ENVIRONMENTAL IMPACT STATEMENT FOR SSD 17_8373

ALEXANDRIA PARK COMMUNITY SCHOOL

PREPARED FOR

NSW DEPARTMENT OF EDUCATION

DECEMBER 2017

URBIS

URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:

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Consultant	Edward Green
Assistant Planner	Jarred Statham
Project Code	SA6700

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SIGNED DECLARATION

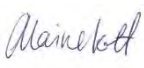
This Environmental Impact Statement (EIS) has been prepared in accordance with Schedule 2 of the *Environmental Planning and Assessment Regulations 2000.*

Environmental Assessment Prepared by:	
Names:	Alaine Roff (Associate Director) *Bachelor of Arts, University of Newcastle, NSW* *Master of Town Planning, University of New South Wales* Edward Green (Consultant) *Bachelor of Planning (Honours Class 1), University of New South Wales*
Address:	Urbis Pty Ltd Level 23, Darling Park Tower 2, 201 Sussex Street Sydney NSW, 2000
In respect of:	NSW Department of Education

Applicant and Land Details:	
Applicant:	NSW Department of Education C/- Urbis Pty Ltd
Applicant Address:	Urbis Pty Ltd Level 23, Darling Park Tower 2, 201 Sussex Street Sydney NSW, 2000
Land to be developed:	Lot 1 DP 731454 and Lot 286 DP 752038
Project:	Redevelopment of Alexandria Park Community School to cater for approximately 1,000 primary school students and approximately 1,200 secondary school students.

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
- The information contained in this report is neither false nor misleading.

Name:	Alaine Roff, Associate Director	Edward Green, Consultant
Signature:		
Date:	Monday, 11 December 2017	Monday, 11 December 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'). This EIS supports State Significant Development Application SSD 17_8373 for the redevelopment of Alexandria Park Community School at Park Road, Alexandria (the 'Site').

This EIS responds to the Secretary's Environmental Assessment Requirements (SEARs) attached at Appendix A. This EIS should be read in conjunction with the supporting technical documents provided at Appendix B – MM.

THE PROPOSAL

The redevelopment of Alexandria Park Community School ('APCS') is proposed to accommodate up to 1,000 primary school students and up to 1,200 secondary school students. The redevelopment will: address the significant need for additional public education infrastructure within the inner Sydney area; accommodate future population growth; and deliver significant upgrades to outdated facilities. Specifically, this EIS seeks development consent for:

- Demolition of all existing buildings on-site, including the temporary pop-up schools;
- Remediation of specific areas of the site containing contaminated fill;
- Construction of multiple school buildings of up to five stories, arranged along the western and southern parts of the site comprising:
    - Classroom home bases;
    - Collaborative learning spaces;
    - Specialist learning hubs;
    - Learning support spaces;
    - Offices for teachers and administrative staff;
    - Library; and
    - Student canteen.
- Construction of a sports hall and multiple outdoor sports courts;
- An all-weather multipurpose synthetic sports field;
- Informal play spaces and Covered Outdoor Learning Space or COLA;
- A community centre;
- A pre-school for 39 children;
- Site landscaping including green links, community garden and open space;
- Construction of a new on-site car park and associated vehicular access point off Belmont Street; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

Delivery of the project will be undertaken in sequential phases to maintain an operational school on the Park Road Campus and will involve enabling works separate to this application followed by three main construction phases for the new building and external works.

THE SITE

The subject site comprises six lots (Lot 11 in DP 615964; Lot 1 in DP 74696; Lot 2 in DP 69494; Lot 3 in DP 69494; Lot A in DP 109038; Lot B in 109038) known as 7 Park Road, Alexandria. The site is an irregular shaped parcel with frontages to Park Road and Buckland Street and an area of 2.83 hectares.

APCS is a Kindergarten to Year 12 school, originally located across two campuses, known as Park Road campus and Mitchell Road campus. The junior school currently occupies the southern end of the Park Road campus. There are temporary demountable buildings located on the northern part of the site to provide accommodation for the high school students who have been relocated from their original Mitchell Road campus.

PLANNING FRAMEWORK

Pursuant to Schedule 15 of *State Environmental Planning Policy (State and Regional Development) 2011*, alterations and additions to an existing 'educational establishment' (including associated research facilities) with a capital investment value (CIV) of more than $20 million is identified as 'State Significant Development'.

The CIV for the proposal is calculated at over $20 million. This is detailed in the Quantity Surveyors Cost Assessment at Appendix B. As the cost of works exceeds $20 million, the proposal is state significant development and the EIS will be submitted to the NSW Department of Planning and Environment (DPE) for assessment and determination.

ASSESSMENT

The proposal has been assessed against all items contained to the SEARS issued for the project on 27 April 2017. In summary:

- **The proposal is consistent with state and local strategic planning policies:**
  The proposal has been designed to be consistent with the relevant goals and strategies contained in *'NSW State Priorities', 'A Plan for Growing Sydney', 'NSW Long Term Transport Master Plan 2012', Sydney's Cycling Future 2013', 'Sydney's Walking Future 2013', Sydney's Bus Future 2013', 'Healthy Urban Development Checklist, NSW Health', 'Greater Sydney Commission's Draft Central District Plan'* and the *'Sydney Development Control Plan 2012'*.

- **The proposal satisfies the applicable local and state planning policies:**
  The proposal satisfies the objectives of all relevant planning controls and achieves a high level of planning policy compliance.

- **The design positively responds to the site conditions and future urban morphology:**
  The design of the school was carefully considered to ensure it has good connections to adjacent external spaces, including Alexandria Park, and maximises solar access to all school buildings and open spaces.

- **The proposal provides a superior development outcome for the site:**
  The site currently contains school buildings that have aged and are not representative of a high-quality learning environment. In response, the proposal will provide new high quality facilities, collaborative learning spaces, classrooms, open play spaces, sports courts and associated facilities for use by future students and parents.

- **The proposal is highly suitable for the site:**
  The proposal continues the educational use at the site, which is permissible with consent and consistent with the zone objectives. Further, there are no significant environmental constraints that would limit the proposal from being developed at the site.

- **The proposal is in the public's best interest:**
  The proposal will take substantial pressure off existing schools within the surrounding locality and ensure more students have access to new school facilities, learning spaces and equipment. The proposal will also 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.

- **The proposal appropriately satisfies each item within the Secretary's Environmental Assessment Requirements:**
  The proposal satisfies the SEARS as demonstrated within this EIS.

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

SECRETARY'S ENVIRONMENTAL ASSESSMENT REQUIREMENTS

A request was made to the Minister for Secretary's Environmental Assessment Requirements (SEARs), pursuant to Clause 3, Schedule 2 of the *Environmental Planning and Assessment Regulation 2000.* The SEARs issued on 27 April 2017 are addressed within this EIS 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
General Requirements	
The Environmental Impact Statement (EIS) must be prepared in accordance with, and meet the minimum requirements of clauses 6 and 7 of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (the Regulation). Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development. Where relevant, the assessment of the key issues below, and any other significant issues identified in the risk assessment, must include: • Adequate baseline data; • Consideration of potential cumulative impacts due to other development in the vicinity (complete, underway or proposed); and Measures to avoid, minimise and if necessary, offset the predicted impacts, including detailed contingency plans for managing any significant risks to the environment.	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 *Environmental Planning and Assessment Regulation 2000*. The EIS includes a comprehensive assessment of the environmental risks and impacts associated with the development. Environmental Risk Assessment at Section 8.
The EIS must be accompanied by a report from a qualified quantity surveyor providing: • A detailed calculation of the capital investment value (CIV) (as defined in clause 3 of the *Environmental Planning and Assessment Regulation 2000*) of the proposal, including details of all assumptions and components from which the CIV calculation is derived; • An estimate of the jobs that will be created by the future development during the construction and operational phases of the development; and • Certification that the information provided is accurate at the date of preparation.	Appendix B
Key Issues – The EIS must address the following specific matters:	
1. Statutory and Strategic Context – including: Address the statutory provisions contained in all relevant environmental planning instruments, including:	Section 4

Item/ Description	Document Reference
• *State Environmental Planning Policy (State and 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;* and • *Sydney Local Environmental Plan 2012.* *Permissibility:* Detail the nature and extent of any prohibitions that apply to the development. *Development Standards:* Identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.	
2. Policies Address the relevant planning provisions, goals and strategic planning objectives in the following: • *NSW State Priorities;* • *A Plan for Growing Sydney;* • *NSW Long Term Transport Master Plan 2012;* • *Sydney's Cycling Future 2013;* • *Sydney's Walking Future 2013;* • *Sydney's Bus Future 2013*; • *Healthy Urban Development Checklist, NSW Health;* • *Greater Sydney Commission's Draft Central District Plan;* and • *Sydney Development Control Plan 2012.*	Section 5
3. Built Form and Urban Design • Address the height, density, bulk and scale, setbacks of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces. • 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 (CPTED). • Demonstrate in consultation with, and to the satisfaction of, the Government Architect NSW that design excellence will be achieved in accordance with the provisions of *Sydney Local Environmental Plan 2012*. • Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.	Section 3.4., Section 6.6. and Appendix K

Item/ Description	Document Reference
4. Environmental Amenity • Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated. • Detail any proposed use of the school grounds out of school hours (including weekends) and any resultant amenity impacts on the immediate locality and proposed mitigation measures.	Section 6.2.
5. Transport and Accessibility (Construction and Operation) Include a transport and accessibility impact assessment, which details, but not limited to the following: • Accurate details of the current daily and peak hour vehicle, public transport, pedestrian and cycle movement and existing traffic and transport facilities provided on the road network located adjacent to the proposed development; • An assessment of the operation of existing and future transport networks including the bus network and their ability to accommodate the forecast number of trips to and from the development; • Details of estimated total daily and peak hour trips generated by the proposal, including vehicle, public transport, pedestrian and bicycle trips based on traffic surveys of similar schools, including the existing school on site; • The adequacy of public transport, pedestrian and bicycle networks and infrastructure to meet the likely future demand of the proposed development; • The impact of the proposed development on existing and future public transport infrastructure within the vicinity of the site in consultation with Roads and Maritime Services and Transport for NSW and identify measures to integrate the development with the transport network; • Details of any upgrading or road improvement works required to accommodate the proposed development; • Details of travel demand management measures to minimise the impacts on general traffic and bus operations and to encourage sustainable travel choices and details programs for implementation; • The impact of trips generated by the development on nearby intersections, with consideration of the cumulative impacts from other approved developments in the vicinity, and the need/associated funding for upgrading or road improvement works, if required (note: traffic modelling is to be undertaken with scope to be agreed by TfNSW and RMS in advance); • The proposed active transport access arrangements and connections to public transport services; • Details of any current and proposed school bus routes along bus capable roads and infrastructure (bus stops, bus layovers etc.);	Section 6.3., Appendix E, Appendix II and Appendix JJ

Item/ Description	Document Reference
• The proposed access arrangements, including car and bus pickup/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks, including pedestrian crossings and refuges and speed control devices and zones; • Measures to maintain road and personal safety in line with CPTED principles; • The proposed car and bicycle parking provision, including end of trip facilities, which must be taken into consideration of the availability of public transport and the requirements of Council's relevant parking codes and Australian Standards; • Proposed bicycle parking facilities in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance; • Details of the proposed number of car parking spaces and compliance with appropriate parking codes and justify the level of car parking provided on-site; • Details of emergency vehicle access arrangements; • An assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures; • Service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times); • In relation to construction traffic: Assessment of cumulative impacts associated with other construction activities (if any); An assessment of road safety at key intersection and locations subject to heavy vehicle construction traffic movements and high pedestrian activity; Details of construction program detailing the anticipated construction duration and highlighting significant and milestone stages and events during the construction process; Details of anticipated peak hour and daily construction vehicle movements to and from the site; Details of access arrangements of construction vehicles, construction workers to and from the site, emergency vehicles and service vehicle; Details of temporary cycling and pedestrian access during construction; Details of proposed construction vehicle access arrangements at all stages of construction; and 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 Traffic 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 controls measures for all demolition/construction activities). → Relevant Policies and Guidelines: • *Guide to Traffic Generation Developments (Road and Maritime Services)*	

Item/ Description	Document Reference
• *EIS Guidelines – Road and Related Facilities (DoPI)* • *Cycling Aspects of Austroads Guides* • *NSW Planning Guidelines for Walking and Cycling* • *Austroads Guide to Traffic Management Part 12: Traffic Impacts of Development* • *Standards Australia AS2890.3 (Bicycle Parking Facilities)*	
6. Ecologically Sustainable Development (ESD) • 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. • Demonstrate that the development has been assessed against a suitably accredited rating scheme to meet industry best practice. • Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy.	Section 3.10. and Appendix S
7. Social Impacts Include an assessment of the social consequences of the schools' relative location.	Section 6.7. and Appendix LL
8. Biodiversity Biodiversity impacts related to the proposed development are to be assessed and documented in accordance with the Framework for Biodiversity Assessment, unless where otherwise agreed by the OEH, by a person accredited in accordance with s142B(1)(c) of the *Threatened Species Conservation Act 1995*.	Section 2.4., Appendix F and Appendix G
9. Heritage • Assess the impact of the proposal on the heritage significance of the place and its individual components in accordance with NSW Heritage Guidelines and *Sydney Local Environmental Plan 2012* and on the adjoining heritage item *"Alexandria Park including entrance gates, landscaping and grounds".* • Consider the archaeological potential of the area and the potential impact of the proposal on the archaeological significance of the site in accordance with the guidelines of the Heritage Council of NSW.	Section 2.6., Appendix H and Appendix I
10. Aboriginal Heritage Address Aboriginal Cultural Heritage in accordance with the *Guide to investigation, assessing and reporting on Aboriginal Cultural Heritage in NSW (DECCW, 2011)* and *Aboriginal cultural heritage consultation requirements for proponents 2010 (DECW).*	Section 2.6. and Appendix J
11. Noise and Vibration Identify and provide a quantitative assessment of the main noise and vibration generating sources during construction and operation, including consideration of any public address system, school bell and use of any school hall for concerts etc. (both	Section 6.4. and Appendix T

Item/ Description	Document Reference
during and outside school hours), and outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land. → Relevant Policies and Guidelines: • *NSW Industrial Noise Policy (EPA)* • *Interim Construction Noise Guideline (DECC)* • *Assessing Vibration: A Technical Guideline 2006* • *Development Near Rail Corridors and Busy Roads – Interim Guideline (Department of Planning 2008)*	
12. Contamination Demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. → Relevant Policies and Guidelines: • *Managing Land Contamination: Planning Guidelines – SEPP 55 Remediation of Land (DUAP)*	Section 4.3., Appendix V, Appendix W, Appendix X, Appendix Y and Appendix Z
13. Utilities • 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. • 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.	Appendix R and Appendix DD
14. Contributions Address Council's Section 94A Contribution Plan and/or details of any Voluntary Planning Agreement.	Section 4.6.
15. Drainage Detail drainage associated with the proposal, including stormwater and drainage infrastructure.	Section 6.1. and Appendix CC
16. Flooding 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.	Section 6.1. and Appendix BB
17. Waste 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	Section 3.8., Appendix P and Appendix Q

Item/ Description	Document Reference
arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.	
Plans and Documents	
The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the *Environmental Planning and Assessment Regulation 2000*. Provide these as part of the EIS rather than as separate documents. In addition, the EIS must include the following: • Architectural drawings (dimensioned and including RLs); • A physical 3D model and 3D CAD model to the City of Sydney specifications; • Site Survey Plan, showing existing levels, location and height of existing and adjacent structures/buildings and boundaries; • Site Analysis Plan; • Stormwater Concept Plan; • Sediment and Erosion Control Plan; • Shadow Diagrams; • View Analysis / Photomontages; • Landscape Plan (identifying any trees to be removed and trees to be retained or transplanted); • 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; • Geotechnical and Structural Report; • Accessibility Report; • Arborist Report; • Acid Sulphate Soils Management Plan (if required); and • Schedule of materials and finishes.	Appendix A - MM
Consultation	
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: • City of Sydney; • Office of the Government Architect;	Section 7 and Appendix MM

Item/ Description	Document Reference
• Transport for NSW; and • Roads and Maritime Services. 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.	

1. 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 17_8373 for the redevelopment of 'Alexandria Park Community School' at 7-11 Park Road, Alexandria (the 'Site').

The proposed redevelopment of APCS is proposed to accommodate up to 1,000 primary school students and up to 1,200 secondary school students. The proposal will address issues of capacity for schools in the inner-city areas of Sydney and is also driven by the population growth resulting from the large number of residential developments that are transforming the former industrial precincts of Zetland, Waterloo and Alexandria. Specifically, this project includes:

- Demolition of all existing buildings on-site, including the temporary pop-up schools;
- Remediation of specific areas of the site containing contaminated fill;
- Construction of multiple school buildings of up to five stories, arranged along the western and southern parts of the site comprising:
    - Classroom home bases;
    - Collaborative learning spaces;
    - Specialist learning hubs;
    - Learning support spaces;
    - Offices for teachers and administrative staff;
    - Library; and
    - Student canteen.
- Construction of a sports hall and multiple outdoor sports courts;
- An all-weather multipurpose synthetic sports field;
- Informal play spaces and Covered Outdoor Learning Space or COLA;
- A community centre;
- A pre-school for 39 children;
- Site landscaping including green links, community garden and open space;
- Construction of a new on-site car park and associated vehicular access point off Belmont Street; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

Delivery of the project will be undertaken in sequential phases to maintain an operational school on the Park Road Campus and will involve enabling works separate to this application followed by three main construction phases for the new building and external works.

The purpose of this report is to provide an assessment of the proposal as described above, within the EIS and within the attached supporting documents. Architectural Plans of the proposal are proposed at Appendix C.

1.2. PROJECT CONTEXT AND BACKGROUND

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. Substantial pressure is already being placed on existing public schools throughout NSW, causing them to become overcrowded beyond capacity.

The Central Sydney area is a location where significant population growth has placed pressure on existing schools within the area, including APCS. In response, the Applicant is proposing to redevelop the existing Park Road Campus site to consolidate the junior and senior APCS campuses. The proposal will provide additional student capacity and new high-quality teaching, learning and recreation facilities.

The Applicant has developed a long-term vision for select school sites within the City of Sydney LGA. The vision is:

- Close 'Cleveland Street Intensive English High School' at 242A Cleveland Street, Surry Hills and 244 Cleveland Street, Surry Hills, and redevelop the site into the new 'Inner Sydney High School'.
- Close 'APCS: High-School Campus' at 57-77 Mitchell Road, Alexandria, and redevelop the site into the new 'Cleveland Street Intensive English High School'.
- Redevelop 'APCS: Primary School Campus' at 7-11 Park Road, Alexandria to include a consolidated APCS that can accommodate up to 1,000 primary school students and up to 1,200 secondary school students.

This SSDA facilitates the last point.

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 B – MM.

1.4. PROJECT TEAM

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

Table 2 – Project Team

Deliverable	Consultant	Appendix
SEARs	NSW Department of Planning	Appendix A
CIV Report	Turner and Townsend	Appendix B
Architectural Plans	TKD Architects	Appendix C
Site Survey	LTS Lockley	Appendix D
Transport Assessment	ARUP	Appendix E

Deliverable	Consultant	Appendix
Arborist Report	Redgum Horticultural	Appendix F
Flora and Fauna Impact Assessment Report	UBM Ecological Consultants	Appendix G
Heritage Impact Statement	TKD Architects	Appendix H
Historical Archaeological Assessment	Extent Heritage	Appendix I
Aboriginal Heritage Impact Statement	Extent Heritage	Appendix J
Architectural and Urban Design Report	TKD Architects	Appendix K
Preliminary Construction Management Plan	Savills	Appendix L
Geotechnical Report	GeoEnviro Consultancy Pty Ltd	Appendix M
Structural Design Report	Woolacotts Consulting Engineers	Appendix N
Landscape Plans	Context	Appendix O
Construction and Demolition Waste Management Plan	Foresight Environmental	Appendix P
Operational Waste Management Plan	Foresight Environmental	Appendix Q
Infrastructure Management Plan	Umow Lai	Appendix R
Ecological Sustainable Development Report	Umow Lai	Appendix S
Acoustic Report	Wilkinson Murray	Appendix T
Sediment and Erosion Control Plan	Woolacotts Consulting Engineers	Appendix U
Detailed Site Investigation Report	Coffey	Appendix V
Asbestos and Hazardous Materials Survey	Coffey	Appendix W
Acid Sulfate Soils Investigation Report	Environmental Site Investigation	Appendix X
Soil Vapour Investigation	Coffey	Appendix Y
Remediation Action Plan	Coffey	Appendix Z
Design Review Panel Summary Notes	Government Architect NSW	Appendix AA
Flood Risk Assessment Report	Woolacotts Consulting Engineers	Appendix BB
Stormwater Management Report	Woolacotts Consulting Engineers	Appendix CC
Integrated Water Management Plan	Umow Lai	Appendix DD
Solar Reflectivity Report	Windtech	Appendix EE
Access Design Assessment Report	Design Confidence	Appendix FF
BCA Report	Design Confidence	Appendix GG

Deliverable	Consultant	Appendix
Wind Impact Assessment Report	Windtech	Appendix HH
Green Travel Plan	ARUP	Appendix II
Construction Traffic Management Plan	ARUP	Appendix JJ
CPTED Assessment Report	Urbis	Appendix KK
Social Impact Assessment Report	Urbis	Appendix LL
Consultation Outcomes Report	Savills	Appendix MM

2. THE SITE AND SURROUNDING CONTEXT

2.1. SITE DESCRIPTION

The site is located at Park Road, Alexandria within the City of Sydney Local Government Area (LGA). It comprises six lots, legally described as:

- Lot 11 in DP 615964;
- Lot 1 in DP 74696;
- Lot 2 in DP 69494;
- Lot 3 in DP 69494;
- Lot A in DP 109038; and,
- Lot B in 109038.

The site is irregular in shape, has an area of 2.83 hectares and has frontages to Park Road and Buckland Street (Figure 1). A 6m wide stormwater drainage easement traverses the site in a south-west to north-east direction. The drain is a covered concrete channel. This is identified within the Site Survey at Appendix D.

Figure 1 – The Site

Source: Urbis / Nearmap

2.2. EXISTING DEVELOPMENT

APCS is a Kindergarten to Year 12 school, originally located across two campuses, known as Park Road campus and Mitchell Road campus:

APCS Park Road Campus (existing school):

The Park Road campus accommodates students from Kindergarten to Year 6 and occupies existing buildings at the southern end of the site (area marked as yellow in Figure 2). This campus contains:

- Multiple double-storey brick classroom and administration buildings;
- Sports fields;
- At-grade staff carpark; and
- Library.

Photos of the existing school are shown in Figure 3.

APCS Park Road Campus (temporary school):

A temporary school is being established on the north-eastern part of the site to temporarily accommodate the Intensive Language School while the Mitchell Road campus is being constructed and made ready for it (area marked as green in Figure 2). This campus comprises multiple pop-up demountables with classrooms and learning spaces, COLA, office and canteen.

APCS Mitchell Road Campus (temporary school):

The Mitchell Road campus accommodates students from Year 7 to Year 12 and has been relocated from Mitchell Road to temporary demountable buildings on the north-western part of the site (area marked as red in Figure 2). This campus comprises multiple pop-up demountables with classrooms and learning spaces, COLA, office and canteen.

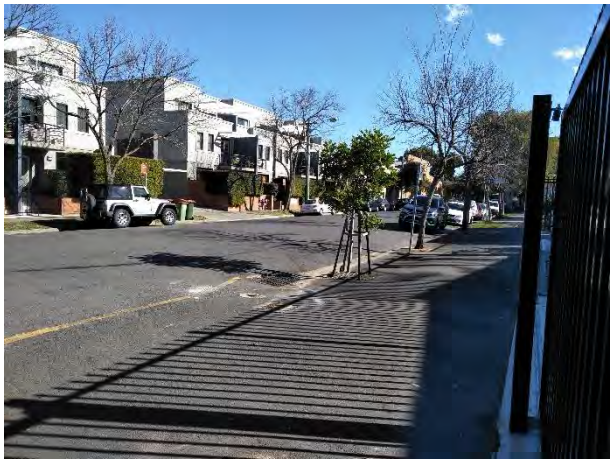
Figure 2 – Layout of APCS

Source: Urbis / Nearmap

Figure 3 – Photographs of The Existing Development

Picture 1 – Existing Pick Up/Drop Off Zone

Picture 2 – Interface of Site with Buckland Street



Picture 3 – Interface of Site with Belmont Street

Picture 4 – Existing School Playground

Picture 5 – Existing School Entrance

Picture 6 – Interface of Site with Park Road

2.3. SITE ACCESS

Vehicular access into the site is provided off Belmont Street to the west. It accesses an on-site staff carpark with 28 unmarked parking spaces. A dedicated drop off/pick up zone that services APCS is provided off Park Road to the east of the site (Figure 3 – Picture 1).

Pedestrian access into the site is currently provided via a dedicated school entrance that is located on the corner of Power Avenue and Park Road (Figure 3 – Picture 5). Additional school entrances are also provided off Buckland Street and Belmont Street.

A detailed description of existing site access arrangements is in the Transport Assessment at Appendix E.

2.4. FLORA AND FAUNA

An Arborist Report has been prepared by Redgum Horticultural and is attached at Appendix F. A Flora and Fauna Survey was also prepared by UBM Ecological and is attached at Appendix G. These reports identified the following flora and fauna at the site:

2.4.1. Flora

Summary of flora assessment:

- There are 88 trees within the site and 21 trees on the adjacent road reserve. Of these trees, 64 were assessed as having 'High Significance', 27 were assessed as having 'Medium Significance' and 18 were assessed as having 'Low Significance';
- A total of 70 plant species were recorded at the site. Most of this vegetation consists of planted gardens beds and grassed open space;
- Two weed species were recorded at the site; and
- No naturally-occurring or threatened flora species were recorded at the site or within the immediate surrounds.

2.4.2. Fauna

Summary of fauna assessment:

- Eight native bird species were detected within, adjacent to, or flying over the site;
- No microbat species were identified at the site;
- No threated or migratory species listed under the *Threated Species Conservation Act 1995* (TSC Act) or the *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act) were recorded at the site; and
- The grey-headed flying-fox, powerful owl and long-nosed bandicoot were recorded as within the surrounding locality. However, the School environment is considered poor quality habitat for these species. Further, the proposed development is unlikely to significantly impact these species.

2.5. SERVICES

The site currently contains and is connected to all necessary services including water, gas, electricity, communications and sewage. A 6m wide stormwater drainage easement traverses the site in a south-west to north-east direction.

2.6. HERITAGE

2.6.1. European Heritage

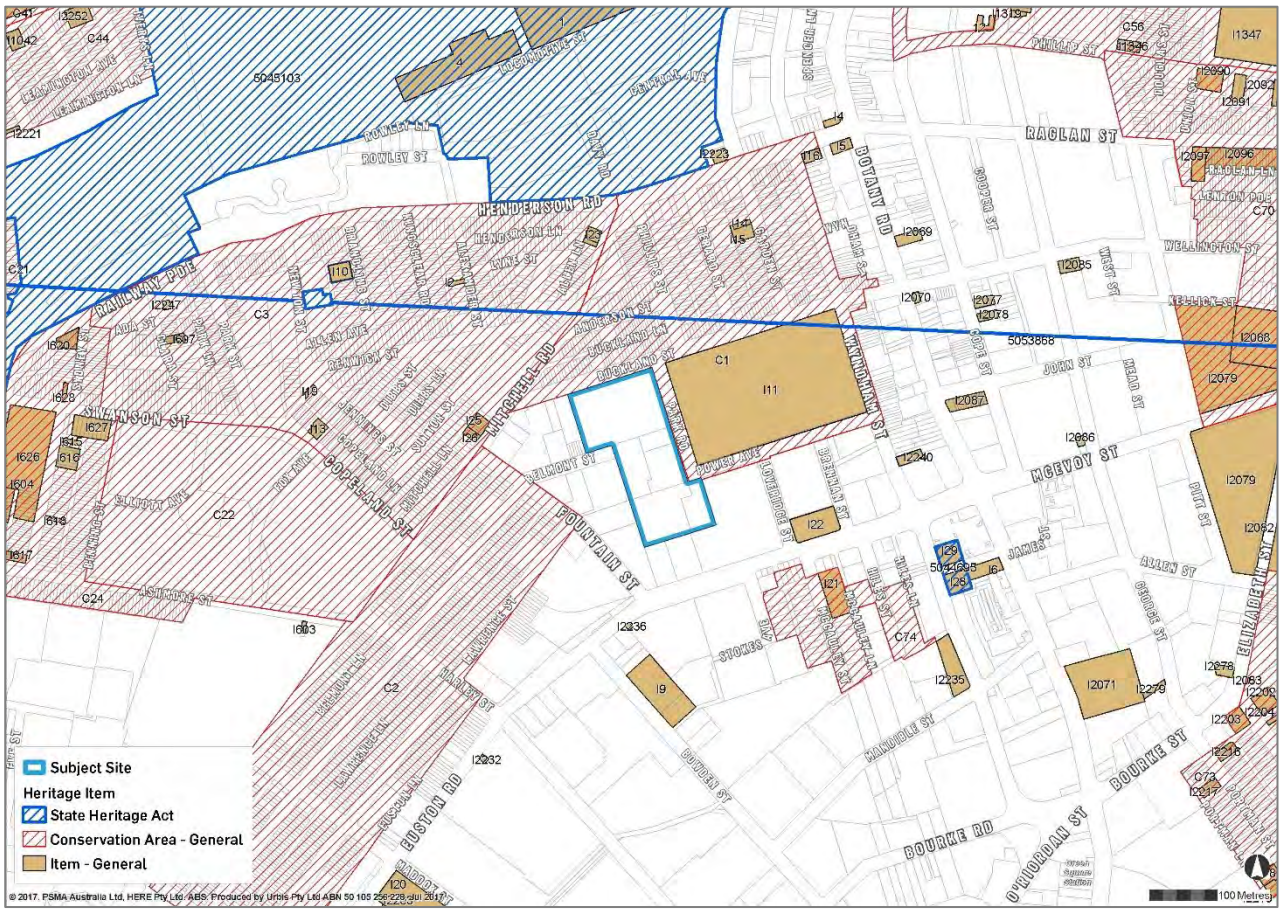
The site is not classified as a heritage item, nor is it located within a heritage conservation area. Notwithstanding this, the Heritage Impact Statement attached at Appendix H identifies that Alexandria Park, located directly adjacent to the east, is classified as an item of local heritage significance (I11 – Alexandria Park including entrance gates, landscaping and grounds). The site is also surrounded by three heritage conservation areas comprising:

- C1 – Alexandria Park Heritage Conservation Area
- C2 – Cooper Estate Heritage Conservation Area
- C3 – North Alexandria Industrial Heritage Conservation Area

Figure 4 identifies each surrounding heritage affiliation.

A Historical Archaeological Assessment attached at Appendix I also confirms that the site contains a low archaeological heritage significance. This low significance relates largely to the industrial occupation of the site within the twentieth century.

Figure 4 – Surrounding Heritage Affiliations



Source: Urbis / SLEP

2.6.2. Aboriginal Heritage

An Aboriginal Heritage Report has been prepared by Extent Heritage Advisors and is attached at Appendix J. The report acknowledges that during a site inspection undertaken by Extent Heritage Advisors, no Aboriginal objects or sites (such as stone artefact scatters, isolated finds and scarred or carved trees) were identified. Further, it is not likely that the site can contain Aboriginal heritage objects on the surface due to extensive previous site clearing.

2.7. SITE CONTEXT AND SURROUNDING DEVELOPMENT

Alexandria is located within Central Sydney, approximately 2.5km from Sydney CBD and 3.1km from Sydney Airport. At a local level, the site is located within an established mixed-use precinct, surrounded by a range of residential, industrial and commercial land uses. Specifically, the site is surrounded by the following:

- To the north are multiple low-density terrace houses. Further north approximately 350m is the Australian Technology Park.
- Directly adjacent to the east of the site is Alexandria Park. Further east are multiple residential flat buildings and commercial buildings containing a range of varying shops and services.

- Directly adjacent to the south are multiple industrial sites and bulky goods stores. Further south approximately 750m is the Green Square Town Centre (currently under construction).
- To the west are a range of residential accommodation buildings, ranging from low scale terrace houses to high-density residential flat buildings. Further west approximately 500m is the Ashmore Precinct (currently under construction).

Figure 5 – Location Map

Source: Urbis / Nearmap

2.8. ROAD NETWORK

The site is directly serviced by the following local roads:

- Buckland Street: Directly adjacent to the north;
- Park Road: Directly adjacent to the east; and
- Belmont Street: Directly adjacent to the west.

The site is also surrounded by a range of major arterial roads. These include Mitchell Road, McEvoy Street and Wyndham Street.

2.9. PUBLIC TRANSPORT

The site is well serviced by various forms of public transport, both existing and under construction.

Trains:

The site is located midway between Redfern Station (located 900m to the north-east of the site) and Erskineville Station (located 860m to the west of the site). Redfern Station currently services all Sydney Trains lines, excluding the T2 Airport Line, and some NSW Trainlink services. Erskineville Station currently services the T3 Bankstown Line.

Buses:

The site is located close to multiple bus stops operating the following State Transit bus services:

305 – Railway Square to Mascot

308 – Sydney CBD to Marrickville Metro

309 – Sydney CBD to Port Botany via Green Square

310 - Sydney CBD to Eastgardens via Green Square

355 – Bondi Junction to Marrickville Metro via Alexandria (stops at the site on weekday peaks)

370 – Coogee to Leichhardt via Green Square and Newtown

Dedicated School bus 750E – Redfern and George Street to Alexandria Park Community School, also services the site.

Sydney Metro:

The site is located approximately 400m to the west of future Waterloo Station, to be built between Botany Road and Cope Street, Raglan Street and Wellington Street. Waterloo Station is part of the NSW Government's Sydney Metro: City and Southwest transport project.

Sydney Metro: City and Southwest is the second stage of the Sydney Metro project. The project will extend the Stage 1 Metro Line (Sydney Metro: Northwest) currently under construction from Chatswood to Bankstown via Sydney CBD. Between Sydenham to Bankstown, the existing T3 line will be converted to metro standards. It is expected that the Sydney Metro Stage 2 will be operational in 2024.

2.10. CYCLEWAYS

The site benefits from proximity to several dedicated cycleways. These include separate dedicated cycleways along Buckland Street, George Street, Bowden Street, Mandible Street and throughout Alexandria Park. Nearby Park Road, Power Avenue, Belmont Street and Phillip Street are also marked as being 'bicycle-friendly'.

3. THE PROPOSED DEVELOPMENT

3.1. OVERVIEW

This SSDA seeks development consent for the following works:

- Demolition of all existing buildings on-site, including the temporary pop-up schools;
- Remediation of specific areas of the site containing contaminated fill;
- Construction of multiple school buildings of up to five stories, arranged along the western and southern parts of the site comprising:
  - Classroom home bases;
  - Collaborative learning spaces;
  - Specialist learning hubs;
  - Learning support spaces;
  - Offices for teachers and administrative staff;
  - Library; and
  - Student canteen.
- Construction of a sports hall and multiple outdoor sports courts;
- An all-weather multipurpose synthetic sports field;
- Informal play spaces and Covered Outdoor Learning Space or COLA;
- A community centre;
- A pre-school for 39 children;
- Site landscaping including green links, community garden and open space;
- Construction of a new on-site car park and associated vehicular access point off Belmont Street; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

The proposal is described in detail in the Architectural Plans at Appendix C and the Design Report at Appendix K, and is shown in Figures 6-11.

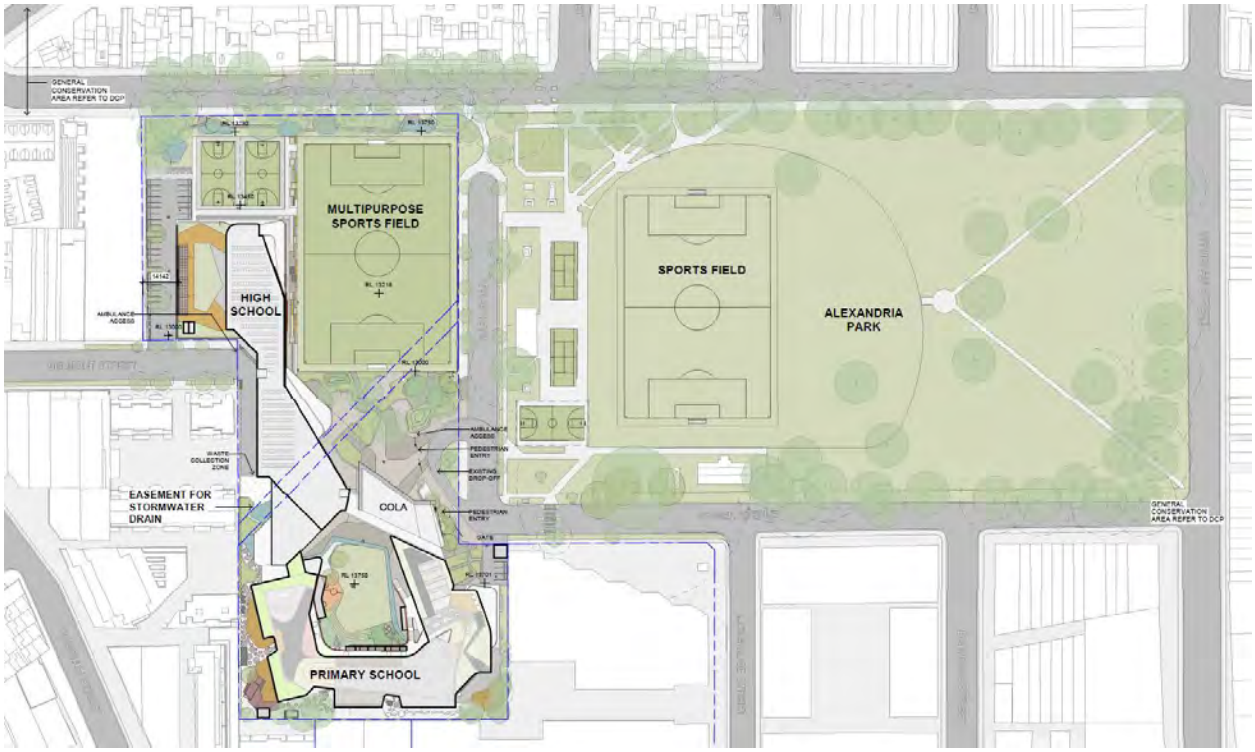
3.2. DESIGN PRINCIPLES

An Architectural and Urban Design Report has been prepared by TKD Architects and is attached at Appendix K. The proposal has been designed based on the following Urban Design considerations for the learning environment:

- Honour the Gadigal people as the traditional owners of the land on which the school stands and will proudly reflect Gadigal Country and culture.
- Support a diverse learning community by removing barriers to inclusion, bringing people together and nurturing lifelong learning opportunities.
- Shape the Alexandria Park Community School as a centre of excellence in inclusion, innovation and advocacy, instilling a sense of pride and inspiration to succeed.
- Resonate with young people, improve agency and showcase student achievement and support and encourage authentic learning partnerships.
- Support a professional community of collaborative practice, acknowledging teachers, staff and learning partners as facilitators, learners and mentors ensuring they feel a sense of belonging within the school.

- Offer smaller intimate learning communities within a larger school context that offers access to shared facilities.
- Support a stage related approach to learning from infancy to adulthood via learning neighbourhoods, gentle transition and rites of passage and offer a ‘whole school’ library approach where a central service-centred library facility supports a network of distributed resource nodes.
- Connect users with nature and shape culturally and environmentally aware and responsible citizens and provide opportunities for intrapersonal reflection and retreat as well as user support and well-being.

Figure 6 – Site Plan of the Proposal



Source: TKD Architects

Figure 7 – Aerial view

Source: TKD Architects

Figure 8 – View from sports field

Source: TKD Architects

Figure 9 – View from COLA and Entry

Source: TKD Architects

Figure 10 – View from Primary Court

Source: TKD Architects

Figure 11 – View from underneath COLA

Source: TKD Architects

3.3. DEMOLITION AND SITE CLEARING

The proposal seeks development consent to demolish all existing buildings from the site, including the temporary pop-up schools. Demolition will be undertaken in accordance with the Demolition Plan attached at Appendix C and the Preliminary Construction Management Plan attached at Appendix L.

Development consent is also sought to clear some existing vegetation and to remove up to 59 trees from the site. Flora and Fauna impacts are discussed at Section 2.4. of this EIS. Development consent is also sought for site preparation works in accordance with the Geotechnical Report at Appendix M.

3.4. USE AND BUILT FORM

The proposal seeks development consent for new school buildings, staff carparking, sporting facilities and signage. Details of the proposed structural design is provided within the Structural Design Report attached at Appendix N.

3.4.1. New School Buildings:

Multi-purpose primary and secondary school buildings are proposed to be constructed to provide new high quality school facilities, spaces and equipment for future students and teachers, including:

- Collaborative learning spaces and classrooms;
- A range of speciality classrooms including art studios, music rooms, hospitality kitchens, a woodwork workshop and a metalwork workshop;
- Out of School Hours (OOSH) service;
- Specified toilets for students and staff;
- Canteen;
- Hall;
- Office space for teachers and administrative staff; and
- Utilities/ service rooms.

3.4.2. Parking:

A new on-site carpark is proposed to be constructed at the north-western corner of the site to replace the existing carpark. The current number of parking spaces will be retained (28 spaces). No new spaces are proposed. Use of this carpark will be restricted to select teachers and staff.

A total of 144 bicycle spaces are proposed to allow students, teachers and staff to park their bicycles. These spaces are provided near pedestrian entrances.

3.4.3. Sporting facilities:

The proposal includes multiple sports facilities:

- One multipurpose outdoor sports court;
- Two outdoor basketball courts; and
- Indoor gym with basketball court.

3.4.4. Signage:

School identification signage is proposed. Signs will be unilluminated and include the lettering: 'Alexandria Park Community School'.

3.5. SITE ACCESS

The School will contain multiple vehicular access points. These comprise vehicular access points into:

- Proposed on-site carpark off Belmont Street;
- Proposed on-site loading dock and waste storage area off Belmont Street;
- Dedicated drop off/pick up zone for busses off Power Avenue and Park Road; and
- Proposed on-site OOSH service drop off/pick up zone off Power Avenue.

Pedestrian access is proposed to be provided via entry/exit points located off Belmont Street, Park Road and Power Avenue.

3.6. EXTERNAL MATERIALS AND FINISHES

The proposal has been appropriately designed with external materials and finishes that complement the surrounding natural and built environment of Alexandria. The building materials are durable, hardwearing, low maintenance and evoke smart building design. Selected materials include:

- Prefinished metal cladding;
- Precast concrete;
- Precast fibre cement sheeting;
- Metal and glass louvers;
- Aluminium windows; and
- A range of varying coloured bricks.

3.7. LANDSCAPING

A Landscape Plan has been prepared by Context and is attached at Appendix O. The landscape concept for the site is:

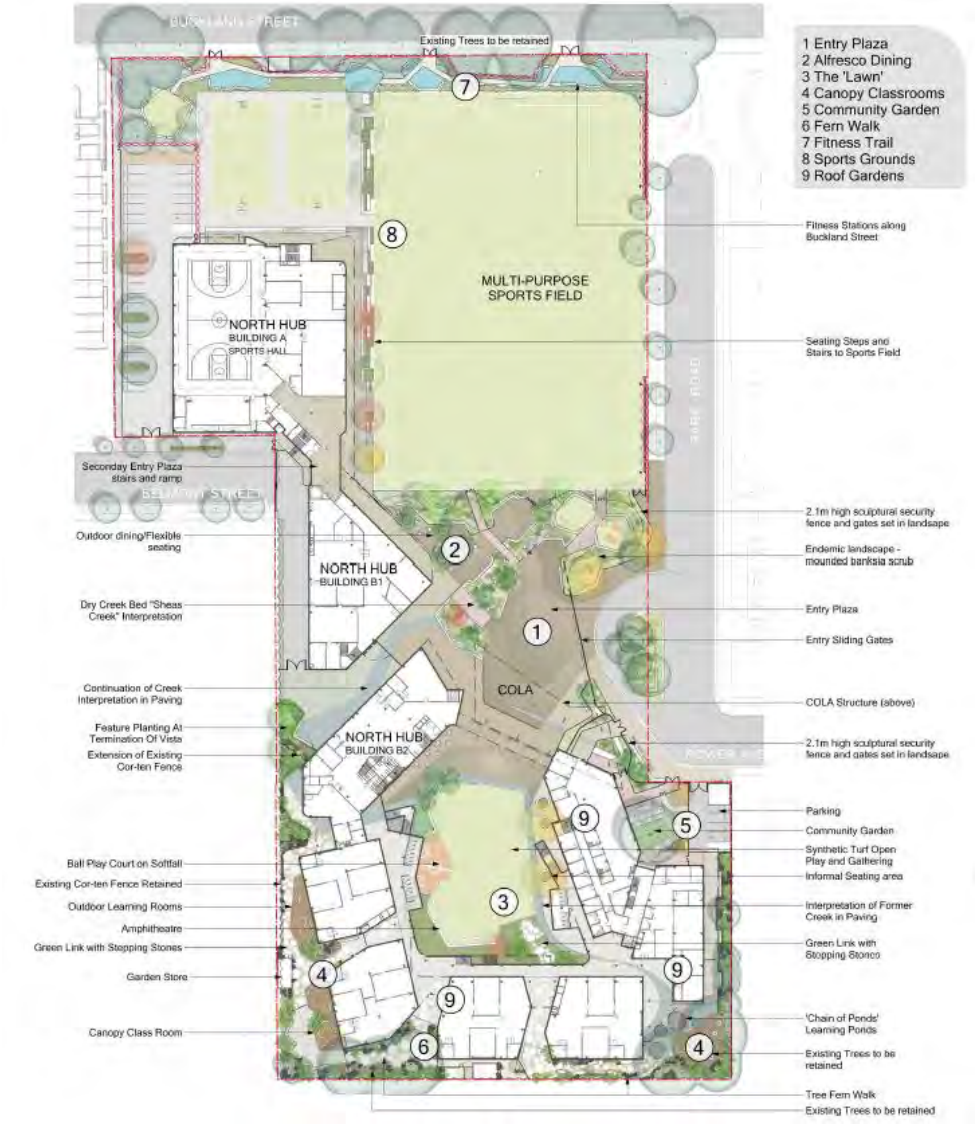
> *"To create an attractive, functional and safe landscape that is inspired by the rich Aboriginal heritage of the site and its ancient natural landscape of dunes, creeks and billabongs, designed to promote a positive image of the school and encourages parents, students and the community to have pride and engage in their school."*

The landscape concept includes:

- Active play zones;
- Shaded canopies;
- Productive gardens;
- Courtyard space incorporating synthetic turf;
- Central paved area with COLA;
- Playground spaces;
- Rooftop play spaces;
- Landscaped garden spaces and turfed areas;
- Multiple learning ponds scattered throughout the site;
- Bush trails at the northern and southern edges of the site.

All new flora species proposed to be planted at the site have been specifically chosen to ensure they are safe within a primary school environment.

Figure 12 – Landscape Concept



Source: Context

3.8. WASTE

3.8.1. Construction Waste

The contractor will comply with DPE's Conditions of Consent and the Construction and Demolition Waste Management Plan at Appendix P to ensure all waste is carefully removed, packaged and transported from the site to an appropriate waste facility. This will minimise potential contact with the waste and reduce environmental risk from an accidental release. Where appropriate, waste will be reused or recycled.

3.8.2. Ongoing Waste

An Operational Waste Management Plan has been prepared by Foresight Environmental and is attached at Appendix Q. 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 School would be:

- Cardboard/paper recycling
- Comingled recycling
- Food organics recycling
- General waste

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

A waste storage area of 24.9sqm is recommended. The current waste storage area located off Belmont Street provides ample capacity for the bins proposed, which comprise:

- 3 x 1100L paper/cardboard recycling bins;
- 10 x 240L paper/cardboard recycling bins;
- 2 x 660L comingled recycling bins; and
- 4 x 1100L general waste bins.

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

3.9. SITE SERVICES

An Infrastructure Management Plan has been prepared by Umow Lai and is attached at Appendix R. The Plan outlines proposed new site services to be provided to service the redeveloped School. These new services include a new water main connection, new sewer connections, a new meter and regulator assembly to supply increased natural gas demand and new telecommunication connections including new fibre optic and copper cabling.

3.10. ECOLOGICALLY SUSTAINABLE DEVELOPMENT

An Ecologically Sustainable Development (ESD) report has been prepared by Umow Lai and is attached at Appendix S. The proposal will include the following ESD initiatives (amongst others):

- Establishment of ongoing environmental performance targets relating to the consumption of energy and water, production and recycling of waste, and the ongoing maintenance and improvement of good indoor environmental quality;
- Building services will include metering on all major energy and water-consuming equipment, providing the facility manager with live information on system performance and allowing them to closely manage efficient use of resources on site;
- Facilities that will allow for the effective separation and recycling of waste steams;
- Low-emission domestic hot water system;
- Rainwater tanks to store, harvest and re-use stormwater and drainage runoff;

- Indoor spaces have been designed and orientated to maximise natural daylight and natural ventilation;
- Building services, lighting and equipment to be used will be highly energy efficient;
- All bathroom fixtures (toilet pans, urinals, hand basin taps and showers) will meet minimum WELS ratings;
- Solar photovoltaic (PV) panels on the roof of the site to offset daytime energy demand and reduce ongoing operating costs;
- The proposal includes dedicated bicycle spaces to encourage future students, parents and teachers to access the site by bike;
- The proposal will encourage the use of sustainable public transport to travel to and from the site;
- A high percentage of timber used in building and construction will be from a reused source or certified by a forest certification scheme;
- A high percentage of formwork, pipes, flooring, blinds and cables used in the project will be responsibly sourced or have a sustainable supply chain.
- Construction waste will be reused or recycled where possible; and
- Chosen landscaping will have a low demand for water consumption, and any irrigation will be via sub-soil drip irrigation to further minimise water consumption and costs.

By incorporating the ESD initiatives listed above, plus those specified within the attached ESD report, the proposal will achieve a minimum Green Star rating of 4.

3.11. CONSTRUCTION PHASING AND MANAGEMENT

The proposal is to be constructed over four phases in accordance with the Architectural Plans attached at Appendix C and the Preliminary Construction Management Plan at Appendix L.

Delivery of the project will be undertaken in sequential phases to maintain an operational school on the Park Road campus and will involve enabling works (separate to this application) followed by three main construction phases for the new building and external works. Phasing is:

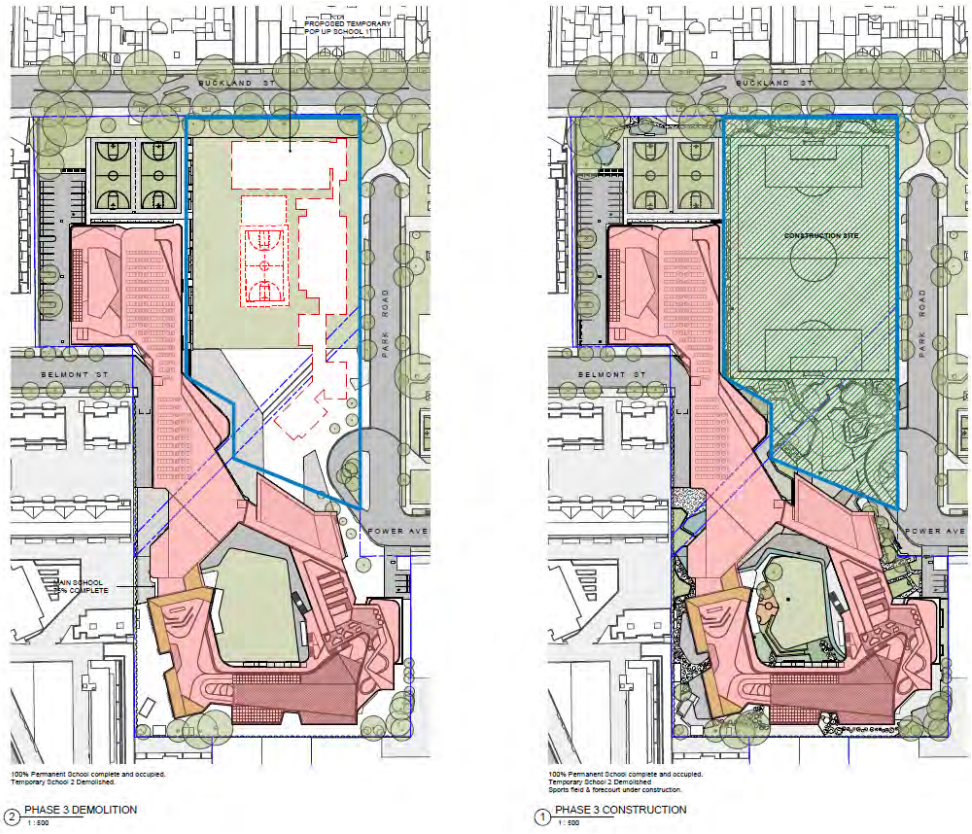
- Enabling Works – Construction of 2 temporary demountable schools on Buckland Street side of the school (not part of this application);
- Phase 1 – Demolition of the existing Park Road building and construction of the southern part of the new building, including new COLA and associated external works;
- Phase 2 – Demolition of Pop up School 1 and construction of the remaining part of the new building, carpark and two outdoor sport courts;
- Phase 3 – Demolition of Pop up School 2 and construction of the new synthetic sports field and completion of the entry forecourt.

Phasing plans are shown in Appendix L.

Figure 13 – Staging Plans

Picture 7 – Phase 1 Demolition and Construction Plans

Picture 8 – Phase 2 Demolition and Construction Plans



Picture 9 – Phase 3 Demolition and Construction Plans

3.11.1. Work Hours

The proposed works will be undertaken in accordance with the recommendations of the Wilkinson Murray Acoustic Report at Appendix T and the Interim Construction Noise Guideline (DECC 2009):

- Monday to Friday 7.00am to 6.00pm.
- Saturdays 8.00am to 1.00pm.
- No work on Sundays or public holidays
- Out of hours works may be required from time to time and a separate application will be made by the Contractor to seek approval
- Deliveries of heavy machinery may be required out of the proposed hours of operation to conform to the overriding requirements of the Roads & Maritime Services (RMS).

3.11.2. Sediment, Erosion and Dust Controls

In accordance with the Sediment and Erosion Control Plan attached at Appendix U, sediment, erosion and dust control measures will be provided during construction in accordance with the requirements of *'Blue Book (Managing Urban Stormwater – Soils and Construction)'* and *'Guidelines for developments adjoining land managed by the Office of Environment and Heritage'*.

The following structures are proposed to be installed at the site to mitigate dust, erosion and sediment runoff:

- Installation of silt fences on the low side of the works;
- Installation of various silt traps throughout the site; and
- A construction exit at the sites western boundary off Belmont Street to remove silk from all construction vehicles vacating the site.

4. STATUTORY POLICY CONTEXT

In accordance with the 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;*
- *State Environmental Planning Policy No.64 – Advertising and Signage;*
- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017; and*
- *Sydney Local Environmental Plan 2011.*

Compliance with the relevant controls contained in the above statutory planning policies is discussed below.

4.1. 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 *State Environmental Planning Policy (State and Regional Development) 2011*, state significant educational establishments are:

> *(1) Development for the purpose of a new school (regardless of the capital investment value).*
>
> *(2) Development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school.*

The proposal is defined as an 'educational establishment' with a CV greater than $20 million. Accordingly, the proposal is SSD.

4.2. 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. Since gazettal of *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* on 1 September 2017, each of the provisions that related to educational establishments within ISEPP have been repealed. Accordingly, ISEPP no longer applies to the proposal.

4.3. 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 DA.

A Detailed Site Investigation has been undertaken by Coffey and is attached at Appendix V. The Detailed Site Investigation identified plausible pollutant linkages which require further consideration. These comprise:

- Fragments of bonded asbestos cement sheeting identified in fill in various locations throughout the site;
- Lead identified above the HIL A criteria on-site; and
- Vapour intrusion associated with concentrations of cis-1,2-dichloroethene, trichloroethene, tetrachloroethene and vinyl chloride detected in MW2.

To detailly assess each of the traces of known asbestos and other hazardous materials identified by the Detailed Site Investigation at the site, an Asbestos and Hazardous Materials Survey has been prepared by Coffey and is attached at Appendix W. The recommendations contained to this report will be employed when required to make the site suitable for the proposal.

To mitigate against each of the other identified contaminants at the site to allow the site to be made suitable for the proposed development, Coffey recommended within the Detailed Site Investigation that a Remediation Action Plan (RAP) be developed for the proposal. To appropriately develop the RAP, Coffey also recommended that an Acid Sulfate Soils Investigation and Soil Vapour Investigation both be undertaken for the site. These have been prepared and are discussed below.

4.3.1. Acid Sulfate Soils Investigation

An Acid Sulfate Soils Investigation has been undertaken by Environmental Site Assessment at Appendix X, which concluded that there is a high potential for acid sulfate soils to be disturbed at the site if piling works are to extend into any of the two identified soil strata at the site that are potential acid sulfate soil. Accordingly, the recommendations contained to the attached Acid Sulfate Soils Management Plan will be employed to mitigate against adverse impacts during development.

4.3.2. Soil Vapour Investigation

A Soil Vapour Investigation has been prepared by Coffey at Appendix Y. The Soil Vapour Investigation did not identify the presence of Volatile Organic Compounds (VOCs) at location MW2. Trichloroethene (TCE) was detected above the adopted soil vapour screening levels at location SS3 and SS7. However, a subsequent preliminary health risk assessment has revealed that the potential future indoor vapour risk associated with a slab on ground building is low and acceptable at these locations.

Notwithstanding this, Coffey recommends that the area surrounding the underground storage tank (UST) identified at the site be investigated to determine the vapour conditions present, once access can be obtained. This should be considered within the RAP development for the site.

4.3.3. Remediation Action Plan

A RAP has been prepared as part of this SSDA and is attached at Appendix Z. The RAP concluded that:

> *"Based upon a review of appropriate remedial technologies and discussions with TKD, the preferred remedial strategy for managing asbestos and lead contaminated fill is capping and on-going management. It is considered likely that some excavation and off-site disposal will be also be required to achieve design levels and conduct service trenching. Excavation and off-site disposal would also be the contingent option in the event that capping and on-going management to cover for unforeseen situations where the 'cap and contain' option is not viable.*
>
> *The preferred remedial strategy for the UPSS is decommissioning and removal of the UST and excavation and offsite disposal of impacted soils around the UPSS.*
>
> *At the completion of the remedial works, a validation report will be prepared in general accordance with NSW OEH 2011 Guidelines for Consultants Reporting on Contaminated Sites, and the National Environment Protection (Assessment of Site Contamination) Measure, 1999 (amended April 2013), documenting the works as completed.*
>
> *Subject to the successful implementation of the measures detailed in this RAP, it is considered that the site can be made suitable for the proposed land-use as a school."*

The site can therefore be remediated and be suitable for the development.

4.4. STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILD CARE FACILITIES) 2017

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP) aims to (amongst other things) streamline the planning system for education and child care facilities including changes to exempt and complying development. Of relevance to this proposal are Clause 35(5), Clause 42, Clause 57 and Schedule 4.

4.4.1. Clause 35(5) – Community Use of School

Clause 35(5) of the Education SEPP states that:

> *"A school (including any part of its site and any of its facilities) may be used, with development consent, for the physical, social, cultural or intellectual development or welfare of the community, whether or not it is a commercial use of the establishment."*

In accordance with Clause 35(5), the proposed sports field and hall are to be available for community use as needed. However, this will not take precedent over the school's needs. It is proposed that the use of these facilities will be between 7am to 10pm, with associated pack-up, clean-up and non-intrusive maintenance activities until 11pm.

The existing School currently contains school facilities that are used out of school hours by an extensive group of community users, including:

- Connect Redfern;
- Wunanbiri Preschool;
- Camp Australia;
- Carriageworks - Artist in Residence Program;
- Play2Learn - Save The Children;
- Alexandria Park Early Childhood Health Centre;
- Croydon Child & Family Health (orthoptist);
- Camperdown Child & Family Health (paediatrician);
- Aspect Building Blocks;
- Inner City Basketball Club;
- National Aboriginal Sporting Chance Academy (NASCA);
- Aboriginal Education Council (AEC);
- Aboriginal Education Consultative Group (AECG);
- Aboriginal Indigenous Mentoring Experience (AIME);
- City East Community College;
- St Lazarus Serbian Orthodox Church;
- Alliance Francaise Sydney;
- Mandarin for Kidz;
- Gondwanna Voices; and,
- SDN Children's Services.

APCS intends to continue to allow these existing community groups (plus others) to use the proposed sports field and hall; helping to support the surrounding locality of Alexandria.

4.4.2. Clause 42 – Development Standards

Clause 42 of the Education SEPP states that:

> *"Development consent may be granted for development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by this or any other environmental planning instrument under which the consent is granted."*

The proposal exceeds the Height of Building development standard which applies to the site. However, as per Clause 42, development consent may still be granted, without the need for a formal Clause 4.6 Variation.

4.4.3. Clause 57 – Traffic Generating Development

Clause 57 stipulates that development for the purposes of an 'educational establishment' that will accommodate 50 of more students and will involve the development of a new premises on a site that has direct vehicular and pedestrian access to a road will be referred to the RMS. The RMS were consulted during the SEARs stage. A referral to the RMS will be made during the assessment of the SSDA.

4.4.4. Schedule 4 – Design Quality Principles

Schedule 4 of the 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 outlined in Appendix K, as follows:

- **Principle 1 – Context, Built Form and Landscape:**
  The design of the proposed School has been influenced by the surrounding built and natural character of Alexandria. In particular, the proposal is of a similar height to current and future buildings to be constructed in Alexandria, incorporates a range of building materials and colours that are sympathetic against the surrounding industrial character of Alexandria and incorporates native Australia flora.

- **Principle 2 – Sustainable, Efficient and Durable:**
  The proposal adopts a range of ESD initiatives as outlined in Section 3.10 and Appendix S. The proposal will also provide a range of positive social and economic benefits for the local community, particularly in terms of job creation and reducing pressure on surrounding schools.

- **Principle 3 – Accessible and Inclusive:**
  The proposed School has been inclusively designed to provide safe and equal access for all, as outlined within the Access Design Assessment Report attached at Appendix FF. Various facilities at the School will also be inclusively available for community use outside of School use.

- **Principle 4 – Health and Safety:**
  A range of open spaces, playgrounds and sports facilities will be available for students to encourage passive recreation. Crime Prevention Through Environmental Design measures will also be incorporated into the design and management of the School to ensure a high level of safety and security is upheld for students, staff and members of the community using facilities at the site outside of School use.

- **Principle 5 – Amenity:**
  The proposal will contain state-of-the-art facilities, spaces and equipment for use by students, staff and others, and will provide a pleasant learning environment. Subject to the careful management and implementation of each recommended mitigation measure in Section 8 and the attached consultant reports, the proposal will not result in any unacceptable impacts on neighbouring properties.

- **Principle 6 – Whole of Life, Flexible and Adaptive:**
  The proposed School has been designed to provide additional student capacity to cater for future demand within Alexandria and the wider City of Sydney LGA. The proposed School also provides a range of multi-use facilities that will be made available for both School and community use.

- **Principle 7 – Aesthetics:**
  The scale, materials, finishes and specific landscaping chosen for the proposed School are aesthetically pleasing and complement the surrounding character of Alexandria. Accordingly, the proposal evokes smart building design and sets a desirable design precedent.

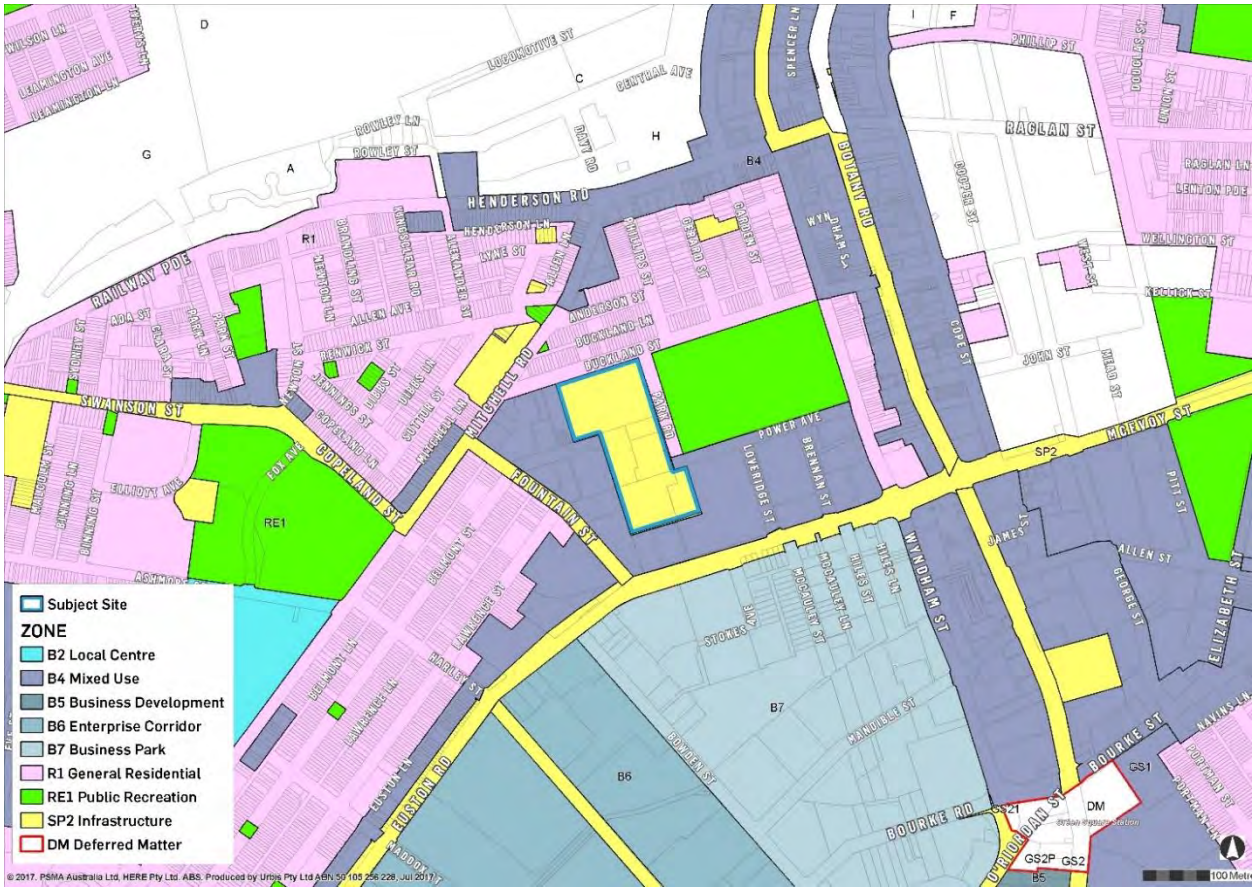
4.5. SYDNEY LOCAL ENVIRONMENTAL PLAN 2012

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

4.5.1. Zoning and Permissibility

The entire site is zoned as 'SP2 – Infrastructure: Educational Establishment'.

Figure 14 – Land Zoning Map (Sydney LEP 2012)



Source: Urbis / SLEP

Educational Establishment:

Within the 'SP2 – Infrastructure: Educational Establishment' zone, 'educational establishments' are permitted with consent. As per the SLEP, 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 proposal is therefore permitted with consent.

Out of School Hours Service:

The proposal includes an ancillary OOSH service for its primary school students. Since the proposed OOSH service is ancillary to the proposed educational establishment, it is deemed permissible with consent. The OOSH service is not defined as a 'child care centre' (which is prohibited at the site). As per the SLEP, a child care centre is defined as:

> *"a building or place used for the supervision and care of children that:*
>
> *(a) provides long day care, pre-school care, occasional child care or out-of-school-hours care, and*
>
> *(b) does not provide overnight accommodation for children other than those related to the owner or operator of the centre,*
>
> ***but does not include:***
>
> *..*
>
> *(i) **a school***

The proposed OOSH service is in the grounds of the school and provided for the primary school students of APCS only. Accordingly, the proposal is ancillary and cannot be classified as a 'child care centre' under the SLEP, and is therefore permitted with consent.

Building Identification Sign:

Development consent is sought to install 'Alexandria Park Community School' signage. Under the SLEP, this signage is classified as 'building identification signs', as they are defined as:

> *"a sign that identifies or names a building and that may include the name of a building, the street name and number of a building, and a logo or other symbol but does not include general advertising of products, goods or services."*

The proposed signs have been designed to identify the name of the School on-site, and does not contain general advertising. Accordingly, the proposed signage is ancillary to the educational establishment and is permitted with consent at the site.

4.5.2. Zone Objectives

The relevant objectives of the 'SP2 – Infrastructure: Educational Establishment' zone are:

- *To provide for infrastructure and related uses.*
- *To prevent development that is not compatible with or that may detract from the provision of infrastructure.*

The proposal is consistent with these objectives as:

- It provides an 'educational establishment', which is the specific land use zoned for the site.
- The proposal is providing vital educational infrastructure that is compatible with the site. The proposal will ease enrolment pressure, deliver new facilities and encourage collaborative learning amongst students and teachers.

4.5.3. Other LEP Provisions

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

Table 3 – SLEP Controls

Consideration	Control	Comment	Compliance
Clause 4.3 - Height of Buildings	15m	The proposal has a maximum height of 21.1m. However, as per Clause 42 of the Education SEPP, development consent may still be granted without a Clause 4.6 Variation.	NO
Clause 4.4 - Floor Space Ratio (FSR)	1:1	The proposal has a total gross floor area (GFA) of 20,203sqm. This equates to a total FSR of 0.71:1.	YES
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 consent.	As per the Arborist Report at Appendix F, the proposal seeks development consent to remove 59 trees from the site. This is considered acceptable in this instance as: • 57 other trees currently at the School are proposed to be preserved and protected in accordance with the various trees protection measures outlined within the Arborist Report. These include providing protection fencing around trees, trunk	YES

Consideration	Control	Comment	Compliance
		protection and permeable membranes on top of select tree roots; • A significant range of new trees, shrubs and plants are to be provided as part of the proposed landscaping plan. The specific flora species were chosen to ensure they are safe and appropriate for a School environment; and • All 12 trees that were assessed by Redgum Horticultural as being dead, damaged and unsafe are to be removed from the School site. Further, the Flora and Fauna Survey prepared by Eco Logical Australia at Appendix G confirmed that no threatened flora species, populations or communities were recorded within the School. No threatened flora species are considered likely to occur within the site.	
Clause 5.10 - Heritage Conservation	The site is located directly adjacent to an item of local heritage significance (I11 – Alexandria Park including entrance gates, landscaping and grounds) and is surrounded by 3 heritage conservation areas.	A Heritage Impact Statement has been prepared as part of this EIS and is attached at Appendix H. The Heritage Impact Statement concluded the proposal is considered appropriate from a heritage perspective as: • The proposal has been specifically designed to ensure that it does not obstruct views or sightlines of surrounding heritage items; • The proposal has been designed with inoffensive building colours and materials that are sympathetic to surrounding heritage items and the heritage conservation area. This ensures that the proposal does not detract from their significance; • Existing street trees and trees in Alexandria Park provide screening of the proposal to minimise its visual impact; and • The proposal is significantly setback within the site and will in no way result in any physical impacts to surrounding heritage items.	YES
Clause 5.12 - Infrastructure	SLEP 2012 does not restrict or prohibit, or	The height development standard in clause 4.3 restricts the development of the proposed	YES

Consideration	Control	Comment	Compliance
development and use of existing buildings of the Crown	enable the restriction or prohibition of, the use of existing buildings of the Crown by the Crown.	school by the Crown and therefore does not apply.	
Clause 6.21 - Design Excellence	Development in which a development control plan is required to be prepared under Clause 7.20 must be subject to a competitive design process.	As a DCP is required to be prepared for the site under clause 7.20, a design excellence process would be triggered in circumstances where the proposal was not state significant. Clause 6.21(6) offers an exemption to a competitive design process if the consent authority is satisfied that it "is unreasonable or unnecessary in the circumstances". To ensure design excellence is achieved, the Applicant has undertaken an alternative process with the Government Architect's Office (GAO). Four design review meetings were held with GAO. A summary of each of these meetings has been provided within Appendix AA. In the last Design Review Panel Advice Summary, The Panel confirmed: "*The Panel were satisfied TKD sufficiently addressed previous issues raised and now endorse the scheme as having the potential to achieve Design Excellence*." Design excellence has been achieved, notwithstanding a competitive design process has not been undertaken.	YES
Clause 7.9 - Car Parking	The maximum number of car parking spaces for education facilities is 1 space for every 200sqm of GFA used for those purposes.	The proposal maintains the existing 28 spaces on-site and complies. See Section 6.3. of this EIS for further assessment.	YES
Clause 7.14 - Acid Sulfate Soils	Class 5 Acid Sulfate Soils	An Acid Sulfate Soils Investigation has been undertaken by Environmental Site Assessment at Appendix X, which concluded that there is a high potential for acid sulfate soils to be disturbed at the site if piling works are to extend into any of the two identified soil strata that are potential acid sulfate soil. Accordingly, the recommendations contained to the attached Acid Sulfate Soils	YES

Consideration	Control	Comment	Compliance
		Management Plan will be incorporated into the consent to mitigate against adverse impacts.	
Clause 7.15 - Flood Planning	The proposal must be designed to minimise flood risk.	The proposal has been designed in accordance with the recommendations outlined within the Flood Risk Assessment Report at Appendix BB, and the Stormwater Management Report at Appendix CC. The Integrated Water Management Plan at Appendix DD also outlines various mechanisms that are proposed to manage water at the site.	YES
Clause 7.20 - Development Requiring or Authorising Preparation of a Development Control Plan	A Development Control Plan must be prepared for land (other than land in Central Sydney, in Zone B6 or in Zone IN1) that proposes a development with a total site area exceeding 5,000sqm.	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. As DCPs do not apply to SSD applications, it would be counter intuitive to require or prepare a site specific DCP.	N/A

4.5.4. Height of Buildings

The maximum height limit on the site is 15m.

Figure 15 – Height of Buildings Map (Sydney LEP 2012)

Source: Urbis / SLEP

The proposal has a height of 21.1m and exceeds the height development standard. The height non-compliance is shown in Figure 16.

Figure 16 – Height non-compliance

Strict Compliance is Unreasonable and Unnecessary
Strict compliance with the control is unreasonable and unnecessary as:

- 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 standard. A compliant development would never achieve the student capacity requirements projected by The Department.
- 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 standard is for building height to be contextual. The site is surrounded by multi storey development so the proposed four and five storey built form is contextual.
- The site can accommodate the scale without having significant unreasonable impacts on the amenity of the park and surrounding properties.
- 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.

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

Objective	Response
(a) to ensure the height of development is appropriate to the condition of the site and its context	The proposal is compatible to recent apartment development in the locality.
(b) to ensure appropriate height transitions between new development and heritage items and buildings in heritage conservation areas or special character areas	Buildings are located along the western side of the site and in its southern section, leaving the site on the western side of Park Road opposite Alexandria Park as open space. The site is also open along the southern side of Buckland Street – the built form is set well back from the street, assisting in minimising any impact on the Alexandria Park Heritage Conservation Area.
(c) to promote the sharing of views	There are no iconic views across the site. The proposed development will have minimal impact on views to and from Alexandria Park and the Alexandria Park Conservation Area. Any potential impacts will be minimised by the location of the proposed building on the site and its location relative to the item and the conservation area. There will be no impact on people making use of Alexandria Park.

Conclusion
The additional height 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 clause 4.3 is considered unreasonable and unnecessary in the circumstances because:

- The objectives of the SLEP 2012 Building Height development standards is 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 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 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. SECTION 94 CONTRIBUTIONS

The site is covered by Council's 'Central Sydney Development Contributions Plan 2013' (S94 Plan). The purpose of the S94 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.

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, as:

- The Department of Education (The Department) is a government agency which relies on government funding to provide new facilities for both the school community and the public. Levying Department of Education would divert a significant portion of public funds back into the vital redevelopment of APCS; and
- The development of the School will provide the type of infrastructure which Council typically seeks to levy for - an accessible, multi-purpose space for use by the broader community. The proposed development will provide new infrastructure which will relieve pressure on existing public facilities.

The Department's position is also supported by provisions outlined within the Department of Planning Circular D6 and Part 4, Division 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act).

4.6.1. Crown Applications – Department of Planning Circular D6

The Department of Education'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."*

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. Further, an exemption from the 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 facilities that will be available for use by the community. The availability of these amenities and services on the site will greatly reduce the demand on public amenities outside the school campus. Considering the significant public benefits, no development contributions should be levied against the proposed development.

4.6.2. 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 developments undertaken with a commercial objective.

5. STRATEGIC PLANNING CONTEXT

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;*
- *NSW Long Term Transport Master Plan 2012;*
- *Sydney's Cycling Future 2013;*
- *Sydney's Walking Future 2013;*
- *Sydney's Bus Future 2013;*
- *Healthy Urban Development Checklist, NSW Health;*
- *Greater Sydney Commission's Draft Central District Plan; and*
- *Sydney Development Control Plan 2012.*

Consistency with the relevant goals contained to the above strategic policies is discussed below.

5.1. NSW STATE PRIORITIES

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

- **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 government schools within the area. The proposal will provide a high-quality facility to the community and take enrolment pressure off existing government schools.

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

  The proposal will contain high quality facilities, learning 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 proposal is consistent with the goals and objectives set out within the *NSW State Priorities*.

5.2. 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 government schools within the City of Sydney LGA. Accordingly, one of the key planning directions (Direction 1.10) in the Strategy is:

"Plan for education and health services to meet Sydney's growing needs".

In accordance with the Strategy, this SSDA will ensure an upgraded primary school can be delivered to meet Sydney's growing educational needs. The proposal will take enrolment pressure off surrounding School's that are currently exceeding student capacity and ensure a high quality educational facility is provided for the future residents contained to Alexandria and the wider City of Sydney LGA.

The proposal is also consistent with the other 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.

- **Direction 1.11: Deliver infrastructure;**

  The proposal will deliver a vital piece of educational infrastructure for Alexandria that will take enrolment pressure off existing schools currently exceeding student capacity, and cater for forecast population growth.

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

  The proposal will revitalise an aged school site to provide contemporary facilities, and provide increased jobs and growth for Alexandria and the wider City of Sydney LGA.

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

  The site is close to multiple bus routes, separated bike paths and train stations. 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 proposal also includes a range of open spaces, playgrounds and sports facilities to encourage passive recreation.

In summary, the proposal 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 increased learning and employment opportunities.

5.3. 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 located:

- Near dedicated cycleways and 'bicycle-friendly' roads;
- Near 2 Sydney Trains Stations and the future Waterloo Metro Station;
- Within an area well serviced by busses; and
- Within an existing mixed-use neighbourhood containing appropriate footpaths.

Future parents, students and employees can easily cycle, walk or catch the bus to the proposed School. This will reduce reliance on cars, decrease congestion and promote in sustainable outcomes.

5.4. SYDNEY'S CYCLING FUTURE 2013

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

The site is close to separate dedicated cycleways along Buckland Street, George Street, Bowden Street, Mandible Street and throughout Alexandria Park. Nearby Park Road, Power Avenue, Belmont Street and Phillip Street are also marked as being 'bicycle-friendly'. Future parents, students and employees of the School will be able to use these dedicated cycleways and roads to access the site via bike. Further, dedicated bicycle racks are to be provided at the site to encourage cycling.

5.5. 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. APCS is located within an established residential neighbourhood. Students, teachers and parents can access the site by walking. This will promote healthy practise and decrease vehicular use.

5.6. SYDNEY'S BUS FUTURE 2013

Sydney's Bus Future (2013) outlines the NSW Government's long-term plan to deliver fast and reliable bus services within Sydney to meet current and future customer needs.

APCS is currently serviced by a dedicated school bus service and is located close to multiple bus stops operating State Transit bus services (see Section 2.9 of this EIS for further information). Students, teachers and parents will therefore be able to easily access the site by bus, deterring the need to drive.

5.7. HEALTHY URBAN DEVELOPMENT CHECKLIST, NSW HEALTH

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

- *Encourage incidental physical activity;*
- *Promote opportunities for walking, cycling and other forms of active transport;*
- *Promote access to usable and quality public open spaces and recreational facilities;*
- *Reduce car dependency and encourage active transport;*
- *Improve location of jobs to housing;*
- *Provide access to a range of facilities to attract and support a diverse population;* and
- *Respond to existing (as well as projected) community needs and current gaps in facilities and/or services.*

The proposal therefore aids in promoting a healthy and sustainable built environment.

5.8. GREATER SYDNEY COMMISSION'S DRAFT CENTRAL DISTRICT PLAN

Released in November 2016, the *Draft Central District Plan* (Draft District Plan) includes a range of priorities and actions to appropriately support the strategic growth of Sydney's Central District. The Draft District Plan identifies the following:

- There will be a 41% growth in school-aged children to 2036 within the District;
- The largest projected growth in school-aged children within the District is expected in the Bayside, Sydney, Randwick and the Inner West LGAs. 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 within the District accommodated over 57,000 students, representing 56% of the student population. By 2036, growth in the population will increase total school enrolments within the District by 43,000, representing an increase of 42%.

These figures demonstrate that there is a significant demand for school facilities within the local area. Accordingly, a major priority within the Draft District Plan is '4.8.2 – Plan to meet the demand for school facilities', which states:

> *"If no additional classrooms were to be provided until 2036 there would be significant shortfalls based on projected changes in the primary and secondary school aged population."*

The Draft District Plan acknowledges the Applicant's major investment in government schools, including its commitment to upgrading APCS. The proposal directly responds to this commitment and the need to meet the demand for school facilities.

5.9. 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 5 – SLEP Compliance Table

Consideration	Control	Proposal	Compliance
Section 2 – Locality Statements:			
2.5.1 - Alexandria Park	• Recognise the function of Alexandria Park as a community node that is supported through the provision of future public domain improvements and development that addresses the open space to improve passive surveillance and create an active edge. • Facilitate the transition of the area from employment-based uses to primarily mixed-use and residential.	• The proposal positively addresses adjoining Alexandria Park by: – Designing the School entrance off Park Road to allow students, parents and teachers to easily access adjoining Alexandria Park and vice-versa; and – Not proposing to extend Park Road as per Section 5.2.4.1 of the SDCP. The positive implications of not doing this are addressed further below within this table. • The proposed school will support students in residential and mixed-use buildings that are gradually being constructed within the surrounding locality.	YES
Section 3 – General Provisions:			
3.2.1.1 - Sunlight to publicly accessible spaces	• Shadow diagrams are to be submitted indicate the existing condition and proposed shadows at 9am, 12 noon and 2pm on 14 April and 21 June.	• Shadow Diagrams have been prepared by TKD and are provided within the Architectural Plans at Appendix C. • See Section 6.2. of EIS for further assessment.	YES
3.2.1.2 - Public views	• Buildings are not to impede views from the public domain to highly utilised public places,	• The site is not located near Sydney Harbour or Alexandria Canal.	YES

Consideration	Control	Proposal	Compliance
	parks, Sydney Harbour, Alexandra Canal, heritage buildings and monuments including public statues, sculptures and art.	• The proposal has been designed with a height, scale and form that will have a negligible impact on views to nearby public places, parks, heritage items and heritage conservation areas.	
3.2.2 - Addressing the street and public domain	• Buildings are to be designed to maximise the number of entries and visible internal uses at ground level.	• The proposal has been specifically designed to include multiple pedestrian access points into the site off Belmont Street, Park Road and Power Avenue to provide increased site accessibility and street activation.	YES
3.2.7 - Reflectivity	• Light reflectivity from building materials used on facades must not exceed 20%.	• The proposal has been specifically designed with select materials and finishes which cause minimal reflectivity. • See Solar Reflectivity Report attached at Appendix EE.	YES
3.3.1 - Competitive Design Process	• Development in which a development control plan is required to be prepared under Clause 7.20 of the SLEP must be subject to a competitive design process.	• An alternative design review process has been undertaken with GAO.	YES
3.5.2 - Urban Vegetation	• Appropriate plant species are to be selected for the site with consideration given to trees providing shade in summer and allowing sunlight in winter. • Locally indigenous species are to be used where possible and in accordance with the City's Landscape Code.	• A Landscape Plan is attached at Appendix O. 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. • 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.	YES

Consideration	Control	Proposal	Compliance
3.6 - Ecologically Sustainable Development (ESD)	• Apply principles and processes that contribute to ESD. • Reduce the impacts from development on the environment. • Reduce the use of resources in development and by development over its effective life.	• An ESD Report is attached at Appendix S. The report confirms that the proposal will meet the City of Sydney and NSW Government's requirements for sustainability. • See Section 3.10. of EIS for further discussion.	YES
3.7 - Water and Flood Management	• Apply sustainable water use practises. • Assist in the management of stormwater to minimise flooding and reduce the effects of stormwater pollution on receiving waterways. • Ensure that development manages and mitigates flood risk, and does not exacerbate the potential for flood damage or hazard to existing development and to the public domain.	• The proposal has been suitably designed to manage stormwater discharge and prevent adverse flood impacts by: – Incorporating landscaped and deep soil areas to provide increased permeable surfaces at the site to reduce stormwater runoff; and – Incorporating an on-site stormwater detention (OSD) tank to capture and control discharged stormwater runoff generated across the site. • See Section 6.1. of EIS for further discussion.	YES
3.11.1 - Managing Transport Demand	• On-site car carking is to be provided in accordance with the maximum on-site car parking rates specified within the Sydney Local Environmental Plan 2012.	• 28 car parking spaces are provided. This rate is under the maximum permitted. • See Section 6.3. of the EIS for further assessment.	YES
3.11.3 - Bike Parking and Associated Facilities	• Provide 1 space per 10 staff and 1 space per 10 students on-site.	• 144 bicycle racks are proposed.	YES
3.11.13 - Design and location of waste collection points and loading areas	• Waste collection and loading is to be accommodated within new development in one of the following ways: • In the building's basement; or	• A waste collection and loading area is proposed to be located on-site off Belmont Street. • The proposed loading space has been designed with adequate room to ensure all	YES

Consideration	Control	Proposal	Compliance
	• At grade within the building in a dedicated collection or loading bay; or • At grade and off street within a safe vehicular circulation system.	necessary vehicles have appropriate room to enter, turn and manoeuvre. • See Operational Waste Management Plan at Appendix Q.	
3.12 - Accessible Design	• All development must comply with: – All Australian Standards relevant to accessibility; – The Building Code of Australia access requirements; and – Disability Discrimination Act 1992.	• The proposal has been inclusively designed in accordance with the relevant Australian Standards to provide safe and equal access for all. • See Access Design Assessment Report at Appendix FF and BCA Assessment Report at Appendix GG.	YES
3.13.1 - Crime Prevention Through Environmental Design (CPTED)	• The proposed development must be designed in accordance with the NSW Department of Planning and Environment's CPTED principles.	• The proposal has been appropriately designed in accordance with the NSW Department of Planning and Environment's CPTED principles. This includes: – Restricting access to areas within the school; – Providing CCTV throughout the site where appropriate; – Ensuring spaces are adequately lit; and – Designing spaces to limit inappropriate loitering and vandalism. • Refer to Section 6.5. of EIS for further assessment.	YES
Section 5.2 – Specific Areas (Green Square):			
5.2.4.1 - Street Network	• Site identified as requiring an extension of Park Road.	• The proposal does not provide an extension of Park Road through the south-eastern portion of the site. This is because: – The provision of a road through part of the site	NO

Consideration	Control	Proposal	Compliance
		would require the removal of a significant proportion of proposed open space and classrooms. The removal of these spaces would limit each student's ability to maximise learning and play; – An extension of Park Road will increase the number of cars using this road, which will inevitably increase the likelihood of vehicle and pedestrian conflicts. This will increasingly create an unsafe public domain for students, parents and staff; – Limiting vehicular movements on Park Road by not providing an extension will ensure students, parents and teachers can easily access adjoining Alexandria Park and vice-versa; and – Park Road does not currently connect to Buckland Street, nor is it expected that an extension of Park Road will be provided through 119-133 McEvoy Street, Alexandria.	
5.2.9 - Building Design	• Align buildings to the street to define and frame the street edge and provide clear delineation between the public and private domain.	• The proposal frames the perimeter of the site. A fence will also surround the site to clearly separate the public and private domain.	YES
5.2.12 - Above ground parking spaces and adaptable car parking spaces	• Above ground car parking must be screened along the street frontages.	• The proposed car park off Belmont Street has been suitable screened. This has been achieved by: – Providing a range of trees and shrubs within, and surrounding the carpark; and	YES

Consideration	Control	Proposal	Compliance
		– Locating the carpark so it is shielded from view by proposed School buildings and the existing apartment building directly adjacent to the west.	

6. KEY ASSESSMENT ISSUES

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

- Water Management and Flooding;
- Environmental Amenity;
- Transport and Accessibility;
- Noise and Vibration;
- Crime Prevention Through Environmental Design;
- Built Form and Urban Design;
- Social and Economic Impacts;

6.1. WATER MANAGEMENT AND FLOODING

Woolacotts Consulting Engineers have prepared a Flood Risk Assessment Report which is attached at Appendix BB. The report identifies that the site is affected by both 1% AEP and PMF storm events. Accordingly, to mitigate against potential flooding impacts, various measures are recommended by Woolacotts Consulting Engineers, including:

- *"Floor levels of the proposed development to be set at a minimum of the PMF or FPL, whichever is greater. For the proposed development, the flood planning level is 13.83.*
- *All structural elements below the flood planning level shall be constructed from flood compatible materials.*
- *All structures must be designed and constructed to ensure structural integrity for immersion and impact of debris up to the 1% AEP flood event. If the structure is to be relied upon for shelter-in-place evacuation then structural integrity must be ensured up to the level of the PMF.*
- *All electrical equipment, wiring, fuel lines or any other service pipes and connections must be waterproofed to the flood planning level.*
- *Flood free access to the evacuation centres.*
- *Appropriate flood warning signs are to be posted.*
- *School needs to maintain an adequate level of flood awareness during the extended periods when flooding does not occur. Flood awareness extends to the students, staff and parents."*

The proposed development will comply with the above mitigation measures and is deemed acceptable. To further manage potential flooding and stormwater runoff, the design has also incorporated a range of other stormwater and flooding mitigations measures. These are detailed within the Stormwater Management Report prepared by Woolacotts Consulting Engineers at Appendix CC and comprise:

- Provision of a new piped stormwater drainage system that will carry stormwater runoff up to and including 5% AEP storm events;
- Provision of an on-site detention system that will cater for all storms up to and including 5% AEP storm events;
- External surfaces will be graded at a minimum fall of 1 in 100 to the on-site detention system;
- Provision of rainwater tanks at the site to collect rainwater runoff from the roof for reuse in the irrigation of landscape areas; and
- Provision of a range of permeable surfaces and landscaped areas that will aid in draining stormwater discharge.

Stormwater and flooding will be appropriately managed in accordance with the Flood Risk Assessment Report, Stormwater Management Report and the ancillary civil plans. The Integrated Water Management Plan at Appendix DD also outlines various mechanisms that are proposed to manage water at the site.

6.2. ENVIRONMENTAL AMENITY

6.2.1. View Impact

There are no views across the site that will be impacted by the proposal.

6.2.2. Privacy

The proposal has been appropriately designed to prevent adverse privacy impacts on surrounding residents, and future students and staff as:

- The school will continue to generally operate during standard school hours, when most residents are at work. This will ensure privacy is maintained during the early morning, evenings and at night;
- The high school building is 16m from the residential flat building to the west, providing appropriate separation for privacy. The five-storey portion of the building is over 40m from the adjoining building, allowing even more separation for privacy. Screens will be added to the windows on upper levels to further mitigate any potential impacts.
- The primary school building is minimum 5.5m and up to 16m from the residential flat buildings to the west, providing appropriate separation for privacy. Screens will be added to the windows on upper levels to further mitigate any potential impacts.
- Landscaping is proposed along the western boundary for screening.

Accordingly, the proposal is appropriate in terms of visual privacy. Acoustic privacy impacts will be managed via the recommendations of Wilkinson Murray within the Acoustic Report at Appendix T and the DPE conditions of consent.

6.2.3. Solar Access and Overshadowing

The Site:
The proposal has been appropriately designed to provide maximum solar access to all school buildings and open spaces. Importantly, the classrooms and open space areas receive sunlight during winter and are appropriately screened from sun in summer.

Adjoining Sites:

- At 9am, the proposed primary school building casts shadow over the northern and western elevations of the residential flat buildings on Belmont Street. These apartments start to receive more sun from the midday. Some minor shadow over the western elevation of the residential flat building on Buckland Street.
- At midday, the proposal does not impact the Buckland Street building. Minor shadow is cast over the northern and western elevations of the residential flat buildings on Belmont Street.

  Commercial buildings to the south will have some minor overshadowing of the northern elevation. Should this site be redeveloped for mixed use in the future, the land is large enough for an urban design response that minimises solar impacts.
- At 3pm, the proposal does not impact the Buckland Street building. Minor shadow is cast over the northern elevation of the residential flat buildings on Belmont Street.

  Commercial buildings to the south will have some minor overshadowing of the northern elevation. As above, solar impacts could be minimised with an appropriate urban design response should the site be redeveloped.

6.2.4. Wind Impacts

A Wind Impact Assessment Report has been prepared by Windtech and is attached at Appendix HH. The report provides an assessment of the likely wind conditions that would be experienced at each outdoor area within and around the proposed development.

The assessment undertaken by Windtech found that wind conditions along the adjoining Buckland Street, Belmont Street and Park Road pedestrian footpaths will be as good, or slightly better than their existing condition once the proposal is constructed. However, it is likely that adverse wind conditions will be experienced at the following areas of the proposal:

- Thoroughfare area between Buildings A and B1;
- Ground floor outdoor communal courtyard;
- Outdoor learning spaces on second and third floors; and
- Outdoor communal spaces on second and third floors.

Accordingly, a range of design treatments have been recommended by Windtech to mitigate against adverse wind conditions at the above-listed areas of the proposed School.

- Densely foliating evergreen shrubs capable of growing to a height of at least 1.2-1.5m above the ground floor slab situated along the thoroughfares or thoroughfare entrances between Buildings B1 and B2 on the Ground Floor.
- Retention of proposed densely foliating evergreen trees at the southern end of the sports field. These trees should be capable of growing to a height of 3-5m, with a canopy width of 3-5m.
- Retention of proposed densely foliating evergreen shrub planting and tree layout at the southern extent of the development site situated around and between Buildings C and D. The shrubs should be capable of growing to a height of 1.2-1.5m above the floor slab. The trees should be capable of growing to a height of 2-3m, with a canopy width of 2-3m.
- Retention of the impermeable awning on First Floor, located on the western aspect of the conjoined Building A and B1.
- Retention of the impermeable awning on the Second Floor along the western aspect of Building B1 and B2, situated directly above the entrance walkway.
- Recommended inclusion of 1.2-1.5m high impermeable balustrade along the north-eastern First Floor balcony of Building E.
- Retention of 1.8m high louvered screens around the perimeter of the second floor Staff and Administration Area of Building E.
- Retention of impermeable screens around the perimeter of the outdoor rooftop sport zone located at the north-west of the Second Floor of Building A. The screens should be of a minimum height of 2m.
- Retention of 1.2-1.5m high impermeable balustrades along the Second, Third and Fourth Floor outdoor areas located on the eastern aspects of Building A and B.
- Retention of impermeable screens around the perimeter of the outdoor rooftop recreation area on the Third Floor of Building C, D and E. The screens should be a minimum height of 2m.

The recommendations have been, or can be incorporated into the final school design to ensure all outdoor areas within and around the proposal will experience suitable wind conditions.

6.3. TRANSPORT AND ACCESSIBILITY

6.3.1. Parking

A Transport and Accessibility Report has been prepared by ARUP and is attached at Appendix E. The proposal seeks to provide a total of 28 spaces on-site, which is consistent with existing car parking provision. This car parking rate is supported at the site for the following reasons:

- The proposed rate satisfies the objectives of Clause 7.9 of the SLEP, which seeks to minimise the amount of vehicular traffic generated by the proposed development by minimising the provision of on-site parking;
- Section PS610.17 of *The Department's Educational Facilities Standards and Guidelines* (EFSG) states that onsite school parking should be kept to a minimum to maximise open play space and to encourage the use of sustainable transport when travelling to and from the school;
- Section 4.8 within *The Motor Vehicle Policy for NSW Government Agencies v13.0.14 April 2014* specifies that no private vehicles are entitled to a parking space on Government leased or owned premises;
- The provision of increased car parking spaces would increase rates of traffic on surrounding streets and intersections;
- The provision of increased parking at the site is considered both unnecessary and unsustainable in this instance as:

It would greatly discourage staff members from accessing the site by alternative sustainable methods including walking, cycling or catching public transport;

The site is located near many existing public transport modes including multiple bus stops, Redfern Station (located 900m to the north-east of the site) and Erskineville Station (located 860m to the west of the site). The site is also located approximately 400m to the west of future Waterloo Station, which is to be constructed as part of the NSW Government's Sydney Metro: City and Southwest transport project.

It would greatly incentivise the use of private cars to access the site, which will inevitably increase congestion, pollution and noise on surrounding local residential streets;

It would be counterproductive to the end goal and measures outlined within the Green Travel Plan attached at Appendix II, which aims to reduce the amount of staff that drive to the site to promote in the generation of sustainable outcomes;

The provision of more on-site car parking would require the removal of a large amount of proposed open space, classrooms and sporting infrastructure from the proposed School scheme. The removal of these spaces would limit each student's ability to work effectively, play and be active; and

A total of 144 dedicated bicycle parking spaces are provided near School pedestrian entrances at the site to encourage cycling. Staff end of trip facilities are also provided.

To further reduce the need for additional parking on-site and to promote in the generation of sustainable travel outcomes, ARUP has recommended a range of strategies that could be implemented by the future School. These include:

- Introduce a journey to/from School car share system for all staff and dedicate at least one car space for this use;
- Introduce a taxi or pool car share system for trips during the day for staff;
- Undertake appropriate staff inductions. This should involve new staff members being informed of the Green Travel Plan and having a tour of the school's cycle parking areas and end of trip facilities;
- Produce a map that outlines the most direct walking and cycling routes to the site; and
- Provide notice boards at the School which contain posters encouraging the use of public transport, walking and cycling to and from school.

6.3.2. Drop Off and Pick Up

The following drop off and pick up arrangement is proposed to service the School:

- Maintain 15P parking (8am – 9.30am and 2.30pm – 4pm) along the western side of Park Road. This provides 11 drop off and pick up spaces;
- Maintain 15P parking (8am – 9.30am and 2.30pm – 4pm) along the northern side of Belmont Street. This provides 2 drop off and pick up spaces;

- Convert 60m unrestricted parking along the southern side of Buckland Street to 15P parking (8am – 9.30am and 2.30pm – 4pm). This will provide 10 drop off and pick up spaces; and
- Convert 40m unrestricted parking along the southern side of Buckland Street to no parking (8am – 9.30am and 2.30pm – 4pm). This will provide 7 drop off and pick up spaces.

This proposed drop off and pick up arrangement is estimated to be sufficient for servicing the proposal. The proposed increase in spaces beyond what is currently provided will drastically reduce waiting times for parents and students, and ease the build-up of cars waiting for a space.

6.3.3. Traffic Generation

The Transport and Accessibility Report prepared by ARUP at Appendix E assesses the traffic impact of the proposal on the surrounding road network and the performance of intersections. Given that the proposal will result in an increased number of students and staff accessing the site, the intersections surrounding the School are anticipated to be affected by the proposal during the AM peak as follows:

- McEvoy Street/Wyndham Street Intersection – Additional 252 trips anticipated during the AM peak hour (this intersection is to be widened with additional lanes as part of Alexandria to Moore Park project).
- McEvoy Street/Fountain Street Intersection – Additional 142 trips anticipated during the AM peak hour (this intersection is to be widened with additional lanes as part of Alexandria to Moore Park project).
- Wyndham Street/Buckland Street Intersection – Additional 124 trips anticipated during the AM peak hour.
- Mitchell Street/Buckland Street Intersection – Additional 100 trips anticipated during the AM peak hour.
- Mitchell Street/Fountain Street Intersection – Additional 124 trips anticipated during the AM peak hour.

The PM peak has not been considered by ARUP, as the Schools proposed finishing times of 3pm (primary school) and 3:10pm (secondary school) do not coincide with the PM peak period.

Although the proposal will inevitably result in a rise in the number of cars accessing surrounding roads and intersections, the proposed Alexandria to Moore Park Connectivity Update will provide additional lanes, turns and road conditions, ultimately increasing the overall capacity of the surrounding road network. Accordingly, *"completion of the school is not expected to exacerbate the existing traffic flow conditions."*

The traffic generation rate is based on conservative modes of travel. As such, given that a Green Travel Plan will be employed at the proposed School, it is expected that there will be a shift in travel modes, with a higher utilisation of active and public transport services. In summary:

- The anticipated traffic generations are 'worst case' scenario and are subject to change if an increasing number of students and teachers decide to access the site by active or public transport;
- Additional traffic volumes to be generated by the proposed development will be accommodated by the existing road network and proposed government road upgrades; and
- No intersections are expected to have an unsatisfactory level of service.

Considering the above, the proposal is supportable on traffic planning grounds and will operate satisfactorily.

6.3.4. Bus Capacity

Public Buses:

An occupancy survey of public bus 355 which stops directly outside the School on weekday peaks was undertaken by ARUP on 15 June 2017. From this:

- 5 students were recorded alighting the 355 service which arrived at the School at 8:35am;
- 4 students were recorded alighting the 355 service which arrived at the School at 8:56am;
- 10 students were recorded boarding the 355 service which departed the School at 3:22pm; and
- 5 students were recorded boarding the 355 service which departed the School at 3:37pm;

Accordingly, public busses are generally not utilised by students and staff, and can therefore support an increased demand.

School Buses:
An occupancy survey of school bus 750E which currently services the School (and others within the surrounding locality) was undertaken by ARUP on 15 June 2017. From this:

- 35 students were recorded alighting the 750E service which arrived at the School at 8:45am; and
- 25 students were recorded boarding the 750E service which departed the School at 3:20pm.

School buses can typically accommodate up to 60 students. Considering this, the existing 750E school bus has some additional capacity to facilitate additional students. Overtime, as students gradually choose to travel to and from the site via bus, consideration of potential additional services and routes to cater for an increased demand will be undertaken by the School and Transport for NSW when required.

6.3.5. Construction Vehicles

A Construction Traffic Management Plan (CTMP) has been prepared by ARUP and is attached at Appendix JJ. The CTMP outlines proposed strategies to minimise potential construction vehicle impacts on the surrounding locality. In summary:

- All construction vehicles will travel to and from the site via proposed dedicated routes. These routes have been designed to ensure construction vehicles avoid the use of local roads and are restricted to travelling on state roads only. This will ensure that issues associated with truck noise, emissions and safety are minimised for residents located on the surrounding local streets.
- Proposed construction vehicles will generate negligible traffic impacts, as most workers will arrive and leave the site outside of peak periods.
- During construction of the School, no on-site car parking will be provided for construction workers. This is deemed acceptable as construction vehicles will be able to utilise work zones and internal circulation routes. Further, construction workers will be encouraged to access the site via car-pooling, public transport and/or active transport.
- A Traffic Control Plan is proposed to be implemented at the site.

It is noted that this CTMP is preliminary and will be finalised at a later stage, subject to the appointment of a suitable builder and the conditions of consent imposed by the DPE for this SSDA.

6.4. NOISE AND VIBRATION

An Acoustic Report has been prepared by Wilkinson Murray and is attached at Appendix T. The Report addresses the following key considerations:

- Construction Noise and Vibration; and
- Operational Noise.

Both key assessment considerations, as well as proposed mitigation measures have been outlined below.

6.4.1. Construction Noise and Vibration

There is potential for noise and vibration impacts during construction of the proposed School, due to the proximity of surrounding residential, commercial and industrial land uses. Careful management will be required to minimise acoustic and vibration impacts during construction. These measures will be accurately determined in detail when a contractor has been engaged. Notwithstanding this, the following project-specific mitigation measures are recommended:

- *Installation of localised noise barriers between piling rigs and western residences;*
- *Selection of quietest feasible construction equipment;*
- *Use of rock saws and ripping in preference to rock breakers if rock removal is required (unlikely);*
- *Localised treatment, such as barriers, shrouds and the like around fixed plant, such as pumps, generators and concrete pumps;*
- *Provision of respite periods, particularly on Saturdays; and*

- *Trial testing of vibration levels where equipment is identified as having the potential to exceed the human comfort criteria.*

In addition to the above mitigation measures, Wilkinson Murray also recommend that:

- An effective community relations program should be established to keep the surrounding community updated on construction progress and to alert them of any anticipated changes in noise and vibration emissions prior to critical stages of the works; and
- A Noise and Vibration Management Plan should be prepared and implemented by the chosen contractor.

These mitigation measures can be incorporated into the conditions of consent and are aimed at working towards achieving the noise management level established at surrounding receivers.

6.4.2. Operational Noise

On-going operational noise emissions associated with the proposal are expected to be generated from the following sources:

- Mechanical services plant;
- Teaching and practical activities, particularly technology and performing arts-based;
- School announcements and bells;
- Sporting events and concerts in the hall; and
- Sporting activities in outdoor play areas.

To appropriately managed these noise sources, Wilkinson Murray have made a range of recommendations to mitigate against these potential noise sources. These mitigation measures can be incorporated into the conditions of consent to ensure operational noise resulting from the proposed School is deemed acceptable.

6.5. CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN

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

The main aims of the policy are to:

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

The guidelines provide four key principles to limit crime. These are natural surveillance, access control, territorial reinforcement and space management.

A CPTED Assessment has been prepared by Urbis and is attached at Appendix KK. The CPTED Assessment concludes that the proposed design of the redeveloped School incorporates natural surveillance, access control, territorial reinforcement and space management design principles to deter crime. Notwithstanding this, the Assessment has also made further recommendations to enhance these outcomes. A summary of a range of these recommendations against each of the four CPTED design principles is provided within Table 6 below.

Table 6 – CPTED Principles

	Principle	Definition	Recommendations
1	Natural Surveillance	Natural surveillance is a by-product of well-planned, well-designed and well-used space. It involves maximising opportunities	• Provide adequate lighting throughout the site, including at footpaths, entrances and at the proposed staff carpark.

	Principle	Definition	Recommendations
		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.	• The internal spaces of the school should provide passive surveillance of the external areas of the school, such as playgrounds, gardens and entrance/exit points. • Design landscaping to reduce opportunities for concealment and maintain opportunities for passive surveillance. • Prevent unauthorised access to the school via Belmont Lane and encourage passive surveillance of Belmont Lane to avoid anti-social behaviour or creating an area where people can conceal themselves.
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.	• Install appropriate security fencing at construction areas to present unauthorised access. • High quality fencing should be contained to the perimeter of the site to restrict access. • Provide access control measures to manage access between the school, community centre and childcare. • Rooms with restricted access should have adequate signs and be locked when not in use. • Access control for entry and exit gates should be installed via the use of self-closing mechanisms or other control mechanisms, without restricting evacuation requirements.
3	Territorial Reinforcement	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.	• Install traffic control signage (e.g. give way and stop signs) at all entry and exit points, to avoid conflicts between vehicles, cyclists and pedestrians both on the street and within the car park. • All entry/exit points should be clearly identifiable and inviting and signage should be installed to direct visitors to report to the administration area of the school. • Implement a maintenance plan, including regular rubbish and graffiti removal, repair of light fixtures and other necessary repairs.
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	• The school's Plan of Management should include maintenance and repairing strategies (e.g. broken windows, broken lighting, graffiti), complaint management measures, emergency

	Principle	Definition	Recommendations
		types of activities are carried out in space), site cleanliness, rapid repair of vandalism and graffiti, the replacement of burned out lighting and the removal or refurbishment of decayed physical elements.	procedures, waste removal procedures, landscape maintenance, evacuation procedures, safety procedures for large events, access and monitoring measures. • Apply low maintenance and graffiti resistant materials wherever possible on surfaces susceptible to graffiti. • Entry/exists are built from resistant materials to prevent break-ins and vandalism.

These recommendations, as well as each contained to the attached CPTED Assessment Report will be addressed at later stages of the development process.

6.6. BUILT FORM AND URBAN DESIGN

The built form and urban design has been appropriately developed to:

- Complement the surrounding built and natural character of Alexandria; and
- Provide a superior educational environment that encourages collaborative learning, knowledge and play amongst students and teachers.

Complements Surrounding Built and Natural Character:
The site is located within the urbanised suburb of Alexandria, which contains a variety of parklands and tree lined streets. The suburb also comprises a range of sporting fields and industrial, commercial and residential complexes. The proposed School has been designed to complement this existing surrounding character by:

- Providing a range of native Australian flora, turfed areas, trees and gardens into the proposed landscape design; characteristic of the surrounding parklands within the suburb;
- Proposing to construct a range of sporting facilities at the site including one multipurpose outdoor sports court, two outdoor basketball courts and an indoor gym with a basketball court. The inclusion of these facilities complements adjacent Alexandria Park, which also contains a range of sporting facilities;
- Designing the proposed School to be of a similar height to current and future buildings to be constructed within Alexandria; and
- Incorporating a range of building materials and colours into the design of the proposal that are sympathetic against the industrial character of the surrounding Alexandria locality.

Provides a Superior Educational Environment for Students and Staff:
The Park Road campus currently contains aged buildings and structures that are not representative of a high quality educational establishment, while the high school is currently accommodated in temporary demountable classrooms. Further, all existing buildings are low scale and have been arranged to occupy the majority of the site. Accordingly, there is limited recreational space at the site for students to exercise and play.

In response to the abovementioned issues, the redeveloped school has been specifically designed to provide a superior educational environment for all. Specifically, the arrangement of the high-rise school in a connected ensures the proposal provides:

- Interconnected learning spaces and classrooms to encourage active learning and play;
- An abundance of open play spaces, landscaped areas and sporting facilities throughout the site;
- A pedestrian circulation system that is highly permeable and representative of an inclusive built environment; and

- A central courtyard space which will increasingly encourage collaborative learning, knowledge and play amongst students and staff.

6.7. SOCIAL AND ECONOMIC IMPACTS

A Social Impact Assessment Report has been prepared by Urbis and is attached at Appendix LL. The proposal will have an overall long term positive social impact on the local community. 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.

A summary of the key social impacts associated with the development are outlined below:

- **Contamination and human health:** There is a potential risk to human health from identified pollutants, associated with the site's industrial history. Initial investigations into soil vapour suggest the impact to human health is low however further investigations are required. The impact from other pollutants including asbestos is a potentially irreversible negative impact for effected individuals and the broader community. A Remediation Action Plan endorsed by the NSW EPA is required before any development consent is given for redevelopment of site that may disturb the identified materials.

- **Access to education and social infrastructure:** Overall the proposal is very likely to provide access to education for a greater number of students, with a higher level of facilities. It will also improve access to social infrastructure for the broader community through a joint-use arrangement of school facilities and provide additional employment opportunities

  The potential disruption to the education environment during construction can be mitigated through effective communication and implementation of a construction management plan (CMP). Intensification of use on the site is expected to be mitigated through the improved school design.

- **Traffic and parking:** Traffic and parking impacts during construction are very likely to have a temporary negative impact on the local road network. These impacts can be minimised through the mitigation measures outlined.

  Increased traffic and pressure on parking during operation may have long-term negative impacts on the local road network. On street parking has been identified as at capacity and this should be monitored on an ongoing basis. Planned improvements to the local road and public transport network will help alleviate pressure on the local road network.

- **Noise and vibration:** Construction noise and vibration is very likely to have a temporary negative impact on the local community, including the school community, residents, businesses and park users. The impact of construction noise and vibration can be reduced through mitigation measures and effective communication.

  Operational noise levels, during the assumed worst-case operational scenarios, were found to meet all relevant criteria. Outdoor areas of the APCS are currently used for outdoor activities by the school and general community, and no appreciable change is expected to result from the school redevelopment. Potential operational noise impacts should be monitored on an ongoing basis.

- **Visual amenity:** Visual amenity impacts from the proposed development will be a minor but long-term for residents on the western and southern boundary on the site, where the increased height of the school is concentrated. Consultation with impacted residents should be undertaken. Implementation of the mitigation measures, including the replacement of any trees identified for removal, will reduce the likelihood of a change in visual character for the broader local community.

A summary of the key social benefits is:

- 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.

- The proposal will provide future students and staff with new state-of-the-art facilities and spaces. This will enable high-quality teaching beyond what can currently be provided;

- The inclusion of an OOSH service will greatly assist parents in the area;

- The proposal will significantly ease student enrolment pressure on the existing APCS that has reached capacity and take enrolment pressure off other schools within the surrounding area;

- The proposal includes sufficient areas for indoor and outdoor recreation to improve the health and wellbeing of future students and staff; and
- The proposal has been specifically designed in accordance with CPTED design principles to aid in reducing the likelihood of crime. The proposal will positively activate the site, provide many opportunities for passive surveillance and be designed with hard-ware materials that are ‘vandal-proof’.

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 the local community and key stakeholders. The Applicant and Savills 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 Outcomes Report prepared by Savills Project Management and attached at Appendix MM. The key stakeholders identified in the SEARs and the report are:

- Department of Planning and Environment;
- City of Sydney Council;
- Roads and Maritime Services;
- Transport for NSW.

In addition, the following stakeholders were also engaged with:

- Government Architect's Office;
- Ausgrid;
- Teachers, school executive staff and support staff (educators and administrative staff);
- Students;
- Parents and carers;
- Local community; and
- Local Indigenous community.

Stakeholder consultation commenced in 2016 and involved:

- Community engagement activities from 2016 to late 2017 (refer Consultation Outcomes 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; 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.

7.1. THE SCHOOL COMMUNITY

The Applicant and its consultant team have successfully engaged with the school community from early in the project. This engagement has been in-depth and ongoing, and has generated the design brief and a responsive concept that reflects shared values of the community.

A design competition process was not pursued because it would undermine and devalue this engagement, and disenfranchise the community that has contributed to design.

The project itself is unique in that design excellence has been achieved in a consultative and connected way, where the community has had a 'buy in' from the outset. This is different to other education projects in the inner Sydney area, where the community has only been consulted after the design competition process was concluded and the concept design was defined.

The Educational Facilities Standards and Guidelines (EFSG) contains Educational Principles. The objectives guide all future decision-making, planning and evaluation of the learning environment from an educational perspective. The designs are to be based on Future Focused learning, and Objective 1 of the EFSG is:

> *Be flexible and allow customisation to suit different community contexts by providing both core and optional space types*

The project team has engaged with the local community to develop a future focused design that responds specifically to its local context. The design encourages community gathering and outdoor learning and landscape themes connected to the local area.

7.2. THE LOCAL ABORIGINAL COMMUNITY

The project team has consulted widely and consistently throughout the concept and schematic design phases to hear and appreciate the different drivers for the design of the new K-12 school at Alexandria Park. This consultation has involved regular Project Reference Group (PRG) meetings, presentations to key stakeholders and targeted workshops with specific groups.

The PRG has a broad membership and is kept informed on the development of the design. The PRG actively engage and provide their views on matters of design and project direction. The PRG includes respected members of the local Aboriginal community who have consistently provided advice on what has been presented.

Briefing workshops have been held with Aboriginal community groups. In the workshops, views have been expressed by several people representing a large number of Indigenous organisations connected with Alexandria Park Community School. Refer to Consultation Outcomes Report prepared by Savills Project Management and attached at Appendix MM.

Aboriginal representatives have included:

- PRG Community Representative & Aboriginal Elder
- Aboriginal Education Officer, AECG Representative & Aboriginal Elder
- Community Representative for APCS School Community Centre.
- Facilitator at 'Connect Redfern'
- Metropolitan Land Council CEO
- Aboriginal Education Council
- Aboriginal Elder
- Aboriginal Indigenous Mentoring Experience (AIME)

Meetings with these community representatives has led to critical design ideas including:

- The community gathering place;
- Places for outdoor education that will enable the telling of indigenous stories from the local community and better connection to aboriginal education methods;

- The ability to weave landscape themes that are directly connected to the local area.

Working collaboratively with the key members of the community from inception to concept development has resulted in unanimous agreement on the preferred design. This has also fostered a shared sense of ownership in the development of the scheme. This collaboration could not occur as part of a design competition process as time and process constraints would not allow for it.

The project team has also engaged with:

- AIME and AECG, who form part of the community centre in the school. These meetings have been informative and provide direct connection with groups who provide tangible support to Indigenous students/families.
- The Aboriginal Education Consultative Group (AECG) via a presentation on 13 February 2017. This presentation provided an overview of the project direction to a critical group responsible for the delivery of education to aboriginal communities in NSW.

7.3. LOCAL COMMUNITY

Consultation has occurred with the Local Community. Various strategies were employed to maximise community involvement in the project. Consultation occurred via local information booths, presentations to P&C and advertisements in local newspapers. These discussions have covered the following topics:

- Types of learning spaces;
- Educational Planning Principles;
- Educational Model;
- Connections between Alexandria Park and the School;
- Maintaining green spaces for children to play and have a sense of space;
- New school to be a multi-use environment;
- Shared community use of school facilities;
- Height of buildings;
- Safety and access to the site;
- Noise impacts on residents;
- Traffic;
- Length of construction; and
- Phasing of the construction works.

Ongoing consultation with the local community will occur.

7.4. 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.

7.5. OFFICE OF THE GOVERNMENT ARCHITECT

An alternative design excellence process has been undertaken instead of a competitive design competition. The Panel members comprise a cross-section of built environment and design professionals, working throughout NSW and across Australia. Members are required to be registered with relevant professional bodies and bound by The GAO's Code of Conduct. The Panel members are:

- GAO representative (and chair): Dillon Kombumerri/Olivia Hyde

- Council representative: Peter Mould
- DoE representative: Paul Berkemeier

The review process has been overseen by two observers: one representative appointed by DPE and one Indigenous representative appointed by DoE. This observation includes all review meetings. The observers are:

- Indigenous observer: Terry Denzil
- DPE observer: Peter McManus

The Panel has been convened four times prior to the lodgement of the EIS. These review meetings were held on:

1. Concept Design –28 September 2017
2. Design Development –13 October 2017
3. Design Development – 6 November 2017
4. Pre-Lodgement – 22 November 2017

A summary of the matters discussed within each of these meetings has been provided within Appendix AA. Consultation with GAO will continue post lodgement, and will likely include review meetings at the following stages:

1. Response to Submissions
2. Construction Certificate
3. Any significant post approval design change (Section 96)

All comments from GAO have been addressed in the design. GAO's fourth Design Review Panel Summary states: "*The Panel were satisfied TKD sufficiently addressed previous issues raised and now endorse the scheme as having the potential to achieve Design Excellence*."

7.6. CITY OF SYDNEY

On-going briefings and consultation with the City of Sydney Council officers to establish a memorandum of understanding for shared use of school facilities and Alexandria Park.

The outcome of consultation with the City of Sydney has resulted in amendments to the design of the multi-purpose sports field. Consultation will be on-going with City of Sydney.

7.7. TRANSPORT FOR NSW AND ROADS AND MARITIME SERVICES

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;
- School traffic zones – 40km/hr;
- Impact on street parking; and
- School bus capacity and school bus routes.

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

8. RECOMMENDATIONS AND MITIGATION MEASURES

A range of mitigation measures are proposed to reduce any potential environmental and social impact of the proposal. Table 7 below provides a summary of the environmental management measures proposed.

Table 7 – Mitigation Measures

Item	Potential Impact	Mitigation Measure
Noise	Noise level during operation on surrounding residents.	Acceptable noise levels due to plant operation are likely to be achieved with consideration given to low-noise plant selection, sensible plant location and implementation of engineering noise control measures where required. Further assessment will be required when detailed mechanical services design becomes available.
Parking	Demand for on-site staff car parking.	• A range of strategies will be employed to manage demand for on-site staff carparking. These include: – Provision of 28 on-site staff carparking spaces; – Provision of 144 dedicated bicycle parking spaces; – Implementation of the various strategies outlined within the developed Green Travel Plan; and – Implementation of initiatives to encourage the utilisation of surrounding public transport and car-pooling to access the site.
Construction Vehicles	Adverse construction vehicle impacts on surrounding residents.	• Implementation of measures outlined within the Traffic Control Plan. • All construction vehicles will travel to and from the site via specific dedicated routes that have been specifically designed to avoid the use of local roads. • Most construction workers will travel to and from the site outside of peak periods to minimise traffic impacts.
Wind	Adverse wind conditions at various locations throughout the School.	• The recommendations contained to the attached Wind Impact Assessment Report have been, or can be incorporated into the final School design.
Crime and Safety	Crime risk to safety of students, staff and visitors.	• The proposal incorporates a range of CPTED principles to deter crime. Incorporated principles include: – Providing adequate lighting throughout the site. This includes at footpaths, entrances and walkways. – Installing multiple School identification signs to reinforce the School's presence to surrounding neighbours, workers and passers-by; – Designing spaces to ensure that a strong teacher presence will be felt throughout the School;

Item	Potential Impact	Mitigation Measure
		– Incorporating study and well-designed outdoor lighting fixtures, equipment and furniture; and – Ensuring the School site continues to be surrounded by adequate fencing.
Acoustic and Vibration	Noise generation during the construction and on-going operation of the School.	• Implementation of the recommendations contained to the Acoustic Report.
Contamination	Site contamination.	• Implementation of the recommendations contained to the Remediation Action Plan.
Tree Protection	Construction impacts on retained trees at the site.	• Implementation of the recommendations outlined within the attached Arborist Report to ensure retained trees are protected during construction.
Water Management	Impacts from stormwater.	• Implement proposed stormwater concept as outlined within the attached Stormwater Management Report (and ancillary plans), Flood Risk Assessment Report and Integrated Water Management Plan. This includes: – Provision of a new piped stormwater drainage system that will carry stormwater runoff up to and including 5% AEP storm events; – Provision of an OSD system that will cater for all storms up to and including 5% AEP storm events; – External surfaces will be graded at a minimum fall of 1 in 100 to the OSD system; – Provision of rainwater tanks; and – Provision of a range of permeable surfaces and landscaped areas.
Waste	Excessive waste generation.	• Waste generated during construction for disposal is to be removed by a licensed waste contractor and disposed of in a licensed landfill facility if/as required. • Segregate and recycle solid wastes generated by construction activities. • Reduce wastes by selecting, in order of preference, avoidance, reduction, reuse and recycling. • Make purchasing decisions that consider recycled products. • Consider measures and performance based targets for reduction, reuse and recycling.

9. SUMMARY AND CONCLUSIONS

This EIS has been prepared in support of State Significant Development application SSD 17_8373. For all of the reasons outlined in this EIS, the site is suitable for the proposed development for the following reasons:

- The land is zoned 'SP2 – Infrastructure: Educational Establishment' under the SLEP. The proposed development is permissible with consent and consistent with the land use objectives of SP2 zoning;
- The proposal is consistent with the objectives of all relevant planning controls and achieves a high level of planning policy compliance;
- The site can be made suitable for the proposed development with implementation of the RAP;
- There are no significant environmental constraints limiting development; and
- Traffic can be managed and the proposal is not expected to exacerbate the existing traffic flow conditions.

The proposal is in the public interest for the following reasons:

- The proposal has been prepared having regard to Council's planning policies and generally complies with the aims and objectives of the controls for the site;
- Subject to the various mitigation measures recommended by the specialist consultants, the proposal does not have any unreasonable impacts on adjoining properties or the public domain in terms of traffic, social and environmental impacts;
- The site is well serviced by public transport and various walking and cycling routes. Further, the proposal greatly encourages the use of non-private vehicle options to access the site;
- The proposal will result in the development of a high-quality educational environment for staff and students that;

Enables an excellent academic programme;

Supports a fulfilling and diverse extra-curricular experience;

Provides an inclusive, supportive and secure pastoral environment for both primary and secondary school students; and

Provides efficient and environmentally sustainable facilities.

- The proposal has been designed to make a positive contribution to the overall built form of Alexandria and create attractive streetscapes along Buckland Street, Belmont Street, Park Road and Power Avenue;
- The proposal will contribute positively to energy efficiency and environmental sustainability. The design has incorporated many ESD features to reduce energy consumption during the life of the proposed development.

Given the site is suitable for the development and the proposal is in the public interest, this application should be approved.

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