NEW EPPING SOUTH PRIMARY SCHOOL (CONCEPT & STAGE 1)

Application No SSD – 8873789

Location - 86 Chelmsford Avenue, Epping

Application – Department of Education

Site Plans -
https://majorprojects.planningportal.nsw.gov.au/prweb/PRRestService/mp/01/getContent?AttachRef=SSD-8873789%2120210520T031017.590%20GMT

Web Submission -www.planningportal.nsw.gov.au/major-projects/project/39531

https://majorprojects.planningportal.nsw.gov.au/prweb/IAC/Cc0BJSdJ6OdBNUpuWBJD7zYCxcJRCjpn*/!STANDARD?pyActivity=%40baseclass.LaunchOnlineSubmission&ExhibitionID=EXH-19299721

RESPONDANT

Address – 7 First Avenue Epping NSW 2121

Statement - DO NOT support the development

Declaration - I have not made any reportable donations in the previous two years

REASONS FOR NOT SUPPORTING DEVELOPMENT

1. IN SUMMARY

· Excessive student numbers. For a small site such as the Chelmsford Avenue site, a school of up to 1000 students is far too big; a maximum of 500 students should be allowed.

· The amount of traffic generated by a school this size is not able to be facilitated by streets in this area and the traffic noise that residents will be exposed to is going to be excessive.

· The site is sensitive to species of trees and fauna (given it was the original site of the Granny Smith tree). The development will require a significant portion of the trees to be removed from the site.

· Due to the small area of the site, it was apparently necessary to condense the buildings and to plan for 3 storey buildings, which will have an estimated height of

more than 14 metres. These buildings are placed close to single or double storey residential housing to the north (Grimes Lane) and the east (Chelmsford Avenue).

· Due to the small size of the building site, there will be a lack of outdoor play area for 1000 students.

· The site does not allow for sufficient parking to be created for a school that has 1000 students. Parking needs to be supplied for teachers, support staff, administration staff and visitors.

2. NO TRAFFIC PLAN

· A plan that outlines the management of traffic has not been included in the proposal.

· The streets surrounding the proposed site, Grimes Lane, First Avenue, Second Avenue are all very narrow streets and the movement of the traffic around this area will have to be carefully planned, which makes it all the more surprising that the proposal does not include a traffic plan.

· There is also no plan supplied about access for busses to the site. Creating access for a bus via Grimes Lane, First Avenue, Second Avenue & Chelmsford Avenue would be very difficult to achieve.

· It is simply not feasible that the narrow streets around the proposed site, Grimes Lane, First Avenue and Second Avenue could support the amount of traffic and the need for parking that is generated by a school catering for 1000 students.

BUILDING BULK & HEIGHT

· The plan is showing that three storey high buildings with heights estimated above 13-14m, have been concentrated against the north-east corner of the site against single/double storey residential housing.

· Setback from Grimes Lane is only 4m and setback from 84B Chelmsford Avenue is only estimated at 4-5m (undisclosed on drawings)

· The 3 storey buildings should be moved to the opposite side of the block on the side where the already tall residential apartment blocks are; this would make the height of the school building more consistent with the surrounding buildings. The front of the site along Grimes Lane and to the side adjoining 84B Chelmsford should have buildings that are similar in height to the single storey residential buildings on that side of the school grounds.

· The building envelope across the site should be more evenly distributed across the full site and utilise the current tree canopy for shading. The reason for this is that the new buildings will radiate heat, changing the microclimate of the site. Trees that provide shade can cool an area down with a difference of temperature of as much as 6 degrees Celsius. Using existing trees for shade to keep the area cool is much better than having to install shade cloths and having to use air conditioning excessively. It is more effective and much cheaper.

4. LACK OF ON-SITE PARKING

· The development has not allowed enough parking

· Assuming 500 students, an estimated teaching staff of about 50 staff members will be present on the site at any given time. I teach at a school that has less than 400 students and about 40 staff members work at our school.

· For stage 1 alone only 32 parking spots have been allocated, which is half the minimum required.

· Due to the lack of on-site parking in the development, there would be an increased pressure on parking in surrounded narrow streets which has been allocated for residents.

5. INSUFFICIENT OUTDOOR AREAS FOR STUDENTS

- An increasing body of research into child development proves that exposure to green spaces is beneficial for a child's cognitive and behavioural development. (https://link.springer.com/chapter/10.1007/978-3-030-02318-8_6 Dadvand, P., Gascon, M., Markevych, I.: Green Spaces and Child Health and Development) The current site has many trees on it, which would if as many as possible are preserved provide a natural outdoor play environment for the students and also create shade and keep temperatures down. I teach at a school where the school grounds do not have many trees. It is therefore very hot for the students in summer and extremely expensive shade cloths had to be installed. I see that 2 Covered Outdoor Learning Areas are planned for the school. Why chop down trees and then put COLAs in? Why not use the trees that are there as shade and for the students to learn about nature. Many children love to be out in nature. Many students at my school like to play and explore in areas where they can dig in the ground and look for worms and insects, they love to look at birds and other animals. Our year 4 students went on an excursion to a botanical garden and they found this to be the most enjoyable excursion. Why not have as much

flora and fauna as possible close to the students' everyday environment so that they can enjoy and study nature every day?

6. LOSS OF FLORA AND FAUNA

· The area of 86 Chelmsford Avenue and its surrounding streets and parks are a wildlife hub. Many Australian Native Animals, some of which are endangered species live in the Australian Native trees on the proposed building site of 86 Chelmsford Avenue and in the trees and parks nearby. A colony of sulphur cockatoos lives at the rear of 1-5 First Avenue and a small colony of ravens also lives nearby. The area offers a feeding station for westward bound flying foxes. There is also a big group of galahs which are frequently seen in Chelmsford Avenue. Brush Turkeys, which are a protected native species live on the premises of 86 Chelmsford Avenue and in the surrounding streets. Further native species for which this area provides a habitat are microbats, koalas, boo book owls, butcher birds and king parrots. Kookaburras live in the tall blue gums in Second Avenue. These birds need big old trees to breed in and to build their nests. The site of the proposed school is part of a green corridor which reaches from Chelmsford Avenue through Mobbs Lane Reserve to Fred Spurway Reserve and from there further on to more parks such as Brush Farm Park. Grimes Lane nature strip has an avenue of gum trees which are very tall and also provide a habitat for endangered birds. Those trees should be protected. I understand that many of the trees on the school site itself are protected Australian native trees. In view of the dire situation, we are in today regarding climate change and the rising temperatures specially in our hot and dry country we need to do everything we can to keep as many trees as possible. Therefore, as many trees and natural habitat for animals must be preserved and I am therefore strongly opposed to a school catering for 1000 students on 86 Chelmsford Avenue site.