

| State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 | | |
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| Clause | Assessment | Complies |
| 35 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. | The proposal is located within Zone IN1, which is not a prescribed zone per the definition in cl. 33 | No (see 35(2) below) |
| (2) Development for a purpose specified in clause 39(1) or 40(2)(e) may be carried out by any person with development consent on land within the boundaries of an existing school. | The proposal is for a purpose specified in clause 39(1)(a)(ii); (i.e. <i>“a gym, indoor sporting facility or hall”</i>) and is within the boundaries of an existing school. As such the proposal is permitted with consent. | Yes |
| (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 school. | The proposal is within the boundaries of an existing school. The proposal is permitted with consent. | Yes |
| (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 new hall is to predominately be used for students and staff of the school. This is consistent with the requirements of this clause. | Yes |
| <p>(6) Before determining a development application for development of a kind referred to in subclause (1), (3) or (5), the consent authority must take into consideration—</p> <p>(a) the design quality of the development when evaluated in accordance with the design quality principles set out in Schedule 4, and</p> <p>(b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.</p> | <p>(a) An assessment against the requirements of Schedule 4 to the SEPP undertaken by a registered architect has been submitted as part of the subject DA. This assessment has been reviewed to the satisfaction of Council’s Urban Design Advisor and is provided in the table below.</p> <p>(b) At this stage, the proposal does not anticipate its use for other community purposes, although it is a possibility in future, and there are existing opportunities for community use throughout the site including playing courts, a sporting oval, cricket nets and a general assembly area. The proposed building will not reduce the ability of the community to utilise the school for community purposes</p> | Yes |

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| <p>(7) Subject to subclause (8), the requirement in subclause (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.</p> | <p>There are no design excellence provisions in the Camden Local Environmental Plan 2010. Consideration of the design principles in Schedule 4 is provided in the table below.</p> | <p>Yes</p> |
| <p>(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 subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.</p> | <p>Per cl.35(9), the Camden Development Control Plan 2019 is of no effect. As such, an assessment against the provisions of the DCP has not been provided.</p> | <p>Yes</p> |
| <p>Schedule 4 Schools—design quality principles</p> | | |
| <p>Principle 1—context, built form and landscape</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>The school campus is characterised by individual pavilions closely strung along covered ways, tying the strong circulation pathways together. The pavilions and covered ways are orientated to the gently sloping land and orient the pedestrian to either the oval, central courtyard or front of school.</p> <p>The new hall connects into this strong covered way circulation route.</p> <p>It is located at the front of the school (Smeaton Grange Road) adjacent to an existing service road, which will be altered to provide accessible parking in close proximity to the new hall.</p> <p>The hall features a bold roof form and extensive high-level translucent polycarbonate cladding which will emit a glow in the evening when the hall is occupied. This will aid orientation to the hall for evening events.</p> <p>The hall is nestled into the site so that it does not dominate the</p> | <p>Yes</p> |

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| | <p>school frontage and is designed to relate to and complement the existing school architecture whilst off-setting the significant bulk of the neighbouring warehouses. The design addresses its orientation and climate with consideration to shading devices for sun control, operable high-level louvres and lower level sliding doors to capture cross ventilation.</p> <p>The existing site comprises bitumen surfaced cricket net spaces, basketball court and a turfed bank. There is no significant vegetation that shall be disrupted by the proposed works.</p> <p>Landscaping is designed to help signify the hall entry, create outdoor learning opportunities and integrate it into the existing school.</p> <p>The school site has three heritage buildings which have been sensitively incorporated into the campus. The new hall is not in close proximity to these buildings and is not considered to impact upon them.</p> | |
| <p>Principle 2—sustainable, efficient and durable</p> <p>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.</p> | <p>The hall is designed to be a spatially and materially efficient building.</p> <p>The internal and external spaces have been designed relative to their function, providing a compact form whilst minimising servicing and maintenance requirements.</p> | Yes |
| <p>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</p> | <p>Robust, prefinished materials are generally used, with pre-finished fibre cement panelling at pedestrian level, pre-cast concrete panel to the rear of the building, adjacent to the warehouses and frosted polycarbonate sheeting at high-level to allow daylighting.</p> | |

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| | <p>Pale colours are generally selected for their solar reflective properties.</p> <p>Fans can be used (when required) for everyday events, with alternate air conditioning for comfort during exams and seated events. Systems have been designed to minimize service runs, allowing adequate ventilation and maximising operation efficiency.</p> <p>Rainwater detention is provided for landscape irrigation.</p> <p>The building includes operable walls, bi-fold doors (allowing the space to expand to cater for a full school capacity) and maximum flexibility of spaces and future planning.</p> | |
| <p>Principle 3—accessible and inclusive</p> <p>School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</p> <p>Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.</p> | <p>As noted, the hall is located to the school front, making it directly accessible to parents and visiting school groups. The existing driveway is to be altered to provide 10 new carparking spaces, including 2 accessible spaces.</p> <p>A new covered way pedestrian ramp is connected to the existing circulation spine tying the school blocks together.</p> | Yes |
| <p>Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</p> | <p>The hall is intended for school use only, for parent and student events and invited groups from other schools. The hall siting allows easy orientation from the school frontage, with direct sightlines and driveway access. No signage is intended due to easily identifiable wayfinding.</p> | |
| <p>Principle 4—health and safety</p> <p>Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to</p> | <p>The building has been designed to maximise daylighting and to allow cross-ventilation through sliding, bi-folding doors and operable walls at the lower level and operable louvres at the higher level.</p> | Yes |

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| <p>create a welcoming and accessible environment.</p> | <p>Circulation routes are extended, allowing unobstructed sightlines. Large areas of shaded glazing at the low levels provide a high degree of transparency aiding supervision and surveillance.</p> <p>Landscaping is open, to minimise concealed spaces and maximise passive surveillance.</p> <p>The existing Block G administration building and an existing maintenance shed are adjacent to the hall meaning that there shall be constant daily passive surveillance, and existing supervision practices should be adequate.</p> | |
| <p>Principle 5—amenity</p> <p>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.</p> <p>Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.</p> <p>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</p> | <p>The hall is to occupy an under-utilised piece of sloping turf land. The area is overshadowed by significant neighbouring warehouse buildings. The new hall will value-add to this area by providing new sporting and event facilities, a natural amphitheatre learning space and landscaped zones for reflection. The hall endeavours to breakdown the mass of the neighbouring warehouses and provide a night-time lantern to signify school events.</p> <p>The building will be equipped with wireless and hard-wired connections back to the school's communications network allowing the use of handheld and wall mounted devices which are an integral part of the day-to-day learning experience in a 21st century learning environment.</p> <p>The building size relates well to the existing campus scale with the provision of both intimate and expansive spaces.</p> | <p>Yes</p> |

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| <p>Principle 6—whole of life, flexible and adaptive</p> <p>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.</p> | <p>The hall has been designed as a multi-functional space. Vast vertically opening doors allow adjacent spaces open onto the hall, so the space can grow/contact, dependent upon its needs. The foyer is designed to also serve as a teaching space with storerooms provided for chairs. When chairs are being used for a stage performance, the storerooms can function as a Green Room. The hall also caters for netball and basketball games with roof-hung backboards and hoops which can be raised when not in use, with a clear height of 8m to the court area.</p> <p>The hall is large enough to accommodate 1200 students during the HSC exams with an additional 488 spaces for parents and student events.</p> | <p>Yes</p> |
| <p>Principle 7—aesthetics</p> <p>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.</p> <p>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.</p> | <p>The building attempts to both relate to the existing campus and identify itself as something different, so it can be easily identifiable for wayfinding.</p> <p>The hall ties into the existing strong circulation spine and repeats the brick tower identifiers to signify the entry point. The fibre cement cladding and proposed blue colour references the recent GLA extension and is the common colour theme used throughout the school.</p> <p>The polycarbonate cladding at the upper level is a new material in the school material palette and will provide high translucency and act as a lantern for evening school events.</p> <p>The roof form relates the skillion roofs used throughout the school, and introduces a curved form to help identify it as something more. The roof has been designed in</p> | <p>Yes</p> |

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| | <p>coordination with the cladding to give a lightweight, floating feel. The structure is generally expressed and made to feel light weight and airy.</p> <p>The building sits low in relation to Smeaton Grange Road with the large turfed area in front of it.</p> | |
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