Client – EPM Projects

Riverview Ignis Project Stage 2

SSDA - ESD Statement

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Revision	**Description**	**Date**
-	Preliminary issue	04/08/2020
A	Amendments after design team's feedback	17/08/2020
B	Incorporated feedback for SSDA submission	16/10/2020

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1 Introduction

Action Sustainability have been appointed by EPM Projects to provide ESD consultancy for Stage 2 of the master plan at Riverview College, Riverview, NSW. The college site comprises some 40 hectares, including the Main Campus (Senior School) and Regis Campus (Junior School). The site is legally described as Lot 10 DP 1142773 and is owned by The Trustees of the Jesuit Fathers (ABN 80 167 682 043), a body corporate by virtue of the Roman Catholic Church Communities' Land Act 1942 No 23 (NSW). The college leases the site from the landowner. The site is located in the suburb of Riverview within the Lane Cove Local Government Area. The site is bounded by Riverview Street to the north, Tambourine Bay Road to the east and the Lane Cove River to the south and west which is a prime waterfront position on the Lane Cove River.

The site is currently used as an Educational Establishment for boys with an overall capacity of 1,640 students across the Main Campus and the Regis Campus. Boarding student numbers fluctuate each year to a maximum of 365. The staff numbers fluctuate to a maximum of 350, and this includes full-time and part time staff. A total of 47 residences are located on site.

1.1 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 to create a high-quality teaching and learning environment for staff and students
- Establish additional floor space to increase availability and efficiency of teaching functions for Saint Ignatius' College Riverview
- Upgrade the public domain to create visually interesting transitions through the campus, and promote the heritage elements of the campus
- Ensure minimal environmental impact
- Ensure the development is compatible with the approved Concept Master Plan 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.

1.2 New Ignis Stage 2 STEMP Building Project Description

The proposed development seeks detailed built form approval for Stage 2 Development to provide new teaching and educational facilities, as detailed below:

- Construction of new five (5) storey building with a maximum RL52.00 at the heart of the Campus to accommodate modern, flexible teaching and learning spaces
- Provide improved learning opportunities for Science, Technology, Engineering, Mathematics and PDHPE as a STEMP facility, along with six (6) Pastoral Care House areas, and staff rooms
- The ground floor will accommodate a C.O.L.A, multi-purpose Hall and Canteen (Food and Beverage) with servicing by a loading area on basement level
- Refurbishment of existing O'Neil Building to allow integration of New Ignis Stage 2 STEMP Building to connect to existing fabric; New North Landscaped Area
- New Landscaped Area between the existing Wallace Building and the New Ignis Stage 2 STEMP Building; and
- Upgrade courtyard to improve the integration of the learning space and create a sense of place.

Overall, the proposed built form approval 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 approximate location of the new building is shown in the figure below:

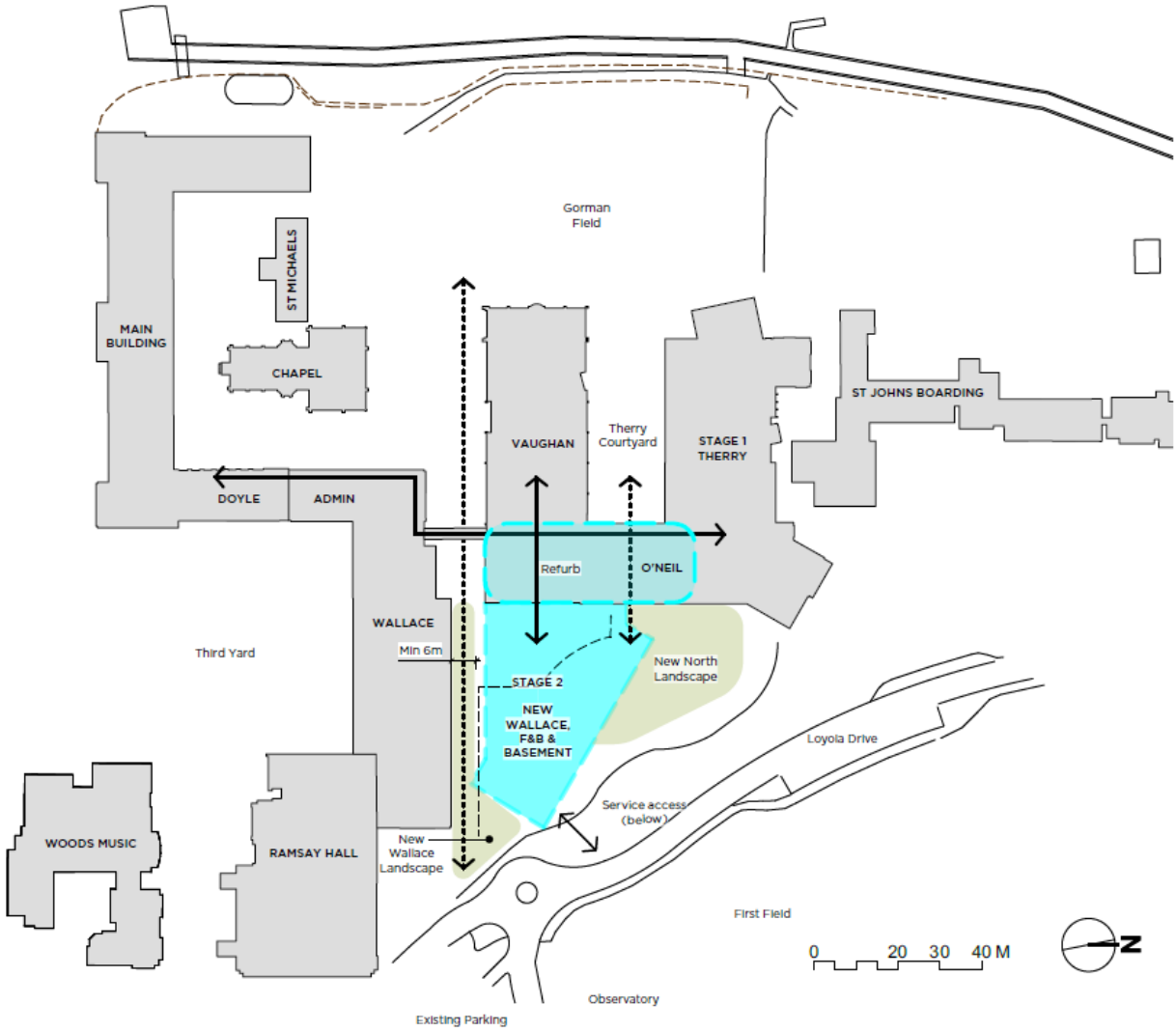

Figure 1 – Stage 2 of the works

2 Planning Secretary's Environmental Assessment Requirements

Under the State Significant Development application the project is required to meet a number of sustainability requirements listed out in the Planning Secretary's Environmental Assessment Requirements (SEARs). Below is the summary of how the project design address the requirements set out in SEARs **Section 8: Ecological Sustainable Development (ESD).**

1) *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.*

   As defined in clause 7(4) of Schedule 2 of the regulation, the design has considered energy efficiency, water conservation, waste management, and other emission reduction strategies to be incorporated into the design and ongoing operation phases of the development. The initiatives for investigation can be identified in 'Concept ESD Performance Brief' dated 17/08/2020.

2) *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.*

   The project team is investigating the use of Green Star Design & As-built standard as a framework which is acclaimed as a national best practice in built environment. Green Star rating systems are internationally recognised and assess sustainability outcomes of the project across nine holistic impact categories which includes, but not limited to, Energy Efficiency, Water Conservation and Resource Management. Project specific Green Star strategy shall be developed based on a materiality assessment and include features which are appropriate for the project.

3) *Demonstrate how environmental design will be achieved in accordance with the GA NSW Environmental Design in Schools Manual.*

   The architectural drawings are reflective of the Environmental Design in Schools Manual. For further information, please refer to the 'Concept ESD Performance Brief' dated 17/08/2020 and Architectural drawing set which identifies a number of initiatives which are being considered.

4) *Include preliminary consideration of building performance and mitigation of climate change, including consideration of Green Star Performance.*

   The College is investigating to understand the feasibility of, while striving to incorporate, various ESD principles into the design and ongoing maintenance of the development. These principles will be finalised and developed during the project's Design Development. Some considered options include climate resilient design, higher operational efficiency of systems, smart controls, use of renewable energy, water conservation etc.

5) *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.*

   The design team is targeting a 4-star rating under Green Star Design & As-Built v1.3 for Stage-2 of this development.

6) *Provide a statement regarding how the design of the future development is responsive to the CSIRO projected impacts of climate change, specifically:*
   - *hotter days and more frequent heatwave events*
   - *extended drought periods*
   - *more extreme rainfall events*

- *gustier wind conditions and*
- *How these will inform landscape design, material selection and social equity aspects (respite/shelter areas).*

CSIRO's projected impacts of climate change shall be investigated through the Climate Change Risk Assessment planned during the design development stage. The project team plan to investigate and implement measures to mitigate the risks and impacts associated with climate change.

7) *Relevant Policies and Guidelines:*

- *NSW and ACT Government Regional Climate Modelling (NARCliM) climate change projections.*

Climate Change Risk Assessment process will refer to resources which includes but is not limited to NSW and ACT Government Regional Climate Modelling (NARCliM) climate change projections.