

# **RESPONSE TO SUBMISSIONS AND PREFERRED PROJECT REPORT - SANTA SOPHIA CATHOLIC COLLEGE (SSD\_9772)**

20 SEPTEMBER 2019  
P0001299  
FINAL  
PREPARED FOR CATHOLIC EDUCATION DIOCESE OF PARRAMATTA

**URBIS**

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# 1. INTRODUCTION

This “Response to Submissions” Report (“RtS”) addresses the issues raised by the community and stakeholders during exhibition of the Environmental Impact Statement (EIS) for the proposed Santa Sophia Catholic College (the Proposal) located on the corner of Fontana Drive and the future road ‘B’, between Red Gables Road and Fontana Drive, in Box Hill North (the site).

The EIS was on public exhibition between 30 May 2019 and 26 June 2019. During exhibition, agency submissions were received from:

- The Hills Shire Council (Council).
- NSW Department of Planning (DPIE).
- NSW Environment Protection Authority (EPA).
- Heritage Council of New South Wales.
- Office of Environment and Heritage (OEH).
- Roads and Maritime Services (RMS).
- Transport for NSW (TfNSW).
- Sydney Water.

The key matters raised in the agency and public submissions include:

- Height of the proposal;
- Built form and design excellence;
- Carparking;
- Kiss and drop;
- Traffic and transport;
- Open space and landscaping;
- Residential amenity;
- Location of the school;
- Operational matters.

This RtS incorporates amendments to the design to address the issues raised in the submissions and in subsequent consultation with the relevant agencies and Councils. The significant changes include:

- Revision to the proposed landscaping design and student access to open space; and,
- The addition of a secondary pick up/ drop off area for secondary students.

The amended plans and the RtS demonstrate that the proposal balances environmental impact with community benefit and should be approved. This RtS and assessment of the amended plans confirm that there are no significant adverse impacts associated with the Project.

This RtS is accompanied by additional specialist assessments, design documentation and minutes of meetings with Council in support of the proposal. The specialist consultants have assessed the amended design and recommend mitigation measures to ensure the proposal will not have any unreasonable or significant traffic, social and environmental impacts on surrounding properties or the public domain.

## 1.1. SUPPORTING INFORMATION

The RtS should be read in conjunction with the documentation outlined in Table 1 below.

Table 1 – Supporting Documentation

<b>Deliverable</b>	<b>Consultant</b>	<b>Appendix</b>
Tree Canopy Coverage Statement	Aecom	<b>A</b>
Transport and Parking Report	Ason Group	<b>B</b>
Architectural Plans and Design Report	BVN Architects	<b>C</b>
Memo concerning open space provision	TSA	<b>D</b>
Variation Request – Height	Urbis	<b>E</b>
Outdoor Decks Daylight Study	Steensen Varming	<b>F</b>
The Hills Shire Council Meeting Minutes 13 <sup>th</sup> August 2019	Urbis	<b>G</b>
Landscape Design Report and Landscape Plans	Ground Ink	<b>H</b>
Acoustic Report	JHA	<b>I</b>
Council Meeting Agenda 10 <sup>th</sup> September 2019	The Hills Shire Council	<b>J</b>
Infrastructure Management Schedule	TSA	<b>K</b>

## 1.2. THE PROPOSAL

This response to submissions and supporting documents support State Significant Application (SSD 9772), which seeks approval for the following works:

- Approximately 15,000sqm of floor space across a part five and part six storey building.
- Catholic Early learning centre for 60 students;
- General Learning Spaces for years Kindergarten to 12;
- Community Hub –knowledge centre and cafe;
- Creative Hub –art and applied science;
- Performance Hub –multipurpose hall and music, dance and drama spaces;
- Professional Hub –administrative space;
- Research Hub –science and fitness;
- Associated site landscaping and open space including a fence and sporting facilities;
- Bus drop off from Fontana Drive;
- Pick-up and drop-off zone from future road ‘B’;
- Pedestrian access points from Red Gables Road north, Fontana Drive and future road ‘B’;
- Staff parking for 110 vehicles provided off site in an adjacent location;

- Short term parking for pick up and drop off for Catholic Early Learning Centre from Red Gables Road; and
- Digital and non-digital signage to the school.

### 1.3. PLANNING BACKGROUND

Celestino has initiated a request to The Hills Shire Council to amend *The Hills Local Environmental Plan 2012* (LEP) as it applies to the Box Hill North Town Centre (PP\_2018\_THILL\_012\_00). The planning proposal seeks to increase the maximum floor space ratio from 1:1 to a range of 1:1 to 2:1, and increase the maximum height of buildings from 16m (approximately 4-5 storeys) to a range of 16m to 27m (up to 8 storeys) across the town centre.

A Gateway Determination for PP\_2018\_THILL\_012\_00 was issued on 22 January 2019 stating that the planning proposal should proceed subject to conditions. The timeframe for completing the LEP amendment is 9 months from the date of the Gateway Determination. The exhibition period for the planning proposal ended on 23 August 2019. Amendments to the Box Hill North DCP (as it relates to the Box Hill North Town Centre) were also prepared and exhibited in association with the proposal. The key changes involved amendments to the Indicative Layout Plan (ILP) for the Town Centre to reflect the proposed school and inclusion of additional objectives and controls relating to the proposed new school (including specification of a minimum amount of outdoor play space).

The proposed rezoning identifies the Santa Sophia site as retaining the existing maximum height control of 16m with an increase in FSR from 1:1 to 2:1.

At the Hills Shire Council meeting on the 10 September 2019 (refer **Appendix J**) PP\_2019\_THILL\_012\_00 was considered. Council unanimously voted for this to proceed to finalisation, subject to several post exhibition amendments, which are outlined below:

- Amend the Floor Space Ratio and Height of Buildings Maps to reflect the refined lot boundary of the proposed school site, as established by subdivision approval 571/2018/ZB.
- Amend the proposed Floor Space Ratio Map to no longer increase the FSR applicable to the school site from 1:1 (existing) to 2:1 (as exhibited).
- Amend the Floor Space Ratio Map to increase the FSR applying to a small portion of the Town Centre (known as sub-precinct E.4B) from 1.64:1 (exhibited) to 2.3:1.

Council's agenda specifically references SSD 9772 in relation to the reduction of the sites exhibited FSR. This change prompted corresponding adjustments to marginally increase the FSR applicable to a small portion of the remaining town centre. The rationale for this is that as the SSDA for the college will be assessed under SEPP Education 2017, retaining the existing applicable FSR of 1:1 to the school site would not inhibit the planned provision of a school. It would however restrict the potential for unanticipated residential and commercial floor space on the site if the college does not proceed.

Council's agenda concludes:

*"These amendments will not result in any material increase in the overall floor space potential or built form on the site and will ensure that the outcomes and objectives of the planning proposal are still achievable, despite the marginal expansion of the school site area within the Town Centre".*

The agenda also notes:

*"It is noted that SSDAs for new schools are not required to comply with development standards imposed under any environmental planning instrument (in this case LEP 2012), and as such the progress and potential approval of the SSDA for the proposed school is not reliant on the outcomes of the planning proposal or the proposed application of a FSR to the land under LEP 2012".*

## 2. PROJECT AMENDMENTS

### 2.1. OVERVIEW OF PROPOSED AMENDMENTS

The proposal has been amended in response to submissions and subsequent engagement with agencies. This section describes the proposed amendments sought in the RtS.

#### 2.1.1. Landscape

CEDP have undertaken a voluntary internal design competition to appoint a new landscape architect. Ground Ink were selected to prepare a new landscape concept that achieves high amenity for open and play spaces. The architectural design and new landscape concept set out to create high quality useable open space all year round.

The fitness centre, basketball court, handball courts and landscape design across all play areas will provide for all student needs. Personal development, health and physical education (PDHPE) activities required by the NSW curriculum will be provided by utilising the onsite fitness centre, basketball court and fitness track. Students will also utilise off-site facilities via bus if required.

The landscape design for the play space ensures age appropriate outcomes and encourages inquiry, exploration and social interaction. It provides spaces for unstructured and free play, to encourage creativity, chance encounter and exploration among the students. The design also acknowledges the educational value of recreation, and has been designed so that it engages students, and encourages activity that has the added benefits of social and cognitive development. The provision of open space recognises the value in fostering physical activity that is non-competitive, less structured and not vigorous physical activity.

In addition to the open space provided on the site, Santa Sophia intends to use the adjacent Council owned ovals for PDHPE purposes. Council have advised that they are supportive of a shared use arrangement and this agreement is progressing between Council/Hockey NSW and CEDP. The intent is to have an agreement in place when the hockey fields are complete and operational.

#### 2.1.2. Secondary pick up/ drop off area

Ason Group has undertaken an assessment of the pick-up / drop-off demand considering the yearly student population increase for the School. This showed that by 2023, Santa Sophia would require additional kiss and drop capacity over and above the 12 spaces provided on 'Road B'. To address this, Celestino and CEDP propose to provide an additional 20 pick-up/drop off spaces along Fontana Drive, south of the intersection of Fontana Drive and Red Gables Road, adjacent to the hockey fields.

This additional pick up/drop off area would be for secondary school students, while the Road B pick-up/drop-off area would be dedicated for the primary school only. Refer to discussion regarding the additional traffic and parking assessment at Section 3.5.2 and in **Appendix B**.

#### 2.1.3. Minor design changes

The amended architectural plans submitted at **Appendix C** incorporate several minor design refinements that have been identified in the detailed design phase. The overarching purpose of these amendments was to support the delivery of the new landscape scheme for the school and optimise the outdoor spaces. They also provide efficiencies in building circulation. The amendments are itemised below and are accompanied by a description of the intent of the changes.

##### **Level 04 Running Track roof extent increased**

- The level 04 running track and fitness centre roof has been extended to allow for wet weather cover between the central building and the fitness centre.
- In addition to providing wet weather cover, it ensures that PDHPE classes that will be run from the fitness hub can occur on the running track area during all-weather scenarios.

##### **Level 01 deck extension along Road B and Fontana Drive**

- The level 01 decks were extended to allow for greater weather protection especially for students awaiting buses



- The extension of the level 01 decks also allowed for sun shading to the glazed walls of the professional hub required by Section J.
- Inclusion of small voids to add architectural detail and light transfer.

#### **WC Pavilion and Waste Store addition to Level 01.**

- Review of modes of play were undertaken by the Landscape Architect showing the numbers of students throughout each level during break times and class times. This exercise determined that additional toilets were required in the level 01.
- The addition of a new toilet pavilion to the eastern corner also provided an opportunity to relocate the waste storage area from outside the Catholic Early Learning Centre (CELC).

#### **Redesign and Relocation of circular stair 7 (North)**

- Pedestrian modelling reviewed the number of stairs and the widths in achieving access throughout the school for all staff, students and visitors. Subsequently Stair 7 has been redesigned and relocated from L04-L02 to L02-L00 in response to the pedestrian modelling review.

#### **Additional Lift and change of location of lift bank**

- The lifts have been moved to a central location with an additional lift to provide a more efficient vertical transport outcome for the school.

#### **Slab to Basketball Court on Level 04 lowered**

- A review of the Basketball court levels and coordination of acoustic treatment with the acoustic engineer allowed the slab heights to reduce. This allows for a gentler grade ramp access to the courts.

#### **Number of Performance tilt doors reduced**

- The number of tilt doors opening onto the northern end of the plaza has been reduced. This ensures the focus of the space was on the opening into the plaza and the community connection. The tilt doors have been replaced with glazing to allow light to remain filtering into the space.

#### **Addition of Photovoltaic (PV) Cells**

As part of CEDP's commitment to sustainable design, a sustainability framework has been adopted to guide the design, construction and use of the college. This framework draws upon local and international environmental rating systems to identify relevant and appropriate sustainability initiatives. As a result, PV cells have been included within the electrical specification and sized to fit on the fitness centre roof and building south roof. This is a proactive sustainability measure which will provide benefit both as an energy saving measure and an educational tool.

## 3. SUPPLEMENTARY ASSESSMENT

### 3.1. EDUCATIONAL PHILOSOPHY AND OPEN SPACE APPROACH

#### 3.1.1. The Multi-Storey Design

In the course of the State Design Excellence Review (SDR) process, concerns were raised by Council and GANSW about the multi-storey design of the school. Similar concerns were also raised in public submissions during the exhibition of the EIS.

Locally, high-rise schools are a relatively new concept, however Section 8.12 of the Architectural Design Report prepared by BVN outlines several precedents of high-rise schools as exemplars of the design concept. These include the following:

- South Melbourne Primary
- Adelaide Botanical High School, Adelaide
- Haileybury City Campus, Melbourne
- Arthur Phillip, Parramatta

The above examples consist of campus's over five storeys high, with school populations ranging between 500 – 3000 students. These existing schools employ several strategies to provide suitable amenity for students and staff including the provision of roof terraces, large atrium spaces which are day-lit, designated sports areas, and adjacent terraces to classrooms with high visibility.

These strategies are reflected within the projects design principles, which emphasise the utilisation of topography to create the following:

#### Defined Spaces

The design utilises a change in level to create the necessary delineations between public and private school areas and in turn the various age groups. The tiered topography also allows functions to be stacked below the roof outdoor space.

#### Clear and Intuitive Movement

Walkways and vertical transport will be legible with wayfinding informed by the architecture. The vertical circulation at Santa Sophia is supported by 3 key circulation stairs, 2 additional escape stairs and 3 lifts. These have been equally disbursed between the South, Central and North building to ease congestion. Stairs 1, 3 and 6 are designed as the central access stairs for the 3 buildings. Stairs 4, 5 and 7 are utilised for escape but will be utilised as secondary vertical circulation.

#### Variety in Outdoor Areas

The design maximises opportunities for outdoor learning and play spaces by creating various courtyard and terrace spaces on and between the built form (refer section 3.1.2 below for further details). Outdoor spaces are intended to be sheltered but to also have access to daylight.

#### 3.1.2. Design Approach

To support the design philosophy, CEDP have prepared a summary of the most recent research underpinning the school design approach (refer **Appendix D**). The primary source document is *Towards Effective Learning Environments in Catholic Schools (TELE): An Evidence-based Approach project* undertaken by the Learning Environments Applied Research Network (LEARN) and The University of Melbourne.

This research project is one of the largest known studies to have evaluated the relationships between the built environment (learning environments/spaces) and the practices, activities and behaviours of school students and teachers (pedagogies). As such, it both informs and supports CEDP's school design approach, and the design of the college.

Key in the outcomes of the TELE research is that the relationships between dedicated learning spaces and outdoor areas are crucial as they directly impact:

- Supervision and safety;
- The variety of activity settings available;
- Opportunities for agile and flexible use, including connections to outdoor learning environments;
- The movement of teachers and students; and
- Students geographical engagement and affinity for their learning environments.

The school is built across five storeys to maximise opportunities for outdoor learning and play space in courtyards, and on terrace spaces on and in between buildings. The design and adjacency of classrooms to outdoor spaces is consistent with and supported by the TELE research. The spatial proximity of the classrooms to play spaces creates an environment that encourages connections between education and socialisation and the permeability of indoor/outdoor movement. They also encourage and enable close supervision and engagement of the teachers with students. The spaces will enable teachers to be flexible and agile in their grouping and organisation of students. The size of the rooms means that multiple classes can also be grouped together for different activities. As distinct from a traditional closed off classroom, the open plan rooms and indoor /outdoor flow will enable varied activities.

Active play takes many forms and the proposed design will provide sufficient space to ensure student wellbeing, student learning and staff wellbeing. Outdoor spaces are designed to be sheltered but also receive sunlight and breezes. The connection of play spaces to learning areas will be a key benefit of the design. The use of balconies and covered decks will encourage small group collaborations and discussion during class time, but also provide for informal gatherings during break times.

The structure of the school day is that students will be provided with two 30-minute breaks. CEDP experience in managing many schools has identified that anti-social behaviour is more likely to occur beyond 30 minutes. During the first 10 minutes of the lunchtime period primary students are required to be seated whilst they eat their lunch. The adjacency of play space, specifically designed for each age group, therefore provides the maximum amount of time for students to exercise, socialise, explore and learn.

The multi-storey design of the school means that students will have the opportunity for increased incidental movement and exercise, as they will be required to walk up and down stairs to reach different areas of the school.

The school provides all the required open space for its students within the school boundary. The amount of open space provided equates to approximately 7m<sup>2</sup> per student. A benchmarking exercise was undertaken by CEDP comparing the available amount of open space against that provided at other schools within the Diocese and the ways in which the available space was utilised. This found that 7m<sup>2</sup> provided more than sufficient area for students to engage in a variety of active and passive play activities. Students will also have access to the Knowledge Centre (library) and performance hall during break periods which would increase the ratio further. The design also provides the opportunity for staggered break times to increase the play space ratio further if required, and this could be addressed in the operational management of the college. These findings confirm the suitability of the proposed school design to deliver a high-quality educational environment that will provide the ideal environment for the delivery of the Catholic Education learning framework.

Council have been provided with the landscape plans and the CEDP research and have advised via email that they consider that the provision of open space is appropriate in association with the shared use of Council's facilities.

### 3.1.3. Deep Soil and Landscaped Area

The total provision of deep soil for the development is 832.97m<sup>2</sup> or 7.2% of the total site area. These areas are provided across levels 00 and 01 of the development.

The total landscaped area proposed development is outlined in the table below:

Table 2 – Landscaped Area

Level	Level FSR	Area	Percentage
Level 00	11,413m <sup>2</sup>	545m <sup>2</sup>	4.7%

Level	Level FSR	Area	Percentage
Level 01	9,097m <sup>2</sup>	1631m <sup>2</sup>	17.9%
Level 02	5678m <sup>2</sup>	1106m <sup>2</sup>	19.4%
Level 03	5571m <sup>2</sup>	1123m <sup>2</sup>	20.1%
Level 04	5537m <sup>2</sup>	2251m <sup>2</sup>	40.6%
Level 05	3236m <sup>2</sup>	699m <sup>2</sup>	21.6%

### 3.1.4. Tree Coverage

The tree planting strategy for Santa Sophia College has been selected to complement the surrounding precinct landscaping developed by AECOM and reflect the necessary requirements for the school environment including safety, security and greening opportunities.

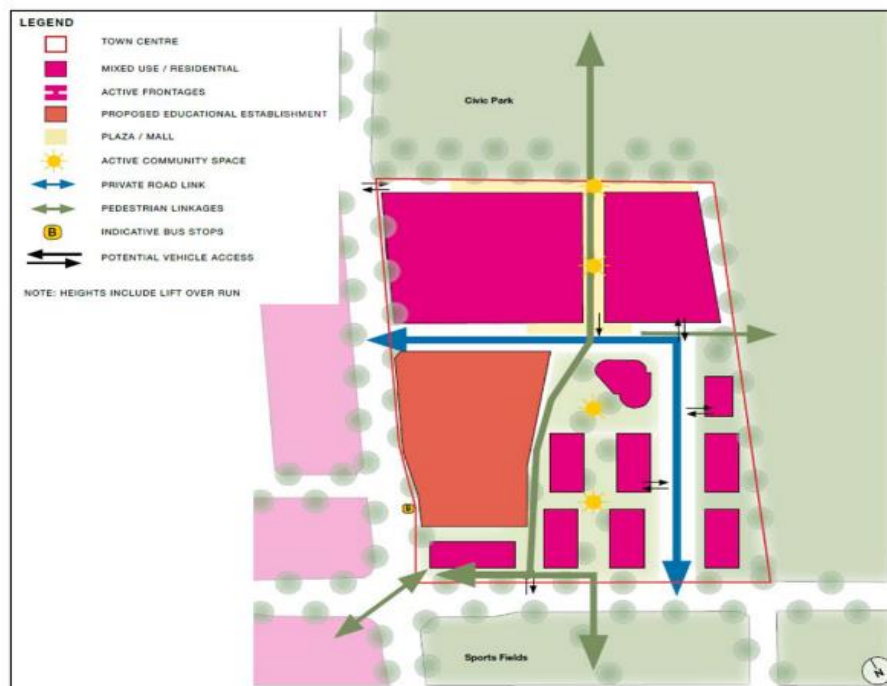
The percentage of canopy cover for Santa Sophia Catholic College is 14%, this is below the 40% canopy target outlined in the Draft Urban Tree Canopy Guide prepared by GANSW. Due to the location of the school forming part of the town centre, the proposal for Santa Sophia emphasises the opportunity for canopy cover to be offset throughout the greater precinct. Despite this, species selected have been conscious of maximising deep soil opportunities and canopy cover to allow for the necessary shade and greening requirements for the school environment.

### 3.1.5. Consistency with Planning Proposal

It is important to note that at The Hills Shire Council meeting on the 10th of September 2019 (refer **Appendix J**), Council's meeting agenda specifically referenced SSD 9772 for Santa Sophia and noted:

*"The proposed provision of ground level play space represents approximately 45% of the site area, consistent with the outcome envisaged under the planning proposal and draft DCP".*

Figure 1 – Amended Indicative Layout Plan



Source: Hill Shire Council Meeting Agenda 10 September 2019

## 3.2. BUILDING HEIGHT AND SCALE

The submissions from Council and the DPIE raised concerns about the proposed height of the proposal and requested additional justification for the non-compliance with the height development standard. The amenity impacts associated with the height of the proposal have also been further assessed and are addressed in this section.

### 3.2.1. Variation Request

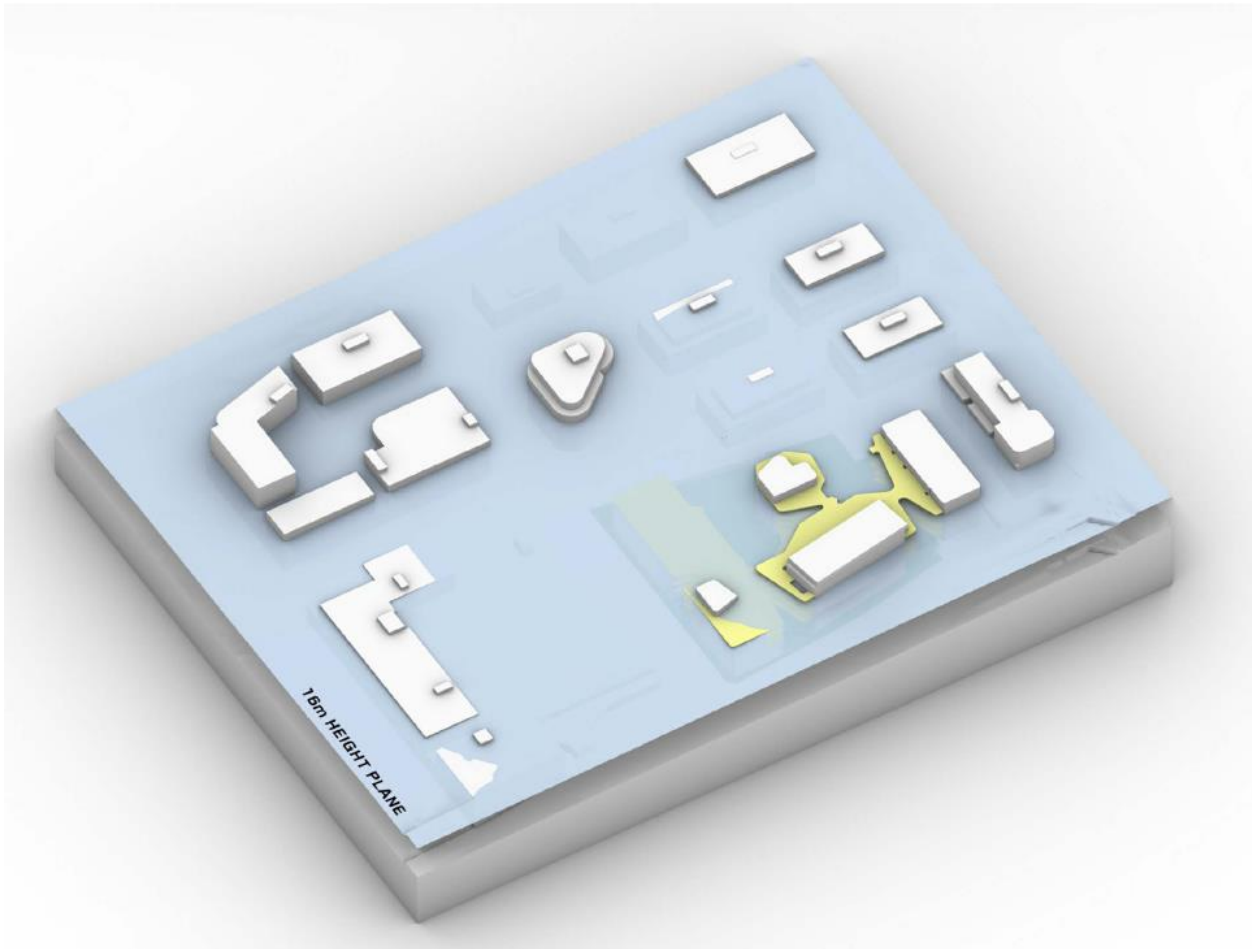
Clause 42 of the Education SEPP states:

*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.*

Clause 42 of the Education SEPP negates the need for a cl4.6, and legal advice on other projects has indicated that a cl4.6 is not required for SSD schools. Notwithstanding this, consultation with DPIE has indicated that justification for the height non-compliance is required in a format consistent with a Clause 4.6 variation request. This has been prepared and is included at **Appendix E**.

The maximum height of the school will be 29.9m above ground level. While the planning proposal (PP\_2018\_THILL\_012\_00) is undetermined, the proposed building heights and typologies proposed across the town centre do provide a strong indication of the future surrounding building form. For the sites immediately to the south and to the east of the college site, the proposed maximum building height is 27m. The proposed height of the college will therefore be in keeping with the modulation of building heights sought across the town centre (refer Figure 2 below). The adjacency of the proposal to the future town centre also means that the building will appear of an appropriate and suitable scale in its immediate context.

Figure 2 – Height Plane –Surrounding Development Context



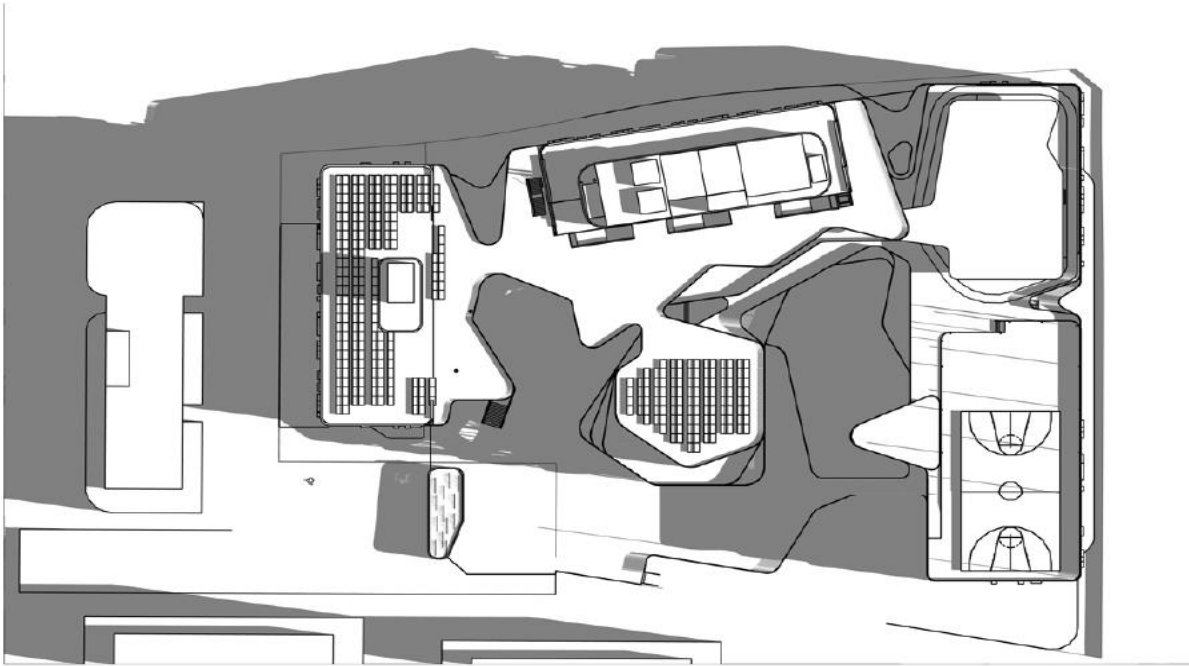
Source: BVN Architects

The proposed building heights will also facilitate smaller floor plates allowing for improved amenity and public domain outcomes in the town centre. This is the same principle driving the multi-storey design of the college. The stacked building form provides open space at ground level for a significant open plaza space. The design of the building and the building height are therefore an appropriate response to the site and the design philosophy of CEDP.

### 3.2.2. Overshadowing

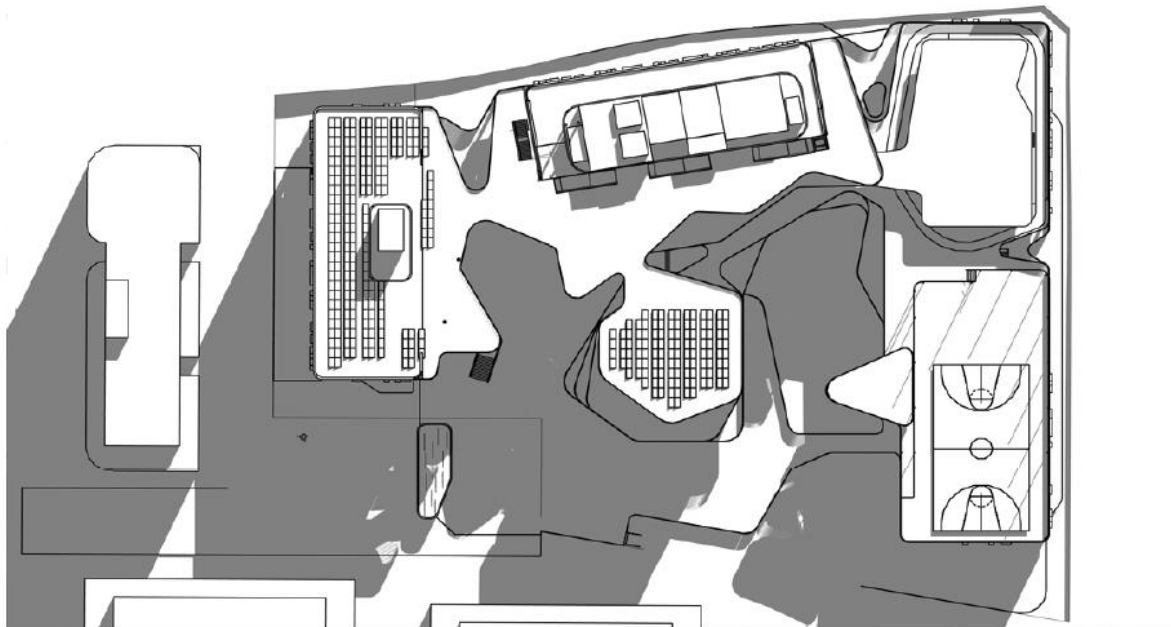
Shadow diagrams have been prepared by BVN Architects as part of the updated Architectural Package at **Appendix C** and **C.1**. The shadow analysis demonstrates that between 9am and 3pm at mid-winter the southern school building will have some shadow impacts on the north-eastern façade of the future building to the south (Building 4F). The design of this adjacent building has not yet been finalised; however, an indicative three block building form has been included to demonstrate shadow impacts.

Figure 3 – Shadow Diagrams – Mid Winter



Picture 1 – 9am

Source: BVN Architects



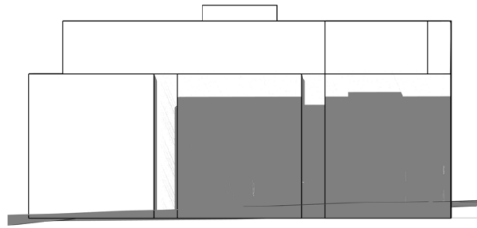
Picture 2 – 2pm

Source: Google Earth



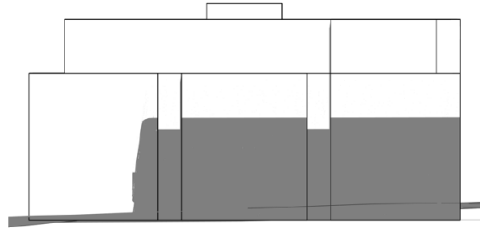


Figure 3 – Elevation Study – Future Building 4F – Mid Winter



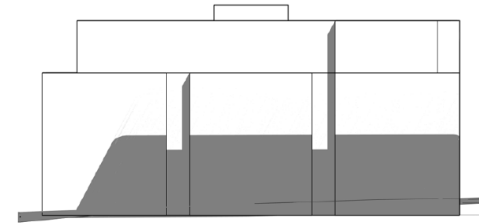
Picture 3 – Winter Solstice - 9am

Source: BVN Architects



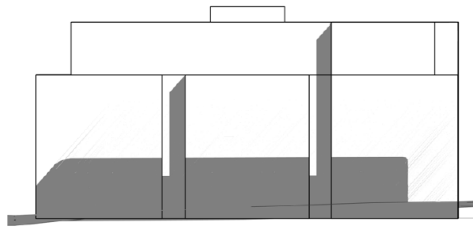
Picture 4 – Winter Solstice - 10am

Source: BVN Architects



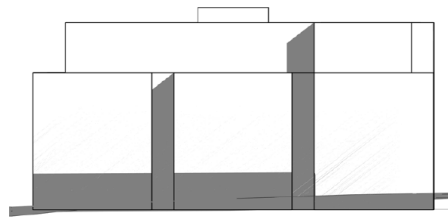
Picture 5 – Winter Solstice – 11am

Source: BVN Architects



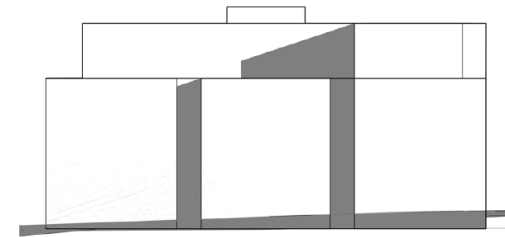
Picture 6 – Winter Solstice – 12pm

Source: BVN Architects



Picture 7 – Winter Solstice – 1pm

Source: BVN Architects



Picture 8 – Winter Solstice – 3pm

Source: BVN Architects



The shadow analysis testing in the design report has found that:

- From 9am to 10am there will be some impact to the second and third blocks of the future building. The majority of the first block will receive direct sunlight.
- At 11am, the shadow moves across the building onto the mid-lower sections of the building.
- From 12pm to 1pm the shadow starts to move across and away from Building 4F and across the school's entry way to Red Gables Road. By 1pm the majority of the impact will be to the lower sections of the three blocks. The shadow will also reach to the top of the parapet as a result of the articulated building form.
- From 2pm to 3pm the shadow moves past the lower building line of Building 4F and over the public domain. Shadows remain on the mid-sections of the building due to the articulation.
- From 9am to 3pm a portion of the southern facing apartments of Building 4F will be in shadow by virtue of their orientation.

The impacts are considered justifiable for the following reasons:

- The massing of the southern school building has been organised such that the southern-most edge of the adjacent building will receive solar access throughout the day. BVN has also undertaken master planning co-ordination with the neighbouring development to the south to understand their future design intent. As the design of the neighbouring building to the south is yet to be finalised, there is an opportunity for the future design to respond to these conditions, for example by locating the living areas of this building away from the southern façade
- The elevation study demonstrates that the north-eastern façade of Building 4F will receive the minimum solar access for residential apartments as outlined by the NSW Apartment Design Guide.
- A portion of shadow will be over the adjacent public domain.

### 3.2.3. Privacy Analysis

The proposal provides a high-quality urban development and will maintain a significant level of amenity to future adjoining properties.

The proposal has been appropriately designed to prevent adverse privacy impacts on surrounding future neighbours, and equally to protect future students and staff from undue overlooking. These objectives have been addressed as:

- The school will generally operate during standard school hours. This will ensure privacy is maintained during the early morning, evenings and at night;
- The southern school building will be located adjacent to the most sensitive future land-uses (residential), and these will be adequately separated to meet the ADG guidelines for privacy. The buildings will also be separated by play space and landscaping.
- The internal school spaces are primarily oriented to the north, rather than the south. The windows to the southern façade comprise multiple openings, many of them narrow, avoiding large expanses of glazing that would increase opportunities for overlooking;
- The southern building and central Knowledge Centre will provide generous separation for privacy.

## 3.3. SOLAR ACCESS

In response to concerns that covered outdoor areas will receive insufficient natural light, Steensen Varming have prepared an assessment of the amount of daylight provided to the outdoor spaces of the Santa Sophia Catholic College (refer **Appendix F**). The assessment evaluates daylight availability to the outdoor areas and determines whether any areas would require additional artificial lighting.

The outdoor spaces provide students with external areas adjacent to the indoor teaching rooms. Most of the spaces are covered to provide shelter from the elements, in particular rain and direct sunlight. The covering is important as it prevents issues of glare, overheating, thermal discomfort and risk of sunburn.

There is no compliance requirement or industry standard for daylight levels in outdoor space. Luminance is the measure of the amount of light received on a surface. It is typically expressed in lux, which is lumen per square metre (lm/m<sup>2</sup>). CEDP require the internal classrooms to be illuminated to 400lux. This level was chosen as an appropriate target illuminance level to provide consistency across all areas of the school, indoor as well as outdoor.

Spatial Daylight Autonomy (sDA) is a metric of daylight availability. The sDA value expresses how much of an area receives 400 lux or more for at least 50% of school hours throughout the school term. Steensen Varming advise that good practice would be to achieve 400lux across 40-60% of the total areas for at least 50% of school hours throughout the school term.

All assessed outdoor spaces achieved levels of sDA greater than 63%, i.e. more than 63% of the outdoor area complies with the assessment target of 400 lux for a minimum 50% of school hours throughout the term. More exposed floors on the upper level of the building achieved higher sDA levels of ~80-90%. At all times, less than 10% of the total outdoor area receives less than 400 lux and is therefore considered underlit for tasks that require high levels of light, e.g. reading or seeing fine details. Artificial lighting has been designed and documented for these covered outdoor areas to supplement the available daylight. This should not be problematic as the outdoor spaces will be used primarily for play, recreation and as transition spaces, not for prolonged or focussed study.

The results demonstrate good levels of daylight to the outdoor levels. Due to the lower sun angles, there will be more hours of direct sunlight in winter during a school day, which will have a positive effect on thermal comfort in the cooler months. It can therefore be concluded that the daylight amenity provided to the outdoor spaces of the college is good and will provide a comfortable well-lit environment for play, movement, intermittent study and similar tasks.

### 3.4. TEMPERATURE AND CLIMATE

Through the SDR process, GANSW queried the availability of solar access to and the character of the outdoor spaces. In consultation undertaken during the predation of this RTS, DPIE also requested that further consideration be given to the temperature and comfort levels of students occupying the outdoor spaces in winter.

The design of the college has been planned to respond to the site size and climatic conditions and provide a balance between outdoor space and the need for weather protection. During summer, the provision of shade and respite from the sun will be welcome and necessary for the students. However, due to the stacked decks, it is acknowledged that solar access is not available to all outdoor spaces all year round. This is particularly the case for levels 2 and 3. In winter, it is acknowledged that some outdoor deck areas may receive less direct sunlight and consequently feel cold.

However, the following matters are noted:

- the weather protection from sun provided by the decks is critical to prevent sun over-exposure in the hot summer months;
- In a traditional school, the wet weather lunchtime alternative would be to stay inside in the school hall or classroom. At Santa Sophia, the decks provide shelter from rain, meaning that inclement weather will not restrict outdoor play;
- the outdoor spaces have been designed to encourage physical interaction between the students and their environment, and for transient short-term use. They are not for extended periods of sitting still or inactivity;
- if areas are cold, students can move around the school to access other areas with direct sunlight if desired;
- the levels that receive the least amount of direct sunlight will be occupied by students K-8 who are already planned to move between the different levels of the college during the day; and
- in extremely cold conditions, students will have access to indoor areas such as the Knowledge Centre or classrooms

In summary, the sheltered decks offer a flexible environment for students to find a balance between shade, sun and daylight. The design optimises the quality of the outdoor space by maximising solar access and activation. In addition, the protection provided from rain will offer greater utility all year round than a traditional uncovered open space.

## 3.5. TRAFFIC AND TRANSPORT

Council and DPIE queried the amount of parking, and the proposed pick up and drop off arrangements in their submissions on the EIS. These matters were discussed with Council on 13 August 2019. On 28<sup>th</sup> August 2019, Robert Buckham from Council subsequently confirmed that they have no objection to the proposed parking provision and pick up and drop off arrangements.

Ason Group have prepared a supplementary assessment (refer **Appendix B**) in response to the parking and transport matters. Their report provides the following comments regarding the submissions received by the relevant agencies.

### 3.5.1. Temporary and Permanent Carpark

Consent for the temporary car park is being sought via a separate DA to the Hills Council (29/2020/HA). The application seeks consent for the creation of a temporary car park of 110 car parking spaces (including three accessible spaces) for Santa Sophia for a period of approximately ten years. The proposed temporary car park is to be constructed at 12 Red Gables Road, Box Hill, legally described as Lot 26 in DP 255616. The DA was submitted to Council on 4 July 2019 and is currently under assessment.

CEDP are currently progressing a Temporary Carpark and Permanent Carpark Licensing deed between Celestino and CEDP that will set out the use and operation of both the temporary and permanent carparks. The provision of the permanent car park will be subject to a future agreement between CEDP and Celestino. Importantly, it is noted that the staff car park will be provided separately to the required parking for the Town Centre, i.e. the provision of the staff car park will not result in a reduced overall amount of parking across the Town Centre. The spaces within the permanent car park would be reserved for College staff during school periods. Outside of school hours and during holiday periods it could be utilised by the public.

### 3.5.2. Staff Parking Provision

The level of staff parking required for the College has been determined in consultation with the CEDP, in turn based on CEDP's understanding of future peak staff parking demand given due consideration of peak staff numbers and future travel modes.

In the short term, staff parking will be provided within a temporary car park immediately adjacent to the site until such time that the permanent parking area is provided. A formal staff car park will be provided within the immediate vicinity of the College, and that the temporary staff car park would remain in place until such time as the new car park is fully operational. This new car park would be strictly reserved for College staff during school periods, outside of which it could be utilised by the general public.

### 3.5.3. Pick-up and Drop-off

The Ason assessment addresses:

- Modal share of trips and trip generation rates; and
- Capacity of the separate pick-up / drop-off areas.

#### Mode Share

The original traffic impact assessment (TIA) submitted with the EIS adopted a future mode share of 23% for cycling and walking combined. DPIE have suggested that this is unrealistic in the initial years of the operation of the school due to the surrounding residential land uses being largely undeveloped.

Ason has updated the modal share to address these comments. The modal share of trips allocated to walking and cycling in the first two years of the school's operation have been reallocated to car trips. This revised modelling indicates that in 2022, the demand would be 150 and 139 vehicles during the AM and PM peak period respectively. This exceeds the capacity of the pickup/ drop up area of 120 vehicles along the Road B frontage and therefore an additional 3 parking spaces would be required for pick-up / drop-off. It is anticipated that these three additional spaces could be provided within the Town Centre internal road network. It is noted that in 2022, the larger Gables precinct would still be under development with the Town Centre unlikely to have been constructed. In this regard, there would be no traffic within the Town Centre internal road network that isn't associated with the School and as such, the School would be able to make use of the available parking. As such, the demand would not impact the operation of the local road network.

## **Demand**

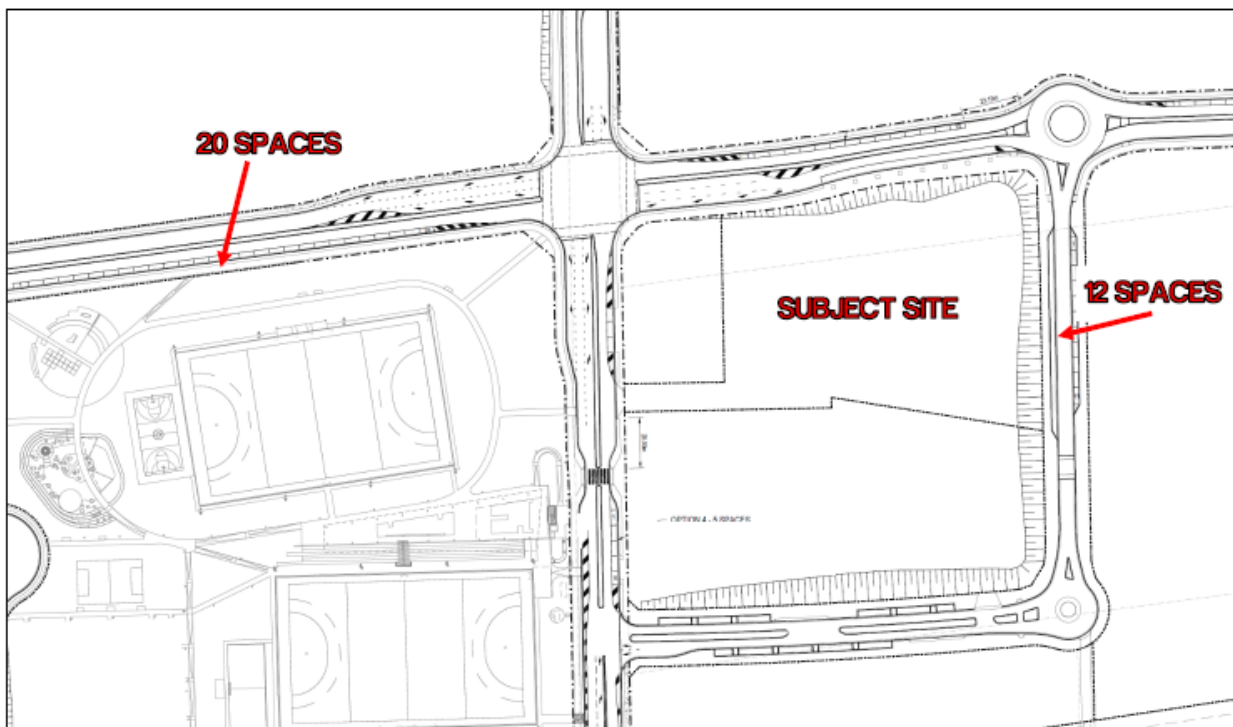
Ason Group has undertaken an assessment of the pick-up / drop-off demand considering the yearly student population increase for the School until the pick-up / drop-off demand exceeds the capacity of Road B.

The results indicate that in the initial year of opening, the maximum total demand for drop off and pick up will be 97 and 92 vehicles during the AM and PM peak periods respectively. In addition to the 12 pick-up / drop-off spaces on-street along Road B, a traffic management plan would also be implemented to facilitate reduced times to pick-up / drop-off students. This plan could facilitate a turnover rate of 1 vehicle per space every minute. This corresponds to a capacity of 120 vehicles along the Road B frontage which would accommodate the AM and School PM peak. As such, the pickup / drop off area on Road B is able to accommodate the pick-up / drop-off demand at the year of opening.

In 2022, the results indicate that the maximum demand is 150 and 139 vehicles during the AM and PM peak periods. This exceeds the capacity of 120 vehicles along the Road B frontage. The report assumes that in 2022, the larger Gables precinct would still be under development with the Town Centre unlikely to have been constructed. In this regard, there would be no traffic within the Town Centre internal road network that isn't associated with the School and as such, the School would be able to make use of the available parking. As such, the demand would not impact the operation of the local road network.

At full development in 2023, the capacity of the Road B pick-up / drop-off area would be exceeded using the trip generation rates detailed in the previous TIA. In this regard the pick-up / drop-off demand would exceed the capacity of the Road B pick-up / drop-off area. To address this demand, Celestino, and CEDP will provide an additional 20 spaces along Fontana Drive, south of the intersection of Fontana Drive and Red Gables Road, adjacent to the hockey fields. This additional pick up/ drop off area would be for secondary school students, while the Road B pick-up / drop-off area would be dedicated for the primary school only.

Figure 4 – Secondary Pickup Dropoff



Source: Ason Group

It is anticipated that the operation of the pick-up / drop-off areas would be reviewed annually during the first few years of the operation of the College. This would take place in consultation with Council, RMS and local bus operators.

### **3.5.4. Intersection of Red Gables Road and Fontana Drive**

It is view of Ason Group (and Council, CEDP and Celestino) that traffic signals at the intersection are more than appropriate given the high pedestrian demands in the area generated not only by the School but also the Town Centre and adjacent recreational facilities. As such, there remains an intention to continue to advocate for the traffic signals in the future.

As agreed with Council at the meeting on the 13<sup>th</sup> of August 2019, this issue should not impact on the progression of the application, specifically as modelling undertaken by Ason shows that the intersection will operate at a good Level of Service as a priority intersection even following the development of the College and Town Centre.

### 3.5.5. Early Learning Centre Carpark

Detailed swept path analysis has been undertaken of a private waste collection vehicle manoeuvring within the carpark of the Catholic Early Learning Centre (CELC) (refer **Appendix B**). This swept path analysis indicates that the vehicle can manoeuvre within the site safely. Servicing would occur outside of the peak operating hours of the CELC, thereby ensuring that there is no interaction between the waste collection vehicle and other vehicles/pedestrians.

## 3.6. RESIDENTIAL AMENITY - NOISE

DPIE has raised concerns in relation to the noise assessment and queried the location used for the background noise monitoring. This was approximately 250m from the school site and not at the location of the future most affected noise sensitive receivers.

The acoustic consultant, JHA, has advised that additional noise surveys will not change results or assessment within the report. As the ambient and background noise levels are not representative of the future noise levels, background noise monitoring was not used to determine the project noise criteria.

Section 2.4.3 of the NSW NPI states the following: *“When land uses in an area are undergoing significant change, for example, residential subdivisions with associated development of local and regional roads, the background noise levels would be expected to change. The impact of noise from an existing industry on a proposed new residential area should be made using the recommended amenity noise level for the residential land use, not the project intrusiveness noise level.”*

Given land use in the area is undergoing a significant land zoning change – from rural to residential this is an appropriate methodology. The noise impact assessment found that the project will not adversely affect the amenity of noise sensitive receivers.

## 3.7. PROPOSED USE OF SCHOOL

DPE has requested clarification on the proposed ancillary uses of the college. Clause 35(5) of the Education SEPP states that:

*“A school (including any part of its site and any of its facilities) may be used, with development consent, for the physical, social, cultural or intellectual development or welfare of the community, whether or not it is a commercial use of the establishment.”*

In accordance with Clause 35(6)(b) of the Education SEPP and the previous submitted Operational Plan, the following community uses and activities may take place within the school.

- hire of multi-purpose hall, typically from 3:00pm to 10:00pm Monday to Friday and from 8:00am to 10:00pm Saturday and Sunday.
- use of Café and Hospitality facilities café and the kitchen spaces from 3:00pm to 10:00pm Monday to Friday and from 8:00am to 10:00pm Saturday and Sunday.

It is proposed that the use of these facilities will be generally between 7am to 10pm, with associated pack-up, clean-up and non-intrusive maintenance activities until 11pm. These uses are further described in the Operational Management Plan submitted with the EIS:

Uses of the school facilities outside the parameters of the above clause will be subject to separate agreement and approval.

## 4. OVERVIEW OF SUBMISSIONS RECEIVED

The EIS for SSD\_9772 was placed on public exhibition between 30 May 2019 and 26 June 2019. During this period, government agencies, the Hills Shire Council, and the community were invited to make written submissions on the Project to DPIE.

During the EIS exhibition period eight submissions were provided by government agencies and Council. An additional 77 submissions were made by members of the public. Of these 77 submissions, 10 were provided in support of the Project.

### 4.1. AGENCY SUBMISSIONS

The following Agencies provided submissions:

- The Hills Shire Council (Council).
- NSW Department of Planning (DPIE).
- NSW Environment Protection Authority (EPA).
- Heritage Council of New South Wales.
- Office of Environment and Heritage (OEH).
- Roads and Maritime Services (RMS).
- Transport for NSW (TfNSW).
- Sydney Water.

A response to the matters raised in the agency submissions is provided in Table 3 below.



Table 3 – Response to Agency Submissions

Matter	Comment	Response	Refer to
<b>The Hills Shire Council</b>			
Height	<p>It is considered that the planning proposal is not considered imminent or certain and therefore should not be relied upon in justifying the height contravention.</p> <p>DA 1542/2019/ZB proposes to cut the roads that surround the school by 2m – 3m resulting in the actual building height being 29.5m above the future finished grounds levels.</p> <p>Council noted that the justification of the height contravention appears deficient.</p>	<p>A meeting was held between Council, CEDP, TSA Project Management and Urbis on 13 August 2019 to discuss. The outcomes of this meeting are referred to throughout this table, and meeting minutes have been provided with the RtS.</p> <p>The exhibition of the Planning Proposal ended on the 28 August 2019. Timeframes for the gazettal of the Planning Proposal are unknown. Notwithstanding this, the Planning Proposal provides a strong indication of the future context surrounding the college site and a relevant consideration when considering the appropriateness of the proposed height of the school.</p> <p>Additional justification for the height variation has been prepared in accordance with Clause 4.6 framework as requested by DPIE. This includes solar analysis and contextual analysis of the proposed building height as requested by Council.</p>	<p>Refer to <b>Appendix G</b> for Council meeting minutes.</p> <p>Refer Section 3.2 and height variation request at <b>Appendix E</b>.</p>

Matter	Comment	Response	Refer to
Open space and landscaping	<p>As part of the planning proposal application, the proponent committed to several key outcomes with respect to the school including the amount of ground floor (4,630 m<sup>2</sup>) and rooftop (1,900 m<sup>2</sup>) play space.</p> <p>Provisions to secure this minimum amount of play space within the proposed school site are included in the draft The Hills Development Control Plan 2012 Part D Section 17 Box Hill North.</p> <p>The areas of outdoor play space, particularly the active ground level space is unclear. It appears that the applicant is relying on all external areas including balconies in their calculations. Given the proposed student capacity of the school the school should incorporate useable open space to cater for the needs of the school. Reliance on Council's open space is not supported.</p>	<p>Noted. The amount of open space provided within the school is higher than what is identified within the draft DCP in support of the Planning Proposal. The amount of open space shown in the Planning Proposal was indicative only.</p> <p>This was discussed at the 13 August 2019 meeting with Council. The proposal does not rely on Council's open space and all required open space on site is being provided for active and passive play during breaks. The amount of open space provided equates to approximately 7 m<sup>2</sup> per student.</p> <p>The calculation of open space includes decks as these areas form part of the play areas.</p> <p>Council were provided with the following material for their review:</p> <ul style="list-style-type: none"> <li>a) Updated landscape package.</li> <li>b) Open space calculation plans.</li> <li>c) Research undertaken by CEDP to support the provision of 7m<sup>2</sup> per student of open space, in the form proposed. Council confirmed via email that the provision of open space was appropriate in</li> </ul>	<p>Open space has been discussed at Section 3.1.</p> <p>An updated landscape package has been provided at <b>Appendix H</b>.</p> <p>Open space calculation plans have been provided as part of <b>Appendix D</b>.</p> <p>Research undertaken by CEDP into open space provision has been provided at <b>Appendix D</b>.</p>

Matter	Comment	Response	Refer to
		<p>association with the shared use of Council's facilities.</p> <p>This information also accompanies the RtS. Council has confirmed that the open space provision is supported in conjunction with the joint use arrangement for the fields.</p>	
Design Excellence	Council seeks clarification as to what their role is in the Design Excellence process given that they're not the consent authority (Clause 7.7 of The Hills LEP 2012 – Subclause 4(g)). C6	The proposal has been subject to the SDRP process. Council had a representative attend the SDRP meetings This was discussed with Council and they were satisfied that design excellence had been addressed. No further action required.	Meeting minutes attached at <b>Appendix G.</b>
Parking strategy	Clarification is being sought regarding the off-site parking and whether this forms part of the application or is intended to be lodged as a future application.	<p>Noted. Council has noted that while the proposed number of spaces is non-compliant, the proposal is providing more spaces than a State School ordinarily would. No issues were raised by Council regarding the number of spaces or the temporary and permanent solution to parking.</p> <p>A DA for the Temporary Carpark has been lodged by Celestino and is currently being assessed (DA29/2020/HA).</p>	Parking has been discussed at Section 3.5.
Parking strategy	Council have noted that in any event the limitations on the use outside of school hours is questioned given the	This was discussed at the meeting with Council. The temporary and permanent carpark will be available	Refer also to <b>Appendix G.</b>

Matter	Comment	Response	Refer to
	limited opportunities for on-site parking/availability of public transport.	out of school hours. Council were satisfied with the proposed parking arrangements.	
Pick-up/Drop-off	Council have also noted that once the school reaches full capacity the pick-up/drop-off area will not suffice. Further measures are recommended to support student pick-up/drop-off.	Pick up and drop off was discussed in the meeting with Council. Ason Group has undertaken an assessment of the pick-up / drop-off demand considering the yearly student population increase for the School. This showed that by 2023, Santa Sophia would require additional kiss and drop capacity. Celestino and CEDP will provide an additional 20 spaces along Fontana Drive, south of the intersection of Fontana Drive and Red Gables Road, adjacent to the hockey fields. This additional pick up/ drop off area would be for secondary school students, while the Road B pick-up / drop-off area would be dedicated for the primary school only. The project team provided a plan of this additional kiss and drop area to Council on 21 August 2019 and this has also been provided with the RtS.	Refer Section 3.5 and <b>Appendix B.</b>
Traffic, transport and access	It is recommended that until DA 2051/2018ZB and DA 1542/2019/ZB are resolved in association with the RMS that the proposal be held abeyance.  Council would like all relevant comments from RMS or Transport NSW be forwarded to Council for review.	At the meeting of 13 August 2019 Council agreed that the SSD does not need to be held in abeyance while traffic development applications are determined.	Refer to <b>Appendix G.</b>

Matter	Comment	Response	Refer to
		It is noted that provision of the roads prior to the occupation of the school can be conditioned. Therefore, the currently undetermined road applications should not prevent the approval of the SSD.	
Section 7.12 Contribution Plan	A contribution of 1% is applicable to the proposal prior to the issue of any construction certificate. A VPA does apply to the land but does not anticipate, account for or exempt the proposed school development from The Hills Section 7.12 Contribution Plan.	This was discussed at the meeting with Council. CEDP notes Council's position that Section 7.12 contributions should be payable and will be levied. A request for a Section 7.12 Contribution Plan waiver will be submitted to Council.	N/A.
<b>Department of Planning, Industry and Environment</b>			
Planning Proposal – GFA	The proposal is inconsistent with the planning proposal under assessment by Council (PP_2018_THILL_012_00). The proposed would have a lower GFA compared to that proposed under the planning proposal (15,000m <sup>2</sup> compared to 20,000 m <sup>2</sup> ). Any changes to the form of surrounding development would require an assessment of the impact of these changes, including any traffic impacts or infrastructure changes on how the proposed school would operate (e.g. increasing the maximum number of dwellings to utilise the remaining 5,000 m <sup>2</sup> ).	Celestino has made a submission to the Planning Proposal during exhibition recommending the FSR for the site be reduced to reflect the 15,000m <sup>2</sup> on the Santa Sophia site. The density of the site has been reduced from what was endorsed at Gateway.	Building height and scale has been discussed at Section 3.2.
Planning Proposal – Open Space	The preliminary development concept for the school site submitted with the above planning proposal committed to providing 4,630 m <sup>2</sup> of ground level open space and 1,900	Refer to previous response on this issue.	Open space has been discussed at Section 3.1  An updated landscape package has been provided at <b>Appendix H</b> .

Matter	Comment	Response	Refer to
	m <sup>2</sup> of roof top play space. The proposed development is not consistent with these comments.		Open space calculation plans have been provided as part of <b>Appendix H</b> .  Research undertaken by CEDP has been provided <b>Appendix D</b> .
Building height	The proposed relies on an underdetermined planning proposal to justify the height and floor space of the proposed buildings and generally argues that increased height of these buildings would allow more open space to be provided on site.	We note that the exhibition of the Planning Proposal ends of 28 August 2019 and acknowledge that timeframes for the gazettal of the Planning Proposal are unknown. Notwithstanding this, the Planning Proposal provides a strong indication of the future urban context surrounding the college site and is a should be referenced when considering the appropriateness of the proposed height of the school.	Refer <b>Appendix E</b> .
	DPIE considers that the site would be dominated by the proposed built form and that insufficient open space would be provided for students. A clause 4.6 variation request is required to address any height variation of the proposed compared to the controls of the adopted LEP.	Research has been undertaken by CEDP to support the provision of 7m <sup>2</sup> per student of open space, in the form proposed.  Additional justification for the height variation has been prepared in accordance with Clause 4.6 framework as requested by DPIE. This includes solar analysis and contextual analysis of the proposed building height as requested by Council.	For open space discussion refer to Section 3.1 and <b>Appendix D</b> and <b>Appendix H</b> .  For building height discussion refer to Section 3.2 and <b>Appendix E</b> .

Matter	Comment	Response	Refer to
Built Form and Design Excellence - GANSW Recommendations	Changes recommended by the GANSW at the state design review panel have not been adopted in the most recent version of the proposed development. Further consideration must be given to these recommendations.	The design reports prepared by BVN and Ground Ink both address the most recent SDRP comments. In addition, GANSW have been provided with the revised landscape design (via email on 20 <sup>th</sup> September 2019) and an offer was extended to provide another SDRP presentation.	Refer architectural design report at <b>Appendix C</b> .  Refer landscape package at <b>Appendix H</b> .
Open space and landscaping	The proposal is reliant on sharing proposed open space to be dedicated to Council to the south of Red Gables Road, however Council has advised that reliance on Council's open space is not supported. DPIE understands no agreement has been entered into with Council and no evidence of any consultation on a shared usage plan or agreement has been provided.	At the meeting with Council Andrew King advised that Council are supportive of a shared use arrangement and an agreement is progressing between Council/Hockey NSW and CEDP. Council has confirmed the intention to enter into a shared use agreement for the use of the fields. This demonstrates their commitment to have an agreement in place by the time the school is operational.  Note: The Shared Use Agreement is a confidential commercial document. Provision of this agreement will be subject from approval from Council as a party to the agreement.	N/A.
Open space and landscaping	No information has been provided as to how the open space would be shared between the College and the future public school identified in The Gables Masterplan. Evidence of an agreement with Council to share open space and sport facilities in perpetuity is required.	Refer above. Council has confirmed the intention to enter into a shared use agreement for the use of the fields.	N/A.

Matter	Comment	Response	Refer to
Number of car spaces	The proposed number of carparking spaces is insufficient for the development size. The Hills DCP requires the provision of 227 car parking spaces for the proposed development, 110 have been proposed to be provided off site in the proposed town centre car parking area through a shared usage agreement organised by the developer.	Noted. At the meeting of 13 August 2019, no issues were raised by Council regarding the number of parking spaces and the temporary and permanent solution to parking.  Further details regarding the location, access, and number of parking space within the temporary carpark has been provided in this RtS.	Refer to <b>Appendix B</b> and <b>Appendix G</b> .
Car parking strategy	No information has been provided in relation to the design and timing of construction of this car parking or details provided of the shared parking strategy with the owner/developer. The proposed relies heavily upon street parking and the proposed town centre retail parking for users accessing the school. Insufficient justification has been provided to demonstrate that these arrangements would be adequate.	Council raised no issues with the temporary and permanent car parking solution at the 13 August 2019 meeting. Further details regarding the location, access, and number of parking space within the temporary carpark has been provided in this RtS.	Refer to <b>Appendix B</b> and <b>Appendix G</b> .
Pick up and drop off	The Transport and Accessibility Impact Assessment submitted with the EIS identified that the proposed drop-off/pick-up area would be insufficient for the proposed maximum capacity of the school. Additional drop-off/pick-up spaces should be provided, or robust evidence submitted which demonstrates that the number of drop-off/pick-up spaces would be adequate for the proposed size of the development.	Ason Group has undertaken an assessment of the pick-up / drop-off demand considering the yearly student population increase for the School. This showed that by 2023, the college would require additional kiss and drop capacity. Celestino and CEDP will provide an additional 20 spaces along Fontana Drive, south of the intersection of Fontana Drive and Red Gables Road, adjacent to the hockey fields. This additional pick up/ drop off area would be for secondary school students, while the Road B	Refer to Section 3.5.3 of this report and <b>Appendix B</b> .



Matter	Comment	Response	Refer to
		pick-up / drop-off area would be dedicated for the primary school only.	
Residential Amenity - Noise	Concerns are raised regarding the Noise and Vibration Assessment submitted with the EIS, including the location of background noise monitoring, being approximately 250m from the school site and not at the location of the future most affected noise sensitive receivers. An amended noise impact assessment must be submitted that incorporates background noise monitoring in accordance with the Noise Policy for Industry.	Noted. This query was referred to the noise consultant, JHA Acoustics. JHA advised that due to the significant land use change (from rural to residential), the long-term noise monitoring results have not been used to establish the noise level criteria. The ambient and background noise levels are not representative of the future noise levels. This approach was discussed with DPIE who advised that an amended Noise Impact Assessment was not required.	Refer to Section 3.6 and <b>Appendix I.</b>
Residential Amenity - Overshadowing	The proposed southern school building would have overshadowing impacts on the future residential apartment building adjacent to the site. During winter months some lower level apartments may receive less than 2 hours of sunlight during the day. As a result, any future residential development would be unable to meet the requirements of State Environmental Planning Policy No 65 - Design Quality of Residential Flat Development in relation to solar access. This is a poor design outcome for a greenfield development site and the proposal must be redesigned to give appropriate consideration to the overshadowing impacts to future adjoining residential development.	Refer to section 3.2.2 of the RTS report for further details on shadow impacts to building 4F.	Refer to Section 3.2, <b>Appendix C.1</b> and <b>Appendix E.</b>

Matter	Comment	Response	Refer to
Residential Amenity - Privacy	The EIS fails to sufficiently address privacy impacts generated by the proposed development and has not provided any mitigation measures, instead assuming that future residents would be 'at work' during school hours. An assessment must be provided which assesses the impacts of the proposal on the privacy of future residential development adjoining the site and incorporate any appropriate mitigation measures.	Privacy impacts on the adjoining development are addressed in section 3.2.3 of the RTS.	Refer to Section 3.2.3 and <b>Appendix E</b> .
Other issues - Parking design/ layout	The proposed Catholic Early Learning Centre car parking area interfaces with the manoeuvrability of the waste management vehicles identified in the waste management report. The parking must be redesigned to allow for the safe manoeuvrability of waste management vehicles.	Ason has provided an updated swept path analysis that demonstrates that waste management vehicles can safely manoeuvre within the ELC carpark.	Refer <b>Appendix B</b> .
Other issues - Urban tree canopy target	The proposed landscaping plan fails to address the urban tree canopy target identified by GANSW. Revised plans are required to address GANSW's target.	Noted. The percentage of canopy cover for Santa Sophia Catholic College is 14%. This is below the 40% target identified in the draft urban tree canopy guide. The practicality of achieving this target given the context of the site has been considered in section 3.1.2 of this report and the revised landscaping strategy.	Refer to <b>Appendix A</b> .
Other issues- Bus layover	Details on location, length and width of the proposed bus layover area on Fontana Drive must be provided.	A meeting was held between Celestino, TSA Management, Ason Group, Winim Development, Transport for NSW (TfNSW) and Busways on 17 December 2018 to discuss the requirement for bus facilities on Fontana Drive along the western boundary of the Site. A	Refer <b>Appendix B</b> .

Matter	Comment	Response	Refer to
		minimum of 5 bus bays are to be provided along Fontana Drive along the western boundary of the College to accommodate the future demand of the proposal. The provision and design of the facilities have been discussed and agreed with TfNSW and Busways.	
Other issues - Revised artist impressions	Revised artist impressions must be provided which include details of interface treatments with future adjoining residential properties including school perimeter fencing.	Consultation with DPIE has confirmed that updates are required to the following plans:  Drawings SS-A01-00-01 and SS-P43-NL-02 in <b>Appendix C</b> , Artist impression within the Design Report. These have been updated in the Design Report attached to the RtS.	Refer <b>Appendix C</b> .
<b>Office of Environment and Heritage (OEH)</b>			
Biodiversity	Biodiversity Development Assessment Report waiver has been submitted and approved on 3 April 2019 by Office of Environment. No further comment.	Noted.	N/A.
Heritage	No referral was received for the SEARs.  No heritage comments are required as the site is not within the curtilage or vicinity of any State Heritage Register items and does not contain any historic archaeology. No further heritage referrals are required.	Noted.	N/A.
<b>Environment Protection Authority (EPA)</b>			

Matter	Comment	Response	Refer to
EPA	The proposal does not constitute a Scheduled Activity under Schedule 1 of the Protection of the Environment Operations Act 1997 and the proposal won't require an Environment Protection Licence under the same act.	Noted.	N/A.
<b>Road and Maritime Services</b>			
School zones	School Zones must be installed along all roads with a direct accesses point from the school (pedestrian or vehicular). School Zone must not be provided along roads without direct access points.	Noted and agreed. This can be addressed as a condition of consent.	N/A.
School zones	40km/h School Zones are to be installed in Fontana Drive, future Road B and Red Gables Road in accordance with the following conditions.	Noted. This is to be a condition of consent.	N/A.
School zones	The Developer must obtain written authorisation from RMS to install the School Zone signs and associated pavement markings and/or remove/relocate any existing Speed Limit signs. The Developer must submit the documents outlined in the submission for review and approval by RMS at least 8 weeks prior to student occupation of the site.	Noted. This is to be a condition of consent.	N/A.
School zones	School Zone signs and pavement marking patches must be installed in accordance with Roads and Maritime approval/authorisation, guidelines and specifications. They must be installed prior to student occupation.	Noted. This is to be a condition of consent.	N/A.
School zones	The Developer must arrange an inspection with RMS after the signs and pavement markings have been installed for formal handover of the assets to RMS and the installation date provided to RMS at the same time.	Noted. This can be addressed as a condition of consent.	N/A.

Matter	Comment	Response	Refer to
	RMS takes no responsibility for the assets/zones until this is done.		
Parking, drop-off and pick-up	Council should ensure that parking, drop-off, pick-up and bus zones are in accordance with RMS standards.	Noted. This can be addressed as a condition of consent.	N/A.
Number of car spaces	Car parking is to be provided to Council's satisfaction, but it should be noted that the proposed car parking is below the Council's DCP requirements.	Noted. At the meeting of 13 August 2019, no issues were raised by Council regarding the parking provision. Council have also confirmed via email their acceptance of the proposed parking provision.	Refer <b>Appendix B.</b>
Traffic Management	A Traffic Management Plan is to be provided for the proposed development showing that the development does not compromise road safety and traffic efficiency on the surrounding road network.	<p>Noted. Agree that a Traffic Management Plan (TMP) is required and this can be addressed as a condition of consent.</p> <p>The TMP will be an evolving document, expected to be reviewed annual (or as required) during the first years of the College operations to respond to growing school enrolments and broader development within the Town Centre and Gables master planned community.</p>	Refer <b>Appendix B.</b>
Bus facilities	Consultation is to take place with Transport for NSW and bus companies regarding the proposed bus facilities by the Proponent.	At the TfNSW for meeting of 17 December 2018 a minimum of 5 bus bays were agreed to be provided along Fontana Drive along the western boundary of the College to accommodate the future demand of	Refer to <b>Appendix B.</b>

Matter	Comment	Response	Refer to
		the School. The provision and design of the facilities have been discussed and agreed with TfNSW and Busways.	
Other issues - Vehicle entry/exit	All vehicles are to enter and exit in a forward direction from the site and suitable pedestrian paths/facilities should be provided within vehicle accessible areas.	Noted and agreed. This can be a condition of consent.	N/A.
Other issues - Landscaping & fencing	Landscaping and/or fencing must not restrict sight distance to pedestrians and cyclists travelling along the footpath.	Noted and agreed. This can be a condition of consent.	N/A.
Other issues - Traffic signals	If the intersection of Red Gables Road/Fontana Drive is required to be signalised, consent is required from RMS under Section 87 of the Roads Act 1993. RMS will review the proposal for traffic signals at the intersection when the general requirements are met and supporting documents are submitted to RMS for review and assessment.	<p>Noted, Ason group have confirmed that the signalisation of the intersection of Red Gables Road &amp; Fontana Drive is not required as part of the proposal. The proposal does not rely on traffic signals to adequately manage traffic in this location. Modelling undertaken by Ason shows that the intersection will operate at a good Level of Service (LOS) as a priority control/ stop sign intersection following the development of the college and the town centre.</p> <p>Notwithstanding, it remains the contention of CEDP and other key stakeholders that the signalisation of the intersection should be revisited in</p>	Refer to <b>Appendix B.</b>

Matter	Comment	Response	Refer to
		the future given the significant safety benefits of providing traffic signals in this location.	
<b>Sydney Water</b>			
Water - Watermain	A 200mm watermain is to be constructed for the proposed development along the future Fontana Drive, north of the intersection of Red Gables Road, fronting the proposed school. The size of the watermain may change as part of the proposal to increase building heights and FSR within the Town Centre.	Noted. Services consultant has confirmed this can be accommodated.	N/A.
Water - Town Centre servicing	Servicing of the School and Town Centre will be dependent on the delivery of other watermain in Fontana Drive, south of Red Gables Road.	Noted.	N/A.
Wastewater	The proposed is within the area that is to be services by the Flow Systems WICA Licence No. 16_037. It's the intentions of the WICA to provide non-drinking water and wastewater services	Noted.	N/A.
<b>Transport for NSW</b>			
Review of planning proposal traffic assessment	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	The Planning Proposal Traffic Assessment which the Ason TAIA references is on exhibition until 28 August 2019.	The Planning Proposal Traffic Impact Assessment has been included as Attachment 2 to <b>Appendix B</b> .

Matter	Comment	Response	Refer to
	<p>conclude that the future road network would be able to accommodate future movements associated with the development.</p> <p>However, it is unclear as to whether the findings of the road network assessment have been reviewed by Roads and Maritime or TfNSW.</p> <p>It is recommended that DP&amp;E request that the planning proposal traffic assessment is included as part of this SSD application.</p>	<p>For completeness, the Planning Proposal Traffic Impact Assessment has been included with the RtS.</p>	
<p>Trip generation and mode share assumptions - Traffic impacts</p>	<p>The trip generation rates used for the traffic impacts of the SSD have been based upon travel surveys of St Mark's Catholic College in Stanhope Gardens. The findings of the survey reflect the site's surrounding land uses, road infrastructure and public transport services. Box Hill North Precinct is undergoing development, with dwellings and road infrastructure still under construction. It's believed that due to this it may not result in the same mode share in the opening years. Also, to be noted is that there may be limited walking catchment in the early years of operations due to the undeveloped surrounds.</p>	<p>Ason has prepared a supplementary memo which has updated the modal share to address these comments. The modal share of trips allocated to walking and cycling in the first two years of the school's operation have been reallocated to car trips. This results of the revised modelling to 2022 demonstrate a need for initial pick up/drop off capacity, in the order of three additional spaces. It is anticipated that this additional requirement for pick up /drop spaces could be accommodated within the Town Centre, as it will not be fully developed at this time. As such, the demand would not impact the operation of the local road network.</p>	<p>Refer to Section 3.5 of this report and <b>Appendix B.</b></p>
<p>Trip generation and mode share</p>	<p>TfNSW recommends a sensitivity analysis would be appropriate considering a higher car passenger mode</p>	<p>Refer to response directly above.</p>	<p>Refer <b>Appendix B.</b></p>



Matter	Comment	Response	Refer to
assumptions - Sensitivity analysis	share, reduced walking mode share and subsequently higher trip generation in the first two years.		
Pick-up/drop-off	It is recommended that an adequate pick-up/drop-off facility should be provided that accommodates the likely demand generated by the school. This is due to this risk of, as the precinct develops, the limited scope to expand the on-street pick-up/drop-off facilities due to competing priorities or road space constraint. 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.	<i>Refer to previous response on this issue.</i>	Refer to <b>Appendix B.</b>
Public bus services	Any new or additional public bus services to the site would be subject to demand and funding. The future provision of public bus services may not align with the completion or satisfy the operational requirements of the school; therefore, the Applicant may have to procure school private bus services to accommodate future demands.	CEDP is aware of the potential future requirement for private bus services to cater for the student population of the college. These private bus services would be provided following analysis of student residential addresses and would be subsidised by the college as required. The need for private bus services would be assessed as part of ongoing operational management reviews.	N/A.

## 4.2. STATE DESIGN REVIEW PANEL REVIEW (SDRP)

Table 4 – SDRP Response Table

Matter	Response	Refer to
Clearly explain the facility sharing arrangement between the school and the playing fields and the local public school.	<p>At the meeting with Council, Andrew King advised that Council are supportive of a shared use arrangement and an agreement is progressing between Council/Hockey NSW and CEDP. Council has confirmed the intention to enter into a shared use agreement for the use of the fields. This demonstrates their commitment to have an agreement in place by the time the school is operational.</p> <p>Note: The Shared Use Agreement is a confidential commercial document. Provision of this agreement will be subject to approval from Council as a party to the agreement.</p>	Refer Section 3 of RTS.
Clearly explain the circulation paths between the school, playing fields, the lake, town centre, bus stops, drop off points etc.	<p>The school design is orientated towards the main town centre pedestrian spine which connects the recreational lake area to the north of site, to the town centre, to the sports fields to the south of site. Therefore, connections to these nodes are via this main axis. The use of sports fields to the south of site are accessed via the south exit on level 1, along a pedestrian path adjacent to driveway and across zebra crossing. Bus lay-down areas is on site side of Fontana Drive accessed from courtyard via designated passageway. Drop off is on site side of Road B accessed from courtyard via designated passageway.</p>	Refer to <b>Appendix C.</b>

Matter	Response	Refer to
Provide details of how conflicts of pedestrian and traffic movements will be resolved, with particular reference to the crossing of main roads.	School bus stops and drop off areas are all located on the side of roads, with no crossing required. There are zebra crossings at Road B and Red Gables Road for the main pedestrian crossing coming from further afar. Intersections on Fontana Drive also have lit traffic intersections. The broader district cycle routes also allow access to site without having to cross a road.	Refer <b>Appendix B</b> .
Demonstrate how pedestrian and traffic movements are impacted by the waste management strategy for the school.	Main waste store and collection is from a pavilion at level 1, accessed from the driveway from Red Gables Road. Even though there is no cross over of students with waste vehicles, the pick-up of waste will be managed to operate out of school hours.	Refer <b>Appendix B</b> .
Provide a traffic and parking strategy.	The traffic impact assessment (TIA) was provided within the EIS package.  A supplementary traffic statement has been provided by Ason at Appendix B.	Refer to <b>Appendix B</b> .
Modelling of school population movements across the day through the vertical, horizontal and shared spaces of the school.	Section 5 of the updated Landscape Report outlines the programme and movement of students across the site.  3 lifts, 5 main stairs and additional internal or supplementary stairs have been provided to accommodate school numbers. and flows.	Refer to Section 5 of <b>Appendix H</b> .
An acoustic analysis of the hard surfaces, floor to ceiling heights and soffits in the circulation and learning spaces. Quiet and loud spaces to be clearly identified throughout the plans and sections.	Acoustic performance of the site is addressed in both the Acoustic Assessment at Appendix I and Architectural Plans at Appendix C.  Insulation and absorption of noise in both ceilings and walls has been implemented to meet the acoustic requirements. Externally on adjacent decks, a	Refer to <b>Appendix C</b> and <b>Appendix I</b> .

Matter	Response	Refer to
	minimum of 75% of soffit areas are covered with a high performing treatment. Underneath the sports courts a double slab with insulated void, with an isolated ceiling below has been provided to control the higher expected levels of noise. As each age cluster has its outdoor play area on its adjacent floor, break time noise should rarely disrupt classes.	
Provide 3D fly through of the internal spaces, the circulation and gathering spaces on each floor to explain the spatial quality, daylighting and scale.	Sections and 3D views have been provided in Appendix C and Section 4 of Appendix H to illustrate the amenity and proportions of the outdoor deck spaces. Landscape design has also been implemented on these spaces to enrich these spaces, providing greenery, colour and activity.	Refer <b>Appendix C</b> and section 4 of <b>Appendix H</b> .
Provide a plan indicating how the ground floor spaces will function as playground, gathering, arrival, and circulation space for all students to access the hall.	The ground floor courtyards are intended to have multiple uses across the school day, and therefore are flexible, functional spaces, as indicated in the landscape design report.	Refer <b>Appendix H</b> .
Provide landscape plans for all levels, specify where deep soil is to be provided to support larger trees.	Landscape plans for all levels provided in Appendix H.	Refer <b>Appendix H</b> .
Provide detailed sections through the building that illustrate how the spaces will be used, demonstrate how the ESD objectives will be achieved.	Sections, and 3D views have been provided in Appendix C to illustrate the amenity and proportions of the outdoor deck spaces.	Refer <b>Appendix C</b> .
Provide developed sections through the site and proposed school buildings, learning centre and the hall.	Sections have been provided in both Appendix C and H.	Refer <b>Appendix C</b> and <b>Appendix H</b> .
Provide a plan that explains the integration of the internal site to areas outside the site such as the sporting fields which the school relies on.	Refer to the Masterplan document attached at Appendix K.	Refer <b>Appendix C</b> and <b>K</b> .

<b>Matter</b>	<b>Response</b>	<b>Refer to</b>
Provide a series of diagrams to show the daily movements within the school across different times, including access to external areas and waste drop off.	The uses and movement flows across different time scenarios has been shown in the landscape design report.	Refer <b>Appendix H</b> .
Provide area calculations indicating the student to space ratios across the school campus.	In principle, 7m <sup>2</sup> of outdoor play/learning space has been provided per student.	Refer <b>Appendix C, D and Appendix H</b> .
Indicate on plan how a triple function space will successfully function.	The uses and movement flows across different time scenarios has been shown in the landscape design report.	Refer <b>Appendix H</b> .
Indicate how the spaces will accommodate students of different ages for different activities.	The outdoor play/learning space has been designated to each age cluster to suit to minimise cross overs.	Refer <b>Appendix H</b> .
Provide precedent examples of successful vertical schools of 2000+ Populations.	<p>Examples of successful multi-story developments have been provided at Appendix C.</p> <p>There are several high-rise schools abroad that illustrate strategies to provide suitable amenity for students and staff. Locally, high rise schools are relatively new and so there are a few precedents to refer to, which may not be of the exact same size. It can be seen whether locally or abroad key moves such as the provision of roof terraces, large atrium spaces which are day-lit, designated sports areas, and adjacent terraces to classrooms with high visibility has been used.</p>	Refer <b>Appendix C</b> .
The extent of shade was raised as a concern by GANSW.	An Outdoor Decks Daylight Study has been prepared by Steensen Varming at Appendix F. This report demonstrates that the daylight amenity provided to the outdoor spaces of the college is good and will provide a comfortable well-lit environment for play, movement, intermittent study and similar tasks.	Refer <b>Appendix F</b> .

## 4.3. PUBLIC SUBMISSIONS

During exhibition 67 public objections were received. The matters raised have been grouped by theme and responses provided in Table 5 below. The overwhelming majority of submissions came from members of the Terry Road Parish. The content of those submissions focuses on the proposal being located on CEDP's Box Hill North site instead of its Terry Road site. The Terry Road site is not the land that is currently put forward in this proposal. However, the proposal does not preclude the Terry Road site being developed in the future.

Table 5 – Response to Public Submissions

Matter	Comment	Response	Refer to
Parking - Street Parking	Not enough car spaces to accommodate the school and community	<p>110 parking spaces for staff from the school (104 spaces) and CELC (6 spaces) will be provided within the town centre in an off-street parking facility.</p> <p>These spaces would be provided in addition to the parking for the Town Centre, therefore the Town Centre will gain an additional 110 spaces during peak demand times (Christmas, Easter, weekends, etc) when the college is not operating. The traffic assessment identified that there are 625 on-street car parking spaces within a 400m catchment radius of the school site.</p>	Refer <b>Appendix B</b> .
Parking - Town parking	Pressure placed on town parking due to school	Refer to the response directly above on this issue.	N/A.
Parking - Visitor parking	No visitors parking provided for the school (the impact school functions would have on the town centre regarding parking, etc.)	<p>Traffic surveys indicate that there are 625 on-street car parking spaces within a 400m catchment radius of the school site. In addition, there are 32 car spaces (excluding the pick-up/drop-off) spaces proposed within Road A and Road B (the internal Gables town centre road network connecting to Fontana Drive and Red Gables Road).</p> <p>Based on the Traffic assessment prepared to support the EIS, it was determined a visitor parking provision of 26 spaces is required. This constitutes less than 4% of all available on-street parking and can therefore readily be accommodated on the street within a 400m radius of the school.</p>	Refer <b>Appendix B</b> .
Location	Location not suitable for a school (not big enough, not enough open space for the children)	Santa Sophia will be located within The Gables Town Centre but occupy its own separate premises. The	Research undertaken by CEDP into open

Matter	Comment	Response	Refer to
		<p>college will optimise the experience of play in the learning process. The design provides approximately 15,000m<sup>2</sup> of play space within the school site. The school is built across five storeys to maximise opportunities for outdoor learning and play space in courtyards and terrace spaces on and in between buildings. Outdoor spaces are designed to be sheltered but also receive sunlight and breezes. The connection of play spaces to learning areas will be a key benefit of the design.</p> <p>In addition, the college is entering in a shared use arrangement with Council to use the adjacent sports fields. Santa Sophia is also exploring sharing its facilities with the community after school hours and during school holidays.</p>	<p>space provision has been provided at <b>Appendix D</b>.</p> <p>Refer to Landscape Plan at <b>Appendix H</b>.</p> <p>Refer to <b>Appendix A</b>.</p>
Design	Vertical nature of design does not provide enough play space for children	Refer to previous response on this issue.	Research undertaken by CEDP into open space provision has been provided at <b>Appendix F and D</b> .
Location - Safety	Safety risk - e.g. evacuating 2000 students, staff and town centre in the event of an emergency (not enough space in the event of an emergency evacuation/ nowhere safe nearby to quickly evacuate to)	<p>An Emergency Management Plan will be prepared as part of the college's Operational Management Plan. This can be a condition of consent.</p> <p>The Gables masterplan includes approximately 80 hectares of open space. This includes a lake and several parks. These areas will be accessible from the school via walking and cycling paths. There is sufficient open space available surrounding the school site to allow for emergency evacuation.</p>	N/A.



Matter	Comment	Response	Refer to
Location and facilities	Shopping centre location is not appropriate for a school and there is not enough facilities to support a school in the retail centre	<p>Santa Sophia is within The Gables town centre; it is not within a shopping centre. It will occupy a self-contained site within the town centre. The co-location within the town centre will enable students to access brand-new community facilities and connect with their community. The school being in a Town Centre, adjacent to local retail and sporting facilities, ensures the whole community will continually benefit from CEDPs community focus and overall design approach.</p> <p>The college will have access to world class sports facilities with two sports fields being located right next door. These high-quality synthetic facilities will provide year-round, all weather access. Owned and operated by either Hockey NSW or the Hills Shire Council, they will be shared by Santa Sophia and the wider community. The draft heads of agreement for the shared use of these facilities has been provided.</p> <p>The college will be accessible by walking and cycling tracks from the wider Gables community.</p>	Refer to <b>Appendix A</b> .
Future growth/expansion	The proposed location limits the opportunity for future growth and expansion of the school	<p>The college has been designed and planned for a maximum of 1,920 students. The nature of the site means that expansion in this location will not be possible, however as a private school, CEDP are able to control enrolments and can manage the numbers of students.</p> <p>Box Hill is one of the fastest growing regions in Sydney. Significant year on year growth is anticipated through until at least 2041. With this significant growth, investment and planning in education is required to meet the needs of new students and families to the</p>	N/A.

Matter	Comment	Response	Refer to
		area. Educational infrastructure will be required to meet the significant growth within this area for the next 20 years. CEDP has identified the need for new education infrastructure within the Box Hill area. A second Catholic secondary school in the vicinity of Box Hill South will be required in the long term to meet the year-on-year growth.	
Academia/faith-based learning	Location of the site isn't conducive to learning about academia or faith-based learning due to surrounding uses	This is not a planning matter. CEDP's intent is that Santa Sophia is an exemplar of contemporary teaching, learning and school design. CEDP will maintain a consistent quality of education and Catholic values at each campus.	N/A.
Interface with commercial uses	Interface with commercial uses	The plans for the retail and commercial centre are not finalised at this stage, however the proposal will occupy a self-contained site with no direct interface to retail premises. The proximity of shops to the college is not an unusual or unique situation, nor is considered likely to have detrimental impacts on students.	N/A.
Access to fast food	Access to fast food located in the shopping complex - deters students from bring healthy lunches or buying from the school where healthy options are available	The proximity of shops to the school is not an unusual or unique situation, nor is considered likely to have detrimental impacts on students.	N/A.
Terry Road site	Terry Road site is more suited for the proposed	While not a planning matter, it is acknowledged that the location of the school has caused concern within the community. The initial announcement to locate the school on Terry Road, made in a letter to the community in February 2017, was based on local infrastructure being in place to support this fast-growing part of Sydney's North West.	N/A.

Matter	Comment	Response	Refer to
		<p>Up-to-date population projections and actual housing construction show that The Gables will have the greatest concentration of population in the short term in Box Hill. Most enrolments to date are coming from families located in The Gables.</p> <p>The Terry Road site was purchased with the original understanding it would be ready for a school in 2020. However, the land is not zoned for education currently and infrastructure is not currently in place. It would cost CEDP a significant amount of money to install this infrastructure if they were to use their own funds. CEDP could not open a school on Terry Road until 2023 at the earliest.</p> <p>While the site on Terry Road will not be the site for the first Catholic School in the Box Hill area, state government population projections make clear that another site will also be needed for a Catholic school in years to come. The Terry Road site remains a key component of providing Catholic schooling and Diocesan pastoral services to the community in the years ahead.</p>	
Religion/prayer space	No place dedicated to religion/prayer e.g. a chapel	The college includes a reflective space/ chapel. CEDP's intent is that the Santa Sophia is an exemplar of contemporary teaching, learning and school design. CEDP will maintain a consistent quality of education and Catholic values at each campus.	Refer architectural plan at <b>Appendix C</b> .
Communication -Terry Road site	CEDP have chosen to ignore prior consultation and community feedback (3 public meetings - community indicated they'd rather wait for the Terry	CEDP has a responsibility to balance investment across 82 schools – and growing – in the Diocese. While Rouse Hill Parish and representatives had expected the college to be located on Terry Road, with an associated	N/A.

Matter	Comment	Response	Refer to
	Rd site to be available in 2023 rather than have a school completed at the proposed site).	<p>new church and other Parish facilities, this is not viable due to the current servicing of the site and delay in it being available until 2023.</p> <p>CEDP has no plans to sell the Terry Road site and a school is likely to be built here in future.</p>	
Communication - Subdivision of land for the school	Landowners not advised by Celestino of subdivision of land for the school	The proponent is not responsible for communications from Celestino.	N/A.
Students - Mental health implications	Possible mental health implications for children e.g. impact of not having enough space to exercise/run around	Santa Sophia will optimise the experience of play in the learning process. The design provides approximately 15,000m <sup>2</sup> of play space. The school is built across five storeys to maximise opportunities for outdoor learning and play space in courtyards, roof and terrace spaces on and in between buildings. Outdoor spaces are designed to be sheltered but receive sunlight and breezes. The connection of play spaces to learning areas will be a key benefit of the design.	Research undertaken by CEDP into open space provision has been provided at <b>Appendix D.</b>
Students - Children skipping school	Concern that children will skip school - this will be easier for them to do without being noticed due to busy surrounds and having the shopping centre next door	Santa Sophia will be located within The Gables town centre but occupy its own separate premises. The school will manage the safety of students through an Operational Management Plan.	N/A.
Students - Location	Having a school in the town centre is a distraction to the learning environment	Santa Sophia will be located within The Gables town centre but occupy its own separate premises. The location near neighbourhood shops will enable students to access brand-new community facilities and connect with their community.	N/A.
Safety - Size of site	The site is not big enough to accommodate 2000 students	The college will be built across five storeys to maximise opportunities for outdoor learning and play space in courtyards, roof and terrace spaces on and in between	Research undertaken by CEDP into open space provision has

Matter	Comment	Response	Refer to
		buildings. Outdoor spaces are designed to be sheltered but receive sunlight and breezes. The connection of play spaces to learning areas will be a key benefit of the design. The design provides approximately 15,000m <sup>2</sup> of play space on site.	been provided at <b>Appendix D.</b>
Safety - Children's safety	Children having to cross busy roads	Safe paths of travel will be available to the school along walking paths and pedestrian crossings. The school site will be secured during school hours and students will not enter and exit in an uncontrolled manner.	Refer <b>Appendix B.</b>
Safety - Impacts of design on those with a disability	Design of school doesn't compliment those with a disability, especially in the event of an emergency evacuation	The design includes clear and intuitive movement with designated walkways, signage and disabled access. An Emergency Management Plan will be prepared following design finalisation, and this will address the needs of differently abled students. Lifts are provided, as well as stairs, to enable the movement of differently abled students, staff and visitors throughout the school.	Refer <b>Appendix C</b> and <b>Appendix H.</b>
Safety - Surveillance	Surveillance of students in a vertical school/monitoring those coming in and out of the school	The multi-storey nature of the school does not have implications for the security of the school site. The site will be secured during school hours and students will not enter and exit in an uncontrolled manner.	N/A.
Safety - Evacuation point	No safe evacuation point	An Emergency Management Plan will be prepared following design finalisation.	N/A.
Traffic - Increase in traffic volumes	Increase in traffic volumes negatively impacting the surrounding area and future town centre	The traffic impact assessment (TIA) accompanying the EIS identified that the use of the site as a school will generate less traffic than what was originally forecast for the site in a future residential scenario. Traffic modelling shows that the street surrounding the school will operate at a good level of service.	N/A.

Matter	Comment	Response	Refer to
Design - Solar access	Design of school prevents solar access to students and staff	The design of the open spaces and play areas within the school balance access to sunlight and breeze with the need for weather protection. This is to protect students from the sun and enable spaces that can be used in inclement weather.	Refer Section 3.3 and <b>Appendix F.</b>

## 5. CONCLUSION

This RtS has considered the responses received from DPIE, Council and the agencies during the exhibition of SSD\_9772. The submissions received have been directly responded to by the School and the project team in the amended reports annexed to this report.

The proposal is considered appropriate for the location and should be supported by the Minister for the following reasons:

- It will have positive impacts in the local community by providing greater access to education services with high quality facilities.
- It provides shared community infrastructure for the precinct and offers a high-quality learning environment and facilities to meet the demands of the growing community of Box Hill North.
- It will result in the development of a high-quality educational environment for staff and students that supports contemporary Catholic teaching pedagogy.
- Subject to the various mitigation measures recommended by the specialist consultants, it does not have any unacceptable impacts on adjoining properties, the public domain or end users in terms of traffic, social and environmental impacts.
- The applicant has taken into consideration the submissions received from agencies and the public, particularly regarding the provision of open space, overshadowing and the appropriateness of the building in its context. Detailed analysis of these issues has been undertaken, with design modifications proposed to mitigate impacts, where practical and possible.

This RTS and accompanying reports appropriately address and resolve the comments raised by the referral agencies and the public. We therefore request the NSW Department of Planning Industry and Environment proceed to finalise its assessment of the application.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.



# **APPENDIX A      TREE CANOPY STATEMENT**

## **APPENDIX B**

## **TRANSPORT AND PARKING MEMO**

# **APPENDIX C      ARCHITECTURAL PLANS AND DESIGN REPORT**

## **APPENDIX D      CEDP MEMO - OPEN SPACE PROVISION**

# **APPENDIX E      VARIATION REQUEST - HEIGHT OF BUILDING DEVELOPMENT STANDARDS**

# **APPENDIX F      OUTDOOR DECKS DAYLIGHT STUDY**

# **APPENDIX G      THE HILLS SHIRE COUNCIL MEETING MINUTES**

# **APPENDIX H      LANDSCAPE DESIGN REPORT AND LANDSCAPE PLANS**



# **APPENDIX I      ACOUSTIC REPORT**

## **APPENDIX J**

## **COUNCIL MEETING AGENDA 10<sup>TH</sup> SEPTEMBER 2019**

# **APPENDIX K      INFRASTRUCTURE MANAGEMENT SCHEDULE**

