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# 31 Forsyth Street, Belmore

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Statement of Environmental Effects for  
Development Application



January 2025

FINAL

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REF: #0059A

Ver	Description	Date	Prepared By	Checked By
1	Draft	15 January 2025	KT	SG
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# Executive Summary

This Statement of Environmental Effects (SEE) has been prepared in support of a Development Application (DA) made to Canterbury Bankstown Council ('the Council') under Part 4 of *the Environmental Planning and Assessment (EP&A) Act 1979*.

The DA seeks consent to increase the maximum student enrolment at All Saints Grammar School – Secondary Campus (ASGS) by 25 students, to 385 at 31 Forsyth Street, Belmore ('the site'). No physical works are proposed.

The DA and this SEE have been prepared in accordance with the *EP&A Act 1979* and the Environmental Planning and Assessment (EP&A) Regulation 2021.

This SEE addresses the relevant heads of consideration listed under Section 4.15(1) of *the EP&A Act 1979* and provides an assessment of the proposed development against the relevant Environmental Planning Instruments (EPIs) and other planning controls applicable to the site and to the proposal.

The key planning controls are included within:

- State Environmental Planning Policy (Transport and Infrastructure) 2021;
- Canterbury Bankstown Local Environmental Plan (CBLEP) 2023; and
- Canterbury Bankstown Development Control Plan (CBDPC) 2023.

Development for the purpose of a school is permitted with consent in the R3 zone in accordance with the provisions of CI 3.36 (Schools—development permitted with consent) of the State Environmental Planning Policy (Transport and Infrastructure) 2021 and will not give rise to any adverse amenity impact to neighbouring properties.

This Statement demonstrates that the proposal does not result in significant adverse environmental, social, economic, or amenity impacts on adjoining properties or the neighbourhood.

Based on the assessment undertaken, approval of the DA is sought.

# 1. Introduction

## 1.1 Overview

This SEE has been prepared in support of a development application (DA) to increase the maximum student enrolment at All Saints Grammar School – Secondary Campus (ASGS) by 25 students at 31 Forsyth Street, Belmore (‘the site’). No physical works are proposed.

## 1.2 Scope and Format of the Statement of Environmental Effects

This Statement has been prepared in accordance with the requirements of Part 3, Division 1 of the EP&A Regulation 2021, and provides an assessment consistent with the heads of consideration under Section 4.15(1) of the *EP&A Act 1979*, which are relevant to the consent authority’s assessment of the DA.

Accordingly, the SEE is structured into sections as follows:

- Section 1 - provides an overview of the project and of this SEE;
- Section 2 - describes the site, locality, surrounding development and background;
- Section 3 - describes the proposed development and provides details of all of the proposed works;
- Section 4 - identifies the applicable statutory controls and policies, and provides an evaluation of the proposed development against the relevant controls;
- Section 5 - provides an assessment of the proposal and its likely impacts on the environment, and in particular the potential impacts on adjoining properties and the surrounding area; and
- Section 6 - provides a conclusion on the proposal.

## 1.3 Supporting Plans and Documentation

This Statement has been prepared with input from a number of technical and design documents which have been prepared to accompany this DA. These documents are included as Attachments to this statement and are identified in Table 1 below.

Document Name	Prepared by
Survey Plan	CMS Surveyors
Traffic and Parking Impact Assessment	TEF Consulting
Noise Impact Assessment	E-LAB Consulting
Owners Consent	All Saints Greek Orthodox Grammar School

Table 1: Plans and documents prepared to accompany this statement

## 2. Site Description and Context

### 2.1 Site Description

All Saints Grammar School – Secondary Campus is located at 31 Forsyth Street, Belmore. The site is located within the Canterbury-Bankstown Local Government Area (LGA) and is legally described as Lot 1 in DP 815631. The land is owned by the Greek Orthodox Parish and Community of Belmore and District All Saints Limited.

The site which contains the ASGS is listed as a local heritage item (I36), containing the Victorian Villa, “The Towers”. The existing school campus buildings are located within the western portion of the site. ASGS currently comprises 25 permanent classrooms, a learning support room, library, and a central covered outdoor learning area (COLA). The eastern part of the site comprises open space playing fields, outdoor gym and multipurpose court which are used by the school on a day-to-day basis.

The school site is irregular in shape and has a total area of 5969m<sup>2</sup>. The site has three street frontages, with a 76.5m (approx.) frontage to Archibald Street and Robert Street, and 79m (approx.) frontage to Forsyth Street.

The topography of the site is relatively flat with a slight slope towards the north eastern corner. The subject site includes vegetation and tree planting along the site street boundaries. The site is connected to underground communication lines, gas lines, sewer lines and water bulk supply mains as shown on the attached Survey Plan.

The location of the site is shown in Figures 1 and 2.



Figure 1: Aerial view of site and locality (Source: SIX Maps)





Figure 2 : Site location (Source: Google Maps)

## 2.2 Operational Details

There are no parking areas located on the site. The site is serviced by designated on-street parking along Archibald Street and on-street car parking is available on the surrounding streets of Archibald Street (North), Forsyth Street (South) and Robert Street (East). There is also a bus zone adjoining Forsyth Street. ASGS is serviced by both public and school bus services.

Servicing vehicle access is provided to the site via Archibald Street and pedestrian access is provided via Robert Street and Forsyth Street. An off-street minibus parking area is provided via Forsyth Street, towards the southern site boundary. This access is for temporary pick-up and drop-off only and does not have a loading or waste collection function.



Figure 3: Bus Stop along Forsyth Street



The school had a student enrolment of 338 in the year 2024, with 36 staff. It is anticipated that the student enrolment will exceed the maximum 360 student cap in 2025, with an increase of 2 staff to 38.

In accordance with Development Consent DA-253/2009, the school has a maximum student capacity of 360.

The school starts at 8:30am and finishes at 3:15pm (Monday - Friday).

The current layout of the school is shown in Figure 4.

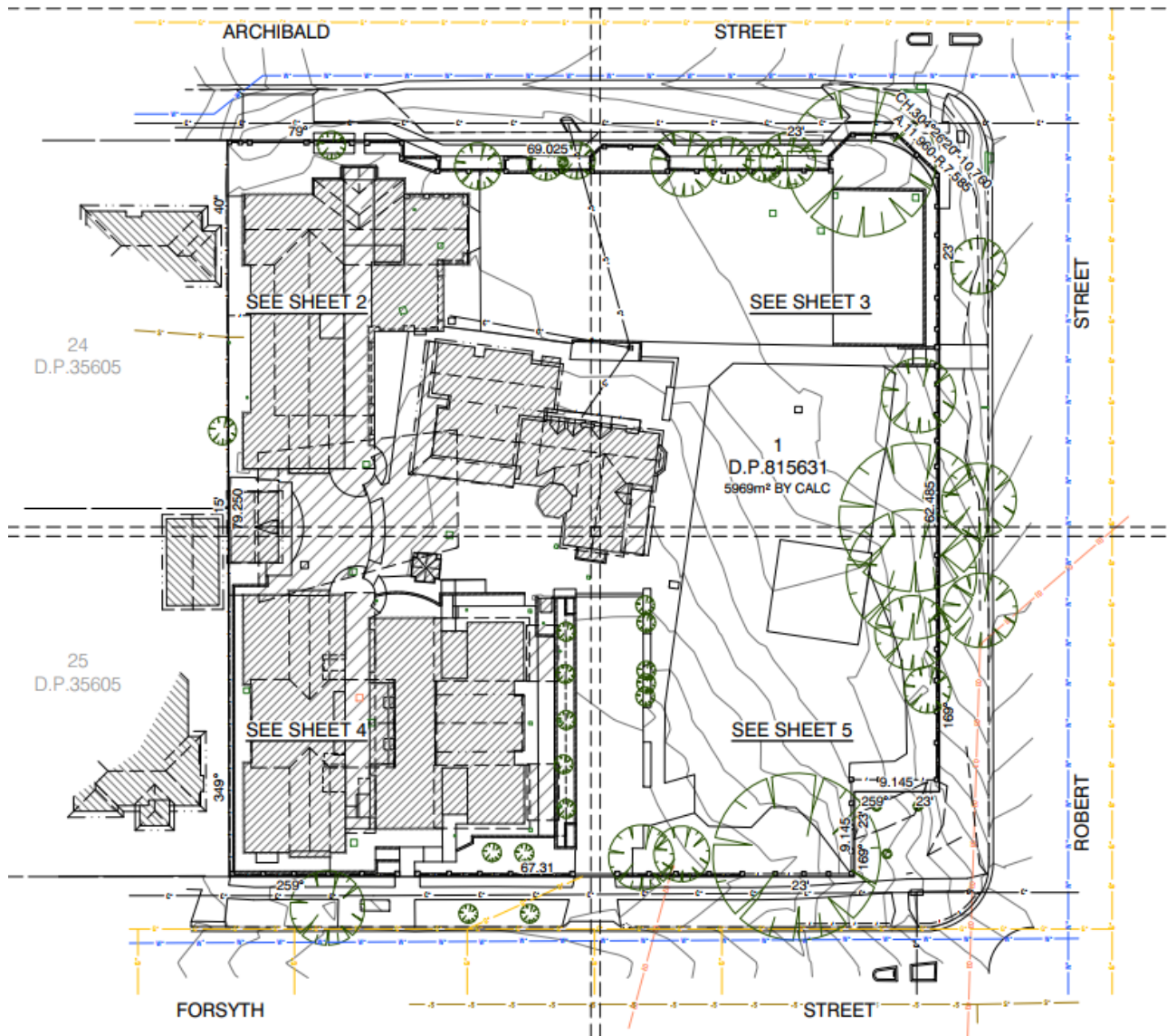


Figure 4: Existing school building layout (Source: CMS Surveyors)

Photographs of the school are provided in Figures 5 to 15.





Figure 5. The site viewed from the eastern pedestrian front gate.



Figure 6. The site, viewed from Archibald Street



Figure 7. The site, viewed from Archibald Street



Figure 8. The site, viewed from Robert Street



Figure 9. The site, as viewed from the corner of Forsyth Street and Robert Street

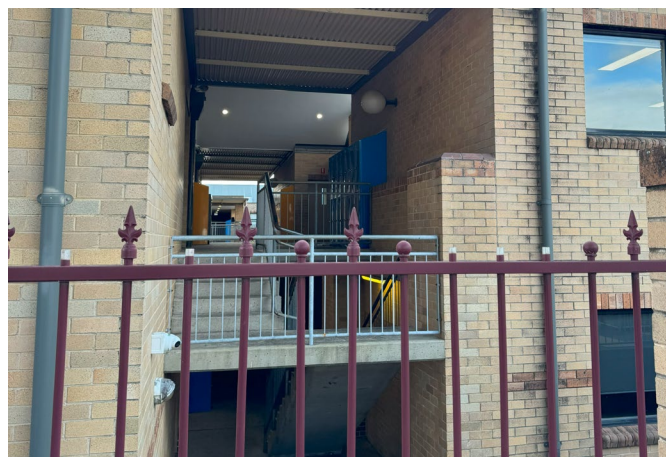


Figure 10. View into the school from Forsyth Street





Figure 11. Outdoor gym area



Figure 12. The site, as viewed from the corner of Forsyth Street and Robert Street



Figure 13. Minibus pick-up/ drop-off area along Forsyth Street



Figure 14. The site, viewed from north east, along Archibald Street



Figure 15. Outdoor gym and multipurpose court within the eastern, front setback (Source: All Saints Grammar)

### **2.3 Context and Locality**

The site is located within a Medium Density Residential locality comprising established low density residential development of varying architectural styles and form. Surrounding development is characterised by detached dwellings typically ranging in height from one to two storeys.

The school site directly adjoins low density residential dwellings to the west. These comprise 1-2 storey brick and rendered dwellings

Development to the north east and south of the school, on the opposite side of the surrounding streets comprises detached dwellings of one (1) to two (2) storeys in height.

Clemton Park and Hurstville Aquatic Centre are located further to the south of the school, and are utilised by the school for sporting recreation. All Saints Grammar - Primary Campus also provides recreation facilities, including the ASGS Gymnasium. Further, ASGS utilise Sportsworld Indoor Peakhurst and other external venues for sporting activities.

Door-to-Door Bus Service offers families in several areas a pick-up and drop-off service, while the private bus services link the Primary and Secondary campuses via various routes.

### **2.4 Background**

Over the past 30 years or so, the school has undergone various upgrades to meet the growing demand for appropriate facilities as student enrolments have increased.

Relevant to this application, DA-9492.98 approved works at ASGS, including a two-storey library and classroom building, as well as 13 angled car parking spaces along Archibald Street. This application was supported by a Traffic Impact Assessment, which was based on a forecast student population of 360. The development consent for DA-9492.98 did not include a condition which limited student numbers.

DA-253/2009 approved the construction of additional classrooms but did not propose an increase in student numbers. Consequently, this application did not include a detailed traffic or acoustic assessment. In the absence of the detailed assessment, a condition of consent was imposed, limiting the maximum number of students at the school to 360, thereby maintaining the existing acoustic and traffic impacts generated from the school.

The current DA proposes an increase of 25 additional students to a maximum of 385, and includes an assessment of noise and traffic impacts. This assessment confirms that the site can readily accommodate the additional students without unreasonable adverse effects.

It is understood that separate to this application, the installation of temporary demountable classrooms is anticipated to be undertaken some time in 2025 in accordance with the exempt development provisions of State Environmental Planning Policy (Transport and Infrastructure) 2021, Clause 3.39. The modulars are to facilitate desired curricular offering of various subjects. These demountable classrooms will be installed regardless of capacity change to students and is not related to this application.



### 3. Proposed Development

The proposal seeks consent to increase the maximum student numbers from 360 to 385 students at ASGS located at 31 Forsyth Street, Belmore to accommodate student enrolment numbers in the immediate future.

The proposal is necessitated by student enrolment numbers. The increase in student numbers arise from steady growth at the school. The increased enrolment numbers on the site will accommodate the immediate school requirements, while the development of a broader, long-term Master Plan for the school is being undertaken. This proposal does not include any physical works, noting that the broader masterplan exercise of the school will contemplate and plan for any such physical improvements or expansion, with any works being the subject of future planning approvals.

#### 3.1 School Operations

As informed by ASGS, on average classrooms have 15 students, with smallest classes having 7 students (elective subjects) and up to 25 students (core subjects).

With the proposed additional 25 students, the student to teacher ratio in all configurations will remain appropriate at approximately 10 students per teacher. Staff numbers are proposed to increase by 2 to 38 in 2025. No approval is required for this.

The proposed additional students will be distributed across all year groups.

#### 3.2 Waste Management

Currently the school has the following waste operations:

- General waste (3 cubic metre bin) is collected weekly on Thursdays
- Recycle paper/cardboard (1.5 cubic metre bin) collected fortnightly

It is considered that there will be a negligible increase in waste generation and the existing operational waste management arrangements are sufficient to accommodate the additional 25 students.

#### 3.3 Landscaping and recreation activities

The site has a combined hard and soft external sports and recreation area of 3,012m<sup>2</sup>, as existing. This includes existing grass play areas, sports courts, outdoor lunch seating areas, and covered outdoor seating areas.

The recreation areas are relied on for open play as well as some on-site sport activities, including basketball, volleyball and Oztag.

School sport is predominately undertaken off-site on Tuesdays and Wednesdays, where all students travel offsite by bus to their elected organised sport.



### **3.4 Car Parking and Traffic Management**

The proposed development involves an increase in student numbers from 360 to 385.

No existing on-site car parking spaces are available. An off-street parking area, accessed off Forsyth Street is available for school minibuses.

Thirteen reserved angle parking spaces are provided along the northern frontage on Archibald Street. School staff and visitors also use on-street parking in surrounding streets.

No change is proposed to the existing access and parking arrangements on, or surrounding the site.

## 4. Statutory Assessment

### 4.1 Section 4.15

Section 4.15 of the *EP&A Act 1979* sets out the statutory matters for consideration against which the proposed development is to be evaluated. The matters for consideration under Section 4.15 are as follows:

*“(1) Matter for consideration – general*

*In determining a development application, a consent authority is to take into consideration such of the following matters as are of relevance to the development the subject of the development application:*

*(a) the provisions of:*

- (i) any environmental planning instrument, and*
- (ii) any proposed instrument that is or has been the subject of public consultation under this Act and that has been notified to the consent authority (unless the Secretary has notified the consent authority that the making of the proposed instrument has been deferred indefinitely or has not been approved), and*
- (iii) any development control plan, and*
- (iiia) any planning agreement that has been entered into under section 7.4, or any draft planning agreement that a developer has offered to enter into under section 7.4, and*
- (iv) the regulations (to the extent that they prescribe matters for the purposes of this paragraph), and*
- (vi) any coastal zone management plan (within the meaning of the Coastal Protection Act 1979),*

*that apply to the land to which the development application relates,*

- (b) the likely impacts of that development, including environmental impacts on both the natural and built environments, and social and economic impacts in the locality,*
- (c) the suitability of the site for the development,*
- (d) any submissions made in accordance with this Act or the regulations,*
- (e) the public interest.”*

The matters for consideration identified in S4.15(1)(a) of the *EP&A Act 1979* are addressed in the following section. Subsections (b) to (e) of S4.15(1) of the *EP&A Act 1979* are addressed in Section 5 of this SEE.

### 4.2 Overview of Statutory and Policy Controls

The EPIs and other statutory planning documents and policies which are relevant to the assessment of the proposed development pursuant to S4.15(1)(a) are identified below.

#### 4.2.1 State Environmental Planning Policies

- State Environmental Planning Policy (Resilience and Hazards) 2021;
- State Environmental Planning Policy (Transport and Infrastructure) 2021;

#### **4.2.2 Local Environmental Plans**

- Canterbury Bankstown Local Environmental Plan (CBLEP) 2023.

#### **4.2.3 Development Control Plans**

- Canterbury Bankstown Development Control Plan (CBDPC) 2023.

### **4.3 State Environmental Planning Policy (Transport and Infrastructure) 2021**

#### **4.3.1 Chapter 3 Educational Establishments and child care facilities**

Development for the purpose of a school is permitted with consent in the R3 zone in accordance with the provisions of CI 3.36 (Schools—development permitted with consent) of the State Environmental Planning Policy (Transport and Infrastructure) 2021.

Schedule 8 of the SEPP outlines the design quality principles for consideration. The proposed development is minor in nature and responds to the design quality principles as follows:

##### ***Principle 1 – Responsive to context***

No physical works are proposed to any buildings nor landscaping. Therefore, the proposal retains the existing built form within the campus and surrounding residential properties. The proposal has not impact on the heritage setting of the school.

##### ***Principle 2 – Sustainable, efficient and resilient***

The school is currently in operation and will maintain existing ESD measures.

##### ***Principle 3 – Accessible and inclusive***

The existing accessibility of the school will be unaltered by the proposal.

The community does not regularly use any of the school facilities out of school hours and this is not proposed to change as part of this DA.

##### ***Principle 4 – Healthy and safe***

Health and safety procedures at the campus are retained. The attached Traffic and Parking Impact Assessment addresses the appropriateness of transport networks and routes for travel to and from school.

##### ***Principle 5 – Functional and comfortable***

The amenity of adjacent development, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy will not be impeded by the proposal and no physical works are proposed.

The existing, functioning school has appropriate indoor and outdoor learning and play spaces, access to services and adequate storage to accommodate 25 additional students.

##### ***Principle 6 – Flexible and adaptable***

The proposal will provide flexibility for 25 additional students to support the ongoing operation of the school while a broader strategic review and master planning for the school is undertaken.

## **Principle 7 - Visual appeal**

The proposal does not comprise any building works and does not alter the existing buildings on the site. As such, no visual impacts will occur.

### **4.4 State Environmental Planning Policy (Resilience and Hazards) 2021**

#### **4.4.1 Chapter 4 Remediation of land**

Chapter 4 of the Resilience and Hazards SEPP prescribes a statutory process associated with the development of land that is contaminated and needs remediation.

Clause 4.6 of the Resilience and Hazards SEPP provides the following:

- “(1) A consent authority must not consent to the carrying out of any development on land unless:*
- (a) it has considered whether the land is contaminated, and*
  - (b) if the land is contaminated, it is 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, and*
  - (c) if the land requires remediation to be made suitable for the purpose for which the development is proposed to be carried out, it is satisfied that the land will be remediated before the land is used for that purpose.”*

The site is currently used as an educational facility, functioning as a high school. The proposal seeks approval for an increase in student numbers and does not involve any physical works, nor a change of use. On this basis, the proposal is consistent with the provision of the Resilience and Hazards SEPP.

### **4.5 Canterbury-Bankstown Local Environmental Plan (CBLEP) 2023**

The proposal does not include any physical works and will not have any material impact on LEP built form controls. Reference to the relevant provisions of CBLEP 2023 are discussed below.

#### **4.5.1 Land Use and Permissibility**

The site is zoned R3 Medium Density Residential under CBLEP 2023 as illustrated in the extract of the Land Zoning Map in Figure 16.



Figure 16: Extract of CBLEP 2023 Land Zoning Map

The proposed development is classified as an ‘educational establishment’ which is defined as follows:

**educational establishment** means a building or place used for education (including teaching), being—  
 (a) a school, or  
 (b) a tertiary institution, including a university or a TAFE establishment, that provides formal education and is constituted by or under an Act.

Development for the purpose of an educational establishment is not permitted in the R3 Medium Density Residential zone under CBLEP 2023. Notwithstanding, development for the purpose of an educational establishment is permitted with consent in the R3 zone in accordance with the provisions of Cl 3.36 (Schools—development permitted with consent) of the State Environmental Planning Policy (Transport and Infrastructure) 2021.

No change is proposed to the approved use of the site as an educational establishment within the R3 Medium Density Residential zone.

The proposed development is consistent with the relevant objectives of the R3 Medium Density Residential zone as detailed in Table 3.

Objective	Comment
R3 Medium Density Residential Zone	
To provide for the housing needs of the community within a medium density residential environment.	The increase in student numbers at the school will not affect the ability or capacity of the R3 Zone to provide for the housing needs of the community, nor will it affect the medium density residential environment in any discernible way.



<i>To provide a variety of housing types within a medium density residential environment.</i>	There is an existing approved school at the site. The proposal does not impact the variety of surrounding housing types.
<i>To enable other land uses that provide facilities or services to meet the day to day needs of residents.</i>	The ASGS provides an essential community service, being an educational facility. This aligns with the objective of enabling land uses that meet the daily needs of residents, particularly those with school-age children.
<i>To allow for certain non-residential uses that are compatible with residential uses and do not adversely affect the living environment or amenity of the area.</i>	<p>The proposal has been assessed in relation to traffic, visual heritage, landscaping and noise amenity.</p> <p>Effective management and appropriate activity locations within the site ensure that the school does not adversely affect the living environment or amenity of the area. This is further discussed in the Noise Impact Assessment.</p>
<i>To allow for development that provides a suitable visual transition between high density residential areas and low density residential areas.</i>	No physical works are proposed and as such the development will have no visual impacts.
<i>To ensure suitable landscaping in the medium density residential environment.</i>	<p>No physical works or landscape works are proposed. The existing established trees which are located along the site boundaries are proposed to be retained.</p> <p>Green open spaces, trees, and garden hedges at the front of the school contribute to the overall landscaping and streetscape within the medium density residential zone.</p>
<i>To minimise conflict between land uses within this zone and land uses within adjoining zones.</i>	<p>The existing school development on the site is wholly surrounded by R3 zoned land and the approved use of the site for an educational establishment does not impact nor conflict with any land uses within adjoining zone. Further to the north-east, south and to the west are Industrial zones. Further north and west are Business zones.</p> <p>The site is compatible with and supported by nearby RE1 zones, some of which are utilised by the school for recreational activities.</p>
<i>To allow for increased residential density in accessible locations to maximise public transport patronage and encourage walking and cycling.</i>	<p>The proposal does not introduce any increase in residential density. Notwithstanding, the school is located near public transport routes and within walking or cycling distance for local residents. Students currently utilise public transport, school buses, bicycles and walking as modes of access to the school along with private vehicles.</p> <p>The minor increase to student numbers at the school will continue to encourage the use of public transport and active modes of transport, supporting the objective of increased residential density in accessible locations.</p>

Table 2: R3 Zone objectives assessment table

#### 4.5.2 Heritage Conservation (Clause 5.10)

Clause 5.10 seeks to conserve the environmental heritage of the Canterbury-Bankstown LGA including heritage items, conservation areas, archaeological sites, and Aboriginal objects and places of heritage significance.

The site is listed as a heritage item, being the Victorian Villa, “The Towers” (Item No. 36). The site is not located within a heritage conservation area, archaeological site nor identified as containing Aboriginal heritage.

Given the development is for an increase in student numbers only, it is considered that the carrying out of the proposed development will have no affects to the heritage significance of the heritage item and as such no heritage management document is required by the provisions of Clause 5.10(5).

Development consent under Clause 5.10(3) is not required as no physical works are proposed.

#### 4.5.3 Flood Planning (Clause 5.21)

Clause 5.21 identifies requirements for development located on land within the flood planning area. As illustrated in Figure 17, a portion of the school site, towards the south western site boundaries, is identified as Flood Prone Land (100 year and PMF Risk).



Figure 17. Extract of Canterbury-Bankstown Council Flood Prone Land Map

The proposed increase in student numbers will not adversely affect flood behaviour. Safe occupation and efficient evacuation of students will be undertaken as per existing flood management and safety procedures in the event of a flood. On this basis, the proposal is consistent with Clause 5.21.

#### 4.6 Canterbury-Bankstown Development Control Plan (CBDCP) 2023

CBDCP 2023 is the primary development control plan applicable to development within the Canterbury-Bankstown local government area (LGA).

CBDCP 2023 contains detailed guidelines and controls for school related development, which supplement the development standards and provisions contained in CBLEP2023.

##### 4.6.1 Part 10 – Chapter 10.2 Schools

The DCP at Chapter 10.2 sets out development controls for schools. An assessment of the proposal against Chapter 10.2 is provided in the table below.

Section	Comment
Section 2 – Site analysis	<p>This proposal does not propose any physical development on the site but rather provides a short-term allowance to accommodate enrolled students at the school while future plans for the school’s potential expansion are being explored.</p> <p>Site analysis plans and studies that outline the short- and long-term proposals for the development of school sites are under development as part of the broader review of the schools’ operations.</p> <p>The school had a student enrolment of 338 in the year 2024, with 36 staff. It is anticipated that the student enrolment will exceed the maximum 360 student cap in 2025, with an increase of 2 staff to 38.</p>
Section 3 – Location and traffic management	<p>ASGS Campus is an existing small school in a R3 Medium Density Residential Zone. The proposal is for a relatively small increase in student numbers, being 25 additional students. Traffic and parking impacts are assessed in the Traffic and Parking Impact Assessment, prepared by TEF Consulting.</p> <p>The traffic impact study has considered public transport and pedestrian movements, the effects on traffic efficiency with the goal of preserving the current level of service of streets, and the impact on the amenity of the area, ensuring that the environmental capacity of streets is not exceeded. Traffic volume limits will remain appropriate within the residential area, where key concerns include traffic congestion, pedestrian safety, and noise levels.</p>
Section 4 – Site layout and building envelopes	<p>The site, with a width exceeding 40m has appropriate provisions in place for safe traffic movement, including set-down and pick-up areas. The existing school site is able to accommodate 25 additional students.</p> <p>Development control 4.4 limits the gross floor area of classrooms in secondary schools to a maximum of 5.6m<sup>2</sup> per student. The proposed 25 additional students reduce the classroom area available per student and the proposal is consistent with this control.</p> <p>No physical works are proposal and the proposal does not alter the maximum building lengths within the school.</p> <p>The scale of existing street including the school buildings and surrounding buildings is 1-2 storeys. No change is proposed to this established scale.</p> <p>No changes to building setbacks or deep soil zones are proposed.</p> <p>The front, eastern portion of the site, located away from existing native vegetation or potential traffic hazards is dedicated for free play.</p> <p>Existing access and car parking arrangements within the school remain unchanged.</p>

Section 5 - Energy efficiency and urban design	The students will utilise existing school facilities.
Section 6 - Acoustic privacy and management	<p>A Noise Impact Assessment has been prepared by E-LAB Consulting and concludes that the proposed development, comprising an additional 25 students at the site will result in negligible additional noise impacts, relative to the operations of the existing school. Refer to Section 7.4 of this report.</p> <p>No changes to the existing hours of operation, public access to school, and special occasions or events are proposed.</p> <p>The school is located in a R3 Medium Density Residential zone. Due to the minor nature of this proposal at an existing school site, the establishment of a Neighbourhood Liaison Committee is not required.</p>
Section 7 - Landscape	No changes to the existing landscaping and free play areas within the school are proposed. The existing site provides useable open space on the street frontage for low maintenance planting within deep soil zones.
Section 8 - Safety and security	No impacts to the safety and security measures of the existing school are proposed.
Section 9 - Site facilities	<p>The minor increase in student numbers, restricted to an additional 25 students distributed between various year groups will require discernible increase overall to existing school facilities.</p> <p>Adequate site facilities exist on the site including:</p> <ul style="list-style-type: none"> <li>- Waste storage areas which are located on the northwestern portion of the site</li> <li>- Utilities and building services</li> <li>- Core school related infrastructure, including a commercial vehicular crossing, bus bay, concrete footpaths surrounding the school and adequate road and stormwater infrastructure.</li> </ul>

Table 3: Chapter 10.2 CBDCP consideration

## 5. Impacts of the Development

This section of the SEE identifies relevant matters for the consideration of the DA under S4.15(1)(b) to (e) of the EP&A Act 1979.

### 5.1 Amenity Impacts on Neighbouring Properties

The proposal will not result in any adverse built form amenity impacts upon surrounding development having regard to solar access, views or visual privacy.

The proposal has been considered to ensure potential amenity impacts, including noise and traffic are appropriate and minimised. These matters are further discussed in the proceeding sections.

### 5.2 Aboriginal Cultural Heritage

An Aboriginal Heritage Information Management System (AHIMS) search was conducted with a 1km buffer on 5 August 2024. The search found that no Aboriginal sites are recorded in or near the site location.

### 5.3 Heritage

No physical works are proposed. The proposal for 25 additional students will not adversely impact the heritage significance of the site.

### 5.4 Noise

A Noise Impact Assessment has been prepared by E-LAB Consulting and concludes that the proposed development, comprising an additional 25 students at the site will result in negligible additional noise impacts, relative to the operations of the existing school.

The site is operated as a school and the proposal does not introduce any new uses. The proposal does not seek to relocate any buildings or activities closer to adjoining residential properties.

The noise impact assessment addresses the noise impact to nearby noise sensitive receivers (refer to Figure 18) from the increase in students within the school. The report assesses that the surrounding receiver catchments increases by up to 1dB(A) as a result of an additional 25 students. This increase in noise is assessed as indiscernible by the average listener and is considered acceptable.



Figure 1: Acoustic site plan identifying the surrounding noise-sensitive receivers and noise monitoring locations



Figure 18. Acoustic - sensitive receivers

## 5.5 Utilities and Services

The school is currently adequately serviced by a range of utilities and services, which will not be adversely impacted by the proposed increase of 25 students.

## 5.6 Traffic and Car Parking Impacts

The proposed activity will not alter the existing traffic or access arrangements at the school. A Traffic and Parking Impact Assessment has been prepared by TEF Consulting and the findings of the traffic study are summarised below:

- The proposed student increase will not negatively affect the local road network.
- Current parking arrangements are able to accommodate the increased demand from 25 additional students, with ample spare capacity within nearby streets.
- Designated pick-up zones and on-street parking within walking distance are sufficient for drop-off and pick-up needs.
- No additional staff parking or traffic management measures are required.
- Existing infrastructure, including footpaths and kerbside areas, adequately supports student movements and bus operations.
- The current capacity of the kerbside drop-off/pick-up area can accommodate this increase in student numbers. Activities should be monitored to confirm whether an increase of one (1) additional school bus is necessitated to accommodate additional students.

The proposal will not result in any significant impact to the surrounding road network. Additionally, no change is proposed to the existing vehicular access points, parking areas or pick-up and drop-off arrangements at the school. The existing pick-up and drop off areas within the surrounding streets operate effectively with adequate capacity to accommodate the increase road network demand generated by 25 additional students.

## **5.7 Social and Economic Impacts**

The proposal will be of a social benefit in terms of facilitating the ongoing education of students at the site in the short to medium term.

## **5.8 The Suitability of the Site for the Development**

The preceding sections of this report demonstrate that the site is suitable for the proposed development. The proposed development is consistent with the objectives of the zone and will service local residents and student community.

The proposal includes no physical works and there are no significant natural or cultural constraints that would hinder the proposed development. The proposed development does not result in significant impacts on neighbouring properties or the surrounding area. Accordingly, the site is considered suitable for the proposed development.

## **5.9 The Public Interest**

The proposed development presented by this application will result in a development which is in all fundamental respects, will remain the same as the existing development that is approved at the site, being the All Saints Grammar School – Secondary Campus. The proposal is necessitated by the steady growth in student numbers at the school and the ongoing successful operations of the school in the public interest, as outlined below:

- The proposal is for the minor growth of an existing, well established private school which serves the local community;
- The DA has been prepared having regard to relevant planning legislation and Council’s planning policies and is consistent with the aims and objectives of the controls for the site;
- The development will not have any significant or unreasonable impacts on adjoining or surrounding properties or the public domain in terms of traffic, acoustic, social, and environmental impacts;
- The proposal does not adversely affect the heritage significance of the site;
- No physical works are proposed and the built form of the school continues to respond positively to the surrounding residential character; and
- The proposal provides an updated assessment of noise and traffic impacts occurring from the school site.

## 6. Conclusion

The DA seeks consent for an increase in 25 students relative to the existing maximum number of students, for a total of 385 student enrolments to be permitted on the site. No physical works are proposed.

The DA has been prepared in accordance with the *EP&A Act 1979* and the *EP&A Regulation 2021*. This SEE provides an assessment of the proposal having regard to the heads of consideration under Section 4.15(1) of the *EP&A Act 1979* and the *EP&A Regulation 2021*, the provisions of the relevant State Environmental Planning policies (SEPPs) and the Canterbury-Bankstown Council's LEP and DCP.

The proposal arises due to a historical imposition of a development consent condition limiting student numbers, which was imposed in the absence of detailed traffic and noise impact assessment reports. This proposal provides a detailed assessment of those impacts and concludes that the additional 25 students at the school is acceptable and will not have a significant adverse impact on the surrounding street network or residents.

The proposal is permissible with consent under the Transport and Infrastructure SEPP 2021. Based on the assessment undertaken, approval of the DA is sought.