

Mr. Andrew Beattie  
Team Leader  
School Infrastructure Assessments  
Department of Planning & Environment  
GPO Box 39  
SYDNEY NSW 2001

**Attention: Scott Hay**

Dear Mr. Beattie,

**Santa Sophia Catholic College, Red Gables Road, Box Hill North (SSD 9772)  
Notice of Exhibition**

Thank you for your letter dated 28 May 2019 inviting Transport for NSW (TfNSW) to comment on the subject State Significant Development (SSD) application.

Roads and Maritime Services (Roads and Maritime) would be providing a separate response.

TfNSW has reviewed the relevant documentation within the exhibited Environmental Impact Statement (EIS) and provide comments in **Attachment A**.

It is understood that the SSD would rely upon an amendment to the Hills Local Environmental Plan to increase the floor-space ratio from 1:1 to 2:1. The traffic assessment prepared for the subject SSD relies upon the findings of the work undertaken for the Planning Proposal. TfNSW has not reviewed the transport assessment prepared for the PP, which is referenced in the SSD documentation. The SSD documentation should not rely on the findings from the PP investigations and should be produced as a standalone document. Alternatively, those findings should be included in an Appendix to the SSD application, and assumptions behind the traffic and transport work in particular need to be described and explained including a description of what would be permissible with the current planning controls.

Conditions of consent may be suggested following the receipt of the Applicant's response to public submissions.

If you require any further information or wish to discuss, please do not hesitate to contact Ken Ho, Transport Planner, via email at [ken.ho@transport.nsw.gov.au](mailto:ken.ho@transport.nsw.gov.au).

Yours sincerely



28/6/2019

Mark Ozinga  
**Principal Manager, Land Use Planning & Development  
Customer Strategy & Technology**

Objective reference: CD19/04415

## **Attachment A: Comments on the proposed Santa Sophia Catholic College (SSD 9772)**

The following comments are provided to DP&E to assist with the assessment of the subject SSD.

### **Review of planning proposal traffic assessment**

#### Comment

The Transport Accessibility & Impact Assessment (TAIA) relies upon the findings of the Gables Town Centre Planning Proposal Traffic Assessment, which was prepared to support the proposal to the Hills Shire Council to amend the planning controls on the site. Section 9.4 of the TAIA makes a comparison between the estimated traffic generated between both reports to conclude that the future road network would be able to accommodate future movements associated with the development.

However, it is unclear as to whether the findings of the road network assessment have been reviewed by Roads and Maritime or TfNSW.

#### Recommendation

It is recommended that DP&E request that the planning proposal traffic assessment is included as part of this SSD application.

### **Trip generation and mode share assumptions**

#### Comment

The assumed trip generation rates, used to assess the traffic impacts of the SSD, have been based upon travel surveys of the St Mark's Catholic College (SMCC) at Stanhope Gardens. It should be noted that the findings of the surveys reflect the site's surrounding land uses, road infrastructure and public transport services.

In this case, the Box Hill North Precinct is undergoing development with dwellings and road infrastructure still under construction. As such, the surrounding urban environment may not result in similar mode share (car passenger, walking, cycling, bus) in the opening years of the new school. It is noted that the land surrounding the school is mostly undeveloped with new subdivisions being constructed to the south and northwest of the site (within 1.5km radius) and as such, there could be a limited walking catchment in the early years of school operations.

#### Recommendation

Having regard for the above, a sensitivity analysis would be appropriate for this assessment. The analysis could consider a higher car passenger mode share, reduced walking mode share and subsequently higher trip generation rate in the first two years of operation.

### **Pick-up and drop-off assessment**

#### Comment

Section 8.4 of the TAIA compares the pick-up and drop-off provisions at SMCC and states that 24 spaces would be required to accommodate the demands generated by the entire school population. The TAIA notes that the 15 pick-up/drop-off spaces at the SMCC are insufficient as a queue of some 80m (approx. 27 car lengths) beyond the school boundaries was observed. A total of 12 on-street pick-up/drop-off spaces are proposed to accommodate the initial stages of the school (not at the 1,860 student capacity) with the intention to expand the provision should future demand require it.

There is the risk, as the precinct develops, that there could be limited scope to expand the on-

street pick-up/drop-off facilities due to competing priorities or road space constraints. This could result in on-street queueing and subsequently unsafe pick-up/drop-off behaviours in the future, due to the current provisions being overcapacity. Therefore, appropriate facilities should be reserved for future use, when/if required.

#### Recommendation

An adequate pick-up/drop-off facility should be provided that accommodates the likely demand generated by the school. Road space, beyond the initial requirements, should be preserved and released for future use as demand increases over time. This allocation would then be reviewed as the school approaches the approved capacity.

### **School bus service**

#### Comment

The provision of any new or additional public bus services to the site would be subject to demand and funding. There is the potential that the future provision of public bus services may not align with the completion or satisfy the operational requirements of the school. In this regard, the Applicant may have to procure school private bus services to accommodate future demands.

#### Recommendation

The Applicant should note that school private bus services may need to be funded and implemented by the school.