



**SCOPING REPORT**  
**REQUEST FOR SECRETARY'S ENVIRONMENTAL ASSESSMENT**  
**REQUIREMENTS**

**ALESCO SENIOR COLLEGE**  
**29 CHAPMAN STREET, CHARLESTOWN**  
**LOTS 18, 19, 20 DP23975**





#### DOCUMENT HISTORY

Revision	Date	Author
0 – Draft	29 June 2020	David Read, Director
1 – Issue to Department of Planning	1 July 2020	David Read, Director

#### Disclaimer

The following report has been prepared to support a request for Secretary's Environmental Assessment Requirements to the Department of Planning Industry and Environment.

The assessment conclusions and detail has been undertaken to the best of our knowledge and ability in response to the information made available to us at the time of writing.



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## 1. INTRODUCTION

Avid Project Management (“AvidPM”) has been engaged by Alesco Senior College to review and provide support for the approval of a new school at 29 Chapman Street, Charlestown.

The proposed development comprises of a change of use from a Church to an Educational Facility to accommodate approximately 60 secondary school students.

Pursuant to clause of 15(1) of Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011, Development for the purpose of a new school (regardless of the capital investment value) is categorised as State Significant Development (SSD). In accordance with Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act), an Environmental Impact Statement (EIS) is required to be prepared. This Scoping Report is a request for Secretary’s Environmental Assessment Requirement (SEARs) to inform the EIS.

The purpose of this report is to provide information to support the request to the Secretary to assist in identifying the SEARs for the preparation of an EIS for the proposed development. This report provides:

- An overview of the site and context;
- A description of the proposed development;
- An overview of the relevant planning framework and permissibility; and
- An overview of the likely environmental and planning impacts.

## 2. SUBJECT SITE AND SURROUNDING CONTEXT

### 2.1 Location

The site is located at 29 Chapman Street, Charlestown located within the Lake Macquarie Local Government Area approximately 11 kilometres south of the Newcastle Central Business District (CBD) as shown in Figure 1.

The subject site is located on the edge of the Charlestown Town Centre. Charlestown is identified within state, regional and local plans as a key 'strategic economic centre' where there is a focus for investment and intensification of housing, employment, transport, services and recreational opportunities as shown in in Figure 2.

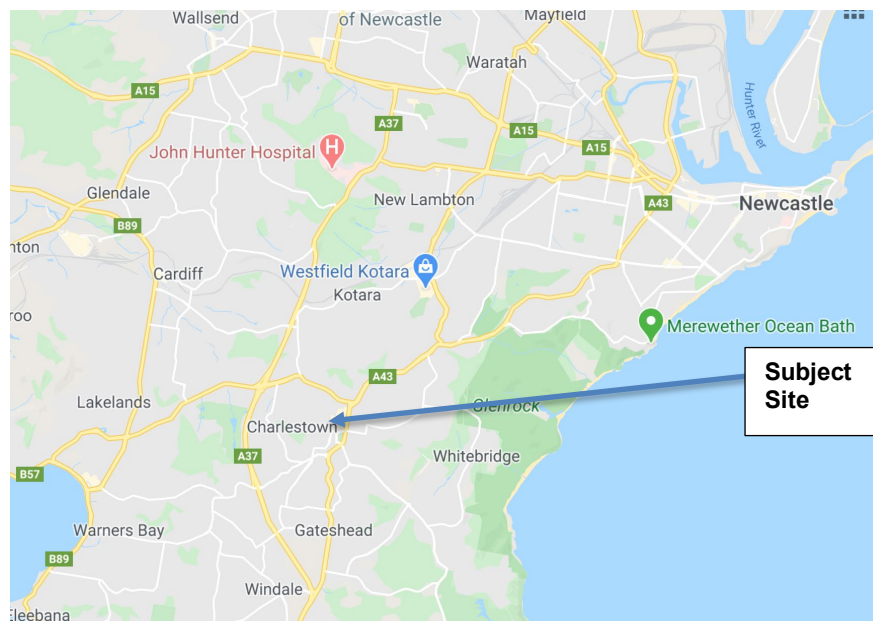


Figure 1: Subject Site - Regional Context

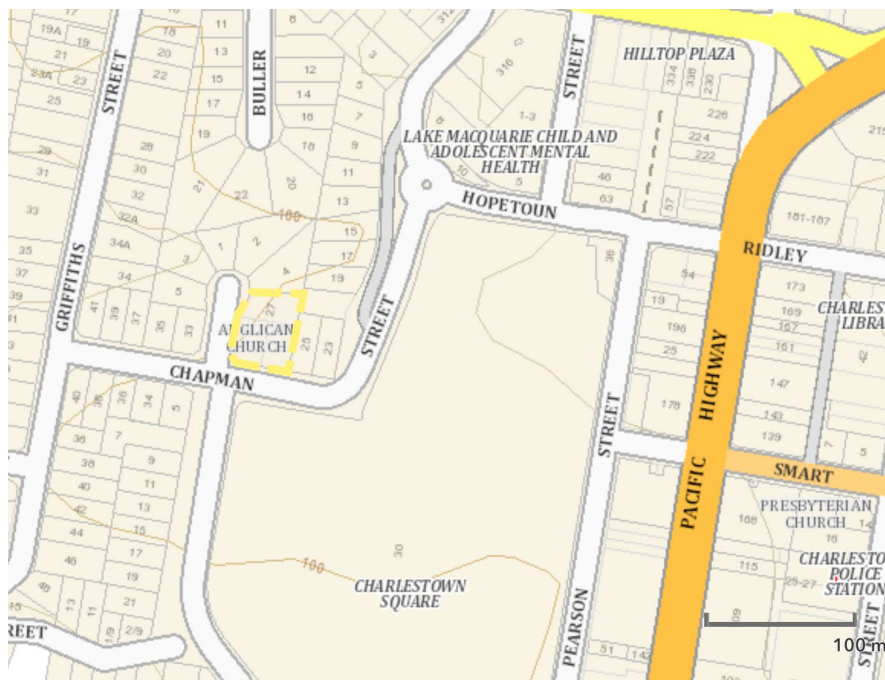


Figure 2: Subject Site - Local Context

## 2.2 Site Description

The subject site comprises of three (3) lots and is legally described as Lots 18, 19 & 20 in DP 23975. The site is an irregular shaped lot a total of approximately 1865m<sup>2</sup> with a dual frontage of approximately 46m to St Albans Close and 35m to Chapman Street.

Existing improvements on the site currently include a single storey brick church fronting St Albans Close on Lot 18 and an associated single storey brick hall on lots 19 and 20. A formal driveway is provided off St Albans Close which provides access to a concrete area which currently provides informal parking for up to 2 cars.

An overview of site constraints are provided below:

- **Topography** – The site generally slopes to the north-west.
- **Vegetation** – The site is generally clear of vegetation with the exception of three trees to the rear of the existing Church and some small shrubs along the southern frontage. There are no trees on this property that are recorded in Lake Macquarie City Council's Significant Trees Register.
- **Geotechnical** - Lake Macquarie City Council identifies the site as being within a T4 Geotechnical Zone which is defined as "containing slopes greater than 5 degrees but less than 15 degrees without known coal seams and/or tuffaceous claystones present".
- **Hazards** – The site is not identified as having acid sulfate soils, is not located within a flood planning area or in a bushfire prone area. The land is within a declared Mine Subsidence District.
- **European Heritage** – The site is not heritage listed, within a Heritage Conservation area or located in the vicinity of a heritage item. A search of the Aboriginal Heritage Information Management System returned no records of Aboriginal items or places of significance (with a 200 metre buffer applied).



Figure 3: Subject Site



*Figure 4: Subject Site: From St Albans Close*



*Figure 5: Subject Site: From Chapman Street*

## 2.3 Surrounding Land Uses

The subject site has a part zoning of B4-Mixed Use and R3 Medium Density Residential. Properties to the immediate north, east and west are predominately low to medium density residential. At the corner of St Albans Close is a set of traffic lights with Charlestown Square (a major shopping centre) immediately opposite to the south-east.

Land immediately adjoining the site comprises:

- North: No. 4 St Albans Close, comprising of a double storey brick dwelling. A Development Application is currently being considered for a Childcare Centre at 2 and 4 St Albans Close (Figure 6).
- East: To the east the site adjoins No. 21, 23 & 25 Chapman Street. No. 23 & 25 are single storey dwellings while No. 21 comprises a two storey residential flat building (Figure 7).





*Figure 6: No. 4 St Albans Close*



*Figure 7: No. 21, 23 & 25 Chapman Street*

### **3. PROPOSED DEVELOPMENT**

#### **3.1 Overview**

Alesco Senior College started in 2002 as Alesco Learning Centre - a registered and accredited, non-government independent school that aims to offer a secondary school education to young people whose circumstances have previously prohibited them from succeeding in mainstream education.

#### **3.2 Description**

It is anticipated that the school will facilitate approximately 60 students and 5 staff and will typically operate Monday to Friday 8am to 4pm.

The proposed development is for a change of use with an associated fitout and minimal external changes. The proposed works are included in the Preliminary Architectural Plans included in Appendix 1 to this report.

In the existing hall building, the development will generally comprise:

- 3 general learning spaces
- 1 teacher's aid room

- Computer room
- 1 internal break-out area
- Staff room
- Storeroom
- Printer / Storage room
- Welfare office
- Refurbished kitchen
- Refurbished male and female toilets for staff use
- Refurbished accessible toilet for staff and student use

In the existing Church building, the development will generally comprise:

- Re-use of the existing Church as a multi-purpose centre for students and staff
- Fitout of male and female toilets for student use

In the existing external areas, the development will generally comprise:

- 3 car parking spaces, including 1 accessible space
- Maintenance of existing lawn and planting, and minor additional landscaping
- Signage
- Painting to the existing building

### **3.3 Strategic Need**

Alesco Senior College aims to offer education to young people whose circumstances have previously prohibited them from finding success in education and to provide opportunities for these young people to prove their capabilities; that their potential is endless and they can succeed in an environment that is designed specifically for their inclusion and experiences.

Alesco Senior College is one of the fastest growing schools in NSW.

The proposed site is located within Charlestown which is identified in state and local strategies as being key growth area as well as being a transport hub which provides frequent public transport connections into Newcastle, Lake Macquarie, and adjoining suburbs.

### **3.4 Alternatives considered**

The current Alesco Senior College campuses are at capacity. This land has been purchased to grow the school's increasing demands in an area that is experiences high levels of growth.

## **4. KEY PLANNING CONTROLS**

### **4.1 Environmental Planning and Assessment Act 1979**

Pursuant to Section 4.36(2) of the EP&A Act:

(2) A State environmental planning policy may declare any development, or any class or description of development, to be State significant development.

The proposal is classified as SSD on the basis that it falls within the requirements of clause 15 of Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011 (SRD SEPP), being:

*Development for the purpose of a new school (regardless of the capital investment value).*

## **4.2 Biodiversity Conservation Act 2016**

The Biodiversity Conservation Act 2016 (BC Act), provides a framework for addressing impacts on biodiversity from development and clearing. It establishes a framework to avoid, minimise and offset impacts on biodiversity from development through the Biodiversity Offsets Scheme (BOS).

Section 7.9 of the BC Act requires SSD applications to be accompanied by a Biodiversity Development Assessment Report (BDAR) unless an exemption from this requirement has been provided in the form of an approved BDAR waiver request. This waiver request has been completed and submitted on the NSW Government Major Projects website together with this Scoping Report.

For the purpose of deciding whether the requirement for a BDAR can be waived, a proposed development could be considered as unlikely to have any significant impact on biodiversity values if it will not clear or remove native vegetation other than:

- a few single trees with no native understorey in an urban context
- planted native vegetation that is not consistent with a Plant Community Type (PCT) known to occur in the same Interim Biogeographic Regionalisation of Australia (IBRA) subregion (e.g. street trees, trees in carparks, landscaping)
- will have negligible adverse impacts on threatened species or ecological communities, considering habitat suitability, abundance and occurrence, habitat connectivity, movement and water sustainability including consideration of any non-natural features, non-native vegetation and human-built structures
- will have negligible adverse impacts on protected animals because of impacts to flight path integrity.

The land is clear of significant vegetation and no vegetation of importance is identified. An exemption is therefore being sought.

## **4.3 State Environmental Planning Policy (State and Regional Development) 2011**

State Environmental Planning Policy (State and Regional Development) 2011 (SRD SEPP) identifies development types that are of state significance, or infrastructure types that are of state or critical significance.

Under Schedule 1 Clause 15 of the SRD SEPP, the following development is classified as state significant development:

- (1) Development for the purpose of a new school (regardless of the capital investment value).*

The proposal is defined as a 'new school'. Accordingly, a SSD application is to be prepared and lodged with the Department of Planning, Industry and Environment (DPIE).

## **4.4 State Environmental Planning Policy 55 – Remediation of Land**

State Environmental Planning Policy No. 55 – Remediation of Land (SEPP 55) provides a state-wide planning approach to the remediation of contaminated land. SEPP 55 requires the consent authority to consider whether the subject land of any rezoning or development application is contaminated. If the land requires remediation to ensure that it is made suitable for a proposed use or zoning, the consent authority must be satisfied that the land can and will be remediated before the land is used for that purpose.

The site's previous use before being purchased by Alesco Senior College was a church. The site has not been identified as contaminated land on the EPAs contaminated land register.

Appropriate geotechnical and contamination investigations will be undertaken and will be addressed as part of the EIS.

#### **4.5 State Environmental Planning Policy (Educational Establishments and Childcare Facilities) 2017**

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP) provides the planning framework for educational and childcare facilities.

Clause 35(1) permits development for the purpose of a school to be carried out on land in a prescribed zone. The subject site is part zoned B4 Mixed Use and R3 Medium Density Residential, both of which are defined as prescribed zones.

Clause 35(6) requires:

*Before determining a development application for development of a kind referred to in subclause (1), (3) or (5), the consent authority must take into consideration—*  
*(a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and*  
*(b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.*

The proposal will respond to the design quality principles as outlined in Table 1 and will be designed to enable the use of school facilities to be shared with the community.

Table 1: Assessment against Education SEPP Schedule 4 Design Quality Principles

<b>Principle</b>	<b>Comment</b>
Principle 1 - Context, built form and landscape	The proposed development has limited external building works and has been carried out to ensure it is in keeping with the surrounding area. Detailed architectural plans and a landscaping concept plan will be included as part of the application.
Principle 2 - Sustainable, efficient and durable	The proposal will be developed with consideration for the Government Architect of New South Wales (GANSW) Environmental Design in Schools.
Principle 3 - Accessible and inclusive	The design of the school will ensure buildings and their grounds provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.  An Accessibility Report will accompany the EIS.
Principle 4 – Health and safety	Crime Prevention Through Environmental Design (CPTED) measures will be incorporated into the design, operation and management of the site to ensure a high level of safety and security for students, staff and visitors.  A CPTED Report will accompany the EIS.



Principle 5 – Amenity	<p>The school has been designed to provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities.</p> <p>Minimal external works are proposed ensuring the school considers the surrounding amenity.</p> <p>Indoor and outdoor learning spaces, with consideration to access to sunlight, natural ventilation, visual and acoustic privacy, storage and service areas.</p>
Principle 6 - Whole of life, flexible and adaptive	The proposed development will be designed to ensure flexibility and provide for multipurpose spaces.
Principle 7 – Aesthetics	<p>The proposal is of an appropriate scale and form for the surrounding context with minimal external changes to the existing built form.</p> <p>A further detailed assessment of the proposal against the Education SEPP will be undertaken within EIS.</p>

Clause 57 of the Education SEPP stipulates that development for the purposes of an 'educational establishment' that will accommodate 50 or more students and will involve the development of a new school on a site that has direct vehicular and pedestrian access to a road will be referred to RMS. Consultation will occur with RMS (now known as Transport for NSW) during the assessment of the SSDA.

#### 4.6 State Environmental Planning Policy (Infrastructure) 2007

State Environmental Planning Policy (Infrastructure) 2007 (ISEPP) provides the legislative planning framework for infrastructure and the provision of services across NSW.

The project is not considered traffic generating development and is not located on or near a rail corridor or classified road.

#### 4.7 Lake Macquarie Local Environmental Plan 2014

The Lake Macquarie Local Environmental Plan 2014 (LMLEP 2014) is the principal environmental planning instrument applying to the site.

**Permissibility** – The subject site is Zoned R3 Medium Density Residential and B4 Mixed Use as shown in Figure 9. Educational Facilities are prohibited in the R3 zone, however R3 is defined as a prescribed zone under the Education SEPP and an Educational Facility is therefore permissible with development consent.

The development meets the objectives of the R3 zone by:

- providing for other land uses that provide facilities or services to meet the day to day needs of residents; and
- maintaining the residential amenity and character of the surrounding area.

The development meets the objectives of the B4-Mixed Use zone by:

- providing a mixture of compatible land uses; and

- integrating suitable business, office, residential, retail and other development in accessible locations so as to maximise public transport patronage and encourage walking and cycling.

**CI 2.7 Demolition requires development consent** – The proposal is for a change of use and no demolition works are proposed, except for minor internal strip-out works to enable the required fitout to proceed.

**CI 4.3 – Height of Buildings** – The proposed development is for a change of use and no changes to the building heights is proposed.

**7.2 – Earthworks** - Some earthworks of the site will be necessary to create a level building platform, associated car park and play areas and to meet accessibility requirements. All works will be carried out in accordance with a Stormwater Management Plan and Sediment and Erosion Control Management Plan.

**CI 7.7 Development on sensitive Aboriginal landscape areas** - The site is not identified as being in a sensitive aboriginal landscape area. As such, an Aboriginal Heritage Impact Statement is not required. A search of the Aboriginal Heritage Information Management System (AHIMS) database has also revealed that there are no known Aboriginal sites or places on the subject site.

**7.21 Essential Services** - The site is currently serviced. In the unlikely event that upgrades to services are required as part of the proposal, services augmentation to meet development requirements could be carried out.

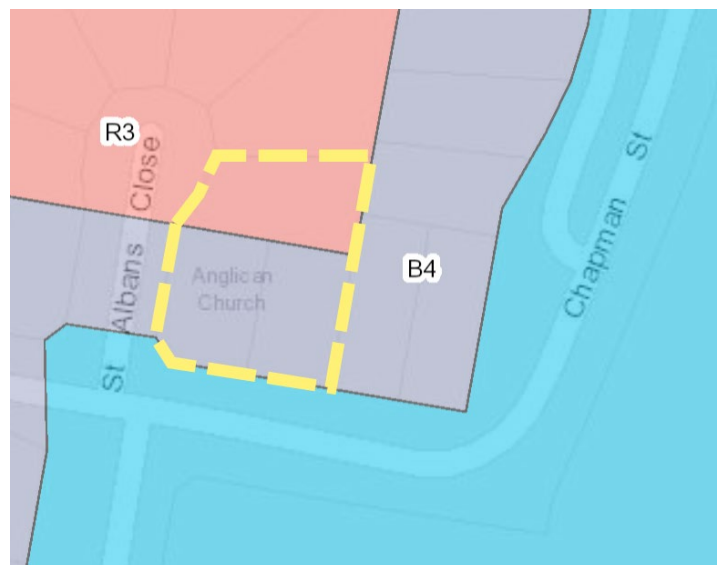


Figure 8: Zoning Map (Source: LMLEP 2014)

#### 4.8 Lake Macquarie Development Control Plan 2014

Under Clause 11 of the SRD SEPP, the application of Development Control Plans is excluded when assessing SSD projects.

Notwithstanding this, the proposal will assess the key relevant controls of the Development Control Plan.

## 5. ENVIRONMENTAL IMPACTS

### 5.1 Built Form

The proposed development is for a change of use with minimal external changes to the existing built form proposed.

Notwithstanding this, the design of the school will be carried out in consideration of Schedule 4 Schools – Design Quality Principles and the GANSW Design Guide for Schools. The EIS will demonstrate how these design principles will be achieved.

A detailed site-wide landscape strategy, including consideration of equity and amenity of outdoor learning spaces, and integration with built form, security, shade, topography and existing vegetation will be carried out.

### 5.2 Traffic, Parking & Access

The subject site is currently used as a Church and currently has informal onsite parking catering for a maximum of 2 spaces. A total of 3 spaces including 1 accessible parking space is proposed as part of the works.

Alesco Senior College students have a high proportion of students with mental health issues such as school refusal, anxiety and depression, and consequently the School experiences a sporadic, and sometimes low daily attendance rates. Further, it should be noted that the School's policy discourages students to drive and park at school due to insurance, Work Health and Safety, the risk of students bringing other non-students in their vehicle, spending excessive time in their vehicle in lieu of class attendance, and using it during break times instead of using the designated collaborative break-out spaces.

An outline of existing carparking rates from current Alesco Senior College campuses are outlined in Table 2 below. On average, only 1.4% of students across all 6 existing campuses drive to school. The majority of students catch public transport to school, and the proximity to a major transport hub is one of the main reasons this site was acquired by Alesco Senior College.

Table 2: Alesco Senior College Car Parking Rates (source – Alesco Senior College)

Campus	Maximum number of Students *	Number of Staff	Number of Students currently driving to school	Approx Percentage of Students currently driving to school
Raymond Terrace	80	7	1	1.25%
Northlakes (Argenton)	75	6	1	1.33%
Cooks Hill	106	8	3	2.83%
Cessnock	60	5	0	0
Forster-Tuncurry	50	5	0	0
Tomaree	32	5	1	3.1%
<b>Average</b>				<b>1.4%</b>

\* Maximum student numbers do not represent day-to-day average attendance numbers.

A Transport and Accessibility Impact Assessment report will be provided as part of the EIS. The report will consider parking requirements, existing and expected traffic impacts and the design of proposed vehicular access points.



It is noted that Charlestown is a key transport hub for the region and provides frequent public transport connections into Newcastle, Lake Macquarie, and adjoining suburbs. The report will also outline a Green Travel Plan for the proposed development, which will aim to further encourage staff, students and parents to access the site by walking, cycling or public transport.

### **5.3 Stormwater**

A Stormwater Management Plan and Erosion and Sediment Control Plan will accompany the EIS, commenting on the existing management and detailing any necessary upgrades that may be required.

### **5.4 Infrastructure and Servicing**

The site is currently serviced by water, stormwater and sewer. The report will outline any required upgrades to the existing utilities.

### **5.5 Geotechnical / Contamination**

The subject site is included within the Newcastle Mine Subsidence District as mapped by Subsidence Advisory NSW (SANSW).

No groundwork or structural works are proposed as a result of this application. Therefore, any requirements from SANSW would be minimal and will be addressed with the EIS.

The proposal would be integrated development with SANSW and their approval will be sought prior to the lodgement of any application.

### **5.6 Trees and Vegetation**

No trees are proposed to be removed as part of the application.

### **5.7 Noise and Vibration**

An acoustic assessment will be submitted with the future SSD Application. This will include an analysis of the construction and operation noise, providing careful consideration of impacts upon the amenity of residential uses nearby. The acoustic report will also undertake an assessment on potential noise impacts on surrounding uses on the future children at the school.

### **5.9 Waste**

A Construction Waste Management Plan will be prepared to accompany the EIS. The Plan will detail all likely waste streams to be generated during construction and outline proposed measures to dispose of the waste offsite. All demolition, construction and operational waste will be reused or recycled where possible.

An Operational Waste Management Plan will also be submitted as part of the EIS and detail proposed waste servicing arrangements, loading zones and ongoing waste management practices to be employed at the site.



### **5.10 Building Code and Access**

The proposed development will be designed in accordance with the requirements of the Building Code of Australia and will provide legible, safe and inclusive access for all. This will be addressed within an Accessibility Report to be provided as part of the EIS.

Initial consultation has been carried out with an accredited Access Consultant, who has indicated that the proposed accessible parking and amenities will be supported.

### **5.11 Social and Economic**

The social and economic impacts resulting from the proposal will be detailed in the EIS. Anticipated social and economic impacts include:

- New direct and indirect jobs will be created during both the fitout and operational phases;
- The facilities will cater for future demand for school and community use of open space and recreation facilities;
- The school will have sufficient areas for indoor and outdoor recreation to improve the health and wellbeing of future students, and;
- The school will offer education to students whose circumstances have previously prohibited them from succeeding in mainstream education.

The EIS will outline how specific Crime Prevention Through Environmental Design (CPTED) principles (surveillance, access control, territorial re-enforcement and space/activity management) have been integrated into the design to deter crime, manage space and create a safe environment.

### **5.12 Environmentally Sustainable Development**

The EIS will detail how Environmentally Sustainable Development (ESD) principles will be incorporated into the design and ongoing operation phases of the development.

The EIS will also detail how measures will be implemented to minimise consumption of resources, water and energy. It is noted that the existing building already has solar panels and a rainwater harvesting system, which will be retained as part of the future use as a school.

## **6. CONSULTATION**

It is anticipated that the following groups will have an interest in the proposal and will be consulted with:

- Lake Macquarie Council;
- Transport for NSW (TfNSW);
- Hunter Water;
- Utilities / service providers;
- Community stakeholders.

## **7. CONCLUSION**

The proposal is for the change of use from a Church to an Educational Facility, with associated fitout works and minor external works at 29 Chapman Street, Charlestown.

Alesco Senior College started in 2002 as Alesco Learning Centre - a registered and accredited, non-government independent school specifically designed for the inclusion of young people who cannot or will not complete their education within a traditional setting. The school aims to



offer an education to young people whose circumstances have previously prohibited them from succeeding in mainstream education.

This Scoping Report outlines relevant legislation and potential environmental impacts of the proposed development and how these impacts have been or will be considered and assessed.

This Scoping Report is a request for Secretary's Environmental Assessment Requirements (SEARs) to inform an Environmental Impact Statement.



## **APPENDIX 1 – PRELIMINARY ARCHITECTURAL PLANS**



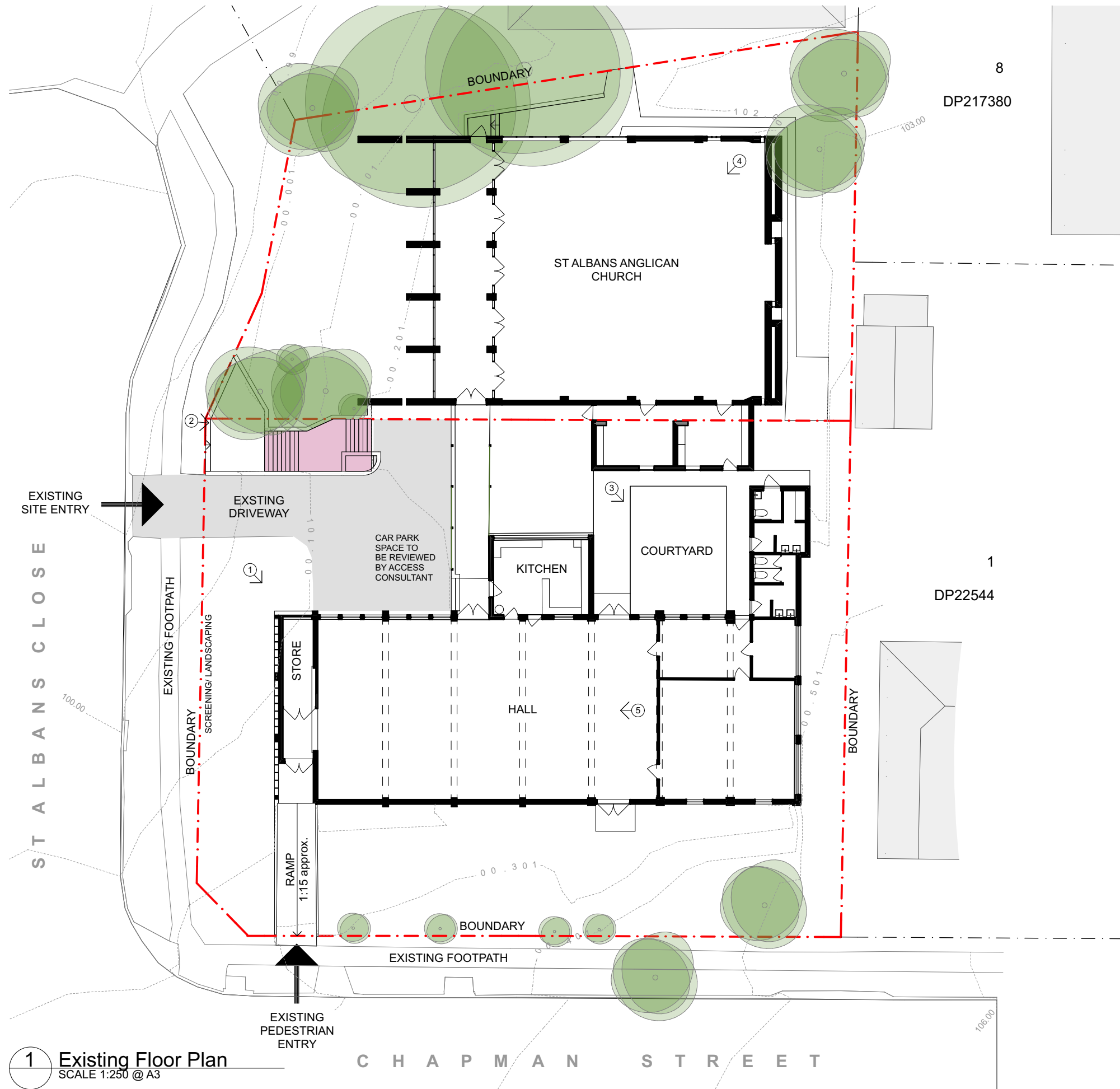
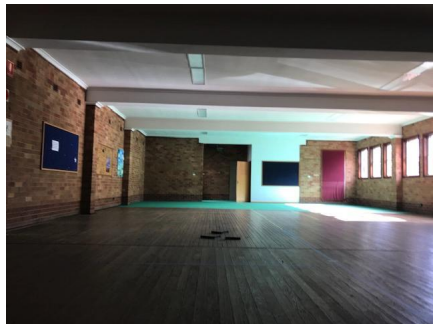


## Alesco Senior College

29 Chapman St  
Charlestown  
NSW 2290

Preliminary





Preliminary

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North Point



Alesco Senior College

project #  
20072

29 Chapman St Charlestown NSW 2290

Existing Plan

drawing #  
SK-1004

AS SHOWN

issue  
01

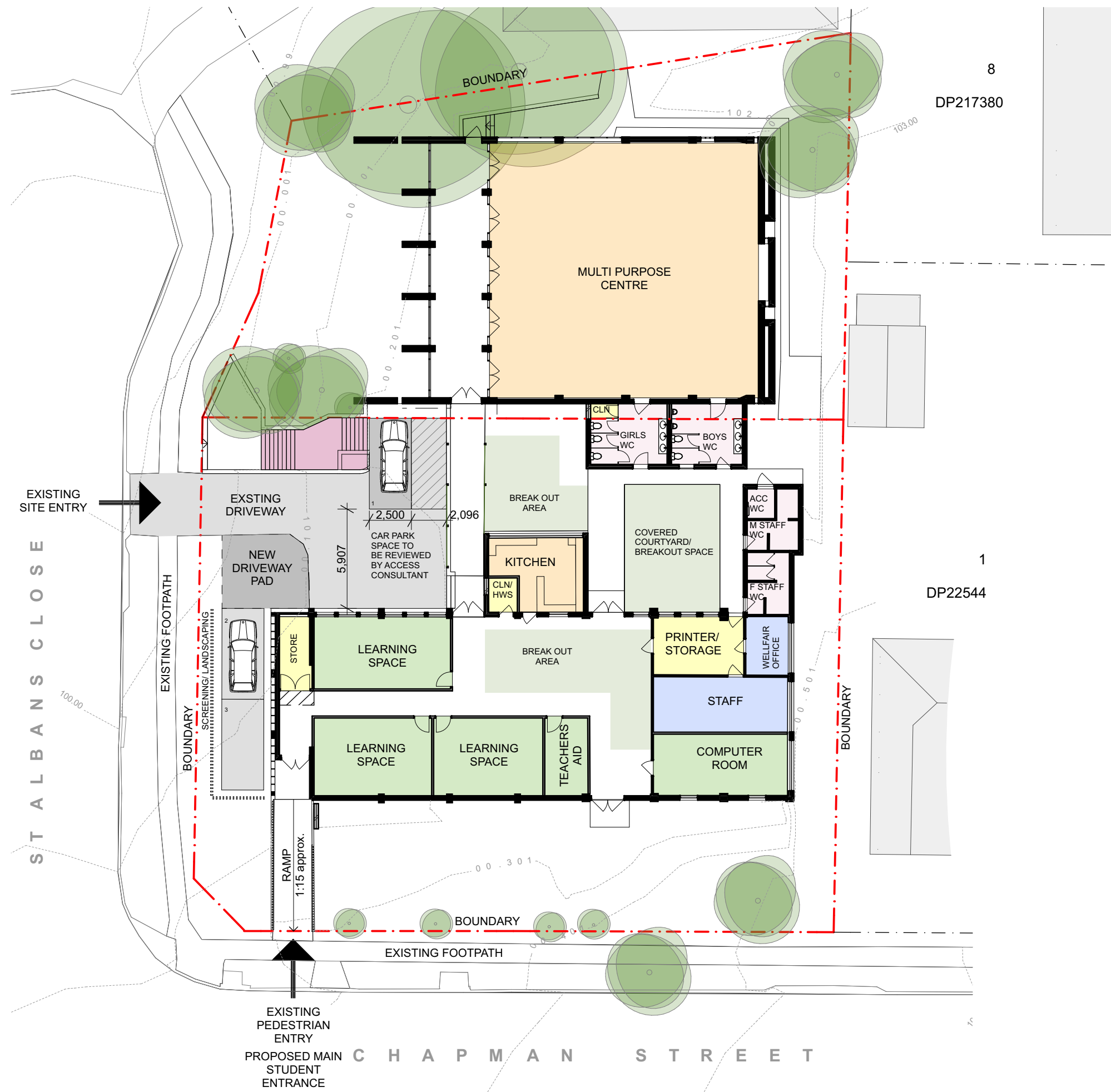
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# KEY

- NEW LEARNING SPACES**
  - IT SERVICES
  - AIR CONDITIONING
- BREAK OUT SPACES**
  - INFORMAL GATHERING
  - OPPORTUNITIES FOR COMMUNAL EATING
- STAFF SPACES**
  - IT SERVICES
  - AIR CONDITIONING
- SUPPORTING SPACES**
  - REFURBISHMENT OF EXISTING KITCHEN
  - RE USE OF CHURCH AS SCHOOL HALL
- AMMENITIES**
  - REFURBISHMENT OF HALL BATH ROOMS FOR STAFF
  - CREATION OF STUDENT AMMENITIES IN EXISTING RECTORY

(We note the following:  
 -The existing Halls Male facilities do not contain a WC  
 -The existing Accessible WC does not meet current requirements.)
- SUPPORTING SPACES: STORES**
  - IT SERVICES FOR PRINT STORE
  - CREATION OF NEW CLEANERS STORAGE.
- NEW LANDSCAPE WORKS**
  - STAIR TO BE DEMOLISHED OR PLANTER ADDED



1 Ground Floor Plan  
SCALE 1:250 @ A3

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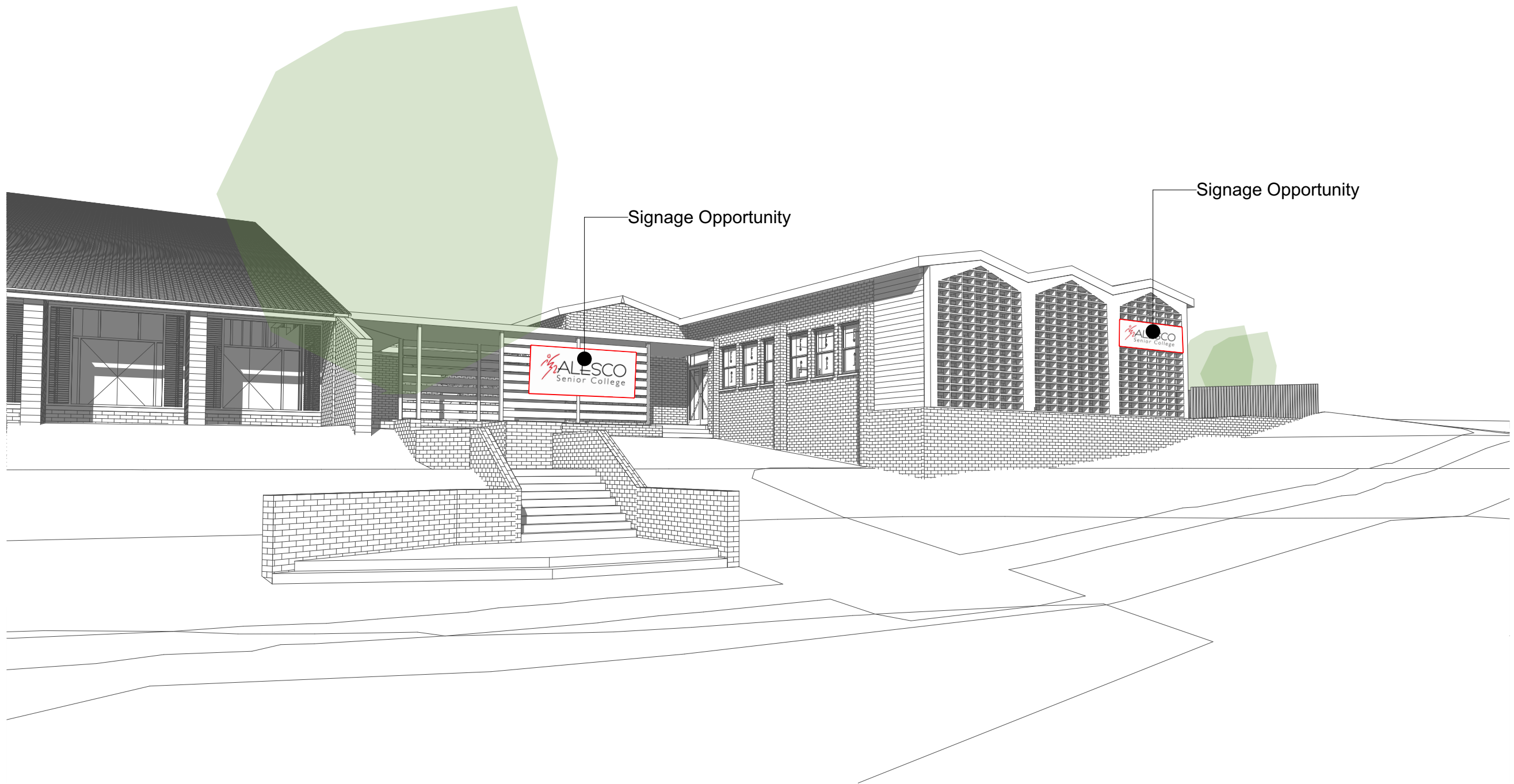


Alesco Senior College  
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Proposed Floor Plan  
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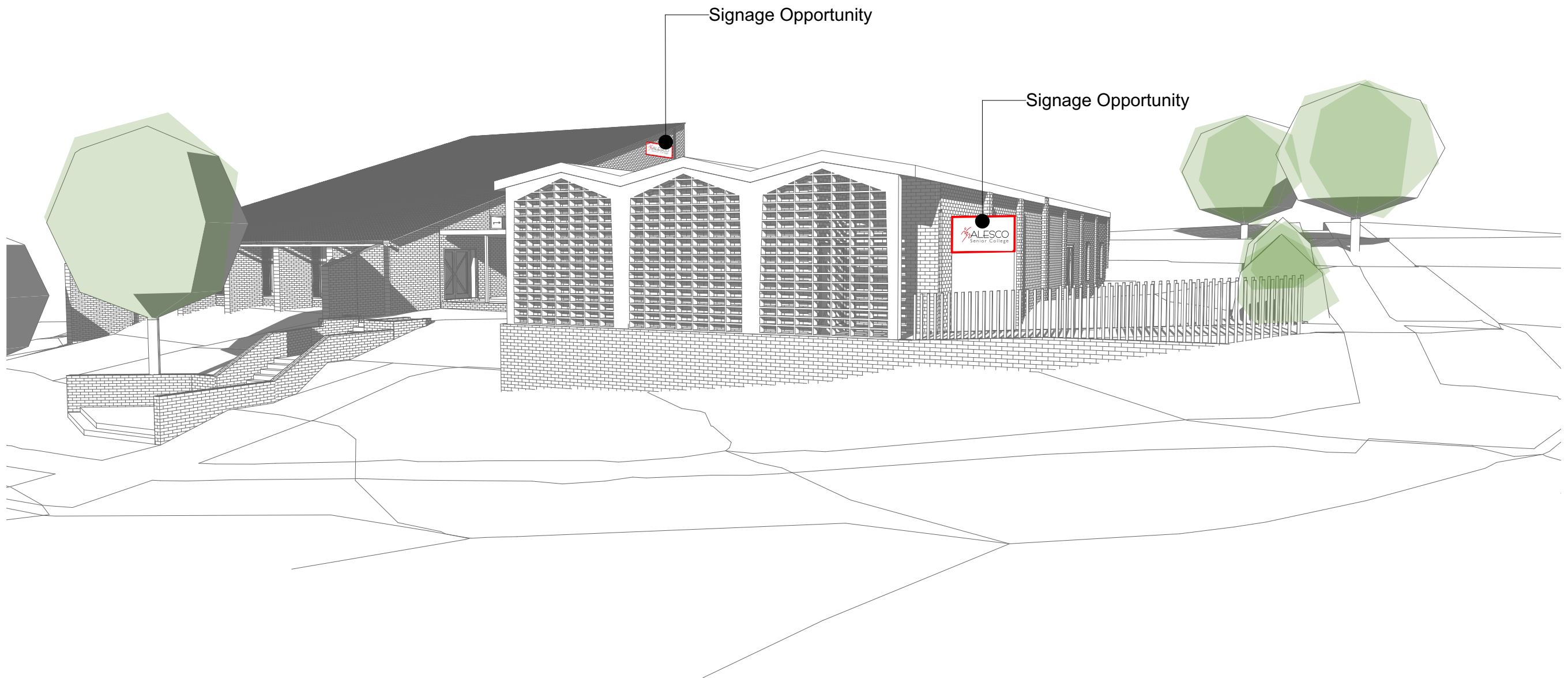
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3D Images - Signage  
drawing #  
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