

## Secretary's Environmental Assessment Requirements

Section 78A(8) of the *Environmental Planning and Assessment Act*  
Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*

<b>Application Number</b>	SSD 8993
<b>Proposal Name</b>	SCEGGS Darlinghurst Concept Development Application and Stage 1
<b>Development Description</b>	<p>Concept DA for the redevelopment of SCEGGS Darlinghurst:</p> <ul style="list-style-type: none"> <li>• Demolition of: <ul style="list-style-type: none"> <li>○ Wilkinson House</li> <li>○ Library and science building</li> <li>○ Old gym building</li> </ul> </li> <li>• Partial demolition of Barham Building</li> <li>• Construction of: <ul style="list-style-type: none"> <li>○ Four-storey school building</li> <li>○ Approximately six-storey multi-purpose building</li> <li>○ On-site vehicular drop-off and car parking</li> <li>○ Approximately three-storey administration building.</li> </ul> </li> </ul> <p>Stage 1:</p> <ul style="list-style-type: none"> <li>• Demolition of Wilkinson House (interior, exterior and basement)</li> <li>• Lateral excavation of the existing basement</li> <li>• Construction of a new school building with a maximum height of 15 metres.</li> </ul>
<b>Location</b>	165-215 Forbes Street, 159-163 Forbes Street 217 Forbes Street and 224-226 Bourke Street Darlinghurst (generally described as 215 Forbes Street)
<b>Applicant</b>	Urbis on behalf of SCEGGS Darlinghurst
<b>Date of Issue</b>	12 January 2018
<b>General Requirements</b>	<p>The Environmental Impact Statement (EIS) must be prepared in accordance with, and meet the minimum requirements of clauses 6 and 7 of Schedule 2 the <i>Environmental Planning and Assessment Regulation 2000</i> (the Regulation).</p> <p>Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development.</p> <p>Where relevant, the assessment of the key issues below, and any other significant issues identified in the risk assessment, must include:</p> <ul style="list-style-type: none"> <li>• adequate baseline data;</li> <li>• consideration of potential cumulative impacts due to other development in the vicinity (completed, underway or proposed); and</li> <li>• measures to avoid, minimise and if necessary, offset the predicted impacts, including detailed contingency plans for managing any significant risks to the environment.</li> </ul> <p>The EIS must be accompanied by a report from a qualified quantity surveyor providing:</p> <ul style="list-style-type: none"> <li>• a detailed calculation of the capital investment value (CIV) (as defined in clause 3 of the Environmental Planning and Assessment Regulation 2000) of the proposal, including details of all assumptions and components from which the CIV calculation is derived;</li> <li>• an estimate of the jobs that will be created by the future development during the construction and operational phases of the development; and</li> </ul>

	<ul style="list-style-type: none"> <li>certification that the information provided is accurate at the date of preparation.</li> </ul>
<p><b>Key Issues</b></p>	<p><b><u>Concept Proposal</u></b> The EIS must address the following specific matters:</p> <p><b>1. Statutory and Strategic Context</b> Address the statutory provisions contained in all relevant environmental planning instruments, including:</p> <ul style="list-style-type: none"> <li>Biodiversity Conservation Act 2016;</li> <li>State Environmental Planning Policy (State &amp; Regional Development) 2011;</li> <li>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;</li> <li>State Environmental Planning Policy No.55 – Remediation of Land;</li> <li>State Environmental Planning Policy No.64 – Advertising and Signage;</li> <li>Sydney Regional Environmental Plan (Sydney Harbour Catchment) 2005; and</li> <li>Sydney Local Environmental Plan 2012.</li> </ul> <p><i>Permissibility</i> Detail the nature and extent of any prohibitions that apply to the development.</p> <p><i>Development Standards</i> Identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.</p> <p><b>2. Policies</b> Address the relevant planning provisions, goals and strategic planning objectives in the following:</p> <ul style="list-style-type: none"> <li>NSW State Priorities;</li> <li>A Plan for Growing Sydney;</li> <li>NSW Long Term Transport Master Plan 2012;</li> <li>draft Future Transport Strategy 2056 and supporting plans;</li> <li>Sydney's Cycling Future 2013;</li> <li>Sydney's Walking Future 2013;</li> <li>Sydney's Bus Future 2013;</li> <li>Crime Prevention Through Environmental Design (CPTED) Principles;</li> <li>Healthy Urban Development Checklist, NSW Health;</li> <li>Greater Sydney Commission's Draft Eastern City District Plan; and</li> <li>City of Sydney Development Control Plan 2012.</li> </ul> <p><b>3. Operation</b></p> <ul style="list-style-type: none"> <li>Provide a detailed justification of suitability of the site to accommodate the proposal.</li> <li>Provide details of the existing and proposed school operations, including staff and student numbers, school hours of operation, and operational details of any potential before/after school care and community use of the school.</li> </ul> <p><b>4. Built Form and Urban Design</b></p> <ul style="list-style-type: none"> <li>Provide detailed site and context analysis, including a building envelope study, to justify the proposed site planning, built form and design approach.</li> <li>Develop in discussion with the Government Architect NSW a design report that establishes design guidelines and development parameters, and includes diagrams, illustrations and drawings to clarify the design intent of the proposal that clearly demonstrates how design quality will</li> </ul>

	<p>be achieved through future stage(s) in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017.</p> <ul style="list-style-type: none"> <li>• Describe the design process leading to the Concept Proposal.</li> <li>• Provide a detailed site-wide landscape strategy, including opportunities to retain existing trees on the site.</li> <li>• Demonstrate design excellence with specific consideration of the site's heritage significance, architectural design, materials and detailing, massing, streetscape, views and vistas.</li> <li>• The built form should minimise impacts to neighbouring residential dwellings, in particular to those located to the south on Thomson and Forbes Streets as part of the Stage 1 Application.</li> <li>• Assess the impact of the three vehicle crossovers proposed on Bourke Street, having regard to the pedestrian experience/safety and streetscape.</li> </ul> <p><b>5. Environmental Amenity</b></p> <ul style="list-style-type: none"> <li>• Assess amenity impacts on the surrounding locality, including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts.</li> <li>• Identify any proposed use of the school outside of school hours (including weekends) and assess any resultant amenity impacts on the immediate locality and proposed mitigation measures.</li> <li>• Detailed outline of the nature and extent of the intensification of use associated with the increased floor space, particularly in relation to any proposed increase in staff and student numbers.</li> </ul> <p><b>6. Staging</b> Provide details regarding the staging of the proposed development.</p> <p><b>7. Transport and Accessibility</b> Prepare a transport and accessibility impact assessment, which details, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• accurate details of the current daily and peak hour vehicle, public transport, pedestrian and cycle movement and existing traffic and transport facilities provided on the road network located adjacent to the proposed development;</li> <li>• an assessment of the operation of existing and future transport networks including the bus network and their ability to accommodate the forecast number of trips to and from the development;</li> <li>• details of estimated total daily and peak hour trips generated by the proposal, including vehicle, public transport, pedestrian and bicycle trips based on surveys of the existing and similar schools within the local area;</li> <li>• the adequacy of public transport, pedestrian and bicycle networks and infrastructure to meet the likely future demand of the proposed development;</li> <li>• the impact of the proposed development on existing and future public transport infrastructure within the vicinity of the site in consultation with Roads and Maritime Services and Transport for NSW and identify measures to integrate the development with the transport network;</li> <li>• details of any upgrading or road improvement works required to accommodate the proposed development;</li> <li>• details of travel demand management measures to minimise the impact on general traffic and bus operations and to encourage sustainable travel choices and details programs for implementation, including the preparation of a Green Travel Plan;</li> <li>• the impact of trips generated by the development on nearby intersections including, but not limited to Forbes and Liverpool Streets and Bourke and Liverpool Streets, with consideration of the cumulative</li> </ul>
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	<p>impacts from other approved developments in the vicinity, and the need/associated funding for upgrading or road improvement works, if required. Traffic modelling is to be undertaken using, but not limited to, SIDRA network modelling for current and future years;</p> <ul style="list-style-type: none"> <li>• the proposed active transport access arrangements and connections to public transport services;</li> <li>• the proposed access arrangements, including car and bus pick-up/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks, including pedestrian crossings and refuges and speed control devices and zones;</li> <li>• measures to maintain road and personal safety in line with CPTED principles;</li> <li>• proposed bicycle parking provision, including end of trip facilities, in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance;</li> <li>• proposed number of on-site car parking spaces and corresponding compliance with existing parking codes and justification for the level of car parking provided on-site;</li> <li>• details of emergency vehicle access arrangements;</li> <li>• an assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures;</li> <li>• service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times);</li> </ul> <p>→ Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Guide to Traffic Generating Developments (Roads and Maritime Services)</i></li> <li>• <i>EIS Guidelines – Road and Related Facilities (DoPI)</i></li> <li>• <i>Cycling Aspects of Austroads Guides</i></li> <li>• <i>NSW Planning Guidelines for Walking and Cycling</i></li> <li>• <i>Austroads Guide to Traffic Management Part 12: Traffic Impacts of Development</i></li> <li>• <i>Standards Australia AS2890.3 (Bicycle Parking Facilities)</i>.</li> </ul> <p><b>8. Noise and Vibration</b></p> <p>Identify and provide a quantitative assessment of the main noise and vibration generating sources during construction and operation, including consideration of any public-address system, school bell and use of any school hall for concerts etc. (both during and outside school hours). Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.</p> <p>→ Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Noise Policy for Industry 2017 (EPA)</i></li> <li>• <i>Interim Construction Noise Guideline (DECC)</i></li> <li>• <i>Assessing Vibration: A Technical Guideline 2006</i></li> <li>• <i>Development Near Rail Corridors and Busy Roads – Interim Guideline (Department of Planning 2008)</i>.</li> </ul> <p><b>9. Ecologically Sustainable Development (ESD)</b></p> <ul style="list-style-type: none"> <li>• Detail how ESD principles (as defined in clause 7(4) of Schedule 2 of the Environmental Planning and Assessment Regulation 2000) will be incorporated in the design and ongoing operation phases of the development.</li> <li>• Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy.</li> </ul>
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	<p><b>10. Social Impacts</b> Include an assessment of the social consequences of the schools' relative location.</p> <p><b>11. Heritage</b></p> <ul style="list-style-type: none"> <li>• The EIS should identify any listed or potential heritage items within the redevelopment area. If any listed or potential heritage items, including archaeological resources, are likely to be affected.</li> <li>• A Heritage Impact Statement (HIS) must be prepared in accordance with the guidelines in the NSW Heritage Manual that addresses the significance of, and provides an assessment of the proposal's impact on the heritage significance of heritage items on, and in the vicinity of the development site and includes strategies to avoid and mitigate any adverse impacts.</li> <li>• The HIS must include a view impact assessment along with photomontages of the site, and should address the project's compliance with policies of the relevant Conservation Management Plan for the site.</li> <li>• The HIS should identify if there are any areas with historical archaeological potential within the proposed project area that could be impacted by the works.</li> </ul> <p><b>12. Utilities</b></p> <ul style="list-style-type: none"> <li>• Prepare an Infrastructure Management Plan in consultation with relevant agencies, detailing information on the existing capacity and any augmentation requirements of the development for the provision of utilities including staging of infrastructure.</li> <li>• Prepare an Integrated Water Management Plan detailing any proposed alternative water supplies, proposed end uses of potable and non-potable water, and water sensitive urban design.</li> </ul> <p><b>13. Contributions</b> Address Council's Section 94 Contribution Plan and/or details of any Voluntary Planning Agreement, which may be required to be amended because of the proposed development.</p> <p><b>14. Contamination</b> Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. → Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP).</i></li> </ul> <p><b>15. Drainage</b> Detail drainage associated with the proposal, including stormwater and drainage infrastructure. → Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Guidelines for development adjoining land and water managed by DECCW (OEH, 2013).</i></li> </ul> <p><b>16. Flooding</b> Assess any flood risk on site (detailing the most recent flood studies for the project area) and consideration of any relevant provisions of the NSW Floodplain Development Manual (2005), including the potential effects of climate change, sea level rise and an increase in rainfall intensity.</p>
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**17. Waste**

- Identify, quantify and classify the likely waste streams to be generated during construction and operation and describe the measures to be implemented to manage, reuse, recycle and safely dispose of this waste.
- Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.

**18. Biodiversity**

Biodiversity impacts related to the proposal and the preparation of a Biodiversity Assessment are to be addressed in accordance with the requirements of the Biodiversity Conservation Act 2016.

**Stage One**

The EIS for the construction works must address the following specific matters:

**1. Operation**

Provide details of how the school will continue to operate during construction activities, including proposed mitigation measures.

**2. Built Form and Urban Design**

Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.

- Address the height, density, bulk and scale, setbacks of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.
- Demonstrate design quality of the proposed development, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, colours and Crime Prevention Through Environmental Design Principles.
- Develop in discussion with the Government Architect NSW a detailed design report that includes diagrams, illustrations and drawing to clarify the design intent of the proposal that clearly demonstrates how design excellence will be achieved through this stage and its relation to future stage(s) in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and with Clause 6.21 of the Sydney Local Environmental Plan (LEP).
- Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.

**3. Environmental Amenity**

- Detail amenity impacts including acoustic impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated.
- Detail any proposed use of the school grounds out of school hours (including weekends) and any resultant amenity impacts on the immediate locality and proposed mitigation measures.

**4. Transport and Accessibility**

- A Transport Impact Assessment must be prepared that reassesses the transport impacts of the adaptive reuse of the site for an educational establishment within the context of the assessment undertaken for the Concept Development Application.
- Detail access arrangements for construction and measures to mitigate any associated pedestrian, cyclist or traffic impacts, including the

preparation of a preliminary Construction Traffic and Pedestrian Management Plan (CTPMP) to demonstrate the proposed management of impact. The CTPMP should also consider cumulative impacts associated with other construction activities and assess road safety at any key intersections subject to heavy vehicle movements and high pedestrian activity.

- An assessment of
    - cumulative impacts associated with other construction activities (if any);
    - road safety at key intersection and locations subject to heavy vehicle construction traffic movements and high pedestrian activity;
    - details of construction program detailing the anticipated construction duration and highlighting significant and milestone stages and events during the construction process;
  - Details of anticipated peak hour and daily construction vehicle movements to and from the site;
  - Details of access arrangements of construction vehicles, construction workers to and from the site, emergency vehicles and service vehicle;
  - Details of temporary cycling and pedestrian access during construction;
  - Details of proposed construction vehicle access arrangements at all stages of construction; and
  - Traffic and transport impacts during construction, including cumulative impacts associated with other construction activities, and how these impacts will be mitigated for any associated traffic, pedestrian, cyclists, parking and public transport, including the preparation of a draft Construction Traffic Management Plan to demonstrate the proposed management of the impact.
- Relevant Policies and Guidelines:
- *Guide to Traffic Generating Developments (Roads and Maritime Services)*.

#### **5. Noise and Vibration**

Identify and provide a quantitative assessment of the main noise and vibration generating noise sources and activities during construction and operation. Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.

→ Relevant Policies and Guidelines:

- *Noise Policy for Industry 2017 (EPA)*
- *Interim Construction Noise Guideline (DECC)*
- *Assessing Vibration: A Technical Guideline 2006*.

#### **6. Ecological Sustainable Development**

- Detail how ESD principles (as defined in clause 7(4) of Schedule 2 of the Environmental Planning and Assessment Regulation 2000) will be incorporated in the design and ongoing operation phases of the development.
- Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy.
- Demonstrate that the development has been assessed against a suitably accredited rating scheme to meet industry best practice.

#### **7. Heritage**

- A Heritage Impact Statement (HIS) must be prepared in accordance with the guidelines in the NSW Heritage Manual that addresses the significance of, and provides an assessment of the proposal's impact on the heritage significance of heritage items on, and in the vicinity of the development site and includes strategies to avoid and mitigate any

	<p>adverse impacts.</p> <ul style="list-style-type: none"> <li>• Prepare an options analysis considering alternative options for the demolition of Wilkinson House.</li> </ul> <p><b>8. Contamination</b> Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. → Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP).</i></li> </ul> <p><b>9. Waste</b></p> <ul style="list-style-type: none"> <li>• Identify, quantify and classify the likely waste streams to be generated during demolition, construction and operation and describe the measures to be implemented to manage, reuse, recycle and safely dispose of this waste.</li> <li>• Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.</li> </ul> <p><b>10. Construction Hours</b> Identify proposed construction hours and provide details of the instances where it is expected that works will be required to be carried out outside the standard construction hours.</p>
<p><b>Plans and Documents</b></p>	<p>The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the Environmental Planning and Assessment Regulation 2000. Provide these as part of the EIS rather than as separate documents.</p> <p>In addition, the EIS must include the following:</p> <ul style="list-style-type: none"> <li>• Architectural drawings (dimensioned and including RLs);</li> <li>• Site Survey Plan, showing existing levels, location and height of existing and adjacent structures / buildings and boundaries;</li> <li>• Perspective drawings including 3D images;</li> <li>• Site Analysis Plan;</li> <li>• Stormwater Concept Plan;</li> <li>• Sediment and Erosion Control Plan;</li> <li>• Shadow Diagrams;</li> <li>• View Analysis / Photomontages;</li> <li>• Landscape Plan (identifying any trees to be removed and trees to be retained or transplanted);</li> <li>• Acoustic Report;</li> <li>• Geotechnical and Structural Report;</li> <li>• Accessibility Report;</li> <li>• Arborist Report;</li> <li>• Salinity Investigation Report (if required);</li> <li>• Acid Sulphate Soils Management Plan (if required);</li> <li>• Waste Management Plan;</li> <li>• Fire Safety Measures Schedule;</li> <li>• Schedule of materials and finishes;</li> <li>• A summary record of consultation with the school community; and</li> <li>• A report tabling how the proposal responds to and upholds the Design Guide for Schools and the Design Quality Principles as per Schedule 4 of the Education SEPP.</li> </ul>
<p><b>Consultation</b></p>	<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers,</p>

	<p>community groups and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"> <li>• City of Sydney Council;</li> <li>• Government Architect NSW (GANSW);</li> <li>• Transport for NSW (TNSW); Airport Motorways Limited; and</li> <li>• Roads and Maritime Services (RMS).</li> </ul> <p>Consultation with TNSW and RMS should commence as soon as practicable to agree the scope of investigation.</p> <p>The EIS must describe the consultation process and the issues raised, and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p>
<b>Further consultation after 2 years</b>	<p>If you do not lodge a development application and EIS for the development within two years of the issue date of these SEARs, you must consult further with the Secretary in relation to the preparation of the EIS.</p>
<b>References</b>	<p>The assessment of the key issues listed above must consider relevant guidelines, policies, and plans as identified.</p>