KEY URBAN PLANNING

DEVELOPMENT APPLICATION

Statement of Environmental Effects

Canterbury – Bankstown Council

Lot 101 in DP 8855 No. 3A & 5 Haig Avenue GEORGES HALL

Development of an existing school site for an 'Educational Establishment' comprising a school building to include classrooms, administration and pre-school as a separate campus to the existing Georges River Grammar School.

29th April 2025

contents

Issue No	Amendment	Date
A	Initial draft Report	19 December 2024
B	Draft issue to Client	6 January 2025
B	Final issue to Client	29 April 2025

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Director,

KEY URBAN PLANNING

1/ INTRODUCTION

1.1 Background

Peter Fryar (BTP UNSW) of Key Urban Planning has prepared this Statement of Environmental Effects (the "SEE").

The SEE assesses the impacts of the proposed development under the provisions of the relevant Planning Controls applicable to the subject site. This assessment has been undertaken in accordance with the provisions of Section 4.15 of the Environmental Planning & Assessment Act, 1979 (the "Act").

In the preparation of this SEE, the following matters have been considered:

- Undertaken an inspection of the site and surrounding locality.
- Undertaken a review of the Canterbury-Bankstown Local Environmental Plan 2023 (the "LEP").
- Assessed the proposal against the relevant chapters of Canterbury-Bankstown Development Control Plan 2023 (the "DCP").
- State Environmental Planning Policy (Transport and Infrastructure) 2021 (the "T & I SEPP")
- Considered the relevant provisions of the Act and Regulations.

This SEE has been prepared in accordance with the provisions of Section 4.12 of the Environmental Planning and Assessment Act, 1979 and Section 24 of the Environmental Planning and Assessment Regulation 2021.

A variation to the maximum height standard prescribed under clause 4.3 of the LEP is proposed and supported by a Variation request pursuant to clause 4.6 of the LEP. The proposal is complying (except height) with the relevant Planning Controls adopted by Council. The proposal is permissible under the provisions of T & I SEPP. The development application warrants the granting of development consent by Council.

2/ SITE ANALYSIS

2.1 Site Description & Existing Development

The property is known as Lot 101 in DP 8855 No. 3A & 5 Haig Avenue GEORGES HALL (the **"site"**). The site is located on the southern side of Haig Avenue and is irregular in shape. The site frontage is 20.115m, depth of 84.65m/73.76m and rear boundary 60.72m.

Development consent DA 587/2024 (DA) granted on 12 September 2024 approved the *"Use of site as an outdoor recreation area associated with an existing school (Georges River Grammar School) and construction of a security fence".* Whilst DA 587/2024 provided for the use of the site as an expansion to the existing Grammar School on adjacent land, the subject application seeks to establish an independent 'stand-alone' campus for P – Y2.

The current use of the site is a school playground as an extension to the existing Georges River Grammar School Campus. The playground is used during morning and lunchtime classroom breaks by students at the school. Temporary (removable) soccer goal posts are placed on the site.

The playground is accessed via two gateways from the existing campus grounds. No improvements were made to the existing grassed surface.

A new palisade fence (2.1m in height) has been constructed across the frontage to Haig Avenue for security purposes. The fence is setback 2.0m from the front property boundary line. New boundary fencing to both side and rear boundaries forms part of the development consent.

Total site area is 4,649m^2.

The site immediately adjoins the campus of Georges River Grammar School. The surrounding development is for residential purposes with a neighbourhood shopping centre to the east of the site.

The DA imposed several conditions mainly to deal with the on-going use of the site for outdoor school activities to maintain the amenity of the surrounding locality. Relevant conditions are as follows:

"21. Hours of Operation
The play area shall only be used on weekdays during the school term, specifically during normal school hours, for sporting activities, PE classes, and during recess (11:15-11:45 am) and lunch (1:15-1:45 pm). The use of the area outside these hours or for public access is not permitted."

"22. Noise Issues
Should a noise issue (relating to the development) not previously identified arise (through complaint or otherwise), the owner/occupier must, upon request by Council, employ the services of a suitably qualified acoustic consultant who has not previously been involved with the development to undertake a post-occupation assessment of the development and complete an acoustic report with recommendations to rectify the noise issue. A copy of this acoustic assessment report must be

submitted to Council for approval and from there noise attenuation works must be implemented. Submission of the acoustic report must be within 30 days from the date requested by Council.

Note: Suitably Qualified Acoustic Consultant means a consultant who possesses the qualifications to render them eligible for membership of the Australian Acoustical Society, Institution of Engineers Australia or the Association of Australian Acoustical Consultants at the grade of member."

"23. Amplified Sound
Music and other amplified sound played on the premises must not give rise to offensive noise as defined under the provisions of the Protection of the Environment Operations Act 1997. The sound level output must not exceed five (5) dB(A) above the ambient background level at the boundary of the premises.
Speakers must not be installed, and music must not be played in any of the outdoor areas associated with the premises including the public domain. Speakers located within the premises must not be placed to direct the playing of music towards the outdoor areas associated with the premises."

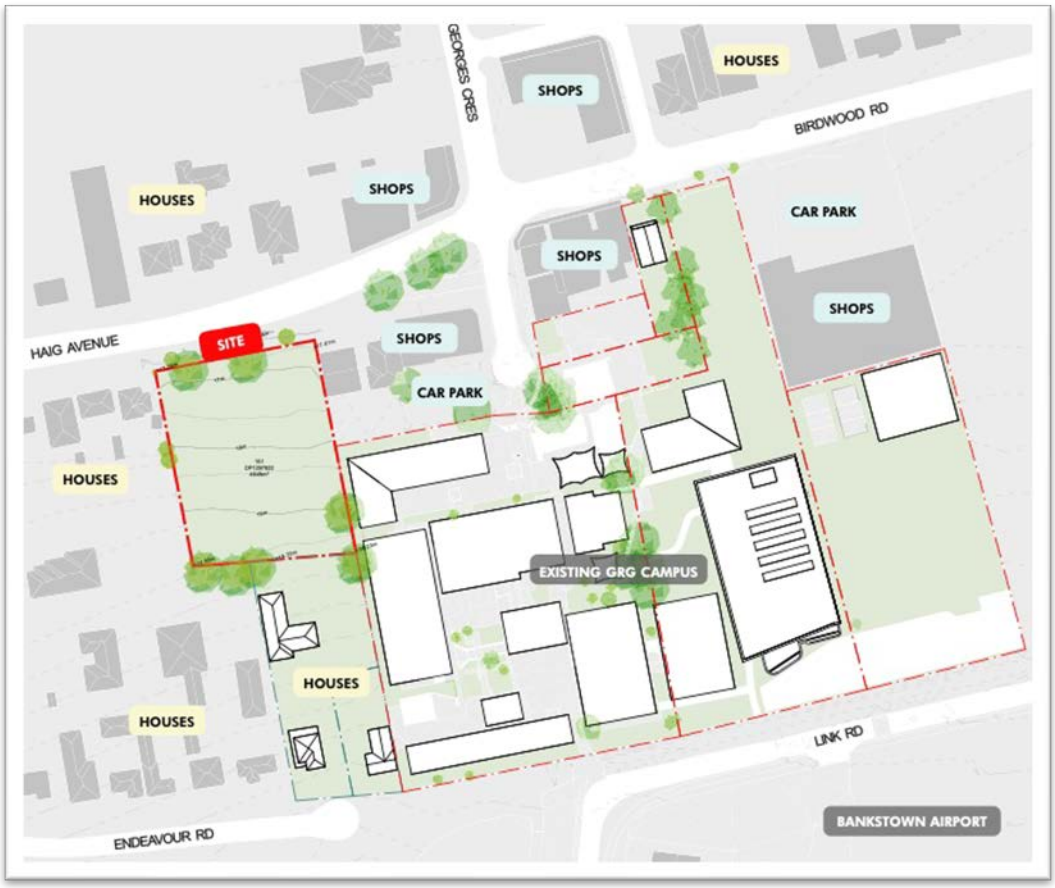
"26. Neighbourhood Amenity
The operation of the development must not adversely affect the amenity of the neighbourhood or interfere unreasonably with the comfort or repose of a person who is outside the premises by reason of the emission or discharge of noise, fumes, vapour, odour, steam, soot, ash, dust, wastewater, waste products, grit, oil or other harmful products."

The above matters have been addressed in reports prepared by Marshall Day Acoustics dated 19 December 2024 and forms part of the subject development application.

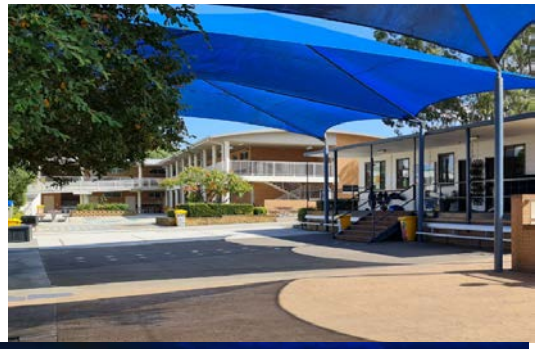
Photograph 1 – Aerial Image

Photograph 2– View of subject site from Haig Avenue

Photograph 3– Site context

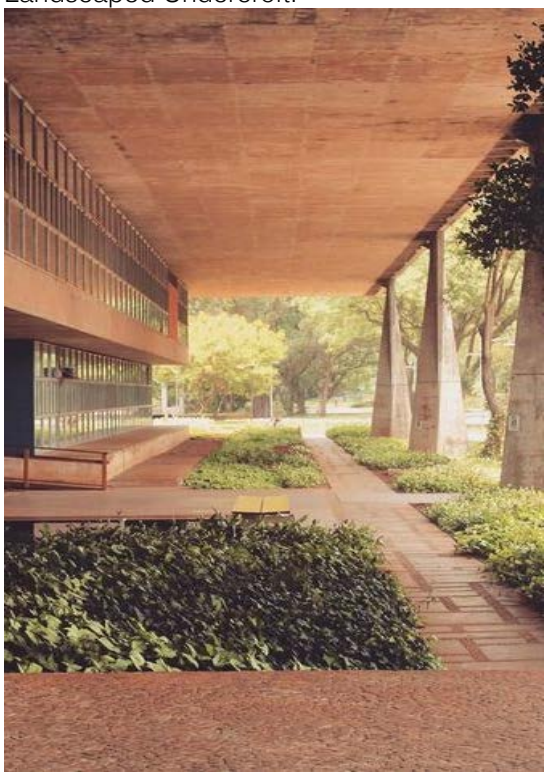


Photographs of adjacent school campus (architectural form to complement)



Images of proposed development

Landscaped Undercroft.



Architectural form

3/ DESCRIPTION OF THE DEVELOPMENT

3.1 Proposed Development

The proposal involves the development of an existing school site (outdoor play area) for an 'Educational Establishment' comprising a school building to include classrooms, administration and pre-school as a separate 'stand-alone' school campus.

Summary:

The development proposes 13 Kindergarten to Year 2 classrooms to accommodate approximately 330 students. Generally, the 330 would be evenly divided across the year cohorts.

An additional 40-place pre-school is also proposed. The documented capacity is the anticipated maximum enrolment. Initial enrolments would be lower to allow for future expansion.
The pre-school will provide long day care and operate between the hours of 7.00 am and 6.00 pm weekdays.

The school will operate during normal school hours between 8.00am and 4.30 pm.
The proposed building will comprise two levels of learning and staff spaces. The ground floor includes classrooms for Preschool and Year 2, together with open shared learning and separate staff spaces. There are extensive outdoor areas for learning, play and an amphitheatre.
The first floor comprises classrooms for Kindergarten, Year 1, shared learning and outdoor play areas.

An at-grade carpark and drop-off providing 18 car spaces (13 staff and 5 visitor) and 5 drop-off spaces, is located at the northern end of the site, adjacent to Haig Avenue.

The proposed development:

- Construction of a new 2 – storey school building with frontage to Haig Avenue.

  Ground Floor – 2 x buildings interconnected by breezeway
  - Four (4) classrooms & shared learning area.
  - Student amenities.
  - Office/administration area for campus,
  - Covered breezeway.
  - Pre-school rooms x 2.
  - Entry foyer, meeting room and staff amenities.
  - Covered outdoor play area.
  - Outdoor learning and play area located within the SE corner of the site.
  - Paved outdoor learning areas along the setback to the western side boundary.

  First Floor
  - Four (4) classrooms & shared learning area.

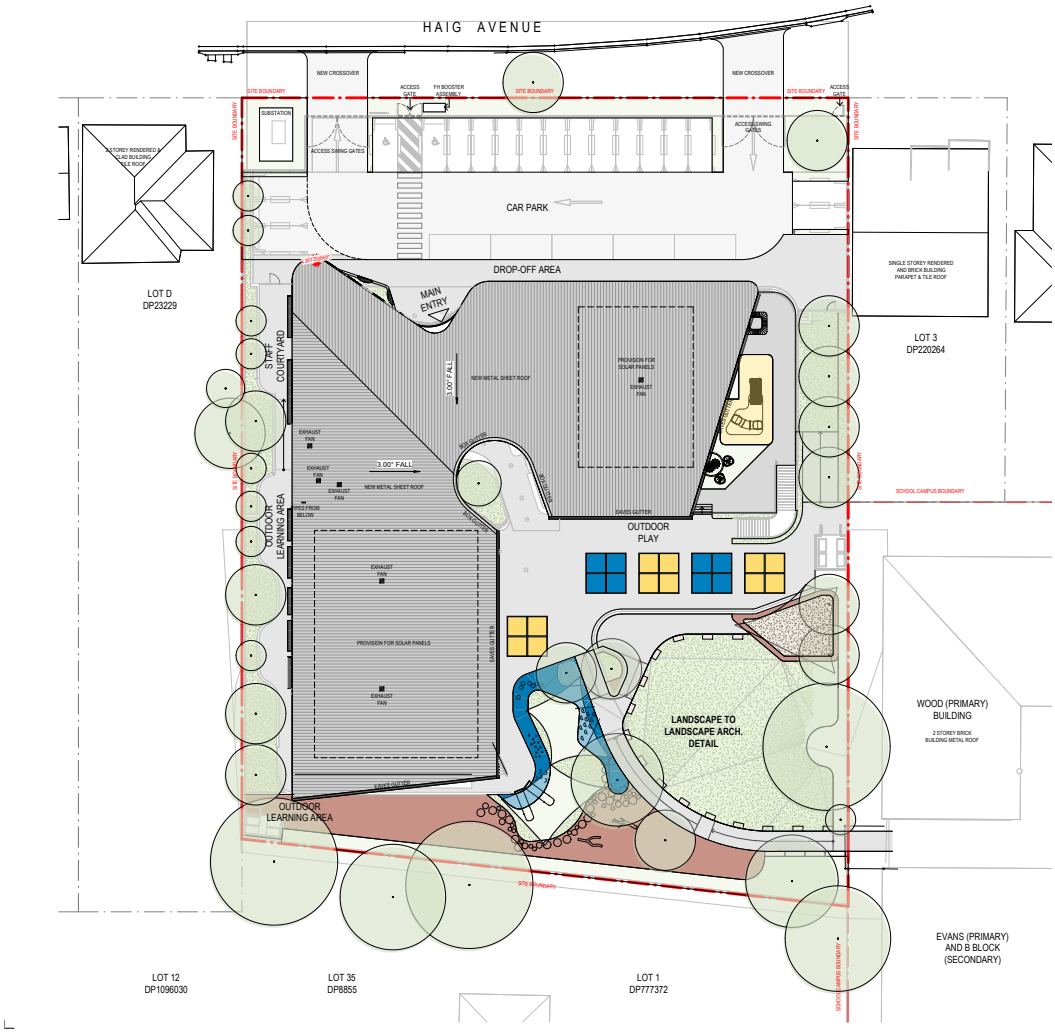
- Student amenities.
- 5 x Kindergarten classes.
- Shared learning area.
- Kindergarten outdoor play area at terrace level.
- External stirs connecting outdoor play area/breezeway with first floor.

- Separate vehicular ingress and egress from Haig Avenue.
- Eighteen (18) on-site carparking spaces (incl. 2 disabled).
- Five (5) short-term car spaces.
- Internal driveway provides a 'kiss & drop' facility.
- Pedestrian access from Haig Avenue.
- Landscaped setback to street frontage.
- Existing front fence to be retained for security purposes.
- It is proposed to provide 13 infants and primary classrooms on the site, to cater for some 330 students. A 40-place childcare centre is also proposed.
- E X I S T I N G C H A R A C T E R - The existing architectural context of Georges River Grammar Campus reflects a distinct materiality and curved roof forms. The consistent and simple material palette is defined by brick, steel, and metal sheet roofing. Whilst the proposed development is on a separate site and will operate as its own campus, the architectural design is in keeping with the development and built form on the adjacent campus (refer to images above).
- GFA of classrooms for primary school: 868.3/270=3.2 m^2 per student
- Free play areas for primary school: 2140.5/270=7.9 m^2 per student

Figure 1 – Perspective (front)

Figure 2 – Perspective (rear)

Figure 3 – Site plan



4/ CANTERBURY - BANKSTOWN LOCAL ENVIRONMENTAL PLAN 2023

4.1 Aims of the Plan (Clause 1.2)

LEP 2023 came into effect on 23 June 2023 and adopted the Standard Environmental Planning Instrument form pursuant to section 33A of the Act. The LEP 2023 prescribes certain broad aims of the plan which development within Canterbury-Bankstown LGA should accord with where applicable. The relevant aims of the plan to the proposed development are as follows:

"aa) to protect and promote the use and development of land for arts and cultural activity, including music and other performance arts,
(a) to manage growth in a way that contributes to the sustainability of Canterbury-Bankstown,
(b) to protect landforms and enhance vegetation, especially foreshores and bushland, in a way that maintains the biodiversity values and landscape amenity of Canterbury-Bankstown,
(c) to identify, conserve and protect the Aboriginal, natural, cultural and built heritage of Canterbury-Bankstown,
(d) to provide development opportunities that are compatible with the desired future character and amenity of Canterbury-Bankstown,
(e) to restrict development on land that is sensitive to urban and natural hazards,
(f) to provide a range of residential accommodation to meet the changing needs of the population,
(g) to provide a range of business and industrial opportunities to encourage local employment and economic growth and retain industrial areas,
(h) to create vibrant town centres by focusing employment and residential uses around existing centres and public transport,
(i) to provide a range of recreational and community service opportunities and open spaces to meet the needs of residents of and visitors to Canterbury-Bankstown,
(j) to achieve good urban design in terms of site layouts, building form, streetscape, architectural roof features and public and private safety,
(k) to ensure activities that may generate intensive car usage and traffic are located near public transport that runs frequently to reduce dependence on cars and road traffic,
(l) to consider the cumulative impact of development on the health of the natural environment and waterways and on the capacity of infrastructure and the road network,
(m) to support healthy living and enhance the quality of life and the social well-being and amenity of the community,
(n) to ensure development is accompanied by appropriate infrastructure,
(o) to promote ecologically sustainable development."

The proposed development is consistent with the relevant aims detailed above for the following reasons:

- The establishment of the school is consistent with the planning framework for the Canterbury-Bankstown LGA and the goals and outcomes of the Strategy – Planning for the City Connective City 2036.
- The proposal is consistent & compatible with the desired future character of the locality.
- The proposal will not detrimentally affect the public domain.
- The proposal will maintain the existing amenity of the local community.
- The proposal will not result in adverse impacts on adjoining or nearby residential properties by additional privacy impacts, overlooking and noise.
- The proposal is consistent with the aim of providing a range of facilities and services for residents in the Canterbury - Bankstown LGA.
- The proposal & architectural design will not detract from the character of the surrounding area.

4.2 Suspension of Covenants, Agreements and Instruments (Clause 1.9A)

Clause 1.9A of the LEP states:

"(1) For the purpose of enabling development on land in any zone to be carried out in accordance with this Plan or with a consent granted under the Act, any agreement, covenant or other similar instrument that restricts the carrying out of that development does not apply to the extent necessary to serve that purpose."

The proposed development application does not seek to modify the terms of any s 88B restriction. A sewer line extends across the site however, no building work is proposed across the sewer line.

4.3 Permissibility of the Development (Clause 2.2)

The site is zoned R2 under the LEP 2023.

The proposed use is defined under the 'Dictionary' contained in the LEP 2023 as an "educational establishment" that means:

***"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."

An "educational establishment" is prohibited under the LEP 2023 in the R2 zone. Permissibility relies upon the provisions of Part 3.4 of T & I SEPP.

Figure 1 – Zoning Map – LEP 2023

4.4 Objectives of the R2 Low Density Residential Zone (Clause 2.3)

Clause 2.3 of LEP 2023 requires the Council in granting consent to development under the plan to *"have regard to the objectives for development in a zone when determining a development application in respect of land within the zone".* The issue of permissibility discussed previously in this SEE is reliant upon the provisions of Part 3.4 of T & I SEPP.

The applicable objectives of the zone for the use are:

- *To enable other land uses that provide facilities or services to meet the day to day needs of residents.*
- *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.*
- *To minimise conflict between land uses within this zone and land uses within adjoining zones.*

Comment: The proposed development will complement and is compatible with the surrounding school, commercial and residential land use activities.

The facility (school campus) will be designed to function as a facility meeting the day-to-day needs for residents in the local community.

4.5 Demolition (Clause 2.7)

Clause 2.7 of LEP 2023 requires development consent to be obtained prior to undertaking any demolition works. Demolition works are not proposed. Consent is not sought for any demolition works as part of the Development Application.

4.6 Heights of Buildings (Clause 4.3)

The maximum height for buildings that applies to the site is 9.0m. The proposed Building (in part) breaches the maximum building height standard by 1.8m (max. 10.8m).

Figure 2 – Building Height Map – LEP 2023

Clause 4.3 of the LEP 2023 states:

"4.3 Height of buildings
(1) The objectives of this clause are as follows:
(a) to permit a height of buildings that is appropriate for the site constraints, development potential and infrastructure capacity of the locality.
(2) The height of a building on any land is not to exceed the maximum height shown for the land on the Height of Buildings Map."

The development application is supported by a request for variation to the development standard pursuant to clause 4.6 of the LEP.

4.7 Floor Space Ratio (Clause 4.4)

Clause 4.4 (1) & (2) of the LEP states:

"4.4 Floor space ratio
(1) The objectives of this clause are as follows:
(a) to permit development of a bulk and scale that is appropriate for the site constraints, development potential and infrastructure capacity of the locality.
(2) The maximum floor space ratio for a building on any land is not to exceed the floor space ratio shown for the land on the Floor Space Ratio Map."

The LEP maps prescribe a maximum Floor Space Ratio (FSR) for the site of 0.5:1. The proposed FSR is 0.41:1 and complies with the development standard.

4.8 Heritage Conservation (Clause 5.10)

The site is located within the vicinity of a heritage item (Local Item No. 126 – Bankstown Aerodrome).

Figure 3 – Heritage Map – LEP 2023

Clause 5.10(5) of LEP 2023 requires a consent authority in granting development consent on land within the vicinity of a heritage item to *"……require a heritage management document to be prepared that assesses the extent to which the carrying out of the proposed development would affect the heritage significance of the heritage item or heritage conservation area concerned".*

The site is removed from the heritage item by the adjacent Georges River Grammar School campus. Consequently, there is spatial separation to the heritage item. The existing school campus is located within the Bankstown Aerodrome site.

That part of the Aerodrome site adjacent to the subject site does not contain any specific items of heritage significance Accordingly, a Heritage Conservation Management Plan is not required pursuant to clause 5.10(6) of the LEP 2023.

4.9 Flood Planning (Clause 5.21)

A small portion of the site is identified as 'PMF River and stormwater' under the council's flood mapping. The mapping refers to the lower portion of the site as being low flood risk.

Chapter 2.2 of the DCP 2023 does not contain any specific planning considerations applicable to the development. Flood free evacuation is available to Haig Avenue.

Figure 4 – Flood prone land Map

A stormwater drainage plan has been prepared as part of the development application. All stormwater runoff will be collected via OSD and pumped for discharge to the council stormwater drainage system in Haig Avenue.

4.7 Acid Sulfate Soils (Clause 6.1)

The objective of the clause is to ensure that development does not disturb, expose or drain acid sulfate soils and cause environmental damage. The site is specified as being affected by Acid Sulfate Soils – Class 5, which refers to works within 500m of adjacent Class 1, 2, 3 or 4 land that are below 5m Australian Height Datum and by which the watertable is likely to be lowered below 1m Australian Height Datum on adjacent Class 1, 2, 3 or 4 land.

Subclause 7.1(6) states:

"(6) Despite subclause (2), development consent is not required under this clause to carry out any works if—
(a) the works involve the disturbance of less than 1 tonne of soil, and
(b) the works are not likely to lower the watertable."

The development will not require the preparation of an ASS Management Plan is not required.

4.8 Exceptions to Development Standards (Clause 4.6)

Clause 4.6 (Exceptions to Development Standards) provides a mechanism for a consent authority to grant flexibility in Development Standards when it considers this would result in improved planning outcomes for and from a development.

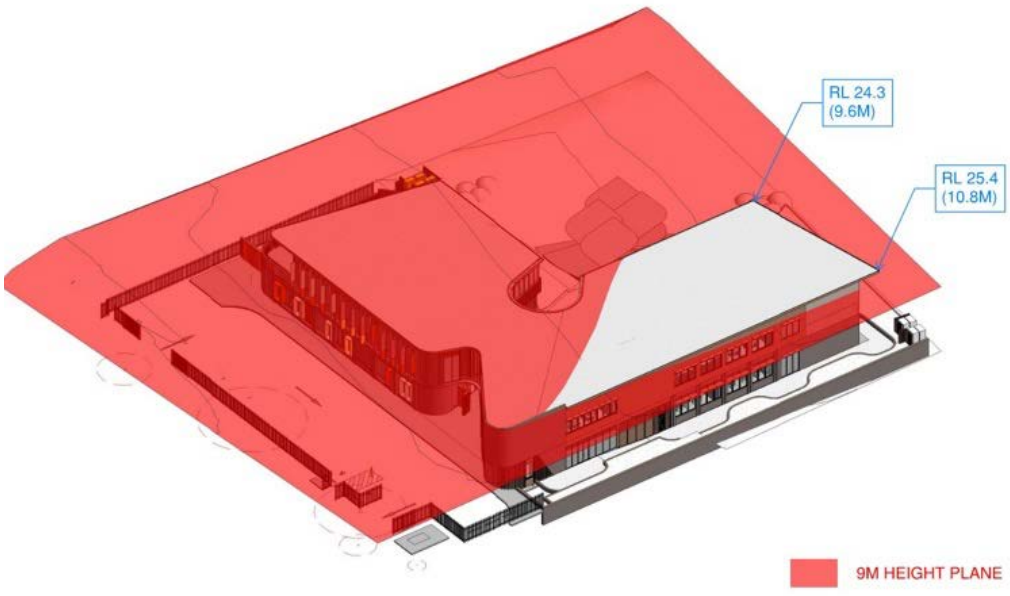
Clause 4.6(3)(a) and (b) requires that a consent authority must not grant a variation to a development standard unless it is satisfied that the applicant has demonstrated that –

"(a) compliance with the development standard is unreasonable or unnecessary in the circumstances, and
(b) there are sufficient environmental planning grounds to justify the contravention of the development standard.
Note
The Environmental Planning and Assessment Regulation 2021 requires a development application for development that proposes to contravene a development standard to be accompanied by a document setting out the grounds on which the applicant seeks to demonstrate the matters in paragraphs (a) and (b)."

Additionally, there is Case Law precedence that must be considered prior to determining any variation request under clause 4.6. The Land and Environment Court Case law has set questions to be addressed in requests for variations facilitated by clause 4.6. The relevant precedence is in:

- *Wehbe v Pittwater Council* (2007); and, more recently
- *Four2Five Pty Ltd v Ashfield Council* (2015).

The clause 4.6 variation request that forms part of the DA provides a justification for the variation to the 9m maximum height standard prescribed under the LEP. The building height plane below demonstrates the portion of the proposed building that breaches the height standard.



In summary, the building has been designed to maintain functionality and accessibility and the natural fall of the site has resulted a part of the building exceeding the standard. Access from Haig Avenue for vehicles and pedestrians has been provided at grade to ensure accessibility in design particularly for disabled access. A step in the design would have no net benefit and would not result in any net positive results.

4.9 Earthworks (Clause 6.2)

The objectives of the clause are:

"(a) to ensure that earthworks and associated groundwater dewatering for which development consent is required will not have a detrimental impact on environmental functions and processes, neighbouring uses, cultural or heritage items or features of the surrounding land,

(b) to allow earthworks of a minor nature without requiring a separate development consent."

The proposed earthworks are consistent with the objectives of the clause. Erosion and sedimentation controls will be implemented during the construction phase.

4.10 Essential Services (Clause 6.9)

Development consent must not be granted to development unless Council is satisfied that any of the following services, being the supply of water, the supply of electricity, the disposal and management of sewage, stormwater drainage or on-site conservation, and suitable vehicular access, that are essential for the proposed development are available or that adequate arrangements have been made to make them available when required. The site is adequately serviced.

Stormwater management will discharge stormwater to the council drainage system in Haig Avenue. Stormwater design details has been prepared and forms part of the documentation that forms part of the development application.

4.11 Design Excellence (Clause 6.15)

Clause 6.15(3) of the LEP states:

"(3) Development consent must not be granted to development to which this clause applies unless the consent authority is satisfied the development exhibits design excellence."

The development will not exceed the threshold for an educational establishment (2,000 m^2) and consequently, the provisions do not apply to the proposed development. However, the design of the development has incorporated the design principles contained under clause 6.15.

5/ CANTERBURY DEVELOPMENT CONTROL PLAN

The development application is made under the provisions of State Environmental Planning Policy (Transport and Infrastructure) 2021. Permissibility of the proposed use of the site for an 'educational establishment' is reliant upon the T & I SEPP.

The current approved use of the site under Development consent DA 587/2024 (DA) granted on 12 September 2024 approves the *"Use of site as an outdoor recreation area associated with an existing school (Georges River Grammar School) and construction of a security fence".* Whilst DA 587/2024 provided for the use of the site as an expansion to the existing Grammar School on adjacent land, the subject application seeks to establish an independent 'stand-alone' campus for P – Y2.

Part 3.4 – section 3.36(9) of T & I SEPP states:

"(9) A provision of a development control plan that specifies a requirement, standard or control in relation to development of a kind referred to in subsection (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made."

Whilst the provisions of the DCP 2023 ***do not*** apply in the assessment of the development application, a consideration of relevant matters contained in the DCP 2023 is provided below.

5.1 Chapter 3.1 – Parking

Chapter 3.1 specifies that development must use the Off-Street Parking Schedule to calculate the amount of car, bicycle and service vehicle parking spaces that are required on the site.

A traffic and Parking report prepared by Colston Budd Rogers and Kafes Pty Ltd dated November 2024 has been prepared as part of the development application. The report concludes:

"In summary, the main points relating to the traffic and parking implications of the proposed infants/primary classrooms and child care centre are as follows:
i) 13 infants/primary classrooms plus a 40 place child care centre are proposed;
ii) parking provision is appropriate;
iii) access, internal circulation and layout will be provided in accordance with AS 2890.1:2004; and
iv) the road network will be able to cater for the traffic from the proposed development."

Parking Provision

Section 3.2 of the Canterbury-Bankstown Development Control Plan 2023 includes a car parking requirement of one car space per employee or classroom (whichever is greater) plus one car space per eight students in year 12. The DCP requirement for child care centres is one space per four children.

13 infants/primary classrooms are proposed. Based on one space per classroom, 13 parking spaces would be required. 10 spaces would be required for the child care centre. 25 parking spaces are proposed in accordance with this requirement, including a space for people with

disabilities.

The DCP includes a bicycle parking requirement of one space per 10 staff plus adequate provision for students. One employee bicycle parking space is proposed in accordance with this requirement. It is not expected that child care centre or infants/primary students will be cycling to school.

Access, Servicing and Internal Layout

Vehicular access is proposed from Haig Avenue via two driveways near the eastern and western ends of the site. The proposed driveways will replace the existing three driveways to the site. Driveways will be provided in accordance with the Australian Standard for Parking Facilities (Part 1: Off-street car parking), AS 2890.1:2004.

The eastern driveway will provide for entering vehicles and the western driveway for exit. Traffic flow will be one-way within the site from east to west, to provide for efficient set-down and pick-up.

Employee and visitor spaces will be on the northern side of the circulation aisle and set-down and pick up spaces will be provided on the southern side, as parallel parking. Outside school start and finish times, the set-down/pick-up spaces will also be available for visitors.

These dimensions are considered appropriate, being in accordance with AS 2890.1:2004 and AS 2890.6:2009.

Summary

In summary, the main points relating to the traffic and parking implications of the proposed infants/primary classrooms and child care centre are as follows:

i) 13 infants/primary classrooms plus a 40 place child care centre are proposed;

ii) parking provision is appropriate;

iii) access, internal circulation and layout will be provided in accordance with AS 2890.1:2004; and

iv) the road network will be able to cater for the traffic from the proposed development.

A waste management plan has been prepared as part of the DA. A waste storage area is provided adjacent to the front carparking area

5.2 Chapter 4.4 – Development within the vicinity of items of Heritage Significance

The objectives of Chapter 4.4 are as follows:

Objectives
O1 To ensure that adjacent development does not detrimentally impact upon the heritage significance of places of heritage significance or their settings.
O2 To ensure that new development is compatible with the heritage values of adjacent places of heritage significance.

The site is located within the vicinity of a heritage item (Local Item No. 126 – Bankstown Aerodrome).

The site is removed from the heritage item by the adjacent Georges River Grammar School campus. Consequently, there is spatial separation to the heritage item. The existing school campus is located within the Bankstown Aerodrome site.

That part of the Aerodrome site adjacent to the subject site does not contain any specific items of heritage significance Accordingly, a Heritage Conservation Management Plan is not required pursuant to clause 5.10(6) of the LEP 2023.

5.3 Chapter 10.2 – Schools

Chapter 10.2 of the DCP 2023 contains provisions for schools. Whilst, as mentioned above, the provisions of the DCP have no application to the development application, an assessment against the DCP provisions is at table 1 below.

Table 1 – DCP Compliance

Chapter 10.2 Schools – Development Control Plan 2023		
DCP Requirements	**Proposal**	**Complies**
Site Analysis The Education Facilities Standards require a site analysis to identify the guiding principles to the development of sites. This requirement applies to government and non-government schools.	A site analysis has been prepared and forms part of the architectural plans. The need for an acoustic assessment has been identified by council as a requirement to address locational matters regarding the proposed development and surrounding land use activities. An acoustic report accompanies the development application	**YES**
Location and Traffic Management Development for the purpose of schools must not result in a street in the vicinity of the site to exceed the environmental capacity maximum. If the environmental capacity maximum is	The traffic report prepared in support of the DA found that the roundabout at the intersection of Haig Avenue and Georges Crescent operates with average delays for all movements of less than 15 seconds per vehicle during weekday morning and	**YES**

already exceeded, the development must maintain the existing level of absolute delay of that street.	afternoon peak periods. This represents level of service A/B, a good level of service. The report concludes that the road network will be able to cater for the traffic from the proposed development.	
<u>Site Layout & Building Envelopes</u> Development for the purpose of schools within zones other than Zone R2 Low Density Residential, Zone R3 Medium Density Residential or Zone R4 High Density Residential must ensure the area and width of the site emphasises the needs of pedestrians, cyclists, public transport users and vehicle passengers The gross floor area of classrooms in primary schools must not exceed 3.8m2 per student. In this clause, classroom means a room in which classes meet or are taught. Development for the purpose of primary schools must dedicate at least 12m2 of site area per student for the exclusive use of free play areas. The minimum size of the free play areas must equate to the greatest number of students that could use the free play areas at any one time. The free play areas must locate at ground level. In this clause, free play areas mean outdoor useable spaces and playing fields that are for the use of students for physical activities and team games.	The SEPP T & I does not specify any minimum site width requirement for schools. GFA of classrooms for primary school: 868.3/270=3.2 m^2 per student Free play areas for primary school: 2140.5/270=7.9 m^2 per student	**YES**
<u>Energy Efficiency and Urban Design</u> O1 To promote good architectural quality. O2 To integrate facade designs and building footprints into the overall building form and enhance the desired contemporary street character. O3 To incorporate energy efficiency measures in the design, construction and occupation of schools. O4 To ensure front fences are compatible with the building design and have a visually open style and attractive appearance.	The design incorporates energy efficient design principles by use of natural ventilation, passive solar access, water saving devices in amenities and water collection for use within the development. Plantings will rely upon species that rely on low water consumption. Design Integrates landscape, planting and Water Sensitive Urban Design (WSUD) principles to enhance amenity and building performance. Initiatives to include the reduction of waste, embodied energy and emissions, through passive design principles and the use of advanced energy production systems where possible	**YES**
<u>Acoustic Privacy and Management</u> The location and design of schools must consider the projection of noise from various activities to avoid any adverse impacts on the residential amenity of adjoining land. For the purpose of this clause, Council requires	An Acoustic Report accompanies the DA and the recommendations of the report have been incorporated into the design.	

development applications to submit an Acoustic Report prepared by a suitably qualified acoustic consultant		**YES**

6/ State Environmental Planning Policy (Transport & Infrastructure) 2021

Chapter 3 of the T & I SEPP aims to facilitate delivery of educational establishments in an effective manner.

The development proposal is reliant upon the provisions of the T & I SEPP for the purpose of permissibility and approval pathway.

Part 3.4 – Schools – specific development controls (Section 3.36)

3.36 (1) Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.

Section 3.34 identifies the R2 Low Density Residential zone as a 'prescribed zone' and therefore a school is (in this instance) permitted with the consent of council.

3.36 (2) Development for a purpose specified in section 3.40(1) or 3.41(2)(e) may be carried out by any person with development consent on land within the boundaries of an existing or approved school.

Not applicable. The development does not constitute Complying Development

3.36 (3) Development for the purpose of a school may be carried out by any person with development consent on land that is not in a prescribed zone if it is carried out on land within the boundaries of an existing or approved school.
(4) Subsection (3) does not require development consent to carry out development on land if that development could, but for this Chapter, be carried out on that land without development consent.

Not applicable. The site is within a prescribed zone.

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

The proposed development will complement and is compatible with the surrounding land use activities.

The facility (school campus) will be designed to function as a facility meeting the day-to-day needs for residents in the local community.

3.36 (6) Before determining a development application for development of a kind referred to in subsection (1), (3) or (5), 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.
(7) Subject to subsection (8), the requirement in subsection (6)(a) applies to the exclusion of any provision in another environmental planning instrument that requires, or that relates to a requirement for, excellence (or like standard) in design as a prerequisite to the granting of development consent for development of that kind.

Table 2 – Schedule 8 – Design Principles

Schedule 8 – SEPP (Transport and Infrastructure) 2021		
SEPP Design Principles	**Proposal**	**Complies**
1 Responsive to context Schools should be designed to respond to and enhance the positive qualities of their surroundings. In designing built forms and landscapes, consideration should be given to a Country-centred approach and respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change. Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the streetscape and neighbouring sites.	A landscape plan accompanies the DA. Landscape design integrates with the building design and provides an integration of the outdoor play and teaching areas to the classrooms within the school building. The existing architectural context of Georges River Grammar Campus reflects a distinct materiality and curved roof forms. The consistent and simple material palette is defined by brick, steel, and metal sheet roofing. Whilst the proposed development is on a separate site and will operate as its own campus, the architectural design is in keeping with the development and built form on the adjacent campus (refer to images above).	**YES**
2 Sustainable, efficient and resilient Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country. Schools should be designed to be durable and resilient in an evolving climate. Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste.	The design incorporates energy efficient design principles by use of natural ventilation, passive solar access, water saving devices in amenities and water collection for use within the development. Plantings will rely upon species that rely on low water consumption. Design Integrates landscape, planting and Water Sensitive Urban Design (WSUD) principles to enhance amenity and building performance. Initiatives to include the reduction of waste, embodied energy and emissions, through passive design principles and the use of advanced energy production systems where possible	**YES**
3 Accessible and inclusive School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities. Schools should be designed to respond to the needs of children of different ages and developmental stages, foster a sense of belonging and seek to reflect the cultural diversity of the student body and community. Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours.	The building design has an 'openness' in the presentation to the street and integrates with the 'kiss and drop' zone and front carparking area. Through access is available to facilitate pedestrian movement. After school use is available by incorporating of a child-minding facility for the school community. The design ensures clear and logical wayfinding across the school site and between buildings for all users including after hours community users	**YES**

4 Healthy and safe Good school design should support wellbeing by creating healthy internal and external environments. The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment. In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school.	The design of the school and grounds incorporates the CPTED principles of 'Safer by Design', Support safe walking and cycling to and from school through connections to local bike and foot paths and the provision of bike parking and end of journey facilities	**YES**
5 Functional and comfortable Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities. In designing schools, consideration should be given to the amenity of adjacent development, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy. Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.	The design incorporates both indoor and outdoor teaching facilities and play areas. An acoustic assessment has been prepared as part of the DA and the design has incorporated recommendations to avoid adverse impacts by noise generation upon the surrounding locality.	**YES**
6 Flexible and adaptable In designing schools, consideration should be given to future needs and take a long-term approach that is informed by site-wide strategic and spatial planning. Good design for schools should deliver high environmental performance and ease of adaptation and maximise multi-use facilities. Schools should be adaptable to evolving teaching methods, future growth and changes in climate, and should minimise the environmental impact of the school across its life cycle.	The design has considered demographic changes as well as changes to teaching practices. The design understands the potential changes to future local projected growth. The design provides areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings, and reflective / quiet spaces.	**YES**
7 Visual appeal School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements. Schools should be designed to respond to and have a positive impact on streetscape amenity and the quality and character of the neighbourhood. The identity and street presence of schools should respond to the existing or desired future character of their locations. The design of schools should reflect the school's civic role and community significance.	The development will: Reflect a commitment to and investment in design excellence Achieve a purposeful composition of materials and elements through a rigorous design process Balance internal spatial requirements with an external mass and scale that responds to its environment	**YES**

NSW Department of Education - School Infastructure NSW

Educational Facilities Standards and Guidelines
Schedule of Accommodation - Version 1.1

This Schedule of Accommodation outlines the physical requirements for a school's core facilities to meet the educational needs of its students and staff.

It includes information about minimum sqm areas (FECA), number of rooms and any other specific requirements under the description. The figures take into account the number of students and staff expected to use the facilities and the curriculum needs of the school.

This is an important tool to be used for planning the appropriate size in the design of new school facilities, evaluating the adequacy of existing school facilities for upgrade projects and to aid in determining budgeting and cost estimation by providing a detailed breakdown of required spaces and types with associated costs.

Primary Schools - Small

Unit ID	Facility Name	SQM			Description
PS 100 GENERAL LEARNING SPACES					
PS101	**GENERAL LEARNING SPACES HUB**				
		Total	**Number**	**GLS**	
PS101.01	General Learning Space (GLS)	675	up to 10 x GLS required *NOTE: the total number of GLS provided is to be determined based on enrolment projections*	10	Minimum GLS area is 60sqm clear (UFA). (refer Example Layouts) Area includes storage as cabinetry, internal walls, services and internal circulation. NOTE: GLSs dedicated to use by the Support Learning Unit are not included in the school capacity count.
PS101.02	Storage		1 storage area per GLS required at 6sqm minimum each		Included within the GLS as cabinetry.
PS101.03	Learning Commons (LC)	405	3 each LC shared by 4 GLS (S size example layout indicates 2 LC and 1 OLC)		Learning Commons to be directly accessible by 4 General Learning Spaces. May be provided as indoor Learning Commons or Outdoor Learning Commons (refer ***Example Layouts***) and include a range of zones such as personal effects/bag storage, practical activities areas, break out spaces and the like.
PS101.04	Practical Activities Area (PAA)		2 PAA areas per LC/OLC required		Included within the LC/OLC as cabinetry. Locate in consultation with SLEC and DaIS.
PS101.05	Multi Purpose Space (MPS)		3 one MPS area per LC		Included within the LC/OLC as a room. Distribute in consultation with SLEC and DaIS.
	TOTAL sqm GLS	**1080**			

Primary Schools - Small

Unit ID	Facility Name	SQM			Description
PS102	GENERAL LEARNING SPACES (SUPPORT HUB)				
		Total	Number	GLS	
PS102.01	General Learning Space (GLS)	202.5	minimum 3 x GLS required	3*	*not included in the overall school capacity count Minimum GLS area is 52sqm clear (UFA). (refer Example Layouts) May be designed to include a range of zones including retreat areas, personal effects/bag storage areas and ockable storage areas. Classification of Support Class to be determined with School Operations and Performance, furniture provision to be based on number of students expected to be enrolled based on classification, with a minimum of six and maximum of 18 students per support class. Link: https://schoolsequella.det.nsw.edu.au/file/3180627a-c80c-44e4-8378-8e2c42222395/1/Specialist-support-classes.pdf
PS102.02	Storage		1 lockable storage area per GLS required at 6sqm minimum each + 1 PES/Equipment storage area per GLS required at 8m2 each		Included within the GLS as cabinetry
PS102.03	Learning Commons (LC)	135	1 LC shared by 3 GLS		Learning Commons to be directly accessible by 3 General Learning Spaces in Support Hub (***refer Example Layouts***). May be designed to include a range of zones such as shared learning space, practical activities areas, life skills kitchen and theraphy/sensory spaces.
PS102.04	Practical Activities Area (PAA)		2 PAA area per LC/OLC required		Included within the LC/OLC as cabinetry. Locate in consultation with SLEC and DaIS.
PS102.05	Multi Purpose Space (MPS)		1 one MPS area per LC/OLC		Included within the LC/OLC as either a space or a room. Develop in consultation with DST, SLEC and DaIS.
PS102.06	Support Hub Meeting Room	20	1		This is the residual space after all the services/amenities are designed to achieve code compliance. Can be SLU Meeting Room & area decucted from staff unit.
PS102.07	Staff WC	5.5	1		
PS102.08	Access Toilet	13	2 toilets required at 6.5sqm each		
PS102.09	Adult Change Facility + Shower	14	1		To be compliant with NCC Clause F2.9.
PS102.10	Ambulant Toilets	7	2 toilets required at 3.5sqm each		
PS102.11	Laundry	8	1		Access can be provided from within Adult Change Facility and area reduced accordingly.
PS102.12	Outdoor Learning Commons (OLC)	135	1 Shared OLC		Outdoor Learning Commons to be directly accessible by General Learning Spaces in Support Hub (refer Example Layouts). Support Unit OLC to reflect mainstream provision and to be used as a learning area. Environmental restraints (such as fixed fencing across the front of the space are not permitted, unless they align with the Restrictive Practices Policy and Framework, due diligence has been undertaken in alignment with the framework and approval from School Operations and Performance has been obtained.
	TOTAL sqm SUPPORT GLS	540			
GLS TOTAL		Total		up to 10	*does not include support classes

7/ SECTION 4.15 OF THE EP & A ACT, 1979

7.1 The Provisions of Relevant Planning Controls

7.1.1 State Environmental Planning Policy (Transport & Infrastructure) 2021

The proposal is not deemed to be a “Traffic -generating development" under schedule 3 of the SEPP and accordingly, referral to the RMS is not required under the SEPP.

The proposal will not require the provision of additional means of access to the site and it is considered that the proposed means of vehicle entry/exit to the site is safe and will not adversely impact upon the operations of the adjoining roadways.

7.1.2 State Environmental Planning Policy (Resilience and Hazards) 2021

Chapter 4 of the SEPP provides guidelines for the remediation of contaminated land for the purpose of reducing the risk of harm to human health or any other aspect of the environment. Section 4.6 requires Council to consider whether land is contaminated prior to granting consent to the carrying out of any development on that land. Should the land be contaminated Council must be satisfied that the land is suitable in a contaminated state for the proposed use.
Section 4.6 of the SEPP states:

“(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.”

Sections 4.7, 4.8 and 4.9 of the SEPP are not relevant to the proposal as the site is not considered to be contaminated. Accordingly, the development application is satisfactory having regard to the relevant matters for consideration under the SEPP.

6.1.3 State Environmental Planning Policy (Industry and Employment) 2021

The provisions of SEPP (Industry and Employment) are not considered to be applicable to the proposed development in the form submitted to Council. A separate development application will be submitted should the proponent seek to erect signage.

6.1.4 State Environmental Planning Policy (Biodiversity and Conservation) 2021

The site is located within the hydrological catchment of the Georges River Catchment.

Section 6.6(2) states:

(2) Development consent must not be granted to development on land in a regulated catchment unless the consent authority is satisfied the development ensures—

(a) the effect on the quality of water entering a natural waterbody will be as close as possible to neutral or beneficial, and
(b) the impact on water flow in a natural waterbody will be minimised.

Section 6.7(2) states:

(2) Development consent must not be granted to development on land in a regulated catchment unless the consent authority is satisfied of the following—
(a) the direct, indirect or cumulative adverse impact on terrestrial, aquatic or migratory animals or vegetation will be kept to the minimum necessary for the carrying out of the development,
(b) the development will not have a direct, indirect or cumulative adverse impact on aquatic reserves,
(c) if a controlled activity approval under the Water Management Act 2000 or a permit under the Fisheries Management Act 1994 is required in relation to the clearing of riparian vegetation—the approval or permit has been obtained,
(d) the erosion of land abutting a natural waterbody or the sedimentation of a natural waterbody will be minimised,
(e) the adverse impact on wetlands that are not in the coastal wetlands and littoral rainforests area will be minimised.

The proposed use of the site will not result in any adverse impacts upon the water quality of the Georges River Catchment and the development essentially seeks consent for the use of the land.

7.2 The Likely Impacts of The Development

7.2.1 Noise Generation

An Acoustic assessment has been prepared by Marshall Day Acoustics dated and accompanies the DA. The report concludes & recommends as follows:

"6.0 CONCLUSION AND RECOMMENDATIONS

MDA has assessed the potential noise impact associated with the construction of a new Preschool to Year Building and associated facilities for Georges River Grammar at 5 Haig Avenue, Georges Hall. The assessment has included a review of the site and surrounding area, results of acoustical measurements to characterise the ambient noise environment, establishment of noise criteria, development of a noise model to predict potential noise emissions to surrounding potentially sensitive properties and a comparison of predicted noise levels with regard to recommended guidelines.

6.1 Recommendations
The proposed P – _Year 2 Building can be supported provided the following noise control measures are adopted during subsequent detailed design stages:

- *The air conditioning, mechanical plant and equipment is selected and designed to comply with the Noise Policy for Industry project noise trigger levels outlined in this report.*
- *An acoustic screen fence of 2.4 metre height is constructed along the southern boundary. The fence shall be constructed of a durable, continuous material of minimum Rw 25 without gaps.*

6.2 Operational Noise Impacts
Details of mechanical plant are unavailable at this stage. Based on an assumed typical outdoor plant selection, acceptable noise levels will be achieved, subject to detailed acoustic assessment and design once the mechanical plant selection is finalised. Confirmation of plant

noise levels will be required when detailed mechanical services design becomes available.
The noise level emissions from assumed typical worst-case operational scenarios of the future teaching spaces have been predicted to surrounding properties.
The results of calculations of continuous operational noise sources, including the carpark, were compared with the project specific trigger limits, determined in accordance with the EPA Noise Policy for Industry, with compliance the Project Trigger Levels able to be demonstrated.
The noise emissions associated with outdoor play are expected to be generally within the emission guideline of background LA90 + 10 dBA and less than the recommended Acceptable Noise Level (ANL) for 'suburban' acoustic amenity at existing residential receivers. During outdoor play a marginal exceedance of the emission guideline may occur at the rear of the residential property to the south (4A Endeavour Road), although this can be addressed with an acoustic fence where feasible

The levels of noise generated during outdoor play do not exceed the amenity criterion at any of the surrounding receivers."

7.3 The Suitability of the Site

The site is located within a prescribed zone. The proposed development is consistent with the relevant objectives of the R2 zone. This is discussed in detail under section 4.3 of the SEE. The proposed development is permissible with the consent of Council.

7.4 Submissions

This is a matter for Council's consideration under Council's notification requirements.

7.5 The Public Interest

The public interest is served using the land in an efficient and economical way that will not detract from the character of the area and amenity of the neighbourhood.

The use as a outdoor play area for the school will allow for the provision of a facility that will enhance the physical and social wellbeing of the school students.

8/ CONCLUSION

The merits of the application have been considered in this assessment under Section 4.15 of the Environmental Planning and Assessment Act 1979, Canterbury-Bankstown Local Environmental Plan 2023 and Development Control Plan 2023.

The relevant matters prescribed under the provisions of State Environmental Planning Policy (Infrastructure and Transport) 2021 are satisfied.

The proposal satisfies the intent of the relevant planning controls for the locality.

The proposal achieves the objectives of Council's planning controls and is suitable for approval.

Peter Fryar
BTP(UNSW), CERT T&CP(Ord4), MPIA
Director,
KEY URBAN PLANNING