



Minto Planning Services

Town Planning Consultants

ENVIRONMENTAL IMPACT STATEMENT

PROPOSED EXPANSION OF WENTWORTHVILLE PUBLIC SCHOOL

LOT 1 IN DP 1245593, 70-100 FULLAGAR ROAD,
WENTWORTHVILLE

On behalf of
Department of Education

November 2018

NOTE: This document is Copyright. Apart from any fair dealings for the purposes of private study, research, criticism or review, as permitted under the Copyright Act, no part may be reproduced in whole or in part, without the written permission of Minto Planning Services Pty Ltd, Suite 14, 265-271 Pennant Hills Road, Thornleigh, NSW 2120.

ENVIRONMENTAL IMPACT STATEMENT

Proposed Expansion of Wentworthville Public School

LOT 1 IN DP 1245593, 70-100 FULLAGAR ROAD, WENTWORTHVILLE

Prepared under instructions from

Fulton Trotter Architects



Minto Planning Services Pty Ltd ABN 68 091 465 271
Planning & Development Control Consultants
14/265-271 Pennant Hills Road
Thornleigh NSW 2120
Tel: (02) 9875 4788
Email: planning@mintoplanning.com.au

DECLARATION

This Environmental Impact Statement (EIS) has been prepared by Andrew John Minto of Minto Planning Services P/L, 14/265-271 Pennant Hills Road, Thornleigh. It is advised that I possess the following qualifications, Graduate Diploma (Urban & Regional Planning) and an Associate Diploma (Health & Building Surveying).

I declare that:

- i) this Environmental Impact Statement has been prepared in accordance with Clauses 6 and 7 of Schedule 2 of the Environmental Planning & Assessment Regulation 2000;
- ii) this Environmental Impact Statement contains all available information that is relevant to the environmental assessment of the development to which the Statement relates;
- iii) that the information contained in this statement is neither false nor misleading.

Andrew Minto
Graduate Diploma (Urban & Regional Planning), Associate Diploma (Health & Building Surveying). MPIA.
MINTO PLANNING SERVICES PTY LTD
14th November 2018

TABLE OF CONTENTS

1.	EXECUTIVE SUMMARY	10
2.	INTRODUCTION	12
	2.1 Proponent & Team	12
	2.2 Project Overview	13
	2.3 Project Objectives	14
	2.4 Site & Project History	14
	2.5 Analysis of Feasible Alternatives	14
	2.6 Consequence of Not Carrying Out the Development	15
	2.7 Response to SEARs	16
3.	SITE CONTEXT	24
	3.1 Site Location	24
	3.2 Site Description	25
	3.3 Surrounding Development	28
4.	DETAILED DESCRIPTION OF THE PROPOSAL	30
	4.1 Overview	30
	4.2 Demolition Works	30
	4.3 Building G	31
	4.4 Building A	31
	4.5 Building E	31
	4.6 Building F	32
	4.7 Building H	32
	4.8 Student Numbers	32
	4.9 Civil Works	32
	4.10 Car Parking	33
	4.11 Signage	33
	4.12 Vehicular Access	33
	4.13 Construction Phasing	33
5.	CONSULTATION	36
	5.1 General	36
	5.2 Cumberland Council	36
	5.3 Government Architect NSW	37
	5.4 Roads and Maritime Services	37
	5.5 Transport for NSW	38
	5.6 NSW Rural Fire Service	38
	5.7 Community Consultation	38
	5.8 Special Interest Group Consultation	38

6.	ENVIRONMENTAL IMPACT ASSESSMENT	39
6.1	Statutory Planning Controls	39
6.1.1	Environmental Planning & Assessment Act 1979	39
6.1.2	Environmental Planning & Assessment Regulation 2000	40
6.1.3	Biodiversity Conservation Act	40
6.1.4	SEPP (State & Regional Development) 2011	42
6.1.5	SEPP (Educational Establishments & Child Care Centres)	42
6.1.6	SEPP No.55 - Remediation of Land	47
6.1.7	Draft SEPP (Remediation of Land)	49
6.1.8	SEPP No. 64 - Advertising and Signage	49
6.1.9	Draft SEPP (Environment)	52
6.1.10	Holroyd Local Environmental Plan 2013	53
6.2	Policies	56
	NSW State Priorities	56
	The Greater Sydney Regional Plan	56
	NSW Future Transport Strategy 2056	56
	State Infrastructure Strategy 2018 - 2038	57
	Sydney's Cycling Future 2013	57
	Sydney's Walking Future 2013	57
	Sydney's Bus Future	57
	Crime Prevention Through Environmental Design Principles	58
	Healthy Urban Development Checklist	59
	Better Placed - An integrated design policy for the built environment of NSW	60
	Holroyd Development Control Plan 2013	60
6.3	Operation	62
	Existing and Proposed Uses	62
	Suitability of the Site to Accommodate the Proposal	63
	School Operation - During Construction	63
6.4	Built Form & Urban Design	65
6.5	Environmental Amenity	67
6.6	Staging	69
6.7	Transport and Accessibility	71
6.8	Ecologically Sustainable Development	75

6.9 Social Impacts	76
6.10 Aboriginal Heritage	77
6.11 Noise & Vibration	78
6.12 Sediment, Erosion and Dust Controls	80
6.13 Contamination	80
6.14 Utilities	83
6.15 Contributions	83
6.16 Drainage	83
6.17 Flooding	84
6.18 Bushfire	84
6.19 Biodiversity	84
6.20 Waste	85
6.21 Construction Hours	86
6.22 Heritage	86
7. MITIGATION MEASURES	88
8. EVALUATION & CONCLUSION	92

**APPENDIX LIST
(Separate Documents)**

Appendix	Document	Prepared by	Date
A	Secretary's Environmental Assessment Requirements (SEARs)	NSW Planning & Environment	11/5/18
B	Survey Plan	Land Partners Limited	21/12/17
C	Architectural Plans	Fulton Trotter Architects	14/11/18
D	Architectural Design Report	Fulton Trotter Architects	13/11/18
E	Civil Engineering Plans	Henry and Hymas	9/10/18
F	Capital Investment Value (CIV) Report	Altus Group	8/11/18
G	Landscape Plan	Ground Ink Landscape Architects	13/11/18
H	Arboricultural Impact Assessment	Tree Talk Arboricultural Consulting	July 2018
I	Biodiversity Assessment Report	Travers Bushfire & Ecology	13/11/18
J	Construction Management Plan	Mace Australia P/L	9/11/18
K	Traffic & Transport Impact Statement	TSA	9/11/18
L	Access Review	Funktion	12/11/18
M	BCA Compliance Report	Formiga1	8/10/18
N	Statement of Heritage Impact	Heritage 21	12/11/18
O	Environmental Noise Assessment	Day Design Pty Ltd	13/11/18
P	Construction Noise & Vibration Management Plan	Day Design Pty Ltd	9/10/18
Q	Flood Statement	Henry and Hymas	13/9/18
R	Civil Stormwater Design Report	Henry and Hymas	October 2018

Appendix	Document	Prepared by	Date
S	Structural Design Report	Henry and Hymas	4/9/18
T	Infrastructure Management Report	Northrop Consulting Engineers	13/11/18
U	Preliminary Site Inspection (PSI) & Detailed Site Inspection (VDSI)	WSP	4/10/18
V	Remediation Action Plan	WSP	4/10/18
W	Non-Destructive Hazardous Building Materials Survey	WSP	14/8/18
X	Geotechnical Investigation	JK Geotechnics	15/6/18
Y	Ecologically Sustainable Design Report	JHA Consulting Engineers	12/11/18
Z	Construction & Demolition Waste Management Plan	TTM	13/11/18
AA	Operational Waste Management Plan	TTM	13/11/18
BB	Consultation Documentation	Various	Various
CC	Aboriginal Cultural Heritage Assessment Report	Cultural Heritage Connections	October 2018
DD	Aboriginal Archaeological Technical Report	Cultural Heritage Connections	October 2018
EE	Historical Archaeological Assessment Report	Cultural Heritage Connections	October 2018

TABLE OF FIGURES

Figure/Table	Title	Source
Table 1	Proponent & Team	Minto Planning Services
Table 2	Response to SEARs	Minto Planning Services
Figure 1	Aerial Photograph	SIX Maps
Figure 2	Site Location Map	SIX Maps
Figure 3	Aerial Photograph of Surrounding Locality	SIX Maps
Table 3	Response to Design Quality Principles	Minto Planning Services
Figure 4	Councils Land Zoning Map	Cumberland Shire Council
Table 4	Existing and Proposed Uses	Minto Planning Services
Table 5	Hazardous Material Inspection Results	WSP
Table 6	Mitigation Measures	Minto Planning Services

1. EXECUTIVE SUMMARY

This Environmental Impact Statement has been prepared in support of the proposed carrying out of alterations and additions to the existing Wentworthville Public School located at 70-100 Fullagar Road, Wentworthville.

The proposed alterations and additions to the existing school have a Capital Investment Value (CIV) over \$20 million and is therefore classified as State Significant Development (SSD) pursuant to Schedule 1 of the State Environmental Planning Policy (State and Regional Development) 2011 (SEPP SRD).

This Environmental Impact Statement has been prepared in accordance with the requirements of the Department of Planning & Environment Secretary's Environmental Assessment Requirements (SEARs) and the Department's guidelines for SSD applications.

This application seeks approval for the expansion of Wentworthville Public School to increase the capacity of the school to a maximum of 1000 students and to upgrade the existing core facilities to suit this increased population.

The responsible person for this project is Mr Michael Jarman, Program Manager, School Infrastructure NSW.

The proposal includes the construction of:

1. A new three storey facility adjacent to the corner of Fullagar Road and Station Street which houses:
 - A new Library
 - 30 new permanent teaching spaces
 - New Special Programs and Specialist teaching spaces
2. Alterations to the existing Building A to convert existing teaching spaces into 6 new home bases.
3. Alterations and extensions to the existing Library (Building E) to create new Administration and Staff facilities.
4. Alterations and extensions to the existing Administration Building (Building F) to create a new Special Needs unit.
5. A new Hall Building.
6. Removal of 12 demountable teaching spaces.
7. Increase student numbers from approximately 600 to 1000.
8. Ancillary Signage to northwest corner of Building G (main entry), north elevation of Building H (Hall & OOSH), south elevation of Building G.

This report provides for a detailed description and assessment of the proposal against the requirements of the Department of Planning & Environment Secretary's Environmental Assessment Requirements (SEARs), the Environmental Planning & Assessment Act 1979, the Environmental Planning & Assessment Regulation 2000, applicable State Environmental Planning Policies and applicable Council LEP & DCP.

It is not considered that this assessment has identified any matters which would warrant the refusal or significant modification of the application.

Minto Planning Services recommends the approval of the application given that the proposal will not result in any adverse environmental, economic and social impacts taking into consideration the need to increase the student population of Wentworthville Public School having regard to existing and projected demand for public school places in this area.

2. INTRODUCTION

This Environmental Impact Statement accompanies a State Significant Development (SSD) application that is submitted to the Department of Planning & Environment on behalf of the Department of Education for the expansion of Wentworthville Public School.

The proposed alterations and additions to the existing school have a Capital Investment Value (CIV) over \$20 million and is therefore classified as State Significant Development pursuant to Schedule 1 of the State Environmental Planning Policy (State and Regional Development) 2011 (SEPP SRD).

This EIS responds to the Environmental Assessment Requirements of the Secretary of the Department of Planning & Environment issued pursuant to Part 4 of the Environmental Planning and Assessment Act and Schedule 2 of the Environmental Planning and Assessment Regulation 2000.

2.1 Proponent & Team

The proponent and project team are identified in the table below:

Contribution	Consultant
Proponent	Department of Education
Project Manager	Mace Australia P/L
Town Planning	Minto Planning Services P/L
Architectural Plans and Report	Fulton Trotter Architects
Site Survey	Land Partners Limited
Landscaping	Ground Ink Landscape Architects
Hydraulic Services	JHA Services
Stormwater & Civil Engineering	Henry & Hymas
Structural Design	Henry & Hymas
Geotechnical Report	JK Geotechnics
Traffic Report	TSA
Flood Report	Henry & Hymas
Electrical Services	Northrop Consulting Engineers
Infrastructure Management Report	Northrop Consulting Engineers
BCA Compliance	Formiga1
Access Report	Funktion
Biodiversity Assessment Report	Travers Bushfire & Ecology
Arboricultural Report	Tree Talk Arboricultural Consulting
Non-Destructive Hazardous Building Materials Survey	WSP

Contribution	Consultant
Heritage Consultants	Heritage 21
Acoustic consultants	Day Design P/L
Contamination - Preliminary & Detailed Site Inspection	WSP
Construction Noise & Vibration Management	TTM
Operational Waste Management	TTM
Aboriginal Cultural Heritage Impact Assessment Report	Cultural Heritage Connections
Historical Archaeological Assessment Report	Cultural Heritage Connections
Capital Investment Value (CIV) Report	Altus Group

Table 1 - Proponent & Consultant Team

2.2 Project Overview

The proposal provides for additional facilities to accommodate an increased maximum student population of 1000 pupils and includes the construction of

1. A new three storey facility adjacent to the corner of Fullagar Road and Station Street which houses:
 - A new Library
 - 30 new permanent teaching spaces
 - New Special Programs and Specialist teaching spaces
2. Alterations to the existing Building A to convert existing teaching spaces into 6 new home bases
3. Alterations and extensions to the existing Library (Building E) to create new Administration and Staff facilities.
4. Alterations and extensions to the existing Administration Building (Building F) to create a new Special Needs unit
5. A new Hall Building
6. Removal of 12 demountable teaching spaces
7. Ancillary Signage

Architectural plans detailing the above works have been prepared by Fulton Trotter Architects and are contained in Appendix B to this report.

2.3 Project Objectives

The proposal relates to an established school (Wentworthville Public School) which has been identified by the Department of Education as requiring additional facilities to meet a growing population. The School already houses a number of its teaching spaces within temporary demountable buildings as a result of recent growth in the area. The proposal is to update the facilities to meet NSW Dept of Education Core 35 guidelines for a student population of 1000 pupils.

2.4 Site & Project History

The subject site has been occupied by Wentworthville Public School since January 1891. Wentworthville Public School provides State based education by the NSW Department of Education for Kindergarten through to Year 6.

The existing school currently has approximately 600 students enrolled and comprises of 23 existing learning spaces incorporating 9 housed within demountable buildings.

The proposed additions to the existing school will enable a total of 1000 students to be accommodated to meet the current guidelines of the NSW Department of Education.

2.5 Analysis of Feasible Alternatives

The subject site is currently occupied by the Wentworthville Public School which provides for primary school education to approximately 600 students.

The NSW Department of Education have identified that as a result of increased population growth within this area that there will be an additional demand for public primary school places within the area and at Wentworthville Public School.

The site has been identified and as demonstrated by this report as a site capable of supporting an increased population so as to provide for up to 1000 students.

The following alternatives have been considered:

No Development:

The consequence of not carrying out the development will include:

- An inability to meet current and projected demand for public primary school places within this catchment area.
- The continued provision of inadequate and below standard teaching and learning facilities upon the subject site.
- Extended travel distances and increased vehicle usage for students residing within the area as students will be required to travel further for education.

Increase the Existing Site:

This option to enable an increase in student numbers on the existing site is considered the most appropriate. It is considered that there is sufficient area on site for the proposed buildings to cater for the additional numbers in a manner which will not result in any unreasonable impacts.

Increase at another existing site:

This option would not meet the NSW Department of Education guidelines for student numbers. The increase of students at another site would require students within this catchment to travel further for schooling and require increased vehicle usage to enable such travel. The existing inadequate and below standard teaching and learning facilities on the subject site would not be improved.

Development of a New Site:

There is no other feasible site within the vicinity that is owned by the NSW Department of Education that could support the required development.

2.6 Consequence of Not Carrying Out the Development

The consequence of not carrying out the development will include:

- An inability to meet current and projected demand for public primary school places within this area.
- The continued provision of inadequate and below standard teaching and learning facilities upon the subject site.
- Extended travel distances and increased vehicle usage for students residing within the area as students will be required to travel further for education.

2.7 Response to SEARs

The Secretary of the Department of Planning and Environments Environmental Assessment Requirements (SEARs) were issued on the 11th May 2018. A copy of those requirements are included at Appendix A to this report.

The following table provides a detailed summary of the individual matters listed in the SEARs and identifies where each of these requirements has been addressed in this report and the accompanying consultant plans and reports.

Secretary's Requirements	Location Where Addressed
<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 Environmental Planning and Assessment Regulation 2000 (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>	Part 6
<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"> • adequate baseline data; • consideration of potential cumulative impacts due to other development in the vicinity (completed, underway or proposed); and • measures to avoid, minimise and if necessary, offset the predicted impacts, including detailed contingency plans for managing any significant risks to the environment. 	All Documentation
<p>The EIS must be accompanied by a report from a qualified quantity surveyor providing:</p> <ul style="list-style-type: none"> • 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; • an estimate of the jobs that will be created by the future development during the construction and operational phases of the development; and • certification that the information provided is accurate at the date of preparation. 	Appendix F

Secretary's Requirements	Location Where Addressed
<p>The EIS must address the following specific matters:</p> <p>1. Statutory and Strategic Context - including: Address the statutory provisions contained in all relevant environmental planning instruments, including:</p> <ul style="list-style-type: none"> • <i>Biodiversity Conservation Act 2016;</i> • <i>State Environmental Planning Policy (State & Regional Development) 2011;</i> • <i>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;</i> • <i>State Environmental Planning Policy No.55 - Remediation of Land;</i> • <i>Draft State Environmental Planning Policy (Environment);</i> • <i>Draft Remediation of Land State Environmental Planning Policy</i> • <i>State Environmental Planning Policy No. 64 - Advertising and Signage; and</i> • <i>Holroyd Environmental Plan 2013.</i> <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>Section 6.1</p>
<p>2. Policies Address the relevant planning provisions, goals and strategic planning objectives in the following:</p> <ul style="list-style-type: none"> • NSW State Priorities; • The Greater Sydney Regional Plan, A Metropolis of Three Cities; • Future Transport Strategy 2056; • State Infrastructure Strategy 2018 - 2038 Building the Momentum; • Sydney's Cycling Future 2013; • Sydney's Walking Future 2013; • Sydney's Bus Future 2013; • Crime Prevention Through Environmental Design (CPTED) Principles; • Healthy Urban Development Checklist, NSW Health; • Central City District Plan; • The Hills Development Control Plan 2012; and • Better Placed - an integrated design policy for the build environment of NSW 2017. 	<p>Section 6.2</p>
<p>3. Operation</p> <ul style="list-style-type: none"> • Provide details of the existing and proposed school operations, including staff and student numbers, school hours of operation, and operational details of any proposed before/after school care services and/or community use of school facilities. • Provide a detailed justification of suitability of the site to accommodate the proposal. • Provide details of how the school will continue to operate during construction activities of the new school, including proposed mitigation measures. 	<p>Section 6.3</p>

Secretary's Requirements	Location Where Addressed
<p>4. Built Form and Urban Design</p> <ul style="list-style-type: none"> • Address the height, density, bulk and scale, setbacks of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces. • Address design quality, 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 a design report that includes diagrams, illustrations and drawings to clarify the design intent of the proposal that clearly demonstrates how design quality will be achieved in accordance with Schedule 4 Schools - Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the Design Guide for Schools. • Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development. • Provide detailed site and context analysis to justify the proposed site planning and design approach., • Provide a detailed site-wide landscape strategy. 	<p>Section 6.4</p>
<p>5. Environmental Amenity</p> <ul style="list-style-type: none"> • Assess amenity impacts on the surrounding locality, including solar access, visual privacy, overshadowing and acoustic impacts. • 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. • Detailed outline of the nature and extent of the intensification of use associated with the increased floor space, particularly in relation to the proposed increase in staff and student numbers. • Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind 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. 	<p>Section 6.5</p>
<p>6. Staging</p> <ul style="list-style-type: none"> • Provide details regarding any staging of the proposed development. 	<p>Section 6.6</p>
<p>7. Transport and Accessibility</p> <p>Include a transport and accessibility impact assessment, which details, but not limited to the following:</p> <ul style="list-style-type: none"> • accurate details of the current daily and peak hour vehicle, existing and future public transport networks and pedestrian and cycle movement provided on the road network located adjacent to the proposed development; • 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; • the adequacy of existing public transport or any future public transport infrastructure within the vicinity of the site, pedestrian and bicycle networks and associated infrastructure to meet the likely 	<p>Section 6.7 & Appendix K</p>

<p>future demand of the proposed development;</p> <ul style="list-style-type: none">• measures to integrate the development with the existing/future public transport network;• the impact of trips generated by the development on nearby intersections including, but not limited to, the intersection of Smith Street/Garfield Street, Smith Street/Station Street, Station Street/Monash Street, the Great Western Highway/Station Street and Station Street/Fullagar Road (an associated pedestrian zebra crossings), with consideration of the cumulative impacts from other approved developments in the vicinity, and the need/associated funding for, and details of, upgrades or road improvement works, if required (Traffic modelling is to be undertaken using SIDRA network modelling for current and future years);• the identification of infrastructure required to ameliorate any impacts on traffic efficiency and road safety impacts associated with the proposed development, including details on improvements required to affected intersections, additional school bus routes along bus capable roads (i minimum 3.5 m wide travel lanes), additional bus stops or bus bays;• details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel plan (Green Travel Plan and specific Workplace travel plan) and the provision of facilities to increase the non-car mode share for travel to and from the site;• the proposed walking and cycling access arrangements and connections to public transport services;• 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;• details of any traffic management measures to ensure the safe and efficient operation of student pick-up/drop-off;• proposed bicycle parking provision, including end of trip facilities, in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance;• proposed number of on-site car parking spaces for teaching staff and visitors and corresponding compliance with existing parking codes and justification for the level of car parking provided on-site;• an assessment of the cumulative on-street parking impacts of cars and bus pick-up/drop-off, staff parking and any other parking demands associated with the development;• an assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures and personal safety in line with CPTED;• emergency vehicle access, service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times); and• the preparation of a draft Construction Traffic Management Plan to demonstrate the proposed management of the impact.in relation to construction traffic addressing the following:<ul style="list-style-type: none">○ assessment of cumulative impacts associated with other construction activities (if any);○ an assessment of road safety at key intersection and locations subject to heavy vehicle construction traffic movements and	
--	--

<ul style="list-style-type: none"> ○ 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 on-site car parking and access arrangements of construction vehicles, construction workers to and from the site, emergency vehicles and service vehicle; and, ○ details of temporary cycling and pedestrian access during construction; 	
<p>8. Ecologically Sustainable Development (ESD)</p> <ul style="list-style-type: none"> ● 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 framework for how the development will be designed to consider and reflect national best practice sustainable building principles to improve environmental performance and reduce ecological impact. This should be based on a materiality assessment and include waste reduction design measures, future proofing, use of sustainable and low-carbon materials, energy and water efficient design (including water sensitive urban design) and technology and use of renewable energy. ● Include preliminary consideration of building performance and mitigation of climate change, including consideration of Green Star Performance; and ● Provide a statement regarding how the works are responsive to the CSIRO projected impacts of climate change. Specifically: <ul style="list-style-type: none"> ○ hotter days and more frequent heatwave events; ○ extended drought periods; ○ more extreme rainfall events; ○ gustier wind conditions; and ○ how these will inform material selection and social equity aspects (respite/shelter areas). 	<p>Section 6.8 & Appendix Y</p>
<p>9. Social Impacts Include an assessment of the social consequences of the schools' relative location.</p>	<p>Section 6.9</p>
<p>10. Aboriginal Heritage</p> <ul style="list-style-type: none"> ● Identify and describe the Aboriginal cultural heritage values that exist across the whole area that would be affected by the development and document these in an Aboriginal Cultural Heritage Assessment Report (ACHAR). This may include the need for surface survey and test excavation. The identification of cultural heritage values must be conducted in accordance with the Code of Practice for Archaeological Investigations of Aboriginal Objects in NSW (OEH 2010), and guided by the Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (DECCW, 2011). ● Consultation with Aboriginal people must be undertaken and documented in accordance with the Aboriginal cultural heritage consultation requirements for proponents 2010 (DECCW). The significance of cultural heritage values for Aboriginal people who have a cultural association with the land must be documented in the ACHAR. ● Impacts on Aboriginal cultural heritage values are to be assessed and 	<p>Section 6.10 & Appendix CC</p>

documented in the ACHAR. The ACHAR must demonstrate attempts to avoid impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the ACHAR must outline measures proposed to mitigate impacts. Any objects recorded as part of the assessment must be documented and notified to OEH.	
11. Noise and Vibration <ul style="list-style-type: none"> Identify and provide a quantitative assessment of the main noise and vibration generating sources during demolition, site preparation, bulk excavation, construction. Identify and assess operational noise, including consideration of any public-address system, school bell, mechanical services (e.g. air conditioning plant), use of any school hall for concerts etc. (both during and outside school hours) and any out of hours community use of school facilities and outline measures to minimise and mitigate the potential noise impacts during construction and operation on surrounding occupiers of land. 	Section 6.11 & Appendix O & P
12. Sediment, Erosion and Dust Controls Detail measures and procedures to minimise and manage the generation and off-site transmission of sediment, dust and fine particles.	Section 6.12 & Appendix E
13. Contamination <ul style="list-style-type: none"> Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. Undertake a hazardous materials survey of all existing structures and infrastructure prior to any demolition or site preparation works. Include an assessment of the effectiveness and reliability of the measures and any residual impacts after these measures are implemented. 	Section 6.13 & Appendix U & V
14. Utilities <ul style="list-style-type: none"> Prepare an Infrastructure Management Plan in consultation with relevant agencies, detailing information on the existing capacity and any augmentation and easement requirements of the development for the provision of utilities including staging of infrastructure; and 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. 	Section 6.14 & Appendix T
15. Contributions 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.	Section 6.15
16. Drainage <ul style="list-style-type: none"> Detail drainage associated with the proposal, including stormwater and drainage infrastructure. Detail measures to minimise operational water quality impacts on surface waters and groundwater. Stormwater plans detailing the proposed methods of drainage without impacting on the downstream properties. 	Section 6.16 & Appendices E, & R
17. Flooding 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.	Section 6.17 & Appendix Q

Secretary's Requirements	Location Where Addressed
<p>18. Bush fire Address the bush fire hazard and, if relevant, prepare a Report that addresses the requirements for Special Fire Protection Purposes Development as detailed in Planning for Bush Fire Protection 2006 guidelines.</p>	Section 6.18
<p>19. Biodiversity Assess and document the biodiversity impacts related to the proposal, by a suitably qualified person.</p>	Section 6.19 & Appendix I
<p>20. Waste</p> <ul style="list-style-type: none"> • 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. 	Section 6.20 & Appendix Z & AA
<p>21. Construction Hours 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>	Section 6.21 & Appendix J
<p>22. Heritage</p> <ul style="list-style-type: none"> • The EIS must include a Heritage Impact Statement (HIS), prepared by a suitably qualified heritage consultant in accordance with the guidelines in the NSW Heritage Manual. The HIS should identify any State and local heritage items and heritage conservation areas with the SSD site and in the vicinity and provide an assessment of heritage impacts. Where impacts are identified, the HIS should outline the proposed mitigation measures; and • The EIS must include a Heritage Archaeological Assessment (HAA), prepared by a suitably qualified historical archaeologist. The HAA should identify what relics, if any, are likely to be present within the SSD site or in the vicinity, assess their significance and consider the impacts from the proposal on this potential resource. Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations. 	Section 6.22 & Appendix N
<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, special interest groups including local Aboriginal land councils and registered Aboriginal stakeholders, and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"> • The Hills Shire Council; • Government Architect NSW (through the NSW State Design Review Panel process); • Roads and Maritime Services; • Transport for NSW; and, • NSW Rural Fire Service. <p>Consultation with Council, Transport for NSW, Road and Maritime Services, Government Architect NSW and NSW Rural Fire Service should commence as soon as practicable.</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>	Part 5

Secretary's Requirements	Location Where Addressed
<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"> • Architectural drawings (dimensioned and including RLs); • Site Survey Plan, showing existing levels, location and height of existing and adjacent structures / buildings and boundaries; • Site Analysis Plan; • Sediment and Erosion Control Plan; • Shadow Diagrams; • View Analysis / Photomontages, including from public vantage points; • Landscape Plan (identifying any trees to be removed and trees to be retained or transplanted); • Geotechnical and Structural Report; • Accessibility Report; • Heritage Impact Statement; • Historical Archaeological Assessment; • Draft Construction Environmental Management Plan (including relevant sub-plans); • Arborist Report; • Salinity Investigation Report (if required); • Acid Sulphate Soils Management Plan (if required); and • Schedule of materials and finishes. 	Refer Appendices
<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>	Not Applicable
<p>The assessment of the key issues listed above must consider relevant guidelines, policies, and plans as identified.</p>	Refer All Documentation

Table 2 - Response to SEARs

3. SITE CONTEXT

3.1 Site Location

The site is located within Cumberland Local Government Area (previously Holroyd LGA). The area surrounding the subject site is predominantly low density residential in its character with R2 - Low Density Residential zoned lands located to the north, south and west of the site. A corridor of R3 - Medium Density Residential land extends to the north east of the site, whilst the land to the east is zoned R4 - High Density Residential with land to the south east zoned B2 - Local Centre.

The site and surrounding areas are serviced by a local bus network whilst pedestrian pathways provide pedestrian access.

The site is located to the north of both the Great Western Highway and the M4 Motorway.

The Wentworthville Railway Station is located approximately 750m to the north of the site.

The following aerial photograph depicts the site within its locality:



Figure 1 - Aerial Photograph

3.2 Site Description

The site comprises of a single allotment of land identified as Lot 1 in DP 1245593 and which is known as 70-100 Fullagar Road, Wentworthville and is occupied by the Wentworthville Public School. The site is bounded by Fullagar Road to the north, Station Street to the east, Monash Street to the south and Garfield Street to the west. The site is owned by the NSW Department of Education.

The site is rectangular in shape with a total area of approximately 21,853m². The site is a sloping allotment having a constant fall across the site from the south-western corner (RL 40.98) through to the north-eastern corner of the site (RL 30.61). Stormwater from the property is capable of being drained to the street drainage system.

The existing development is located in an informal landscaped setting with larger canopy trees generally located around the perimeter of the site and buildings (both permanent and demountable) spread across the site.

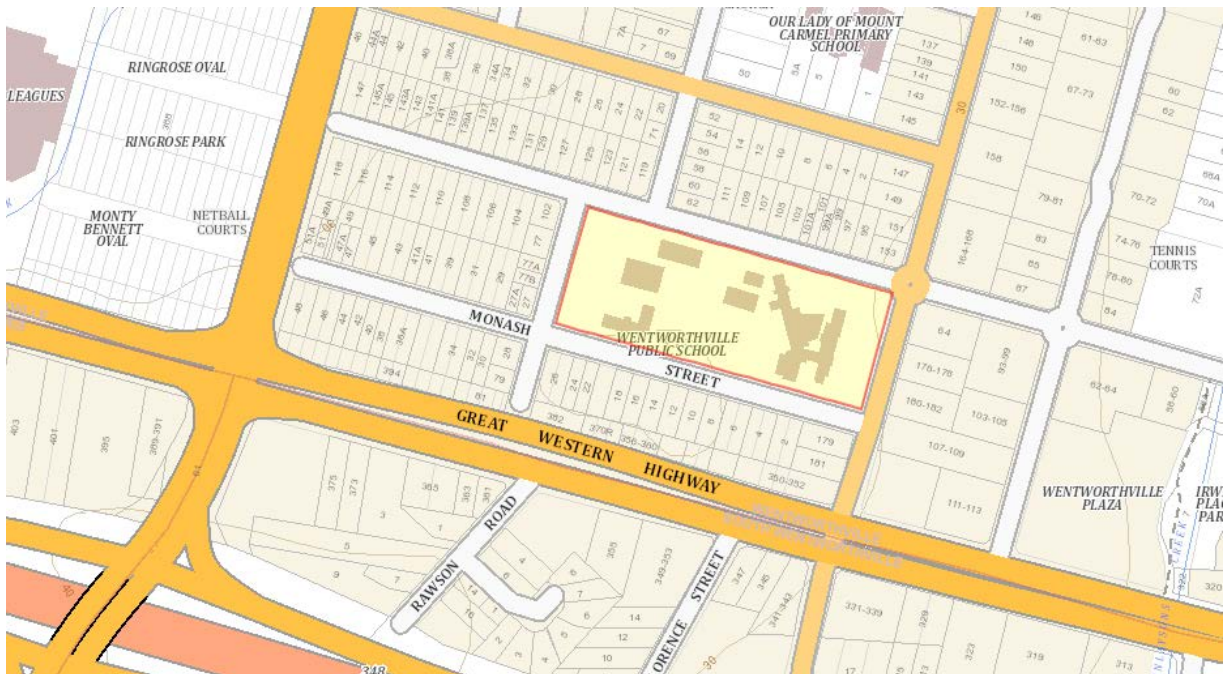


Figure 2 - Site Location Map

The site currently comprises of 7 permanent buildings, comprising both single and two storey structures and 9 demountable buildings. The site also has a covered outdoor learning area, cricket nets, courtyards and outdoor play areas. The site is bounded by high black metal palisade fencing on all boundaries.

The subject site and the existing buildings are not heritage listed and are not considered to have any heritage significance which would be impacted upon by the proposal. The site is located within proximity of one local heritage item, namely, Item 137 - Federation Period Cottage located at No. 30 Monash Street.

A Statement of Heritage Impact has been prepared by Heritage 21 which in summary provides:

The proposed development would be located away from the south-western section of the subject site which would ensure that the proposed development would not generate a negative visual impact on the heritage items in the vicinity. The proposed development would also include the removal of the portable classrooms currently located on the site and would retain Buildings A, B and C. Although each of the buildings have undergone significant modification since construction, they are the original buildings of Wentworthville Public School and Heritage 21 has encouraged their retention.

Heritage 21 is therefore confident that the proposed development complies with pertinent heritage controls and would have minimal impact on the heritage significance of the subject site or the heritage item in the vicinity.

The subject site is not identified on the Council's Bushfire Prone Land Map.

Vehicular access to the property is currently provided via a bitumen driveway which enters the site mid-way along the Fullagar Road frontage. The driveway provides access to a vehicle parking area comprising 20 staff parking spaces. Parents/guardians utilise on-street parallel parking within the surrounding streets for the dropping off and picking up of students. There is currently no formal drop off/pick up zone although one is separately in the process of being established in conjunction with Council in Monash Street. Primary pedestrian access to the school grounds is currently controlled by a gated entrance connecting with the southern part of the Fullagar Road footpath and which is to be retained as part of the subject proposal.

Stormwater from the site is currently disposed of to the street drainage system in Fullagar Road both to the east and west of the site.

The site comprises a large number of trees with over 84 tree groups identified. An assessment of the existing trees and the relationship of the trees to the proposal and the associated works has been undertaken by Tree Talk Arboricultural Consulting and their report is included as Appendix H to this report.

A Biodiversity Development Assessment Report has been prepared for the site by Travers Bushfire & Ecology (Appendix I) which states:

Ecological survey and assessment has been undertaken in accordance with relevant legislation including the Environmental Planning and Assessment Act 1979 (EP&A Act), the Biodiversity Conservation Act 2016 (BC Act), the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act) and the Fisheries Management Act 1994 (FM Act).

*In respect of matters required to be considered under the EP&A Act and relating to the species / provisions of the BC Act, one (1) threatened fauna species Grey-headed Flying-fox (*Pteropus poliocephalus*), one (1) threatened flora species *Eucalyptus scoparia*, and one (1) critically endangered ecological community (CEEC) Cumberland Plain Woodland (CPW), were recorded within the study area.*

*In respect of matters required to be considered under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act), one (1) threatened flora species *Eucalyptus scoparia*, no threatened ecological communities (TECs), one (1) threatened fauna species Grey-headed Flying-fox (*Pteropus poliocephalus*) and no protected migratory bird species listed under this Act were recorded within the subject site.*

In respect of matters relative to the FM Act, no suitable habitat for threatened marine or aquatic species was observed within the subject site and there are no matters requiring further consideration under this Act.

.....

The direct, indirect and cumulative impacts of the proposal have been carefully considered in Section 5 of this report.

Recommendations have been outlined within Section 5.4 to avoid/minimise/offset the identified potential ecological impacts of the proposal, to address threatening processes and to create a more positive ecological outcome for threatened species and their associated habitats.

The principles for determining serious and irreversible impacts are set out under Section 6.7.2 of the Biodiversity Conservation Regulation 2017 (BCR). These principles have been reviewed and it is considered that the proposal will not cause any serious and irreversible impacts (SAIL) on threatened biodiversity.

.....

Recommendations for improving retained vegetation and habitat resources, along with minimising indirect impacts are detailed in Section 5.4 of this BDAR.

Based upon the findings of the Biodiversity Assessment Report it is not considered that there will be any ecological impacts associated with the proposal.

3.3 Surrounding Development

The site is located within Cumberland Council Local Government Area. The area surrounding the subject site is predominantly low density residential in its character with R2 - Low Density Residential zoned lands located to the north, south and west of the site. A corridor of R3 - Medium Density Residential land extends to the north-east of the site, whilst the land to the east is zoned R4 - High Density Residential with land to the south east zoned B2 - Local Centre and which comprises a mixture of residential and commercial premises.

Development located immediately opposite the site on the northern side of Fullagar Road comprises single detached dwellings together with some examples of attached dual occupancies. This land is zoned R2 - Low Density Residential. The development consists of a mixture of single and two storey dwellings predominantly constructed of brick with pitched tiled roof forms of both original and modern styles. The dwellings are generally set within formal landscaped gardens with small shrubs and trees. The dwellings are orientated towards Fullagar Road and comprise single or double attached garaging. Original housing stock comprises garaging predominantly located at the rear with more recent construction comprising attached garaging within the front façade. Dwellings are setback approximately 6-8m from the street frontage, with the exception of corner allotments where dwellings are provided with a reduced setback of approximately 1-3m.

Development immediately opposite the site on the southern side of Monash Street comprises single detached dwellings and some attached dual occupancies. This land is zoned R2 - Low Density Residential. These properties are similar to those on the northern side of Fullagar Road being buildings predominantly constructed of brick with pitched tiled roof forms. Garaging for one or two cars is generally contained within the main dwelling structure with some parking structures located forward of the dwelling. Dwellings are setback approximately 6-8m from the street frontage, with the exception of corner allotments where dwellings are provided with a reduced setback of approximately 1-3m.

The eastern end of Monash Street opposite the southeast corner of the site is zoned B2 - Local Centre, however a number of these properties contain residential housing. A car sales yard is located further south on the corner of Station Street and the Great Western Highway.

Development opposite the site on the eastern side of Station Street comprise 3 storey residential flat buildings with basement parking. This land is zoned R4 - High Density Residential. The buildings are generally constructed of brick with pitched tiled roof forms. The properties are bounded by high fencing with informal landscaping and minimal large trees. Buildings are setback approximately 6-8m from the street frontage.

Development located opposite the site on the western side of Garfield Street comprises a mixture of single detached housing and attached dual occupancy development. These properties are similar to those on the northern side of Fullagar Road and Monash Street being buildings predominantly constructed of brick with pitched tiled roof forms. Garaging for one or two cars is generally contained within the main dwelling structure with some located forward of the dwelling. Dwellings are setback approximately 6-8m from the street frontage.

The site is also located within proximity to a number of playing fields and areas of public open space including Ringrose Park which is located further to the west of the site on the corner of the Cumberland Highway and the Great Western Highway. Development fronting the Great Western Highway further to the south of the site comprises a mixture of commercial and retail premises.



Figure 3 - Aerial Photograph of the subject site and surrounding locality

4. DETAILED DESCRIPTION OF THE PROPOSAL

This section provides a detailed description of the proposed development

4.1 Overview

The proposal provides for the construction of additional facilities to accommodate an increased student population of 1000 pupils and includes the construction of

1. A new three storey facility adjacent to the corner of Fullagar Road and Station Street which houses:
 - A new Library
 - 30 new permanent teaching spaces
 - New Special Programs and Specialist teaching spaces
2. Alterations to the existing Building A to convert existing teaching spaces into 6 new home bases.
3. Alterations and extensions to the existing Library (Building E) to create new Administration and Staff facilities.
4. Alterations and extensions to the existing Administration Building (Building F) to create a new Special Needs unit.
5. A new Hall Building.
6. Removal of 12 demountable teaching spaces.
7. Increase student numbers from approximately 600 to 1000.
8. Ancillary Signage to northwest corner of Building G (main entry), north elevation of Building H (Hall & OOSH), south elevation of Building G.

Architectural plans detailing the above works have been prepared by Fulton Trotter Architects and are contained in Appendix C to this report.

4.2 Demolition Works

The proposal provides for the removal of the existing demountable buildings together with the demolition of the OOSH building (located to the east of the existing carpark) and the northern portion of Block A comprising of the WC, canteen, a covered area and 5 home bases.

4.3 Proposed New Three Storey Building (Building G)

The proposal provides for the construction of a new three storey building. The building is to be erected within the north east corner of the site adjacent to the intersection of Fullagar Road and Station Street. The building is provided with varying setbacks having a minimum dimension of 5.652m to Fullagar Road and 5.644m to Station Street. The proposed setbacks allow for the retention of the majority of the existing vegetation located adjacent to the street frontages.

The building has a height of 15.2m measured from existing ground level.

The building is to be constructed of a mixture of masonry, corrugated iron cladding, pre-finished CFC sheeting, concrete and glass and is to have a low-pitched metal roof.

The building is orientated towards both Fullagar Road and Station Street. The existing entry at the western end of Building G incorporates a graded ramp providing access to a lift with the building having been designed so as to provide equitable access to all levels of this building. In addition to providing improved disabled persons access to the entry of the site, the proposal also seeks to provide improved access for disabled persons to all aspects of the school facility.

This building comprises 30 new permanent teaching spaces, special program and specialist teaching space, library, WC and Outdoor Learning Area.

4.4 Alterations to Existing Administration Building (Building A)

Existing Building A is located towards the southeast corner of the site and comprises a number of teaching spaces. The alterations and additions will provide for 6 new home bases. This building is connected to Level 2 of the new Building G

A new extension is created to the north that contains new student toilet facilities.

4.5 Alterations and Additions to Existing Library (Building E)

The existing library building (Building E) is to be refurbished and provided with an addition so as to create a new administration and staff building. Building E is located immediately to the south of the existing carpark and fronts Fullagar Road.

The proposed works maintain the existing setback to Fullagar Road. The additions are to the west of the existing building and are located in the approximate position of 2 existing demountable buildings which are to be removed as part of this application. The additions are single storey and are constructed of a mixture of brickwork and glazing with metal roof sheeting.

4.6 Alterations and Additions to Existing Administration Building (Building F)

The existing administration building, which is a single storey building, is located immediately to the west of the existing carpark.

The proposal provides for the carrying out of alterations and additions to this building to provide for a change of use to provide for a new Special Needs Unit. The building will provide for 3 home bases with amenities, kitchen, meeting rooms, withdrawal rooms and a deck area.

The existing setback to Fullagar Road is retained with the proposed additions located to the south (rear) of the existing building. The additions are to be constructed of a combination of brickwork, glazing and pre-finished CFC sheeting with a pitched metal roof.

A new drop off zone is proposed to the north of Building F and is proposed for the sole purpose of servicing the new Special Needs building. The drop off zone will utilise the existing driveway servicing the staff carpark for the entry and an existing disused driveway crossing from Fullagar Road.

4.7 New Hall Building (Building H)

A new building is proposed to be constructed towards the northwest corner of the site and is to be attached to the eastern end of the existing Covered Outdoor Learning Area (COLA). This building is single storey and is to be constructed of a mix of FC sheeting, metal sheeting, brickwork and glazing with a pitched metal roof form. Building H will provide for the hall, canteen, out of school hours care (OOSH), storage and amenities.

Building H is to be provided with a setback of 12.443m to the western boundary fronting Garfield Street and a setback of 21.567m to Fullagar Road.

4.8 Student Numbers

The existing student population is proposed to be increased from approximately 600 to 1000 students. The school currently provides for the equivalent of 60 full time staff which will be increased to 80 staff as part of this application.

4.9 Civil Works

The civil works proposed as part of this application will include the upgrading of the existing stormwater system. As detailed on the plans prepared by Henry & Hymas the proposal will provide for two new on-site detention tanks, one to be located under proposed Building H and the second to be located between Building A and Building G. All collected stormwater will then ultimately discharge to the existing drainage infrastructure located in Fullagar Road.

4.10 Car Parking

The site currently provides for 20 formal off-street parking spaces. There is no change proposed to the existing parking spaces provide upon the site.

4.11 Signage

The proposal provides for new identification signage on Buildings G and H.

The signage to Building G is proposed on the northwest corner and mounted on the library wall adjacent to the main pedestrian entry from Fullagar Road. This sign is a wall sign that will be illuminated from directional garden uplights.

The proposal also provides for signage on the southern elevation of Building G. The sign is a wall sign which is mounted on the vertical aluminium battens and located below the eave height. This sign is to be illuminated from directional garden uplights.

The proposal also provides for signage on Building H (Hall and OOSH). This wall sign is to be recessed into the low masonry wall and is not illuminated.

An assessment of the proposal against the requirements of SEPP No. 64 - Advertising and Signage is included at Section 6.1.8 of this report.

4.12 Vehicular Access

A new drop off/pick up area is provided on site immediately to the north of Building F, as discussed above.

This drop off area is for the exclusive use of the Special Needs building.

4.13 Construction Phasing

The proposed order of works and staging for the project is as follows -

Stage 1 - Temporary School and Establishment Works (subject to separate approval)

This includes the following works:

- 8 demountable buildings are installed within the south western corner of the site.
- These facilities will provide accommodation for 5 Home Bases as well as toilet facilities and Canteen facilities in order to offset existing buildings and facilities proposed for demolition.

- Services works are proposed to be undertaken in order to create temporary services connections in order to maintain power, data and other services connections to the site.

Stage 2.1 - New Building - Building H - Hall Building

This includes the following works:

- Construction of Building H as well as the associated landscaping works
- While this will be commenced at the same time as Stage 2.2 (see below) it is intended to be completed and handed over before the completion of that stage.

Stage 2.2 - New Building - Building G - Classroom Building (excluding Library and Special Programs Facilities)

This stage includes the following works -

- Demolition of portions of Building A
- Construction of the new Building G except for the Library facilities and the Special Programs facilities to the Western end of the building.
- This work will be commenced simultaneously with Stage 2.1 (see above), but will not be completed until after the completion of Stage 2.3 (see below)

Stage 2.3 - New Building - Building G - Library & Special Needs Facilities

This stage occurs following the occupation of Building H and includes the following works -

- Demolition of the existing OOSH building
- Construction of the new Library facilities and the Special Programs facilities in Building G.
- Creation of the new landscaped main site entry forecourt area.
- This work will only be commenced following the completion of Stage 2.1 (see above) to allow the existing OOSH facilities to be accommodated in the new Hall building before their demolition.

Stage 3 - Refurbishment Works - Buildings A and E - Home Bases and Administration/Staff

This stage occurs following the occupation of Building G and includes the following works:

- Refurbishment of Building A into 6 new Homebase spaces

- Refurbishment and extension of Building E into new Administration and staff facilities.
- Creation of new landscaped areas, paths and paving areas around the above buildings.
- This work can only be commenced following the completion, handover and occupation of Stages 2.2 and 2.3

Stage 4 - Refurbishment Works - Building F - Special Needs Unit

This stage occurs following the occupation of Buildings A & E and includes the following works -

- Refurbishment and extension of Building F into a new Special Needs Unit.
- Creation of a new Safe Play Area surrounding the building.
- Creation of a new drop off area and associated paths adjacent to the building.
- This work can only be commenced following the completion, handover and occupation of the Stage 3 works.

Stage 5 - Minor Refurbishment Works - Buildings B and C - Classroom Spaces

This stage includes the following works -

- Creation of new Comms Room spaces in Building B including new associated wiring services connections.
- This work can only be commenced following the completion, handover and occupation of the Stage 4 works.

Following completion and occupation of Stage 5 of the works the demountable buildings are to be removed from the site.

5. CONSULTATION

5.1 General

A consultation process has occurred throughout the development of the current design and will continue as the assessment of the application progresses as well as throughout the entire development project. The purpose of the consultation process to date has been to inform and seek feedback from key stakeholders.

The key stakeholders with which consultation has occurred to date are:

- Cumberland Council
- Government Architect NSW (via the NSW State Design Review Panel Process)
- Roads and Maritime Services
- Transport for NSW
- NSW Rural Fire Service
- Community Consultation
- Special Interest Group Consultation

5.2 Cumberland Council

A Pre-Lodgement Meeting was held with Cumberland Council on the 23rd July 2018. A copy of the Minutes of that meeting are included at Appendix BB of this report.

The key issues identified by the Council as part of that meeting were:

- *Parking should be considered to cater for increased teacher numbers as on street parking currently causes issues for adjacent residents*

Comment: The issue of car parking is discussed within the Traffic & Transport Impact Statement prepared by TSA and which is included as Appendix K to this report

- *Water Sensitive Urban Design Requirements will need to be considered, including water quality.*

Comment: A Civil Stormwater Design Report has been prepared by Henry & Hymas and which is included as Appendix R to this report.

- *Consideration to be given to nearby heritage house and views to the school.*

Comment: A Heritage Impact Statement has been prepared by Heritage 21 and which is included as Appendix N to this report.

- Height of new 3 storey building exceeding 9m height limit.

Comment: The proposal will result in a maximum height of 15.2m. Pursuant to Clause 42 of the SEPP it is noted that:

Development consent may be granted for development for the purpose of a school that is State Significant Development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.

As discussed at Section 6.4 of this report the proposed building height is considered to be acceptable in the circumstances of this case and is worthy of support.

5.3 Government Architect NSW (via the NSW State Design Review Panel Process)

Mace Group and Fulton Trotter Architects met with the Office of the Government Architects and the Department of Planning on Tuesday the 27th March 2018 to review the initial concept plans for the project prior to a Sears Application being lodged. An overview of the project was provided to and general comments and feedback were received from the representatives of the Office of the Government Architects. A pre-briefing session was then held ahead of the State Design Review Panel (SDRP) presentation for the project to review the developed design and provide comments and feedback about what should be presented at the SDRP. The SDRP for Wentworthville Public School took place on the 30th October 2018.

Formal feedback from that meeting has not as yet been received.

5.4 Roads and Maritime Services

TSA have advised by way of correspondence dated 27th September 2018 (Appendix BB) the following in relation to consultation that they have participated in:

- *Formal meeting with Roads and Maritime Services (RMS) and representatives from Mace and Fulton Trotter Architects on 15 May 2018, where issues relating to traffic on the surrounding road network in the immediate vicinity of the school site was discussed;*
- *Formal meeting with Cumberland Council and representatives from Mace, Minto Planning Services, Department of Education (NSW) and Fulton Trotter Architects on 23 July 2018, where traffic and parking matters was one of many issues discussed; and*
- *We endeavoured to contact Transport for NSW on a number of occasions regarding school bus routes. Information on these services was eventually obtained through liaisons with the school bus operator (i.e. Hillsbus).*

5.5 Transport for NSW

Refer to comments above.

5.6 NSW Rural Fire Service

Not Applicable as the site does not comprise of Bushfire Prone land.

5.7 Community Consultation

Consultation with the community has been undertaken in a number of forms. Extensive consultation has been undertaken with the school community (teachers, students and parents) as part of developing the design. These consultations are outlined in the Consultation Schedule prepared by Fulton Trotter Architects (Appendix BB). Further to this, a number of Information Booth sessions have been undertaken by Mace Group to engage with the wider community around the school. Details of these sessions are provided in the Communication and Consultation Report prepared by Mace Group. (Appendix BB).

5.8 Special Interest Group Consultation

It is advised that as part of the preparation of the Aboriginal Cultural Heritage Assessment Report by Cultural Heritage connections that an extensive consultation process was undertaken with a total of 17 Registered Aboriginal Parties.

Details and feedback following that consultation report is contained within the Aboriginal Cultural Heritage Assessment Report (Appendix CC).

6. ENVIRONMENTAL IMPACT ASSESSMENT

This section provides an environmental assessment of the proposed development in respect of relevant State policies and matters for consideration under the Environmental Planning & Assessment Act.

This section also describes in detail how the Key Issues identified in the SEARs have been assessed, and how any potential impacts have been avoided, minimised or offset.

6.1 Statutory Planning Controls

6.1.1 Environmental Planning & Assessment Act, 1979

The EP&A Act provides, the legislative framework for the assessment and approval of development in NSW. In accordance with Division 4.7 of Part 4 of the EP&A Act, this Environmental Impact Statement has been prepared in to address both the Secretary's Environmental Assessment Requirements and the general provisions of Schedule 2 of the EP&A Regulations.

Section 1.7 sets out matters which must be considered in deciding whether a proposed development is likely to have a significant effect on threatened species, populations or ecological communities, or their habitats.

A Biodiversity Development Assessment Report has been prepared by Travers Bushfire & Ecology and is included at Appendix I to this report. That report states that:

Ecological survey and assessment has been undertaken in accordance with relevant legislation including the Environmental Planning and Assessment Act 1979 (EP&A Act), the Biodiversity Conservation Act 2016 (BC Act), the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act) and the Fisheries Management Act 1994 (FM Act).

*In respect of matters required to be considered under the EP&A Act and relating to the species / provisions of the BC Act, one (1) threatened fauna species Grey-headed Flying-fox (*Pteropus poliocephalus*), one (1) threatened flora species *Eucalyptus scoparia*, and one (1) critically endangered ecological community (CEEC) Cumberland Plain Woodland (CPW), were recorded within the study area.*

*In respect of matters required to be considered under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act), one (1) threatened flora species *Eucalyptus scoparia*, no threatened ecological communities (TECs), one (1) threatened fauna species Grey-headed Flying-*

fox (Pteropus poliocephalus) and no protected migratory bird species listed under this Act were recorded within the subject site.

In respect of matters relative to the FM Act, no suitable habitat for threatened marine or aquatic species was observed within the subject site and there are no matters requiring further consideration under this Act.

.....

The direct, indirect and cumulative impacts of the proposal have been carefully considered in Section 5 of this report.

Recommendations have been outlined within Section 5.4 to avoid/minimise/offset the identified potential ecological impacts of the proposal, to address threatening processes and to create a more positive ecological outcome for threatened species and their associated habitats.

The principles for determining serious and irreversible impacts are set out under Section 6.7.2 of the Biodiversity Conservation Regulation 2017 (BCR). These principles have been reviewed and it is considered that the proposal will not cause any serious and irreversible impacts (SAIL) on threatened biodiversity.

.....

Recommendations for improving retained vegetation and habitat resources, along with minimising indirect impacts are detailed in Section 5.4 of this BDAR.

On this basis the proposal is considered to satisfy Section 1.7 of the Act.

6.1.2 Environmental Planning & Assessment Regulation 2000

This EIS has addressed the specific criteria within Clauses 6 and 7 of Schedule 2 of the EP&A Regulation including the principles of ecologically sustainable development in Section 7.

As required by Clause 7(1)(d)(v) of Schedule 2 of the Regulations, it is advised that an approval under another Act is not required in order to permit the proposed development to occur.

6.1.3 Biodiversity Conservation Act 2016

A Biodiversity Assessment Report has been prepared by Travers Bushfire & Ecology in accordance with the Biodiversity Conservation Act 2016 and is included as an Appendix I to this report. The study area comprised the existing Wentworthville Public School Grounds.

The ecological survey and assessment have been undertaken in accordance with relevant legislation including the Environmental Planning and Assessment Act 1979, the Biodiversity Conservation Act 2016, the Environment Protection and Biodiversity Conservation Act 1999 and the Fisheries Management Act 1994.

The report noted the potential direct ecological impacts as follows:

The direct impacts of the proposal are considered to include the following:

- *Removal of 0.03ha of highly modified PCT 849 / TEC vegetation (CPW)*
- *Removal of one (1) hollow-bearing trees providing potential habitat for non-threatened birds and small mammals*
- *Removal of seasonal nectar and fruit producing trees for foraging by birds and flying-foxes*

The report provided a detailed list of recommendations made to avoid, minimise or ameliorate the potential identified ecological impacts, address threatening processes and to create a positive ecological outcome for threatened species and their associated habitats.

These recommendations which are summarised as follows, will be incorporated into the proposed development:

- *Replacement landscaping is to use locally occurring native species commensurate with CPW including trees, shrubs and ground covers to encourage local fauna use, to consolidate remnant vegetation linkages and to provide 'island' refuges for native flora and fauna species within the locality. CPW vegetation is to be replaced at a minimum 2:1 ratio and maintained until maturity. Dedicated landscape beds are to be established with CPW tree, shrub and groundlayer species.*
- *Integrated weed management and control of high threat exotics*
- *The retention of the Moreton Bay Fig along the northern study area boundary for ongoing seasonal foraging by Grey-headed Flying-fox.*
- *Invasive species such as Camphor Laurel, Coral Tree, African Olive and African Lovegrass were observed within the study area. Control and eradication of invasive ecological weeds is to be undertaken in accordance with the NSW Biosecurity Act (2015) to prevent further invasion by these species.*
- *Hollow-bearing trees are to be clearly marked prior to clearing. Where the felling of hollow-bearing trees is required, this is to be conducted under the supervision of a fauna ecologist to ensure appropriate animal welfare procedures are taken, particularly for threatened species. Hollows of high quality or with fauna recorded residing within should be sectionally dismantled for relocation and all hollows should be inspected for occupation, signs of previous activity and potential for reuse.*

- *If a threatened species is found to be occupying the hollow then the hollow section is to be reattached to a recipient tree within the nearby conservation areas as selected and directed by the fauna ecologist. The welfare and temporary holding of the residing animal(s) is at the discretion of the fauna ecologist. The hollow section should be well secured in the recipient tree in a manner that will not compromise the current or future health of that tree.*
- *The removal of any recorded hollows is to be mitigated with the relocation of hollow sections or their replacement with nest boxes in remaining trees within the school grounds.*

On the basis of the findings and recommendations of the Biodiversity Assessment Report it is not considered that the proposal will result in any unreasonable ecological impacts and satisfies the requirements of the Biodiversity Conservation Act.

6.1.4 SEPP (State & Regional Development) 2011

In accordance with Clause 15 of Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011 the proposal is considered to be State Significant Development as it seeks approval for alterations and additions to an existing school (Educational Establishment) with a Capital investment Value of more than \$20 million. As outlined in the Quantity Surveyor Report prepared by Altus Group the proposed development has a CIV of greater than \$20 million.

Clause 11 of the SEPP outlines that DCPs (whether made before or after the commencement of the SEPP) do not apply to State Significant Development.

The consent authority for the subject application will be the Department of Planning & Environment.

6.1.5 SEPP (Educational Establishments & Child Care Centres) 2017

The SEPP applies to development for the purpose of an Educational Establishment.

The existing use of the site is defined as an educational establishment which means *a building or place used for education (including teaching)*.

Part 4 of the SEPP relates specifically to Schools. The subject site is zoned R2 Low Density Residential which is identified as a 'prescribed zone' under Clause 33 of the SEPP. Clause 35(1) permits the development for the purposes of a school on land within the prescribed zone. Therefore, the proposal which seeks approval for the carrying out of alterations and additions to an existing school is permissible with consent.

Sub-clause 35(6) of the SEPP states:

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:

- (a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and*
- (b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.*

The following table is an assessment of the design quality principles set out in Schedule 4.

Design Quality Principles	Design Response
<p>Principle 1—context, built form and landscape</p> <p>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 informed by site conditions such as topography, orientation and climate.</p> <p>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.</p> <p>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.</p>	<p>The development appropriately responds to the existing built and natural environment on the site. The siting of the new building maximises passive solar gain and natural cross flow ventilation, provides an appropriate street address to both Fullagar Road and Station Street and is appropriately setback from surrounding low density residential properties. The development will present as a three-storey school building in a garden setting. The proposal retains significant vegetation on site and is supplemented by additional plantings detailed in the Landscape Plan.</p> <p>The form of the new 3 storey building (Building G) located to the east of the site responds to the steeper topography in this portion of the site and also the multi-storey context of the developments across Station Street to the east. A building of this height ensures that the building footprint is minimised - reducing the impact of the development on the site landscaping and available play space.</p> <p>The remaining new buildings are created to mimic the form and mass of the existing forms on the site - maintaining the mass and scale of the site along the streetscape.</p>
<p>Principle 2—sustainable, efficient and durable</p> <p>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.</p>	<p>The environmental performance and amenity of the development has been considered in the following ways -</p> <ul style="list-style-type: none"> • The buildings have been largely orientated to face North/South rather than East/West - allowing them to avoid thermal heat gains from the Western and Eastern sun. Further to this, the considered siting of the building

<p>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</p>	<p>minimises the impact on surrounding houses and developments creating minimal overshadowing, minimising the acoustic impact on the neighbouring sites.</p> <ul style="list-style-type: none"> • Screened balconies are provided across the street frontages of Building G that create fall protection to the classroom spaces - which allows for large sliding doors to open along the external façade. This allows for large openable areas on both sides of the building creating good levels of natural ventilation. This is supplemented with high level windows to the upper level. Elsewhere, generous amounts of openable windows are provided to the other new spaces across the site. • Allowance has been made for the inclusion of PV Cells to the roof of Buildings G & H (the Hall and Classroom buildings) to generate electricity to offset the demands for the site. • For the most part unfinished, highly durable materials have been selected in order to minimise the ongoing maintenance required on the site and to ensure the longevity of the buildings.
<p>Principle 3—accessible and inclusive</p> <p>School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</p> <p>Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.</p> <p>Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</p>	<p>The new entry has been designed to provide improved security, a welcoming entrance to the site as well as an accessible path of travel into entry of the site.</p> <p>The development allows for the existing line of security around the perimeter of the site to be maintained and managed in a more functional way that allows for better security for students during school hours - both in the classroom and in the play areas.</p>
<p>Principle 4—health and safety</p> <p>Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.</p>	<p>The buildings have been designed to allow for all habitable spaces to have good levels of natural ventilation and natural light.</p> <p>The spaces allow for a good level of supervision of the students at all times - whether in or out of the classroom. This also includes providing a clear and solid line of protection around the site that can be closed and monitored during school hours. To this end, the toilets have been distributed evenly across the floors of the new buildings with clear lines of supervision to the areas surrounding the toilets.</p> <p>The creation of the new entry to the site</p>

	<p>provides a clear delineation between pedestrian movement and vehicular movement on the site. The CPTED principals have been considered and implemented into the development.</p>
<p>Principle 5—amenity</p> <p>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.</p> <p>Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.</p> <p>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.</p>	<p>Amenity on the site maintained and achieved by:</p> <ul style="list-style-type: none"> • Maintaining the amount of outdoor play space available to students on the site. • Providing strong connections across the site through the creation of the central pedestrian circulation spine. • Creating internal spaces with good access to natural ventilation and natural light. • Creating new site landscaping that provides functional, fun and attractive learning external spaces for learning or play.
<p>Principle 6—whole of life, flexible and adaptive</p> <p>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.</p>	<p>The Whole of Life approach has been considered in this development in the following ways -</p> <ul style="list-style-type: none"> • Ensuring that structural elements and columns are kept to the perimeter of the spaces to allow for future reconfiguration and adjustment of the spaces without needing large amounts of structural work. • Internal spaces have been designed to be flexible and adaptable - particularly in the teaching spaces. The planning allows for the teaching spaces to be easily left open or closed up as required to suit the needs of the students and the teachers using them. They have considered a variety of education needs and teaching styles. • Materials have been chosen to require a minimum of ongoing maintenance. They are durable and hard wearing to ensure that they age well, without needing replacement or re-finishing on a regular basis. • Minimising the impact of the development on the overall site and its environment.
<p>Principle 7—aesthetics</p> <p>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.</p>	<p>The design of the buildings in this development has been carefully considered to sit comfortably within the natural setting of the site. The new insertions into the site have been designed to build upon the existing basis on the site with a new layer of modern innovative school facilities. The smaller detached new buildings mimic the forms of the existing buildings on the site. The new buildings are built around a core of a simple brickwork wall -</p>

<p>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.</p>	<p>referencing the predominantly brickwork facades of the existing buildings. The simple aluminium batten screens to the street facades are layered over the top of this core. These are finished with slight colour variances - creating a slight texture to the simple screen forms.</p> <p>The planning of the building then creates a series of framed boxes that step forward through the screens to create feature colourful boxes. This breaks up the mass of the building and creates a playful point of interest to the largely subdued façade.</p> <p>The result of this composition is a mixture of finely detailed modern elements layered over the top of a simple, solid masonry base and core.</p>
--	---

Table 3 - Response to Design Quality Principles

In relation to Clause 35(6)(b) it is considered that the design of the development will enable the use of the school facilities (including recreational facilities) to be shared with the community.

Clause 42 of the SEPP is specifically applicable to State Significant Development for the purpose of a school and states that:

Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.

Under Clause 4.3 of the Holroyd LEP 2013 the subject site is subject to a maximum building height of 9m. As previously identified proposed Building G will have a maximum height of 15.2m.

Clause 42 of the SEPP is therefore considered to permit the proposed development notwithstanding its non-compliance with Clause 4.3 of the LEP.

In support of the proposed building height it is submitted that the proposal is considered to be acceptable for the following reasons:

- The proposed building is a high-quality architect designed building which will encompass an attractive range of materials and finishes and which will make a positive contribution to the character of the locality and the existing streetscape.
- The proposed building is located towards the eastern portion of the site. Development located immediately opposite the site on the eastern side of Station Street comprises 3 storey residential flat buildings on land zoned R4 and which permits a maximum building height of 15m.
- The proposal is provided with generous spatial separation from the nearby residential dwellings which assists in minimising any unreasonable height, bulk and scale impacts and overshadowing impacts.

- The proposal is provided with a generous landscape buffer and which comprises the existing mature tree canopy which is located between the proposed building and the street boundaries.

It is also considered that the additional building height provides the following benefits:

- The increased building height allows for the provision of a reduced building footprint which in turn assists in minimising impacts upon existing trees and maintains the existing amount of outdoor play space.
- The increased building height allows for the provision of a primary building within which a large number of students can be located as well as support services therefore minimising the need for a decentralised school community.

On the basis of the above the proposal is considered to be compliant with the requirements of SEPP (Educational Establishments & Child Care Centres) 2017.

6.1.6 SEPP No.55 - Remediation of Land

Clause 7 of SEPP 55 provides:

- (1) A consent authority must not consent to the carrying out of any development on land unless:*
- (a) it has considered whether the land is contaminated, and*
 - (b) if the land is contaminated, it is satisfied that the land is suitable in its contaminated state (or will be suitable, after remediation) for the purpose for which the development is proposed to be carried out, and*
 - (c) if the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose.*

A Preliminary Site Investigation (PSI) and Detailed Site Investigation (DSI) (Appendix U) has been prepared by Mr Beejal Patel of WSP Australia P/L to determine the current contamination status of soil beneath the site.

The stated objectives of the investigation were to:

- *assess the current contamination status of the site, with respect to soil contamination, within the identified design footprint to meet the requirements of the SSD*
- *assess the potential risks associated with contamination at the site (if identified), with respect to demonstrating the site's suitability for proposed use in accordance with the SSD*

The study comprised a desktop review of current and historical available information and soil investigations at 21 locations, including 7 test pit locations and hand augering at 15 locations, and analysis of selected soil samples for contaminants of concern.

In summary, the reports concluded:

Concentrations of zinc were reported in some primary samples (BH03_0.1, BH04_0.5, BH08_0.3, BH09_0.5, BH10_1.0, BH11_0.2, BH12_0.1 and BH13_0.4) marginally above the adopted site EIL criteria. Most samples exceeding the criteria were collected from sampling locations at the southern portion of the site in the playing field. Concentrations were not considered to be significant due to the proposed development primarily comprising construction of building's without significant portions of vegetation. Concentrations of remaining heavy metals were reported in soil samples for the site, with results generally consistent between locations and were reported below the adopted site criteria.

All results for TRH, BTEXN and PAHs were below the laboratory PQLs.

Asbestos was observed in the form a fragment on the surface at one location (Fragment 1) at the north-western portion of the site. The sample was submitted for analysis to the laboratory and detected as fragment asbestos exceeding the HIL A. Asbestos was also detected in one presence/absence sample, BH03_0.5 located at the southern portion of the site. Asbestos was also identified within a fragment of asbestos cement sheet observed within the spoil excavated from TP16 (Fragment 2).

Due to the identification of asbestos at the southern portion of the site and the identification of an asbestos fragment at the north-western portion of the site, it is recommended an emu pick be undertaken at the site to remove suspected asbestos fragments. An asbestos management plan (AMP) should be prepared to target asbestos previously found on site and potential unexpected finds of asbestos. It is also recommended, during development works, an occupational hygienist is present onsite during the breaking of ground. Asbestos samples and asbestos zones are provided on Figure 3.

The results of the investigation indicate the identified design footprint at the school is impacted with asbestos in soil. It is likely that the identified asbestos will be disturbed during development works. A remediation action plan (RAP) will need to be prepared and implemented at the site. The RAP will need to demonstrate that the site can be made suitable for future use of the site as a primary school.

A Remedial Action Plan (RAP) has subsequently been prepared by WSP Australia P/L for the site and is included as Appendix V to this report. It is considered that subject to compliance with the requirements of the RAP that the site can be made suitable for its continued use as a primary school.

On the basis of the above the proposal is considered to satisfy the requirements of SEPP No.55 - Remediation of Land.

6.1.7 Draft SEPP (Remediation of Land)

The Draft SEPP was exhibited between 25 January 2018 and 14 April 2018 by the Department of Planning and Environment.

It is not considered that there are any additional requirements or considerations under the Draft SEPP beyond those detailed above in Section 6.1.6 of this report.

6.1.8 SEPP No. 64 - Advertising and Signage

The proposal provides for new ancillary school and building identification signage and therefore the provisions of SEPP 64 apply.

Clause 13 of the SEPP requires:

- (2) If the Minister for Planning is the consent authority or clause 18 or 24 applies to the case, the consent authority must not grant consent to an application to display an advertisement to which this Policy applies unless the advertisement or the advertising structure, as the case requires:*
 - (a) is consistent with the objectives of this Policy as set out in clause 3 (1) (a), and*
 - (b) has been assessed by the consent authority in accordance with the assessment criteria in Schedule 1 and in the Guidelines and the consent authority is satisfied that the proposal is acceptable in terms of:*
 - (i) design, and*
 - (ii) road safety, and*
 - (iii) the public benefits to be provided in connection with the display of the advertisement, and*
 - (c) satisfies any other relevant requirements of this Policy.*

It is considered that the proposal is consistent with the objectives of the Policy (Clause 3 (1)(a)) as the signage provides effective communication that is of a high-quality design and finish. The signage does not detract from the residential character of the locality and as such is compatible with the desired amenity and visual character of the area.

The following provides for an assessment of the proposed signage against the requirements of Schedule 1 of the SEPP.

Schedule 1 - Assessment Criteria

Schedule 1 of the SEPP provides the Matters for Consideration and Assessment Criteria for advertising signs. This Schedule is summarised below:

1 *Character of the area*

- *Is the proposal compatible with the existing or desired future character of the area or locality in which it is proposed to be located?*
- *Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?*

Comment: It is considered that the proposed signage is consistent with the existing and desired future character for the area. Whilst the subject site is located within a residential locality the proposed signage which provides for the clear identification of the site and the proposed buildings will not detract from the residential character of the locality and is considered to positively contribute to the existing streetscape.

2 *Special areas*

- *Does the proposal detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?*

Comment: The building is not identified as a heritage item and is not located within a heritage conservation area. The signage will not have any significant impact on any residential zoned land or open space areas.

3 *Views and vistas*

- *Does the proposal obscure or compromise important views?*
- *Does the proposal dominate the skyline and reduce the quality of vistas?*
- *Does the proposal respect the viewing rights of other advertisers?*

Comment: The proposed signage is not considered to impede on any existing important views or vistas and is not considered to dominate the skyline. Further the proposal provides for wall signage that does not extend above existing or proposed building heights and as such it will not dominate the skyline.

4 *Streetscape, setting or landscape*

- *Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape?*
- *Does the proposal contribute to the visual interest of the streetscape, setting or landscape?*
- *Does the proposal reduce clutter by rationalising and simplifying existing advertising?*
- *Does the proposal screen unsightliness?*
- *Does the proposal protrude above buildings, structures or tree canopies in the area or locality?*

Comment: The proposed signage is considered to be appropriate having regard to the scale of the proposed development on site. The proposed signage does not dominate the façade of the building and is considered to complement the existing surrounding streetscape. The signage is considered to be simplistic and minimal.

5 *Site and building*

- *Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?*
- *Does the proposal respect important features of the site or building, or both?*
- *Does the proposal show innovation and imagination in its relationship to the site or building, or both?*

Comment: The proposed signage is considered to relate well to the characteristics of the buildings and does not detract from any important features of the building or surrounding area. The scale of signage is considered appropriate to the building and the locality. The signage directs people to the main entry points and is clear and concise.

6 *Associated devices and logos with advertisements and advertising structures*

- *Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?*

Comment: The proposed signage relates only to the existing school use and does not contain any additional logos.

7 Illumination

- *Would illumination result in unacceptable glare?*
- *Would illumination affect safety for pedestrians, vehicles or aircraft?*
- *Would illumination detract from the amenity of any residence or other form of accommodation?*
- *Can the intensity of the illumination be adjusted, if necessary?*
- *Is the illumination subject to a curfew?*

Comment: The proposal incorporates directional garden uplights for the illumination of the proposed wall signs on Block G. This lighting is directional and will not detract from the amenity of the surrounding residential properties and will not result in unacceptable glare. The illumination will not affect the safety of pedestrians, vehicles or aircraft.

8 Safety

- *Would the proposal reduce the safety for any public road?*
- *Would the proposal reduce the safety for pedestrians or bicyclists?*
- *Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?*

Comment: It is not considered that the proposed signage will cause any adverse impact or nuisance to road users or pedestrians. The signage does not obscure any important sight lines. The signage is attached to the either the external wall of the proposed buildings or the surrounding low walls. As the signs are wall mounted they will not obscure sightlines.

There are no other provisions of the SEPP that apply to the proposed development. It is considered that the proposal complies with the requirements and objectives of the SEPP.

6.1.9 Draft SEPP (Environment)

The Draft SEPP was exhibited between 31 October 2017 and 31 January 2018 by the Department of Planning and Environment. This SEPP proposes to consolidate the following existing seven SEPP's:

- State Environmental Planning Policy No. 19 - Bushland in Urban Areas
- State Environmental Planning Policy (Sydney Drinking Water Catchment) 2011
- State Environmental Planning Policy No. 50 - Canal Estate Development
- Greater Metropolitan Regional Environmental Plan No. 2 - Georges River Catchment
- Sydney Regional Environmental Plan No. 20 - Hawkesbury-Nepean River (No.2-1997)

- Sydney Regional Environmental Plan (Sydney Harbour Catchment) 2005
- Willandra Lakes Regional Environmental Plan No. 1 - World Heritage Property.

Whilst the majority of the subject SEPP's are not applicable to the proposal it is considered that the assessment of the various issues contained within this report results in an outcome whereby the proposal is consistent with the relevant considerations of the above instruments.

6.1.10 Holroyd Local Environmental Plan 2013

The site is zoned R2 - Low Density Residential under the provisions of the Holroyd Local Environmental Plan 2013 as shown on the zoning map extract below.

Development for the purpose of an *Educational Establishment* and which includes a *School* is prohibited R2 zone under the provisions of the Holroyd LEP 2013.

Notwithstanding the above, an Educational Establishment is a permissible use upon land in a prescribed zone under the provisions of Clause 33 of SEPP (Educational Establishments & Child Care Centres) 2017.

The R2 - Low Density Residential zone is a prescribed zone whilst a school is defined under the SEPP as:

School means a government school or non-government school within the meaning of the Education Act 1990.

The proposal is considered to be consistent with this definition.



Figure 4 - Extract of Councils Land Zoning Map

Part 4 - Principal Development Standards

The following provision of the LEP is considered to be specifically applicable to the subject site.

Clause 4.3 - Height of Buildings

Clause 4.3 of The Holroyd LEP 2013 identifies that the site is subject to a maximum building height of 9m.

The proposal will result in a maximum building height of 15.2m.

In relation to the proposed non-compliance with Clause 4.3 of the LEP reference is made to Clause 42 of SEPP (Educational Establishments & Child Care Centres) 2017 which starts that:

Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.

On this basis it is submitted that compliance with Clause 4.3 of the Holroyd LEP is not required in this instance.

The proposed building height is considered to be acceptable in the circumstances of this case for the reasons as set out at Section 6.4 of this report.

Part 5 - Miscellaneous provisions & Part 6 - Additional Local Provisions

The following provisions of Part 5 & 6 are considered to be applicable to the proposal.

Clause 6.1 - Acid Sulfate Soils

The subject is identified as being of only 'moderate salinity' on Council's Acid Sulfate Soil map. Based upon the provisions of Clause 6.1 of the LEP no further assessment is required in relation to this matter.

Based upon the above it is considered that all relevant Clauses of Part 5 & 6 of the LEP have been appropriately dealt with in the responses to the SEARs as contained within this report.

Planning for Bushfire Protection

The subject site is not identified as comprising bushfire prone land on Council's Bushfire Prone Lands Map.

Therefore, the provisions of Planning for Bushfire Protection do apply to the subject application.

Conclusion

It is not considered that there are any other provisions of the Council or the LEP which are relevant to the proposal.

6.2 Policies

This EIS is required to address the strategic planning objectives and policies that are outlined in the SEARs. The policies required to be addressed include:

- *NSW State Priorities*

There are 18 state priorities for NSW that will assist with growing the economy by delivering infrastructure, protect the vulnerable and improve health, increasing education and public services across NSW. This proposal is consistent with relevant state priorities as it will:

- a. Create approximately 280 jobs through the construction phase and provide ongoing employment for an additional 30 full time teachers and support staff when operating;
- b. Provide increased employment opportunities;
- c. Improve educational facilities to support the north west growth sector;

The proposal is considered to result in a development outcome which is consistent with the NSW State Priorities Policy.

- *The Greater Sydney Regional Plan*

The Greater Sydney Region Plan, *A Metropolis of Three Cities* is built on a vision of three cities where most residents live within 30 minutes of their jobs, education and health facilities, services and great places. The proposal to upgrade and provide additions to the existing school will cater for an additional 400 students (1000 students in total). This will assist in ensuring children can be educated in close proximity to their place of residence.

- *NSW Future Transport Strategy 2056*

This strategy has been prepared to ensure that NSW is prepared for rapid changes in technology and innovation to create and maintain a safe, efficient and reliable transport system over the next 40 years. This strategy does not have any impact on the proposed development.

- *State Infrastructure Strategy 2018-2038*

The strategy sets out the government's priorities for the next 20 years, and combined with the *Future Transport Strategy 2056*, the *Greater Sydney Region Plan* and the *Regional Development Framework*, brings together infrastructure investment and land-use planning for our cities and regions. The proposed development to upgrade the existing 'home bases' is consistent with the key recommendations of the Strategy that relate to education by '*Progressively upgrade all existing permanent learning spaces to Future Learning environments over the long term*'.

- *Sydney's Cycling Future 2013*

The *Sydney's Cycling Future 2013* does not apply to the upgrade of existing school facilities and the subject site and locality. Notwithstanding, students of the school will be encouraged and provided with facilities to assist with riding bicycles to the school.

- *Sydney's Walking Future 2013*

The NSW Government's goal is to get people in Sydney walking more through actions that make it a more convenient, better connected and safer mode of transport. The more people walk, the more socially engaged the community becomes and the safer people feel when walking for transport.

The actions set out in *Sydney's Walking Future* will make walking the transport choice for quick trips under two kilometres and will help people access public transport. Increasing the number of people walking will help to reduce the burden of congestion on our roads and free up capacity on key public transport corridors.

The school will assist with achieving these goals by providing opportunities for parents and caregivers to walk to a school that is surrounded by residential development.

- *Sydney's Bus Future 2013*

Buses are a key part of Sydney's growing and evolving public transport network. *Sydney's Bus Future* is the NSW Government's long-term plan to redesign our city's bus network to meet customer needs now and into the future.

The school is located adjacent to a number of bus routes and will encourage students to utilise these services where possible.

- *Crime Prevention Through Environmental Design (CPTED) Principles*

The Design Report prepared by Fulton Trotter Architects provides a detailed assessment of the proposal against the CPTED Principles which is summarised below:

Surveillance

The proposed development allows for all circulation areas - particularly the main entrance points to the site - to be open, accessible and clearly visible from both inside the site and from the street. The entrance points are appropriately fenced to allow them to be closed off when they are not in use and are landscaped in a way that avoids creating hidden areas. They are also appropriately lit to allow for a safe level of surveillance and supervision during periods of out-of-hours use.

Internally, the play spaces as well as the student spaces within the school have been designed to allow for good passive and active supervision at all times - particularly during the school's operating hours.

Access Control

The new main site entrance that is created as part of this work is designed to allow for a free flow of students and parents at pick up and drop off time. However, during school operating hours the entrance is closed off and visitors are directed to the Administration Reception area to ensure that they are checked and signed-in before they are given access to the school.

The public access to the Hall building (Building H) is designed to be opened during school operation (for drop-off and pick-up times only). However, when the Hall building is used by the public outside of school hours the fencing arrangement allows for the remainder of the school to be separated and secured so that access is only provided to the Hall building.

The creation of new pedestrian paths linking across the site improves the wayfinding around the site and help to direct pedestrian movement around the site.

The buildings have also been designed in order to allow for them to be easily locked-down to protect the students in the case of a security incident.

Territorial Reinforcement

A security fence is maintained around the full perimeter of the site to ensure that it can be contained and access restricted out of hours.

Space Management

The site will be maintained on a regular basis and repairs will be undertaken promptly when required.

- *Healthy Urban Development Checklist*

The Healthy Urban Development Checklist, prepared by NSW Health, identifies that the relationship between health and urban development is multi-faceted and involves a wide range of possible interventions at numerous policy and plan making levels. The checklist seeks to ensure built environments are created within NSW that are sustainable and promote healthy habits. The most relevant aspects of the checklist are discussed below.

- i. Healthy Food:* The proposed school development will not result in any significant issues related to access to fresh, nutritious and affordable food, preservation of agricultural lands, and support for local food production. The NSW Department of Education has developed a 'Nutrition in Schools Policy'. All schools are expected to promote and model healthy eating and good nutrition in school programs and activities relating to or involving food and drink. School canteens are also required to implement the Fresh Tastes @ School - NSW Healthy School Canteen Strategy. The school will continue to implement the abovementioned policies.
- ii. Physical Activity:* The proposed development will promote encouragement of incidental physical activity, including opportunities for walking and providing students with access to usable and quality outdoor spaces and recreational facilities. The proposed development includes formal and informal recreation areas and spaces including, playgrounds and a new hall. The proposal also incorporates bicycle parking to encourage students and teachers to cycle to and from school.
- iii. Public Open Space:* A key driver of this proposal is to maximise open space availability through the removal of single storey portables. This will increase ground level active and passive open space opportunities for students.
- iv. Transport and Physical Connection:* The school is located within an area that is appropriate for walking and has access to footpaths and bicycle paths. The existing site is located within a suburb that benefits from public transport networks that reduces reliance on cars.

- v. *Social Cohesion and Social Connectivity*: The school will continue to serve as a hub for social cohesion and social connectivity, and will provide an informal meeting place for residents to engage in social interaction.
 - vi. *Environmental Health*: The proposed works to the existing school will not have a detrimental impact on air or water quality subject to the implementation of the recommendations of the consultant reports.
- *Better Placed - An integrated design policy for the built environment of NSW*

The upgrade of an existing educational establishment is consistent with the aims and objectives of this policy.

- *The Holroyd Development Control Plan*

The Holroyd Development Control Plan applies to the Local Government Area and provides a guide to the preparation and assessment of development applications. The following provisions are relevant to the proposal.

Part A - General Controls

This part applies to all land within the former Holroyd Local Government Area. The relevant clauses are discussed below:

1.3 - Drainage

A Civil Engineering Works Plan has been prepared by Henry & Hymas which provides for all collected stormwater to be discharged to the existing infrastructure in Fullagar Road via two new on-site detention tanks.

3.1 - Minimum Parking Spaces

This clause requires on-site parking be provided for schools (primary and secondary) as follows:

- *1 space per employee, plus*
- *1 car parking space per 100 students*

A Traffic and Transport Impact Statement has been prepared by TSA (Appendix K) which in relation to parking provides:

Whilst the current on-site parking provision represents a shortfall with respect to Council's numerical parking requirements, the surrounding public on-street parking facilities is expected to be

capable of accommodating the additional demand generated by the subject proposal based on the following reasons:

- A large number of students are currently observed to travel to and from the site by walk trips as reflected in the pedestrian movement survey results presented in Section 5.4 of this report. This trend is expected to continue as the surrounding locality serviced by the school is understood to undergo further urbanisation in the future characterised by high density residential land uses, which are anticipated to be designed based on initiatives that promote sustainable travel that reduce private vehicle parking, in line with DPE's Apartment Design Guide; and*
- Further, a Green Travel Plan (GTP) has been prepared by this Practice within Section 7 of this report, in response to DPE's SEARs condition under Transport and Accessibility, which is also designed to promote greater walk/bicycle trips, more public transport usage and other modes of travel, as an alternative to private vehicle utilisation. The measures raised within the GTP are intended to ensure that the transport infrastructure, services and policies within and outside the site are tailored to the future site users, being coordinated to achieve sustainable outcomes aimed at minimising traffic and parking impacts within the surrounding road network.*

It is therefore considered that based upon the findings and recommendations of the Traffic and Transport Impact Statement there is sufficient parking provided on site and additional parking is not required.

Part B - Residential Controls

This part applies to the development of residential zoned land and to land where residential accommodation is permissible. The controls do not apply to development for an educational establishment.

Part H -Heritage and Conservation Controls

This Part applies to any heritage item identified in the LEP or any land within the vicinity of a heritage item. The subject site is not a heritage item, however is located I the vicinity of a local heritage item, identified as No. 30 Monash Street.

A Statement of Heritage Impact has been prepared by *Heritage 21* (Appendix N) which in summary provides:

The proposed development would be located away from the south-western section of the subject site which would ensure that the proposed development would not generate a negative visual impact on the heritage items in the vicinity. The proposed development would also include the removal of the portable classrooms currently located on the site and would retain Buildings A, B and C. Although each of the buildings have undergone significant modification since construction they are the original buildings of Wentworthville Public School and Heritage 21 has encouraged their retention.

Heritage 21 is therefore confident that the proposed development complies with pertinent heritage controls and would have minimal impact on the heritage significance of the subject site or the heritage item in the vicinity.

On this basis it is not considered that there will be any unreasonable heritage impacts resulting from the proposal.

6.3 Operation

Existing and Proposed Uses

The current and proposed operations of the Wentworthville Public School are summarised below:

	Current	Proposed
Staff Numbers	60	80
Student Numbers	Approx. 600	1000
Hours of Operation	8.55am - 2.55pm	8.55am - 2.55pm
Before School Care Hours	6:30am-8:30am	6:30am-8:30am
After School Care Hours	2.55pm - 6:30pm	2.55pm - 6:30pm

Table 4 -Existing and Proposed Uses

The site is also currently utilised for the following community services, and these uses will continue unchanged:

- Sydney Academy of Chess (A Block)
- Sports Foundation Australia (Cricket Nets and COLA)
- Cool Kids Music Company (Hall)
- Western Sydney Malayalee (Hall)
- Holy Ghost Prayer (Hall)
- Natyanivedan Dance (Hall)

- WWPS P & C (Hall/ F Block).

It is not considered that for the reasons as detailed within this report that the existing and proposed use of the site as proposed by this application will result in any unreasonable impacts upon either adjoining or nearby properties or upon the character of the surrounding locality.

Suitability of the Site to accommodate the Proposal

The subject site currently supports an existing primary school supporting an existing student population of approximately 600 students. It is considered that this report and the supporting documentation has successfully demonstrated that the site is capable of supporting a proposed increase in the student population to 1000 students.

Provide details of how the school will continue to operate during construction activities of the new primary and secondary school, including proposed mitigation measures

The Design Report prepared by Fulton Trotter Architects provides detail of the staging of the development to ensure the continued operation of the school during construction.

The proposed order of works and staging for the project is as follows -

Stage 1 - Temporary School and Establishment Works (subject to separate approval)

This includes the following works:

- 8 demountable buildings are installed within the south western corner of the site.
- These facilities will provide accommodation for 5 Home Bases as well as toilet facilities and Canteen facilities in order to offset existing buildings and facilities proposed for demolition.
- Services works are proposed to be undertaken in order to create temporary services connections in order to maintain power, data and other services connections to the site.

Stage 2.1 - New Building - Building H - Hall Building

This includes the following works:

- Construction of Building H as well as the associated landscaping works

- While this will be commenced at the same time as Stage 2.2 (see below) it is intended to be completed and handed over before the completion of that stage.

Stage 2.2 - New Building - Building G - Classroom Building (excluding Library and Special Programs Facilities)

This stage includes the following works -

- Demolition of portions of Building A
- Construction of the new Building G except for the Library facilities and the Special Programs facilities to the Western end of the building.
- This work will be commenced simultaneously with Stage 2.1 (see above), but will not be completed until after the completion of Stage 2.3 (see below)

Stage 2.3 - New Building - Building G - Library & Special Needs Facilities

This stage occurs following the occupation of Building H and includes the following works -

- Demolition of the existing OOSH building
- Construction of the new Library facilities and the Special Programs facilities in Building G.
- Creation of the new landscaped main site entry forecourt area.
- This work will only be commenced following the completion of Stage 2.1 (see above) to allow the existing OOSH facilities to be accommodated in the new Hall building before their demolition.

Stage 3 - Refurbishment Works - Buildings A and E - Home Bases and Administration/Staff

This stage occurs following the occupation of Building G and includes the following works:

- Refurbishment of Building A into 6 new Homebase spaces
- Refurbishment and extension of Building E into new Administration and staff facilities.
- Creation of new landscaped areas, paths and paving areas around the above buildings.
- This work can only be commenced following the completion, handover and occupation of Stages 2.2 and 2.3

Stage 4 - Refurbishment Works - Building F - Special Needs Unit

This stage occurs following the occupation of Buildings A & E and includes the following works -

- Refurbishment and extension of Building F into a new Special Needs Unit.
- Creation of a new Safe Play Area surrounding the building.
- Creation of a new drop off area and associated paths adjacent to the building.
- This work can only be commenced following the completion, handover and occupation of the Stage 3 works.

Stage 5 - Minor Refurbishment Works - Buildings B and C - Classroom Spaces

This stage includes the following works -

- Creation of new Comms Room spaces in Building B including new associated wiring services connections.
- This work can only be commenced following the completion, handover and occupation of the Stage 4 works.

Following completion and occupation of Stage 5 of the works the demountable buildings are to be removed from the site.

6.4 Built Form and Urban Design

The subject site sits within a predominantly residential locality characterised by mainly low density single and double storey dwelling houses. The subject site is bounded on all sides by existing roads and does not directly adjoin any other property.

Single dwelling houses are typically located opposite the site to the north, west and south of the site whilst the development located opposite the site to its east comprises of 3 storey residential flat buildings.

The subject site supports the majority of the tree canopy which exists in the immediate locality of the site with the surrounding residential properties only supporting limited vegetation. The proposed development has been designed to retain as much of the existing landscaping and tree canopy as possible. The main new building (Building G) is located within the north eastern corner of the site and will provide a built form which is consistent with the scale of development located opposite the site on the south east corner of Fullagar Road and Station Street.

As detailed the proposal includes the construction of a new three storey main building within the north eastern corner of the site. The provision of a three storey building assists in ensuring that the overall building footprint for the site is minimised and therefore reduces impact on existing vegetation and outdoor play areas. The proposed three storey building has been located on the site so as to respond to the three storey buildings located opposite the site on the eastern side of Station Street.

The proposed building has been located on the site so as to allow for the retention of the majority of the existing trees located adjacent to both the Station Street and Fullagar Road street boundaries. These existing trees will assist in softening the appearance of the proposed building upon the existing streetscape.

Additional landscaping is also proposed to the entry of the site and around the proposed new buildings as depicted in the Landscape Plan prepared by Ground Ink Landscape Architects.

In support of the proposed building height it is submitted that the proposal is considered to be acceptable for the following reasons:

- The proposed building is a high-quality architect designed building which will encompass an attractive range of materials and finishes and which will make a positive contribution to the character of the locality and the existing streetscape.
- The proposal is provided with generous spatial separation from the nearby residential dwellings which assists in minimising any unreasonable height, bulk and scale impacts.
- The proposal is provided with a landscape buffer from the public domain and which includes a large number of existing trees.

It is also considered that the additional building height provides the following benefits:

- The increased building height allows for the provision of a reduced building footprint which in turn assists in minimising impacts upon existing trees and existing areas of open space and outdoor play area.
- The increased building height allows for the provision of a primary building within which a large number of students can be located as well as support services therefore minimising the need for a decentralised school community.

The proposed building forms are considered to compliment the character of the existing buildings on site as well as those in the surrounding area. The proposed buildings are to be constructed of a range of materials including zincalume, colourbond cladding, pre-finished CFC cladding, concrete and masonry. These materials combined with the design of the buildings create buildings which comprise a simple, textured aluminium batten screen that layers over brickwork and glazing to the core of the buildings. This screening is then broken up by expressed coloured framed boxes which help to break up the mass of the form.

Reference is also made to the Design Report prepared by Fulton Trotter Architects (Appendix D) which also contains commentary regarding the proposed built form. As detailed at Page 14 of that report the architects have advised that:

The new 3 storey building (Building G) is located to the East of the site as a response to the steeper topography of the site and also the multi-storey context of the developments across Station Street to the East. This minimises the impact of the new building form on the streetscape and the surrounding context in terms of overshadowing and overlooking.

The remaining new buildings are created to mimic the form and mass of the existing forms on the site - maintaining the mass and scale of the site along the streetscape.

The creation of a 3 storey building in this area minimises the footprint of the new buildings on the site and, therefore, the impact of the development on the available play space on the site. The buildings are kept to the perimeter of the site allowing for large areas of play space to be created to the centre of the site.

For the reasons as described above the proposed built form and urban design are considered to be appropriate.

Services infrastructure plans have been developed for Civil, Electrical, Mechanical and Hydraulic services. The strategies in place for managing these services are outlined in the Infrastructure Management Plan that is included with this submission as Appendix T.

6.5 Environmental Amenity

It is my opinion that the proposal will not result in any unreasonable amenity impacts particularly upon the adjoining and nearby properties. In forming this opinion reference is made to the consultant reports which accompany this submission and particularly those relating to acoustic and traffic and parking related impacts.

It is noted that historically the site has been used as a school since 1891 and as such adjoining and nearby residents would be familiar with this use and any existing impacts associated with it. It is noted that the existing school has a student population of approximately 600 students and which is proposed to be increased by an additional 400 students so as to provide a total proposed student population of 1000 students. It is not considered that this increase based upon the supporting reports will result in any unreasonable impacts.

In relation to the proposed built form it is considered that the proposed buildings will provide for a high-quality architect designed outcome and which incorporates a range of building materials and finishes which will make a positive contribution to the streetscape and character of the locality.

It is considered that generous spatial separation is provided for the proposed buildings from the adjoining and nearby dwellings such that their amenity will not be unreasonably impacted by a loss of privacy or overshadowing.

Shadow Diagrams have been prepared by Fulton Trotter Architects and are included at Appendix C (Drawing No. SD1602). These diagrams clearly indicate that any shadow cast by the proposed development is over the adjacent public roads. Therefore, the proposal does not result in any overshadowing to surrounding residential land.

In terms of privacy an inspection of the site and surrounds was carried out. The proposed development is separated from the nearest residential properties by a public road with a width of approximately 13m. The proposed buildings are therefore setback at least 20m from the property boundaries of the surrounding residential development. This is considered to be sufficient visual separation to ensure that the visual privacy of the surrounding properties is maintained. In relation to acoustic privacy an Environmental Noise Assessment (Appendix O) and a Construction Noise and Vibration Management Plan (Appendix P) have been prepared by Day Design Acoustical Engineers.

The subject and surrounding sites do not currently enjoy any significant views over or through the subject site and as such the proposed development will not obstruct any significant views.

It is also considered that the proposal will not unreasonably impact on the existing visual amenity from the surrounding properties or the public domain. The buildings presentation to the public roads are appropriately articulated with varied front setbacks to ensure landscaping is both maintained and enhanced.

The proposed development has been designed to maintain the majority of vegetation on the site. An Arboricultural Assessment including a Tree Management Plan has been prepared and is included in Appendix H. This Assessment identifies the trees to be protected, predominantly along the boundaries of the site and that will be retained. The proposal also provides for an appropriate setback to all street frontages to enable landscaping within these setback areas.

It is noted that the school is proposed to continue to be utilised for a range of existing out of hours activities. It is considered that given that these uses are existing that there will not be any new impacts occurring as a result of these uses.

6.6 Staging

The Design Report prepared by Fulton Trotter Architects (Appendix D) provides detail of the staging of the development to ensure the continued operation of the school during construction.

The proposed order of works and staging for the project is as follows -

Stage 1 - Temporary School and Establishment Works (subject to separate approval)

This includes the following works:

- 8 demountable buildings are installed within the south western corner of the site.
- These facilities will provide accommodation for 5 Home Bases as well as toilet facilities and Canteen facilities in order to offset existing buildings and facilities proposed for demolition.
- Services works are proposed to be undertaken in order to create temporary services connections in order to maintain power, data and other services connections to the site.

Stage 2.1 - New Building - Building H - Hall Building

This includes the following works:

- Construction of Building H as well as the associated landscaping works
- While this will be commenced at the same time as Stage 2.2 (see below) it is intended to be completed and handed over before the completion of that stage.

Stage 2.2 - New Building - Building G - Classroom Building (excluding Library and Special Programs Facilities)

This stage includes the following works -

- Demolition of portions of Building A
- Construction of the new Building G except for the Library facilities and the Special Programs facilities to the Western end of the building.
- This work will be commenced simultaneously with Stage 2.1 (see above), but will not be completed until after the completion of Stage 2.3 (see below)

Stage 2.3 - New Building - Building G - Library & Special Needs Facilities

This stage occurs following the occupation of Building H and includes the following works -

- Demolition of the existing OOSH building
- Construction of the new Library facilities and the Special Programs facilities in Building G.
- Creation of the new landscaped main site entry forecourt area.
- This work will only be commenced following the completion of Stage 2.1 (see above) to allow the existing OOSH facilities to be accommodated in the new Hall building before their demolition.

Stage 3 - Refurbishment Works - Buildings A and E - Home Bases and Administration/Staff

This stage occurs following the occupation of Building G and includes the following works:

- Refurbishment of Building A into 6 new Homebase spaces
- Refurbishment and extension of Building E into new Administration and staff facilities.
- Creation of new landscaped areas, paths and paving areas around the above buildings.
- This work can only be commenced following the completion, handover and occupation of Stages 2.2 and 2.3

Stage 4 - Refurbishment Works - Building F - Special Needs Unit

This stage occurs following the occupation of Buildings A & E and includes the following works -

- Refurbishment and extension of Building F into a new Special Needs Unit.
- Creation of a new Safe Play Area surrounding the building.
- Creation of a new drop off area and associated paths adjacent to the building.
- This work can only be commenced following the completion, handover and occupation of the Stage 3 works.

Stage 5 - Minor Refurbishment Works - Buildings B and C - Classroom Spaces

This stage includes the following works -

- Creation of new Comms Room spaces in Building B including new associated wiring services connections.
- This work can only be commenced following the completion, handover and occupation of the Stage 4 works.

Following completion and occupation of Stage 5 of the works the demountable buildings are to be removed from the site.

6.7 Transport and Accessibility

Existing Road Network

A Traffic & Transport Impact Statement has been prepared by TSA (Appendix K).

As part of that report an assessment of the existing road network surrounding and located nearby to the existing school was undertaken. That assessment included a SIDRA analysis.

That report found in relation to the existing road network that:

The abovementioned SIDRA output is generally consistent with numerous inspections undertaken by staff of this Practice of the surrounding road network immediately adjacent to the site in recent times. It is also noted from our observations that the influx of traffic demand associated with the school is concentrated over a 15 - 30 minute window. As such, any inconvenience on other motorists, caused by this school traffic was observed to be generally a temporary event.

Proposed Traffic

A SIDRA Analysis was undertaken by TSA as detailed within their report. SIDRA is a computerised traffic arrangement program which, when volume and geometrical configurations of a network of intersections are imputed, provides an objective assessment of the operation efficiency under varying types of control.

Under the SIDRA Analysis the surrounding road network (intersections of Station Street/Monash Street, Station Street/Fullagar Street, Station/Smith Street, Smith Street/Garfield Street) is assessed to currently operate with a predominantly good level of service 'A' during peak school start/finish periods. The intersection of Great Western Highway and Station Street is assessed to operate with a level of service 'D' during the morning peak period and a level of service 'E' during the afternoon peak hour. A level of service 'D' represents satisfactory operational performance, whilst a level of service 'E' signifies that the intersection is operating at capacity, based on RMS classifications.

The school has been projected to generate an additional 146 peak hour vehicle trips to and from the site during school start and finish periods. The remodelled SIDRA output generally indicates no changes to the existing level of service due to the additional traffic generated by the subject proposal, despite some slight increases in average delay and degree of saturation.

It is recommended that an Operational Traffic & Pedestrian Management Plan (OTPM) and a Green Traffic Plan (GTP) be implemented as detailed within the Traffic and Transport Impact Statement. This will assist in ensuring that the additional traffic generating potential of the proposed school expansion will not result in any unreasonable impacts on the surrounding road network and improve the overall efficiency and safety of internal roads servicing the school during peak school start and finish periods.

Subject to compliance with the Operational Traffic & Pedestrian Management Plan (OTPM) and a Green Traffic Plan (GTP) it is not considered that the proposal will result in any unreasonable traffic impacts.

On Site Parking

The Holroyd Development Control Plan 2013 with Part A Section 3 provides on-site parking requirements for educational establishments as follows:

- *1 space per employee, plus*
- *1 car parking space per 100 students*

In this regard the Traffic Report notes:

Based on a proposed future student and employee population of 1000 students and 80 staff, a total of 90 car parking spaces comprising 80 staff and 10 visitor spaces are required to be provided in accordance with Council's DCP.

Whilst the current on-site parking provision represents a shortfall with respect to Council's numerical parking requirements, the surrounding public on-street parking facilities is expected to be capable of accommodating the additional demand generated by the subject proposal based on the following reasons:

- A large number of students are currently observed to travel to and from the site by walk trips as reflected in the pedestrian movement survey results presented in Section 5.4 of this report. This trend is expected to continue as the surrounding locality serviced by the school is understood to undergo further urbanisation in the future characterised by high density residential land uses, which are anticipated to be designed based on initiatives that promote sustainable travel that reduce private vehicle parking, in line with DPE's Apartment Design Guide; and*
- Further, a Green Travel Plan (GTP) has been prepared by this Practice within Section 7 of this report, in response to DPE's SEARs condition under Transport and Accessibility, which is also designed to promote greater walk/bicycle trips, more public transport usage and other modes of travel, as an alternative to private vehicle utilisation. The measures raised within the GTP are intended to ensure that the transport infrastructure, services and policies within and outside the site are tailored to the future site users, being coordinated to achieve sustainable outcomes aimed at minimising traffic and parking impacts within the surrounding road network.*

On this basis it is not considered that additional on-site car parking is warranted in this instance.

Bicycle Parking

As detailed at Section 4.2.2 of the Traffic & Transport Impact Assessment Report:

Cumberland Council does not provide any specific bicycle parking requirements for schools within their DCP.

In any case, the subject development proposes to provide 15 double sided bicycle racks on site adjacent to building B, which is designed in accordance with AS2890.3-2015 and capable of accommodating up to 30 bicycles.

Recent observations have indicated that bicycle trips to and from the site associated with staff, students and general visitors was found to be currently negligible. However, as outlined within the Green Travel Plan (GTP) in Section 7 of this report, there is an expectation that parents, students and staff travel characteristics/behaviour are encouraged to change, as alternative forms of transport to private vehicle usage are contemplated and actioned. The proposed bicycle parking provision is expected to assist with facilitating greater bicycle trips, consistent with this GTP objective.

Public Transport

Sydney Buses operates two bus services (Route 818 and S8) which service the subject site. Routes 818 and S8 provide 1 service each during the morning and afternoon peak period coinciding with the starting and finishing times of the school.

Three 'school' buses currently service the school, being Route 8005, 8021 and 2558.

As identified in the Traffic & Transport Impact Statement, the bus times are staggered such that at no time were buses observed to be queuing out of the sign posted zones and therefore no unreasonable impedance on adjoining traffic flow.

The Traffic & Transport Impact Statement identifies that the existing bus services are capable of supporting the increase in student numbers.

Service Vehicle/Emergency Access

The existing driveway from Fullagar Road and the associated parking area is being maintained. This existing driveway also currently accommodates up to one (1) service vehicle a day. This access can also be utilised by emergency vehicles. There is sufficient area for manoeuvring to ensure all vehicles can enter and leave the site in a forward direction. This arrangement will be retained.

Construction Issues

The Traffic & Transport Impact Report also addresses potential construction issues. The report suggests a number of measures to ensure appropriate safe traffic access associated with the construction works. In this regard the report includes a preliminary Construction Traffic Management Plan (CTMP) and which includes the following:

- All areas of demolition/construction are to be fenced so there is no unreasonable interaction between construction activities and the surrounding public roads.
- Work zones are to be sought along the street frontages where required.

- Site ingress/egress to be in a forward direction and controlled by qualified traffic controllers.
- Construction vehicle movements be minimised during peak periods.
- Perimeter scaffolding around the staged construction compounds, combined with chain wire mesh and shade cloth to protect pedestrians from dust and debris.

Equitable Access

An Access Report has been prepared in support of the proposal by Funktion and is included at Appendix L to this report. That report within its conclusion states that:

Having reviewed the listed drawings, it is our opinion that at this stage of the design, and with the inclusion of the recommendations in ongoing detailed design, the access provisions for people with physical and sensory disabilities in the proposed new work can comply with the functional accessibility requirements of BCA (2016) sections D3, E3.6 and F2.4; AS1428.1, AS1735.12 and the Disability (Access to Premises - Buildings) Standards 2010 for accessibility and equity.

With the development and implementation of the recommended operational management strategies, the provision of access for people with a disability in the proposed new and refurbished school facilities at Wentworthville Public School, Wentworthville, can provide continuous accessible paths of travel and the equitable provision of accessible facilities to provide inclusive design to meet the anticipated requirements of staff, students and visitors.

Based upon the above it is not considered that there will be any unreasonable transport or access issues associated with the proposal.

6.8 Ecologically Sustainable Development (ESD)

JHA Consulting Engineers has prepared an Ecologically Sustainable Development (ESD) Report (Appendix Y) which identifies the relevant SEARs requirements and planning regulations (such as the EFSG and EP&A Regulations), as well as the ESD objectives of the proposed development and details all sustainability initiatives, including:

- Sufficient exposure to daylight
- Well-designed openings to promote natural ventilation
- Appropriate construction and glazing selection
- Energy efficient air-conditioning systems
- LED luminaires
- Rainwater recycle tank
- Efficient water fixtures

- Waste management plan
- Landscaping

The ESD Report identifies how the ESD principles will be incorporated into the design and on-going operation of the proposed development, as required under Clause 7(1)(f) of Schedule 2 of the EP&A Regulation 2000.

Based upon the findings of the above report the proposal is considered to provide for an appropriate outcome in relation to Ecologically Sustainable Development.

6.9 Social Impacts

The Design Report prepared by Fulton Trotter Architects (Appendix D) has addressed the social impacts associated with the proposal. The increase in student numbers and school facilities is considered to have a positive social benefit. The improved public education facilities will continue to serve the local community and population growth whilst also providing for the space for utilisation by the community.

The Design Report provides:

Wentworthville Public School is an existing public school located within the suburb of Wentworthville in the north western region of Sydney. The region that is undergoing significant redevelopment and densification. The area includes a large migrant population with over 90 percent of the school population coming from non-english speaking backgrounds.

The established school has been identified as being in need of additional facilities to meet a growing population. The School already houses a number of it's teaching spaces within temporary demountable buildings as a result of recent growth in the area. The proposal is to update the facilities to meet NSW Dept of Education Core 35 guidelines for a student population of 1000.

It is advised that during the construction period that all reasonable efforts will be made to accommodate all existing school users and the provision of community facilities although noting that there may be periods whereby restricted or limited access is available. Long term it is not considered that there will be a reduction in the availability of Community facilities with the proposal ultimately providing for improved community facilities.

6.10 Aboriginal Heritage

An Aboriginal Cultural Heritage Assessment Report has been prepared in support of the proposal by Cultural Heritage Connections and that report is included as Appendix CC to this report.

That report identified that:

Twenty-three Aboriginal stakeholder groups registered interest for this project during the notification process. The groups either responded to the advertisement in the Parramatta Advertiser or to an invitation to register in the project (after their contact details were provided by notified organisations).

It is acknowledged that the project area would have been part of a landscape of significance to the Aboriginal people who occupied the area in the past. Aboriginal people continue to have a connection to the region and it has been noted that the project area sits between two creek lines and is accessible to the Parramatta River. While the region undoubtedly has significance to Aboriginal people, no specific heritage values for the project area requiring ongoing management were identified.

No Aboriginal objects have been recorded within the project area. No declared Aboriginal Place is located within the project area. The project area has not been subject of any previous Aboriginal Heritage Impact Permit (AHIP).

The project area has been completely cleared of all vegetation in the past. Current ground surfaces are a combination of artificial hard surface, landscaped garden and some grassed areas. Introduced fill is present across the site.

Their report also included a number of recommendations in relation to the undertaking of the development upon the site.

It is considered that subject to compliance with those recommendations that the proposal will provide for an appropriate outcome in relation to the issue of protecting Aboriginal heritage.

6.11 Noise and Vibration

The proposal is supported by a Construction Noise & Vibration Management Plan (Appendix P) and an Environmental Noise Assessment Report (Appendix O) both prepared by Day Design P/L.

Those reports provide for the following:

Excavation, demolition and construction noise

The Construction Noise & Vibration Management Plan identifies the main noise and vibration generating noise sources during demolition and construction phase as follows:

Excavation and Bulk Earthworks - removal of demountables, excavation and bulk earth works will involve the use of excavators, rock hammers/saws, pile bores and regular truck movements.

Construction - The construction of the new buildings will involve heavy vehicles, power tools and portable mechanical plant such as generators and compressors.

The report recommends a number of mitigation measures to minimise the noise impact from all excavation and construction activities which are detailed in Section 6.1 of the Noise and Vibration Management Plan and are summarised below:

- *Distance* - locate all mechanical towards the centre of the site to maximise separation to the adjoining residences.
- *Enclosure* - Construct acoustic enclosures around items of mobile plant where there is extended use.
- *Screening* - erect temporary sound barrier screens along entire length of boundaries.
- *Silencing* - Select plant and machinery with consideration to low noise options where practical and available.
- *Periods of respite* - Noisy construction activities such as rock hammering only operate for 2-3 hours at a time.
- *Work practices* - Training to workers/contractors to minimise noise emission, such as avoid dropping materials from heights, avoid shouting, avoid use of radios that can be heard at the boundary of residences, turn of equipment when not in use, work only in proposed hours of operation.
- *Heavy vehicle and staff vehicle usage* - inform drivers of vehicle routes, acceptable practices, store vehicles away from residences, vehicles not to enter site or park within residential areas before 7am.
- *Community Liaison* - appoint a community liaison officer to liaise with potentially affected residents and provide contact details to residents.

Vibration during construction

The report also addresses potential vibration impacts. Vibration can occur during rock hammering. To mitigate potential issues, it is recommended an unattended vibration monitor should be fitted with an alarm in the form of a strobe light or siren to alert the plant operator immediately when the vibration limit is exceeded. It is also recommended that dilapidation reports be commissioned for potentially affected properties prior to any works being undertaken.

Operational Noise

The Environmental Noise Assessment prepared by Day Design Pty Ltd assesses the operational noise impacts. The main sources of noise from the ongoing operation of the school are identified as follows:

- Students playing in outdoor areas.
- Students inside home bases.
- Public address system and school bell.
- Mechanical plant.
- Use of hall.

The report recommends a number of mitigation measures which are summarised below:

Mechanical Plant - A detailed acoustic assessment should be made prior to the issue of a Construction Certificate. Plant equipment with the lowest sound power levels should be selected.

Use of School Hall - Noise controls including, but not limited to, the following may be required:

- Closing external windows during noisy events;
- Limiting the noise level of any amplification system inside the Hall;
and
- Limiting the noise level of any live instruments to be used in the Hall.

Air Conditioning Condenser Unit Plant Areas - Ground Floor - 1.8m high sound barrier walls to be constructed on the three open sides around ground floor air conditioning unit plant areas.

It is considered that subject to compliance with the recommendations detailed above it is not considered that the proposal will result in any unreasonable noise or vibration impacts.

6.12 Sediment, Erosion and Dust Controls

A Sediment and Erosion Control Plan is contained within the Civil Engineering Plans has been prepared by Henry & Hymas which is included at Appendix E. This Plan includes:

- A sedimentation fence along the boundaries fronting Garfield Street, Fullagar Road and Station Street.
- A designated vehicle entry point with shaker grid and manoeuvring area.
- Stockpile area for storage of materials.
- Catchment diversion drain with hay bale filter and sediment basin.
- Inlet filter around the street drainage grates.
- Geotextile inlet filter to protect existing drainage grates on site.

Appropriate measures including the wetting down of disturbed areas of the site and buildings to be demolished will be undertaken so as to minimise dust associated with the demolition and construction phases.

These measures will be incorporated and implemented prior to the commencement of any works on site.

6.13 Contamination

Soil & Groundwater Contamination

A Preliminary Site Investigation (PSI) and Detailed Site Investigation (DSI) (Appendix U) and a Hazardous Building Materials Assessment Report (Appendix V) has been prepared by WSP Australia P/L. The objectives of the investigation were to:

- assess the current contamination status of the site, with respect to soil contamination, within the identified design footprint to meet the requirements of the SSD.
- assess the potential risks associated with contamination at the site (if identified), with respect to demonstrating the site's suitability for proposed use in accordance with the SSD.

The scope of works comprised a desktop review and soil investigations at 21 locations including 7 test pits and hand augering at 15 locations. The historical review of the site indicates that the school has occupied the site since before 1943 and surrounded by residential land. In summary the Report provided:

BH11_0.2, BH12_0.1 and BH13_0.4) marginally above the adopted site EIL criteria. Most samples exceeding the criteria were collected from sampling locations at the southern portion of the site in the playing field. Concentrations were not considered to be significant due to the proposed development primarily comprising construction of building's without

significant portions of vegetation. Concentrations of remaining heavy metals were reported in soil samples for the site, with results generally consistent between locations and were reported below the adopted site criteria.

All results for TRH, BTEXN and PAHs were below the laboratory PQLs.

Asbestos was observed in the form a fragment on the surface at one location (Fragment 1) at the north-western portion of the site. The sample was submitted for analysis to the laboratory and detected as fragment asbestos exceeding the HIL A. Asbestos was also detected in one presence/absence sample, BH03_0.5 located at the southern portion of the site. Asbestos was also identified within a fragment of asbestos cement sheet observed within the spoil excavated from TP16.

Due to the identification of asbestos at the southern portion of the site and the identification of an asbestos fragment at the north-western portion of the site, it is recommended an emu pick be undertaken at the site to remove suspected asbestos fragments. An asbestos management plan (AMP) should be prepared to target asbestos previously found on site and potential unexpected finds of asbestos. It is also recommended, during development works, an occupational hygienist is present onsite during the breaking of ground.

The results of the investigation indicate the identified design footprint at the school is impacted with asbestos in soil. It is likely that the identified asbestos will be disturbed during development works. A remediation action plan (RAP) will need to be prepared and implemented at the site. The RAP will need to demonstrate that the site can be made suitable for future use of the site as a primary school.

A Remedial Action Plan (RAP) has subsequently been prepared by WSP Australia P/L for the site and is included as Appendix V to this report. It is considered that subject to compliance with the requirements of the RAP that the site can be made suitable for its continued use as a primary school.

On the basis of the above the proposal is considered to satisfy the requirements of SEPP No.55 - Remediation of Land.

Hazard Materials Survey

A Non-Destructive Hazardous Building Materials Survey has been prepared by WSP (Appendix W). The scope of services for this survey comprises a detailed visual inspection of all accessible areas on the site. Representative samples were collected from materials suspected of containing Asbestos and paint systems suspected of containing Lead and all items suspected of containing Synthetic Mineral Fibres (SMF) were conducted via a visual inspection only.

The following table provides a summary of hazardous materials inspection findings:

HAZARDOUS MATERIAL	FOUND
Friable asbestos containing materials (ACM)	Yes
Non-friable ACM	Yes
Synthetic mineral fibre (SMF)	Yes
Lead-based paints	Yes
Capacitors with polychlorinated biphenyls (PCBs)	No

Table 5 - Hazardous Material Inspection Results

Section 5 of the Report provides recommendations, which are summarised below:

Presumed Asbestos Containing Materials - suspected materials to be tested and if confirmed to contain asbestos be removed by appropriately licensed contractors prior to demolition/refurbishment works. Any work conducted on material should be under controlled conditions to reduce the amount of airborne fibres. Appropriate PPE and RPE should be worn.

SMF Containing Materials - any work conducted on material should be under controlled conditions to reduce the amount of airborne fibres. Appropriate PPE and RPE should be worn.

Lead Based Paints - To be removed by appropriately licensed contractors prior to demolition/refurbishment works. Any work conducted on material should be under controlled conditions to reduce the amount of airborne lead content. Appropriate PPE and RPE should be worn.

6.14 Utilities

An Infrastructure Management Report has been prepared by Northrop Consulting Engineers (Appendix T). The report outlines the existing infrastructure, detailing information on the existing capacity and any augmentation to the aforementioned services required for the proposed development.

The report also details records of consultation with relevant agencies. The details within this report are preliminary and based on currently available information and correspondence undertaken at the time of writing.

6.15 Contributions

The Holroyd Section 94 Development Contributions Plan ordinarily applies to the subject site.

Given that the proposal does not provide for a residential use and is not located within a defined centre it is not considered that a contribution is payable in the circumstances of this case.

Notwithstanding the above, it is understood that the Department of Education is not normally subject to such contributions. In support of such an exemption it is submitted that legislation such as the council's Contributions Plan has been developed over time in recognition of the role Crown Development plays in providing essential community services. Crown Development such as that undertaken by the Department of Education involves the provision of a public service or facility which will lead to significant benefits for the public in terms of essential community services and employment opportunities. These activities are not likely to require the provision of public services and amenities in the same way as development undertaken with a commercial objective.

6.16 Drainage

Civil Engineering Plans (Appendix E) and a Civil Stormwater Design Report (Appendix R) have been prepared by Henry & Hymas which provide for all collected stormwater to be discharged to the existing drainage infrastructure in Fullagar Road via two new on-site detention systems. Water quality measures are to be provided including pit baskets for all grated pits within the walkways. These pit baskets collect a large portion of gross pollutants, large sediment particles and organic matter.

In conclusion the report provides:

Appropriate stormwater management practices will be implemented that minimise the impact of development on the existing stormwater system in terms of water quality whilst ensuring safe and efficient conveyance of runoff.

6.17 Flooding

A Flood Statement has been prepared by Henry & Hymas (Appendix Q). This statement provides:

The following documents and resources were reviewed and are referenced as part of the flood assessment:

- *Flood Controls Lots Map former Holroyd*

Based on the available flooding information, this development site is not subject to mainstream flooding.

6.18 Bushfire

The subject site is not identified as Bushfire Prone land and therefore the provisions of Planning for Bushfire Protection 2006 do not apply to the site or the proposal.

6.19 Biodiversity

A Biodiversity Development Assessment Report has been prepared by Travers Bushfire & Ecology and is included at Appendix I to this report. That report within its conclusion states that:

Ecological survey and assessment has been undertaken in accordance with relevant legislation including the Environmental Planning and Assessment Act 1979 (EP&A Act), the Biodiversity Conservation Act 2016 (BC Act), the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act) and the Fisheries Management Act 1994 (FM Act).

*In respect of matters required to be considered under the EP&A Act and relating to the species / provisions of the BC Act, one (1) threatened fauna species Grey-headed Flying-fox (*Pteropus poliocephalus*), one (1) threatened flora species *Eucalyptus scoparia*, and one (1) critically endangered ecological community (CEEC) Cumberland Plain Woodland (CPW), were recorded within the study area.*

*In respect of matters required to be considered under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act), one (1) threatened flora species *Eucalyptus scoparia*, no threatened ecological communities (TECs), one (1) threatened fauna species Grey-headed Flying-fox (*Pteropus poliocephalus*) and no protected migratory bird species listed under this Act were recorded within the subject site.*

In respect of matters relative to the FM Act, no suitable habitat for threatened marine or aquatic species was observed within the subject site and there are no matters requiring further consideration under this Act.

.....

The direct, indirect and cumulative impacts of the proposal have been carefully considered in Section 5 of this report.

Recommendations have been outlined within Section 5.4 to avoid/minimise/offset the identified potential ecological impacts of the proposal, to address threatening processes and to create a more positive ecological outcome for threatened species and their associated habitats.

The principles for determining serious and irreversible impacts are set out under Section 6.7.2 of the Biodiversity Conservation Regulation 2017 (BCR). These principles have been reviewed and it is considered that the proposal will not cause any serious and irreversible impacts (SAIL) on threatened biodiversity.

.....

Recommendations for improving retained vegetation and habitat resources, along with minimising indirect impacts are detailed in Section 5.4 of this BDAR.

On the basis of the Biodiversity Development Assessment Report it is not considered that there will be any biodiversity impacts associated with the proposal.

6.20 Waste

The application is accompanied by a Construction and Demolition Waste Management Plan (Appendix Z) and an Operational Waste Management Plan (Appendix AA) both of which have been prepared by TTM Consulting Pty Ltd.

These reports identify and classify the likely waste streams to be generated during construction and operation and describes the measures to be implemented.

6.21 Construction Hours

As detailed at Section 4.3 of the Preliminary Construction Management Plan prepared by Mace Australia P/L (Appendix J) the proposed construction hours for the proposed development are to be:

- Monday to Friday - 7.00am to 6.00pm
- Saturdays - 8.00am to 1.00pm
- Sundays & Public Holidays - No works

6.22 Heritage

A Heritage Impact Statement has been prepared by Heritage 21 (Appendix N). The HIS is consistent with the *Statements of Heritage Impact (1996)* and *Assessing Heritage Significance (2001)* published by the Heritage Division of the NSW Office of Environment and Heritage and is prepared in accordance with *The Burra Charter: The Australian ICOMOS Charter for Places of Cultural Significance 2013*.

The subject and adjoining properties are not identified as heritage items, nor is the site located within a heritage conservation area. The site is located within proximity to a local heritage item, known as No. 30 Monash Street. The Heritage Impact Statement in this regard notes:

The proposed development would not, in Heritage 21's opinion, generate a negative heritage impact upon the heritage item in the vicinity. Although a visual relationship exists between the heritage item and the site, the higher forms would be located in the north-eastern section of the subject site and the existing built forms of Building B and C would be retained in their present scale.

The proposal would also include the retention of Buildings A, B and C, the original buildings of Wentworthville Public School. Although the buildings have undergone significant modification since construction, Heritage 21 supported the retention of the buildings as they were the earliest buildings to be constructed on the subject site and an important part of the history of Wentworthville Public School.

The proposal would also include the removal of portable classrooms which would improve the views to the site from the surrounding area. The proposal would also maintain the historic use of the subject site as a public school and would include the introduction of a number of quality facilities for the continued future use of the site.

In conclusion the Statement provides:

The proposed development would be located away from the south-western section of the subject site which would ensure that the proposed development would not generate a negative visual impact on the heritage items in the vicinity. The proposed development would also include the removal of the portable classrooms currently located on the site and would retain Buildings A, B and C. Although each of the buildings have undergone significant modification since construction, they are the original buildings of Wentworthville Public School and Heritage 21 has encouraged their retention.

Heritage 21 is therefore confident that the proposed development complies with pertinent heritage controls and would have a minimal impact on the heritage significance of the subject site and a minimal impact on the heritage item in the vicinity.

The report also indicates that there are no solutions of greater sympathy with the significance of the subject site or heritage in the vicinity. There are no mitigation measures required or proposed.

It is therefore considered that there will be no unreasonable heritage impacts associated with the proposal.

7. MITIGATION MEASURES

In accordance with the SEARs, this section assesses how the proposed development will impact on the existing environment and recommends mitigation measures to minimise these impacts.

A range of mitigation measures are proposed to reduce any potential environmental and social impact of the proposal. The Table below provides a summary of the environmental management measures proposed.

Item	Potential Impact	Mitigation Measure
Privacy	<p>Adverse visual privacy impacts on surrounding residences.</p> <p>Adverse acoustic privacy impacts on surrounding residences.</p>	<p>Providing ample setbacks from the proposed building form and the property boundaries.</p> <p>Retention of existing plantings and proposed plantings depicted in Landscape Plan submitted with the application.</p> <p>Demolition/Construction Phase:</p> <p>Limit hours of construction to:</p> <ul style="list-style-type: none"> • Monday to Friday - 7.00am to 6.00pm • Saturdays - 8.00am to 1.00pm • Sundays & Public Holidays - No works <p>Implement the Noise Control Recommendations in Section 6.0 of the Construction Noise & Vibration Management Plan</p> <p>Operational Phase:</p> <p>Comply with the Noise Control Recommendations in Section 5.0 of the Environmental Noise Assessment.</p>

Item	Potential Impact	Mitigation Measure
Traffic	Increase demand on parking and traffic	<p>Demolition/Construction Phase:</p> <p>Finalise the Construction Traffic Management Plan (CTMP) prior to issue of Construction Certificate in accordance with Section 9.0 of the Traffic & Transport Impact Statement.</p> <p>Operational Phase:</p> <p>Implement the Green Travel Plan (GTP) as discussed in Section 7.0 of the Traffic & Transport Impact Statement.</p> <p>Implement an Operational Traffic & Pedestrian Management Plan as discussed in Section 8.0 of the Traffic & Transport Impact Statement.</p>
Heritage	Potential Impact on Surrounding Heritage Items	No mitigation measures required.
Waste	<p>Demolition and Construction Waste</p> <p>Operational Waste</p>	<p>Prepare and implement a Waste Management Plan in accordance with the Construction and Demolition Waste Management Plan.</p> <p>Comply with the recommendations of Section 4 of the Operational Waste Management Plan.</p>

Item	Potential Impact	Mitigation Measure
Built Form	Impact on Existing Streetscape	Implement the proposed landscape strategy
Ecological Sustainable Development	Impact on Environment	Incorporate the Sustainable Design Initiatives recommended in Section 5 of the ESD Sears Report.
Social Impacts	Social Consequences	No mitigation measures required.
Aboriginal Heritage	Impact on Cultural Heritage Values	Comply with the recommendations contained at Section 7.5 of the Aboriginal Cultural Heritage Assessment Report.
Vibration	Impact on amenity to surrounding properties as a result of vibration	Implement the recommendations in Section 6.3 of the Construction & Noise Management Plan.
Sediment, Erosion and Dust	Generation and off-site transmission of sediment, dust and fine particles.	Implement the measures depicted in the Sediment and Erosion Control Plan.
Contamination	Soil and ground water contamination	Comply with the recommendations in Section 5.0 of the Non-Destructive Hazardous Building Materials Survey. Comply with the recommendations in Section 10.0 of the PSI and DSI.
Utilities	Existing infrastructure	Comply with the recommendations of the Infrastructure Management Report.

Item	Potential Impact	Mitigation Measure
Drainage	Stormwater runoff Water quality	Comply with the Civil Engineering Works Plan and the Civil Stormwater Design Report.
Flooding	Impact on proposal and adjoining properties	No mitigation measures required.
Biodiversity	Minimise Impacts on Cumberland Plains Woodland vegetation Community	Implement and comply with the Mitigation and Amelioration of Impacts in Section 7.3 of the Biodiversity Assessment Report.

Table 6 - Mitigation Measures

8. EVALUATION AND CONCLUSION

The proposed development is State Significant Development under the terms of the Environmental Planning and Assessment Act 1979 and has been assessed against the requirements of Section 4.15(1) of the Act, the relevant State Environmental Planning Policies, Biodiversity Conservation Act 2016 and The Holroyd Local Environmental Plan 2013. In this regard it is considered that this Environmental Impact Statement has demonstrated that the proposal satisfies the aims and objectives as well as the prescriptive requirements of the above controls.

It is considered that the proposal will not unreasonably impact upon the amenity of adjoining properties or upon the character of the surrounding area.

It is my opinion that the proposal to expand to educational establishment identified as Lot 1 in DP 1245593, 70 100 Fullagar Road, Wentworthville and which is known as Wentworthville Public School is worthy of the support of the Department of Planning.

Andrew Minto
Graduate Diploma (Urban & Regional Planning), Associate Diploma (Health & Building Surveying). MPIA.
MINTO PLANNING SERVICES PTY LTD
14th November 2018