Request for Secretary's Environmental Assessment Requirements

Redevelopment of Existing Educational Establishment

Lake Cathie Public School, 1240 Ocean Drive
LAKE CATHIE NSW 2445

Prepared by KDC Pty Ltd | July 2018
Request for Secretary’s Environmental Assessment Requirements

Report Job No. 18068 | Prepared by KDC Pty Ltd | July 2018

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Signature

Date    16 July 2018    Date    17 July 2018

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1 Introduction

1.1 Purpose

KDC Pty Ltd (KDC) has been commissioned to prepare an Environmental Impact Statement (EIS) and associated State Significant Development application documentation in support of the redevelopment of Lake Cathie Public School (the school) located at 1240 Ocean Drive, Lake Cathie NSW 2445.

State Environmental Planning Policy (State and Regional Development) 2011 states that Education Establishments with a capital investment value of more than $20 million are identified as State Significant Development (SSD). The proposed development will have a capital investment value in excess of $20 million and therefore this proposed development will be classified as SSD.

The purpose of this submission is to request the Secretary’s Environmental Assessment Requirements (SEARs) for the preparation of an EIS for the proposed development. To support the request for the SEARs this submission provides an overview of the proposed development, sets out the statutory context, and identifies the key issues which the EIS will need to address.

This request for SEARs should be read in conjunction with the Quantity Surveyor’s (QS) Report attached at Appendix A and the supporting architectural concept plans provided at Appendix B.

1.2 Background and Previous Approvals

1.2.1 Background

Lake Cathie Public School was built in 2014 and accepted its first intake of students in 2015. The school opened with 81 students and now has approximately 315 students and 14 staff. The school caters for Kindergarten to Year 6 students.

The redevelopment proposal will add to the existing permanent buildings and will provide future-focused learning spaces for primary students, maximum outdoor learning space and play space aligned with the Education Facilities Standards & Guidelines (EFSG).

The proposed school expansion will cater for the projected population growth in the Lake Cathie and Bonny Hills area. An additional 900 residential lots are proposed to the north and east of the site, it is likely young families will be attracted to Lake Cathie due to the desirable location.

1.2.2 Previous Approvals

Part 3A Concept Approval

A Part 3A Concept Approval, MP06_0085, was granted on 01 March 2012 by the NSW Department of Planning and Infrastructure for a residential subdivision, two school sites, playing fields and open space, a constructed wetland, a business/retail centre and an ecotourist site.

When granting approval, the Department of Planning and Infrastructure acknowledged the proposed new urban release area would have the following public benefits:

- Contribution to housing targets for the Port Macquarie Hastings local government area (LGA) as identified in the Mid North Coast Regional Strategy;
- Creation of areas of housing, future employment, and community service;
- Improvements to public access to Rainbow Beach and the public foreshore;
- Increased provision of affordable housing;
- Groundwater management for the benefit of SEPP 26 Littoral Rainforest and threatened species habitats; and

- Protection of Aboriginal cultural heritage.

Figure 1 – Concept Plan (MP06_0085) (Source: Major Projects Website)

Development Application

**DA2013/0358:** The site has a subdivision consent issued by Council on 4 December 2013 to create the allotment of the school site. The subdivision also includes the construction of collector road and earthworks.

**DA2013/0491:** The Northern Region Joint Regional Planning Panel approved the construction of Lake Cathie Public School on 23 January 2014. In addition, the construction of a temporary access road and intersection to Ocean Drive was approved with the intention that the access will be closed upon construction of the northern collector road.
2 Site and Locality

2.1 Site Location and Description

The site is located at 1240 Ocean Drive, Lake Cathie (formerly Rainbow Beach Drive). It is legally described as Lot 2 in DP 1193553 and has an area of 3.96 hectares. Currently, much of the land surrounding the site is vacant, however this land has been identified for future residential and recreational use (refer to Figure 2 & 3).

The school (built form and play area) is located in the south east of the site. To the north and west of the site are significant vegetation buffers, which were a requirement of the original development application (DA2013/491). There is also a Certificate of Title restriction placed on the use of the north west corner, protecting the significant ecological values in this area.

Additionally, in accordance with *State Environmental Planning Policy (Coastal Management) 2018*, part of the site has been identified as a ‘coastal wetland’, with most of the balance of the site being identified as within ‘proximity of a coastal wetland’ (refer to Figure 4).

Figure 2 – Locality Plan (Source: Google Maps)
Figure 3 – Cadastral Plan (Source: SIX Maps)

Figure 4 – Coastal Wetland Map (Source: NSW Department of Planning and Enviro)
2.2 Surrounding Development

Lake Cathie and the site are located in the Port Macquarie Hasting LGA. Lake Cathie and Bonny Hills, the suburb to the north, are undergoing significant change. Recently, a large scale residential subdivision was approved to the north-east and east of the school along Rainbow Beach, approximately 16 kilometres south of Port Macquarie. The surrounding area is predominately low lying land currently vacant and previously used for cattle grazing.

St Vincent’s Foundation (Rainbow Beach) is the developer of the 900 home (approximately) subdivision with district sporting fields to the south of the school. Figure 5 provides an overview of the site and likely future subdivisions pattern. The road to the north of the school is currently under construction and will be used as the main access road to the school once complete.

Figure 5 – Proposed Subdivision Layout (Source: King + Campbell, provided by Port Mac Hasting Council)
This page has been left blank intentionally
3 Description of Proposed Development

The proposed redevelopment of Lake Cathie Public School is intended to comprise of the following:

- Construction of seventeen (17) home base units including two (2) special education units;
- Relocation of the existing cricket nets and covered outdoor learning area (COLA) from the middle of the site to the eastern portion of the site;
- Removal of fourteen (14) demountable classrooms;
- Reconfiguration of the existing staff carparking on-site and drop off arrangement along the proposed collector road;
- Adjustment to the ‘SEPP 44 Koala Habitat Remediation Management Zone’ and ‘Swamp Forest Rehabilitation’ areas;
- Removal of the temporary access road from Ocean Drive and relocation of the main entrance from the proposed collector road;
- Relocation of the library from Block B to Block C;
- Conversion of a part of Block B to learning support space;
- Reconfiguration of the student entry to the proposed collector road to the north and a new pedestrian crossing; and
- Ancillary landscaping, signage, covered outdoor learning areas, services and stormwater drainage works.

The proposal will accommodate approximately 430 students and 19 staff at completion. The intended design is shown in Figure 6 and Figure 7 and within the concept architectural plans attached at Appendix B.

The existing school population will remain in the demountable classrooms during the construction of the new school buildings.

Figure 6 – Proposed Development Render (Source: SHAC)
Figure 7 – Proposed Development Render (Source: SHAC)
4 Planning and Approval Framework

4.1 Approvals Process

The redevelopment of the School is classified as ‘State Significant Development’ (SSD) pursuant to Section 4.36 of the *Environmental Planning and Assessment Act 1979* (EP&A Act 1979).

4.2 Commonwealth Legislation

No Commonwealth environmental legislation is triggered by the proposed development. Therefore, this assessment identifies state and local planning requirements only.

4.3 State Legislation

Pursuant to Section 4.41 of the EP&A Act 1979 the following authorisation are not required for SSD applications:

- A permit under section 201, 205 or 219 of the *Fisheries Management Act 1994*;
- An approval under Part 4, or an excavation permit under section 139, of the *Heritage Act 1977*;
- An Aboriginal heritage impact permit under section 90 of the *National Parks and Wildlife Act 1974*;
- A bush fire safety authority under section 100B of the *Rural Fires Act 1997*; and
- A water use approval under section 89, a water management work approval under section 90 or an activity approval under section 91 of the *Waste Management Act 2000*.

Table 1 provides a more detailed discussion of relevant State legislation and its application to the site.

**Table 1 – Relevant State Legislation**

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Relevant Requirements</th>
<th>Application to Lingard</th>
</tr>
</thead>
</table>
| *Environmental Planning and Assessment Act 1979* | - The EP&A Act 1979 sets out the objectives and the approvals regime for development in NSW.  
- Division 4.7 establishes the requirements for SSD. | - The proposal is classified as ‘State Significant Development,’ thereby requires a ‘State Significant Development Application’ to be made to the Minister for Planning, accompanied by an Environmental Impact Statement (EIS). |
| *Biodiversity Conservation Act 2016*           | - The *Biodiversity Conservation Act 2016* aims to maintain a healthy, productive and resilient environmental for the greatest well-being of the community, and for the future, consistent with the principles of ecological sustainable development. | - An ecology report will be prepared by a qualified ecologist who will examine the potential impacts of the development.  
- The school has a designated ‘Swamp Forest Rehabilitation’ area and ‘SEPP 44 Koala Habitat Remediation Management Zone’ to rehabilitate disturbed vegetation and provide habitat for koalas. The |
The rehabilitation area and management zone is intended to be reconfigured and reduced in size slightly.

- The Biodiversity Conservation Act 2016 applies requires that there will be no net loss to biodiversity. As the offsets on site are only 3 years old, it is unlikely that mature vegetation will be removed.

### Roads Act 1993

- Section 138 of the Roads Act 1993 requires the Roads and Maritime Service (RMS) and Port Macquarie Hasting Council (PMHC) to give consent for works in, under or over a public road.

- Consultation with RMS will be undertaken during the EIS preparation phase to ensure adequate consideration has been given to potential issues affecting public roads surrounding the site.

### State Environmental Planning Policy (Educational Establishment and Child Care Facilities) 2017

- The purpose of the State Environmental Planning Policy (Educational Establishment and Child Care Facilities) 2017 has provisions that will make it easier for child-care providers, schools, TAFEs and universities to build new facilities and deliver greater consistency across NSW.

- Schedule 4 – Design Quality Principles outlines the design quality principles that are relevant considerations for any application for school development. The EIS will address how the proposed development addresses all these design quality principles. Consultation with the Government Architect will also occur during the EIS preparation.

- Part 7 – Clause 57 stipulates that development for the purpose of an ‘educational establishment’ with 50 or more students and access to any road will be referred to the RMS. The EIS will document consultation with RMS.

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

- The purpose of the State Environmental Planning Policy (State and Regional Development) 2011 (SRD SEPP) is to identify development that is State significant development, State significant infrastructure and regionally significant development.

- Schedule 1, Section 15 of the SRD SEPP states that development that has a capital investment value of more than $20 million for educational establishments are deemed State Significant Development (SSD).
<table>
<thead>
<tr>
<th>State Environmental Planning Policy No 55 – Remediation of Contaminated Land</th>
<th>• The purpose of the State Environmental Planning Policy No 55 – Remediation of Contaminated Lane (SEPP 55) is to provide a Statewide planning approach to the remediation of contaminated land.</th>
<th>• The site is not listed on EPA Contaminated Land Register. A Phase 1 Preliminary Site Investigation has been undertaken for the site under, MP06_0085. The investigation identified minor localised areas of impacted soils and fibrous building materials; these areas have since been remediated to accommodate the future use of the site as a school. No broad-scale contamination threats were identified because of known past and present land uses. Considering the extensive testing previously undertaken for the site, no further contamination test is considered to be necessary for this application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Environmental Planning Policy No 44 – Koala Habitat Protection</td>
<td>• The purpose of the State Environmental Planning Policy No 44 – Koala Habitat Protection is to encourage the proper conservation and management of areas of natural vegetation that provides habitat for koalas to ensure a permanent free-living population over their present range and reverse the currently trend of koala population decline.</td>
<td>• The school has a designated ‘Swamp Forest Rehabilitation’ area and ‘SEPP 44 Koala Habitat Remediation Management Zone’ to rehabilitate disturbed vegetation and provide habitat for koalas. The rehabilitation area and management zone is intended to be reconfigured and reduced in size slightly. However, the offset requirements will be satisfied with the additional biodiversity benefit of biodiversity credits being retired. The EIS will be accompanied by an ecology report.</td>
</tr>
<tr>
<td>State Environmental Planning Policy (Coastal Management) 2018</td>
<td>• The aim of the State Environmental Planning Policy (Coastal Management) 2018 is to promote an integrated and coordinated approach to land use planning in the coast zone in a manner consistent with the objects of the Coastal Management Act 2016.</td>
<td>• A part of the site has been identified as a ‘coastal wetland’, with much of the remainder of the site being identified as within ‘proximity of a coastal wetland.’</td>
</tr>
</tbody>
</table>
4.4 Local Planning Controls

4.4.1 Port Macquarie-Hasting Local Environmental Plan 2011

The Port Macquarie Hasting Local Environmental Plan 2011 (PMHLEP 2012) is the principal environmental planning instrument (EPI) applying to the site. It establishes the zoning and core development controls for the site. The relevant provisions of the PMHLEP 2011 are discussed in relation to the site in Table 2.

Table 2 – Relevant Local Planning Controls

<table>
<thead>
<tr>
<th>Clause</th>
<th>Provision</th>
<th>Response</th>
</tr>
</thead>
</table>
| Clause 2.1 – Land Use Zoning | The site is located in the R1 General Residential zone. The objectives of the R1 zones are:  
  - To provide for the housing needs of the community.  
  - To provide for a variety of housing types and densities.  
  - To enable other land uses that provide facilities or services to meet the day to day needs of residents. | Educational establishment are permitted with consent in the R1 General Residential zone. The following land use definitions from LEP 2011 are provided:  
  - *educational establishment* means a building or place used for education (including teaching), being:  
    - (a) a school, or  
    - (b) a tertiary institution, including a university or a TAFE establishment, that provides formal education and is constituted by or under an Act.  
  The proposed school redevelopment is therefore permitted with consent. The proposal is consistent with zone objectives as the proposal will satisfy the educational and recreational needs of current and future students in the area and provide significant employment. In addition, the proposal is in keeping with the future residential character of the area and will support the growth of the Lake Cathie and Bonnie Hills area. |
| Clause 4.3 – Height of Buildings | The site has a maximum building height of 8.5 metres. | As the indicative building height is approximately 6.6m above natural ground level, it is not anticipated that the proposal will exceed the maximum building height. |
| Clause 4.4 – Floor space ratio | The site has a maximum floor space ratio (FSR) of 0.65:1. | The indicative concept design has a total gross floor area of approximately 3,830m², equating to an FSR of approximately 0.09:1. The proposal will therefore not exceed the maximum FSR. |
| Clause 6.1 – Acid sulfate soils | The site is identified as having potential acid sulfate soils Class 4 and Class 5 | The EIS will consider acid sulfate soils and address any works more than 2 metres below the natural ground surface. |

Extracts of PMHLEP 2011 identifying the site are provided in Figures 8, 9 and 10.
Figure 8 – Land Use Zoning (Source: LZN_013E)

Figure 9 – Height of Building (Source: HOB_013E)
4.4.2 Port Macquarie-Hasting Development Control Plan 2011

Relevant provisions of the DCP will be considered as a guide when preparing the EIS. It is noted that the following section of the DCP would be applicable to the proposed development if it were not SSD (notwithstanding that DCP controls do not apply to SSD, these matters will be addressed within the EIS).

- Part 1 – DCP Overview
  - 1.3 Community Participate
- Part 2 – General Provisions
  - 2.3 Environmental Management
  - 2.4 Hazard Management
  - 2.5 Transport, Traffic Management, Access and Parking
  - 2.6 Tree Management
  - 2.7 Social Impact Assessment and Crime Prevention
- Part 5 – Southern Coastal Towns
  - 5.2 Lake Cathie – Bonny Hills

4.5 Strategic Framework

4.5.1 NSW State Priorities

*NSW State Priorities* were announced by the Premier for NSW on 14 September 2015 and replaces the State’s previous 10-year plan NSW 2021. *NSW State Priorities* outlines key reforms for the State, including personal priorities for the Premier.
The State Priorities include:

- **Creating Jobs: 150,000 new jobs by 2019**
  The proposal will create temporary job opportunities in manufacturing, construction and construction management during the project’s construction phase, as well as ongoing teaching and administration opportunities once the project is completed and the school is fully operational.

- **Improving Education Results: Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019**
  The proposal will enhance teaching and learning facilities at the school in alignment with the *Education Facilities Standards & Guidelines* (EFSG). The proposal will create high quality facilities and spaces (internal and external) to be used by students, staff and the broader community.

- **Delivering Infrastructure: Key metropolitan, regional and local infrastructure projects to be delivered on time and on budget**
  The proposal provides a significant development opportunity for the State that will create jobs, stimulate the economy and deliver a vital service for the community. Significant population growth within the Lake Cathie area is projected due in part to the approved 900 residential lot subdivision which has recently been approved.

Overall, it is considered that the proposal aligns with the NSW State Priorities and will deliver significant public benefit.

**4.5.2 North Coast Regional Plan 2036**

The North Coast Regional Plan 2036 (the Plan) is a 20-year blueprint for the future of the North Coast. The Plan will guide the NSW Government’s land use planning priorities and decisions to 2036; aim to harness the opportunities provided by the North Coast’s spectacular environment, growing cities and centres, and increasing connectivity between communities. The proposal is consistent with the following directions of the Plan:

- **Direction 2: Enhance biodiversity, coastal and aquatic habitats, and water catchments.**
  The school has an existing rehabilitation area and management zone which is intended to be reconfigured and reduced in size slightly. However, the offset for any clearing will include biodiversity credits being retired.

- **Direction 6: Develop successful centres of employment.**
  The proposal will create temporary job opportunities in manufacturing, construction and construction management during the project’s construction phase, as well as ongoing teaching and administration opportunities once the project is completed and school fully operational.

- **Direction 14: Provide great places to live and work.**
  The school will create temporary construction and permanent jobs close to where people live.

- **Direction 15: Develop healthy, safe, socially engaged and well-connected communities.**
  The school will provide high quality teaching and learning facilities that have been designed to address to the Crime Prevention Through Environmental Design (CPTED) principles. The school is located close to future residents which will help create a well-connected community. The school facilities, including the hall, will be available for use by the community for after hours activities.

Overall, it is considered that the proposed development has a strong aligned with the North Coast Regional Plan 2036 and will deliver significant public benefit.
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5 Overview of likely environmental and planning issues

This assessment has been prepared to guide the preparation of the EIS for the proposed development.

5.1 Aboriginal Heritage

The Aboriginal archaeology and cultural heritage of the site has been the subject of a number of investigations over the history of the assessment of proposals for the MP06_0085 Concept Site Area, including consultation with relevant Local Aboriginal Land Councils.

Reporting and Investigations:

A study was completed in 1996 by Collins, a local consultant archaeologist, for a proposed 624 lot residential subdivision. Further investigations were undertaken in 2006, 2007 and 2009 as the project evolved. The Development Application for the school site referenced the findings of these Aboriginal archeology assessments and Council deemed these assessments sufficient for the site.

Previous Aboriginal archeology cultural heritage reports have been undertaken in accordance with the provisions of the National Parks and Wildlife Act 1974 and the EP&A Act 1979. The assessment included the following elements:

- A search of the DECCW Aboriginal Heritage Information Management System (AHIMS) database;
- A review of previous archaeological surveys undertaken;
- Identification, registration and consultation with Aboriginal stakeholders;
- Archaeological surface surveys of the study area conducted in 1996, 2006, 2007 and 2009; and
- An assessment of Aboriginal cultural heritage was undertaken, consisting of both interviews and field inspections.

Three separate site surveys have been completed for the entire concept plan area to identify the site conditions and to confirm the presence of Aboriginal assets.

Consultation:

- The 1996 draft report and recommendations were presented to a full Land Council meeting of the Birpai Local Aboriginal Land Council (BLALC). The BLALC advised that they did not have any objections to the proposed development and supported the recommendations contained within the report.
- Collins consulted with the Bunyah Local Aboriginal Local Council (BuLALC) at the time as they were the persons responsible for the administration of the southern portion of the concept approval site. No objectives were raised by the BuLALC.
- The southern area of the concept approval site was surveyed with the assistance of BuLALC Site Officer Trevor Roberts and Stan Chatfield on 14 June 2006. BLALC Senior Site Officer Lindsay Moran who represented BLALC interests in an inspection of Sites 1-10 (refer to Figure 11) in the northern section of the study area on 20 June 2006.
- Collins also consulted with the "only person identified with traditional knowledge of the Port Macquarie – Bonny Hills coastal stretch", BLALC Elder William (Gulah) Hotlen. Mr Hotlen provided input to the assessment and helped to determine areas of anthropological value.
- Further consultation was undertaken in 2008 following advice from the Department of Environment & Climate Change (DECC) who nominated additional Land Councils outside the Hasting area for further consultation. These Land Councils were written to directly and provided additional time in which to respond. No responses were received.
- Notification was also placed in two local newspapers on 6 August 2006; namely the Port Macquarie News and the Camden Haven Courier. No responses were received from these advertisements.
Findings:
The school site lies within the territory administrated by the BLALC). AECOM and Collins (2006) have undertaken searches of the DECC Aboriginal Heritage Information Management System (AHIMS), the Australian Heritage database, the NSW State Heritage Register, and heritage schedules of the North Coast Regional Environmental Plan and HLEP 2001. A total of 15 recorded Aboriginal sites were subsequently identified within the concept approval site area.

The locations of nearby Aboriginal heritage sites are illustrated in Figure 11 and described in detail in Table 3. No Aboriginal heritage sites have been previously located within the school site nor within 250 metres of the school site.

Figure 11 – Aboriginal Heritage Survey Locations (Source: AECOM and Collins)
## Table 3 – Aboriginal Heritage (Source: AECOM)

<table>
<thead>
<tr>
<th>Ref</th>
<th>AHIMS Ref.</th>
<th>Details</th>
<th>Description</th>
<th>Survey</th>
<th>Within School Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>30-6-106</td>
<td>Artefact scatter /open campsite</td>
<td>18 stone artefacts and several unmodified beach pebbles. Flakes, flake pieces, cores and nuclear tools, manufactured on siltstone, quartz, greywacke and cheat beach pebble.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A2</td>
<td>30-6-107</td>
<td>Artefact scatter /open campsite</td>
<td>Two nuclear tools, three multi-platform cores and scatter of unmodified pebbles.</td>
<td>2006/2009</td>
<td>No</td>
</tr>
<tr>
<td>A3</td>
<td>30-6-108</td>
<td>Artefact scatter /open campsite</td>
<td>Siltstone unifacial pebble tool and quartz multi platform core. Flakes, flake tools and bifacial pebble tool.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A4</td>
<td>30-6-109</td>
<td>Artefact scatter /open campsite</td>
<td>115 stone artefacts. Flakes, flaked pieces, cores and nuclear tools made on range of raw materials including siltstone, sandstone, quartz, quartzite, chert, jasper, chalcedony, and unidentified fine-grained volcanic stones derived from beach pebbles.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A5</td>
<td>30-6-110</td>
<td>Isolated find</td>
<td>Greywacke multi-platform core.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A6</td>
<td>30-6-111</td>
<td>Artefact scatter /open campsite</td>
<td>Two pebble tools with bifacial end flaking.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A7</td>
<td>30-6-112</td>
<td>Artefact scatter /open campsite</td>
<td>Greywacke flake and siltstone flake.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A8</td>
<td>30-6-113</td>
<td>Artefact scatter /open campsite</td>
<td>Two pebble tools and a siltstone flake.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A9</td>
<td>30-6-114</td>
<td>Isolated find</td>
<td>Greywacke flake.</td>
<td>2006</td>
<td>No</td>
</tr>
<tr>
<td>A10</td>
<td>30-6-115</td>
<td>Artefact scatter /open scatter</td>
<td>13 stone artefacts. Flakes, multi-platform cores, flake tool made on siltstone, greywacke, chert and quartz beach pebbles.</td>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>

A11 Located outside of study area, no further investigation completed.

| A12 | 30-6-184  | Artefact scatter | Siltstone single platform pebble core with five | 2006   | No  |

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18068_SHAC_Lake Cathie PS_SEARs_July 2018
negative flake scars, siltstone pebble flake, broad cortical platform extending down one lateral margin. Hinge termination, one dorsal negative scar, siltstone flake, broad flaked platform, distal snap. One dorsal negative scar, jasper single platform core, heavily reduced.

A13 Located outside of study area, no further investigation completed.

A14 Located outside of study area, no further investigation completed.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A15</td>
<td>30-6-32</td>
<td>Artefact scatter</td>
</tr>
<tr>
<td>A16</td>
<td>30-6-12</td>
<td>Midden</td>
</tr>
</tbody>
</table>

Given the extensive research, reporting and survey previously undertaken, it is unlikely that any Aboriginal heritage sites are located on the school site. It is therefore considered that no additional Aboriginal archeology reporting, investigation and/or consultation should be required for this SSD application.

5.2 Urban Design and Built Form

The EIS will address height, density, bulk and scale of the proposed development within the context of the locality and will demonstrate how the proposal integrates within the surrounding context and desired future character of Lake Cathie. The EIS will address the relationship between existing built form and future built form including how the form, layout and siting of each element achieves optimal design and amenity outcomes.

An urban design report will be prepared as part of the EIS. The report will explain the design principles of the proposed development and how it addresses the surrounding locality. An external finishes and colours schedule will also be provided as part of the Architectural Package.

5.3 Environmental Amenity

The proposed development will ultimately be predominately surrounded by low density residential dwellings and public recreation areas.

Shadow diagrams, perspectives and an acoustic impact assessment will be prepared as part of this EIS. In addition, the acoustic assessment will evaluate potential noise and vibration impacts caused by the construction and operation of the school and outline potential mitigation measures aimed at reducing any adverse impacts.

5.4 Traffic, Parking and Access

A traffic and parking assessment will be prepared by a suitable qualified traffic engineer and submitted as part of the EIS. The assessment will evaluate access arrangements, parking and the existing and proposed operation and efficiency of the local road network.
The report will also outline preliminary green travel strategies. This will aim to encourage staff and students to access the site by walking, cycling or public transport once the surrounding residential subdivision is constructed.

5.5 Ecological Sustainable Development (ESD)

The EIS and architectural plans will detail how ESD principles will be incorporated into the design and ongoing operational phases of the proposed development. The EIS will also detail how measures will be implemented to minimise consumption of resources, water and energy.

5.6 Waste Management

The proposed development will generate a wide variety of waste. Waste management measures to be implemented for the demolition, construction and ongoing use of the building will be documented within the EIS.

5.7 Services

The site is able to be serviced with power, water, sewer and telecommunications to accommodate the proposed development. Relevant information on any proposed amplification of site services will be provided in the EIS.

5.8 Flora and Fauna

A revised Vegetation Management Plan (VMP) and SEPP 44 Koala Habitat Management Plan will accompany the EIS and outline revised site specific management strategies. An ecology report will also be prepared to assess and evaluate the coastal wetland status of the site.

5.9 Social and Economic

The social and economic impacts resulting from the proposed redevelopment of the school will be detailed in the EIS. Anticipated social and economic impacts include:

- Significant new direct and indirect jobs will be created during both the construction and operational phases;
- Redevelopment of the school will alleviate pressure on other educational establishments in the locality and cater for the anticipated future population growth;
- The facilities will be designed in accordance with the Education Facilities Standards & Guidelines (EFSG);
- The proposed development is considered to be in the public interest as it will contribute towards achieving the objectives of the North Coast Regional Plan 2036; and
- The school will have sufficient area for indoor and outdoor recreation to improve the wellbeing of students, staff and the community.

All of the above and other potential impacts, both positive and negative will be addressed within the EIS.
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6 Consultation

In preparing the EIS, it is anticipated that the proponent will undertake consultation with the following stakeholders:

- Port Macquarie Hasting Council;
- NSW Department of Education;
- Government Architects Office NSW;
- Transport for NSW;
- Roads and Maritime Service;
- The local school community; and
- Surrounding landowners and the broader Lake Cathie community.
7 Conclusion

Having regard to Section 15 in Schedule 1 of the *State Environmental Planning Policy (State & Regional Development) 2011* and given the proposed development has an estimated CIV that is in excess of the $20 million threshold for SSD, KDC on behalf of NSW Department of Education formally request that the NSW Department of Planning and Environment issue SEARs to enable the preparation of the EIS for the redevelopment of Lake Cathie Public School as outlined in this report.

7.1 Contacts for KDC

KDC will be responsible for the co-ordination and management of the EIS project team. Contact details for KDC are provided in Table 4.

Table 4 – Contact Particulars

<table>
<thead>
<tr>
<th>Company Name</th>
<th>KDC Pty Ltd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Naomi Weber</td>
</tr>
<tr>
<td>Address</td>
<td>Suite 2B, 125 Bull Street, Newcastle West NSW 2302</td>
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<tr>
<td>Telephone</td>
<td>(02) 4940 0442</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:naomi@kdc.com.au">naomi@kdc.com.au</a></td>
</tr>
</tbody>
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Appendix B – Concept Architectural Plans

SHAC