

Environmental Impact Statement

The New Primary School at Warnervale



PREPARED FOR



AUGUST 2019

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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 Regulation 2000*.

Applicant Details	
Applicant:	New South Wales Department of Education
Address:	Level 8, 259 George Street, Sydney NSW 2000
Land to be developed:	Lot 71 DP 7091 75 Warnervale Road, Warnervale NSW 2259
Proposed development:	New Primary School at Warnervale

We, the undersigned, certify that the contents of the Environmental Impact Statement to the best of our knowledge, has been prepared as follows:

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

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1.0 Executive Summary

This Environmental Impact Statement (EIS) has been prepared by Creative Planning Solutions Pty Ltd on behalf of the NSW Department of Education (DoE) for the New Primary School at Warnervale located at 75 Warnervale Road, Warnervale NSW 2259.

Pursuant to clause 15(2) of Schedule 1 of State Environmental Planning Policy (State and Regional Development) 2011, the development will be categorised as State Significant Development as the capital investment value exceeds \$20 million and seeks the creation of a new school.

This EIS has been prepared in accordance with the Secretary's Environmental Assessment Requirements issued by the NSW Department of Planning and Environment, Part 4 of the *Environmental Planning and Assessment Act 1979*, and Schedule 2 of the *Environmental Planning and Assessment Regulations 2000*.

The New Primary School at Warnervale comprises the demolition of all existing structures on site and the construction of new school facilities to accommodate a total of 460 students. The development will comprise the following:

- Construction of multiple buildings to a maximum height of two storeys which will contain:
 - Teaching spaces;
 - Special program spaces;
 - Library;
 - Administrative spaces for teachers and staff;
 - Canteen;
 - Out of hours school care; and,
 - New school hall.
- Outdoor play spaces including a games court, covered outdoor learning area (COLA) and outdoor playing field;
- New landscaping works comprising hard paving, grassed areas, and planting;
- Removal of native vegetation as well as the majority of trees within the managed portion of the site, and the provision of appropriate replacement plantings as well as the retention of biodiversity vegetation towards the rear;
- A carpark with 21 spaces for staff, 16 short term spaces, a drop off/pick up zone accessible from Warnervale Road comprising of 8 regular spaces and 1 disabled space (short term), informal overflow parking area for 18 spaces, and 8 bicycle parking spaces;
- A separate car park along the eastern boundary comprising of 5 visitor spaces and 2 accessible spaces;
- Ancillary site infrastructure and facilities inclusive of an on-site detention stormwater tank;
- Building identification signage;
- New crossover and driveway along the western side boundary;
- Road works and road widening, including the provision of a new roundabout and drop off and pick of zone; and,

- New crossover and service delivery road along the eastern boundary, with access provided to the emergency service routes towards the rear.

Consultation with a number of external bodies including Central Coast Council, relevant utility providers, NSW Rural Fire Service, and registered Aboriginal parties among others was undertaken throughout the design process. Advice received from these bodies has been incorporated into the proposal.

The design has been formulated by Billard Leece Partnership (BLP) in collaboration with specialist consultants, and in conjunction with feedback received from two separate State Design Review Panel meetings conducted by the NSW Government Architect's Office.

The redevelopment of the school is aimed at addressing the future demand for student enrolments in the area, and the new school will incorporate future focused teaching spaces with excellent internal amenity. The proposal incorporates best practice in public building design, is of a high standard of aesthetic finish and afforded the flexibility to accommodate the community use of school facilities outside of ordinary school operating hours. Any environmental risks associated with the project are able to be mitigated, consistent with the recommendations of these specialist reports.

Accordingly, it is recommended that the Minister for Planning and Environment grants approval to the proposed State Significant Development application.

2.0 Introduction

2.1 Objectives and Overview of Proposed Development

The Department of Education (DoE) have sought to provide a New Primary School at Warnervale, located at Warnervale Road, Warnervale NSW 2259.

The proposed development comprises demolition of all existing structures and construction of new school facilities. The proposal seeks to provide for 460 students in total.

Pursuant to clause 15(2) of Schedule 1 of *State Environmental Planning Policy (State and Regional Development) 2011*, the development will be categorised as State Significant Development (SSD) as the capital investment value exceeds \$20 million. The estimated Capital Investment Value of the project is \$35,899,324.

The primary objectives of the development are outlined below.

- Address the future demand for student enrolments in the area and construct a new school with a capacity of 20 new future focused teaching spaces.
- Provide classrooms and learning spaces that will enable students to extend their learning capabilities.
- Achieve an aesthetically pleasing building form that will contribute to the architecture and urban landscape of Warnervale and creates a hub and identity for the local community, including spaces where they can meet and hold events.
- Replace and upgrade temporary and permanent inefficient facilities with a modern and sustainable alternative incorporating best practice in design.
- Enable the stimulation of regional labour markets and investment during the construction phase of the project and facilitate increase economic activities at adjacent commercial centres.

2.2 Background to the Development

The New Primary School at Warnervale is within the Wyong Primary Cluster, which is shown within the map below.

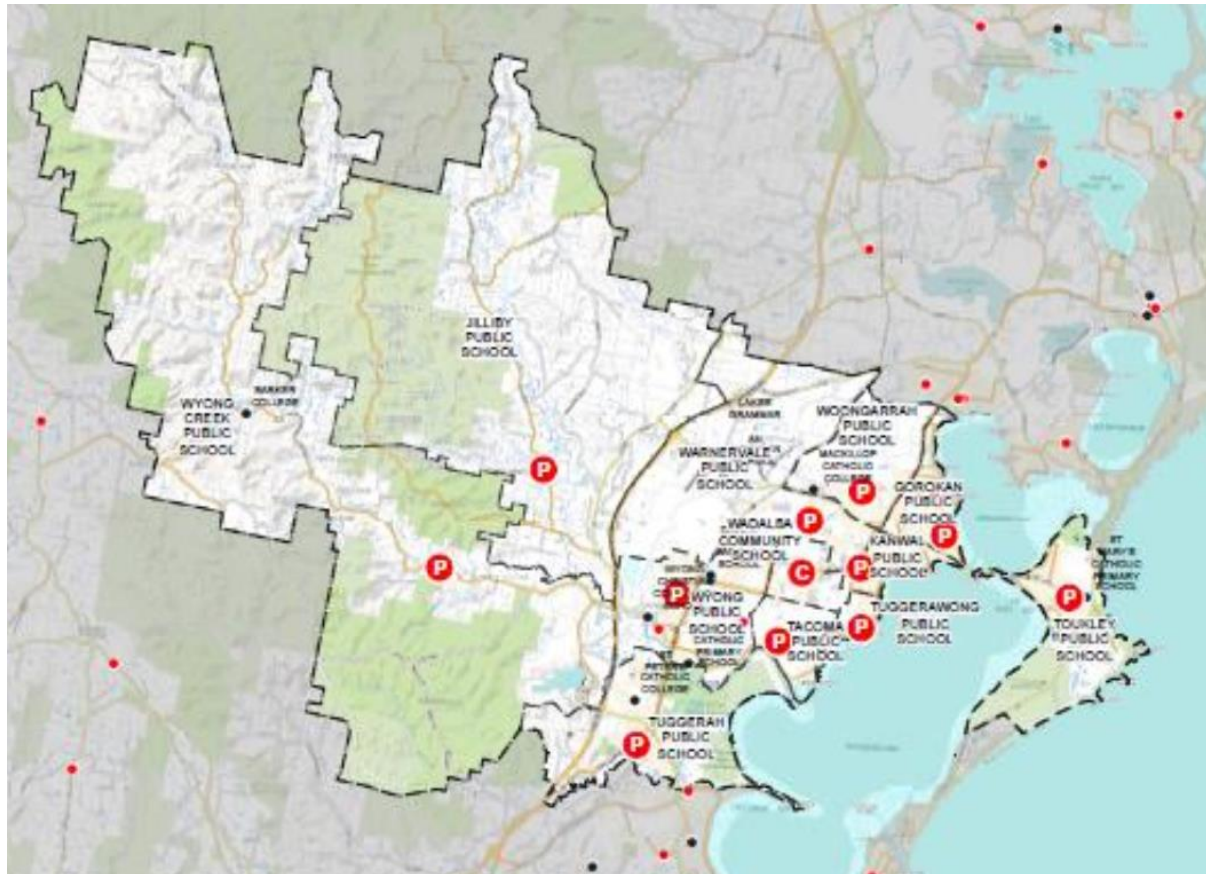


Figure 1 - Wyong Primary Cluster shown highlighted.

Source: DoE

The Wyong Primary school assets cluster is located in NSW Planning's Central Coast Region. The region is at the centre of the State's fastest growing corridor from the northern edge of Sydney to Newcastle. The projected population along this corridor is estimated to be 1.1 million by 2036.

The Central Coast Regional Plan 2036 covers the Central Coast Local Government Area (formerly Gosford and Wyong LGAs). The Wyong School Cluster is located between Gosford and Lake Macquarie, extending from the coast along Tuggerah Lake westwards to the hinterland.

Over the next 20 years, the population of the Central Coast is projected to increase by 70,000 to 409,450. To meet the Central Coast's projected housing demand over the next 20 years to 2036, the plan states that an average of 1,980 new homes will need to be constructed each year i.e. 39,600 new dwellings.

The Regional Plan states: "New greenfield development opportunities are focused on the Warnervale-Wadalba land release area and in locations identified in the North Wyong Shire Structure Plan".

The Wyong Primary Cluster falls within the Central Coast Local Government Area (LGA) and comprises:

- Gorokan Public School
- Jilliby Public School
- Kanwal Public School
- Tacoma Public School

- Toukley Public School
- Tuggerah Public School
- Tuggerawong Public School
- Wadalba CS (primary component)
- Warnervale Public School
- Woongarra Public School
- Wyong Creek Public School
- Wyong Public School

The projections are for an increase of approximately 865 Government primary school students to give a total of 5,455 students in 2031. The Needs Analysis is shown below:

Needs Analysis	
Key Drivers for the Project	<ul style="list-style-type: none"> • The growth in the Central Coast LGA and specifically the Wyong area within it, as identified in NSW Planning's Central Coast Regional Plan 2036, with the population projected to increase by 70,000 to 409,450 by 2031. • Increased capacity to 26 teaching spaces at Warnervale PS will meet enrolment demand to 2031. • Creating more flexible, future-focused learning spaces to accommodate new ways of teaching and learning.
Population and Enrolment Changes	<ul style="list-style-type: none"> • New greenfield development opportunities are focused on the Warnervale-Wadalba land release area and in locations identified in the North Wyong Shire Structure Plan. • There is projected enrolment growth of 1,180 additional primary students in the Wyong primary school cluster over the next 20 years. • Based on enrolment projections for the Government primary schools in this school community, a total of 5,770 students have to be accommodated by 2031 requiring an increase of 51 teaching spaces (classrooms).
Case for Change	<p>The asset planning objectives within the Wyong primary cluster are to:</p> <ul style="list-style-type: none"> • improve the accommodation capacity of the Warnervale Public School to alleviate pressure in the Warnervale/Woongarra area. • meet future projected enrolment growth to 2031 meet the educational planning principles • improve the performance of the school assets • achieve the best value for money to support the achievement of education outcomes.

Table 1 - Needs Analysis associated with proposed school development

2.3 Analysis of Alternatives

The DoE, through Schools Infrastructure NSW, investigated a number of options for meeting the future demand for school places in the locality.

The alternatives that were contemplated prior to the initiation of the development include the “do nothing” approach, the proposed development, and an alternative development at the subject site. Each of these options are discussed below.

Option 1 - Do Nothing Option

The Base Case option has no provision to support projected growth or meet the identified core requirements for the cluster.

Qualitative advantages and disadvantages for Option 1	
Advantages	Disadvantages
<ul style="list-style-type: none"> Extend or continue current commercial leasing arrangement. 	<ul style="list-style-type: none"> Does not support projected growth for the cluster Does not provide permanent teaching space to meet current demand Does not provide permanent teaching space to meet demand to 2031 Does not address the five general principles for educational facilities Reduced community perception of the SINSW investment Does not benefit socially, environmentally or economically Poor community perception of SINSW Increase the pressure on existing school and community facilities in the local area.

Table 2 - Qualitative advantages and disadvantages for Option 1

Option 2 - New Primary School at Warnervale (two-storey option)

New Primary School at Warnervale, including provision of:

- 20 new permanent teaching spaces;
- Core 21 facilities and amenities (up to 460 students) including a library, staff room, staff and support administration, and toilets;
- School hall;
- Core 21 Out of School Hours Care facility;
- Removal of existing buildings; and,
- Release of demountable accommodation.

Qualitative advantages and disadvantages for Option 2

Advantages	Disadvantages
<ul style="list-style-type: none"> Provides new education infrastructure that is consistent with and designed for modern pedagogy Provides new permanent teaching space to meet demand to 2031 Complies with EFSG requirements for open play space Enables potential future expansion and upgrade to accommodate up to 1,000 students Provides a new library to meet demand to 2031 Air-conditioned teaching spaces Opportunity to centralise staff facilities and support administration facilities Provides a new hall with capacity to meet current demand and projected growth Provides an opportunity to enhance local community engagement and shared use arrangements. 	<ul style="list-style-type: none"> The proposed site triggers planning requirements for biodiversity land clearing.

Table 3 - Qualitative advantages and disadvantages for Option 2
Option 3 — New Primary School at Warnervale (three-storey option)

New Primary School at Warnervale, including provision of:

- 20 new permanent teaching spaces;
- Core 21 facilities and amenities (up to 460 students) including a library, staff room, staff and support administration, and toilets;
- School hall;
- Core 21 Out of School Hours Care facility;
- Removal of existing buildings; and,
- Release of demountable accommodation.

Qualitative advantages and disadvantages for Option 3

Advantages	Disadvantages
<ul style="list-style-type: none"> Provides new education infrastructure that is consistent with and designed for modern pedagogy Provides new permanent teaching space to meet demand to 2031 Complies with EFSG requirements for open play space Provides a new library to meet demand to 2031 	<ul style="list-style-type: none"> Higher construction cost for this option due to the three-storey design and additional circulation and access requirements Associated longer construction program Does not enable future flexibility to meet additional enrolment needs To proposed site triggers planning requirements for biodiversity land clearing. This option will require more land clearing than Option 1.

- Air-conditioned teaching spaces
- Opportunity to centralise staff facilities and support administration facilities
- Provides a new hall with capacity to meet current demand and projected growth

Table 4 - Qualitative advantages and disadvantages for Option 3

Selected Option

The disadvantages associated with Option 2, which is the subject of this EIS, are primarily limited to planning requirements triggered for biodiversity land clearing which is also an element of Option 3. Given this option is otherwise preferable, this option has been pursued by the DoE.

2.4 Secretary's Requirements

A written application was made to obtain the Secretary's Environmental Assessment Requirements (SEARs). The SEARs are used to inform this EIS. The SEARs were issued on 26 July 2018 and they are provided within **Appendix A**. Details of how the SEARs have been addressed within the EIS and its appendices, are detailed within the table below.

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
General Requirements		
<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 Regulation) 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. 	4.14	Appendix B
1. Statutory and Strategic Context		
Address the statutory provisions contained in all relevant environmental planning instruments, including:		
<ul style="list-style-type: none"> • <i>Biodiversity Conservation Act 2016;</i> 	8.2	Appendix W
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy (State & Regional Development) 2011;</i> 	6.4.1	-
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;</i> 	6.4.2	-
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy (Infrastructure 2007);</i> 	6.4.3	
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017;</i> 	6.4.4	Appendix Y
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy No. 44 – Koala Habitat Protection;</i> 	6.4.5	Appendix W
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy No.55 – Remediation of Land;</i> 	6.4.6	Appendix F, Appendix H, Appendix I
<ul style="list-style-type: none"> • <i>State Environmental Planning Policy No. 64 – Advertising and Signage;</i> 	6.4.7	-

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
<ul style="list-style-type: none"> Draft State Environmental Planning Policy (Remediation of Land); 	6.5.1	Appendix F, Appendix H, Appendix I
<ul style="list-style-type: none"> Draft State Environmental Planning Policy (Environment); 	6.5.2	
<ul style="list-style-type: none"> Draft Amendment to State Environmental Planning Policy No. 44 – Koala Habitat Protection; and 	6.5.3	
<ul style="list-style-type: none"> Wyong Local Environmental Plan 2013. 	6.4.9	
<p><i>Permissibility</i></p> <p>Detail the nature and extent of any prohibitions that apply to the development.</p>	6.4.9	
<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>	6.4.9	
2. Policies		
Address the relevant planning provisions, goals and strategic planning objectives in the following:		
<ul style="list-style-type: none"> NSW State Priorities; 	6.6.1	
<ul style="list-style-type: none"> Central Coast Regional Plan 2036; 	6.6.2	
<ul style="list-style-type: none"> North Wyong Shire Structure Plan 2012; 	6.6.3	
<ul style="list-style-type: none"> NSW Future Transport Strategy 2056; 	6.6.4	
<ul style="list-style-type: none"> State Infrastructure Strategy 2018 – 2038 Building the Momentum; 	6.6.5	
<ul style="list-style-type: none"> Better Placed an integrated design policy for the built environment of New South Wales (GANSW 2017); 	6.6.6	
<ul style="list-style-type: none"> Crime Prevention Through Environmental Design (CPTED) Principles; 	7.10	
<ul style="list-style-type: none"> Healthy Urban Development Checklist (NSW Health); and 	6.6.7	
<ul style="list-style-type: none"> Wyong Shire Development Control Plan 2012. 	6.6.8	
3. Operation		
<ul style="list-style-type: none"> Provide details of the existing and proposed school operations, including staff and student numbers, school hours of operation, and operational details of any proposed before/after school care services, out of school hours use and/or community use of school facilities. 	4.15, 4.16	
<ul style="list-style-type: none"> Provide a detailed justification of suitability of the site to accommodate the proposal. 	2.3, 9.0	
<ul style="list-style-type: none"> Provide details of how the school will continue to operate during construction activities of the new primary school, including proposed mitigation measures. 	4.8	
4. Built Form and Urban Design		
<ul style="list-style-type: none"> Address the height, density, bulk and scale, setbacks of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces. 	4.0 & 7.1	Appendix N
<ul style="list-style-type: none"> Address design quality, with specific consideration of the overall site layout, streetscape, open spaces, facade, rooftop, massing, setbacks, building articulation, materials, colours and CPTED Principles. 	4.0 & 7.1	Appendix N

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
<ul style="list-style-type: none"> Provide details of any digital signage boards, including size, location and finishes. 	N/A	N/A
<ul style="list-style-type: none"> Provide a design report that establishes design guidelines and development parameters, and includes diagrams, illustrations and drawings to clarify the design intent of the proposal and which clearly demonstrates how design quality will be achieved in accordance with Schedule 4 Schools - Design Quality Principles of <i>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017</i>. 	4.0 & 7.1	Appendix N
<ul style="list-style-type: none"> Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development. 	4.10	Appendix C,
<ul style="list-style-type: none"> Provide detailed site and context analysis to justify the proposed site planning and design approach. 	3.0	Appendix C, Appendix N
<ul style="list-style-type: none"> Provide a detailed site-wide landscape strategy. 	4.4 & 7.6	Appendix GG
<ul style="list-style-type: none"> Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment. 	7.1 & 7.14	Appendix N
5. Environmental Amenity		
<ul style="list-style-type: none"> Assess amenity impacts on the surrounding locality, including solar access, visual privacy, overshadowing and acoustic impacts. 	7.7	Appendix N
<ul style="list-style-type: none"> Provide a view analysis to the site from key vantage points and streetscape locations (photomontages or perspectives should be provided showing the building envelope and likely future development). 	7.7	Appendix N
<ul style="list-style-type: none"> Detail lighting strategy and measures to reduce spill into the surrounding sensitive receivers. 	7.17	Appendix L
<ul style="list-style-type: none"> 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. 	4.16 & 7.15	Appendix L, Appendix EE
<ul style="list-style-type: none"> Detailed outline of the nature and extent of the intensification of use associated with the increased floor space, particularly in relation to the proposed increase in staff and student numbers. 	4.7	Appendix N
<ul style="list-style-type: none"> 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. 	4.15 & 7.7	Appendix C, Appendix N
6. Staging		
<ul style="list-style-type: none"> Provide details regarding the staging of the proposed development (if any). 	4.8	

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
7. Transport and Accessibility		
<p>Include 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, existing and future public transport networks and pedestrian and cycle movement provided on the road network located adjacent to the proposed 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 existing public transport or any future public transport infrastructure within the vicinity of the site, pedestrian and bicycle networks and associated infrastructure to meet the likely future demand of the proposed development; • measures to integrate the development with the existing/future public transport network; • the impact of trips generated by the development on nearby intersections (including level crossings), with consideration of the cumulative impacts from other approved developments in the vicinity, and the need/associated funding for, and details of, upgrades or road/infrastructure improvement works, if required (Traffic modelling is to be undertaken using SIDRA network modelling for current and future years); • the identification of infrastructure required to ameliorate any impacts on traffic efficiency and road safety impacts associated with the proposed development, including details on improvements required to affected intersections, additional school bus routes along bus capable roads (minimum 3.5 m wide travel lanes), additional bus stops or bus bays; • details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel plan (Green Travel Plan and specific Workplace travel plan) and the provision of facilities to increase the non-car mode share for travel to and from the site; • a review of road geometry between the site and the regional road network or existing bus transit network for bus access with consideration of the existing and future on-street parking environment; • the proposed walking and cycling 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; • 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 for teaching staff and visitors and corresponding compliance with existing parking codes and justification for the level of car parking provided on-site; • an assessment of the cumulative on-street parking impacts of cars and bus pick-up/drop-off, staff parking and any other parking demands associated with the development; 	7.3	Appendix E

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
<ul style="list-style-type: none"> an assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures and personal safety in line with CPTED; emergency vehicle access, service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times); the preparation of a preliminary Construction Traffic and Pedestrian Management Plan to demonstrate the proposed management of the impact in relation to construction traffic addressing the following: <ul style="list-style-type: none"> assessment of cumulative impacts associated with other construction activities (if any); assessment of road safety at key intersections (including level crossings) 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 on-site car parking and access arrangements of construction vehicles, construction workers to and from the site, emergency vehicles and service vehicle; and details of temporary cycling and pedestrian access during construction. 	7.3	Appendix E & Appendix AA
<p>Relevant Policies and Guidelines</p> <ul style="list-style-type: none"> Guide to Traffic Generating Developments (Roads and Maritime Services) 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) 		
8. Noise and Vibration		
<ul style="list-style-type: none"> Identify and provide a quantitative assessment of the main noise and vibration generating sources during demolition, site preparation, bulk excavation, construction. Outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land. Identify and assess operational noise, including consideration of any public-address system, school bell, mechanical services (e.g. air conditioning plant), use of any school hall for concerts etc. (both during and outside school hours) and any out of hours community use of school facilities, and outline measures to minimise and mitigate the potential noise impacts on surrounding occupiers of land. <p>Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> NSW Noise Policy for Industry 2017 (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) 	7.15	Appendix EE

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
9. Ecologically Sustainable Development (ESD)		
<ul style="list-style-type: none"> Detail how ESD principles (as defined in clause 7(4) of Schedule 2 of the Regulation) will be incorporated in the design and ongoing operation phases of the development. Include a framework for how the future development will be designed to consider and reflect national best practice sustainable building principles to improve environmental performance and reduce ecological impact. This should be based on a materiality assessment and include waste reduction design measures, future proofing, use of sustainable and low carbon materials, energy and water efficient design (including water sensitive urban design) and technology and use of renewable energy. Include preliminary consideration of building performance and mitigation of climate change, including consideration of Green Star Performance. Provide a statement regarding how the design of the future development is responsive to the CSIRO projected impacts of climate change. Specifically: <ul style="list-style-type: none"> hotter days and more frequent heatwave events; extended drought periods; more extreme rainfall events; gustier wind conditions; and how these will inform material selection and social equity aspects (respite/shelter areas). 	7.12	Appendix O
10. Social Impacts		
<ul style="list-style-type: none"> Include an assessment of the social consequences of the schools' relative location. 	7.13	
11. Aboriginal Heritage		
<ul style="list-style-type: none"> Address Aboriginal Cultural Heritage (ACH) in accordance with the Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (DECCW, 2011) and Aboriginal cultural heritage consultation requirements for proponents 2010 (DECCW). The EIS must demonstrate attempts to avoid any impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the EIS must outline measures proposed to mitigate impacts. Any objects recorded as part of the assessment must be documented and notified to OEH. 	7.14	Appendix M & Appendix DD
12. Contamination		
<ul style="list-style-type: none"> Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. 	6.4.6 & 7.9	Appendix F, Appendix H, Appendix I
<ul style="list-style-type: none"> Undertake a hazardous materials survey of all existing structures and infrastructure prior to any demolition or site preparation works. 		Appendix F
<p>Relevant Policies and Guidelines:</p> <ul style="list-style-type: none"> Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP) 		Appendix F, Appendix H, Appendix I

Secretary’s Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
13. Utilities		
<ul style="list-style-type: none">Prepare an Infrastructure Management Plan in consultation with relevant agencies, detailing information on the existing capacity and any augmentation and easement requirements of the development for the provision of utilities including staging of infrastructure.	7.2	Appendix J, Appendix K
<ul style="list-style-type: none">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.		Appendix J, Appendix BB
14. Contributions		
Address Council’s Section 94/94A Contribution Plan and/or details of any Voluntary Planning Agreement, which may be required to be amended because of the proposed development.	7.18	
15. Drainage		
<ul style="list-style-type: none">Detail measures to minimise operational water quality impacts on surface waters and groundwater.	7.8	Appendix Q, Appendix BB
<ul style="list-style-type: none">Stormwater plans detailing the proposed methods of drainage without impacting on the downstream properties.		Appendix Q
Relevant Polices and Guidelines: <ul style="list-style-type: none">Guidelines for development adjoining land and water managed by DECCW (OEH, 2013).		Appendix Q, Appendix BB
16. Flooding		
Identify 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. If there is a material flood risk, include design solutions for mitigation.	5.2 & 7.8	Appendix FF
17. Biodiversity		
Identify and address the requirements of the <i>Biodiversity Conservation Act 2016</i> relevant to the State significant development application. <ul style="list-style-type: none">Where a Biodiversity Development Assessment Report is not required, engage a suitably qualified person to assess and document the flora and fauna impacts related to the proposal.If the site is within an area to which a Biodiversity Certification Order has been issued, evidence of this Order is to be provided.Where the land is subject to a Biodiversity Certification Order, evidence of this Order and the terms is to be provided. <p><i>Note: The Biodiversity Conservation Act 2016 requires that State Significant Development Applications be accompanied by a Biodiversity Development Assessment Report unless otherwise prescribed.</i></p>	7.4 & 8.2	Appendix W
18. Sediment, Erosion and Dust Control		
Detail measures and procedures to minimise and manage the generation and off-site transmission of sediment, dust and fine particles. Relevant Policies and Guidelines: <ul style="list-style-type: none">Managing Urban Stormwater – Soils & Construction Volume 1 2004 (Landcom)Approved Methods for the Modelling and Assessment of Air Pollutants in NSW (EPA)	7.11	Appendix S

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
<ul style="list-style-type: none"> Guidelines for development adjoining land and water managed by DECCW (OEH 2013) 		
19. Waste		
<ul style="list-style-type: none"> 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. 	7.16	Appendix CC
20. Construction Hours		
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.	4.9	Appendix X
Plans and Documents		
The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the Regulation. Provide these as part of the EIS rather than as separate documents.		
In addition, the EIS must include the following: <ul style="list-style-type: none"> Architectural drawings including but not limited to the following requirements: <ul style="list-style-type: none"> dimensioned including RLs; plans, sections and elevation of the proposal at no less than 1:200 showing furniture layouts and program; site and context plans that demonstrate active transport linkages with existing, proposed and potential footpaths and bicycle paths and public transport links; and detailed annotated wall sections at 1:20 scale that demonstrate typical cladding, window and floor details, including materials and general construction quality. 		Appendix C
<ul style="list-style-type: none"> Artist impressions/architectural renders of the proposal; 		Appendix C
<ul style="list-style-type: none"> View Analysis/Photomontages, including those from public vantage points; 	7.7	Appendix C
<ul style="list-style-type: none"> Schedule of materials and finishes including a physical material sample board (no larger than A3) with correct proportional representation of materials; 		Appendix C
<ul style="list-style-type: none"> Site Survey Plan, showing existing levels, location and height of existing and adjacent structures/buildings and boundaries; 		Appendix D, Appendix P
<ul style="list-style-type: none"> Site Plans and operations statement demonstrating the afterhours and community use strategy; 		Appendix C
<ul style="list-style-type: none"> Site plan demonstrating Masterplan principles for future development and expansion; 		Appendix C
<ul style="list-style-type: none"> Site Analysis Plan; 		Appendix C
<ul style="list-style-type: none"> Shadow Diagrams; 	7.7	Appendix C
<ul style="list-style-type: none"> An integrated Landscape Plan/Strategy (including identification of any trees to be removed and trees to be retained or transplanted); 	4.4	Appendix GG
<ul style="list-style-type: none"> Stormwater Concept Plan and Stormwater Management Plan; 	7.8	Appendix Q, Appendix BB
<ul style="list-style-type: none"> Sediment and Erosion Control Plan; 	7.11	Appendix S
<ul style="list-style-type: none"> Acid Sulphate Soils Management Plan (if required); 	6.4.9 & 7.9	Appendix Z

Secretary's Environmental Assessment Requirements (SEARs)	Reference in Report	Reference in Appendices
<ul style="list-style-type: none"> Geotechnical and Structural Report; 	7.9	Appendix I
<ul style="list-style-type: none"> Accessibility Report; 	7.13	Appendix T
<ul style="list-style-type: none"> Arborist Report; 	6.4.4 & 7.6	Appendix Y
<ul style="list-style-type: none"> Acoustic Report; 	7.15	Appendix EE
<ul style="list-style-type: none"> Waste Management Plan; 	7.16	Appendix CC
<ul style="list-style-type: none"> Fire Safety Measures Schedule; 		Appendix U
<ul style="list-style-type: none"> Preliminary Construction Management Plan, inclusive of a Preliminary Construction Traffic and Pedestrian Management Plan detailing vehicle routes, number of trucks, hours of operation, access arrangements and traffic control measures; 	7.11	Appendix X
<ul style="list-style-type: none"> Green Travel Plan; and 	7.3	Appendix HH
<ul style="list-style-type: none"> Draft Construction Environmental Management Plans and relevant sub plans. 	7.11	Appendix X, Appendix AA
Consultation		
During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, special interest groups including local Aboriginal land councils and registered Aboriginal stakeholders, and affected landowners. In particular, you must consult with:	Section 5	Appendix V, Appendix DD, Appendix FF
<ul style="list-style-type: none"> Central Coast Council; 	5.2	
<ul style="list-style-type: none"> Government Architect NSW (GA NSW) (through the NSW State Design Review Panel process); 	5.3	
<ul style="list-style-type: none"> Transport for NSW (TfNSW); and 	5.4	
<ul style="list-style-type: none"> Roads and Maritime Services (RMS). 	5.5	

Table 5 - Secretary's Environmental Assessment Requirements

3.0 Site Analysis

3.1 Site Location

The New Primary School at Warnervale is located on Warnervale Road, with a street address known as 75 Warnervale Road, Warnervale, within the Central Coast Local Government Area (LGA).

The site is located approximately 4.6km to the north of Wyong and is approximately 3.5km to the east of the Pacific Motorway. The proposed Warnervale Town Centre is located 1km to the north of the subject site whilst Warnervale Railway Station is located 600m to the west of the site.

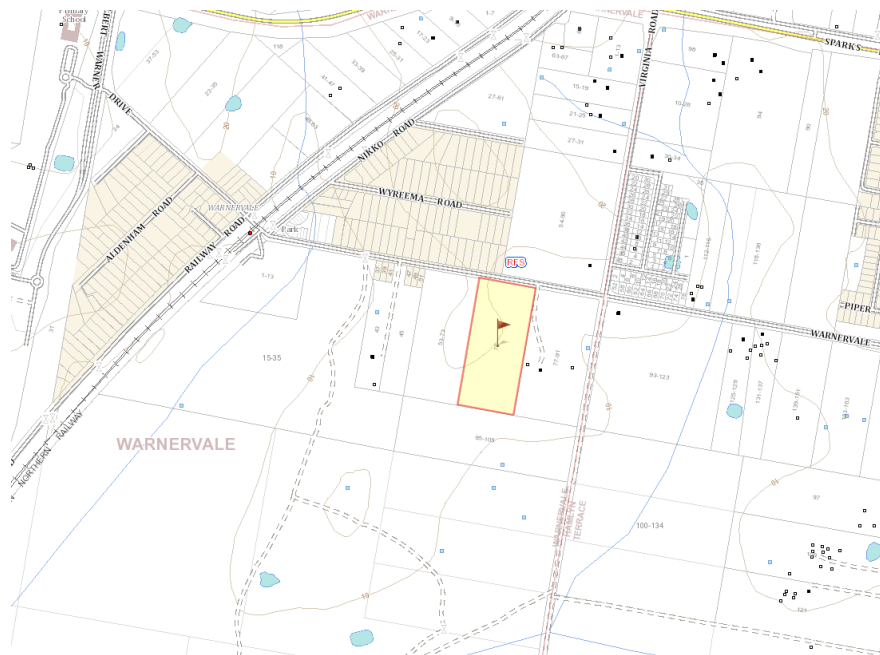


Figure 2 - Cadastral image indicating approximate location of subject allotment.
Source: maps.six.nsw.gov.au/



Figure 3 - Aerial photograph image of subject site.
Source: maps.six.nsw.gov.au

3.2 Land Ownership and Current Use

The site is owned by the NSW Department of Education (DoE). It is currently leased by the Toukley Air Squadron, a community organisation which provides after school aviation education to boys. The property is also partly occupied by Options Disability Support, an organisation that provides support for adults with a disability.

3.3 Site Description

The school is located amongst the planned growth suburbs of Warnervale and Wadalba, within the former Wyong Shire Council Local Government Area (LGA), which now forms part of the recently created Central Coast LGA. It is situated on a rectangular 4.56ha allotment, which is legally described as Lot 71 DP 7091. The school is surrounded by a large area of bushland and a small number of residential properties and less than 1km from a well-established suburban area to the north-east of the site. Warnervale Oval, which contains playing fields and a 400m running track is also situated on the opposite side of Warnervale Road, to the north-east of the site.

The former Warnervale Public School was opened on this site in 1958 and was in continuous use through to 2008 when the school moved to its current school on the corner of Warnervale and Minnesota Road.

The school is provided with a primary street frontage to Warnervale Road of 140.82m, side boundaries of 321.87m to 53-73 Warnervale Road and 77-91 Warnervale Road respectively, and a rear boundary of 140.82m to 95-105 Virginia Road.

Vehicular access is currently provided to the site from Warnervale Road in the form of two crossovers and driveways. The westernmost crossover and driveway are located adjacent to the western side boundary, and travels parallel to the boundary for approximately 72m where it passes two buildings and finally leads to a fenced storage area. The other crossover and driveway are located approximately within the centre of the northern road frontage and provides direct access to the existing car park

located within the front setback of the site. Pedestrian access to the site is provided via the Warnervale Road frontage, where it is located between the two crossovers and leads directly to the existing car park.

The site currently comprises five single storey buildings which are all located within the north-western corner of the site. This area of approximately 5,200m² is partitioned from the remainder of the site by way of a chain wire mesh fence. Two buildings face Warnervale Road where they are located approximately 15m from the front boundary and adjacent to the car park; one of these buildings is a demountable. A pathway is provided between these buildings towards the rear of the site, leading to a grassed area and undercover concrete area that is surrounded by the remaining three buildings. A number of pathways are located across the site that provide sealed access to all buildings on site.

The other portion of the site remains relatively undeveloped with the exception of an unused concrete sports court, located approximately 8m to the east of the demountable building, whilst a concrete pad and fenced off utility service area located further from the existing improvements, adjacent to the area of dense vegetation. A fenced sewer pump out station area is provided along the eastern half of the front boundary.

There are 39 trees scattered throughout the partitioned section of the site whilst another 68 trees are located within the partially cleared portion towards to the front of the site, and along the verge of Warnervale Road. The remainder of the site is primarily densely vegetated woodland with the exception of the cleared portion approximately 25m in width that extends along the western boundary of the site.



Figure 4 - Perspective of the existing school car park and weatherboard building from Warnervale Road.

Source: CPS, May 2019



Figure 5 - Perspective of the existing school car park and demountable building from Warnervale Road.
Source: CPS, May 2019



Figure 6 - Perspective of the westernmost driveway that is parallel to the side boundary as indicated by the fence.
Source: CPS, May 2019



Figure 7 - Westerly perspective of the existing school from the north-east portion of the site.
Source: CPS, May 2019



Figure 8 - Northerly perspective from the southern extent of the fenced portion of the site.
Source: CPS, May 2019

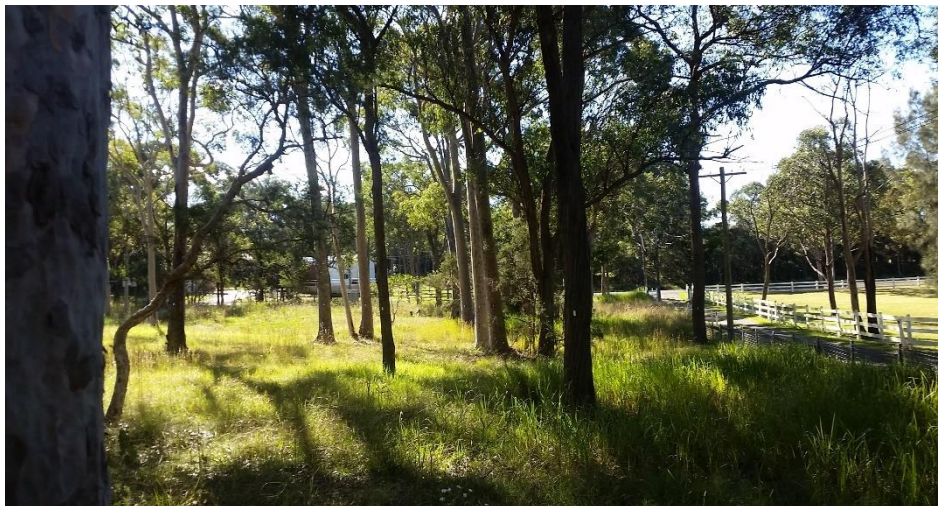


Figure 9 - Perspective towards Warnervale Road from the north-east portion of the site.
Source: CPS, May 2019



Figure 10 - Northerly perspective of the disused basketball courts towards Warnervale Road
Source: CPS, May 2019



Figure 11 - South-easterly perspective towards 77-91 Warnervale Road with the fenced utility area in the foreground.
Source: CPS, May 2019



Figure 12 - View of the densely vegetated woodland towards the rear of the site
Source: CPS, May 2019

3.4 Surrounding Development

The site is located within a peri-urban area comprising of older one to two storey dwelling houses on allotments of approximately 1,400m², more recent one to two storey dwelling houses on allotments of approximately 400m², dense woodland, and areas under environmental management.

To the west of the site is 53-73 Warnervale Road which currently comprises woodland. It is noted that Development Application 644/2017 is currently under assessment with Central Coast Council and is seeking approval for a 58 lot residential subdivision, including new roads. The eastern side boundary is shared with 77-91 Warnervale Road which is a relatively well vegetated allotment of approximately 51.45ha that comprises a dwelling house and five detached buildings such as sheds, etc. The rear boundary of the site is shared with 95-105 Virginia Road which contains dense vegetation.

Located on the opposite side of Warnervale Road is Warnervale Oval, Warnervale Rural Fire Brigade, and a number of one to two storey dwelling houses at 48, 50, and 52 Warnervale Road that are setback approximately 20m from the front their front boundaries.

Images of surrounding development are provided within the figures below.



Figure 13 - Surrounding residential development located along the northern side of Warnervale Road
Source: CPS, May 2019



Figure 14 - Adjoining property at 77-91 Warnervale Road
Source: CPS, May 2019



Figure 15 - Warnervale Oval
Source: CPS, May 2019



Figure 16 - Westerly perspective down Warnervale Road

Source: CPS, May 2019

The suburb of Warnervale is a peri-urban region where large portions are experiencing a transition to more intensive forms of urban development, primarily in the form of low density residential development, and other development to support the new residents. It is bound by the Pacific Motorway to the west, Sparks Road to the north, Virginia Road to the east, whilst no clearly definable feature delineates the southern border.

The major regional centre of Wyong is located approximately 5km from the subject site, or 8.1km by road. Wyong contains civic buildings including a Central Coast Council administration building and library, Wyong Court House, as well as Wyong Railway Station, and a commercial strip concentrated on the Pacific Highway, which continues to the south to provide access to Sydney via Gosford. As indicated above Warnervale Railway Station is the train station nearest to the subject site, approximately 600m to the west of the site. Wyong stations sit on Newcastle and Central Coast train line, which provides access to Greater Sydney, Newcastle, and other regions within the Central Coast and Lake Macquarie.

The north-eastern portion of Warnervale is primarily comprised of low density residential development surrounding the original township interspersed by a school, oval, and the railway line which separates roughly equal portions of the existing township. The southern portion of the suburb is comprised of primarily densely vegetated conservation lands, whilst the north-western portion of the suburb contains Warnervale Airport and an industrial area surrounded by densely vegetated conservation lands.

Local shopping and entertainment opportunities in the area are focussed within Wyong, and shopping centres located in Lake Haven and Tuggerah.

In addition to being located near the railway line, the site is also well serviced by local buses, with a public bus stop, being within 10m (west) of the school site, providing services to Warnervale Railway Station, Tuggerah Railway Station, Wyong Railway Station and Lake Haven Shopping Centre. The site is situated a short distance from the proposed university and education business park precinct, located to the west of Warnervale Station and forming a key component of the economic development strategy for the district. The nearby public bus stop is serviced by routes 10, 11, 12, 13, and 78 which connect Warnervale to Wyong, Tuggerah, and Lake Haven.

4.0 Description of Development

4.1 Demolition and Tree Removal

The proposal seeks the demolition of all existing former school buildings on site, as well as the removal of trees located within the area to be affected by the new school.

Of the 107 trees that are currently located within the managed area of the site, 12 are to be retained, with the remainder to be removed, as identified in the Architectural Plans (**Appendix C**). Four (4) of these trees to be removed are located within the Council verge, and these are sought for removal to make way for an upgraded vehicular crossing on Warnervale Road. Proposed removals have been selected due to either their respective state of decline or their position which is incompatible the design of the development. Refer to the Arborist Report within **Appendix Y**.

4.2 Proposed New Buildings and Structures

The proposed development features four distinct buildings. Two buildings are located towards the front of the site where they address Warnervale Road, being the administration building and the hall building. The administration building and hall are both single storey in height, with the remaining buildings being of a two-storeys. The teaching spaces building, located along the eastern boundary at the lower end of the site, follows the site contours whilst fronting the central courtyard. The library is placed in the middle of the site and connects with the teaching building with dual focus on the central courtyard and the biodiversity land located further to the rear.

The main entry to the school is provided from the centre of the frontage to Warnervale Road, being the northern frontage. The main entry is to be highlighted by a feature roof canopy. Refer to the image below.



Figure 17 - Rendered image showing the main school entry from Warnervale Road

Source: BLP

The administration building will accommodate administration functions within the school. The building features a reception area oriented towards the school pedestrian entry, which sits directly forward of the office space and interview rooms. Offices, utilities, staff room, and a sick bay are located within the remainder of the building whilst a staff courtyard is located along the easternmost façade of the building.

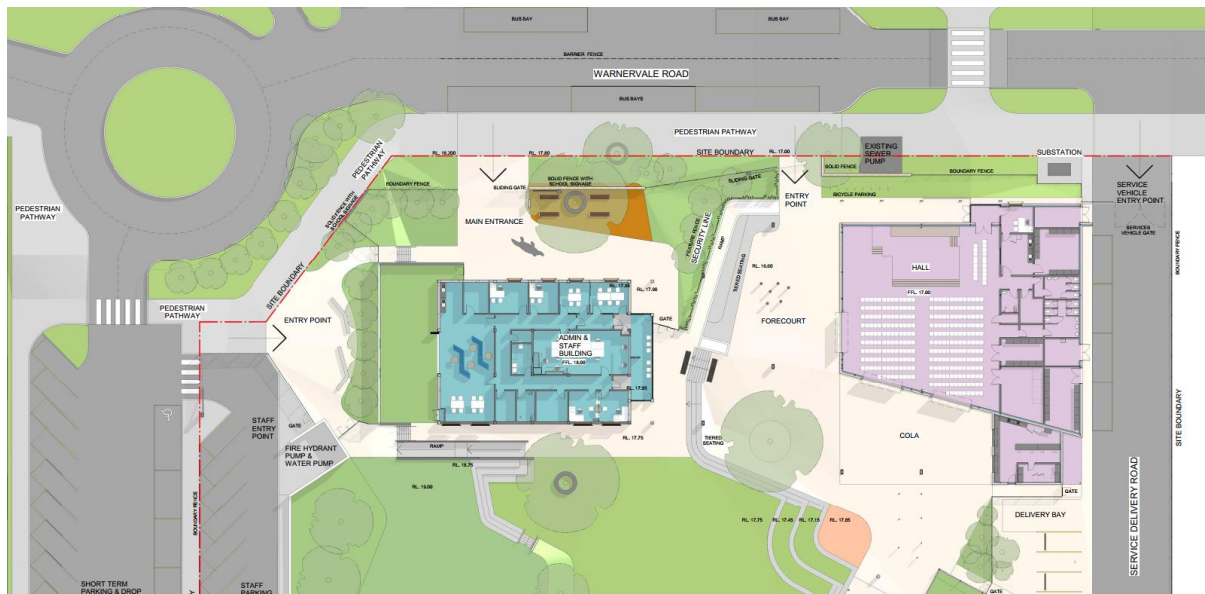


Figure 18 - Floor plan extract showing the single storey buildings located adjacent to the Warnervale Road frontage.

Source: BLP

Directly to the east of the administration building is the hall building which will accommodate the hall, OSHC facilities, storage space, and the canteen. The canteen counter faces towards a roofed covered outdoor learning area (COLA), which enables students sheltered access to the canteen facilities. The hall is provided with generous ceiling heights and is provided sufficient windows to allow for natural light to permeate through the building.

The COLA is also accessible from the main entry from Warnervale Road, which enables efficient access to the hall for school functions. The hall, COLA and administration building sit underneath a continuous multi-form roof.

The two-storey teaching spaces building has been designed to incorporate future-focused learning strategies to provide a learning-centred approach to education. The building is divided into three clearly separated components that are interspersed by two walkways on both the ground and first floor. On the lower ground level, the two southernmost components, are provided with near-identical layouts, with each comprising of four teaching spaces, a principal activity area (PAA), and two meeting rooms that are accessed from a central circulation space. An outdoor learning area (OLA) abuts the western façade of both of these components. The northernmost lower ground level component contains two special education teaching spaces, two PAAs, two meeting rooms, and a shower/WC/change room. Two breakout spaces are provided on each along the northern and eastern facades.

On the ground level, the northernmost components will comprise three teaching spaces, a PAA, and two meeting rooms which are accessed directly via the central circulation spaces. Each of these components have access to multiple individual OLAs and an OLA shared between these two components. The southernmost portion will comprise four teaching spaces, a PAA, and two meeting rooms that are accessed by the central circulation space. Two OLAs are located along the eastern and western facades of these components.

The library building is comprised of two storeys, with the lower ground floor containing two distinct enclosed components separated by an open central walkway with tables and chairs. The eastern enclosed component contains WCs whilst the other component to the west comprises a lobby, two special program rooms, and a storeroom for sports equipment. The lobby is provided with a stairwell

and lift that gives access to the library on the ground floor which extends over the two lower ground floor components and the open walkway below. A shared office / workroom, resource store room, as well as an additional WC area, are also located on this level.

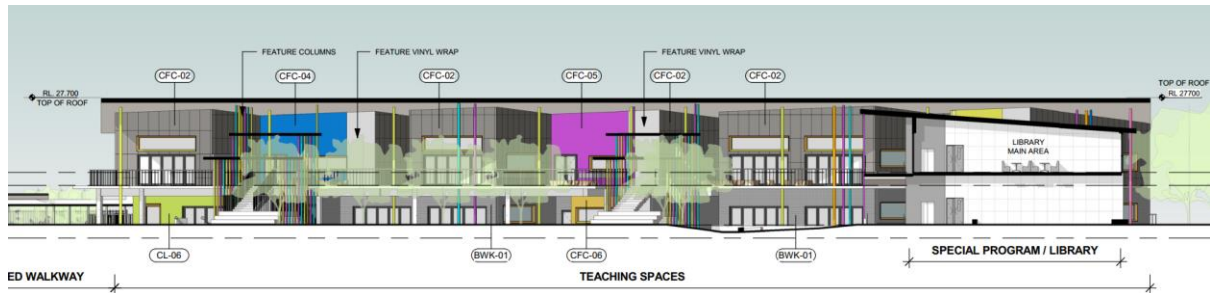


Figure 19 - Elevation of the teaching spaces building and section drawing of the library.

Source: BLP

A BCA Design Assessment Report (**Appendix U**), has been prepared by Design Confidence, to identify the extent to which the design complies with the relevant prescriptive provisions of the *Building Code of Australia*.

4.3 Play Areas

Three main play areas are proposed across the site, being the upper play space and the lower play space within the centre of the school which are separated by a landscape embankment, and the rear play space that is located behind the library.



Figure 20 - Perspective showing the entire school viewed from the south, with the upper (left) and lower (right) play areas surrounded by the proposed buildings and car park.

Source: BLP



Figure 21 - Perspective of the lower play area looking towards the COLA.

Source: BLP

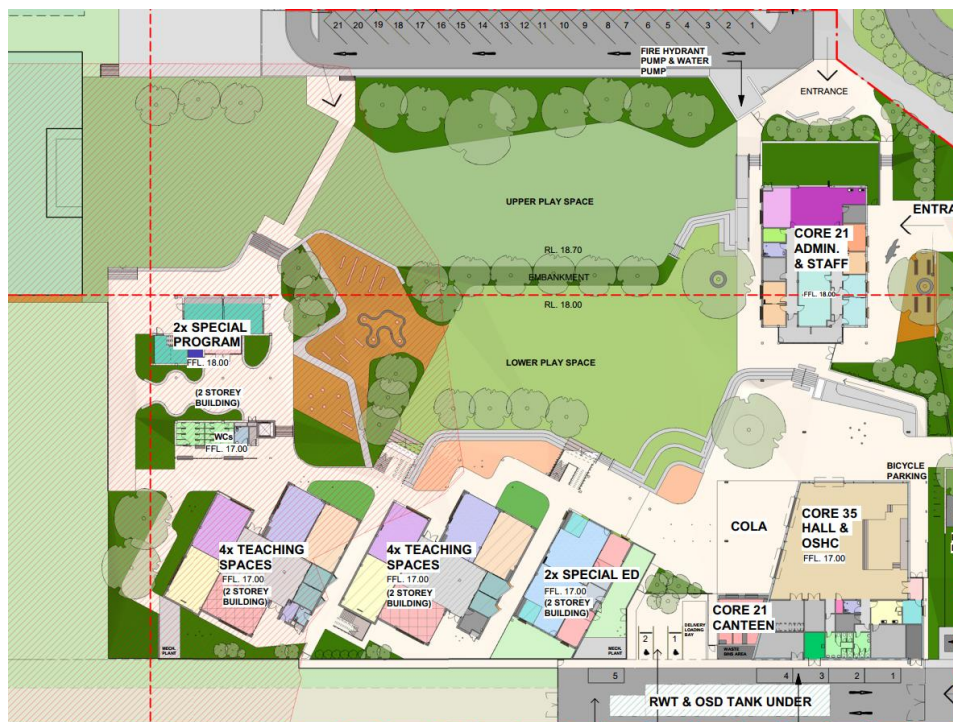


Figure 22 - Image illustrating the layout of the proposed play areas.

Source: BLP

The separation of the play area allows for flexibility in the operation of the school and maintains compliance with the 10m² play space per student play space requirement prescribed by the Educational Facilities Standards and Guidelines (EFSG). Such a split would enable older students to play within the larger area, and infants to play within the smaller area, as may be desired during school operation.

The other primary outdoor play areas are located towards the south-western portion of the site and comprise of a games court and a mini soccer field. These spaces are located adjacent to the retained biodiversity vegetation and western car park, and would be expected to be used predominately for organised physical education.



Figure 23 - Image illustrating the layout of the proposed games court and mini soccer field.

Source: BLP

4.4 Landscaping and Fencing

The overall landscape design of the proposal has sought to identify the existing biodiversity of the land and the nearby Porters Creek Catchment.

Landscaping has been employed to provide visual screening of the development. Vegetation is to be located between the car park and the adjoining resident at 53-73 Warnervale Road, whilst a range of trees will be provided along the Warnervale Road frontage to improve site presentation, including at the entry to the carpark where new plantings are to be provided to denote the entry.

The proposed design has retained many significant existing trees towards the rear of the site that are to be interspersed by a proposed native trail, which includes the use of practical, soft landscaping materials in place of hard landscaping elements.

A 2100mm high perimeter palisade security fencing is proposed along Warnervale Road, and to minimise its visual obtrusiveness, the fence has been interspersed by portions of solid fencing, signage, and vegetation in the form of shrubs and trees. Only the main gate that leads directly into

the administration building will be open throughout the day to ensure movements to and from the school are able to be closely monitored. All other gates, such as the gate to the service delivery road, and from the western car park will remain closed throughout the majority of the school day.

4.5 Vehicular, Pedestrian Access and Parking

The new school carpark is accessed from the western end of the Warnervale Road frontage, in a similar location to the existing western vehicular crossing. However, the proposal seeks to introduce a new roundabout, to be located partly within the north-western corner of the site and partly within Warnervale Road. The roundabout is required because visitors arriving from the east are provided with limited options for turning out around after visiting the school to return eastwards.

A drop off and pick zone, as well as a staff car park are each proposed along the northern end of the western boundary, with a further smaller roundabout located at the southern end of the drop off and pick up zone. The siting of the roundabouts and parking areas is designed to minimise traffic safety impacts that might otherwise originate from vehicles turning around within the Warnervale Road reserve, or from vehicles seeking to turn right out of the site.

The proposed car park to the west would provide formal parking as follows: 21 staff, and 1 disabled (short term), 16 short term and 8 drop off /pick up spaces within the future road reserve, which are currently located on the western part of the site (refer to Section 4.6 below). In addition, an informal overflow parking area is provided to enable the parking of up to 18 vehicles. Fencing and gates will surround the school, providing separation between the kiss & ride / short term parking spaces and the long term parking spaces and access to the school.

A second vehicular access point is proposed on the eastern side of the site. This area is intended to provide access for service and delivery vehicles and will be provided with 5 visitor spaces and 2 disabled parking spaces. The vehicular crossing in the centre of the Warnervale Road frontage will no longer be required. A delivery loading bay is provided on the eastern side of the school adjacent to the canteen, with these areas accessed via the second vehicular access point. An emergency service route is provided where it links the two driveways / car parking area by traveling along the respective side boundaries before traversing the rear of the retained biodiversity vegetation.

Both driveway and parking areas fall within the Asset Protection Zone, intended to provide protection from bushfire risk on any neighbouring properties.

Pedestrian access is via two pedestrian entrances from Warnervale Road, with each being at either side of the centre of the Warnervale Road frontage. The entrances lead to a wide public forecourt which is provided underneath a double-height entry awning.

A total of 8 bike parking spaces are provided to be located adjacent to the main pedestrian entrance and hall building.

4.6 Land Dedication and Easements

The proposal seeks to dedicate the drop off and pick up zone, as well as the connecting road to Council. Council have given their support for the proposal, as outlined within Section 5.2 of this EIS.

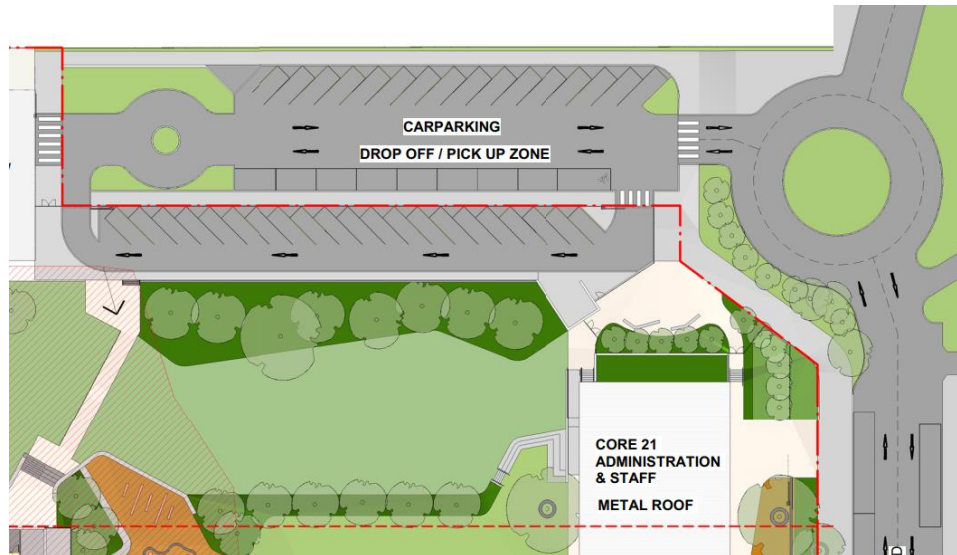


Figure 24 - Plan showing the area of land to be dedicated to Council for the purposes of the drop off / pick up zone, shown by the irregular shaped boundary shown in red.

Source: BLP

The proposal will also provide 2.4m of road widening for the entire width of the Warnervale Road frontage as required by Council throughout this precinct. This is also accounted for within the plan shown above.

4.7 Numerical Overview

The key numeric development information is summarised in the table below:

Key Development Information	
COMPONENT	PROPOSAL
Site Area	45,320m ²
Building Height	
Administration Building	6.3m
Hall / Canteen Building	9.6m
Teaching Spaces Building	10.7m
Library Building	9.1m
Floor Space Ratio	0.085:1 (3,860m ² / 45,320m ²)
Building Boundary Setbacks	
Warnervale Road	5.4 m

East Side Boundary	10.9m
West Side Boundary	28.8m
Rear Boundary	186.56m
Student Capacity	460
Teaching Spaces	20
Formal All-day Car Park Capacity	21 staff, 1 disabled (short term), 2 disabled; 16 short term and 5 visitor spaces.
Informal Parking	Up to 18 spaces
Bicycle Parking	8 bicycle spaces
Kiss and Drop Spaces	8 spaces

Table 6 - Numerical Overview of Development

4.8 Construction Staging

A construction staging strategy has not yet been devised for the proposed development. This is able to be further developed following the approval of the application. The primary concern relating to the staging of the works is likely to relate to the interruptions to traffic movements along Warnervale Road. To minimise these impacts, the staging of the works can be developed with Council and the RMS.

4.9 Construction and Operational Jobs

Throughout the duration of the works, it is expected that the project will generate approximately 35 construction-related jobs (refer to Capital Investment Value Estimate within **Appendix B**). Construction hours will be carried out from 7am – 6pm Monday to Friday and 8am to 1pm Saturdays as per the Construction Environmental Management Plan (**Appendix X**).

The new school will accommodate 460 students, and will require approximately 32 staff members.

4.10 Services and Utilities

The proposal will require augmentation of existing services in order to accommodate the increased demands associated with the new school. Section 7.2 of this EIS indicates the specific requirements for new utilities to be provided to the site, and these have been accounted for within the design of the proposal.

Service rooms are accommodated either within the Administration building or alongside the eastern service driveway, in order to enable these areas to be accessed with minimal disruption to school operations.

4.11 Stormwater Drainage

The proposal will result in a significant increase in the impervious area of the site, with a large area of the site that currently comprises turf and other vegetation to be occupied by the proposed building, paving, and other impervious structures.

The stormwater system involves the collection of all roof rainwater, which is piped directly into the underground rainwater tank. This tank is to be located underneath the driveway that is adjacent to the eastern side boundary. Overflow from the rainwater tank will be directed into an overflow pit where it will be conveyed to the OSD tank via the filtration chamber and discharged to the adjacent gravel road.

Surface stormwater from carpark catchment, games court, and central landscaped area will be directed to the OSD tank, via the filtration chamber before being discharged. Stormwater collected from the carpark catchment will undergo an additional filtration process as it must flow through the ocean guard that contains 200 micron bags. Overland flow from the neighbouring property will be collected by the swale system located along the informal car park where it will be directed to the OSD tank via the filtration chamber before being discharged.

The OSD tank has been designed for up to 100-year ARI storm events, with the capacity of the system sufficient to ensure that the post development discharge is less than pre-development flow for the 5%, 20% & 100 % AEP event.

4.12 Operational Waste Management

A Waste Management Plan has been prepared by SMEC (**Appendix CC**) which describes the waste management requirements and practices to be adopted for the duration of works under the new primary school at Warnervale scheme.

Refer to Section 7.16 of this EIS and the Waste Management Plan for further detail.

4.13 Energy Efficiency

An ecologically sustainable development (ESD) Report has been prepared by Northrop (**Appendix O**) that describes how the principles of ecological sustainable development, as defined by clause 7(4) of the *Environmental Planning and Assessment Regulation 2000*, will be incorporated in the design, as well as within ongoing phases of the development.

The ESD report provides an understanding of what is required to achieve Best Practice building design.

Refer to further discussion of the specific measures employed, within Section 7.12 of the EIS and the ESD Report prepared by Northrop.

4.14 Capital Investment Value

The Capital Investment Value (CIV) of the Development is \$35,899,324 as identified within the Quantity Surveyor's Capital Investment Value Estimate within **Appendix B**. The Capital Investment Value has been calculated consistent with the requirements of clause 3 of the *Environmental Planning and Assessment Regulation 2000*, and the Cost Breakdown Summary, also within **Appendix B**, contains details of components which are included within the CIV calculation.

4.15 School Operation

Details of the operation of the school are spelled out within the table below:

Description	Days of the week	Hours	Remarks
School opening and closing times	Mon – Fri	General opening hours 8.00 am – 4.00 pm	Several School gates/access points.
Out of Hours School Care (OOSCH)	Mon – Fri	4.00 pm – 10.00 pm	Times are indicative only and will have to be confirmed with school.
Deliveries (Supplies)	Varies	Varies	Deliveries for supplies etc. will vary. This may be reviewed as the school population increases.

Table 7 - School Operational Details

4.16 Community Use of School Facilities

The design has considered the opportunity for shared use facilities that may benefit the broader community. Opportunity for community shared use facilities is available in the communal hall and public forecourt.

The public forecourt has been designed to encourage access for the community onto the site with a separate secure line into the school. This enables facilities designed around the forecourt to be accessible to community groups and the public.

The retained biodiversity vegetation zone provides the opportunity not only for school use but also the wider school community to create an educational link between the Warnervale area and the Porter's Creek Catchment.

The table below provides a summary of potential opportunities for the community use of school facilities. This table is a guide only and requires consultation with the school regrading which facilities can be used, types of use and hours of operation.

School Facilities	Types of Functions / Activities	Indoor/Outdoor	Occupancy	Hours of Operation
Hall & Outside School Hours Care	<ul style="list-style-type: none"> Community Language Schools Dance, music or drama lessons Community education and training Community productions Community Meetings Sporting events Vacation Care 	Indoor	Max 200 approx. OSHC : TBC	School Hours: 8:00am – 4pm After School Hours 4-00pm – 10:00pm (Times are indicative only and will have to be confirmed with school)

Public Forecourt	<ul style="list-style-type: none"> Community education and training Community productions Community Meetings 	Outdoor	Public Forecourt Max: 400 approx.	<p>School Hours: 8:00am – 4pm</p> <p>After School Hours 4-00pm – 10:00pm (Times are indicative only and will have to be confirmed with school)</p>
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Table 8 - Community use of school facilities

5.0 Consultation

5.1 General

Consultation with external parties has been undertaken since the inception of the project and will continue as the assessment of the development application progresses. The consultation process has been employed to inform and seek feedback from key stakeholders and the local community. All feedback received during the consultation process has been carefully considered and integrated into the proposal where appropriate.

In accordance with the SEARs issued by the Department of Planning and Environment, consultation has been carried out with the following organisations:

- Central Coast Council;
- NSW Government Architect;
- Transport for NSW; and,
- Roads and Maritime Services.

In addition to the above, the following groups have also been involved with continuing consultation:

- Utility Providers;
- Project Reference Group;
- Community Groups;
- Local Aboriginal Groups; and,
- NSW Rural Fire Service.

Further discussion is contained within the remainder of this section.

5.2 Central Coast Council

Ongoing meetings have been held with Central Coast Council in relation to a number of issues associated with the development. Council are responsible for administering the local planning controls at the site as well as being the roads and water authority in the area.

Three separate meetings have been held at Council to discuss the school development. Council acknowledged that although the local planning controls had not envisioned a school at the site, that the school would be an appropriate and permitted land use.

The following specific relevant issues were resolved through consultation with Council:

Drainage and flooding

A small portion of the site, within the north-eastern corner of the allotment, is depicted within the WLEP 2013 maps as being located within the flood planning area. However, Council had indicated that this relates only to an overland flow path from the low point of the site which continues on to the adjoining property to the east, 77-91 Warnervale Road. Council have also confirmed that Council's

online flood maps are regularly updated and that Council gives precedence to these online flood maps (see email at **Appendix FF**). As of June 2019, the online flood maps showed that the property is not affected by flooding:



Figure 25 - Council online flooding maps extract, with the subject site outlined in red.
Source: <http://mapping.n.centralcoast.nsw.gov.au/WSCMapping>

Council had indicated support for continued stormwater discharge in accordance with the existing natural overland flow path that exists at the site, on the provision that predeveloped flow rate of the stormwater remains unchanged (or lesser). The DoE is pursuing the formalisation of the existing stormwater arrangement and alternative arrangements are able to be made if necessary.

Road works and land dedication

Council have considered the proposed roadworks, including the roundabout and required land dedication associated with the drop off and pick up zone. Council have given their support for the proposal, and indicated that they would be willing to accept dedication of the car park, subject to a suitable agreement between Council and DoE. This will be negotiated prior to the dedication of the road.

Council would also expect 2.4m of road widening for the entire width of the Warnervale Road frontage as required throughout this precinct. This has been accounted for within the design submitted as part of the application.

Council provided a copy of a traffic modelling study, prepared by Hyder Consulting Pty Ltd (Hyder) for the area surrounding the subject site. This was utilised to prepare the Traffic Assessment Report contained at **Appendix E**. Council also indicated that modelling was not required for any Sparks Road intersections as the additional traffic generated by the school as the effect would be expected to be negligible, given a high percentage of future trips would be from within the surrounding streets.

Services

Servicing requirements have been discussed within Section 7.2 of this EIS, and the requirements have been largely influenced by consultation with Council.

Pedestrian safety

Council had indicated that a pedestrian fence would be required to be located on a central median to channel pedestrians to the School Crossing, with the RFS access to remain un-obstructed. This has been accounted for within the design.

Further consultation

Council had recommended consultation with a number of service and utility providers, most of which have been consulted as part of the application preparation. However, the suggested consultation with Sydney Trains, to consider the level crossing near Warnervale Station, has not been undertaken. The Traffic Assessment Report contained at **Appendix E**, accounted for the presence of the level crossing (including the conclusions made within the Hyder Report). Given a roundabout has been added to the design since Council made this suggestion, and that the crossing is over 550m from the western edge of the subject site, no further consultation with Sydney Trains was deemed necessary.

5.3 Government Architect NSW

A preliminary design review session was held with the NSW Government Architect's Office on 14 June 2018. The design review session was comprised of representatives from the NSW State Design Review Panel, Department of Planning and Environment, and members of the project team. A number of recommendations were made by panel relating to issues such as siting and access, landscaping, form and mass, architecture, and Aboriginal cultural heritage.

The recommendations of the panel were considered and implemented in the proceeding design. A subsequent design review session was held with the panel on 17 April 2019. The panel confirmed support for a number of elements of the design such as the multi-use learning spaces, the planning of a central heart to the site, and locating the administration and hall near the school entry.

5.4 Transport for NSW

Transport for NSW advised on 14th June 2019 that as the proposed primary school is in close proximity to the current Warnervale Public School with bus services that operate past the subject site, Transport for NSW will review the need for additional services closer to the opening of the school when more details of student's home address are available. No further comments were provided.

5.5 NSW Roads and Maritime Services

NSW Roads and Maritime Services (RMS) were contacted via phone and email on 21 June 2019 in order to invite comment on the proposed development. Details of the proposal were provided within the email.

The original email was forwarded to the 'Development Hunter' team, however no response had been received by RMS at the date of issue of this EIS.

5.6 Utility Providers

Utility authorities, with interests / assets in the vicinity of the site, including Ausgrid and Central Coast Council, were notified as part of the consultation:

Ausgrid responded on 30th July 2018, indicating that augmentation of transformers and the local high voltage network would be required. A new substation is also required; this has been indicated on the plans with the substation located towards the eastern end of the Warnervale Road street frontage. Consultation will continue with Ausgrid regarding the final electricity supply arrangements.

Consultation was not undertaken with Jemena Gas as it was not possible to make a formal application at this stage of the project, as advised by Northrop Consulting Engineers. Consultation would occur, it was advised, once the design has been finalised and project details are known.

Northrop Consulting Engineers have also confirmed that DoE will make applications to Telstra/NBN to determine the correct course of action for installing lead-in cabling that will likely occur during construction phase works.

Further discussion is provided within Section 7.2 of this EIS.

5.7 Project Reference Groups

To facilitate the success of the project in a collaborative and consultative manner, Project Reference Group (PRG) meetings were held prior to the preparation of the final design (and will continue after lodgement). The purpose of these meetings is to provide feedback and local knowledge to the project team and act as a communication channel through which to feed information between the wider School community and Project Team.

The PRG also contributed to and endorse the project design.

Core members of the PRG included persons from TSA Management, Billard Leece Partnership, Public Schools NSW, Warnervale Public School, School Infrastructure NSW, an Aboriginal Community Representative, and a Community Representative.

Key issues discussed at the PRG meetings included:

- Concerns regarding traffic, parking, and drop off zones;
- Discussion relating to the inclusion of special education facilities to accommodate future population growth within the area;
- Critique and recommendation of homebase designs;
- Provision of outdoor facilities;
- Discussions regarding the Community Engagement Program; and,
- Opportunity to incorporate Porters Creek into the proposal to teach students about biodiversity.

A number of other key issues were discussed at the PRG meetings, many of which have informed the final design of the new primary school at Warnervale.

Minutes of the PRG meetings are provided within **Appendix V**.

5.8 Community Consultation

As part of the community consultation process, Schools Infrastructure NSW engaged Elton Consulting to provide community engagement and consultancy services. A meeting was held by Elton Consulting with the PRG to develop consultation schedules, build knowledge of the local community, and examine risks and ongoing media issues.

Engagement with the broader local community was in the form of letterbox drops, website updates, media releases, face to face information sessions and project updates / newsletters.

School Infrastructure NSW continue to update the project website monthly to update interested parties.

5.9 Aboriginal Consultation

An Aboriginal Cultural Heritage Assessment Report was completed by RPS Group which included consultation with the relevant Aboriginal organisations and / or persons. The consultation was undertaken in accordance with the Office of Environment and Heritage's *Aboriginal Cultural Heritage Consultation Requirements for Proponents 2010*.

The following organisations were contacted on 9th January 2019, requesting any expressions of interest to be registered by the 24th January 2019:

- Office of Environment Regional Operations Group;
- Darkinjung Local Aboriginal Land Council;
- The Registrar, Aboriginal Land Rights Act 1983;
- The National Native Title Tribunal;
- Native Title Services Corporation Limited;
- Central Coast Council; and,
- The Greater Sydney Local Land Services.

A public newspaper notice was made in the Central Coast Express Advocate on the 20 December 2018, requesting that any expressions of interest be lodged by 7 January 2019.

The following nine (9) organisations / persons registered their interest to be involved in the project:

Group	Contact Person	Date Registered
Darkinjung Local Aboriginal Land Council	Amanda Shields	7.12.2018
Didge Ngunawal Clan	Paul Boyd	9.1.2019
Amanda Hickey Cultural Services	Amanda Hickey	9.1.2019
Guringai Tribal Link Aboriginal Corporation	Tracey Howie	9.1.2019
Individual	Sharon Hodgetts	11.1.2019
B-H Heritage Consultants	Ralph Hampton	14.1.2019

A1 Indigenous Services	Carolyn Hickey	14.1.2019
Widescope Indigenous Group	Steven Hickey	21.1.2019
Metropolitan Local Aboriginal Land Council	Selina Timothy	26.3.2019

An information package was sent to the abovementioned parties about the project, including the proposed heritage assessment methodology along with an invitation to provide any feedback by 3 April 2019 with responses due 8th May 2019. A1 Indigenous Services, Widescope Indigenous Group, and Guringai Tribal Link Aboriginal Corporation all supported the methodology whilst no response was received from the other parties.

An archaeological survey of the site was undertaken by RPS in June 2019 in the company of Amanda Shields and Anthony Freeman from the Darkinjung Local Aboriginal Land Council.

A draft ACHAR was sent to all registered parties on 28th May 2019 with an invitation to provide any feedback by 26th June 2019. Didge Ngunawal Clan and Widescope Indigenous Group responded in support of the report whilst no response was received from the other parties.

5.10 NSW Rural Fire Service

An initial meeting was held between the NSW Rural Fire Service, the Department of Planning, Department of Education, and consultants from the project group on 1 November 2018. The Department of Planning and Rural Fire Service confirmed that the site had existing use rights and would be considered as Special Fire Protection Infill Development.

RFS recommended the following:

- A Bushfire Attack Level Map be prepared for the site showing radiant heat levels to facilitate a discussion with DoE and key project team member about the risk tolerance;
- A workshop be held with key project team members to design the concept for use of the site, reflecting site constraints;
- The hall be located outside the 10kW zone, be capable of holding all occupants for the site and be upgraded to a higher BAL to provide redundancy if it is needed to be used for temporary shelter in the event of a bushfire; and,
- That consideration be given to the hall also being upgraded for other hazards such as extreme heat, severe storm, wind events, flash flooding, and flooding to enhance resilience.

In response to the above comments, alterations were made to the design to ensure that all buildings located on the site are outside of the <10kW zone, thereby negating the need for a bushfire heat map, whilst a number of subsequent workshops were held with the design amended to suit recommendations made during these meetings. It was confirmed that the proposed hall will be located outside of the <10kW zone and it will be ember proofed at BAL12.5.

Furthermore, it is understood that the RFS anticipates that the new PBP will become legislated by mid-2019, to coincide with the enactment of the National Construction Code 2019. Until then, PBP 2018 is in a 'pre-release' stage, also known as the transitional period. The position of the RFS is that until the new PBP becomes legislated, PBP 2006 will remain the legally referenced document and PBP 2018 can be used on a performance basis in consultation with the RFS.

6.0 Environmental Assessment

6.1 General

This section of the EIS details pertinent legislation and environmental planning instruments that affect the proposed development. This includes an environmental assessment of the relevant matters outlined within the SEARS, as well as any other relevant legislation and instruments.

6.2 Environmental Planning and Assessment Act, 1979

6.2.1 Section 1.3 - Objects of the EP&A Act

The objects of *Environmental Planning and Assessment Act, 1979* ("the Act") are broadly outlined within Section 1.3. The provision of a new school would generally be expected to be consistent with the following selected objects:

- (a) *to promote the social and economic welfare of the community and a better environment by the proper management, development and conservation of the State's natural and other resources,*
- (b) *to facilitate ecologically sustainable development by integrating relevant economic, environmental and social considerations in decision-making about environmental planning and assessment,*
- (c) *to promote the orderly and economic use and development of land,*
- (e) *to protect the environment, including the conservation of threatened and other species of native animals and plants, ecological communities and their habitats,*
- (f) *to promote the sustainable management of built and cultural heritage (including Aboriginal cultural heritage),*
- (g) *to promote good design and amenity of the built environment,*
- (h) *to promote the proper construction and maintenance of buildings, including the protection of the health and safety of their occupants,*

The provision of a new school in an area with an acknowledged expected shortfall in student places would be particularly consistent with objects (a) and (c). The EIS outlines measures to be employed to ensure the development is consistent with other particular objects of the Act, including objects (e), (f), (g) and (h).

6.2.2 Division 4.6 – Crown Development

This division outlines procedures for the determination of development applications lodged by or on behalf of the Crown (which includes the Department of Education). Council or a regional panel cannot refuse a Crown development application or impose a condition not agreed to by the Crown authority, except with the approval of the Minister. As the application is for SSD, the proposal will be determined by a delegate of the Minister, and Division 4.6 therefore has limited operation in relation to this development.

6.2.3 Section 4.12 – Development Requiring Consent

Section 4.12(8) indicates that a development application for State significant development is to be accompanied by an environmental impact statement prepared by or on behalf of the applicant in the form prescribed by the *Environmental Planning and Assessment Regulation 2000*. This document is prepared in response to that requirement – see below.

6.3 Environmental Planning and Assessment Regulation 2000

Schedule 2 of the *Environmental Planning and Assessment Regulation 2000* (“the Regulations”) provides the requirements for the preparation of environmental impact statement. This EIS has been prepared in accordance with the procedural and documentation requirements of this schedule.

The relevant approvals required to be obtained are outlined within Section 8 of this EIS and the principles of ecological sustainable development have been discussed within Section 7.12 of this EIS. A signed declaration is provided within this EIS to indicate that the EIS is consistent with these requirements.

6.4 Environmental Planning Instruments

6.4.1 State Environmental Planning Policy (State and Regional Development) 2011

The *State Environmental Planning Policy (State and Regional Development) 2011* (“the SRD SEPP”) applies to the state and the aims of the policy are to nominate certain types of development as either State significant, State significant infrastructure or regionally significant.

The proposed development is declared to be State significant development (SSD) pursuant to Clause 15 of Schedule 1 of the SRD SEPP, which is reproduced below:

15 Educational establishments

- (1) *Development for the purpose of a new school (regardless of the capital investment value).*
- (2) *Development that has a capital investment value of more than \$20 million for the purpose of alterations or additions to an existing school.*
- (3) *Development for the purpose of a tertiary institution (within the meaning of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017), including associated research facilities, that has a capital investment value of more than \$30 million.*

The proposal involves the establishment of a new school and exceeds a capital investment value of more than \$20 million at \$35,899,324 as confirmed by the Capital Investment Value Estimate (**Appendix B**). Therefore, the development is captured by the first two criterion within clause 15 of Schedule 1.

Clause 11 of the SRD SEPP prescribes that development control plans (whether made before or after the commencement of this Policy) do not apply to SSD.

6.4.2 State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017

Provisions applicable to schools are located in Division 3, Part 4 of the *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* (ESEPP). The provisions within this policy prevail over any competing provisions within the *Wyong Local Environmental Plan 2013* (WLEP 2013). Relevant provisions are outlined below.

Development permitted with consent (Clause 35(1))

Development for the purpose of a school may be carried out by any persons with consent in a prescribed zone (which includes the R1 General Residential Zone and the R2 Low Density Residential Zone that apply to the site).

Design Quality Principles (Clause 35(6) and Schedule 4)

The ESEPP contains seven (7) design quality principles that the consent authority must consider before determining a development application. The purpose of these provisions is to improve the design quality of schools and ensure the development appropriately responds to the character of the area, surrounding built form and landscape setting, whilst also providing a high level of amenity for users of the site.

The design quality principles have been carefully evaluated in the formation of the design, and the design quality principles are addressed within the Design Report (**Appendix N**).

Shared Use of School Facilities (Clause 35(6))

To deliver the best use of educational infrastructure, the ESEPP seeks to encourage the shared use of school facilities for community purposes. It contains provisions that stipulate that any part of a school site and any school facilities may be used for the physical, social, cultural, or intellectual development or welfare of the community (whether or not it is a commercial use of the establishment).

Section 4.16 of this EIS describes the opportunities for shared spaces that have been identified within the development proposal.

Application of Development Standards to SSD (Clause 42)

The SEPP provides flexibility to SSD by allowing development consent to be granted even if it contravenes a development standard contained in another environmental planning instrument (EPI) (i.e. the height and FSR provisions within the WLEP 2013). The proposal does not seek a departure to any development standards.

Traffic Impacts (Clause 57)

Traffic impacts, demand for parking and road safety in the traffic network surrounding schools are key concerns arising as part of any redevelopment. The application will be referred to the Roads and Maritimes Services (RMS) for specialist input, as it will result in 50 or more additional students and is on a site that has direct vehicular or pedestrian access to any road.

Clause 57(3) prescribes that the consent authority must take into consideration:

- (a) *any submission that RMS provides in response to that notice within 21 days after the notice was given (unless, before the 21 days have passed, RMS advises that it will not be making a submission), and*
- (b) *the accessibility of the site concerned, including:*
 - (i) *the efficiency of movement of people and freight to and from the site and the extent of multi-purpose trips, and*
 - (ii) *the potential to minimise the need for travel by car, and*
- (c) *any potential traffic safety, road congestion or parking implications of the development.*

The Traffic Assessment Report (**Appendix E**) provides a thorough analysis that is sufficient so as to enable the RMS and the Department of Planning and Environment to consider the matters described within Clause 57(3).

6.4.3 State Environmental Planning Policy (Infrastructure) 2007

State Environmental Planning Policy (Infrastructure) 2007 (“the Infrastructure SEPP”) provides a state-wide planning regime for the consideration of the provision of infrastructure, the impacts on existing infrastructure and on consultation with public authorities.

Clause 104 of the Infrastructure SEPP requires that traffic-generating developments exceeding particular thresholds within Schedule 3, be referred to the RMS for consideration. The proposed development is not specifically listed within Schedule 3 and would therefore be captured by the term “any other purpose”. For sites that are not within 90m of a classified road connection, the minimum threshold for developments for “any other purpose” is 200 vehicle movements per hour. The Traffic Assessment Report (**Appendix E**), prepared by Stantec, indicates that morning and peak hour vehicle vehicular movements will comfortably exceed this threshold, and therefore the proposal is affected by Clause 104. As outlined within Section 5.5 of this EIS, the RMS have not responded to invitations for comment; however, it is anticipated that the application will also be referred to the RMS as part of the assessment.

Clause 45 of the Infrastructure SEPP requires that notice be given to the electricity supply authority for developments that, when considered against certain criteria, are likely to affect the electricity or distribution network. Overhead power lines are currently provided on the opposite side of Warnervale Road, and the proposal will require that notice be given to the electricity supply authority, being Ausgrid. In any event, the proposal also seeks the provision of a new substation, which would also require the notice to be given to Ausgrid. Ausgrid have been consulted as outlined within Section 5.6 of this EIS; however, it is anticipated that the application will also be referred to Ausgrid as part of the assessment.

6.4.4 State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017

The *State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017* (Vegetation SEPP) provides for the removal of vegetation in non-rural areas and matters for consideration in the assessment of vegetation removal. In accordance with Clause 5 of the SEPP, the site is classified as a non-rural area, as it is affected by the R1 and R2 zones.

An arborist report accompanies the EIS, in order to provide an assessment of trees that are proposed for removal, as well as an assessment of the impacts on vegetation that is proposed to be retained. It is intended that new landscaping and plantings will be provided across the site. Refer to Sections 7.4, 7.6 and 8.2 of this EIS for further information.

6.4.5 State Environmental Planning Policy No. 44 - Koala Habitat Protection (SEPP 44)

This Policy applies to the former Wyong Local Government Area, in which the site is located. Specifically, it applies to land:

- (a) that is land to which this Policy applies, and*
- (b) that is land in relation to which a development application has been made, and*
- (c) that:*
 - (i) has an area of more than 1 hectare, or*
 - (ii) has, together with any adjoining land in the same ownership, an area of more than 1 hectare, whether or not the development application applies to the whole, or only part, of the land.*

As the subject site is greater than 1 hectare in size, Clause 6(c)(i) of SEPP 44, indicates that the policy applies to the proposed development.

SEPP 44 defines potential koala habitat as areas of native vegetation where feed tree species, as listed within Schedule 2, constitute at least 15% of the total number of trees in the upper or lower strata of the tree component. A Biodiversity Development Assessment report (BDAR), prepared by Kleinfelder (**Appendix W**) has identified one koala feed tree species, *Eucalyptus haemastoma* that may be affected by the development. The BDAR has identified that this species only occurs as isolated individuals and does not constitute greater than 15% of the total number of trees in the upper or lower strata within the Study Area. As such, the Study Area does not constitute potential Koala habitat, and no further assessment under SEPP 44 is required.

6.4.6 State Environmental Planning Policy No 55 – Remediation of Land

State Environmental Planning Policy No. 55 – Remediation of Land (SEPP 55) applies to the proposed development. Clause 7 requires a consent authority to consider the contamination status of the land and be satisfied that the land is, or will be made, suitable for the purpose for which the development is proposed to be carried out.

A report titled 'Initial Evaluation of Contamination Potential' has been prepared by Kleinfelder (**Appendix H**), which concludes that based on the site history, a site walkover, and results of geotechnical and soil sampling investigations, that there is limited potential for contamination to be present within the proposed area of school redevelopment that would result in an increased risk of harm to terrestrial ecology or human health in the long-term. Remediation of the site would therefore not be required.

Refer to Section 7.9 of this EIS for further information.

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

The proposal seeks consent for two 'building identification signs', each affixed to front fencing at the school, one on the front fence adjacent to the main entry and one facing the proposed roundabout.

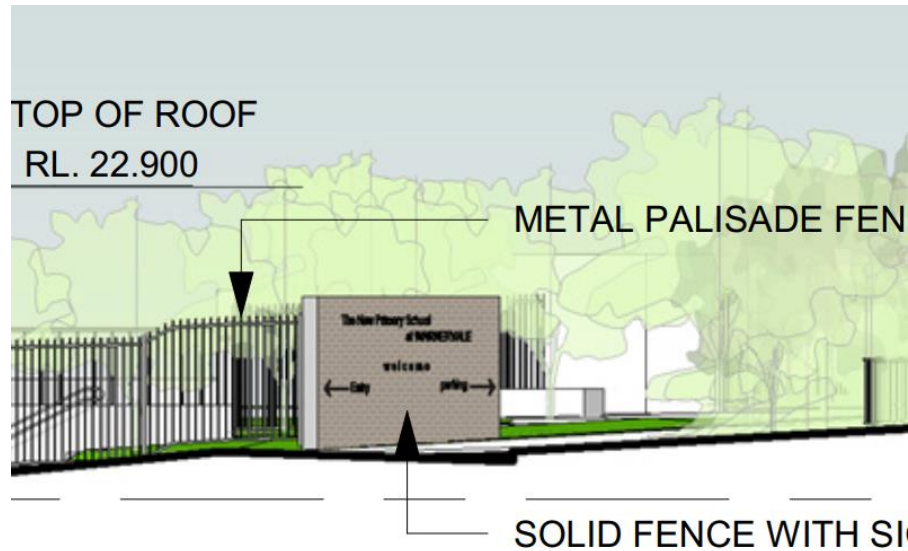


Figure 26 - Elevation showing the building identification sign on the fence facing the roundabout
 Source: BLP



Figure 27 - Photomontage showing the building identification sign at the main entry to the school
 Source: BLP

The definition that captures each of the signs is listed below:

business identification sign (as defined within clause 4 of SEPP 64) means a sign:

- (a) that indicates:
 - (i) the name of the person, and
 - (ii) the business carried on by the person at the premises or place at which the sign is displayed
- (b) that may include the address of the premises or place and a logo or other symbol that identifies the business, but that does not include any advertising relating to a person who does not carry on business at the premises or place

Schedule 1 of SEPP 64 provides assessment criteria for the provision of new signage, and the proposed signage is considered against these criteria within the table below:

State Environmental Planning Policy No 64—Advertising and Signage		
Schedule 1 Assessment Criteria		
Provisions	Proposed	Complies
1 Character of the area		
Is the proposal compatible with the existing or desired future character of the area or locality in which it is proposed to be located?	The signage will enable members of the public to identify the school, and although signage is not common within the surrounding locality, school identification signage is not unusual within residential areas, and therefore is compatible with the character of a future predominantly residential area.	Yes
Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?	There is no particular theme for outdoor advertising in the area or locality, and the proposal does not seek to provide any advertising.	Yes
2 Special Area		
Does the proposal detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?	The signs are not located in environmentally sensitive areas, natural or other conservation areas, open space areas, waterways, rural landscapes.	Yes
3 Views and Vistas		
Does the proposal obscure or compromise important views?	The proposed signs are minor in size and will not obscure or compromise any important views.	Yes
Does the proposal dominate the skyline and reduce the quality of vistas?	The proposed signage is of an appropriate scale and location which will not dominate the skyline	Yes
Does the proposal respect the viewing rights of other advertisers?	The proposed signage will not obscure any future signage.	Yes
4 Streetscape, setting or landscape		

Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape?	The scale, proportion and form of the proposed signage is appropriate given the size of the proposed buildings.	Yes
Does the proposal contribute to the visual interest of the streetscape, setting or landscape?	The proposed signage is of a satisfactory quality design and finish that will not negatively impact the streetscape amenity of the locality.	Yes
Does the proposal reduce clutter by rationalising and simplifying existing advertising?	The proposed signage is of a size and scale that is compatible with the development and does not result in signage clutter.	Yes
Does the proposal screen unsightliness?	The signage is located near the primary entry and adds visual interest to the development.	Yes
Does the proposal protrude above buildings, structures or tree canopies in the area or locality?	No signage will protrude above the awnings, tree canopies, etc.	Yes
Does the proposal require ongoing vegetation management?	The signage is provided with sufficient clearance from nearby vegetation, such that vegetation management will not be required.	Yes
5 Site and building		
Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?	The scale, proportion and form of the signage is appropriate given the size of the school.	Yes
Does the proposal respect important features of the site or building, or both?	The signage has been designed to be consistent with the built form and to that of the school.	Yes
Does the proposal show innovation and imagination in its relationship to the site or building, or both?	The entry signage appropriately relates to the associated fencing.	Yes
6 Associated devices and logos with advertisements and advertising structures		
Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?	No logos are depicted on the proposed signage.	Yes
7 Illumination – not proposed		
8 Safety		
Would the proposal reduce the safety for any public road?	The signage is not considered to have any adverse impact upon the safety of any public road.	Yes
Would the proposal reduce the safety for pedestrians or bicyclists?	The signage is not considered to have any adverse impact upon the safety of any bicyclists	Yes
Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?	The signage is not considered to have any adverse impact upon the safety of any pedestrians.	Yes

Table 9 - SEPP 64 assessment criteria

6.4.8 State Environmental Planning Policy (Coastal Management) 2018

The policy commenced on 3 April 2018 and had the effect of repealing SEPP 14, SEPP 26, and SEPP 71. The policy applies to land that is within the coastal zone; per the *Coastal Management Act 2016*, this includes areas that are within the following coastal management areas:

- the coastal wetlands and littoral rainforests area;
- the coastal vulnerability area;
- the coastal environment area; and,
- the coastal use area.

The map below indicates that it is not specifically located in the coastal environment area (blue) or the coastal use area (red).



Figure 28 - Coastal Management SEPP Map Extract showing Warnervale outlined in yellow and the areas affected by the Coastal Environment Area (blue) and the Coastal Use Area (red), typically areas that surround the ocean, lakes and rivers/creeks

Source: <http://webmap.environment.nsw.gov.au>

Clause 6(3) indicates that a Coastal Vulnerability Area Map has not yet been adopted, and that the policy does not yet identify any coastal vulnerability area. However, parts of Warnervale, which exclude the subject site, are affected by the Coastal Wetlands and Littoral Rainforests Map as shown within the image below.

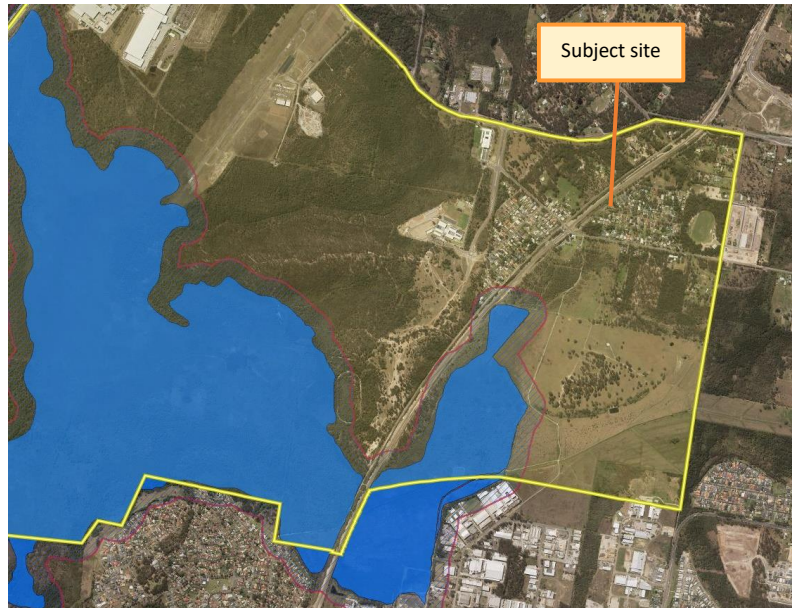


Figure 29 - Coastal Management SEPP Map Extract showing Warnervale outlined in yellow and the coastal wetlands and littoral rainforests area shown in blue

Source: <http://webmap.environment.nsw.gov.au>

The maps above demonstrate that the proposal is not within the coastal zone and therefore no further consideration of this policy is required.

6.4.9 Wyong Local Environmental Plan 2013

The *Wyong Local Environmental Plan 2013* (WLEP 2013) applies to the site. Relevant provisions are detailed below.

Zoning

The subject site is affected by a split zoning and is zoned R2 Low Density Residential in the northern part and R1 General Residential in the southern part under the WLEP 2013 as indicated within the image below.

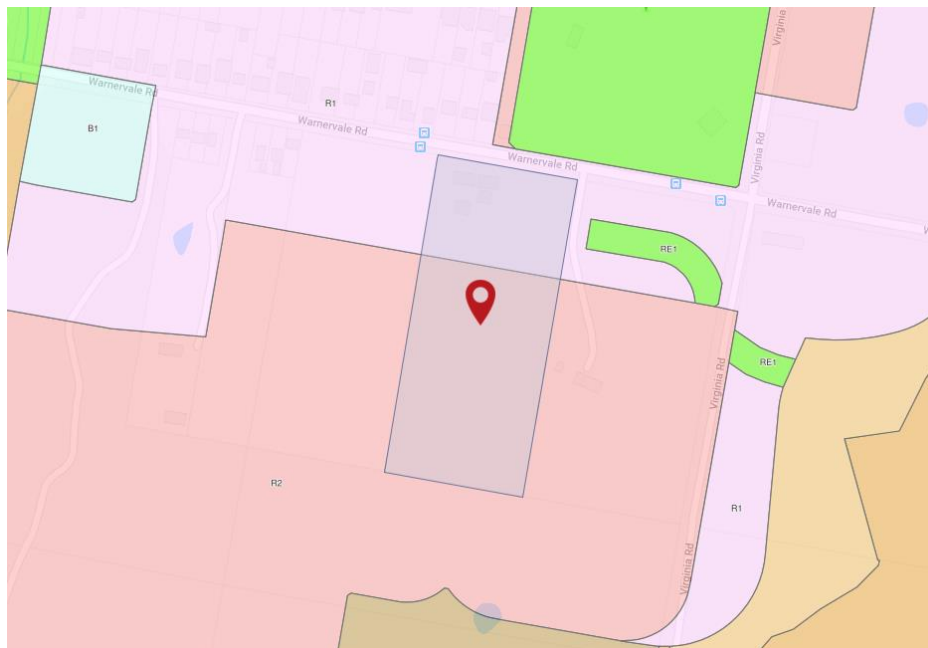


Figure 30 - WLEP 2013 Zoning Map Extract
Source: www.planningportal.nsw.gov.au

Zone Objectives and Land Use Table

Educational Establishments are a permissible land use pursuant to the Land Use Table to both the R1 General Residential zone R2 Low Density Residential zone. Furthermore, as indicated earlier and pursuant to Clause 33 and Clause 35 of the ESEPP, schools may be carried out within the R1 and R2 zones. The objectives of each zone are reproduced below:

R1 General Residential

- *To provide for the housing needs of the community.*
- *To provide for a variety of housing types and densities.*
- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*
- *To promote “walkable” neighbourhoods.*
- *To ensure that development is compatible with the scale and character of the local area and complements the existing streetscape.*

R2 Low Density Residential

- *To provide for the housing needs of the community within a low density residential environment.*
- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*

- *To maintain and enhance the residential amenity and character of the surrounding area.*
- *To provide a residential character commensurate with a low density residential environment.*

The proposal is not inconsistent with the objectives of each zone, and in provides a facility which meets the day to day needs of residents, as anticipated by the objectives of each zone.

Heritage

The site is not listed as a heritage item or located within a heritage conservation area. The nearest heritage item is item number I108, Warnies Railway Cafe and General Store, a local heritage item located at 1-13 Warnervale Road, which is approximately 550m to the west of the site.



Figure 31 - WLEP 2013 Heritage Map Extract
Source: www.planningportal.nsw.gov.au

The proposal buildings will fall outside of the visual catchment of the nearest item, and is unlikely to impact the significance of the item.

Aboriginal heritage is considered as within Section 7.14 of this EIS.

Development standards - floor space ratio (FSR) and building height

The site is not affected by the FSR or height of buildings map. Irrespective, the EECC SEPP allows development consent to be granted despite any proposed variations to the development standards.

Urban Release Areas

The site is located within the Warnervale South (Part B) Urban Release Areas. Clause 6.3(2) indicates that consent must not be granted for development on land in an urban release area unless a development control plan that provides for the matters specified in Clause 6.3(3) has been prepared for the land.

A development control plan has been prepared by Council and the site lies within the area affected by Chapter 6.5 Warnervale South, within the Wyong Development Control Plan 2013, and therefore the LEP clause does not preclude the issue of development consent at this site.

Acid sulfate soils

The land is affected by Acid Sulfate Soils (ASS) and is nominated as Class 5 on the ASS Map pursuant to clause 7.1. As such, this may need to be appropriately addressed by the submission of an ASS Management Plan if the development involves works within 500 metres of adjacent Class 1, 2, 3 or 4 land that is below 5 metres Australian Height Datum and by which the watertable is likely to be lowered below 1 metre Australian Height Datum on adjacent Class 1, 2, 3 or 4 land.

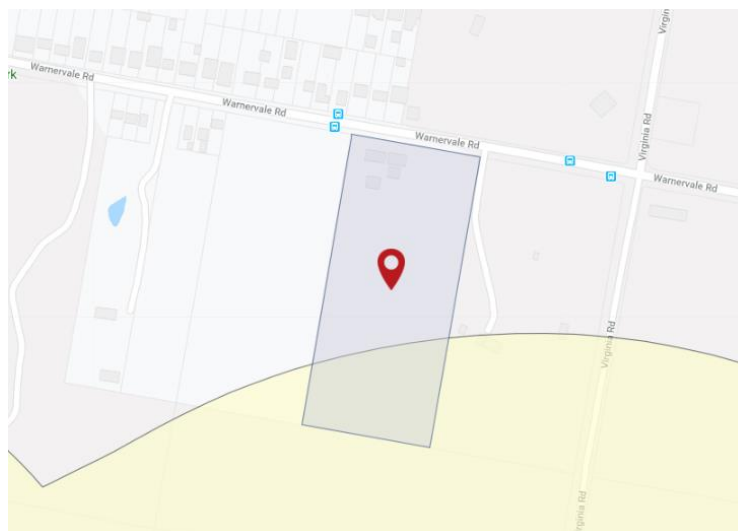


Figure 32 - WLEP 2013 Acid Sulfate Soils Extract

Source: www.planningportal.nsw.gov.au

The water table is unlikely to be affected by the proposal, particular given that the developable area of the site is not affected by the ASS map, and that groundwater is likely to be at least 20m below the surface level (refer to Section 7.9 of this EIS and **Appendix H**). Notwithstanding, an Acid Sulfate Soils Management Plan (ASSMP) (**Appendix Z**), has been prepared by Smec and accompanies the application.

Flooding

A small portion of the site, adjacent to the north-eastern corner of the allotment, is depicted within the WLEP 2013 maps as being located within the flood planning area, as shown within the image below



Figure 33 - WLEP 2013 flooding maps extract, with the subject site shown marked.
Source: www.legislation.nsw.gov.au

However, further consultation with Council has indicated that this flooding does not strictly affected the site. Refer to Section 5.2 of this EIS for further information.

Airspace operations

The site is located approximately 2.3km to the east of Warnervale Airport (now Central Coast Airport), which is owned by Central Coast Council and used for private aviation and charters, helicopters, sightseeing flights, emergency services aviation and training. This site is affected by the 'surfaces' which surround the airport and Clause 7.7 of the WLEP 2013 requires consideration of whether the development will penetrate the Limitations or Operations Surface. The proposal will sit comfortably underneath the relevant surface level; reference should be made to the discussion with Section 8.4 of this EIS.

Aircraft noise

Clause 7.8 applies to land near Warnervale Airport and affected by an Australian Noise Exposure Forecast (ANEF) contour of greater than 20. The clause requires that noise sensitive development (such as schools) be considered against the noise exposure criteria within Table 2.1 (Building Site Acceptability Based on ANEF Zones) within AS 2021—2000, *Acoustics—Aircraft noise intrusion—Building siting and construction*.

ANEF maps for Central Coast Airport were not readily available from Council, and given the limited use of the airport, the site is unlikely to be affected by clause 7.8.

Essential services

Before granting development consent, a consent authority must be satisfied that the following services are either already available, or that adequate arrangements have been made to make them available when required:

- (a) the supply of water,
- (b) the supply of electricity,
- (c) the disposal and management of sewage,
- (d) stormwater drainage or on-site conservation,
- (e) suitable road access.

Further information is provided within Section 7.2 of this EIS.

6.5 Draft Planning Instruments

6.5.1 Draft Remediation of Land SEPP

This policy was exhibited by the Department of Planning and Environment between 31 January 2018 and 12 April 2018. The Explanation of Intended Effect which was exhibited with the draft policy explains that the purpose of the new policy is to repeal SEPP 55 and replace it with the new policy, which establishes a modern approach to the management of contaminated land.

Clause 7 is the pertinent clause of SEPP 55, which relates to the consideration of development applications. In relation to such considerations, the new policy will incorporate information currently contained within the *Managing Land Contamination: Planning Guidelines* – a related policy document - into the instrument itself. However, it is not expected that the draft policy will influence any conclusions made within the consideration of SEPP 55.

6.5.2 Draft SEPP (Environment)

This policy was exhibited by the Department of Planning and Environment between 11 November 2016 and 21 January 2017, and the Explanation of Intended Effect was then placed on exhibition from 31 October 2017 until 31 May 2019. It is intended that the policy would repeal and replace a number of SEPPs and regional environmental planning instruments (now deemed SEPPs). In total, the new SEPP would repeal seven environmental planning instruments.

The primary element of the new instrument that relates to the development is the expansion of the areas subject to the current provisions of *State Environmental Planning Policy No. 19—Bushland in Urban Areas*. Wyong Shire Council is currently excluded from that policy, but Gosford City Council was included. Now that the two former LGAs have been amalgamated to form the Central Coast Council, the new policy would apply the policy provisions to this entire local government area. The new SEPP is intended to apply to ‘public bushland’, which is owned or managed by a public authority, and the SEPP would require that development consent be obtained for any proposed disturbance to any public bushland. Further discussion is provided in Section 7.4 and Section 8.2 of this EIS.

6.5.3 Draft Amendment to State Environmental Planning Policy No. 44 – Koala Habitat Protection

Draft amendments to SEPP 44 were placed on public exhibition between the period of 18 November 2016 to 3 March 2017. There are several intended effects of the draft SEPP, with one of those being to incorporate all amalgamated Council areas within Schedule 1, which will include the new Central Coast Council.

An updated tree species list is included within the Draft Amendment, but the changes are not relevant to the subject application. The Biodiversity Development Assessment Report (**Appendix W**) has confirmed that the site does not constitute potential koala habitat and therefore no further assessment is required under this SEPP.

6.5.4 Draft Central Coast Local Environmental Plan 2017

On 23 November 2016, Central Coast Council resolved to consolidate the provisions of the Wyong Local Environmental Plan 2013 (WLEP 2013) and Gosford Local Environmental Plan 2014 (GLEP 2014) operating across the Central Coast Local Government Area (LGA) into one Local Environmental Plan based on the merge of the former Gosford City and Wyong Shire Councils.

Council also resolved to prepare a consolidated Development Control Plan (DCP) to harmonise planning controls.

As a result, the Draft Central Coast Local Environmental Plan 2018 and Draft Central Coast Development Control Plan 2018 have been prepared. Both the draft CCLEP and CCDCP were available for comment from 6 December 2018 to 28 February 2019.

As the Draft Central Coast Local Environmental Plan 2018 is largely an amalgamation of both LEPs and is not introducing new controls, there are limited relevant replacement provisions that are not already discussed (through reference to existing provisions of WLEP 2013) within this EIS.

6.6 Policy Documents

6.6.1 NSW State Priorities

The Premier's Priorities 2018 is a policy document that presents thirty key 'State Priorities' to help guide economic growth, infrastructure provision, whilst protecting those that are vulnerable within the community. The proposed development has been identified as supporting the following State Priorities:

Creating Jobs

New temporary and permanent jobs will be created for construction works, teachers, support staff, and maintenance workers amongst others.

Delivering Infrastructure

The construction of a new primary school that will accommodate 460 students will deliver much needed public education infrastructure to support the growing population within the locality.

Improving Education Results

The significant improvement in the facilities and opportunities offered at the school will assist in providing a suitable environment to enable a high quality public funded education.

6.6.2 Central Coast Regional Plan 2036

The Central Coast Regional Plan 2036 intends to meet the needs of a growing and changing population, and the vision of the plan seeks to accommodate a large proportion of the population growth within the Southern Growth Corridor, extending from Somersby to Erina, and the Northern Growth Corridor, extending from Tuggerah to Warnervale, and encompassing the Warnervale-Wadalba release area. The proposed school, located within the growth suburb of Warnervale, is consistent with the vision of the policy.

The plan has four distinct goals which are noted below:

Goal 1: A prosperous Central Coast with more jobs close to home.

Goal 2: Protect the natural environment and manage the use of agricultural and resource land.

Goal 3: Well-connected communities and attractive lifestyles.

Goal 4: A variety of housing choice to suit needs and lifestyles.

The proposed development will assist the Central Coast in meeting these goals by supporting the educational requirements of the growing residential population within the Northern Growth Corridor, whilst providing a number of new jobs during construction and operation of the school. Furthermore, a design that is concentrated within the northern portion of the site, has minimised impacts to the native vegetation and habitats located towards the rear of the site. The Biodiversity Development Assessment Report (**Appendix W**) that accompanies this application has confirmed that the proposal will not result in any serious or irreversible impacts, whilst the impacts from vegetation removal are able to be offset through the ecosystem credits.

6.6.3 North Wyong Shire Structure Plan 2012

The North Wyong Shire Structure Plan 2012 is a strategic document that guides future development within the northern section of the former Wyong LGA as it plans for an additional 17,000 dwellings, and up to 17,000 new jobs to 2031. The contents of the plan have largely been integrated into both the WLEP 2013 and WDCP 2013. The plan identifies areas for future residential and employment growth, key infrastructure requirements to support these new precincts, and a number of green corridors and habitat networks.

The proposal is consistent with the desired future structure of the region, noting that it is located within the Warnervale South Urban Release Area and will support the growing population through increased employment opportunities and the provision of education facilities. Compliance with the intent of this plan is largely confirmed through consistency with the WLEP 2013 and WDCP 2013.

6.6.4 Future Transport Strategy 2056

The Future Transport Strategy 2056 outlines six state-wide outcomes to aid in the provision of transport infrastructure spending, policy development, and service provision.

The proposed redevelopment of the new primary school at Warnervale aligns with the outcomes of the policy through the encouragement of active transport such as walking and cycling with the provision of 15 bicycle parking spaces. Furthermore, the use of public transport is encouraged through the provision of bus facilities that will enable students to be transported over longer distances where walking and cycling are less likely to be pursued.

Warnervale Train Station is located approximately 600m to the west of the subject site, allowing staff to travel via train. Students are not expected to utilise the trains given their age.

6.6.5 State Infrastructure Strategy 2018 – 2038 Building the Momentum

The State Infrastructure Strategy 2018-2038 is developed by Infrastructure New South Wales and sets out infrastructure needs and priorities over the proceeding 20 years. The strategy provides six strategic directions for infrastructure in NSW including:

- 1 Continuously improve the integration of land and infrastructure planning so that population growth does not erode the amenity and character of our suburbs, towns and communities.
- 2 Plan, prioritise and deliver an infrastructure program that represents the best possible investment and use of public funds.
- 3 Optimise the management, performance and use of the State's assets to strengthen the management of infrastructure assets.
- 4 Ensure NSW's existing and future infrastructure is resilient to natural hazards and human-related threats by embedding consideration of risk and resilience into all projects.
- 5 Improve state-wide connectivity and realise the benefits of technology, ensuring that NSW becomes a leader in the adoption and use of digital technology.
- 6 Drive high quality consumer-centric services and expand innovative service delivery models in infrastructure sectors by being innovative in buying services and delivering new assets.

The strategy contains 122 recommendations across NSW's key infrastructure sectors of transport, energy, water, health, education, justice, social housing, culture, sport and tourism. The strategic objective in the Strategy relating to education is:

Deliver infrastructure to keep pace with student numbers, and provide modern, digitally-enabled learning environments for all students.

The proposed development appropriately responds to this strategic objective as the redevelopment will allow for a significant increase in student numbers within the surrounding urban release area whilst providing modern learning environments for students.

6.6.6 Better Placed - An Integrated Design Policy for the Built Environment of New South Wales

'Better Placed - An Integrated Design Policy for the Built Environment of New South Wales' was developed by the Government Architect New South Wales and seeks to facilitate the creation of architecture, public places, and environments that we want to inhabit now and in the future.

The proposed building and landscapes works achieve the design principles discussed throughout this policy as detailed. Refer to the Design Report (**Appendix N**) for further discussion of the design rationale for the project.

6.6.7 Healthy Urban Development Checklist

The Healthy Urban Development Checklist was developed by New South Wales Health to facilitate relationships between the State of New South Wales, urban planning professionals, and developers in order to promote a healthy urban environment. The proposal satisfies a range of items in the checklist, including:

- Encouraging incidental physical activity;
- Creating opportunities for walking, cycling and other forms of active transport;
- Promoting access to usable and quality outdoor spaces and recreational facilities;
- Availability of public transport services;
- Reducing car dependency and encouraging active transport;

- Locating jobs close to housing and commuting options;
- Promoting access to green space and natural areas;
- Providing access to a range of facilities to attract and support a diverse population;
- Responding to community needs and current gaps in facilities;
- Creating an environment that encourages social interaction and connection among people; and,
- Creating equitable access to resources by students and families.

Accordingly, the proposed development is considered to appropriately respond to the recommendations and guidance presented in the checklist.

6.6.8 Wyong Development Control Plan 2013

In accordance with Clause 11(a) of the SRD SEPP, development control plans do not apply to SSD. Moreover, Clause 35(9) of the ECDC SEPP also states that any provision of a development control plan that specifies a requirement, standard or control in relation to for the purposes of a school is of no effect.

Notwithstanding this, the general provisions and precinct planning within the Wyong Development Control Plan 2013 (WDCP 2013) were consulted in the formulation of the design of the proposal in order to ensure consistency with surrounding development.

The land release area in which the site is located is referred to within Section 6.5 (Warnervale South) of the WDCP as Precinct 7A, and the Precinct 7A Structure Plan indicates that the subject site was previously envisioned for medium density residential in the north and low density residential in the south. Roads are indicated on all four boundaries and across the site as indicated in the image below.

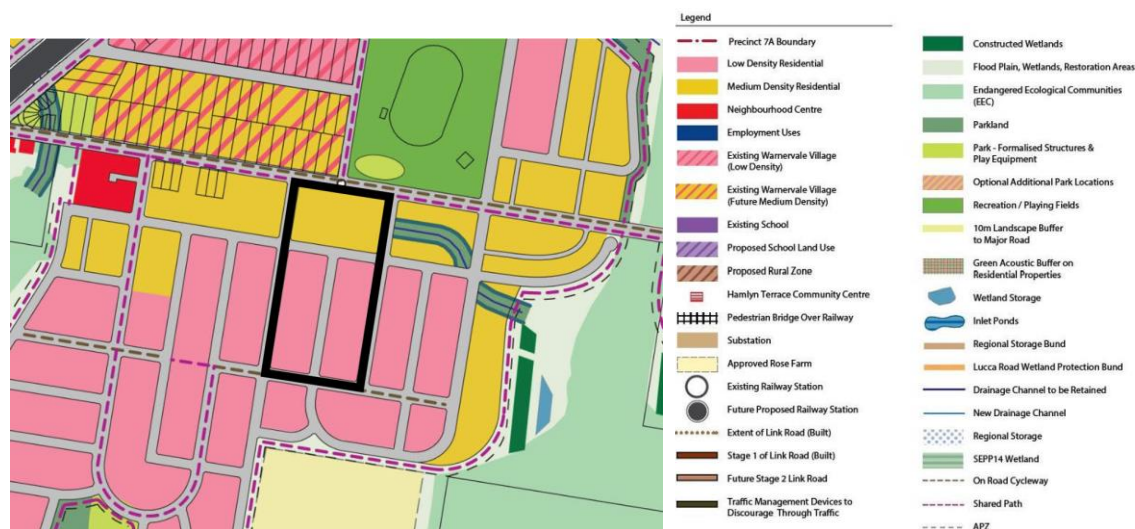


Figure 34 - Structure Plan for Precinct 7A, with the subject site outlined in bold.

Source: WDCP 2013

The location of the school will not interfere with the attainment of the objectives of the Structure Plan, and the school is consistent with what may be expected by the zoning of the site. During consultation, Council did not indicate that the proposal would interfere with the planned subdivision or road pattern for the area.

Other relevant general provisions are listed in the table below. Note that aside from parking provisions, there are limited controls within WDCP 2013 that relate specifically to educational establishments.

Wyong Development Control Plan 2013	
DCP Chapter	Comment
2.11 Parking and Access	<p>The WDCP 2013 parking rates require:</p> <ul style="list-style-type: none"> – 1 parking space per 1.5 staff members – 1 visitor parking space per 100 students – 1 bicycle space per 10 car spaces – A minimum of 2 spaces for disabled students – ‘Kiss and Ride’ facilities. – An overflow car park. <p>For 460 students and 32 staff members, WDCP 2013 would require 21 staff car parking spaces for 5 spaces for visitors. The proposal provides 21 staff spaces as well as 18 overflow spaces and complies with all numerical car parking rates ordinarily required by WDCP 2013.</p> <p>A total of 6 bicycle spaces would be required for the proposal whilst a total of 8 are provided.</p> <p>Refer to Section 7.3 for further discussion on parking.</p>
3.1 Site Waste Management	A Waste Management Plan has been prepared by SMEC (Appendix CC) and this is discussed within Section 7.16.
3.3 Floodplain Management	A Stormwater Management Plan and Stormwater Civil Drawings have been prepared by Cardno (Appendix Q & Appendix BB) which have been discussed in Section 7.8. Refer to Section 5.2 and Appendix FF for a discussion of flooding.
3.4 Conservation Areas for Northern Wyong Shire	Refer to discussion of biodiversity within Section 7.4 as well as the discussion on the Biodiversity Conservation Act within Section 8.2.
3.6 Tree and Vegetation Management	Tree preservation matters are largely considered within Section 6.4.4 in relation to <i>State Environmental Planning Policy (Vegetation in Non-Rural Areas) 2017</i> .
3.10 Wetland Management	This section generally relates to land affected by <i>State Environmental Planning Policy (Coastal Management) 2018</i> . Refer to discussion within Section 6.4.8.
6.1 Key Sites	The site is located approximately 2.3km to the east of Warnervale Airport (now Central Coast Airport), which is a key site. However, the provisions of this section will not affect the proposal.

Table 10 - Summary of relevant provision of Wyong DCP 2013

7.0 Potential Impacts Associated with the Development

7.1 Design Quality

The design has been formulated by Billard Leece Partnership (BLP) in consultation with the Department of Education, TSA Management, existing Warnervale Public School Project Reference Group (PRG) and New Learning Environments (Education Specialists).

BLP have prepared a Design Report (**Appendix N**) which identifies the key design opportunities, as summarised below:

- The key design opportunity is to create a welcoming new school community within a growing Warnervale community.
- The design intent is to create a new school that celebrates and educates not only the school community but also the wider community on the biodiversity of the Porter's Creek catchment and the indigenous species within the site.
- The new school is located in a semi-rural area, with a very strong community focus. The site is situated within the Porter's Creek catchment, which has been used as a design narrative throughout the entire site. The opportunity to create a link between the community and Porter's Creek catchment is what has driven the design process.
- The conceptual framework is based on the idea of students learning under a tree. The teaching spaces are designed as 'Pods' that allows for alternative outdoor links and views. The hall and admin roof are inspired by tree canopies, where the roofs overlap and create a tree like atmosphere that shelters large collaborative spaces.
- Opportunity for community shared use facilities is allocated in the hall and public forecourt. The retained biodiversity vegetation provides the opportunity not only for school-related use, but also for use by the wider school community, in order to create an educational link between the Warnervale area and the Porter's Creek Catchment.
- The consultation process identified an emphasis on the connection with the community, the Porter's Creek Catchment and also the significance of the valued biodiversity land. As such, the proposed design focussed on connection, engagement and collaboration as a core framework for the development of the new primary school. The outcomes of the Aboriginal Community Workshop showed that there was a strong focus to educate the school community on the native flora and fauna within the site.

The Design Report indicates the key design considerations that the design team have established through community consultation and with the site investigations are as follows:

- Whole of life learning
- Whole of campus learning
- Indoor/outdoor learning
- Future-focused learning
- Connection with nature
- Celebration of local context and history
- Welcoming culture
- Flexible & adaptable

- Sustainable
- Safe & secure

The Design Report indicates that the basis for the design approach to site planning identified the following characteristics of the site that would hold a key influence on the design:

- The longitudinal sloping north-south axis of the site provides an opportunity to incorporate multi-level buildings with a north orientation that fall with the contours of the site.
- The site is bounded by a managed bushland site to the east and an unmanaged property to the west.
- The existing biodiversity land and cross fall on the site provide an opportunity to introduce a unique interactive learning experience at this school.

The context was responded to within the concept design as follows:

- A single storey administration and hall building is provided at the street frontage on the higher side of the site.
- The teaching and learning spaces are located in a linear two storey building along the eastern boundary at the lower end of the site following the site contours fronting a central courtyard.
- The library is placed in the middle of the site as a two storey element that connects with the two storey teaching building with dual focus on the central courtyard and the retained biodiversity vegetation.
- The cross fall of the site is designed into four tiers no greater than a 1m step between platforms that allow for the students to utilise the site for a variety of passive and active outdoor play spaces.
- The proposal has focused on separating vehicles and pedestrians and promoting safer movement on and off campus for all students, staff and visitors. The front boundary has been redefined to improve delineation of the land, and bus drop off/pick up will be improved with additional bus bays to cater for the school demand. The proposed road works will be designed with the new school boundary aligned to the western side of the site, around the proposed drop off/pick up zone.

Overall the built forms and landscape design integrates with the existing site and will result in a school with high aesthetic quality and high-amenity learning conditions, creating a positive connection with the wider community and its urban context.

7.2 Infrastructure and Servicing

Essential services are currently available to the site; however, augmentation of some existing services will be required. An Infrastructure Services Management Plan, prepared by Northrop (**Appendix J**) has been prepared to establish the utilities that are able to be provided to the proposed school.

The table below details the relevant utility providers and also outlines augmentation requirements associated with the development.

Utility	Service Provider	Existing Infrastructure	Augmentation Required
Sewer	Central Coast Council	Sewer pump out station area, provided within the site, along the eastern half of the front boundary; sewer mains are located within Warnervale Road.	It is understood that Central Coast Council intend to decommission the pump station and service the area via gravity drainage within Virginia Road. It is not expected that any further augmentation would be required as part of this development.
Potable Water	Central Coast Council	Water mains located within Warnervale Road and Virginia Road.	There is sufficient capacity in the existing main. Fire hydrant system is required to achieve BCA compliance.
Electricity	Ausgrid	Pole mounted substation located between 38 and 40 Warnervale Road (approximately 100m to the north-west of the site).	Yes, via a dedicated padmount substation with a maximum demand of 1000kVA, as well as associated network augmentation. The substation is proposed within the north-eastern corner of the site. In addition, a new combined 40kW rooftop photovoltaic system is proposed.
Telecommunications	Telstra	Within underground conduits on street verges, with regular access points through pits along the northern boundary of the site, and access the site along the western side of the front boundary.	The school is to be serviced by a single Telstra fibre link for the Department of Education's network/data services and telephone access via VOIP. Further, the infrastructure on the site is likely to have been decommissioned and may require removal.
High speed broadband	NBN	Fibre optic cables as well as existing Telstra copper cables to be repurposed for NBN, are both located within Warnervale Road.	No.
Gas	Jemena	Gas mains within Warnervale Road.	No

Table 11 - Requirements for provision of utilities

7.3 Traffic and Parking

The existing school is located within a semi-rural area with relatively low traffic flows, and relatively unconstrained off-street parking. It is anticipated that the school will necessarily result in increased traffic flows and an increased demand for parking. The application has been accompanied by a Traffic Assessment Report (**Appendix E**), prepared by Stantec, to consider how the school is able to accommodate parking on site, and whether appropriate amelioration measures are required to ensure that the increased vehicle movements can be accommodated within the road network.

The report indicates that the on-site parking provision meets what could be expected to be required by Council (through reference to parking rates within the Wyong Development Control Plan 2013), and through a comparison with the existing Warnervale Public School, to the east of the subject site. The total parking provided includes 21 staff spaces, 5 visitor spaces, 2 disabled spaces, 18 informal overflow spaces, 16 short term spaces, 8 pick-up and drop off spaces, and 1 short term disabled space.

The proposal also provides 8 bicycle parking spaces in a central and highly visible location, and there are opportunities to expand this bicycle parking area, in support of the Green Travel Plan (**Appendix HH**), as the school population grows.

As the site is located within a growth precinct, the report considers the future expected traffic movements for the locality, by having regard to a traffic modelling study, prepared by Hyder Consulting Pty Ltd (Hyder) for the area surrounding the subject site, known within the WDCP 2013 as Precinct 7A. The Hyder modelling considered the cumulative impacts of planned developments for the years 2021 and 2031 at a number of individual intersections.

The Hyder modelling had not accounted for a school at the subject site, and the submitted report outlines additional modelling undertaken to account for the new school.

The report estimates that the school will generate a total of 556 vehicle trips per hour during the weekday morning and afternoon peak. However, in the context of the additional 3,700 peak hour trips forecast in Precinct 7A, and 11,600 trips from development in the wider area, the additional trips are not considered significant. Furthermore, SIDRA modelling of nearby intersections confirmed that the proposed school would not have any adverse impacts on the surrounding road network or intersections.

The new school and grounds will be fully accessible to all students, in accordance with DoE policies. Multiple pedestrian entry points will be provided to the grounds to allow filtered access from all surrounding areas. The report provides an assessment of the safety of pedestrian walking routes and indicates that the existing pedestrian environment is appropriate to safely accommodate the expected pedestrian traffic. Pedestrian access to the school will be controlled appropriately, with the design intentionally accounting for varying levels of access that are required during school hours, during out of hours use, and when the school is not being used, as indicated within the image below.

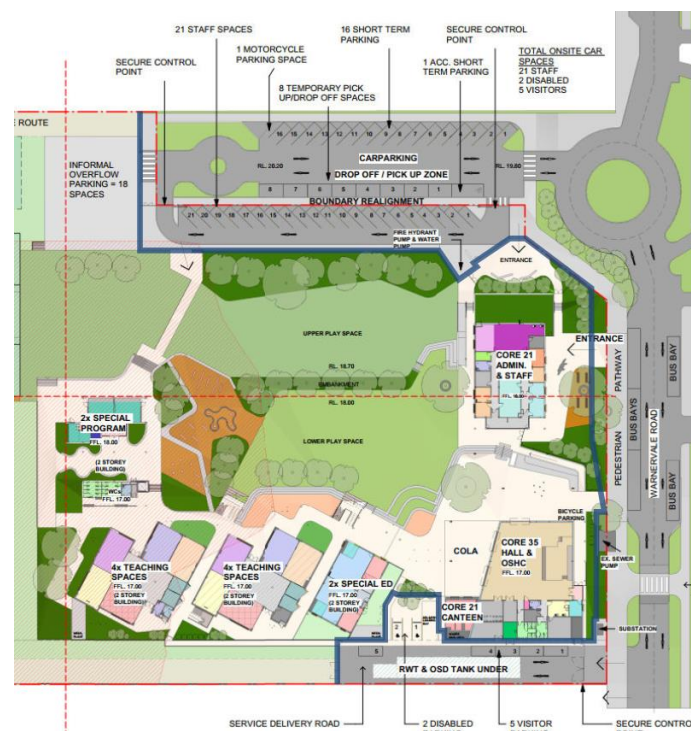


Figure 35 - The primary boundary shown in red, the secondary boundary in blue.

Source: BLP

To promote sustainable transport behaviour, the Green Travel Plan referred to above, also prepared by Stantec, accompanies the application (**Appendix HH**) and it is expected that this can be suitably refined in accordance with any conditions of consent that may be imposed on the development.

Finally, a Preliminary Construction Traffic Management Plan (**Appendix AA**) has been prepared by Stantec to outline how traffic will be managed during construction.

7.4 Biodiversity

A Biodiversity Development Assessment report (BDAR) is required for this development as detailed within Section 8.2 of this EIS. The BDAR has been prepared by Kleinfelder and is contained within **Appendix W**.

Kleinfelder had earlier prepared a Preliminary Ecological Assessment in 2018 (**Appendix K**), which concluded that surveys would be required as part of the preparation of a BDAR. The surveys that were conducted to inform the BDAR, were undertaken over a period of 12 months so as to ensure that the surveys of any threatened flora or fauna species were undertaken during the appropriate season.

The surveys did not identify any threatened flora species or any fauna species credit species that would be affected by the development. However, the BDAR did identify that biodiversity offsets would be required for impacts on four of the five vegetation zones that were categorised within the report. The proposal will directly impact on 2.66 hectares of native vegetation, and therefore a total of 48 ecosystem credits are required for the proposed development, being 18 credits to offset impacts on the 'Spotted Gum - Broad-leaved Mahogany - Red Ironbark shrubby open forest', and 30 credits to offset impacts on the 'Smooth-barked Apple - Red Bloodwood – Brown Stringybark - Hairpin Banksia heathy open forest of coastal lowlands'.

7.5 Bushfire Risk

The entire site is currently classified as bushfire prone land with the majority of the site currently classified within the 'Vegetation Category 1'. The front portion of the site occupied by the former school is within the 'Vegetation Buffer'. Given that the surrounding locality is largely categorised by remnant vegetation and forest, the majority of nearby properties are also classified as being bushfire prone land. Refer to **Figure 36** below.

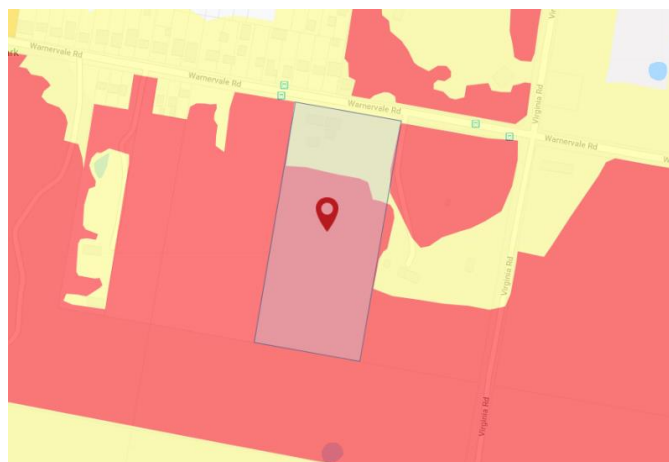


Figure 36 - Extract of bushfire prone land map
Source: planningportal.nsw.gov.au

A Bush Fire Assessment Report (**Appendix G**) has been prepared by Kleinfelder to consider the feasibility of accommodating the proposed school on this site. RFS have confirmed that the proposal is able to be classified as Infill Development and the Kleinfelder report has demonstrated that the proposal can comply with the relevant requirements of *Planning for Bush Fire Protection 2006*, including the provision of adequate Asset Protection Zones (APZ), as well as appropriate design and construction standards.

The Kleinfelder report indicates that APZs of up to 70m will be needed for affected buildings to be constructed to a Bushfire Attack Level (BAL) rating of BAL29.

7.6 Landscaping

The proposal will seek to expand towards the rear of the site, requiring the removal of some remnant bushland, not only to accommodate the proposed school but also to achieve the required Asset Protection Zones. Although the proposal seeks to increase the overall built form across the site, every effort has been made to retain elements of bushland where possible.

An Arborist Report (**Appendix Y**) has been prepared by Kleinfelder and Joseph Pidutti, to accompany the application and supplement the BDAR also prepared by Kleinfelder and attached at **Appendix W**. The report has surveyed 107 trees located outside of the bushland area that could be affected by the proposal. All trees to be retained are to be protected during construction, requiring specific tree protection measures given potential impacts that may arise during construction.

A detailed landscape strategy has been prepared by Arcadia Landscape Architecture (**Appendix GG**), in association with the architectural design. The landscape design is aimed at not only providing an aesthetic and ecological benefit to the site, but also to provide engaging learning environments which foster physical activity and enable students to connect with nature as well as with Indigenous country. Key areas of plantings on the site will include trees at the entry, shade tree within play areas, water management at the rear of the school buildings, as well as native areas for learning.

In total the landscape scheme provides a number of tree plantings throughout the site, with a range of groundcovers, shrubs and the like provided.

7.7 Solar Amenity, Overshadowing, Privacy and Views

Information is provided within the architectural package to demonstrate how the proposed increased in the capacity of the school can be accommodated with minimal impact on environmental amenity. The new school buildings will be provided with internal solar access predominantly from the east and west whilst the outdoor play areas will receive continual solar access throughout the day. Vegetation has been strategically planted to provide areas of shade within these outdoor play areas.

Overshadowing

Shadow diagrams have been prepared for 9am, 12pm and 3pm at the winter solstice in order to indicate the overshadowing that will be created by the proposal. The 9am shadow diagram shown below, indicates that the proposal will create minimal overshadowing to the primary open play area, partly owing to the single storey height of the administration building, but also primarily as a consequence of the generous dimensions to the play area.

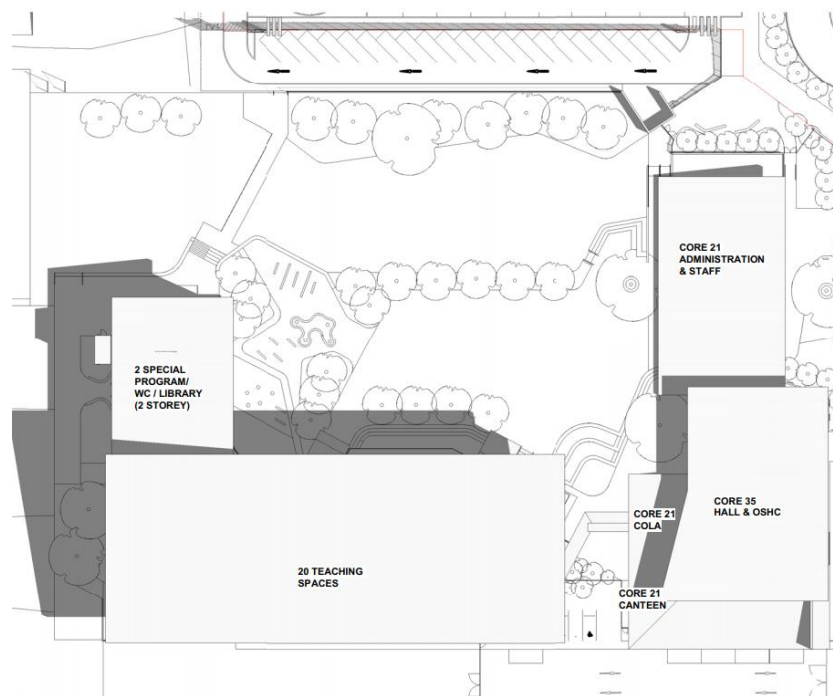


Figure 37 - Shadow Diagram showing at 9am at the winter solstice

Source: BLP

The 12pm shadow diagram shows relatively similar solar access impacts. However, a reduction in overshadowing from the teaching building ensures that the play area will receive excellent midwinter solar access during lunchtime periods, with shadows primarily cast on to other buildings or the landscaped areas behind the teaching building.

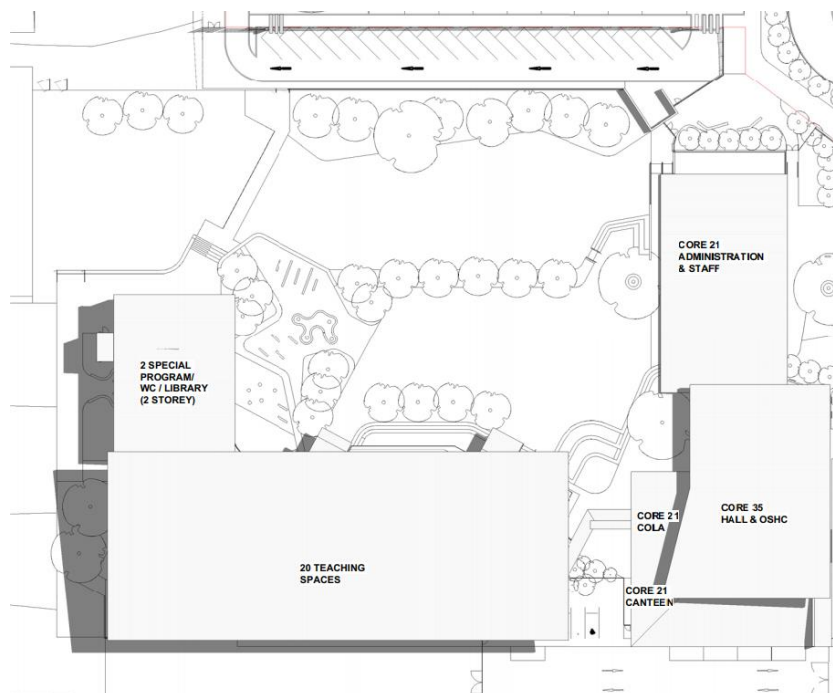


Figure 38 - Shadow Diagram showing at 12pm at the winter solstice

Source: BLP

The 3pm shadow diagram indicates that during midwinter afternoons, shadows will primarily be cast to the service driveway along the eastern boundary of the school site, with shadows also cast to the landscaped areas to the rear.

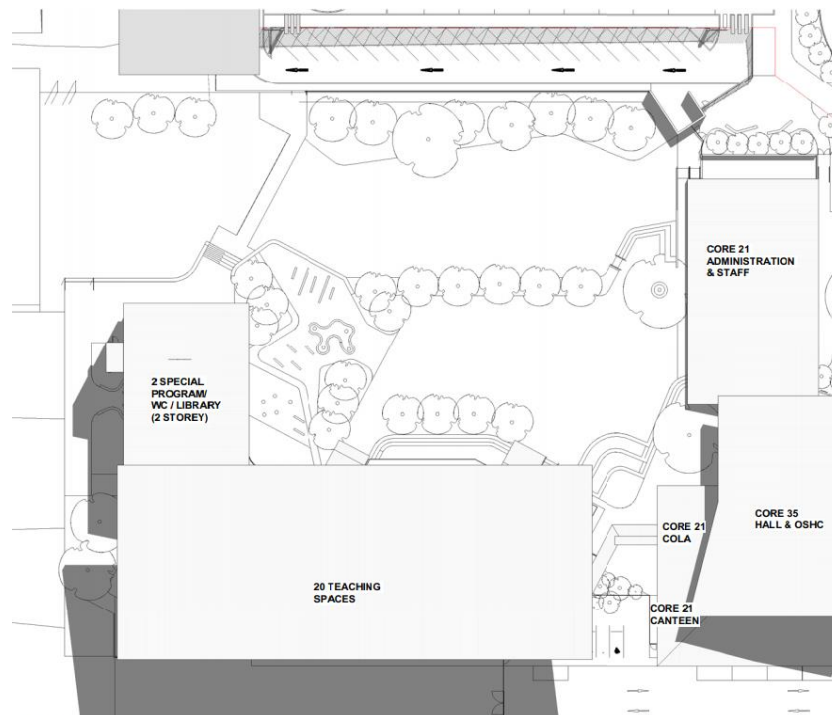


Figure 39 - Shadow Diagram showing at 3pm at the winter solstice
 Source: BLP

Privacy

The proposal seeks to introduce two storey buildings to the site. Furthermore, it is likely that the two neighbouring sites will in the future contain low-density residential dwellings. However, with vehicle manoeuvring areas located adjacent to the east and west boundaries, there is limited potential for privacy impacts originating from the proposed development, with the smallest proposed setback being 11m to the eastern boundary.

Views

There are no significant views that would be affected by the proposal. The subject site and surrounding locality are characterised by a relatively flat topography, and there are no distant views available within or from the locality.

Note that other environmental amenity matters are discussed elsewhere within this EIS, for instance, acoustic impacts are considered within Section 7.15, and landscaping is considered within Section 7.6.

Daylight Access

All teaching and circulation spaces are provided with sufficiently large glazed areas to enable excellent daylight penetration throughout the year. Windows are typically oriented away from other buildings, over play areas or towards the open driveway area along the eastern side boundary.

7.8 Stormwater Management and Flooding

The Stormwater Management Plan (**Appendix BB**) and Stormwater Civil Plans (**Appendix Q**) that accompany this application have been prepared by Cardno. The Stormwater Management Plan details how stormwater will be managed and disposed of on site and the Stormwater Concept Plan depicts this information diagrammatically. The proposed stormwater system has been prepared in accordance with the requirements of Central Coast Council Civil Works Specification – Design Guideline 2018.

The stormwater system involves the collection of all roof rainwater, which is piped directly into a rainwater tank, to be located underneath the eastern driveway. Overflow from the rainwater tank, as well as surface drainage from hardstand areas such as the carpark, pathways and games court are to be drained to an underground OSD tank, located underneath the eastern driveway, adjacent to the underground rainwater tank.

The stormwater report also outlines water sensitive urban design measures that will be incorporated into the development, including treatment of pollutants within stormwater.

As indicated within Section 5.2 of this EIS, the WLEP 2013 maps indicate that the site is within the flood planning area, as indicated within the WLEP 2013 flooding map extract shown below:

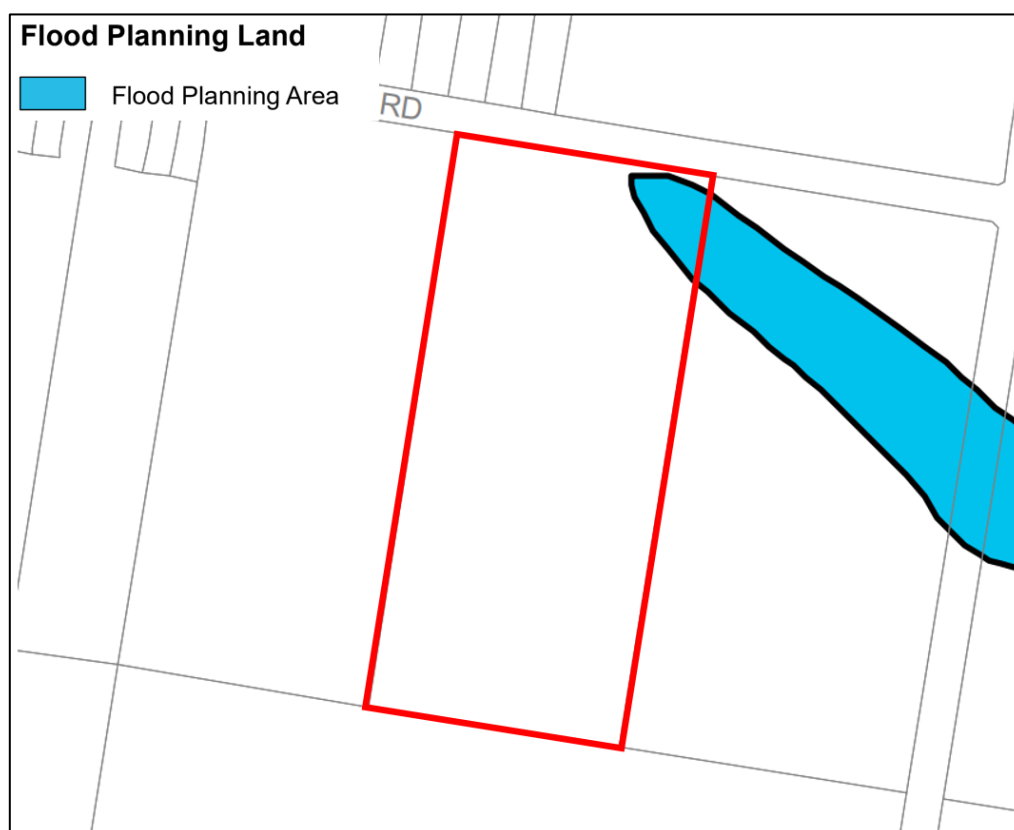


Figure 40 - WLEP 2013 Flooding Map Extract
Source: planningportal.nsw.gov.au

However, Council had indicated that this relates only to an overland flow path from the low point of the site which continues on to the adjoining property to the east, 77-91 Warnervale Road (see email at **Appendix FF**). The Stormwater Management Plan indicates that overland flow from the neighbouring property to the west, will be collected by the swale system located along the informal

overflow parking spaces and then conveyed via surface inlet and pipe system to the on-site detention filtration chamber where storm filter is placed. The Plan indicates that clean water will then be discharged to the adjacent gravel road at a controlled rate of equal to or less than the pre-development flow. As outlined within Section 5.2 of this EIS, the DoE is pursuing the formalisation of the existing stormwater arrangement and alternative arrangements are able to be made if necessary.

7.9 Contamination and Geotechnical

As indicated in the discussion relating to SEPP 55, initial geotechnical and contamination investigations were undertaken across the site.

A report titled 'Initial Evaluation of Contamination Potential' has been prepared by Kleinfelder (**Appendix H**), which considers the results of the analysis of 18 soil samples, as well as a desktop analysis of the zoning, geology and hydrology of the site, and a walkover of the site by the project environmental scientist.

Collections of soil samples were extracted through 9 boreholes as part of geotechnical investigations undertaken in 2018 by Douglas Partners (**Appendix I**), and this provides a basis for the understanding of the site soils. Further sampling was undertaken to inform the Kleinfelder report and testing of up to 18 samples was undertaken to test for 6 different common contaminants. The findings indicated that the contaminants found on site are likely either to be of little harm to human health, with some of the contaminants likely to be associated with regular vehicle use on site. The report concluded that there is limited potential for contamination to be present within the proposed area of school redevelopment that would result in an increased risk of harm to terrestrial ecology or human health in the long-term. Remediation of the site would therefore not be required.

The report also identified that groundwater was not encountered at the site, with borehole depths reaching up to 2.5m below surface level. However, the WaterNSW database indicates that a groundwater bore located 154m to the south-east of the property first bears water 24m below the ground surface. Groundwater is unlikely to be encountered as part of the proposed development.

A Hazardous Materials Survey (**Appendix F**) was prepared by Hazmat Services which indicated that the presence of asbestos was limited to an electric switchboard within one of the buildings currently located on the site. This material is able to be removed in accordance with the relevant regulations and requirements of the NSW Government and Safe Work Australia.

An Acid Sulfate Soils Management Plan (ASSMP) (**Appendix Z**), was prepared by Smec to detail the methods to be used to appropriately manage the potential presence of acid sulfate soils across the site as part of the proposed works.

7.10 Safety and Security

The employment of the principles of Crime Prevention Through Environmental Design (CPTED) in the design of the school are imperative to ensure that the design of the school is not conducive to the perpetration of crime.

CPTED describes the use of environmental design to deter criminal and anti-social behaviour. CPTED strategies are founded on the notion of being able to influence the decision making of potential offenders, by increasing the perception and likelihood that crime may be witnessed, challenged or detected, and that criminals may be identified, or fail to escape crime scenes effectively.

CPTED uses design and place management principles to influence the cost-benefit appraisal of crime opportunities associated with given locations, such that potential perpetrators may rationalise that the benefit of offending is outweighed by the cost (real or perceived). CPTED also seeks to influence the behaviour of legitimate users of a space, such that their frequent use of the space discourages its use by potential offenders, and prevents legitimate users from becoming victims of crime.

The NSW Police specify that CPTED seeks to create environmental and social conditions that:

- Maximise risk to offenders (increasing the likelihood of detection, challenge and apprehension);
- Maximise the effort required to commit crime (increasing the time, energy and resources required to commit crime);
- Minimise the actual and perceived benefits of crime (removing, minimising or concealing crime attractors and rewards); and
- Minimise excuse making opportunities (removing conditions that encourage/facilitate rationalisation of inappropriate behaviour).

The four core principles of CPTED are surveillance, access control, territorial re-enforcement, and space management. Each principle is discussed below:

Access Control

The design of the development provides a clear indication to any observer or passer-by about the nature of the use at the site. This reduces the capacity for potential offenders to make excuses about their reason for their presence and their actions. Individual spaces are clearly defined within the proposed development, with fencing, landscaping, and (future) wayfinding signage clearly demarcating space within the site. The main site entry is expansive and is clearly defined through a well-framed space between the two street-fronting buildings, with continuous sightlines through to the rear of the school. In addition, the school entry is provided with wide areas of paving used throughout circulation areas to emphasise the area as a pedestrian thoroughfare.

There are limited opportunities for loitering at the other site boundaries, as the area adjacent to the western boundary is used for a car parking area, whereas the area adjacent to the eastern boundary is used for services. The bitumen treatment to these areas indicates that those areas are not ordinary locations to gather – especially outside of drop off and pick up times - when compared with the discernible presence of the primary entry from Warnervale Road.

A security line is provided to the school, between the Administration Building and the school hall and set behind the public forecourt area, as shown within **Figure 41**.



Figure 41 - Extract from Main School Entry plan showing security line to the school

Source: BLP

The plans indicate that during events when the hall is in use, ordinary access to the building will be controlled by a combination of buildings and fences, and that the design intentionally accounts for varying levels of access that are required during school hours, during out of hours use, and when the school is not being used, as indicated within **Figure 41**. It should be noted that all gates providing pedestrian or vehicular access to the site, with the exception of the main pedestrian entrance, will be closed during the day apart from during the start and end of school days. They will only be opened at other times during the day through an intercom system. Separate arrangements will be in place for the shared use of community facilities.

Surveillance

The proposed development provides glazed facades that provide direct lines of sight to play areas and circulation areas, as well as the car park and service areas at the western and eastern side of the school. This provides for passive surveillance during school hours, not only to the school grounds, but also to future development that may be situated on the adjoining allotments. This will facilitate natural incidental monitoring to surrounding areas and increase the potential risk to offenders of being detected or challenged if committing a crime in this locality.

To avoid opportunities for concealment, the circulation areas between the teaching buildings are provided with a generous width, and the facades which face the circulation areas contain limited projecting area which would provide an opportunity for concealment. The only projecting features are the areas containing windows to the meeting rooms, and the location of the meeting room window will provide passive surveillance to discourage perpetrators from using this area for concealment.

Sightlines are maintained through the generously wide forecourt entry from Warnervale Road, with the two storey awning height, also ensuring there are minimal opportunities for concealment within the playground. Landscaping is also selected to minimise opportunities for concealment, with canopy trees generally evenly spaced so as to enable sightlines underneath, and minimise concealment from unexpectedly hidden or overshadowed areas.

The proposed development is free from concealed or obscured spaces; facades are provided with design articulation, but with an absence of redundant and hidden spaces. The bicycle parking area, a common target for theft, is located at the site frontage in plain view of school buildings and the public domain. Tall landscaping is reserved for street frontages and play areas, and are sufficiently spaced so as to enable view lines to be maintained between and beneath each tree. The tree selection ensures that low level branches are able to be removed to minimise opportunities for concealment.

Light fittings and fixtures are designed to require minimal maintenance, be able to withstand the elements and be vandal resistant. If required, ground level lighting can be installed to areas where lighting might otherwise be interfered with, or where there is potential for light spill.

The maintenance schedule for the building will incorporate the monitoring of the effectiveness of lighting within the development to ensure lights are operational, maintaining required lux levels and not becoming obstructed by landscaping. All lighting is to meet the minimum Australia and New Zealand Standards, particularly *AS/NZ 1158 Lighting for roads and public spaces*, which can be used to guide lighting standards for the surrounding streets, and throughout the development.

Territorial Reinforcement

Throughout the development, the proposal provides for high quality spaces that are clearly defined and logically arranged to provide visual cues to their purpose and their overall size. The use of hard paving for circulation areas throughout the development, contrasts with the use of turf elsewhere within the development to provide a clear delineation between areas that function for circulation purposes and areas that may be expected to be occupied for longer periods of time. In general, outdoor seating is restricted to play areas or outdoor learning areas, in order to encourage longer visitation only to these spaces, and to enable these spaces to be used by all students, regardless of whether they are participating in active or passive recreation.

Limited seating is provided in areas of poor surveillance, such as between the teaching buildings and throughout the areas to the rear of the library. This emphasises that these areas - where potential victims may be vulnerable to isolation - are not ordinarily appropriate for congregation.

Overall the design maximises student flow paths in and around the buildings and provides legible access path and routes throughout.

Space Management

The future hall will be available for community use and will provide a recognisable focal point for community events. The design will foster a sense of community ownership amongst the school population and the local community.

Rapid repair of any incidents of vandalism and graffiti will be employed to prevent the appearance of neglect and discourage further such activities. All graffiti will be removed promptly following a graffiti incident, and any major vandalism will be remedied as promptly as possible. The selection of construction materials and landscaping are suitable for low-resource maintenance; however, a regular maintenance schedule will be prepared to ensure that vegetation is trimmed and kept tidy, with unhealthy vegetation replaced as required. A maintenance schedule can also be prepared for painting, repairs, inspection of plumbing and electrical equipment, and for general cleaning.

Finally, although not proposed as part of this application, directional signage will eventually be provided throughout the school, prior to the commencement of the operation of the school, in order to provide users with information on entry and egress points, and details on where to seek assistance. Directional signage for pedestrians is exempt development pursuant to clause 38 of the ESEPP.

7.11 Impacts of Construction

Construction impacts, such as noise, dust, vibration and temporary traffic management impacts are likely to create a concern for nearby residents.

A Construction Environmental Management Plan (CEMP) (**Appendix X**), has been prepared by SMEC to outline procedures to be implemented to minimise the impacts of construction. This CEMP has been informed by various other documents included within the application package, including the Sediment and Erosion Plan and Strategy.

A Sediment and Erosion Plan and Strategy has been prepared by SMEC (**Appendix S**) which provides various measures to be installed at the site.

7.12 Ecologically Sustainable Development

An ESD Report has been prepared by Northrop (**Appendix O**) in order to detail how the principles of ecological sustainable development (ESD), as defined by clause 7(4) of Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*, will be incorporated in the design and ongoing phases of the development. These principles are reproduced below:

- (a) **the precautionary principle**, namely, that if there are threats of serious or irreversible environmental damage, lack of full scientific certainty should not be used as a reason for postponing measures to prevent environmental degradation. In the application of the precautionary principle, public and private decisions should be guided by:
 - (i) careful evaluation to avoid, wherever practicable, serious or irreversible damage to the environment, and
 - (ii) an assessment of the risk-weighted consequences of various options,
- (b) **inter-generational equity**, namely, that the present generation should ensure that the health, diversity and productivity of the environment are maintained or enhanced for the benefit of future generations,
- (c) **conservation** of biological diversity and ecological integrity, namely, that conservation of biological diversity and ecological integrity should be a fundamental consideration,
- (d) **improved valuation, pricing and incentive mechanisms**, namely, that environmental factors should be included in the valuation of assets and services, such as:
 - (i) polluter pays, that is, those who generate pollution and waste should bear the cost of containment, avoidance or abatement,
 - (ii) the users of goods and services should pay prices based on the full life cycle of costs of providing goods and services, including the use of natural resources and assets and the ultimate disposal of any waste,
 - (iii) environmental goals, having been established, should be pursued in the most cost effective way, by establishing incentive structures, including market mechanisms, that enable those best placed to maximise benefits or minimise costs to develop their own solutions and responses to environmental problems.

The report indicates that the project targets the following sustainability outcomes:

- Compliance against the Educational Facilities Standards and Guidelines (EFSG) by DoE
- Compliance with the requirements of Section J of the National Construction Code (NCC).

- Incorporate Ecologically Sustainable Development principles considered to be best practice within the Australian building industry.
- Additional sustainability initiatives with a focus on health and wellbeing.

Furthermore, the report has considered that the development has been assessed against a framework for how the future development will be designed to consider and reflect national best practice sustainable building principles to improve environmental performance and reduce ecological impact. This has included measures such as waste reduction design measures and use of renewable energy.

The report has also included preliminary consideration of building performance and mitigation of climate change, including consideration of Green Star Performance.

The project is incorporating Ecologically Sustainable Development principles considered to be best practice within the Australian building industry. Through this measure, alongside the initiatives outlined within the report, the project will meet the requirements of the SEARs while addressing the project objectives required by the Department of Education.

7.13 Social Impacts

The social impacts of appropriately located educational facilities are broadly considered to be positive. The existing school is ideally located amongst a burgeoning residential area, providing an essential local service that is convenient and easily identifiable within the local area. As indicated within Section 2.2, the projections for the Wyong Primary Cluster outline a potential increase of approximately 865 Government primary school students, and the school will assist in providing the capacity to accommodate the projected population increase.

The proposal will provide modern and advanced learning spaces, which are expected to enable the school to become a 'school of choice' for many local parents. The school will provide further opportunities for a high standard of local public education to the local community. A strong local community school not only provides direct impacts in relation to the convenience of local services, but also enables increased community interaction and familiarity for both students and parents, and promotes a growth in overall social capital.

Through the proposed provision of a new school in Warnervale, the ability to accommodate for the projected growth in school aged children in Central Coast LGA will improve, helping to prevent identified education shortfalls in the future. In this regard this school is designed to relieve pressure and the associated requirement for demountable classrooms from nearby schools.

The development is located amongst a future residential area with low traffic flows, in close proximity to new cycling routes, and with existing capacity within current bus services. Therefore, the site is ideally located to accommodate a proposed expansion and to promote alternative modes of transport to car travel amongst students and parents.

Other general anticipated social impacts include:

- The provision of increased student places amongst a residential area with a rapidly growing population.
- The creation of flexible learning spaces to promote social interaction amongst pupils, and improved opportunities for public use outside of school hours.
- Employment of local tradespeople during construction, and the creation of permanent teacher, clerical and maintenance positions.
- The school will provide new facilities that are able to be used by local community groups and the wider population of the area discussed within Section 4.16 of this EIS.

- The provision of outside school hours care and special needs classes will assist families with particularly needs regarding the care of their children.

For the most part, any anticipated negative social impacts are generally those that indirectly relate to physical impacts, such as traffic, parking, built form, etc. These matters are individually discussed elsewhere throughout this EIS.

With respect to inclusive access, an Access Design Assessment Report has been prepared by Design Confidence (**Appendix T**) which identifies the extent to which the proposal meets the accessibility provisions of the Building Code of Australia. It is expected that the new school will be designed to maximise inclusiveness for impaired students, teachers and parents, and that the introduction of modern school facilities to the locality will be to the benefit of those so impaired. Further reference should be made to the aforementioned report.

Finally, social impacts associated with crime prevention (i.e. CPTED) are considered within Section 7.10 of this EIS.

7.14 Heritage

Aboriginal

An Aboriginal Heritage Due Diligence Assessment (AHDDA) (**Appendix M**) has been completed by RPS in order to determine whether there are any Aboriginal cultural heritage values that would be affected by the development. A search of the Aboriginal Heritage Information Management System (AHIMS) revealed that there was one AHIMS site located within the project area, #45-3-3420 'OWP ISO 17'. This was identified within a worn exposure of the playground area within the former school during the archaeological investigations commissioned by Wyong Shire Council for the development precinct known within the WDP 2013 as Precinct 7A. The artefact was identified as a metasedimentary flake measuring 13 x 16 x 2 millimetres with a faceted platform measuring 3 x 1 millimetre, with a feather termination and 45 percent cortex. Otherwise, as part of the study, no previously unrecorded Aboriginal objects or areas of archaeological potential were identified within the project area.

An Aboriginal Cultural Heritage Assessment Report (ACHAR) (**Appendix DD**) was completed by RPS for the site in accordance with the recommendations of the AHDDA. The ACHAR identified that the subject site is characterised by moderate to high levels of disturbance and modification whilst no Aboriginal objects were located throughout the inspection. No areas of Aboriginal archaeological potential were identified within the site and the site was assessed as being of low scientific significance. No further assessment was identified as being required for the site.

Four recommendations were made as part of the ACHAR which are noted below:

1. As the works are State Significant Development (SSD), works may proceed with caution and without an Aboriginal Heritage Impact Permit. Consideration should be given to the mitigation recommendations outlined by the Darkinjung Local Aboriginal Land Council provided in Section 6.2 above.
2. All relevant personnel, contractors and subcontractors are to undergo an Aboriginal cultural heritage induction. The induction would outline the legal obligations for Aboriginal cultural heritage under the National Parks and Wildlife Act 1974 and Heritage Act 1977. A project-specific pamphlet should be produced to outline potential unexpected Aboriginal cultural heritage within the Project Area, and a flowchart for dealing with unexpected finds.
3. If unrecorded Aboriginal objects are identified during the works the unexpected finds procedure outlined in Section 6.3.1 of the ACHAR should be followed. OEH should be notified of any unrecorded Aboriginal objects.

4. In the event that human remains are identified, the unexpected finds procedure outlined in Section 6.3.2 of the ACHAR should be followed. All activity within that area must cease immediately and the area cordoned off. The proponent must contact the local NSW Police, who will make an initial assessment as to whether the remains are archaeological. If the remains are determined to be Aboriginal, OEH must be notified. If the remains are identified by the OEH to be Aboriginal, then a management plan must be developed in consultation with the Aboriginal community.

Community consultation associated with this report is outlined within Section 5.9 of this EIS.

European

The nearest heritage item is item number I108, Warnies Railway Cafe and General Store, a local heritage item located at 1-13 Warnervale Road, which is approximately 550m to the west of the site. An Historic (Non-Aboriginal) Heritage Impact Assessment (**Appendix II**) was completed by RPS for the site. The development will be sufficiently separated from this item to be of any potential impact, and the report details that there will be nil impacts associated with the development.

7.15 Noise and Vibration

An acoustic report has been prepared by Acoustic Logic (**Appendix EE**) to consider noise impacts, including the impacts to neighbouring properties associated with noise emanating from the proposed school, as well as the impact of external noise sources on the future school occupants.

The primary noise impacts from the school itself are likely to be the noise impacts from construction and the noise impacts from outdoor play areas.

In relation to construction noise, the report finds that:

- Exceedance of the “background+10dB(A)” noise goal will be unavoidable at times given the proximity to the nearby residences.
- Acoustic treatments such as noise screens around work areas may provide some benefit to surrounding residents pending the relative height of the worksite to adjacent residents.

However, potential noise impacts will be mitigated via the recommended standard construction hours being 7am to 6pm Monday to Friday and 8am to 1pm Saturdays as per the Construction Environmental Management Plan (**Appendix X**). No variation has been proposed to these recommended standard construction hours under the Construction Environmental Management Plan.

The Construction Environmental Management Plan outlines the various noise policies and guidelines applicable to implementing the CEMP.

Likely sources of operational noise impacts are identified within the Acoustic Report as being the following:

- Noise from internal areas
- Noise from mechanical plant, PA system and school bells.
- Traffic generation
- Waste Removal
- External activities

The report indicates that the use of the community hall in the evening period for events involving the use of a sound system would require that all openings within the eastern façade be kept closed, and that events should be completed by 10pm. Management plans associated with community use and out of hours care are able to be prepared following approval and once operational details are finalised.

In terms of public address systems within the school, the report provides the following specific recommendations:

- Speaker location and direction can be used to reduce noise spill to neighbouring properties while still maintaining suitable noise levels within the school grounds (typically 70- 75dB(A)).
- Broadly speaking, more speakers, closer to the noise receiver is a more effective way to provide coverage of the external areas while reducing noise spill to neighbouring properties.
- Similarly, highly directional speakers (angled downwards) will also reduce noise spill. Speakers with a drop of at least 5dB(A) for mid-frequencies noise for each 10 degrees in the horizontal plane outside of the coverage area should be considered

The report also indicates that waste collection should be scheduled to occur during the day time period only (7am – 6pm). All of these recommendations are able to be incorporated into a development consent.

The report indicates that regular indoor school activities and traffic noise associated with the school are not likely to be of any significant impact in the locality.

7.16 Waste

A Waste Management Plan has been prepared by Smec (**Appendix CC**) which describes the waste management requirements and practices to be adopted for the duration of works under the new primary school at Warnervale scheme. The Waste Management Plan outlines the wider context for waste management on the site, as well as discussing any requirements specific to the site. It is intended to be a 'living document', subject to ongoing review and improvement as required.

7.17 Lighting

A Lighting Control Statement has been prepared by Northrop (**Appendix L**), which outlines how internal and external lighting has been designed and will be controlled within the new school facilities in order to reduce spill into future surrounding sensitive receivers. The report demonstrates the measures to be employed to ensure lighting creates minimal disturbances within the locality, and that external lighting is designed to comply with relevant Australian Standards.

7.18 Contributions

There are multiple development contributions plans in force within the former Wyong local government area, with two of these being relevant to the subject land, being the *Warnervale District Contributions Plan* and the *Wyong Shire Council Section 94A Development Contributions Plan*. The plans were prepared in accordance with the former Section 94 and Section 94A (respectively) of the EPAA Act (now Section 7.11 and 7.12).

Neither of the above plans specifically precludes the payment of contributions for education projects. However, it should be noted that Planning Circular D6, dated 21 September 1995 and titled *Crown development Applications and Conditions of Consent* generally indicates that contributions are not appropriate for public infrastructure projects and that they “are not likely to require the provision of public services and amenities in the same way as developments undertaken with a commercial objective”. It would not be expected that the payment of developer contributions would be appropriate for this development.

Brief commentary on each of the contribution plans is provided below.

7.18.1 Warnervale District Contributions Plan

The *Warnervale District Contributions Plan* applies to all development on land shown mapped within Figure 2 of this plan, with the subject site centrally located within the affected area. Table 10 of the plan indicates that “all other non-residential developments” are subject to the payment of contributions, but that contributions are not required for open space, community facilities, or the Wadalba Environmental Corridor.

7.18.2 Wyong Shire Council Section 94A Levy Development Contributions Plan

Section 7.12(2) precludes the levying of contributions under both section 7.11 and section 7.12. Therefore, the *Wyong Shire Council Section 94A Development Contributions Plan* is generally designed to capture development not captured by any of the plans prepared under section 7.11 of the Act (in this case, the *Warnervale District Contributions Plan*). Table 3 of this plan indicates that the plan applies to ‘Government Agencies’.

8.0 Other Statutory Approvals

8.1 General

Whilst a range of legislation is relevant to the proposed development as spelled out within this EIS and its appendices, this Section of the EIS considers only legislation under which separate approvals are required to be obtained before the development may be lawfully carried out, consistent with the requirements for content for environmental impact statements, prescribed by clause 7(1)(d)(v) of *Environmental Planning and Assessment Regulation 2000*.

8.2 Biodiversity Conservation Act 2016

The general purpose of the *Biodiversity Conservation Act 2016* (“the BC Act”) is described within section 1.3 of that Act, being to maintain a healthy, productive and resilient environment for the greatest well-being of the community, now and into the future, consistent with the principles of ecologically sustainable development.

Section 7.9 of the BC Act indicates that applications for SSD are to be accompanied by a Biodiversity Development Assessment report (BDAR) if the activity is “likely to significantly affect threatened species”, unless the Planning Agency Head and the Environment Agency Head determine that the proposed development is not likely to have any significant impact on biodiversity values. The site forms part of an area with “biodiversity value” under the terms of *Biodiversity Conservation Regulation 2017* (BCR 2017) due to the possible presence of certain species of endangered native orchids and the likely habitat of squirrel gliders (**Figure 42**). Therefore, a BDAR, prepared by Kleinfelder (**Appendix W**), has been prepared for this development.

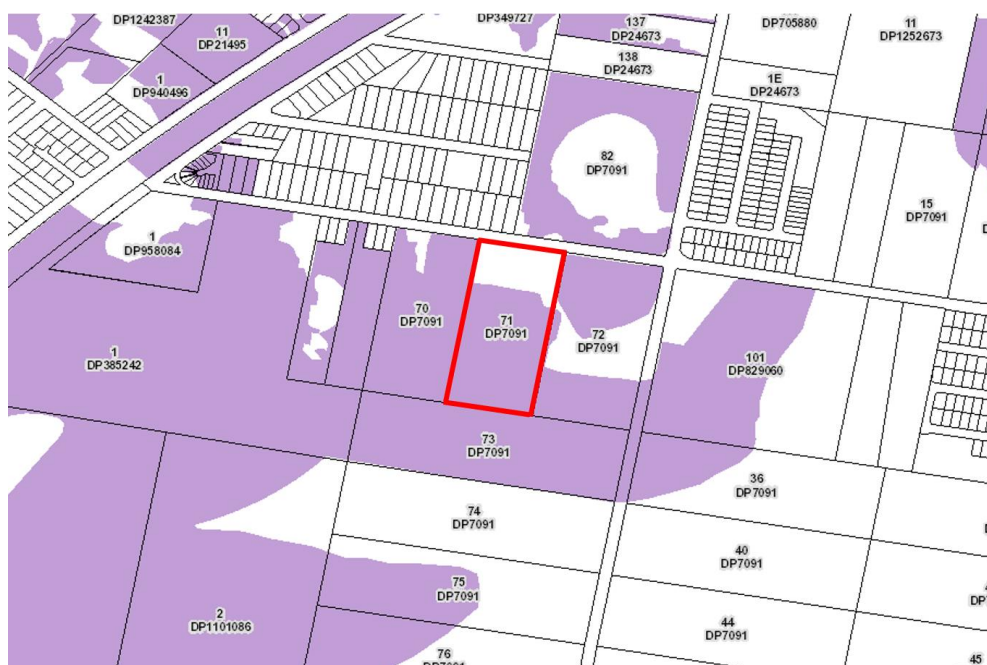


Figure 42 - Extract of NSW Government Biodiversity Value Map
Source: www.lmbc.nsw.gov.au/Maps/

Regulation 7.2 of the BCR 2017 provides a table which sets out that the maximum area of land that may be cleared may be dependent on the minimum lot size that applied to the land. The majority of

the subject land is affected by a minimum lot size of 450sqm pursuant to the WLEP 2013; however, part of the land is not affected by any minimum lot size.

Regulation 7.2(3)(c) of the BCR 2017 states that in the application of the table:

“if the land on which the proposed development is to be carried out comprises different areas of land with different minimum lot sizes—the minimum lot size is the smaller or smallest of those minimum lot sizes”.

As the applicable minimum lot size is less than 1 ha, the area of native vegetation clearing threshold for the proposed development is 0.25 ha or more. The proposed development will directly impact on approximately 2.66ha of native vegetation, therefore providing further reasoning for the requirement for a BDAR.

Further discussion on the BDAR is provided within Section 7.4 of this EIS.

8.3 Roads Act 1993

The proposal will require the creation of a roundabout within Warnervale Road as well as extensive upgrade works within the road reserve. The site currently contains two vehicular crossings; one at the western end of the frontage and one approximately within the centre of the site. Given the drop off / pick up zone is to be dedicated to Council as public road, all vehicular crossings on the northern frontage are to be removed, with a new crossing to be located on the new western boundary, between the drop off / pick up zone and the staff car parking area. A second vehicular crossing, to provide access for services, deliveries, as well as some car parking, is proposed adjacent to the eastern boundary of the site.

Concurrence from Central Coast Council will be required, pursuant to S138(1) of the *Roads Act 1993*, as Central Coast Council is the roads authority for Warnervale Road. Council have expressed their initial support for the proposed roadworks as outlined within Section 5.2 of this EIS.

8.4 Airports (Protection of Airspace) Regulations 1996

Pursuant to the Commonwealth *Airports Act 1996*, the site is affected by the prescribed airspace associated with Warnervale Airport. The prescribed airspace includes an area in which the interests of the safety, efficiency or regularity of existing or future air transport operations into or out of an airport for the airspace are to be protected.

The prescribed airspace to Warnervale Airport is affected by ‘surface’ levels, which limit the height of buildings. Any proposal which seeks a height above the surface limits will require the issue of a controlled activity approval from the Civil Aviation Safety Authority, pursuant to Section 182 of the *Airports Act 1996*.

The lowest surface limit that affects the site is the Obstacle Limitation Service (OLS). The OLS for the site is 55.00 AHD. The highest existing ground levels at the site are in the vicinity of 21.50 AHD, and therefore the lower surface limits would not be breached for any building under approximately 33.5m in height. The height of the proposal will be comfortably within the applicable surface limits.



Figure 43 - Extract from Obstacle Limitation Surface Map with the subject site and the OLS levels shown marked
 Source: Central Coast Council

Note that Clause 7.7 of the WLEP 2013, requires consultation with CASA for any development which penetrates that the OLS or the PANS-OPS. This will not be required for the proposed development.

8.5 Rural Fires Act 1997

The school use is classified as a special fire protection purpose (SFPP), pursuant to S100B of the *Rural Fires Act 1997*. Development for the purposes of a SFPP requires the issue of bush fire safety authority from the Commissioner of the Rural Fire Services (RFS).

The *Rural Fires Regulation 2013* outline the version of *Planning for Bush Fire Protection* (PBP) which would be considered under S100B of the Act and currently prescribed version of the PBP is that dated in 2006. A draft PBP was exhibited in 2017, but this has not yet been incorporated into the Regulations.

It is understood that the RFS anticipates that the new PBP will become legislated by mid-2019, to coincide with the enactment of the National Construction Code 2019. Until then, PBP 2018 is in a 'pre-release' stage, also known as the transitional period. The position of the RFS is that until the new PBP becomes legislated, PBP 2006 will remain the legally referenced document and PBP 2018 can be used on a performance basis in consultation with the RFS.

As indicated within Section 5.10, consultation with the RFS has been carried out on an ongoing basis and it is anticipated that the RFS would be able to issue a bush fire safety authority for this development, subject to the consideration of the Bush Fire Assessment Report (**Appendix G**).

9.0 Environmental Risk Assessment and Mitigation

An Environmental Risk Assessment (ERA) establishes matters where there may be a risk of potential environmental impacts as a consequence of the proposed development. *AS4369.1999 Risk Management and Environmental Risk Tools* provides a methodology for undertaking an ERA, which includes the following qualitative risk analysis matrix.

Likelihood	Consequence				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
A (almost certain)	H	H	E	E	E
B (likely)	M	H	H	E	E
C (moderate)	L	M	H	E	E
D (unlikely)	L	L	M	H	E
E (rare)	L	L	M	H	H

Figure 44 Risk Assessment Matrix
Source: AS4369.1999

The legend for the risk assessment matrix is provided below:

E: extreme risk; immediate action required

H: high risk; senior management attention needed

M: moderate risk; management responsibility must be specified

L: low risk; manage by routine procedures

The table below lists the potential environmental risks and the associated mitigation measures.

Environmental Risk Factor	Potential Impact	Risk	Mitigation Measure
Design Quality	Potential to interfere with the character of the locality and on views or outlook from neighbouring properties or the public domain.	Medium	The school is designed to relate sensitively to the existing character within the street, accounting for potential future amenity impacts. The building spacing, landscaping, and roof design are designed to be compatible with the future character of the area. Refer to Design Report (Appendix N).
Infrastructure and Servicing	Impacts on capacity of local infrastructure to accommodate the development.	Low	Existing services are to be augmented as described within Section 7.2.
	Availability of services to the development.	Low	Necessary existing services are currently already available to the site, with some additional provision (e.g. substation) required.
Traffic and Parking	Increase in construction traffic on surrounding roads.	Low	A Construction Traffic Management Plan (Appendix AA) is contained within the Traffic and Parking Assessment Report, and construction traffic will be able to managed as indicated within this plan.
	Increase in traffic on surrounding streets and intersections.	Moderate	The Traffic Assessment Report (Appendix E) concludes that the proposed school would not have any adverse impacts on the surrounding road network or intersections.
	Reduction in the availability of on-street parking on surrounding roads during operation.	Low	A new carpark is provided within the school and it is not expected that the development would create undue impacts on the availability of on-street parking.
	Impacts on pedestrian safety.	High	An assessment of the safety of pedestrian walking routes has been conducted within the Traffic Assessment Report and this indicates that the existing pedestrian environment is appropriate to safely accommodate the expected pedestrian traffic.
	Potential for conflict for vehicles arriving to, and departing from, the school.	High	The proposed roundabout and future drop off and pick up zone are provided largely as a safety and performance measure for Warnervale Road.
	Impacts on opportunities for sustainable transport.	Low	A Green Travel Plan (Appendix HH) is provided to encourage sustainable transport choices.
Biodiversity	Impacts on threatened species	High	Surveys undertaken as part of the BDAR (Appendix W) did not identify any threatened flora species or any fauna species credit species that would be affected by the development.
	Effect of removal of native vegetation on biodiversity	High	The proposal will directly impact on 2.66 hectares of native vegetation, and therefore a total of 48 ecosystem credits are required for the proposed development as outlined within the BDAR (Appendix W).
Bushfire Risk	Risk to life and property associated with the spread of bushfires	Extreme	The Bush Fire Assessment Report (Appendix G) has demonstrated that the proposal can comply with the relevant requirements of Planning for Bush Fire Protection 2006, including the provision of adequate Asset Protection Zones (APZ).
Landscaping	Removal of existing on site and street vegetation with managed area of site.	Moderate	Where possible, replacement trees are provided throughout the development.
	Potential for trees to be damaged during the construction process.	Moderate	Tree protection measures are to be installed as per recommendation.

Environmental Risk Factor	Potential Impact	Risk	Mitigation Measure
	Potential changes to landscape character and landscaped amenity.	Low	New street plantings are proposed to compensate for any changes to landscaping.
Solar Amenity, Overshadowing, Privacy and Views	Potential for privacy impacts to future adjoining residential properties.	Low	Suitable setbacks are provided to prevent privacy impacts to adjoining residents.
	Potential overshadowing of school play areas.	Moderate	The siting of the buildings optimises solar access to play areas.
	Daylight access associated affecting the quality of education spaces.	Moderate	Excellent solar access is provided throughout the learning buildings.
Stormwater Management and Flooding	Impacts of stormwater inundation and/or flooding on school operation.	Medium	The Stormwater Management Plan (Appendix BB) has provided solutions to avoid any risk associated with inundation from overland flow.
	Additional strain on the capacity of the local stormwater system.	Low	The Stormwater Management Plan (Appendix BB) and Stormwater Civil Plans (Appendix Q) has provided details of on-site detention tanks which will minimise the additional strain on the stormwater system.
Contamination and Geotechnical	Harm associated with contaminants currently located on site.	High	The 'Initial Evaluation of Contamination Potential' prepared by Kleinfelder (Appendix H) findings indicated that the contaminants found on site are likely either to be of little harm to human health.
	Structural integrity of building affected by geotechnical or chemical hazards.	High	Geotechnical constraints have been accounted for within the design. Refer to Appendix I and Appendix Z .
Safety and Security	Opportunities for crime associated with the design and operation of the development, either directly or indirectly.	High	An assessment of the CPTED principles discusses the design initiatives included to minimise the opportunities for the perpetration of crime and to deter potential offenders.
Impacts of Construction	Impacts on neighbourhood amenity associated with construction process.	Moderate	Measures for managing construction impacts are outlined within the Construction Environmental Management Plan (Appendix X).
	Soil erosion and soil pollution within the public domain.	Moderate	A sedimentation and erosion control plan has been prepared to address potential impacts (Appendix S).
Ecologically Sustainable Development	Consumption of resources associated with the new school, both during construction and operation.	Moderate	Modern sustainability practices are incorporated within the design of the building, to minimise the exploitation of resources during construction and operation, as outlined within Section 7.12.
Social Impacts	Impact on quality of education	High	The social impacts of the proposal are broadly positive as discussed within Section 7.13.
	Provision of access for those with special needs.	Moderate	An access report (Appendix T) has been submitted that addresses access for people with disabilities.
Heritage	Discovery of items of archaeological significance during construction.	Moderate	Procedures outlined within the ACHAR are to be followed in the event any archaeological items discovered on site.

Environmental Risk Factor	Potential Impact	Risk	Mitigation Measure
Noise and Vibration	Noise and vibration disturbance during construction activities.	Moderate	Construction noise will require management from the contractors as outlined within the Acoustic Report (Appendix EE) and Construction Environmental Management Plan (Appendix X).
	Disturbance to neighbourhood amenity during regular and out-of-hours operation.	Low	The submitted Acoustic Report (Appendix X) indicates that the use of the community hall in the evening period for events involving the use of a sound system would require that all openings within the eastern façade be kept closed, and that events should be completed by 10pm. The report indicates that regular indoor school activities and traffic noise associated with the school are not likely to be of any significant impact in the locality.
Waste	Removal of construction waste and ongoing waste arrangements for the operation of the school.	Moderate	A Waste Management Plan (Appendix CC) has been prepared to demonstrate how waste can be organised and disposed/recycled, with minimal interference on amenity or safety.
Lighting	Sleep disturbance associated with lighting within the development.	Moderate	New lighting will be designed to reduce spill into the surrounding sensitive receivers, in accordance with relevant Australian Standards.
	Energy consumption associated with school lighting.	Low	Lighting to be carefully monitored, in order to assist in reducing energy consumption.
Warnervale Airport Operations	Interference with Warnervale Airport Operations.	High	The maximum level of the building will sit to a height that will not interfere with airport operations.

Table 12 - Environmental risk assessment and mitigation measures

10.0 Conclusion

The NSW Department of Education proposes the new primary school at Warnervale at 75 Warnervale Road, Warnervale with capacity for 460 students. The development will see the demolition of the existing facilities and construction of new school facilities comprising twenty (20) teaching spaces, a library, administration building, and hall amongst other facilities.

This EIS has appropriately responded to the issues outlined in the SEARS (**Appendix A**) and has been prepared in accordance with the requirements specified within Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*. It has been demonstrated throughout this EIS that the project is supportable with consideration of the relevant environmental planning instruments, built form, social and environmental outcomes, and relevant policy documents.

Specifically, the proposal is considered to warrant approval for the following:

- The project provides for much needed investment in educational facilities in a locality which is experiencing sustained growth in its population of school aged children;
- The proposal has been developed in accordance with relevant state and regional planning policies and is consistent with the desired outcomes of these documents;
- The proposal has generally been prepared in accordance with the *Wyong Local Environmental Plan 2013* and other relevant Council policies; and,
- The development achieves positive built form outcomes that enhance the visual amenity of the site whilst respecting the predominantly low-density residential nature of the surrounding area;
- The project provides for a significantly improved landscaped setting with a multitude of new trees, shrubs, and ground covers; and,
- The proposal will not have any undue adverse effects on the surrounding area with regards to noise, traffic, privacy, overshadowing nor other amenity issues.

With regard to the above, it is considered that the proposed New Primary School at Warnervale redevelopment has merit and is in the public interest. Accordingly, is recommended that the Minister approve this application.