



## Sydney Office

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**Date:** 24 March 2017

**Our Ref:** PR132449

**Via:**

Attn: Caroline McNally  
Secretary  
NSW Department of Planning & Environment  
GPO Box 39  
Sydney NSW 2001

Dear Ms McNally,

**RE: Proposed New Primary Public School, 3B Smalls Road, Ryde  
Request for Secretary's Environmental Assessment Requirements (SEARs)**

In accordance with Clause 3 of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000 (EP&A Regulation)* and Schedule 1 (clause 15) of *State Environmental Planning Policy (State and Regional Development) 2011 (State and Regional Development SEPP)*, the NSW Department of Education (DoE) requests the use of Secretary's Environmental Assessment Requirements (SEARs) for the proposed redeveloped Smalls Road school at Smalls Road, Ryde. The site is with the Ryde Local Government Area (LGA).

The purpose of this document is to request SEARs for the purpose of preparing an EIS.

## 1. Background

### Site Details and History

The proposal is located at the former Ryde High School site (Lot 1 DP 830420) at No 3B Smalls Road. It is located approximately 12 kilometres directly to the north-west of the Sydney CBD, and is conveniently accessed from Lane Cove Road via Quarry Road (**Figure 1**).

The site has extensive grounds and a significant frontage to the eastern alignment of Smalls Road. The surrounding context is predominantly low density residential, with these uses abutting the north eastern and south eastern boundaries.

The adjacent property at No 3A Smalls Road (Lot 2 DP 830420) is currently leased to The Cerebral Palsy Alliance, which provides targeted services for children and adults with special needs (**Figure 2**). The existing building extends into the Lot 1 DP 830420. No works are proposed to either building.

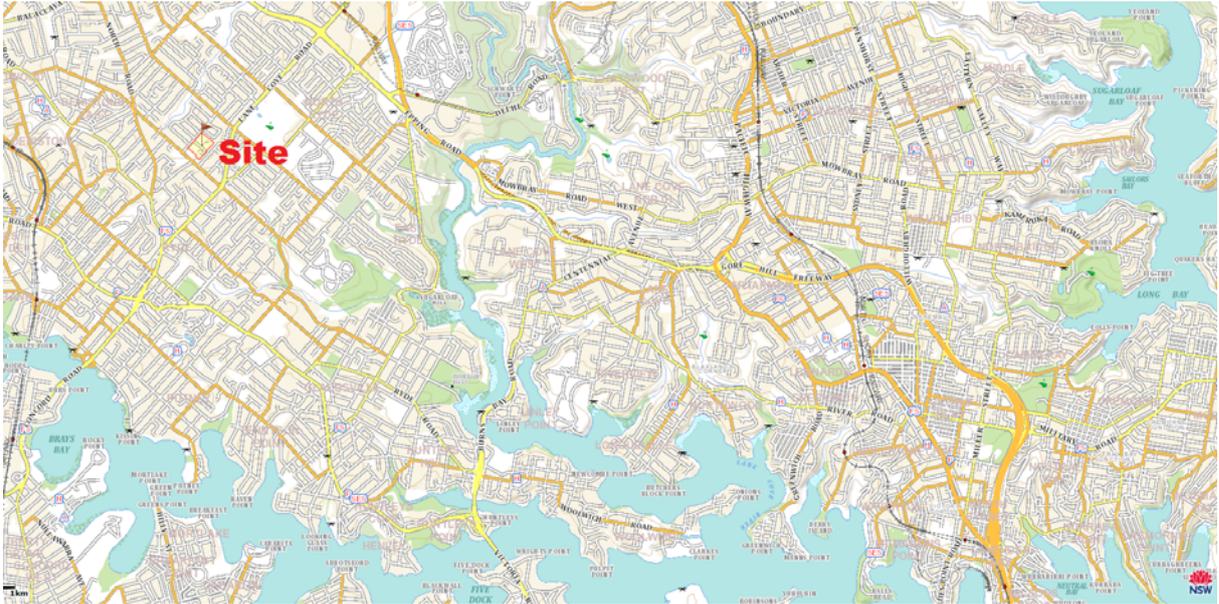


Figure 1 Metropolitan Context Plan



Figure 2 Local Context Plan



**Figure 3 Site location plan**

Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017

## 2. Description of the Proposed Development

The Department of Education proposes to construct a new public school for 1,000 students with an estimated construction budget in excess of \$30 million Capital Investment Value (CIV), on the former Ryde High School site (**Figure 4**).

It is also understood that planning for the new primary school will need to consider:

- The sporting oval on the site is currently used by local sporting groups and this will be continued; and
- A synthetic sports field, funded by the Local Council, for joint use by the Department of Education and Council is currently being investigated.

The proposed school will be set within the mature landscape of the existing campus to deliver a 21<sup>st</sup> century learning environment. The new building is planned around a central courtyard that forms the heart of the school.

The layout of the school takes advantage of the established landscape on the site and provides generous access to natural light, ventilation and open space for the students. Clusters of flexible classrooms will provide diverse learning settings for individuals, small groups and whole class activities.

The proposed development is described as follows:

- Demolition of the existing structures;
- Construction of a new school to cater for up to 1000 students spread over a number of homebase classrooms;

- Building is to be three storeys, of a circular shape, with a courtyard in the centre;
- Facilities include library, hall, indoor and outdoor play spaces, and afterschool care facilities;
- Multi-functional spaces will be provided for school use;
- Pedestrian entry is to be from Smalls Road, on the north-west boundary of the site and Lavarack Street to the south-east;
- A limited number of car spaces will be provide on the school grounds for the use of staff and visitors;
- Also required are associated and ancillary infrastructure works and connections; and
- Associated landscaping and fencing.

The CIV for the project will be in excess of \$30 million.

The proposed development will have a direct ongoing social and economic benefit, by providing educational and employment opportunities to the Ryde LGA.

The proposed development is being architecturally designed and will take into consideration the intended purpose and the character of the area. The site is not identified as being visually significant. A Landscape Plan will be included as part of the application submission.

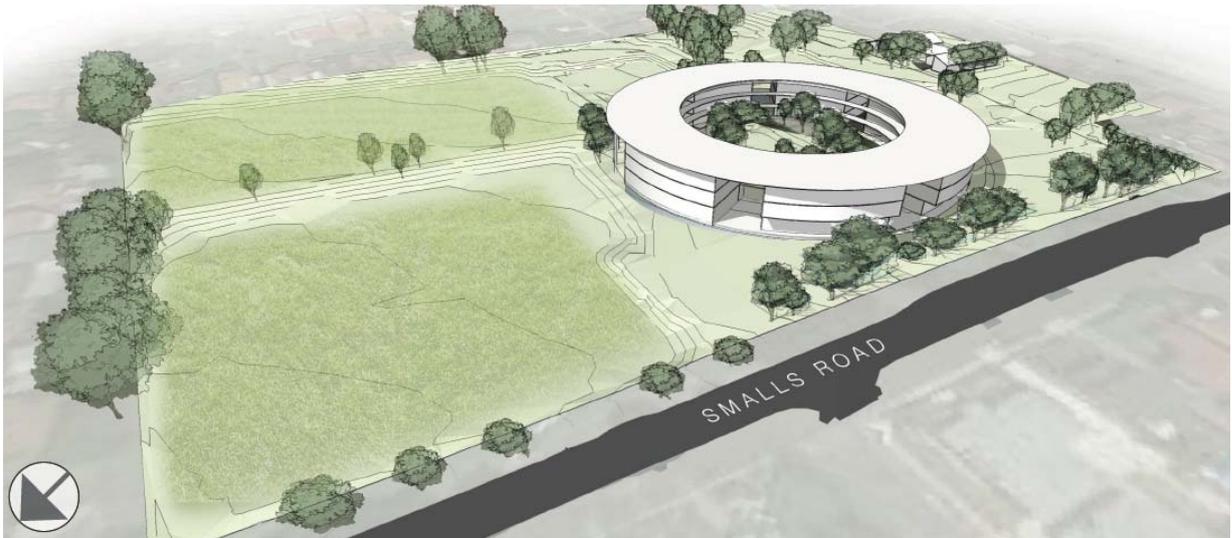
Concept Plans of the proposed school are included below.



**Figure 4 Broad redevelopment approach**

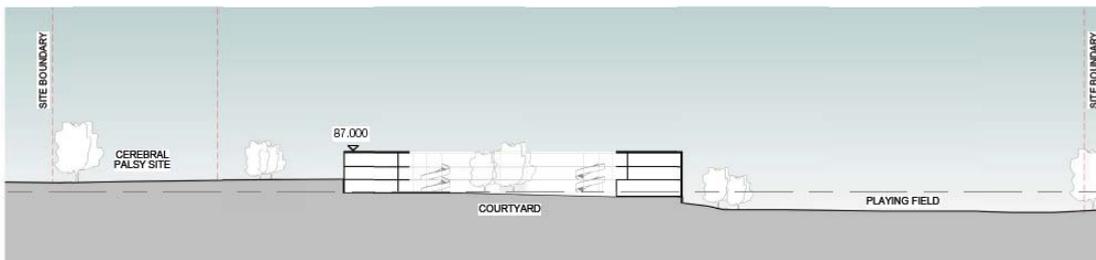
Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017

Note: Demolition works are **not** part of the scope of the SSD application



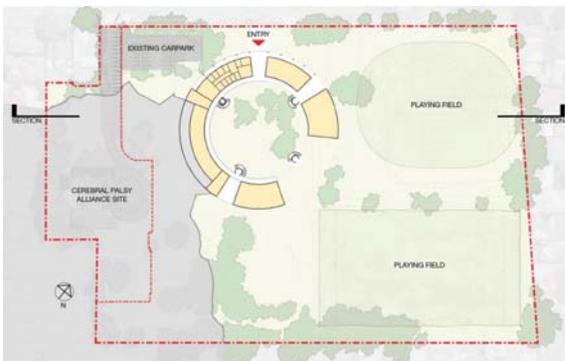
**Figure 5 Concept massing**

Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017

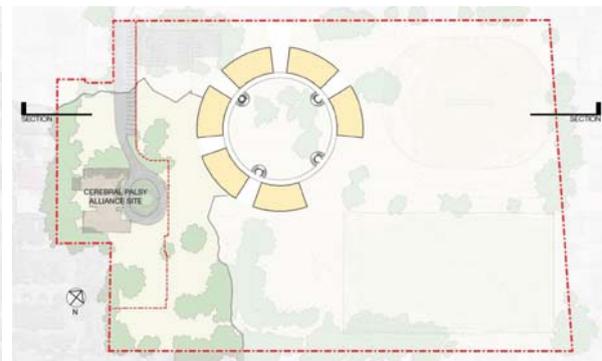


**Figure 6 Concept Sections**

Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017

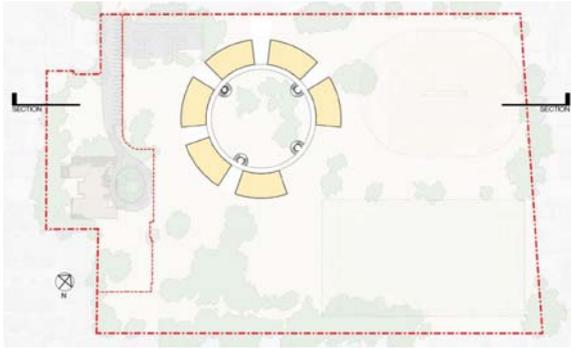


**Figure 7 Concept Plan – Ground Floor Plan**



**Figure 8 Concept Plan – First Floor Plan**

Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017



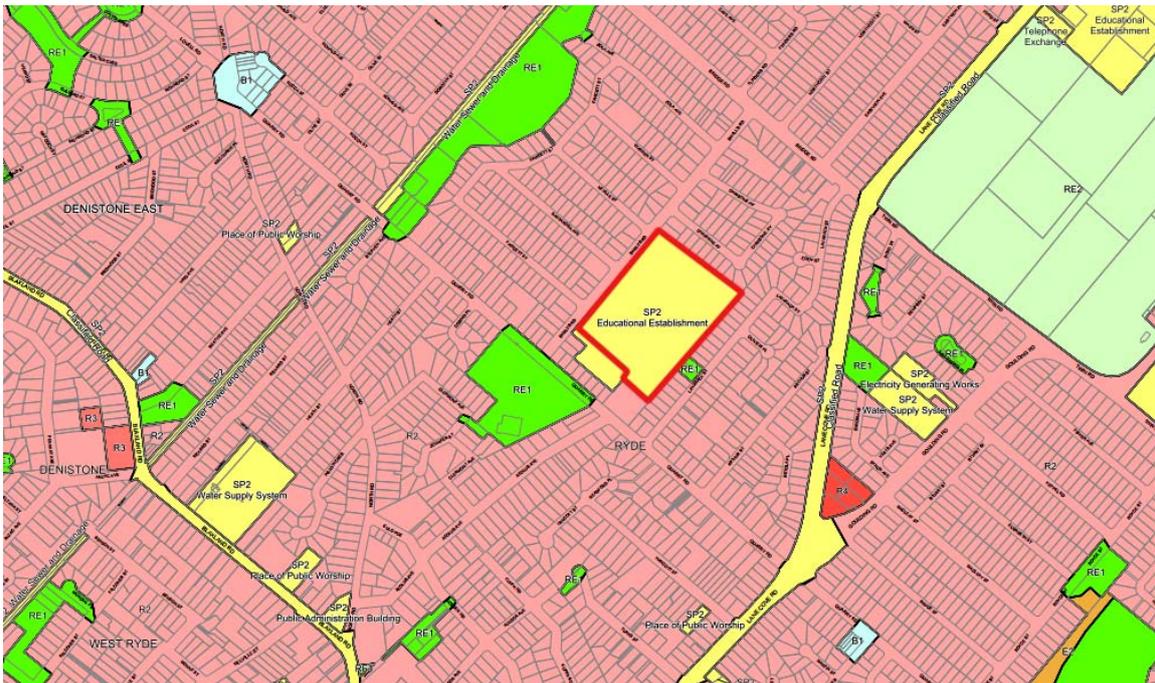
**Figure 9 Concept Plan – Second Floor Plan**

Source: Conrad Gargett Request for SEARs draft report, *New Public School at Smalls Rd, Ryde*, 24 March 2017

### 3. Statutory Planning Context

#### Zoning and Permissibility

The site is zoned SP2 – Infrastructure (Educational Establishment) in the *Ryde Local Environmental Plan 2014 (LEP)* (**Figure 10**).



**Figure 10 Land Zoning Map Extract – Ryde LEP 2014**

Educational establishments are permitted with consent under the Ryde LEP. *State Environmental Planning Policy (Infrastructure) 2007* (Infrastructure SEPP) provides that development for certain purposes may be carried out by or on behalf of a public authority with and without consent on land in a prescribed zone if the development is in connection with an existing educational establishment.

Clause 29 (2) of the Infrastructure SEPP provides that development without consent can only be carried out where the development does not allow for an increase in:

- (i) The number of students at the educational establishment, or
- (ii) The number of staff employed at the establishment,

that is greater than 10 per cent (compared with the average of each of those numbers for the previous 12 month period). In addition, the development is not to necessitate an alteration of transport or traffic arrangements. The proposed development does not meet the criteria for consideration as development without consent.

The State and Regional Development SEPP provides (at Clause 8) for development for the purpose of educational establishments (including associated research facilities) that has a capital investment value of more than \$30 million is identified as “State Significant Development” (SSD). This is set out at Schedule 1 of the State and Regional Development SEPP. Clause 89D(1) of the Environmental Planning and Assessment Act 1979 (EP&A Act) provides that the Minister is the consent authority for State significant development.

### **Height and density**

The site is not subject to a maximum building height control or maximum FSR control under the LEP. Surrounding developments consist primarily of low density one and two storey residential dwellings.

### **Heritage**

No heritage items are identified on the LEP maps as being located on or in the vicinity of the site.

## **4. Preliminary Environmental Assessment**

This section identifies the potential key environmental impacts of the proposed development that will need to be addressed as part of the EIS.

### **Visual and Landscape**

The proposed development is being architecturally designed and takes into consideration the intended purpose of the building and the character of the area. The site is not identified as being visually significant. A Landscape Plan will be included as part of the SSD application.

### **Traffic and Parking**

A detailed Traffic and Parking Study will be prepared. Additional traffic impacts on the surrounding local street network are anticipated, arising from increased demand for parking anticipated due to an increase in teaching staff, and increased traffic, particularly during school peak hour times (9am and 3pm) during pick up and drop off by parents.

### **Heritage and Archaeology**

There are no heritage items located on or in the vicinity of the site, however an Aboriginal Cultural Heritage Assessment will be required to determine any impacts of the proposed development.

## **Amenity – Noise, Privacy and Overshadowing**

The noise, privacy and overshadowing amenity impacts will be assessed. An Acoustic Impact Assessment will be required to determine the impacts of noise from the 1,000 new students and additional traffic associated with the new school.

## **Stormwater**

A Stormwater Management Report and plans will be required to provide details of the proposed stormwater system and to determine the impacts of future flows and volume on the downstream receiving environment. The site is not identified within the LEP as being affected by flooding.

## **Flora and Fauna**

Impacts on existing trees, proposed tree removal and the safety of all existing trees on site will need to be determined. This will require the preparation of an Arboricultural Report.

Preliminary investigations have not identified any endangered species or ecological communities. If it is determined that there is the potential for impacts on endangered species or ecological communities, then an Ecological Impact Assessment will also be prepared.

## **Soils and Geotechnical**

A Geotechnical Report will be prepared to accompany the SSD application. The site is not identified within the LEP as containing Acid Sulfate Soils.

A Phase 1 Environmental Site Assessment will be prepared to accompany the SSD application. If the Phase 1 Assessment recommends the preparation of a Phase 2 Assessment, this will also be appended.

It is noted that as demolition of the existing buildings on site will be the subject of a separate planning process (Part 5 of the EP&A Act), a Hazardous Materials Survey will not be required to accompany the SSD application.

## **Waste Management**

Construction and operational waste management plans will be prepared to accompany the SSD application.

## **Utilities and Services**

Utilities information will be provided with the SSD application to advise of existing capacity and required upgrades to service the new building. Environmental impacts of any new service lines or trenches may need to be considered.

## **Social and Economic**

There will be direct ongoing social and economic benefits as a result of the proposed new school. Educational and employment opportunities will be provided to the Ryde LGA.

## Cumulative Impacts

The likely environmental impacts associated with the proposed school development will be assessed in the context of the former high school use of the site and surrounding land uses.

The potential cumulative impacts are likely to be minor. Appropriate mitigation measures recommended by specialist reporting to reduce environmental risk will be implemented by the proponent.

## 5. Strategic Planning Context

### A Plan for Growing Sydney (Metropolitan Strategy 2014)

Released in 2014, *A Plan for Growing Sydney* is the NSW Government's 20 year strategy for Sydney's metropolitan area. The plan provides key directions and actions to guide Sydney's productivity, environmental management and liveability through the delivery of housing, employment, infrastructure and open space. This is in light of the key challenges facing Sydney including a population increase of 1.6 million by 2035, and an additional 689,000 new jobs and 664,000 new homes by 2031.

In response to these challenges, the plan identifies four main goals:

- A competitive economy with world-class services and transport.
- A city of housing choice with homes that meet our needs and lifestyles.
- A great place to live with communities that are strong, healthy and well connected; and
- A sustainable and resilient city that protects the natural environment and has a balanced approach to the use of land and resources.

The strategy also outlines a number of relevant directions, namely:

**Goal 1:** A competitive economy with world-class services and transport

**Direction 1.10:** Plan for education and health services to meet Sydney's growing needs

**Action 1.10.1** Assist the Department of Education and Communities, the Catholic Education Commission and the Association of Independent Schools of NSW to identify and plan for new school sites throughout Sydney

**Direction 1.11:** Deliver infrastructure

**Action 1.11.3** Undertake long-term planning for social infrastructure to support growing communities

A new primary school at Smalls Road has already been identified by government for major investment.

The provision of key infrastructure, such as schools, to support growth and urban renewal and match population growth is a key action of the Plan. With the projected increase in the younger population, the provision of a new primary school in the City of Ryde is important in meeting the infrastructure needs of the future.

## Draft District Plan (North District)

The *Draft North District Plan* is applicable to the site, with Ryde located in the south west of this district (**Figure 11**). Still in draft stage, the plans are currently on public exhibition until the end of March 2017 when they will be finalised after the community consultation period. The plans are designed to coordinate and align planning that will shape Greater Sydney and strengthen connections between State and local government planning initiatives.

The *Draft North District Plan* provides some key actions that are applicable to the site and its redevelopment:

Action L15: Support planning for shared spaces

4.8 Respond to people's need for services

4.8.1 Education infrastructure

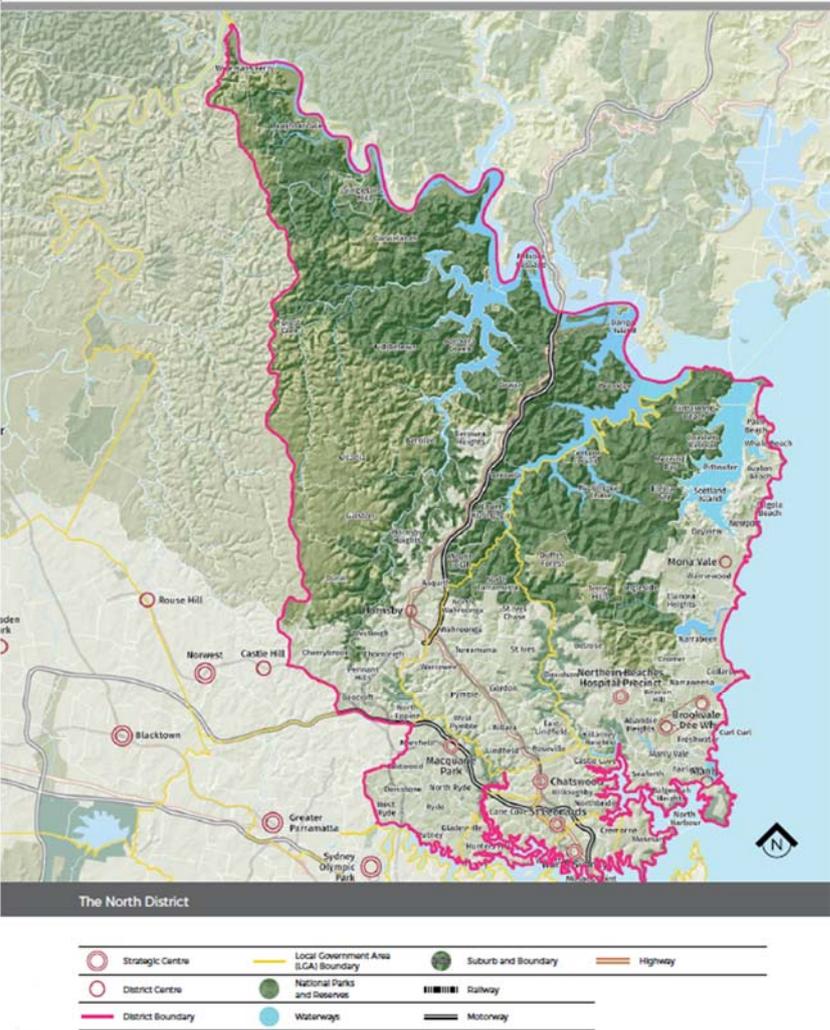
4.8.2 Plan to meet the demand for school facilities

Action L16: Support planning for school facilities

- Ryde LGA is identified as having the highest five-year housing target for the North District with a target of 7,600 dwellings in the period of 2016-2012 (refer p. 89).

The provision of future educational needs is very important within the Draft North District Plan, which identifies Ryde as having one of the largest increases in school aged children in the region. Based on the projected changes in the primary and secondary aged population, without the provision of significant additional classrooms by 2036, there will be substantial shortfalls in education provision.

Through the proposed provision of a new school in Ryde, the ability to accommodate for the projected increase in school aged children in Ryde will increase, helping to prevent education shortfalls in the future.



**Figure 11 Draft North District**  
 Source: Draft North District Plan 2016

**City of Ryde 2025 Community Strategic Plan**

The Ryde 2025 Community Strategic Plan was launched in 2011. With seven key outcomes that will shape the current and future planning outcomes and align with government, business and community organisations to deliver the vision for the City of Ryde – the place to be for “Lifestyle and Opportunity @ your doorstep”. The seven key outcomes of the plan are:

- A city of liveable neighbourhoods
- A city of wellbeing
- A city of prosperity
- A city of environmental sensitivity
- A city of connections
- A city of harmony and culture
- A city of progressive leadership

The provision of services and facilities for the varying needs of the City of Ryde's diverse population at all the different stages of their life is an important theme throughout the Plan. The provision of a primary school at Smalls Road conforms to many of the strategic aims and will accommodate the needs of a growing younger population.

## 6. Relevant Planning Issues to guide the SEARS

The EIS for the project will address the full range of relevant environmental planning issues.

The likely categories include:

- Statutory and strategic planning context, including key relevant legislation and planning instruments, permissibility and development controls and standards;
- Built form and urban design, (height, bulk, scale, amenity, connectivity, appearance, use, materials, signage etc.);
- Environmental amenity (view loss, solar access, privacy, noise etc – impacts of and upon the development);
- Traffic, transport and accessibility;
- Ecologically Sustainable Development (ESD) measures proposed;
- Noise and vibration impacts;
- Contamination;
- Archaeology / Aboriginal heritage;
- Contributions;
- Staging;
- Drainage and stormwater management;
- Servicing and waste management (construction and operational);
- Earthworks and geotechnical matters;
- Ecology and/ or arboricultural;
- Landscaping;
- Services and utilities (existing and proposed);
- BCA/ fire safety report;
- Preliminary Construction Management Plan;
- Drawings, plans, elevations, and materials schedules;
- Landscape plan; and
- Evidence of consultation.

As the school is a redevelopment and will have greater than 50 students and access to a road, under Schedule 3 of the Infrastructure SEPP it will be a 'traffic generating development' and will be required to be referred to the Roads and Maritime Services (RMS) for comment.

## 7. Consultation

Community and stakeholder consultation is crucial in ensuring the success of the project and a variety of different methods have been employed to provide information and obtain feedback from the local community. Throughout the planning process the project will undertake many consultation activities at a local level to both inform the community and obtain their input on the design. These activities include letter box drops and regular community information booths at the local shopping centre. The feedback received through these sessions has been considered and incorporated into the design where possible.

During the development of the design of the new school the project will undertake numerous engagement activities as detailed below.

### **Project Reference Group (PRG)**

Regular meetings with the PRG will be held throughout the master planning and design development process. The PRG is a working group consisting of the Director of Public Schools (PS) for the Ryde area, the Principal of Kent Road Public School and representatives from the Department of Education's Asset Management Unit. The group meets on a regular basis to discuss the project and key issues to be considered in the design of the school. As the development is a new school there is no existing school community group to consult with and hence the project has relied on input from the nearby Kent Road Public School to obtain this input.

### **Community Consultation**

As part of the communications strategy for the project DoE engages with the local community throughout the planning, design and construction phases to obtain feedback. This consultation includes letter box drops, newspaper advertisements and community information booths. In addition, a project specific website will be developed that will be accessible to the public and will provide up to date information on the project status.

### **Letter Box Drop**

Letter box drops will be conducted throughout the development process. These letters will be distributed to the surrounding residential properties providing a brief overview of the project and advising of the upcoming community information booths where local residents can obtain additional information on the project.

### **Newspaper advertisements**

Newspaper advertisements will be placed in the local paper to notify the community of the proposed development and upcoming information booths.

### **Information Booths**

Information booths will be held at the new school site at regular intervals throughout the planning phase of the project. These sessions will provide the community with an opportunity to obtain up to date information and provide their feedback on the proposed development which may be incorporated into the design.



## Consultation with Authorities

We will engage with authorities as required. These authorities are likely to include RMS, Office of Environment and Heritage, Transport for NSW and City of Ryde Council.

## 8. Conclusion

The NSW Department of Education proposes a redevelopment of the former high school site at 3B Smalls Road, Ryde for a new public (primary) school.

The project satisfies the criteria for a 'State Significant Development' under Clause 8 of the State and Regional Development SEPP, with the CIV of the proposed educational establishment exceeding the \$30 million threshold.

The subject site is ideal for the proposal given the former use of the site for a high school. In addition, no significant constraints to development are anticipated.

On the basis that the proposed school satisfies the criteria for a State Significant Development, the NSW Department of Education formally requests the Department of Planning and Environment to issue the Secretary's Environmental Assessment Requirements for the preparation of the required EIS to accompany the SSD application.

Yours sincerely

**RPS**

A handwritten signature in black ink, appearing to read 'Muir'.

Claire Muir  
Principal Planner

Attached: Plans and concepts