

Secretary's Environmental Assessment Requirements

Section 78A(8) of the *Environmental Planning and Assessment Act*
Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*

Application Number	SSD 8996
Proposal Name	Loreto Normanhurst School Concept and Stage 1
Development Description	<p>Concept development application for the redevelopment of Loreto Normanhurst, including:</p> <ul style="list-style-type: none"> • building envelopes; reconfiguration and renovation of existing school buildings and facilities; open recreation and landscape concept; increased student numbers up to 2,000; pedestrian and circulation arrangements; and car park provision; and <p>Stage 1 of the development, including:</p> <ul style="list-style-type: none"> • construction of a new five-storey boarding house to accommodate 220 boarders and basement carpark; reconfiguration and adaptive re-use of the Mary Ward Building to accommodate 50 boarders; and construction of a new one-storey early learning centre for 70 children and at-grade short-term carpark.
Location	91-93 Pennant Hills Road, Normanhurst
Applicant	Loreto Normanhurst
Date of Issue	12 January 2018
General Requirements	<p>The Environmental Impact Statement (EIS) must be prepared in accordance with, and meet the minimum requirements of clauses 6 and 7 of Schedule 2 the <i>Environmental Planning and Assessment Regulation 2000</i> (the Regulation).</p> <p>Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development.</p> <p>Where relevant, the assessment of the key issues below, and any other significant issues identified in the risk assessment, must include:</p> <ul style="list-style-type: none"> • adequate baseline data; • consideration of potential cumulative impacts due to other development in the vicinity (completed, 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. <p>The EIS must be accompanied by a report from a qualified quantity surveyor providing:</p> <ul style="list-style-type: none"> • 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.

Key Issues	<p><u>Concept Proposal</u></p> <p>The EIS must address the following specific matters:</p> <p>1. Statutory and Strategic Context</p> <p>Address the statutory provisions contained in all relevant environmental planning instruments, including:</p> <ul style="list-style-type: none"> • Biodiversity Conservation Act 2017; • State Environmental Planning Policy (State & Regional Development) 2011; • State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017; • State Environmental Planning Policy No.55 – Remediation of Land; • State Environmental Planning Policy No.64 – Advertising and Signage; and • Hornsby Local Environmental Plan 2013. <p><i>Permissibility</i></p> <p>Detail the nature and extent of any prohibitions that apply to the development.</p> <p><i>Development Standards</i></p> <p>Identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.</p> <p>2. Policies</p> <p>Address the relevant planning provisions, goals and strategic planning objectives in the following:</p> <ul style="list-style-type: none"> • NSW State Priorities; • A Plan for Growing Sydney; • NSW Long Term Transport Masterplan 2012; • draft Future Transport Strategy 2056 and supporting plans; • Sydney's Cycling Future 2013; • Sydney's Walking Future 2013; • Sydney's Bus Future 2013; • Crime Prevention Through Environmental Design (CPTED) Principles; • Healthy Urban Development Checklist, NSW Health; • Greater Sydney Commission's Draft North District Plan; and • Hornsby Development Control Plan 2013. <p>3. Operation</p> <ul style="list-style-type: none"> • Provide a detailed justification of suitability of the site to accommodate the proposal. • Provide details of the proposed school operations, including staff and student numbers, school hours of operation, and operational details of any potential before/after school care and community use of the school. <p>4. Built Form and Urban Design</p> <ul style="list-style-type: none"> • Provide detailed site and context analysis, including a building envelope study, to justify the proposed site planning, built form and design approach. • Develop in discussion with the Government Architect NSW a design report that establishes design guidelines and development parameters, and includes diagrams, illustrations and drawings to clarify the design intent of the proposal that clearly demonstrates how design quality will be achieved through future stage(s) in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. • Describe the design process leading to the Concept Proposal.
-------------------	--

	<ul style="list-style-type: none"> • Provide a detailed site-wide landscape strategy, including opportunities to retain existing trees on the site. • Detail of the master plan approach which demonstrates how this and the anticipated separate staged development application(s) respond to the Design Quality Principles of the Education SEPP. • Site and context analysis that demonstrates at least three possible approaches to the site planning that consider entrances, drop-offs, building zones, carparking, open spaces and tree canopy. • Site and context plans that demonstrate opportunities for active transport strategies and linkages with existing, proposed and potential footpaths and bicycle paths and public transport links. • Site plans and operational statement demonstrating an indicative afterhours and community use strategy. • A report tabling how the proposal responds to and upholds the Design Guide for Schools and the Design Quality Principles as per Schedule 4 of the Education SEPP. <p>5. Environmental Amenity</p> <ul style="list-style-type: none"> • Assess amenity impacts on the surrounding locality, including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. • Identify any proposed use of the school outside of school hours (including weekends) and assess any resultant amenity impacts on the immediate locality and proposed mitigation measures. • Detailed outline of the nature and extent of the intensification of use associated with the increased floor space, particularly in relation to any proposed increase in staff and student numbers. <p>6. Staging</p> <p>Provide details regarding the staging of the proposed development.</p> <p>7. Transport and Accessibility</p> <p>Prepare a transport and accessibility impact assessment, which details, but not limited to the following:</p> <ul style="list-style-type: none"> • 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 surveys of the existing and similar schools within the local area; • 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 impact on general traffic and bus operations and to encourage sustainable travel choices and details programs for implementation, including the preparation of a Green Travel Plan; • the impact of trips generated by the development on nearby intersections, with consideration of the cumulative impacts from other
--	---

	<p>approved developments in the vicinity, and the need/associated funding for upgrading or road improvement works, if required. Traffic modelling is to be undertaken using, but not limited to, SIDRA network modelling for current and future years;</p> <ul style="list-style-type: none"> • the proposed active transport access arrangements and connections to public transport services; • the proposed access arrangements, including car and bus pick-up/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks, including pedestrian crossings and refuges and speed control devices and zones; • measures to maintain road and personal safety in line with CPTED principles; • proposed bicycle parking provision, including end of trip facilities, in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance; • proposed number of on-site car parking spaces and corresponding compliance with existing parking codes and justification for 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); <p>→ Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> • <i>Guide to Traffic Generating Developments (Roads and Maritime Services)</i> • <i>EIS Guidelines – Road and Related Facilities (DoPI)</i> • <i>Cycling Aspects of Austroads Guides</i> • <i>NSW Planning Guidelines for Walking and Cycling</i> • <i>Austroads Guide to Traffic Management Part 12: Traffic Impacts of Development</i> • <i>Standards Australia AS2890.3 (Bicycle Parking Facilities)</i>. <p>8. Noise and Vibration</p> <p>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 during and outside school hours). Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.</p> <p>→ Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> • <i>Noise Policy for Industry 2017 (EPA)</i> • <i>Interim Construction Noise Guideline (DECC)</i> • <i>Assessing Vibration: A Technical Guideline 2006</i> • <i>Development Near Rail Corridors and Busy Roads – Interim Guideline (Department of Planning 2008)</i>. <p>9. Ecologically Sustainable Development (ESD)</p> <ul style="list-style-type: none"> • 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. • Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy.
--	--

10. Social Impacts

Include an assessment of the social consequences of the schools' relative location.

11. Heritage

The EIS should identify any listed or potential heritage items within the redevelopment area. If any listed or potential heritage items, including archaeological resources, are likely to be affected, a Heritage Impact Statement (HIS) must be prepared in accordance with the guidelines in the NSW Heritage Manual.

12. Aboriginal Heritage

- Identify, describe and document the Aboriginal Cultural Heritage values that exist across the whole area that will be affected by the development, which may include the need for surface survey and test excavation. The identified of Aboriginal Cultural Heritage values should be guided by the *Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (DECC, 2011)* and consultation with OEH Regional Officers.
- Where Aboriginal Cultural Heritage values are identified, consultation with Aboriginal people must be undertaken and documented in accordance with the *Aboriginal cultural heritage consultation requirements for proponents 2010 (DECCW)*. The significance of cultural heritage values for Aboriginal people who have a cultural association with the land must be documented in the EIS.
- The EIS must demonstrate attempts to avoid impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the EIS must outline measures proposed to mitigate impacts. Any objects recorded as part of the assessment must be documented in the EIS. Please note the Due Diligence assessment process is not appropriate to address the requirements for Aboriginal Cultural Heritage assessment.

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 uses of potable and non-potable water, and water sensitive urban design.

14. Contributions

Address Council's Section 94 Contribution Plan and/or details of any Voluntary Planning Agreement, which may be required to be amended because of the proposed development.

15. Contamination

Assess and quantify any soil and groundwater contamination and 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)*.

16. Drainage

Detail drainage associated with the proposal, including stormwater and drainage infrastructure.

→ Relevant Policies and Guidelines:

- *Guidelines for development adjoining land and water managed by DECCW (OEH, 2013).*

17. 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.

18. Bush fire

Address bushfire hazard and prepare a report that addresses the requirements for Special Fire Protection Purpose Development as detailed in *Planning for Bush Fire Protection 2006* guidelines.

19. 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 arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.

20. Biodiversity

- Biodiversity impacts related to the proposal and the preparation of a Biodiversity Assessment are to be addressed in accordance with the requirements of the *Biodiversity Conservation Act 2016*.

Stage One

The EIS/s for the construction works must address the following specific matters:

1. Operation

- Provide details of how the school will continue to operate during construction activities, including proposed mitigation measures.

2. Built Form and Urban Design

- Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.
- Address the height, density, bulk and scale, setbacks of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.
- Develop in discussion with the Government Architect NSW a design report that includes diagrams, illustrations and drawings to clarify the design intent of the proposal that clearly demonstrates how design quality will be achieved through this and future stage(s) in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP).
- Address design quality, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, and materials and Crime Prevention Through Environmental Design Principles.
- Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and adjacent heritage items including the provision of photomontages of the development from a range locations.
- Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.

3. Environmental Amenity

- Detail amenity impacts including acoustic 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.

4. Transport and Accessibility

- A Transport Impact Assessment must be prepared that assesses the transport impacts of the proposed stage one works within the context of the assessment undertaken for the Concept Development Application.
- Detail access arrangements for construction and measures to mitigate any associated pedestrian, cyclist or traffic impacts, including the preparation of a preliminary Construction Traffic and Pedestrian Management Plan (CTPMP) to demonstrate the proposed management of impact. The CTPMP should also consider cumulative impacts associated with other construction activities and assess road safety at any key intersections subject to heavy vehicle movements and high pedestrian activity.

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.

→ Relevant Policies and Guidelines:

- *Guide to Traffic Generating Developments (Roads and Maritime Services)*.

5. Noise and Vibration

Identify and provide a quantitative assessment of the main noise and vibration generating noise sources and activities during construction and operation. Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land.

→ Relevant Policies and Guidelines:

- *Noise Policy for Industry 2017 (EPA)*
- *Interim Construction Noise Guideline (DECC)*
- *Assessing Vibration: A Technical Guideline 2006*.

	<p>6. Ecological Sustainable Development</p> <ul style="list-style-type: none"> • 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. • Include a description of the measures that would be implemented to minimise consumption of resources, water (including water sensitive urban design) and energy. • Demonstrate that the development has been assessed against a suitably accredited rating scheme to meet industry best practice. <p>7. Contamination</p> <p>Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55.</p> <p>→ Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> • <i>Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP).</i> <p>8. Waste</p> <ul style="list-style-type: none"> • Identify, quantify and classify the likely waste streams to be generated during demolition, construction and operation and describe the measures to be implemented to manage, reuse, recycle and safely dispose of this waste. • Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site. <p>9. Construction Hours</p> <p>Identify proposed construction hours and provide details of the instances where it is expected that works will be required to be carried out outside the standard construction hours.</p>
<p>Plans and Documents</p>	<p>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.</p> <p>In addition, the EIS must include the following:</p> <ul style="list-style-type: none"> • Architectural drawings (dimensioned and including RLs); • Site Survey Plan, showing existing levels, location and height of existing and adjacent structures / buildings and boundaries; • Site Analysis Plan; • Perspective Drawings; • 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); • Acoustic Report; • Geotechnical and Structural Report; • Accessibility Report; • Arborist Report; • Salinity Investigation Report (if required); • Acid Sulphate Soils Management Plan (if required); • Waste Management Plan; • Fire Safety Measures Schedule; • Schedule of materials and finishes; and

	<ul style="list-style-type: none"> • A summary record of consultation with the school community.
Consultation	<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"> • Government Architect NSW; • Hornsby Shire Council; • Transport for NSW (TNSW); and • Roads and Maritime Services (RMS). <p>Consultation with TNSW and RMS should commence as soon as practicable to agree the scope of investigation.</p> <p>The EIS must describe the consultation process and the issues raised, and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p>
Further consultation after 2 years	<p>If you do not lodge a development application and EIS for the development within two years of the issue date of these SEARs, you must consult further with the Secretary in relation to the preparation of the EIS.</p>
References	<p>The assessment of the key issues listed above must consider relevant guidelines, policies, and plans as identified.</p>