

## Development details

<b>Application number</b>	SSD-26876801
<b>Project name</b>	New The Forest High School
<b>Project description</b>	New educational establishment (high school)
<b>Location</b>	187 Allambie Road, Allambie Heights
<b>Applicant</b>	NSW Department of Education
<b>Date of issue</b>	22 September 2021

## Content and guidance

Any Environmental Impact Statement (EIS) must meet the minimum form and content requirements as prescribed by Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation) and the *State Significant Development Guidelines*.

Relevant policies and guidelines can be found at <https://www.planningportal.nsw.gov.au/major-projects/assessment/policies-and-guidelines>.

## Key issues and documentation

Issue and Assessment Requirements	Documentation
<p><b>1. Statutory Context</b></p> <ul style="list-style-type: none"><li>Address all relevant legislation, environmental planning instruments (EPIs) (including drafts), plans, policies and guidelines.</li><li>Identify compliance with applicable development standards and provide a detailed justification for any non-compliances.</li><li>If the development is only partly State significant development (SSD) declared under clause 8(1) of the State and Regional Development SEPP, provide an explanation of how the remainder of the development is sufficiently related to the component that is SSD.</li><li>Address the requirements of any approvals applying to the site, including any concept approval or recommendation from any Gateway determination.</li></ul>	<ul style="list-style-type: none"><li>Address in EIS</li></ul>
<p><b>2. Capital Investment Value and Employment</b></p> <ul style="list-style-type: none"><li>Provide a detailed calculation of the capital investment value (CIV) of the development, prepared by a qualified quantity surveyor.</li><li>Provide an estimate of the retained and new jobs that would be created during the construction and operational phases of the development, including details of the methodology to determine the figures provided.</li></ul>	<ul style="list-style-type: none"><li>Cost Summary Report</li></ul>

## Schools

<p><b>3. Design Quality</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how the development will achieve:             <ul style="list-style-type: none"> <li>○ design excellence in accordance with any applicable EPI provisions.</li> <li>○ good design in accordance with the seven objectives for good design in <i>Better Placed</i>.</li> </ul> </li> <li>• Where required by an EPI or concept approval, or where proposed, demonstrate how the development has been subject to a competitive design process, carried out in accordance with an endorsed brief and Design Excellence Strategy. Recommendations (from the jury and Design Integrity Panel) are to be addressed prior to lodgement.</li> <li>• In all other instances, demonstrate that the development has been reviewed by the State Design Review Panel (SDRP). Recommendations are to be addressed prior to lodgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Design Excellence Strategy (where design excellence is required by an EPI)</li> <li>• Competition Report (where a competitive design process has been held)</li> <li>• Design Review Summary (where the project has been reviewed by the SDRP)</li> </ul>
<p><b>4. Built Form and Urban Design</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how design quality will be achieved in accordance with the Education SEPP Design Quality Principles and the Design Guide for Schools, including:             <ul style="list-style-type: none"> <li>○ how the proposed built form (layout, height, bulk, scale, separation, setbacks, interface and articulation) addresses and responds to the context, site characteristics, streetscape and existing and future character of the locality.</li> <li>○ how the building design will deliver a high-quality development, including consideration of façade design, articulation, roof design, materials, finishes, colours, any signage, integration of services, and the principles of Crime Prevention through Environmental Design.</li> </ul> </li> <li>• Assess how the development complies with the relevant accessibility requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Architectural drawings</li> <li>• Design Report</li> <li>• Survey Plan</li> <li>• Building Code of Australia Compliance Report</li> <li>• Accessibility Report</li> </ul>
<p><b>5. Environmental Amenity</b></p> <ul style="list-style-type: none"> <li>• Address how good internal and external environmental amenity is achieved, including access to natural daylight and ventilation, pedestrian movement throughout the site, access to landscape and outdoor spaces.</li> <li>• Assess amenity impacts on the surrounding locality, including lighting impacts, solar access, visual privacy, visual amenity, view loss and view sharing, overshadowing and wind impacts (including the preparation of a wind assessment where the development has a height above four storeys). A high level of environmental amenity for any surrounding residential or other sensitive land uses must be demonstrated.</li> <li>• Provide a solar access analysis of the overshadowing impacts of the development within the site, on surrounding properties and public spaces (during summer and winter solstice) at hourly intervals between 9am and 3pm, when compared to the existing situation and a compliant development (if relevant).</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Diagrams</li> <li>• View Analysis</li> <li>• Pedestrian Wind Environment Assessment</li> </ul>
<p><b>6. Visual Impact</b></p>	<ul style="list-style-type: none"> <li>• Visual Analysis</li> </ul>

## Schools

<ul style="list-style-type: none"> <li>• Provide a visual analysis of the development from key viewpoints, including photomontages or perspectives showing the proposed and likely future development.</li> <li>• Where the visual analysis has identified potential for significant visual impact, provide a visual impact assessment that addresses the impacts of the development on the existing catchment.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Impact Assessment</li> </ul>
<p><b>7. Trees and Landscaping</b></p> <ul style="list-style-type: none"> <li>• Assess the number, location, condition and significance of trees to be removed and retained and note any existing canopy coverage to be retained on-site.</li> <li>• Provide a detailed site-wide landscape plan, that:             <ul style="list-style-type: none"> <li>○ details the proposed site planting, including location, number and species of plantings, heights of trees at maturity and proposed canopy coverage.</li> <li>○ provides evidence that opportunities to retain significant trees have been explored and/or informs the plan.</li> <li>○ considers equity and amenity of outdoor play spaces.</li> <li>○ demonstrates how the proposed development would:                 <ul style="list-style-type: none"> <li>▪ contribute to long term landscape setting in respect of the site and streetscape.</li> <li>▪ mitigate the urban heat island effect and ensure appropriate comfort levels on-site.</li> <li>▪ contribute to the objective of increased urban tree canopy cover.</li> <li>▪ maximise opportunities for green infrastructure, consistent with <i>Greener Places</i>.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Arboricultural Impact Assessment</li> <li>• Landscape Plan</li> </ul>
<p><b>8. Ecologically Sustainable Development (ESD)</b></p> <ul style="list-style-type: none"> <li>• Identify how ESD principles (as defined in clause 7(4) of Schedule 2 of the EP&amp;A Regulation) are be incorporated in the design and ongoing operation of the development.</li> <li>• Demonstrate how the development will meet or exceed the relevant industry recognised building sustainability and environmental performance standards, and integrate environmental design strategies in accordance with the <i>Environmental Design in Schools Manual</i>.</li> <li>• Demonstrate how the development minimises greenhouse gas emissions (reflecting the Government's goal of net zero emissions by 2050) and consumption of energy, water (including water sensitive urban design) and material resources.</li> </ul>	<ul style="list-style-type: none"> <li>• ESD Report</li> </ul>
<p><b>9. Traffic, Transport and Accessibility</b></p> <ul style="list-style-type: none"> <li>• Provide a transport and accessibility impact assessment, which includes:             <ul style="list-style-type: none"> <li>○ an analysis of the existing transport network, including the road hierarchy and any pedestrian, bicycle or public transport infrastructure,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Transport and Accessibility Impact Assessment</li> <li>• Construction Traffic Management Plan</li> </ul>

## Schools

<p>current daily and peak hour vehicle movements, and existing performance levels of nearby intersections.</p> <ul style="list-style-type: none"> <li>○ details of the proposed development, including pedestrian and vehicular access arrangements (including swept path analysis of the largest vehicle and height clearances), parking arrangements and rates (including bicycle and end-of-trip facilities), drop-off/pick-up-zone(s) and bus bays (if applicable), and provisions for servicing and loading/unloading.</li> <li>○ analysis of the impacts of the proposed development (including justification for the methodology used), including predicted modal split, a forecast of additional daily and peak hour multimodal network flows as a result of the development (using industry standard modelling), potential queuing in drop-off/pick-up zones and bus bays during peak periods, identification of potential traffic impacts on road capacity, intersection performance and road safety (including pedestrian and cyclist conflict), and any cumulative impact from surrounding approved developments.</li> <li>○ measures to mitigate any traffic impacts, including details of any new or upgraded infrastructure to achieve acceptable performance and safety, and the timing, viability and mechanisms (including proposed arrangements with local councils or government agencies) of delivery of any infrastructure improvements in accordance with relevant standards.</li> <li>○ measures to promote sustainable travel choices for employees, students and visitors, such as connections into existing walking and cycling networks, minimising car parking provision, encouraging car share and public transport, providing adequate bicycle parking and high quality end-of-trip facilities, and implementing a Green Travel Plan.</li> <li>○ a preliminary operational traffic and access management plan for the development, including drop-off/pick-up zones, bus bays and their operations.</li> </ul> <ul style="list-style-type: none"> <li>● Provide a Construction Traffic Management Plan detailing predicted construction vehicle movements, routes, access and parking arrangements, coordination with other construction occurring in the area, and how impacts on existing traffic, pedestrian and bicycle networks would be managed and mitigated.</li> </ul>	<ul style="list-style-type: none"> <li>● Green Travel Plan or equivalent</li> </ul>
<p><b>10. Biodiversity</b></p> <ul style="list-style-type: none"> <li>● Assess any biodiversity impacts associated with the development in accordance with the Biodiversity Conservation Act 2016 and the Biodiversity Assessment Method 2020, including the preparation of a Biodiversity Development Assessment Report (BDAR), unless a waiver is granted or the site is on biodiversity certified land.</li> <li>● If the development is on biodiversity certified land, provide information to identify the site (using associated mapping) and demonstrate the proposed development is consistent with the relevant biodiversity measure conferred by the biodiversity certification.</li> </ul>	<ul style="list-style-type: none"> <li>● Biodiversity Development Assessment Report or BDAR Waiver</li> </ul>

<p><b>11. Noise and Vibration</b></p> <ul style="list-style-type: none"> <li>• Provide a noise and vibration assessment prepared in accordance with the relevant NSW Environment Protection Authority (EPA) guidelines. The assessment must detail construction and operational noise (including any public-address system, events, and out of hours use of school facilities) and vibration impacts on nearby sensitive receivers and structures, considers noise intrusion, and outline the proposed management and mitigation measures that would be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and Vibration Impact Assessment</li> </ul>
<p><b>12. Ground and Water Conditions</b></p> <ul style="list-style-type: none"> <li>• Provide an assessment of the potential impacts on soil resources, including related infrastructure and riparian lands on and near the site.</li> <li>• Provide an assessment of the potential impacts on surface and groundwater resources (quality and quantity), including related infrastructure, hydrology, aquatic and groundwater dependent ecosystems, drainage lines, downstream assets and watercourses.</li> <li>• Provide an assessment of salinity and acid sulfate soil impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Geotechnical Assessment</li> <li>• Surface and Groundwater Impact Assessment</li> <li>• Salinity Management Plan and/or Acid Sulfate Soils Management Plan</li> </ul>
<p><b>13. Stormwater and Wastewater</b></p> <ul style="list-style-type: none"> <li>• Provide an Integrated Water Management Plan for the development that:             <ul style="list-style-type: none"> <li>○ is prepared in consultation with the local council and any other relevant drainage or water authority.</li> <li>○ details the proposed drainage design for the site including any on-site treatment, reuse and detention facilities, water quality measures, and the nominated discharge points.</li> <li>○ demonstrates compliance with the local council or other drainage or water authority requirements and avoids adverse impacts on any downstream properties.</li> </ul> </li> <li>• Where drainage infrastructure works are required that would be handed over to the local council, or other drainage or water authority, provide full hydraulic details and detailed plans and specification of proposed works that have been prepared in consultation with, and comply with the relevant standards of, the local council or other drainage or water authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Water Management Plan</li> </ul>
<p><b>14. Flooding Risk</b></p> <ul style="list-style-type: none"> <li>• Identify any flood risk on-site having regard to adopted flood studies, the potential effects of climate change, and any relevant provisions of the <i>NSW Floodplain Development Manual</i>.</li> <li>• Assess the impacts of the development, including any changes to flood risk on-site or off-site, and detail design solutions and operational procedures to mitigate flood risk where required.</li> </ul>	<ul style="list-style-type: none"> <li>• Flood Risk Assessment</li> </ul>
<p><b>15. Hazards and Risks</b></p>	<ul style="list-style-type: none"> <li>• Preliminary Hazard Analysis</li> </ul>

## Schools

<ul style="list-style-type: none"> <li>Where there are dangerous goods and hazardous materials associated with the development provide a preliminary risk screening in accordance with SEPP 33.</li> <li>Where required by SEPP 33, provide a Preliminary Hazard Analysis prepared in accordance with <i>Hazardous Industry Planning Advisory Paper No.6 – Guidelines for Hazard Analysis</i>.</li> <li>If the development is adjacent to or on land in a pipeline corridor, report on consultation outcomes with the operator of the pipeline, and prepare a hazard analysis.</li> </ul>	
<p><b>16. Contamination and Remediation</b></p> <ul style="list-style-type: none"> <li>In accordance with SEPP 55, assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable (or will be suitable, after remediation) for the development.</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary Site Investigation</li> <li>If required, provide:               <ul style="list-style-type: none"> <li>Detailed Site Investigation</li> <li>Remedial Action Plan</li> <li>Preliminary Long-term Environmental Management Plan</li> </ul> </li> </ul>
<p><b>17. Waste Management</b></p> <ul style="list-style-type: none"> <li>Identify, quantify and classify the likely waste streams to be generated during construction and operation.</li> <li>Provide the measures to be implemented to manage, reuse, recycle and safely dispose of this waste.</li> <li>Identify appropriate servicing arrangements for the site.</li> <li>If buildings are proposed to be demolished or altered, provide a hazardous materials survey.</li> </ul>	<ul style="list-style-type: none"> <li>Waste Management Plan</li> <li>Hazardous Material Survey</li> </ul>
<p><b>18. Aboriginal Cultural Heritage</b></p> <ul style="list-style-type: none"> <li>Provide an Aboriginal Cultural Heritage Assessment Report prepared in accordance with relevant guidelines, identifying, describing and assessing any impacts for any Aboriginal cultural heritage values on the site.</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal Cultural Heritage Assessment Report</li> </ul>
<p><b>19. Environmental Heritage</b></p> <ul style="list-style-type: none"> <li>Where there is potential for direct or indirect impacts on the heritage significance of items of environmental heritage, provide a Statement of Heritage Impact and Archaeological Assessment (if potential impacts to archaeological resources are identified), prepared in accordance with the relevant guidelines, which assesses any impacts and outlines measures to ensure they are minimised and mitigated.</li> </ul>	<ul style="list-style-type: none"> <li>Statement of Heritage Impact</li> <li>Archaeological Assessment</li> </ul>
<p><b>20. Social Impact</b></p>	<ul style="list-style-type: none"> <li>Social Impact Assessment</li> </ul>

# Planning Secretary's Environmental Assessment Requirements



## Schools

<ul style="list-style-type: none"> <li>• Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i>.</li> </ul>	
<p><b>21. Infrastructure Requirements and Utilities</b></p> <ul style="list-style-type: none"> <li>• In consultation with relevant service providers:             <ul style="list-style-type: none"> <li>○ assess the impacts of the development on existing utility infrastructure and service provider assets surrounding the site.</li> <li>○ identify any infrastructure upgrades required on-site and off-site to facilitate the development and any arrangements to ensure that the upgrades will be implemented on time and be maintained.</li> <li>○ provide an infrastructure delivery and staging plan, including a description of how infrastructure requirements would be co-ordinated, funded and delivered to facilitate the development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure Delivery, Management and Staging Plan</li> </ul>
<p><b>22. Bush Fire Risk</b></p> <ul style="list-style-type: none"> <li>• If the development is on bush fire prone land, provide a bush fire assessment that details proposed bush fire protection measures and demonstrates compliance with <i>Planning for Bush Fire Protection</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Bush Fire Assessment</li> </ul>
<p><b>23. Aviation</b></p> <ul style="list-style-type: none"> <li>• If the development proposes a helicopter landing site (HLS), assess its potential impacts on the flight paths of any nearby airport, airfield or HLS.</li> <li>• If the site contains or is adjacent to a HLS, assess the impacts of the development on that HLS.</li> </ul>	<ul style="list-style-type: none"> <li>• Aviation Report</li> </ul>
<p><b>24. Construction, Operation and Staging</b></p> <ul style="list-style-type: none"> <li>• Provide details of existing (if relevant) and proposed operations, including staff and student numbers, any before/after school care services and/or community use of school facilities.</li> <li>• If staging is proposed, provide details of how construction and operation would be managed and any impacts mitigated.</li> </ul>	<ul style="list-style-type: none"> <li>• Address in EIS</li> </ul>
<p><b>25. Contributions and Public Benefit</b></p> <ul style="list-style-type: none"> <li>• Address the requirements of any relevant contribution plan(s), planning agreement or EPI requiring a monetary contribution, dedication of land and/or works-in-kind and include details of any proposal for further material public benefit.</li> <li>• Where the development proposes alternative public benefits or a departure from an existing contributions framework, the local council, the Department and relevant State agencies are to be consulted prior to lodgement and details, including how comments have been addressed, are to be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Address in EIS</li> </ul>
<p><b>26. Engagement</b></p> <ul style="list-style-type: none"> <li>• Detail engagement undertaken and demonstrate how it was consistent with the <i>Undertaking Engagement Guidelines for State Significant Projects</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement Report</li> </ul>

# Planning Secretary's Environmental Assessment Requirements

---



## Schools

Detail how issues raised and feedback provided have been considered and responded to in the project. In particular, applicants must consult with:

- the relevant Department assessment team.
- any relevant local councils.
- any relevant agencies, including Transport for NSW.
- the community.
- if the development would have required an approval or authorisation under another Act but for the application of s 4.41 of the EP&A Act or requires an approval or authorisation under another Act to be applied consistently by s 4.42 of the EP&A Act, the agency relevant to that approval or authorisation.