State Environmental Planning Policy (Transport and Infrastructure) 2021

|  |  |  |
| --- | --- | --- |
| **Clause** | **Assessment** | **Y / N** |
| **Part 3.4 Schools – Specific Development Controls**  **Clause 3.36 Schools – Development permitted with consent**  (1) Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.  (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 school.  (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.  (6) Before determining a DA, 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.  (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. | The site is zoned R3 medium density residential which is identified as a prescribed zone, pursuant to this policy.  The development does not relate to complying development.  The proposed buildings will assist in the physical, social, cultural and intellectual development of students within the school community.  The proposed development has been assessed against the design principles set out under Schedule 8 of the SEPP. The new school building and associated structures are considered to represent a high-quality design and architectural presence that is compliant with the design principles prescribed under Schedule 8.  Clause 3.36(6)(b) requires the consent authority to consider whether the development enables the use of the school facilities (including recreational facilities) to be shared with the community. The proposed school building is primarily for the use of the school to carry out teaching and educational functions. However, the existing site as a whole provides the opportunity for community use due to its recreational grounds and general assembly area. The proposed works will not reduce or inhibit the ability of the community to utilise the school for community purposes.  The controls of the Camden DCP 2011 and Oran Park DCP 2007 do not apply to the development. | Yes  Yes  Yes  Yes  Yes |
| **Schedule 8 Schools – Design Quality Principles in Schools** | | |
| **Principle 1 – Context, built form and landscape** | | |
| Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.  Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.  School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development’s visual impact on those qualities and that natural environment. | The design of the development is generally consistent with other built forms located on site and in the immediate vicinity. The location of the built form is wholly contained within the concept building envelope plan identified as Building 8 and amphitheatre in the approved site plan for the parent DA. Therefore, the spatial organisation of the built form is considered most appropriate as proposed.  The subject site is not identified as having a heritage item nor is located adjacent to a heritage item. The original DA was issued with an AHIP and standard conditions shall apply in relation to any unexpected finds.  Landscaping is proposed to the north, south and west of the basketball court and to the east and south of Building 8, between the building and existing car park area to soften the visual impact when viewed from the public domain.  The subject site is not identified as being within scenic protection area. | Yes |
| **Principle 2 — Sustainable, efficient and durable** | | |
| Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.  Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements. | The building has been designed to incorporate sustainable building design principles. The proposed school building utilises natural ventilation and shading devices to control solar access and maximise the buildings orientation.  The building itself is constructed of durable materials and the shape of the building allows for there to be future flexibility around the use of the room. It is considered that the building is capable of accommodating adaptable learning typologies. | Yes |
| **Principle 3 — Accessible and inclusive** | | |
| School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.  Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours. | Signage is evident within the existing campus to assist with wayfinding for external members as well as students, staff, parents and visitors frequenting the campus.  Clear pathways provide intuitive navigation across the site as well as providing equitable access and connection to other key pathways within the school grounds.  The development is ancillary to the existing school and will still maintain opportunities the site has to offer to cater for activities outside of school hours. | Yes |
| **Principle 4 — Health and safety** | | |
| Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment. | The site has a security fence to the property boundary and access to the site is controlled through central entrances.  Proposed Building 8 generally presents to Redman Grange and South Circuit. It incorporates various windows fronting each road providing passive street surveillance. The building will also provide appropriate surveillance within the site and surrounds. DA/1394/2015 for a similar building (No. 4) was referred to Camden Local Area Command, who stated on 17 February 2016, the overall design poses a “low crime risk”. It is considered the subject proposal will pose a low crime risk also as it is ancillary to the use as an education establishment. | Yes |
| **Principle 5 — Amenity** | | |
| Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.  Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.  Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas. | It is not considered that there will be any undue impacts to the amenity of adjoining developments. The use of the site as an educational facility and the potential impacts to surrounding residential development has already been assessed under DA/2012/927/1.  Proposed Building 8 is located away from Peter Brock Drive which is a four lane sub arterial road and provides a landscaped setback to Redman Grange and South Circuit.  Councils Specialist Support Environmental Health Officer has reviewed the proposed and raises no issue with potential adverse noise impacts on occupants.  The proposed structures, including the covered basketball court, are considered appropriate for their intended uses as learning, recreation and play spaces and performance areas. The shape and size of each structure is an efficient use of the space. Building 8 is oriented to the north allowing for sunlight and natural ventilation to be optimised. | Yes |
| **Principle 6— Whole of life, flexible and adaptive** | | |
| School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities. | The shape of the building footprint allows for adaptable learning environments with the ability to expand and offer multi-use functions over time if needed. | Yes |
| **Principle 7— Aesthetics** | | |
| School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.  The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood. | The new school building is generally consistent with the built form of the existing school buildings on the site. The modulated façade and selection of colours and materials complements the character of the existing school-built form.  Similarly, the landscaping works are considered appropriate | Yes |