ENVIRONMENTAL IMPACT STATEMENT

CHANGE OF USE – EDUCATIONAL FACILITY

27 Chapman Street, Charlestown
Lots 18, 19 & 20 in DP 23975

DOCUMENT HISTORY

Revision	Date	Prepared	Authorised
0 – Draft	3/9/20	Renee Read Renee Read	David Read David Read
1 – Final	7/9/20		
2 – Updated for exhibition	16/9/20		

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DECLARATION

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.

Environmental Impact Statement (EIS) prepared under Part 4 of the *Environmental Planning and Assessment Act 1979.*

Prepared by:	
Name	Renee Read
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Proponent:	
Name	Alesco Senior College
Address	289 King Street, Newcastle NSW 2300
Site Details:	
Address	27 Chapman Street, Charlestown
Lot and DP	Lots 18, 19, and 20 in DP 23975
Proposed Project:	Change of Use to Educational Establishment

Declaration

I certify that I have prepared the contents of this environmental impact statement and to the best of my knowledge:

- the document has been prepared in accordance with Part 4 of the Environmental Planning and Assessment Act 1979 and Schedule 2 of the Environmental Planning and Assessment Regulation 2000;
- the contents of the environmental impact statement have been prepared in accordance with the NSW Department of Planning & Environment Secretary's Environmental Assessment Requirements;
- the document contains all available information that is relevant to the environmental assessment of the activity to which the document relates; and
- The information contained in the document is neither false nor misleading.

Name: Renee Read

Signature: Renee Read

Date: 16 September 2020

TABLE OF CONTENTS

FIGURES

TABLES

APPENDICES

Appendix 12 – Waste Management Plan
Appendix 13 – Accessibility Statement
Appendix 14 – Building Code of Australia Compliance Assessment Report
Appendix 15 – Alesco Senior College Information Brochure
Appendix 16 – Community Consultation Letter

EXECUTIVE SUMMARY

Purpose of the Report

This Environmental Impact Statement (EIS) has been prepared on behalf of Alesco Senior College (the Applicant) and accompanies State Significant Development Application (SSD-10478) for a "change of use to an educational facility' (the proposal).

This EIS should be read in conjunction with the Secretary's Environmental Assessment Requirements (SEARs) and the supporting technical documents provided in the attached appendices.

This EIS has been prepared in accordance with and meets the requirements of Clause 6 and 7 of Schedule 2 of the Environmental Planning and Assessment Regulation 2000 (the Regulation).

The Site

The site is located at 27 Chapman Street, Charlestown on the corner of St Albans Close and Chapman Street within the Lake Macquarie Local Government Area. The site is an irregular shaped lot a total of approximately 1865m^2 and legally described as Lots 18, 19 & 20 in DP 23975. A location plan is provided at **Figure 1 and 2**.

Existing improvements on the site currently include a single storey brick church and an associated single storey brick hall.

The Proposal

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.

The school will facilitate up to 60 students and 5 staff and will typically operate Monday to Friday 8am to 4pm.

The proposed development is for a change of use. As such external building works are limited to the addition of carparking spaces, feature battens to the existing concrete breezeway blocks on the western elevation, and painting to existing building elements. The proposed works are included in the Architectural Plans prepared by CKDS Architecture included in **Appendix 5**.

No changes to the existing buildings height or scale is proposed.

In the existing hall building on the southern portion of the site the main learning areas are proposed comprising:

- 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; and
- Separate amenities for staff and students.

The existing Church building, on the northern portion of the site is proposed to be reused as a multipurpose centre for assemblies, presentation and the like. The former vestry on the southern side of the church building is proposed to boys and girls toilets with access internally from the multipurpose centre and from the external breakout/ communal areas.

Approval Pathway

The development is for the purpose of a new school. Pursuant to Schedule 1 Clause 15(1) of State Environmental Planning Policy (State and Regional Development) 2011 (SRD SEPP), development for the purposes of a new school is state significant development, regardless of cost of works.

Environmental Assessment

The proposal has been assessed against all items contained to the SEARs issued for the project. In summary:

- The proposed new school will provide education to young people whose circumstances have previously prohibited them from finding success in education.
- The proposal is consistent with the relevant federal, state and local statutory and strategic planning policies;
- The proposal has been design in accordance with requirements of SEPP Education and Schedule 4 – Design Quality Principles;
- The development is an adaptive reuse of an existing church with minimal external works proposed. The proposal will not have any unacceptable impacts on neighbouring residential development or the public domain in terms of traffic, visual, social and environmental impacts;
- The site is suitable for the proposed use being zoned R3 Medium Density Residential and B4 – Mixed Use which are prescribed zones and is consistent with the zones objectives;
- There are no significant environmental constraints that would limit the proposal from being developed at the site;
- The proposal is in the public interest being for a new school in a location that is in close proximity to public transport, community facilities and a growing population; and
- Any potential impacts can be sufficiently ameliorated against through the proposed mitigation measures.

The proposal appropriately satisfies each item within the Secretary's Environmental Assessment Requirements as demonstrated in the supporting technical documents and plans provided as Appendices.

Considering the above and the content contained in this EIS, it is recommended that the DPIE approve this SSDA with appropriate standard conditions

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 27 Chapman Street, Charlestown.

The proposed development comprises of a change of use from a Church to an Educational Establishment to accommodate approximately 60 secondary school students (years 9 – 12, as well as a small Year 13 career preparation program).

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 EIS provides the following:

- A description of the site and surrounding context;
- A description of the proposed development;
- An assessment of the proposed development against the relevant strategic and statutory planning controls;
- A description of the consultation undertaken with respect to the proposal;
- An assessment of the key issues and impacts generated by the proposed development; and
- Proposed mitigation measures to ameliorate any potential impacts identified.

2. SUBJECT SITE AND SURROUNDING CONTEXT

2.1 Location

The site is located at 27 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**.

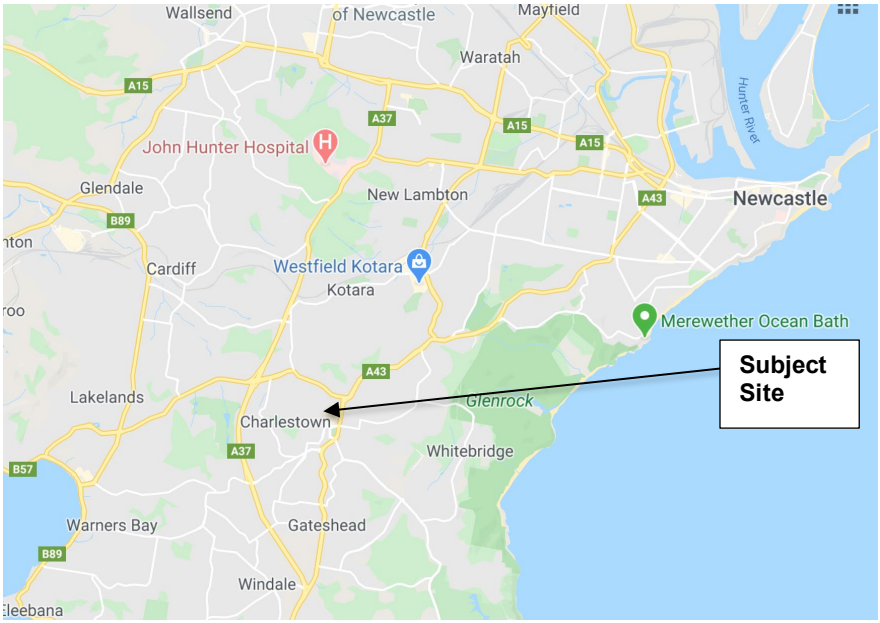

Figure 1: Subject Site - Regional Context

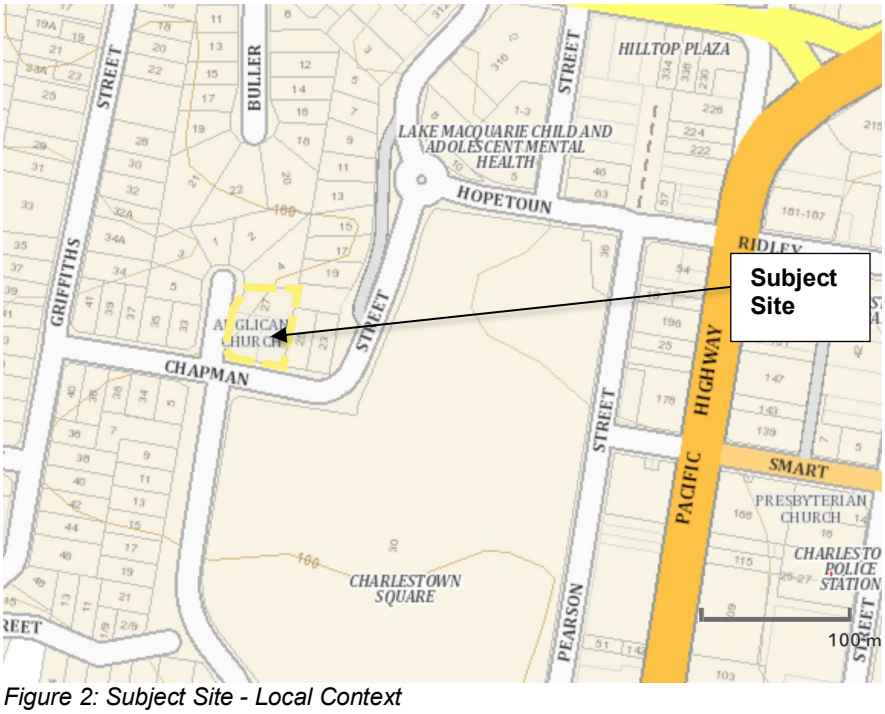

Figure 2: Subject Site - Local Context

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^2 with a dual frontage of approximately 46m to St Albans Close and 35m to Chapman Street. A site survey is included in **Appendix 4**.

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. Both former church building and hall are currently vacant. 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 (3) 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 of 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).

Photos of the subject site is shown in **Figures 3 – 5**.

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 (DA/526/2020) has been lodged with Council and is currently under assessment 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**).

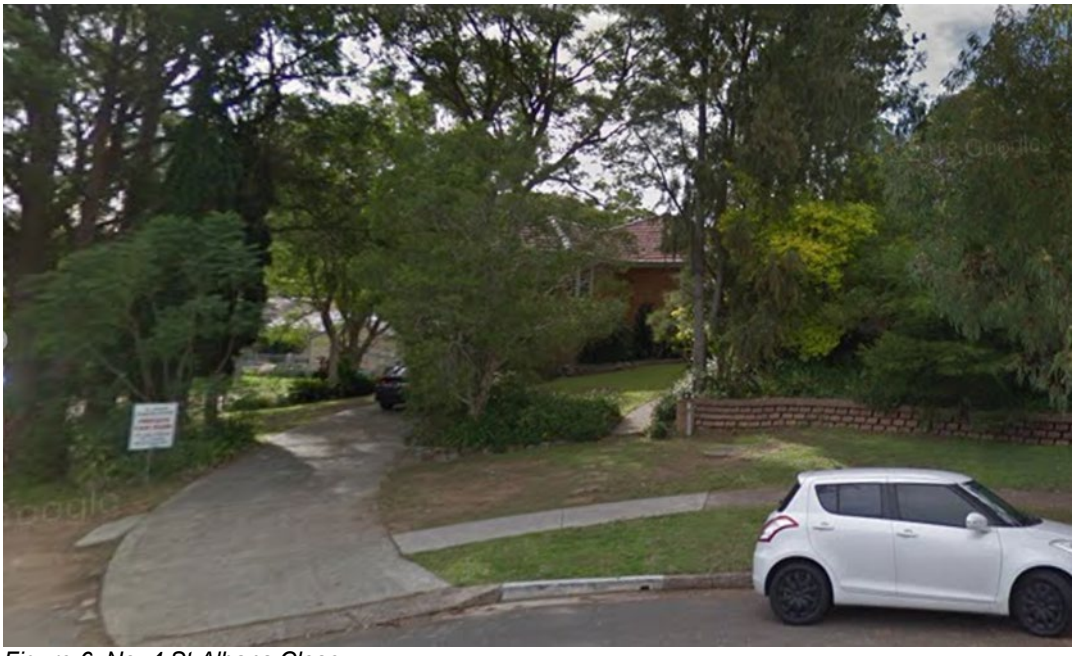

Figure 6: No. 4 St Albans Close

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

3. PROPOSED DEVELOPMENT

3.1 Project Context and Need

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 offers grades 10- 12 to young people of Newcastle, Lake Macquarie, Port Stephens and the Upper Hunter and is one of the fastest growing schools in NSW.

The school 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 a secondary school, set within an adult learning environment. It is a school which encourages young people to participate in education and training that leads to a sustainable future. It offers students the opportunity to complete their Higher School Certificate in a supportive environment which focuses on programs to meet individual students learning needs.

Alesco also has the FLEX program for students looking for success but who need a little bit more flexibility. Graduates of Alesco Senior College will most likely move onto further vocational training or sustainable employment. Some of our students who have an identified and targeted vocational pathway may pursue a future in tertiary education or University.

Emphasis is placed on the strengths in provision of services to students including:

- The creation of a small safe, supported environment;
- Staff work with students on a basis of empowerment, rather than a model of power and control; and
- that access through education allows the inclusion of other support mechanisms.

3.2 Project Objectives

The objective of the project is to construct a new, purpose built educational establishment for up to 60 students Year 9 and above to meet future demands.

The proposal aims to:

- Provide education to young people whose circumstances have previously prohibited them from finding success in traditional educational environments;
- Provide a high-quality educational establishment facility that meets the anticipated growth and demand for these facilities;
- Provide a safe and accessible new educational establishment; and
- Minimise impact to adjoining neighbours.

3.3 Overview of Proposed Works

The proposed development is for a change of use with an associated fitout and minimal external changes. The proposed works are included in the Architectural Plans prepared by CKDS Architecture included in **Appendix 5** and outlined in **Figure 8** below.

The school will utilise the two buildings on site:

- The existing hall building on the southern portion of the site will be utlised for the main learning areas; and
- the existing Church, on the northern portion of the site is proposed to be reused as a multipurpose centre.

Figure 8: Site Plan (Source: CKDS Architecture)

3.3.1 External Building Works

The proposed development is for a change of use. As such external building works are limited to the addition of carparking spaces, feature battens to the existing concrete breezeway blocks on the western elevation, and painting to existing building elements.

No changes to the existing buildings height or scale is proposed.

3.3.2 Internal Building Works

In the existing hall building on the southern portion of the site the main learning areas are proposed comprising:

- 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; and
- Separate amenities for staff and students.

The existing Church building, on the northern portion of the site is proposed to be reused as a multipurpose centre for assemblies, presentation and the like. The former vestry on the southern side of the church building is proposed to boys and girls toilets with access internally from the multipurpose centre and from the external breakout/ communal areas.

3.4 Parking and Access

It is proposed to formalise the existing parking area on the western side of the site and provide 3 spaces including 1 accessible space.

Access to the site shall continue to be as per the existing situation with a combined entry/exit driveway off St Albans Close. Allowing for the low number of parking spaces and the classification of the parking for staff only the existing driveway width of approximately 4 metres is appropriate for the proposed development.

Adequate space is provided for bike parking. Lockers will be provided for staff within the printer/ storage room.

3.5 Landscaping

Two large outdoor breakout spaces are located underneath an existing awning between the two buildings. The spaces will be used for communal eating and breakout areas. The spaces will comprise of seating, tables and moveable plant pots, which will allow the spaces to be re-arranged into an outdoor learning area.

The landscape is integrated into the design to enhance on-site amenity, contribute to the streetscape (which is a car park beyond a fence) and mitigate negative impacts on neighbouring sites.

3.6 Signage

The proposal does not seek detailed planning approval for any signage. Any future informational, directional, and wayfinding signages to be proposed on site will be checked against the assessment criteria on Schedule 1 of the Education SEPP – Exempt Development.

Notwithstanding, the architectural plans provide an overview of potential signage including:

- Wall / Fence signage with school name adjacent to the main school entry.
- Wall / Fence signage adjacent to the secondary entries

The content of the signage, its exact location and finishes are to be detailed at a later stage.

3.7 Operational Details

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

It is noted however given the nature of the school catering for disadvantaged students with mental health and learning difficulties there is a lower attendance rate than main stream schools. Based on other Alesco Colleges an average attendance rate of 60% is anticipated meaning a total of 36 students are expected on any given day.

Before or after school care services are not proposed. The new school is capable of being available for shared use with the community. The use of the multipurpose centre will be available for community use for suitable activities subject to prior agreement with the school.

3.8 Services

The site is currently serviced with power, water and sewer. These existing service connections will be adequate for the proposed change of use and upgrades are not anticipated.

3.9 Construction Management and Staging

Given the proposed development is for a change of use, physical works on site will be limited and mainly associated with internal fitout.

The proposed construction works will be undertaken during the following hours:

- Monday to Friday – 7:00am to 5:00pm
- Saturdays – 7:00am to 1:00pm
- Sundays and Public Holidays – No Work

If required, after work hours permits will be sought from the relevant authorities.

It is anticipated that the duration of works will be approximately 6 weeks.

3.10 Alternatives considered

3.10.1 Do Nothing

Alesco Senior College is one of the fastest growing schools in NSW. A 'do nothing' approach in this instance would mean not providing high quality education facilities to meet the significant need for additional public education infrastructure in the area.

3.10.2 Alternative Location

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. The location of the development at the site is the result of consideration of a number of sites at due diligence phase. Alternative locations were considered at this stage and the subject site was identified as the appropriate location for a new school.

4. STATUTORY AND STRATEGIC PLANNING

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)".*

Section 89(G) of the EP&A Act requires a development application for SSD to be accompanied by an EIS prepared by or on behalf of the applicant in the form prescribed by the EP&A Regulation. Schedule 2 of the EP&A Regulation outlines the requirements of the Secretary of the Department of Planning & Environment and approval bodies relating to the preparation of an EIS. In accordance with Schedule 2, Section 3, an application was made to the Secretary for the Environmental Assessment Requirements (SEARs) with respect to the proposed development. SEARs were provided (**Appendix 1**) and are summarised in **Table 1** with a corresponding comment on where each requirement has been addressed in the EIS.

Table 1: Summary of Secretary's Environmental Assessment Requirements (SEARs)

Matters to be addressed	***EIS Reference***
General Requirements	
(EIS) must be prepared in accordance with and meet the minimum requirements of clauses 6 and 7 of Schedule 2 the EP&A Regs	Throughout EIS
Environmental risk assessment	*Section 7*
Report from a qualified quantity surveyor	*Appendix 3*
Key Issues	
Statutory and Strategic Context	*Section 4*
Policies	*Section 4.13*
Operation	*Section 3.7*
Built form and Urban Design	*Section 6.1*
Environmental Amenity	*Section 6.2*
Staging	*Section 3.9*
Transport and Accessibility	*Section 6.3*
Ecologically Sustainable Development	*Section 6.4*
Noise and Vibration	*Section 6.5*
Contamination	*Section 6.6*
Utilities	*Section 3.8*
Contributions	*Section 4.11*
Drainage	*Section 6.7*
Sediment, Erosion and Dust control	*Section 6.8*
Flooding	*N/A*
Biodiversity Assessment	*Section 4.2*
Waste	*Section 6.9*
Construction Hours	*Section 3.9*
Plans and Documents	
Architectural	*Appendix 5*
Site Survey Plan	*Appendix 4*
Site Analysis	*Appendix 5*

Operations Statement	*Section 3.7*
BCA Report	*Appendix 14*
Accessibility Report	*Appendix 13*
Arborist Report	*N/A*
Consultation	
Relevant Local, State and Commonwealth government authorities in particular: - Lake Macquarie City Council - Transport for NSW (TfNSW) - TfNSW (Roads and Maritime Services) (RMS)	*Section 5*
References	
Guidelines, policies and plans	Relevant guidelines, policies and plans are discussed throughout the EIS.

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.

The subject site is currently clear of significant vegetation, accordingly, a BDAR waiver request was completed and submitted together with this Scoping Report. Correspondence (included in **Attachment 11**) from Planning, Industry and Environment was received advising that:

"the development is not likely to have any significant impacts on biodiversity values and that the application does not need to be accompanied by a BDAR. A waiver under section 7.9 is therefore granted for the proposed development (being the Alesco Senior College, Charlestown (SSD-10478))".

Accordingly, no further assessment is considered required.

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 'educational establishment'. Accordingly, a SSD application has been prepared for lodgement 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.

A detailed site contamination investigation has been undertaken by Agility Engineering to accompany this EIS and is included in **Appendix 9** and summarised in **Section 6.6** of this EIS.

The report concluded that further investigation of the site is not warranted and the site is considered suitable for the proposed use.

4.5 Draft State Environmental Planning Policy (Remediation of Land)

The Draft State Environmental Planning Policy (Remediation of Land) is the proposed new land remediation SEPP set to replace SEPP 55. Public exhibition of the 'explanation of intended effect' for the Draft Remediation SEPP and draft planning guidelines was completed in April 2018.

The Draft Remediation SEPP will retain the objectives of SEPP 55 and reinforce the successful aspects of the framework. In terms of relevant changes applicable to development applications, clause 7 of SEPP 55 is proposed to be incorporated into the Draft Remediation SEPP. In addition, the list of potentially contaminating activities and the purpose of a 'preliminary site investigation' (PSI) and 'detailed site investigation' (DSI) will be integrated into clause 7 of the Draft Remediation SEPP.

The site contamination investigation undertaken by Agility Engineering to accompany this EIS included in **Appendix 9** and summarised in **Section 6.6** of this EIS are consistent with the objectives of the proposed amendments.

4.6 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.

The Education SEPP establishes consistent State-wide assessment requirements and controls, that override development standards contained within other environmental planning instruments. Part 4 of the Education SEPP identifies school specific development controls, with clause 35 Schools—development permitted with consent containing the relevant controls. The proposal has been assessed against the relevant provisions of Part 4 within **Table 2**.

Table 2: Assessment against Part 4 of Education SEPP

Clause	Proposal	Compliance
Clause 35 Schools—development permitted with consent		
(1) Development for the purpose of a school may be carried out by any person with development consent 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.	Yes
(2) Development for a purpose specified in clause 39 (1) or 40 (2) (e) may be carried out by any person with development consent on land within the boundaries of an existing school.	Development consent is sought for the proposed works.	Yes
(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.	This EIS addresses the design quality of the development and is further described in the table below. The new school is capable of being available for shared use with the community. The use of the multipurpose centre is available for community use for suitable activities subject to prior agreement with the school.	Yes
(9) 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.	Noted.	Yes
(10) Development for the purpose of a centre-based child care facility may be carried out by any person with development consent on land within the boundaries of an existing school.	A centre-based child care facility is not proposed	Yes
(11) Development for the purpose of residential accommodation for students that is associated with a school may be carried out by any person with development consent on land within the boundaries of an existing school.	Residential accommodation for students is not proposed.	Yes
Clause 42 – Development Standards		
State significant development for the purpose of schools—application of development standards in environmental planning instruments Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted.	N/A	N/A
Clause 57 – Traffic Generating Development		
Development for the purposes of an 'educational establishment' that will accommodate 50 or more	Transport for NSW (TfNSW) have been consulted with by	Yes

students and will involve the development of a new premises on a site that has direct vehicular or pedestrian access to any road requires referral to the RMS.	way of referral of the scoping report for the project. There comments included as part of the SEARs have been considered during the design of the development and during the preparation of the Traffic Impact Assessment Report.	

4.6.1 Schedule 4 – Design Quality Principles

The proposal will respond to the design quality principles as outlined in **Table 3**.

Table 3: Assessment against Education SEPP Schedule 4 - Design Quality Principles

Principle	Comment
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 landscaping plans have been included as part of the EIS. Key design features include: - Designated front entry - Integrated landscaping - Perimeter fencing - Painting to external building elements - Feature battens to the existing concrete breezeway blocks on the western elevation
Principle 2 - Sustainable, efficient and durable	The school includes a range of ESD initiatives, including solar panels, rainwater harvesting and the implementation of a green travel plan to discourage car use. The proposal will also provide positive social and economic benefits for the community by providing a school for children who are unable to succeed in mainstream education.
Principle 3 - Accessible and inclusive	The proposal is capable of complying with relevant provisions for accessibility, as outlined in the BCA and Accessibility Report accompanying this EIS.
Principle 4 – Health and safety	Alesco Senior College is a secondary school that provides a safe, supportive and positive independent learning environment for young people who are not able to complete their education through conventional schooling. The College offers Student Welfare Officers onsite in each campus to assist students in finding a balance between personal well-being and academic outcomes. In addition to this, a Well-being Program provides students with long term solutions for managing their emotions in a healthy and effective manner. The school does not provide for physical and outdoor recreation on site. These are undertaken off site as required. Typically, the school will utilise Council playing fields and public parks for sports and outdoor recreation. These are optional with over 50% of our students not being involved in physical

	activities. Students are encouraged to be involved in Yoga/ meditation classes that are held within the interior of the building. 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.
Principle 5 – Amenity	The school has been designed to provide pleasant and engaging spaces that are accessible for a wide range of educational, informal activities. The design includes indoor and outdoor learning spaces, with consideration to access to sunlight, natural ventilation, visual and acoustic privacy, storage and service areas. The subject site and design of the school is in line with the core values of Alesco College and the unique needs of the children which differs to that of a traditional public school. The schools design is consistent with other successfully operating Alesco schools in terms of site size and provision of indoor and outdoor spaces.
Principle 6 - Whole of life, flexible and adaptive	The site has been selected as it has limited site constraints, located in close proximity to service and public transport and replicates the model of several other successful Alesco schools.
Principle 7 – Aesthetics	The proposal is for a change of use. As such external building works are limited to the addition of carparking spaces, feature battens to the existing concrete breezeway blocks on the western elevation, and painting to existing building elements. These minor changes maintain consistency with the scale and form for the surrounding context while providing positive aesthetic improvements.

4.7 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.

4.8 State Environmental Planning Policy No. 64 – Advertising and Signage

State Environmental Planning Policy No. 64 – Advertising and Signage (SEPP 64) aims to ensure that advertising and signage is compatible with the desired amenity and visual character of an area.

The proposal does not seek detailed planning approval for any signage. Any future informational, directional, and wayfinding signages to be proposed on site will be checked against the assessment criteria on Schedule 1 of the Education SEPP – Exempt Development. If necessary, a development application can be lodged to seek consent for signage.

Notwithstanding, an assessment of the signage in terms of criteria within Schedule 1 has been undertaken and comments provided within **Table 4** below.

Table 4: Assessment against SEPP 64 Advertising and Signage - Schedule 1

Criteria	Comment
1 Character of the area • Is the proposal compatible with the existing or desired future character of the area or locality in which it is proposed to be located? • Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?	The proposed signs are limited to identification and wayfinding signs and consistent with the future character of the development and area. There is no established signage theme within this locality.
2 Special areas • Does the proposal detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?	The site is not located within an environmentally sensitive area, heritage areas, natural or other conservation areas, open space areas, waterways or rural landscapes. The site is located in an R3 Medium Density zone and B4 Mixed Use and is not considered to detract from the amenity of the residential area.
3 Views and vistas • Does the proposal obscure or compromise important views? • Does the proposal dominate the skyline and reduce the quality of vistas? • Does the proposal respect the viewing rights of other advertisers?	The signage will not obscure or compromise important views given their locations will be flush against the wall of the building.
4 Streetscape, setting or landscape • Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape? • Does the proposal contribute to the visual interest of the streetscape, setting or landscape? • Does the proposal reduce clutter by rationalising and simplifying existing advertising? • Does the proposal screen unsightliness? • Does the proposal protrude above buildings, structures or tree canopies in the area or locality? • Does the proposal require ongoing vegetation management?	The scale, proportion and form of the signs is acceptable within this locality and in terms of the development proposal. The proposed signage is limited to signage flush to the building and will not protrude above buildings structures or tree canopies.
5 Site and building • Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located? • Does the proposal respect important features of the site or building, or both? • Does the proposal show innovation and imagination in its relationship to the site or building, or both?	The proposed signage is compatible with the proposed development on site and is intended to identify the use to be established on site being an educational establishment.
6 Associated devices and logos with advertisements and advertising structures	N/A

• Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?	
7 Illumination	The proposed signs will not be illuminated
8 Safety • Would the proposal reduce the safety for any public road? • Would the proposal reduce the safety for pedestrians or bicyclists? • Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?	The proposed signs are located flush against the building wall setback from the road. The signs will not impact on safety for pedestrians or cyclists.

4.9 Draft State Environmental Planning Policy (Environment) 2017

The draft State Environmental Planning Policy (Environment) 2017 (Environment SEPP) aims to consolidate seven environmental existing SEPPs including:

- State Environmental Planning Policy No. 19 – Bushland in Urban Areas
- State Environmental Planning Policy (Sydney Drinking Water Catchment) 2011
- State Environmental Planning Policy No. 50 – Canal Estate Development
- Greater Metropolitan Regional Environmental Plan No. 2 – Georges River Catchment
- Sydney Regional Environmental Plan No. 20 – Hawkesbury-Nepean River (No.2-1997)
- Sydney Regional Environmental Plan (Sydney Harbour Catchment) 2005
- Willandra Lakes Regional Environmental Plan No. 1 – World Heritage Property.

The subject site is not located within the subject area and accordingly the SEPP does not apply.

4.10 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**. The R3 zone is defined as a prescribed zone under the Education SEPP and an Educational Establishment is therefore permissible with development consent.

The development meets the objectives of the R3 Medium Density Residential 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.

Cl 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.

Cl 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.

Cl 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 9: Zoning Map (Source: LMLEP 2014)

4.11 Section 7.12 Contributions

The Lake Macquarie Section 7.12 Citywide Contributions Plan is the relevant contributions plan applying to the site

It is expected that any contributions will form a condition of consent.

4.12 Lake Macquarie Development Control Plan 2014

Pursuant to Clause 11 of the SRD SEPP. The application of local development control plans is excluded when assessing SSD projects. Notwithstanding, the proposal has been assessed against the key relevant controls of the Lake Macquarie Development Control Plan 2014 (LMDCP) in **Table 5**.

Table 5: Assessment against LMDCP

Control	Assessment	Comply
2 Context and Setting		
2.1 Site Analysis	A Site Analysis Plan has been submitted with the application which identifies the existing site conditions and constraints.	Y
2.2 Scenic Values	The development is a change of use and the built form will not impact on the scenic values of the area.	Y
2.4. Mine Subsidence	The land is within a declared Mine Subsidence District under section 20 of the Coal Mine Subsidence Compensation Act 2017. Subsidence Advisory NSW (SA NSW) offers deemed approval for some minor construction works as listed below. Any development activity that is not explicitly listed requires SA NSW approval. Change of use is identified as a deemed approval. As such approval is not required.	Y
2.7 Stormwater Management	A stormwater management plan has been prepared by MPC Consulting Engineers in accordance with Council's Water Cycle Management guidelines. In addition, detailed consultation has occurred with Councils engineering department to ensure that the stormwater management system for the development is consistent with Council's planned stormwater upgrades in St Albans Close.	Y
2.13 Preservation of Trees and Vegetation	No trees are being removed as part of the development.	Y
2.17 Social Impact	Alesco Senior College is a secondary school that provides a safe, supportive and positive independent learning environment for young people who are not able to complete their education through conventional schooling. The school is one of the fastest growing school in NSW, highlighting the growing need for the service. The site is centrally located to provide access to facilities such as community centres, libraries, sporting fields and public transport options. The additional of the new school will provide a positive contribution to the community.	Y
2.18 Economic Impact	The proposed development will have a positive economic through the creation of jobs through the construction and operational period.	Y
3 Development Design		
3.1 Streetscape	The proposed development is for a change of use with no external alterations to the existing buildings. The overall streetscape amenity will be improved through landscaping and facade improvements.	Y
4.7 Traffic and Transport	A Traffic Assessment has been by Seca Solution and accompanies this application.	Y

4.11 Car parking	The LMDCP requires 1 space per 2 full time equivalent staff plus 1 space per 50 students. Applying these rates, the proposed school would require 2.5 car spaces for staff plus 2 spaces for students. No changes are proposed to the existing access arrangements from St Albans Close with three (3) parking spaces to be formalised on site, one of which can accommodate the need for people with a disability. Whilst this parking is less than required by the LMDCP it is considered appropriate given the unique nature of the proposed school. The proposal is also supported by a green travel plan to provide guidance on opportunities to support active travel to and from the school.	Y

4.13 Strategic Plans and Policies

The relevant State and Local Planning Policies relevant to the proposal is outlined in Table 6 below.

Table 6: Consideration against relevant Strategic Plans and Policies

Plan or Policy	Relevant Direction
NSW State Priorities	NSW State Priorities is the State Government's plan to guide policy and decision making across the State. The proposed redevelopment at the site is consistent with key objectives contained within the plan, including improving education standards and academic result. The school caters for young people who are not able to complete their education through conventional schooling. The proposal will contain high quality facilities, spaces and equipment for use by students and staff. This will provide students with learning difficulties with greater opportunities to learn and improve their numeracy and literacy skills. Overall, it is considered that the proposal is consistent with the goals and objectives set out within the NSW State Priorities.
State Infrastructure Strategy 2018 – 2038 Building the Momentum	The Strategy identifies that the NSW economy is expected to grow from $539 million to $1.4 trillion over the next 40 years. The projected economic growth will increase the demand for economic and social infrastructure. The proposal will deliver an educational facility to meet the educational needs of a growing population.
Hunter Regional Plan 2036	The *Hunter Regional Plan 2036* is a 20 year blueprint for the future of the Hunter aiming to deliver four goals: • a leading regional economy in Australia • a biodiversity–rich natural environment • thriving communities • greater housing choice and jobs. The delivery of a new school in this area will be consistent with the Hunter Regional Plan through the delivery of additional educational facilities.

Hunter Regional Transport Plan	The Hunter Regional Transport Plan provides a blueprint for the future and a strategic direction for the delivery of major projects over the next 20 years. The Plan identifies Charlestown as a major regional centre and a hub for major public transport and road connections. The Plan identifies further improving transport links major regional centres. The proposal is consistent with the Plan to provide an educational facility in an area where good transport connections are provided.
Crime Prevention Through Environmental Design (CPTED) Principles	The Crime Prevention Through Environmental Design (CPTED) guidelines were prepared by the NSW Police in conjunction with the DPE. CPTED provides a clear approach to crime prevention and focuses on the 'planning, design and structure of cities and neighbourhoods. The main aims of the policy are to: • Limit opportunities for crime; • Manage space to create a safe environment through common ownership and encouraging the public to become active guardians; and • Increase the perceived risk involved in committing crime; and An assessment against the CPTED principle is provided in section 6.12 of this EIS. The assessment concludes that the proposal provides a high level of security and has been designed to deter criminal behaviour.
Better Placed: An integrated design policy for the built environment of New South Wales (Government Architect NSW (GANSW), 2017).	Better Placed – An integrated design policy for the built environment of NSW 2017 advocates that everyone has a role in ensuring our cities and towns are better places. The policy is based on seven objectives that define the key considerations in the design of the built environment: 1. Better fit: contextual, local and of its place 2. Better performance: sustainable, adaptable and durable 3. Better for community: inclusive, connected and diverse 4. Better for people: safe, comfortable and liveable 5. Better working: functional, efficient and fit for purpose 6. Better value: creating and adding value 7. Better look and feel: engaging, inviting and attractive The development seeks the adaptive reuse of an existing facility. The proposal has adopted these seven objectives into the design process. The design includes indoor and outdoor learning spaces, with consideration to access to sunlight, natural ventilation, visual and acoustic privacy, storage and service areas.
Healthy Urban Development Checklist (NSW Health, 2009).	Prepared by NSW Health, the Healthy Urban Development Checklist seeks to ensure built environments are created within New South Wales that are sustainable and promote healthy habits. The proposal satisfies a range of items contained to the checklist, including: • Promote opportunities for walking, cycling and other forms of active transport; • Reduce car dependency and encourage active transport; • Provide access to a range of facilities to attract and support a diverse population; and • Respond to existing (as well as projected) community needs and current gaps in facilities and/or services. The proposal aids in promoting a healthy and sustainable built environment through the construction of a new school that improves the educational and health outcomes of students who are not able to complete their education through conventional schooling.

Draft Greener Places Policy. (Greener Places)	Greener Places is a design framework for urban green infrastructure. It seeks to help to create a healthier, more liveable, and sustainable urban environment by improving community access to recreation and exercise, supporting walking and cycling connections, and improving the resilience of our urban areas. The development meets the policies principles by providing: • the adaptive reuse of an existing building • adopts a range of ESD initiatives, including solar panels and rainwater harvesting; • implementation of a green travel plan to discourage car use. • Located in an area with good access to community facilties, open space and public transport.
Lake Macquarie City Local Strategic Planning Statement (LSPS)	The LSPS describes how to achieve the City's vision and values by guiding the growth of the City over the next 20 years. To achieve this, the LSPS identifies: • The Community's vision for future land use in the City • Seven Planning Priorities that articulate the special characteristics of the City; • Strategies that summarise how we will deliver on the Planning Priorities • Key change and growth areas. The LSPS identifies Charlestown an area for significant growth. Charlestown's role is identified "*as a regional strategic economic centre will continue to be a focus for investment and intensification of housing, employment, transport, services and recreational opportunities."* The sites proximity to transport, services and a diversity of housing makes it a compatible location for a school and consistent with the LSPS.

5. CONSULTATION

5.1 State Agencies

Transport for NSW (TfNSW) have been consulted with by way of referral of the scoping report for the project. There comments included as part of the SEARs have been considered during the design of the development and during the preparation of the Traffic Impact Assessment Report.

5.2 Lake Macquarie City Council

Lake Macquarie City Council have been consulted with by way of referral of the scoping report for the project. There comments included as part of the SEARs have been considered during the design of the development.

In addition, detailed consultation has occurred with Councils engineering department to ensure that the stormwater management system for the development is consistent with Council's planned stormwater upgrades in St Albans Close. Correspondence is included in the Stormwater Management Report included in **Appendix 10** of this EIS.

5.3 Community

A letter box drop was undertaken on 24 August 2020 to nearby properties as shown in **Figure 10**. The letter advised the owners of the change of use, an overview of Alesco College and an overview of the proposed works and operational details of the new school. Contact details were provided for anyone wanting further information. A copy of the letter is provided in **Appendix 16**.

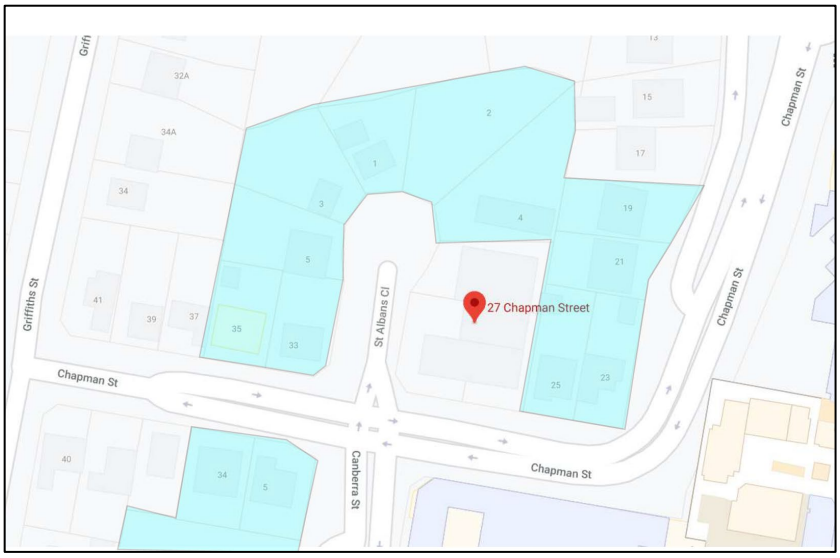

Figure 10: Letter Box drop area

5.4 Exhibition

After lodgment of the application, community consultation will be undertaken in accordance with the Clause 9 of the EP&A Act for 28 days. Following consultation a review of any submissions will be undertaken and any issues raised addressed.

6. ENVIRONMENTAL ASSESSMENT

6.1 Built Form and Urban Design

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

External building works are limited to the addition of carparking spaces, feature battens to the existing concrete breezeway blocks on the western elevation, and painting to existing building elements. These minor changes maintain consistency with the scale and form for the surrounding context while providing positive aesthetic improvements.

The main entrance for students is via the existing pedestrian ramp accessed from Chapman Street. Staff will either enter using the same ramp, or will enter the school via the breakout spaces after parking in an allocated on-site carpark.

The proposed development will improve the landscaping quality of the site and will not remove any existing trees.

The design of the school has been carried out in consideration of Schedule 4 Schools – Design Quality Principles and the GANSW Design Guide for Schools.

It is however important to note that the Alesco College caters for young people who are not able to complete their education through conventional schooling. As such the needs of the children and design requirements for the school differ greatly to that of a traditional public school. The schools design is consistent with other successfully operating Alesco schools.

The school will utilise the two buildings on site as follows:

- The former hall building on the southern portion of the site will be utlised for the main learning areas; and
- the former Church building on the northern portion of the site will be utilised as a multipurpose centre.

An undercover awning and walkway is proposed to link the two spaces. Two courtyards are proposed to provide communal eating and breakout areas. The courtyards will include seating, tables and shade tolerant planting within the existing garden beds, as well as additional planting in pots. The layouts and design of the courtyards mean they can be used for general recreation and breaks between lessons, or reconfigured to act as outdoor learning areas.

Alesco successfully runs several similar schools in Hunter and Mid Coast region. The indoor and outdoor learning spaces are consistent with these other schools in terms of size and amenity.

Overall, it is considered that the proposed development is an appropriate adaptive reuse of an existing building, consistent with the surrounding amenity while providing a quality educational facility to meet the unique needs of disadvantaged students.

6.2 Environmental Amenity

Impacts to adjoining sites in relation to solar access, overshadowing and view loss is not anticipated given there are no changes to the built form in terms of height and scale.

Impacts on the visual privacy on adjoining neighbours is also considered minor given the sites corner location and adjoining properties limited to the north and east. The site to the north is currently proposed to be a childcare centre with the car parking proposed on the adjoining

boundary. The design of the school has been carried out in consideration of impacts to adjoining neighbours to the east with outdoor spaces located in the centre of the site and staff amenities located to the east.

New 1.5 metre fencing is proposed around the perimeter of the site while existing trees at the rear of the site are to be retained.

Given the proposed operation hours of the new school will be restricted to typical daylight hours, it is considered that any impacts from lighting will be minimal. Standard mitigation measures, such as any new lighting being designed Australian standards, will be implemented.

6.3 Transport and Accessibility

A transport assessment of the development has been undertaken by Seca Solution included in **Appendix 7**. Key findings of this assessment are presented below. The report identifies that the overall traffic impacts of the proposal are considered acceptable.

6.3.1 Traffic

The site has historically accommodated an Anglican Church however this is no longer operational. Historically it would have generated traffic demands primarily of a Sunday. The church hall may also have generated some traffic and parking demands during the week when hosting church activities or if the hall had been used by community groups. Similarly, mid-week funerals and weddings of a Saturday would have generated parking and traffic demands.

Observations on site indicate that the local roads currently provide a good standard of operation throughout the day and during the peak periods. The traffic signals at Chapman Street have been modelled with Sidra as well as observed during site work. The signals are vehicle actuated and during the surveys all vehicles were able to clear the intersection within a single phase of lights.

There is an 80 place childcare centre proposed to be built at 2 – 4 St Albans Close, to the immediate north of the school site. A traffic impact assessment has been prepared for this Development Application, which is currently being assessed by LMCC, and the traffic associated with it has been included in the traffic impact assessment for this application.

The Guide to Traffic Generating Developments does not provide standard trip rates for schools or education facilities.

Given the unique nature of this school, and based on existing data from operating Alesco schools, the following mode share would be considered appropriate:

- 25% travel by car
- 70% travel by bus
- 5% walk or cycle

The majority of these car movements would be associated with staff (3-4) who would typically arrive at around 8am. Any students arriving by car would typically be dropped to school between 8.30-9.00am. This could see 19 vehicle movements (11 inbound/8 outbound) in the morning peak hour with the opposite in the afternoon peak (2.45-3.45pm) with staff normally departing once the majority of students have left.

Sidra modelling concluded that the additional traffic movements generated by the development shall be minimal and have an acceptable impact on the road network given low staff and student numbers along with a high level of public transport use. Whilst morning trips coincide

with the existing road network peak the afternoon traffic occurs outside of the road peak. Traffic generated by the development is well within the capacity of the local road network and shall see no change to the overall level of service of the signalised intersection of St Albans Close/Canberra Street/Chapman Street.

6.3.2 Parking

Car Parking

The subject site currently has informal onsite parking catering for a maximum of 2 spaces.

The proposed development will initially cater for around 40-45 students and grow over time to accommodate up to 60 students and 5 staff. This assessment caters for this upper student and staff number.

The LMDCP requires 1 space per 2 full time equivalent staff plus 1 space per 50 students. Applying these rates, the proposed school would require 2.5 car spaces for staff plus 2 spaces for students.

No changes are proposed to the existing access arrangements from St Albans Close with three (3) parking spaces to be formalised on site, one of which can accommodate the need for people with a disability.

The site has been selected due to its connection with existing public transport. Students are encouraged to make their own way to school by public transport as it is affordable and promotes independence. Due to the socio-economic situation of many Alesco students, car ownership is very low. Older students who may have access to a vehicle are dissuaded from driving to school, in part to ensure once students are at school they remain within the site for the whole day.

Due to the nature of the students' needs, average attendance at Alesco schools is around 60%, so with a total of 60 students enrolled, only 36 students are likely to attend school on any given day.

Whilst this parking is less than required by the LMDCP it is considered appropriate given the unique nature of the proposed school. The proposal is also supported by a green travel plan to provide guidance on opportunities to support active travel to and from the school.

Whilst the site frontage can provide for up to three vehicles to pull up and drop off students this is not consistent with the school ethos of promoting active travel to the school. The restriction of parking along the site frontage to 15min parking during the start and finish of the school day could however provide for a high turn over area and ensure that workers from surrounding business are not able to park along the school frontage for the whole day.

Bicycle Parking

The LMDCP provides guidance for the provision of bike parking for staff and visitors. Based on the DCP bike storage for employees is to be provided in a secure undercover area. Whilst only 1 space is required for staff, given the Green Travel Plan and the promotion of cycling as an active travel option bike storage for 5 bikes will be provided. This equates to 10% of the anticipated number of people on site at any point in time.

6.3.3 Access

Vehicle Access

Access to the site shall continue to be as per the existing situation with a combined entry/exit driveway off St Albans Close. Allowing for the low number of parking spaces and the classification of the parking for staff only the existing driveway width of approximately 4 metres is appropriate for the proposed development. This access can also allow for emergency vehicles to stand within the site if required.

The design of the proposed carpark means that all cars can enter and exit in a forward direction, with no requirement to reverse out of the driveway onto St Albans Close.

Sight lines at the existing site access have been reviewed on site. Due to the short length of the roadway the minimum requirements for a 50km/hr speed zone cannot be achieved however the driveway can operate in a safe and suitable manner with only three parking spaces on site generating minimal traffic movements.

Pedestrian Access

A 1.2m wide footpath is provided across the site frontage to the traffic signals at Chapman Street. Chapman Street has footpaths to both sides of the road as does Canberra Street. To the north the footpath on the eastern side of Chapman Street connects with footpaths on Ridley Street which provide pedestrian connection with Pearson Street and the bus interchange. Pedestrian connection is also available through Charlestown Square.

Pedestrian phases on the signalised intersection of Chapman Street and St Albans Close allow for the safe crossing of pedestrians.

Services

The site shall have minimal servicing needs with the main being that of waste collection. This will occur in a manner consistent with the existing situation with kerb side waste pick up.

The majority of other requirements for the school will typically be brought by staff to the site.

6.4 Environmentally Sustainable Development

Clause 7(1)(f) of Part 3 of Schedule 2 of the EP&A Regulation requires an EIS to include the reasons justifying the carrying out of the development in the manner proposed, having regard to biophysical, economic and social considerations, including the principles of ecologically sustainable development.

These principles are discussed below in **Table 7**.

Table 7: Assessment against ESD Principles

Principles	Comment
(a) the precautionary principle, namely, that if there are threats of serious or irreversible environmental damage, lack of full scientific certainty should not be used as a reason for postponing measures to prevent environmental degradation. In the application of the precautionary principle, public and private decisions should be guided by:	The precautionary principle has been applied in the environmental impact assessment process documented in this EIS. Environmental investigations have been undertaken to ensure that potential impacts are understood with a high degree of certainty.

(i) careful evaluation to avoid, wherever practicable, serious or irreversible damage to the environment, and (ii) an assessment of the risk-weighted consequences of various options,	There are no perceived threats of serious or irreversible environmental damage as a result of the development. Adequate investigations have been undertaken to enable the consequences of the development to be understood and measures have been incorporated into the design to manage and mitigate impacts.
(b) inter-generational equity, namely, that the present generation should ensure that the health, diversity and productivity of the environment are maintained or enhanced for the benefit of future generations,	The health, diversity and productivity of the local environment would not be significantly impacted as a result of the development. The development will promote community safety by providing a modern new school development demonstrating a high degree of conformity with CPTED principles. The safety of the community will be, therefore, enhanced for future generations as a result of the proposal rather than compromised.
(c) conservation of biological diversity and ecological integrity, namely, that conservation of biological diversity and ecological integrity should be a fundamental consideration,	The site is clear of vegetation and a biodiversity assessment waiver has been received for the site.
(d) improved valuation, pricing and incentive mechanisms, namely, that environmental factors should be included in the valuation of assets and services, such as: (i) polluter pays, that is, those who generate pollution and waste should bear the cost of containment, avoidance or abatement, (ii) the users of goods and services should pay prices based on the full life cycle of costs of providing goods and services, including the use of natural resources and assets and the ultimate disposal of any waste, (iii) environmental goals, having been established, should be pursued in the most cost effective way, by establishing incentive structures, including market mechanisms, that enable those best placed to maximise benefits or minimise costs to develop their own solutions and responses to environmental problems.	The former church hall building has a functioning photovoltaic panel system which will be retained and used in the proposed school. An existing rainwater harvesting system will also be utilised and has been considered as part of the stormwater management design.

6.5 Noise and Vibration

A Noise Impact Assessment has been completed by Reverb Acoustics, included in **Appendix 8** to determine any impact to the surrounding residences due to the development, as well as review any acoustic upgrades that may be required to the existing buildings to ensure they are made suitable for the proposed use.

The Noise Impact Assessment also considered noise and vibration impacts during the construction and fitout works and provides guidance on methods to mitigate disruption to neighbouring premises.

Impact to surrounding sensitive receivers

Noise sources of concern include mechanical plant, occasional use of PA system and amplified entertainment in the multi-purpose centre, and students in outdoor areas. Due to the small size and unique operating environment of the school, as well as the close proximity of all areas, no school bell or siren will be installed. The school will typically operate during school hours 8am-4pm Monday to Friday, with minimal activity outside normal hours.

No noise control is required for individual plant items on the roof of the building, such as air conditioning and exhaust fans, providing noise emissions for individual items are below the specified limits as outlined:

- Air Conditioning 68dB(A) (Max SPL) and 74dB(A) (Lw)
- Exhaust Discharge 70dB(A) (Max SPL) and 76dB(A) (Lw)

This will be confirmed during the detail design. If this cannot be achieved, acoustic barriers to externally mounted plant will be installed as recommended in the report.

External doors to the multi-purpose centre may be left open during school assemblies when a PA system is used, subject to setting a limiting Sound Pressure Level (SPL) of 82dB(A),Leq at the main west entry doors to the multi-purpose centre. All external doors to the multi-purpose centre must remain closed when amplified music is performed.

Construction Certificate documentation must be forwarded to Reverb Acoustics to ensure all recommendations within this report have been incorporated into the design of the site.

Impact to students and occupants

A background noise level survey was conducted using a Class 1, Svan 977 environmental noise logging monitor, installed at the west facade of the existing residence directly north of the site in St Albans Close. Additional attended road traffic noise level monitoring was conducted along the south building facade, approximately 10 metres from the near lane of traffic on Chapman Street, during the morning and afternoon peak period.

To ensure any external impacts are minimised a schedule of required glazing is outlined in **Figure 11** below. It is noted that existing wall and roof/ceiling construction is acceptable.

Facade	Room	Required Rw Must Achieve for Compliance	Typical Glazing System (Not for Specification)
South *Chapman St*	Computer Room	**29**	Type C
	Entry/Corridor	**-**	No acoustic requirement
East	Computer Room	**26**	Type B
	Staff	**-**	No acoustic requirement
	Welfare Office	**27**	Type B

Figure 11: Proposed Upgraded Glazing requirements (Source: Reverb Acoustics)

Construction Noise and Vibration

Minimal earthworks and concrete pours will take place at the site, with the majority of the works being limited to internal fitout. Received noise produced by anticipated construction activities is therefore anticipated to be low.

Residential receivers are within 20 metres of the construction site and some construction activities may exceed the criteria, on occasion. Noise levels above 75dB(A) are not expected to occur. Generation of ground vibration above normal background levels is also not expected from the site at any nearby receivers.

To minimise any impacts it is recommended the construction contractor should analyse proposed noise control strategies in consultation with the acoustic consultant as part of project pre-planning. This will identify potential noise problems and eliminate them in the planning phase prior to site works commencing.

A risk assessment should be undertaken for all noisy activities and at the change of each process. This will help identify the degree of noise and/or vibration impact at nearby receivers and ameliorative action necessary.

6.6 Contamination

A detailed site contamination investigation has been undertaken by Agility Engineering to accompany this EIS and is included in **Appendix 9**. The purpose of the investigation was to determine the type and nature of the existing soils and rock profile of the site and identity potential contamination present within the subsurface soil profile.

The scope of works included a review of the site geology, review of historical aerial photographs, a groundwater bore search and the collection and analysis of fourteen soil samples from seven hand auger borehole locations. All soils were analysed for hydrocarbons and heavy metals.

The findings of the report concluded:

- Neither groundwater or surface water were observed during the investigation.
- There was no observation of potentially asbestos containing material within site fill material.
- Laboratory results reported an elevated zinc concentration above the adopted ecological criteria only in three soil samples. The extent of the impacted fill material is considered to be limited in depth and distribution at the site.

Based on the findings the report concluded that further investigation of the site is not warranted and the site is considered suitable for the proposed use.

In any event that any material is to be disposed offsite, it will be carried out at a suitably licensed facility and will need to be laboratory analysed and classified in accordance with NSW DECC (2014) Waste Classification Guidelines by an appropriately qualified contaminated land consultant prior to removal from site.

6.7 Stormwater Management

MPC Consulting has provided civil engineering for stormwater and sediment and erosion control as provided in **Appendix 10**.

The design of the stormwater management has been carried out in consultation with Lake Macquarie City Council's development engineers, and it also considers Lake Macquarie DCP requirements.

Site analysis of the existing property layout indicated a total impervious area of 65%. The proposed re use requires only a small (49m2) increase in external paving footprint for the purpose of adding 2 additional car parking spaces and driveway connection increasing the impervious area to 67%. To address on site detention requirements it is proposed to provide detention storage in the existing above ground rainwater tank.

Stormwater runoff from roof areas will be directed to rainwater storage tanks with first flush devices and gross pollutant screens. Surface stormwater for the new car park pavement will be directed to a vegetated filter strip for infiltration. Overflows will follow the existing overland flow paths.

The existing sub floor rainwater harvesting tanks are currently in good condition with a 7,500L volume. The pump system has already been plumbed back to the existing building for reuse within the facility. This capacity is considered an appropriate volume for the school in line with DCP rainwater harvesting requirements.

6.8 Sediment, Erosion and Dust Control

Due to the proposal being for a proposed use and external works are limited sediment, erosion and dust during the construction phase will be limited.

All works will be carried out in accordance with the Sediment and Erosion control Plan prepared by MPC Consulting and included in **Appendix 10**.

6.9 Waste Management

A Waste Management Plan has been prepared in consultation with Alesco Senior College and is included in **Appendix 12**. The Waste Management Plan provides management strategies for the construction and ongoing waste management onsite.

Construction
Construction waste is expected to be minimal given the development is a change of use.

The contractor on-site during the construction period will be required to provide a waste storage area within the site. This area is to be adequately weather protected with service vehicle access for waste removal from site from either the contractor or a licensed waste management contractor.

Operation
Based on similar sized Alesco schools the primary waste streams expected to be generated in the ongoing operation are:

- General waste;
- Green Waste; and
- Recycling.

Hazardous waste is not expected to be generated during normal school operations

For the initial stages of the campus, it is expected that the regular Council pick up will be acceptable. This will be monitored to determine whether upgrade to a private contractor is required.

Students will be encouraged to recycle their bottles which the school will take to the Return and Earn depots.

Bins will be stored in the designated waste collection area, which will be located in the existing bin store enclosure, which is adjacent to the driveway, providing close proximity to the St Albans Close kerbside pickup point.

6.10 Equitable Access

An access statement to consider the requirements for any persons with a disability was prepared by Lindsay Perry Access and is attached at **Appendix 13**. The assessment has been made against relevant access legislation including the commonwealth Disability Discrimination Act 1992 (DDA), BCA, and Australia Standards.

The school offers a secure, controlled environment where all occupants (staff, students and visitors) are known to management prior to arrival at the site. All students attending the college will have an Individual Learning Support Plan. While many students are likely to suffer from anxiety and/or depression due to trauma related issues, the school does not generally cater to students with high physical support needs.

As the proposed development is the modification of an existing being, only the “new work” and “affected part” is subject to current BCA requirements. “New work” is generally limited to the existing hall where partitions will be erected to create learning spaces and associated facilities. There are also student sanitary facilities proposed adjacent to the multi-purpose centre.

Access and Approach

The existing pedestrian entrance to the Hall will be retained as the main student entrance. An existing ramp with gradient of 1:15 facilitates an accessible path of travel to the building from the allotment boundary along chapman street, satisfying BCA requirements.

The provision of existing footpath infrastructure, with signalised pedestrian crossings along Chapman Street will enable safe pedestrian access to the site from surrounding areas.

Doorways providing access to the courtyards will be upgraded to offer a step ramp or similar for access throughout the college and offer a link to the accessible car parking area.

Car Parking

An accessible carparking space is proposed within the existing carpark from St Albans Close. As there are three (3) carparking spaces the accessible space does not need to be identified with signage to restrict the use of the space only for people with disabilities. Carparking on the site will be managed. As a controlled user group will always occupy the site, if a visitor to the college requires the use of the accessible carparking space for access to the building, this can be arranged ahead of their arrival.

As part of the upgrades works, a ramp will be provided for access from the accessible carparking and the Break-Out Area.

Accessible Sanitary Facilities

The existing sanitary facilities within the building include male toilets, female toilets and a unisex accessible sanitary facility. The male and female toilets will be designated as staff facilities and new student facilities will be constructed. These existing male and female toilets do not include ambulant accessible toilet cubicles due to the age of the building. The new student amenities (male and female) will each include an ambulant accessible toilet.

The report concludes that the fundamental aims of accessibility legislation are achievable through a performance-based approach due to existing conditions. The associated performance solution will be prepared during the detailed design period of the project, prior to the issue of a construction certificate.

6.11 Building Code of Australia Compliance

A Building Code of Australia Report was undertaken by BCA Certifiers and is included at **Appendix 14**. The proposed development was assessed against the Deemed to Satisfy (DTS) provisions of the Building Code of Australia (BCA) and Clause 93 of the EP&A Reg which considers the change of building use for an existing building, fire protection, structural capacity and category 1 fire safety provisions that will be required.

The proposed building is classified 9b (school) and 10a (covered walkway structure).

The report identifies that subject to detailed design, the proposal is capable of compliance with the BCA for the intended use.

6.12 Crime Prevention Through Environmental Design (CPTED)

The Crime Prevention Through Environmental Design (CPTED) guidelines were prepared by the NSW Police in conjunction with the DPE. CPTED provides a clear approach to crime prevention and focuses on the 'planning, design and structure of cities and neighbourhoods.

The main aims of the policy are to:

- Limit opportunities for crime;
- Manage space to create a safe environment through common ownership and encouraging the public to become active guardians; and
- Increase the perceived risk involved in committing crime.

The guidelines provide four key principles to limit crime. An assessment against these principles is provided in **Table 8**.

Table 8: Assessment against CPTED Principles

Principle	Assessment
Surveillance	The building provides provide good natural surveillance between public and private spaces. Windows are located to clearly see outdoor areas. Landscaping is provided within and around the development in consideration of ensuring clear sightlines.
Access Control	The design of parking spaces, pathways and internal spaces enables appropriate access control measures to be put in place to enable clearly delineated areas for staff and students.
Territorial Reinforcement/Ownership	The development clearly delineates between public and private spaces. This has been done by providing clear site boundaries through landscaping, fencing, pathways and signage.
Space Management	Space management will be employed through a combination of signage, lighting and onsite management.

6.13 Social and Economic

Alesco Senior College is a secondary school that provides a safe, supportive and positive independent learning environment for young people who are not able to complete their education through conventional schooling. Alesco Senior College is one of the fastest growing schools in NSW highlighting the growing need for the service.

The development is for a new school in a location that is currently undergoing population growth within close proximity to public transport and services.

It is considered that the proposal will generate significant positive social, economic and environmental impacts including:

- New direct and indirect jobs will be created during both the fitout and operational phases;
- The facilities will cater for future demand for schooling and community use;
- The school will have sufficient areas for indoor and outdoor recreation to improve the health and wellbeing of future students;
- The school will offer education to students whose circumstances have previously prohibited them from succeeding in mainstream education;
- Provision of a high quality, low fee education option that is inclusive and widely recognised as highly competent in the education of at risk and vulnerable young people;
- The proposal will create a safe and nurturing environment to cater for student's education needs and foster learning in an appropriate setting;
- The proposal assists with encouraging health and well-being of students, including the provision of a Green Travel Plan;
- The proposal delivers a new School that is sustainable and efficient; incorporating positive environmental measures including photovoltaic panels and rainwater harvesting tanks; and
- The proposal has been designed in accordance with CPTED design principles to deter crime.

7. RISK ASSESSMENT AND MITIGATION MEASURES

The level of risk was assessed by considering the potential impacts of the proposed development prior to application of any mitigation or management measures. Risk comprises the likelihood of an event occurring and the consequences of that event.

A summary of risk and proposed mitigation measures are outlined in **Table 9** below. With the mitigation measures proposed, the impacts resulting from the proposal are considered acceptable.

Table 9: Risk Assessment and Mitigation Measures

Matter	Potential Impact	Risk Level	Proposed Mitigation Measures
Environmental Amenity	Lighting to the new school	Low	• Change of use results in minimal external changes in terms of bulk and scale to impact on the surrounding amenity in relation to solar access or view loss. • Lighting to meet relevant Australian Standards and regulations. • The design of the school provides class rooms and outdoor areas away from adjoining neighbours.
Transport and Accessibility	Traffic congestion	Low	• School should review and implement the Green Travel Plan. • Provision of a drop off zone along the site frontage of St Albans Close in school drop off and pick up hours.
Ecologically Sustainable Development	School will consume excessive resources, water, and energy	Low	• Measures to minimise consumption of resources, water and energy, as well as providing better environmental quality outcomes are included within design of the new school facility including. o Waste management with clear targets for recycling; o Efficient building management systems and equipment controls, including lighting; • o Effective shading and building glazing; o Solar panels o Rainwater harvesting.
Noise and Vibration	Noise generation during the construction and on-going operation of the new school	Low	• Plant equipment are below specified limits. • Glazing to meet the requirements of the EPA and RMS as outlined in The Noise Impact Assessment • A risk assessment be undertaken for all noisy activities and at the change of each process to help identify the degree of noise and/or vibration impact at nearby receivers and ameliorative action necessary.
Contamination	Risk to health and safety of workers and future occupants of the site.	Low	• A contamination Assessment has bene undertaken which concluded the site is considered suitable for the proposed use. • In any event that any material is to be disposed offsite, it will be carried out at a suitably licensed facility and will need to be laboratory analysed

			and classified in accordance with NSW DECC (2014) Waste Classification Guidelines by an appropriately qualified contaminated land consultant prior to removal from site.
Stormwater Management	Site stormwater runoff adversely impacts on stormwater flows and water quality.	Low	• Onsite stormwater managed in accordance with Stormwater Management Plans
Sediment and Erosion	Sediment run-off from the site entering the stormwater system of surrounding streets	Low	• Works to be carried out in accordance with Sediment and Erosion Control Plan.
Accessibility	Accessibility of school to all users.	Low	• All students attending the college will have an Individual Learning Support Plan to identify any specific needs within the school. • The new student amenities (male and female) will each include an ambulant accessible toilet. • Doorways providing access to the courtyards be upgraded to offer a step ramp or similar for access throughout the college and offer a link to the accessible car parking area. • carparking on the site to be managed. If a visitor to the college requires the use of the accessible carparking space for access to the building, this is to be arranged ahead of arrival. • Provision of a ramp be provided for access from the accessible carparking and the Break-Out Area.
Waste	Disposal of waste generated during construction and operation	Low	• Wastes generated on the site during construction will be managed in accordance with the Waste Management Plan. • Waste generated during operation will be separated into general waste, green waste and recycling in dedicated bins and collected weekly via a private contractor outside of peak hours.

8. 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 27 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.

As outlined in this EIS, the site is suitable for the proposed development in that:

- The site is zoned R3 – Medium Density Residential and B4 – Mixed Use which are a 'prescribed zone'. The Education SEPP permits development for the purpose of a school to be development with consent within a prescribed zone;
- The site is located within the Charlestown Regional center which has good access to public transport and a growing population;
- The proposal is consistent with the objectives of relevant planning controls
- The development is an adaptive reuse of an existing church with minimal external works proposed. AS such there are minimal additional amenity impacts to surrounding area;
- There are no significant environmental constraints limiting development;
- The proposal will result in the development of a high-quality educational environment for staff and students, which has positive impacts; and
- Any potential impacts can be sufficiently ameliorated against through the proposed mitigation measures.

Based on the above, and the content contained in this EIS, it is recommended that the Department approve this SSD Application.