



Scoping Report

Trinity Grammar School - Summer Hill Campus The 'Renewal Project'

113-119 Prospect Road, Summer Hill
Lot 11 DP 1171965

Prepared by Willowtree Planning Pty Ltd on behalf
of Trinity Grammar School

August 2019

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PART A INTRODUCTION

1.1 OVERVIEW

This scoping document has been prepared by Willowtree Planning on behalf of Trinity Grammar School - Summer Hill Campus and is submitted to the NSW Department of Planning, Industry and Environment (DPIE) in support of a formal request for the Secretary's Environmental Assessment Requirements (SEARs).

This request for SEARs is made in relation to the existing Summer Hill Campus for Trinity Grammar School located at 113-119 Prospect Road, Summer Hill (Lot 11 DP 1171965).

The proposed development seeks approval for the future development of the Campus to provide a framework for the future physical development, ensure the modern teaching and learning facilities and ongoing evolution of the School. Pursuant to this application, approval for detailed built form and associated refurbishment works is sought. Subsequent to consent being granted, the intent is to stage construction, enabling facilities to be delivered and expanded in line with the growth in student and staff numbers.

The proposal is classified as State Significant Development (SSD) pursuant to Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP). Clause 15 of Schedule 1 relates to education establishments and provides that *development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school* is State Significant Development.

This document provides a brief overview of the proposal and the planning framework that applies to enable the issue of the SEARs that will guide the preparation of a formal Environmental Impact Statement (EIS) for future development of the land.

It is therefore requested that DPIE issue formal SEARs to support the preparation of the EIS for the proposed SSD.

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PART B SITE ANALYSIS

2.1 SITE LOCATION AND CHARACTERISTICS

The subject of this Scoping Report is the Trinity Grammar School Summer Hill Campus on land identified as 113-119 Prospect Road Summer Hill (Lot 11 DP 1171965).

The Summer Hill campus incorporates a junior, middle and senior school, accommodating students from Kindergarten to Year 12. Existing facilities contained within the campus include, but are not limited to, the following:

- General learning facilities and specialised subject-specific facilities;
- Junior School;
- Assembly hall;
- Library;
- Administration facilities;
- Indoor sports centre;
- Centenary Aquatic Centre and swimming pools;
- Three (3) ovals and external basketball courts; and
- Underground carparking (located below Ovals Nos 2 and 3).

The primary vehicular access to the campus is facilitated via Victoria Street, with vehicular access to the underground staff, student and visitor carparks (which also incorporate drop-off/pick-up facilities) provided via two (2) separate access points on Victoria Street. Limited vehicular access is also available via Prospect Road. The main pedestrian access to the School is from Prospect Road, where bus zones are located. Restricted pedestrian access is also available from Victoria Street and Seaview Street at certain times.

Land surrounding the site is primarily residential in character, with development predominantly consisting of single and double storey dwelling houses of older construction. A number of aged care facilities are also dispersed through the residential area, the nearest being the Cardinal Freeman retirement village and aged care development immediately opposite the site at the corner of Victoria Street and Seaview Street. Land adjoining to the north, east and west falls within Heritage Conservation Areas. Yeo Park immediately adjoins the site to the south and includes extensive grassed areas, a playground, a memorial and Yeo Park Infants School.

The location of the Site and existing development are depicted in **Figures 1 and 2**.

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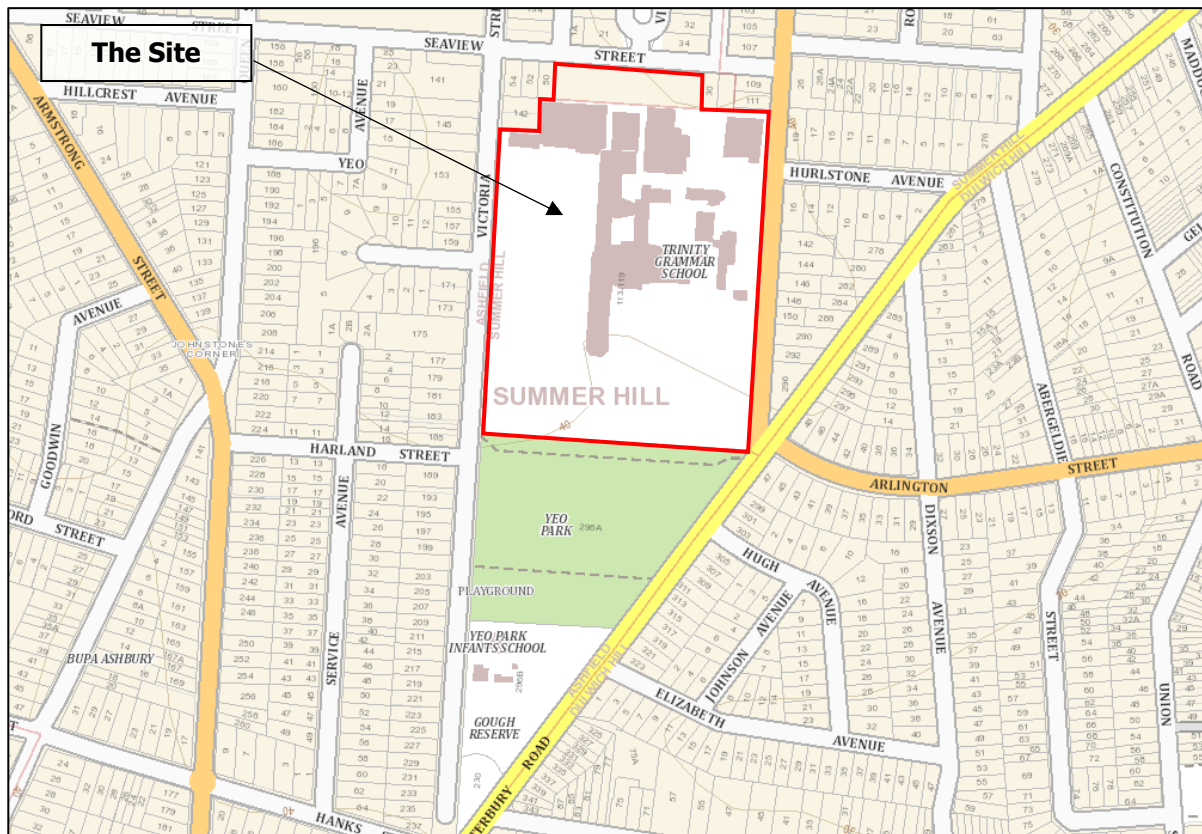


Figure 1 | Cadastral Map (Source: SIX Maps, 2019)

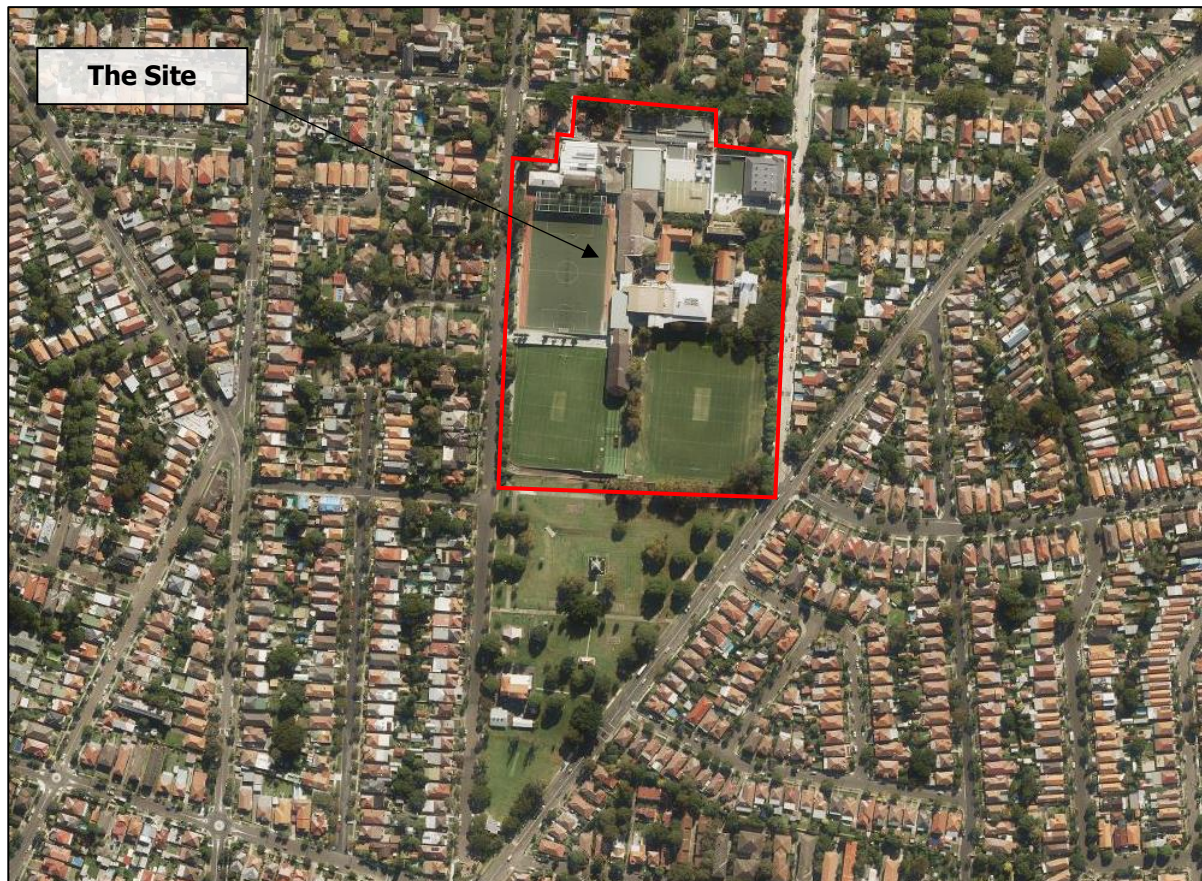


Figure 2 | Aerial of the Site (Source: Six Maps, 2019)

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2.2 SITE CONTEXT

The Site falls within the suburbs of Summer Hill and Ashfield, which form part of the Inner West Local Government Area (LGA) (former Ashfield LGA).

As described in **Section 2.1**, the immediate site context exhibits a residential and heritage character. The nearest commercial development is concentrated along major transport corridors, including New Canterbury Road and Canterbury Road to the south, and the train line to the north.

Key transport infrastructure in proximity to the Site includes:

- Existing train stations:
 - Summer Hill – 1.5km walk;
 - Ashfield – 1.8km walk;
 - Lewisham – 2km walk;
- Existing light rail stations:
 - Arlington – 900m walk;
 - Waratah Mills – 1km walk;
 - Lewisham West – 1.5km walk;
 - Dulwich Grove – 1.6km walk;
- Proposed Sydney Metro stations (existing train stations):
 - Hurlstone Park – 1.6km walk;
 - Canterbury – 1.9km walk;
 - Dulwich Hill – 2.3km walk;
- Public buses and school buses using the surrounding road network.

The current local context, focusing on public transport infrastructure, is shown in **Figure 3**.

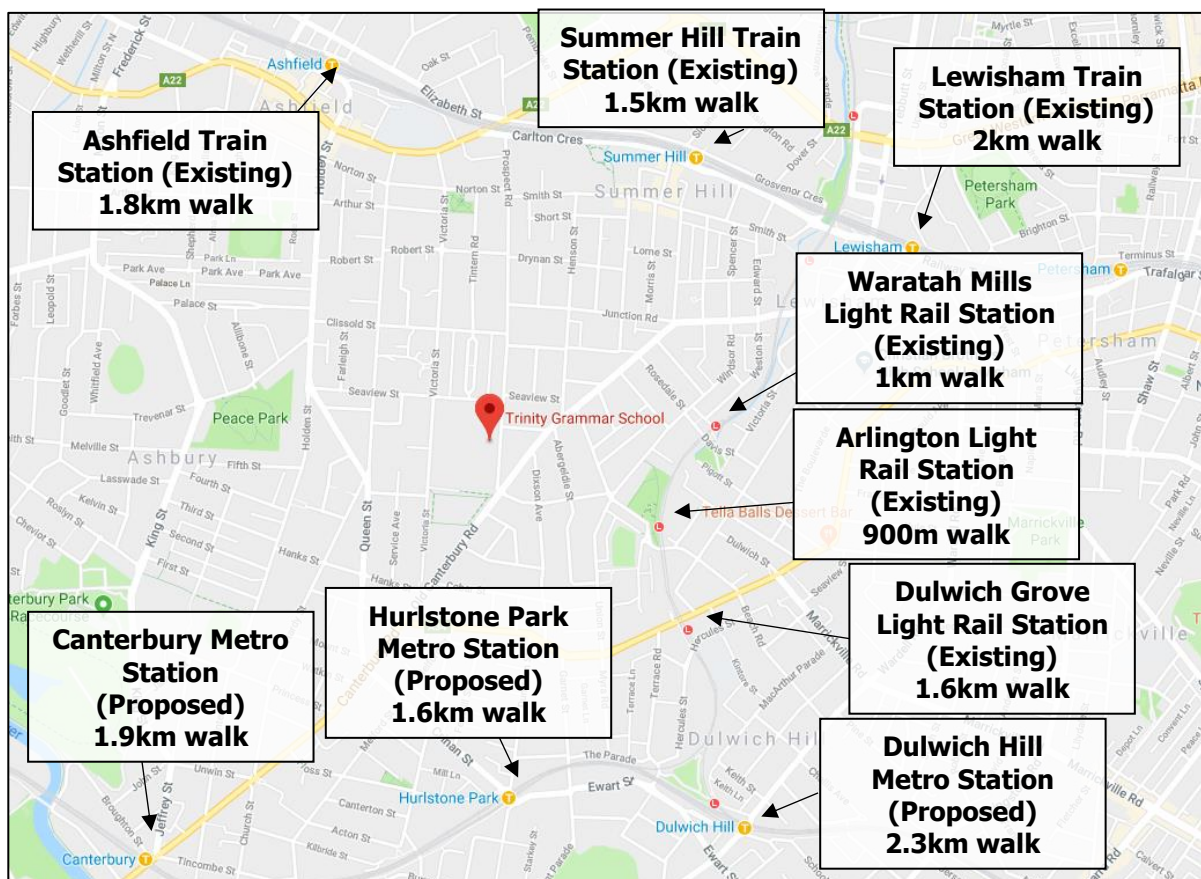


Figure 3 | Site Context Map (Source: Google Maps, 2019)

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PART C PROPOSED DEVELOPMENT

3.1 AIMS AND OBJECTIVES

The following objectives have been identified as forming the basis of the proposed development of the existing educational establishment:

- Create an education precinct to create a high-quality teaching and learning environment for staff and students;
- Establish additional floor space to increase availability and efficiency of teaching functions for Trinity Grammar School Summer Hill Campus;
- Improve site access, car parking and surrounding traffic functions in the precinct;
- Strengthen pedestrian linkages throughout the campus;
- Upgrade the public domain to create visually interesting transitions through the campus, and promote the heritage elements of the campus;
- Ensure minimal environmental impact; and
- Ensure development is compatible with surrounding development and the local context.

The site and proposed design are considered to meet the objectives of the project as it allows for development on land that has been previously used for educational purposes.

3.2 DESCRIPTION OF THE PROPOSAL

An overview of the proposed development is provided below. Preliminary Concept Plans have been prepared by PMDL and accompany this report as **Appendix 1**.

The proposed development seeks detailed built form approval of new teaching and educational facilities, as detailed below:

- New five (5) storey building at the heart of the Campus to accommodate modern, flexible teaching and learning spaces;
- Improve movement and flow for students, with better east-west and north-south links across the school grounds and between levels, including more accessible connections between the Junior School, ovals and car park, and providing strong visual and physical connections;
- Renewal and Refurbishment of existing teaching and learning facilities;
- Reconfiguration and connection of underground car park improve traffic flow for the school drop-off and pick-up zone and improve the safety of boys and visitors who enter the school grounds as pedestrians from Victoria Street;
- New multipurpose pavilion between Ovals 1 and 3 containing a multipurpose space and basketball court;
- Demolition of school-owned residences at 46 and 48 Seaview Street, improving the existing service, maintenance and delivery facilities;
- Improvement and extension to Junior School outdoor teaching area and outdoor assembly area.

Overall, the proposed built form approval seeks to provide a framework for the future physical development of the Campus to ensure the best teaching and learning outcomes, and ongoing evolution of the School.

The description of the proposed development is provided to assist the DPIE in its initial consideration of the development as State Significant Development (SSD) under the *Environmental Planning and Assessment Act 1979* (EPA&A Act). Final details of the proposed development will be provided in the EIS for the development.

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3.3 STUDENT NUMBERS

Trinity Grammar School - Summer Hill Campus caters for students from Kindergarten to Year 12. Over the last 106 years, the School has earned a reputation for excellent all-round education. Now, however, the time has now come for the School to renew many of its facilities, as they are becoming less functional and fit for purpose. While '*The Renewal Project*' is focused on ensuring the School's teaching and learning spaces can respond to the challenges of the 21st century, it also creates an opportunity for the School to offer more boys a Trinity education.

As part of this application and in line with planning guidelines, the School is considering its optimal size over the next twenty years in response to current enrolment demand, growth in its local catchment areas, and the projected demand for schooling across the population. In Sydney's inner west, it is projected that schools will need to accommodate an additional 6,000 students by 2031, with approximately 1,500 of these in non-government schools. To help meet some of this demand, Trinity Grammar School - Summer Hill Campus is seeking to introduce a student population target of **2,100 students**.

The School is confident it can accommodate this size while still being a good neighbour, particularly through its large on-site and underground car park and kiss and drop zone, traffic management procedures, and the siting of buildings at the centre of the school grounds.

PART D LEGISLATIVE AND POLICY FRAMEWORK

4.1 STATUTORY PLANNING FRAMEWORK OVERVIEW

This Part of the DPA addresses and responds to the legislative and policy requirements relevant to any future development of the Site in accordance with the *Environmental Planning and Assessment Act 1979* (EP&A Act). The statutory planning framework relevant to the future development of the Site includes:

- *Environmental Planning and Assessment Act 1979*
- *Environmental Planning and Assessment Regulation 2000*
- *State Environmental Planning Policy (State and Regional Development) 2011*
- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017*
- *State Environmental Planning Policy No. 55 – Remediation of Land*
- *Ashfield Local Environmental Plan 2013*
- *Inner West Comprehensive Development Control Plan 2016*

4.2 ENVIRONMENTAL PLANNING & ASSESSMENT ACT 1979

The *Environmental Planning and Assessment Act 1979* (EP&A Act) is the overarching governing document for all development in NSW. Pursuant to Section 4.36(2), the EP&A Act provides that:

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

The proposed development has been identified as State Significant Development under SRD SEPP as outlined in **Section 4.5** below.

Pursuant to Section 4.12(8), *a development application for State significant development or designated development is to be accompanied by an environmental impact statement prepared by or on behalf of the applicant in the form prescribed by the regulations.* Accordingly, this report precedes the required EIS.

4.3 ENVIRONMENTAL PLANNING & ASSESSMENT REGULATION 2000

The *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation) prescribes requirements for Environmental Impact Statements in Schedule 2.

Pursuant to Schedule 2 Clause 3, prior to an EIS being prepared a written application must be made to obtain the Secretary's Environmental Assessment Requirements (SEARs). This application forms the required request for SEARs.

4.4 STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011

Proposals involving activities that are listed in Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011* (SRD SEPP) are identified as being State Significant Development (SSD).

Clause 15 of Schedule 1 states:

15 Educational establishments

- (1) *Development for the purpose of a new school (regardless of the capital investment value).*
- (2) ***Development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school.***
- (3) *Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017),*

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including associated research facilities, that has a capital investment value of more than \$30 million.

In accordance with Schedule 1 Clause 15(2), the proposed development for alterations and additions to an existing school, with a capital investment value of more than \$20 million is State Significant Development.

4.5 STATE ENVIRONMENTAL PLANNING POLICY NO. 55 – REMEDIATION OF LAND

Clause 7(1) of *State Environmental Planning Policy No. 55 – Remediation of Land* (SEPP 55) requires that a consent authority must not grant development consent on land unless:

- a) *it has considered whether the land is contaminated, and*
- b) *if the land is contaminated, it is satisfied that the land is suitable in its contaminated state (or will be suitable, after remediation) for the purpose for which the development is proposed to be carried out, and*
- c) *if the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose.*

The Site subject to the proposed works has been used as an educational establishment since 1926. Whilst there is unlikely to be any major contaminants within the land subject to the proposed works, there may be potential for contamination associated with building materials, road base materials or residual oils and further site contamination investigations may be required to be undertaken. The provisions of SEPP 55 will be considered as part of the EIS and a preliminary contamination assessment will be lodged with the EIS if required.

4.6 STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENT AND CHILD CARE FACILITIES) 2008

In September 2017, DPE reed *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (Education SEPP) with the aim of facilitating the effective delivery of education and childcare facilities across the state of NSW.

Part 4 of the E-SEPP relates specifically to schools and identifies Prescribed Zones within which development for a school may be carried out by any person with development consent. The SP2 and R2 zone within which the site is located are Prescribed Zones for the purposes of Part 4 of the Education SEPP, and therefore the proposed development is permissible with consent.

Pursuant to Clause 35(6), *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 Design Quality Principles outlined in Schedule 4 relate to context, built form and landscape; sustainability, efficiency and durability; accessibility and inclusivity; health and safety; amenity; whole of life; flexibility and adaptivity; and aesthetics. The design quality principles will be considered in the design of the facility and directly responded to in the future EIS.

The proposed development will seek to satisfy Clause 35(6)(b) of the Education SEPP through allowing the school facilities to be available for community uses and activities across the Trinity Grammar School – Summer Hill Campus. It is considered any future external use of the Site will be considered under a comprehensive management strategy.

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4.7 ASHFIELD LOCAL ENVIRONMENTAL PLAN 2013

The Site is subject to the provisions of *Ashfield Local Environmental Plan 2013* (ALEP2013). Relevant permissibility and development standards are summarised in the subsequent sections of this report.

Zoning and Permissibility

The Site includes land zoned *SP2 Infrastructure (Educational Establishment)* and *R2 Low Density Residential* (**Figure 4**). Zone objectives and permissibility for the SP2 Zone and R2 Zone are outlined below.

Table 1. Zoning and Permissibility	
ALEP2013 Clause	Provision Applicable to Subject Site
Zone – SP2 Infrastructure (Educational Establishment)	
Objectives	<ul style="list-style-type: none">To provide for infrastructure and related uses.To prevent development that is not compatible with or that may detract from the provision of infrastructure.
Permitted without Consent	Roads
Permitted with Consent	Building identification signs; Business identification signs; Car parks; Centre-based child care facilities; Community facilities; Emergency services facilities; Environmental facilities; Environmental protection works; Information and education facilities; Kiosks; Markets; Recreation areas; Recreation facilities (indoor); Recreation facilities (outdoor); Respite day care centres; The purpose shown on the Land Zoning Map, including any development that is ordinarily incidental or ancillary to development for that purpose ; Water recycling facilities
Prohibited	Any development not specified in item 2 or 3
Zone – R2 Low Density Residential	
Objectives	<ul style="list-style-type: none">To provide for the housing needs of the community within a low density residential environment.To enable other land uses that provide facilities or services to meet the day to day needs of residents.
Permitted without Consent	Home occupations
Permitted with Consent	Bed and breakfast accommodation; Boarding houses; Business identification signs; Centre-based child care facilities; Dual occupancies (attached); Dwelling houses; Group homes; Neighbourhood shops; Respite day care centres; Roads; Semi-detached dwellings; Seniors housing; Shop top housing; Any other development not specified in item 2 or 4
Prohibited	Agriculture; Air transport facilities; Airstrips; Amusement centres; Animal boarding or training establishments; Biosolids treatment facilities; Boat building and repair facilities; Boat sheds; Camping grounds; Car parks; Caravan parks; Cemeteries; Charter and tourism boating facilities; Commercial premises; Correctional centres; Crematoria; Depots; Eco-tourist facilities; Emergency services facilities; Entertainment facilities; Environmental facilities; Exhibition villages; Extractive industries; Farm buildings; Forestry; Freight transport facilities; Function centres; Heavy industrial storage establishments; Helipads; Highway service centres; Home occupations (sex services); Industrial retail outlets; Industrial training facilities; Industries; Information and education facilities; Jetties; Marinas; Mooring pens; Moorings; Mortuaries; Open cut mining; Passenger transport facilities; Recreation facilities (indoor); Recreation facilities (major); Registered clubs; Research stations; Residential accommodation;

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Table 1. Zoning and Permissibility

ALEP2013 Clause	Provision Applicable to Subject Site
	Restricted premises; Rural industries; Service stations; Sewage treatment plants; Sex services premises; Signage; Storage premises; Tourist and visitor accommodation; Transport depots; Truck depots; Vehicle body repair workshops; Vehicle repair stations; Veterinary hospitals; Warehouse or distribution centres; Waste or resource management facilities; Water recreation structures; Water supply systems; Wharf or boating facilities; Wholesale supplies.

Accordingly, Educational Establishments (which by definition include Schools) are permitted with consent in the SP2 and R2 zones. As listed above, a range of other uses are also permitted with consent.

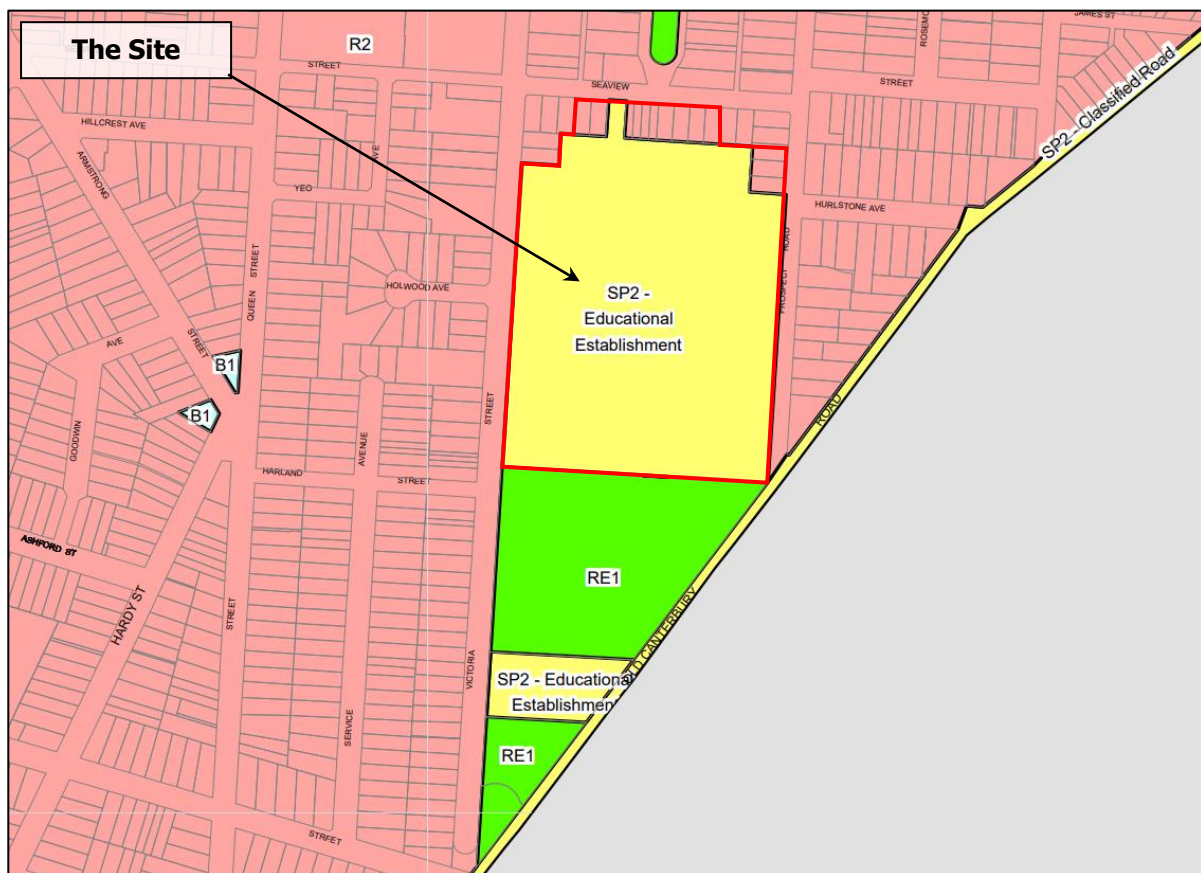


Figure 4. Zoning Map (NSW Legislation 2019)

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Lot Size

The Site is subject to a 500m² minimum lot size pursuant to ALEP2013 (**Figure 5**).

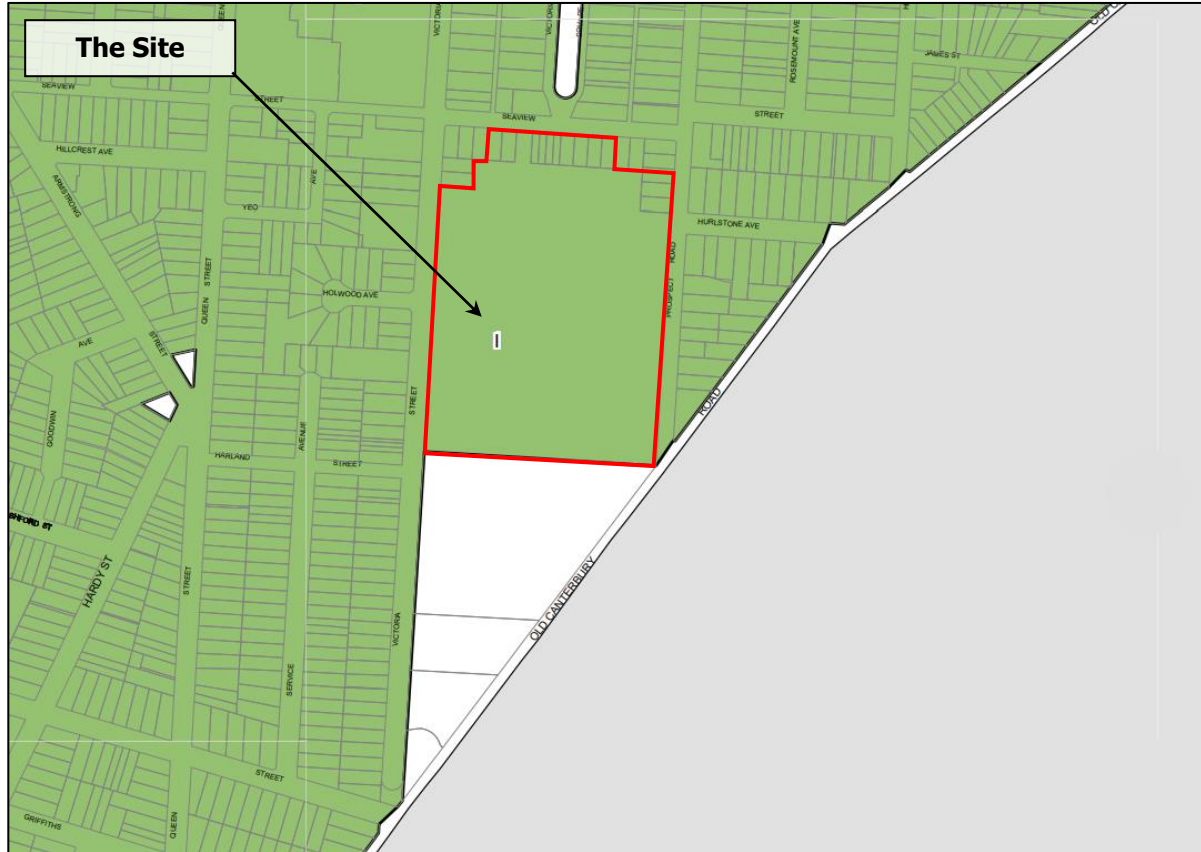


Figure 5. Lot Size Map (NSW Legislation 2019)

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Height of Buildings

The Site is subject to the following maximum height controls pursuant to ALEP2013:

- SP2 zoned land – no height control;
- R2-zoned land – 8.5m maximum height.

The maximum building heights applicable to the Site and its surrounds are shown in **Figure 6**.

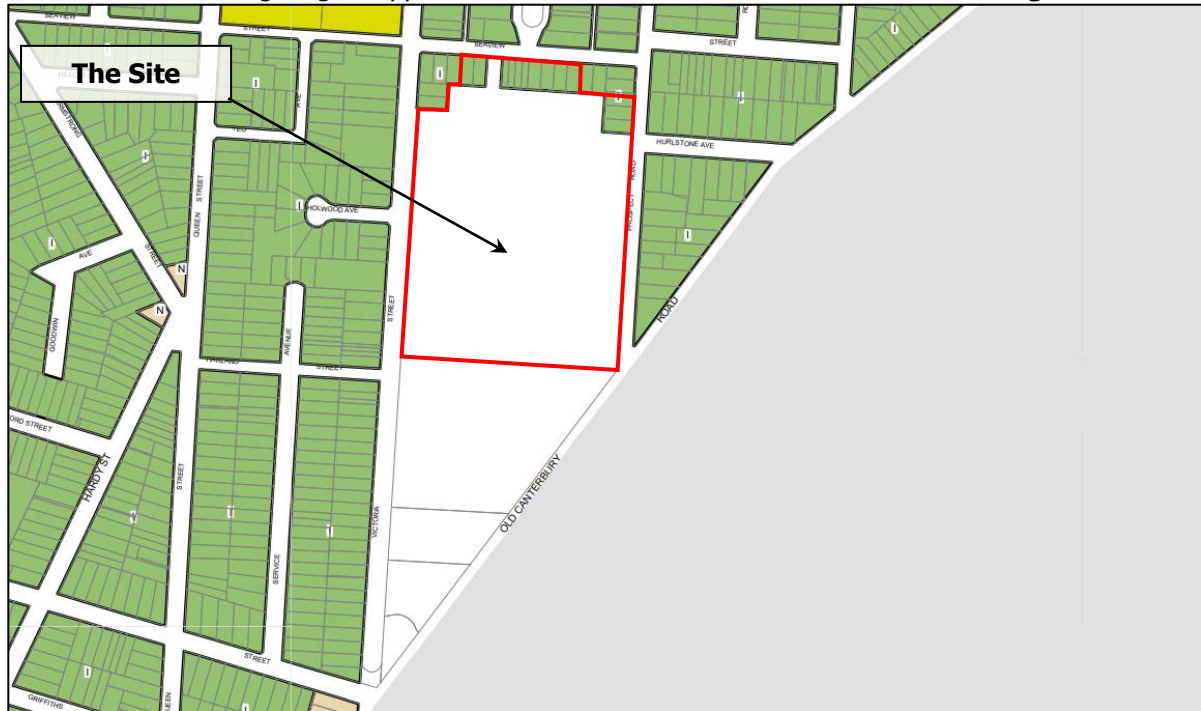


Figure 6. Building Height Map (NSW Legislation 2019)

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Floor Space Ratio

The site is subject to the following maximum Floor Space Ratio (FSR) controls pursuant to ALEP2013:

- SP2 zoned land – no FSR control;
- R2-zoned land – 0.5:1 maximum FSR.

The maximum FSRs applicable to the Site and its surrounds are shown in **Figure 7**.

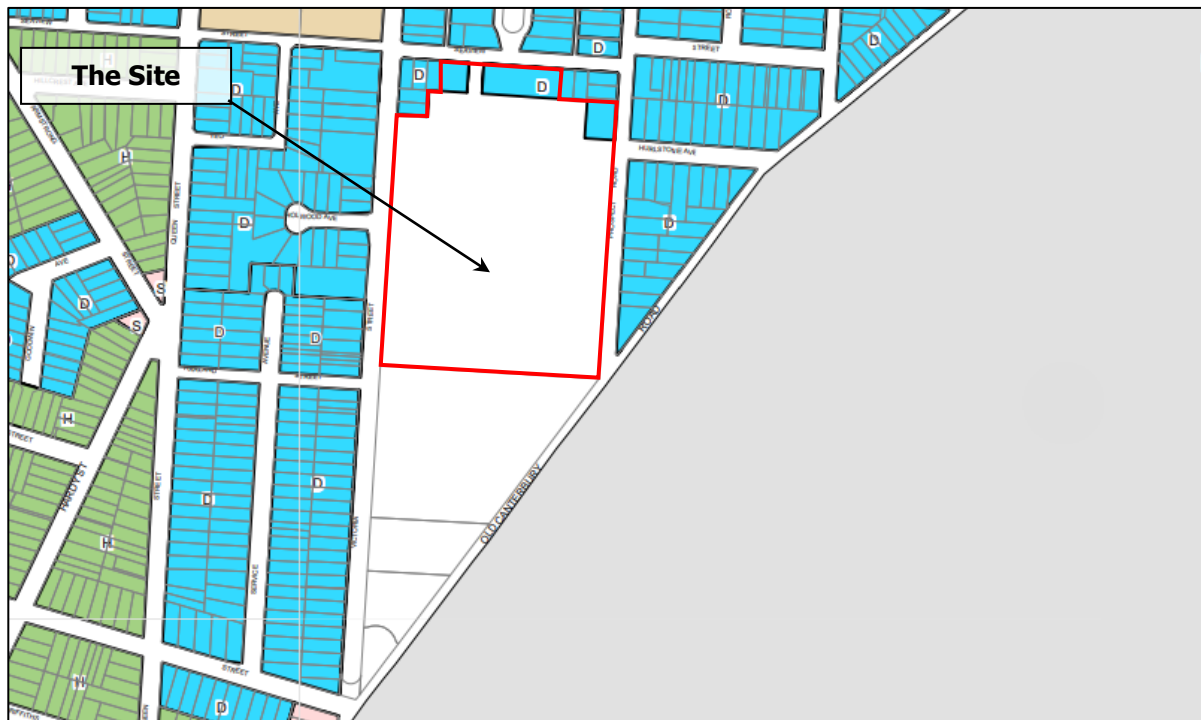


Figure 7. FSR Map (NSW Legislation 2019)

Land Reservation

The Site and its surrounds are not subject to land reservations pursuant to ALEP013.

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Heritage Conservation

The Site is identified as a heritage item pursuant to ALEP2013, described as follows:

- I608 – School, headmaster’s house and chapel, local significance.

A number of heritage items are also located throughout the surrounding area. However, it is noted that *no* trees are however listed in the Office of Environment and Heritage (OEH) Heritage Register as heritage items of local or state significance.

The site is not included in a Heritage Conservation Area (HCA), but is adjoined by the following Heritage Conservation Areas:

- North – C23 – Victoria Square Conservation Area, local significance;
- East – C49 – Prospect Hall Conservation Area, local significance;
- West – C1 – Ambleside and Holwood Conservation Area, local significance;
- West – C7 – Harland Estate Conservation Area, local significance.

The aforementioned, Heritage Items and HCA are shown in **Figure 8**.

The effect of any proposed development on heritage significance would therefore need to be assessed and a Heritage Assessment Report submitted in conjunction with any future application.

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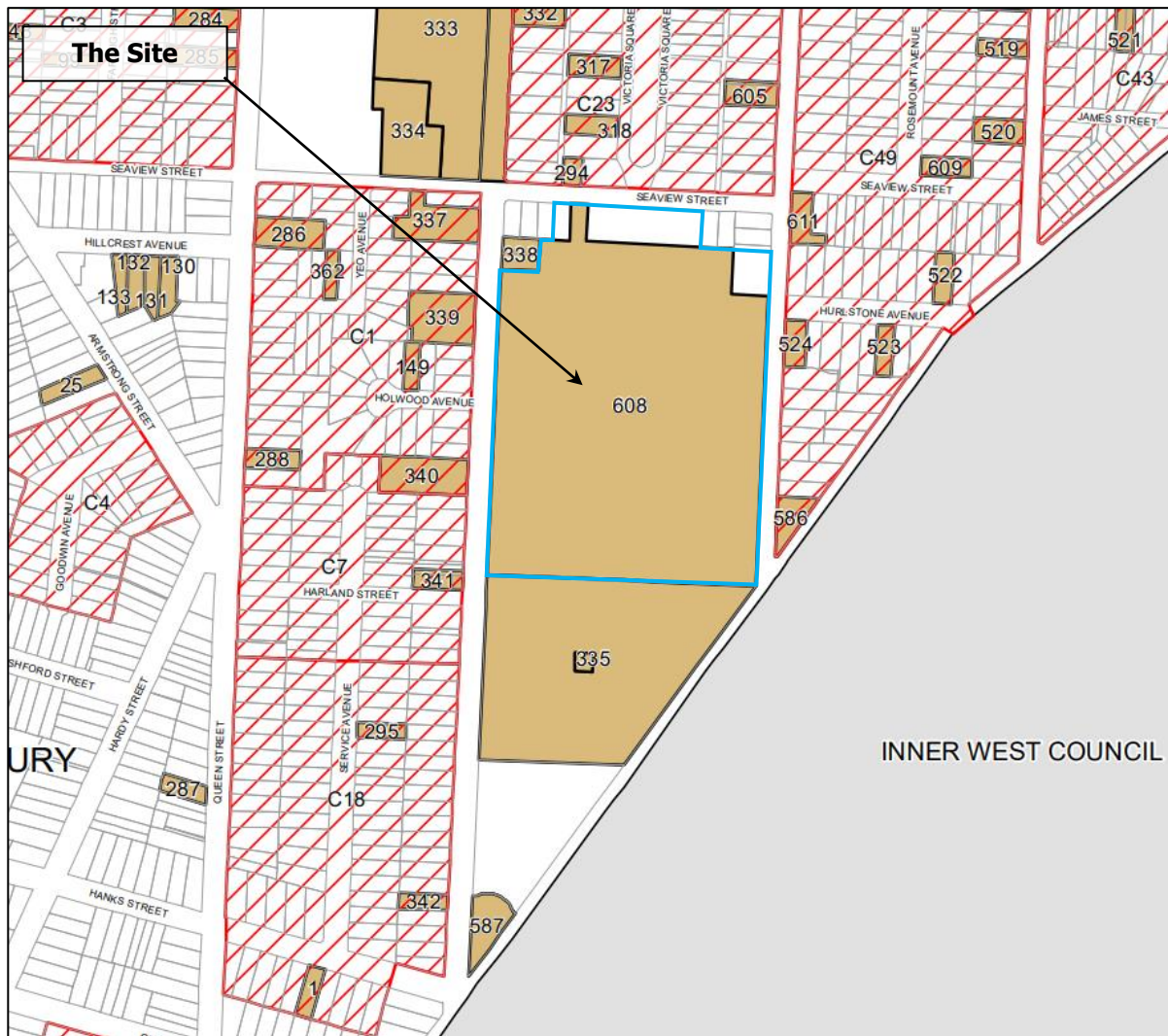


Figure 8. Heritage Map (NSW Legislation 2019)

4.8 DRAFT ENVIRONMENTAL PLANNING INSTRUMENTS

No Draft Environmental Planning Instruments apply to the Site.

4.9 NON-STATUTORY PLANNING FRAMEWORK OVERVIEW

The following non-statutory development control and strategic plans apply to the Site and proposed development.

- *Inner West Comprehensive Development Control Plan 2016*

4.10 INNER WEST COMPREHENSIVE DEVELOPMENT CONTROL PLAN 2016

Clause 11 of the SRD SEPP provides that:

Development control plans (whether made before or after the commencement of this Policy) do not apply to:

- (a) State significant development*

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Additionally, Clause 35(9) of the E-SEPP, which relates to schools that are permitted with consent, provides that:

A provision of a development control plan that specifies a requirement, standard or control in relation to development of a kind referred to in subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.

The proposed school within a Prescribed Zone is development referred to in subclause (1), and therefore the provisions of a DCP are not applicable.

Whilst it is proposed that the project will have regard to the key DCP Controls, noted above the DCP 2016 will carry no weight in the assessment due to the status of the application as an SSD.

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PART E COMMUNITY CONSULTATION

In accordance with the DPIE Community Consultation Guidelines, consultation will be undertaken with relevant public authorities, the community and Council.

Trinity Grammar School - Summer Hill Campus is committed to engaging effectively with the local community in a meaningful, accountable and responsive way. The School will establish a community engagement policy that outlines its position and commitment to ensure community engagement is integrated into all activities. Overall, the School seeks to build relationships and strengthen its place in the community and to better understand the communities within which it is located.

The **objectives** of the preliminary community consultation are as follows:

- Identify key community stakeholders with an interest in the project;
- Provide relevant information and advise the local community about the proposed development;
- Promote awareness and appreciation of the proposed development;
- Provide opportunity for the local community to comment and provide feedback on the proposed development.

The key stakeholders that are to be included in future Community Consultation include, but are not limited to, the following:

- State Government Agencies;
- Inner West Council;
- Local Elected Members;
- Neighboring Residents and Landowners;
- Current Students, Parents and Faculty Members of the School;
- Former Students and Family of Trinity Grammar School - Summer Hill Campus.

A Stakeholder Consultation Plan will be prepared for the School's proposed development to provide a framework to engage with stakeholders and the community about the proposal and ensure opportunities to provide input into the assessment process are available and promoted.

Stakeholders were identified as those potentially impacted by the proposal, having an interest in the proposal, or having an interest in the School itself. The Stakeholder Consultation Plan will outline the communication and consultation activities that will be undertaken with stakeholders such as the Inner West Council, local community groups, local cultural organisations, local residents and businesses, visitors to Yeo Park, and NSW Government departments such as Transport for NSW and the Government Architect NSW.

The plan will consider the potential matters of interest for those stakeholders and will identify the specific communication and engagement actions that will be undertaken to understand those matters. The plan will consider the barriers and opportunities for engagement for those stakeholders to ensure each stakeholder is reached and provided an opportunity for involvement in the assessment process.

The Stakeholder Consultation Plan may include the following activities:

- Door knock of neighbours immediately opposite the Summer Hill campus to notify them of the proposal, outline the process and invite their involvement.
- Letterbox distribution to the neighbourhood of an invitation to a series of Community Drop-Ins that will provide information about the proposal, including the concept design, outline the process, and allow participants to speak with the project team and submit formal feedback.
- An advertisement in local newspapers to promote the Community Drop-Ins, notify the broader community of the proposal and invite their involvement.
- Face to face meetings with stakeholders as required.

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- Provision of information about the project on the School's website, including a feedback form that can be electronically submitted.
- Establishment of a database/record sheet of contacts with stakeholders.
- A process to effectively manage stakeholder and community feedback about the proposal.
- Analysis of stakeholder and community feedback for provision to the project team for its consideration during the refinement of the proposal throughout the process.

The plan would include any additional communication and consultation activities as required by the Secretary's Environmental Assessment Requirements for the proposal.

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PART E ENVIRONMENTAL ASSESSMENT

A screening analysis of the environmental issues applicable to the proposal is presented in **Table 2** below. This risk-based analysis has been used to identify the key environmental issues for further assessment and assist the preparation of the SEARs for the proposed development.

The analysis is based on preliminary environmental assessment of the Site only. The EIS for the proposal will fully address these items and other environmental issues relevant to the proposal.

Table 2. Environmental Assessment Table	
Issue	Analysis
Urban Design and Built Form	<ul style="list-style-type: none">▪ The EIS will address the height, density, bulk and scale of the proposed development within the context of the locality and the Site. The proposal will clearly demonstrate how the layout and siting of the proposed works will achieve an appropriate design and amenity outcome for the user of the Site, and residents of neighbouring properties, and how the proposal integrates with the local environment.
Traffic and Parking	<ul style="list-style-type: none">▪ As there will be an increase in student numbers on the site, there may be an increase in traffic volumes and parking demand in the locality in addition to changes to the drop-off/pick-up arrangement and vehicular access/egress to the Site.▪ The traffic and parking implications of the development will be considered, and a traffic and parking assessment will be prepared by a specialist traffic consultant and submitted with the EIS. The report will assess the access arrangements and the design and operation of the proposed parking and identify the proposed improvements to the current situation and the appropriate mitigation measures.▪ Kiss 'n' Ride spaces will continue to be allocated within the Site to enable student drop-offs and pick-ups to take place within a secure environment and minimize queuing on the local roads.▪ In addition, the School is currently reviewing the current modes of transport with the traffic engineer. The future EIS will provide a clearly articulated management strategy to mitigate any potential traffic impacts, including the adoption of communal transport modes.
Environmental Amenity	<ul style="list-style-type: none">▪ The EIS will assess any amenity impacts on adjoining properties and how the proposed intends on mitigating impacts where they do occur.
Heritage	<ul style="list-style-type: none">▪ The School Site is identified as a local heritage item under ALEP 2013. Whilst the proposed works are not expected to impact directly on the identified heritage item, it will involve development within close proximity to the identified items. As such, the EIS will be accompanied by a Heritage Impact Statement to assess the impacts of the proposal on the Site's heritage significance.
Geotechnical/ Site Contamination	<ul style="list-style-type: none">▪ Geotechnical and contamination reports will be prepared to assess the Site's subsurface conditions and to determine the suitability of the Site for the proposed development. The report will detail any engineering measures required for the construction of the proposed development.
BCA	<ul style="list-style-type: none">▪ A BCA Report will be submitted as part of the EIS to confirm that the proposal will be capable of complying with the relevant provisions of the BCA.

Scoping Report

Trinity Grammar School - Summer Hill Campus
113-119 Prospect Road, Summer Hill (Lot 11 DP 1171965)

Accessibility	<ul style="list-style-type: none">An Access Statement will be prepared by a qualified accessibility consultant to ensure the proposed development will be capable of providing universal access to all areas in accordance with the relevant Australian Standards.
Stormwater	<ul style="list-style-type: none">A Stormwater strategy for the site and detailed stormwater plans for the new buildings will be provided with the EIS.
Noise	<ul style="list-style-type: none">The sites are within proximity and adjacent to residential land uses which require careful acoustic design and consideration for the sensitive receivers.Any future SSD Application shall consider traffic volumes generated, operational plant and machinery, special events held within the school, and construction noise.
Air Quality	<ul style="list-style-type: none">Given the nature of the proposed development, it is not anticipated that there will be unacceptable air quality impacts.During construction, air quality will be managed through appropriate dust mitigation measures.
Ecologically Sustainable Design Principles	<ul style="list-style-type: none">The proposal will incorporate ESD principles where possible.
Waste	<ul style="list-style-type: none">Operational waste will be managed in accordance with the existing waste management processes within the School.Waste generated throughout the construction phase shall be disposed of in accordance with a Waste Management Plan, which makes provision for recyclables and suitable off-site disposal.
Flora and Fauna	<ul style="list-style-type: none">Tree removal to facilitate any potential building works will be minimal. Inspection of the site indicates that there is no flora or fauna that would restrict the proposed development from proceeding.Suitable landscaping will be proposed to provide a sufficient level of amenity.
Other Infrastructure & Services	<ul style="list-style-type: none">A servicing strategy will be formulated as part of any EIS prepared for the proposalAll necessary measures will be incorporated to the design to ensure the protection of the existing infrastructure on site.
Visual Amenity	<ul style="list-style-type: none">The built form will be designed to incorporate architectural elements that articulate the facades and provide a sufficient level of visual amenity from the public domain.
Site Layout and Design	<ul style="list-style-type: none">The future layout and design of the proposal will respond to the individual site constraints, thus providing a highly functional development which enhances the visual amenity of the locality.Suitable provision is made for service vehicles, cars and pedestrians within the site.A detailed landscape concept for the site will also be provided.
Views	<ul style="list-style-type: none">Consideration of the introduction of built form to the Site to ensure view sharing is achieved and maintained.

Scoping Report

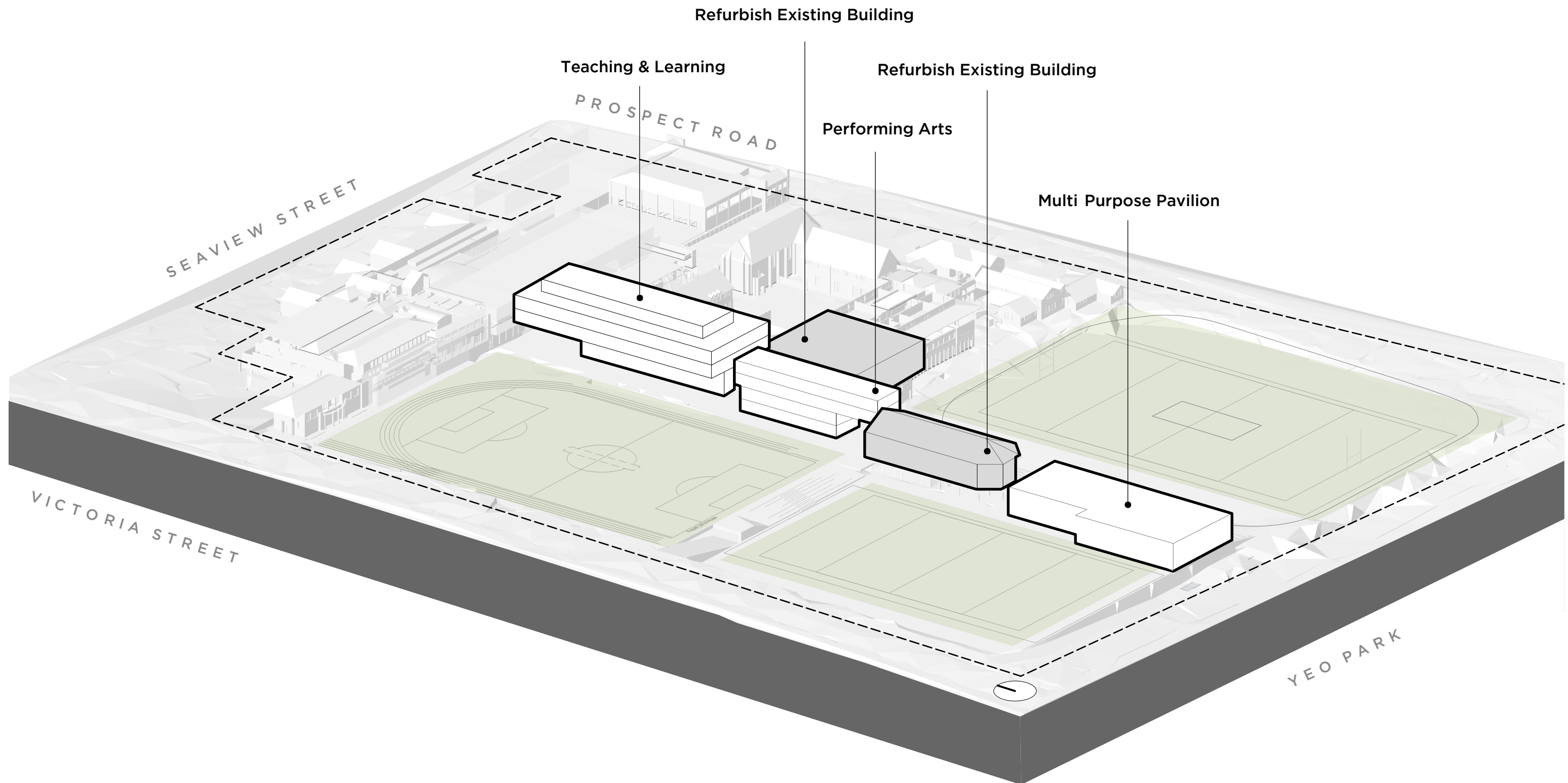
Trinity Grammar School - Summer Hill Campus
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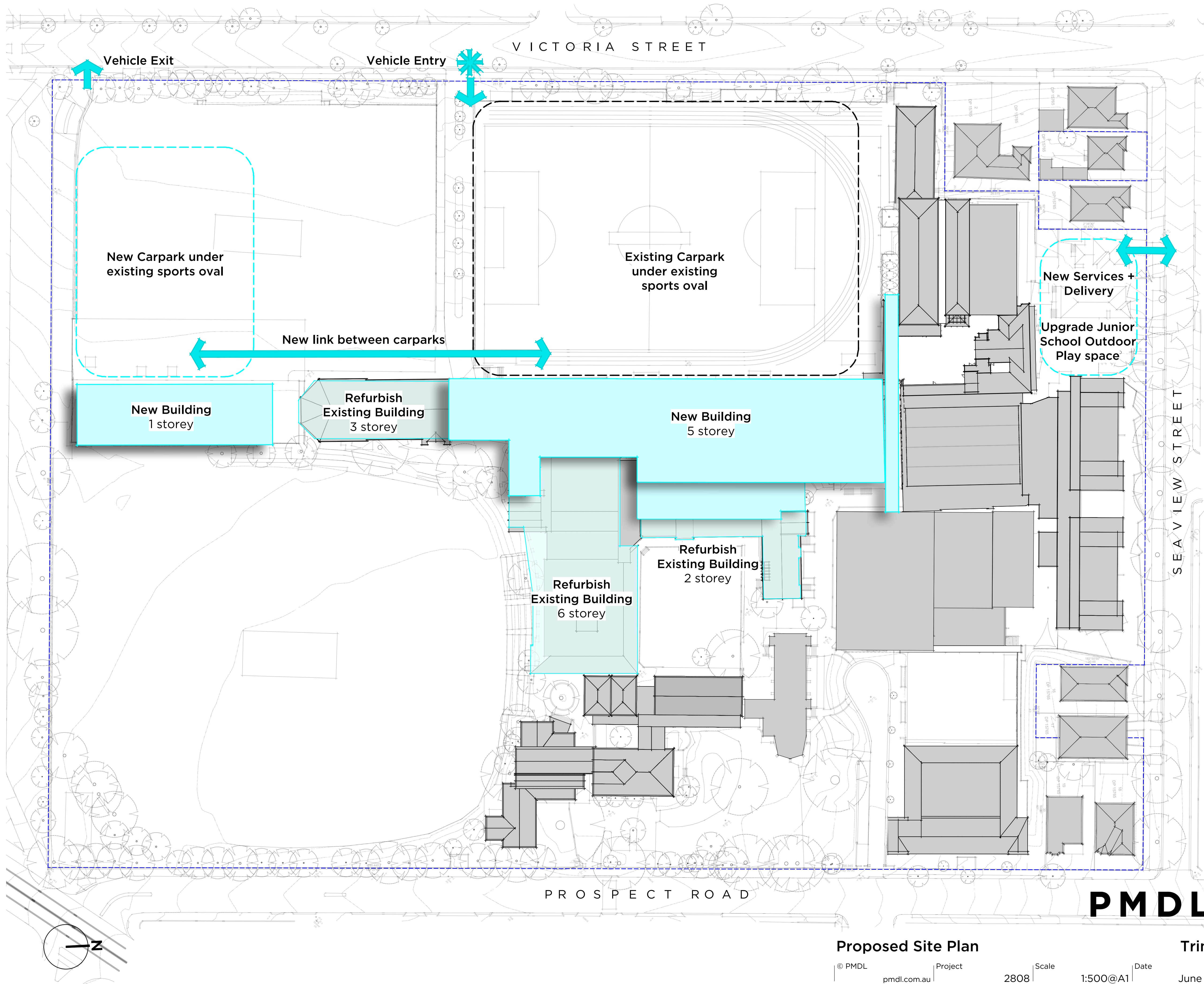
PART F CONCLUSION

The proposal will involve works which equate to a capital investment value of more than \$20 Million, thus the development is defined as State Significant Development under *State Environmental Planning Policy (State and Regional Development) 2011*.

The Site have been historically used for the purpose of an Educational Establishment and the proposed future use of the sites for this purpose is permissible with consent.

It requested that the DPIE issue formal SEARs for the preparation of an Environmental Impact Statement for the proposal as State Significant Development, and requirements to assess the proposed development.





Ref: MBM 1990-0003

16th August, 2019

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Attention: Peter Brogan

Dear Peter,

Re: Proposed Renewal Project Teaching & Learning Precinct - Trinity Grammar School, Summer Hill

Further to the completion of our feasibility cost planning exercise for the above renewal project work, we confirm that the estimated Capital Investment Value for the redevelopment is approximately:

One Hundred & Fifteen Million Three Hundred & Forty One Thousand Five Hundred and Nine Dollars (\$115,341,509) Excluding GST.

This estimate is based on the Concept Design as formulated by the Project Architect; PMDL and our Concept Design Cost Plan dated August 2019 which is inclusive of:

- Building and Construction Works
- FF&E
- Preliminaries & Builder's Overhead & Margin
- Authority Fees
- Professional Fees

We have been advised that the works will be staged, and the following breakdown is in accordance with the Concept Proposal as required by the Client.

Stage a: Seaview Works	\$ 3,362,482
Stage b: Parking and Pavilion Works	\$ 21,449,200
Stage c: General Learning Precinct	\$ 36,806,707
Stage d: Performing Arts & Founders Precinct	\$ 30,355,422
Stage e: Landscaping Ancillary Works	\$ 8,988,862
Stages a to e: Sitewide Services Infrastructure	<u>\$ 14,378,836</u>
	\$115,341,509

All estimates are based on current costs and exclude Goods & Services Tax (GST).

The definition of Capital Investment Value is as per the NSW Environmental Planning and Assessment regulation 2000 and amended by Planning Circular PS10-008 issued 10th May 2010.

Estimate of Job Creation during construction:

MBMpl estimate 490 jobs will be created by the future development during construction as per the following calculation:

$\$1,000,000 \times 50\% = \$500,000$ (labour cost)

$\$500,000 / \$70 \text{ per hr} = 7,142 \text{ hrs}$

$7,142 \text{ hours} / 1,680 \text{ hrs (1 person works 40hrs x 42 weeks per annum)}$

$= 4.25 \text{ jobs per million dollars}$

$4.25 \text{ jobs} \times \$115.3 \text{ million} = 490 \text{ jobs}$

Should you have any queries or require further information please do not hesitate to contact me.

Yours faithfully,
MBMpl Pty Ltd

A handwritten signature in dark ink, appearing to read 'David Madden', with a stylized, cursive script.

David Madden

Founding Director