

# STATEMENT OF ENVIRONMENTAL EFFECTS

## ALTERATIONS & ADDITIONS TO SACRED HEART CENTRAL SCHOOL

7-31 MORRIS STREET, COOTAMUNDRA NSW 2590 (LOTS 1C, 1A AND 1B  
DP 412 AND LOTS 1-5, AND 6 DP 691)



**CLIENT:** CATHOLIC SCHOOLS OFFICE

**DATE:** 5 JANUARY 2026

**PREPARED BY:**



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## 1. INTRODUCTION

### 1.1. PURPOSE

This Statement of Environmental Effects (SEE) has been prepared on behalf of Catholic Archdiocese of Canberra and Goulburn Education Limited (the Applicant) to accompany a Development Application (DA) for alterations and additions to an existing school, being Sacred Heart Central School, on land known as 7-31 Morris Street, Cootamundra NSW 2590 (the site).

The site comprises Lots 1A, 1B and 1C in DP 412, Lot 1 to 6 in Section 9, DP 691. For the purpose of this application, the DA relates to Lots 3, 4 and 5 in Section 9, DP 691 toward the southeast of the existing school complex.

The SEE summarises findings of specialist reports and demonstrates that the proposed development has been formulated having full and proper regard to existing development controls and environmental qualities of the site and its surroundings.

### 1.2. CONSENT AUTHORITY

The proposed development requires consent under the *Environmental Planning and Assessment Act 1979* (EP&A Act). Cootamundra-Gundagai Regional Council (Council) is the consent authority for the proposed development.

### 1.3. INTEGRATED DEVELOPMENT PROVISIONS

The proposed development is not integrated development under Section 4.46 of the EP&A Act.

### 1.4. SCOPE OF STATEMENT OF ENVIRONMENTAL EFFECTS

This SEE accompanies a DA for the proposed development and includes the matters referred in section 4.15 of the EP&A Act.

The purpose of this SEE is to:

- Describe the proposed development;
- Describe the land to which the DA relates and the character of the surrounding area;
- Assess any environmental impacts and provide mitigation measures where relevant; and
- Define the statutory planning framework within which the DA is to be assessed and determined.

### 1.5. PERMISSIBILITY

Section 3.36(1) of the *State Environmental Planning Policy (Transport and Infrastructure) 2021*, permits development for the purpose of a school by any person on land in a prescribed zone. Section 3.34 lists the *R1 General Residential Zone* as a prescribed zone.

Accordingly, the DA has been prepared in accordance with the provisions of the *State Environmental Planning Policy (Transport and Infrastructure) 2021*.



## 2. SITE AND SURROUNDING AREA

### 2.1. SITE SUMMARY

|                     |                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------|
| Address             | 7-31 Morris Street, Cootamundra NSW 2590                                                  |
| Lot and DP          | Lot 3, Lot 4 and Lot 5 in Section 9 DP 961                                                |
| Zone                | R1 General Residential                                                                    |
| Land Area           | approximately 3 hectares (ha)                                                             |
| Existing Structures | Existing school buildings including a covered over learning area that will be demolished. |

### 2.2. SITE AND SURROUNDING AREA

The Sacred Heart Central School is on land identified as 7-31 Morris Street, Cootamundra and comprises 9 individual Lots:

- Lots 1C, 1A and 1B DP 412; and
- Lots 1, 2, 3, 4, 5, and 6 DP 691.

It has a combined area of approximately 3 hectares (ha) and takes up a single street block within Cootamundra, between Parker Street, Temora Street, Sutton Street and Morris Street. The smallest frontage is approximately 145 metre (m) frontage to Sutton Street. Existing development on the site includes the Sacred Heart Central School and Sacred Heart Catholic Church. Vehicular access is available from Morris Street and Sutton Street.

The site for the proposed development is on Lot 3, Lot 4 and Lot 5 in Section 9 DP 961 shown in red dashed line in *Figure 1*.



**Figure 1:** Aerial overview. Development site highlighted in red (aerial © Aerometrex 2023)



The site supports an existing covered over learning area (COLA) on hardstand area that is proposed to be demolished as part of the development.

## 2.3. KEY FEATURES

### 2.3.1. Vegetation

The site is heavily modified comprising turfed school yards and formal landscaping.

### 2.3.2. Heritage

**Aboriginal Heritage:** A search of the Aboriginal Heritage Information Management System on 13/08/2025 did not identify known items of Aboriginal heritage value within 1km of the site (**Appendix 1**).

The site is located within the Young Local Aboriginal Land Council area.

**Heritage conservation:** The School includes heritage items of local significance: Catholic convent (former); Catholic convent; Catholic presbytery; Classroom annex (Catholic school); De La Salle Brothers School; Sacred Heart Catholic Church; Sacred Heart Primary School; and St Columba's Catholic Church.

The site is not mapped as a heritage item but is located in the *Cootamundra Heritage Conservation Area* (*Figure 2*).



**Figure 2:** Excerpt from Heritage Map. Development site outlined in yellow. (source: NSW Spatial Viewer)

### 2.3.3. Bushfire

The site is not identified as bushfire prone land.

### 2.3.4. Soils and Geotechnical

The site is not mapped on the acid sulfate soils map nor located within a mine subsidence district. A search of the NSW EPA Contaminated Land Register and Council's Property Enquiry Tool did not suggest the site is contaminated or potentially contaminated.

### 2.3.5. Flooding

The site is not identified as flood prone land.

#### 2.3.6. Traffic and Access

Two vehicular access points to the school are via Morris Street, with a third vehicular access via Sutton Street. All surrounding roads are a local sealed roads with formal kerb and guttering. Pedestrian footpaths are available along all boundaries of the site with pedestrian access at multiple points.



### 3. PROPOSED DEVELOPMENT

The proposed development includes demolition of the existing covered learning area, site preparation and construction of a two-storey school building (*Figure 3*) to face Sutton Street. A full set of plans of the proposed development are provided in **Appendix 2**.



**Figure 3:** North elevation of proposed school building (source: Webber Architects)

#### 3.1. DEMOLITION

The existing covered learning area shall be demolished. All demolition waste shall be comprised generally of metal and concrete. Refer **Appendix 3** for a waste management plan.

#### 3.2. SCHOOL BUILDING

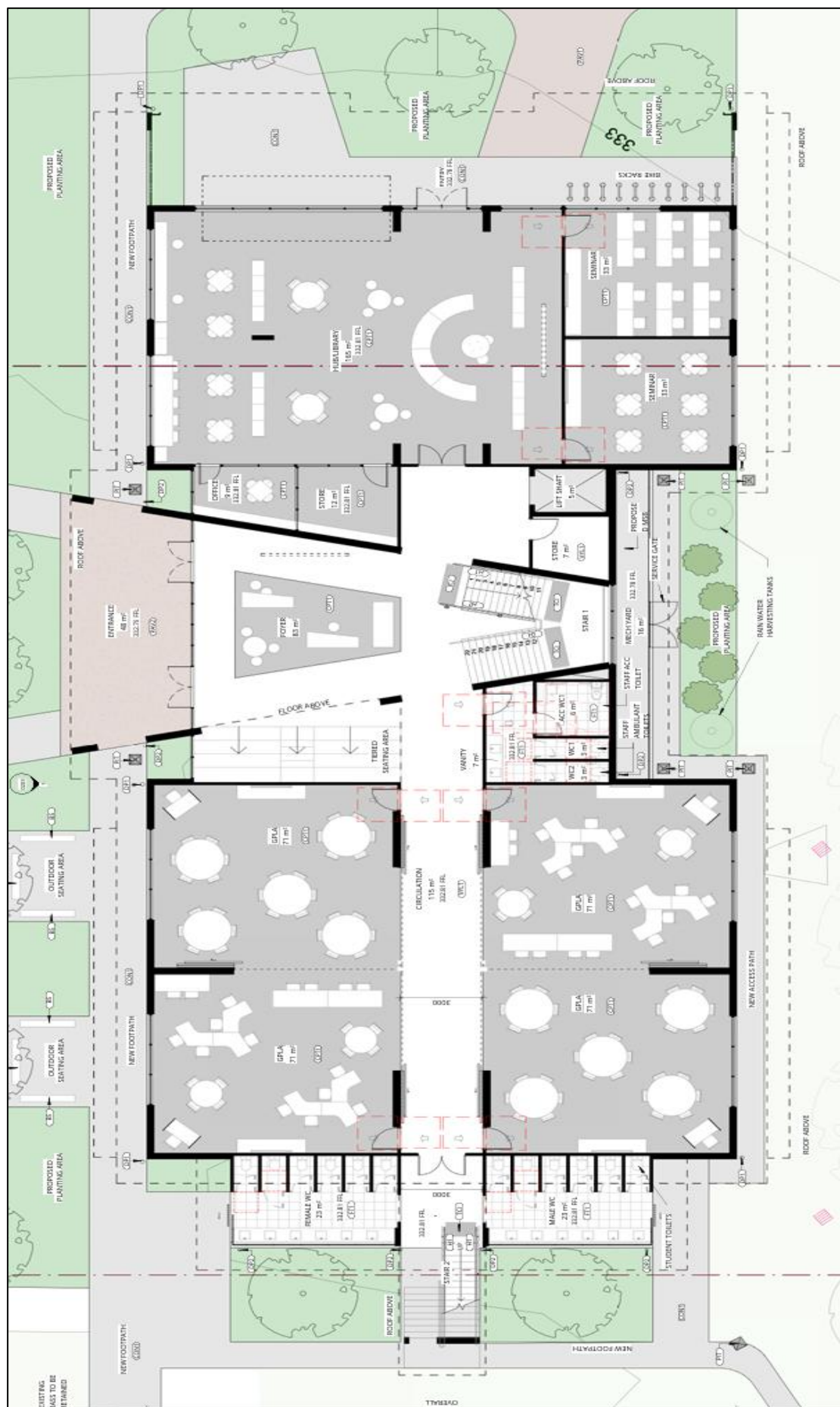
The proposed ground level includes:

- Entrance hall with tiered seating area (void above);
- Library Learning Hub;
- Two (2) seminar rooms;
- Four (4) General Learning Areas;
- Two (2) staff spaces (store and office); and
- Student Amenities and service areas.

Proposed Level 1 includes:

- Open plan staff room with office;
- Two (2) science rooms including preparation facilities;
- Four (4) General Learning Areas; and
- Student Amenities and service areas.

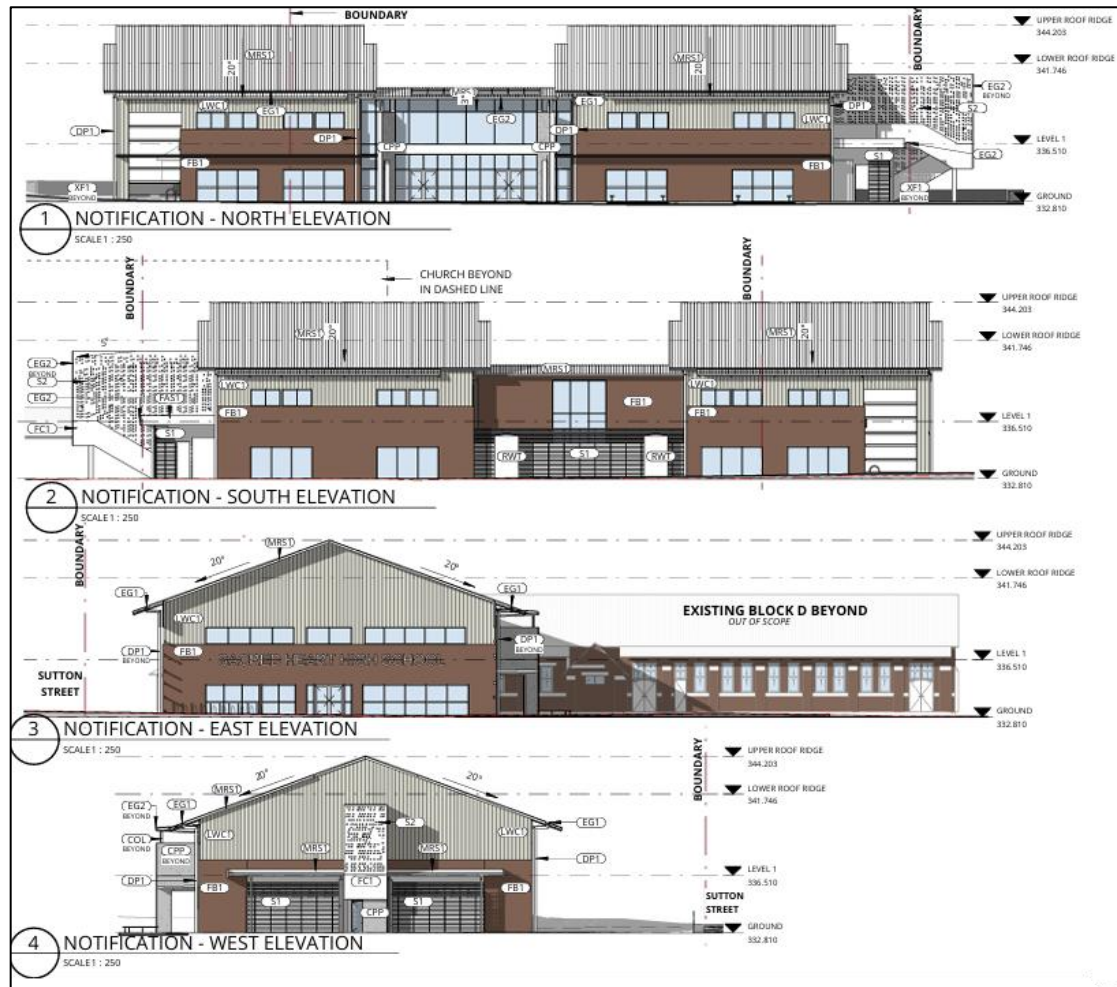
Figures 4 to 6 over the page illustrate the proposed development.



**Figure 4: Ground floor plan (source: Webber Architects)**



**Figure 5: Upper floor plan (source: Webber Architects)**



**Figure 6: Elevations (source: Webber Architects)**



**Figure 7: Sections (source: Webber Architects)**

### 3.3. LANDSCAPING

The proposed landscaping (Figure 8) includes:

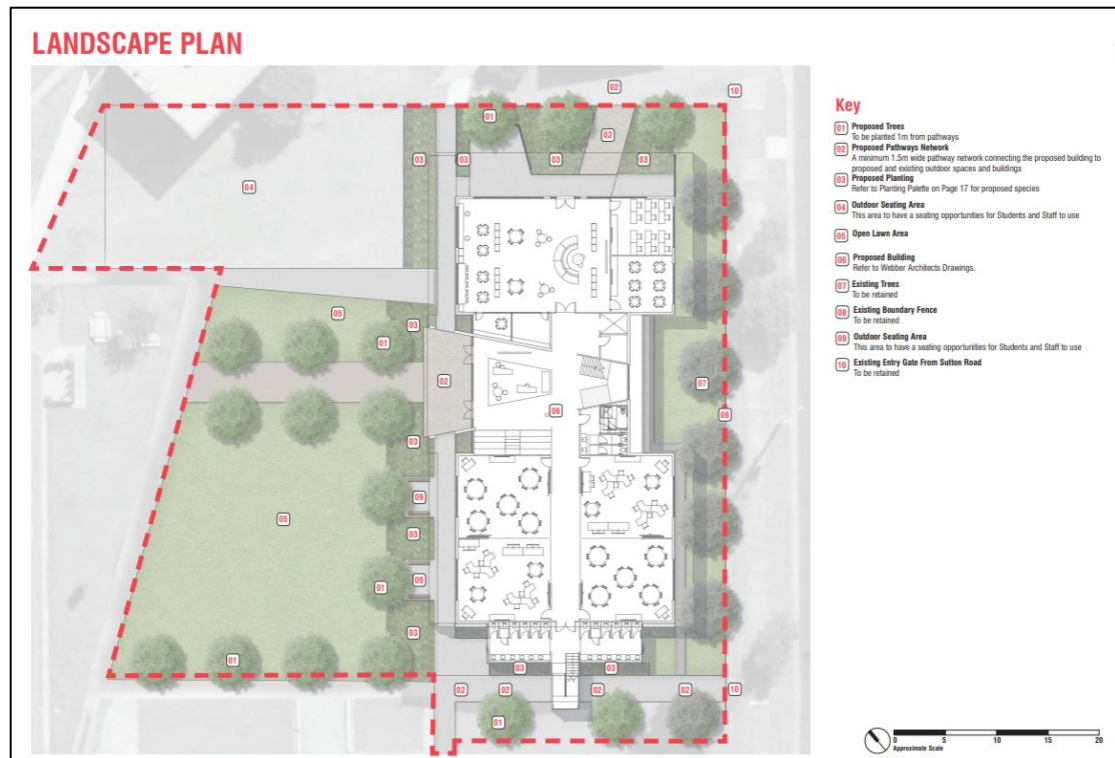
- New pedestrian pathways throughout the site to integrate the proposed building;
- Tree planting along pathways;



- Formal garden beds;
- New outdoor seating areas; and
- Turfed open yard areas.

Based upon conceptual stormwater drainage plan (refer *Figure 8*), one (1) existing tree may require removal. However, there is sufficient scope in detailed design to avoid this in detailed design as part of the Construction Certificate.

All other trees on the site will be retained and incorporated into the overall landscaping design. The existing boundary fencing and the entry gate from Sutton Street will also be retained.

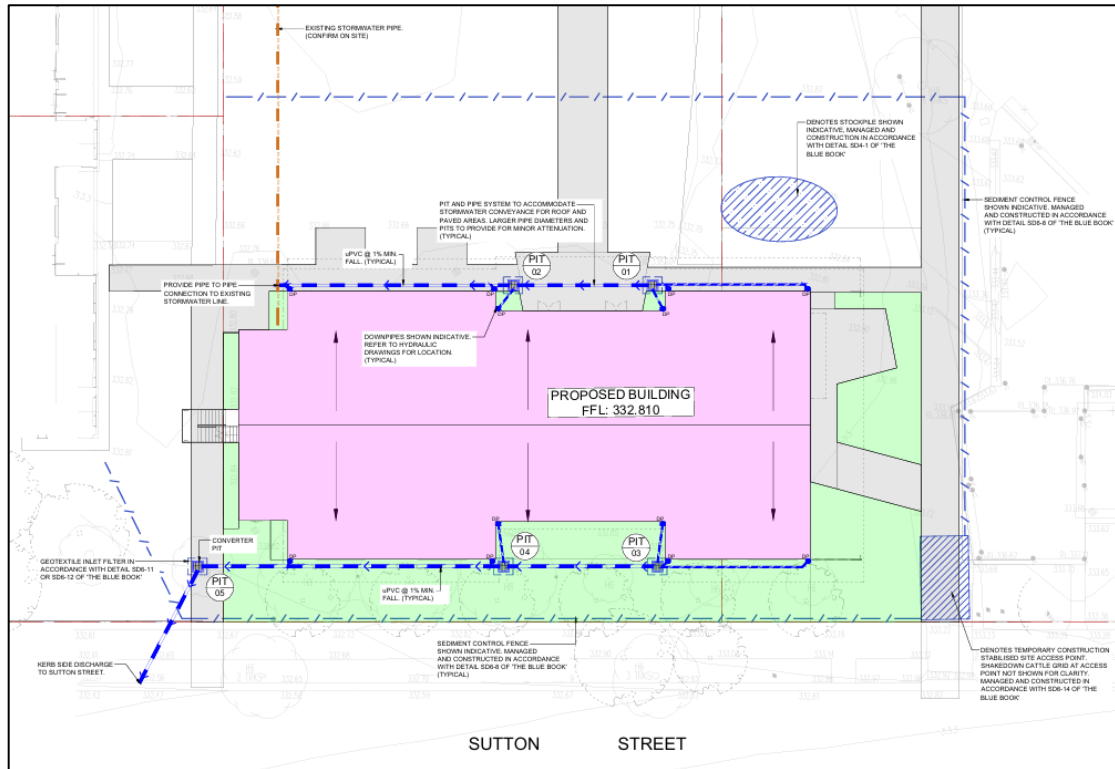


**Figure 8:** Landscape Plan (source: Studio 26)

For a full set of Landscape plans, please see **Appendix 4**.

### 3.4. CIVIL ENGINEERING

The proposed stormwater plan includes kerbside discharge to Sutton Street and new pit and pipe to an existing internal stormwater line per Figure 9.



**Figure 9: Civil Engineering Plan (Stormwater)**(Source: Birzulis Associates)

For the full set of Civil Engineering Plans, please see **Appendix 5**.

## 4. STATUTORY PLANNING CONTROLS

### 4.1. ENVIRONMENTAL PLANNING AND ASSESSMENT ACT 1979 AND REGULATION 2021

The proposed development requires consent under the provisions of Part 4 of the EP&A Act.

The proposed development is **not** considered to be:

- Integrated development pursuant to section 4.46 of the EP&A Act;
- Designated development pursuant to Schedule 3 of the Environmental Planning and Assessment Regulation 2021 or any other environmental planning instrument;
- State significant development (SSD) or State significant infrastructure (SSI) pursuant to section 4.36 of the EP&A Act; and
- Regionally significant development pursuant to the State Environmental Planning Policy (SEPP) (Planning Systems) 2021. The development is a private educational establishment with an estimated development cost of more than \$5 million and will therefore trigger regionally significant development.

It is Council's responsibility to carry out assessment of the proposal for the regional panel's determination of the DA. The relevant Regional Planning Panel is the consent authority.

### 4.2. RELEVANT STATE ENVIRONMENTAL PLANNING POLICIES

Table 1 address the relevant SEPPs in accordance with section 4.15(1) of the EP&A Act.

**Table 1: Relevant SEPPs**

| SEPP                                                                                                                                                                                                  | COMPLIANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| State Environmental Planning Policy (Resilience and Hazards) 2021<br><br><i>Chapter 4, Remediation of land</i>                                                                                        | No past contaminating activities are known to have occurred on the site. The site is an existing school and the proposed development will not alter the existing suitability.<br><br>The site is not listed as contaminated in NSW EPA's contaminated land register. No further consideration required.                                                                                                                                                                                                                                                              |
| State Environmental Planning Policy (Transport and Infrastructure) 2021<br><br><i>Chapter 3, Educational establishments and child care facilities, Part 3.4 Schools—specific development controls</i> | Under <i>Chapter 3, Clause 3.36(1)</i> , Development for the purpose of a school may be carried out by any person with development consent on land in the R1 zone.<br><br>Under <i>Chapter 3, Clause 3.36(6)</i> , Council must consider the design quality of the development against the design quality principles in Schedule 8 and whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.<br><br>Consideration of the proposed development against Schedule 8 is provided in Table 2. |
| State Environmental Planning Policy (Planning Systems) 2021<br><br><i>Schedule 6, Regionally significant development</i>                                                                              | <i>Educational establishments</i> that have an estimated development cost of more than \$5 million are Regionally Significant Development. The estimated development cost is more than \$5 million. Therefore, the proposal is regional significant development, and the southern regional planning panel is the consent authority                                                                                                                                                                                                                                   |

**Table 2: Schedule 8 of State Environmental Planning Policy (Transport and Infrastructure) 2021, Design quality principles in schools**

| DESIGN PRINCIPAL                                                                                                | CONSISTENCY                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Responsive to context</b>                                                                                  |                                                                                                                                                                                                                     |
| <i>Schools should be designed to respond to and enhance the positive qualities of their surroundings.</i>       | The design responds to the site's context by respecting local topography, orientation, and surrounding character of its place within the Cootamundra town centre. It integrates with the existing built form of the |
| <i>In designing built forms and landscapes, consideration should be given to a Country-centred approach and</i> |                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change.</i></p> <p><i>Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the streetscape and neighbouring sites.</i></p>                                                                                                                                                                                                | <p>school, ensuring that new works enhance the sense of place as a continuation of the Sacred Heart School.</p> <p>Connection with Country principles have guided site planning and material selection, reflecting the cultural and environmental qualities of the area.</p> <p><b>-CONSISTENT</b></p>                                                                                                            |
| <p><i>Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country.</i></p> <p><i>Schools should be designed to be durable and resilient in an evolving climate.</i></p> <p><i>Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste.</i></p>                                                                                                                                    | <p>The proposal incorporates passive design measures for natural light and ventilation, durable and low-maintenance materials, and provisions for renewable energy and water efficiency. Landscaping supports biodiversity and helps manage stormwater naturally. These strategies aim to reduce operational costs and environmental impacts while improving comfort and longevity.</p> <p><b>-CONSISTENT</b></p> |
| <b>3 Accessible and inclusive</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities.</i></p> <p><i>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.</i></p> <p><i>Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours.</i></p> | <p>The layout supports universal access and intuitive wayfinding for all users, ensuring equitable participation. Facilities such as inclusive bathrooms and accessible circulation routes are integrated.</p> <p><b>-CONSISTENT</b></p>                                                                                                                                                                          |
| <b>4 Healthy and safety</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>Good school design should support wellbeing by creating healthy internal and external environments.</i></p> <p><i>The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment</i></p> <p><i>In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school</i></p>                                                                                                                   | <p>The design prioritises wellbeing through natural light and ventilation with open spaces and large windows. Clear pedestrian networks are separated from vehicles, with safe links to existing public transport and on- and off-site parking. CPTED principles are embedded through passive surveillance, visibility, and appropriate fencing.</p> <p><b>-CONSISTENT</b></p>                                    |
| <b>5 Functional and comfortable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities.</i></p> <p><i>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.</i></p> <p><i>Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.</i></p>    | <p>Spaces are arranged to support efficient operation and varied teaching and learning modes. Classrooms and outdoor areas benefit from good daylight, ventilation, and acoustic comfort. The design provides sufficient storage, shade, and amenity for users and integrates well with the existing school facilities.</p> <p><b>-CONSISTENT</b></p>                                                             |
| <b>6 Flexible and adaptable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>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.</i></p> <p><i>Good design for schools should deliver high environmental performance and ease of adaptation, and maximise multi-use facilities.</i></p>                                                                                                                                                                                                                     | <p>The design anticipates future growth with the application of multi-use areas and multifunctional design. Building layouts and services allow for reconfiguration. Materials and construction methods are selected for longevity.</p>                                                                                                                                                                           |



|                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>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.</i> | <b>-CONSISTENT</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>7 Visually appealing</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |
| <i>School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements.</i>            | <p>The proposal achieves a balanced composition between built and landscape elements, using materials and forms that respond to context and scale. The street frontage to Sutton Street presents a clear and welcoming presence, enhancing the school's identity and contributing positively to the neighbourhood character.</p> <p><b>-CONSISTENT</b></p> |
| <i>Schools should be designed to respond to and have a positive impact on streetscape amenity and the quality and character of the neighbourhood</i>                                     |                                                                                                                                                                                                                                                                                                                                                            |
| <i>The identity and street presence of schools should respond to the existing or desired future character of their locations.</i>                                                        |                                                                                                                                                                                                                                                                                                                                                            |
| <i>The design of schools should reflect the school's civic role and community significance.</i>                                                                                          |                                                                                                                                                                                                                                                                                                                                                            |

#### 4.3. COOTAMUNDRA LOCAL ENVIRONMENTAL PLAN 2013

Relevant clauses of the *Cootamundra Local Environmental Plan 2013* (LEP) for the proposed development are considered in *Table 3*.

**Table 3: Consistency with relevant clauses of LEP 2013**

| CLAUSE                     | CONSISTENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Land use zones         | Development for the purpose of a school may be carried out by any person with development consent on land in the R1 zone under the <i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i> . The proposed development is therefore permissible within this zone.                                                                                                                                                                                                                         |
| 2.3 Zone objectives        | <p>The objectives of the land use zone are:</p> <ul style="list-style-type: none"> <li>• <i>To provide for the housing needs of the community.</i></li> <li>• <i>To provide for a variety of housing types and densities.</i></li> <li>• <i>To enable other land uses that provide facilities or services to meet the day to day needs of residents.</i></li> </ul> <p>The proposal is consistent with the third objective in providing a school facility that meets the day to day needs of the community.</p> |
| 5.10 Heritage Conservation | With reference to Subclause (4) and consideration of the effect of the proposed development on the heritage significance of the heritage conservation area, a Statement of Heritage Impact ( <b>Appendix 6</b> ) concluded the proposed two storey school building would have minimal impacts on the heritage conservation area as it will fit within the existing scale of the existing school buildings adjacent to the site and there are no direct sightlines with the adjacent heritage items.             |
| 6.4 Groundwater Vulnerable | The proposed school building is unlikely to; create groundwater contamination, impact groundwater dependent ecosystems or have a cumulative impact on groundwater.                                                                                                                                                                                                                                                                                                                                              |

#### 4.4. COOTAMUNDRA SHIRE DEVELOPMENT CONTROL PLAN 2013

Section 3.36(9) of the *State Environmental Planning Policy (Transport and Infrastructure) 2021* states that a provision of a development control plan that specifies a requirement, standard or control in relation to the development of schools is of no effect, regardless of when the development control plan was made. Accordingly, *Cootamundra Shire Development Control Plan 2013* is not a matter for consideration for this DA.

## 5. ASSESSMENT OF ENVIRONMENTAL EFFECTS

### 5.1. SECTION 4.15(1)(A) – STATUTORY PLANNING CONSIDERATIONS

In determining the DA, Council is required to consider those relevant matters listed in section 4.15(1) of the EP&A Act. Each of the relevant matters is addressed below.

Section 4.15(1)(a) requires the consent authority to take into consideration the provisions of any environmental planning instrument (EPI), draft EPI, DCP, planning agreement that has been entered into under section 7.4 of the EP&A Act or under the EP&A Regulations 2021.

These matters are addressed in Section 4 and Table 4 below.

The proposed development is permissible with consent and satisfies the requirements of the *State Environmental Planning Policy (Transport and Infrastructure) 2021* and relevant requirements of the Cootamundra LEP 2013.

### 5.2. SECTION 4.15(1)(B) – ENVIRONMENTAL, SOCIAL AND ECONOMIC EFFECTS

Table 4 summarises the environmental, social and economic effects of the proposed development on the natural and built environments.

**Table 4: Summary of Environmental Effects**

| IMPACT                              | ASSESSMENT                                                                                                                                                                                                                                                                                            |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility</b>                | The new addition will provide level access at main entry points, wheelchair-accessible elevators, and toilets designed in accordance accessible principles to ensure accessibility.                                                                                                                   |
| <b>Acoustic</b>                     | Acoustic effects during construction will be temporary only and can be appropriately managed by standard construction management procedures and protocols. Operationally, the two storey school building will act as a noise wall to residential dwellings on the opposite the site on Sutton Street. |
| <b>Air Quality</b>                  | The proposal will not alter the existing air quality.                                                                                                                                                                                                                                                 |
| <b>Biodiversity</b>                 | Site is not identified having biodiversity values. One tree may require removal and will be confirmed at detailed designs for the construction certificate.                                                                                                                                           |
| <b>Bushfire</b>                     | N/A – The site is not identified as bushfire prone land.                                                                                                                                                                                                                                              |
| <b>Economic</b>                     | The proposal represents orderly economic development of the site for the purpose for which it is zoned.                                                                                                                                                                                               |
| <b>Effluent Disposal</b>            | The amenities on each floor will be connected to the existing sewage infrastructure servicing the school. Details will be provided in the detailed plans for the Construction Certificate.                                                                                                            |
| <b>Erosion and Sediment Control</b> | The proposed management of erosion and sediment control during construction is provided in <b>Appendix 5</b> .                                                                                                                                                                                        |
| <b>Flood</b>                        | N/A – The site it not identified as flood prone land.                                                                                                                                                                                                                                                 |
| <b>Geotechnical</b>                 | eSPADE database shows the site has no probability mapping meaning acid sulfate soils are unlikely. The site is not located within a mine subsidence district. There are no known geotechnical issues that limit or influence the design of the proposed development.                                  |
| <b>Heritage</b>                     | Site does not contain nor is proximate to any know items of Aboriginal values. The site is in a heritage conservation area and adjacent to heritage items. It is unlikely to impact on the heritage values of the heritage conservation area.                                                         |
| <b>Safety and Security</b>          | The proposed school is a form of perimeter development facing Sutton Street. Therefore, it proposes clear lines of site and passive surveillance over Sutton                                                                                                                                          |

| IMPACT            | ASSESSMENT                                                                                                                                                                                                                       |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Street and the internal school area and positive safety and security during and after school hours.                                                                                                                              |
| <b>Social</b>     | The proposed development will provide a social benefit in enhancing the existing education facilities and services for the community.                                                                                            |
| <b>Stormwater</b> | Roof runoff will connect via pipe to the kerb and guttering in Sutton Street.                                                                                                                                                    |
| <b>Traffic</b>    | The proposal will not alter the existing traffic on site.                                                                                                                                                                        |
| <b>Visual</b>     | The proposed additional school building is consistent with the massing and height of existing school buildings surrounding the site. The proposed school building will provide a positive visual impact by facing Sutton Street. |
| <b>Water</b>      | The site does not contain nor is proximate to any water bodies.                                                                                                                                                                  |

The proposed development satisfies the requirements of *State Environmental Planning Policy (Transport and Infrastructure) 2021* (see Section 4). The proposed development will not result in an adverse impact to the environment and complements the existing school buildings surrounding the site.

The proposed development comprises orderly economic development of the site for purposes it is currently used and zoned as a prescribed zone under the SEPP. The proposal will not pose any negative social or economic impacts.

### 5.3. SECTION 4.15(1)(C) – THE SUITABILITY OF THE SITE

The site is an existing school and is suitable for the proposed development (refer Section 2). The site is not constrained by environmental matters. The site was previously deemed suitable for the purpose of a school and this proposal will not alter the previous findings.

### 5.4. SECTION 4.15(1)(D) – SUBMISSIONS

Any relevant representations will need to be considered by Council in the determination of the development application.

### 5.5. SECTION 4.15(1)(E) – PUBLIC INTEREST

The public interest is best served by the orderly and economic use of land for purposes permissible under the relevant planning regime and substantially in accordance with the prevailing planning controls. The development is a permissible form of development and is therefore considered to be in the public interest.



## 6. CONCLUSION

This SEE has been prepared on behalf of the Catholic Schools Office (the applicant) to accompany a DA for a new school building to an existing school at 7-31 Morris Street Cootamundra 2590. The proposal is consistent with the existing built form on site and is not considered to result in any significant impacts.

The proposal is reasonable and appropriate when considered under the relevant heads of consideration in section 4.15(1) of the EP&A Act and is considered to be worthy of favourable determination by Council.



## APPENDICES

## APPENDIX 1

### Aboriginal Heritage Information Management System Search Result



## APPENDIX 2

Architectural Plans prepared by Webber Architects

## APPENDIX 3

Waste Management Plan prepared by de Witt Consulting



## APPENDIX 4

Landscape Plans prepared by Studio 26



## APPENDIX 5

Civil Engineering Plans prepared by Birzulis Associates

## APPENDIX 6

Heritage Impact Statement prepared by Camilla Rocks