



## Environmental Impact Statement

State Significant Development (SSD-35715221)  
Concept Masterplan and Stage I Works at William Clarke College  
10 Morris Grove, Kellyville

PLANNING. URBAN DESIGN.  
RETAIL AND ECONOMIC. HERITAGE

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# DECLARATION

## ENVIRONMENTAL IMPACT STATEMENT

Project details	
<b>Project name:</b>	Concept application for the redevelopment of William Clarke College
<b>Application number:</b>	SSD-35715221
<b>Address of the Land in respect of which the development application is made:</b>	10 Morris Grove, Kellyville Lot 10 DP 1169003
Applicant details	
<b>Applicant Name:</b>	William Clarke College, a trading name of the William Branwhite Clarke College Council
<b>Applicant ABN:</b>	83 169 319 110
<b>Applicant Address:</b>	10 Morris Grove, Kellyville
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<b>Registration number:</b>	Nil
<b>Organisation registration with:</b>	N/A
<b>Declaration</b>	<p>The undersigned declares that this EIS:</p> <ul style="list-style-type: none"><li>• has been prepared in accordance with Schedule 2 of the <i>Environmental Planning and Assessment Regulation 2021</i>;</li><li>• contains all available information relevant to the environmental assessment of the development, activity or infrastructure to which the EIS relates;</li><li>• does not contain information that is false or misleading;</li><li>• addresses the Planning Secretary's environmental assessment requirements (SEARs) for the project;</li><li>• identifies and addresses the relevant statutory requirements for the project, including any relevant matters for consideration in environmental planning instruments;</li><li>• has been prepared having regard to the Department's State Significant Development Guidelines - Preparing an Environmental Impact Statement;</li><li>• contains a simple and easy to understand summary of the project as a whole, having regard to the economic, environmental and social impacts of the project and the principles of ecologically sustainable development;</li><li>• contains a consolidated description of the project in a single chapter of the EIS;</li><li>• contains an accurate summary of the findings of any community engagement; and</li><li>• contains an accurate summary of the detailed technical assessment of the impacts of the project as a whole.</li></ul>
<b>Signature:</b>	
<b>Date:</b>	24 October 2022

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- II. Structural Report (*Birzulis Associates*)
- JJ. Operational Management Plan (*William Clarke College*)



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## Abbreviations

AADT	annual average daily vehicle trips
AHD	Australian Height Datum
AHIP	Aboriginal Heritage Impact Permit
AS	Australian Standard
ASS	acid sulfate soils
BC Act	<i>Biodiversity Conservation Act 2016</i>
BCA	Building Code of Australia
CC	construction certificate
CIV	capital investment value
Council	The Hills Shire Council
DA	development application
DCP	development control plan
DFP	DFP Planning Pty Limited
DPIE	NSW Department of Planning, Industry and Environment
DVT	daily vehicle trip
EP&A Act	<i>Environmental Planning and Assessment Act 1979</i>
EP&A Regulation	<i>Environmental Planning and Assessment Regulation 2021</i>
EPI	environmental planning instrument
ESCP	erosion and sedimentation control plan
ESD	ecologically sustainable development
FPL	flood planning level
FSR	floor space ratio
GFA	gross floor area
GSC	Greater Sydney Commission
IPC	Independent Planning Commission
LEP	local environmental plan
LGA	local government area
NPW Act	<i>National Parks and Wildlife Act 1974</i>
NPWS	NSW National Parks and Wildlife Service
PA	planning agreement
OEH	NSW Office of Environment and Heritage
PAD	potential archaeological deposit
PVT	peak hour vehicle trip
REP	regional environmental plan
RFS	NSW Rural Fire Service
RF Act	<i>Rural Fires Act 1997</i>
RL	reduced level
RMS	NSW Roads and Maritime Services
SC	Subdivision Certificate
SCC	site compatibility certificate
SCI	site contamination investigation
SEE	Statement of Environmental Effects
SEPP	state environmental planning policy
SIS	species impact statement
SULE	safe useful life expectancy
TSC Act	<i>Threatened Species Conservation Act 1995</i>
vtph	vehicle trips per hour
WM Act	<i>Water Management Act 2000</i>
WSUD	water sensitive urban design

# Summary

William Clarke College has developed a Masterplan vision for its school campus to provide its students and school community with high-quality educational outcomes and a great learning experience, now and in the future.

The College opened its doors to students in 1988 and school buildings and facilities were provided as the school grew, drawing students from the new urban areas of Kellyville, The Hills Local Government Area and other areas of north-western Sydney. The College now has a student community of 1,907 students and the student enrolment is forecast to increase by 10% to 2,100 students in the future.

The College buildings and facilities are of varying standards, with some buildings reaching the end of their economic life, other buildings needing refurbishment to extend their life and ancillary facilities like car parking, drop-off/pick-up and waste management areas capable of being improved.

The College seeks to replace end-of-life buildings with modern learning centres to meet educational needs for the future generation and where possible, improve the environmental sustainability of the College campus.

The proposed Concept Masterplan provides sets out the future layout of the College campus, showing buildings to be retained and refurbished/extended, and buildings to be erected (replacing end of life buildings and structures). Importantly, the Masterplan, including the proposed new “Bryson Building” to be constructed in the heart of the campus as part of Stage 1 construction works, demonstrate how the campus will cater for the forecast increase in student enrolments.

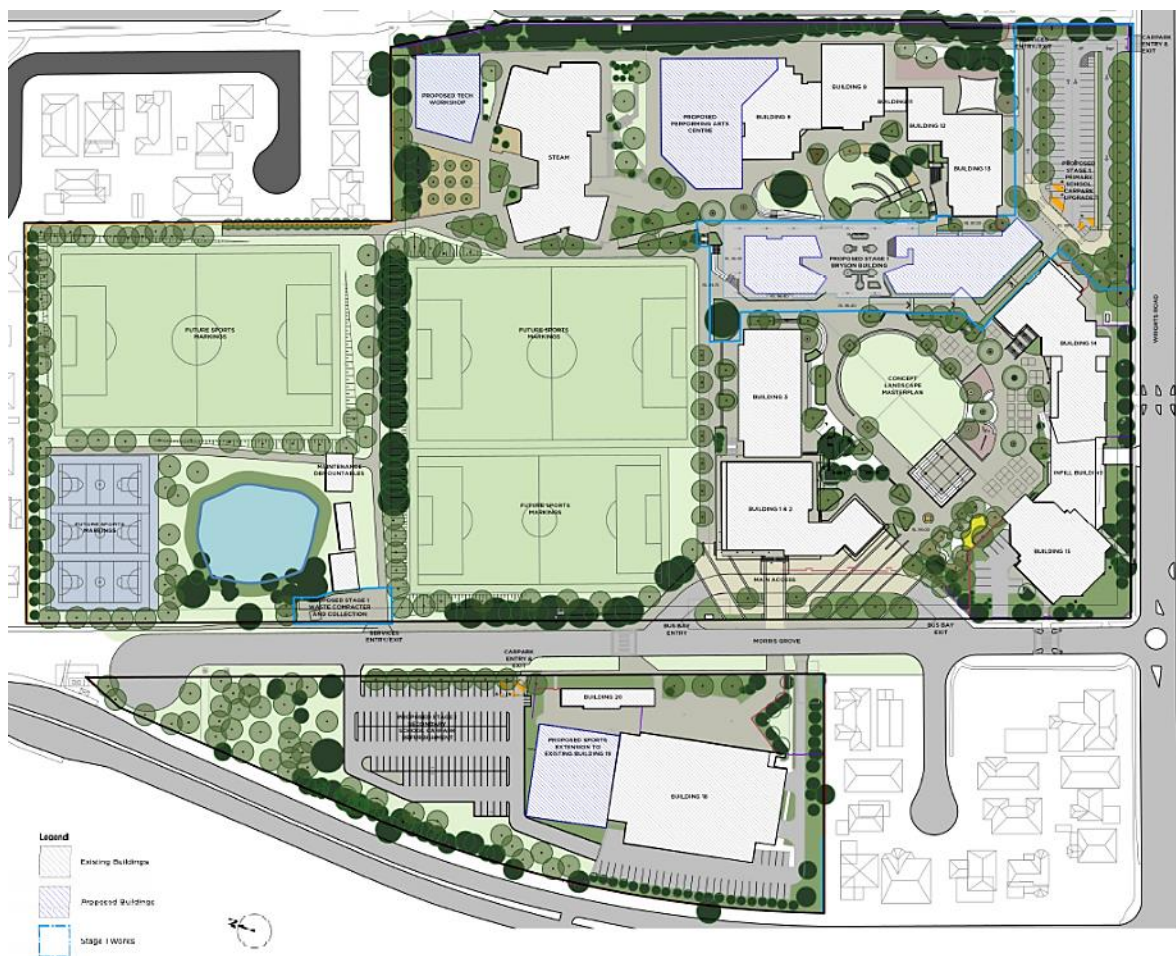


Figure 1 The Concept Masterplan – Stage 1 Works outlined by blue line (Source: PMDL)

Some temporary buildings will be required prior to the completion of the full Masterplan in order to relocate students and staff during construction activities. The Masterplan indicates where these temporary buildings are envisaged to be located noting that some of these will be erected under planning approval pathways separate to this proposal.

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Sports fields and courts are proposed to be extended and refurbished and additional landscaping will be provided commensurate with the progressive construction of new and altered facilities.

The Masterplan is also an opportunity to reconfigure existing car parking areas to be more efficient and improve the drop-off and pick-up operations of the College. These car parking improvements provide an opportunity to relocate the existing waste and recycling compound which will benefit the College and surrounding residents and road users.

Change and development to a school requires approval under the NSW Planning System. In this case, the Masterplan and the Stage 1 works which will see the College campus redeveloped, requires approval under the State Significant Development pathway of the *Environmental Planning and Assessment Act, 1979* (EP&A Act).

Throughout the Masterplan process, the College and the project team have consulted with the local community, The Hills Council and NSW Government agencies regarding the design of the campus layout and building requirements. Where possible, feedback provided through this consultation has been incorporated into the Masterplan and/or is addressed in the documentation supporting the application.

This application includes details of the Stage 1 construction works of the Masterplan which include:

- Site preparation, being tree removal; bulk earthworks; and civil works for the Bryson Building;
- Construction of a new building - the Bryson Building – for use as classrooms, staff rooms, library and ancillary teaching spaces, to be located in the centre of the site;
- An increase in student enrolment from 1,907 to 2,100 students to be accommodated by the Bryson Building;
- Reconfiguration of the Wrights Road carpark to enable greater on-site queuing for drop-off and pick-up;
- Relocation of the existing waste and recycling area off Wrights Road to Morris Grove; and
- Landscaping ancillary to Bryson Building and Wrights Road carpark, including tree planting.



Figure 2 Stage 1 Works – Perspective of the Bryson Building (Source: PMDL)

Environmental impacts associated with the Masterplan and Stage 1 works, have been the subject of detailed assessment, including impacts associated with built form, Aboriginal heritage, biodiversity, flooding, noise and traffic/ parking. The assessment finds that while the proposal will generate some

## Summary

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impacts although these impacts are minor and can be appropriately minimised or mitigated, such that their outcome is acceptable on planning grounds.

The College is an established educational establishment and the Masterplan and stage approach will enable the College to continue to provide high-quality education and cater for forecast student enrolment from residential growth in the district, while being mindful of its impacts on neighbours and the local community.

# 1 Introduction

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## 1.1 Overview

### 1.1.1 Purpose of Report

DFP Planning Pty Ltd (DFP) has been commissioned by William Clarke College (the College) (ABN: 83 169 319 110) to assist in the planning and design of a concept development application to be assessed by the NSW Department of Planning and Environment (DPE). DFP Planning has prepared this Environmental Impact Statement (EIS) to accompany the State Significant Development Application.

The proposed concept DA comprises a new Masterplan for the College site and Stage 1 works, including a new classroom building, a new Performing Arts Centre, additions to Sports Facilities, amendments to internal vehicle circulation, reconfiguration of a carpark, landscaping works.

The Stage 1 works include site preparation works (including tree removal), the construction of a new classroom building - the 'Bryson Building', increase in student enrolment to 2,100, alterations to vehicle circulation, reconfiguration of the Wrights Road carpark, waste and recycling compound and ancillary landscaping works.

The proposed development is for alterations and additions to an existing school (*educational establishment*) with a Capital Investment Value (CIV) of more than \$50 million and accordingly, is deemed to be State Significant Development (SSD) pursuant to Schedule 1 of *State Environmental Planning Policy (Planning Systems) 2021* (SEPP PS).

On 15 February 2022, the Secretary of the Department of Planning and Environment (DPE) issued Secretary's Environmental Assessment Requirements (SEARs) for project - SSD-35715221.

This EIS has been prepared in accordance with the SEARs, Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) and Part 8 of the *Environmental Planning and Assessment Regulation 2021* (the Regulation) to provide the DPE and relevant NSW State government agencies with the information necessary to assess the proposed development, and for the Minister to determine the DA in accordance with Section 4.38 of the EP&A Act.

### 1.1.2 Project Objectives and Summary

#### Concept Development Application - Masterplan

The College is an existing educational establishment at 10 Morris Grove, Kellyville located in The Hills Shire Local Government Area (LGA). The concept masterplan has the following objectives:

- To replace outdated building stock that has reached the end of its useable lifespan;
- To provide modern, high quality educational built form and open spaces that are adaptable and flexible to cater for future educational needs;
- To provide facilities that meet the forecast student growth;
- To improve traffic management by providing a more efficient on-site car parking layout and vehicle circulation for kiss and drop; and
- To formalise a concept masterplan to provide certainty for future upgrades.

The concept masterplan is detailed in **Section 3** of this EIS and can be summarised as follows:

- Construction of a new part 3-storey and part 4-storey teaching facility "Bryson Building" to replace existing classrooms and to facilitate the increase in student numbers;
- A Performing Arts Centre;
- The Tech Workshop Building adjacent to the Branwhite Centre for STEAM;

# 1 Introduction

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- New and embellished Sports Facilities;
- Reconfiguration of the existing carparks on Wrights Road and Morris Grove;
- Relocation of the waste and recycling compound from Wrights Road to Morris Grove; and
- Ancillary landscaping works.

The masterplan also includes works that are proposed to be undertaken via alternative planning pathways, including:

- Demolition of structures – via complying development pathway;
- A new shed to accommodate automotive and industrial technology classes which will be displaced by the demolition of structures – via complying development pathway;
- Internal refurbishment of existing buildings via exempt or complying development pathways; and
- Landscaping works – via exempt development pathway.

## Stage 1 Works (the Detailed DA)

The Stage 1 works involve the construction of the new classroom building, the Bryson Building in the College campus heart, the reconfiguration of the Wrights Road carpark, the relocation of the waste and recycling compound and ancillary landscaping works.

The Bryson Building will be a part 3-storey and part 4-storey building and includes a library, primary and secondary common areas, home bases, general learning areas (GLAs), senior research hub, seminar spaces, multipurpose hall, canteen/café, staff lounge, staff rooms; student and staff amenities, covered outdoor learning area (COLA), roof terrace, plant and circulation spaces.

The increase in students as part of Stage 1 will be assessed as part of the environmental assessments for the project to ensure any potential impacts are identified.

### 1.1.3 Design Development

#### Development of Masterplan

The William Clarke College SSD will upgrade the existing school to provide students with new learning spaces to facilitate the delivery of modern pedagogies of teaching theories and practices and support improving educational outcomes.

As detailed in the Design Report by PMDL (see **Appendix H**), the site has relatively few constraints with limited slope and multiple vehicular and pedestrian access opportunities from three different street frontages. Notwithstanding, the site sits within a predominantly residential area although direct interfaces with residential development is generally limited to the northern playing fields and south of the sports centre.

Notwithstanding the limited environmental and land use constraints, the arrangement of existing buildings within the site constrain the use of open spaces and movement of students between different parts of the campus. The Masterplan seeks to resolve these issues through the demolition of several older buildings, construction of new buildings and creation of movement corridors and recreation spaces between the new building layout.

In this context, PMDL has identified key site opportunities for new buildings and ancillary development as depicted in **Figure 3**.

Through consultation with the College teachers and students, indigenous working group and design consultants, four options were developed, each with its own pros and cons, as depicted in **Figures 4-7**.

# 1 Introduction

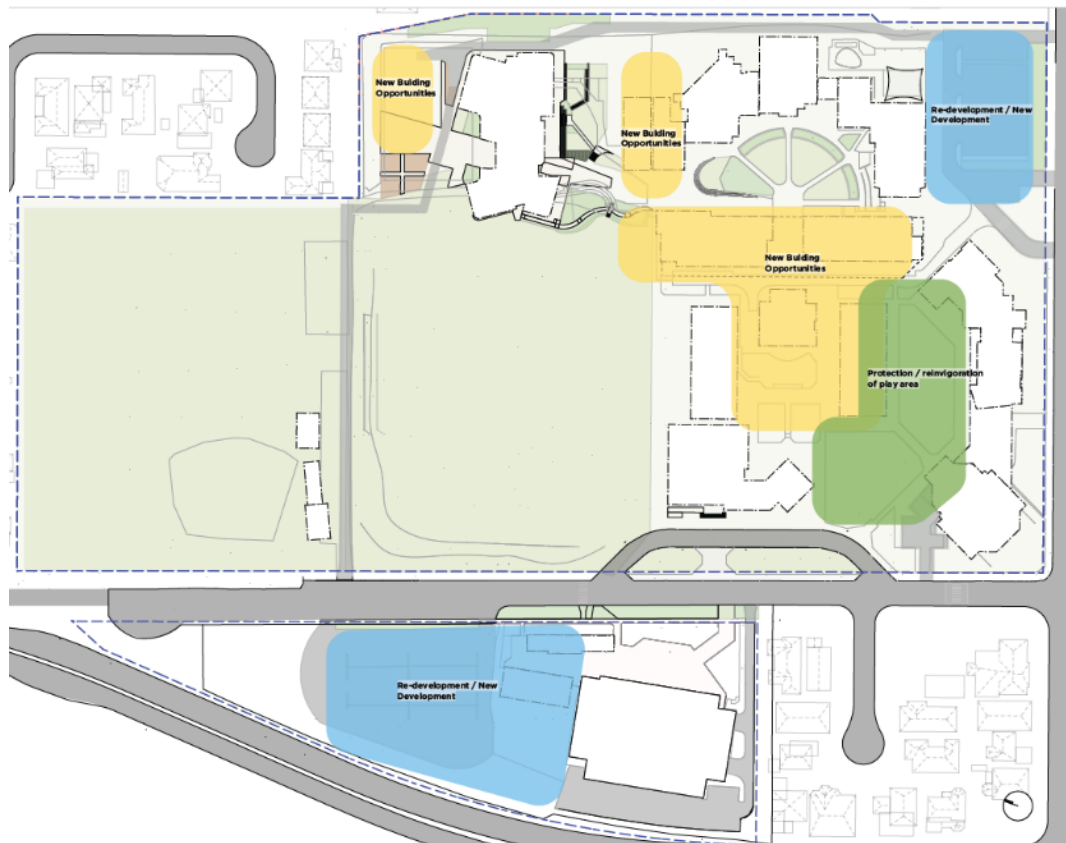


Figure 3 Masterplan site opportunities (Source: PMDL)

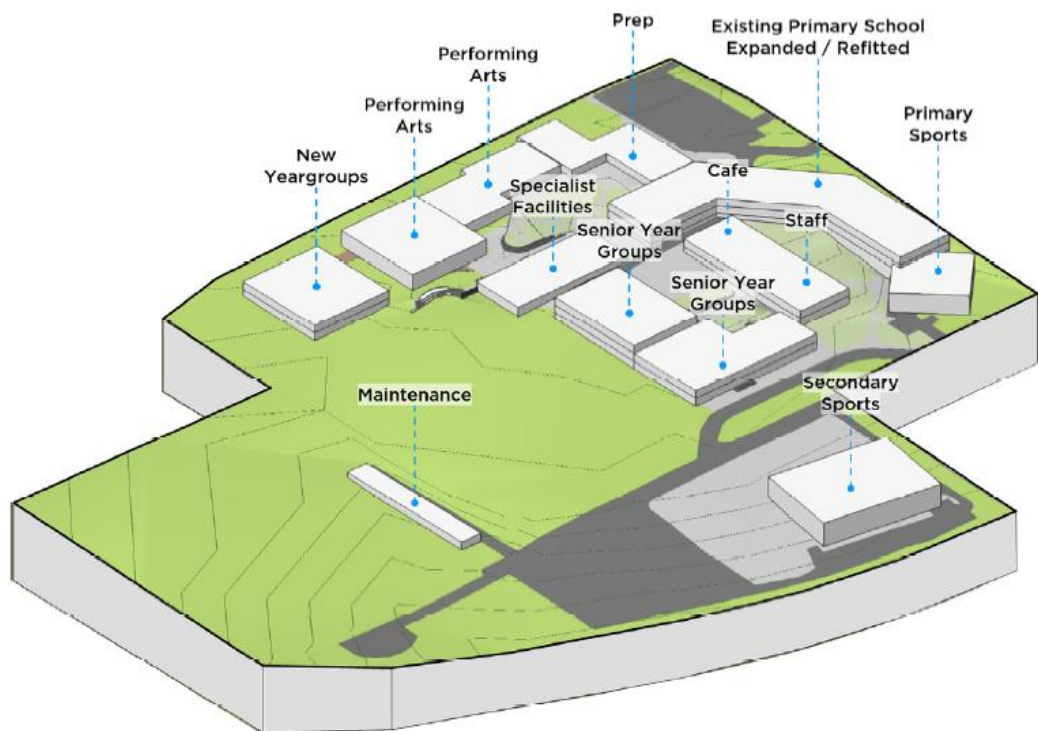


Figure 4 Masterplan Option 1 (Source: PMDL)

Whilst Option 1 primarily utilises existing buildings with minor extensions and adaption, it does not assist to optimise the Primary school precinct and does not provide any meaningful focus to STEAM.

# 1 Introduction

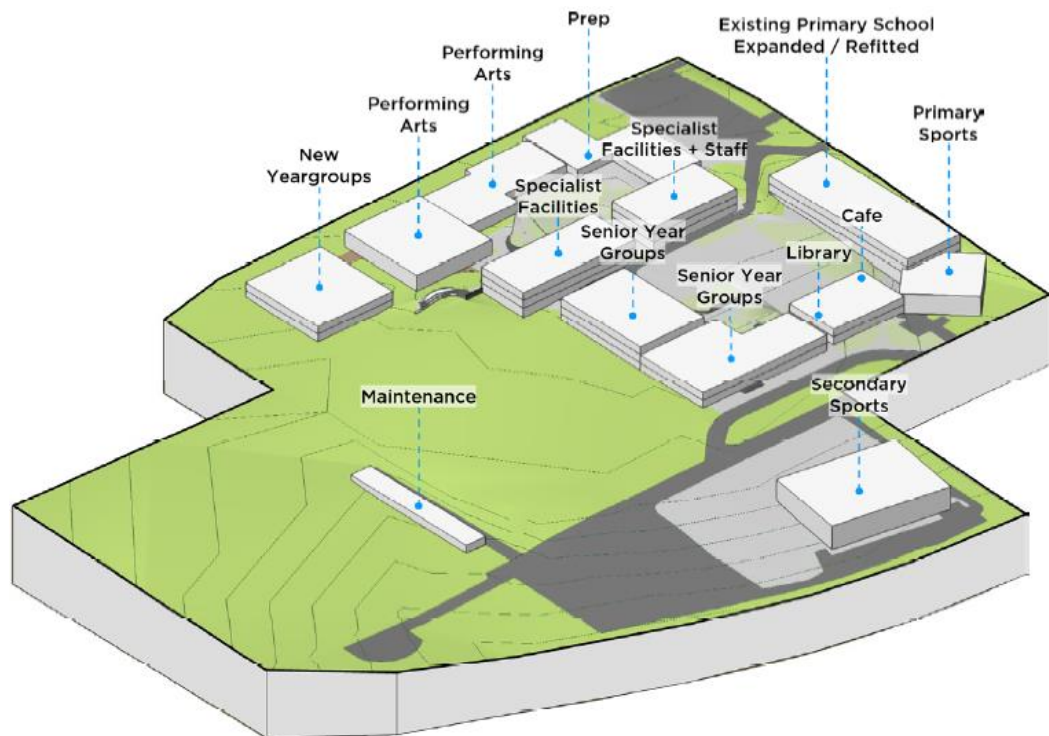


Figure 5 Masterplan Option 2 (Source: PMDL)

Option 2 was considered to more closely align with the College's staging opportunities yet concentrates a greater density of built form to the southern end of the site and did not optimise the opportunities for the Primary facilities.

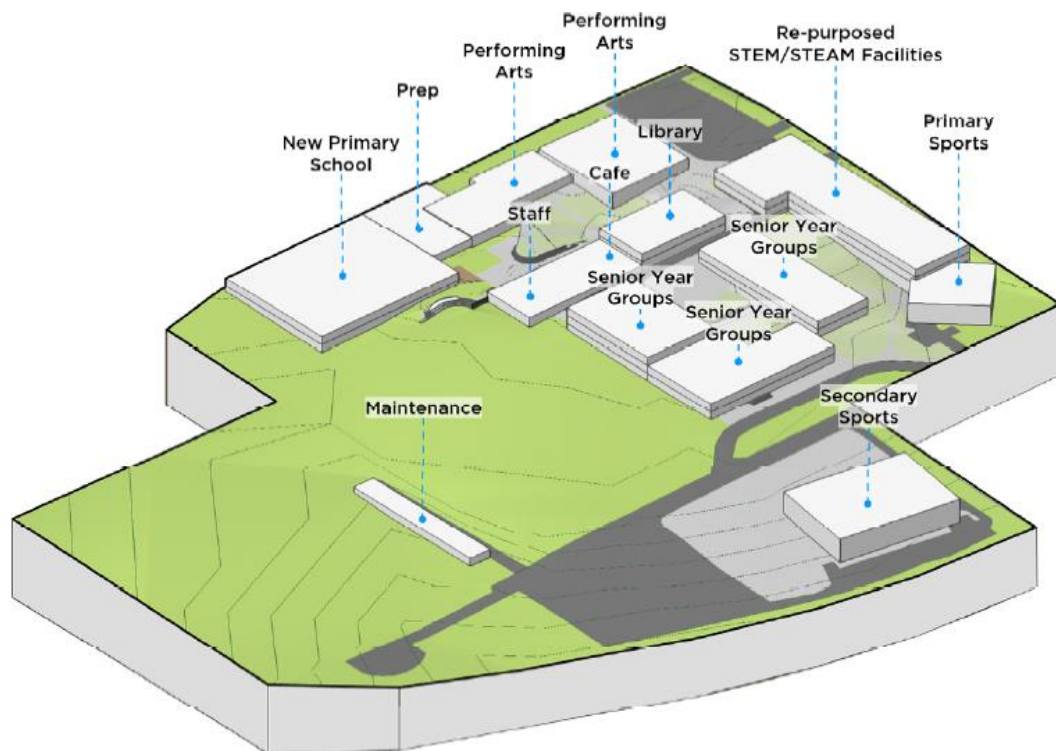


Figure 6 Masterplan Option 3 (Source: PMDL)

Option 3 entailed a new, purpose-built Primary building in the north-eastern corner of the site yet this relocates it a much farther distance from the Wrights Road drop-off/pick-up area and requires significant investment in repurposing existing buildings or rebuilding them such that the cost and misalignment with the Colleges staging priorities make it prohibitive.



# 1 Introduction

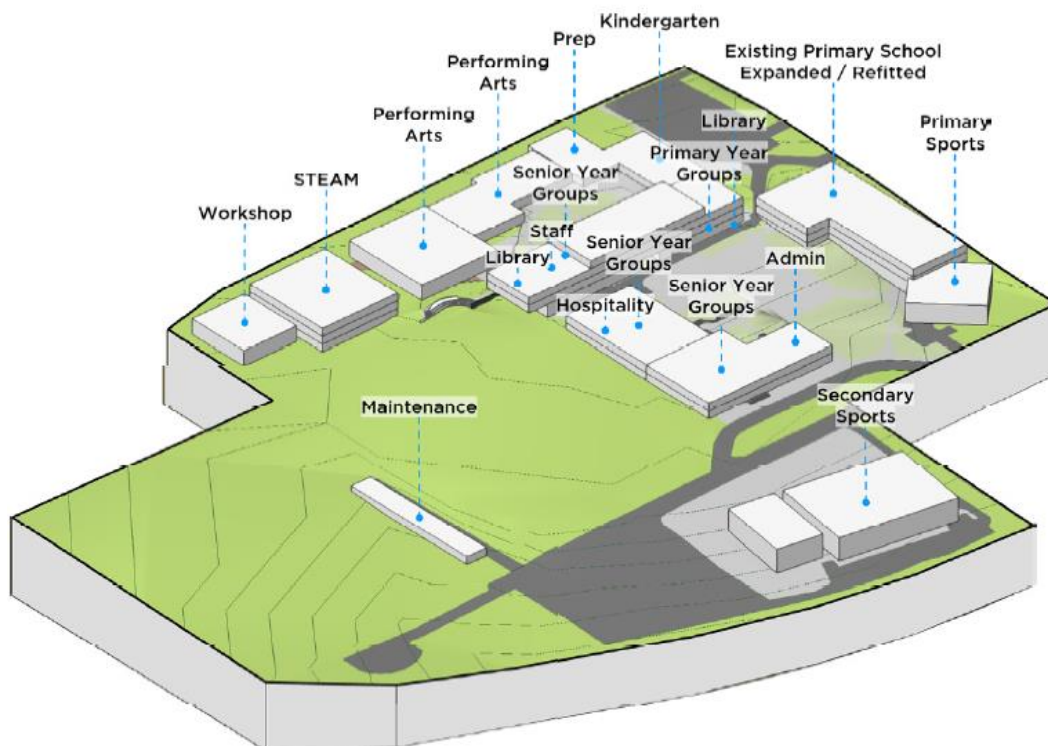


Figure 7 Masterplan Option 4 – Preferred option (Source: PMDL)

Option 4 was the preferred option as it aligns most closely with the College’s staging priorities and optimises the re-use and retention of existing buildings and infrastructure (thereby reducing costs) whilst also realising the vision for the Primary precinct . Notwithstanding, there will be short term disruption to the Primary play areas during construction although this can be managed.

## Development of Final Scheme

Drawing inspiration from the indigenous custodians of the land and the importance of meeting places, the development of the preferred option gives primacy to a campus heart and a number of play spaces where students of different age groupings can meet, play and learn. These spaces are to be supported by logical pedestrian access corridors which avoid conflicts with service activities as much as possible.

In addition, the scale of future buildings has been developed cognisant of the location of the buildings within the campus, relative to the site boundaries and surrounding land uses. These concepts are illustrated in **Figure 8**.

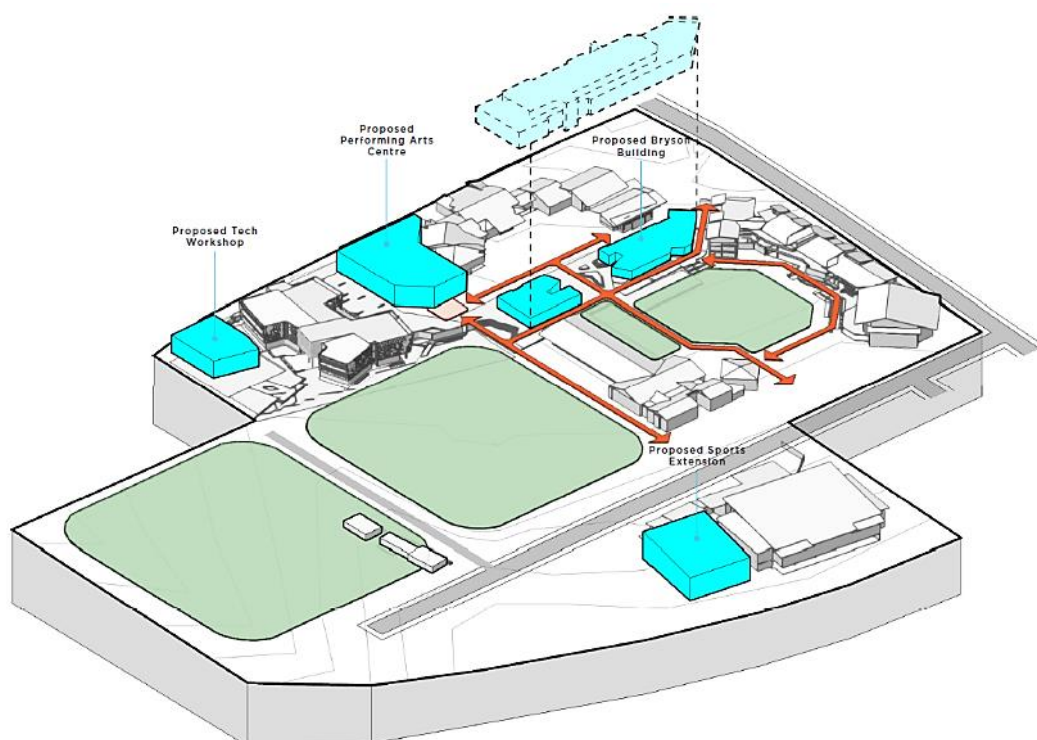
The Concept Masterplan and Stage 1 works are described in detail in **Section 3** of this EIS report although the general scope is summarised in **Table 1**.

Table 1 Overview of Concept Masterplan and Stage 1 Works	
Stage of Work	Project Detail
Stage 1	Bryson Building – new part 3-storey and part 4-storey teaching facility
Stage 1	Increase in student numbers from 1,907 to 2,100 Increase in staff numbers, from 211.6 FTE to 225.5 FTE
Stage 1	Removal of 44 trees and new landscaping works proximate to the new Bryson Building and Wrights Road carpark including planting of 27 new trees
Stage 1	Reconfiguration of drop-off/pickup and carparking in Wrights Road carpark
Stage 1	Relocation of waste and recycling collection compound from Wrights Road to Morris Grove

# 1 Introduction

**Table 1 Overview of Concept Masterplan and Stage 1 Works**

Stage of Work	Project Detail
Future Stages	New Tech Workshop Building adjacent to the Branwhite Centre for STEAM
Future Stages	Extension of Sports Facilities
Future Stages	New Performing Arts Centre
Future Stages	Formalisation of Morris Grove carpark
Future Stages	Removal of 92 trees and new landscaping works including planting of 257 new trees



*Figure 8 Concept Masterplan – a campus heart with connected meeting places and buildings (Source: PMDL)*

## 1.1.4 Works Being Conducted Under Alternate Planning Pathways

In addition to the works being assessed as part of this state significant concept development application and Stage 1 works, the works set out in **Table 2** are proposed under alternative planning pathways.

**Table 2 Works under Alternate Planning Pathways**

Project Element	Planning Pathway
Demolition of Buildings 6 and 7 (to make way for the Bryson Building)	Complying development
New shed including teaching facilities for automotive and technical classes	Complying development
Workshop and Maintenance Shed	Exempt development
Demountable classrooms (for use during construction)	Exempt development
Landscaping including amphitheatre, quadrangle and play spaces	Exempt development
Internal refurbishment of existing classrooms	Exempt or Complying development

# 1 Introduction

## 1.2 Site History

The College is located on the traditional lands of the people of the Darug language group and as detailed in the Aboriginal Archaeological Cultural Heritage Assessment Report (ACHAR) prepared by Tocomwall (see **Appendix K**), was probably the traditional lands of the Bediagal Clan.

Upon occupation of the land by Europeans came land clearing and introduction of new farming practices with land grants in the area being made to Hugh Kelly and Patrick Byrne in 1821.

Aerial photography of the locality from 1930 indicates that the site was used for orchards although by the 1940s, the orchard use appears to have ceased and the site was used for other agricultural crops and market gardens up until the early 1980s. During this time, the aerial photography shows that the site has been extensively cleared of vegetation although regrowth had occurred from time to time across the site.

From the early 1908s, the land appears to have been generally void of vegetation with only a few small buildings and two dams and limited agricultural use.

By 1989, the first buildings associated with the College had been established (including Buildings 6 and 7 which are proposed to be replaced by the new Bryson Building) with the school being an Independent Anglican school providing co-educational learning for all ages up to year 12.

By the year 2000, the College had expanded to the east and then additional buildings were successively added and playing fields expanded to the north up until the present day. In 2014, the College expanded onto the western side of Morris Grove.

**Table 3** describes the historical development of the site.

Table 3 Chronological History of the Site	
Year	Development History
Early history	Traditional lands of the Darug people and home to the Bediagal Clan.
1821	Site was included in land grant to Hugh Kelly and Patrick Byrne and was used for farming.
1987	Consent granted for Stage 1 building works for a secondary school – William Clarke College.
1988	William Clarke College commenced operations.
1989	Stage 2 Building Works constructed including Block C industrial arts building, Block F library and additional car parking and primary school use.
2011	Change of Use to educational establishment for additional lot between Morris Grove and Green Road. Lot consolidation to form a single allotment for the school site.
2012	Electronic signage installed.
2012	Staff Centre Fitout Works.
2012	Boundary security fencing and bin enclosure completed.
2014	New Leadership and Sports Centre constructed.
2020	Branwhite STEAM Building constructed.
2021	New Primary School building and undercroft carparking completed.

# 1 Introduction

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Figure 9 to Figure 11 illustrate the main frontages of the site as they appear today.



Figure 9 Primary School Entrance on Wrights Road



Figure 10 Main entrance on Morris Grove



Figure 11 Sports Centre on Morris Grove

# 1 Introduction

## 1.3 Site Context

### 1.3.1 Location

The site is located within the Hills Shire Council Local Government Area (LGA) and in the eastern part of the suburb of Kellyville.

The site is approximately 2km north-east of the Norwest business and employment area, 1.5km north of the Castle Hill industrial area and 4km north of the Castle Towers shopping centre (see **Figure 12** and **Figure 13**). Approximately 355 metres to the west, on the opposite side of Green Road is Kellyville Village.

To the north, east and south of the site is residential development. To the west of the site is mix of residential and business with a kindergarten and dental practice and open space and Kellyville Village on the western side of Green Road.

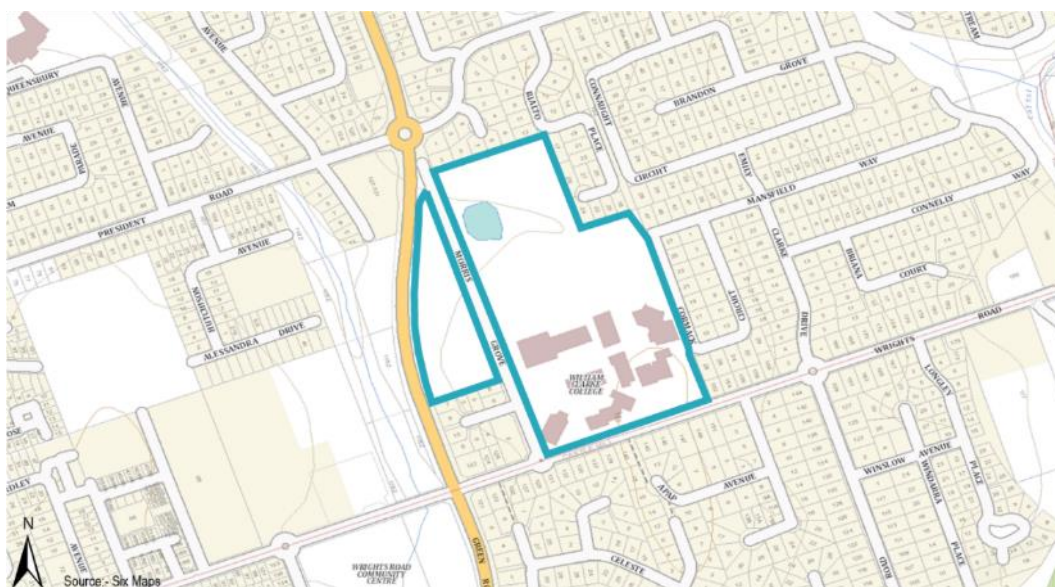


Figure 12 Site Location

### 1.3.2 Site Description

The College is located at 10 Morris Grove, Kellyville and is also known as 132-150 Wrights Road. The site is legally described as Lot 10 DP 1169003 (see Survey at **Appendix F**) and comprises two (2) part lots with a total area of 9.636ha (96,360m<sup>2</sup>). The larger portion is located on the eastern side of Morris Grove and the smaller portion is located to the west of Morris Grove and east of Green Road.

The main College campus is located on the larger portion and is bound by Wrights Road to the south, Morris Grove to the west, Cormack Circuit and residential lots to the east and residential lots to the north. The smaller portion contains the sports centre and is bound by Morris Grove to the east, Green Road to the west and residential lots to the south (see **Figure 12** and **Figure 13** and site photographs at **Appendix G**).

Vehicular access is available from several points on Morris Grove and from Wrights Road. Pedestrian access is available from numerous access points on Morris Grove, Wrights Road and Cormack Circuit with pedestrian crossings located as follows:

- Wrights Road, near Gate 5;
- Morris Grove, Gate 7;
- Morris Gove, near Gates 12, 13 and 16.

# 1 Introduction

The topography of the site falls from south to north and from east to west with land at the northern end falling to the south. This causes the site to naturally drain toward the northern end of Morris Grove. Vegetation on the site is mainly edge perimeter trees plantings to screen residential development and soften site edges, like the school entrance and car parking.



Figure 13 Aerial Photograph

The school comprises an existing K-12 educational establishment with a current student enrolment of 1,907 comprising:

- 50 students in Preparatory School;
- 676 students in Kindergarten to Year 6 (Primary School); and
- 1,181 students in Years 7-12 (Secondary School).

Existing improvements on the site include:

- Permanent classroom buildings;
- Administration and staff facilities;
- Multi-purpose hall, library and canteen facilities;
- Sports courts and playing fields;
- Covered outdoor learning areas;
- Demountable classrooms;
- Landscaping and play spaces;
- Kiss and drop area accessed from Morris Grove; and
- Onsite carparks accessed from Morris Grove and Wrights Road.

# 1 Introduction



Figure 14 Existing Site Layout

## 1.3.3 Surrounding Development

The site is in an area characterised by low density residential, commercial and a retail shopping centre development, as well as recreational open spaces. Surrounding development comprises:

- **North:** Low-density dwellings.
- **East:** Cormack Circuit is located to the east, development in this area is characterised by low-density detached dwellings.
- **South:** Wrights Road runs the length of this boundary and development to the south consists of low-density detached dwellings and commercial development including a doctor's surgery and a dental practice.
- **West:** Morris Grove runs through the site and Green Road runs along the western site boundary. Development between Morris Grove and Green Road, south of the school land, consists of low-density dwellings, a childcare centre and medical centre. To the west of Green Road is Kellyville Village Shopping Centre and medium-density residential developments.

## 1.3.4 Surrounding Transport Network

### Rail Services

The Metro North West railway line has 13 stations between Rouse Hill and Chatswood including the Hills Showground Station, approximately 1.35km south-south-east of the site.

### Bus Services

CDC NSW and Busways operate numerous public and school bus services in the vicinity of the site and further afield as described in detail in the Traffic and Transport Report prepared by PTC (see **Appendix U**) and depicted in **Figure 15**.

# 1 Introduction

There are two bus stops on Wrights Road immediately adjacent to the site, the bus layby in Morris Grove, and four (4) public bus stops on Green Road in close proximity of the site.

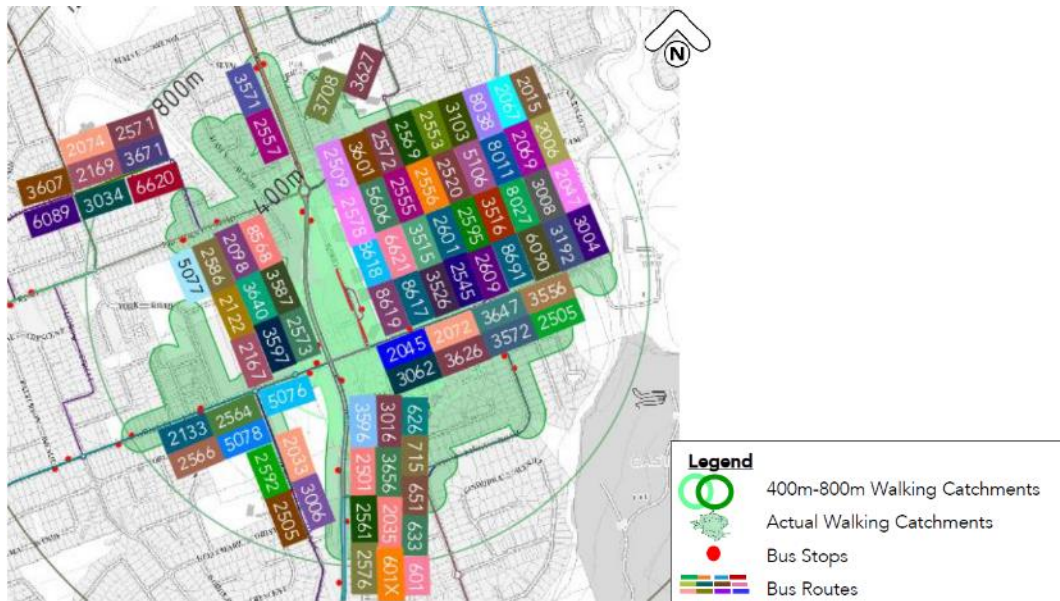


Figure 15 Bus services in the vicinity of the College (Source: ptc, 2022)



## 2 Strategic Context

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### 2.1 Strategic Justification and Project Need

The growing population of Kellyville and The Hills LGA is placing demand on schools for more student places and student infrastructure. This is recognised in the Central City District Plan which forecasts that The Hills LGA will need to cater for approximately 20,550 new school aged children to 2036.

The College has forecast growth in its student enrolments to 2,100 in the future, which represents a 10% increase on the existing student enrolment of 1,907.

The College's first buildings were constructed in 1989 and some of this building stock has reached the end of its useful life, whilst other buildings need to be upgraded in order to cater for all students in the future, meet the need for modern educational facilities and cater for the breadth of subject offerings in the learning curriculum today.

The College is planning ahead with its building works program to refurbish the current building stock and to provide new building stock and to enhance facilities for students and the school community.

Proposed works to upgrade the College include:

- A New teaching facility – the “Bryson Building”, reconfigured carparking and drop-off/pickup arrangements off Wright Road, relocated waste and recycling compound and ancillary landscaping works – Stage 1;
- A new Performing Arts Centre – Concept Masterplan;
- New Tech Workshop Building adjacent to the Branwhite Centre for STEAM – Concept Masterplan;
- An extension to Sports Facilities – Concept Masterplan;
- Reconfiguration of the Morris Grove carpark – Concept Masterplan;
- Landscaping works – Concept Masterplan.

The proposal will provide a modern educational facility that continues to meet the needs of the growing local community and that of north-western Sydney. The project will generate employment growth in construction and related industries and the education sector in the short and long terms.

The proposal's objectives are to:

- Provide new school buildings for additional, modern learning spaces;
- Provide a new Performing Arts Centre, for specialist learning and performance spaces;
- Upgrade the Recreational Centre, for sports facilities to meet modern educational and recreational needs;
- Provide a high-quality built form and open spaces, that are adaptable and flexible;
- Provide a modern learning environment, for the best learning experience;
- Provide a safe, efficient and access school, for students, teachers, visitors and service personnel.

### 2.2 Strategic Plans

**Table 4** provides a summary assessment of the project against the relevant provisions, goals and objectives of relevant State and regional plans and policies, along with local plans and policies to provide an overall strategic context.

## 2 Strategic Context

**Table 4 Response to Provisions, Goals and Objectives of State Policies**

State Policy	Response
<p><b>NSW State and Premier's priorities</b></p> <ul style="list-style-type: none"> <li>Improving education results for children (Education Standards)</li> <li>Increase number of Aboriginal young people reaching learning potential (Education Standards)</li> <li>Greener public spaces (Better Environment)</li> <li>Greening our city (Better Environment)</li> </ul>	<p>There are 14 NSW State and Premier's priorities at July 2022, and the four (4) listed here have relevance to education.</p> <p>The proposal supports the relevant priorities as it will:</p> <ul style="list-style-type: none"> <li>Provide a high-quality learning environment to support the education of children, including Aboriginal children, children with special needs support and people with disability.</li> <li>Encourage local schooling with additional capacity and reduced traveling further afield.</li> <li>Provide educational infrastructure to support the growing population in the locality.</li> <li>Provide landscaping and tree planting scheme to green the school environment. <ul style="list-style-type: none"> <li>Provide a safe learning environment and education regarding personal protection and welfare.</li> </ul> </li> </ul>
<p><b>The Greater Sydney Regional Plan A Metropolis of Three Cities</b></p>	<p>The project contributes to the implementation of the Greater Sydney Region Plan and its five (5) districts. The districts are being planned to deliver growth and change in Greater Sydney, and the Site forms part of the Central City District.</p> <p>The project is consistent with the Central City District Plan as it proposes to upgrade an existing school campus in the establishment urban area thereby supporting the local community with social infrastructure as it continues to grow and evolve in accordance with the plan. It is noted that The Hills LGA is anticipated to cater for 23% (over 20,000 children) of children of school age that need to be accommodated during the life of the plan.</p>
<p><b>Future Transport Strategy 2056 – Shaping the Future</b></p> <p>Relevant vision outcomes:</p> <ul style="list-style-type: none"> <li>Successful places</li> <li>Accessible services</li> <li>Sustainability</li> </ul>	<p>There are six (6) state-wide outcomes to guide investment, policy and reform and service provision, and the three (3) listed here have relevance to the proposal. The relevant vision outcomes for the project are:</p> <ul style="list-style-type: none"> <li>Successful places</li> <li>Accessible services</li> <li>Sustainability</li> </ul> <p>The proposal will support the relevant vision outcomes of this Strategy by providing increased school capacity in an accessible location in close proximity to existing road transport infrastructure with numerous bus connections, including to metro services. The proposed development does not prevent the objectives of the Strategy from being achieved.</p>
<p><b>Central City District Plan</b> A plan to manage growth and achieve the Greater Sydney regional plan vision, while enhancing liveability.</p>	<p>The project helps deliver on the vision expressed in the Greater Sydney Regional Plan, as it will provide upgrades to existing educational infrastructure and facilities that are nearing their end lifespan and construction of new educational infrastructure to support the expansion of the College. The works will provide a high quality learning environment for the future.</p> <p>The project contributes to the following indicators and Planning Priorities in the District Plan,</p> <ul style="list-style-type: none"> <li>A city supported by infrastructure: aligns with forecasted growth, adapts to meet needs, new investment, optimum usage;</li> <li>Providing services and social infrastructure to meet people's changing needs;</li> <li>Fostering healthy, creative, culturally rich and socially connected communities;</li> <li>Services and infrastructure meet communities' changing needs;</li> <li>Great places that bring people together;</li> <li>Integrated land use and transport creates walkable and 30-minute cities;</li> </ul>

## 2 Strategic Context

**Table 4 Response to Provisions, Goals and Objectives of State Policies**

State Policy	Response
	<ul style="list-style-type: none"> <li>• Internationally competitive health, education, research and innovation precincts;</li> <li>• People and places adapt to climate change and future shocks and stresses;</li> <li>• Urban tree canopy cover and delivering Green Grid connections;</li> <li>• Delivering high quality open space;</li> <li>• Reduced transport related greenhouse gas emissions; and</li> <li>• Reduced energy use per capita.</li> </ul>
<p><b>Sydney’s Cycling Future 2013 - Cycling for everyday transport</b></p>	<p>This Plan is focused in Sydney CBD, major centres and public transport interchanges, however provides for better planning, design and construction of new urban area for cyclists.</p> <p>The proposal includes a School Travel Plan aimed at encouraging more children to walk and cycle to school and the physical works proposed include greater cycle parking and end of trip facilities to support and encourage cycling to school by students, families and the college workers.</p>
<p><b>Sydney’s Walking Future 2013 – Connecting people and places</b></p>	<p>This plan is aims to get people walking for transport purposes more often and this will be done by (a) promoting walking for transport; (b) connecting people to places through safe walking networks around centres and public transport interchanges; and (c) engaging with partners across government, with councils, non-government organisations and the private sector to maximise our effectiveness.</p> <p>The proposal includes a School Travel Plan aimed at encouraging more children to walk and cycle to school and the physical works proposed include greater cycle parking and end of trip facilities to support and encourage cycling to school by students, families and the college workers.</p>
<p><b>Sydney’s Bus Future 2013 – simpler, faster, better bus services</b></p>	<p>Students and staff can access school and public bus transport for travel to and from school as outlined in <b>Section 1.3.4</b>.</p>
<p><b>Crime Prevention Through Environmental Design Principles</b></p>	<p>The project is an opportunity to incorporate CPTED principles into the planning of the College site and the works. Buildings can be upgraded and constructed with safety and crime prevention in mind for places, spaces and movement pathways. Students, teachers and families can be involved at each stage.</p> <p>An assessment in regard to CPTED matters is provided at <b>Section 6.13</b> of this EIS report.</p>
<p><b>Better Placed: An integrated design policy for the built environment of NSW (GANSW 2017)</b></p> <p>This policy sets 7 key objectives:</p> <ul style="list-style-type: none"> <li>• Better fit</li> <li>• Better performance</li> <li>• Better community</li> <li>• Better for people</li> <li>• Better working</li> <li>• Better value</li> <li>• Better look and feel</li> </ul>	<p>This is an integrated design policy for the built environment and its objectives help focus key considerations in the design of the built environment.</p> <p>The project team met with key stakeholders on several occasions to assist with the development of design concept. The project meets the objectives of this policy as follows:</p> <ul style="list-style-type: none"> <li>• <b>Fit:</b> the College (operating from 1989) occupies a large lot in an established locality. Educational infrastructure has been designed and built at a scale necessary to accommodate the planned and anticipated student enrolments over the years, while respecting the suburban environment it is located in, with building setbacks and tree plantings to the boundaries (fences) to help soften the College’s visual presence. The proposal supports the future use of the College at a similar scale and character to the existing buildings, and which are understood in the locality.</li> <li>• <b>Performance:</b> The principles of ESD have been incorporated into the design of the project. See <b>Section 6.6</b> and <b>Appendix AA</b> for the ESD Report.</li> <li>• <b>Community:</b> the masterplan provides new areas and places and reimagines existing area place and how the school-</li> </ul>

## 2 Strategic Context

**Table 4 Response to Provisions, Goals and Objectives of State Policies**

State Policy	Response
	<p>community might use them for learning and community opportunities e.g. performing arts centre, sport facilities, open spaces.</p> <ul style="list-style-type: none"> <li>• People: The new buildings are designed with innovative spaces that provide high amenity in a flexible and adaptable environment for the enjoyment of the school community. The entry to the College defines the public-private interface, which provides controlled surveillance while accessing the site. CPTED principles have been applied in the planning and design of the site and buildings.</li> <li>• Working: the project addresses the design and upgrade of buildings so they are comfortable for staff and students and are state-of-the-art for learning environments. The design and layout of learning spaces encourages collaboration and efficiency of circulation.</li> <li>• Value: The project will allow the College to operate effectively in line with current educational design standards and deliver value for staff, students and the community.</li> <li>• Look and Feel: The design principles and approach that have informed the design of the upgrades to the existing buildings and the Masterplan are detailed in the Architectural Design Report by PMDL Architects and Design (see <b>Appendix H</b>).</li> </ul>
<p><b>Health Urban Development Checklist, NSW Health</b></p>	<p>The project is consistent with the Checklist, as it will:</p> <ul style="list-style-type: none"> <li>• Make use of an existing school development</li> <li>• Provide recreation facilities, which promote and encourage physical activity and exercise;</li> <li>• Promote walking and cycling through the local school catchment</li> <li>• Promote access by public transport and is encouraging of active transport;</li> <li>• Provide access to school within the locality , thereby reducing trip generation from homes and car dependence</li> <li>• Be built and monitored and safe for people with CPTED principles applied</li> <li>• Growing community needs and gaps in educational facilities in the locality and region; and</li> <li>• Provide minimise disturbance to health effects associated with noise, odour and light pollution</li> <li>• Provide for special needs school community, whether students or teachers.</li> </ul>
<p><b>Draft Greener Places Design Guide (GANSW)</b> This draft guide provides advice for design pertaining to open space, urban tree canopy, ecological health and green infrastructure</p>	<p>The Guide provides information on how to design, plan and implement green infrastructure in urban areas in the public domain. The project supports the Guide by applying the design advice in the Masterplan for the site by:</p> <ul style="list-style-type: none"> <li>• inclusion of solar power and long lasting, low maintenance materials into buildings' location, orientation, sun shading and passive thermal design elements;</li> <li>• designing entrance points to the school at grade for visual inclusivity, accessibility, and connectivity to the College site and locality;</li> <li>• developing a new landscape design to better respond to the site's narrative and integrate with the surrounding public domain.</li> </ul>
<p><b>Design Guide for Schools (GANSW, 2018).</b></p> <p>Policy aims to:</p> <ul style="list-style-type: none"> <li>• Promote and champion good design processes and outcomes for schools;</li> </ul>	<p>Schedule 8 Schools (design quality principles) of the Transport and Infrastructure SEPP sets out the seven (7) design quality principles that must be addressed as part of the development application for a school.</p> <p>The works have been designed with careful consideration for context, built form and landscape, sustainability principles,</p>

## 2 Strategic Context

**Table 4 Response to Provisions, Goals and Objectives of State Policies**

State Policy	Response
<ul style="list-style-type: none"> <li>Deliver schools that respond to the physical, social and environmental context;</li> <li>Support the delivery of excellent learning environments.</li> </ul>	<p>accessibility, health and safety, amenity, whole-of-life cycle and aesthetics.</p> <p>The Design Analysis Report provides an analysis of the design against the design quality principles and finds that the proposal satisfies the principles, including response to heritage context, biodiversity values, site circulation/accessibility, safety and security, amenity of learning spaces, adaptability of learning environments, and quality of character and materiality (see <b>Appendix H</b>).</p>
<p><b>Environmental Design in Schools (GANSW, 2018)</b></p> <p>This policy aims to provide school principals and school communities with a holistic understanding of environmental design.</p>	<p>The Guide presents strategies for passive design as opportunities for making positive, sustainable change in the building or running of a school.</p> <p>The strategies set out in the Guide have been incorporated into the proposal with common objectives with the Education Facilities Standards and Guidelines and green star system, seeking to achieve ESD and ensure its integration into school development.</p> <p>The proposal implements ESD principles in the upgrade works for the existing buildings. See <b>Section 6.6</b> and <b>Appendix AA</b> relating to ESD measures.</p>
<p><b>Hills Future 2036 Local Strategic Planning Statement (LSPS)</b></p> <p>The Council's 20-year land use planning vision that seeks to balance the need for growth with protecting and enhancing housing diversity, heritage and local character.</p>	<p>The project helps deliver on the vision expressed in The Hills LSPS, by contributing to the following Priorities from the Plan:</p> <ul style="list-style-type: none"> <li>Expand and improve active transport network (PP 13)</li> <li>Increase urban tree canopy (PP 18)</li> <li>Prepare residents for growth and change (PP21)</li> </ul>
<p><b>The Hills Shire Council Productivity and Centres Strategy</b></p> <p>Five (5) planning priorities, being:</p> <ul style="list-style-type: none"> <li>plan for sufficient jobs, targeted to suit the skills of the workforce;</li> <li>build strategic centres;</li> <li>provide retail services to meet residents' needs</li> <li>renew and create great places</li> <li>retain and manage valuable industrial and urban service land</li> </ul>	<p>This strategy complements The Hills LSPS, and is focused on protecting and managing the Shire's economy, centres and employment-related land uses, and in turn supports the Shire's Community Strategic Plan (expressed in The Hills Shire Plan, the objectives of the higher-level Central City District Plan and Greater Sydney Region Plan).</p> <p>The education and training industry employees about 7.5% in The Hills Shire. (4,813 jobs, 2016) and is the fifth largest industry. A total of 7,439 (2016) residents of The Hills Shire worked in education and training. Education and training is a key industry of The Hills Shire, where residents have skills but there are not enough local job opportunities (to support working and living locally).</p> <p>The project supports the Strategy's objective for increase educational jobs locally. As the College expands residents have the opportunity to apply for employment at the College as student numbers increase.</p>
<p><b>The Hills Shire Council Integrated Transport and Land Use Strategy</b></p> <p>Five (5) planning priorities, being:</p> <ul style="list-style-type: none"> <li>build strategic centres to realise their potential and renew and create great places</li> <li>influence travel behaviour to promote sustainable choices</li> <li>plan for convenient, connected and accessible public transport to shape and support growth,</li> <li>expand and improve the active transport network,</li> <li>plan for a safe and efficient regional road network</li> </ul>	<p>This strategy complements The Hills LSPS, and in turn supports the Shire's Community Strategic Plan (expressed in The Hills Shire Plan, the objectives of the higher-level Central City District Plan and Greater Sydney Region Plan).</p> <p>The Strategy is a framework for achieving the vision of the 30 minute city, where people live within 30 minutes of their nearest metropolitan or strategic centre by public transport, addressing issues in the current network, planning for a sustainable future and identifies transport infrastructure projects to best support expected growth:</p> <p>The project supports the Strategy by:</p> <ul style="list-style-type: none"> <li>Encouraging public/ school bus service and active transport use – providing opportunity to attend school and work locally;</li> <li>Commuting – providing opportunity to commute less, by working locally</li> </ul>

## 2 Strategic Context

**Table 4 Response to Provisions, Goals and Objectives of State Policies**

State Policy	Response
	<ul style="list-style-type: none"> <li>Active transport – working with council to ensure footpath and on/off road cycleways includes the site on routes</li> <li>Influence travel behaviour to promote sustainable choices – providing cycle infrastructure at the College.</li> </ul>
<p><b>The Hills Shire Council Environment Strategy</b></p> <p>Four (4) planning priorities, being:</p> <ul style="list-style-type: none"> <li>protecting areas of high environmental value and significance</li> <li>increasing urban tree canopy cover</li> <li>managing natural resources and waste responsibly</li> <li>preparing residents for environmental and urban risks</li> </ul>	<p>This strategy complements The Hills LSPS, and in turn supports the Shire's Community Strategic Plan (expressed in The Hills Shire Plan, the objectives of the higher-level Central City District Plan and Greater Sydney Region Plan).</p> <p>The Strategy is a framework to reduce impact on the natural environment and address waste and resource consumption. The project supports the Strategy's priorities by supporting the Council's activities on:</p> <ul style="list-style-type: none"> <li>'Increase urban tree canopy cover' activities e.g. Street Tree Planting Programs and education;</li> <li>'Manage natural resources and waste responsibly' e.g. waste generation reduction program; and</li> <li>Prepare residents for environmental and urban risks and hazards e.g. bushfire, urban heat and pollution education.</li> </ul>
<p><b>The Hills Corridor Strategy 2015</b></p> <p>Delivering housing and employment around the Sydney Metro Northwest</p>	<p>This Strategy is a framework to ensure new development in the Sydney Metro Northwest rail corridor meets challenges and delivers innovative and attractive places to work, live and play. There are seven (7) precincts that the Strategy focuses on, being:</p> <p>Cherrybrook, Castle Hill, Showground, Norwest, Bella Vista, Kellyville and Rouse Hill.</p> <p>The College is near but not within Showground Precinct. The Strategy identifies State infrastructure priorities that will improve transport links that will benefit the Hills Shire, such as Northconnex, Parramatta Light Rail, a future M9 Outer Sydney Orbital Corridor.</p>

### 2.3 Analysis of Alternatives

#### 2.3.1 Do nothing

In the scenario that the College did not pursue the proposed masterplan, it would be incapable of accommodating more students on this site and this would not meet the demand for additional school places as forecast by the Central City District Plan.

In addition, the ability to provide for modern learning spaces that best respond to current and emerging pedagogical practices would be severely curtailed as many existing buildings do not lend themselves to efficient or economic adaption.

Accordingly, to do nothing is not considered a viable alternative.

#### 2.3.2 Expand onto other land

As opposed to expanding the school capacity and renewal of existing building within the site, an alternative to expand onto other land could be considered. However, the land immediately surrounding the site is fully developed for primarily, low density residential land uses and expanding to the site would be costly (i.e. requiring acquisition of residential land) and potentially introduce direct land use conflicts.

A further alternative would be to acquire land removed from the site – i.e. at another location. However, this would introduce significant administrative and logistical costs and is not desirable from the perspective of maintaining and nurturing a whole of school community spirit.

These outcomes are not considered to be an efficient use of the College's resources nor an orderly development of surrounding land.

## 2 Strategic Context

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### 2.3.3 Develop within the Site

Accordingly, the only viable option for the College is to develop within the existing campus site.

As detailed in **Section 1.1.3** of this EIS report, various options for development within the site have been considered and on balance, the preferred option provides for the best economic, pedagogical and amenity outcomes whilst aligning most closely with the College's teaching and learning priorities.

## 3 Project Description

### 3.1 Project Overview

The key aspects and features of the proposal are set out in **Table 5**.

Table 5 Works under Concept Masterplan and Stage 1 SSDA	
Project Element	Summary of the Project
Site Area	9.636 ha (96,360m <sup>2</sup> )
Site Description	Lot 10 DP 1169003 10 Morris Grove, Kellyville
Use	Educational Establishment
Masterplan Summary	Seeking concept masterplan approval for future development of William Clarke College over a number of stages, including: <ul style="list-style-type: none"> <li>• New classroom and staff building - Bryson Building;</li> <li>• Increase student enrolment from of 1,907 to maximum of 2,100 students;</li> <li>• New Performing Arts Centre;</li> <li>• Extension to existing Sports Centre;</li> <li>• New tech workshop;</li> <li>• Amendments to internal vehicle circulation areas;</li> <li>• Relocation of waste and recycling compound;</li> <li>• Removal of 136 trees and new landscaping works including planting of 284 new trees</li> </ul>
Stage 1 Site Preparation	<ul style="list-style-type: none"> <li>• Bulk earthworks for the Wrights Road carpark and Bryson Building; and</li> <li>• Civil Works</li> </ul>
Stage 1 Works	<ul style="list-style-type: none"> <li>• New classroom building – Bryson Building: part 3-storey and part 4-storey containing foyer, library, primary and secondary common areas, home bases, general learning areas (GLAs), senior research hub, seminar spaces, multipurpose hall, canteen/café, staff lounge, staff rooms; student and staff amenities, covered outdoor learning area (COLA), roof terrace, plant and circulation spaces;</li> <li>• Amendments to vehicle access to/from Wrights Road and internal reconfiguration of the Primary carpark;</li> <li>• Relocation of waste and recycling compound to Morris Grove;</li> <li>• Removal of 44 trees and new landscaping works ancillary to new Bryson Building and reconfigured carpark including planting of 27 new trees.</li> </ul>
Stage 1 Capacity	Completion of the Stage 1 works will provide facilities for the school to increase: <ul style="list-style-type: none"> <li>• Student capacity from 1,907 students to 2,100 students; and</li> <li>• Staff employment from 211.5 to 225.5 FTE.</li> </ul>
Maximum Height	The Bryson Building has a maximum height ranging from approximately 16.7m at the southern end to 17.5m at the northern end.
Existing Outdoor Space	34,679m <sup>2</sup> (18.2m <sup>2</sup> per student)
Proposed Outdoor Space	50,684m <sup>2</sup> (24.1m <sup>2</sup> per student)
Total Parking Spaces	356 car spaces including drop-off and pick-up
Motorcycle Parking	9 spaces
Bicycle Parking	49 spaces (42 student and 7 staff)
End of trip facilities	7 lockers for staff 6 showers for staff (3 male and 3 female) 4 changerooms for staff (2 male and 2 female)
Community Uses	The College makes its facilities available for a variety of community uses as follows: <ul style="list-style-type: none"> <li>• <u>Sports Fields</u> – Little Kickers (weekends), vacation care providers (during school holidays), local cricket clubs (as needed);</li> <li>• <u>Sports Centre</u> – Little Kickers (weekends), Dance Groups (weekends), church youth groups (ad hoc);</li> </ul>



# 3 Project Description

Table 5 Works under Concept Masterplan and Stage 1 SSDA	
	<ul style="list-style-type: none"> <li>• <u>Performing Arts Hall and 'The Space'</u> – dance groups (weekends), community drama groups (weeknights), community bands (weeknights), church groups (as needed);</li> <li>• <u>Classrooms</u> – Salvation Army Red Shield Appeal (weekends), language schools (weekdays), mental health providers(weekdays), Build a Mind(weekdays), Code Camp(weekdays/school holidays);</li> <li>• <u>K-6 Hall</u> – church uses (weekends, Easter and Christmas).</li> </ul>
Hours of Operation and Construction Hours	School Hours and Out of School Hours Care (OOSH): <ul style="list-style-type: none"> <li>• School – 8am till 4pm (Monday to Friday)</li> <li>• OOSH – 7am till 6pm (Monday to Friday)</li> </ul> Construction Hours: <ul style="list-style-type: none"> <li>• 7am to 5pm (Monday to Saturday)</li> <li>• No work on Sundays or Public Holidays</li> </ul>
Jobs	171 FTE jobs to be created during the construction phase Increase in staff from 211.6 FTE to 225.5 FTE (i.e. 14 additional FTE jobs)
Capital Investment Value	Concept Masterplan – \$65,247,742 Stage 1 works - \$41,008,355

## 3.2 Project Description

### 3.2.1 Masterplan Physical Layout and Design

As detailed in **Section 1.1.3** of this EIS and in the Design Report by PMDL (**Appendix H**) the arrangement of existing buildings within the site constrain the use of open spaces and movement of students between different parts of the campus. The Masterplan seeks to resolve these issues through the demolition of several older buildings, construction of new buildings and creation of movement corridors and recreation spaces between the new building layout. This masterplan layout is depicted in **Figure 16, Figure 17** and **Figure 18**.

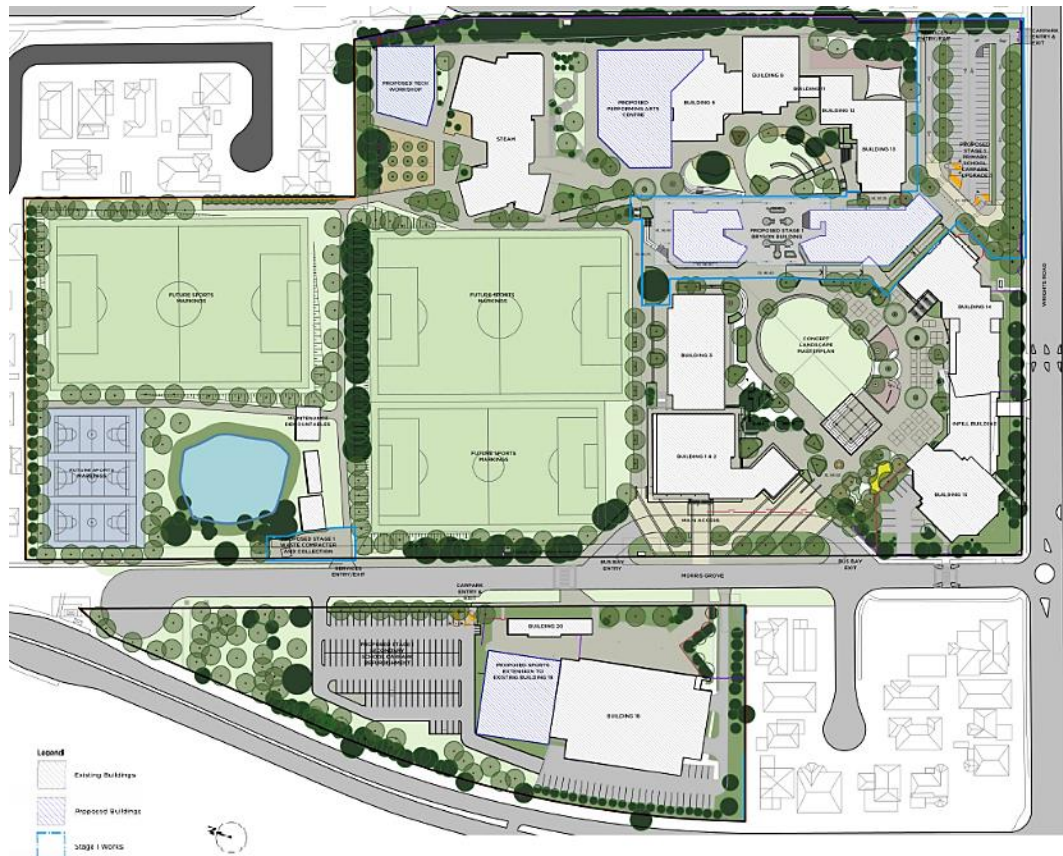


Figure 16 The Concept Masterplan (Source: PMDL)

### 3 Project Description

The Stage 1 works are described in more detail in Section of this EIS report and the following paragraphs describe the works under future stages which generally entail:

- A new performing arts centre on the eastern side of the site;
- A new tech workshop building on the eastern side of the site;
- An extension to the northern side of the sports centre on the western side of Morris Grove; and
- Revitalised play areas, reconfigured playing fields and sports courts.

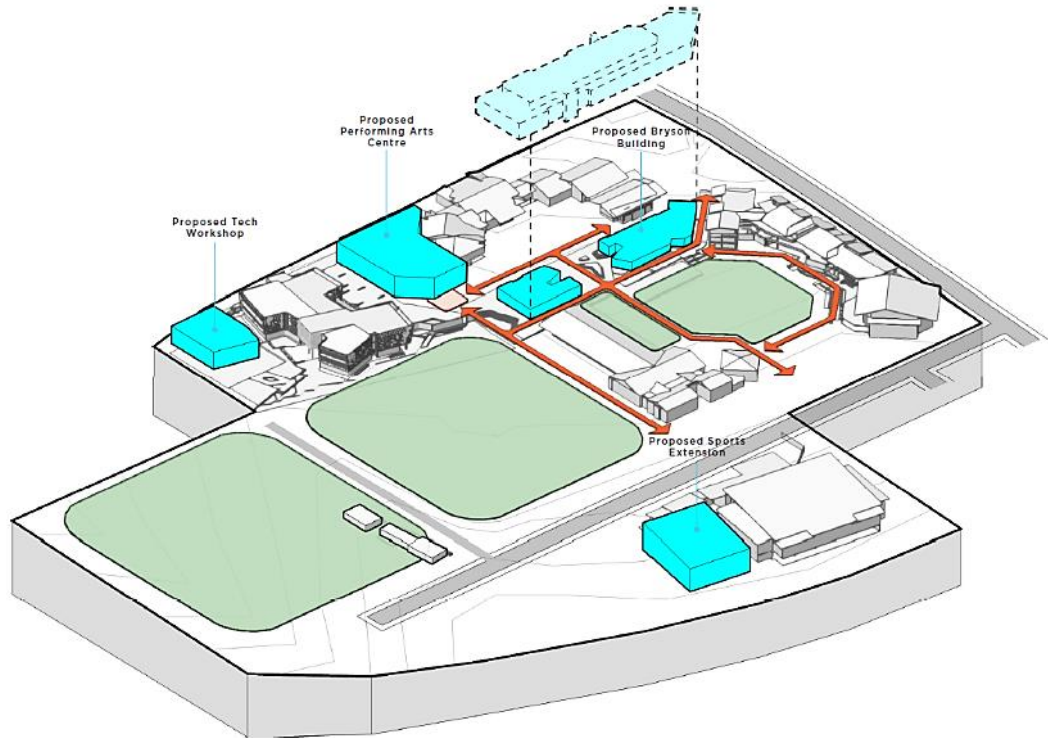


Figure 17 3D image of Concept Masterplan showing new buildings in blue (Source: PMDL)

The masterplan provides for several older buildings to be demolished, making way for an open primary courtyard in the southern part of the campus, a new campus heart – the Bryson Building and discrete new building additions and extensions. The northern parts of the site remain available for renewed playing fields and sports courts.



Figure 18 Aerial view of Concept Masterplan (Source: PMDL)

### 3 Project Description

The masterplan envisages a new performing arts centre to be constructed in the eastern portion of the site, in place of the existing Building 10, which will be demolished under an alternate planning pathway (see **Figure 19**).

This new building will be an extension to the existing performing arts offerings at the College and provide for a theatre and support facilities.

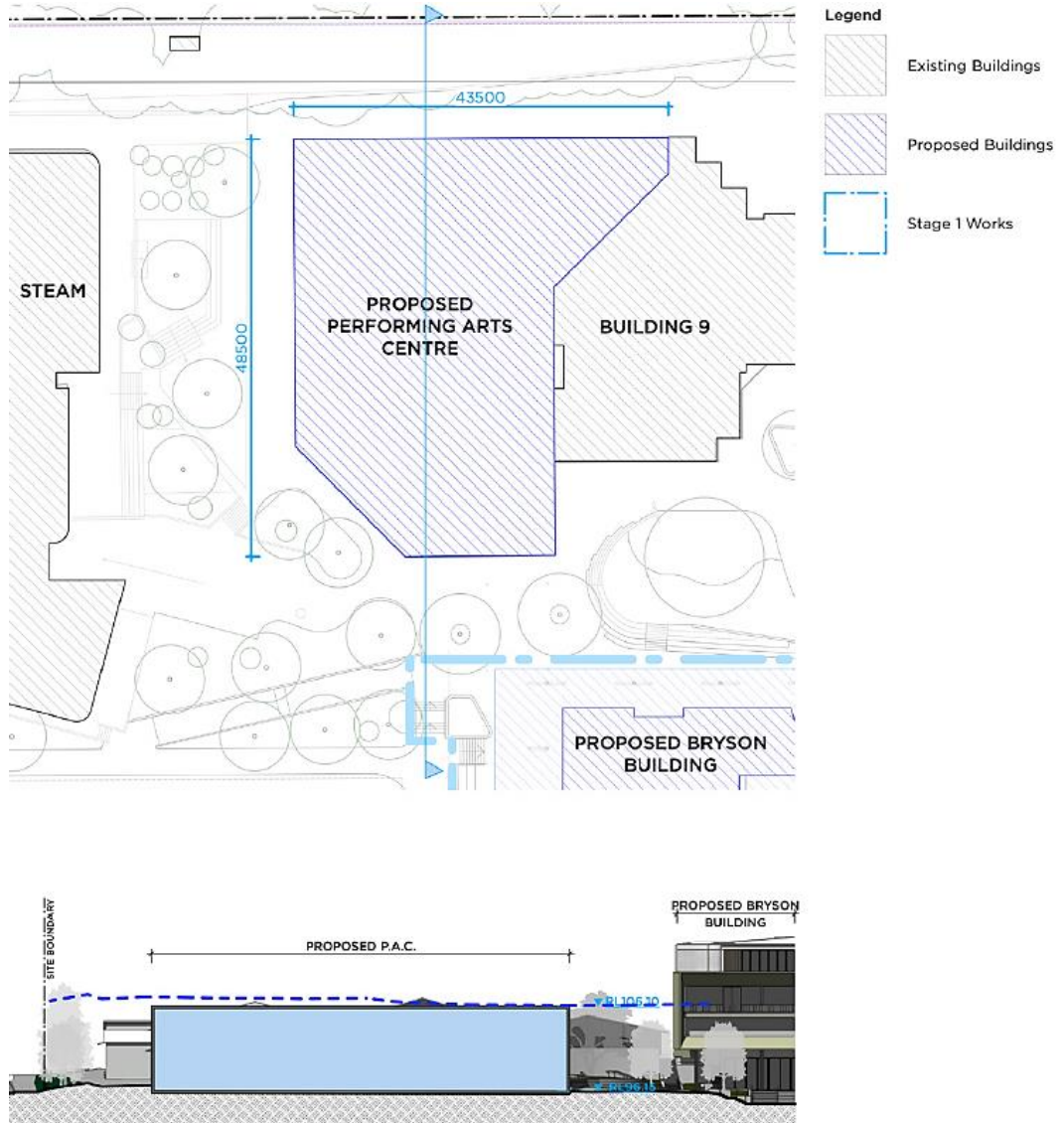


Figure 19 New Performing Arts Building in the location of existing Building 10.

### 3 Project Description

In the north-east corner of the site, adjacent to the Branwhite Centre (STEAM Building), the masterplan provides for a new tech Workshop (see **Figure 20**). It is envisaged that this building will provide for additional workshops and studios to expand the offerings at the College and create a strong STEAM precinct in this part of the campus.

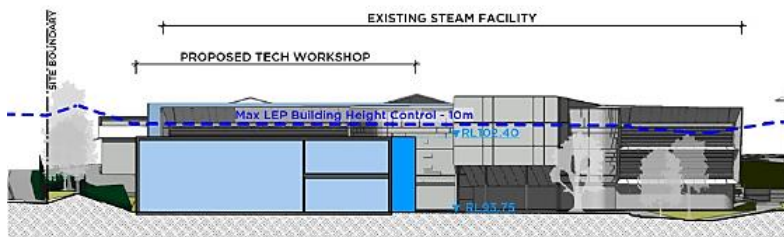
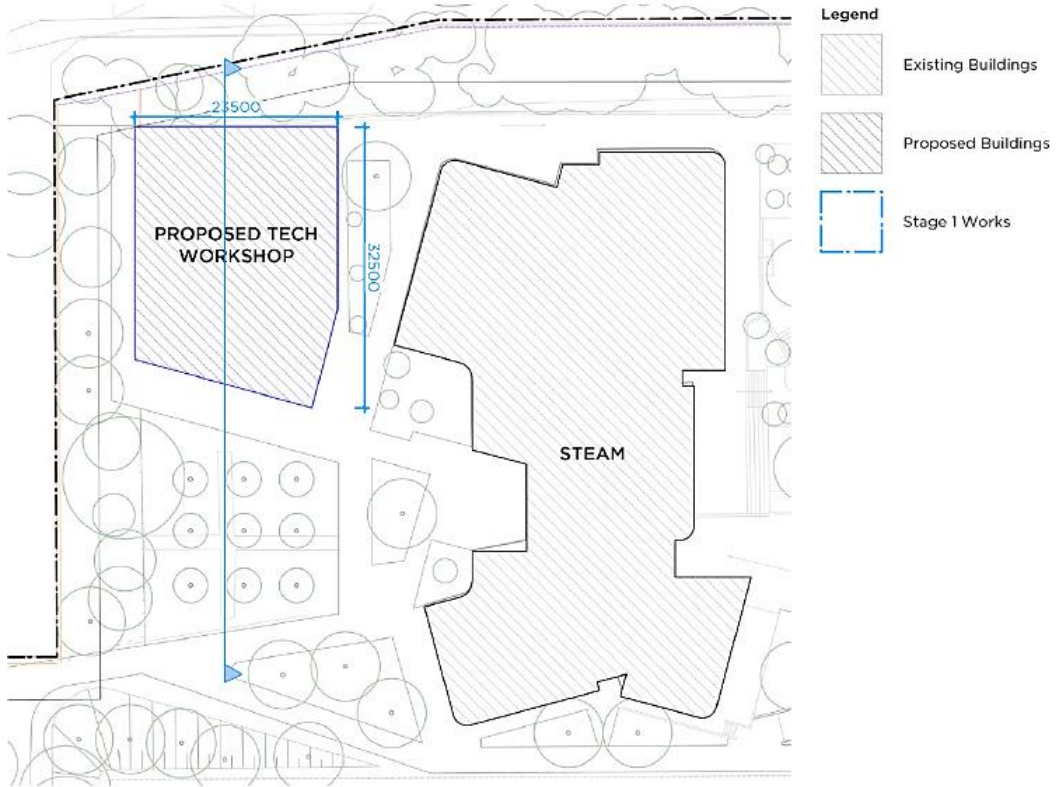


Figure 20 New Tech Workshop to the north of the STEAM Building.

### 3 Project Description

On the western side of Morris Grove, the masterplan provides for an extension to the existing Sport Centre (see **Figure 21**). This extension will be to the north of the existing building and provide for additional indoor recreation facilities, building on the significant indoor infrastructure already provided in this part of the campus.

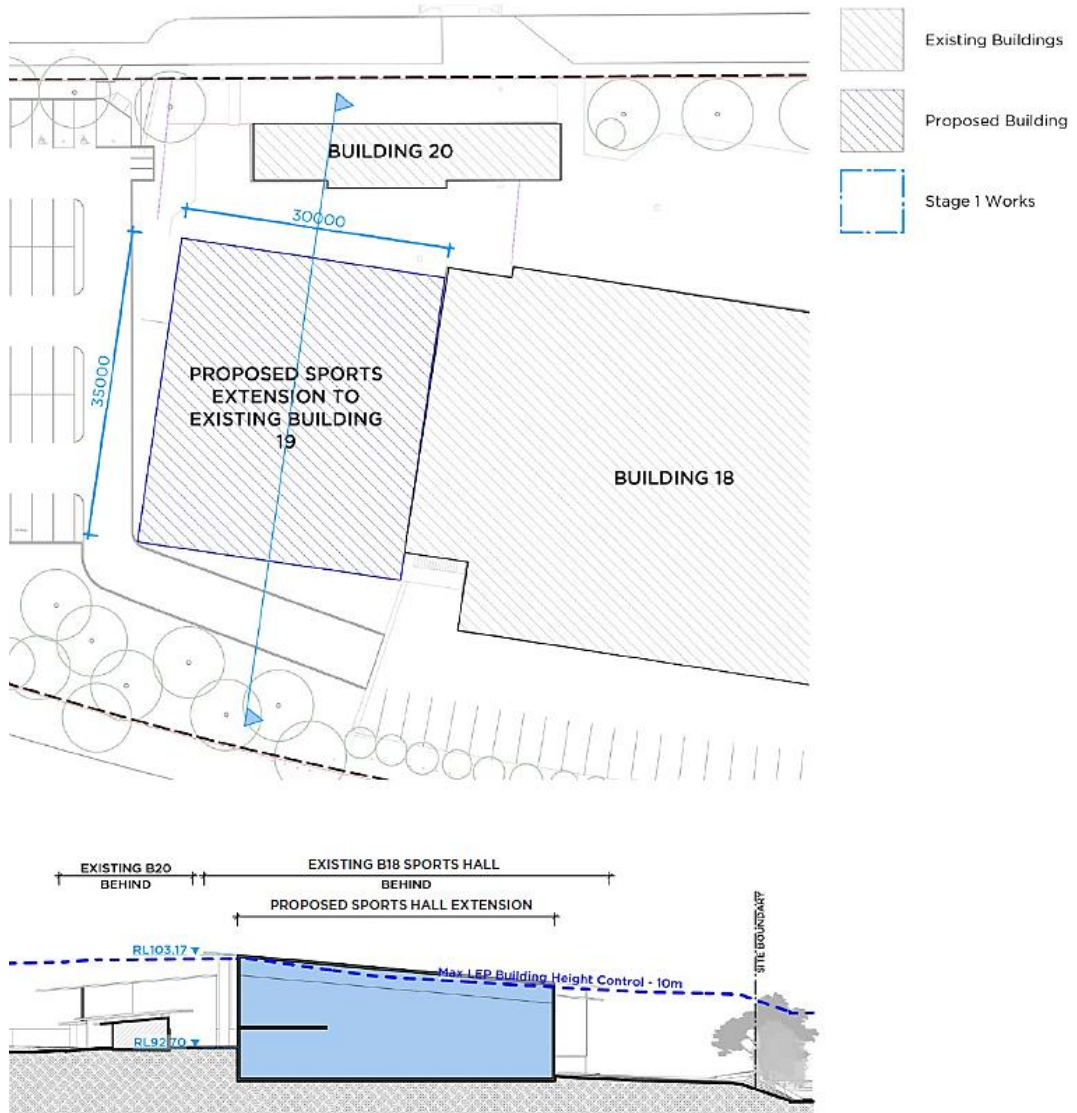


Figure 21 The northern extension to the Sports Centre on Morris Grove (Source: PMDL)

#### 3.2.2 Stage 1 Physical Layout and Design

Stage 1 of the masterplan comprises three core elements as depicted in **Figure 22** as described as follows:

- Construction of the Bryson Building with associated landscaping;
- Reconfiguration of the Wrights Road car park and drop-off/pickup area with associated landscaping; and
- Relocation of the waste and recycling compound from Wrights Road to Morris Grove.

### 3 Project Description

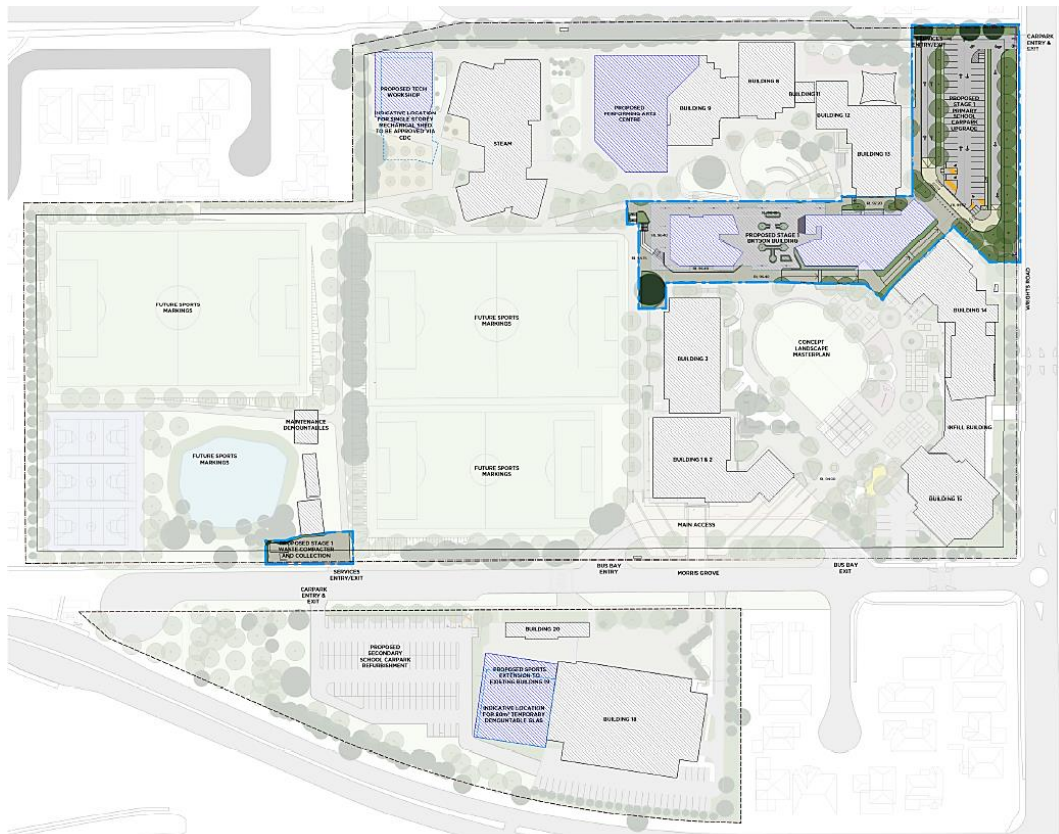


Figure 22 Stage 1 Works Site Plan (Source: PMDL)

The new Bryson Building will be located centrally on the southern portion of the site and will replace the existing buildings 6 and 7 which will be demolished under an alternate planning pathway. The Bryson Building will be part 3-storeys and part 4-storeys with a maximum height ranging from approximately 16.7m at the southern end to 17.5m at the northern end (see Figures 23-24).



Figure 23 The proposed Bryson Building viewed from the Wrights Road carpark (Source: PMDL)

### 3 Project Description



Figure 24 The proposed Bryson Building viewed from the main playing fields (Source: PMDL)



Figure 25 The proposed Bryson Building viewed from the new Primary play area (Source: PMDL)

The Stage 1 works will involve a reconfiguration of the Wrights Road carpark and drop-off/pickup arrangements. The existing vehicular entry Gate 3 is proposed to be closed and the existing exit Gate 2 will be converted to accommodate a two-way, left-in and left-out access driveway.

The reconfigured car park layout will increase the car parking capacity from 31 spaces to 43 spaces accessed from a two-way central aisle. Around the perimeter of this parking module will be a one-way drop-off/pickup aisle which provides for 11 drop-off/pickup spaces and capacity for 14 vehicles to queue (see **Figure 26**).

These arrangements will separate the car park access from the pedestrian crossing and pedestrian gate on Wrights Road.

### 3 Project Description



Figure 26 The proposed reconfigured Wrights Road carpark (Source: PTC)

As a consequence of the reconfigured Wrights Road carpark, the existing waste and recycling compound at the Wrights Road frontage (adjacent to Gate 3), will be relocated to Morris Grove, adjacent to Gate 14 (see **Figure 27**). This will enable a heavy rigid vehicle to enter and exit the site in a forward direction, which is not the case in the current arrangement.

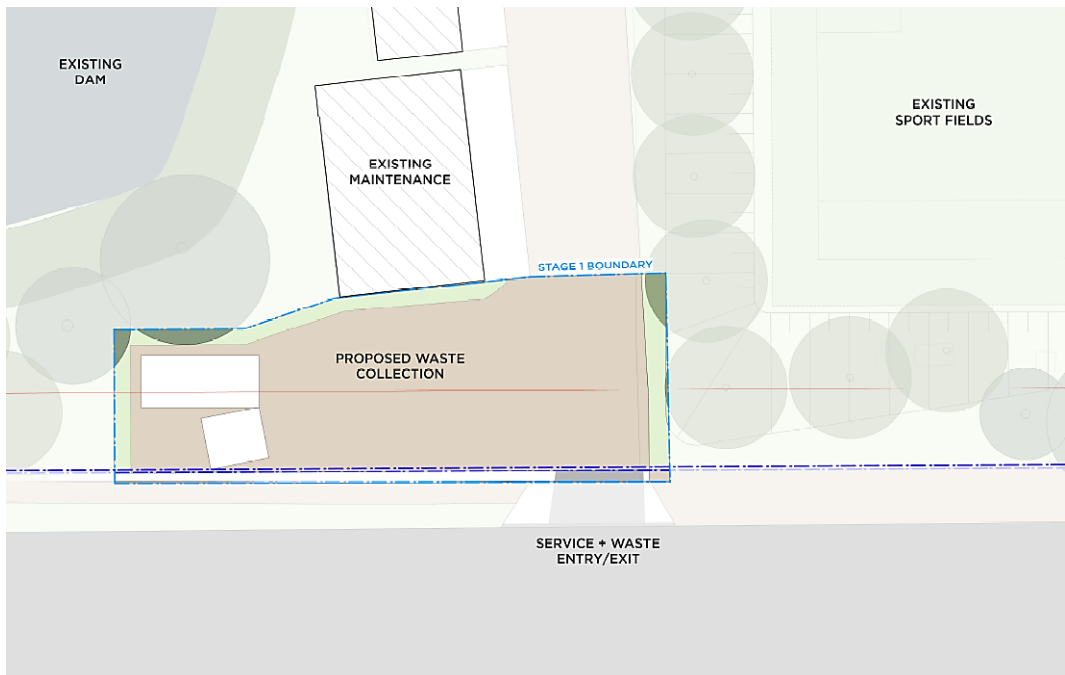


Figure 27 Stage 1 includes relocation of the waste compound to Morris Grove (Source: PMDL)



## 3 Project Description

### 3.2.3 Student Numbers and Community Activities

#### Student Numbers

Table summarises the indicative distribution of existing and proposed student numbers by year group and learning cohort which indicates that the increase in students to 2,100 pupils will occur across most age groups up to the year 2026 and then continuing beyond.

Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Prep 2 day	25	25	25	50	50	50	50	50	50	50
Prep 3 day	50	50	50	50	50	50	50	50	50	50
K	95	104	104	104	108	108	108	108	104	108
1	95	104	104	104	104	108	108	108	108	108
2	72	104	104	104	104	104	108	108	108	108
3	76	78	104	104	104	104	104	108	108	108
4	76	78	78	104	104	104	104	104	108	108
5	103	104	104	104	104	104	104	104	104	108
6	105	104	104	104	104	104	104	104	104	104
7	232	208	208	216	208	208	208	208	208	208
8	207	234	208	208	216	208	208	208	208	208
9	188	182	234	208	208	216	208	208	208	208
10	187	182	182	234	208	208	216	208	208	208
11	172	182	182	182	234	200	208	216	208	208
12	162	182	182	182	182	224	208	208	216	208
<b>Total</b>	<b>1845</b>	<b>1921</b>	<b>1973</b>	<b>2058</b>	<b>2088</b>	<b>2100</b>	<b>2096</b>	<b>2100</b>	<b>2100</b>	<b>2100</b>
Prep	75	75	75	100	100	100	100	100	100	100
Primary	622	676	702	728	732	736	740	744	744	752
Secondary	1148	1170	1196	1230	1256	1264	1256	1256	1256	1248

#### Community Activities

Table 7 provides a summary of the existing and proposed continuing community activities and uses of the School premises including estimated number of users.

Building/ Facility	Regular or ad hoc	Used by	Notes	Estimated persons
K to 6 Hall	Regular (weekly)	A Church	Sundays, Christmas Day and Easter	50
PA Hall	Regular (annual) Regular (annual) Regular (weekly) Ad hoc	A Dance Studio/Groups A Community Drama group A community band Various groups such as Church youth groups Church mission ventures	Weekend Weeknight Weeknight As needed	20 20 20 Up to 200 depending on the event/occasion
The Space	Ad hoc	Some of the above groups	As needed	Up to 150 depending on the event/occasion
Classrooms	Regular (annual) Regular (Weekly) Regular (Monthly) Regular (weekly)	Salvation Army Red Shield Appeal Language School Mental Health Provider	Weekend Weekdays Weekdays Weekdays	20 50 20 20

### 3 Project Description

Building/ Facility	Regular or ad hoc	Used by	Notes	Estimated persons
	Regular (annual)	Build a Mind / Code Camp	Weekdays, school holidays	Up to 60
Sports Centre	Regular (weekly) Regular (weekly) Ad hoc	Local Little Kickers Group Dance Group Church Youth Groups	Saturday Saturday Weekday evenings	Up to 80 20 Up to 150
Ovals	Regular (weekly) Regular (school Hols) Ad hoc	Local Little Kickers Group Vacation Activities organisation Local cricket clubs	Saturday School holidays As needed	Up to 80 Up to 150 20

#### 3.2.4 Landscaping

Stage 1 will involve removal of 44 trees around the Bryson Building and the Wrights Road carpark although new landscaping in these spaces is proposed including planting of 27 new trees and new garden beds and planters as depicted in the Landscape Report and Drawings prepared by Arterra (see **Figure 28**).

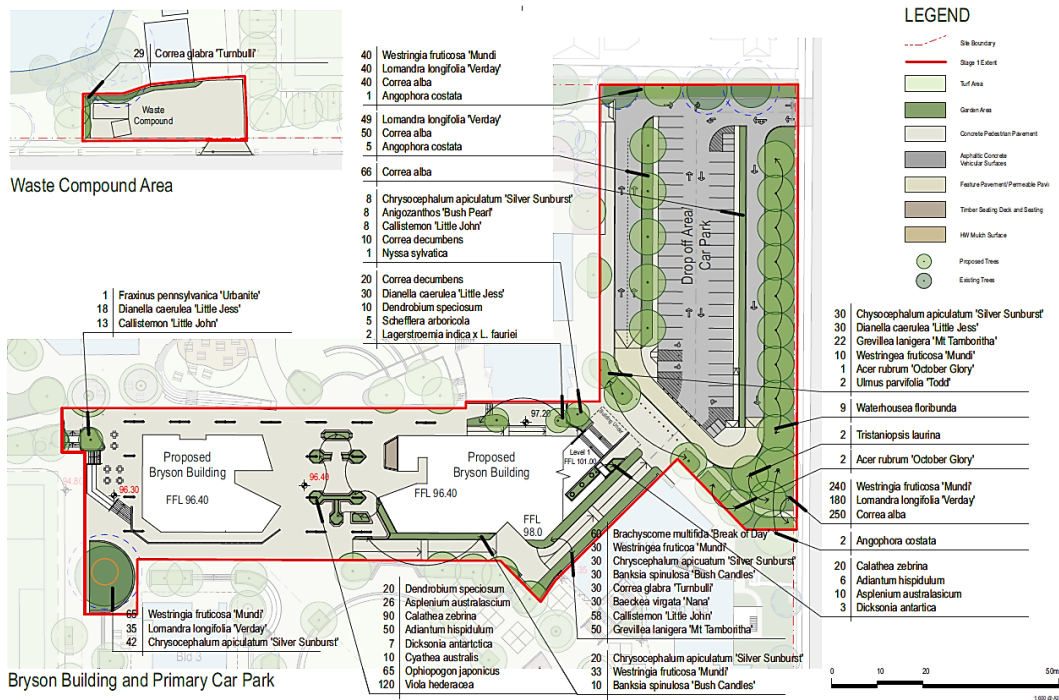


Figure 28 Extract from Stage 1 Landscape Ground Level plan (Source: Arterra)

The Masterplan envisages landscaping across the broader site to be delivered in stages as new buildings, extensions and sportsfield works occur (see **Figure 29**). This landscaping will entail removal of 136 trees although new works will include planting of 284 new trees.

# 3 Project Description

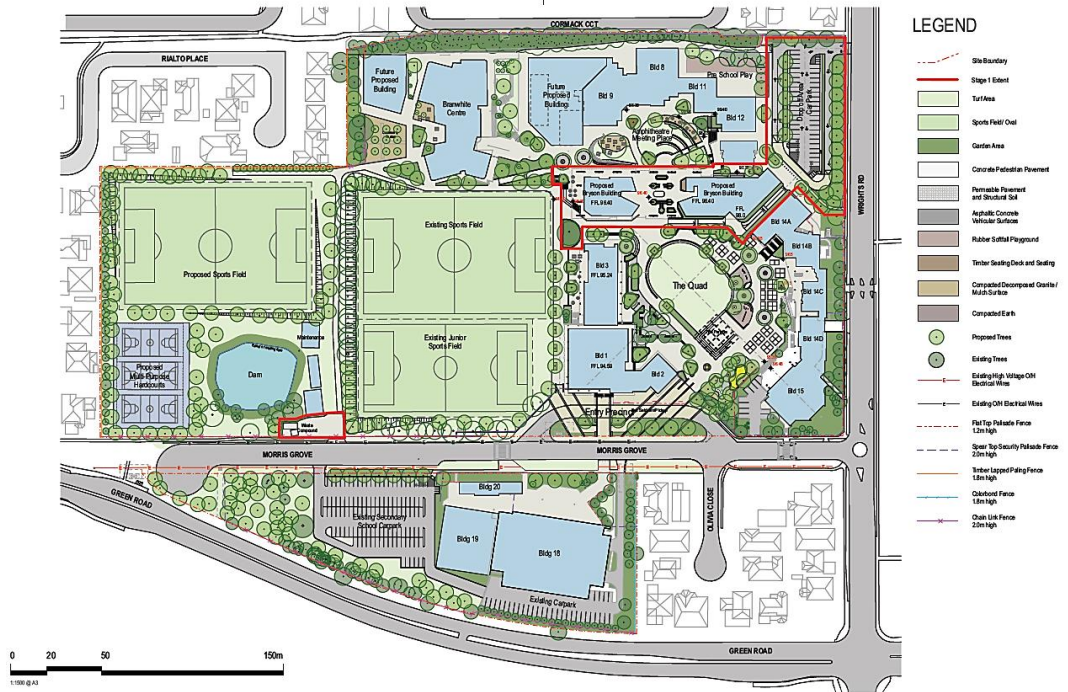


Figure 29 Extract from Stage 1 Landscape Ground Level plan (Source: Arterra)

# 4 Statutory Context

## 4.1 Planning Approval Pathway

Schedule 1(15)(2) of *State Environmental Planning Policy (Planning Systems) 2021* (SEPP PS) provides that development is state significant if it is:

*Development for the purposes of the erection of a building, or alterations or additions to an existing building, at an existing school that has a capital investment value of more than \$50 million.*

The proposed masterplan and Stage 1 works comprise new construction and alterations and additions to the existing educational establishment facilities and will have a capital investment value exceeding \$50 million. Accordingly, the planning approval pathway is a state significant development application.

## 4.2 Permissibility

The site is zoned predominately R3 Medium Density Residential (R3 Zone) and part R2 Low Density Residential (R2 Zone) under *The Hills Local Environmental Plan 2019* (the LEP).

Educational establishments are permissible with consent in both the R3 Zone and the R2 Zone under the LEP. In addition, the R3 Zone and the R2 Zone are prescribed zones for the purposes of a school under Section 3.34 of *State Environmental Planning Policy (Transport and Infrastructure) 2021* (SEPP T&I).

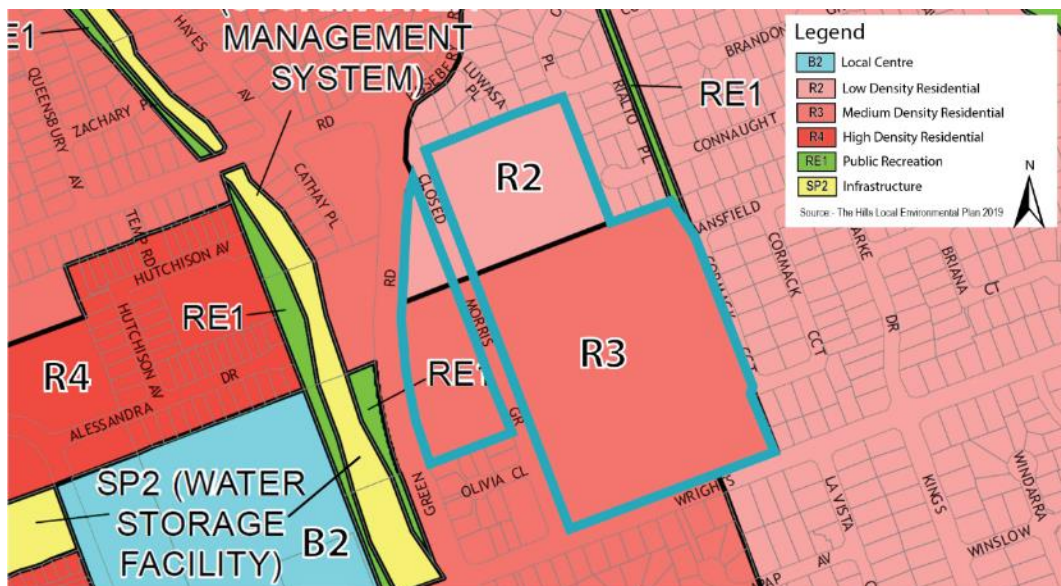


Figure 30 Extract from the LEP zoning map

## 4.3 Statutory Requirements Summary

### 4.3.1 Pre-conditions Table

**Table 8** sets out the relevant statutory pre-conditions for the proposed development and where information responding to each matter can be found in this EIS or supporting documentation.

Table 8 Statutory Pre-conditions Summary			
Statutory Reference	Pre-condition	Relevance	Section in EIS
<i>State Environmental Planning Policy (Biodiversity and Conservation) 2021</i> - sections 9.3, 9.4 and 9.5	Section 9.3 of the SEPP requires a consent authority to consider of the aims of Chapter 9, the general planning consideration under Section 9.4 and the specific planning policies and recommended strategies under Section 9.5 when determining a DA to which Chapter 9 applies.	Chapter 9 of SEPP BC relates to the Hawkesbury-Nepean River and applies to the site as it is located within The Hills LGA.	<b>Appendix C</b>

## 4 Statutory Context

**Table 8 Statutory Pre-conditions Summary**

<i>State Environmental Planning Policy (Resilience and Hazards)</i> -section 4.6(1)(b)	A consent authority must be satisfied that the land is suitable in its contaminated state -or will be suitable, after remediation -for the purpose for which the development is proposed to be carried out.	The site has been assessed as suitable for the proposed land use	<b>Section 6.10</b> <b>Appendix C</b> <b>Appendix N</b> <b>Appendix O</b>
<i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i> – sections 2.122 and 3.58	Written notice must be given to TfNSW	As the site and the proposed development entail 200 or more car parking spaces, the application must be referred to TfNSW.	<b>Section 6.7</b> <b>Appendix C</b>
<i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i> – section 3.36	the consent authority must take into consideration— (a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 8, and (b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.	An evaluation of the proposal against the design quality principles under Schedule 8 is required.	<b>Appendix H</b>
<i>The Hills Local Environmental Plan 2019 – Clause 5.21</i>	(2) Development consent must not be granted to development on land the consent authority considers to be within the flood planning area unless the consent authority is satisfied the development— (a) is compatible with the flood function and behaviour on the land, and (b) will not adversely affect flood behaviour in a way that results in detrimental increases in the potential flood affectation of other development or properties, and (c) will not adversely affect the safe occupation and efficient evacuation of people or exceed the capacity of existing evacuation routes for the surrounding area in the event of a flood, and (d) incorporates appropriate measures to manage risk to life in the event of a flood, and (e) will not adversely affect the environment or cause avoidable erosion, siltation, destruction of riparian vegetation or a reduction in the stability of river banks or watercourses.	Minor areas within the site have been identified as being flood prone in a 1 in 100 year flood event.	<b>Section 6.9</b> <b>Appendix C</b> <b>Appendix S</b> <b>Appendix GG</b>

### 4.3.2 Mandatory Considerations Table

**Table 9** sets out the relevant mandatory considerations for the proposed development and where information responding to each matter can be found in this EIS or supporting documentation.

**Table 9 Mandatory Considerations Table**

<b>Statutory Reference</b>	<b>Mandatory Consideration</b>	<b>Section in EIS</b>
<b>Consideration under the Act and Regulation</b>		
Section 1.3	<p>Relevant objects of the Act</p> <ul style="list-style-type: none"> <li>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</li> <li>to facilitate ecologically sustainable development by integrating relevant economic, environmental and social considerations in decision-making about environmental planning and assessment</li> <li>to promote the orderly and economic use and development of land</li> <li>to protect the environment, including the conservation of threatened and other species of native animals and plants, ecological communities and their habitats</li> </ul>	<b>Appendix C</b>

## 4 Statutory Context

**Table 9 Mandatory Considerations Table**

Statutory Reference	Mandatory Consideration	Section in EIS
Section 1.7	Section 1.7 states that this Act has effect subject to the provisions of Part 7 of the <i>Biodiversity Conservation Act 2016</i> that relate to the operation of this Act in connection with the terrestrial and aquatic environment.	<b>Appendix DD</b> <b>Section 6.5</b>
Section 4.15	<p>Relevant environmental planning instruments</p> <ul style="list-style-type: none"> <li>• <i>State Environmental Planning Policy (Resilience and Hazards) 2021</i> (see further detail below)</li> <li>• <i>State Environmental Planning Policy (Industry and Employment) 2021</i> (see further detail below)</li> <li>• <i>State Environmental Planning Policy (Planning Systems) 2021</i> (see further detail below)</li> <li>• <i>State Environmental Planning Policy (Biodiversity Conservation) 2021</i></li> <li>• <i>The Hills Local Environmental Plan 2019</i> (see detail below)</li> </ul> <p>Relevant proposed environmental planning instruments</p> <ul style="list-style-type: none"> <li>• draft The Hills LEP 2020</li> </ul> <p>Relevant planning agreement or draft planning agreement - Nil</p> <p>Development control plans</p> <ul style="list-style-type: none"> <li>• The Hills Development Control Plan 2012</li> </ul> <p>the likely impacts of that development, including environmental impacts on</p> <ul style="list-style-type: none"> <li>• both the natural and built environments, and</li> <li>• social and economic impacts in the locality</li> <li>• the suitability of the site for the development</li> <li>• the public interest</li> </ul>	<b>Appendix C</b> <b>Section 6</b>
Section 4.22	<p>Concept Development Applications</p> <p>A concept development application (CDA) sets out concept proposals for a site and where detailed proposals for the site or part thereof are to be addressed in subsequent development applications. A CDA can also be a staged development. The application for a CDA only evaluates the concept development and any first stage of development proposed. Subsequent development applications would evaluate the other detailed proposals for the site or parts of the site. The applicant must request the application to be treated as a CDA.</p> <p>The proposal is a CDA, as it outlines the concept masterplan for the Site and details the Stage 1 works including the Bryson Building, reconfiguration of the Wrights Road carpark, relocation of the waste and recycling compound and associated landscaping.</p> <p>Where necessary, subsequent applications would address future buildings such as the new performing arts centre, new tech centre and upgrades to the sport facilities.</p>	<b>Section 6</b>
Section 4.41	<p>Approvals etc Legislation that Does Not Apply</p> <p>Section 4.41 outlines that a range of authorisations that are not required for SSD. A bushfire safety authority under the Rural Fires Act 1997 is the only authorisation listed under Section 4.41 that would otherwise have been required for the proposed development although it is not required in this instance as the site is not identified as being bushfire prone land.</p>	N/A
<b>Mandatory relevant considerations under EPIs</b>		
<i>State Environmental Planning Policy (Resilience and Hazards) 2021</i>	<p>Chapter 3 of SEPP RH requires further investigations where the proposed use entails a hazardous or offensive storage establishment, hazardous or offensive industry or other potentially hazardous or offensive industry. The proposal is for an educational establishment which is not considered to be any of the aforementioned uses and therefore, not further investigations or assessment is required in this regard.</p> <p>Chapter 4 of SEPP RH provides for the remediation of contaminated land and requires, amongst other things, investigations to be undertaken as part of the development assessment process, to determine whether the subject land is likely to be contaminated and if so, what remediation work is required.</p>	<b>Section 6.10</b> <b>Appendix C</b> <b>Appendix N</b> <b>Appendix O</b>

## 4 Statutory Context

**Table 9 Mandatory Considerations Table**

<b>Statutory Reference</b>	<b>Mandatory Consideration</b>	<b>Section in EIS</b>
<i>State Environmental Planning Policy (Planning Systems) 2021</i>	<p>Pursuant to Schedule 1 Clause 15(2) of SEPP PS the proposal involves development for the purposes of the erection of a building, or alterations or additions to an existing building, at an existing school that has a capital investment value (CIV) of more than \$50 million and accordingly, is deemed to be SSD.</p> <p>Pursuant to Section 2.10 of SEPP PS, a DCP (whether made before or after the commencement of the SEPP) does not apply to SSD.</p>	<p><b>Appendix C</b></p> <p><b>Appendix I</b></p>
<i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i>	<p>Chapter 2 of the Transport and Infrastructure SEPP provides for the effective delivery of infrastructure. This SEPPs sets out development controls for specified types of infrastructure, including Development in or adjacent to road corridors and road reservations</p> <p>Section 2.120 relates to development for, amongst other things, an educational establishment on land in or adjacent to a road corridor for freeway, tollway, transit way or any other road and have an average daily traffic volume of more than 20,000 vehicles (based on the traffic volume data published on the website of TfNSW) and that the consent authority considers is likely to be adversely affected by road noise or vibration.</p> <p>All roads in the immediate vicinity of the Site are local roads managed by The Hills Council and the Traffic Volume Viewer on the TfNSW's website does not indicate that any of these roads have an average daily traffic volume of more than 20,000.</p> <p>Section 2.122 relates to 'traffic-generating development' being development with a relevant size or capacity as defined by Schedule 3 of the SEPP. As the site and the proposed development entail 200 or more car parking spaces, the application must be referred to TfNSW.</p> <p>Chapter 3 of SEPP TI sets out planning approval pathways and other provisions to facilitate the effective delivery of educational establishments in the State.</p>	<p><b>Section 6.7</b></p> <p><b>Appendix C</b></p>
<i>State Environmental Planning Policy (Industry and Employment) 2021</i>	<p>Chapter 3 of SEPP IE relates to advertising and signage and includes provisions which must be considered where advertising and/or signage is proposed.</p> <p>No advertising or signage is proposed as part of the Concept Masterplan or Stage 1 works and accordingly, no further assessment in this regard is warranted.</p>	N/A
<i>State Environmental Planning Policy (Biodiversity and Conservation) 2021</i>	<p>Chapter 2 of SEPP BC relates to vegetation in non-rural areas and provides that a council can issue permits for the clearing of such vegetation in accordance with the requirements of a development control plan. The DCP prescribes the trees and vegetation which may be removed without Council approval (exempt species). The proposed development entails removal of trees for which a permit / consent is required.</p> <p>Chapter 4 of SEPP BC relates to Koala Habitat Protection but does not apply to the site as the site is not zoned RU1 Primary Production, Zone RU2 Rural Landscape Zone RU3 Forestry and is not in a local government area listed under Schedule 1 of State Environmental Planning Policy (Koala Habitat Protection) 2021.</p> <p>Chapter 6 of SEPP BC relates to bushland in urban areas and, amongst other things, requires development consent to disturb bushland zoned or reserved for public open space and requires consideration to be given to development on land adjoining such bushland. Whilst the Site does adjoin a narrow strip of land to the north-east that is zoned RE1 Public Recreation, there is no bushland on that adjoining land, which is upslope of the site and unlikely to be adversely impacted by the proposed development.</p> <p>Chapter 9 of SEPP BC relates to the Hawkesbury-Nepean River and applies to the site as it is located within The Hills LGA. Section 9.3 of the SEPP requires a consent authority to consider of the aims of Chapter 9,</p>	<p><b>Section 6.5</b></p> <p><b>Appendix C</b></p>

## 4 Statutory Context

**Table 9 Mandatory Considerations Table**

Statutory Reference	Mandatory Consideration	Section in EIS
	<p>the general planning consideration under Section 9.4 and the specific planning policies and recommended strategies under Section 9.5 when determining a DA to which Chapter 9 applies.</p> <p>In addition, Section 9.9 of SEPP BC requires development consent for remediation of land. Remediation is not required or proposed.</p>	
<i>State Environmental Planning Policy (Precincts – Central River City) 2021</i>	Whilst the Site is within The Hills LGA, located within the Central River City, it is not within any precincts identified in the SEPP and accordingly, the operative provisions of the SEPP are not applicable in this instance.	N/A
<i>The Hills Local Environmental Plan 2019</i>	<p>Objectives and land uses for R2 and R3 Zones</p> <p>Clause 2.3 Zoning</p> <p>Clause 4.3 – Height of Buildings</p> <p>Clause 5.21 – Flood Planning</p> <p>Clause 7.1 – Acid Sulfate Soils</p>	<p><b>Section 4.2</b></p> <p><b>Section 6.9</b></p> <p><b>Appendix C</b></p> <p><b>Appendix S</b></p> <p><b>Appendix GG</b></p>
Draft The Hills Local Environmental Plan 2020	<p>The Draft The Hills LEP 2020 (the Draft LEP) was exhibited in July-August 2020 and aims to give effect to the Council's new Local Strategic Planning Statement: The Hills Future 2036 and the State Government's Central City District Plan.</p> <p>The Draft LEP does not seek to alter the zoning or primary development standards that apply to the site although it is noted that it does intend to rezone some land in the surrounding Kellyville locality from R3 Medium Density Residential to R2 Low Density Residential to reflect the fact that such land is already built out and has not been developed to the extent once expected. If there is any impact of the Draft LEP relevant to the site, it is that there may be less dense development in the surrounding area into the future than was once expected.</p>	This Table
<b>Considerations under other legislation</b>		
<i>Biodiversity Conservation Act 2016 – Section 7.9</i>	<p>Clause 7.9(2) and (3) set out the following requirements:</p> <p>(2) <i>Any such application is to be accompanied by a biodiversity development assessment report 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.</i></p> <p>(3) <i>The environmental impact statement that accompanies any such application is to include the biodiversity assessment required by the environmental assessment requirements of the Planning Agency Head under the Environmental Planning and Assessment Act 1979.</i></p>	<p><b>Appendix DD</b></p> <p><b>Section 6.5</b></p>
<b>Considerations under other legislation</b>		
The Hills Development Control Plan 2012	<p>Part A – Introduction</p> <p>Part B Section 2 Residential</p> <p>Part C Section 1 Parking</p>	<p><b>Appendix C</b></p> <p><b>Section 6.7</b></p> <p><b>Appendix U</b></p> <p><b>Appendix V</b></p>



## 5 Engagement

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### 5.1 General

In accordance with the SEARs issued by the Department of Planning and Environment, the project team has carried out consultation with the following stakeholders:

- William Clarke College Staff and Students.
- Surrounding landowners and community groups;
- Registered Aboriginal parties;
- The Hills Shire Council;
- Transport for NSW; and
- NSW Government Architect and State Design Review Panel.

A Community Consultation Outcomes Report (**Appendix J**) has been prepared by Sarah George Consulting which details the consultation carried out for the proposal and this is summarised below. A summary of the responses to matters raised during consultation is also provided at **Appendix D**.

### 5.2 Community Engagement

Consultation with the school community, surrounding landowners and the broader community was undertaken during March 2022 by:

- Including a link on the College website for the school community, local and broader communities with an opportunity to provide feedback via an online form - no responses were received via this online feedback form;
- Distribution of information about the proposal to the school community (parents/carers and staff) in the Parent Connect page on the College website and via Facebook and an invitation to attend one of two community information sessions (see below) – no responses were received via the nominated email address;
- Letterbox drop including 200 notices distributed in the area immediately surrounding the site inviting comment via the school website (see above) and an invitation to attend one of two community information sessions (see below);
- In the absence of a local newspaper, advertising of the community information sessions via local Facebook groups – no responses were received via social media;
- Community information sessions held at the College on 9 and 13 April 2022 – A total of 8 adults attended/participated in the information session on 9 April 2022 being 4 members of the school staff/community and 4 local residents/community members. Feedback was either neutral or positive with the only key concern being that the College may expand onto residential land to the north. The proposal does not include any such expansion.

### 5.3 Registered Aboriginal parties

Section 8 of the Cultural Heritage Assessment Report (ACHAR) prepared by Tocomwall (**Appendix K**) outlines the Aboriginal community consultation undertaken including an invitation to Aboriginal people identified as holding cultural knowledge relevant to determining the significance of Aboriginal objects and/or places in the project area to participate

Twelve registered Aboriginal parties responded to the invitation to comment with all provided with an information pack on 22 February 2022.

The registered parties were invited to visit the site on 15 March 2022 and a member of the Kamilaroi Yankuntjatjara Working Group attended the site on that day.

## 5 Engagement

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A draft of the ACHAR was sent to the registered parties on 23 March 2022 although no responses were received.

### 5.4 Public Authority Engagement

#### 5.4.1 The Hills Shire Council and TfNSW

On 5 April 2022, members of the project team met with Council Officers and TfNSW to discuss the traffic, parking and access components of the proposal. Council's feedback can be summarised as follows:

- Council appreciates that the school was there first and that traffic issues came with residential and shopping centre developments;
- Any improvements to Greens Road will be focused on improving bus efficiency from Greens Road onto Showground Road;
- Council will look at improving intersection performance to support bus travel but not private vehicles;
- Council acknowledged and endorsed the primary school car park changes;
- Some improvements to cycling infrastructure may be coming. A Draft Cycle Plan has been prepared, which will go on exhibition in June this year.

TfNSW's feedback can be summarised as follows:

- Current changes to traffic management described by the school are a means of dealing with improving existing traffic conditions.
- Consideration should be given to prioritising reducing existing and future car trips through:
  - A school operated bus service; and
  - A green travel plan.
- Studies have suggested a failing intersection exists at Green Road and Wrights Road. Any proposed changes to the signals at Green Road and Wrights Road should be accompanied by supporting traffic modelling.
- 10% student increase can be absorbed within existing bus provision, no additional buses will be required. School should consider private buses to accommodate additional students; three buses would absorb and mitigate student increases as catchments are quite densely populated and therefore buses could be effective.
- Sustainable travel champion – school needs to identify a person with key responsibility to drive this forward.
- Sustainable transport options – there are many options to increase walking and cycling mode shares to the school.

The following responses are provided to these comments:

- The College aims to retain the current car usage and promote active and public transport travel mode for the increased student population. This can be attained by the use of existing infrastructure and facilities available in the surrounding area. However, this will include promotion of the active and public transport, amended facilities within the school site and management measures and the implementation of the School Travel Plan.
- The proposed changes to the primary school car park will enable to increase the length of the bus zone along Wrights Road, and the roundabout east of the school is large enough for the buses to undertake a U-turn.

## 5 Engagement

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- The modelling undertaken to date indicates that it is the through traffic along Greens Road that is the predominant movement resulting in poor performance of the intersection. The proportion of school traffic versus overall traffic going through this intersection is low;
- People residing in the suburbs surrounding the school are mostly employed south of the school, meaning that parents are likely to drive past the school on their way to work. For parents living south of the school it would be a major detour to drive their children to school, hence the bus use is higher. Therefore, it can be argued that morning school trips are not additional trips, but that these happen anyway. It is acknowledged that some parents would potentially choose a different route if the school trip was not conducted, but the majority of students come from Kellyville and North Kellyville, from where the use of Green Road is more likely.
- No changes to the traffic signals are proposed;
- The school has prepared a School Transport Plan outlining measures to promote active and public transport.

### 5.4.2 Government Architect NSW and State Design Review Panel

The project team met with the Government Architect NSW and State Design Review Panel (SDRP) on 2 March 2022 (First Review) and further consultation was undertaken on 11 May 2022 (Second Review).

Arising from the Second Review the SDRP supported the following elements of the design approach:

- ongoing development of stories and imagery of Country into the building and the landscape;
- creating a gentler gradient along the length of the building to make it more accessible and reduce the need for stairs in the landscape;
- refinement of the design and detailing of the Bryson Building;
- creation of a landscape plan that is integrated into the Bryson Building;
- using the COLA to create a link between the two main courtyards..

Further advice and recommendation of the SDRP related to:

- **Connecting with Country** – consideration to be given to more wholistic ways of working with Country by creating spaces for Indigenous practices rather than relying on narratives of Country applied to the surfaces of the building and further integration of Country into the landscape plan
- **Bryson Building** – consideration to be given to:
  - raising the height of the COLA, expanding it into the adjacent courtyards, reviewing the location and size of the furniture and landscaping .
  - reviewing the type and extent of protection that is provided for users of the terraces;
  - creating opportunities for more extensive, larger, and mature planting on the building
  - reviewing the articulation of the building facades to ensure an appropriate civic and school campus feel is achieved; and
  - ensuring the amenity of the deep interior spaces is maintained through design development and natural light and ventilation are maximised.

Section 8 of the Design Report by PMDL (see **Appendix H**) includes a detailed response to all of the advices and recommendations of the SDRP from the First and Second Reviews.

## 6 Assessment and Mitigation of Impacts

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### 6.1 Design Quality

The Design Report by PMDL (see **Appendix H**) includes an assessment against Design Guide for Schools and the Design Quality Principles of SEPP TI, summarised as follows:

#### **Principle 1—context, built form and landscape**

*The William Clarke College Master plan is centred on a response to the physical setting, and the prioritisation of landscaped and open space. The Master plan provides deliberate opportunities for teaching and learning around Country, and is highly responsive to the College's Dharug Cultural program initiative.*

*The Master plan responds to and resolves the topographical issues on the site, amagin [sic] the south to north falls through the built zone by gentle inclines and transitions, removing the stairs, walls and other barriers that have been created over time.*

*Solar access to the usable external areas of the site is well managed, and the built form is used to provide sheltered outdoor space and shade. A significant increase in canopy cover is embedded in the landscape master plan.*

*The amenity of the site itself is enhanced by the landscape driven approach to the connecting spaces, and more broadly the local amenity is preserved by concentrating development to the centre of the site, away from residential boundaries.*

*These principles are further developed in the Stage 1 Bryson Building. The ground plane is carefully managed to provide safe and equitable access around this site, working with the natural falls of the land.*

*The building is sited to create purposeful landscaped spaces of high amenity.*

#### **Principle 2— sustainable, efficient and durable**

*The Master plan seeks to enhance environmental outcomes through a re-greening of the site and significant uplift in canopy cover, though further increases in the renewable energy capacity on the site, through the capture and re-use of rainwater via the existing dam, and by the integration of landscaped and planted elements in the curriculum, both in science and cultural areas.*

*The Stage 1 Bryson Building develops these principles in the built form. Internally, the building's performance is enhanced by efficient, mixed mode ventilation, with an emphasis on fresh air, and by strategies to provide high quality natural light, which has been tested and modeled from both a light level and glare and comfort perspective.*

*Materials have been selected for durability and lifecycle externally, whilst long term adaptability is maintained internally through a frame and fitout approach.*

#### **Principle 3— accessible and inclusive**

*The Master plan rationalises circulation to and through the site, and will greatly improve its natural legibility. Main address and entry points are emphasised, and landscaped principal pedestrian routes are fully inclusive.*

*The future facilities identified in the Master plan will enhance the range of facilities the College can offer to its community, and to the wider community.*

*The Stage 1 Bryson Building design has been developed in line with these principles. All parts of the building and its approaches are accessible, and generally at gradients of no more than 1:20.*

*Facilities such as the food offer, the staff spaces and multipurpose spaces are located to provide maximum accessibility for a range of uses outside core hours.*

#### **Principle 4— health and safety**

*The William Clarke College site boundaries adjoin public domain spaces for the significant majority of the site. These interfaces vary from regional and local roads to pedestrian and cycleways. The requirement for site security is addressed through metal palisade fencing. This provides for the safety of staff and students during operational hours, and for the site assets after hours.*

*Site access is available at a number of points, both vehicular and pedestrian. A sense of welcome is maintained by locating the public address points at clear locations near site entry points.*

*This strategy is maintained and enhanced through the proposed master plan. Landscape treatments, including pavement design, tree selection and the like, reinforce the access points to the site and will provide a high degree of amenity.*

## 6 Assessment

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*Significant effort has been made in the master plan and the stage 1 Bryson Building design to provide accessible paths of travel through all the principal access routes to and around the College, generally achieving gradients of no greater than 1:20.*

### **Principle 5— amenity**

*The William Clarke College master plan provides for a range of external spaces purposefully designed for learning, play and social activity across the K-12 age groups. Specific age appropriate responses are made through the delineation of Primary, lower and senior Secondary needs for active play, social interaction, and cohort territory. Shade and shelter are provided through both built and natural structures.*

*In the Primary context, specific zones for active play, nature play, games and quiet spaces are provided. Throughout the site, opportunities to provide learning about Country will be incorporated.*

*The stage 1 Bryson Building provides a range of learning and working settings for students and staff. These are designed to be adaptable rather than proscriptive, and feature generous access to quality natural light and outlook. Settings to cater for the individual, small, class and large groups are all facilitated.*

*The building's location at the centre of the site minimises exposure to noise sources, however the internal acoustic performance of the spaces will be prioritised in the detail design.*

### **Principle 6— whole of life, flexible and adaptive**

*The College master plan brief was developed through a rigorous consultation program, in order to determine the optimal facilities to meet the College's needs without over provisioning. The built developments proposed in the concept master plan are designed to meet these need efficiently, without taking away future opportunities for the site.*

*The Stage 1 Bryson Building adopts a shell and fitout approach, recognising that whilst the envelope needs to be robust and durable, the functional spaces themselves will evolve over time. This approach supports that evolution.*

*Targets for environmental performance are set at least 5 star Green Star equivalence, and these will be developed in detailed design. Strategies ranging from high performance enclosure, through renewable energy and active strategies to operational measures are proposed.*

*Many of the key functional areas of the building are inherently multi functional, and the briefs for these have incorporated envisaged wider use by the community, as well as the core day to day functions.*

### **Principle 7— aesthetics**

*The College master plan brief was developed through a rigorous consultation program, in order to determine the optimal facilities to meet the College's needs without over provisioning. The built developments proposed in the concept master plan are designed to meet these need efficiently, without taking away future opportunities for the site.*

*The Stage 1 Bryson Building adopts a shell and fitout approach, recognising that whilst the envelope needs to be robust and durable, the functional spaces themselves will evolve over time. This approach supports that evolution.*

*Targets for environmental performance are set at least 5 star Green Star equivalence, and these will be developed in detailed design. Strategies ranging from high performance enclosure, through renewable energy and active strategies to operational measures are proposed.*

*Many of the key functional areas of the building are inherently multi functional, and the briefs for these have incorporated envisaged wider use by the community, as well as the core day to day functions.*

The design of the proposal has evolved to take into consideration the needs of the school community and the specific design advice of the SDRP. The overall site layout, Stage 1 building design and landscape design respond positively to Country, the site context, ESD principles and the amenity of users of the site and surrounding land. Detailed responses to the SRDP comments are provided at Section 8 of the Design Report by PMDL (see **Appendix H**).

## 6 Assessment

### 6.2 Built Form

The detailed design of the proposed buildings and interrelationship with surrounding spaces is discussed above and in the Design Report by PMDL (see **Appendix H**) wherein, it is articulated that the location and scale of structures is considered appropriate in the site context.

Notwithstanding, it is recognised that the proposed Stage 1 Bryson Building and a future stage extension to the sports centre on the western side of Morris Grove will both exceed the LEP height limit of 10m as depicted in the height plane diagram at **Figure 31**.

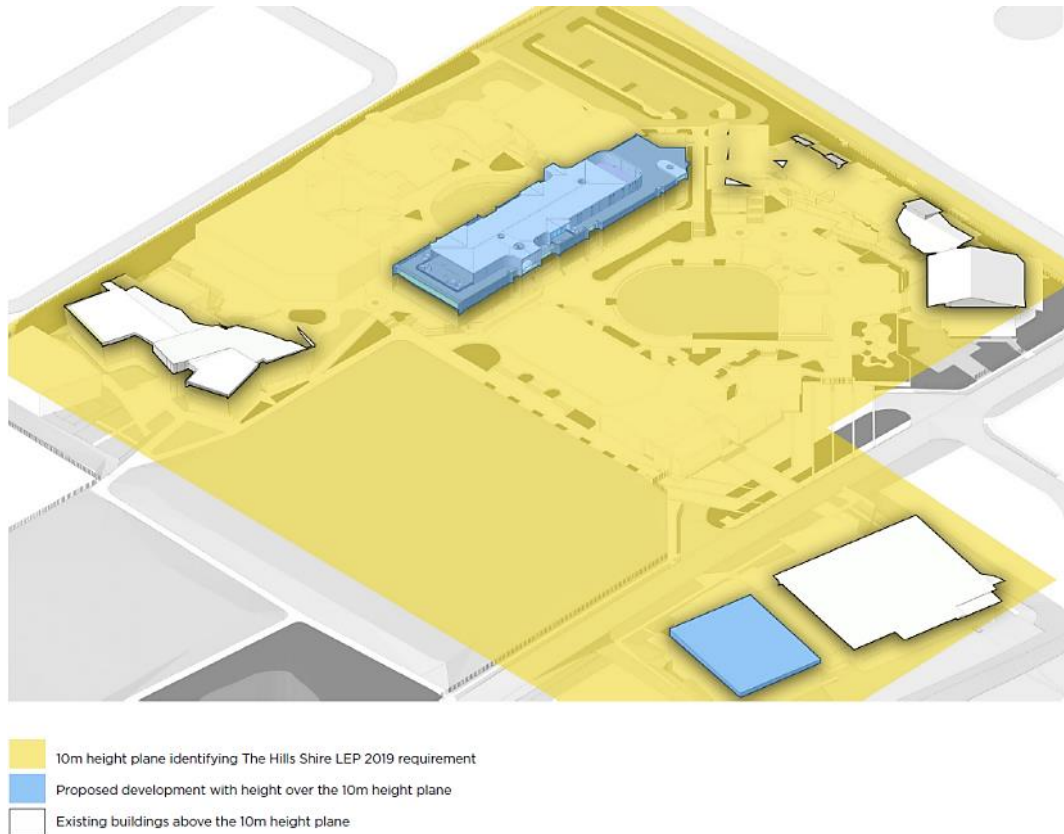


Figure 31 Height plane diagram (Source: PMDL)

The Bryson Building will have a maximum height ranging from approximately 16.7m at the southern end to 17.5m at the northern end although these heights are measured to the uppermost roof of the 4<sup>th</sup> storey with the ends of the building actually being lower as they are proposed to be open terraces.

The future stage extension to the sports centre will be similar in height to the existing sports centre building and be approximately 11m in height.

Notwithstanding that these buildings will exceed the LEP height limit, they are considered acceptable in the context of the site with the Bryson Building being centrally located, well removed from the site boundaries and therefore having no adverse overshadowing or overlooking impacts to surrounding residential properties. In addition, the sports centre extension will be removed from the residential properties on the opposite side of the existing sports centre building and will not therefore cast any adverse shadows or result in overlooking of those properties. Furthermore, as demonstrated in **Section 6.4** of this EIS report, the proposed buildings on the site will not result in adverse visual impacts.

Accordingly, the proposed building heights are considered to be consistent with the relevant objectives of the R2 Zone within which they will be located and consistent with the relevant objectives of the height of buildings development standard as they will:

## 6 Assessment

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- maintain the existing low density residential character of the area;
- be compatible with the height of existing buildings within the site and removed from the site frontages and boundaries such that they will be compatible with the height of buildings on adjoining land and with the overall streetscape; and
- do not result in adverse overshadowing, loss of privacy or visual impacts for adjoining properties or open space areas.

### 6.3 Environmental Amenity

#### 6.3.1 Visual Privacy

The Stage 1 works primarily relate to the new Bryson Building and Wright Road carpark reconfiguration, both of which are considered have either neutral or beneficial privacy impacts for surrounding land users for the following reasons:

- The Bryson Building will sit central to the southern portion of the site such that there is significant separation between surrounding residential lands and the new building;
- The Bryson Building will be shielded to the east and west by existing buildings to be retained and existing and/or new landscaping within and around the perimeter of the site;
- The reconfigured Wrights Road carpark will close an existing open entry point and include substantive new tree planting and landscaping along the Wrights Road frontage such that any potential overlooking to residential properties to the south will be reduced from the existing situation.

There are considered to be no adverse visual privacy implications associated with the relocation of the waste and recycling compound as the new location on Morris Grove is well-removed from any residential properties.

With regard to the future stages of the masterplan, there is considered to be ample opportunity as part of the detailed design of buildings and works to minimise visual privacy impacts and this can be assessed as part of future applications. Notwithstanding, it is noted:

- The future Performing Arts Centre is located in place of an existing building and is not immediately adjacent to residential properties. Furthermore, any east-facing windows can be screened (if required) and landscaping along the eastern boundary is proposed to be maintained and/or embellished, further reducing potential for adverse impacts;
- The future Tech Building is located adjacent to residential properties although any north-facing and east-facing windows can be screened (if required) and landscaping along the northern and eastern boundaries of this part of the site can be maintained and/or embellished, further reducing potential for adverse impacts;
- The future extension to the Sports Centre is to the northern side of the existing building and is not adjacent to any residential properties and will not therefore cause any adverse overlooking impacts.
- Future upgrades to sports fields and court are all proposed to be at or very near to existing ground levels with no elevated structures that would likely cause adverse overlooking of residential properties to the north and east of the site.

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### 6.3.2 Overshadowing

The overshadowing of the proposed buildings (master plan and Stage 1) is wholly within the site between 9am and 3pm at mid-winter (see **Figure 32** to **Figure 32**) with the exception of some additional overshadowing of Green Road from the future sports extension (Building 19).

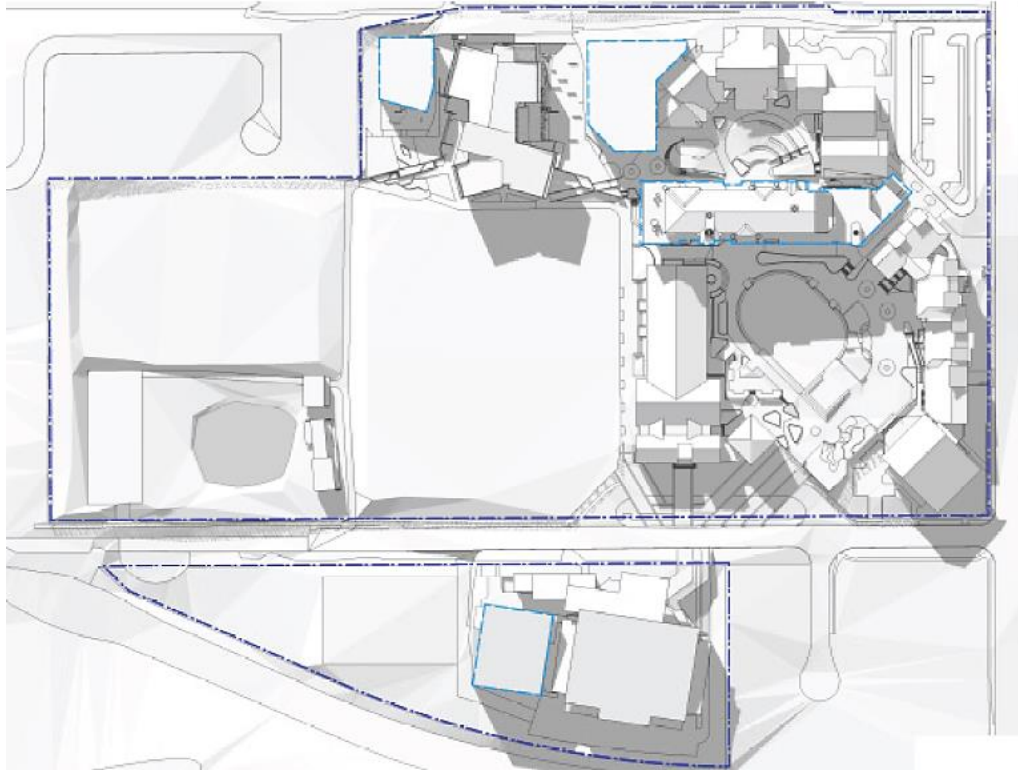


Figure 32 Proposed Overshadowing - 9am June 22<sup>nd</sup> (Source: PMDL)

The part of Green Road overshadowed is a non-pedestrian trafficable verge and would otherwise be overshadowed by a significant landscape mound. Accordingly, the proposal would not result in significant adverse overshadowing of adjoining properties and the overshadowing of the public domain (road reserve) is considered reasonable.



## 6 Assessment

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Figure 33 Proposed Overshadowing – 12pm (Noon) June 22<sup>nd</sup> (Source: PMDL)



Figure 34 Proposed Overshadowing – 3pm June 22<sup>nd</sup> (Source: PMDL)

## 6 Assessment

### 6.4 Visual impact

The Design Report by PMDL (see **Appendix H**) includes a visual impact analysis and key aspects of that analysis are discussed below.

When viewed from Wrights Road near existing Gate 4, the new Bryson Building will only be marginally visible behind the existing Primary building, with new trees and landscaping further reducing its visibility such that there will be no significant adverse visual impact (see **Figure 35**).



Existing view from the opposite side of Wrights Road entrance to Primary car park



Proposed view from the opposite side of Wrights Road entrance to Primary car park

*Figure 35 View of the proposed Bryson Building from Wrights Road, near Gate 4 (Source: PMDL)*

## 6 Assessment

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When viewed from Morris Grove near the northern bus bay entrance, the new Bryson Building will only be slightly visible beyond the existing library building, with the future stage performing arts and tech buildings visible in the distance on the opposite side of the site. Notwithstanding their visibility, these new buildings will not appear incongruous with existing structures on the site and their built form will be balanced with new trees along the Morris Grove frontage (see **Figure 36**).



Existing view from Morris Grove at North bus bay entrance



Proposed view from Morris Grove at North bus bay entrance

*Figure 36 View of the site from Morris Grove, near the northern bus bay entrance (Source: PMDL)*

## 6 Assessment

When viewed from Morris Grove near the southern carpark entrance, the new Bryson Building and performing arts building will be more visible across the playing fields although being setback a significant distance from the public domain, will not appear as overbearing or incongruous with existing structures on the site (see **Figure 37**).



Existing view from Morris Grove at South car park entrance



Proposed view from Morris Grove at South car park entrance

*Figure 37 View of the site from Morris Grove, near the southern carpark entrance (Source: PMDL)*

## 6 Assessment

When viewed from Morris Grove near the northern carpark entrance, the upper two floors of the southern end of the Bryson Building will be visible and the top of the future stage performing arts building will just be visible above the raised playing field. However, given the significant distance of these structures from the public domain in Morris Grove, these buildings will sit comfortably within the existing site context (see **Figure 37**).



Existing view from Morris Grove at North car park entrance



Proposed view from Morris Grove at North car park entrance

*Figure 38 View of the site from Morris Grove, near the northern carpark entrance (Source: PMDL)*

### 6.5 Biodiversity, Trees and Landscaping

#### 6.5.1 Biodiversity

On 24 May 2022 and 31 May 2022, the Environment Agency Head and Planning Agency Head respectively, issued BDAR Waivers (see **Appendix DD**), having both determined that the proposed development is not likely to have any significant impact on biodiversity values and therefore, that a BDAR is not required for this SSDA.

# 6 Assessment

## 6.5.2 Trees and Landscaping – Concept Plan

Arterra Consulting Arboriculture has prepared an Arboricultural Impact Assessment Report for the Concept Masterplan (**Appendix L**) which has identified a total of 528 trees across the site, generally being perimeter trees providing screening and amenity planting. The trees were assessed for their retention values and health and having regard to the Masterplan and proposed site works disturbances.

The report identifies that 392 trees (74.3%) are to be retained and protected on the site with 295 of these trees (93%) being of High or Moderate retention value. The remaining 136 trees (25.7%) are to be removed to accommodate the Masterplan works with 23 of these trees (4.3%) having High or Moderate retention value and 113 trees (21.4%) having Low or Nil/Remove retention value.

The Arboricultural Impact Assessment Report for the Concept Masterplan (**Appendix L**) considers the impact on trees to the extent possible at this stage, without the benefit of detailed design work for the future Masterplan stages. The report recommends that arboricultural impact assessments be undertaken at each stage of works and that those assessment provide for tree management recommendations. This is proposed as one of the mitigation measures for the proposal.

Notwithstanding the removal of these trees, the proposed Landscape Drawings (**Appendix Q**) provide for 284 new trees to be planted across the site. This represents an overall replacement planting ratio of 2.09:1. In addition, the replacement trees will be of a higher quality and once established will increase the will canopy cover on the site from 12% (existing) to 32% (proposed). An extract of the Landscape Master Plan is shown at **Figure 39**.

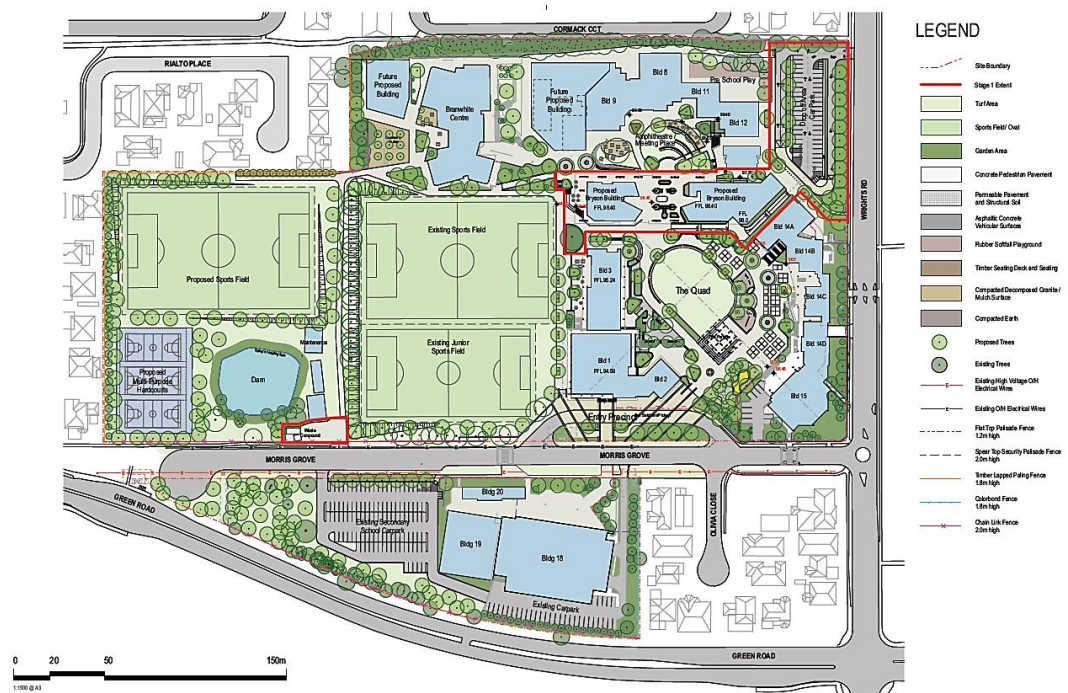


Figure 39 Extract from Landscape Master Plan (Source: Arterra)

## 6.5.3 Trees and Landscaping – Stage 1

Arterra Consulting Arboriculture has prepared an Arboricultural Impact Assessment Report for the Stage 1 works (**Appendix M**) which more specifically assesses the impact on trees in the vicinity of the proposed works relating to the new Bryson Building, Wrights Road carpark reconfiguration and relocated waste and recycling compound.

The arboricultural assessment of the trees proposed to be removed or retained and their retention values is detailed in **Table 3**.

# 6 Assessment

Retention Value	Retained	Proposed Removal	Total Trees
High	19	5	24
Moderate	9	7	16
Low	3	30	33
Nil/Should Remove	Nil	2	2
<b>Total</b>	<b>31</b>	<b>44</b>	<b>75</b>

The 44 trees for removal at Stage 1 represents 32% of the 136 trees to be removed under the Masterplan and 8% of the 528 existing trees across the site.

At Stage 1 the trees to be removed will make way for the new Bryson Building and the reconfigured Wrights Road car park. In additions, several trees to be retained will have major or minor impacts to their Tree Protection Zones (TPZs), as a result of site preparation and construction works, including:

- T8 – *Pinus Halepensis* (Aleppo Pine) – This tree is located to the north-west corner of the new Bryson Building and tree protection measures to mitigate impacts include Arborist (AQF5) monitoring demolition and construction around the tree, minimise root impact and tree protection fencing; and
- T79 and T82 – *Syncarpia Glomulifera* (Turpentine) – These trees are adjacent to the new waste and recycling compound off Morris Grove and tree protection measures to mitigate impacts include tree protection fencing and minimisation of earthwork batter.

Arterra Design has detailed measures for these impacted trees and further measures for other less impacted trees in Tree Protection and Removal Plan for Stage 1. This specific measures will be addressed in the mitigation measures for the proposal. An extract of the Tree Protection and Removal Plan for Stage 1 is shown at **Figure 40**.

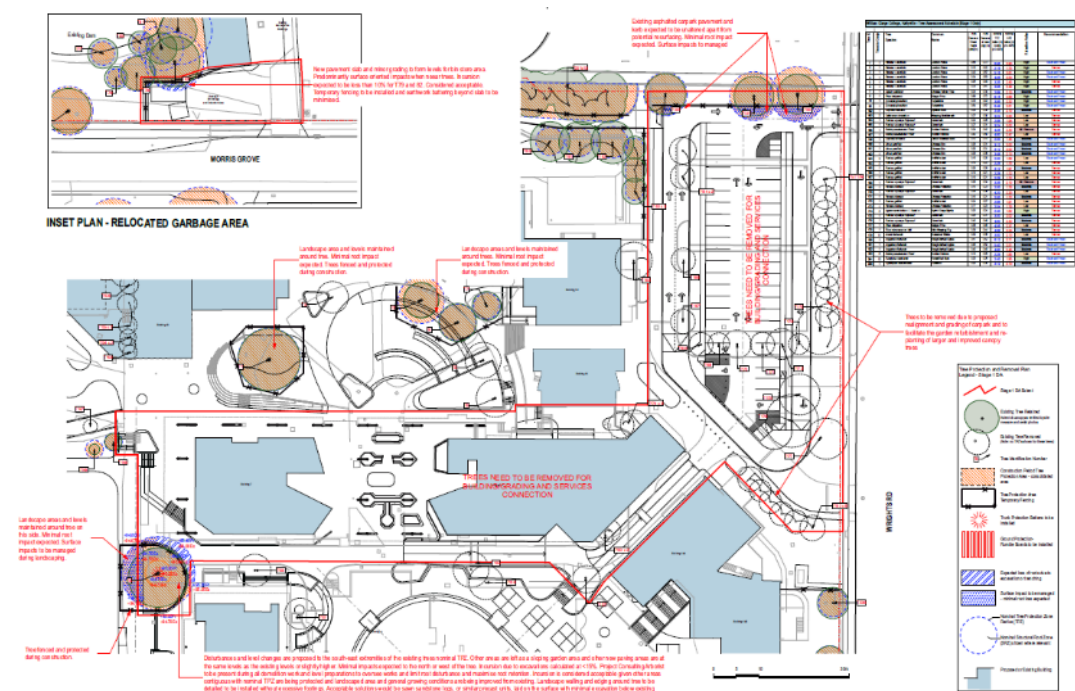


Figure 40 Stage 1 – Tree Removal and Protection Plan (Source: Arterra)

# 6 Assessment

The proposed Landscape Drawings (**Appendix Q**) provide for 27 new trees to be planted as part of the Stage 1 works, mainly comprising trees around the reconfigured Wrights Road carpark and the periphery of the new Bryson Building. These new trees will be supplemented by other landscaping such as planters within and around the new building. An extract of the Stage 1 Landscape Ground Level plan is shown at **Figure 41**.

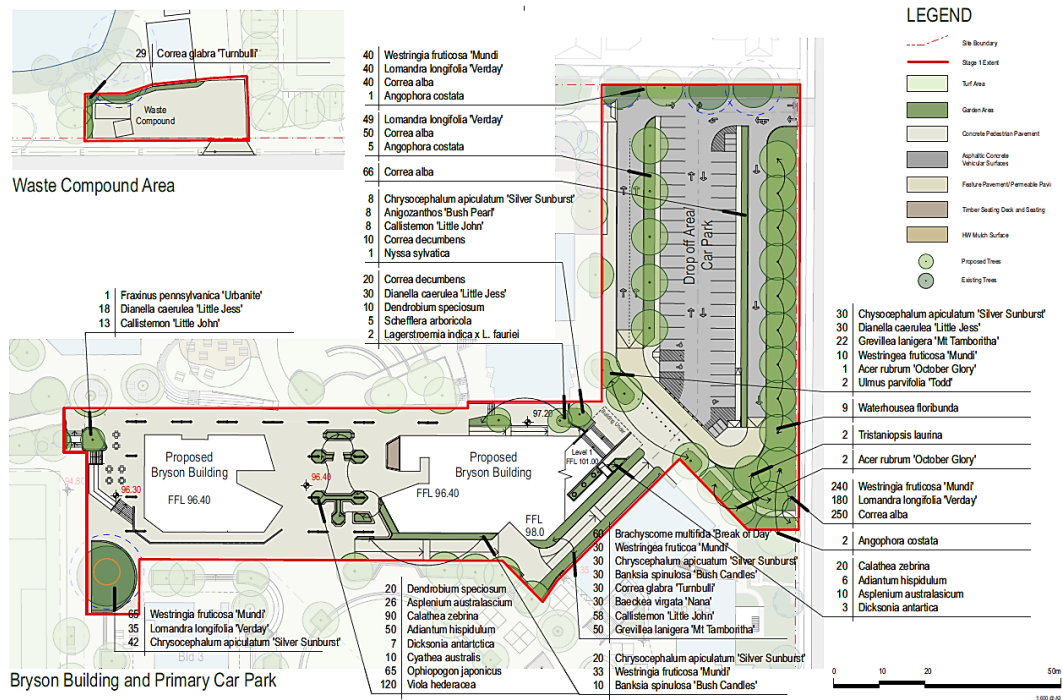


Figure 41 Extract from Stage 1 Landscape Ground Level plan (Source: Arterra)

## 6.6 Ecologically Sustainable Development

The ESD Report prepared by HDR (**Appendix AA**) which identifies that the project is targeting a Green Star equivalency of 5 Stars under the latest version of Green Star (Buildings V1). By targeting of 5 Stars, the project will be aligned to the ESD principles under Clause 193 of the Regulation and the relevant design quality principles under SEPP TI.

To achieve a 5 Star rating, the project is required to achieve all minimum expectations under the Green Star assessment framework and 35 points. At this stage of the design, HDR has assessed that the project can achieve 53 points (see )including a 10% buffer in the event that points are lost through the more detailed design and assessment process.

Category	Points Available	Points Claimed
Responsible	17	10
Healthy	14	7
Resilient	8	5
Positive	30	8
Places	8	6
People	9	7
Nature	14	8
Leadership	10	2
<b>TOTAL</b>	<b>Maximum 100 claimable</b>	<b>53</b>

Figure 42 Assessment of Green Star points (Source: HDR)



## 6 Assessment

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A more detailed assessment in regard to how the abovementioned points have been calculated is provided in the HDR report.

### 6.7 Traffic, Transport and Accessibility

#### 6.7.1 Access

The Stage 1 works will involve a reconfiguration of the Wrights Road carpark and drop-off/pickup arrangements with the existing vehicular entry Gate 3 proposed to be closed and the existing exit Gate 2 converted to accommodate a two-way, left-in and left-out access driveway which will be a minimum of 6m wide. These access arrangements have been assessed by PTC in the Traffic Impact Assessment report (see **Appendix U**) and are considered to comply with the requirements of Australian Standard 2890.1 for the size of the carpark to be serviced (i.e. 43 spaces).

With regard to the future masterplan upgrades to the Secondary carpark, PTC has assessed that the proposed 6m wide entry and exit driveway would also comply with AS2890.1 as that driveway caters for 110 User Class 1A car spaces.

Both carpark driveways points have also been assessed as being compliant with the vehicle sight distance requirements of AS2890.1.

PTC has also assessed that the relocation of the waste compound to Morris Grove via Gate 14, which is 8.6m wide) is satisfactory with regard to accommodating the swept path for a HRV to enter and exit the site in a forward direction and to perform a reverse manoeuvre into the waste collection area.

#### 6.7.2 Parking

The design of the Stage 1 carpark reconfiguration has been assessed by PTC (see **Appendix U**) as being compliant with the car parking space dimensions and aisle width requirements under AS2890.1 for the User Class 1A (standard spaces) and User Class 3 (drop-off/pickup) car spaces.

The reconfigured car park layout will also increase the onsite queuing capacity for drop-off/pickup operations providing for a one-way aisle around the main carpark, providing for 14 vehicles to queue. This is considered to be an improvement to the existing situation.

With regard to the future masterplan upgrades to the Secondary carpark, PTC has also assessed that the car parking space dimensions and aisle width requirements comply with AS2890.1 for the User Class 1A car spaces.

#### 6.7.3 Traffic Impacts

The Traffic Impact Assessment report (see **Appendix U**) includes a detailed assessment of potential impacts on the surrounding road network and key intersections.

SIDRA modelling of the existing intersections (see **Figure 43**) demonstrates that all intersection modelled operate at Level of Service (LoS) C or better (mostly LoS A) in the AM and PM peak periods with the exception of the intersection of Green Road and Wrights Road in the AM peak, which operates of LoS F.

Notwithstanding this existing deficiency in the network, the proposal seeks to restrict traffic levels to no greater than the existing traffic generation of the site by utilising and promoting the availability of the public transport services available to the site and promoting active transport.

As detailed in the PTC report, existing bus services have additional capacity to absorb increased demand in student bus travel.

In addition, the school seeks to increase the proportion of existing students and teachers walking and cycling to school by promoting active transport as detailed in the School Travel Plan, incorporating 48 new covered bike spaces for students and providing additional end-of-trip facilities (showers and lockers) for staff.

## 6 Assessment

Accordingly, PTC considers that, on the basis that the proposed measures will result in no additional traffic generation, no future modelling of the road network is warranted.

Intersection	Time	LoS	Delay (s) <sup>6</sup>	Highest DoS (v/s)	Highest Q95 (m)
Green Road / President Road / Rosebery Road	AM Peak	C	36.3	0.960	147.8
	PM Peak	C	31.7	0.907	92.9
Green Road / Wrights Road	AM Peak	F	88.2	1.072	366.1
	PM Peak	C	39.5	0.782	176.9
Wright's Road / Morris Grove	AM Peak	A	8.7	0.553	69.1
	PM Peak	A	7.5	0.185	8.1
<i>Morris Grove Zebra Crossing</i>	<i>AM Peak</i>	<i>A</i>	<i>10.5</i>	<i>0.674</i>	<i>36.2</i>
	<i>PM Peak</i>	<i>A</i>	<i>6.6</i>	<i>0.239</i>	<i>7.5</i>
<i>Wright's Road Zebra Crossing</i>	<i>AM Peak</i>	<i>A</i>	<i>4.1</i>	<i>0.409</i>	<i>16.4</i>
	<i>PM Peak</i>	<i>A</i>	<i>4.2</i>	<i>0.247</i>	<i>7.8</i>
Wright's Rd / Emily Clarke Road	AM Peak	A	12.7	0.264	11.7
	PM Peak	A	12.4	0.286	12.4

Figure 43 Summary of existing SIDRA modelling (Source: PTC)

### 6.8 Noise and Vibration

SLR consulting has prepared a Noise and Vibration Impact Assessment (**Appendix W**) in accordance with to the relevant policies and guidelines identified in the SEARs.

The assessment involved a survey of the existing noise environment; derivation and establishment of assessment criteria for noise emissions, a noise impact assessment relative to appropriate criteria, and recommendations for measures to minimise the potential for disturbance to surrounding residents. Its findings and recommendations are outlined in **Sections 6.8.1 and 6.8.2** of this EIS.

**Figure 44** Identifies the location of acoustic loggers, which were used at nearby sensitive receivers to determine the acoustic environment.

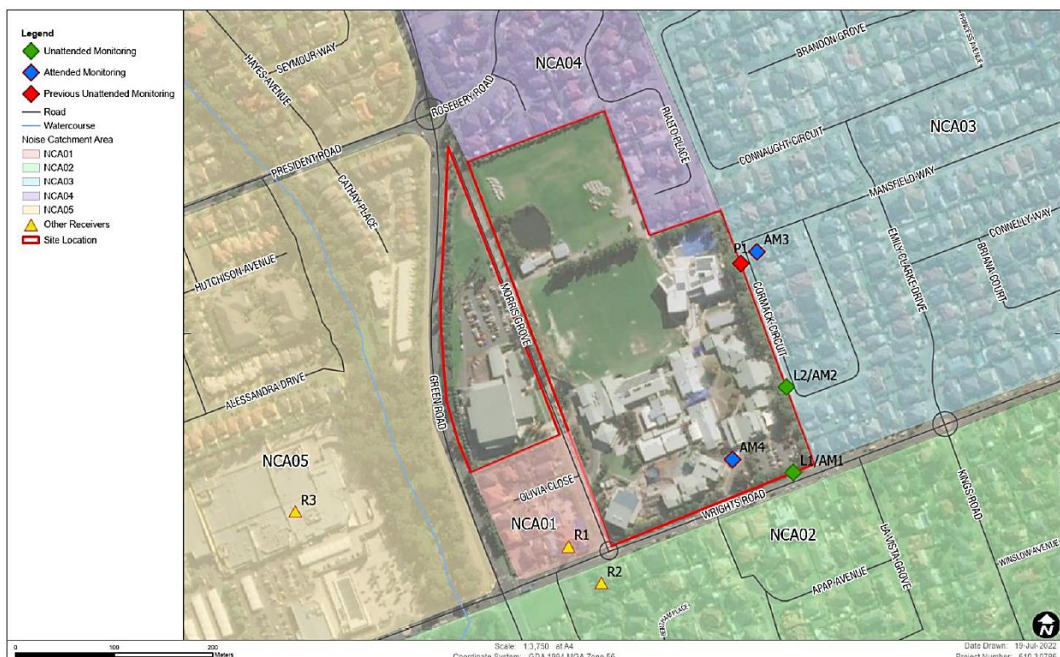


Figure 44 Surrounding receivers and noise loggers (Source: SLR)

## 6 Assessment

### 6.8.1 Construction Noise and Vibration

#### Construction Noise

A preliminary construction noise assessment has been carried out by SLR which predicts a worst case scenario. Section 5.1 of the SLR report predicts that construction activities will exceed the NMLs at a number of receptors and therefore, mitigation measures will be required in certain scenarios. Such mitigation measures include:

- Verification monitoring;
- Project Notification; and
- Specific Notification.

#### Construction Vibration

SLR has also assessed the potential for construction vibration impacts and has concluded that two residential properties near the proposed work site are within the minimum working distance for cosmetic damage when vibration intensive works are being conducted in the Primary Carpark. These include:

- 152 Wrights Road, Kellyville; and
- 28 Cormack Circuit, Kellyville.

The distance between the construction works and all other sensitive receivers is sufficient for receiver buildings to be outside of the cosmetic damage minimum working distance for vibration intensive equipment.

In addition, some residential buildings along Wrights Road and Cormack Circuit are within the human comfort minimum working distance and occupants of these buildings may be able to perceive vibration impacts at times when vibratory rollers are in use nearby. Where impacts are perceptible, they would likely only be apparent for relatively short durations when vibration intensive equipment is in use.

### 6.8.2 Operational Noise

Noise modelling of the College's future operation has been based on worst-case operational scenarios to the nearest residential receivers.

#### Children Play Areas

SLR has assessed that noise from children's play area would comply with the RBL + 10dB criteria at some locations but not others as shown in **Figure 45**.

Nearest Receiver Location	Period	Noise Level LAeq(15minute) (dBA)			Compliance
		Criteria (LAeq(15minute) RBL + 10 dB)	Predicted	Exceedance	
NCA01	Daytime	47	47	0	Yes
NCA02	Daytime	47	47	0	Yes
NCA03	Daytime	48	50	2	No
NCA04	Daytime	50	55	5	No
NCA05	Daytime	47	44	0	Yes
R01	When in Use	47	45	0	Yes
R02	When in Use	63	33	0	Yes
R03	When in Use	63	36	0	Yes

Figure 45 Compliance with children's play area noise criteria (Source: SLR)

The exceedances at Receivers NCA03 is 2dB and is considered negligible. Furthermore, whilst the exceedances at is moderate at Receiver NCA04 (5dB above the criteria), given the minor increase from 1907 to 2100 students, SLR considers the potential impact of noise at

## 6 Assessment

nearby sensitive receivers to represent an imperceptible 1dB increase on noise levels currently experienced as a result of Children's Play on the College grounds.

### Outside of School Hours

SLR has assessed that noise from outside of school hours activities would comply with the RBL + 5dB criteria at some locations but not others as shown in **Figure 47**.

Nearest Receiver Location	Period	Noise Level LAeq(15minute) (dBA)			Compliance
		Criteria (LAeq(15minute) RBL + 5 dB)	Predicted	Exceedance	
NCA01	07:00 – 23:00	42	52	10	No
NCA02		42	37	0	Yes
NCA03		43	38	0	Yes
NCA04		45	41	0	Yes
NCA05		43	50	7	No

Figure 46 Compliance with mechanical noise criteria (Source: SLR)

Exceedances at NCA01 are caused by light vehicle movements travelling into the existing carpark underneath Building 18 whilst exceedances at NCA05 are caused by light vehicle movements travelling into the existing Secondary Carpark.

Notwithstanding these exceedances, both carparks are already in operation and have been previously approved for use for activities outside of school hours. As there is no change to the existing use of the carparks and the scenario represents a worst case that is unlikely to occur during typical use outside of school hours, SLR considers these exceedances to be minor in nature, particularly in the context of the noise environment adjacent to Green Road.

### External Mechanical Plant

At this stage of the design, SLR has assessed that noise from mechanical plant is capable of complying with the most stringent Project Noise Trigger Level (PNTL) being the evening PNTLs as shown in **Figure 47**.

Notwithstanding, acoustic assessment of mechanical plant should be undertaken as part of the detailed design in order to confirm any noise control measures to achieve the relevant noise criteria at the nearest noise sensitive receivers.

Receiver Location	Period	Noise Level LAeq(15minute) (dBA)			Compliance
		Project Noise Trigger Level	Predicted	Exceedance	
NCA01	Evening	42	35	0	Yes
NCA02	Evening	42	32	0	
NCA03	Evening	43	20	0	
NCA04	Evening	43	24	0	
NCA05	Evening	42	23	0	
R01	When in Use	43	25	0	
R02	When in Use	63	29	0	
R03	When in Use	63	26	0	

Figure 47 Compliance with mechanical noise criteria (Source: SLR)

### Traffic

Given that proposal seeks to restrict traffic generated to existing levels, SLR has assessed that noise emanating from light vehicle traffic are likely to be less than 2dB which represents a minor impact that is considered barely perceptible to the average person.

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### 6.9 Flooding and Stormwater Drainage

#### 6.9.1 Flooding

As detailed in the Civil Works Report prepared by Birzulus (see **Appendix S**), the minor areas within the site have been identified as being flood prone in a 1 in 100 year flood event. These areas are limited to the dam in the north-western corner of the site and some low lying drainage channels on the northern side of the main oval (see **Figure 48**).

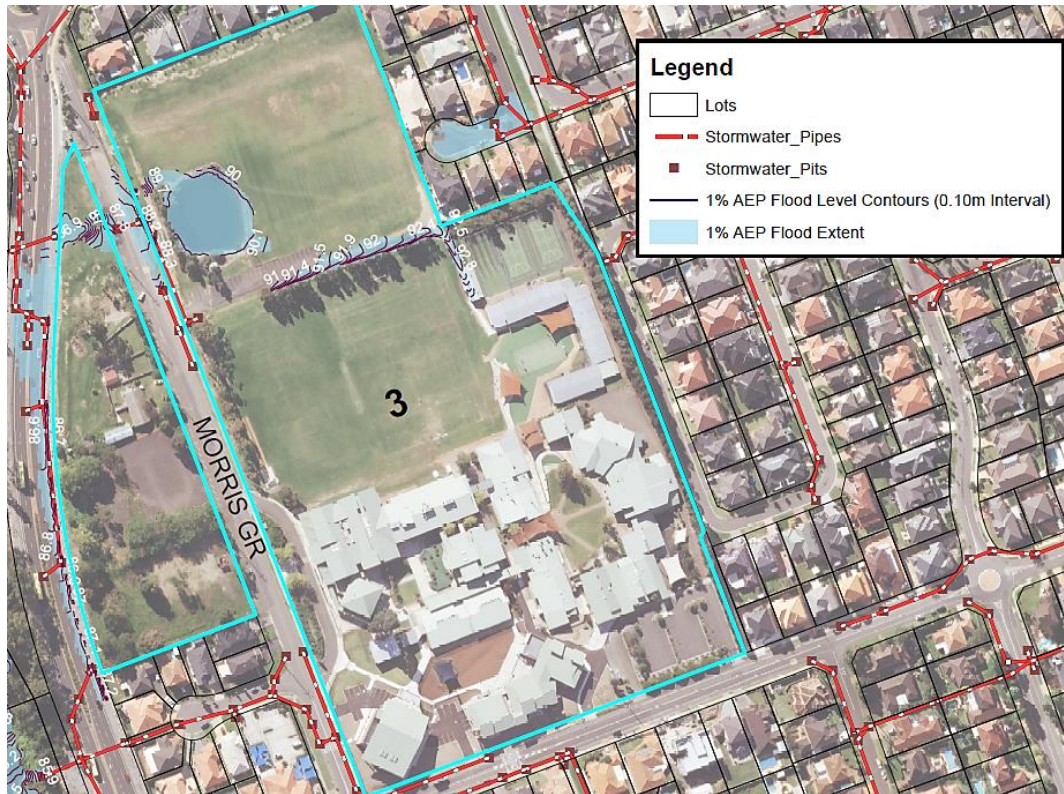


Figure 48 Extract of flood map (Source: Birzulus)

Notwithstanding, the floods levels do not present a significant risk to the staff or students with all habitable areas of existing and proposed future buildings having significant freeboard above the flood level. In addition, Birzulus has assessed the closest habitable spaces to the flood affected land is the STEAM building where there would be shallow depths and minimal velocity representing low hazard ( $DV < 0.4$ ) and access will be maintained throughout the school if evacuation was required during a 1 in 100-year event.

#### 6.9.2 Stormwater Drainage

The Civil Works Report prepared by Birzulus (see **Appendix S**) indicates that the existing pit and pipe drainage system within the site is functional and has only minor deficiencies.

Accordingly, the design intent for the masterplan and Stage 1 works is to reuse as much of the existing system as possible to reduce disturbance to the existing site which will have drainage elements operational for the duration of the construction phases and therefore significant relocations are to be avoided.

The Civil Works Report and accompanying drainage plans detail the proposed new drainage infrastructure and tie in works to existing infrastructure and include an assessment of water quality impacts which demonstrates that all required pollutant reduction levels can be achieved (see **Figure 49**).

In summary, the Civil Works Report indicates that the proposal is capable of meeting all necessary stormwater requirements.

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Pollutant Type	Source (kg/yr)	Residual Load (kg/yr)	Reduction % Achieved	Target Reduction %
Gross Pollutants (GP)	706	0.975	99.9	90
Total Suspended Solids (TSS)	4120	399	90.3	85
Total Phosphorus (TP)	8.4	2.85	66.1	65
Total Nitrogen (TN)	63.1	24.8	60.8	45

Figure 49 MUSIC Model results (Source: Birzulis)

### 6.10 Contamination and Remediation

The DSI report prepared by EI Australia (**Appendix O**) has assessed that there were no contaminants of concern identified in detailed sampling and testing and that the site is suitable for the proposed works and land use.

### 6.11 Waste

An Operational Waste Management Plan (WMP) has been prepared by Elephants Foot (see **Appendix CC**) that estimates the waste volumes that will be generated by 2,100 students at the College, the bin requirements and collection requirements which are summarised in **Table 11**.

Waste Stream	Volume to be generated (Litres per week)	Bin Requirements	Collection Frequency
General Waste	26236.3	1 x 8m3 compactor unit	1 x weekly
Cardboard/Paper Recyclables	26236.3	2 x 4.5m3 bulk bins	1 x weekly
Commingled Recyclables	3279.5	3 x 1100L Mobile Garbage Bins	1 x weekly

This level of provision is considered by Elephants Foot to be satisfactory for the proposed operations.

The WMP also outlines handling procedures, operational responsibilities, educational matters and various construction requirements which can be required as conditions of development consent.

### 6.12 Aboriginal Cultural Heritage

An Aboriginal Cultural Heritage Assessment Report (ACHAR) has been prepared by Tocomwall (**Appendix K**). The archaeological investigations were undertaken in accordance with the *Code of Practice for Archaeological Investigation of Aboriginal Objects in New South Wales 2010* (DECCW) and the *Guide to investigating, assessing and reporting on Aboriginal cultural heritage in NSW 2011* (DECCW).

Aboriginal community consultation was undertaken in accordance with the *Aboriginal cultural heritage consultation requirements for proponents 2010* (DECCW). An invitation was sent to Aboriginal people identified as holding cultural knowledge relevant to determining the significance of Aboriginal objects and/or places in the project area. This resulted in twelve (12) Registered Aboriginal Parties (RAPs) who were consulted for the assessment of cultural significance.

## 6 Assessment

An extensive AHIMs search was conducted which identified 101 registered Aboriginal sites or places within 3.5km of the study area but found no registered sites or places within, or adjacent to, the site.

A site survey was carried out on 15 March 2022 within the development footprint. The survey identified that the site was heavily disturbed due to the extent of development and that no natural surfaces or residual soil surfaces were exposed for survey or inspection. Desktop research conducted as part of the ACHAR revealed that the soil landscape is no longer representative of the original landscape feature and that original soil surfaces are no longer intact or accessible.

Archaeological investigations and consultation with the RAPs resulted in the area being assessed as having low significance:

*The fabric of the subject area has been significantly modified from historical land use resulting from land clearing, farming and urban development associated with the construction of the William Clarke College. The original flora and fauna are lost, and the original sediments of the study area have been significantly modified. The study area is no longer considered to have scientific or aesthetic values, and there are no known historical values specific to the study area. The study area is no longer has the potential to yield information that would contribute to an understanding of the cultural history or values of the area. There is not strong association of the specific study area for social, cultural, or spiritual reasons.*

Notwithstanding, recommendations for unexpected finds protocols were made in recognition of the legal requirements and automatic statutory protection provided to Aboriginal objects and places under the terms of the *National Parks and Wildlife Act 1974*. These recommendations are including in the list of mitigation measures for the project.

It is therefore considered that all requirements with respect to consideration of Aboriginal Cultural Heritage in relation to the proposed school development have been satisfied.

### 6.13 Social Impact

The Social Impact Assessment (SIA) by Sarah George Consulting (**Appendix EE**) has been prepared in accordance with the *Social Impact Assessment Guidelines for State Significant Projects*. The following paragraphs summarise the key considerations and findings of the SIA:

#### Social Locality

- **Socio-economic and demographics** – Approximately 75% of students live in the suburbs of Kellyville and immediately surrounding suburbs (the College's primary catchment area). The population in this catchment area is generally slightly older, more likely to be a married couple with dependent children, earning higher incomes and residing in large, separate dwellings. The proposed development is unlikely to result in any significant changes to these characteristics and is unlikely to result in any impacts on levels of relative disadvantage in the area.
- **Population Projections** – There is indicates consistent growth in the population of The Hills Shire LGA, particularly in school aged children aged 5-14 years, which will increase by over 9,000 children between 2026-2041.
- **Crime Data** - The suburb of Kellyville has low rates and low densities of all crimes and the site is not located within any 'hotspots'. The proposal is unlikely to generate any impacts in terms of crime in the area. CPTED principles have been addressed as follows:

CPTED Principle	Design Response
<b>Principle 1 – Surveillance</b> The attractiveness of crime targets can be reduced by providing opportunities for effective surveillance, both natural and technical.	Electronic surveillance of all existing building entrances and exits and entrances and exits to car parking areas is provided in the form of 24 hour CCTV monitoring. This existing surveillance system will be continued in the proposed new buildings.

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CPTED Principle	Design Response
	Casual surveillance to surrounding land in Morris Grove and Wrights Road will be improved due to the increased activity on the site.
<b>Principle 2 – Access Control</b> Access control can be defined as physical and symbolic barriers that are used to 'attract, channel or restrict the movement of people'.	Access to the site will continued to be controlled to ensure that non-school personnel do not have access to the school premises with access to the premises via secure points only during school hours and after school hours.  Existing access arrangements are not proposed to change and all visitors to the site will be required to attend the reception area.  No changes to the existing signage for the College are proposed. Clear directional signage is already in place to ensure site visitors are directed to the appropriate entrances and different areas of the campus.
<b>Principle 3 – Territorial Reinforcement</b> Territorial reinforcement can be described as creating a sense of ownership to a public space or vicinity, encouraging the usage of that space. By increasing the usage capability, this also deters crimes and, further increases the chances of a crime being witnessed and reported in a timely manner.	School signage is already in place and will be added to, as needed to indicate the uses and create a sense of ownership.  The existing boundary treatments will emphasise the separation between private school uses and the public realm.  Site landscaping will continue to be well maintained and indicate that the sites are well used and cared for to reduce potential for criminal activity.
<b>Principle 4 – Space Management</b> Space Management is intuitive of Principle 3 – Territorial Reinforcement – and, refers to ensuring the space is utilised and cared for appropriately.	Space management strategies are already in place and will be extended to any future alterations and additions to include activity coordination, site cleanliness, rapid repairs of vandalism or damage, rapid removal of graffiti and the replacement of any damaged or decayed elements.  Pathways, planters and landscaping will continue to be well maintained.

### Community Consultation

- Community consultation was undertaken in various forms including online and in person. Feedback was either neutral or positive with the only key concern being that the College may expand onto residential land to the north. As detailed in this EIS, the proposal does not include any such expansion and this was discounted as one of the alternatives to the proposal.

### Social Impact Assessment

- Way of Life – the potential impact on the amenity of surrounding areas is considered in detail in the SIA and this EIS where it concluded that the proposal is unlikely to result in significant adverse visual privacy, noise, overshadowing, traffic or parking impacts.
- Community – the proposed works are to be contained wholly within the existing school boundaries and have been designed to be compatible with the existing school buildings which form part of the character of the area. As the proposal is for a school, it is unlikely to give rise to a demand for additional social infrastructure such as child care. On balance, the proposal will have positive social impacts for the locality.
- Accessibility – the proposal seeks to improve existing traffic and parking arrangements and provide accessible facilities throughout the campus.
- Culture – the proposed design has had regard to the cultural heritage of the locality and there is nothing about the proposal that suggests it would have negative impacts on cultural values or beliefs.
- Health and wellbeing – the proposal seeks to enhance sporting and recreational facilities and improves access to sustainable transport which will have positive health and wellbeing impacts for students.



## 6 Assessment

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- Surroundings – the proposal will not adversely impact on surrounding public or private land and any short term construction impacts can be appropriately mitigated.
- Decision-making systems – community consultation has been undertaken as part of the design of the proposal and taken into consideration where relevant. Furthermore, the community can continue to contact the school in relation to any operational management matters that may arise from time to time.
- Issues raised during consultation – As indicated above, there were no significant issues raised by the local community during the consultation process.
- Public interest benefits – the public interest benefits of the proposal include purpose built buildings and facilities for the existing and future population of the locality and both short term and long term employment opportunities.

### Enhancement, Mitigation and Monitoring

- As indicated above, the proposal will generally have positive social impacts and any short term construction impacts can be managed in accordance with the recommendations and mitigation measures identified by other consultants and within this EIS report.

### 6.14 Infrastructure Requirements and Utilities

The Infrastructure Assessment Report prepared by HDR (see **Appendix T**) has assessed the existing utility infrastructure available to the site and whether it requires any adjustments or upgrades as follows:

- **Electricity** - the site is served by the Integral Energy network using an existing substation (No. 9930) located on the Wrights Road frontage and three further substations on the Cormack Circuit frontage (No. 51439) which serves the Branwhite Centre and two on Morris Grove which serve the buildings on the eastern side of Morris Grove (No. 25260) and the sports centre on the western side of Morris Grove (No. 32433). These existing substations are considered to be suitably sized to cater for the existing and proposed buildings on site and there will be no need to relocate them and no change to the main switchboard which is located within the existing Main Switch Room in Building 14 (Primary Building).
- **Communication Services** - The site currently has underground pathways for telecommunications cabling from street pits in Morris Grove and Wrights Road and these can readily be extended to serve the new and extended buildings and connected to server rooms in Building 1 (relocated from Building 4) and Building 14.
- **Gas** - Jemena currently services the site via a 75mm Nylon pipe with 210kPa pressure within Wrights Road which is suitable to serve the proposed new buildings and extensions.
- **Potable Water** - An 150mm DI/CL Sydney Water cold water main is located within Wrights Road and a 300mm PVC recycled water main is located within Morris Grove. These are suitably sized to cater for the existing and proposed buildings on site.
- **Sewerage** - This site is serviced by a 300mm PVC Sydney Water Sewer main within Wrights Road which is suitably sized to cater for the existing and proposed buildings on site.

Accordingly, the site is considered to be adequately serviced with essential utilities and communication infrastructure.

## 6 Assessment

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### 6.15 Contributions and Public Benefit

The Hills Section 7.12 Contributions Plan applies to the site and Part B7 authorises a consent authority to impose a condition requiring a monetary contribution calculated as a percentage of the cost of carrying out the development.

In this instance, the proposal seeks consent to construct the Stage 1 works which have a cost in excess of \$200,000 and hence the applicable rate would be 1% of the cost of these works.

Notwithstanding, we are of the opinion that the consent authority should exercise its discretion and not impose a condition of consent requiring a monetary development contribution as the proposal is for demolition of existing buildings and construction of a new building with ancillary works to improve the operations of the College.

Whilst there will be a small increase in the number of students to be accommodated, this will not give rise to a demand for new or embellished public infrastructure as the masterplan provides for additional and embellished recreation facilities, sports facilities and educational facilities within the site and the traffic assessment of the proposal is that there will not be a substantive change to the traffic generated by the proposal.

Furthermore, the College proposes to continue making its facilities available to community groups from time to time including the following activities:

- Sports Fields – Little Kickers (weekends), vacation care providers (during school holidays), local cricket clubs (as needed);
- Sports Centre – Little Kickers (weekends), Dance Groups (weekends), church youth groups (ad hoc);
- Performing Arts Hall and 'The Space' – dance groups (weekends), community drama groups (weeknights), community bands (weeknights), church groups (as needed);
- Classrooms – Salvation Army Red Shield Appeal (weekends), language schools (weekdays), mental health providers(weekdays), Build a Mind(weekdays), Code Camp(weekdays/school holidays);
- K-6 Hall – church uses (weekends, Easter and Christmas).

Accordingly, the College and enhanced facilities will continue provide a valuable community resource and benefit.

### 6.16 Construction, Operation and Staging

#### 6.16.1 Staging

This EIS report outlines the works that are proposed as Stage 1 of the masterplan as well as other works under alternate planning pathways which will precede these Stage 1 works, including demolition of the existing Buildings 6 and 7 and construction of temporary classroom facilities to cater for students during the course of construction of the new Bryson Building.

The order of other new buildings and site improvements has yet to be determined although there are no major obstacles to undertaken future works as envisaged by the masterplan in an orderly fashion.

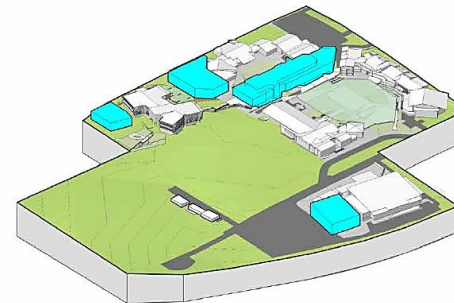
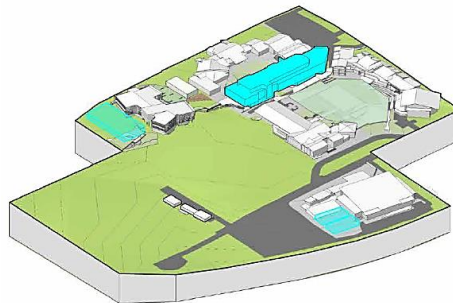
The staged approach to the masterplan is depicted in the images at **Figure 50**.

## 6 Assessment



### Demolition - under other forms of planning approval pathways

For the department's information - College will also build interim Shed and Modular Classrooms - under other forms of planning approval pathways. This is shown as faded massing models.



Stage 1 Works - Bryson Building, adjacent landscape, primary car park and relocated waste compound.

Future stages in no particular order - Performing Arts, Tech Workshop, Sports Hall Extension, Morris Grove carpark upgrade

Figure 50 Staging Plan (Source: PMDL)

### 6.16.2 Construction Management

A preliminary Construction Management Plan (CMP) has been prepared by Rohrig (see **Appendix FF**) which addresses the site establishment and construction methodology as well as preliminary environmental management measures to be employed for the Stage 1 works. The key aspects of the construction methodology are as follows:

- Site access via Morris Grove with a temporary carpark located in the northern playing fields;
- All vehicular access to the Stage 1 works area to be via a temporary construction route between the STEAM Building and the main oval with staging ground and site office just to the north of the existing Building 6;
- A mobile crane to be installed just to the south of the existing Building 7; and
- Hoardings and pedestrian gantries to be installed around the Stage 1 works area for the Bryson Building; and
- Standard construction hours.

### 6.16.3 Sediment, Erosion and Dust Control

A preliminary Soil Erosion and Sedimentation Control Plan is contained within the Civil Works Report prepared by Birzulis (see **Appendix S**) which outlines various measures to be employed during construction activities for Stage 1 including:

- Sediment control fences around respective works areas;
- Temporary construction stabilised access points;

## 6 Assessment

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- A sediment basin to be sized constructed and managed in accordance with the Blue Book.

Similar management measures can be employed for future construction stages to be designed and determined as part of future applications.

### 6.16.4 Operational Management

An Operational Management Plan (OMP) has been prepared by the College (see **Appendix JJ**) which, in conjunction with this EIS report, outlines key operational aspects of the College including:

- Existing (1,907) and proposed (2,100) students;
- Existing (211.6 FTE) and proposed (225.5 FTE) staff;
- Core school and administration operating hours and staggered finish times;
- Before and after school care and other school related uses;
- Access and security protocols;
- Noise management practices; and
- Emergency procedures.

These operational characteristics are typical of school uses and do not give rise to significant environmental impacts that warrant environmental assessment beyond that which is addressed elsewhere in this EIS.

## 7 Project Justification

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This section of the report provides justification and evaluation for the project as a whole having regard to the potential economic, environmental and social impacts of the project and the principles of ecological sustainable development.

### 7.1 Summary of Assessment of Potential Impacts

#### 7.1.1 Environmental Impact

The environmental impact of the proposal has been assessed in detail in **Section 6** of this report with key matters summarised as follows:

- Overshadowing – Overshadowing of the proposed new buildings and structures of land outside of the site is limited to a small portion of Green Road which is considered acceptable.
- Visual Privacy – The Stage 1 works, in particular the Bryson Building, have significant separation from adjoining residential properties and future stages are provided sufficient separation and can employ mitigation measures such as windows screening and boundary landscaping if required.
- Visual Impact – The proposal will fit within its context and the visual impact acceptable, noting that the existing school buildings are a longstanding part of the character of the locality.
- Biodiversity, Trees and Landscaping – The proposal has prioritised the removal of lower value trees over higher value trees, will increase the number of trees on the site and will provide for a greater canopy coverage at maturity than the existing situation. A BDAR Waiver has been issued for the proposal.
- ESD – The project is targeting a Green Star equivalency of 5 Stars under the latest version of Green Star (Buildings V1). By targeting of 5 Stars, the project will be aligned to the ESD principles under Clause 193 of the Regulation.
- Traffic – Access, parking and traffic have been assessed in detail and demonstrated to be satisfactory. The proposal would provide for additional on-site queuing and would not result in an increase in the existing traffic situation through the implementation of the School Travel Plan and additional sustainable travel facilities onsite.
- Noise and Vibration – Construction noise and vibration impacts can be managed/mitigated through a Construction Environmental Management Plan (CEMP). Mechanical plant and traffic noise impacts associated with the increase in student population will be unlikely to result in adverse impacts. Noise from children's play areas exceeds the noise criteria in some locations although given the small increase in student numbers, the additional noise as a consequence represents an imperceptible 1dB increase on noise levels currently experienced.
- Flooding – Flooding is identified on a minor part of the site and is not considered to be a significant risk due to the limited area of land impacted, low levels and low velocity.

#### 7.1.2 Economic Impact

The economic impact of the proposed development has been outlined in this report. In summary, the proposal will likely have a positive economic impact as it will cater for population growth, provides an economic use of land, and will provide employment opportunities. The proposal will provide additional capacity for the forecast increase in enrolment demand at the College associated with the growth of the north-west Sydney region. The development of the existing site is considered the most economic design option allowing for the re-use and retention of some buildings, infrastructure and providing a significant investment to enhance the existing College. The proposal would provide for employment opportunities through construction phases as well as and the ongoing operation of the school (with an increase from 211.5 FTE to 225.5 FTE staff).

## 7 Project Justification

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### 7.1.3 Social Impact

The proposal is unlikely to generate any long term negative social impacts. Temporary negative impacts are likely to be associated with construction. Traffic, parking and noise impacts on surrounding residential properties can be addressed through specific design and operational measures. The visual impact of the proposal is considered to be low to moderate given the minimal direct interface to adjoining properties.

### 7.2 Mitigation of Impacts

The impacts of the proposed development can be mitigated, minimised or managed as assessed in **Section 6** of this report. Mitigation measures are outlined in **Appendix E**.

### 7.3 Consistency with Strategic Context

The proposed development is consistent with the strategic context as outlined in **Section 2** of this report including State, regional and local plans and policies. The proposal will provide additional student capacity and employment opportunities for local schooling in a greener (greater tree canopy and other measures), safe (CPTED and other principles), energy efficient (ESD), healthy, inclusive (including Aboriginal children, children with special needs support and people with a disability), transport-connected and high-quality learning environment.

### 7.4 Compliance with Statutory Context

The proposal complies with the relevant statutory planning considerations as summarised in **Section 4** of this report and detailed in **Appendix C**.

- The proposal is consistent with the Objects of the EP&A Act;
- The proposal is state significant development pursuant to SEPP PS;
- This EIS has been prepared in accordance with the SEARS;
- A BDAR waiver has been issued and no further assessment is required under the EPBC Act or BC Act. The EIS addresses vegetation impact;
- The proposal is traffic generating development pursuant to SEPP T&I due to the student increase and parking area, requiring referral to TfNSW. TfNSW have been consulted in the preparation of the EIS and the information requested incorporated into the Traffic Impact Assessment;
- The proposal complies with the design quality principles for schools contained within SEPP T&I
- The proposal is accompanied by PSI report and a DSI (and if necessary RAP) are being prepared to satisfy SEPP RH;
- The proposal complies with LEP 2019 with the exception of building height. The proposed departure from the building height standard is considered justified in this instance due to its central location with no significance adverse visual, view loss, privacy or overshadowing impacts to adjoining properties;
- A DCP does not apply to SSD. Notwithstanding, the proposal is generally consistent with DCP 2012.

### 7.5 Consultation

The project team has carried out consultation in accordance with the SEARS including with community and public authorities. The process and outcome of this consultation is provided in **Section 5** of this report. There was very limited feedback from community consultation. The design has taken into consideration the comments received including the design advice provided by the State Design Review Panel and traffic comments made by Council and

## 7 Project Justification

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TfNSW. Stakeholder views will continue to be considered in the exhibition of the EIS and subsequent assessment processes.

### 7.6 Compliance Monitoring

Subject to the implementation of the mitigation measures in **Appendix E** there is not considered as specific need for this project for any ongoing compliance monitoring.

### 7.7 Impact Assessment Uncertainties and Resolution

The EIS and supporting documentation responds in full to the SEARS. The potential impacts of the proposal have been documented and the DPE has sufficient information to be able to assess and determine the SSDA.

## 8 References

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Arterra (15 July 2022), Arboricultural Impact Assessment – Master Plan

Arterra (15 July 2022), Arboricultural Impact Assessment – Stage 1

Arterra (July 2022), Landscape Report and Drawings

BCA Logic (28 June 2022), BCA Assessment Report

Beveridge Williams (12 May 2022), Site Survey

Birzulis Associates (18 August 2022), SSDA Report – Civil

Birzulis Associates (3 & 19 August 2022), Stage 1 Civil Drawings

Birzulis Associates (28 June 2022), SSDA Structural Report

JK Environments (8 August 2022), Preliminary (Stage 1) Site Investigation

JK Environments (8 August 2022), Preliminary Soil Salinity Screening

JK Geotechnics (8 August 2022), Geotechnical Investigation

DFP Planning Pty Ltd (October 2022), Mitigation Measures

DFP Planning Pty Ltd, Photo Sheets

DFP Planning Pty Ltd (October 2022), SEARS Reference Table

DFP Planning Pty Ltd (October 2022), Statutory Compliance Tables

EI Australia (September 2022), Detailed Site Investigation

Elephants Foot (9 August 2022), Operational Waste Management Plan

HDR (August 2022), Ecologically Sustainable Development Report

HDR (3 August 2022), Infrastructure Assessment Report

Norman Disney & Young (28 July 2022), Fire Engineering Concept Report

NSW DPE Environmental and Heritage Group (24 May 2022), Biodiversity Development Assessment Report Waiver

NSW DPE School Infrastructure Assessments (31 May 2022), Biodiversity Development Assessment Report Waiver

PMDL Architecture + Design (August 2022), Architectural Plans

PMDL Architecture + Design (18 July 2022), Design Analysis Report

PTC (5 August 2022), School Travel Plan

PTC (4 October 2022), Traffic Impact Assessment

Rohrig (26 September 2022), Construction Management Plan

Sarah George Consulting (August 2022), Community Engagement Report

Sarah George (August 2022), Social Impact Assessment

SLR Consulting (August 2022), Noise and Vibration Impact Assessment

Tocomwall (18 July 2022), Aboriginal Archaeological Cultural Heritage Assessment

Vista Access (27 June 2022), Accessibility Assessment Report

William Clarke College (June 2022), Operational Management Plan

WT Partnerships (24 October 2022), Assessment of Capital Investment Value for SSDA Submission