Infrastructure) 2007* (SEPP Infrastructure) provides the legislative planning framework for infrastructure and the provision of services across NSW. The relevant provisions of this SEPP are discussed below.

Schedule 3 of SEPP Infrastructure nominates 'traffic generating development' which requires referral to RMS. Educational Establishments or Schools are not expressly considered in Schedule 3 and therefore the generic threshold applies. Development *for any other purpose* on a site with access to any road requires referral to RMS if it has capacity for 200 or more motor vehicles.

The proposed development will cater for 324 vehicles. Therefore, referral to the RMS is required.

#### **4.10 STATE ENVIRONMENTAL PLANNING POLICY (VEGETATION IN NON-RURAL AREAS) 2017**

*State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017* aims to protect the biodiversity values of trees and other vegetation in non-rural areas, and to preserve the amenity of non-rural areas through the preservation of trees and other vegetation.

The SEPP applies to non-rural areas, meaning those zones referred to in Clause 5(1)(b). The Site is zoned SP2 and R2, therefore the provisions of the SEPP are applicable to this application.

Furthermore, Clause 7 of the SEPP provides that vegetation at the subject site may not be cleared without either a Council permit, or relevant development consent in place. Should the vegetation clearing proposed on-site exceed the biodiversity offset scheme threshold (as defined under the BC Act), the approval to clear the vegetation on-site must be obtained from the Native Vegetation Panel under Part 4 of the SEPP.

On balance, the loss of any vegetation is considered to be acceptable given the substantial benefits associated with the project and the extent of proposed landscaping, as well as the wider benefits of the

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proposed development. The application is accompanied by an Arborist Report prepared by Australis Tree Management (**Appendix 22**) which provide a comprehensive assessment of the trees existing across the Site. The arborist report included an assessment of 39 trees across the Site that were at risk due to the proposed development.

The arborist report concluded that existing vegetation has no biodiversity value. No further consideration is required.

### 4.11 STATE ENVIRONMENTAL PLANNING POLICY NO. 19 - BUSHLAND IN URBAN AREAS

*State Environmental Planning Policy No 19 – Bushland in Urban Areas* (SEPP 19) aims to protect and preserve bushland within urban areas owing to its community, aesthetic, recreational, educational and scientific values.

Given the proposal does not relate to land zoned/reserved for public open space or adjoin land zoned/reserved for such purposes, the provisions of SEPP 19 are not applicable.

### 4.12 STATE ENVIRONMENTAL PLANNING POLICY NO. 55 - REMEDIATION OF LAND

*State Environmental Planning Policy No.55 – Remediation of Land* (SEPP 55) provides a state-wide planning approach for the remediation of land and aims to promote the remediation of contaminated land to reduce the risk of harm.

Under the provisions of SEPP 55, where a development application is made concerning land that is contaminated, the consent authority must not grant consent unless:

"

- (a) *it has considered whether the land is contaminated, and*
- (b) *if the land is contaminated, it is satisfied that the land is suitable in its contaminated state (or will be suitable, after remediation) for the purpose for which the development is proposed to be carried out, and*
- (c) *if the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose."*

Clause 7(1) of SEPP 55 requires the consent authority to consider whether land is contaminated prior to consent of a development.

A Preliminary Site Investigation (Contamination) has been prepared by Douglas Partners and accompanies this application as **Appendix 26**. The PSI has been prepared to address the requirements of SEPP 55.

The Site has historically been used for residential and educational establishment purposes. There is no indication of heavy industry or other uses that have the potential to significantly contaminate the land or groundwater.

Potential contaminating activities that may have occurred on the Site include:

- The placement of fill on the site;
- On-site disposal of waste (i.e. landfilling) from the dwellings in the early to mid-20th Century;
- Demolition of buildings containing hazardous building materials (e.g. Lead, asbestos after the mid-20th Century etc);
- Contaminants associated with building maintenance (e.g. pesticides);
- Naturally occurring elements in the soils and rock underlying the site (e.g. heavy metals).

Regardless, the findings do not identify any form of Site contamination across the campus.

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### 4.13 STATE ENVIRONMENTAL PLANNING POLICY NO.64 - ADVERTISING AND SIGNAGE

*State Environmental Planning Policy No. 64 – Advertising and Signage* (SEPP 64) aims to ensure that signage is of a high quality and compatible with the desired amenity and visual character of the area. SEPP 64 applies to all signage:

- (a) that, under another environmental planning instrument that applies to the signage, can be displayed with or without development consent, and*
- (b) is visible from any public place or public reserve.*

The proposal includes the following signage:

- School name and logo to be attached to the solid wall on the lift of on the western façade, approximately **2.5m x 2.5m**.

Pursuant to Clause 8 of SEPP 64, a consent authority must not grant development consent to an application to display signage unless the consent authority is satisfied:

- (a) that the signage is consistent with the aims/objectives of the Policy, and*
- (b) that the signage satisfies the assessment criteria specified in Schedule 1 of SEPP 64.*

These matters are addressed below.

#### **Aims and Objectives of SEPP 64**

*SEPP 64 aims:*

- (a) to ensure that signage (including advertising):*
  - (i) is compatible with the desired amenity and visual character of an area, and*
  - (ii) provides effective communication in suitable locations, and*
  - (iii) is of high quality design and finish, and*
- (b) to regulate signage (but not content) under Part 4 of the Act, and*
- (c) to provide time-limited consents for the display of certain advertisements, and*
- (d) to regulate the display of advertisements in transport corridors, and*
- (e) to ensure that public benefits may be derived from advertising in and adjacent to transport corridors.*

The proposed school signage will achieve the aims and assessment criteria of SEPP 64 as it will be integrated with the overall design of the school. The siting, design and scale of the signage will be consistent with the visual character of the existing educational establishment, and, through high quality design and finish, the signage will contribute to a high level of visual amenity. The signage will effectively identify the new development, thereby contributing to a legible environment for visitors.

#### **Assessment Criteria**

The assessment criteria under Schedule 1 of SEPP 64 is addressed in **Table 8**. Based on this assessment, the proposal is considered consistent with the provisions of SEPP 64.

**Table 8. SEPP 64 Assessment Criteria**

Criteria	Proposal Compliance
<b>1 Character of the area</b>	
<i>Is the proposal compatible with the existing or desired future character of the area or locality in</i>	Yes, the proposed signage will be compatible with the character of the development, which has been

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**Table 8. SEPP 64 Assessment Criteria**

Criteria	Proposal Compliance
<i>which it is proposed to be located?</i>	designed to integrate with the existing educational establishment and surrounding area.
<i>Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?</i>	Yes, as above.
<b>2 Special areas</b>	
<i>Does the proposal detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?</i>	No, the signage will enhance the visual amenity of the site. The signage has been designed to integrate with the overall design of the school, which in turn has been designed with respect to surrounding landscapes, natural areas and neighbouring properties.
<b>3 Views and vistas</b>	
<i>Does the proposal obscure or compromise important views?</i>	No, the proposed signage will be of a height and scale consistent with the built form on the site and will not disrupt any views or dominate views toward the site.
<i>Does the proposal dominate the skyline and reduce the quality of vistas?</i>	No, the proposed signage will be of a height and scale consistent with the built form on the site and will not dominate the skyline.
<i>Does the proposal respect the viewing rights of other advertisers?</i>	Yes, the signage will not obstruct any other signage or advertising.
<b>4 Streetscape, setting or landscape</b>	
<i>Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape?</i>	Yes, the signage has been designed with respect to the proposed built form on the site to effectively identify the school whilst not being visually obtrusive. The proposed signage will be compatible with the character of the site and its surrounds.
<i>Does the proposal contribute to the visual interest of the streetscape, setting or landscape?</i>	Yes, the signage will visually define the the school and create visual interest through façade articulation.
<i>Does the proposal reduce clutter by rationalising and simplifying existing advertising?</i>	No, there is no existing signage on the site.
<i>Does the proposal screen unsightliness?</i>	No, the signage will not be used as a visual screen or filter.
<i>Does the proposal protrude above buildings,</i>	No, the signage will not protrude above the roof

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**Table 8. SEPP 64 Assessment Criteria**

Criteria	Proposal Compliance
<i>structures or tree canopies in the area or locality?</i>	line or tree canopy.
<i>Does the proposal require ongoing vegetation management?</i>	No, the proposed signage will not require ongoing management.
<b>5 Site and building</b>	
<i>Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?</i>	Yes, the signage will be of suitable scale and design for its intended purpose to effectively identify the school and it will be integrated with the design of the building.
<i>Does the proposal respect important features of the site or building, or both?</i>	Yes, the signage will be balanced with façade elements to integrate with the proposed built form. The proposed signage will not dominate the landscape or be visually obtrusive.
<i>Does the proposal show innovation and imagination in its relationship to the site or building, or both?</i>	Yes, the signage will be integrated with the design of the building so as to achieve a positive visual outcome.
<b>6 Associated devices and logos with advertisements and advertising structures</b>	
<i>Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?</i>	Environmentally-sensitive lighting will be designed into the proposed signage. This will occur prior to CC stage.
<b>7 Illumination</b>	
<i>Would illumination result in unacceptable glare?</i>	No illumination is proposed.
<i>Would illumination affect safety for pedestrians, vehicles or aircraft?</i>	No illumination is proposed.
<i>Would illumination detract from the amenity of any residence or other form of accommodation?</i>	No illumination is proposed.
<i>Is the illumination subject to a curfew?</i>	No illumination is proposed.
<i>Can the intensity of the illumination be adjusted, if necessary?</i>	No illumination is proposed.
<b>8 Safety</b>	
<i>Would the proposal reduce the safety for any public road?</i>	No, the proposed signage will be located within the site boundaries and well set back from the street.



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**Table 8. SEPP 64 Assessment Criteria**

Criteria	Proposal Compliance
<i>Would the proposal reduce the safety for pedestrians or bicyclists?</i>	No, the proposal will not obstruct any pedestrian or cycle routes, or other infrastructure, and therefore will not negate the safety of pedestrians or cyclists.
<i>Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?</i>	No, the proposed signage will not obscure any sightlines from public areas frequented by pedestrians. Neither will the proposed signage obstruct any vehicle sight lines from public roads or the access driveway.

Based on the above, the proposal is considered to be consistent with the provision of SEPP 64.

### 4.14 DRAFT STATE ENVIRONMENTAL PLANNING POLICY (REMEDIATION OF LAND)

The *Draft State Environmental Planning Policy (Remediation of Land)* is the proposed new land remediation SEPP set to replace SEPP 55. Public exhibition of the 'explanation of intended effect' for the Draft Remediation SEPP and draft planning guidelines was completed in April 2018.

The Draft Remediation SEPP will retain the objectives of SEPP 55 and reinforce the successful aspects of the framework. In terms of relevant changes applicable to development applications, clause 7 of SEPP 55 is proposed to be incorporated into the Draft Remediation SEPP. In addition, the list of potentially contaminating activities and the purpose of a 'preliminary site investigation' (PSI) and 'detailed site investigation' (DSI) will be integrated into clause 7 of the Draft Remediation SEPP.

The proposed development involves the continuation of the existing use of the site for educational uses. A PSI was carried out by Douglas Partners. The findings of the assessment are attached in **Appendix 26**. The Site has not been subject to any known contaminating uses. The majority of the School is currently occupied by existing buildings and structures.

Based on the results of the Site investigations, the report provides general advice on the potential contamination of the proposed development. The report makes a number of recommendations to address specific issues during the demolition, excavation and construction phases.

The assessment concludes that the risk of significant contamination being present that prevents the redevelopment of the Site without significant remediation is low.

### 4.15 DRAFT STATE ENVIRONMENTAL PLANNING POLICY (ENVIRONMENT)

The Draft State Environment Planning Policy (Environment) (Draft Environment SEPP) is the new SEPP seeking to consolidate, repeal and replace the following seven (7) existing SEPPs:

- State Environmental Planning Policy No.19 - Bushland in Urban Areas;
- State Environmental Planning Policy (Sydney Drinking Water Catchment) 2011;
- State Environmental Planning Policy No. 50 – Canal Estate Development;
- Greater Metropolitan Regional Environmental Plan No. 2 – Georges River Catchment;
- Sydney Regional Environmental Plan No. 20 – Hawkesbury-Nepean River (No.2-1997);
- Sydney Regional Environmental Plan (Sydney Harbour Catchment) 2005;
- Willandra Lakes Regional Environmental Plan No. 1 – World Heritage Property.

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Public exhibition of the Draft Environmental SEPP was completed in January 2018. The Draft Environmental SEPP will deliver a policy instrument that contains a single set of planning provisions for catchments, waterways, bushland and protected areas.

The land the Site is located on is currently not subject to any of the abovementioned SEPPs, nor is it identified as being attributed to any catchments, waterways, bushland or protected areas.

### 4.16 ASHFIELD LOCAL ENVIRONMENTAL PLAN 2013

The *Ashfield Local Environmental Plan 2013* (ALEP 2013) is the primary environmental planning instrument (EPI) applicable to the Site. The relevant provisions are summarized below in **Table 9**.

#### 4.16.1 ZONING AND PERMISSIBILITY

The Site includes land zoned *SP2 Infrastructure (Educational Establishment)* and *R2 Low Density Residential* (**Figure 27**). Zone objectives and permissibility for the SP2 Zone and R2 Zone are outlined below.

Table 9. Zoning and Permissibility	
ALEP2013 Clause	Provision Applicable to Subject Site
<b>Zone – SP2 Infrastructure (Educational Establishment)</b>	
Objectives	<ul style="list-style-type: none"><li>To provide for infrastructure and related uses.</li><li>To prevent development that is not compatible with or that may detract from the provision of infrastructure.</li></ul>
Permitted without Consent	Roads
Permitted with Consent	Building identification signs; Business identification signs; Car parks; Centre-based child care facilities; Community facilities; Emergency services facilities; Environmental facilities; Environmental protection works; Information and education facilities; Kiosks; Markets; Recreation areas; Recreation facilities (indoor); Recreation facilities (outdoor); Respite day care centres; <b>The purpose shown on the Land Zoning Map, including any development that is ordinarily incidental or ancillary to development for that purpose</b> ; Water recycling facilities
Prohibited	Any development not specified in item 2 or 3
<b>Zone – R2 Low Density Residential</b>	
Objectives	<ul style="list-style-type: none"><li>To provide for the housing needs of the community within a low density residential environment.</li><li>To enable other land uses that provide facilities or services to meet the day to day needs of residents.</li></ul>
Permitted without Consent	Home occupations
Permitted with Consent	Bed and breakfast accommodation; Boarding houses; Business identification signs; Centre-based child care facilities; Dual occupancies (attached); Dwelling houses; Group homes; Neighbourhood shops; Respite day care centres; Roads; Semi-detached dwellings; Seniors housing; Shop top housing; <b>Any other development not specified in item 2 or 4</b>
Prohibited	Agriculture; Air transport facilities; Airstrips; Amusement centres; Animal boarding or training establishments; Biosolids treatment facilities; Boat

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**Table 9. Zoning and Permissibility**

<b>ALEP2013 Clause</b>	<b>Provision Applicable to Subject Site</b>
	building and repair facilities; Boat sheds; Camping grounds; Car parks; Caravan parks; Cemeteries; Charter and tourism boating facilities; Commercial premises; Correctional centres; Crematoria; Depots; Eco-tourist facilities; Emergency services facilities; Entertainment facilities; Environmental facilities; Exhibition villages; Extractive industries; Farm buildings; Forestry; Freight transport facilities; Function centres; Heavy industrial storage establishments; Helipads; Highway service centres; Home occupations (sex services); Industrial retail outlets; Industrial training facilities; Industries; Information and education facilities; Jetties; Marinas; Mooring pens; Moorings; Mortuaries; Open cut mining; Passenger transport facilities; Recreation facilities (indoor); Recreation facilities (major); Registered clubs; Research stations; Residential accommodation; Restricted premises; Rural industries; Service stations; Sewage treatment plants; Sex services premises; Signage; Storage premises; Tourist and visitor accommodation; Transport depots; Truck depots; Vehicle body repair workshops; Vehicle repair stations; Veterinary hospitals; Warehouse or distribution centres; Waste or resource management facilities; Water recreation structures; Water supply systems; Wharf or boating facilities; Wholesale supplies.

As identified above, Educational Establishments (which by definition include Schools) are **permitted with consent in the SP2 and R2 zones**.

The proposal is consistent with the objectives of the SP2 Infrastructure (Educational Establishment) as it will provide for educational infrastructure in accordance with the zoning of the Site. The proposal is consistent with the objectives of the R2 Low Density Residential zone where relevant, as it will provide services to meet the day to day needs of residents, in an accessible location.

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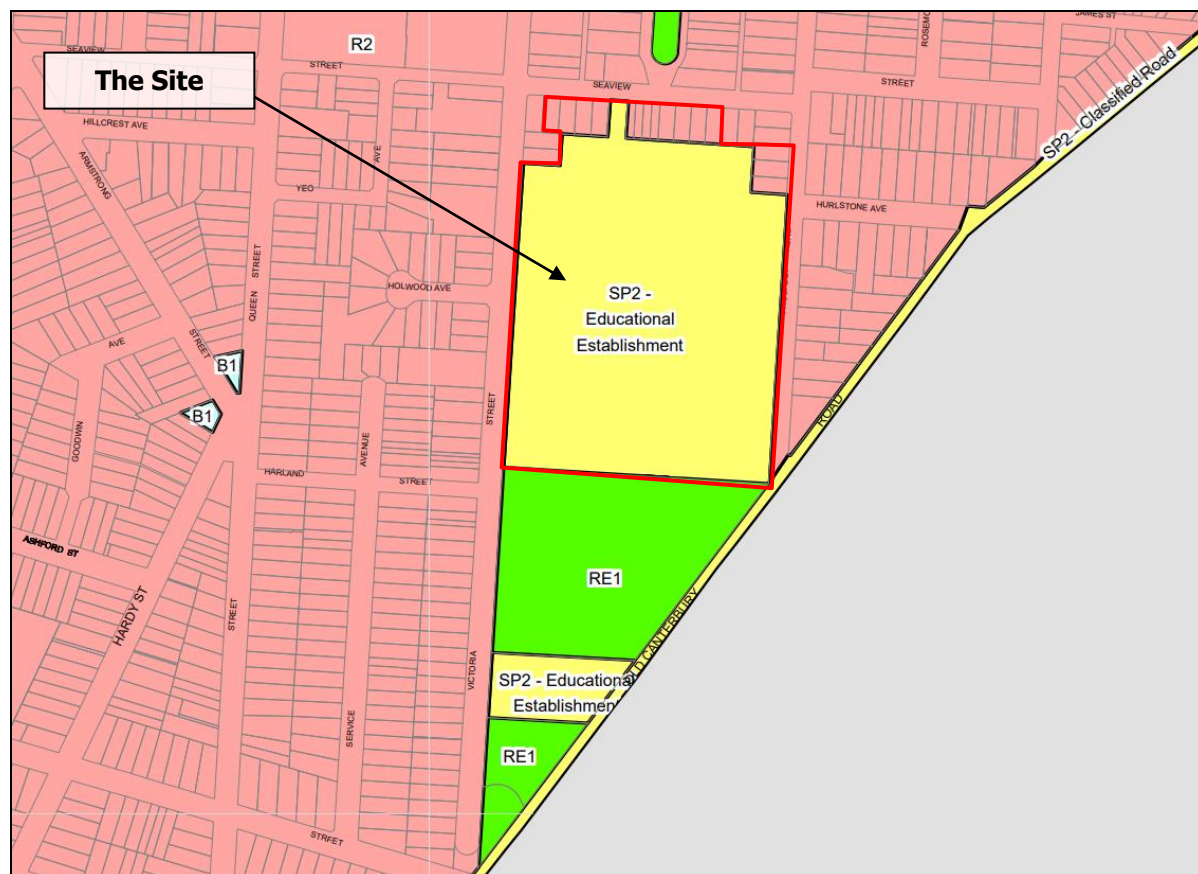


Figure 27. ALEP 2013 Zoning Map (Source: NSW Legislation, 2020)

### 4.16.2 DEVELOPMENT STANDARDS AND OTHER RELEVANT PROVISIONS

Table 10. Permissibility and Development Standards

ALEP 2013	Details
Clause 4.1 - Minimum Lot Size	<p>The Site is subject to a 500m<sup>2</sup> minimum lot size pursuant to ALEP2013.</p> <p>The proposal does not include any subdivision.</p>
Clause 4.3 - Maximum Building Height	<p>The Site is subject to the following maximum height controls pursuant to ALEP2013:</p> <ul style="list-style-type: none"> <li>SP2 zoned land – no height control;</li> <li>R2 zoned land – 8.5m maximum height.</li> </ul> <p>The following building heights are proposed:</p> <ul style="list-style-type: none"> <li>New Library and Teaching and Learning Building: <b>19m</b></li> <li>New Performing Arts Building: <b>16m</b></li> <li>New Multipurpose Hall: <b>12m</b></li> <li>New Maintenance Building: <b>8m</b></li> </ul> <p>The proposed development has been designed to respond to the existing built form across the Site and respect the amenity of the surrounding development to minimize impact on visual and acoustic privacy, whilst continuing to celebrate the heritage significance across the Site. The new maintenance building is the only development proposed on land zoned R2. The resultant</p>

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**Table 10. Permissibility and Development Standards**

ALEP 2013	Details
	<p>built form complies the maximum prescribed building height across that portion of the Site.</p>
Clause 4.4 - Maximum Floor Space Ratio (FSR)	<p>The site is subject to the following maximum Floor Space Ratio (FSR) controls pursuant to ALEP2013:</p> <ul style="list-style-type: none"> <li>SP2 zoned land – no FSR control;</li> <li>R2 zoned land – 0.5:1 maximum FSR.</li> </ul> <p>The proposed development results in <b>12,210m<sup>2</sup></b> of additional gross floor area (GFA), as per the following:</p> <ul style="list-style-type: none"> <li>New Library and Teaching and Learning Building: <b>7,440m<sup>2</sup></b></li> <li>New Performing Arts Building: <b>1,180m<sup>2</sup></b></li> <li>New Multipurpose Hall: <b>2,990m<sup>2</sup></b></li> <li>New Maintenance Building: <b>600m<sup>2</sup></b></li> </ul> <p>As aforementioned, the development across SP2 zoned land is not controlled by a prescribed maximum FSR.</p> <p>The new maintenance building is located on land zoned R2 and has a prescribed maximum FSR of <b>0.5:1</b>. The new built form occupies an area of approximately <b>1,200m<sup>2</sup></b>. The new maintenance building equates to an FSR of <b>0.47:1</b> across the portion of the Site zoned R2 Low Density Residential and is therefore compliant with the prescribed maximum FSR for that portion of the Site.</p>
Clause 5.10 - Heritage	<p>The Site is identified as a heritage item of local significance pursuant to ALEP2013, described as follows:</p> <ul style="list-style-type: none"> <li>I608 – School, headmaster’s house and chapel, local significance.</li> </ul> <p>A number of heritage items are also located throughout the surrounding area. However, it is noted that <i>no</i> trees are however listed in the Office of Environment and Heritage (OEH) Heritage Register as heritage items of local or state significance.</p> <p>The site is not included in a Heritage Conservation Area (HCA), but is adjoined by the following Heritage Conservation Areas:</p> <ul style="list-style-type: none"> <li>North – C23 – Victoria Square Conservation Area, local significance;</li> <li>East – C49 – Prospect Hall Conservation Area, local significance;</li> <li>West – C1 – Ambleside and Holwood Conservation Area, local significance;</li> <li>West – C7 – Harland Estate Conservation Area, local significance.</li> </ul> <p>The aforementioned, Heritage Items and HCA are shown in <b>Figure 28</b>.</p> <p>A Heritage Impact Assessment has been prepared by Urbis and accompanies this application as <b>Appendix 15</b>. The assessment considers that the significant elements on the Site include the Headmaster’s Residence and the Chapel. In addition to the above, it is considered that the following elements make a contribution to the significance of the Site overall:</p>

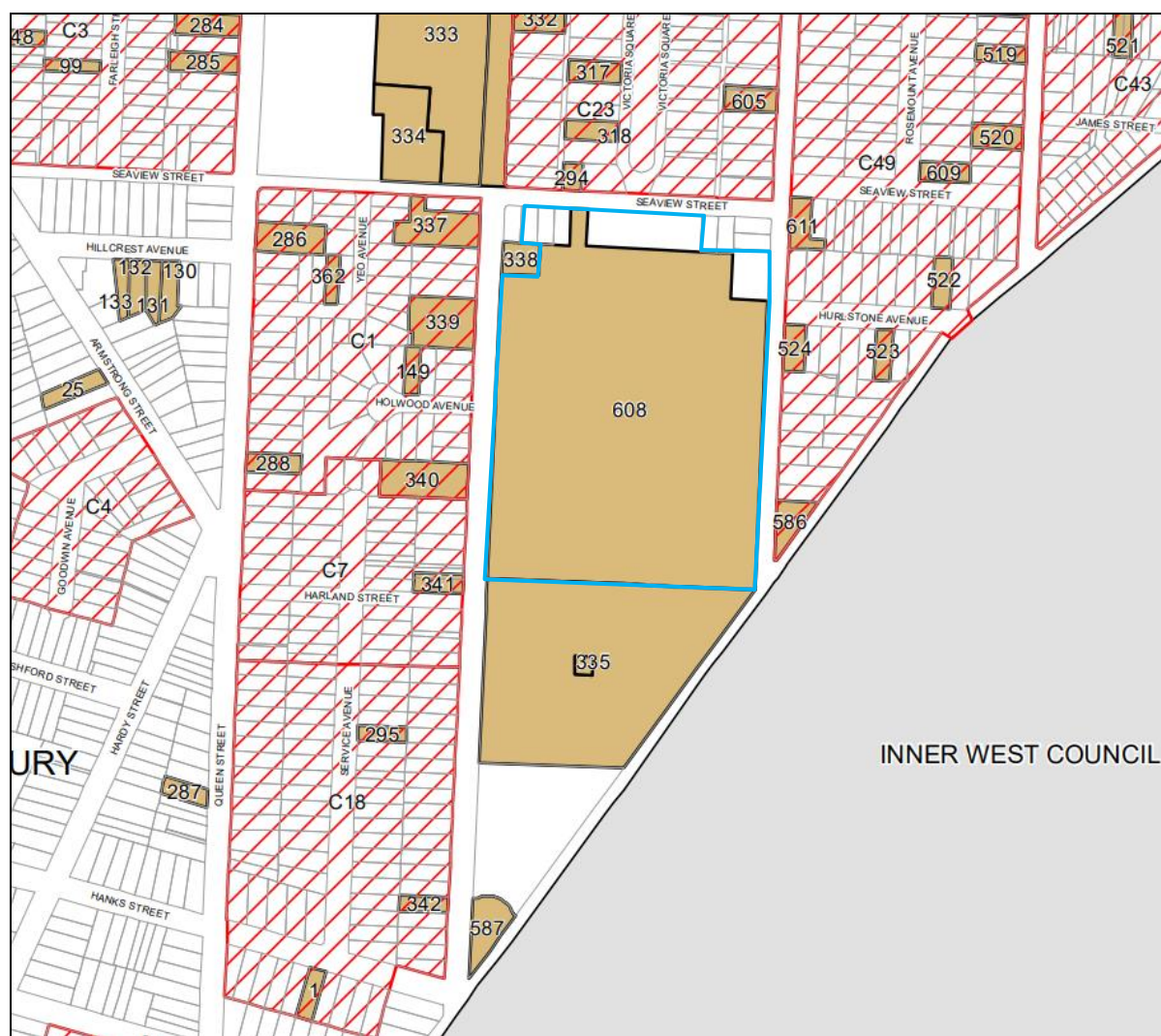


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**Table 10. Permissibility and Development Standards**

ALEP 2013	Details
	<ul style="list-style-type: none"> <li>▪ Headmaster's Residence and Chapel Garden;</li> <li>▪ Chapel Gates and Way;</li> <li>▪ War Memorial Chapel Court;</li> <li>▪ Dining Hall;</li> <li>▪ Presentation of the Quad Building to the Quadrangle; and</li> <li>▪ Quadrangle (form).</li> </ul> <p>Overall, the proposed development is supported from a heritage perspective.</p>



**Figure 28. ALEP 2013 Heritage Map** (Source: NSW Legislation, 2020)

### 4.17 INNER WEST COMPREHENSIVE DEVELOPMENT CONTROL PLAN 2016

It is noted that Section 11 of *State Environmental Planning Policy (State and Regional Development) 2011* states:

- 11 Exclusion of application of development control plans**  
*Development control plans (whether made before or after the commencement of this Policy) do not apply to:*

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### *(a) State significant development*

Additionally, Clause 35(9) of the Education SEPP, which relates to schools that are permitted with consent, provides that:

*A provision of a development control plan that specifies a requirement, standard or control in relation to development of a kind referred to in subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.*

This application is for State Significant Development, and additionally the proposed school within a Prescribed Zone is development referred to in subclause (1) of the Education SEPP. Therefore, the provisions of a DCP are not applicable.

The SEARs however establish the requirement to consider *Inner West Comprehensive Development Control Plan 2016* (IWDCP 2016) and therefore an assessment of the proposal against the relevant provisions of the IWDCP 2016 has been carried out in the DCP Compliance Table at **Appendix 1**.

The proposed works are generally compliant with the relevant controls, however, where the proposal seeks a variation from certain controls, the design satisfies the objectives of the control and will result in an improved environmental or amenity outcome, achieving the objectives of, and facilitating the development.

### **4.18 ASHFIELD COUNCIL SECTION 94 - DEVELOPMENT CONTRIBUTIONS PLAN**

The proposed development is subject to Section 7.11 Contributions Plan under the EP&A Act. The Site is applicable to the *Ashfield Council Section 94 – Development Contributions Plan* applies to all land within the former Ashfield Local Government Area, and is applicable to the Site. Section 94 (now Section 7.11) contributions will be calculated by Council in accordance with the *Ashfield Council Section 94 – Development Contributions Plan*.

Any relevant contribution that applies to educational establishment will be paid prior to the issue of construction certificate.

## PART F STRATEGIC PLANNING FRAMEWORK

### 5.1 OVERVIEW OF RELEVANT STRATEGIC PLANS

The EIS has given consideration to relevant strategic plans and policies, including:

- *NSW State Priorities*
- *Greater Sydney Region Plan – A Metropolis of Three Cities*
- *Eastern City District Plan*
- *Draft Inner West LSPS*
- *NSW Future Transport Strategy 2056*
- *State Infrastructure Strategy 2018 - 2038*
- *Sydney's Cycling Future 2013*
- *Sydney's Walking Future 2013*
- *Sydney's Bus Future 2013*
- *Crime Prevention Through Environmental Design (CPTED) Principles*
- *Better Placed – an integrated design policy for the built environment of NSW*
- *Child Care Planning Guideline*

Detailed consideration of this Strategic Planning framework is provided in the following sections.

**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
<b>NSW State Priorities</b>	<p>NSW State Priorities is the State Government's plan to guide policy and decision making across the State. Eighteen (18) state priorities are being actioned by the NSW Government to <i>make this state of ours even better</i>. The priorities have been categorised under the following headings:</p> <ul style="list-style-type: none"><li>▪ Strong budget and economy</li><li>▪ Building infrastructure</li><li>▪ Protecting the vulnerable</li><li>▪ Better services</li><li>▪ Safer communities</li></ul> <p>The proposed school on the site would achieve a number of the key objectives and priorities, as outlined below:</p> <ul style="list-style-type: none"><li>▪ <b>Creating Jobs:</b> the proposal will create temporary job opportunities in manufacturing, construction and construction management during the project's construction phase of works;</li><li>▪ <b>Building Infrastructure:</b> the proposal provides a significant development opportunity for the State that will create new jobs and help secure existing jobs, stimulate economic activity, and deliver a vital service for the community;</li><li>▪ <b>Improving Education Results:</b> the proposal will contain high quality facilities, learning spaces and equipment for use by students and teaching staff. This will provide students with greater opportunities to learn and improve their numeracy and literacy skills.</li></ul> <p>Overall, it is considered that the proposal is consistent with the goals and objectives set out in the <i>NSW State Priorities</i>.</p>
<b>The Greater Sydney Region Plan, A Metropolis</b>	<p>The <i>Greater Sydney Region Plan – A Metropolis of Three Cities</i> (the Plan) was prepared by the GSC and supersedes <i>A Plan for Growing Sydney</i>. The Plan outlines a vision for Sydney to 2056, defined by three (3) cities; the Western</p>

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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
<b>of Three (3) cities</b>	<p>Parkland City, the Central River City, and the Eastern Harbour City.</p> <p>The Plan seeks to foster productivity, liveability and sustainability, to be achieved through the '30 minute city' model by which a majority of people live within 30 minutes of jobs, education, health facilities and services. The creation of the 30 minute city is to be promoted through infrastructure investment and coordinated transport and land use planning.</p> <p>The ten (10) directions underpinning the Plan emphasise infrastructure delivery, increasing housing choice, creating walkable neighbourhoods and 'great places to live', supporting economic growth, and promoting environmental sustainability. Overall, the Plan aims to accommodate an additional 725,000 dwellings and 817,000 new jobs.</p> <p>The division into three (3) Cities aims to locate a greater proportion of the population closer to employment regions with more intensive jobs; 'city-scale' infrastructure &amp; services; entertainment; and cultural facilities. By managing and retaining residential land close to city centres and transport, the Plan aims to ensure critical and essential services, are readily available to support local businesses and community members and residents. The Proposed Development would not only achieve new economic growth but would also encourage employment-generating opportunities, closer to residential communities, allowing for better access to job opportunities and a shorter commute time to and from work, as well as providing an improved educational facility that is situated in close proximity to the immediate community and the wider locality.</p> <p>The proposed development, located in the Eastern Harbour City, contributes to the four (4) standardised elements in the Plan, across all three (3) cities, including:</p> <ul style="list-style-type: none"><li>▪ <b>Infrastructure and Collaboration:</b> once in operation the proposed development will be associated with the delivery of a state-of-the-art educational establishment readily available for the immediate community, as-well-as the wider locality and region;</li><li>▪ <b>Liveability:</b> the proposed development encourages employment-generating opportunities and economic prosperity, which would have positive influences on the surrounding locality, by promoting a sense of community engagement through the redevelopment of an existing educational establishment in area subject to such growth and demand;</li><li>▪ <b>Productivity:</b> pursuant to development approval being granted the aims of <i>A Metropolis of Three Cities, Central and Eastern City District Plan</i>, providing over 500 jobs (during construction and operation) would be fulfilled; and</li><li>▪ <b>Sustainability:</b> the Proposed Development would not cause any detrimental impacts to its wider ecological surroundings, as set out in <b>Part H</b> of this EIS.</li></ul> <p>In summary, the Proposed Development would contribute to the objectives set out in the <i>A Metropolis of Three Cities - Greater Sydney Region Plan</i>, by providing an Educational Establishment as well as employment-generating opportunities to the wider locality and community.</p>



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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
<b>Eastern City District Plan</b>	<p>Greater Sydney's three (3) cities discuss above reaches across five (5) districts. <i>The Greater Sydney Region Plan</i> identifies the Site as being located in the Eastern City District. The District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision for Greater Sydney. The District Plan informs local strategic planning statements and local environmental plans, the assessment of planning proposals, as well as community strategic plans and policies.</p> <p>The Greater Sydney Commission reinforces the Plan's potential for achievement by outlining the following strategies, including:</p> <ul style="list-style-type: none"> <li>▪ Strengthening the international competitiveness of the Harbour CBD, supported by the Innovation Corridor, health and education precincts and the District's strategic centres;</li> <li>▪ Boosting innovation and creative industries alongside knowledge-intensive jobs growth;</li> <li>▪ Stimulating the night-time economy within a responsive regulatory environment;</li> <li>▪ Protecting international trade and freight routes;</li> <li>▪ Retaining industrial and urban services land;</li> <li>▪ Nurturing quality lifestyles through well-designed housing in neighbourhoods close to transport and other infrastructure;</li> <li>▪ Sustaining communities through vibrant public places, walking and cycling, and cultural, artistic and tourism assets;</li> <li>▪ Aligning growth with infrastructure, including transport, social and green infrastructure, and delivering sustainable, smart and adaptable solutions;</li> <li>▪ Being innovative in providing recreational and open space areas, and increasing urban tree canopy;</li> <li>▪ Transitioning to a low-carbon, high efficiency District through precinct-scale initiatives;</li> <li>▪ Building effective responses to climate change and natural and urban hazards.</li> </ul> <p>The NSW Department of Education estimates that an additional 42,850 students will need to be accommodated in government and non-government schools in the District by 2036. Inner West Council is anticipated to absorb 12-13 per cent of this growth.</p> <p>The District Plan recognises that schools help to create and support inclusive and vibrant neighbourhoods. Planning for either new schools or the use of existing schools, must respond to growth and changing demand in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities, and flexible learning spaces.</p>
<b>Future Transport Strategy 2056</b>	<p><i>Future Transport 2056</i> presents an integrated 40 year vision and guide for transport investment in NSW. As an update of NSW's <i>Long Term Transport Master Plan</i>, <i>Future Transport 2056</i> has been developed in concert with the GSC's Sydney Region Plan, Infrastructure NSW's State Infrastructure Strategy and DPIE's regional plans. The Strategy is underpinned by a suite of supporting plans.</p> <p>The Strategy seeks to support a productive economy through the delivery of</p>



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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
	<p>transport that enables business to reach new markets, attract new investment, while presenting more job and training opportunities. Transport is also recognised as a significant importance in the creation of liveable communities in association with its ability to transform the public domain, activate centres and unlock new commercial and housing developments, renewing existing neighbourhoods and spaces. Ensuring the efficiency of transport investments, both with respect to environmental performance and budget, is key to obtaining sustainability objectives. Additionally, productivity, liveability and sustainability are sought to be achieved by the Strategy through the mobilisation of emerging technologies and innovation.</p> <p>As discussed in detail in <b>Section 2.9</b> of this EIS, the School is highly serviced by the public bus network, heavy rail and light rail.</p> <p>Representing the efficient use of existing transport networks, the strategic siting of the School is conducive to facilitating efficient access to the School and reducing the need for large families to make multiple trips made by car, and enable the school to continued to be accessed via sustainable, active modes of travel. Measures to promote sustainable travel are incorporated in the Green Travel Plan (<b>Appendix 10</b>).</p>
<p><b>State Infrastructure Strategy 2018 - 2038 Building the Momentum</b></p>	<p>The <i>NSW State Infrastructure Strategy 2018–2038</i> sets out the NSW Government’s infrastructure vision for the state over the next 20 years, across all sectors. It is underpinned by the <i>Greater Sydney Region Plan, Regional Development Framework</i> and <i>Future Transport 2056</i>. The Strategy focuses on achieving sustainable growth in the NSW population and economy by aligning investment in infrastructure with the way we build our communities and achieve innovation in service delivery.</p> <p>The Strategy seeks to:</p> <ul style="list-style-type: none"> <li>▪ Better integrate land use infrastructure;</li> <li>▪ Deliver infrastructure to maximise value for money;</li> <li>▪ Optimise asset management;</li> <li>▪ Make our infrastructure more resilient;</li> <li>▪ Improve digital connectivity;</li> <li>▪ Use innovative service delivery models.</li> </ul> <p>In accordance with the objectives of the Strategy, the proposal would deliver school infrastructure in an area experiencing significant population growth. The continued growth of the Inner West Local Government Area (LGA) would therefore be supported by the infrastructure required to attain local amenity.</p> <p>The design of the proposal has accounted for the Site constraints so as to ensure the longevity of the asset and safety of future users. Through providing opportunities for the future and shared use of school facilities by the wider community, the proposed works to the school would also optimise the efficiency of the asset’s management and represents an innovative model of service delivery. This is also achieved through adaptive design that allows for the flexible use of indoor and outdoor spaces and fosters creative and innovative teaching and learning models.</p> <p>The related NSW Government publication on ‘Building Schools and Skills’</p>

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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
	<p>emphasises investment in schools to provide more student places and classrooms across the Site to accommodate the current and expected surge in enrolments. Specifically, through the 'School Assets Strategic Plan' the NSW Government is:</p> <ul style="list-style-type: none"> <li>▪ <i>Ensuring that our schools can flexibly accommodate increasing student numbers with school expansions and modular buildings;</i></li> <li>▪ <i>Involving the community in new approaches to planning. Instead of upgrading education infrastructure one school at a time, we are collaborating with the community to determine how best to distribute students and deliver new and upgraded facilities within an area or region;</i></li> <li>▪ <i>Making it easier for school infrastructure projects to start by streamlining the approvals process in a new education-based State Environmental Planning Policy; and</i></li> <li>▪ <i>Investigating how we can better harness innovative technologies and equip our education facilities for the digital age.</i></li> </ul> <p>The proposed development would provide modern, technologically-equipped, energy efficient and flexible facilities that will complement the existing educational establishment. Accordingly, the proposal would support the requirements of the student-base, be conducive to best-practice teaching and learning models, and accommodate emerging, innovative techniques.</p>
<p><b>Sydney's Cycling Future 2013</b></p>	<p><i>Sydney's Cycling Future</i> presents a new direction in the way we plan, prioritise and provide for cycling in Sydney. The Plan came into force to reflect to change in culture where individuals were using bicycles as a more frequent mode of transportation.</p> <p>Currently, less than 1% of staff and students ride to school. This is significantly less than recommended by Austroads Guidelines and the IWCDGP. Notwithstanding, the School is supportive of students and staff to utilise sustainable forms of transport including cycling. A total of 37 car parking spaces are proposed. The proposed amount is less than that recommended by the relevant guidelines, however due to the very low demand at present, it is considered appropriate.</p> <p>Bike parking facilities are to be designed in accordance with Standards Australia AS2890.3 (Bicycle Parking Facilities) and are to be provided in well-lit, sheltered and secure locations. Shower facilities in the gym and aquatic centre will be available for those that require the use of an end of trip facility.</p> <p>Further to the above, sustainable forms of transport will implemented in line with the proposed Green Travel Plan (<b>Appendix 10</b>).</p>
<p><b>Sydney's Walking Future 2013</b></p>	<p><i>Sydney's Walking Future 2013</i> was introduced by Transport for NSW to implement measures to encourage walking, making it more convenient, better connected, and safer mode of transport. The actions set out in the Plan aim to make walking the transport of choice for quick trips under 2km and assist individuals in accessing public transport.</p> <p>The School is highly accessible to public transport in the immediate area. The proposed development has been undertaken to encourage pedestrian movement through the enhancement of pedestrian movement, including</p>

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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
	internal connectivity, as well as maintain access to public transport and the surrounding areas and pedestrian movements.
<b>Sydney's Bus Future 2013</b>	<p><i>Sydney's Bus Future 2013</i> was introduced by the NSW Government as a long-term plan to redesign Sydney's bus network to meet customer needs now and into the future.</p> <p>The school is serviced by the Sydney Buses 406 bus route (Hurlstone Park to Five Dock) that travels on Seaview and Prospect Streets, and by bus routes 418, 426 and 445 on nearby streets.</p> <p>The College is located within proximity to State bus services. Further, the school operates a substantial bus network to meet the needs of its students. This service is a charge per trip.</p>
<b>Healthy Urban Development Checklist, NSW Health</b>	<p>The <i>Healthy Urban Development Checklist</i> was released by NSW Health to assist in the understanding of health issues relative to urban development plans and proposals, with the aim of promoting healthy communities and lifestyles across NSW. The document is primarily aimed towards officers of NSW Health to provide an understanding of the Planning system and the manner of assessing and providing input into development plans and proposals with consideration to numerous health-related checklist items.</p> <p>The proposed development is considered to be consistent with the <i>Healthy Urban Development Checklist</i> as applicable to design and planning for schools, for the following reasons:</p> <ul style="list-style-type: none"><li>▪ The proposed school incorporates significant areas of useable outdoor space conducive to a variety of active and passive, structured and 'free' activities relating to general play, outdoor education and organised sport. Physical activity and incidental exercise would therefore be promoted for students during school hours.</li><li>▪ The sharing of the school's facilities will extend benefits to the wider community.</li><li>▪ Encourage parents and carers of younger students to car-pool and older students to utilise the school bus service, car trips would be reduced.</li><li>▪ The proposal would provide continued vital social infrastructure needed to support the sustainability, amenity and functionality.</li><li>▪ The future shared use of school facilities would allow the school to function as a 'social connector' for the wider community, fostering social cohesion.</li><li>▪ The architectural design of the school integrates flexibility and adaptability, allowing indoor and outdoor spaces to be used for a variety of purposes by a variety of user-groups with diverse needs.</li><li>▪ Similarly, the design and layout of the school would create healthy environments in which to teach and learn with spaces benefitting from natural ventilation, excellent daylight, glare control, acoustic and thermal comfort.</li><li>▪ The overall health of the environment would be supported through the design of the development in accordance with principles of ESD, incorporating both active and passive design features to maximise energy and water efficiency.</li></ul>

**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
<p><b>Crime Prevention Through Environmental Design (CPTED) Principles</b></p>	<p>Accordingly, the proposed school would support the health of future students and teachers, the wider community and the environment.</p> <p>The Crime Prevention Through Environmental Design (CPTED) guidelines were prepared by the NSW police in conjunction with DPIE. CPTED provides a clear approach to crime prevention and focuses on the 'planning, design and structure of cities and neighbourhoods'. The main aims of the policy are to:</p> <ul style="list-style-type: none"> <li>▪ Limit opportunities for crime;</li> <li>▪ Manage space to create a safe environment through common ownership and encouraging the general public to become active guardians; and</li> <li>▪ Increase the perceived risk involved in committing crime.</li> </ul> <p>The guidelines provide four (4) key principles to limit crime, being:</p> <ul style="list-style-type: none"> <li>▪ Surveillance;</li> <li>▪ Access Control;</li> <li>▪ Territorial re-enforcement; and</li> <li>▪ Space/activity management.</li> </ul> <p><b><i>Principle 1 - Surveillance</i></b></p> <p>The attractiveness of crime targets can be reduced by providing opportunities for effective surveillance, both natural and technical.</p> <ul style="list-style-type: none"> <li>▪ The proposed development orientates active areas such as building entrances, learning precincts and ground floor open space towards surrounding roads, driveways, pedestrian paths, car parking areas and deep-soil landscaping;</li> <li>▪ The proposed development utilises low-level landscaping in appropriate locations to ensure there is no obstruction of surveillance opportunities; and</li> <li>▪ External security lighting will enable the maintenance of sight-lines and surveillance after dark.</li> </ul> <p><b><i>Principle 2 - Access Control</i></b></p> <p>Access control can be defined as physical and symbolic barriers that are used to 'attract, channel or restrict the movement of people'.</p> <ul style="list-style-type: none"> <li>▪ During and after school hours, access would be allowed via secure access points only;</li> <li>▪ The design of the built form incorporates in-built access control through, for example, building elevations and retaining walls, avoiding the need for excessive fencing; and</li> <li>▪ Directional signage and design features would facilitate legibility and direct all site-users to the appropriate access points and areas of the school.</li> </ul> <p><b><i>Principle 3 - Territorial Reinforcement</i></b></p> <ul style="list-style-type: none"> <li>▪ The provision of boundary treatments will emphasise the separation</li> </ul>

**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
	<p>between the private and public realm; and</p> <ul style="list-style-type: none"> <li>Well maintained planters, gardens and pavers will indicate the development is well-used and cared for to reduce criminal activity.</li> </ul> <p><b>Principle 4 - Space Management</b></p> <ul style="list-style-type: none"> <li>Space management strategies to be implemented include activity coordination, site cleanliness, rapid repair of vandalism, rapid removal of graffiti and the replacement of decayed physical elements;</li> <li>On the ground level, pathways and planters will be well maintained;</li> <li>Continued repairs and maintenance will discourage vandalism;</li> <li>High quality materials, varied façade treatments and landscaping along boundaries will assist in discouraging vandalism and graffiti.</li> </ul> <p>Accordingly, through the integration of CPTED in design, the school has been planned to prevent crime.</p>
<p><b>Better Placed: An integrated design policy for the built environment of New South Wales (GANSW, 2017)</b></p>	<p><i>Better Placed</i> has been developed by the New South Wales Government Architect, addressing community concerns, and as a means to deliver a strategic approach towards ensuring good design is implemented within our towns and cities as they grow. Good design is a focus on how a place looks, works and feels and <i>Better Placed</i> outlines how to achieve this.</p> <p>The following seven (7) distinct objectives have been created to define the key considerations in the design of the built environment:</p> <ul style="list-style-type: none"> <li>Better fit – contextual, local and of its place;</li> <li>Better performance – sustainable, adaptable and durable;</li> <li>Better for community – inclusive, connected and diverse;</li> <li>Better for people – safe, comfortable and liveable;</li> <li>Better working – functional, efficient and fit for purpose;</li> <li>Better value – creating and adding value; and,</li> <li>Better look and feel – engaging, inviting and attractive</li> </ul> <p>The design of the School has responded to these objectives, as described below:</p> <p><b>Better Fit</b></p> <p><i>Good design in the built environment is informed by and derived from its location, context and social setting. It is place-based and relevant to and resonant with local character, and communal aspirations. It also contributes to evolving character and setting.</i></p> <p>The design of the school and been informed by its context, both existing and future use. Landscape design in particular is integral to enabling the Site to integrate with the residential character of the immediate surrounds. Vegetation planting and landscaping across the Site and on Level four of the new teaching and learning facility will soften the view towards the Site.</p> <p>The proposed built form has been designed to complement the existing development across the Campus and celebrating the heritage significance, while responding to and complementing the surrounding established residential</p>



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**Table 11. Environmental Planning Legislation**

Instrument	Application to Proposed Development
	<p>character.</p> <p><b>Better Performance</b></p> <p><i>Environmental sustainability and responsiveness is essential to meet the highest performance standards for living and working. Sustainability is no longer an optional extra, but a fundamental aspect of functional, whole of life design.</i></p> <p>The proposed development has been designed in accordance with principles of ESD, incorporating both active and passive design features to maximise energy and water efficiency and create high-amendable indoor and outdoor learning environments. These features include:</p> <ul style="list-style-type: none"><li>▪ Natural ventilation with additional mechanically-assisted fresh air flow;</li><li>▪ Well sealed and highly insulated building;</li><li>▪ Maximum solar access achieved through building depths and three-dimensional spatial relationships;</li><li>▪ Thermal comfort;</li><li>▪ Acoustic attenuation;</li><li>▪ Green roofs and walls;</li><li>▪ Locally sourced, low-maintenance, fit-for-purpose, sustainable building materials; and</li><li>▪ Sustainable construction methods.</li></ul> <p>The layout and multi-storey design of the school make efficient use of the land, particularly in response to the existing development and identified site constraints. Whilst not compromising natural processes, the School effectively creates a safe and functional environment for staff and students.</p> <p>Furthermore, the aesthetically pleasing architectural landscape design responds to the local character and characteristics of the Site and existing development, in order to incorporate useable open space whilst not compromising the architectural integrity of the identified heritage items across the Site.</p> <p>The proposed development, for the purpose of the redevelopment of an existing educational establishment, is considered to support social sustainability through the provision of essential educational facilities for both the current and future population. The proposed development would provide a State-of-the-Art Education Facility, with modern, technology-equipped, energy efficient and flexible facilities. Accordingly, the proposal would be conducive to creative and innovative teaching and learning models and accommodate emerging and innovative techniques and practices. Through the provision of opportunities for the continued shared use of the Schools facilities by the wider community, the proposed development would also multiply the social benefits offered by the investment of reputable calibre, improving on existing infrastructure, being an educational establishment.</p> <p><b>Better for Community</b></p> <p><i>The design of the built environment must seek to address growing economic and social disparity and inequity, by creating inclusive, welcoming and equitable environments. Incorporating diverse uses, housing types and</i></p>

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Instrument	Application to Proposed Development
	<p><i>economic frameworks will support engaging places and resilient communities.</i></p> <p>As described above, with respect to social sustainability, the proposed development would support the character of the existing school, through flexible learning spaces and adaptable programs. Through architectural design, the school integrates flexibility and adaptability, allowing indoor and outdoor spaces to be used for a variety of purposes by a variety of user-groups with diverse needs.</p> <p>The future shared use of school facilities would allow the school to function as a 'social connector' for the wider community, fostering social cohesion and providing wide-ranging benefits beyond the immediate student-base and population.</p> <p><b>Better for People</b></p> <p><i>The built environment must be designed for people with a focus on safety, comfort and the basic requirement of using public space. The many aspects of human comfort which affect the usability of a place must be addressed to support good places for people.</i></p> <p>The proposed development has been designed to provide a highly amenable environment of flexible indoor and outdoor spaces for staff, students, visitors and the wider community, whilst complementing the fabric and operation of the existing School. The design and layout of the proposed development will create healthy environments in which to teach and learn with spaces benefitting from natural ventilation, solar access, glare control and thermal control. Significant areas of useable outdoor space will be maintained across the Site, which will be supported by innovative landscape design. The school, as a whole, will support the holistic wellbeing of its users.</p> <p>The accessible design of the school would also ensure that its spaces are useable by all people, without discrimination owing to any unique physical needs. The incorporation of CPTED principles in design will similarly support the safety and security of all site users, including those members of society whom may be considered more vulnerable.</p> <p><b>Better Working</b></p> <p><i>Having a considered, tailored response to the program or requirements of a building or place, allows for efficiency and usability with the potential to adapt to changes over time. Buildings and spaces which work well for their proposed use will remain valuable and well-utilised.</i></p> <p>The proposed development would provide a State-of-the-Art Educational Establishment, with modern, technology-equipped, energy efficient and flexible facilities. Accordingly, the proposed development would be conducive to best-practice teaching methodologies and curriculum models, and accommodate emerging, innovative techniques.</p> <p>The proposed development would also present opportunities for shared use of its facilities by the wider community, thereby enhancing the efficiency and functionality of the investment.</p>

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Instrument	Application to Proposed Development
	<p><b>Better Value</b></p> <p><i>Good design generates ongoing value for people and communities and minimises costs over time. Creating shared value of place in the built environment raises standards and quality of life for users, as well as adding return on investment for industry.</i></p> <p>The value associated with the proposed development would be multiplied through planning and design such that the School provides needed social infrastructure that is also energy efficient and designed in accordance with the principles of ESD. The social and economic benefits associated with the School would be secured now and into the future through the incorporation of flexible and adaptive spaces suited to a variety of users, innovative teaching models and emerging technologies.</p> <p><b>Better Look and Feel</b></p> <p><i>The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place, and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement.</i></p> <p>The architectural design of the School creates an aesthetically pleasing environment, defined by visual interest created through façade modulation, varied roof forms, design features and landscaping. The landscape design proposed has defined a number of active and passive recreational areas and promotes the 'channeling' of movement through the Site and creation of the 'Agora'.</p> <p>Overall, the design and planning of the Site has focused on the creation of a 'sense of place' with each of the spaces, though noted as diverse, being considered complementary and contributory in their own right to the existing built form, creating a cohesive school identity.</p> <p>Whilst focusing on the School as a 'place', it has also been considered in light of the surrounding context. As aforementioned, the School seeks to respond to the local character. Through attenuation to the landscape design, views to and from the Site, architectural design and heritage significance, the proposed development will effectively integrate with its context accordingly.</p>
<b>Child Care Planning Guideline, 2017</b>	<p>The proposed development will not result in any Child Care Facilities, therefore <i>Child Care Planning Guideline, 2017</i> does not apply to the proposed development. No further consideration is required.</p>

## **PART G      CONSULTATION**

### **6.1      OVERVIEW**

In accordance with the SEARs issued for this project, consultation has, and will continue to be, undertaken with relevant public authorities, the community and Council.

Community Consultation commenced following the issue of the SEARs and involved providing detailed information about the content of the development to the local Community and stakeholders and providing opportunities to respond and provide feedback to the project team.

At this time the proponent had not formed a view on the preferred configuration of the proposed development. The design of the project has subsequently progressed. The design team were advised of the concerns and issues identified during the preliminary round of community consultation and sought to address these matters as the detailed design progressed.

The objectives of the preliminary consultation were as follows:

- Identify key community stakeholders with an interest in the project;
- Provide relevant information and advise the local community about the proposed development;
- Promote awareness and appreciation of the proposed development;
- Provide opportunity for the local community to comment and provide feedback on the proposed development;
- Build positive relationships with stakeholders to obtain timely and meaningful inputs into the project and leave a legacy of goodwill.

### **6.2      THE SCHOOL COMMUNITY**

The applicant and the consultant team have engaged with the school community from the early development of 'The Renewal Project'. This engagement has primarily been undertaken through formal school publications and has been ongoing through the development of the design brief and through refinements to the detailed design.

### **6.3      INNER WEST COUNCIL**

A meeting was held on 30 October 2019 with Inner West Council. No formal feedback was provided by Inner West Council.

There was a general support of the proposal to improve teaching facilities at Trinity Grammar School and it was acknowledged that a number of schools were undertaking a similar process. Key issues discussed with Council include:

- Traffic and Parking;
- Height and Built Form;
- After Hours of Operation;
- Master Plan;
- Heritage;
- Increase in student numbers.

### **6.4      GOVERNMENT ARCHITECT NSW**

A pre-briefing meeting was held on 30 October 2019, prior to a formal design meeting with the Government Architect's Office (GANSW), to discuss the proposed development, understand the project scope and subsequent timing.

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The panel were confident with the preliminary documentation and design principles presented at the briefing and considered no further consultation with the GANSW was warranted prior to the finalisation and submission of the EIS and associated documentation.

A further invitation was extended to Emma Kirkman (Manager Design Review – GANSW) to view the developed documentation prior to formal submission. Correspondence dated 12 March 2020 confirmed that GANSW will review the design response and provide feedback to the assessment team as part of the exhibition process. This email correspondence has been included as part of the accompanying Community Consultation Report (**Appendix 14**).

### 6.5 TRANSPORT FOR NSW AND ROADS AND MARITIME SERVICES

An invitation to comment on SSD 10371 was issued to the Roads and Maritime Services (RMS) and Transport for NSW (TfNSW) on 15 October 2019, to introduce them to the project and the proposed response to access and traffic.

A response was received from TfNSW on 30 October. It was the position of TfNSW that consistent with the SEARs their main consideration is that the proponent produce a GPT for both staff and student to manage travel demand and prioritise active and public transport for journeys to school and work. As TTM were, at the time of discussions, in the process of preparing a comprehensive GPT, TfNSW did not deem it necessary to meet to discuss the application in further detail.

Similarly, a formal response was received from the RMS on 29 October 2019 stating they has *reviewed the submitted concept proposal with my seniors and other departments here at Roads and Maritime and overall it was agreed that at this stage of the SSD process a meeting with Roads and Maritime would not be of much value and is not necessary. Roads and Maritime would be best suited to comment once the Traffic Impact Assessment is conducted and submitted, as well as the requested modelling – and potentially hold a meeting if there are any significant issues. Our network and safety department have not flagged any major safety issues that would warrant a meeting at this concept stage. Therefore we are happy to wait till the submission of the technical assessment for review.*

Notwithstanding the above, **Table 12** below responds to the matters raised by the relevant government agencies during the referral for the preparation of the SEARs.

**Table 12. Response to TfNSW and RMS Preliminary Response**

Comment	Response
<b>Transport for NSW (TfNSW)</b>	
The DPIE should note that the 2018 enrolment statistics, as published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the My School website for the existing school is 2099 students. This is at the student population target of 2,100 that is sought for this application.	Trinity Grammar School have two campus, Summer Hill and Strathfield. It is noted the My School Website captures the total student population across both the Summer Hill and Strathfield Campus. <b>SSD 10371</b> is in relation to Trinity Grammar School, Summer Hill Campus, only.
It is not clear as to whether there is an existing approval, which details the permissible enrolment capacity. Notwithstanding, any existing enrolment limits should be treated as the baseline scenario in the assessment of the traffic aspects of the proposal.	The School is currently operating with <b>1,655 students</b> in Kindergarten to Year 12 located at Trinity Grammar School, Summer Hill Campus.  To help meet some of this demand, Trinity Grammar School - Summer Hill Campus is seeking to introduce a student population target of <b>2,100 students</b> .



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**Table 12. Response to TfNSW and RMS Preliminary Response**

Comment	Response
<b>Roads and Maritime Services (RMS)</b>	
Daily and peak traffic movements likely to be generated by the proposed redevelopment including the impact on nearby intersections and the need/associated funding for upgrading or road improvement works (if required).	A Transport and Accessibility Assessment was prepared by TTM and accompanies this application as <b>Appendix 10</b> .
All affected intersections should be examined / modelled. These should include, but not be limited to:	In accordance with the SEARs issued on 26 September 2019, the following intersections have been assessed:
a. Prospect Road and Old Canterbury Road	▪ Old Canterbury Road/Prospect Road;
b. Old Canterbury Road and James street	▪ Old Canterbury Road/Hurlstone Avenue;
c. Old Canterbury Road and Henson Street	▪ Old Canterbury Road/Henson Street; and
d. Old Canterbury Road and Hurlstone Avenue	▪ Old Canterbury Road/James Street.
	In addition, the following local intersections adjacent to the school have been assessed:
	▪ Prospect Road/Seaview Street - East;
	▪ Prospect Road/Seaview Street - West;
	▪ Victoria Street/Seaview Street; and
	▪ Victoria Street/Harland Street.
	The findings of the intersection assessment are included in <b>Appendix 10</b> .

## 6.6 SERVICE PROVIDERS

Consultation has been undertaken with the relevant services and infrastructure providers to identify existing capacity and scope for augmentation of existing networks and infrastructure to support the proposal. This has included the following agencies:

- Telstra;
- Sydney Water;
- Ausgrid.

The requirements of these agencies have been incorporated into the designs scheme.

## 6.7 LOCAL COMMUNITY

Although the requirement to consult with the local community was not expressly identified in the SEARs, engagement with the local community was in any case initiated. The consultation program was designed to be informative, capture valuable feedback, mitigate risks, and highlight key benefits of the project.

Willowtree Planning's consultant approach was based on extensive experience designing and delivering strategic communication and consultation processes for a variety of projects.

Trinity Grammar School hosted two community drop-in sessions:

- Thursday 12 September 2019 from 6pm – 8pm.
- Saturday 14 September 2019 from 11am – 1pm.

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Prior to being held, the local community and key stakeholders were notified of the drop-in sessions as follows:

- Letters hand-delivered to residents via door knock of neighbours along Victoria Street, Seaview Street and Prospect Road on Friday 30 August and Saturday 7 September 2019.
- Letter letterbox-drop of invitation to properties along Victoria Street, Seaview Street, Prospect Road, Old Canterbury Road, Service Avenue, Holwood Avenue, Victoria Square and Hurlstone Avenue on Friday 30 August 2019. Refer distribution map at **Appendix 14**.
- Project page created on Trinity Grammar School's website on 30 August 2019.
- Notification phone call and email to community engagement representative at Inner West Council on 30 August 2019.
- Phone calls made to stakeholders including the Mayor's Office at Inner West Council, the Watson Federal Electorate Office, and the Summer Hill NSW Electorate Office on 30 August, 2019
- Advertisement placed in the Inner West Courier on 3 September 2019.

Information about the proposal and the planning pathway was presented on 12 display boards (**Appendix 14**). Representatives of the School's project team were available to describe and discuss the proposal, answer questions and explain key aspects of the SSDA process. A total of 18 people attended the sessions, providing feedback directly to the project team and via feedback forms.

Communication channels were made available to complement face-to-face consultation activities. Information about the proposal was available through:

- Trinity Grammar School's [project webpage](#) (refer **Appendix 14**)
- Trinity Grammar School's telephone number 9581 6000, email address [feedback@trinity.nsw.edu.au](mailto:feedback@trinity.nsw.edu.au), and face-to-face from Reception staff.

These communication channels provided stakeholders with access to project staff who could provide information about the proposal and record feedback on the project's stakeholder contact database.

The key issues raised during the sessions, via the feedback forms, via the door knock, and via direct email are outlined below:

- Size of the school campus relative to surrounding neighbourhood.
- Number of students at Summer Hill campus.
- School peak-hour traffic on local streets – volume, driver behaviour, pedestrian safety.
- Height, bulk and scale of buildings.
- Construction impacts, including noise, traffic, hours, vehicle manoeuvres, damage to local roads.
- Existing school bus queuing and layover location.
- Impacts of bus route 406 – narrow streets and intersection of Victoria and Seaview streets.
- Existing out of hour deliveries and garbage collection.
- School community car parking on local streets during weekdays and weekends.
- Vehicle manoeuvring from school grounds onto Victoria Street, Holwood Avenue, and Harland Street.
- Location of pedestrian crossing and bus stop on Prospect Road.
- Vegetation screening along Victoria Street.

Refer to **Appendix 14** for further detail.

## **PART H      KEY ASSESSMENT ISSUES**

### **7.1      OVERVIEW**

The proposed built form has been designed with respect to the continued operational requirements of Trinity Grammar School in order to provide a high quality, adaptable and sustainable development to meet the demonstrated needs of the School and community. The planning and design of the proposed school has been closely informed by environmental and physical site constraints, the existing and desired future character of the surrounding area, and the amenity of nearby properties.

These key considerations, together with the requirements of the SEARs, have been incorporated into the built form, urban design and landscaped scheme for the School. Key assessment items are addressed in the ensuing sections of this EIS.

### **7.2      BUILT FORM AND URBAN DESIGN**

The proposal demonstrates exemplary and a well-planned design with respect to built form, architectural expression, urban design, character, landscaping and overall site layout. This 'good design' has been developed in conjunction with the NSW State Design Review Panel process (refer to details of consultation in **Part G** of this EIS) and has been acknowledged by the Government Architect (GA) NSW. Expressly, the GA NSW provided the commendation they strongly supported the project strategy and design approach and formal consultation was not required as they had confidence the design team were of a position to continue and finalise the design.

As assessment of the proposed development relative to the site context is provided below.

#### **7.2.1    BUILDING ENVELOPE**

The height, density, bulk, scale and setbacks of the proposal respond to the surrounding context, including in relation to existing and surrounding development, land uses, topography, streetscape and other features of the public domain.

The five (5) storey form of new learning building integrates with the existing built form across the Site and enables these structures of the school to integrate and remain commensurate with surrounding development, the streetscape and its environment.

The architectural expressions create a strong identity for Trinity Grammar School that is contemporary, vibrant, and dynamic.

The overall appearance of the development has been managed through façade articulation, appropriate massing of different building elements, the equitable treatment of level changes to create appropriate transitions across the Site, and landscaping to soften the appearance of the built form. In particular, roof levels and the scale of building elements have considered the perspectives for future uses so as to create an environment that is 'friendly', relatable and unintimidating.

The proposed building envelope, complemented by appropriate siting, architectural design and landscaping, thereby provides a positive contribution to the Site, streetscape and surrounding area. This is achieved whilst ensuring the school is capable of meeting the operational brief and providing a functional, highly amenable learning environment for existing and future students.

#### **7.2.2    SITE LAYOUT**

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The site layout, including the positioning of entries/access points, buildings, play areas, driveways, car parking and other infrastructure, responds to the characteristics of the Site and surrounding context, as well as the function requirements for the school operations.

As detailed further in **Section 7.2.2** below, key considerations informing the proposed site layout include heritage significance, the existing built form across the Site, improving access and connectivity across the Site, existing character of the surrounding area, neighbouring amenity, and the existing and future amenity of the school for its students and staff.

### **7.2.3 ARCHITECTURAL EXPRESSION**

The architectural expression of the built form creates visual interest, forms the impression of a 'welcoming' environment, whilst simultaneously contributing to high levels of amenity and environmental performance for the school and responding to local character.

Building articulation, which contributes to positive aesthetics and a 'human' scale to the development, has been achieved through the application of contrasting materials and finishes in facades, glazing, appropriate massing of different building elements, clearly defined building entries and a consideration of the heritage significance across the Site. The briefing panel for GA NSW expressed support for the overall composition and design of the proposed built form and considered it appropriately responded to heritage significance.

The Renewal Project will enhance the overall campus aesthetic and improve the presentation to the public realm, through a design that is respectful to the context whilst presenting a contemporary and inviting solution.

Aesthetically, the architectural approach is to 'let the old be old'. Thus, by proposing an architectural language that is contemporary but sympathetic to the heritage elements on the Site, it allows the opportunity for the new development to express the growth and progression of the school whilst allowing the heritage of the School to be celebrated.

### **7.2.4 URBAN DESIGN**

Further to the above, the proposed development delivers a high-quality urban design outcome, achieved through architecture and landscaping that is attentive the spaces between buildings and the relationship of individual elements with the Site overall. Similarly, consideration of the public domain and adjoining properties, has contributed to the school providing a positive interface with its surrounds.

### **7.2.5 FACADES**

The proposal includes a variety of materials and finishes to create visual interest to the overall development. The proposed material selection has been chosen to complement the existing materiality and the surrounding context.

The exterior architectural approach is formal, composed and contemporary and responds to the urban surroundings of the Site. The material selection ensures the creation of a strong identity for Trinity Grammar School, that is grounded, elegant and timeless.

### **7.2.6 DESIGN QUALITY PRINCIPLES (EDUCATION SEPP)**

The Design Quality Principles outlined in Schedule 4 of the Education SEPP relate to the context, built-form and landscape; sustainability, efficiency and durability, accessibility and inclusivity; health and safety; amenity; whole of life; flexibility and adaptivity; and aesthetics. The proposed development has been designed in accordance with the design quality principles, as detailed in the Architectural Design Report accompanying this application as **Appendix 7**.

### **7.2.7 INTEGRATION OF SERVICES**

Services have been integrated into the design of the School so as to contribute to the presentation of a cohesive development.

### **7.2.8 SITE PLANNING AND DESIGN APPROACH**

The planning and design of the proposed development directly responds to the characteristics of the Site and surrounding context. As documented in the Site Analysis Plan (**Appendix 6**), throughout this report, and in the multiple investigations undertaken (**Appendix 6-36**), key considerations that have directed the adopted approach to the planning and design of the development include:

- **Westerly Sun:** the new learning and teaching building exhibits a westerly orientation in response to the existing orientation of the Site. To mitigate the hot afternoon sun, integrated shading systems have been incorporated in the design of building facades and landscape elements. Further details are provided in **Appendices 6-9**.
- **Heritage:** the proposed development has been designed to promote and celebrate the heritage elements across the campus.
- **Traffic and Parking:** the design and management of the car park layout under 'The Renewal Project' proactively and responsibly resolve issues raised by the community regarding potential for on-street queuing, congestion and parking and will improve operational efficiency. Further details provided in **Appendix 10**.
- **Existing character of the surrounding area:** The proposed use is compatible with existing and future uses on the subject site and adjacent land. The investigations undertaken as part of this application conclude that no significant cumulative impact would occur from the proposed use for the purpose of an educational establishment.
- **Neighbouring amenity:** the school is suitably separated from sensitive residential development and planting adjacent to Site boundaries will assist in protecting neighbouring amenity by providing visual screening and assisting noise mitigation.

### **7.2.9 OPEN SPACE AND LANDSCAPING**

The landscape strategy for the School encompasses the entire Site, subject to this SSD application and intertwines the proposed built form with the existing development, to create flexible indoor and outdoor environments that jointly contribute to the high standard and amenity of the proposed Educational Establishment.

An integrated landscape solution is proposed to maximise opportunities for recreational and social outdoor environments to benefit all in social, play and learning settings. Arcadia have prepared Landscape Plans for the Renewal Project (refer to **Appendix 8** and **Appendix 9**).

As addressed in **Section 3.11** of this report, the proposed landscape works will be carried out across multiple precinct including The Agora; Teaching and Learning; Jubilee Entry; The Terrace; and Junior School Area.

A balance of hard and soft surfaces would support a variety of active and passive, structured and 'free' activities relating to general play, outdoor educational and organised/co-ordinated sporting activities. Landscape design has also enabled the establishment of natural connections between the various areas of the School. Additionally, planting adjacent to the Site boundaries will assist in protecting neighbouring amenity by providing visual screening and assisting in noise mitigation.



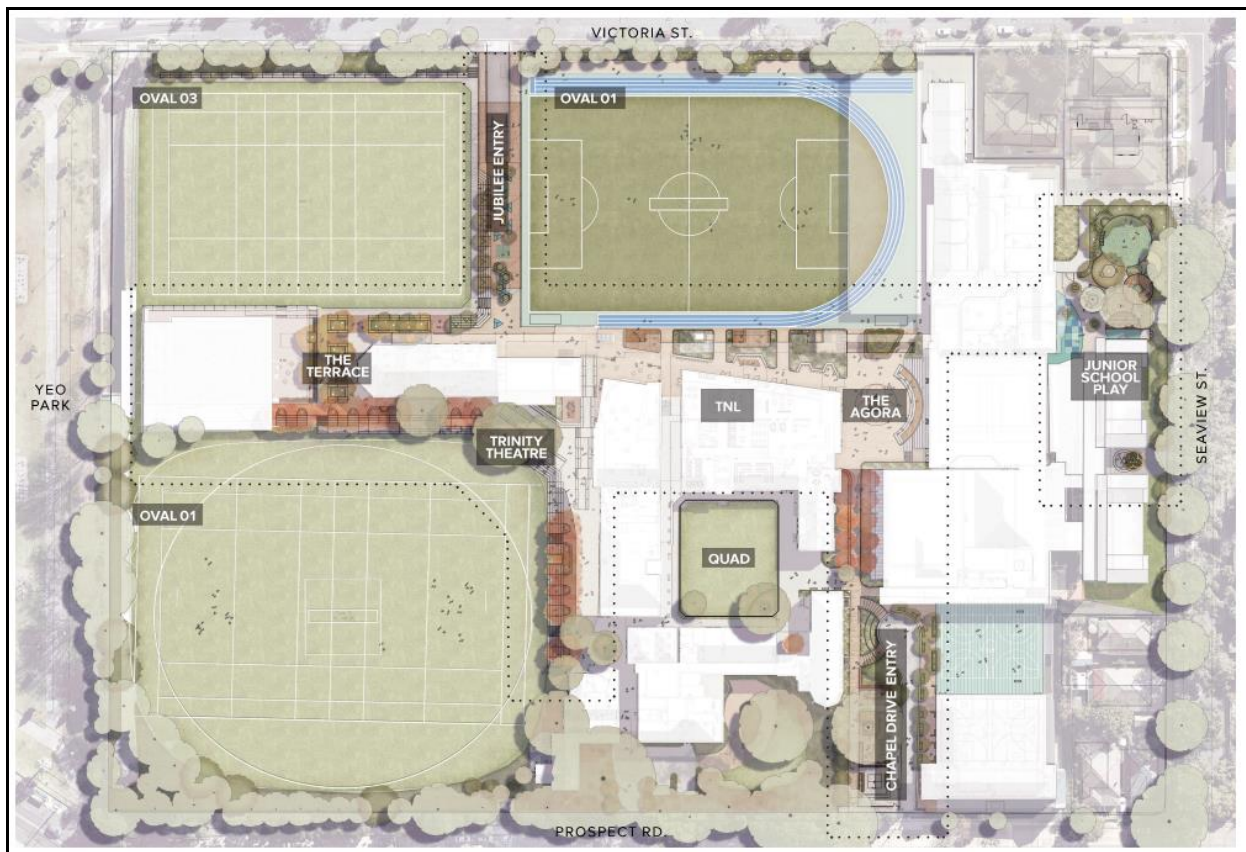
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The landscaping strategy aims to upgrade the primary entries to the campus to create an inviting and celebrated arrival point. Further the landscaping will improve connection across the campus, whilst providing opportunities for agile and greater use. When completed, the Renewal Project will improve connectivity across the Campus, foster a sense of community and create a contemporary learning environment.

An integrated approach to landscape solution is envisaged to support the many important aspects of the school life, providing places for passive and active recreation. Soft landscaping is proposed

The proposed landscape works are summarised in **Figure 29** below and further details of the landscape strategy are providing in the Landscape Design Report and Landscape Plans in **Appendix 8** and **Appendix 9** respectively.



**Figure 29. Landscape Master Plan** (Source: Arcadia, 2020)

### 7.3 ENVIRONMENTAL AMENITY

The proposed development has been designed to minimise and mitigate potential impacts on the amenity of the surrounding environment. Key considerations include:

- Solar access and overshadowing;
- Visual privacy;
- Wind impacts; and
- Amenity impacts associated with use out of school hours;

Overall, the proposed development secures a high level of amenity for the school whilst maintaining the amenity of surrounding sites. Detailed review of potential amenity impacts associated with the development is provided in the ensuing sections of this report.

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### 7.3.1 SOLAR ACCESS AND CONTROL

Due to the orientation of the Site, the scale of the development and the location of the proposed building envelopes, there will be limited overshadowing impacts outside the school grounds, as a result of the proposed development.

With respect to the amenity of the school itself, buildings proposed under the Renewal Project have been designed and orientated to benefit from natural light, where possible, which creates a substantially improved educational / learning and recreational environment for staff and students. To mitigate the impact of the western afternoon sun, integrated shading systems have been incorporated into the proposed design of building facades, roof forms and landscape elements, improving and promoting the valued safety of health of staff and students, as well as any visitors accessing the Site. The architectural treatment proposed incorporates 'passive solar design principles' from the outset of the design process, which are considered consistent with best-practice principles and the principles for Ecologically Sustainable Development.

An analysis of the potential overshadowing associated with the proposed built form elements across the Site has been prepared by PMDL at **Appendix 7**. Shadow diagrams have been provided for 9am, 12pm and 3pm of the winter and summer solstice (**Figure 30**).

The majority of the additional shadow fall onto the School's own land or the northern edge of Yeo Park. Whilst the proposed maintenance building will produce additional shadow in the morning of the Summer Solstice, existing solar access will be maintained during the Winter Solstice. Notwithstanding the additional overshadowing across portions of the Site, a minimum of 3 hours solar access will be maintained.



**Figure 30. Shadow Analysis** (Source: PMDL, 2020)

### **7.3.2 VISUAL PRIVACY AND AMENITY**

The overall intention of the proposed development is to sensitively respond to any potential visual impacts by addressing the compatibility and harmony of built form within the context of its existing surroundings.

Overall, it is considered the proposed development will provide appropriate mitigation measures and design solutions in order to alleviate undue impacts on visual privacy.

View Impact and Assessment is discussed in further detail in **Section 7.5** of the EIS.

### **7.3.3 WIND IMPACTS**

A Comprehensive Wind Assessment was prepared by SLR Consulting Australia Pty Ltd and accompanies this application as **Appendix 33**.

The Wind Assessment has focused on the following key areas:

- The Agora;
- The Potential Roof Terrace;
- New Pavilion; and
- Western Façade.

The assessment identifies that wind conditions around the existing Site are generally suitable for pedestrians. However, in areas where the adopted wind acceptability criterion has the potential to be exceeded, the following recommendations are made:

- **The Agora:**
  - There are landscaping elements proposed at the northeast corner and along the side of Oval No. 2. Additional shielding elements will be required to fill the gaps of the currently planned elements, as the wind speeds are particularly strong through this area. The shielding elements may be in form of screens or vegetation and could be staggered with the existing elements to create a continuous barrier, subsequently mitigating the wind impacts.
- **New West Facing Traffic Zone Façade:**
  - The area will need protection from the south and west, which will be largely horizontal in nature.
- **Oval Pavilion Terrace:**
  - The area will need protection from winds approaching in a westerly direction as well as the southeast. Planner landscaping and trees are to be retained. Shielding should be enhanced with lower level elements including screens and vegetation, in particular around the seating areas under the awning.
- **Roof Terraces:**
  - It is recommended the south terrace to have a balustrade at least 1.8 metres in height, construction solid materials or glazed. The north terrace is also to include a 1.8 metre balustrade.

Following the construction of the proposed development, the surrounding street network will remain suitable for pedestrians.

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### 7.3.4 OUT OF HOURS USE

The proposed development, through flexible and adaptive design, presents opportunities for the future shared use of school facilities outside of school hours.

A summary of the out of hours operations accompanies this submission in a Schedule of Uses in **Appendix 12**. The amenity impacts associated with any future use outside of school will be captured via a Plan of Operational Management (POM) (**Appendix 13**).

## 7.4 TRAFFIC AND TRANSPORT

### 7.4.1 OPERATIONAL TRAFFIC

A Traffic and Parking Assessment has been prepared by TTM and accompanies this application as **Appendix 10**. The assessment identified the existing transport and parking context, operations and addresses the parking and traffic impacts as a result of the proposal. Key items are addressed in the ensuing subsections.

#### Car Parking and Kiss-and-Drop

The Ashfield DCP is the relevant DCP for this development. Based on the ADCP, the following car parking rates apply to schools.

**Table 13. Car Parking Requirements for Schools**

Use	Rate	Additional Requirements
<b>Kindergarten/Pre School/Childcare</b>	1 space per 4 children	A temporary drop-off/pick-up area is to be provided on-site.
<b>Primary and Secondary Schools</b>	Primary School 1 space per FTE staff  Secondary School 1 space per FTE + 1 space per 8 x Year 12 Students	Primary & Secondary School Pick-up/set-down area a 1 per 40 students + Bus parking on-site

In light of the above, the school's target population of **2,100 students** and projected **321 staff** requires **411 car parking spaces**. The number of car parking spaces required under the DCP is considered to be excessive and is not consistent with government policies encouraging the use of active and sustainable transport.

The existing Jubilee and staff carparks have a combined total of **312 car parking spaces**. Under the proposed arrangement **324 car parking spaces** are to be provided. To support the provided car parking provision, a Green Travel Plan and Workplace Travel Plan have been developed to contribute to the appropriate use of alternative transport modes and the efficient operation of the parking facility and the surrounding road network.

To ensure the proposed kiss and drop facilities operate with high levels of efficiency and safety, the following management practices will be implemented:

- Traffic control by school staff at internal pedestrian crossing locations;
- Traffic control by school staff to direct queued vehicles into vacant kiss and drop spaces;
- Organisation of students into general kiss and drop areas by year-group to speed pick-up operations;
- Assistance of school staff to load vehicles with children and bags.



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All car parking and vehicular circulation areas have been designed in accordance with the relevant Australian Standards.

### Bicycle Parking

Currently, less than 1% of staff and students ride to school. This is significantly less than that recommended by Austroads Guidelines and the IWCDGP. A total of **37 bicycle spaces** are proposed. The proposed amount is less than that recommended by the relevant guidelines, however due to the very low demand at present, it is considered appropriate.

Bike parking facilities are to be designed in accordance with Standards Australia AS2890.3 (Bicycle Parking Facilities) and are to be provided in well-lit, sheltered and secure locations. Shower facilities in the gym and aquatic centre will be available for those that require the use of an end of trip facility.

### Servicing and Loading

Two (2) delivery and maintenance areas, including waste pick up, will be created to service the school.

The primary delivery area will be located at the southern side of the existing staff car park. Vehicles will access this area via entrance near Yeo Park. Service vehicles will enter and exit the facility from Victoria Street in a forward direction.

A secondary delivery and maintenance area will be created on Seaview Street, across the properties owned by the School at 48 and 50 Seaview Street.

In order for delivery vehicles to access the new loading facility adjacent to Yeo Park, the traffic island located opposite the southern access will be removed to accommodate access. It is proposed that a painted island is installed in replacement of the traffic island. In light of the above, the *left hand turn only* will need to be modified to permit delivery and service vehicles to turn right out of the driveway.

Due to the revised access across the Site, maintenance access will be provided between the two delivery and maintenance areas, via maintenance carts, accessed only by staff.

Swept paths analysis have been undertaken to confirm that delivery vehicles can appropriately access both facilities (refer to **Appendix 10**).

### Traffic Generation

Traffic surveys were conducted on Tuesday 22 October 2019 for the Old Canterbury Road/Prospect Road, Old Canterbury Road/Hurlstone Avenue and Old Canterbury Road/Henson Street intersections. Traffic surveys were conducted on Tuesday 12 November 2019 for the Old Canterbury Road/James Street intersection.

The future performance of the four (4) identified intersections was assessed by TTM using SIDRA modelling. The proposed future student population is **2,100 students** (an increase in 445 students). Based on the current mode split for students, the increase in is expected to generate **an additional 196 vehicle trips during peak times**.

It is anticipated **321 FTE staff** will be required to service this student population (an increase in 44 staff). Based on the current mode split for staff, this is expected to generate **an additional 36 vehicle trips during peak times**. The proposed development will result in a combined total of **231 additional vehicle trips will occur during peak periods**.

The analysis of future traffic generation concludes that the current level of service will be maintained for all movements at the identified intersections (refer to **Appendix 10** for further detail).



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### Proposed Infrastructure Works

A pedestrian refuge island has recently been installed on Victoria Street at the southern end of the school, in proximity to Yeo Pak. To provide suitable facilities and capacity within the road network, it is proposed that the refuge island be removed to accommodate the new maintenance and delivery area. An alternative is to provide a painted island to replace this facility.

### Green Travel Plan

A Green Travel Plan (**Appendix 10**) has also been prepared by TTM to advise students, parents and employees of sustainable and alternative transport options, with the overall objective to shift travel from private cars to collaborative or public transport options.

The plan is a collection of initiatives and actions to encourage travel behaviour change. The plan will provide students, staff and parents with information on sustainable transport and encourages them to make alternative transport choices than the use of a private vehicle. The implementation of the plan intends to reduce traffic congestion and parking problems.

The following initiatives and actions are recommended to be implemented to encourage sustainable forms of transport, as per the following.

**Table 14. Recommended Sustainable Actions**

Sustainable Forms of Transport	<ul style="list-style-type: none"><li>▪ Supply a Green toolkit to cyclists - this can consist of puncture repair equipment, a bike pump, a spare lock and lights;</li><li>▪ Approach local cycle retailers to provide bulk servicing of student and staff bikes at a discounted price;</li><li>▪ Provide cycle maps to staff and students;</li><li>▪ Make staff and students aware of the nearby Greenway;</li><li>▪ Participate in annual events such as 'Ride to Work Day' and 'Ride to School Day';</li><li>▪ Promote cycling to school during significant events such as the Tour de France;</li><li>▪ Notice boards should have news of events / generic posters promoting cycling;</li><li>▪ The schools should have a 'Cycling to school' webpage specific for their school containing details of storage areas, shower facilities and links on the intranet containing useful links to journey planning websites in Sydney;</li><li>▪ Implement a parent run 'bike bus' program for younger students;</li><li>▪ Make staff and students aware of public transport cycling carriage policies and cycle storage facilities at rail stations;</li><li>▪ Staff and students who cycle should be encouraged to form a Bicycle User Group in order to provide a body of regular cyclists who can discuss on issues relating to the provision of on-site cycling facilities and the maintenance of off-site cycle routes; and</li><li>▪ Set up 'Bike Buddies' scheme for less confident people interested in cycling and potentially offer rider training through an accredited training provider.</li></ul>
Encourage staff or students to work to or from school	<ul style="list-style-type: none"><li>▪ Produce a map showing the most direct route connecting the transport interchange and schools, along with the estimated walking time;</li><li>▪ Create and maintain an intranet 'useful walking routes' containing useful routes to key areas;</li><li>▪ Make pedometers available to staff and students expressing an interest in walking to school; and</li><li>▪ Participate in National Walk Safely to School Day and host a healthy</li></ul>

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**Table 14. Recommended Sustainable Actions**

	breakfast for participants.
Promote use of public transport to and from school	<ul style="list-style-type: none"><li>▪ Provide links from the school's transport page to relevant public transport journey planning websites;</li><li>▪ Provide information on preferred walking routes to public transport infrastructure near the school; and</li><li>▪ Provide public transport maps and promotional items to staff in the induction packs for new employees.</li></ul>

Through the implementation of the Green Travel Plan, the following targets for travel mode split are sought to be achieved.

**Table 15. Recommended Targets**

	Transport Mode	Current		Target (2030)	
		No.	%	No.	%
Students	Private Vehicle	778	47%	778	37%
	Sustainable & Active	877	53%	1,322	63%
	Total (Students)	1,655	100%	2,100	100%
Staff	Private Vehicle	230	83%	230	72%
	Sustainable & Active	47	17%	91	28%
	Total (Staff)	277	100%	321	100%

Further reductions may be possible with the implementation of further initiatives by the school in response to feedback and the results of annual travel mode surveys.

### 7.4.2 CONSTRUCTION TRAFFIC

A Preliminary Construction Traffic Management Plan has been prepared by TBH (**Appendix 18**) to address the stages of construction for the school. The preparation of the CTMP has also been considered in the Traffic and Parking Assessment prepared by TTM (**Appendix 10**).

It is anticipated that a variety of construction vehicles will be required to access the site for the duration of the project including articulated vehicles, heavy rigid vehicles, concrete trucks and truck and dogs.

Where it is expected that use of local roads will be required for heavy vehicle movements, Contractors must demonstrate that the local road network is suitable to facilitate these movements. Swept path analysis should be undertaken as required.

The following measures shall be implemented to ensure safety of the public and construction workers:

- All heavy vehicle movements shall be from the point access via the shortest appropriate route to the state road network and vice versa;
- Contractors shall restrict deliveries, including plant deliveries to outside of peak student pick-up and drop-off times;
- All heavy vehicles shall enter and exit in a forward direction;
- Construction vehicles shall not queue on public road network prior to the commencement of works;

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- Where traffic controllers are used to facilitate heavy vehicle movements, priority shall be given to the public over construction vehicles;
- Truck loads shall be covered during transportation to or from the site;
- Loading and unloading should only within work sites and approved on-street Work Zones;
- Deliveries shall be coordinated to minimise the amount of construction vehicles on site at any one time;
- Neighbouring properties should be notified of construction works, timing and significant events; and
- Contractors shall repair and clean up any damage to the road network resulting from construction vehicle associated with the works.

### 7.5 VIEW IMPACTS

Richard Lamb has undertaken a View Impact Analysis (VIA) to determine the impact of the development on views from surrounding buildings which may currently have views across the Site (refer to **Appendix 11**). The views which are most affected by the proposed development have been assessed as part of the Visual Impact Analysis.

The VIA has reviewed and assessed the sensitivity and magnitude of the proposed changes from key locations to assist people with interpreting any impacts they believe may exist. In many instances the proposed redevelopment of the College has responded to visual impacts by addressing the compatibility and harmony of the built form within the context of its existing surroundings.

The properties which are most affected by the development along Victoria Road have been addressed in detail below. As detailed in **Part G** of this EIS, significant consultation has been undertaken with residents in the surrounding streets to mitigate concerns relating to view loss and visual impacts.

The other surrounding properties and vantage points will not be significantly impacted by the proposed development.

A preliminary assessment against the principles established by Senior Commissioner Roseth of the Land and Environment Court of NSW in the judgement in *Tenacity Consulting v Warringah [2004]* NSWLEC 140 – Principles of view sharing: the impact on neighbours which provided a planning principle concerning view loss is provided below.

#### 7.5.1 157 VICTORIA ROAD

##### Application of the Four-Step View Sharing Principles in Tenacity

###### Step 1: The view to be affected

The first step is the assessment of views to be affected. Senior Commissioner Roseth cites that water view's are valued more highly than land views. Iconic views (eg. Opera House, Harbour Bridge and North Head), are valued more highly than views without icons. Whole views are valued more highly than partial views, e.g. a water a view in which the interface between the land and water.

The northern and central part of the proposed new central spine of the building is visible in essentially the same spatial arrangement as in the view from the street. The parts of the development visible from Victoria Street is higher in part than that of the existing built form, however the proposed material selection is of a light-weight appearance, articulated and modulated, reducing the overall bulk of the proposed built form.

The detailed design proposes a change in the details of the building form, presenting a more unified theme and styling and overall the existing visual and spatial character of the view would be retained. The five (5) storey built form does not block views of any significant features.

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The views that are affected are across the campus in an eastern direction. As identified in **Figure 31** and **Figure 32** below, the existing view is not considered either an iconic view or significant land view.

There would be a qualitative change in the view and a minor reduction in the amount of sky space visible above the built form in some residential views (refer to **Figure 33**), but no loss in items considered valued in Step 1 in *Tenacity*. As a result, it is considered that the planning principle has no work to do, because the threshold to proceed to Step 2 or beyond, is not met.



**Figure 31. Existing view from balcony on the axis of the front door at 157 Victoria Road** (Source: Richard Lamb, 2020)



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**Figure 32. Existing view from first floor bedroom window of 157 Victoria Street** (Source: Richard Lamb, 2020)



**Figure 33. Proposed View from the balcony of the front door at 157 Victoria Road** (Source: Richard Lamb, 2020)



## Conclusion

The analysis of the likely effects on the views shows that the proposed development some impact to properties along Victoria Street, including 157 Victoria Street. However, the views impacts are more appropriately defined as an outlook rather than a view. What is lost is not scenic, iconic or culturally significant. Further, no water, land-water interface, whole or iconic items are lost.

Considering the view affected across the Site are from a low scale building where it is not reasonable to expect view sharing, and the view loss results from a built form that responds to the controls and characteristics across the Site, it is considered that the proposal is reasonable in regards to view impacts on 157 Victoria Street, and along Victoria Street.

The visual impact assessment (**Appendix 11**) concludes the following:

- The visual context beyond the site includes predominantly low-density residential development and public open space;
- The potential visual catchment is small and highly constrained by the adjacent subdivision pattern, scale of buildings and vegetation;
- The most extensive potential visual catchment is to the west would be limited to the close and medium range public and private domain views from Victoria Street;
- The effective visual catchment includes a limited number of immediately neighbouring residences, some of which are likely to have limited or no existing access to distant scenic features beyond the site;
- It is not anticipated that either public or private domain view loss is likely to be a significant issue;
- Public domain locations of higher sensitivity for example parks and reserves have been considered. Impacts on specific heritage items and views have been considered by others;
- It is anticipated that the visual effects of the proposed development will not create significant negative visual impacts in relation to the character or quality of views assessed;
- Certified photomontages prepared for a representative range of views demonstrates that the proposal would complement and enhance the visual environment of Trinity Grammar School and its visual catchment.

Overall, the visual impacts assessed from multiple viewpoints surrounding the site consistently results in impacts considered to be in the low to moderate and, in some cases, negligible ranges. In consideration of the Site, with significant presence and high sensitivity, the proposed development has been designed to favourably respond to the context of its environment.

## 7.6 HERITAGE

### 7.6.1 ABORIGINAL HERITAGE

An Aboriginal Cultural Heritage Assessment (ACHAR) has been prepared by Urbis and accompanies this application as **Appendix 16**.

The Site has been subject to moderate-high disturbance as a result of continuous development and redevelopment programs. Structures existing within the subject area in the late 19<sup>th</sup> century and development and disturbance have continued since then. The heavy development across the past 20 to 40 years has seen extremely high levels of disturbance.

The ACHAR concludes that:

- There are no registered Aboriginal objects and/or archaeological sites within the subject area, or in close proximity;
- There are no landscape features with potential for Aboriginal objects or archaeological deposits located within the subject area;

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- The subject area has experienced high levels of disturbance as a result of continuous development from the late 19<sup>th</sup> Century; and
- The subject area has been identified as an important part of cultural heritage due to previous generation living in and around the area.

The recommendations provided in the ACHAR have been included in the Mitigation Measures at **Part J**.

### 7.6.2 EUROPEAN HERITAGE

A Heritage Impact Statement (HIS) has been prepared by Urbis and accompanies this application as **Appendix 15**. The HIS assesses the potential heritage impacts of the proposed development on the built heritage items within the school site and heritage items in the vicinity of the campus.

It is concluded that the significant elements of the Site constitute the Headmasters House and grounds and the War Memorial Chapel. It is also considered that the following elements make a contribution to the significance of the Site overall and should be retained:

- Headmaster's Residence and Chapel Garden;
- Chapel Gates and Way;
- War Memorial Chapel Court;
- Dining Hall; and
- Presentation of the North Quad.

All other remaining buildings on the Site are of mid-late 20<sup>th</sup> century construction, are of no remarkable design quality and do not have aesthetic significance.

The proposal has been developed to ensure that the significant and contributory elements across the Site are conserved. The Headmaster's Residence and Chapel would be retained in their entirety. All demolition would be confined to areas of no/little significance which generally includes mid-late 20<sup>th</sup> century utilitarian buildings with no remarkable design features. The buildings closest to the Headmaster's Residence and the Chapel would either be retained in their entirety or would have demolition/refurbishment confined to interior spaces.

The character and scale of the immediate setting around the significant and contributory items would be retained. There is no new development proposed in the setback of the Headmaster's Residence from Prospect Road. The 5-storey bulk of the new development (library) would be visible from the quad. However, the prominence of the eastern façade of the North Quad Building would be retained when viewed from the Quad given the appropriate setback of the new building, enhanced by the step back of the form at Level 4 and the retention of both roof planes of the existing building.

In accordance with the observations set out in this report the proposed works are supported from a heritage perspective.

### 7.7 NOISE AND VIBRATION

SLR Consulting Australia Pty Ltd have conducted a noise impact assessment associated with regards to the Renewal Project at Trinity Grammar School and accompanies this application as **Appendix 17**. The report assesses the potential acoustic impacts of the proposed development on the surrounding environment and noise sensitive receivers, being to the south of Yeo Park, and to the north by Seaview Street, with a number of residential properties directly bordering the school.

The potential noise and vibration impacts which may arise as a result of the proposed development includes:

- Operational noise emissions from regular student activities;
- Operational noise emissions from out-of-school-hours events and public functions;

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- Operational noise emissions from onsite mechanical plant and deliveries;
- Potential noise and vibration emissions during the construction stage.

The potential noise impacts are addressed in further detail in the ensuing section of this report.

### 7.7.1 EXISTING ACOUSTIC ENVIRONMENT

In order to characterise the existing acoustical environment at the nearest sensitive receivers, unattended noise monitoring at location L1, L2 and L3 was carried out between Thursday 14 February and Thursday 21 February 2019 (refer to **Figure 34**).

Unattended noise monitoring were conducted again at the same locations between Wednesday 30 October and Friday 8 November 2019.

Three 7-day ambient noise measurements were conducted between 30 October 2019 and 8 November 2019 as well as 15-minute attended noise measurements at L1, L2, L3 and L4. The noise monitoring was conducted to determine the character of the existing acoustic environment of the local area.

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Figure 34. Site and monitoring locations (Source: SLR, 2020)



### 7.7.2 OPERATIONAL NOISE ASSESSMENT

The primary operation noise sources associated with the development and a summary assessment of each are outlined in **Table 16** below.

<b>Table 16. Operational Noise Assessment</b>	
<b>Proposed Development</b>	<b>Assessment</b>
<b>Outdoor Play Areas</b>	<p>In the case of the proposed Playground Area in the Junior school, noise will be associated with children playing, which will be typical of existing school operations that already occur throughout the Campus. Play activities in the new playground will be during normal school hours.</p> <p>SLR has undertaken an assessment in accordance with the methodology in the AAC's "<i>Guideline for Child Care Centre Acoustic Assessment</i>" for the outdoor areas, based on the expected future occupancy of the outdoor areas adjacent to Victoria Street and Seaview Street.</p> <p>As the occupancy levels of the outdoor areas along Victoria Street are not expected to significantly change, an assessment is not required as the existing noise levels at nearby receivers will not be impacted by the redevelopment.</p> <p>Similarly, while the Junior School play area is expanding along Seaview Street, occupancy of the play area is not expected to change significantly, and noise from outdoor play will be simply spread out over a larger area.</p> <p>For the abovementioned reasons, SLR has not deemed it necessary to conduct a specific assessment of outdoor play area noise. Existing treatments, orientation and measures are expected to suffice.</p>
<b>Noise impacts from OOSH Events</b>	<p>There are not expected to be any significant changes to operation or use of the school hall, for typical operations or out-of-school-hours operations. Therefore, SLR does not believe an assessment of hall operations is relevant for the purposes of this report.</p> <p>A primary potential noise generating space associated with the new development is from use of the new Multi Purpose Pavilion which contains two (2) new basketball courts. The northern façade incorporates sliding doors that are able to be stacked to one side, which would allow noise breakouts to surrounding receivers.</p> <p>As Oval 3 is positioned closer to neighbouring residents along Victoria Street, and Oval 1 is located closer to residents across Prospect Road, the addition of the new Pavilion is not likely to increase noise levels at the nearest receiver locations. It is expected that existing noise levels from the two adjacent ovals will be greater or equal to that of the Pavilion basketball courts, and at similar operating hours (Weekday and Saturday daytime periods).</p> <p>As a result, SLR expects noise increases at neighbouring residents from the new indoor basketball courts to be negligible, and therefore has not conducted a further assessment of noise levels.</p>
<b>On-site Mechanical Plant</b>	<p>The major mechanical noise sources associated with the development will HVAC, chillers, corridor ventilation systems and fire pump and fire control equipment, school bells and PA systems.</p>



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**Table 16. Operational Noise Assessment**

Proposed Development	Assessment
	<p>At this stage, the technical specifications of the proposed mechanical plant and other equipment that may result in potential noise impacts from the project are largely unavailable and should be assessed in greater depth (in accordance with the noise criteria outlined in <b>Appendix 17</b>) during the detailed design stage of the Project.</p> <p>Operational noise emissions from mechanical plant and other equipment associated with the project should be designed and located to reduce potential noise impacts from the project at nearby noise-sensitive receivers.</p> <p>Detailed assessment and verification of mechanical noise emissions are to be carried out during the detailed design stage of the project ensuring that the nominated criteria for mechanical plant and other equipment are met.</p>
<b>Deliveries along Seaview Street</b>	<p>The intended use of the Seaview Delivery Office is to support deliveries during school operating hours only, including couriers, suppliers and materials. It should also be noted that currently rubbish and waste is facilitated at this location. Under the proposed design changes, this will be moved to Yeo Park service area, thus reducing the impact of noise from these larger vehicles compared to existing.</p> <p>Noise predictions have been based on the following delivery vehicle movement numbers:</p> <ul style="list-style-type: none"><li>▪ Day: four per hour (equivalent to one per 15min assessment period)</li><li>▪ Evening: nil</li><li>▪ Night: nil</li></ul> <p>The assessment conducted by SLR have indicated exceedances to the acceptable noise levels are anticipated at the nearest sensitive receivers, being 54 Seaview Street and 138 Victoria Street, during the daytime assessment periods. Therefore, noise mitigation measures are to be incorporated to minimise noise emissions from the operation of the Seaview Delivery. The following mitigation measures are to be considered:</p> <ul style="list-style-type: none"><li>▪ Permit only vehicles with broadband reversing alarms to use the Loading Dock;</li><li>▪ Relocate heavy rigid deliveries to an alternate location;</li><li>▪ Break line-of-sight from loading area to 138 Victoria Street.</li></ul> <p>The assessment concludes the Seaview Delivery Office provides a physical buffer to 54 Seaview Street, however a barrier or alternative measure, including the adoption of a solid 2m high wall may be required to mitigate noise impact to 138 Victoria Street. The assessment concluded the inclusion of a 2m solid wall during a delivery scenario (small to medium truck) would result in a compliant scenario.</p>

### 7.7.3 CONSTRUCTION NOISE IMPACT

The Noise Impact Assessment prepared by SLR (**Appendix 17**) assesses the noise impact during construction. The report sets out the construction noise criteria as prescribed by the *Interim Construction Noise Guidelines 2009* for the standard construction hours.

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The construction of the proposed development would involve intermittent sources of vibration which may result in two (2) main types of vibration impact: disturbance at receivers and cosmetic/structural damage to buildings.

The six (6) construction stages were modelled by SLR Consulting. To determine the worst-case impacts, the construction noise sources were modelled throughout the construction area for each of the construction stages. **Figure 35** below provide a summary of the predicted worst-case levels during construction.

Scenario	Noise Level (LAeq(15minute) dBA)			Number of Highly Noise Affected Receivers
	Daytime NML (RBL + 10 dB)	Predicted (Upper to Lower) <sup>1</sup>	NML Exceedance (Upper to Lower) <sup>1</sup>	
Demolition of Seaview buildings	52	88 - 22	36 to 0	2
Construction of Junior School outdoor play area and Maintenance/ Delivery areas	52	81 - 16	29 to 0	2
Construction of both carparks (phased)	52	70 - 20	18 to 0	-
Construction of Sports and Pavilion building	52	55 - 18	3 to 0	-
Demolition of existing buildings within site	52	63 - 22	11 to 0	-
Excavation of Teaching and Learning site	52	66 - 25	14 to 0	-
Construction of Teaching and Learning building	52	65 - 24	13 to 0	-

Note 1: The range represents the predicted worst-case noise levels for the nearest and furthest receivers.

**Figure 35. Construction Noise Impact Prediction Summary** (Source: SLR, 2020)

The construction noise predictions identified in **Figure 35** indicate the following:

- Exceedances of NML's are predicted in all construction scenarios, with the exception of the construction of the Sports and Pavilion building. The greatest noise level exceedances are predicted at the residences located on Seaview Street, which are in close proximity to demolition works occurring early in Stage 1 of the construction program. Demolition, excavation and construction activities occurring at the Teaching and Learning site are likely to result in minor exceedances of NML's at residential receivers. It is noted the construction acoustic impacts on school operations have not been assessed at this time;
- For most construction activities, it is expected that the construction noise levels would frequently be lower than predicted at the most exposed receivers, as the noise levels presented in this report are based on a realistic worst-case assessment.

Overall, procedures and requirements for construction noise monitoring would be determined as the project progresses, with an appropriate monitoring protocol being defined in the Construction Noise and Vibration Management Plan.

In light of the above, the following mitigation and control measures are to be considered in further detail:

- Judicious selection of mechanical plant and equipment (eg quieter machinery and power tools).
- Maximising the offset distance between noisy plant items and nearby noise sensitive receivers.
- The use of appropriate respite periods where receivers are likely to be highly noise affected.

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- For example, the RMS *Construction Noise and Vibration Guideline* states that (noise intensive) work may be carried out in continuous blocks not exceeding three hours each with a minimum respite from those activities and works of not less than one hour between each block.
- Avoiding the coincidence of noisy plant working simultaneously close together and adjacent to sensitive receivers.
- Orienting equipment away from noise sensitive areas.
- Carrying out loading and unloading away from noise sensitive areas.
- Localised shielding of noisy equipment.
- Minimising consecutive works in the same locality.
- Considering periods of respite.

### 7.7.4 VIBRATION IMPACTS

At this early stage in the project the details regarding the exact construction methodology and equipment needed to complete the works are not finalised.

The potential vibration impacts should be assessed at a later stage of the project and it is recommended that the recommended safe working distances for vibration intensive plant, as identified in **Table 10** of **Appendix 17**, are applied.

Acoustic mitigation measures during the construction and operational phase of the proposal have been included in the Noise Impact Assessment (**Appendix 17**) and are included in **Section J** of the EIS.

## 7.8 BIODIVERSITY

A Biodiversity Assessment has been prepared by Cumberland Ecology and accompanies this application as **Appendix 20**.

The proposed development has been assessed against the DPIE criteria for significant impact to biodiversity values as outlined **Appendix 20**. This assessment has demonstrated that the development of Trinity Grammar School is highly unlikely to have significant impacts upon defined biodiversity values as a result of the proposed project. The Project is anticipated to impact a 0.13 ha area of planted Exotic Vegetation and a 0.03 ha area of planted Non-endemic Native Vegetation and a 0.03 ha area of Planted Native Vegetation none of which are considered to conform to any recognised PCT known to occur within the Cumberland IBRA Subregion due to their planted origin. This area of vegetation may comprise potential and marginal foraging habitat within the broad habitat ranges of highly mobile native fauna including threatened species such as the Superb Fruit-Dove, Grey-headed Flying Fox, microchiropteran bats and the Powerful Owl.

When assessing impacts to potentially occurring threatened species from the project at Trinity Grammar School, there is limited justification for considering impacts to threatened species with the detail required under the BAM. The project may result in a small reduction of marginal foraging habitat for highly mobile, aerial threatened species. When assessing impacts likely from the project in its current form, there is very little likelihood of significant impacts to threatened species. On the basis of the investigations, it is the position of Cumberland Ecology that the preparation of a BDAR is not necessary, due to the low likelihood of impacts to biodiversity. Therefore, it was recommended that a waiver for the preparation of a BDAR be sought from the DPIE for the proposed development at Trinity Grammar School.

A request for a BDAR Waiver was formally lodged with the DPIE on 30 January 2020 (**Appendix 20**) and subsequent information issued on 17 March 2020. A formal BDAR Waiver was issued on 20 April 2020 by the DPIE with the concurrence of EES (**Appendix 21**).

## **7.9 ACCESS**

An Accessibility Design Assessment has been undertaken by Design Confidence to identify compliance with the accessibility provisions of BCA 2015 and the *Disability (Access to Premises – Building) Standard 2010* (refer to **Appendix 28**).

As concluded in the Access Assessment, in order to achieve compliance with the accessibility provisions of the BCA, whilst preserving the functional aesthetic requirements of the project, the use of performance-based designs may be required. It is our belief that performance-based design can deliver a building that meets the Performance Requirements of the BCA.

The assessment concludes the proposed development is above to achieve compliance with the relevant provisions of the BCA, be it via either complying with the DtS provisions or Performance requirements of the BCA.

## **7.10 BUILDING CODE OF AUSTRALIA**

Design Confidence have undertaken an assessment against the relevant provisions of the Building Code of Australia which accompanies this application as **Appendix 27**.

The assessment concludes that the design of the proposed new works is able to meet the requirements of the performance-based BCA and the intent of the Disability Discrimination Act.

## **7.11 FIRE SAFETY**

Arup has undertaken a Fire Safety Engineering Assessment of the proposed development (refer to **Appendix 35**).

From the assessment undertaken, Arup concludes that the matters identified that are likely to form fire safety engineering performance solutions can be readily addressed, enabling the proposed development to achieve compliance with the relevant fire safety-related provisions of the BCA.

## **7.12 STORMWATER MANAGEMENT**

A Stormwater Management Plan has been prepared by Acor. The report is provided at **Appendix 23** and Civil Plans at **Appendix 24**. The findings are summarised below.

### **7.12.1 ON-SITE DETENTION**

A post-development DRAINS model has been developed by Acor to calculate peak flows for a range of storm events, as well as to confirm that the new and existing OSD facilities will adequately attenuate site flows back to the pre-development conditions.

The following new OSD facilities have been proposed to achieve the above requirements:

- Catchment B3 (Yeo Park) - 195m<sup>3</sup> OSD tank located under Oval 3, within the proposed basement carpark
- Catchment D2 (Seaview Street) - a 50m<sup>3</sup> OSD tank located under the delivery hardstand area to collect and attenuate flows entering the Seaview Street Council stormwater system

Overall, on-site detention will be provided to ensure that pre-development peak flows are achieved in the post development scenario for both the entire Yeo Park catchment and Catchment D2 draining to Seaview Street.

### **7.12.2 WATER SENSITIVE URBAN DESIGN**

Modelling of the post-development site stormwater quality has been undertaken using the 'Model for Urban Stormwater Improvement Conceptualisation' (MUSIC) software.

WSUD initiatives will be implemented by proprietary stormwater quality improvement devices (gross pollutant pit inserts, filter cartridges, Humeceptor and OSR) to achieve the percentage reduction targets for pollutants required by Inner West Council.

On-site retention has been implemented through comprehensive collection and storage of surface runoff from Oval 2 and Oval 3 for treatment and irrigation reuse. A water balance model for the OSR system indicates an estimated 80% of irrigation water demand will be satisfied by non-potable sources.

### **7.12.3 FLOODING**

In accordance with Ashfield DCP (2017) Section 2A Part 3 *Flood Hazard* and Schedule 2 *Flood Control Lot Map*, the Site has not been identified as a flood control lot. In light of the above, no further consideration of mainstream or overland flooding external to the Site boundaries is required.

### **7.12.4 EROSION AND SEDIMENT CONTROL**

Soil Erosion and Sediment Controls measures have been addressed in a detailed Soil and Water Management Plan (SWMP) prepared by Acor. The SWMP has been prepared in accordance with the relevant industry standards of the anticipated pollution sources to occur during construction.

## **7.13 INFRASTRUCTURE REQUIREMENTS**

An Infrastructure Management Plan has been prepared by Acor (**Appendix 29**) the identifies the utility upgrades to accommodate the proposed development.

In summary, the following key findings have been identified in the accompanying Infrastructure Management Plan:

- The existing sewer drainage connections points and site infrastructure reticulated pipelines are of adequate size to accommodate the increase of load, and do not require augmentation. It is envisaged the existing VCP is reaching the end of its service life, and as such, the sewer drainage pipeline shall be upgraded to new unplasticised Polyvinyl Chloride (uPVC) pipework. Alternatively, the existing pipework could be relined, should the integrity of the pipework withstand this approach;
- The existing DN100mm connection point located on Victoria St shall remain. The reticulated pipeline will remain in-situ during the construction of the new building. During the various stages of the build, branch lines shall be constructed and capped off, to allow connection to at later stages of the school's lifecycle. It is proposed that the entire school's potable supply shall be supplied off a ring main type arrangement, utilising the capped off branches that were installed during earlier stages of the project.
- The requirements for gas as a fuel source are still unknown, however the School has advised that natural gas is the preferred fuel source for mechanical heating. Based on information, it is envisaged that the existing gas meter and pipeline will require augmentation. It is unknown if the existing authority pipeline has sufficient capacity for the increase of load, and as such, the augmentation works may also apply to the authority pipelines.
- A new substation most would most likely be required adjacent to substation No. 7551. Subsequently, an extension / augmentation of the Ausgrid High Voltage Network will be required to supply a new kiosk substation.



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- The existing main data room will remain as part of the redevelopment. The main services will originate from the existing School infrastructure and will therefore not necessitate public road closures and the like.
- The redevelopment communications cabling will be reticulated internally using dedicated risers and ducts specifically set aside for this purpose. The existing communications services provided to the School do not require augmentation by the services provider beyond the property boundary.

The existing infrastructure and utility services within the campus will be extended and modified to service the proposed development.

### 7.14 WASTE

A Waste Management Plan (WMP) has been prepared by Elephant's Foot which outlines the proposed operational waste management measures to be implemented on site (refer to **Appendix 32**).

It is noted that the school is an existing operating facility, and as such it proposed that the operation of the new development will be integrated with the existing waste management systems operating on-site.

Under the existing management plan for ongoing waste management, operational waste is separated on site into three (3) separate categories: general waste, commingled recyclables, paper and cardboard. To facilitate waste disposal and separation, bins are stationed across the Site, and their contents are collected daily by cleaners. Additionally, paper and cardboard recycling bins are available in each room. The cleaners deposit the collected waste into a bin area the waste is collected from Site by a waste management contractor.

As part of the renewal works, the bin storage and collection area will be relocated to the underground carpark/basement level on Basement Level 1. The following waste and storage facilities will be provided:

- General Waste: 54 x 240L MGBs;
- General Waste: 5 x 120L MGBs;
- General Waste: 1 x 3m<sup>3</sup> bulk bins;
- Carboard/Paper: 6 x 120L MGBs;
- Cardboard/Paper: 2 x 3m<sup>3</sup> bulk bins;
- Commingled Recyclables: 19 x 240L MGBs.

### 7.15 GEOTECHNICAL

Douglas Partners have prepared a Geotechnical Assessment Report (**Appendix 25**) to obtain geotechnical information on the subsurface conditions and make recommendations on excavation, temporary batters, retention, groundwater, site classification, footings, earthworks, on-ground slabs, external paved areas, drainage and soil aggression.

The investigation included the drilling of eleven (11) cored and one (1) auger drilled borehole, the installation of two groundwater wells and laboratory testing of selected wells. A preliminary contamination assessment was undertaken at the same time as the geotechnical investigation and accompanies this application as **Appendix 26**.

The findings of the assessment are summarised below:

- The development areas are underlain by varying depths of fill, typically deeper at the southern end of the Site;
- The residual clays are derived from weathering of the Ashfield Shale and are therefore expected to be of high plasticity and moderately to highly reactive. The clays are underlain by a weathered

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Ashfield Shale profile which is initially very low to low strength at depths of between 1.7 m and 7.5 m;

- Groundwater seepage was observed during auger drilling in boreholes BH01, BH10, BH11 and BH12 at depths of between 2.0 m and 7.5 m.

The geotechnical issues considered relevant to the proposed development include site preparation, excavation, excavation support, groundwater and foundations. The investigations makes a number of recommendations to address specific issues during the demolition, excavation and construction phases of the project. The report made the following recommendations:

- Recommend that vibrations be limited to a peak component particle velocity (PPVi) of 8 mm/s at the foundation level of adjacent modern buildings and 5mm/s for heritage or sensitive structures;
- Vertical excavations in fill, residual clay and weathered shale bedrock are not expected to be stable. Temporary batters of 1(H):1(V) may be used to support the sides of the excavations in these material cuts up to 3m deep. Deeper excavations may need to incorporate intermediate benches to reduce the overall slope angle.
- A pump or gravity drainage system (if possible) will be required to periodically remove stored water from the lowest part of any basements. A pump may also be required to remove seepage from footing/pile excavations prior to the placement of concrete.

The proposal will be undertaken in accordance with the techniques and recommendations made in Douglas Partners Geotechnical Interpretive Report and standard conditions of consent.

### 7.16 CONTAMINATION

A Preliminary Site Investigation (Contamination) has been prepared by Douglas Partners and accompanies this application as **Appendix 26**. The Site has historically been used for residential and educational establishment purposes. There is no indication of heavy industry or other uses that have the potential to significantly contaminate the land or groundwater.

Potential contaminating activities that may have occurred on the Site include:

- The placement of fill on the Site;
- On-site disposal of waste (i.e. landfilling) from the dwellings in the early to mid-20th Century;
- Demolition of buildings containing hazardous building materials (e.g. Lead, asbestos after the mid-20<sup>th</sup> Century etc);
- Contaminants associated with building maintenance (e.g. pesticides);
- Naturally occurring elements in the soils and rock underlying the site (e.g. heavy metals).

On the basis of the results of this Preliminary Site Investigation, the main contamination risks are considered to be associated with previous development works such as filing and demolition of former buildings, and site maintenance activities. The potential for contamination to be present from industry or other similar sources is very low.

The investigation indicated that the contaminant concentrations in all soils samples analysed were within the adopted health-based and ecological-based investigations/screening levels. Abestos was not encountered in the soil samples analysed throughout the assessment. Further, the use of groundwater is not currently proposed and the groundwater table is likely to be well below the level of the proposed development. The risk of groundwater contamination impacting upon the development is therefore considered to be low.

The assessment concludes that the risk of significant contamination being present, that prevents the redevelopment of the Site without significant remediation, is low.

### **7.17 ACID SULPHATE SOILS**

An investigation of Acid Sulphate Soils has been carried out by Douglas Partners and accompanies this application as **Appendix 36**. The investigations undertaken by Douglas Partners confirm that the geology on the Site consists of residual clay soils overlaying Ashfield Shale bedrock.

Quaternary-aged alluvium has not been encountered on the site, is not mapped as being located on the Site and is not expected to be encountered on the Site based on the topography. As such, acid sulfate-affected alluvium is not expected to be present on the development site.

In light of the above, the investigation confirms that development consent in relation to acid sulphate soils is not required and that an Acid Sulphate Soils Management Plan will not be required to accompany the submission for the proposed development.

### **7.18 ENVIRONMENTAL SUSTAINABLE DESIGN**

A Sustainability Report has been prepared by Acor and accompanies this application as **Appendix 19**. ESD principles will be incorporated into the design, construction and ongoing operation phases of the development.

#### **7.18.1 CONSISTENCY WITH THE EP&A REGULATIONS**

The environmental performance of the development has been assessed against Clause 7(4) of Schedule 2 of the EP&A Regulations. The proposed development is consistent with the principles of ESD, as described below.

##### **Precautionary Principle**

If there are threats of serious or irreversible environmental damage, lack of full scientific certainty should not be used as a reason for postponing measures to prevent environmental degradation. The proposed development will be designed with the view to ensure suitability is incorporated through a broad range of ESD goals in service design, building construction and operations.

The proposal is supported by numerous environmental studies and technical reports which state that there are no environmental constraints that would preclude the development of the Site, subject to appropriate management during the design, construction and operational stages. It is considered that through adherence to the identified mitigation measures outlined in **Part J**, the proposal will not result in negative environmental impacts.

##### **Inter-generational equality**

The principle of intergenerational equity holds that the present generation should ensure that the health, diversity and productivity of the environment is maintained or enhanced for the benefit of future generations. The proposed development has been developed to be directly beneficial for the school population and community, both current and future, in that it contributes to the provision of education services for the community without causing significant impact to the environment.

'The Renewal Project' indicates significant development to allow for future growth of core student population, aiming to provide good access to sport and recreational facilities and more appropriate spaces for music and drama performances.

A key consideration for the School is to enhance overall campus amenity and provide further opportunities for a diverse and contemporary learning environment. Major upgrades will provide strong circulation access to multilevel access around the campus. The proposed development will be for the secondary school, providing multipurpose room use for the student and staff population for assembly, community, examination and performances.

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### Conservation of biological diversity and ecological integrity

Under the biodiversity principle, the conservation of biological diversity and ecological integrity should be a fundamental consideration in decision-making. The assessment anticipates the development will have minimal ecological impact as the proposed works are refurbishment of existing buildings and construction on previously developed areas. The landscape design will be designed to strengthen and diversify the existing landscaping by introducing new specimen planting that reinforces the quantity and legibility of the existing established landscape pattern.

### Improved valuation, pricing and incentive mechanisms

Under this principle, improved valuation, pricing and incentive mechanisms as well as environmental factors should be included in the valuation of assets and services.

The project aims to minimise the consumption of resources required for construction, by where practicable the adaptive reuse of existing buildings on site. Existing building external structure is to be retained with internal fit-out for new school usage.

The cost of infrastructure and other design measures to ensure an appropriate level of environmental performance has been incorporated into the cost of development. The level of waste will be appropriately managed during the construction and the operation of the development. These measures have also been incorporated into the cost of development.

### 7.19 SITE SUITABILITY

The Site is suitable for the proposed development that is already used for a school, with a built form that complements the existing development across the Site.

The Renewal Project seeks to increase student population to **2,100 students** and **321 staff**, an increase of 445 students and 44 staff respectively. The proposed increase will not result in any adverse impacts on the surrounding neighbourhood and will support the growing demand for quality education in Sydney's Inner west, in close proximity to existing transport infrastructure.

The Site is in close proximity to transport infrastructure, shops and other services, and the built form is in keeping with the existing surrounding development. The design has development to ensure impacts on neighbouring properties are mitigated.

The development is suitable for the Site as the development:

- Is permissible in the zone;
- Involves the construction of a high quality building which replaces an outdated, impractical building and will enhance the quality of development on the Site;
- Improves the functionality and accessibility of the Site; and
- Considers and minimises impacts on the surrounding locality.

### 7.20 PUBLIC INTEREST

The proposed development of the school is in the public interest as it:

- Will create additional jobs during construction and operation and represents an investment in the local economy;
- Has been designed to limit visual impacts when viewed from Victoria Street;
- Will modernise outdated educational facilities for future generations;
- Is of a high architectural standard, and the built form is compatible with the Site's surrounding buildings;

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- The design outcome has responded to the matters raised by the local community during the consultation process; and
- Retains and respects the Site's heritage significance whilst developing new facilities which complement the heritage built form.



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## PART I ENVIRONMENTAL RISK ASSESSMENT

The SEARS requires the EIS to include an environmental risk assessment to identify potential environmental impacts associated with the proposal. This is provided in the following section. The assessment undertaken comprised a qualitative assessment consistent with AS/NZs ISO 31000:2009 *Risk management – Principles and guidelines* (Standards Australia 2009).

The level of risk was assessed by considering the potential impacts of the proposed development prior to application of any mitigation or management measures. Comment on residual risk (the remaining level of risk following implementation of mitigation and management measures) is also provided.

It should be noted that the assessment is not intended to be exhaustive, rather it focuses on key impacts.

Risk comprises the likelihood of an event occurring and the consequences of that event. For the proposal, the following descriptors were adopted for 'likelihood' and 'consequence'.

### Likelihood

- A Almost Certain
- B Likely
- C Possible
- D Unlikely
- E Rare

### Consequence

- 1 Widespread irreversible impact
- 2 Extensive by reversible (within 2 years) impact or irreversible local impact
- 3 Local, reversible (with 2 years) impact
- 4 Local, reversible, short term (<3 months) impact
- 5 Local, reversible, short term (<1 month) impact

Risk scores for likely and potential impacts were derived using the following risk matrix (**Figure 36**).

Significance of impact	Manageability of impact				
	5 Complex	4 Substantial	3 Elementary	2 Standard	1 Simple
1 – Low	6 (Medium)	5 (Low/Medium)	4 (Low/Medium)	3 (Low)	2 (Low)
2 – Minor	7 (High/Medium)	6 (Medium)	5 (Low/Medium)	4 (Low/Medium)	3 (Low)
3 – Moderate	8 (High/Medium)	7 (High/Medium)	6 (Medium)	5 (Low/Medium)	4 (Low/Medium)
4 – High	9 (High)	8 (High/Medium)	7 (High/Medium)	6 (Medium)	5 (Low/Medium)
5 – Extreme	10 (High)	9 (High)	8 (High/Medium)	7 (High/Medium)	6 (Medium)

**Figure 36. Risk Assessment Matrix**

The results of the environmental risk assessment are presented in **Appendix 2**. This provides a risk rating prior to any mitigation and a residual risk rating after mitigation. The risk assessment has been based on information available at the time of finalizing the EIS.

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## PART J DRAFT MANAGEMENT AND MITIGATION MEASURES

**by** Trinity Grammar School  
**in relation to** The Renewal Project  
**at** 119 Prospect Road Summer Hill (Lot 11 DP 1171965, Lot 16 DP15765, Lot 17 DP 15765, Lot 5 DP 15765 and Lot 6 DP 15765)

Trinity Grammar School will undertake the construction and operation of the proposed facility in accordance with the following:

The following defines some of the terms and abbreviations used in this statement:

Approval	The Minister's approval of the Project
BCA	Building Code of Australia
Council	Inner West Council
Department	Department of Planning, Industry and Environment
Secretary-General	Secretary-General of the Department (or delegate)
EIS	Environmental Impact Statement
EP&A Act	<i>Environmental Planning and Assessment Act 1979</i>
Trinity	Trinity Grammar School
Project	The development as described in the EIS
Site	Land to which the project application applies
WorkCover	NSW WorkCover

### Commitment to Minimise Harm to the Environment

1. Trinity Grammar School will implement all reasonable and feasible measures to prevent and/or minimise any harm to the environment that may result from the construction or operation of the project.

### Occupation Certificate

2. Trinity Grammar School will ensure a staged Interim and Final Occupation Certificate is obtained prior to the occupation of The Renewal Project.

### Terms of Approval

3. Trinity Grammar School will carry out the project generally in accordance with the:
  - a) Environmental Impact Statement;
  - b) Drawings prepared by PMDL Architecture & Design and Arcadia;
  - c) Management and Mitigation Measures;
  - d) Any Conditions of Approval.
4. If there is any inconsistency between the above, the Conditions of Approval shall prevail to the extent of the inconsistency.
5. Trinity Grammar School will ensure compliance with the relevant requirement/s of the Secretary-General of the Department of Planning, Industry and Environment arising from the Department's assessment of:

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- a) Any reports, plans, programs, strategies or correspondence that are submitted in accordance with this Approval; and
- b) The implementation of any recommended actions or measures contained in reports, plans, programs, strategies or correspondence submitted by the Project Team as part of the application for Approval.

### **Access**

- 6. Trinity Grammar School will ensure at Construction Certificate Stage to ensure compliance with Part D3 and Part E3 of the Building Code of Australia (BCA).

### **Noise**

- 7. Construction on the Site will only be undertaken between 7am and 6pm Monday to Friday, and 8am to 1pm on Saturdays. No construction will be allowed on site on Sundays or Public Holidays.

### **BCA**

- 8. All new buildings will be designed to comply with the BCA Standards.

### **Geotechnical**

- 9. Site preparation and filling should be carried out in accordance with the guidelines contained in AS 3798 – 2007.
- 10. The recommendations of the Geotechnical Assessment undertaken by Douglas Parterns and dated September 2019 will be implemented prior to, and during construction.
- 11. Recommend that vibrations be limited to a peak component particle velocity (PPVi) of 8 mm/s at the foundation level of adjacent modern buildings and 5mm/s for heritage or sensitive structures;
- 12. Vertical excavations in fill, residual clay and weathered shale bedrock are not expected to be stable. Temporary batters of 1(H):1(V) may be used to support the sides of the excavations in these material cuts up to 3m deep. Deeper excavations may need to incorporate intermediate benches to reduce the overall slope angle.
- 13. A pump or gravity drainage system (if possible) will be required to periodically remove stored water from the lowest part of any basements. A pump may also be required to remove seepage from footing/pile excavations prior to the placement of concrete.
- 14. All excavated materials which are to be removed off the site will be disposed of in accordance with the provisions of the current legislation and guidelines including the Waste Classification Guidelines (EPA, 2014).

### **Contamination**

- 15. If any contamination is identified during construction (e.g. waste filling, asbestos etc.) then an appropriate response will need to be developed by an environmental consultant and actioned on site to ensure site suitability. This could be undertaken by enacting an Unexpected Finds Protocol (UFP) as part of the Construction Environmental Management Plan (CEMP).

## **Heritage**

16. Works are to be undertaken in accordance with the Heritage Impact Statement prepared by Urbis, dated February 2020.

## **Archaeological Heritage**

17. It is recommended that induction materials be prepared for inclusion in the construction management plan and site inductions for any contractors working at the subject area. The induction material should include an overview of the types of sites to be aware of (i.e. artefact scatters or concentrations of shells that could be middens), obligations under the NPW Act, and the requirements of an 'archaeological chance find procedure' (refer below). This should be prepared for the project and included in any site management plans.

The induction material may be paper based, included in any hard copy site management documents; or electronic, such as "PowerPoint" for any face to face site inductions.

18. Works will be undertaken in accordance with the recommendations outlined in the Heritage Impact Assessment Statement and Aboriginal Heritage Due Diligence Report prepared by Urbis dated March 2020.
19. In the unlikely event that human remains are uncovered during any site works, the following must be undertaken:
- a) All works within the vicinity of the find immediately stop.
  - b) Site supervisor or other nominated manager must notify the NSW Police and DPIE.
  - c) The find must be assessed by the NSW Police, and may include the assistance of a qualified forensic anthropologist.
  - d) Management recommendations are to be formulated by the Police, DPIE and site representatives.
  - e) Works are not to recommence until the find has been appropriately managed.
20. Although considered highly unlikely, should any archaeological deposits be uncovered during any site works, a procedure must be implemented. The following steps must be carried out:
- a) All works stop in the vicinity of the find. The find must not be moved 'out of the way' without assessment.
  - b) Site supervisor, or another nominated site representative, must contact either the project archaeologist
  - c) (if relevant) or DPIE to contact a suitably qualified archaeologist.
  - d) The nominated archaeologist examines the find, provides a preliminary assessment of significance,
  - e) records the item and decides on appropriate management, in conjunction with the RAPs for the project.
  - f) Such management may require further consultation with DPIE, preparation of a research design and
  - g) archaeological investigation/salvage methodology and preparation of AHIMS Site Card.
  - h) Depending on the significance of the find, reassessment of the archaeological potential of the subject
  - i) area may be required, and further archaeological investigation undertaken.
  - j) Reporting may need to be prepared regarding the find and approved management strategies. Any such documentation should be appended to this ACHAR and revised accordingly.
  - k) Works in the vicinity of the find can only recommence upon relevant approvals from DPIE.

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21. A copy of the final ACHAR must be provided to all project RAPs. Ongoing consultation with RAPs should occur as the project progresses. This will ensure ongoing communication about the project and key milestones and ensure that the consultation process does not lapse, particularly with regard to consultation should the Chance Find Procedure be enacted.

### **Tree Removal**

22. Trees to be retained will be protected in accordance with the recommendations of the Arboricultural Impact Assessment prepared by Australis Tree Management and dated January 2020.

### **Construction and Noise Mitigation**

23. All heavy vehicle movements shall be from the point access via the shortest appropriate route to the state road network and vice versa;
24. Contractors shall restrict deliveries, including plant deliveries to outside of peak student pick-up and drop-off times;
25. All heavy vehicles shall enter and exit in a forward direction;
26. Construction vehicles shall not queue on public road network prior to the commencement of works;
27. Where traffic controllers are used to facilitate heavy vehicle movements, priority shall be given to the public over construction vehicles;
28. Truck loads shall be covered during transportation to or from the site;
29. Loading and unloading should only within work sites and approved on-street Work Zones;
30. Deliveries shall be coordinated to minimise the amount of construction vehicles on site at any one time;
31. Neighbouring properties should be notified of construction works, timing and significant events; and
32. Contractors shall repair and clean up any damage to the road network resulting from construction vehicle associated with the works.

### **Vibration**

33. The potential vibration impacts should be assessed prior to the issuing of the relevant Construction Certificate and it is recommended that safe working distances for vibration intensive plant.

### **Construction Noise Mitigation and Management**

34. The Construction Contractor will need to, where reasonable and feasible, implement best practice noise mitigation measures, including:
  - a) Judicious selection of mechanical plant and equipment (e.g. quieter machinery and power tools);



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- b) Maximising the offset distance between noisy plant items and nearby noise sensitive receivers.
- c) Avoiding the coincidence of noisy plant working simultaneously close together and adjacent to sensitive receivers;
- d) Orientating equipment away from noise sensitive areas;
- e) Carrying out loading and unloading away from noise sensitive areas;
- f) Localised shielding of noisy equipment;
- g) Minimising consecutive works in the same locality;
- h) Considering periods of respite.

An Environmental Risk Assessment to identify the potential environmental impacts associated with the construction of the development. The impacts and mitigations of that risk assessment have been incorporated in the above.

## **PART K PROJECT JUSTIFICATION**

The proposal is considered to be justified in the context of environmental, social and economic terms and is compatible with the locality in which it is proposed.

This application is lodged on the basis of:

### **Supporting State, Regional and Local Planning objectives**

The proposal is consistent with the objectives, provisions and strategies outlined within the following State, Regional and Local plans and policies:

- *Environmental Planning and Assessment Act 1979*
- *Environmental Planning and Assessment Regulation 2000*
- *Protection of the Environment Operations Act 1979*
- *Biodiversity Conservation Act 2016*
- *Biodiversity Conservation Regulation 2017*
- *Water Management Act 2000*
- *State Environmental Planning Policy (State and Regional Development) 2011*
- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017*
- *State Environmental Planning Policy (Infrastructure) 2007*
- *State Environmental Planning Policy No. 19 – Bushland in Urban Areas*
- *State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017*
- *State Environmental Planning Policy No 55 – Remediation of Land*
- *State Environmental Planning Policy No.64 – Advertising Structures and Signage*
- *Ashfield Local Environmental Plan 2013*
- *Inner West Comprehensive Development Control Plan 2016*
- *Ashfield Council Section 94 – Development Contributions Plan*

### **Appropriate use of an approved site**

The proposal will contribute to the provision of a state-of-the-art education facility. The strengthening of the education sector is an important strategy for supporting the sustainable growth of Inner West, the Sydney Metropolitan Area and NSW. The development complements significant investment in infrastructure and will continue to be an employment generating development.

### **Environmental impacts have been minimised**

Specialist consultants have assessed the risks and determined that the development can be undertaken with minimal environmental impacts. No significant risk to the locality is to result from the proposal.

### **Compatibility with surrounding development**

The proposed use is compatible with existing and future uses on the subject site and adjacent land. The investigations undertaken as part of this application conclude that no significant cumulative impact would occur from the proposed use for the purpose of an educational establishment.

### **Ecologically Sustainable Development**

The principles of ecological sustainable development as outlined in Clause 7(4) of the EP&A Regulation are addressed as follows:

- *Precautionary Principle*  
No unmanageable threat or irreversible damage to the environment has been identified in relation to the proposal.

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- *Inter-generational Equity*

No unreasonable use of resources, affectation of environmental processes or prevention of the use of land for future generations will occur from the proposal.

- *Conservation of Biological Diversity and Ecological Integrity*

The site has been previously disturbed and does not present any risk to any significant ecological integrity.

No processes, habitats or species outside the site are likely to be significantly affected by the development.

- *Improved Valuation, Pricing and Incentive Mechanisms*

The proposal seeks to implement measures to avoid, contain and address any associated waste or pollution through appropriate design and management.

Comprehensive justification for the proposed school is provided throughout this EIS and in the plans and technical reports included as appendices.

## **PART L CONCLUSION**

This EIS has been prepared to consider the environmental, social, and economic impacts of the proposed development at Trinity Grammar School. The EIS has addressed the matters outlined in the SEARs (**Appendix 1**) and accords with Schedule 2 of the EP&A Regulation with regards to consideration of relevant environmental planning instruments, built form, social and environmental impacts.

The proposal is considered appropriate for the location and should be supported by the Minister for Planning for the following reasons:

- It has been prepared having regard to the relevant planning legislation and is permissible with consent;
- The proposal has been prepared with regard to the relevant State and regional planning policies and strategies, and demonstrates consistency and compliance with the objectives of the strategic documents;
- It has been prepared having regard to Council's planning policies and generally complies with the aims and objectives of the planning controls for the Site including the Ashfield LEP 2013 and Inner West Comprehensive Development Control Plan;
- The proposal is suitable for the Site as evidenced by the Site analysis and various Site investigations, including geotechnical, visual impact assessment and heritage.
- The proposal does not have any unacceptable off-site impacts on adjoining or surrounding properties or the public domain, in terms of traffic, social and environmental impacts;
- The proposal improves on-site pedestrian circulation across the Campus;
- The proposed development is of a high quality in terms of built form, bulk and architectural treatment and responds positively to adjoining development. The proposal will make a positive contribution to the overall built form, and respects the architectural integrity and heritage character of Trinity Grammar School and its environment;
- The proposal significantly improves the landscaping and recreational areas of the school with formalised landscaped learning areas, and upgraded landscape improvements;
- The proposal has addressed the concerns raised during community consultation with key stakeholders;
- The proposed development will result in an improved educational environment for the school through:
  - Promoting excellence in education;
  - Building on the strengths of the past to inform the present and create new futures that will enable students to experience growth and success;
  - Achieve quality teaching and learning in all aspects of School life;
- The proposed development will contribute positively to energy efficiency and environmental sustainability. The proposed development has adopted and incorporated many ESD features to reduce energy consumption during the life of the proposed development.

In summary, the development warrants the support of the Minister and we therefore recommend that approval be granted to the 'Renewal Project' for Trinity Grammar School.

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