



APPENDIX F

SEPP (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017 –

Part 3 Early education and care facilities—specific development controls and Child Care Planning Guideline Assessment Table

May 2020

© Andrew Martin Planning Pty Ltd

Reproduction of this document or any part thereof is not
permitted without the prior written permission of Andrew Martin Planning Pty Ltd



State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017

Part 3 Early Education and care facilities – specific development controls

5 Interpretation

centre-based child care facility means:

(a) a building or place used for the education and care of children that provides any one or more of the following:

- (i) long day care,
- (ii) occasional child care,
- (iii) out-of-school-hours care (including vacation care),
- (iv) preschool care, or

(b) an approved family day care venue (within the meaning of the Children (Education and Care Services) National Law (NSW)), but does not include:

- (c) a building or place used for home-based child care or school-based child care, or
- (d) an office of a family day care service (within the meanings of the Children (Education and Care Services) National Law (NSW)), or
- (e) a babysitting, playgroup or child-minding service that is organised informally by the parents of the children concerned, or
- (f) a child-minding service that is provided in connection with a recreational or commercial facility (such as a gymnasium) to care for children while the children's parents are using the facility, or
- (g) a service that is concerned primarily with providing lessons or coaching in, or providing for participation in, a cultural, recreational, religious or sporting activity, or providing private tutoring, or
- (h) a child-minding service that is provided by or in a health services facility, but only if the service is established, registered or licensed as part of the institution operating in the facility.

Note. An approved family day care venue is a place, other than a residence, where an approved family day care service (within the meaning of the Children (Education and Care Services) National Law (NSW)) is provided.

By definition, the proposal comprises a educational establishment, being a school and a centre based child care facility, being a preschool. Each mode will operate in accordance with the relevant provisions applicable to that mode.

As the number of children in each mode of the school is generally balanced between preschool and primary and the design of the school is based on shared facilities and grounds, there is no dominant and subordinate use in this case.

Therefore, the relevant provisions of the SEPP relating to both the centre-based child care and school are addressed in this Statement.



<p>early education and care facility means a building or place used for the education and care of children, and includes any of the following:</p> <ul style="list-style-type: none"> (a) a centre-based child care facility, (b) home-based child care, (c) school-based child care. <p>educational establishment means a building or place used for education (including teaching), being— a school, or a tertiary institution, including a university or a TAFE establishment, that provides formal education and is constituted by or under an Act.</p> <p>school means a government school or non-government school within the meaning of the <i>Education Act 1990</i>.</p>	
<p>22 Centre-based child care facility—concurrence of Regulatory Authority required for certain development</p> <p>(1) This clause applies to development for the purpose of a centre-based child care facility if:</p> <ul style="list-style-type: none"> (a) the floor area of the building or place does not comply with regulation 107 (indoor unencumbered space requirements) of the Education and Care Services National Regulations, or < ie 3.25sqm per child> (b) the outdoor space requirements for the building or place do not comply with regulation 108 (outdoor unencumbered space requirements) of those Regulations. < ie 7sqm per child> <p>(4) In determining whether to grant or refuse concurrence, the Regulatory Authority is to consider any requirements applicable to the proposed development under the Children (Education and Care Services) National Law (NSW).</p>	<p>Preschool = 32 children.</p> <p>Equates to a minimum area of 104sqm indoor and 224sqm outdoor space. The size of the ground floor and first floor is over the minimum floor space required and there is an outdoor area of 972sqm total for the 80 children – well above the minimum requirement for preschool aged children.</p> <p>Note: if the same floor area calculations were applied to the total number of children onsite (i.e. 80 children) then 260 sqm indoor and 560sqm outdoor space would be required. There is ample space to cater for all children over and above the minimum requirements.</p> <p>On this basis, no prior concurrence is required.</p>
<p>23 Centre-based child care facility—matters for consideration by consent authorities</p> <p>Before determining a development application for development for the purpose of a centre-based child care facility, the consent authority must take into consideration any applicable provisions of the Child</p>	<p>Refer to Table 2 which address the proposal against the Child Care Planning Guidelines.</p> <p>The proposal generally complies.</p>



Care Planning Guideline, in relation to the proposed development.	Council can be satisfied that the premises will provide a high-quality level of care.
24 Centre-based child care facility in Zone IN1 or IN2—additional matters for consideration by consent authorities	Not applicable to this application.
<p>25 Centre-based child care facility—non-discretionary development standards</p> <p>(1) The object of this clause is to identify development standards for particular matters relating to a centre-based child care facility that, if complied with, prevent the consent authority from requiring more onerous standards for those matters.</p> <p>(2) The following are non-discretionary development standards for the purposes of section 79C (2) and (3) of the Act in relation to the carrying out of development for the purposes of a centre-based child care facility:</p> <p>(a) location—the development may be located at any distance from an existing or proposed early education and care facility,</p> <p>(b) indoor or outdoor space</p> <p>(i) for development to which regulation 107 (indoor unencumbered space requirements) or 108 (outdoor unencumbered space requirements) of the Education and Care Services National Regulations applies—the unencumbered area of indoor space and the unencumbered area of outdoor space for the development complies with the requirements of those regulations, or</p> <p>(ii) for development to which clause 28 (unencumbered indoor space and useable outdoor play space) of the Children (Education and Care Services) Supplementary Provisions Regulation 2012 applies—the development complies with the indoor space requirements or the useable outdoor play space requirements in that clause,</p> <p>(c) site area and site dimensions—the development may be located on a site of any size and have any length of street frontage or any allotment depth,</p> <p>(d) colour of building materials or shade structures—the development may be of any colour or colour scheme unless it is a State or local heritage item or in a heritage conservation area.</p>	<p>(a) Noted. Acceptable.</p> <p>(b) Complies for indoor and outdoor minimum space requirements.</p> <p>(c) Noted. Acceptable.</p> <p>(d) Noted. Acceptable.</p>



<p>(3) To remove doubt, this clause does not prevent a consent authority from:</p> <p>(a) refusing a development application in relation to a matter not specified in subclause (2), or</p> <p>(b) granting development consent even though any standard specified in subclause (2) is not complied with.</p>	Noted.
<p>26 Centre-based child care facility—development control plans</p>	Noted.
<p>27 Mobile child care—exempt development</p> <p>28 Emergency relocation of early education and care facility—exempt development</p> <p>29 Home-based child care—exempt development</p> <p>30 Home-based child care—complying development</p> <p>31 Out-of-school hours care at existing universities—complying development</p> <p>32 Out-of-school hours care at existing TAFE establishments—complying development</p>	Not applicable to this application.
<p>33 Definition of “prescribed zone”</p> <p>Zone R2 Low Density Residential</p>	Site is located in a R2 zone. Complies.
<p>34 Development for the purpose of student accommodation</p>	Not applicable to this application.
<p>35 Schools—development permitted with consent</p> <p><i>(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:</i></p> <p><i>(a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and</i></p> <p><i>(b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.</i></p>	<p>The proposal is located within a prescribed zone – R2 – and is a new educational establishment – school.</p> <p>It is permissible with consent.</p> <p>(a) Refer below for an assessment of the proposal against the Schedule 4 Design Principles.</p> <p>(b) the school is a small non-government school. There is no</p>



<p>(9) <i>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.</i></p> <p>(10) <i>Development for the purpose of a centre-based child care facility may be carried out by any person with development consent on land within the boundaries of an existing school.</i></p>	<p>proposal to formally 'share' facilities with the community. The community will have access to the school through attendance by children or school based functions or events within the school grounds.</p> <p>Noted.</p> <p>Noted. The preschool is part of this application and integrated with the primary school on the site.</p>
<p>36 Schools—development permitted without consent</p> <p>37 Notification of carrying out of certain development without consent</p> <p>38 Existing schools—exempt development</p> <p>39 Existing schools—complying development</p> <p>40 School-based child care—complying development</p> <p>41 Complying development certificates—additional conditions</p> <p>42 State significant development for the purpose of schools—application of development standards in environmental planning instruments</p>	<p>Not applicable to the is application.</p>
<p>Schedule 4 Schools—design quality principles (Clause 35 (6) (a))</p>	
<p>Principle 1—context, built form and landscape</p> <p><i>Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be</i></p>	<p>This site was chosen for its particular context. It is the positive qualities of the setting that led the owners to imagine the site as an exceptional location to establish a small school for preschool and primary aged children.</p>



informed by site conditions such as topography, orientation and climate.

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.

The proposed adaptive reuse to a small community school is a re-imagining and re-purposing of the Mount Errington site. The large scale of the house and gardens makes this proposal a conservative and appropriate adaptation of the site – opening it up to the wider community to enjoy. The applicant's proposal seeks to ensure the house is cared for, celebrated and protected for years to come.

The site was purchased partly due to its significance and history. The applicant's educational philosophy is non-traditional or non-institutional, making this a good site as it is intended to be accessible to children and members of the community to enjoy and learn about. The community-based school will enhance the visibility of the history of the site.

An indigenous friend and colleague of the Education Director, is working with Blue Gum Community School to explore how the opening of the school and the long-term use of the site as a place of learning can be facilitated in a way the honours the indigenous history of the place to ensure relations going forward are marked with respect and acknowledgment of the first people of Australia.

The heritage of Mount Errington offers a unique opportunity to engage children's interest in the past. The school intends to invite the children to learn about the history of Hornsby and specifically the area around the school as a natural part of the curriculum each year. The Hornsby Shire Historical Society is a group they would like to get to know as they explore how to make Hornsby's



	<p>history and significance in NSW more visible.</p> <p>The natural landscape and gardens of the site make it an ideal place for children to play and learn. The enhancement of the landscaping is a key element of this proposal. The addition of significant new trees to the site as well as extensive boundary planting will ensure the site's streetscape is improved upon, in the short and long-term. Boundary planting is either existing or proposed on all residential shared boundaries.</p> <p>The proposal has been designed to have the least amount of impact as possible, in the way that it satisfies the requirements for parking and access more generally on the site. The car park has been positioned to the rear of the property on the advice of both the arborist and heritage consultant's assessments of the property. The trees in this area of the property were deemed younger and less significant to the landscape and therefore provided the most effective way forward for the design.</p> <p>The use of the existing driveway entry and the decision to use the same base gravel will ensure the extension of the driveway appears as a natural extension to the original. Avoiding the use of concrete wherever possible has benefits, from both an arboricultural and heritage perspective, ensuring more trees were protected through the design. The exit on Rosemead Road offered the least impact to significant street trees on the verge of the site. Wherever viable, plantings that are removed will be replanted in other areas of the gardens.</p>
--	---



<p>Principle 2—sustainable, efficient and durable</p> <p><i>Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.</i></p> <p><i>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</i></p>	<p>No major structural alterations are being proposed as part of the application - only those absolutely necessary to ensure access and safety around the site. Overall, the proposed works are sympathetic to the original fabric and thematic reading of the building. Where changes are proposed they are designed to either match or complement the existing structure, design and layout of the building.</p> <p>The house itself, with its double brick construction, offers an effective way to manage heat through summer, minimising the dependence on air conditioning. Blue Gum Community School is strongly committed to finding ways to continually minimise waste, encouraging children to bring ‘nude food’ to school (food that does not require plastic packaging). The school also utilises second hand furniture whenever possible and aims to reduce waste through effective management of resources and rubbish.</p> <p>No fixed cabinetry has been included in any of the design plans for the classroom spaces. This will allow great flexibility over time to enable the school to evolve and adapt over time as things develop.</p> <p>Colours of any new structures (eg. storage sheds) are kept to the original colour palette and style of the house.</p>
<p>Principle 3—accessible and inclusive</p> <p><i>School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</i></p> <p><i>Note.</i></p>	<p>Welcoming people of differing needs and capabilities is a high priority for Blue Gum Community School. The school is intentionally small to allow for teachers and students to work closely together. The school’s smallness and overall approach to teaching and learning makes them</p>



<p><i>Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space. Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</i></p>	<p>agile in responding to the differing and distinct needs of all students. Adaptations to the environment, curriculum and routine are all possible to ensure that every child at the school is welcomed and enabled to participate fully in the programs offered.</p> <p>Clear signage will support access indicating accessible entries and exits, as well as positions of accessible sanitary facilities. Visual aids in stairwell areas as well as near exits will also be incorporated into the overall design.</p> <p>The position of the school next door to a retirement village presents a rich opportunity for older members of the community to engage and relate to our young children. Early discussions have been established with the General Manager of the Village to explore the possibility of visits that will bring the retirees and the children together, with an agenda not unlike that proposed in the ABC program ‘Old People’s Home for 4 year olds’.</p> <p>The school and preschool will also have a very strong arts based approach to teaching and learning. Hornsby was Blue Gum’s desired community to establish a school due to the already strong commitment to the arts within the community. We hope to form a relationship with the Hornsby Art Society.</p> <p>As mentioned previously, the school would also like to support the work of the Hornsby Shire Historical Society.</p>
<p>Principle 4—health and safety</p> <p><i>Good school development optimises health, safety and security within its boundaries and the</i></p>	<p>The choice to incorporate more modern fencing on the front boundary relates to this principle. Metal, open fencing will offer an</p>



<p><i>surrounding public domain, and balances this with the need to create a welcoming and accessible environment.</i></p>	<p>effective design solution for the site, ensuring it can disappear in to the landscaping whilst also providing a distinct boundary between the school and the public surrounds.</p> <p>The plans and reports seek to comply with the BCA requirements for health and safety around the site. Some site modifications are required to address provisions of the BCA, e.g. access, fire regulations and the like.</p>
<p>Principle 5—amenity</p> <p><i>Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants. Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.</i></p>	<p>The site is a large, existing residential allotment with sufficient grounds to provide a range of spaces for educational and informal activities. The children will range in age from 3 to 12 years old. It is important the educational environment is designed with formal and informal areas to enhance the amenity of their learning and play spaces. In this case, the grounds of the house offer amply space, sunlight, natural ventilation, pleasant outlook and good service areas to serve each age group.</p> <p>Each room in the school will be designed and equipped to ensure maximum engagement and interest of students across the age range. The homely nature of the site makes it an ideal space for learning that sharply moves the school away from traditional institutional design. A park directly opposite and bush walks, the local shops, the council, the train station and the aquatic centre all within walking distance make Mount Errington an ideal site for a small school.</p> <p>School is not positioned near busy roads or rail corridors.</p> <p>The site is ideal in its capacity to provide appropriate, efficient, stage</p>



	and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.
<p>Principle 6—whole of life, flexible and adaptive <i>School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.</i></p>	<p>The school premises is a small community-based school only. It is not a large operation. The adaption of the existing house and curtilage is ample to provide a range of spaces and experiences for the children. The adaptive reuse of the existing residence and grounds demonstrates a whole of life approach, in a flexible manner which allows ongoing recognition of the history of the site.</p>
<p>Principle 7—aesthetics <i>School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood. The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.</i></p>	<p>The retention of the heritage listed residence and preservation of the primary façade largely unmodified maintains the aesthetics of the building. Some modification to the grounds is required to provide onsite parking. However, the majority of the trees and vegetation are retained and therefore the setting of the residence within the existing grounds is also maintained.</p> <p>The building and its landscape will remain largely unchanged by this development and already satisfy the principle of being aesthetically pleasing and well designed.</p> <p>Blue Gum is a small school with a strongly relational approach to education. With its interest in nature based approaches to learning and the arts, the aesthetic of the school will only prove to enhance the quality and character of the neighbourhood.</p> <p>The adaptation of Mount Errington into a place of learning is a very pleasing adaptive re-use of a heritage</p>



	<p>item, ensuring minimal changes and a maximum of attention and care provided to retaining the heritage fabric and gardens long into the future. With this proposal to re-purpose the house as a small preschool and school, the maintenance and continued protection of the heritage home and its gardens is assured. A great outcome for this heritage precinct in Hornsby.</p> <p>Hornsby is a growing area, with increasing numbers of young families and an ever-increasing need for more schools and preschool places in the immediate vicinity of Mount Errington.</p>
--	--

Table 2: Child Care Planning Guideline Assessment

CHILD CARE PLANNING GUIDELINE (AUGUST 2017)	
Matter for Consideration/ Requirement	Proposal
CHAPTER 2 DESIGN QUALITY PRINCIPLES	
<p>Principle 1 – Context</p> <p>Good design responds and contributes to its context, including the key natural and built features of an area, their relationship and the character they create when combined.</p> <p>It also includes social, economic, health and environmental conditions.</p> <p>Well-designed child care facilities respond to and enhance the qualities and identity of the area including adjacent sites, streetscapes and neighbourhood.</p> <p>Well-designed child care facilities take advantage of its context by optimising nearby transport, public facilities and centres, respecting local heritage, and being responsive to the demographic, cultural and socio-economic</p>	<p>This site was chosen for its particular context. Changing the use to a small community school is an ideal re-imagining of the place of Mount Errington in the Hornsby area. The significance and large size of the house and gardens makes this proposal a conservative and appropriate repurposing of the site – opening it up to the wider community to enjoy. Blue Gum’s plans will ensure the house is cared for, celebrated and protected for years to come.</p> <p>The natural landscape and gardens of the site make it an ideal place for children to play and learn.</p>



<p>makeup of the facility users and surrounding communities.</p>	<p>The number of young families from a range of cultures is growing exponentially in Hornsby. The preschool and school will be well positioned to meet the needs of young families, looking for a smaller school for their children with flexible hours to support working families.</p> <p>The site was selected because of its significance and history and believe it is important to make homes such as Mount Errington accessible to children and members of the community to enjoy and learn about.</p> <p>The adaptive reuse of Mount Errington as a school is a sensitive and sympathetic re-purposing of the site.</p> <p>It's operation - only during the day, from Monday to Friday only, is ideal, when taking into account the residential surrounds. The community school use offers a quazi public use compared to the previous private use which is a benefit to the public interest.</p> <p>The establishment of a small school at Mount Errington will enhance the visibility of the history of the site.</p> <p>Children will be encouraged to 'take a lead' in researching the history of the area. The school intends to work in partnership with Hornsby Council and historical society to put together a children's history of Mount Errington and the surrounding area.</p> <p>The gardens have a number of significant Indigenous and native plantings which will be retained.</p>
<p>Principle 2 – Built Form</p>	<p>No major alterations are being proposed in this application – only</p>



<p>Good design achieves a scale, bulk and height appropriate to the existing or desired future character of the surrounding area.</p> <p>Good design achieves an appropriate built form for a site and the building's purpose in terms of building alignments, proportions, building type, articulation and the manipulation of building elements. Good design also uses a variety of materials, colours and textures.</p> <p>Appropriate built form defines the public domain, contributes to the character of streetscapes and parks, including their views and vistas, and provides internal amenity and outlook.</p> <p>Contemporary facility design can be distinctive and unique to support innovative approaches to teaching and learning, while still achieving a visual appearance that is aesthetically pleasing, complements the surrounding areas, and contributes positively to the public realm.</p>	<p>those absolutely required to ensure safety and access for the community.</p> <p>The plan is sympathetic to the original fabric of the building. Where changes have been proposed they have been designed to either match or complement the existing structures and design.</p> <p>Wherever possible the existing entries, doorways, driveway entries and gates have been retained.</p> <p>Colours of any new structures (eg. storage sheds) have been kept to the original colour palette and style of the current house. The proposed open fencing on Rosemead Road is an intentional choice to create the greatest visibility as possible of the Heritage item itself, whilst still ensuring a safe site for children.</p>
<p>Principle 3 – Adaptive Learning Spaces</p> <p>Good facility design delivers high quality learning spaces and achieves a high level of amenity for children and staff, resulting in buildings and associated infrastructure that are fit-for-purpose, enjoyable and easy to use. This is achieved through site layout, building design, and learning spaces fit-out.</p> <p>Good design achieves a mix of inclusive learning spaces to cater for all students and different modes of learning. This includes appropriately designed physical spaces offering a variety of settings, technology and opportunities for interaction.</p>	<p>The site layout internally is ideal for use as a preschool and school. The rooms are generous in size and on both levels are positioned around a central space.</p> <p>A home classroom is provided downstairs, for each preschool class. Beyond these dedicated spaces for arrivals in the morning, rooms will be shared by all 32 children and the 4 full-time staff – with fluidity of movement between the spaces throughout the day. This will allow each of the additional rooms to be developed for rich learning experiences, for example an art studio, a music space and an engineering/ construction maker space.</p> <p>Upstairs, the multiple rooms surrounding a central space, is ideal for our stage-based teaching model,</p>



	<p>allowing for flexibility in design and use to meet the needs of 21st century learners and approaches to teaching.</p> <p>Supervision is managed by Blue Gum’s intentional choice to offer above regulation 1:8 ratios in the preschool and mixed age classes in the K-6 primary school.</p>
<p>Principle 4 – Sustainability</p> <p>Sustainable design combines positive environmental, social and economic outcomes.</p> <p>This includes use of natural cross ventilation, sunlight and passive thermal design for ventilation, heating and cooling reducing reliance on technology and operation costs. Other elements include recycling and re-use of materials and waste, use of sustainable materials and deep soil zones for groundwater recharge and vegetation.</p> <p>Well-designed facilities are durable and embed resource efficiency into building and site design, resulting in less energy and water consumption, less generation of waste and air emissions and reduced operational costs.</p>	<p>The double brick construction of the house ensures the temperature in the house is managed easily, even on a very warm day.</p> <p>Windows throughout allow for significant cross ventilation, no matter which way the wind is blowing.</p> <p>The 1st floor and the rear section of the Ground floor have ducted AC which ensures the temperature in those areas can be kept even more consistent throughout the year.</p>
<p>Principle 5 – Context</p> <p>Landscape and buildings should operate as an integrated and sustainable system, resulting in attractive developments with good amenity. A contextual fit of well-designed developments is achieved by contributing to the landscape character of the streetscape and neighbourhood.</p> <p>Well-designed landscapes make outdoor spaces assets for learning. This includes designing for diversity in function and use, age-appropriateness and amenity.</p> <p>Good landscape design enhances the development’s environmental performance by retaining positive natural features which contribute to the local context, co-ordinating</p>	<p>Sustainability, protecting and enhancing the natural environment, is a high priority for Blue Gum Community School.</p> <p>Revitalising and improving on the already stunning gardens of Mount Errington will be a constant focus of this project in an ongoing manner.</p> <p>A vegetable garden is planned for the outdoor space and the amount of hard spaces will be limited to ensure a very natural and flourishing playscape surrounds the property.</p> <p>Involving the children and community in the continuing care of the gardens of Mount Errington is</p>



<p>water and soil management, solar access, micro-climate, tree canopy, habitat values and preserving green networks.</p>	<p>another positive benefit of this project.</p>
<p>Principle 6 – Context</p> <p>Good design positively influences internal and external amenity for children, staff and neighbours. Achieving good amenity contributes to positive learning environments and the well-being of students and staff.</p> <p>Good amenity combines appropriate and efficient indoor and outdoor learning spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage, service areas and ease of access for all age groups and degrees of mobility.</p> <p>Well-designed child care facilities provide comfortable, diverse and attractive spaces to learn, play and socialise.</p>	<p>This site is an ideal context for contributing to the positive learning environments of children and to the well-being of students and staff. Mount Errington offers a warm home environment surrounded by gardens and the natural world.</p> <p>The staff area off the kitchen is full of natural light and an additional staff break-out space is provided on the upstairs balcony to ensure the house offers the appropriate context for all people to feel connected, supported and cared for.</p>
<p>Principle 7 – Context</p> <p>Well-designed child care facilities optimise the use of the built and natural environment for learning and play, while utilising equipment, vegetation and landscaping that has a low health and safety risk, and can be checked and maintained efficiently and appropriately.</p> <p>Good child care facility design balances safety and security with the need to create a welcoming and accessible environment. It provides for quality public and private spaces that are inviting, clearly defined and allow controlled access for members of the community. Well-designed child care facilities incorporate passive surveillance and Crime Prevention Through Environmental Design (CPTED).</p>	<p>The goal is to provide a nature-based playground for the children.</p> <p>NO large commercial playground equipment is planned for this space.</p> <p>Hard surfaces need to be incorporated to allow for disability access to and from the car park into the building.</p> <p>The use of open fencing on the front boundary is partly an aesthetic and partly a security choice, allowing for better visibility in and out of the property throughout the day.</p> <p>Pedestrian access that is suitable for prams is also provided around the property.</p>
<p>CHAPTER 3 MATTERS FOR CONSIDERATION</p>	
<p>3.1 Site selection and location</p>	



<p>C1 Zone Objectives</p> <p><i>For proposed developments in or adjacent to a residential zone, consider:</i></p> <ul style="list-style-type: none"> • the acoustic and privacy impacts of the proposed development on the residential properties • the setbacks and siting of buildings within the residential context • traffic and parking impacts of the proposal on residential amenity. 	<p>A full acoustic impact report has been undertaken and all advice has been incorporated into all aspects of the project. The acoustic report will form part of the consent conditions.</p> <p>Care has been taken to ensure no sight lines exist from neighbouring properties into toileting areas.</p> <p>A full traffic and parking report is attached with this application confirming the site is acceptable in terms of its on site parking as well as traffic impacts and access/egress.</p>
<p>C2 Site Selection</p> <p>When selecting a site, ensure that:</p> <ul style="list-style-type: none"> • the location and surrounding uses are compatible with the proposed development or use • the site is environmentally safe including risks such as flooding, land slip, bushfires, coastal hazards • there are no potential environmental contaminants on the land, in the building or the general proximity, and whether hazardous materials remediation is needed • the characteristics of the site are suitable for the scale and type of development proposed having regard to: <ul style="list-style-type: none"> - size of street frontage, lot configuration, dimensions and overall size - number of shared boundaries with residential properties - the development will not have adverse environmental impacts on the surrounding area, particularly in sensitive environmental or cultural areas • where the proposal is to occupy or retrofit an existing premises, the interior and exterior spaces are suitable for the proposed use • there are suitable drop off and pick up areas, and off and on street parking • the type of adjoining road (for example classified, arterial, local road, cul-de-sac) is appropriate and safe for the proposed use • it is not located closely to incompatible social activities and uses such as restricted premises, 	<p>Refer to Bushfire Report.</p> <p>Going back further than 100 years the site has been only residential. No history of industry on the land.</p> <p>For more information refer to the Preliminary Site Investigation Report (Appendix I) and comments in section 4.1.1 above.</p> <p>The size of the lot and the dual street frontage of the house make it an ideal location for the intended purpose.</p> <p>The property shares boundaries with two residences (1A Rosemead Road and 54 William Street). Part of the Eastern boundary is also shared with an Adventist Retirement Village on the cnr of Rosemead Road and Dural Street.</p> <p>It is planned to use the property as it stands, with minimal alterations to the interior of the house and only modifications outside that relate to necessary parking, safety, fire egress and disability access.</p>



<p>injecting rooms, drug clinics and the like, premises licensed for alcohol or gambling such as hotels, clubs, cellar door premises and sex services premises.</p>	<p>A drop off and pick up area has been allowed for within the loop driveway proposed. Staff supervision at pick up and drop off times will make the most of the length of this zone, with up to 6 cars able to be lined up along the drive. The school has the ability to group families with siblings for pick up and manage the pick up window.</p> <p>Not located near any incompatible social activities.</p>
<p>C3 Site Location</p> <p>A child care facility should be located:</p> <ul style="list-style-type: none"> • near compatible social uses such as schools and other educational establishments, parks and other public open space, community facilities, places of public worship • near or within employment areas, town centres, business centres, shops • with access to public transport including rail, buses, ferries • in areas with pedestrian connectivity to the local community, businesses, shops, services and the like. 	<p>There is a small park directly opposite the current front entry.</p> <p>It is a reasonable walking distance to Hornsby Aquatic Centre and to Hornsby Station.</p> <p>The local shops are approximately 800m of the house.</p>
<p>C4 Environmental Risks</p> <p>A child care facility should be located to avoid risks to children, staff or visitors and adverse environmental conditions arising from:</p> <ul style="list-style-type: none"> • proximity to: <ul style="list-style-type: none"> - heavy or hazardous industry, waste transfer depots or landfill sites - LPG tanks or service stations - water cooling and water warming systems - odour (and other air pollutant) generating uses and sources or sites which, due to prevailing land use zoning, may in future accommodate noise or odour generating uses - extractive industries, intensive agriculture, agricultural spraying activities • any other identified environmental hazard or risk relevant to the site and/ or existing buildings within the site. 	<p>Not applicable.</p>



3.2 Local Character, streetscape and the public domain interface

C5 Local character and streetscape

The proposed development should:

- contribute to the local area by being designed in character with the locality and existing streetscape
- reflect the predominant form of surrounding land uses, particularly in low density residential areas
- recognise predominant streetscape qualities, such as building form, scale, materials and colours
- include design and architectural treatments that respond to and integrate with the existing streetscape
- use landscaping to positively contribute to the streetscape and neighbouring amenity
- integrate car parking into the building and site landscaping design in residential areas.

The design has minimal impact on the current streetscape. The fire stair has been positioned to the back of the property to minimise sightlines. The proposed extension to the existing driveway will be in keeping with the current style and design.

A metal open fence on the front boundary, is proposed to ensure the fencing disappears into the background.

Landscaping alongside this fencing will enable a low impact change to the frontage, whilst still ensuring the security of the site.

Existing building will remain unchanged from the front. Colours used are designed to match the existing.

All required car spaces have been incorporated on site. 9 of the 12 are positioned out of sight at the rear of the site.

The entry and loop driveway maintains and where modified emulates the established flow of the access currently on site. The primary entry is retained.

C6 Separation/transition with public spaces

Create a threshold with a clear transition between public and private realms, including:

- fencing to ensure safety for children entering and leaving the facility
- windows facing from the facility towards the public domain to provide passive surveillance to the street as a safety measure and connection between the facility and the community
- integrating existing and proposed landscaping with fencing.

Security preschool fencing is included on site, setback from the front boundary.

The outdoor playground at the rear of the front will also be fenced on the eastern side of the house, but set back from the frontage, tucked into the garden space.



	Refer to Landscape, Arboricultural and architectural plans submitted with the DA package.
<p>C7 Legibility of Site</p> <p>On sites with multiple buildings and/or entries, pedestrian entries and spaces associated with the child care facility should be differentiated to improve legibility for visitors and children by changes in materials, plant species and colours.</p>	Internal wayfinding will be clearly identified. Only one entry proposed.
<p>C8 Adjoining public parks, open space or bushland</p> <p>Where development adjoins public parks, open space or bushland, the facility should provide an appealing streetscape frontage by adopting some of the following design solutions:</p> <ul style="list-style-type: none"> • clearly defined street access, pedestrian paths and building entries • low fences and planting which delineate communal/private open space from adjoining public open space • minimal use of blank walls and high fences. 	N/A
<p>C9 Fronts and retaining – character of the area</p> <p>Front fences and walls within the front setback should be constructed of visually permeable materials and treatments. Where the site is listed as a heritage item, adjacent to a heritage item or within a conservation area front fencing should be designed in accordance with local heritage provisions.</p>	<p>The front fencing has been proposed to minimise the visual impact of a fence whilst still providing adequate site security.</p> <p>To minimise the height of fencing at the frontage, the preschool security gate is within the site, set well back from the front and rear boundaries.</p> <p>Landscaping around the metal fence is intended to soften this boundary adding to the visual appeal of the street frontage.</p>
<p>C10 Fencing – Noisy or Classified Roads</p> <p>High solid acoustic fencing may be used when shielding the facility from noise on classified roads. The walls should be setback from the property boundary with screen landscaping of a similar height between the wall and the boundary.</p>	N/A
3.3 Building orientation, envelope and design	



<p>C11 Orientation of development</p> <p>Orient a development on a site and design the building layout to:</p> <ul style="list-style-type: none"> • ensure visual privacy and minimise potential noise and overlooking impacts on neighbours by: <ul style="list-style-type: none"> - facing doors and windows away from private open space, living rooms and bedrooms in adjoining residential properties - placing play equipment away from common boundaries with residential properties - locating outdoor play areas away from residential dwellings and other sensitive uses • optimise solar access to internal and external play areas • avoid overshadowing of adjoining residential properties • minimise cut and fill • ensure buildings along the street frontage define the street by facing it • ensure that where a child care facility is located above ground level, outdoor play areas are protected from wind and other climatic conditions. 	<p>The new proposed entry to the house is intentionally positioned to the back of the property and faces towards William Street – with a lengthy setback. Impacts are minimised on residents where possible.</p> <p>A 1.8m timber lapped fence is proposed on all shared residential boundaries.</p> <p>One exception has been made to the 1.8m timber fencing along the western side of the carpark where the height proposed is 2.1m.</p> <p>No works are proposed that would create overshadowing.</p>
<p>C12 Scale of development – local context</p> <p>The following matters may be considered to minimise the impacts of the proposal on local character:</p> <ul style="list-style-type: none"> • building height should be consistent with other buildings in the locality • building height should respond to the scale and character of the street • setbacks should allow for adequate privacy for neighbours and children at the proposed child care facility • setbacks should provide adequate access for building maintenance • setbacks to the street should be consistent with the existing character. 	<p>Setbacks and heights of any proposed works are all compliant.</p>
<p>C13 Street Setbacks</p> <p>Where there are no prevailing setback controls minimum setback to a classified road should be 10 metres. On other road frontages where there are existing buildings within 50 metres, the setback should be the average of the two closest buildings. Where there are no buildings within 50 metres, the same</p>	<p>Compliant.</p>



setback is required for the predominant adjoining land use.	
<p>C14 Side and Rear Boundary Setbacks</p> <p>On land in a residential zone, side and rear boundary setbacks should observe the prevailing setbacks required for a dwelling house.</p>	Compliant.
<p>C15 Built Form - Local Area Character</p> <p>The built form of the development should contribute to the character of the local area, including how it:</p> <ul style="list-style-type: none"> • respects and responds to its physical context such as adjacent built form, neighbourhood character, streetscape quality and heritage • contributes to the identity of the place • retains and reinforces existing built form and vegetation where significant • considers heritage within the local neighbourhood including identified heritage items and conservation areas • responds to its natural environment including local landscape setting and climate • contributes to the identity of place. 	<p>All care has been taken to minimise the impact of this proposal on the existing structures and surrounding vegetation.</p> <p>The carpark position has been carefully chosen as the best case scenario to ensure the least amount of impact to the significant trees and gardens surrounding the house. This element was carefully designed with the consultation with the Arborist - Andrew Morton. Refer to the Arborist Plan and report submitted with the DA package. Care has been taken to maintain the overall site planning where the tennis court has now become the area for the car parking due to the lack of vegetation.</p> <p>The use of Mount Errington, with only essential alterations proposed, ensures the heritage item and conservation area is respected and protected.</p> <p>The applicant's philosophy is to <i>'breathe life back into this beautiful home, opening it up to be enjoyed by the wider community, in a respectful and sensitive manner.'</i></p>
<p>C16 Safe Environments</p> <p>Entry to the facility should be limited to one secure point which is:</p> <ul style="list-style-type: none"> • located to allow ease of access, particularly for pedestrians 	Easy access onto the site is provided from a new pedestrian gate on Rosemead Road with new internal pedestrian walkway.



<ul style="list-style-type: none"> • directly accessible from the street where possible • directly visible from the street frontage • easily monitored through natural or camera surveillance • not accessed through an outdoor play area. • in a mixed-use development, clearly defined and separate from entrances to other uses in the building. 	<p>The use of open fencing and the multiple windows on all sides of the building will allow for easy monitoring of the site.</p>
<p>C17 Accessibility</p> <p>Accessible design can be achieved by:</p> <ul style="list-style-type: none"> • providing accessibility to and within the building in accordance with all relevant legislation • linking all key areas of the site by level or ramped pathways that are accessible to prams and wheelchairs, including between all car parking areas and the main building entry • providing a continuous path of travel to and within the building, including access between the street entry and car parking and main building entrance. Platform lifts should be avoided where possible • minimising ramping by ensuring building entries and ground floors are well located relative to the level of the footpath. NOTE: The National Construction Code, the Discrimination Disability Act 1992 and the Disability (Access to Premises – Buildings) Standards 2010 set out the requirements for access to buildings for people with disabilities. 	<p>Refer to Access Report submitted with the DA package.</p>
<p>3.4 Landscaping</p>	
<p>C18 Landscape Design</p> <p>Appropriate planting should be provided along the boundary integrated with fencing. Screen planting should not be included in calculations of unencumbered outdoor space. Use the existing landscape where feasible to provide a high quality landscaped area by:</p> <ul style="list-style-type: none"> • reflecting and reinforcing the local context • incorporating natural features of the site, such as trees, rocky outcrops and vegetation communities into landscaping. 	<p>Refer to Landscape plan submitted with the DA package.</p> <p>Wherever possible and feasible vegetation that is removed to make room for the driveway or car park will be repositioned in the garden areas around the site.</p> <p>A well established garden exists and will be supplemented. New trees and planting are proposed and mapped out on the landscape plan.</p> <p>The landscaping plan will form part of the consent conditions to ensure</p>



	trees and plantings are maintained in perpetuity. The approval will in effect provide an additional layer of protection to the existing vegetation.
C19 Landscaping – car parking <ul style="list-style-type: none"> • Incorporate car parking into the landscape design of the site by: • planting shade trees in large car parking areas to create a cool outdoor environment and reduce summer heat radiating into buildings • taking into account streetscape, local character and context when siting car parking areas within the front setback • using low level landscaping to soften and screen parking areas. 	<p>Car park has been carefully positioned in the flattest area of the site (where the former tennis court was situated) which is to the rear of the site.</p> <p>Detailing of landscaping proposed around the new car park is noted on the landscape plan.</p>
3.5 Visual and Acoustic Privacy	
C20 Privacy and Security of children <p>Open balconies in mixed use developments should not overlook facilities nor overhang outdoor play spaces.</p>	N/A
C21 Privacy - Indoor and Outdoor Areas <p>Minimise direct overlooking of indoor rooms and outdoor play spaces from public areas through:</p> <ul style="list-style-type: none"> • appropriate site and building layout • suitably locating pathways, windows and doors • permanent screening and landscape design. 	<p>N/A</p> <p>Setbacks from boundaries ensure privacy.</p>
C22 Visual Privacy <p>Minimise direct overlooking of main internal living areas and private open spaces in adjoining developments through:</p> <ul style="list-style-type: none"> • appropriate site and building layout • suitable location of pathways, windows and doors • landscape design and screening. 	<p>Generally compliant due to large setbacks and the existing siting of the building on the site.</p> <p>The existing and proposed vegetation will also provide buffering to neighbours.</p>
C23 Acoustic Privacy <p>A new development, or development that includes alterations to more than 50 per cent of the existing floor area, and is located adjacent to residential accommodation should:</p>	<p>Refer to the assessment and recommendations in the Acoustic Report by NG Childs & Associates. Subject to the recommendations being adopted the acoustic privacy of adjoining properties should be</p>



<ul style="list-style-type: none"> provide an acoustic fence along any boundary where the adjoining property contains a residential use. (An acoustic fence is one that is a solid, gap free fence). ensure that mechanical plant or equipment is screened by solid, gap free material and constructed to reduce noise levels e.g. acoustic fence, building, or enclosure. 	adequately addressed. Acoustic report will be confirmed as a condition of consent.
<p>C24 Acoustic Assessment</p> <p>A suitably qualified acoustic professional should prepare an acoustic report which will cover the following matters:</p> <ul style="list-style-type: none"> identify an appropriate noise level for a child care facility located in residential and other zones determine an appropriate background noise level for outdoor play areas during times they are proposed to be in use determine the appropriate height of any acoustic fence to enable the noise criteria to be met. 	As above. An Acoustic Assessment Report is submitted with the DA package. Recommendations to be adopted as consent conditions.
3.6 Noise and air pollution	
<p>C25 Outside Noise Levels</p> <p>Adopt design solutions to minimise the impacts of noise, such as:</p> <ul style="list-style-type: none"> creating physical separation between buildings and the noise source orienting the facility perpendicular to the noise source and where possible buffered by other uses using landscaping to reduce the perception of noise limiting the number and size of openings facing noise sources using double or acoustic glazing, acoustic louvres or enclosed balconies (wintergardens) using materials with mass and/or sound insulation or absorption properties, such as solid balcony balustrades, external screens and soffits locating cot rooms, sleeping areas and play areas away from external noise sources. 	As above. An Acoustic Assessment Report is submitted with the DA package.
C26 Noise Levels – Sleeping Areas	N/A
C27 Noise Impacts – External Sources	N/A



C28 Air Quality Assessment	N/A
3.7 Hours of operation	
C29 Amenity of Neighbouring Residential Developments Hours of operation within areas where the predominant land use is residential should be confined to the core hours of 7.00am to 7.00pm weekdays. The hours of operation of the proposed child care facility may be extended if it adjoins or is adjacent to non-residential land uses.	8am – 6pm weekdays Staff arrive 7:45 Staff leave 6:15pm
C30 Mixed use and Commercial Areas	N/A
3.8 Traffic, parking and pedestrian circulation	
C31 Off-street Car Parking Off street car parking should be provided at the rates for child care facilities specified in a Development Control Plan that applies to the land. Where a Development Control Plan does not specify car parking rates, off street car parking should be provided at the following rates: <i>Within 400 metres of a metropolitan train station:</i> <ul style="list-style-type: none"> • 1 space per 10 children • 1 space per 2 staff. Staff parking may be stack or tandem parking with no more than 2 spaces in each tandem space. <i>In other areas:</i> <ul style="list-style-type: none"> • 1 space per 4 children. <i>A reduction in car parking rates may be considered where:</i> <ul style="list-style-type: none"> • the proposal is an adaptive re-use of a heritage item • the site is in a B8 Metropolitan Zone or other high density business or residential zone • the site is in proximity to high frequency and well connected public transport • the site is co-located or in proximity to other uses where parking is appropriately provided (for example business centres, schools, public open space, car parks) • there is sufficient on street parking available at appropriate times within proximity of the site. 	Refer to Traffic Assessment Report by Varga Traffic Planning submitted with the DA package. 12 cps + pickup and set down provided. Acceptable, noting that the proposal is the reuse of a heritage listed item.



C32 Commercial, Industrial, Mixed Use Zones	N/A
C33 Traffic and Parking Assessment A Traffic and Parking Study should be prepared to support the proposal to quantify potential impacts on the surrounding land uses and demonstrate how impacts on amenity will be minimised. The study should also address any proposed variations to parking rates and demonstrate that: <ul style="list-style-type: none"> • the amenity of the surrounding area will not be affected • there will be no impacts on the safe operation of the surrounding road network. 	As above. Refer to the Traffic Report submitted with the DA package.
C34 Access to site - Vehicles Alternate vehicular access should be provided where child care facilities are on sites fronting: <ul style="list-style-type: none"> • a classified road • roads which carry freight traffic or transport dangerous goods or hazardous materials. The alternate access must have regard to: <ul style="list-style-type: none"> • the prevailing traffic conditions • pedestrian and vehicle safety including bicycle movements • the likely impact of the development on traffic. 	As above. Refer to the Traffic Report submitted with the DA package.
C35 Narrows Road and Culs-de-sac	N/A
C36 Access to the site – Pedestrians The following design solutions may be incorporated into a development to help provide a safe pedestrian environment: <ul style="list-style-type: none"> • separate pedestrian access from the car park to the facility • defined pedestrian crossings included within large car parking areas • separate pedestrian and vehicle entries from the street for parents, children and visitors • pedestrian paths that enable two prams to pass each other • delivery and loading areas located away from the main pedestrian access to the building and in clearly designated, separate facilities 	Yes N/A Yes Not required in this case. Small scale development only. Small vans and trucks only.



<ul style="list-style-type: none"> in commercial or industrial zones and mixed use developments, the path of travel from the car parking to the centre entrance physically separated from any truck circulation or parking areas vehicles can enter and leave the site in a forward direction. 	N/A Yes
C37 Access to the site – Mixed Use Developments	N/A
C38 Car Parking Design Car parking design should: <ul style="list-style-type: none"> include a child safe fence to separate car parking areas from the building entrance and play areas provide clearly marked accessible parking as close as possible to the primary entrance to the building in accordance with appropriate Australian Standards include wheelchair and pram accessible parking. 	Compliant
CHAPTER 4 CHILD CARE PLANNING GUIDELINE – NATIONAL REGULATIONS	
4.1 Indoor space <ul style="list-style-type: none"> 3.25m² per child. Areas to exclude outlined in Guideline. Verandahs can be included as indoor space with written approval from Department of Education - see page 24 of Guideline. Cannot double up on use of verandahs in indoor and outdoor space calculations Minimum 0.3m³ external storage per child. Minimum 0.2m³ internal storage per child. Storage of items such as prams, bikes and scooters should be located adjacent to the building entrance. Condition specific design. 	Compliant Prams and bikes, scooters can be parked on the eastern verandah, out of sight of frontage.
4.2 Laundry and hygiene facilities <ul style="list-style-type: none"> Must contain washer(s), dryer, laundry sinks and storage for soiled items. If external laundry to be utilised, the proposal must address requirements on p25 of Guideline. 	Laundry catered for off-site, in accordance with requirements on p25 of the guideline.
4.3 Toilet and hygiene facilities <ul style="list-style-type: none"> Designed for use by children. Contain screening but allow supervision. 	Compliant.

<ul style="list-style-type: none"> • Allow for direct access to activity and outdoor play areas. • Minimum number outlined in BCA. • A sink and handwashing facilities in all bathrooms for adults. • External windows in locations that prevent observation from neighbouring properties or from side boundaries. 	
<p>4.4 Ventilation and natural light</p> <ul style="list-style-type: none"> • Good design using mixture of natural and mechanical ventilation. • Consideration of ceiling heights being adequate when room depth exceeds 2.5 times the ceiling height. • Minimise reliance on artificial lighting. 	Compliant.
<p>4.5 Administrative Space</p> <ul style="list-style-type: none"> • Must provide for admin functions, consultation with parents, be private, desk and chair areas, storage and filing area. 	Compliant
<p>4.6 Nappy change facilities</p>	<p>NA</p> <p>A portable change table will be available as needed for parents visiting the site with younger children.</p>
<p>4.7 Premise designed to facilitate supervision</p> <ul style="list-style-type: none"> • Development allow supervision but dignity of child. 	Compliant
<p>4.8 Emergency and evacuation procedures</p> <ul style="list-style-type: none"> • Requirements for multi storey listed on p31. • Safe haven provided to count numbers before evacuation. • Emergency and evaluation plan submitted with DA. 	<p>Main foyer area as the meeting place for children to be counted prior to evacuation out of new proposed exit to rear of building.</p> <p>Fire stair proposed for 1st floor primary children zone.</p> <p>Evacuation Plan submitted with the DA package.</p>
<p>4.9 Outdoor space requirements</p>	Compliant.



<ul style="list-style-type: none"> • 7m² per child. Areas to exclude outlined in the Guideline. • Verandahs as outdoor space see p32 of Guideline. • Exemptions (ie including verandah areas, simulated indoor areas etc) allowed and outlined on p23-25 of Guideline. 	
<p>4.10 Natural Environment</p> <ul style="list-style-type: none"> • Create a natural environment using trees, sand, rocks etc. • Avoid having unsafe trees/plants. • Provide a variety of experiences. • Avoid elements that will limit supervision. • Create an environment that enhances learning, interaction etc. 	<p>Remedial tree works suggested by arborist have been submitted with Arboricultural report to ensure natural environment is safe and varied.</p>
<p>4.11 Shade</p> <ul style="list-style-type: none"> • Provide solar access to at least 30% of ground area. • Provide shade to at least 30% and evenly distributed. • Not more than 60% of outdoor space should be shaded. • Planting for shade and solar access is enhanced by: <ul style="list-style-type: none"> - placing appropriately scaled trees near the eastern and western elevations - providing a balance of evergreen and deciduous trees to give shade in summer and sunlight access in winter. • Built structures should not create safety hazards. Support systems such as upright posts should be clearly visible with rounded edges or padding. Vertical barriers at the sides of shade structures should be designed to prevent children using them for climbing. Shade structures should allow adults to view and access the children's play areas, with a recommended head clearance of 2.1 metres. The floor area underneath the structure should be of a sufficient size and shape to allow children to gather or play actively. 	<p>Compliant.</p> <p>Additional proposed shade over paved area – not required to meet standard but desired to add to shade areas.</p> <p>New trees being planted to continually improve natural shade elements of the landscaping.</p> <p>Built structures to be compliant to ensure no safety hazards.</p>
<p>4.12 Fencing</p> <ul style="list-style-type: none"> • Required around outdoor areas. • Design prevent climbing, going through or under. • Prevent outside people gaining access. 	<p>Compliant.</p>



<ul style="list-style-type: none"> • Not create a sense of enclosure. • No climbing points higher than 150mm from the ground. • No gaps greater than 100mm between pickets. • Have self closing gates as per AS2890. • Side and rear fences must be solid, minimum 1.8m high and be non climbable. 	
<p>4.13 Soil assessment</p> <ul style="list-style-type: none"> • Soil assessment required 	<p>Refer to Preliminary Site Investigation Report (Appendix I – Contamination – PSA and SEPP 55 report). No contaminated soil found on site.</p>

