

Planning Secretary's Environmental Assessment Requirements

Schools



Development details

Application number	SSD-56264716
Project name	Malek Fahd Islamic School Expansion
Location	Lot 1 DP1010374 within The Hills Shire
Applicant	MALEK FAHD ISLAMIC SCHOOL LIMITED
Date of issue	17 March 2023

Content and guidance

Any Environmental Impact Statement (EIS) must meet the minimum form and content requirements as prescribed by Part 8 of the *Environmental Planning and Assessment Regulation 2021* (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
1. Statutory Context - Address all relevant legislation, environmental planning instruments (EPIs) (including drafts), plans, policies and guidelines. - Identify compliance with applicable development standards and provide a detailed justification for any non-compliances. - If the development is only partly State significant development (SSD) declared under Chapter 2 of SEPP (Planning Systems) 2021, provide an explanation of how the remainder of the development is sufficiently related to the component that is SSD. - Address the requirements of any approvals applying to the site, including any concept approval or recommendation from any Gateway determination.	Address in EIS
2. Capital Investment Value and Employment Provide a detailed calculation of the capital investment value (CIV) of the development prepared by a AIQS Certified Quantity Surveyor or RICS Chartered Quantity Surveyor in accordance with <i>Planning Circular PS 21-020: Calculation of Capital Investment Value</i>. The calculation of the estimated CIV	Quantity Surveyor Report

Planning Secretary's Environmental Assessment Requirements

Schools



is to be accurate at the date of application and include details of all components and assumptions from which it is derived. • 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.	
3. Design Quality • Demonstrate how the development will achieve: ○ design excellence in accordance with any applicable EPI provisions. ○ good design in accordance with the seven objectives for good design in <i>Better Placed</i>. • Demonstrate that the development: ○ where required by an EPI or concept approval, or where proposed, has been subject to a competitive design process, carried out in accordance with an endorsed brief and Design Excellence Strategy; or ○ in all other instances, has been reviewed by the State Design Review Panel (SDRP) consistent with the <i>NSW SDRP: Guidelines for Project Teams</i>. • Recommendations of the jury and Design Integrity Panel (where a competitive design process has been held) or the SDRP are to be addressed prior to lodgement.	• Design Excellence Strategy (where design excellence is required by an EPI) • Competition Report (where a competitive design process has been held) • Design Review Report (where the project has been reviewed by the SDRP)
4. Built Form and Urban Design • Demonstrate how design quality will be achieved in accordance with the Education SEPP Design Quality Principles and the Design Guide for Schools, including: ○ 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. ○ 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. • Assess how the development complies with the relevant accessibility requirements.	• Architectural drawings • Design Report • Survey Plan • Building Code of Australia Compliance Report • Accessibility Report
5. Environmental Amenity • Address how good internal and external environmental amenity is achieved, including access to natural daylight and ventilation, pedestrian movement	• Shadow Diagrams • View Analysis • Pedestrian Wind

Planning Secretary's Environmental Assessment Requirements

Schools



throughout the site, access to landscape and outdoor spaces. - 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. - 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).	Environment Assessment
6. Visual Impact - Provide a visual analysis of the development from key viewpoints, including photomontages or perspectives showing the proposed and likely future development. - 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.	- Visual Analysis - Visual Impact Assessment
7. Trees and Landscaping - 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. - Provide a detailed site-wide landscape plan, that: - details the proposed site planting, including location, number and species of plantings, heights of trees at maturity and proposed canopy coverage (as a percentage of the site area). - provides evidence that opportunities to retain significant trees have been explored and/or informs the plan. - considers equity and amenity of outdoor play spaces. - demonstrates how the proposed development would: - contribute to long term landscape setting in respect of the site and streetscape. - mitigate the urban heat island effect and ensure appropriate comfort levels on-site. - contribute to the objective of increased urban tree canopy cover. - maximise opportunities for green infrastructure, consistent with <i>Greener Places</i> and having regard to any bush fire risk.	- Arboricultural Impact Assessment - Landscape Plan

Planning Secretary's Environmental Assessment Requirements

Schools



8. Ecologically Sustainable Development (ESD) - Identify how ESD principles (as defined in section 193 of the EP&A Regulation) are to be incorporated in the design and ongoing operation of the development. - 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>. - 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.	ESD Report
9. Traffic, Transport and Accessibility - Provide a transport and accessibility impact assessment, which includes: - an analysis of the existing transport network, including the road hierarchy and any pedestrian, bicycle or public transport infrastructure, current daily and peak hour vehicle movements, and existing performance levels of nearby intersections. - 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. - analysis of the impacts of the proposed development during construction and operation (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. - 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. - 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	- Transport and Accessibility Impact Assessment - Construction Traffic Management Plan - Green Travel Plan or equivalent

Planning Secretary's Environmental Assessment Requirements

Schools



public transport, providing adequate bicycle parking and high quality end-of-trip facilities, and implementing a Green Travel Plan. ○ a preliminary operational traffic and access management plan for the development, including drop-off/pick-up zones, bus bays and their operations. • Provide a Construction Traffic Management Plan detailing predicted construction vehicle 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.	
10. Biodiversity • Assess any biodiversity impacts associated with the development in accordance with the <i>Biodiversity Conservation Act 2016</i> and the <i>Biodiversity Assessment Method 2020</i>, including the preparation of a Biodiversity Development Assessment Report (BDAR), unless a waiver is granted or the site is on biodiversity certified land. • 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.	• Biodiversity Development Assessment Report or BDAR Waiver
11. Noise and Vibration • 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.	• Noise and Vibration Impact Assessment
12. Ground and Water Conditions • Assess potential impacts on soil resources and related infrastructure and riparian lands on and near the site, including soil erosion, salinity and acid sulfate soils. • Provide a Surface and Groundwater Impact Assessment that assesses potential impacts on: ○ surface water resources (quality and quantity) including related infrastructure, hydrology, dependent ecosystems, drainage lines, downstream assets and watercourses. ○ groundwater resources in accordance with the <i>Groundwater Guidelines</i>.	• Geotechnical Assessment • Surface and Groundwater Impact Assessment • Salinity Management Plan and/or Acid Sulfate Soils Management Plan
13. Water Management	• Water Management

Planning Secretary's Environmental Assessment Requirements

Schools



• Provide an Integrated Water Management Plan for the development that: ○ is prepared in consultation with the local council and any other relevant drainage or water authority. ○ outlines the water-related servicing infrastructure required by the development (informed by the anticipated annual and ultimate increase in servicing demand) and evaluates opportunities to reduce water demand (such as recycled water provision). ○ details the proposed drainage design (stormwater and wastewater) for the site including any on-site treatment, reuse and detention facilities, water quality measures, and nominated discharge points. ○ demonstrates compliance with the local council or other drainage or water authority requirements and avoids adverse downstream impacts. • Where water and 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.	Plan
14. Flooding Risk • 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>. • 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.	• Flood Risk Assessment
15. Hazards and Risks • Where there are dangerous goods and hazardous materials associated with the development provide a preliminary risk screening in accordance with Chapter 3 of SEPP (Resilience and Hazards) 2021. • Where required by SEPP (Resilience and Hazards) 2021, provide a Preliminary Hazard Analysis prepared in accordance with <i>Hazardous Industry Planning Advisory Paper No.6 – Guidelines for Hazard Analysis and Multi-Level Risk Assessment</i>. • 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.	• Preliminary Hazard Analysis If required: • Hazard Analysis (Pipeline)
16. Contamination and Remediation • In accordance with Chapter 4 of SEPP (Resilience and Hazards) 2021, assess and quantify any soil and groundwater contamination and	• Preliminary Site Investigation If required, provide:

Planning Secretary's Environmental Assessment Requirements

Schools



demonstrate that the site is suitable (or will be suitable, after remediation) for the development.	- Detailed Site Investigation - Remedial Action Plan - Preliminary Long-term Environmental Management Plan
17. Waste Management - Identify, quantify and classify the likely waste streams to be generated during construction and operation. - Provide the measures to be implemented to manage, reuse, recycle and safely dispose of this waste. - Identify appropriate servicing arrangements for the site. - If buildings are proposed to be demolished or altered, provide a hazardous materials survey.	- Waste Management Plan - Hazardous Material Survey
18. Aboriginal Cultural Heritage Provide an Aboriginal Cultural Heritage Assessment Report prepared in accordance with relevant guidelines, identifying, describing and assessing any impacts on any Aboriginal cultural heritage values on the land.	Aboriginal Cultural Heritage Assessment Report
19. Environmental Heritage Where there is potential for direct or indirect impacts on the heritage significance 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.	- Statement of Heritage Impact - Archaeological Assessment
20. Social Impact Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i>.	Social Impact Assessment
21. Infrastructure Requirements and Utilities - In consultation with relevant service providers: - assess the impacts of the development on existing utility infrastructure and service provider assets surrounding the site. - identify any infrastructure required on-site and off-site to facilitate the development and any arrangements to ensure that the upgrades will be	Infrastructure Delivery, Management and Staging Plan

Planning Secretary's Environmental Assessment Requirements

Schools



implemented on time and be maintained. ○ 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.	
22. Bush Fire Risk • If the development is on bush fire prone land, or a bush fire threat is identified on or adjoining the site, provide a bush fire assessment that details proposed bush fire protection measures and demonstrates compliance with <i>Planning for Bush Fire Protection</i>.	• Bush Fire Assessment
23. Aviation • If the development proposes a helicopter landing site (HLS), assess its potential impacts on the flight paths of any nearby airport, airfield or HLS. • If the site contains or is adjacent to a HLS, assess the impacts of the development on that HLS.	• Aviation Report
24. Construction, Operation and Staging • 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. • If staging is proposed, provide details of how construction and operation would be managed and any impacts mitigated.	• Address in EIS
25. Contributions and Public Benefit • 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. • 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.	• Address in EIS
26. Engagement • Detail engagement undertaken and demonstrate how it was consistent with the <i>Undertaking Engagement Guidelines for State Significant Projects</i>. 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.	• Engagement Report

Planning Secretary's Environmental Assessment Requirements



Schools

- any relevant local councils.
- any relevant agencies, including:
 - Transport for NSW
 - for development within the Western Parkland City, the Western Parkland City Authority.
- 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.