

# ENVIRONMENTAL IMPACT STATEMENT

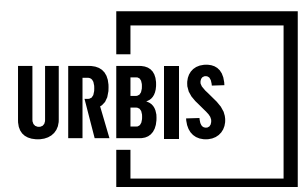
INNER SYDNEY  
HIGH SCHOOL



PREPARED ON BEHALF OF

**NSW DEPARTMENT  
OF EDUCATION**

June 2017



**URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:**

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Project Code	SA6425
Report Number	SA6425_EIS_FINAL

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# SIGNED DECLARATION

This Environmental Impact Statement (EIS) has been prepared in accordance with Schedule 2 of the *Environmental Planning and Assessment Regulations 2000*.

Environmental Assessment Prepared by:	
Names:	<p>Peter Strudwick (Director) <i>Bachelor of Planning, University of New South Wales</i></p> <p>Alaine Roff (Associate Director) <i>Bachelor of Arts, University of Newcastle, NSW</i> <i>Master of Town Planning, University of New South Wales</i></p> <p>Simon Gunasekara (Consultant) <i>Bachelor of Planning (Hons), University of New South Wales</i></p>
Address:	<p>Urbis Pty Ltd Level 23, Darling Park Tower 2, 201 Sussex Street Sydney NSW, 2000</p>
In respect of:	NSW Department of Education

Applicant and Land Details:	
Applicant:	New South Wales Department of Education C/- Urbis Pty Ltd
Applicant Address:	<p>Urbis Pty Ltd Level 23, Darling Park Tower 2, 201 Sussex Street Sydney NSW, 2000</p>
Land to be developed:	<p>242A and 244 Cleveland Street, Surry Hills</p> <p>Lot 8 DP 821649; Lot 1 DP 797483 and Lot 1 DP 797484</p>
Project:	Development of the inner Sydney high school, for approximately 1200 students, including classrooms, open space and associated facilities.

I certify that the contents of the Environmental Impact Statement to the best of my knowledge, has been prepared as follows:

- In accordance with Schedule 2 of the *Environmental Planning and Assessment Regulations 2000*;
- In accordance with the requirements of the *Environmental Planning and Assessment Regulations 2000*; and *State Environmental Planning Policy (State and Regional Development) 2011*;
- The statement contains all available information that is relevant to the environmental assessment of the proposed development; and
- To the best of my knowledge the information contained in this report is neither false nor misleading.

Name	Peter Strudwick, Director	Alaine Roff, Associate Director	Simon Gunasekara, Consultant
Signature			
Date	6 June 2017	6 June 2017	6 June 2017



# EXECUTIVE SUMMARY

## PURPOSE OF THIS REPORT

This Environmental Impact Assessment (EIS) has been prepared by Urbis Pty Ltd on behalf of the NSW Department of Education (the 'Applicant') in support of State Significant Development Application (SSD 7610) for the development of 'inner Sydney high school' at the corner of Cleveland and Chalmers Streets, Surry Hills (the 'site').

This EIS should be read in conjunction with the Secretary's Environmental Assessment Requirements (SEARs) attached at **Appendix A**, and the supporting technical documents provided at **Appendix A - BB**.

## THE PROPOSAL

'Inner Sydney high school' (the 'School') is proposed to accommodate up to 1,200 students to take enrolment pressure off surrounding high schools exceeding student capacity, and accommodate future population growth within City of Sydney Local Government Area (LGA). A final name for the School has not been chosen yet and will be selected in consultation with the community. The School will contain high quality classrooms, collaborative learning spaces and associated facilities. Specifically, this EIS seeks development consent for the following:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
  - General and specialist learning areas;
  - Amenities; and
  - Staff workplaces for teachers and administrative staff.
- Excavation for basement level.
- Construction of a 13 storey plus roof level and basement (approximately 56.5m from park level), multi-purpose school building, containing:
  - Collaborative general and specialist learning hubs with a combination of enclosed and open spaces;
  - Library and Resource Hubs;
  - Staff workplaces;
  - Student canteen;
  - Indoor Movement Complex and other indoor recreation and performance spaces;
  - Outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

## THE SITE

The subject site comprises three lots known as 242A Cleveland Street, Surry Hills (Lot 8 DP 821649) and 244 Cleveland Street, Surry Hills (Lot 1 DP 797 483 and Lot 1 DP 797 484). The site is within the Sydney LGA and comprises a rectangular parcel of land with a total area of approximately 5,677m<sup>2</sup>.

The site currently consists of four buildings surrounding an internal courtyard which are interconnected via walkways and air-bridges which have been added over time.

Vehicular access to the site is available from Cleveland Street providing access to a limited number of staff parking spaces, servicing and emergency vehicle access only. Pedestrian access is currently available during school operating hours from Chalmers Street and to Prince Alfred Park to the immediate west of the site.



## DESIGN COMPETITION

A competitive Design Competition was held between June 2016 and December 2016. Competition participants included Francis-Jones Morehen Thorp studios (FJMT) and three other competitors. The Design Brief for the design competition described the Applicants principles for the project which also included site investigation reports, the masterplan, SEAR's application and response advice from the Department of Planning and Environment (the Department). The design jury panel involved representative members from the City of Sydney and the Office of the Government Architect. The Design Competition Jury recommended that a Design Integrity Panel (DIP) be consulted during design development prior to EIS lodgement. The DIP was consulted on 5 April 2017 to review the design that has developed since completion of the design competition. The developing design has received endorsement from the DIP.

The winning scheme was awarded to FJMT Architects, who have continued design of the development for this SSDA.

## PLANNING FRAMEWORK

Pursuant to Schedule 15 of *State Environmental Planning Policy (State and Regional Development) 2011*, development for an 'educational establishment' (including associated research facilities) with a capital investment value (CIV) of more than \$30 million is identified as 'State Significant Development'.

The CIV for the proposal is calculated at over \$30 million. This is detailed in the Quantity Surveyors Cost Assessment at **Appendix B**. As the cost of works exceeds \$30 million, the EIS will be submitted to the Department for assessment and determination.

## ASSESSMENT

The proposal has been assessed against all items contained to the SEARs issued for the project on 18 May 2016. In summary:

- **The proposal satisfies the applicable local and state planning policies.**

The proposal is consistent with all relevant strategic policies and satisfies the objectives of all relevant planning controls. The proposal exceeds the height and Floor Space Ratio (FSR) development standards under the Sydney Local Environmental Plan 2012 (SLEP). However, there are no significant or unreasonable amenity impacts resulting from the scale and form and the public benefit, with a new school, jobs and potential future shared facilities, out-weighs the non-compliance.

- **The proposal is suitable for the site.**

The site is very well serviced by public transport. There is also limited opportunities for staff, students and parents to drive and park in reasonable walking distance. These factors will minimise traffic generation and parking impacts.

The heritage buildings on site will be retained to conserve the historical significance of the site and maintain the streetscape presentation. The proposal (and separate development approvals) removes the detracting elements of the existing development. The new tower is modern and respectful of the heritage items. This ensures that the proposal does not adversely impact on the heritage qualities of the site.

- **The proposal is in the public's best interest.**

The proposal will take substantial pressure off existing public schools within the surrounding locality and ensure more children have access to new state of the art school facilities, learning spaces and equipment. The proposal will create temporary job opportunities in manufacturing, construction and construction management during the project's construction phase of works (approximately 70-80 jobs), and significant job opportunities in teaching and administration at the project's completion (approximately 100 jobs).

- **The proposal will not have any unacceptable impacts on neighbouring residential properties or the public domain.**

Subject to the various mitigation measures recommended by the specialist consultants, the proposal will not have any unreasonable or significant traffic, heritage, social and environmental impacts on adjoining or surrounding properties or the public domain.

- **The proposal satisfies the SEARs as demonstrated in this EIS and accompanying specialist reports.**

The proposal satisfies the SEARs as demonstrated in this EIS.

Considering the above and the content contained in this EIS, it is recommended that the Department approve this SSD, subject to appropriate conditions.

# SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

A request was made to the Minister for the SEARs, pursuant to Clause 3, Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*. The SEARs are addressed within this report and included in full at **Appendix A**.

**Table 1** below provides a summary of the SEARs and identifies the section of the report where the relevant requirement is addressed and/or the appendix reference for the specialist consultant's report associated with that requirement.

Table 1 – SEARs

Item/ Description	Document Reference
<b>General Requirements</b>	
<p>The Environmental Impact Statement (EIS) must address the Environmental Planning and Assessment Act 1979 and meet the minimum form and content requirements in clauses 6 and 7 of Schedule 2 of the Environmental Planning and Assessment Regulation 2000 (the Regulation).</p> <p>Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development.</p> <p>Where relevant, the assessment of the key issues below, and any other significant issues identified in the risk assessment, must include:</p> <ul style="list-style-type: none"> <li>• Adequate baseline data;</li> <li>• Consideration of potential cumulative impacts due to other development in the vicinity (completed, underway or proposed); and</li> <li>• Measures to avoid, minimise and if necessary, offset the predicted impacts, including detailed contingency plans for managing any significant risks to the environment.</li> </ul>	<p>The EIS has been prepared in accordance with the Secretary's Requirements and meets the minimum form and content requirements specified in Schedule 2 of the <i>Environmental Planning and Assessment Regulation 2000</i>.</p> <p>The EIS includes a comprehensive assessment of the environmental risks and impacts associated with the development.</p>
<p>The EIS must be accompanied by a report from a qualified quantity surveyor providing:</p> <ul style="list-style-type: none"> <li>• A detailed calculation of the capital investment value (CIV) (as defined in clause 3 of the <i>Environmental Planning and Assessment Regulation 2000</i>) of the proposal, including details of all assumptions and components from which the CIV calculation is derived;</li> <li>• An estimate of the jobs that will be created by the future development during the construction and operational phases of the development; and</li> <li>• Certification that the information provided is accurate at the date of preparation.</li> </ul>	<b>Appendix B</b>
<b>Key Issues – The EIS must address the following specific matters:</b>	
<p><b>1. Statutory and Strategic Context</b></p> <p>Address the statutory provisions contained in all relevant environmental planning instruments, including:</p>	<b>Section 4</b>

Item/ Description	Document Reference
<ul style="list-style-type: none"> <li>• <i>State Environmental Planning Policy (State and Regional Development) 2011;</i></li> <li>• <i>State Environmental Planning Policy (Infrastructure) 2007;</i></li> <li>• <i>State Environmental Planning Policy 55 - Remediation of Land;</i> and</li> <li>• <i>Sydney Local Environmental Plan 2012.</i></li> </ul> <p><i>Permissibility:</i> Detail the nature and extent of any prohibitions that apply to the development.</p> <p><i>Development Standards:</i> Identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.</p>	
<p><b>2. Policies</b></p> <p>Address the relevant planning provisions, goals and strategic planning objectives in the following:</p> <ul style="list-style-type: none"> <li>• <i>NSW State Priorities;</i></li> <li>• <i>A Plan for Growing Sydney;</i></li> <li>• <i>NSW Long Term Transport Master Plan 2012;</i></li> <li>• <i>Sydney's Cycling Future 2013;</i></li> <li>• <i>Sydney's Walking Future 2013;</i></li> <li>• <i>City of Sydney's Sustainable 2030 Community Strategic Plan (2014);</i> and</li> <li>• <i>Healthy Urban Development Checklist, NSW Health.</i></li> </ul>	<b>Section 5</b>
<p><b>3. Built Form and Urban Design</b></p> <ul style="list-style-type: none"> <li>• Address the height, density, bulk and scale, setbacks of the proposal in relation to the school campus and the surrounding development, topography, streetscape and any public open spaces.</li> <li>• Address design quality, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, colours and Crime Prevention Through Environmental Design Principles.</li> <li>• The proposal should include a visual impact assessment from key view points within the adjoining public open space.</li> <li>• Demonstrate design excellence in accordance with the design excellence provisions of Sydney Local Environmental Plan 2012.</li> <li>• Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.</li> </ul>	<b>Section 3, Section 4.6.5, Section 6.4 and Appendix E</b>

Item/ Description	Document Reference
<p><b>4. Environmental Amenity</b></p> <p>Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. A high level of environment amenity for any surrounding residential land uses and open space areas must be demonstrated.</p>	<p><b>Section 6.1</b></p>
<p><b>5. Public Domain, Public Open Space and Community Uses</b></p> <p>The proposal should specifically address the following:</p> <ul style="list-style-type: none"> <li>• The existing Prince Alfred Park Plan of Management (PoM) and Master Plan (adopted Dec 2005), including how the school proposes to use the park and the likely need to amend the PoM to accommodate this (noting that any discussions and/or agreements with Council regarding the use of the park should be detailed in the EIS);</li> <li>• Information identifying alternative locations where students would participate in active sports, in the event that the park is not able to accommodate all of the school's needs;</li> <li>• The relationship between the proposed new building envelope and the park, particularly along the northern and western property boundary, including how the interface between the public and school uses will be managed;</li> <li>• Opportunities for the provision of community facilities within the new school that can be utilised by the general public; and</li> <li>• Impacts of construction on the park.</li> </ul>	<p><b>Section 3.6, Section 3.7, Section 3.9 and Appendix E</b></p>
<p><b>6. Transport and Accessibility</b></p> <p>Include a transport and accessibility impact assessment, which details, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accurate details of the current daily and peak hour vehicle, public transport, pedestrian and bicycle movements and existing traffic and transport facilities provided on the road network located adjacent to the proposed development;</li> <li>• Assessment of the operation of existing and future transport networks including the rail, bus networks and the Sydney light Rail and their ability to accommodate the forecast number of trips to and from the development;</li> <li>• Details of estimated total daily and peak hour trips generated by the proposal, including vehicle, public transport, pedestrian and bicycle trips;</li> <li>• The adequacy of public transport pedestrian and bicycle provisions to meet the likely future demand of the proposed development;</li> <li>• Impact of the proposed development on the operation of existing and future public transport infrastructure within the vicinity of the site in consultation with RMS and TfNSW and identify measures to integrate the development with the transport network;</li> <li>• Details of any upgrading or road improvement works required to accommodate the proposed development;</li> <li>• Details of any pedestrian/cycleway improvement works required to accommodate the proposed development, including any new proposed pedestrian crossing locations;</li> </ul>	<p><b>Section 6.5, Appendix K and Appendix L</b></p>

Item/ Description	Document Reference
<ul style="list-style-type: none"> <li>Measures to promote travel choices that support sustainable travel, such as a location-specific sustainable travel plan and wayfinding strategies;</li> <li>The daily and peak (AM, PM and events) vehicle movements impact on nearby intersections, with consideration of the cumulative impacts from other approved developments in the vicinity, and the needs/associated funding for upgrading or road improvement works (if required);</li> <li>The proposed active transport access arrangements and connections to public transport services;</li> <li>The proposed access arrangements, including car and bus pick-up/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks;</li> <li>Measures to maintain road and personal safety in line with CPTED principles;</li> <li>Proposed car and bicycle parking provision and justification for the number of spaces provided, including consideration of the availability of public transport and the requirements of the relevant parking codes and Australian Standards;</li> <li>Proposed service and emergency vehicle access arrangements, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times); and</li> <li>Traffic and transport impacts during construction, including cumulative impacts associated with other construction activities, and how these impacts will be mitigated for any associated traffic, pedestrian, cyclists, parking and public transport, including the preparation of a draft Construction Management Plan to demonstrate the proposed management of the impact (which must include vehicle routes, number of trucks hours of operation, access arrangements and traffic control measures for all demolition/ construction activities).</li> </ul> <p>→ <u>Relevant Policies and Guidelines:</u></p> <ul style="list-style-type: none"> <li><i>Guide to Traffic Generation Developments (Road and Maritime Services)</i></li> <li><i>EIS Guidelines – Road and Related Facilities (DoPI)</i></li> <li><i>Cycling Aspects of Austroads Guides</i></li> <li><i>NSW Planning Guidelines for Walking and Cycling</i></li> <li><i>Austroads Guide to Traffic Management Part 12: Traffic Impacts of Development</i></li> <li><i>Standards Australia AS2890.3 (Bicycle Parking Facilities)</i></li> </ul>	
<p><b>7. Ecologically Sustainable Development (ESD)</b></p> <ul style="list-style-type: none"> <li>Detail how ESD principles (as defined in clause 7(4) of Schedule 2 of the Environmental Planning and Assessment Regulation 2000) will be incorporated in the design and ongoing operation phases of the development.</li> <li>Demonstrate that the development has been assessed against a suitably accredited rating scheme to meet industry best practice.</li> </ul>	<p><b>Section 6.3 and Appendix S</b></p>

Item/ Description	Document Reference
<ul style="list-style-type: none"> <li>Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy.</li> </ul>	
<b>8. Heritage</b> <ul style="list-style-type: none"> <li>Include a Heritage Impact Statement that addresses the significance of, and provides an assessment of the impact on the heritage significance of heritage items on the site and in the vicinity (including consideration of the Conservation Management Plan and Master Plan for the adjacent heritage listed Prince Alfred Park), in accordance with the guidelines in the NSW Heritage Manual.</li> <li>Include a detailed historical archaeological assessment for the subject site which should clarify the likelihood of significant archaeology being present on the site and how such archaeology will be impacted as part of this development. The assessment should also include mitigation measures to ameliorate the impact of the proposed works with specific emphasis on in-situ conservation and interpretation if and where state significant or substantially intact relics are identified.</li> </ul>	<b>Section 6.7</b>
<b>9. Aboriginal Heritage</b> <ul style="list-style-type: none"> <li>Address Aboriginal cultural heritage in accordance with the <i>Guide to investigation, assessing and reporting on Aboriginal Cultural Heritage</i> in NSW (OEH, 2011) and <i>Aboriginal Cultural Heritage Consultation Requirements for Proponents 2010</i>.</li> <li>The EIS must demonstrate attempts to avoid any impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the EIS must outline measures proposed to mitigate impacts.</li> </ul>	<b>Appendix J</b>
<b>10. Social Impacts</b> <p>Include an assessment of the social consequences of the schools' relative location.</p>	<b>Section 6.6</b>
<b>11. Noise and Vibration</b> <ul style="list-style-type: none"> <li>Identify and provide a quantitative assessment of the main noise and vibration generating sources during construction and operation. Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.</li> </ul> <p>→ <u>Relevant Policies and Guidelines:</u></p> <ul style="list-style-type: none"> <li><i>NSW Industrial Noise Policy (EPA)</i></li> <li><i>Interim Construction Noise Guideline (DECC)</i></li> <li><i>Assessing Vibration: A Technical Guideline 2006</i></li> </ul>	<b>Section 6.8 and Appendix W</b>
<b>12. Contamination</b> <p>Demonstrate that the site is suitable for the proposed use in accordance with SEPP 55.</p> <p>→ <u>Relevant Policies and Guidelines:</u></p> <ul style="list-style-type: none"> <li><i>Managing Land Contamination: Planning Guidelines – SEPP 55 Remediation of Land (DUAP)</i></li> </ul>	<b>Appendix N</b>



Item/ Description	Document Reference
<p><b>13. Utilities</b></p> <ul style="list-style-type: none"> <li>• Prepare an Infrastructure Management Plan in consultation with relevant agencies, detailing information on the existing capacity and any augmentation requirements of the development for the provision of utilities including staging of infrastructure.</li> <li>• Prepare an Integrated Water Management Plan detailing any proposed alternative water supplies, proposed end use of potable and non-potable water, and water sensitive urban design.</li> </ul>	<p><b>Section 3.13 and Appendix Y</b></p>
<p><b>14. Contributions</b></p> <p>Address Council's Section 94A Contribution Plan and/or details of any Voluntary Planning Agreement.</p>	<p><b>Section 4.8</b></p>
<p><b>15. Drainage</b></p> <p>Detail drainage associated with the proposal, including stormwater and drainage infrastructure.</p>	<p><b>Section 3.14, Appendix Q and Appendix R</b></p>
<p><b>16. Flooding</b></p> <p>Assess any flood risk on site (detailing the most recent flood studies for the project area) and consideration of any relevant provisions of the NSW Floodplain Development Manual (2005), including the potential effects of climate change, sea level rise and an increase in rainfall intensity.</p>	<p><b>Section 6.10 and Appendix Q</b></p>
<p><b>17. Waste</b></p> <p>Identify, quantify and classify the likely waste streams to be generated during construction and operation and describe the measures to be implemented to manage, reuse, recycle and safely dispose of this waste. Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.</p>	<p><b>Section 3.12</b></p>
<p><b>A. Plans and Documents</b></p>	
<p>The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the <i>Environmental Planning and Assessment Regulation 2000</i>. Provide these as part of the EIS rather than as separate documents.</p> <p>In addition, the EIS must include the following:</p> <ul style="list-style-type: none"> <li>• Architectural drawings (dimensioned and including RLs);</li> <li>• Site Survey Plan, showing existing levels, location and height of existing and adjacent structures/buildings and boundaries;</li> <li>• Site Analysis Plan;</li> <li>• Stormwater Concept Plan;</li> <li>• Sediment and Erosion Control Plan;</li> </ul>	<p><b>Appendix C - BB</b></p>

Item/ Description	Document Reference
<ul style="list-style-type: none"> <li>Shadow Diagrams, including elevational drawings where shadows impact residential properties;</li> <li>View Analysis / Photomontages;</li> <li>Landscape Plan (identifying any trees to be removed and trees to be retained or transplanted);</li> <li>Preliminary Construction Management Plan, inclusive of a Preliminary Control Traffic Management Plan detailing vehicle routes, number of trucks, hours of operation, access arrangements and traffic control measures;</li> <li>Geotechnical and Structural Report;</li> <li>Accessibility Report;</li> <li>Arborist Report;</li> <li>Acid Sulphate Soils Management Plan (if required); and</li> <li>Schedule of materials and finishes.</li> </ul>	
<b>B. Consultation</b>	
<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"> <li>City of Sydney Council;</li> <li>CBD Coordination Office, Transport for NSW;</li> <li>Roads and Maritime Services; and</li> <li>Sydney Trains.</li> </ul> <p>The EIS must describe the consultation process and the issues raised, and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p>	<p><b>Section 7 and Appendix BB</b></p>



# INTRODUCTION

## 1.1. OVERVIEW

This Environmental Impact Assessment (EIS) has been prepared by Urbis Pty Ltd on behalf of the NSW Department of Education (the 'Applicant') in support of State Significant Development Application (SSD 7610) for the development of 'inner Sydney high school' at the corner of Cleveland and Chalmers Streets, Surry Hills (the 'site'). Specifically, this EIS seeks development consent for the following works at the site:

Specifically, this EIS seeks development consent for the following works at the site:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
  - General and specialist learning areas;
  - Amenities; and
  - Staff workplaces for teachers and administrative staff.
- Excavation for basement level.
- Construction of a 13 storey plus roof level and basement (approximately 56.5m from park level), multi-purpose school building, containing:
  - Collaborative general and specialist learning hubs with a combination of enclosed and open spaces;
  - Library and Resource Hubs;
  - Staff workplaces;
  - Student canteen;
  - Indoor Movement Complex and other indoor recreation and performance spaces;
  - Outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

Details are provided in the architectural drawings and landscape plans prepared by FJMT Architects in **Appendix D** and **Appendix F**. No external demolition is proposed as part of this SSD application.

## 1.2. PROJECT CONTEXT AND BACKGROUND

The development of the new inner Sydney high school by the Applicant reflects the significant need for additional public education infrastructure in the area. Across NSW, the Applicant is funding new schools, upgrades to existing schools and improved facilities as public school enrolments are anticipated to be 40,000 students higher in 2019-2020 than in 2015-16. The Inner Sydney area is a location where population growth has placed substantial pressure on existing public schools, causing them to become overcrowded beyond capacity. To meet the future demand, the Applicant is required to provide a school at this location with the modern facilities required for a contemporary teaching and learning environment.

The new inner Sydney high school will be a comprehensive high school strongly focused on new and innovative ways of teaching and learning. The learning environment will be technology rich with an emphasis on mobility and flexibility. Students will have direct access to practical and specialist learning spaces, including laboratories and maker spaces.

On 18 May 2016, SEARs were issued by the Department for SSD 7610 'inner Sydney high school'. The SEARs are contained within this EIS and provided at **Appendix A**.

## 1.3. REPORT STRUCTURE

This EIS provides the following:

- A description of the site and surrounding context; including identification of the site, existing development on the site, and surrounding development.
- A detailed description of the proposed development;
- An assessment of the proposed development against the relevant strategic and statutory planning controls;
- An assessment of the key issues and impacts generated by the proposed development; and
- A detailed description of the consultation undertaken with respect to the proposal.

This EIS should be read in conjunction with the SEARs attached at **Appendix A**, and the supporting technical documents provided at **Appendix A- BB**.

## 1.4. PROJECT TEAM

Specialist consultants were engaged to assist in the preparation of this SSD, including:

Table 2 – Project Team

<b>Discipline/Input</b>	<b>Consultant</b>	<b>Appendix</b>
SEARs	The Department	Appendix A
Capital Investment Value Report	Slattery	Appendix B
Site Survey	Hill & Blume Consulting Surveyors	Appendix C
Architectural Drawings	FJMT	Appendix D
Architectural Design Statement	FJMT	Appendix E
Landscape Plan	FJMT	Appendix F
Landscape Design Statement	FJMT	Appendix G
Heritage Impact Statement	Weir Phillips Heritage	Appendix H
Conservation Management Plan (CMP)	OCP Architects	Appendix I
Aboriginal Cultural Heritage Report	Comber Consultants	Appendix J
Traffic and Accessibility Assessment	Positive Traffic	Appendix K
Geotechnical Investigation Report	Alliance Geotechnical	Appendix L
Combined Stage 1 & 2 Environmental Site Assessment	Alliance Geotechnical	Appendix M
Arboricultural Assessment	The Ents Tree Consultancy	Appendix N
Social Impact Assessment	Urbis	Appendix O
Civil Report	Northrop Consulting Engineers	Appendix P
Civil Design Package	Northrop Consulting Engineers	Appendix Q

<b>Discipline/Input</b>	<b>Consultant</b>	<b>Appendix</b>
Ecological Sustainable Development Report	Northrop Consulting Engineers	Appendix R
Structural Report	Northrop Consulting Engineers	Appendix S
Building Code of Australia (BCA) Preliminary Review	Group DLA	Appendix T
Accessibility Report	Accessibility Solutions	Appendix U
Acoustic Assessment of Operation and Construction Noise and Vibration Report	Acoustic Studio	Appendix V
Wind Assessment Report	CPP	Appendix W
Services Infrastructure Report	Wood & Grieve Engineers	Appendix X
Mechanical, Electrical, Hydraulic & Fire Protection Services Concept Report	Wood & Grieve Engineers	Appendix Y
Preliminary Construction Management Plan	Root Partnerships	Appendix Z
Waste Management Plan	ARUP	Appendix AA
Consultation Report	Root Partnerships	Appendix BB

## 2. THE SITE AND SURROUNDING CONTEXT

### 2.1. SITE DESCRIPTION

The site comprises three lots known as 242A Cleveland Street, Surry Hills (Lot 8 DP 821649) and 244 Cleveland Street, Surry Hills (Lot 1 DP 797483 and Lot 1 DP 797484).

The site is located within the City of Sydney LGA. The site is a rectangular parcel, has a total area of 5,695m<sup>2</sup> with a 61.2m frontage to Cleveland Street and 100.8m frontage to Chalmers Street (**Figure 1 and Figure 2**).

Figure 1 – Location Map



Source: Urbis



Figure 2 – Aerial Location Plan



Source: Google Earth

## 2.2. EXISTING DEVELOPMENT

The existing site accommodates four interconnected buildings constructed in Building 02 - 1867, Building 01 – 1891 and 1908, Building 03 - 1924 and Building 04 - 1969. These buildings combine to provide an existing gross floor area of approximately 7,072m<sup>2</sup>.

The school is serviced by an existing off-street informal vehicle parking area within the south-western corner of the site. This parking area can accommodate 8 spaces. The parking area is serviced by a combined ingress/egress driveway connecting with Cleveland Street approximately 50m to the west of Chalmers Street.

Pedestrian access is facilitated by a series of doorways/gates connecting with both Cleveland Street and Chalmers Street.

Photographs of the internal and external exterior of the existing building are provided at **Figure 3**.



Figure 3 – Photographs of existing development



Picture 1 – Existing main entrance



Picture 2 – Chalmers Street frontage



Picture 3 – View of internal courtyard



Picture 4 – Internal view showing existing bridge connections



Picture 5 – Internal view of existing bridge connection



Picture 6 – Existing classroom





Picture 7 – Rear view of existing 1960s building



Picture 8 – View south looking into the rear of the site

## 2.3. SITE CONTEXT AND SURROUNDING DEVELOPMENT

The site is in the inner Sydney suburb of Surry Hills, and is approximately 1.5km from the heart of the Sydney CBD. Photographs of surrounding area are provided at **Figure 4**. The site is currently surrounded by a range of uses characterised below:

- Directly to the north and west is Prince Alfred Park which includes open space, tennis courts and the Prince Alfred Park Public Pool.
- The site is bound by Cleveland Street to the south and Chalmers Street to the east.
- Directly opposite the site to the east are a series of 5 to 7 storey mixed use buildings. These buildings are largely residential with ground floor retail, and some commercial office space.
- To the south, the site is opposite the Australia Post and StarTrack head office.
- The site is located to the south of Central Railway Station and to the north-east of Redfern Railway Station.
- Beyond the immediate site surrounds is a mix of medium to low density residential, restaurants, retail and commercial offices.

The surrounding Surry Hills and Redfern area is undergoing gradual gentrification with a large amount of new residential development in various stages of planning and delivery. A major catalyst for change in this area is the Urban Transformation Strategy that has been prepared by UrbanGrowth NSW for the Central to Eveleigh corridor. The strategy provides guidance for development for approximately 50 hectares of government-owned land in and around the rail corridor from Central to Erskineville Stations over the next 20 to 30 years. Precinct master planning and concept plans for the individual precincts (Redfern and Central being two of these) is currently progressing. It is anticipated that significant residential population growth will occur in these precincts because of the transformation of these key area. The strategy is seeking to provide a range of private and affordable housing, with new and additional social housing.

Master planning for the precincts has not started. However, the Strategy identifies a significant increase in dwellings. To achieve the targets set in the strategy, significant densities are anticipated in taller building forms.

Figure 4 – Surrounding Development



Picture 9 – Residential development with ground floor retail to the east of the site



Picture 10 – Australia Post & Startrack to the south



Picture 11 – Prince Alfred Park to the north and west

Figure 5 – Excerpt of Central to Everleigh Precincts Map (subject site in red)



Source: UrbanGrowth NSW



## 2.4. TOPOGRAPHY

The site falls from south to north and an east to west direction. The highest point across the site is located along the southern boundary where the driveway access is located. The lowest point across the site is located near the north-west corner of the site.

Except for the driveway access ramp and carpark, the site comprises of two flat central play areas located between each of the existing buildings. Both play areas site approximately 1.0-2.5m below the finished levels in Cleveland and Chalmers Street. These play areas are generally flat.

A Survey Plan prepared by Hill & Blume Consulting Surveyors has been prepared and is submitted at **Appendix C**.

## 2.5. VEGETATION

The site contains several mature trees including a variety of exotic (introduced) and non-local native species. Mature trees in the southern and northern perimeters of the site, including the existing car parking areas in the south-western corner of the site. A number of trees are to be removed which are subject to separate approvals.

## 2.6. ACID SULFATE SOILS

A combined Stage 1 and 2 Environmental Site Assessment has been prepared and is submitted at **Appendix N**. The report indicates that based on a review of the NSW Department of Land and Water Conservation (DLWC) Acid Sulfate Soils Risk Map for Botany Bay, the site was not within an area of suspected Acid Sulfate Soils.

## 2.7. SERVICES

The site currently contains and is connected to all necessary services including water, gas, electricity, communications and sewage.

Diversion of the existing stormwater infrastructure is required as part of the proposed development. Refer to the Siteworks and Stormwater Management Plan within the Civil Design Package at **Appendix R**.

## 2.8. ROAD NETWORK

The site is currently serviced by Cleveland Street to the south and Chalmers Street to the east. Cleveland Street is a State arterial road under RMS control and authority. Chalmers Street is a sub arterial road under City of Sydney control and authority. Both roads have designated clearways for Bus traffic at peak times.

## 2.9. PUBLIC TRANSPORT

The site is well serviced by various forms of public transport, both existing and under construction. Refer to **Figure 6** which provides a summary of the transport options surrounding the site.

### Trains:

The site is close (400m) to Central Station to the north, and approximately 700m from Redfern Station to the south-west. Central Station provides access to all lines of the Sydney Trains railway network.

### Bus:

The site is situated near various bus routes operated by Sydney Buses. These include a bus stop directly to the west of the site as well as a bus stop directly to the north of the site. Chalmers Street forms a major northbound access route for buses servicing the Sydney CBD as well as the Railway Square bus interchange adjacent to Central Railway Station. These bus stops provide connections to the following services:

- **305, 308, 309, 310, 343 372, 373, 393, 395:** Connections to inner western and eastern suburbs.
- **M20:** Connection to Artarmon.

- **M50:** Connection to Drummoyne.

### Light Rail:

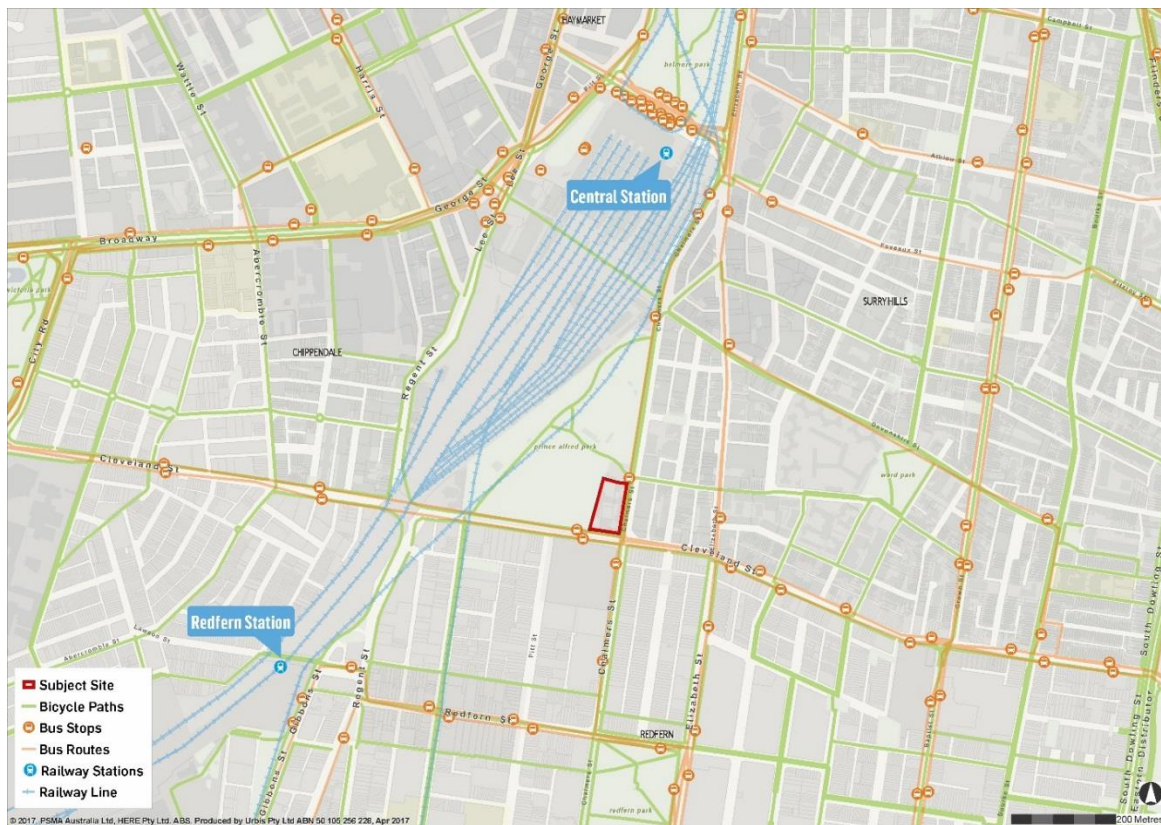
#### **Existing Light Rail**

The site is located approximately 750m walking distance to the south of the Central Station Light Rail stop near Central. The existing Light Rail network runs between Central and Dulwich Hill, via Darling Harbour, Pyrmont and the inner western suburbs of Sydney.

#### **CBD & South East Light Rail**

The CBD and South East Light Rail is currently under construction and is due for completion in 2019. The new route will provide connections to Circular Quay to the north and Kingsford and Randwick in the east. A light rail stop is proposed approximately 400m north of the site adjacent to Central Station.

Figure 6 – Transport Options Map



Source: Urbis

## **2.10. CYCLEWAYS**

The site benefits from being close to several dedicated cycleways and cycling lanes. These include cycling lanes that run along both Cleveland Street and Chalmers Street, as well as an established major north-south bicycle route through Prince Alfred Park. This route links with Mascot via a series of on-road paths commencing with George Street to the west of the site. It also links with designated paths within Chalmers Street to the north and connecting into the Sydney CBD.

## **2.11. PEDESTRIAN NETWORK**

The site is located within an existing well established pedestrian network with full width footpaths provided in both Chalmers Street and Cleveland Street.

A signalised intersection already exists at Cleveland Street/Chalmers Street, with signalised crossings provided throughout the surrounding road network.

## 3. THE PROPOSED DEVELOPMENT

### 3.1. OVERVIEW

The proposed development provides an opportunity to deliver a new educational model within a unique campus setting and will cater for up to 1,200 students from years 7 to 12. An overview of the proposed school and ancillary facilities is provided below. This EIS seeks development consent for the following works:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
  - General and specialist learning areas;
  - Amenities; and
  - Staff workplaces for teachers and administrative staff.
- Excavation for basement level.
- Construction of a 13-storey building plus roof level and basement (approximately 56.5m from park level), multi-purpose school building, containing:
  - Collaborative general and specialist learning hubs with a combination of enclosed and open spaces;
  - Library and Resource Hubs;
  - Staff workplaces;
  - Student canteen;
  - Indoor Movement Complex and other indoor recreation and performance spaces; and
  - Outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

Further detail of the proposal is provided in the subsections below and within **Appendix A - BB. Figure 7** below provides a photomontage of the proposed development viewed from Chalmers Street. A Site Plan of the proposal can be seen in **Figure 8**.

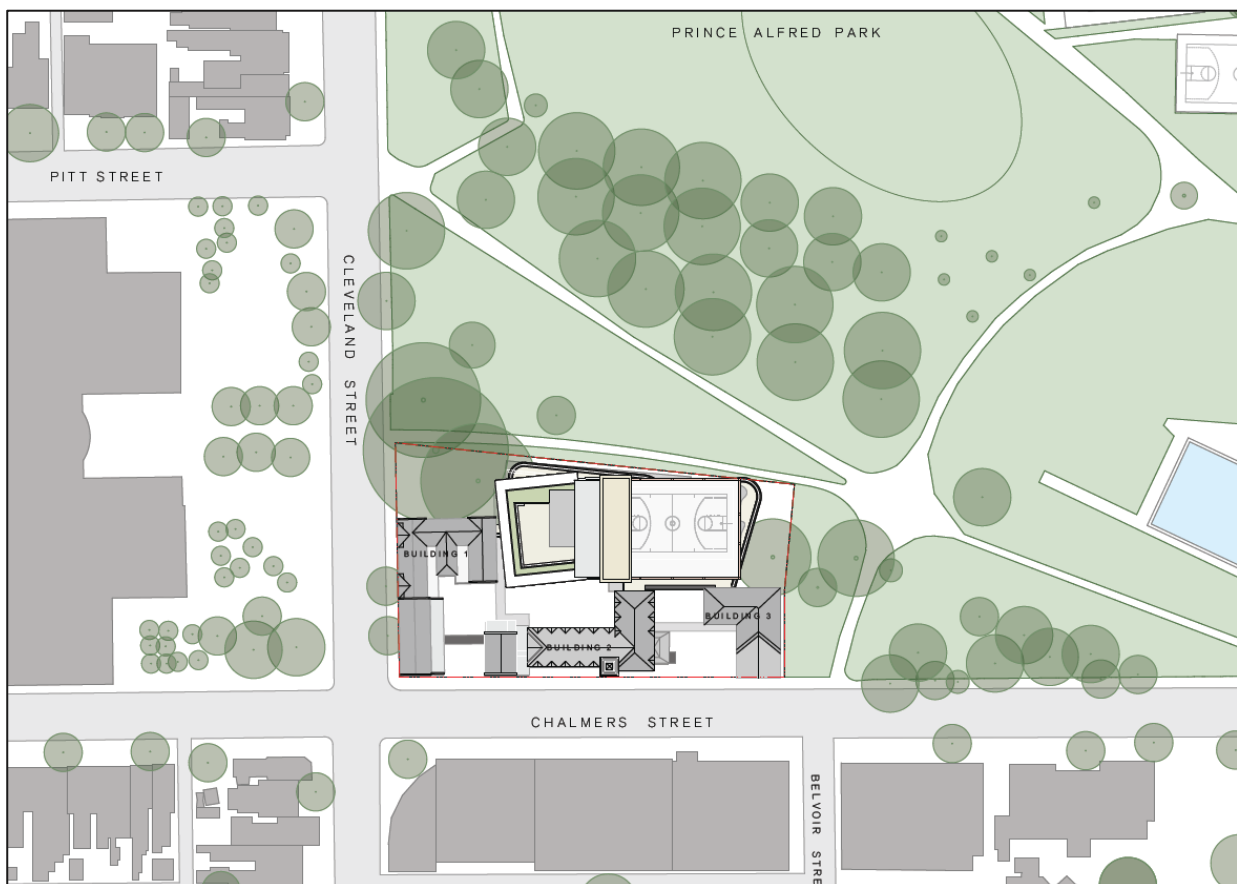


Figure 7 – Photomontage of proposed development



Source: FJMT

Figure 8 – Site Plan



Source: FJMT

## 3.2. DESIGN PRINCIPLES

The Architectural Design Statement prepared by FJMT identifies the principles that have informed the design:

### Site, Place and Landscape – The Village Campus

*The site is the edge of the park, a vital breathing space for the density of the surrounding urban fabric. The topography of the park weaves through the new campus, integrating new with old and grounding the campus to the memory of the land.*

### Character and Form

*A building that is inspired and inspiring to be within, a place of creativity and invention. An environment and form that responds to not only the surrounding urban fabric and the landscape but also the inherent energy and dynamism of the activities and movement of learning. The importance of embodying the culture of the school in the architecture, the exterior and interior spaces, social spaces, informal places of learning and exchange are integral to the success of the campus. The school will be shaped as an icon for inclusive learning excellence in the community and its physical presence will reflect this.*

### Urban Design and Heritage

*The form of the new buildings respond directly to the urban scale of the site and the new buildings relationships to the heritage fabric is carefully considered. Their heritage fabric is as important as the new fabric and both should work seamlessly together to form a unified whole. The new building form has been broken down into parts. Each part relates to the adjacent dominant existing conditions on the site – the lower levels, the park; the mid-level – a neutral backdrop to the finely crafted neo gothic facades; the Verandah and the Learning Hubs – dynamic new forms rising about the solidity of the campus base.*

### Community

*Schools play an important role as part of the local social infrastructure and it is vital that a culture of welcome and belonging is created which reflects and respects the diversity of the school community. The physical boundary of the school is visually blurred through the cascading landscape terraces removing the stigma of an institution and inviting the public to interact with the activities of the school. The physical definition between public and private spaces are clearly defined, however the layered landscaped terraces of the lower levels provide a sense of connection.*

### Sensory Experiences – Materiality – Art Integration

*A full engagement with all senses provides a heightened experience and a deeper engagement with the student's environment. It is important that the selection of finishes and materials are appropriate considering environmental sustainability, maintenance, cost and durability but also create inquiry and interest. Some elements of the development will not be 'over designed' so that post-occupancy student influence can occur to maximise student input.*

### Flexibility

*Secondary learning environments are the launching pads for tertiary and workplace learning. They must provide settings where students can apply and evaluate their skills and understanding as they prepare for a future of lifelong learning.*

### Sustainability

*The inner Sydney high school presents the opportunity to make a new sustainable educational building type. Passive design principles can be supported by sustainable practices in services design, structural design and material selection and ultimately as a live demonstration.*

### Inclusion, Safety and Security

*Built spaces and experiences that are of an appropriate scale, inclusive, supportive and comfortable, not hard and institutional, but inspiring and sometimes surprising and thought provoking – promoting inquiry and curiosity. Access to services, the support of personal devices, extended hours of access and comfortable social settings will all help to ensure students remain supported and engaged. Safety and security are important and are addressed through a clear hierarchy of public to private – entrances are clearly defined and visible.*

## Organisation and vertical connections

*Seamless connectivity and strong interrelationships between levels are key to the movement of students around the campus. The lower levels are accessed via stairs which are conceived as “journeys” through the campus. The upper tower levels are accessed via a combination of lifts and stairs. The lifts access “destination” levels and students then locally circulate via stairs either within voids inserted into each connecting Learning Community or using the Verandah stairs. All circulation stairs are used as fire egress stairs with doors on hold open.*

### 3.3. WORKS TO HERITAGE BUILDINGS

As outlined in detail in the Heritage Impact Statement, works are proposed to both the external and internal areas of the existing heritage buildings. External works generally relate to modifying existing openings created by the removal of walkways (removal under separate approval). Openings are to be replaced with steel framed windows or other alternate openings. **Figure 9** below shows the way in which the proposal retains the existing heritage buildings.

Figure 9 – Heritage Buildings Chalmers Street Elevation

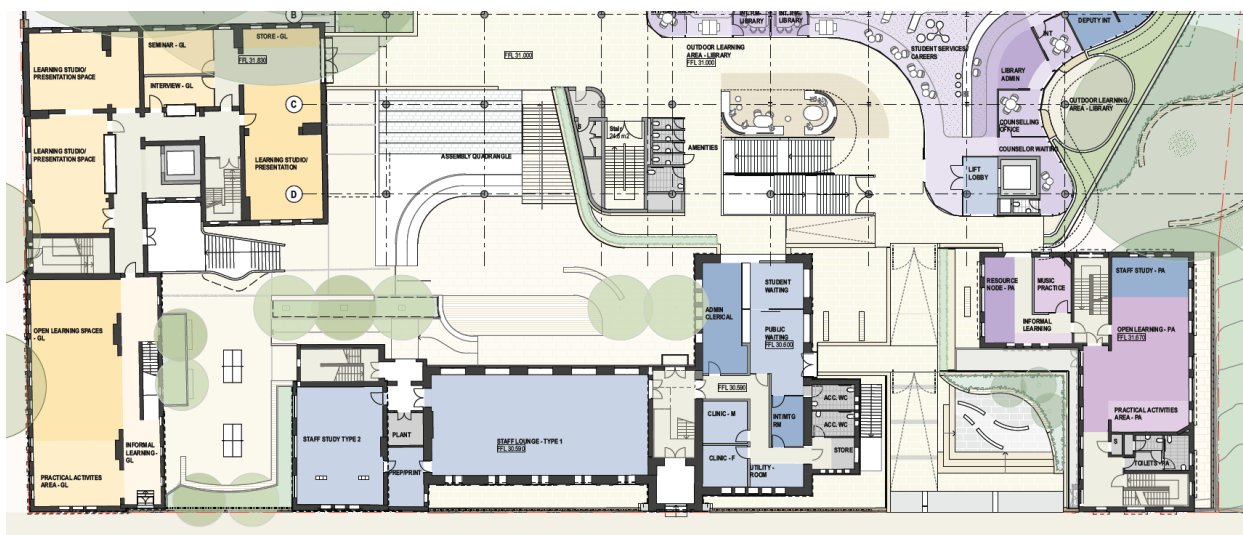


Source: FJMT

Interior works are proposed to ensure the buildings can adequately adapt to the style of education and required spaces in today's teaching climate. These include alterations to doors and partitions as well as amenities and other services and infrastructure. Wherever compatible with proposed room uses, non-full height partitions are proposed, which preserves an understanding of the original volume of the space. **Figure 10** below shows the proposed floor layout for the heritage buildings.



Figure 10 – Heritage Buildings Ground Floor Plan



Source: FJMT

### 3.4. SCHOOL CAMPUS

The proposed school campus has six main elements:

#### Learning Community

- Basement Movement Complex: sports courts, movement studio, change rooms and storage.
- Lower Ground General Learning and Fitness: outdoor learning area, fitness lab, learning studios, band room, music practice room and fitness rooms.

#### Welcome Hub

- Ground Floor Student and Community Hub: Library, primary access off Chalmers Street, staff facilities, administration and reception area, learning spaces and studios, outdoor learning and assembly quadrangle.
- Level 1 Welcome Hub and Recreation Area: Staff facilities, learning spaces and studios, outdoor learning, covered outdoor area and café.

#### The Studio

- Level 2 Visual Arts: learning studios, workshops, open learning areas and senior's studios.
- Level 3 Design and Technology: practical activity areas, open learning areas, learning studios, storage and outdoor learning areas.
- Level 4 Food Technology: commercial kitchens, learning studios, laundry and storage and open learning areas.
- Level 5 Games: games courts and games area.

#### Learning Community Hub

- Levels 6-8 Learning: General STEAM and Senior's learning areas, outdoor learning areas, open learning areas and resource nodes.
- Level 9 Recreation Area: games terraces and learning area for Seniors.
- Levels 10 and 11 Learning: General STEAM and Senior's learning areas, seminar rooms, science labs, computer labs, outdoor learning areas, open learning areas and resource nodes.
- Roof Outdoor Learning: outdoor learning, amenities and plant.

The Studio is a three-storey podium structure that sits above the landscaped terrace. The Studio form relates the character of the heritage buildings to the tower form and completes the campus style of the school. This is demonstrated in **Figure 11**.

The tower form is located to the south to create a rooftop games court. The tower volume is concentrated to the south transitioning to the buildings on the opposite side of Cleveland Street.

Figure 11 – Campus viewed from Chalmers Street



### 3.5. BUILT FORM AND URBAN DESIGN

The overall height of the campus is 56.5m above park level, which is 8.5m lower than the concept proposal submitted with the SEARs and Design Brief. The proposal has an FSR of approximately 3.02:1. Key elements of the built form and scale are:

- A series of differing volumes to respond to the heritage character and reduced the perceived bulk of the development.
- The highest point ('Verandah') is a slender form that corresponds to the steeple of the heritage building to the east.
- The tower form is located to the south west corner to respond to the larger scale commercial development to the south.
- The change of level from Chalmers Street to Prince Alfred Park is an opportunity to layer the ground plane and provide an integrated basement, which minimises the overall height of the campus.
- The new built form is set back from the heritage buildings to maintain the streetscape character. The new building is also setback from development to the east and south, behind existing built form, separated by Chalmers and Cleveland Streets.
- The podium element is set back from the northern boundary, allowing for 'blurring' between the campus and the park.
- The podium element is aligned with the boundary to the west, inset at park-side to connect the campus and the park.

Built form and urban design are detailed in **Appendix E**.



### 3.6. PUBLIC DOMAIN, PUBLIC OPEN SPACE AND COMMUNITY USES

The proposal seeks to connect the new campus to the public domain of the park and Central Station. There will be a visual connection between the open space of the park and the lower landscaped terraces of the Student and Community Hub, which is the primary student gathering space. The design has recognised the importance of maintaining a connection to the park, in the context of the scale of the development. This has been achieved by the lifting of the podium to allow views through from the east to the west.

The proposal includes new specialised recreation, sporting and cultural facilities for use by the school. City of Sydney's Prince Alfred Park includes open space, swimming pool and sport courts. The Applicant and Council are discussing the potential for joint use of Prince Alfred Park and some parts of the ISHS by the community and school. The discussions are at an early stage with broad options on both side being discussed.

The existing Prince Alfred Park Plan of Management (PoM) and Master Plan (adopted Dec 2005) are being considered in discussions between Council and the Applicant on how the school proposes to use the park. The Plan of Management may need to be updated once and if an agreement is reached between Council and the Applicant.

Should no agreement be reached for the shared use of the park, students will still have access to alternative locations for active sports. We are advised by the applicant that all secondary schools provide a range of physical education and sporting options for students depending on student interest, staff expertise, school location and access to local facilities. Students are transported to and from venues to ensure diverse opportunities are provided. It would be rare for a secondary school to be able to accommodate all activities on their site, particularly in metropolitan locations. There are already established networks for competitive sport in the inner Sydney should the school need them.

### 3.7. INTERFACE WITH PUBLIC DOMAIN

The site has a layered history, as identified in the Architectural Design Statement. The proposal addresses the layers of history by providing physical and visual connections to the landscape (the City and park) via a series of large open terraces. The terracing from the park to the school levels immediately above ground are intended to provide the secure line between the Park and the School. Boundary fencing is minimised.

The proposal is carefully designed so that the building line provides a secure perimeter to the site and at the same time integrates with the park. The eastern and southern boundaries are made secure by fencing. Landscaped terraces form boundary walls on the northern and western boundaries. Shared zones on the northern and western boundaries allow the development to engage with the park (**Figure 12**).

The main entrance to the campus is marked by a new plaza between existing buildings 2 and 3. The plaza becomes a gathering space for staff, students and parents, instead of congesting Chalmers Street. The new entry is secure, which separates the public and private realms.

The transition in level from the path of travel at the Chalmers Street entrance to the park is accessible and equitable for all students and staff.

Figure 12 – Campus viewed from Prince Alfred Park



### 3.8. EXTERNAL MATERIALS AND FINISHES

The external materials and finishes are attributed directly to the various façade treatments proposed for the various components of the building.

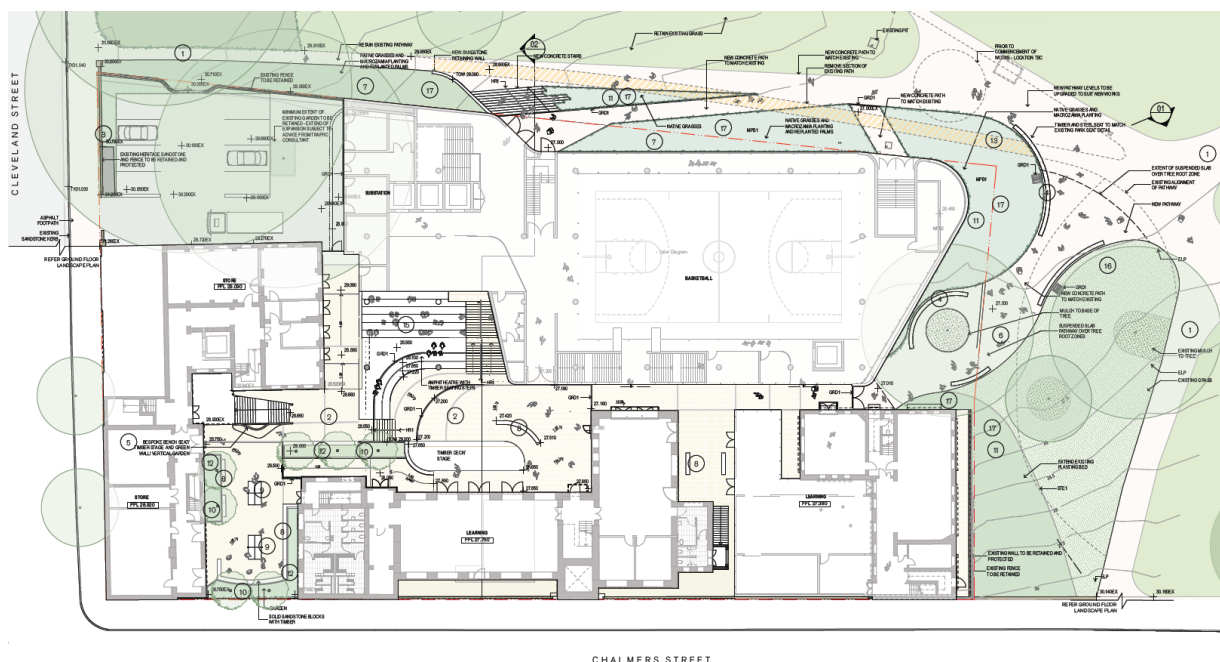
Each component of the proposals built form is emphasised by the materiality of its façade, which relates to both its internal function and corresponds to the part it plays in the narrative of the proposal itself.

Refer to the Architectural Design Statement prepared by FJMT for a detailed description of the proposed materiality and façade treatments (**Appendix E**)

### 3.9. LANDSCAPING

Landscape Plans and a Landscape Design Statement have been prepared by FJMT and are submitted at **Appendix F** and **Appendix G**. The design objective for the proposed landscaping is to compliment the materiality of the natural park setting and landscape design character of Prince Alfred Park and the heritage and sandstone elements of the existing heritage school buildings. **Figure 13** below indicates the Lower Ground Landscape Plan.

Figure 13 – Lower Ground Landscape Plan and proposed palette



Source: FJMT

The Landscape Plan is characterised by a number of key Landscape Character Zones as described below:

- **The Hollow**

A quieter recreational space sunken in between the heritage buildings. Deciduous screening landscaping will provide privacy from Chalmers Street whilst allowing sun access into the court. The edges will be used for quieter more contemplative spaces with opportunities such as table tennis in the open areas.

- **The Amphitheatre**

A special gathering space at the heart of the school directly connected to the Student and Community Hub. The Quadrangle can be used for performances, presentations or recreation.

- **Northern Park Interface**

Access from the northern gate will allow students controlled access into the park, accessing shaded seating and concrete paved zones that will be constructed to prevent trampling to the root zones of the existing trees, and provide pathways over the low lying wet areas, connecting to the existing park pathway network.

Planting themes, furniture detailing and pathway materials all take their cue from the existing park palette.

- **Western Park Interface**

The existing footpath to the west of the school boundary has been relocated further east, to allow a planting zone to encompass the building and soften the interface.



The relocation of the pathway generally improves sight lines along the length of the path. A new set of stairs and DDA compliant pathway provides direct access to the north-south pathway.

- **Library Terrace and Podium Planting**

The library terrace provides opportunity for informal seating and gathering to an eastern terrace, surrounded by podium plantings.

- **The Entrance Forecourt**

A landscaped entrance forecourt providing a breathing space for the school entrance along the narrow footpath of Chalmers Street, and provides opportunity for engagement and address with the street. Sculptural sky lights provide the opportunity for light to penetrate through to the Performing Arts Learning Community below.

- **Community Hub**

The level one terrace, with café seating, covering outdoor recreation zones and the café kitchen, connects directly to the library and Student Community Hub. Embracing two connected levels, this is the heart of the campus and is the focal point for students with views out to the park and across to the amphitheatre.

- **Basketball Terrace**

Level 5 provides a full-sized netball/basketball court with adjacent active play space to an undercroft area. The games deck has tiered seating, with direct access to the Food Tech facilities and vegetable garden.

- **Roof Garden**

Level 12 demonstrates principles of agriculture, permaculture and climate study with facilities such as a meteorology station, bee hives and bee gardens, and outdoor science learning areas.

## **3.10. SITE ACCESS AND PARKING**

### **3.10.1. Pedestrian Access**

Access to the site will be provided from one main entry point from Chalmers Street located at the north-eastern end of the site. This will be a controlled access point providing access for students, staff and visitors to the school. Additional pedestrian egress points are provided at both the western frontage and northern frontage to Prince Alfred Park.

### **3.10.2. Vehicular Access and Car Parking**

Vehicular access will remain from Cleveland Street in the south-western portion of the site. Access in this location will be to the small staff car park and for servicing and emergency vehicles only.

Car parking is provided for 8 vehicles in the small at-grade car park located in the south-western corner of the site. Due to the topographic, vegetation and heritage constraints associated with the site, additional parking is not proposed and therefore parking allocations are based on existing provisions without double stacked parking. Servicing and loading access is also provided in this location. Discussion of the proposed car parking provision having regard to the requirements of the Sydney Development Control Plan (DCP) is provided at **Section 4.7**.

## **3.11. OPERATION**

The proposal is for a new school and full operational details are yet to be resolved. Key design and operation features of the new school are:

- Staggered lunch break for use of recreation and open space areas;
- Scheduled use of specialist facilities in the mornings for senior year students and afternoons for middle year students;
- Three lift design with use restricted to pre-selected levels. This will allow better circulation and movement of students throughout the tower;

- Two different timetabling approaches to ensure the school can accommodate changes in the learning needs and provide flexibility for teaching; and
- Encouraging contemporary teaching methods to make best of use of flexible and contemporary learning.

These elements will be refined and tested as the project progresses.

## 3.12. WASTE

A Waste Management Plan has been prepared by the ARUP and is included at **Appendix AA**. The report includes provisions for demolition, construction and ongoing waste management onsite.

### 3.12.1. Construction Waste

A Construction Waste Management Plan will be prepared by the Principal Contractor. This will determine the storage, use and handling of construction materials onsite. Any waste generated at demolition/excavation stage will be reused and recycled where possible with landfill disposal only being used when absolutely required. Any waste taken off site will be disposed of in an EPA approved facility. An outline of proposed Construction Waste Management is included in the Preliminary Construction Management Plan at **Appendix Z**.

### 3.12.2. Ongoing Operation Waste

Based on the information provided and benchmark data from similar developments, the primary waste streams expected to be generated in the ongoing operation of the development would be:

- Cardboard/ paper recycling;
- Co-mingling recycling;
- Food organics recycling; and
- General Waste.

Additional smaller waste streams may include toner cartridge recycling, fluoro tube/globe recycling and battery recycling.

ARUP have estimated weekly waste volumes based on collection occurring five times a week. Bin rooms on the Lower Ground Floor will facilitate 13m<sup>2</sup> for general waste and 30m<sup>2</sup> for recycling and hard waste. The waste collection truck will enter the site from Cleveland Street. Bins will be transferred to the collection area by the contractor. Access for waste collection vehicles will be designed in accordance with the City of Sydney Waste Policy. Waste vehicles accessing the site will at no time cause the flow of traffic on Cleveland Street to be blocked.

The recycling and waste storages areas provide sufficient capacity for the bins proposed, which include:

- General Waste Storage – 13m<sup>2</sup>
  - General Waste – 4 x 660L General Waste Bins
  - Food and Garden Organise – 4 x 240L Recycling Bins
- Recycling Storage – 18m<sup>2</sup>
  - Co-mingle – 3 x 660L Recycling Bins
  - Paper/card – 4 x 1,100L Recycling Bins
- Hard Waste Storage – 12m<sup>2</sup>
  - Bulky items – Caged section
  - E-waste – Small receptacle

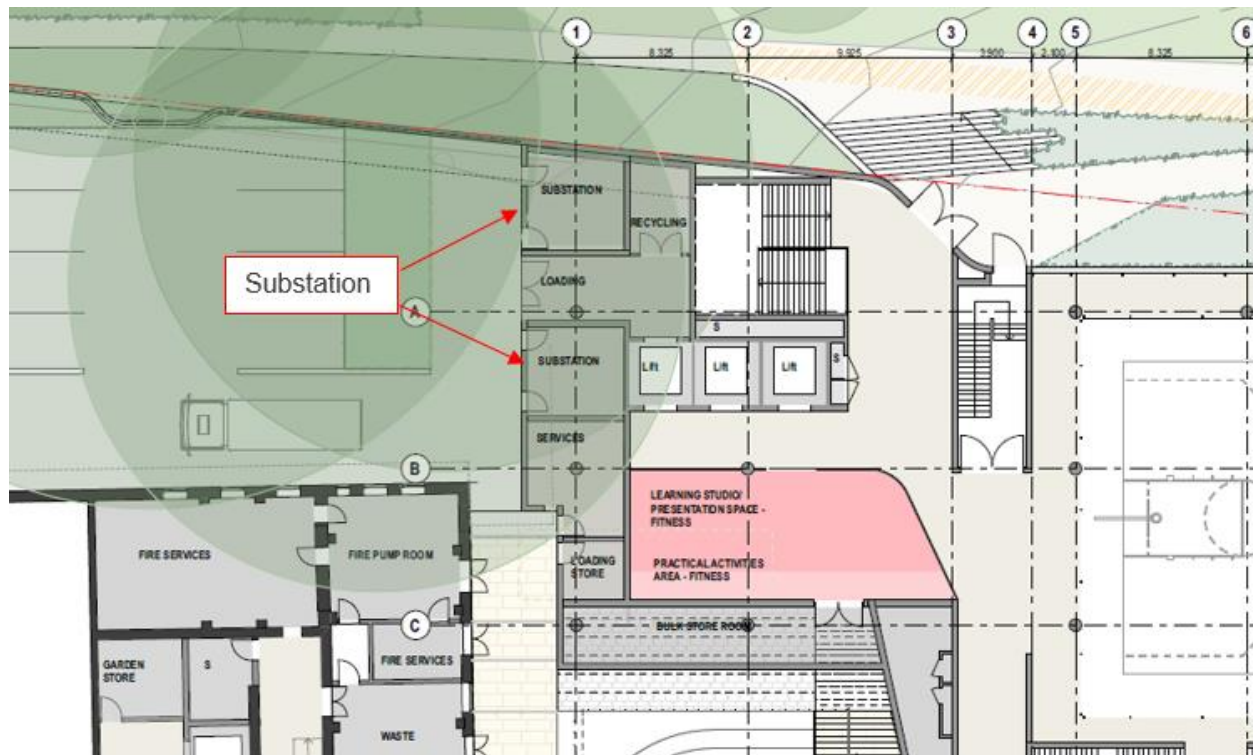
Bins will be stored throughout the school for use at the point of generation. They will be brought to the waste storage/ collection areas as required for collection.



### 3.13. SITE SERVICES

A Service Infrastructure Report prepared by Wood and Grieve Engineers is included at **Appendix Y**. Wood and Grieve reviewed the existing electrical capacity onsite and consulted with Ausgrid. Ausgrid confirmed that two off chamber substations are required to service the site. The substations will be located to the south of the proposed building as shown in **Figure 14** below and will cater for the additional load onsite. The substations will be integrated within the building design and will not affect the heritage significance of the site.

Figure 14 – Location of proposed substations



Source: FJMT

Sydney Water will service the site with potable water. Upgrade of the existing site sewer connection is also required. A Section 73 application will be lodged with Sydney Water at detailed design phase to facilitate both upgrades. Diversion of the existing stormwater infrastructure is required as part of the proposed development. Refer to the Siteworks and Stormwater Management Plan within the Civil Design Package at **Appendix R**.

Maintenance access and loading is maintained off Cleveland Street. A direct loading pathway is provided to access the lifts up to the upper levels of the Campus. A MRV garbage truck can be accommodated with a forward entry and exit.

Plant is located within the Lower Ground levels of Building 1 and 2 and within the new podium adjacent to the loading area and within the upper 2 levels of the Verandah. The plant is integrated within the building and will not be visually obtrusive.

### 3.14. STORMWATER AND DRAINAGE

A Civil Engineering package has been prepared by Northrop, which includes the following:

- Concept Sediment and Erosion Control Plan and details;
- Site works and Stormwater Management Plan and details; and
- Catchment Plan.

An underground On-Site Detention Tank (20kL) is to be provided with storage capacity requirements to be confirmed by Sydney Water.

### 3.15. STAGING AND CONSTRUCTION MANAGEMENT

The proposal will be constructed in one stage in accordance with the Preliminary Construction Management Plan prepared by Root Partnerships submitted at **Appendix Z**.

Before construction of the inner Sydney high school the contractor will carry out a thorough dilapidation report on the site and adjoining properties. The site will be fenced and appropriate hoardings installed to site boundaries and sediment control measures installed. Exclusion zones around trees identified to remain will be fenced in accordance with an experienced Arborists advice. Temporary service supplies for power, water, sewage and communications utilities will be made. Truck access in and out of the site will be made safe with the use of full time traffic controllers and wheel washing and dust mitigation measures will be in place.

The Preliminary Construction Management Plan ensures that the Works contractors have:

- Sufficient control devices (e.g. security gates and site access procedures) are utilised to warn and guide site staff, construction works, visitors and the general public safely around the park and the site while restricting unauthorised access to construction areas or any unsafe areas.
- Provided adequate warning/notification of changes in conditions and of personnel and/or plant engaged in works or adjacent public areas e.g. Prince Alfred Park and public roads areas.
- Provided and installed signs and devices prior to work commencing at a work site.

## 4. STATUTORY POLICY CONTEXT

### 4.1. OVERVIEW

In accordance with SEARs, the following statutory planning policies have been considered in the assessment of the proposal:

- *State Environmental Planning Policy (State & Regional Development) 2011;*
- *State Environmental Planning Policy (Infrastructure) 2007;*
- *State Environmental Planning Policy 55 – Remediation of Land;*
- *Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;*
- *Sydney Local Environmental Plan 2012; and,*
- *Sydney Development Control Plan 2012*

### 4.2. STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011

*State Environmental Planning Policy (State and Regional Development) 2011* identifies development types that are of state significance, or infrastructure types that are of state or critical significance. Under the *State Environmental Planning Policy (State and Regional Development) 2011*:

*“Development for the purpose of educational establishments (including associated research facilities) that has a capital investment value of more than \$30 million” is considered a SSD.”*

The proposal is defined as an ‘educational establishment’ and has a project value in excess of \$30 million. This meets the minimum threshold of \$30 million. Accordingly, an SSD application has been lodged.

### 4.3. 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 relevant provisions of the ISEPP are discussed below:

#### School Facilities Standards

Clause 32 of the ISEPP provides the relevant matters for consideration in the determination of a development application for ‘educational establishments’. Clause 32(2) states that:

*“Before determining a development application for development for the purposes of a school, the consent authority must take into consideration all relevant standards in the following State government publications (as in force on the commencement of this Policy):*

- (a) School Facilities Standards—Landscape Standard—Version 22 (March 2002),*
- (b) Schools Facilities Standards—Design Standard (Version 1/09/2006),*
- (c) Schools Facilities Standards—Specification Standard (Version 01/11/2008).”*

Clause 32(3) states that if there is an inconsistency between a standard referred to in Clause 32(2) and a provision of a development control plan, the standard prevails to the extent of the inconsistency.

The above standards are no longer fully relied on as the guidelines for school design. The proposal has been designed to be consistent with several other industry and government benchmarks including the NSW Educational Facilities Standards and Guidelines (EFSG).

## Development in Rail Corridors

Division 15, Subdivision 2 relates to development within rail corridors. The site is located approximately 200m or more from the rail corridor and as such, the provisions of the SEPP are not applicable to the proposal.

## Traffic Generating Development

Schedule 3 'Traffic generating development to be referred to the RTA' stipulates that development for the purposes of an 'educational establishment' with 50 or more students and with access to any road will be referred to the RTA. The RMS were consulted during the SEARs stage and in the preparation of this EIS. The Traffic and Parking Assessment prepared by Positive Traffic, submitted at **Appendix K**, addresses the matters raised by the RMS in the SEARs. A referral to the RMS will be undertaken during the assessment of the EIS in accordance with Schedule 3.

## **4.4. STATE ENVIRONMENTAL PLANNING POLICY NO. 55 – REMEDIATION OF LAND**

*State Environmental Planning Policy No.55 – Remediation of Land* (SEPP 55) provides a state-wide planning approach for the remediation of land and aims to promote in the remediation of contaminated land to reduce the risk of harm to human health or the environment. Clause 7(1) requires the consent authority to consider whether land is contaminated prior to consent of a development application.

A Combined Stage 1 and 2 Environmental Site Assessment has been prepared by Alliance Geotechnical and is submitted at **Appendix N**. A total of eight (8) boreholes were mechanically excavated and soil samples were collected at the various locations across the site. Fill material was observed at all sample locations, and consisted of gravelly silty clay, gravelly silty sand and silty sand. No hydrocarbon odours were observed and no asbestos containing material (ACM) was observed. Foreign materials including gravels and minor ash and potential slag was observed in the fill material at all borehole locations.

The Environmental Site Assessment concludes: *"It was concluded that based on the findings of this assessment and the Limitations in Section 11, the site was suitable for the proposed school land use."* The following recommendations are made:

- During any further development that the site soils are appropriately managed under a construction environmental management plan (CEMP) to mitigate potential exposure of PAHs to site workers.
- The CEMP should include an unexpected finds protocol to identify appropriate controls and procedures in circumstances where previously unidentified contamination is encountered during redevelopment.

It is anticipated that these recommendations are included as conditions in the development consent.

## **4.5. DRAFT STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017**

The Department released the *Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* ('Education SEPP') in February 2017. The draft Education SEPP aims to facilitate the effective delivery of educational establishments and early childhood education and care facilities across the state. Of relevance to this proposal are clause 36 and Schedule 36.

### **4.5.1. Development Standards**

Clause 36 of the draft Education SEPP, states that *"development consent may be granted to development for the purpose of a school that is state significant development even though the development would contravene a development standard imposed by the local environmental plan under which the consent is granted"*.

The proposal exceeds the height and floor space ratio (FSR) development standards. As the new SEPP is in draft, it is a matter for consideration. Clause 36 is to be taken into consideration by the consent authority.

### 4.5.2. Design Quality Principles

Schedule 4 of the draft Education SEPP outlines the design quality principles that are proposed for consideration of applications for school developments. The proposal responds to these design quality principles as follows:

Principle 1 – Context, built form and landscape

Principle 2 – Sustainable, efficient and durable

Principle 3 – Accessible and inclusive

Principle 4 – Health and safety

Principle 5 – Amenity

Principle 6 – Whole of life, flexible and adaptive

Principle 7 – Aesthetic

These principles have been addressed in the Architectural Design Statement submitted at **Appendix E**.

## 4.6. SYDNEY LOCAL ENVIRONMENTAL PLAN 2012

The *Sydney Local Environmental Plan 2012 (SLEP 2012)* is the principal environmental planning instrument governing development at the site. An assessment against the relevant controls of *SLEP 2012* has been undertaken in the subsections below.

### 4.6.1. Zoning and Permissibility

The site is zoned B4 – Mixed Use, ‘educational establishments’ are permitted with consent in this zone. As per *SLEP 2012*, an educational establishment is defined as:

*“a building or place used for education (including teaching), being:*

*(a) **a school**, or*

*(b) a tertiary institution, including a university or a TAFE establishment, that provides formal education and is constituted by or under an Act.”*

The proposed school is therefore permitted with consent.

### 4.6.2. Zone Objectives

The relevant objectives of the B4 – Mixed Use zone are:

- *To provide a mixture of compatible land uses.*
- *To integrate suitable business, office, residential, retail and other development in accessible locations so as to maximise public transport patronage and encourage walking and cycling.*
- *To ensure uses support the viability of centres.*

The proposal is consistent with these objectives as:

- It satisfies the educational needs of students in the area, and provides employment that can maximise public transport patronage and encourage walking and cycling; and
- It provides a much-needed service that supports the ongoing viability of the area.

### 4.6.3. Other LEP Provisions

Other relevant provisions contained to the *SLEP 2012* are addressed in **Table 3** below.



Table 3 – SLEP 2012 Compliance Table

Consideration	Control	Proposal	Compliance
Clause 4.3 – Building Height	9m	The proposed development has a maximum height of 56.5m. Justification to exceed the height is provided following this table.	NO  Refer to Section 4.6.4
Clause 4.4 - Floor Space Ratio (FSR)	1.25:1	The proposed development has a maximum FSR of 3.5:1. Justification to exceed the FSR is provided following this table.	NO  Refer to Section 4.6.4
Clause 5.9 - Preservation of Trees or Vegetation	A person must not ringbark, cut down, top, lop, remove, injure or wilfully destroy any tree or other vegetation without development consent.	This SSD <b>does not</b> seek development consent to remove existing trees from the site.  An Arboricultural Impact Assessment has been prepared by The ENTS Tree Consultancy which also provides a Tree Protection Specification and Tree Protection Plan with regard to site trees being retained. Refer to <b>Appendix O</b> .	N/A
Clause 5.10 – Heritage Conservation	The site is a local heritage item *I1477 pursuant to SLEP 2012. The site is also adjacent to a Heritage Conservation Area.	A Heritage Impact Statement prepared by Weir Phillips and Aboriginal Cultural Heritage Report prepared by Comber Consultants are attached at <b>Appendix H</b> and <b>Appendix J</b> respectively.  Aboriginal Heritage and European Heritage matters are discussed in more detail at <b>Section 6.6</b> and <b>Section 6.7</b> , however the proposal is not expected to unreasonably impact on the heritage significance of the site.	YES
Clause 5.12 - Infrastructure development and use of existing buildings of the Crown	SLEP 2012 does not restrict or prohibit, or enable the restriction or prohibition of, the carrying out of any development, by or on behalf of a public authority, that is permitted to be carried out with or without development consent, or that is exempt development, under State Environmental Planning Policy (Infrastructure) 2007.	The height and FSR development standards in clauses 4.3 and 4.4 restrict the development of the proposed school, being development permitted with consent, and therefore do not apply.	YES
Clause 6.19 – Overshadowing	Prince Alfred Park is identified as a public space that cannot be overshadowed between 12.00	The submitted shadow diagrams show the proposal does not result in any additional overshadowing of Prince Alfred Park at any time between 14 April and 31 August in any	YES

Consideration	Control	Proposal	Compliance
of certain public places	and 14.00 between 14 April and 31 August in any year.	year between 12.00–14.00 (beyond the shadow that would be cast by a wall with a 20 metre frontage height on the boundary between the park and the railway land).	
Clause 6.21 – Design Excellence	The proposed development must exhibit design excellence.	The proposal has been through a Design Excellence competition and was chosen as the winning scheme. The developing design has been further review by the Design Integrity Panel (DIP), which is the design competition Jury. The DIP has endorsed the developing design as it continues to exhibit design excellence. Assessment against the matters for consideration in clause 6.21 is in	YES  Refer to Section 4.6.5
Clause 7.2 - Earthworks	Earthworks must not have a detrimental impact on environmental functions and processes, neighbouring uses, cultural or heritage items or features of the surrounding land.	This SSD does seek development consent for earthworks.  The proposed earthworks will be generally limited to the footprint of the proposed tower building. The earthworks are not anticipated to have an adverse environmental impact. A Sediment and Erosion Control Plan has been prepared by Northrop within the Civil Design Package and is submitted at <b>Appendix R</b> .	YES
Clause 7.15 – Flood Planning	The proposal must be designed to minimise flood risk.	The site is located within a flood hazard area. A Civil Report has been prepared by Northrop Consulting Engineers and submitted at <b>Appendix Q</b> which assesses the flooding impacts of the site. The report determines that the site will be partially inundated by overland flows from the 100 year and PMF storm events. Refer to <b>Section 6.10</b> for further discussion.	YES

#### 4.6.4. Justification to Exceed Height and FSR Development Standards

The maximum height limit on the site is 9m and the maximum FSR is 1.25:1. The proposal is for a new school tower, which at 56.5m from park level and 3.02:1, exceeds the height and FSR development standards. This section is a justification to vary the Height of Building development standard under clause 4.3 and the FSR development standard under clause 4.4.

##### Strict Compliance is Unreasonable and Unnecessary

- Space within the school site is extremely limited. To achieve the floor space requirements necessary for the projected population growth and the future school's operations it has been necessary to exceed the development standards. A compliant development at 9m and 1.25:1 would never achieve the student capacity requirements projected by the Applicant.
- The State Government has announced that enrolment numbers at government schools will grow by 21 per cent over the next 15 years. New schools and bigger enrolment capacities are needed to accommodate the growth. Inner Sydney school sites are constrained so multi-storey buildings are

required to meet the demand. The proposal is one of five multi-storey schools in inner Sydney needed to ensure there are enrolments spaces for students soon.

- The intention of the development standards is to maintain an appropriate interface with the park. The proposal was chosen in a competitive design process and one of the key features of the selected scheme is its interface with the park. The proposal seeks to connect the new campus to the public domain of the park. The proposal visually connects the open space of the park with the Student and Community Hub. The proposal lifts the podium (“Studio”) to provide views through the site to the park. An innovative and appropriate interface to the park has been achieved, notwithstanding the scale of the tower above.
- The site can accommodate the scale of the tower without having significant unreasonable impacts on the amenity of the park and surrounding properties. This is discussed in **Section 6** of this EIS.
- The site can accommodate the proposed density as it will have negligible impacts on traffic and parking impacts. The school will cater for a local catchment. The site is well serviced by public transport to cater for any students and staff beyond the local catchment area. The increase in density will therefore not result in unreasonable traffic and parking impacts as walking to public transport will be the primary way of accessing site.
- In comparison to the Design Competition Brief building envelope parameters, the proposal reduces the bulk of the tower by providing and articulating two volumes. Sports courts are below the natural ground level to minimise additional levels. The scheme is under the height envelope of the brief.
- The perception of bulk and scale has been managed by designing the proposal as a “campus” style school, with a variety of forms, scales and materiality. The heritage buildings are retained to ensure the streetscape appearance is maintained along Cleveland and Chalmers Streets. The new building comprises a three-storey podium, which is consistent with the scale of the existing 1960s building. The tower mass is broken up by different building forms and materials.

### **Consistency with the Objectives of Clause 4.3: Height of Buildings**

The relevant objectives of clause 4.3 are addressed in the table below.

Table 4 – Height of Buildings Objectives

<b>Objective</b>	<b>Response</b>
<i>(a) to ensure the height of development is appropriate to the condition of the site and its context</i>	The proposal is taller than development in the area. However, the site is adjoined by park and roads. Nearby properties are separated by Cleveland and Chalmers Streets. This site condition ensures that the proposal will not unreasonably impact on amenity of neighbours.
<i>(b) to ensure appropriate height transitions between new development and heritage items and buildings in heritage conservation areas or special character areas</i>	<p>The significant heritage buildings on site are retained. These are the dominant elements experienced at street level. The new tower is located behind the existing buildings, recessed from Chalmers Street.</p> <p>The new building will be contemporary in design so as not to dominate the significant buildings. Weir Phillips has assessed the proposal and concluded that “<i>This is an appropriate response to a new building of this size. A building of this massing and scale that replicated the forms, details and finishes of the existing building on the site would dominate them. It is better that the new building be allowed to evolve its own typology.</i>”</p>
<i>(c) to promote the sharing of views</i>	The proposal will have negligible view impacts on the upper level of residential flat buildings to the east. These properties have park views. The existing views from these properties are not water, iconic or full views. The view impact is from primary living and open space areas. The view impact is assessed as negligible and reasonable in the

Objective	Response
	circumstances of the critical social infrastructure and net community benefits resulting from the proposal.

### **Consistency with the Objectives of Clause 4.4: FSR**

The relevant objectives of clause 4.4 are addressed in the table below.

Table 5 – FSR Objectives

Objective	Response
<i>(a) to provide sufficient floor space to meet anticipated development needs for the foreseeable future</i>	The State government estimates that by 2036 growth in the population will increase school enrolments in the Central District by 43,000. The floor space requirements for the proposal were established in the Design Brief to meet the State Government's projected targets. The Brief was reviewed and accepted by Council and NSW Government Architects Office. The proposed FSR reflects the accommodation requirements of the school to meet the future needs of the area.
<i>(b) to regulate the density of development, built form and land use intensity and to control the generation of vehicle and pedestrian traffic</i>	<p>In the circumstances of this development, there is no real relationship between density and traffic generation. That is, the additional FSR does not generate high levels of traffic. Positive Traffic has assessed the traffic impacts of the development as being negligible. In summary:</p> <ul style="list-style-type: none"> <li>• The site is well serviced by high frequency public transport options for staff and students.</li> <li>• There is little opportunity for staff and students to drive and park within a reasonable walking distance to the school. Public transport will therefore be high.</li> <li>• On-site parking is low and would not be attractor of large numbers of peak hour trips.</li> <li>• The net traffic increase on the network by the school would be negligible and would not impact on the surrounding road network or the operational capacity of surrounding intersections.</li> </ul>
<i>(c) to provide for an intensity of development that is commensurate with the capacity of existing and planned infrastructure</i>	There is significant capacity within the surrounding public transport infrastructure to accommodate the additional demand generated by the proposal. Existing utilities and services will be upgraded/expanded as necessary.
<i>(d) to ensure that new development reflects the desired character of the locality in which it is located and minimises adverse impacts on the amenity of that locality</i>	<p>This variation has been informed by a detailed site context analysis and design assessment. The proposal is a site-specific design solution that has identified, on balance, the most appropriate development response. The proposal has been designed to minimise impacts on the amenity of the locality:</p> <ul style="list-style-type: none"> <li>• The streetscape character is maintained by retaining the heritage buildings and low scale along Cleveland and Chalmers Streets. The tower is recessed behind these buildings so as not to visually dominate the streetscape. This approach has been supported on heritage grounds (refer to Heritage Impact Statement).</li> <li>• The proposal has a positive relationship with the park and the public domain at the pedestrian scale. It activates the park edge to improve safety and security has views through to the heritage buildings. The landscape terraces integrate with the open spaces in the park. The improved relationship with the public domain and the successful resolution of of the park interface at the pedestrian scale is the key feature of the proposal. The height of the tower is secondary.</li> </ul>

Objective	Response
	<ul style="list-style-type: none"> <li>• The tower is over 40m from neighbouring residential properties to ensure there are no unreasonable privacy impacts. The School will also operate standard school hours to minimise impacts.</li> <li>• The proposal complies with the LEP control that prohibits overshadowing of Prince Alfred Park at a certain time. This is the key amenity provision controlling development on the site.</li> <li>• The proposed buildings have been designed to limit overshadowing of adjacent properties and the public park.</li> <li>• View impacts are negligible and reasonable in the circumstances of this particular case.</li> <li>• As above, there will be negligible traffic impacts on the surrounding road network given the access to alternative transport options.</li> </ul>

### **Consistency with the Aims of relevant Policies**

#### ***Sydney Local Environmental Plan 2012***

The proposal is consistent with the aims of the SLEP 2012 as it will:

- Reinforce the role of the City of Sydney as the primary centre for Metropolitan Sydney;
- Support the City of Sydney as an important location for educational and cultural activities;
- Promote ecologically sustainable development;
- Encourage the economic growth of the City of Sydney by providing density that increases employment
- Provide infrastructure that meets the needs of residents and workers;
- Provides social infrastructure that reflects the existing and future capacity of the transport network and facilitates walking, cycling and the use of public transport;
- Enhance the education experience for students and staff and provides facilities to improve the quality of life of the local community;
- Achieve a high quality urban form, design excellence and reflects the character of the area;
- Conserve the environmental heritage of the City of Sydney; and
- Protect the recreation park for the enjoyment of the public.

The proposal is also consistent with the objectives of the B4 zoned land. The additional height and floor space allows the proposal to meet the educational needs of the area and increase employment opportunities in the City. The school will be accessed via public transport, walking and cycling.

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

The objects in section 5(a)(i) and (ii) of the *Environmental Planning and Assessment Act 1979* are as follows:

*“(a) to encourage*

*(i) the proper management, development and conservation of natural and artificial resources, including agricultural land, natural area, forest, mineral, water, cities, towns and villages for the purpose of promoting the social and economic welfare of the community and a better environment.*



*(ii) the promotion and co-ordination of the orderly and economic use and development of land...*

The development is consistent with the objects of the Act because:

- The proposal is a school development that promotes social and economic welfare. It will ease pressure on existing schools and cater for the incoming residential population in the area.
- The proposal conserves the adjoining park and complies with the overshadowing controls in SLEP 2012 to ensure the amenity of the public open space for its users.
- The variation to the development standards will achieve a better outcome for the site than a compliant scheme. The State Government cannot achieve its infrastructure requirements for City of Sydney residents under the current controls. The degree of non-compliance does not result in unreasonable or significant impacts, and is therefore appropriate.
- The site is located within an established urban environment and is zoned for the intended use. The redevelopment of the site for higher density education contributes to urban consolidation and is a more sustainable way of delivering infrastructure.
- The delivery of a new school and jobs within an established urban environment located near public transport options is an orderly and economic use of urban land.

The proposal is consistent with the planning and environmental objectives of the relevant policies.

#### **Environmental Planning Grounds to Justify the Non-Compliance**

The proposal is justified on the following environmental planning grounds:

- It represents a logical and co-ordinated development of the site for school use.
- It will result in improvements to the physical appearance of the site through a carefully designed building that is modern and responsive to site context and its intended function.
- The architectural design of the new development provides a good quality built form outcome for the site and respects the significance of the heritage items.
- New development will not result in overlooking, overshadowing or privacy issues. View impacts are negligible when balanced with the significant social and economic impact of the development.
- Strict compliance is unreasonable on this particular school site as enrolment capacity needs to increase across the City of Sydney LGA to accommodate the growing population. Compliance would not meet the future school's accommodation requirements.
- Greater compliance could be achieved by reducing the scale of the development but this would undermine the visual quality of the design and the competitive design competition process that has been undertaken.

#### **Conclusion**

The additional height and FSR will facilitate the delivery of critical education infrastructure for the community and growing population. Compliance in this circumstance would not improve the outcome. Rather, it would unreasonably impact on the ability of the State Government to deliver much needed education infrastructure. Strict compliance with clauses 4.3 and 4.4 is considered unreasonable and unnecessary in the circumstances because:

- The objectives of the SLEP 2012 Building Height and FSR development standards are achieved, notwithstanding the technical non-compliance.
- The objectives of the SLEP 2012 for the B4 Mixed Use zone are achieved, notwithstanding the technical non-compliance.

- The proposal is consistent with the strategic planning direction for the site and locality.
- There are sufficient environmental planning grounds to support the proposed variation.
- The proposal does not raise significant matters of state or regional significance.
- The proposal provides critical community infrastructure. Further, Council and the Applicant are working together to agree on the shared use of facilities. The school will have recreation and general facilities that will benefit the broader school community. Compliance with the standards will not deliver the facilities for the school or the community.

There is no public benefit by maintaining the development standards. The public benefit comes from the additional levels in the tower for teaching and learning, recreation and open space play. The public benefit is the delivery of much needed education infrastructure for the growing inner Sydney area. There is also a future public benefit with shared community facilities.

#### 4.6.5. Design Excellence

The objective of clause 6.21 of SLEP is to deliver the highest standard of architectural, urban and landscape design. In considering whether development to which this clause applies exhibits design excellence, the consent authority must have regard to a number of matters under cl 6.21(4). Those matters and a response to each are provided below.

Table 6 – Clause 6.21 – Design Excellence

Matter for Consideration	Response
a. <i>Whether a high standard of architectural design, materials and detailing appropriate to the building type and location will be achieved.</i>	The design, materials and detail are of a high standard. Materials include reinforced concrete to respond to the masonry character of the heritage items. The shading screens of the towers will be lighter materials and tones so as not to dominate the heritage items. The neutral tones are designed to have a cloud-like appearance and reduce the perception of bulk.
b. <i>Whether the form and external appearance of the proposed development will improve the quality and amenity of the public domain.</i>	Few changes are proposed to the Cleveland Street and Chalmers Street frontages and the northern park interface ensuring the public domain is not significantly impacted on. The tower form has been designed to preserve the solar access of the public park in accordance with clause 6.19 of SLEP 2012.  The primary access to the site off Chalmers Street better interacts with the public domain than existing access points by creating a courtyard space.
c. <i>Whether the proposed development detrimentally impacts on view corridors.</i>	There are no iconic views across the site that will be impacted on. Views across the park are impacted on at the upper levels of the residential development on Chalmers Street but views are currently obstructed by existing built form and vegetation. Oblique views are maintained.
d. <i>How the proposed development addresses the following matters:</i>	
i. <i>The suitability of the land for development.</i>	The land has been zoned for mixed use purposes, including education establishments. The land has been occupied by a school for almost 150 years. The land is therefore suitable for the development.
ii. <i>Existing and proposed uses and use mix.</i>	The proposal maintains the existing school use and is therefore appropriate.
iii. <i>Heritage issues and streetscape constraints</i>	The heritage impacts of the proposal are addressed in a Heritage Impact Statement in Appendix H.
iv. <i>The location of any tower proposed, having regard to the need to achieve an acceptable relationship with the other towers (existing or proposed) on the same site or on neighbouring sites in terms of separation, setbacks, amenity and urban form.</i>	The site is on a corner, isolated from other developable sites. The tower form has been sited and designed to have no shadow impacts on the adjoining park pursuant to cl 6.19 of SLEP 2012 and to maintain solar access to the residential development to the south and east in accordance with the Sydney Development Control Plan 2012 (SDCP 2012).

Matter for Consideration	Response
v. <i>Bulk, massing and modulation of buildings</i>	<p>The proposal is a slender tower form above podium. The podium scale is similar to the existing 1960s building. The slender tower form provides more visual interest in the skyline when compared to the bulk and massing of the concept envelope in the SEARs Request and the Design Brief. The proposed tower will minimise view impacts when compared to the concept envelope.</p> <p>The proposal has been able to maintain the quadrangle and circulation space on the ground and lower ground level by locating sport and play spaces in the podium.</p>
vi. <i>Street frontage heights.</i>	<p>Street frontage heights are consistent with the existing heritage buildings and lower than the street wall heights of buildings across Chalmers Street, which are five and six storeys.</p>
vii. <i>Environmental impacts such as sustainable design, overshadowing, visual and acoustic privacy, wind and reflectivity.</i>	<p>The proposal is seeking to achieve a 5-star energy rating. The proposed tower has screening on all elevations to provide relief from the sun. Windows are operable to allow natural ventilation in place of air conditioning.</p> <p>The proposal does not have unreasonable amenity impacts in terms of privacy given the separation to residential development, and screening. There are no unreasonable impacts from the material and the tower design in terms of reflectivity and wind. Solar access is maintained to comply with cl 6.19 of the LEP and the SDCP.</p>
viii. <i>The achievement of the principles of ecologically sustainable development</i>	<p>ESD is achieved through passive and active design elements, including orientation, glazing, operable windows and screening elements on the façade. Energy efficient fixtures and appliances will assist in reducing the environmental building footprint.</p>
ix. <i>Pedestrian, cycle, vehicular and service access and circulation requirements including the permeability of any pedestrian network.</i>	<p>The site has good access to pathways, cycleways and public transport network. The site is connected to pedestrian and cycle paths through Prince Alfred Park and is near Central Railway Station and buses along Cleveland Street and Chalmers Street.</p>
x. <i>Impact on, and any proposed improvements to, the public domain.</i>	<p>The public domain interface will be improved by visually and physically connecting from the park to the school. The proposed new building is built to the boundary with the park. Landscape terraces form the northern and western boundary walls to connect the park with the school.</p>
xi. <i>Impact on any special character area.</i>	<p>The site is not within a special character area. The design has regard to the heritage items and the adjoining park.</p>
xii. <i>Appropriate ground level public domain interfaces.</i>	<p>The ground level public domain interface has been predominantly maintained with some access improvements between the public domain (footpaths) and the school.</p>
xiii. <i>Excellence and integration of landscape design.</i>	<p>Recreational and outdoor educational opportunities are maximised throughout the site. The landscape design facilitates multiple use options on many levels of the building. More intimate, formal courtyards are proposed, planted with deciduous trees.</p>

Accordingly, the proposal delivers a high standard of architectural, urban and landscape design and achieves design excellence pursuant to cl 6.21 of SLEP 2012.

## 4.7. SYDNEY DEVELOPMENT CONTROL PLAN 2012

Sydney Development Control Plan 2012 (SDCP) provides detailed controls for specific developments types and locations. Most controls in the SDCP relate to character, streetscape and public domain works. However, under Clause 11 of *State Environmental Planning Policy (State and Regional Development) 2011*, the application of Development Control Plans is excluded when assessing SSD projects.

Notwithstanding this, the proposal has been assessed against the key relevant controls of the SDCP in the table below.

Table 7 – SDCP Compliance Table

Consideration	Control	Proposal	Compliance
<b>Section 2 – Locality Statements:</b>			
2.11.8 - Prince Alfred Park East	<ul style="list-style-type: none"> <li>Development is to respond to and complement heritage items and contributory buildings within heritage conservation areas, including streetscapes and lanes.</li> <li>Encourage Cleveland Street Intensive English Centre School, the Greek Orthodox Church and St. Andrews Theological College and Preschool with frontages that address Prince Alfred Park. Alterations to buildings are to address their heritage significance and impact on the park.</li> <li>Retain the existing street setbacks and alignment in response to the original street grid pattern of the area.</li> </ul>	<ul style="list-style-type: none"> <li>The proposal shows innovation, as the design, scale and form of the proposed development will significantly revitalise the site for surrounding residents, workers and passers-by while also greatly respecting the significance of on-site heritage items.</li> <li>The proposed development addresses adjoining Prince Alfred Park by: <ul style="list-style-type: none"> <li>Providing multiple pedestrian access points into the site from Prince Alfred Park; and</li> <li>Providing a covered outdoor school café and area on Level 1 with a direct outlook onto Prince Alfred Park.</li> </ul> </li> <li>Existing street setbacks off Cleveland Street and Chalmers Street are to be retained.</li> </ul>	YES
3.2.2 - Addressing the street and public domain	<ul style="list-style-type: none"> <li>Buildings are to be designed to maximise the number of entries and visible internal uses at ground level.</li> </ul>	<ul style="list-style-type: none"> <li>The proposal has been specifically designed to include multiple pedestrian access points off Chalmers Street and Prince Alfred Park to provide increased site accessibility and street activation.</li> </ul>	YES
3.2.7 - Reflectivity	<ul style="list-style-type: none"> <li>Light reflectivity from building materials used on facades must not exceed 20%.</li> </ul>	<ul style="list-style-type: none"> <li>The proposed development has been specifically designed with select materials and finishes which cause minimal reflectivity.</li> <li>See <b>Section 3.8.</b> of EIS for proposed External Materials and Finishes.</li> </ul>	YES
3.3.1 - Competitive Design Process	<ul style="list-style-type: none"> <li>Development over 25m must be subject to a competitive design process.</li> </ul>	<ul style="list-style-type: none"> <li>A competitive Design Competition was held between June 2016 and December 2016.</li> <li>FJMT was awarded the winning scheme.</li> <li>By undertaking a competitive design process, the proposal will be of the highest quality within Surry Hills and will</li> </ul>	YES



Consideration	Control	Proposal	Compliance
		provide the best educational outcomes for future students, teachers and staff.	
3.5.2 - Urban Vegetation	<ul style="list-style-type: none"> <li>Development applications are to include a Landscape Plan.</li> <li>Appropriate plant species are to be selected for the site with consideration given to trees providing shade in summer and allowing sunlight in winter.</li> <li>Locally indigenous species are to be used where possible and in accordance with the City's Landscape Code.</li> </ul>	<ul style="list-style-type: none"> <li>A Landscape Plan has been prepared by FJMT at <b>Appendix F</b>.</li> <li>The plan proposes to plant various native Australian plants, trees and vegetation species throughout the site in accordance with the City of Sydney's Landscape Code. This will significantly revitalise the site and reduce the urban heat island effect.</li> <li>All new flora species to be planted at the site have been specifically chosen to ensure they are non-hazardous and safe for a school environment.</li> <li>See <b>Section 3.9</b> of EIS for further discussion.</li> </ul>	YES
3.10.5 - Public and community buildings older than 50 years	<ul style="list-style-type: none"> <li>Alterations and additions to current and former public and community buildings are to retain significant external and internal fabric, and sufficient evidence of the significant internal layout to enable interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>External fabric of significant items is to be retained to enable interpretation.</li> </ul>	YES
3.11.1 - Managing Transport Demand	<ul style="list-style-type: none"> <li>On-site car carking is to be provided in accordance with the maximum on-site car parking rates specified within the <i>Sydney Local Environmental Plan 2012</i>.</li> <li>A Transport Impact Study must be provided with DA's proposing 1000sqm+ of non-residential GFA.</li> </ul>	<ul style="list-style-type: none"> <li>8 existing car parking spaces are proposed to be retained. No additional on-site car parking is proposed in accordance with the ESFG.</li> <li>See Traffic Impact Assessment at <b>Appendix K</b> and <b>Section 6.5</b>. of EIS for further assessment.</li> </ul>	YES
3.11.3 - Bike Parking and Associated Facilities	<ul style="list-style-type: none"> <li>Provide 1 space per 10 staff and 1 space per 10 students on-site.</li> </ul>	<ul style="list-style-type: none"> <li>Existing bicycle racks are available throughout the site at key buildings and will be made available for future students and employees as part of the proposal.</li> <li>A bicycle store room is also proposed to be constructed at the lower ground floor of the site.</li> </ul>	GENERALLY
3.11.10 - Vehicle Access	<ul style="list-style-type: none"> <li>Vehicle access to a site is to be located so the safety of those</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular access into the site will continue to be provided via the existing</li> </ul>	YES

Consideration	Control	Proposal	Compliance
	using the access and the street is not likely to be compromised.	Cleveland Street vehicular access point.	
3.12 - Accessible Design	<ul style="list-style-type: none"> <li>All development must comply with: <ul style="list-style-type: none"> <li>All Australian Standards relevant to accessibility;</li> <li>The Building Code of Australia access requirements; and</li> <li>Disability Discrimination Act 1992.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>See BCA Preliminary Review at <b>Appendix U</b> and Accessibility Report at <b>Appendix V</b>.</li> <li>The proposed development has been inclusively designed in accordance with the relevant Australian Standards to provide safe and equal access for all.</li> </ul>	YES

## 4.8. SECTION 94 CONTRIBUTIONS

The site is covered by Council's 'Central Sydney Development Contributions Plan 2013'. The purpose of the Plan is to raise funds from private, commercially driven developments to be put towards the cost of public facilities and infrastructure which are burdened by those developments. Imposing a levy on the Applicant's own public infrastructure would conflict with the public policy of the Plan, particularly as the proposed development will provide a new piece of infrastructure which will relieve pressure on existing public facilities.

Whilst Council's Plan does not expressly exclude Crown Developments or educational establishments from the payment of section 94A contributions, an exemption is considered appropriate in this instance. The Applicant is a government agency which relies on government funding to provide new facilities for both the school community, and the public. The levying of a development contribution would divert a portion of these public funds, which have been specifically provided to fund a new high school, to local services without any direct nexus to the impact on those services.

The nature of the development is to support the future development of a high school, meaning that the development will not generate any demand for new infrastructure.

The future high school will largely provide the type of infrastructure which Council typically seeks to levy for, for use by staff, students and the public. The future development of the site will also facilitate the Plan by conserving and enhancing the City's heritage assets and providing an accessible, multi-purpose space for use by the broader community.

### 4.8.1. Crown applications – Department of Planning Circular D6

The Applicant's position is supported by the provisions of Circular D6, which states:

*"Crown Activities providing a public service or facility lead to significant benefits for the public, in terms of essential community services and employment opportunities. Therefore, it is important that these essential community services are not delayed by unnecessary disputes over conditions of consent. These activities are not likely to require the provision of public services and amenities in the same way as developments undertaken with a commercial objective."*

It is noted that Council does not automatically grant exemptions to Crown Developments. However, the Department of Planning's Circular D6 sets out the reasons why Crown developers can seek exemptions from section 94 payments.

Circular D6 notes that where the applicant is a Crown authority and the development is for Educational Services, no contributions should be collected for open space, community facilities, parking, and general local and main road upgrades.

The exemption from payment of contributions relating to community facilities, public domain and new open space is considered appropriate, as the future school will provide significant areas of accessible open space, as well as a range of community facilities. These future facilities include:

- Construction of a new multi-purpose school hall/gym, which will be available for community use outside of school hours, on the weekend and during school holidays;
- Gymnasium (Basketball, Netball, Tennis, Volleyball);
- Changeroom and Showers;
- Movement Studio; and
- Provision of a new school library for student use, which will relieve pressure on existing local libraries.

The availability of these amenities and services on the site, which will be maintained by the Applicant, will reduce the demand on public amenities outside the school campus. Further, the future development will directly contribute to the retention and conservation of the City of Sydney's significant heritage assets.

Considering the significant public benefits which the future high school will generate with respect to local and regional infrastructure, no development contributions should be levied against the proposed development.

#### **4.8.2. Crown applications – EP&A Act**

Any Crown Development Application is subject to the provision of Part 4, Division 4 of the EP&A Act. This legislation has been developed over time in recognition of the role Crown Development plays in providing essential community services. Crown Developments such as a school provide facilities that are a significant benefit for the public in terms of essential community services and employment opportunities. These activities are not likely to require public services and amenities in the same way as development undertaken with a commercial objective.

## 5. STRATEGIC PLANNING CONTEXT

### 5.1. OVERVIEW

In accordance with SEAR's, the following strategic planning policies have been considered in the assessment of the proposal:

- NSW State Priorities;
- A Plan for Growing Sydney;
- Draft Central District Plan;
- NSW Long Term Transport Master Plan 2012;
- Sydney's Cycling Future 2013;
- Sydney's Walking Future 2013;
- City of Sydney's Sustainable Sydney 2030 Community Strategy Plan (2014); and
- Healthy Urban Development Checklist, NSW Health.

### 5.2. NSW STATE PRIORITIES

*NSW State Priorities* is the State Government's plan to guide policy and decision making across the State. The proposed development at the site is consistent with key objectives contained within the plan, including:

- **Creating Jobs:** *Create 150,000 new jobs by 2019*

The proposal will create temporary job opportunities in manufacturing, construction and construction management during the project's construction phase of works, and significant job opportunities in teaching and administration at the project's completion.

- **Building Infrastructure:** *Infrastructure projects to be delivered on time and on budget across the state*

The proposal provides a significant development opportunity for the State that will create jobs, stimulate the economy and deliver a vital service for the community. Significant population growth within Central Sydney beyond the NSW state average has placed substantial pressure on surrounding schools within the area. The proposed development will provide a high-quality facility to the community and take enrolment pressure off existing high schools.

- **Improving Road Travel Reliability:** *Ensure 90% of peak travel on key road routes is on time*

The proposal is located near to Central and Redfern Railway Stations, numerous bus routes and the future Sydney Light Rail as well as multiple cycleways. As such, future parents, students and employees of the School will likely predominantly access the site via active or public transport. This will see a reduced reliance on cars and a lower demand on surrounding roads for those who need to use them.

- **Improving Education Results:** *Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent*

The proposed public school will contain specialised facilities, spaces and equipment for use by students and staff. This will provide students with greater opportunities to learn and improve their numeracy and literacy skills.

Overall, it is considered that the proposed development is consistent with the goals and objectives set out within the *NSW State Priorities*.

### 5.3. A PLAN FOR GROWING SYDNEY

Released in December 2014, *A Plan for Growing Sydney* (the Strategy) includes a range of goals, directions and actions that aim to support the strategic growth of Sydney over the long term. It is noted within the Strategy that:

*“In the next 20 years, Sydney’s population will grow by 1.6 million people....”*

This influx of new residents has, and will continue to place substantial pressure on existing high schools within Inner Sydney, and the broader area. Accordingly, one of the key planning directions in the Strategy is:

*“Plan for education and health services to meet Sydney’s growing needs”.*

In accordance with the Plan, this SSD will ensure a new school can be delivered to meet Sydney’s growing educational needs. This will take enrolment pressure off surrounding schools that are currently exceeding student capacity and ensure a high quality educational facility is provided for the future residents in inner Sydney.

The proposed development is also consistent with the wider goals and directions contained within the Plan, including:

- **Direction 1.7: Grow strategic centres – Providing more jobs closer to home;**

The proposal will create temporary job opportunities in manufacturing, construction and construction management, and on-going jobs in teaching and administration for the residents of Inner Sydney and the wider LGA.

- **Direction 1.10: Plan for education and health services to meet Sydney’s growing needs;**

The proposal provides an opportunity for a new school facility in an established urban area that is undergoing significant growth.

- **Direction 1.11: Deliver infrastructure;**

The proposal will deliver a vital piece of educational infrastructure for Inner Sydney that will take enrolment pressure of existing schools currently exceeding student capacity and cater for new population.

- **Direction 3.1: Revitalise existing suburbs; and**

The proposed development will significantly revitalise an underutilised site, and provide increased jobs and growth for the area.

- **Direction 3.3: Create healthy built environments.**

The proposal is located near to Central and Redfern Railway Stations, numerous bus routes and the future Sydney Light Rail as well as multiple cycleways. Accordingly, future students, parents and employees will be encouraged to access the site via public transport, cycling or walking. This will reduce reliance on cars, decrease road congestion and generally create a healthy built environment.

The proposed development will deliver a sustainable, well-designed building that promotes the use of public and active transport. The redevelopment of the site will make a valued contribution to economic growth in Sydney and provide a significant increase in jobs.

## **5.4. CENTRAL DISTRICT PLAN**

The site is located within the Central District. The Draft Central District Plan has a strong emphasis on education and meeting the school infrastructure needs of the community within the District. The Plan identifies the following:

- There will be a 41% growth in school-aged children to 2036;
- The largest projected growth in school-aged children is expected in the Bayside, Sydney, Randwick and the Inner West local government areas. These areas will account for 70% of total projected increases in the District’s school aged children over today’s levels; and
- In 2016, government schools in the Central District accommodate over 57,000 students representing 56% of the student population. By 2036 growth in the population will increase school enrolments by 43,000 or 42%.



These figures demonstrate there is a demand for school places which has necessitated planning for new and more innovative use of existing school sites. If no additional classrooms are provided until 2036 there will be significant shortfalls.

The draft Central District Plan acknowledges the Applicant's major investment in government schools, including its commitment to the inner Sydney high school. The proposal directly responds to this commitment and the need to meet the demand for school facilities.

Importantly, the Draft Central District Plan highlights that a priority for education is for government and nongovernment schools to collaborate with local government to access school facilities and open space. Shared use of resources for inner Sydney high school could extend to open space resources, community facilities, meeting rooms, recreation and swimming pools. This is being explored by the Applicant and Council.

## **5.5. NSW LONG TERM TRANSPORT MASTER PLAN 2012**

*NSW Long Term Transport Masterplan (2013)* seeks to promote the use of public transport as an effective travel option. The site benefits from being near two train stations, comprising Central Station and Redfern Station.

Future parents, students and employees of the School will be able to use the train network in conjunction with the existing bus network and future light rail services to access the site. This will reduce reliance on cars, decrease road congestion and promote sustainable outcomes.

## **5.6. SYDNEY'S CYCLING FUTURE 2013**

*Sydney's Cycling Future (2013)* seeks to make bicycle riding a feasible transport option within Sydney by encouraging the use of Sydney's existing bicycle network.

The Applicant's website acknowledges that the decision to install and maintain bicycle racks is made by an individual school to reflect individual circumstances surrounding safety. Existing bicycle racks are available through the site at key buildings and will be made available for future students and employees.

The site is well serviced by existing dedicated cycle routes and can also be accessed from a network of smaller, more accessible local streets. Future parents, students and employees of the school will be able to use these roads to access the site via bike. This will reduce reliance on cars, decrease congestion and promote sustainable outcomes.

## **5.7. SYDNEY'S WALKING FUTURE 2013**

*Sydney's Walking Future (2013)* aims to promote walking as a means of effective transport within Sydney by encouraging investment in safe, permeable walking networks.

The school is close to residential neighbourhoods and well serviced by the existing public transport network. The location of the school will encourage future parents, students and employees to access the site by walking. This will increasingly promote healthy practise within the local catchment and decrease vehicular use.

## **5.8. CITY OF SYDNEY'S SUSTAINABLE SYDNEY 2030 COMMUNITY STRATEGIC PLAN (2014)**

Sustainable Sydney 2030, adopted in 2008, is a strategic plan underpinned by a vision focussed on sustainability. The vision is to be a sustainable city in terms of the physical environment, economy, society and culture. To achieve the vision, City of Sydney has identified strategic directions. These and a response are:

- A globally competitive and innovative city

**Response:** The proposal is one of few high-rise schools planned for Sydney. It will set a benchmark for new design models to deliver schools in Australia. Its innovative design and operational model will lead the way for schools planning in Australia.

- A leading environmental performer

**Response:** The proposal is targeting a 5 Green Star rating for ESD, which will contribute to Sydney's role as an environmental performer.

- Integrated transport for a connected City

**Response:** The site is well connected to the City and beyond. The proposal is ideal for the site as it will make use of trains, light rail, buses and extensive cycle and walking paths.

- A city for pedestrians and cyclists

**Response:** Extensive cycle and pedestrian pathways connect the school site to the City, Redfern, Mascot and the inner western suburbs.

- A lively, engaging city centre

**Response:** The proposal will enliven the existing site and engage with the public park.

- A cultural and creative city

**Response:** The new school has learning hubs to foster creativity. It also includes facilities to accommodate cultural activities, including performance spaces and hall.

- Housing for a diverse population

**Response:** The proposal will cater for the incoming population as new housing is developed in the inner Sydney suburbs.

- Sustainable development, renewal and design

**Response:** The proposal incorporates several ESD initiatives outlined in **Section 6.3** of this EIS and in the ESD report attached in **Appendix S**.

The proposal is consistent with the strategic direction of the Sustainable Sydney 2030 Community Strategy.

## 5.9. HEALTHY URBAN DEVELOPMENT CHECKLIST, NSW HEALTH

Prepared by NSW Health, the Healthy Urban Development Checklist seeks to ensure built environments are created within NSW that are sustainable and promote healthy habits. The proposal satisfies a range of items contained in the checklist, including:

- Encouraging incidental physical activity;
- Promoting opportunities for walking, cycling and other forms of active transport;
- Promoting access to usable and quality public open spaces and recreational facilities;
- Reducing car dependency and encourage active transport;
- Improving location of jobs to housing and services;
- Providing 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 therefore promotes a healthy urban environment.

## 6. KEY ASSESSMENT ISSUES

The following issues as per the SEARs have been assessed, with impacts noted and mitigation measures proposed where necessary in this report:

- Built Form and Urban Design;
- Environmental Amenity;
- CPTED;
- Transport and Accessibility;
- Ecologically Sustainable Development;
- Biodiversity;
- Aboriginal Heritage;
- Noise and Vibration;
- Flooding;
- Social and Economic Impacts;
- Site Suitability; and
- Public Interest.

### 6.1. ENVIRONMENTAL AMENITY

#### 6.1.1. Visual Impact

The proposal has been assessed in terms of its visual impact from Prince Alfred Park. The Architectural Design Statement prepared by FJMT includes three views from within Prince Alfred Park:

- View 1 is from the sports courts looking east towards the development. The existing trees in the park largely obscure the development. The tower form is visible. However, it is not dominant in the context of the existing trees.
- View 2 is from the north of the park looking south east to the development. The podium and tower form are visible. The podium scale is consistent with the scale of the existing buildings. The topography of the park slopes up towards the campus. The tower provides visual interest and a focal point at the junction of two major inner Sydney roads.
- View 3 is from the south-western corner of the Park looking east. The existing trees in the park largely obscure the development. The tower form is visible. However, it is not dominant in the context of the existing trees.

The visual impact from the park is positive as it provides interest in the skyline and a built form that marks the corner location. From the west and south west, the built form is obscured by the existing trees in the park.

#### 6.1.2. View Impact

##### Residential Properties at 184, 188 and 204 Chalmers Street

This View Impact Analysis has been prepared to assess the view modelling contained in the Architectural Design Statement prepared by FJMT. The view modelling was prepared using ArchiCAD. This view analysis is accurate to the limits of the base information supplied by FJMT.

Impacted properties are residential flat buildings to the east of the site, across Chalmers Street. Their west facing windows and balconies have views of the heritage school buildings and partial vistas of Moreton Bay Figs in Prince Alfred Park. There are no water, land or iconic views. Views to the heritage buildings are maintained. The park vistas are partially obscured by existing built form. The proposal will have negligible impact on views from these properties.

These properties also have oblique north westerly views of the Park and the CBD beyond, which will not be impacted by the proposal.

### **Process for the View Impact Analysis**

Three residential flat buildings have been identified as being impacted by the proposal:

- 184 Chalmers Street - A six-storey mixed use development with retail on the ground floor and residential above;
- 188 Chalmers Street - a six-storey mixed use development with retail/commercial on the ground floor, a car park on Level 1 and residential above; and
- 204 Chalmers Street - a five-storey mixed use development with retail on the ground floor and residential above.

The process for this View Impact Analysis has involved:

- 3D modelling in ArchiCAD of windows, openings and walls of Apartments along Chalmers Street (204, 188, 184) using Survey Data (Ref No. 57286, Hill & Blume) with Existing Site and Proposal.
- Selection of window views, and balcony views (Apartments along the upper floors) along Chalmers Street.
- ArchiCAD cameras were set up at the chosen windows/balconies at 1.6m above the floor level with variable distances and focal lengths to show the extent of the view towards the site.
- An assessment against the four view sharing principles established in *Tenacity v Warringah Council* (2004) NSWLEC 140.

Five photomontages have been used to assess the view impacts and are included in the Architectural Design Statement. An additional view is included but no montage has been prepared as this is a commercial building. The views are:

- View 1 is from Level 6, southern apartment of 184 Chalmers Street;
- View 2 is from Level 6, penthouse apartment of 188 Chalmers Street;
- View 3 is from Level 5, central apartment of 188 Chalmers Street;
- View 4 is from Level 4, northern apartment of 188 Chalmers Street;
- View 5 is from Level 5, northern apartment of 204 Chalmers Street;
- View 6 if from 219 Cleveland Street.

The direction of the view is identified in Figure 15 and the views themselves are identified in Figure 16, Figure 17, Figure 18, Figure 19 and Figure 20.

Figure 15 – View Location and Direction

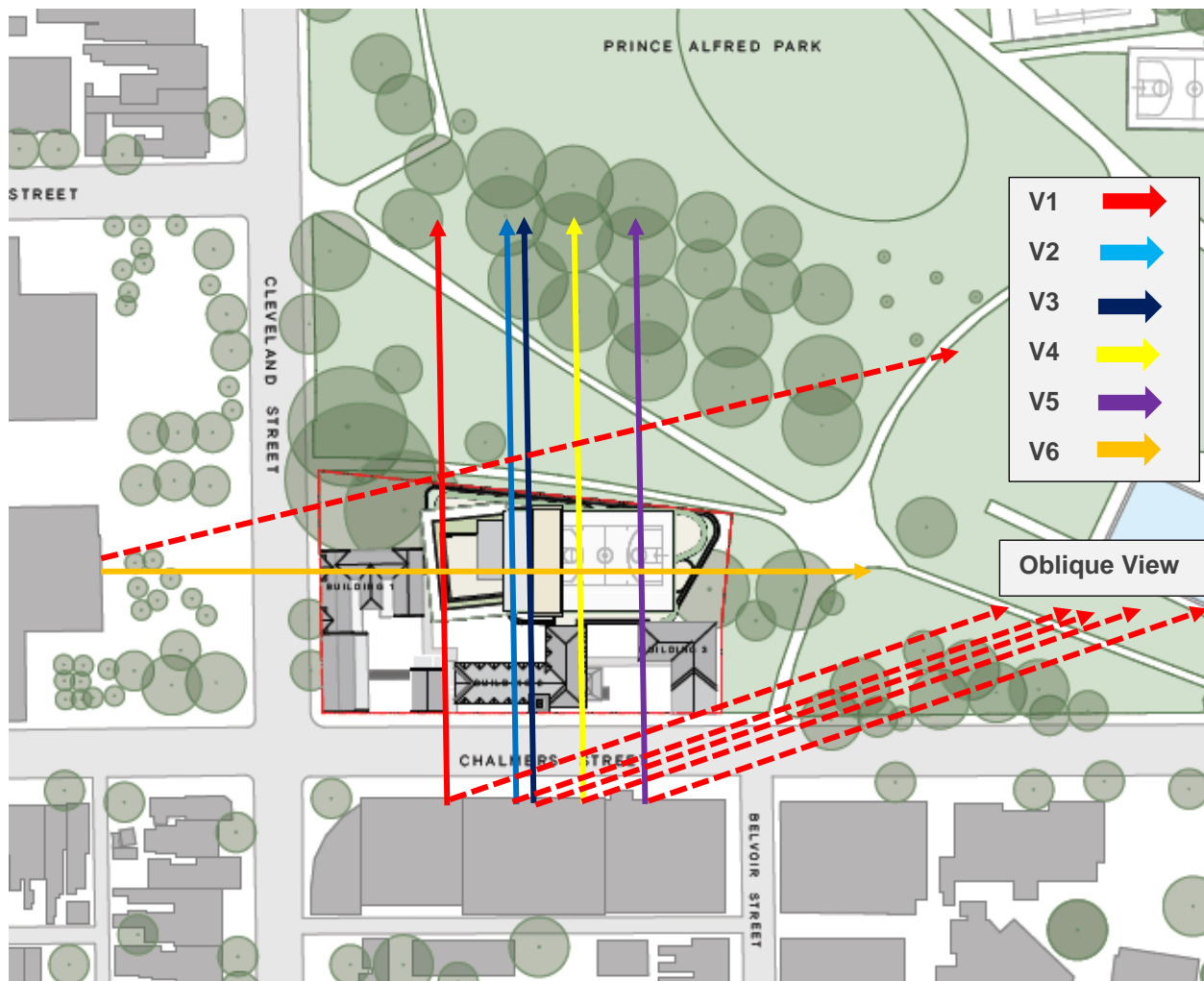


Figure 16 – View 1

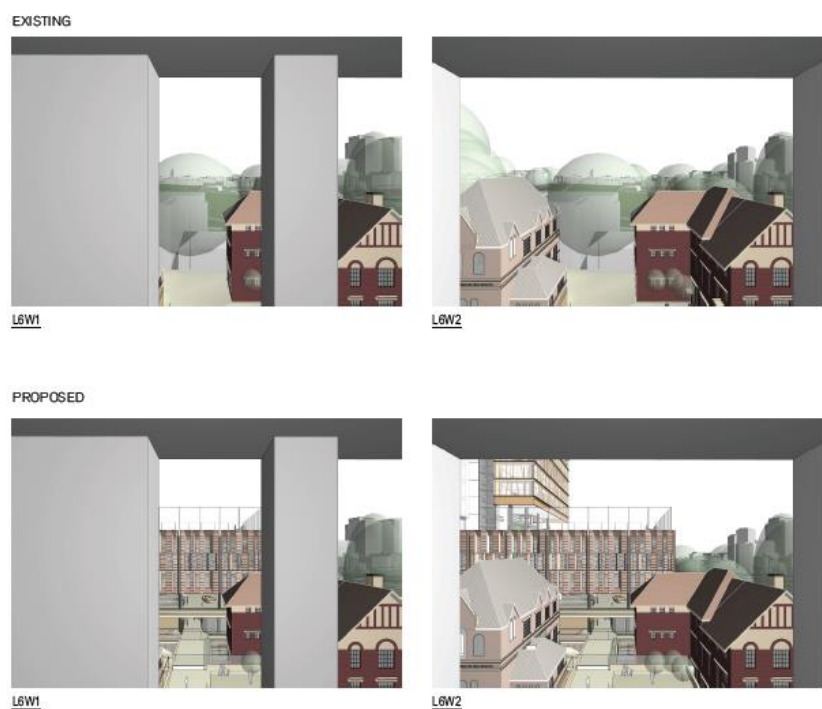
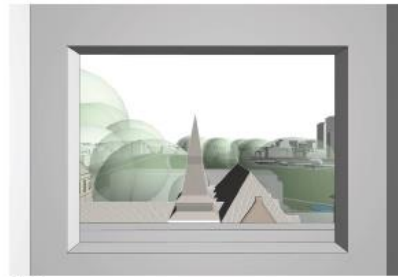




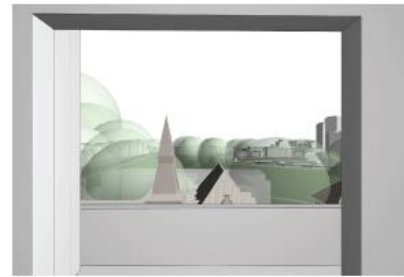
Figure 17 – View 2



EXISTING



L6W1



L6D1

PROPOSED

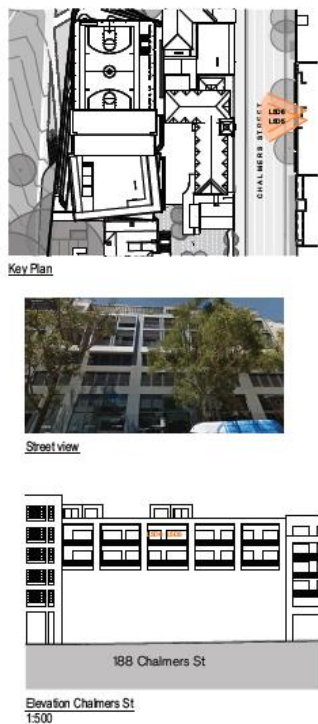


L6W1

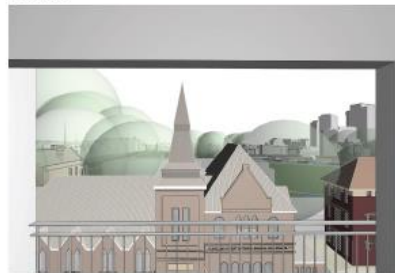


L6D1

Figure 18 – View 3



EXISTING



L5D5



L5D6

PROPOSED



L5D5

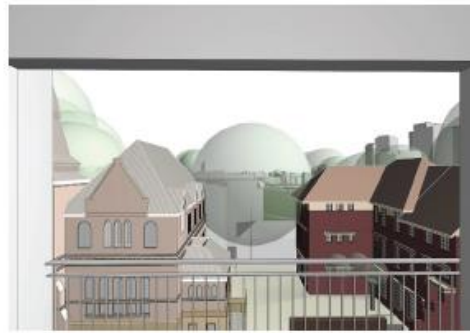


L5D6

Figure 19 – View 4



EXISTING



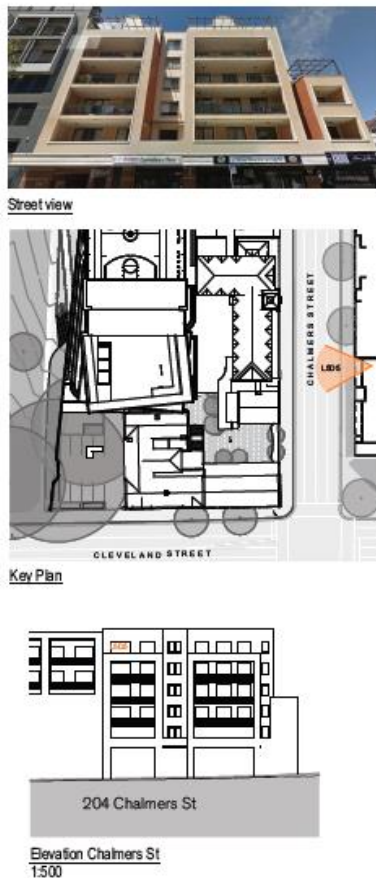
L409

PROPOSED



L409

Figure 20 – View 5



EXISTING



L5 D5

PROPOSED



L5 D5

## **View Assessment - Tenacity v Warringah**

The assessment of view sharing impact is guided by the planning principles established in *Tenacity v Warringah Council (2004)* NSWLEC 140. These principles have been addressed to assess the potential impact on views from the residential properties to the east of the site.

- **Step 1:** *Assessment of the views affected: Water views are valued more highly than land views. Iconic views (eg of the Opera House, the Harbour Bridge or North Head) are valued more highly than views without icons. Whole views are valued more highly than partial views, eg a water view in which the interface between land and water is visible is more valuable than one in which it is obscured.*

**Assessment:** Nos. 184, 188 and 204 Chalmers Street have vistas of the heritage school buildings on site and Moreton Bay Figs in Prince Alfred Park. There are no water, land, district or iconic views. Vistas of the heritage items will be maintained as works are behind existing school buildings. The vistas beyond are partial as they are constrained by the building/balcony frames of the Chalmers Street buildings and the existing school buildings.

- **Step 2:** *Consideration from what part of the property views are obtained: the protection of views across side boundaries is more difficult than the protection of views from front and rear boundaries. In addition, whether the view is enjoyed from a standing or sitting position may also be relevant. Sitting views are more difficult to protect than standing views. The expectation to retain side views and sitting views is often unrealistic.*

**Assessment:** The vista is from the front of the buildings. The view is a standing view (taken at 1.6m high). The vista is more constrained from a sitting position.

- **Step 3:** *The extent of impact. This should be done for the whole of the property, not just for the view that is affected. The impact on views from living areas is more significant than from bedrooms or service areas (though views from kitchens are highly valued because people spend so much time in them). The impact may be assessed quantitatively, but in many cases this can be meaningless. For example, it is unhelpful to say that the view loss is 20% if it includes one of the sails of the Opera House. It is usually more useful to assess the view loss qualitatively as negligible, minor, moderate, severe or devastating.*

**Assessment:** The vistas are from living rooms and private open space. While the impact from some apartments may be greater than from others, the view loss extent is negligible when taking into consideration Steps 1 and 2. There is no loss of water, land or iconic views. Vistas of the heritage items will be maintained. Partial vistas of trees in the park will be impacted. However, there will still be some tree vistas and sky views.

- **Step 4:** *The reasonableness of the proposal that is causing the impact. A development that complies with all planning controls would be considered more reasonable than one that breaches them. Where an impact on views arises as a result of non-compliance with one or more planning controls, even a moderate impact may be considered unreasonable. With a complying proposal, the question should be asked whether a more skilful design could provide the applicant with the same development potential and amenity and reduce the impact on the views of neighbours. If the answer to that question is no, then the view impact of a complying development would probably be considered acceptable and the view sharing reasonable.*

**Assessment:** The proposal exceeds two key development standards. The FSR standard makes no provision for the protection of private views. An objective of the height standard is the promotion of view sharing. The proposed height will impact on partial tree vistas. However, no part of the view that will be lost is water, land or iconic. The impact is therefore negligible and the proposed height is reasonable and appropriate in the circumstances, being:

- The view loss of trees is partial. Some tree and full sky views will be retained.
- Residential properties impacted will maintain oblique park and CBD views to the north/north west.
- A compliant height would not nearly achieve the accommodation requirements to meet the demand for schools in City of Sydney. The negligible impact needs to be weighed against the significant social benefit.

### **Commercial development at 219 Cleveland Street**

No. 219 Cleveland Street is a five-storey commercial building with views from the upper levels over the site north towards the CBD skyline. As this is a commercial development, the view sharing principles of *Tenacity v Warringah Council* do not apply and views cannot reasonably be expected to be preserved. Notwithstanding this:

- There are no views from the lower levels because of the built form of the existing school buildings.
- Views immediately to the north will be impacted.
- Extensive views of the CBD are available to north west and these will not be impacted.
- As No. 219 Cleveland Street is not a residential development and the majority of its views will be maintained, the impact is negligible and reasonable.

### **Conclusion**

There are no water, land or iconic views from Nos. 184, 188 and 204 Chalmers Street. They enjoy a partial outlook of the heritage school buildings and Moreton Bay Figs in Prince Alfred Park. Their outlook is partially obscured by existing built form.

Having considered the points raised in *Tenacity Consulting v Warringah* and the reasonableness of the proposal, the view loss that will be caused by the non-compliant height is acceptable. On balance, the public benefit of providing critical school infrastructure outweighs the impact.

No. 219 Cleveland Street is a commercial development and so *Tenacity* does not apply. Views to the north will be impacted. Views to the north west will be maintained.

### **6.1.3. Privacy**

There will be no unreasonable privacy impacts from the proposal because:

- The heritage buildings along Cleveland and Chalmers Streets will maintain the same number of windows as existing.
- The new building is setback behind the existing buildings, over 45m from the residential properties to the east. There is sufficient building separation to ensure privacy is maintained.
- The school will generally operate standard school hours, when most residents will be at work. This will maintain privacy in the morning, evenings and night time, which are the primary times residents will be home.

Accordingly, the proposal is appropriate in terms of visual privacy.

### **6.1.4. Solar Access and Overshadowing**

Shadow diagrams have been prepared for 9am, 12 noon and 3pm at the winter solstice. The diagrams demonstrate that the proposal will not have unreasonable shadow impacts on nearby residential properties to the south and east.

- At 9am the proposal will cast shadow over the eastern elevations of the residential and commercial properties on Pitt Street. These properties are not impacted from 10am onwards and will receive sunlight. The western part of the commercial property 219 Cleveland Street (Australia Post) will be shadowed in the morning. However, this property is not residential and will receive full sun in the afternoon hours.

The south-east corner of the park will have some minor shadow impact. This portion of the park is not heavily trafficked or well used by the public. It will receive sun in the afternoon hours.

At 12 noon the proposal will cast minimal shadow over Cleveland Street and the forecourt of Australia Post. Australia Post forecourt will have partial sun throughout the morning and midday hours, and is not impacted by the proposal in the afternoon hours. There is no impact on the park from midday.

- At 3pm the proposal will cast some shadow over the residential dwellings and apartments to the east, along Cleveland and Chalmers Streets. These properties will not be impacted by the proposal in the morning and midday hours.

The proposal maintains sunlight to residential properties for a minimum of 3 hours during winter. The new tower, notwithstanding the height and FSR non-compliance, will not have unreasonable amenity impacts in terms of overshadowing and is appropriate for the site.

## 6.2. WIND IMPACTS

A Wind Assessment has been prepared by CPP and is submitted at **Appendix X**. The assessment provides an opinion based assessment of the impact of the proposed inner Sydney high school development on pedestrian level local wind environment. The proposal is higher than surrounding structures and will affect local wind conditions. In summary:

- Due to elements of the proposed development being significantly higher than surrounding structures, there will be an effect on local wind conditions, increasing flow velocities for some wind directions and providing shelter for others.
- Due to the open levels, the setback of the tower from the lower levels to the north, east and west, and the presence of existing low-rise buildings along the pedestrian street frontages, the proposed development is expected to have only a marginal effect on the local wind conditions at pedestrian level.
- On average, wind conditions around the site would be expected to be similar to existing, with the pedestrian level wind environment at the majority of locations meeting the criteria for pedestrian walking or standing under Lawson. All locations would be expected to pass the distress criterion.

The Wind Assessment identifies that wind tunnel testing would be necessary if quantifications of the wind environment around the development is required.

## 6.3. ECOLOGICALLY SUSTAINABLE DEVELOPMENT (ESD)

An ESD report has been prepared by Northrop and is provided at **Appendix S** of the EIS. In summary:

### 6.3.1. Green Star

The proposed development is targeting 63.8 points for a 5-Star Green Star rating. The EFSG Design Guide suggests incorporating a minimum 4 Green Star rating for assessing new schools. The proposed development is targeting a 5-Star Design and As-Built v1.1 rating, which exceeds the suggested 4-Star rating in the EFSG Design Guide.

### 6.3.2. Educational Facilities Standards and Guidelines (EFSG)

The project has also included the design principles of the Educational Facilities Standards and Guidelines (EFSG). Northrop advise that the proposal will adequately address and satisfy the requirements of the EFSG.

### 6.3.3. ESD Principles

The proposal addresses the ESD principals as defined in clause 7(4) of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*:

- *The precautionary principle – through the implementation of environmental management, maintainability and climate change adaption planning the project is actively including adaptability and resilience within the project. These plans and corresponding design responses demonstrate that the design is actively considering the concepts behind the precautionary principle to create a space that can both accommodate for changes that may eventuate in the future and one that carefully evaluates and avoids serious or irreversible damage to the environment.*
- *Inter-generational equity to ensure that the health, diversity and productivity of the environment are maintained or enhanced for the benefit of future generations – through the inclusion of zero ozone depleting materials, sustainably sourced timber, low impact steel and concrete, alongside a focus on native vegetation, water sensitive urban design and support of connection with nature, the project demonstrates a strong commitment to the preservation of environmental health, diversity and productivity for future generations.*
- *Conservation of biological diversity and ecological integrity – through the planting of endemic native vegetation, improvement of stormwater runoff from the site and use of landscaping that blends with*



*the surrounding parklands, the project will act to improve, conserve and support the local biological diversity and integrity.*

- *Improved valuation, pricing and incentive mechanisms - the project has involved significant input from the Quantity Surveyor who will be involved throughout the entire design process to ensuring that the project both remains on budget and effectively considers environmental factors in the valuation of assets and services. Furthermore the project will look at maintainability and the operational costs associated with individual design initiatives and the overall design.*

Through the inclusion of the above principles and the sustainability initiatives below, the project satisfies the clause 7(4) of Schedule 2.

#### 6.3.4. Sustainability Initiatives

In addition to the addressing the requirements of the EFSG and the 5-Star Green Star rating, the proposal will also incorporate several other sustainability initiatives, including:

- **Energy efficiency measures:** to be implemented in the design of the building and covering aspects such as building fabric, glazing, energy metering and monitoring, energy efficient lighting, lift destination controls, and PV energy system;
- **Education initiatives:** to promote an understanding of sustainability and building operation within the school population;
- **Indoor environment quality measures:** including CO<sub>2</sub> sensors, maximising natural daylight penetration, access to views, acoustic treatment and material selection to improve the internal environment;
- **Water efficiency measures:** to effectively manage water consumption, including high efficiency fixtures and fittings, smart water meters, rainwater tanks, and low maintenance landscaping;
- **Improved ecology:** through planting native vegetation and promoting improved interaction with the natural environment to improve the site's ecology and minimise the ongoing environmental impact of the project;
- **Sustainable transport:** incorporating initiatives to promote active and sustainable transport both to the site and within the buildings; and
- **Waste management:** throughout demolition, construction and operation of the site to promote resource efficiency and minimise the adverse environmental impacts of the project.

The new teaching spaces will incorporate principles of energy efficiency and ESD, including:

- Passive design principles;
- Thermal performance and comfort;
- Natural lighting; and
- Water recycling management.

As described in the Landscape Design Statement at **Appendix G**, several ESD initiatives have been included in the landscape design, including:

- Fall paving to facilitate surface water recharge to mass planting beds to reduce potable water usage;
- Providing appropriate areas of planting to improve air quality and reduce the urban heat island effect;
- Selecting hardy, low water use, indigenous plant species where possible suited to the harsh urban environment; and
- Water efficient subsoil drip irrigation systems to ensure the landscape is maintained to the high standard required (it is noted that many of the plan species to be selected will have low water requirements and will be inherently water conserving).

The proposal incorporates the principles of ESD and is a positive contribution to a sustainable urban environment.

## 6.4. CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

The following assessment has been prepared in accordance with the Safer by Design evaluation process used by the NSW Police to identify and quantify crime risks. Consultation has also been undertaken directly with the NSW Police to identify these and mitigate against these risks. The evaluation measures statistical probability of crime, consequence, 'hotspots' analysis and situational opportunity.

The CPTED Assessment provided in the Architectural Design Statement prepared by FJMT and submitted at **Appendix E** considers the design of the inner Sydney high school and makes a range of recommendations that are informed by best-practice CPTED principles for schools. A summary of these recommendations is provided below. The proposal will provide a high level of security and design elements will deter criminal behaviour. The proposal is therefore consistent with CPTED principles.

Table 8 – CPTED Principles

	Principle	Definition	Proposal
1	Natural Surveillance	Natural surveillance is a by-product of well-planned, well-designed and well-used space. It involves maximising opportunities for passers-by and users to observe what happens in an area (the 'safety in numbers' concept). Higher risk locations can also benefit from organised surveillance, which involves the introduction of formal measures such as on-site security guards or CCTV.	<ul style="list-style-type: none"> <li>• Clear sightlines have been provided between public entrance and the student entrance. For example, the location and partition treatment of the Public Reception located at the Main School Entrance. Allows for passive surveillance from the reception counter. The main entrance is a new generous public plaza with good sightlines from Chalmers Street.</li> <li>• Internal and external pathways and circulation areas are wide open. Constrained corridors are minimised.</li> <li>• Dead end corridors are minimised.</li> <li>• Building entries at fire stairs are well lit and where possible visible from adjacent glazed areas.</li> <li>• All gates are transparent to allow for visual access (i.e. palisade).</li> <li>• External lighting is consistent along pathways with increased lighting at facility entries.</li> <li>• Egress paths are open and integrated into the overall design.</li> <li>• CCTV cameras provide additional active surveillance to deter unacceptable behaviour.</li> </ul>
2	Access Control	Control of who enters an area so that unauthorised people are excluded, for instance, via physical barriers such as fences, grills etc.	<ul style="list-style-type: none"> <li>• Fencing provisions restrict access. Fencing between the proposed building and along the perimeters restricts access through the site in these locations.</li> <li>• Landscape design responds to pedestrian movement paths and guides people to entries and public spaces. Landscaping enhances pathway boundaries and shields visual connections to limited access areas.</li> <li>• Carpark access is by prior arrangement only. A security system will be provided to control access.</li> </ul>

	Principle	Definition	Proposal
			<ul style="list-style-type: none"> <li>Lift orientation is restricted to within the building extents and as such only operational during opening hours. A separate lift is provided for after hours public access which will be controlled through a swipe card system.</li> <li>External and internal way finding signage will assist in access legibility and pathways.</li> </ul>
3	Territorial reinforcement/ownership	People are more likely to protect territory they feel they own and have a certain respect for the territory of others. This can be expressed through installation of fences, paving, signs, good maintenance and landscaping. Territoriality relates to the way in which a community has ownership over a space.	<ul style="list-style-type: none"> <li>The school name will be prominently displayed at the main entrance.</li> <li>Consistent maintenance, graffiti and damage monitoring and management will be undertaken.</li> </ul>
4	Space Management	Ensures that space is appropriately utilised and cared for. Space management strategies include: activity coordination (i.e. having a specific plan for the way different types of activities are carried out in a space), site cleanliness, rapid repair of vandalism and graffiti, the replacement of burned out lighting and the removal or refurbishment of decayed physical elements.	<ul style="list-style-type: none"> <li>Management methodologies have an emphasis on damage, graffiti and maintenance management to ensure the facility presents a clean, cared-for environment. Detailed requirements are outlined in the Preliminary Operational Management Plan.</li> <li>Selection of materials, furniture, fitments and fittings will have an emphasis on reducing vandalism to assist in space management.</li> <li>Lighting will be integrated into the Landscaped Terraces to provide a discrete utility provision.</li> </ul>

## 6.5. TRAFFIC

A Traffic and Parking Assessment Report has been prepared by Positive Traffic and is submitted at **Appendix K**. The report identifies that the overall traffic impacts of the proposal are considered acceptable. Key findings of the review potential traffic impacts are summarised below.

### 6.5.1. Traffic Generation

In summary:

- The surrounding streets restrict all day parking and the school will provide 8 on-site parking spaces. Therefore, travel by car by staff and students is expected to be low.
- Student travel by car will generally be limited to drop off time. A potential 53 additional peak hour trips will be generated by students travelling as passengers. The potential impact of this small increase of traffic on the surrounding road network is negligible.
- For staff, the limited on-site parking will require 90-95% of staff to travel to and from the site by means other than a private vehicle daily.
- The proposed staff parking provision of 8 spaces is the equivalent of 1 space per 20 staff. The 8 parking spaces are existing. Therefore, there would be no additional vehicle trips generated by staff of the expanded school. There is also no all-day parking within a reasonable walking distance to the school, which would deter staff from driving, particularly given the public transport options available.

Overall the potential traffic impacts of the development are considered satisfactory within the need for any upgrade works to accommodate anticipated increase traffic demands.

### **6.5.2. Drop-off/ Pick-up**

No formal pick-up / set down facilities are provided for this proposal. Whilst students travelling as a passenger may not necessarily generate additional vehicle trips on the network, they should be discouraged by the school.

The preparation of a green travel plan for both staff and students would inform the school community on the availability of public transport options and could tailored for student/staff member's needs. A Preliminary Green Travel Plan has been prepared for the project. It is preliminary only and will be developed once a school catchment and community is established.

### **6.5.3. Public Transport Capacity**

The numerous forms of public transport within the immediate vicinity of the site is such that there is significant capacity within the surrounding public transport infrastructure to accommodate this additional demand.

### **6.5.4. Pedestrian Network Capacity**

The pedestrian network surrounding the proposed school is considered adequate to accommodate potential future demands of pedestrians walking to/from public transport nodes.

### **6.5.5. Construction Traffic Management Plan**

Without the formal commission of the preferred construction company it is not possible to provide a detailed analysis of construction traffic impacts to inform a Construction Traffic Management Plan (CTMP) at this stage. The Traffic and Parking Assessment Report provides consideration of what the CTMP will include:

- Construction vehicle transport routes;
- Construction site access locations and management measures;
- Construction personnel parking controls;
- Stage by stage construction traffic generation; and
- Impacts of construction on adjoining traffic and pedestrian movements.

We anticipate that the development consent will include a condition of consent for a CTMP to prepared prior to issuing of a construction certificate.

## **6.6. ABORIGINAL HERITAGE**

An Aboriginal Cultural Heritage Report was prepared by Comber Consultants and is attached at **Appendix J**. The assessment highlights the following:

- Aboriginal "objects" are highly likely to exist within the whole of site. Archaeological testing and salvage is necessary prior to the commencement of any proposed redevelopment of the site which would impact upon the ground surface. This will determine if Aboriginal objects exist onsite.
- The school and landscape of Prince Alfred Park contain both pre-contact, contact and contemporary significance.
- It was observed that the study area does not contain original surfaces.
- The proposal aims to minimise harm by reducing the amount of ground disturbance. Only one new building will be constructed. Existing historic buildings and parking will be retained thus conserving Aboriginal objects existing under those buildings and the parking lot.

## **Consultation**

Consultation with the local Aboriginal community was undertaken to document the Aboriginal cultural significance of the site. The Aboriginal community consultation process identified Registered Aboriginal Parties and provided them with information on the project and methodology for their review and comment. A public notice seeking registrations of interest in the project was lodged in the Central Sydney Newspaper on

30/11/2016. Section 5 of the Consultation Report contains a full list of all agencies notified. Ten organisations registered an interest in the project.

A community consultation meeting was held on 15<sup>th</sup> of February 2017 where the proposed methodology for development was agreed on. Six written responses were also received in support of the methodology. Ongoing consultation with the Registered Aboriginal Communities will continue.

## Summary and Mitigation Measures

A programme of testing and salvaging will be undertaken within the development footprint prior to excavation. This will determine the presence of any Aboriginal objects and will occur in consultation with the Registered Aboriginal Parties. To ensure the future preservation and education of the Aboriginal culture, the school will display any suitable objects uncovered and develop an interpretation programme to ensure the Aboriginal history of the area is retained.

## 6.7. EUROPEAN HERITAGE

A Heritage Impact Statement (HIS) has been prepared by Weir Phillips and a Heritage Conservation Management Plan (CMP) has been prepared by OCP Architects and are provided at **Appendix H** and **Appendix I**.

The site is identified as an item of local heritage significance, being Item 1477 – Former Cleveland Street Public School buildings including interiors, grounds and fence plinth. In relation to the heritage buildings, Buildings 1, 2 and 3 are to be retained onsite. The demolition of building 4, which is noted as having 'little significance' in the CMP, is subject to a separate approval.

The proposed site works retain and protect the historically significant trees on the site and the understanding of the arrangement of courtyards. The proposed new building is located in the best location for a new building on this site as identified by the CMP 2016.

Alterations to the exteriors of the existing buildings are kept to a minimum. Links to the new building generally utilise existing openings. As encouraged by the CMP, proposed works retain the overall Victorian and early twentieth century character of Buildings 1, 2 and 3, and their 'robust masonry character and overall form'.

Alterations are proposed to the interior of the existing buildings. Given the significant changes in the delivery of education that have occurred since these buildings were erected, the existing floor plans cannot be retained without modification if the school is to function effectively. Key original design features are to be retained in order to help interpret the original floor plan and features of the buildings.

The HIS includes a full assessment of the proposed new school building against the policies set out in the CMP including:

- Policy 66 – Redevelopment in the Area of Building 4
- Policy 67 – Protection of Building 2A.
- Policy 68 – New Development to be Complementary to Existing Significant Fabric
- Policy 69 – Height of New Development

The HIS states in relation to the proposed built form:

*"The new building will be clearly identifiable as a modern building. This is an appropriate response to a new building of this size. A building of this massing and scale that replicated the forms, details and finishes of the existing building on the site would dominate them. It is better that the new building be allowed to evolve its own typology."*

The HIS also includes a full assessment of the potential impact of the proposed new school building on existing heritage items near the site including:

Table 9 – Surrounding Heritage Items



Heritage Item	Impact
Prince Alfred Park	Nil - The proposed works will have no impact on the ability to understand the historic significance of the Park as the location of the first Agricultural Society Intercolonial Exhibition (1870) or on its layout or mature vegetation.
Greek Orthodox Church Group, No. 242 Cleveland Street, Surry Hills	The proposed works will have no impact on the ability to understand the historic, social and architectural significance of the Church group. The proposed works will not block significant view corridors towards the Church Group.
Items, No. 201-213 Cleveland Street	The proposed works will have no impact on the ability to understand the historic and architectural significance of these items. The proposed works will not block significant view corridors towards these items.
Terrace house, No., 166 Chalmers Street, Surry Hills	
Redfern Estate Heritage Conservation Area, Redfern and the Cleveland Gardens	
Heritage Conservation Area	

Weir Phillips have concluded:

*“The proposed works support an appropriate use for the site. Use for public education is the original and best use for this site. Ongoing use for education is integral to its significance.”*. The proposal is therefore appropriate in terms of heritage.

## 6.8. NOISE AND VIBRATION

An Acoustic Assessment of Operation and Construction Noise and Vibration Report prepared by Acoustic Studio is submitted at **Appendix W**. The Acoustic Report addressed the following key considerations:

- Construction Noise and Vibration.
- Operational Noise.

These key assessment considerations have been summarised below along with mitigation measures proposed.

### 6.8.1. Construction Noise and Vibration

#### Construction Noise

There will be times/ situations when demolition and new-build works are likely to exceed criteria, particularly when works occur in the area closet to sensitive receivers. Generally, prevention should be applied as universal work practice at any time of day, especially for the occasional construction works to be undertaken at critical times outside normal daytime/weekday periods.

#### Mitigation Measures

Construction noise shall be managed by implementing the strategies listed below:

- Use of quieter methods and equipment.
- On-site noise management.
- Consultation, notification and complaints handling.
- Work scheduling.

## Construction Vibration

It is anticipated that construction works will result in no adverse vibration impacts at surrounding receivers.

### Mitigation Measures

The following considerations shall be taken into account:

- Modifications to construction equipment used.
- Modifications to methods of construction.
- Rescheduling of activities to less sensitive times.
- If the measures given cannot be implemented or have no effect on vibration levels or impact generated, a review of the vibration criteria should be undertaken and the vibration management strategy amended.

A Preliminary Construction Management Plan prepared by Root Partnerships is submitted at **Appendix Z**. The planning of construction activities has considered and will adopt these strategies to manage the impact from construction noise and vibration.

## 6.8.2. Operational Noise

### Traffic Noise Generation

- There are no significant changes to traffic flow expected because of the proposed ISHS operating, therefore changes in traffic noise levels are expected to be negligible.
- Traffic noise intrusion to classrooms and the new Tower have been assessed to ensure that levels will meet applicable criteria for educational buildings.

### Mitigation Measures

Acoustic Studio has identified that achieving internal noise levels in accordance with the relevant criteria will typically require the following:

- Windows to be kept closed when required.
- Windows to be repaired where required, to seal any gaps or broken glass.
- Windows in existing heritage buildings fronting either Cleveland or Chalmers Streets will need to be upgraded with thick secondary glazing and a large air gap.
- Windows in the new tower will be designed to control traffic noise intrusions as required.

### Mechanical Plant

- At this stage, final plant selections have not been made; therefore a detailed assessment has not been carried out. Any new items of plant will be reviewed to ensure that noise emissions meet the applicable environmental noise criteria.
- During the detailed design stage, the acoustic consultant shall provide detailed design advice to the architect and the mechanical engineer to ensure that noise emissions from mechanical plant are effectively controlled to meet the relevant criteria at the nearest receiver boundaries.

### Mitigation Measures

General design considerations and controls that may need to be implemented typically include, but are not limited to:

- Strategic selection and location of plant to ensure the cumulative noise contribution at the receiver boundary is achieved, and/or
- Noise control measures to be put in place to minimise noise impacts such as:
  - Noise enclosures.
  - Noise barriers as required.
  - Acoustic louvres as required.

- In-duct attenuation.

### **Rooftop Basketball Court**

It is expected that there will be no adverse noise impacts as a result of the use of the rooftop basketball court during school hours and noise emissions are expected to comply with the relevant criteria.

### **Conclusion**

It is anticipated that the noise and vibration mitigation measures will be incorporated into the conditions of consent.

## **6.9. GEOTECHNICAL**

A Geotechnical Investigation Report was prepared by Alliance Geotechnical and is submitted with this EIS. The report identified groundwater in the form of seepage encountered during drilling investigation at approximately 9.5m and 8.4m. On the basis of the report findings *it is not anticipated that groundwater levels or seepages will have an adverse impact on the proposed excavation.*

Temporary batter slopes could be appropriate for the proposed excavation provided that the excavation is set back sufficiently from the site boundaries and heritage buildings or sufficient controls in place to protect adjacent structures. Where there is insufficient space for batter construction, the excavation face should be supported by means of temporary or permanent retaining walls.

### **Mitigation Measures**

It is understood that it may be necessary to limit construction vibrations close to vibration sensitive structures with emphasis on the heritage buildings adjacent to the proposed buildings. The following recommendations are made:

- The excavation works be complemented in a manner that heavy machinery would not be required to be used within 1m of the site boundaries to limit vibrations.
- A Dilapidation Survey is strongly recommended to be undertaken for the existing heritage buildings. The survey must also cover RMS assets if found within the influence zone of the proposed excavation.

## **6.10. STORMWATER MANAGEMENT AND FLOODING**

An assessment of the flood impacts on the site has been addressed in the Civil Report submitted at **Appendix Q**. The report determines that the site will be partially inundated by overland flows from the 100 year and PMF storm events. Potential inundation will occur in the south-western corner of the site, the north-western corner and also the north-eastern portion of the site.

The report identifies that in accordance with Council's Interim Flood Management Policy as well as SLEP 2012, the proposed finished level for new buildings constructed across the site should be set at the flood planning level. The flood planning level being defines as the 1 in 100 ARI flood level plus 0.5m freeboard.

Northrop have also prepared a Civil Design Package, submitted at **Appendix R** which includes a drainage plan and sediment and erosion control plan.

The new stormwater drainage works has been designed based on the following parameters.

- In-ground drainage designed to capture and convey up to and including the 20 Year ARI Critical Storm Event.
- Provision of overland flow paths for runoff generated by storm events above the 20 Year ARI Critical Storm Event up to and including the 100 Year ARI Storm Event.
- For trapped areas (i.e. sunken loading docks) where overland flow paths cannot be provided alternate drainage methods will be provided. This includes but not limited to design of the inground drainage system capacity to capture and convey up to the 100 Year ARI Critical Storm Event.

## **6.11. SOCIAL AND ECONOMIC IMPACTS**

The proposal will have an overall beneficial impact on the local community in terms of social and economic outcomes. Impacts of the proposal are more environmental than social and economic, and can be managed

or mitigated if recommended measures are incorporated or implemented as part of the development. The social impacts are detailed in the Social Impact Assessment (SIA) attached in the appendices and are summarised in the table below.

The proposal will create job opportunities in teaching, administration and maintenance and temporary jobs during the construction phase, which is a long term high positive benefit for the area.

Table 10 – Social Impact Summary

Potential Impact	Mitigation/ Enhancement	Overall Impact
Meeting access to education requirements for secondary students	<ul style="list-style-type: none"> <li>Defining a specific catchment for the new school</li> <li>Continued consultation with the community</li> </ul>	Long term positive benefit
Impact on existing views from some apartments on Chalmers Street	<ul style="list-style-type: none"> <li>Locate school tower to the south west portion of the site</li> <li>Ongoing consultation with the impacted neighbours</li> </ul>	Long term medium negative impact
Noise during construction	<ul style="list-style-type: none"> <li>Construction in accordance with Noise and Vibration Report and CMP and standard conditions of consent</li> </ul>	Short term low negative impact
Noise impacts from use of the school, such as basketball courts	<ul style="list-style-type: none"> <li>Comply with relevant noise criteria</li> </ul>	Low negative impact
Noise from plant	<ul style="list-style-type: none"> <li>Assess further when plant selections have been finalised</li> </ul>	Low negative impact
Traffic impact from increase in student and staff at the site	<ul style="list-style-type: none"> <li>Promote sustainable travel social choices</li> <li>Preparation of a green travel plan</li> </ul>	Neutral impact (subject to implementation of measures)
Construction impact on pedestrian movement and local traffic	<ul style="list-style-type: none"> <li>Managed by CMP</li> <li>Pedestrian safety procedures for morning and afternoon peak</li> </ul>	Neutral impact (subject to implementation of measures)
Improved safety and security from activation and passive surveillance of the area	<ul style="list-style-type: none"> <li>CPTED considerations in the design to minimise risk of crime</li> <li>Plan of Management for the school to address access control and surveillance</li> </ul>	Long term medium positive impact
Safety and security for staff and students	<ul style="list-style-type: none"> <li>Access control measures at entry and exit points</li> </ul>	Long term medium positive impact

Potential Impact	Mitigation/ Enhancement	Overall Impact
Adaptive reuse of existing facilities and refurbishment of heritage fabric	N/A	Long term high positive impact
The proposal offers facilities that can potentially be used by the wider community, including movement complex, indoor recreation, performance spaces and outdoor recreation.	<ul style="list-style-type: none"> <li>• Consideration given to likely future users</li> <li>• Plan of Management to for the site to define management and security strategies</li> </ul>	Long term high positive impact

## 6.12. SITE SUITABILITY

The site is considered highly suitable for the proposed development for the following reasons:

- The land is zoned B4 Mixed Use pursuant to *SLEP 2012*. The proposed development is permissible with consent and consistent with the land use objectives of B4 Mixed Use zoning.
- The proposal is consistent with the objectives of all relevant planning controls and achieves a high level of planning policy compliance.
- The proposal provides for the re-purposing of an existing educational establishment and will further utilise what in comparison is an underutilisation of the site.
- There are no significant environmental constraints limiting development on the site.
- The proposal will not generate a significant amount of traffic as it is well serviced by public transport with limited on-site/off-site parking in the immediate locality.

## 6.13. PUBLIC INTEREST

The proposal is in the public interest because:

- It has been prepared having regard to *ISEPP 2007* and *SLEP 2012* and the works are permissible with consent.
- It has been prepared having regard to Council's planning policies and is consistent with the aims and objectives of the controls for the site.
- It is suitable for the site as evidenced by the site analysis and various site investigations, including geotechnical, site contamination, flora and fauna and heritage.
- It does not have any significant or unreasonable impacts on adjoining or surrounding properties or the public domain in terms of traffic, social and environmental impacts.
- Subject to the various mitigation measures recommended by the specialist consultants, it does not have any unacceptable impacts on adjoining or surrounding properties or the public domain in terms of traffic, heritage, social and environmental impacts.
- The site is well serviced by public transport and walking and cycling routes. The proposal encourages non-private vehicles options to access the site. It provides bicycle parking spaces to encourage cycling to and from the site.
- The proposal was selected by a Jury in a competitive design process. The proposal exhibits design excellence and is high quality in terms of built form and architectural treatment. It responds positively to the existing character and future scale of the area.



- The proposed landscaped terraces integrate the proposed podium with Prince Alfred Park. The connectivity between the school and the park is one of its outstanding features.
- It will result in a high quality educational environment for staff and students through:
  - Providing indoor and outdoor recreation and open space for students;
  - Enabling an excellent academic programme;
  - Supporting a fulfilling and diverse extra-curricular experience;
  - Create an inclusive, supportive and secure pastoral environment; and
  - Developing efficient, effective, expressive and environmentally sustainable facilities.
- It will contribute positively to energy efficiency and environmental sustainability. The design has adopted and incorporated many ESD features to reduce energy consumption during the life of the proposed development.

As the proposal is in the public interest, the Department of Planning and Environment should approve the development.

## 7. CONSULTATION

Consultation has commenced on the project and will continue as the assessment of the application progresses and throughout the entire development of the project. The purpose of the consultation process to date has been to inform and seek feedback from key stakeholders. The Applicant and Root Partnerships have worked to ensure relevant issues have been considered during the development of the proposal.

Early consultation has been designed to gauge the level of community support and acceptance of the proposal. The objectives of the preliminary consultation were as follows:

- Identify key community stakeholders with an interest in the project.
- Provide relevant information and the proposal to residents and community stakeholders to create awareness about the proposal and forthcoming SSD application.
- Provide a means by which stakeholders could provide comment on the development of the proposal.
- Provide the project team with the opportunity to incorporate stakeholder feedback into the planning and development process.

The preliminary consultation undertaken in respect of the proposed development to date is documented in the Consultation Report prepared by Roots Partnership and attached at **Appendix BB**. The key stakeholders identified in the SEARs and the report are:

- Department of Planning and Environment;
- City of Sydney Council;
- Design Integrity Panel;
- CBD Coordination Office, Transport for NSW;
- Roads and Maritime Services;
- Sydney Airport Corporation Limited; and
- Sydney Trains.

In addition, the following stakeholders were also engaged with:

- Energy Australia;
- Teachers, school executive staff and support staff (educators and administrative staff);
- School executive for Cleveland Street Intensive High School;
- Students;
- Parents and carers;
- Local community; and
- Indigenous community.

Stakeholder consultation commenced in 2014 and involved:

- Community engagement activities from 2014 to early 2017 (refer Consultation Report);
- Information booths for the community;
- Newspaper advertisements and Broadcast emails informing of the proposal and the information booth sessions;
- School Newsletter;
- Project Webpage with project progress updates;

- Community Survey;
- Workshops; and
- Meetings with individuals including formal consultation with agency stakeholders particularly regarding traffic, accessibility and impacts of the development

The following sections are a summary of the consultation to date. Further detail is provided in the Consultation Report.

## **7.1. DEPARTMENT OF PLANNING AND ENVIRONMENT**

Consultation has occurred with the Department of Planning and Environment throughout the preparation of this EIS and SSD documentation. Regular update meetings have occurred to discuss project progress and the SEARs.

## **7.2. CITY OF SYDNEY**

On-going briefings and consultation with the City of Sydney Council officers, covering the following topics:

- Joint Use of the Park and School facilities by the community and school.
- Landscape design influence with Prince Alfred Park.
- Review of effect to the current Plan of Management for Prince Alfred Park.
- Consultation of proposed changes to traffic and parking controls on Chalmers Street.
- Pedestrian Safety investigations.
- Environmental amenity and shadowing.

The outcome of consultation with the City of Sydney has resulted in a number of resultant actions which have been incorporated into the design or are currently under negotiation.

## **7.3. DESIGN INTEGRITY PANEL**

The design competition Jury recommended a review of the design by the DIP prior to lodgement of the EIS. The Applicant presented to the DIP on 5 April 2017. The DIP endorsed the developing design and verified the design is consistent with the winning competition scheme. A copy of the DIP endorsement letter is included in **Appendix BB**.

## **7.4. TRANSPORT FOR NSW(TFNSW)/ ROADS AND MARITIME SERVICES (RMS)**

Consultation has occurred with both Transport for NSW and the Roads and Maritime Services. These discussions have covered the following topics:

- Questions about project timeframes and estimated project completion date.
- Sydney Buses and impact to dedicated bus lane on Chalmers Street.
- Consultation on pedestrian safety and changes to traffic controls.

The outcome of consultation with the TfNSW and the RMS has resulted in the request to prepare a detailed Construction Traffic Management Plan and a Pedestrian Safety Operational Management Plan.

## **7.5. NSW POLICE AND EMERGENCY SERVICES**

Consultation has occurred with both the NSW Police Force. These discussions have covered the following topics:

- CPTED assessment progress.
- Questions about access control measures to the site.

- Suggestions to ensure that spaces are inclusive and safe.
- Questions about project timeframes, and estimated project completion date.

The outcome of consultation with the NSW Police has resulted in acknowledgement of ongoing consultation with the Surry Hills LAC on crime prevention as well as a review of the access provisions for emergency services.

## **7.6. INDIGENOUS COMMUNITY**

Consultation has occurred with both the local Indigenous Community. These discussions have covered the following topics:

- Interest in site history.
- Aboriginal Cultural Heritage Assessment Report.
- Community use of new facilities.

Ongoing consultation with the Indigenous Community is to occur to keep all relevant stakeholders informed of the proposal and timeframes.

## **7.7. LOCAL COMMUNITY**

Consultation has occurred with both the Local Community. Various strategies were employed to maximise community involvement in the project. Consultation occurred via community engagement sessions, information booths, advertisements in local newspapers etc. These discussions have covered the following topics:

- Concern on the impact view and overshadowing from the new development.
- Suggestions regarding how the school could better serve the community, including; the use of multi-function spaces for community events, community extra-curricular activities and shared use of Prince Alfred Park.
- Questions and suggestions about shared use of Prince Alfred Park.
- Questions about project timeframes, and estimated project completion date.

Ongoing consultation with the local community is to occur with regard to access of outdoor space and local facilities for students of the new school. A liaison committee for local residents and the community is to be considered. A detailed Construction Traffic Management Plan is to also be prepared.

## **7.8. SCHOOL COMMUNITY**

Parents and carers were also engaged with to contribute to the consultation process with particular regard to the administrative and operational characteristics of the proposed school. These discussions have covered the following topics:

- Requests for information regarding enrolment criteria, access, feeder schools and catchment area.
- Impact of the project on surrounding schools and community.
- School facilities and teacher selection methods.
- Access to outdoor space and other local facilities for students of the new school.
- Concerns about the provision of outdoor space within school grounds and the potential need for flexible outdoor space.
- Shared use of Prince Alfred Park.
- The relationship between Alexandria Park Community School and the inner Sydney high school.
- Proposed opening date of the new school.

- Project timeframes, and estimated completion date.
- Suggested features and facilities to support a modern and flexible learning environment, including the use of technology, collaborative areas, community gardens and links to cultural and tertiary education organisations.
- Access control measures to the site.
- Inclusive and safe spaces.
- Continued community engagement.

Outcomes of consultation with the school community has resulted in the following actions:

- Ongoing sharing of information regarding enrolment criteria, access, feeder schools and catchment area.
- Ongoing consultation with local schools with regard to the impact of the project on surrounding schools and community.
- Development of school facilities design and teacher selection methods.
- Ongoing consultation regarding access to outdoor space and other local facilities for students of the new school.
- Address concerns about provision of outdoor space within the school grounds, and the potential need for flexible space for students play and movement.
- Resolve the ability for shared use of Prince Alfred Park.



## 8. RECOMMENDATIONS AND MITIGATION MEASURES

A range of mitigation measures are proposed to reduce any potential environmental and social impact of the proposal. **Table 11** below provides a summary of the environmental management measures proposed.

Table 11 – Mitigation Measures

Item	Potential Impact	Mitigation Measure
Tree Protection	Construction impacts on retained trees.	<ul style="list-style-type: none"> <li>• It is recommended that all tree protection measures, as described in section 4 of the Arboricultural Impact Assessment, are in place prior to the commencement of any works.</li> <li>• Monthly inspections and reporting is required to ensure the trees are adequately protected.</li> <li>• It is recommended that construction proceeds using the Australian Standard AS4970 20009 Protection of trees on Development Sites as a basis for tree protection on the site.</li> </ul>
Aboriginal Heritage	Loss of Aboriginal objects	<ul style="list-style-type: none"> <li>• Minimisation of excavation onsite to one building footprint.</li> <li>• Testing and salvaging to occur prior to excavation onsite.</li> <li>• Development of an Aboriginal interpretative programme.</li> <li>• Ongoing consultation with the Registered Aboriginal Parties,</li> </ul>
European Heritage	Impact on the heritage significance of the existing buildings	<ul style="list-style-type: none"> <li>• A heritage consultant should be involved in the detailed design and construction phases in accordance with Policy 11 and 12 of the CMP 2016. The CMP should continue to guide the detailed design phase.</li> <li>• An archival recording of the site, with a particular focus on the areas of proposed works, should be undertaken prior to the commencement of works. This recording is to be carried out in accordance with NSW Heritage Division guidelines and Policy 9 of the CMP 2016.</li> <li>• A record of the proposed works should be maintained in accordance with Policy 8 of the CMP 2016.</li> <li>• All significant or original fabric identified by the CMP 2016 that will be removed during the course of the proposed works (most notably doors and windows) should be stored on site for possible reinstatement at a future date or use in repairs where appropriate. Where storage or future reinstatement is not possible, they should be offered to a reputable storage yard.</li> <li>• A Schedule of Conservation Works should be prepared and its recommendations implemented. <ul style="list-style-type: none"> <li>• An Interpretation Strategy should be prepared and its recommendations implemented.</li> </ul> </li> </ul>

Item	Potential Impact	Mitigation Measure
Social Impact	Long-term effective management of social impacts	<ul style="list-style-type: none"> <li>• Preparation of long-term plan of management for the operation of the school.</li> <li>• Ongoing community consultant</li> <li>• Designation of a contact person for all community consultation</li> <li>• Partnership with surrounding community groups to ensure full utilisation of the sites facilities</li> </ul>
Geotechnical	Vibration impacts on existing heritage buildings.	<ul style="list-style-type: none"> <li>• The excavation works be complemented in a manner that heavy machinery would not be required to be used within 1m of the site boundaries to limit vibrations.</li> <li>• A Dilapidation Survey is strongly recommended to be undertaken for the existing heritage buildings. The survey must also cover Roads and Maritime Services (RMS) assets if found within the influence zone of the proposed excavation.</li> </ul>

## 9. SUMMARY AND CONCLUSIONS

This EIS has been prepared by Urbis Pty Ltd in support of SSD 7610 for the development of 'inner Sydney high school' at the Corner of Cleveland Street and Chalmers Street, Surry Hills.

The school will accommodate approximately 1,200 students to take enrolment pressure off surrounding schools exceeding design capacity. The high school will contain high quality classrooms, collaborative learning spaces, open play spaces, and associated facilities.

The proposal has been assessed against all items contained to the SEARs and we conclude that:

- The proposal satisfies the applicable local and state planning policies;
- The design positively responds to the site conditions and future urban morphology;
- The proposal provides for the adaptive re-use of an underutilised education facility;
- The proposal is highly suitable for the site;
- The proposal is in the public's best interest; and
- The proposal appropriately satisfies each item within the SEARs.

Considering the above and the content contained to this EIS, it is recommended that the Department approve this SSD 7610, subject to appropriate conditions.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

## **APPENDIX A**

# **SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS (SEARS)**



# **APPENDIX B      CAPITAL INVESTMENT VALUE (CIV) REPORT**

# APPENDIX C      SITE SURVEY

# APPENDIX D      ARCHITECTURAL DRAWINGS

# **APPENDIX E      ARCHITECTURAL DESIGN STATEMENT**

# APPENDIX F      LANDSCAPE PLAN



APPENDIX G

LANDSCAPE DESIGN STATEMENT

# **APPENDIX H      HERITAGE IMPACT STATEMENT**

# **APPENDIX I      CONSERVATION MANAGEMENT PLAN**

# **APPENDIX J      ABORIGINAL CULTURAL HERITAGE REPORT**

# APPENDIX K      TRAFFIC AND ACCESSIBILITY ASSESSMENT



# **APPENDIX L      PRELIMINARY GREEN TRAVEL PLAN**

APPENDIX M

GEOTECHNICAL INVESTIGATION REPORT

# **APPENDIX N      COMBINED STAGE 1 & 2 ENVIRONMENTAL SITE ASSESSMENT**

# APPENDIX O      ARBORICULTURAL ASSESSMENT

**APPENDIX P      SOCIAL IMPACT ASSESSMENT**



**APPENDIX Q      CIVIL REPORT**

**APPENDIX R      CIVIL DESIGN PACKAGE**

## **APPENDIX S**

# **ECOLOGICAL SUSTAINABLE DEVELOPMENT REPORT**

**APPENDIX T      STRUCTURAL REPORT**

# **APPENDIX U      BUILDING CODE OF AUSTRALIA (BCA) PRELIMINARY REVIEW**

APPENDIX V

ACCESSIBILITY REPORT



# **APPENDIX W      ACOUSTIC ASSESSMENT OF OPERATION AND CONSTRUCTION NOISE AND VIBRATION REPORT**

APPENDIX X

WIND ASSESSMENT REPORT

APPENDIX Y

SERVICES INFRASTRUCTURE REPORT

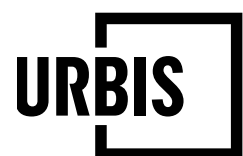
## **APPENDIX Z**

# **PRELIMINARY CONSTRUCTION MANAGEMENT PLAN**

# APPENDIX AA     WASTE MANAGEMENT PLAN

**APPENDIX BB      CONSULTATION REPORT**





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