STATEMENT OF ENVIRONMENTAL EFFECTS
PROPOSED DEMOLITION OF EXISTING STRUCTURES
AND
CONSTRUCTION OF
NEW TEACHING AREAS, COVERED OUTDOOR PLAY
AND ALTERATIONS AND ADDITIONS TO LINGWOOD
FOR
MERIDEN ANGLICAN SCHOOL FOR GIRLS
AT
LINGWOOD PREP
16 MARGARET STREET, STRATHFIELD

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1.0 INTRODUCTION

This report accompanies a development application to Strathfield Council for demolition of existing buildings and construction of new teaching areas and covered outdoor play as well as alterations and additions to the listed building and associated parking as detailed below at" Lingwood" Prep, 16 Margaret Street Strathfield for Meriden Anglican School for Girls.

AJ + C have been commissioned by Meriden Anglican School for Girls to upgrade their existing facilities.

Existing Condition

The Meriden School Lingwood Prep currently teaches two classes, with an enrolment of 51 preschool students. The existing facilities on site include:

- heritage listed Lingwood House - accommodating one classroom, staff offices, staff kitchen, staff and student wet areas
- a single storey brick and tile building accommodating an open plan office space, kitchenette and bathroom facilities
- one single storey, timber framed, weatherboard classrooms
- two single storey, fibro storage sheds
- artificial turf area with playground equipment
- formal and informal staff parking
- one prefabricated portable cabin accommodating staff facilities for the school bus drivers,
- tear drop shaped driveway, and
- decorative soft and hard landscape areas.

Proposed Alterations and Additions

The proposed alterations and additions to Lingwood house and garden include:

- the refurbishment of Lingwood House to accommodate reconfigured wet areas, storage and learning areas.
- the rectification of damp areas and an upgrade to the electrical and communications services to Lingwood House
- the sheds, classrooms, playground and hard paved areas will be demolished
- the portable cabin will be removed from site
- areas of paving, driveway and parking bays will be demolished, and
- trees, shrubs and turf will be removed as required to accommodate the new design.

The new building works include:

- three single storey classroom buildings, accommodating three prep classrooms and three kindergarten classrooms, accommodating up to 126 pre-school and kindergarten students on site. This increase in numbers relocates three
kindergarten classes (up to 66 students) from the junior school to the prep school being 9 extra students in total.

- an amenities area with covered outdoor play
- a double storey music academy building with storage and music tutorial rooms at ground level and a uniform shop, bus driver facilities and offices at level one, and
- reconfigured play areas, soft landscaping and car parking.

This report provides information about the site and the proposed development. Key planning issues are discussed which, in combination with a summary assessment of the proposal against the heads of consideration in s79C of the Act, represents the required Statement of Environmental Effects.

### 1.1 BACKGROUND

Meriden has been in Strathfield for 120 years and on the current site since 1909 with the present facilities erected in different eras to respond to demands of their times. Meriden purchased the Lingwood site from PLC Sydney in 1986. It had been used by them as an Infants School. Meriden have used the Lingwood House as a Pre-Kindergarten since then and restored the dilapidated house on the site in 2008 and relocated the Business Office to the site.

The present facilities on the Lingwood site now require upgrading for present demands and expectations.

To this end the Principal and the School Council have considered a number of schemes with the project architect over a period of two years, culminating with the present proposal.

The proposal includes replacement of a number of existing buildings, alterations and additions to “Lingwood” and a rationalisation of buildings, activities and functions of the School on site to meet contemporary twenty-first century educational best practices.

A team of consultants has investigated the requirements for the project and liaised with the relevant Council officers prior to lodgement of this application.

### 2.0 THE SITE AND ZONING

#### 2.1 SITE DETAILS

Meriden Anglican School for Girls comprises a number of sites in the Strathfield locale generally located in the area from Redmyre Road in the north to Margaret Street in the south and Vernon Street to the west. The School has 3 Campus being the Lingwood Campus in Margaret Street being Lot 1 DP 723946, the Junior Campus in Vernon Street, comprising Lot 1 DP 961363, Lot 1 DP 938039, Lot 1 DP 913067, Lot 1 DP 448299, Lot 1 DP 176689 and DP 725138 and the senior Campus in Redmyre Road and Margaret Street known as Lot 101 DP 862040 10-28 Redmyre Road, Strathfield.
The site the subject of this application is the Lingwood Prep site Lot 1 DP 723946 and has an area of 3582 sqm with a frontage to Margaret Street of 44.985m and a depth of approximately 79.55m.

The site generally falls from South to north (rear to Margaret Street frontage) and west to east. The diagonal fall from southeast to northwest across the site in approximately 3.25m. The fall south to north is approximately 3m and from west to east approximately 0.5m. The site levels vary between garden areas and paved and built areas.

The surrounding areas of this site are primarily residential buildings to the east and south, seniors housing to the west and part tennis courts to Santa Sabina School to the east.

18 trees are proposed to be removed. Of these the arborist identifies two (2) trees allocated a high retention value, five (5) trees less critical for retention and eleven (11) trees allocated a low retention value.

That report is Appendix 6 to this Statement. The landscape plan seeks to mitigate the loss of these trees by new plantings on the site.

2.2 SITE CONTEXT

The site context is set by Redmyre Road to the north of the site and its role in collecting and distributing traffic from northern areas to southern areas of Sydney and serving as the land use barrier between the commercial area of Strathfield and the residential area to the south in this location. While Redmyre Road remains the principal school frontage and address, Margaret Street is the user-friendly school entrance.

Margaret Street is a local road serving the school and residential flat buildings adjoining the school and entry and exit to the Boulevard is controlled by left in left out only.
As shown on the zoning map, the area is predominantly residential flat buildings or medium density although the land shown B4 on the zoning map is commercial on the Boulevard frontage but residential flat buildings immediately adjoining the school site, single residential to the south of the Lingwood Prep site, aged housing to the west of that site and Santa Sabina tennis courts to the east.

2.3 ZONING

2.3.1 ZONING STRATHFIELD LEP 2012

The site is zoned R3 under the Strathfield LEP 2012 (the LEP). The proposed development is not permissible under that zone. There are no development standards relating to the use of an educational establishment within the zone.

As the use is not permitted in the zone then the standards and requirements of the LEP are not considered to apply.

Equally so as the DCP provides details for the LEP then that DCP also is not considered to apply.

The use is then permissible under State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (the SEPP).

However, the proposal is still assessed in regard to the LEP and DCP.
The Land Use table to the LEP states the objectives of the R3 zone to be:

“Zone R3 Medium Density Residential

1 Objectives of zone

• To provide for the housing needs of the community within a medium density residential environment.
• To provide a variety of housing types within a medium density residential environment.
• To enable other land uses that provide facilities or services to meet the day to day needs of residents.

The proposal is for replacement school facilities on the site to meet 21st century requirements and is considered to meet the third objective of the zone but not the second.

The more appropriate zone for the land and use which many other Councils have placed on school sites is SP2.

Clause 2.7 of the LEP states:

“2.7 Demolition requires development consent

The demolition of a building or work may be carried out only with development consent.”
This application includes the demolition of buildings and works to permit the new construction.

Clause 4.3 of the BLEP relates to height of Buildings and states:

“4.3 Height of buildings

(1) The objectives of this clause are as follows:

(a) to ensure that development is of a height that is generally compatible with or which improves the appearance of the existing area,

(b) to encourage a consolidation pattern that leads to the optimum sustainable capacity height for the area,

(c) to achieve a diversity of small and large development options.

(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.

Clause 4.3 (1)(a) is not relevant.

The site has a maximum height of Buildings limit of 11m as shown on the extract of the Height of Buildings Map below;

Extract from the LEP Height of Buildings Map.  The site

Clause 4.4 of the LEP relates to Floor Space Ratio (FSR) and relevant clauses state:
“4.4 Floor space ratio

(1) The objectives of this clause are as follows:

(a) …………

(b) …………

(c) to minimise the impact of new development on the amenity of adjoining properties,

(d) to minimise the impact of development on heritage conservation areas and heritage items,

(e) ……………

(f) ……………

(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 contains a Floor Space Ratio limitation on the site as shown below of 1.2:1.

The height of buildings and FSR controls are appropriate for R3 dwellings but not educational establishments as indicated later in the consideration of the SEPP Ed. Zoning of educational establishments SP2 in other LEP’s does not include such heights of buildings or FSR.
However, the proposal does not exceed either the maximum building height or the floor space ratio.

Clause 4.5 is relevant in calculation of the FSR for this proposal only for indicative comparison. The clause states:

4.5 Calculation of floor space ratio and site area

(1) Objectives

The objectives of this clause are as follows:

(a) to define floor space ratio,

(b) to set out rules for the calculation of the site area of development for the purpose of applying permitted floor space ratios, including rules to:

(i) prevent the inclusion in the site area of an area that has no significant development being carried out on it, and

(ii) prevent the inclusion in the site area of an area that has already been included as part of a site area to maximise floor space area in another building, and

(iii) require community land and public places to be dealt with separately.

(2) Definition of “floor space ratio”

The floor space ratio of buildings on a site is the ratio of the gross floor area of all buildings within the site to the site area.

(3) Site area

In determining the site area of proposed development for the purpose of applying a floor space ratio, the site area is taken to be:

(a) if the proposed development is to be carried out on only one lot, the area of that lot, or
(b) if the proposed development is to be carried out on 2 or more lots, the area of any lot on which the development is proposed to be carried out that has at least one common boundary with another lot on which the development is being carried out.

In addition, subclauses (4)–(7) apply to the calculation of site area for the purposes of applying a floor space ratio to proposed development.

(4) Exclusions from site area

The following land must be excluded from the site area:

(a) land on which the proposed development is prohibited, whether under this Plan or any other law,
(b) community land or a public place (except as provided by subclause (7)).

(6) Only significant development to be included

The site area for proposed development must not include a lot additional to a lot or lots on which the development is being carried out unless the proposed development includes significant development on that additional lot.

(8) Existing buildings

The gross floor area of any existing or proposed buildings within the vertical projection (above or below ground) of the boundaries of a site is to be included in the calculation of the total floor space for the purposes of applying a floor space ratio, whether or not the proposed development relates to all of the buildings.

When development consent is granted to development on a site comprised of 2 or more lots, a condition of the development consent may require a covenant to be registered that prevents the creation of floor area on a lot (the restricted lot) if the consent authority is satisfied that an equivalent quantity of floor area will be created on another lot only because the site included the restricted lot.

(10) Covenants affect consolidated sites

If:
(a) a covenant of the kind referred to in subclause (9) applies to any land (affected land), and
(b) proposed development relates to the affected land and other land that together comprise the site of the proposed development, the maximum amount of floor area allowed on the other land by the floor space ratio fixed for the site by this Plan is reduced by the quantity of floor space area the covenant prevents being created on the affected land.

“Significant development” is not defined in the LEP.

The LEP includes as Clause 4.6 the following relevant provisions;

“4.6 Exceptions to development standards

(1) The objectives of this clause are as follows:

(a) to provide an appropriate degree of flexibility in applying certain development standards to particular development,

(b) to achieve better outcomes for and from development by allowing flexibility in particular circumstances.

(2) Development consent may, subject to this clause, be granted for development even though the development would contravene a development standard imposed by this or any other environmental planning instrument. However, this clause does not apply to a development standard that is expressly excluded from the operation of this clause.
(3) Development consent must not be granted for development that contravenes a
development standard unless the consent authority has considered a written request
from the applicant that seeks to justify the contravention of the development standard
by demonstrating:

(a) that compliance with the development standard is unreasonable or unnecessary in
the circumstances of the case, and

(b) that there are sufficient environmental planning grounds to justify contravening
the development standard.

(4) Development consent must not be granted for development that contravenes a
development standard unless:
(a) the consent authority is satisfied that:

(i) the applicant’s written request has adequately addressed the matters required to
be demonstrated by subclause (3), and

(ii) the proposed development will be in the public interest because it is consistent
with the objectives of the particular standard and the objectives for development
within the zone in which the development is proposed to be carried
out, and

(b) the concurrence of the Director-General has been obtained.

(5) In deciding whether to grant concurrence, the Director-General must consider:

(a) whether contravention of the development standard raises any matter of
significance for State or regional environmental planning, and

(b) the public benefit of maintaining the development standard, and

(c) any other matters required to be taken into consideration by the Director-General
before granting concurrence.

(8) This clause does not allow development consent to be granted for
development that would contravene any of the following:

(a) a development standard for complying development,

(b) a development standard that arises, under the regulations under the Act, in
connection with a commitment set out in a BASIX certificate for a building to which
State Environmental Planning Policy (Building Sustainability Index: BASIX) 2004
applies or for the land on which such a building is situated,

(c) clause 5.4,”

The proposal does not require use of Clause 4.6.
Clause 5.6 relates to architectural features and states:

**“5.6 Architectural roof features**

(1) The objectives of this clause are as follows:

(a) to ensure that architectural roof features to which this clause applies are decorative elements only,
(b) to ensure that the majority of the roof features are contained within the prescribed building height.

(2) Development that includes an architectural roof feature that exceeds, or causes a building to exceed, the height limits set by clause 4.3 may be carried out, but only with development consent.

(3) Development consent must not be granted to any such development unless the consent authority is satisfied that:

(a) the architectural roof feature:
   (i) comprises a decorative element on the uppermost portion of a building, and
   (ii) is not an advertising structure, and
   (iii) does not include floor space area and is not reasonably capable of modification to include floor space area, and
   (iv) will cause minimal overshadowing, and

(b) any building identification signage or equipment for servicing the building (such as plant, lift motor rooms, fire stairs and the like) contained in or supported by the roof feature is fully integrated into the design of the roof feature.”

Then provisions of Clause 5.6 are not required in this application.

Clause 5.9 of the LEP relates to the preservation of Trees. An arborist report is included in this Statement as Appendix 6 and removal of trees in accordance with that reports recommendations forms part of this application.

Clause 5.10 of the LEP relates to Heritage conservation. The proposal includes a heritage item “Lingwood” to be retained.

The campus is shown on the LEP heritage map as containing heritage items as shown below:
Relevant sections of clause 5.10 States:

(1) **Objectives**

The objectives of this clause are as follows:

(a) to conserve the environmental heritage of Strathfield,

(b) to conserve the heritage significance of heritage items and heritage conservation areas, including associated fabric, settings and views,

(c) to conserve archaeological sites,

(d) to conserve Aboriginal objects and Aboriginal places of heritage significance.

(2) **Requirement for consent**

Development consent is required for any of the following:

(a) demolishing or moving any of the following or altering the exterior of any of the following (including, in the case of a building, making changes to its detail, fabric, finish or appearance):
   (i) a heritage item,
   (ii) an Aboriginal object,
   (iii) a building, work, relic or tree within a heritage conservation area,

(b) altering a heritage item that is a building by making structural changes to its interior or by making changes to anything inside the item that is specified in Schedule 5 in relation to the item,
(c) disturbing or excavating an archaeological site while knowing, or having reasonable cause to suspect, that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, moved, damaged or destroyed,

(d) disturbing or excavating an Aboriginal place of heritage significance,

(e) erecting a building on land:

(i) on which a heritage item is located or that is within a heritage conservation area, or
(ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance,

(f) subdividing land: ............

(5) Heritage assessment
The consent authority may, before granting consent to any development:

(a) on land on which a heritage item is located, or
(b) on land that is within a heritage conservation area, or
(c) on land that is within the vicinity of land referred to in paragraph (a) or (b), 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.

(6) Heritage conservation management plans
The consent authority may require, after considering the heritage significance of a heritage item and the extent of change proposed to it, the submission of a heritage conservation management plan before granting consent under this clause.

(7) Archaeological sites..............

(8) Aboriginal places of heritage significance....................

(9) Demolition of nominated State heritage items..................

(10) Conservation incentives....................... 

Clause 6.1 of the LEP relates to Acid sulphate soils.

The maps to the LEP indicate that the site is Class 5 Acid Sulphate Soils.

Clause 6.1 states:

6.1 Acid sulfate soils
(1) The objective of this clause is to ensure that development does not disturb, expose or drain acid sulfate soils and cause environmental damage.

(2) Development consent is required for the carrying out of works described in the Table to this subclause on land shown on the Acid Sulfate Soils Map as being of the type specified for those works.

<table>
<thead>
<tr>
<th>Land shown on the Acid Sulfate Soils Map</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid Sulfate Soil Area (land up to 5 metres Australian Height Datum)</td>
<td>Works more than 1 metre below the existing ground surface. Works involving the disturbance of more than 1 tonne of soil. Works that are likely to lower the ground water table.</td>
</tr>
<tr>
<td>Buffer Area (land greater than 5 metres but less than 10 metres Australian Height Datum or within 170 metres of any Acid Sulfate Soil Area)</td>
<td>Works involving excavation more than 1 metre below Australian Height Datum. Works that are likely to lower the ground water table.</td>
</tr>
</tbody>
</table>

(3) Development consent must not be granted under this clause for the carrying out of works unless an acid sulfate soils management plan has been prepared for the proposed works in accordance with the Acid Sulfate Soils Manual and has been provided to the consent authority.

(4) Despite subclause (2), development consent is not required under this clause for the carrying out of works if:

(a) a preliminary assessment of the proposed works prepared in accordance with the Acid Sulfate Soils Manual indicates that an acid sulfate soils management plan is not required for the works, and

(b) the preliminary assessment has been provided to the consent authority and the consent authority has confirmed the assessment by notice in writing to the person proposing to carry out the works.

An acid sulphate soils management plan is not required.

Clause 6.2 of the LEP refers to Earthworks and states:

6.2 Earthworks

(1) The objective of this clause is to ensure that earthworks 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,
(2) Development consent is required for earthworks unless:

(a) the work is exempt development under the Plan or another applicable environmental planning instrument, or

(b) the earthworks are ancillary to development that is permitted without consent under this Plan, or to development for which development consent has been given.

(3) Before granting development consent for earthworks (or for development involving ancillary earthworks), the consent authority must consider the following matters:

(a) the likely disruption of, or any detrimental effect on, existing drainage patterns and soil stability in the locality,
(b) the effect of the proposed development on the likely future use or redevelopment of the land,
(c) the quality of the fill or the soil to be excavate, or both,
(d) the effect of the proposed development on the existing and likely amenity of adjoining properties,
(e) the source of any fill material and the destination of excavated material,
(f) the likelihood of disturbing relics,
(g) the proximity to and potential for adverse impacts on any watercourse, drinking water catchment or environmentally sensitive area.
(h) any appropriate measures proposed to avoid, minimise or mitigate the impacts of development.”

Clause 6.4 refers to consideration of service provision as follows:

“6.4 Essential services
(1) Development consent must not be granted for development unless the consent authority is satisfied that any of the following services that are essential for the development are available or that adequate arrangements have been made to make them available when required:

(a) the supply of water,
(b) the supply of electricity,
(c) the disposal and management of sewage,
(d) the disposal and recycling of waste,
(e) stormwater drainage or on-site conservation,
(f) suitable vehicular access.

(2) This clause does not apply to development for the purpose of providing, extending, augmenting, maintaining or repairing any essential service referred to in this clause.”

Clause 6.6 relates to signage as follows:

6.6 Erection or display of signage
Before granting development consent for development that involves the erection or display of signage, the consent authority must be satisfied that the signage:

(a) is compatible with the desired amenity and visual character of the area, and
(b) provides effective communication in suitable locations, and
(c) is of a high quality design and finish."

Signage is not part of this application.

2.4 STRATHFIELD DCP (DCP)

The Strathfield DCP 2005 (DCP) applies to the land. Part M has specific controls related to development of educational establishments.

On March 1 2013, Clause 74BA was enacted in The Act. That clause relates to the purpose and status of development control plans. Subclause (1) of that clause states:

“the provisions of a development control plan made for that purpose are not statutory requirements.”

This DCP refers to the repealed Strathfield Planning Scheme Ordinance (SPSO) and not the current SLEP.

Clause 35 (9) of the SEPP Ed 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 subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.

Subclause 1 states:

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

While the relevance of the DCP is considered to be minimal at best with no statutory requirements, the use not permissible under the LEP being the superior instrument to which the DCP gives detail, as well as the DCP applying to a repealed LEP, an analysis of the proposal against the DCP is provided in section 4.1 below.

2.5 STATE ENVIRONMENTAL PLANNING POLICY EDUCATIONAL ESTABLISHMENT and CIRCULAR

State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (SEPP Ed) commenced operation of 5 September 2017.

Under the SEPP Ed all new schools are to State Significant development (SSD). The proposal is still local development, not a new school and an application to Strathfield Council will be made.
Part 2 of SEPP Ed Clause 11 requires consultation with councils as follows:

“11 Consultation with councils—development with impacts on local heritage

(1) This clause applies to development carried out by or on behalf of a public authority if the development:

(a) is likely to affect the heritage significance of a local heritage item, or of a heritage conservation area, that is not also a State heritage item in a way that is more than minimal, and

(b) is development that this Policy provides may be carried out without development consent.

(2) A public authority, or a person acting on behalf of a public authority, must not carry out development to which this clause applies unless the authority or the person has:

(a) had an assessment of the impact prepared, and

(b) given written notice of the intention to carry out the development, with a copy of the assessment and a scope of works, to the council for the area in which the local heritage item or heritage conservation area (or the relevant part of such an area) is located, and

(c) taken into consideration any response to the notice that is received from the council within 21 days after the notice is given.”

A heritage assessment has been prepared and forms part of the application.

Clause 13 relates to consultation with public authorities other than Councils.

Subclause (3) relates to consultation for development without consent and states:

(3) For the purposes of subclause (1), development for the purpose of an existing school is specified development, in relation to which Roads and Maritime Services is the specified authority, if:

(a) the site has access to a road and the development will result in the school being able to accommodate 50 or more additional students, or

(b) the site has access to:

(i) a classified road, or

(ii) a road (the connecting road) that connects, within 90 metres (measured along the alignment of the connecting road) of the access point, to a classified road, and the development will result in the provision of an additional 50 or more car parking spaces, or

(c) no road to which the site has access is classified and the development will result in the provision of an additional 200 or more car parking spaces, or

(d) the development will result in:

(i) a new vehicular access point to the school, or

(ii) a change in location of an existing vehicular access point to the school, or

(e) the development will involve excavation to a depth of 3 or more metres below ground level (existing) on land within or immediately adjacent to a classified
road within the meaning of the Roads Act 1993.

The proposal does not meet any of the above criteria and is not development without consent.

Division 4 of the SEPP Ed relates to complying development and states:

“Division 4 Exempt development

Note 1. Section 76 of the Act contains requirements applying to exempt development.
Note 2. In addition to the requirements set out in this Policy in relation to exempt development, adjoining owners’ property rights, the applicable common law and other legislative requirements for approvals, licences, permits and authorities still apply. For example, requirements relevant to the kind of exempt development concerned may be contained in the Act, the Environmental Planning and Assessment Regulation 2000, various State environmental planning policies, the Protection of the Environment Operations Act 1997, the Roads Act 1993 and Acts applying to various infrastructure authorities. If the development is in proximity to infrastructure, including water, stormwater and sewer mains, electricity power lines and telecommunications facilities, the relevant infrastructure authority should be contacted before commencing the development.

75 General requirements for exempt development

(1) This clause applies to any development that this Policy provides is exempt development.

Note. Clause 18 and other provisions of this Policy identify kinds of development that are exempt development if they meet the requirements of this clause.

(2) Development that is specified in an exempt development code that meets the standards specified for that development and that complies with the requirements of this Division for exempt development is exempt development for the purposes of this Policy.

(3) To be exempt development, the development:

(a) must meet the relevant deemed-to-satisfy provisions of the Building Code of Australia, or if there are no such relevant provisions, must be structurally adequate, and

(b) must not, if it relates to an existing building:
(i) cause the building to contravene the Building Code of Australia, or
(ii) compromise the fire safety of the building or affect access to any fire exit, and

(c) must be carried out in accordance with all relevant requirements of the Blue Book, and

(d) must not be designated development, and

Note. Designated development is defined in section 77A of the Act as development that is declared to be designated development by an environmental planning instrument or the regulations

(e) if it is likely to affect a State or local heritage item or a heritage conservation area—must involve no more than minimal impact on the heritage significance of the item or area, and be in accordance with any applicable heritage conservation management plan, and
(f) must be installed in accordance with the manufacturer’s specifications, if applicable, and

(g) must not involve the removal or pruning of a tree or other vegetation that requires a permit or development consent for removal or pruning, unless that removal or pruning is undertaken in accordance with a permit or development consent, and

**Note.** A permit for the removal or pruning of a tree or other vegetation may be granted under a local environmental plan. A development consent for the removal of native vegetation may be granted under the Native Vegetation Act 2003.

(h) must not involve the removal of asbestos, unless that removal is undertaken in accordance with *How To Safely Remove Asbestos: Code of Practice* (ISBN 978-0-642-33317-9) published by Safe Work Australia.

(4) In this clause:

*exempt development code* means any of the following codes:

(a) the General Exempt Development Code set out in Division 1 of Part 2 of State Environmental Planning Policy (Exempt and Complying Development Codes) 2008,

(b) the Advertising and Signage Exempt Development Code set out in Division 2 of Part 2 of that Policy,

(c) the Temporary Uses and Structures Exempt Development Code set out in Division 3 of Part 2 of that Policy.

**Note.** A service approval is required to operate an early childhood education and care facility that is an education and care service to which the *Children (Education and Care Services) National Law (NSW)* applies or a State regulated education and care service to which the *Children (Education and Care Services) Supplementary Provisions Act 2011* applies. Approved services are subject to various operational requirements under that legislation, including requirements for the physical environment of the approved service.

18 **Exempt development for Schedule 1 purposes carried out by public authorities in connection with educational establishments**

Development for a purpose specified in Schedule 1 is exempt development if:

(a) it is carried out by or on behalf of a public authority in connection with an existing educational establishment, and

(b) it meets the development standards for the development specified in Schedule 1.

**Note.** Exempt development must also comply with the general requirements in clause 15.”

State Environmental Planning Policy (Exempt and Complying Development Codes) 2008 (the Codes SEPP) contains Sections 1.15 which states:

**“1.15 What development is exempt development?**

(1) Development that is specified in an exempt development code that meets the standards specified for that development and that complies with the requirements of this Division for exempt development is exempt development for the purposes of this Policy.
(2) For the purposes of subclause (1), development that is specified includes any specified limitations as to the land on which that development may be carried out.

**Note.** Under section 76 of the Act, exempt development may be carried out without the need for development consent under Part 4 of the Act or for assessment under Part 5 of the Act.”

The application is not exempt development as development is greater than development listed in Schedule 1.

Division 5 relates to Complying Development.

Clause 17 sets out General requirements for complying development as follows:

**“19 General requirements for complying development**

(1) This clause applies to any development that this Policy provides is complying development.

(2) To be complying development, the development must:

(a) meet the general requirements for complying development set out in clause 1.17A of State Environmental Planning Policy (Exempt and Complying Development Codes) 2008, and

(b) not be exempt development under this Policy, and

(c) be permissible, with consent, under an environmental planning instrument applying to the land on which the development is carried out, and

**Note.** Accordingly, development that is permitted to be carried out without consent is not complying development.

(d) meet the relevant provisions of the Building Code of Australia, and

(e) not involve the removal or pruning of a tree or other vegetation that requires a permit or development consent for removal or pruning, unless that removal or pruning is undertaken in accordance with a permit or development consent, and

**Note.** A permit for the removal or pruning of a tree or other vegetation may be granted under a local environmental plan. A development consent for the removal of native vegetation may be granted under the Native Vegetation Act 2003.

(f) not be carried out within 1 metre of any public sewer, if the development comprises the erection of a building, except with the written approval of the authority that has management or control of that sewer, and

(g) if it is on land that is:

(i) within or above a rail corridor, or interim rail corridor, or
(ii) within 25 metres (measured horizontally) of a rail corridor, or interim rail corridor, or
(iii) within 25 metres (measured horizontally) of the ground directly above an underground rail corridor, or an underground interim rail corridor, not involve excavation to a depth greater than 2 metres below ground level (existing) on the land, and

(h) if it is on land that is in or immediately adjacent to a rail corridor, must not involve the use of a crane in the air space above any rail corridor.

Note. A service approval is required to operate an early childhood education and care facility that is an education and care service to which the Children (Education and Care Services) National Law (NSW) applies or a State regulated education and care service to which the Children (Education and Care Services) Supplementary Provisions Act 2011 applies. Approved services are subject to various operational requirements under that legislation, including requirements for the physical environment of the approved service."

(3) To be complying development, the development must not be carried out on:

(a) land that is reserved for a public purpose in an environmental planning instrument, or

(b) land identified on an Acid Sulfate Soils Map as being Class 1 or Class 2, or

(c) land that is significantly contaminated land within the meaning of the Contaminated Land Management Act 1997, or

(d) land that is subject to a biobanking agreement under Part 7A of the Threatened Species Conservation Act 1995 or a property vegetation plan approved under the Native Vegetation Act 2003, or

(e) land identified by an environmental planning instrument as being:
   (i) within a buffer area, or
   (ii) within a river front area, or
   (iii) within an ecologically sensitive area, or
   (iv) environmentally sensitive land, or
   (v) within a protected area, or

(f) land that is identified by an environmental planning instrument, a development control plan or a policy adopted by the council as being or affected by:
   (i) a coastline hazard, or
   (ii) a coastal hazard, or
   (iii) a coastal erosion hazard, or

(g) land in a foreshore area, or

(h) unsewered land:
   (i) to which State Environmental Planning Policy (Sydney Drinking Water Catchment) 2011 applies, or
   (ii) in any other drinking water catchment identified in any other environmental planning instrument.
(4) Development referred to in clause 15 (2) of Schedule 1 to State Environmental Planning Policy (State and Regional Development) 2011 is not complying development under this Policy.

Note 1. Accordingly, clause 9 of that Policy does not apply in relation to that development.

Note 2. Clause 15 (2) of Schedule 1 to that Policy declares to be State significant development, development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school."

Other than removal of trees, the proposal meets these requirements for complying development.

State Environmental Planning Policy (Exempt and Complying Development Codes) 2008 (the Codes SEPP) contains Section 1.17A which states:

1.17A Requirements for complying development for all environmental planning instruments

(1) To be complying development for the purposes of any environmental planning instrument, the development must not:

(a) be development for which development consent cannot be granted except with the concurrence of a person other than:
   (i) the consent authority, or
   (ii) the Director-General of the Department of Environment, Climate Change and Water as referred to in section 79B (3) of the Act, or

(b) be on land that is critical habitat, or

(c) be on land that is, or is part of, a wilderness area (within the meaning of the Wilderness Act 1987), or

(d) be carried out on land that:
   (i) comprises an item that is listed on the State Heritage Register under the Heritage Act 1977 or on which such an item is located, or
   (ii) is subject to an interim heritage order under that Act or on which is located an item that is so subject, or
   (iii) is identified as an item of environmental heritage or a heritage item by an environmental planning instrument or on which is located an item that is so identified, or

(e) except as otherwise provided by this Policy, be on land that is within an environmentally sensitive area.

(2) Despite subclause (1) (d), if development meets the requirements and standards specified by this Policy and that development:
   (a) has been granted an exemption under section 57 (2) of the Heritage Act 1977, or
   (b) is subject to an exemption under section 57 (1A) or (3) of that Act, the development is complying development under this Policy.
(3) If an item listed on the State Heritage Register is not located on, or does not comprise, the whole of the relevant land, subclause (1) (d) applies only to the part of the land that is described and mapped on that register.

(4) If an item not listed on the State Heritage Register but identified as an item of environmental heritage in an environmental planning instrument does not comprise, or is not located on, the whole of the relevant land, subclause (1) (d) applies only to the part of the land that is described and mapped on that instrument.

Environmentally Sensitive area is defined under Clause 1.5 of that SEPP to be:

“environmentally sensitive area means any of the following:

(a) the coastal waters of the State,

(b) a coastal lake,

(c) land to which State Environmental Planning Policy No 14—Coastal Wetlands or State Environmental Planning Policy No 26—Littoral Rainforests applies,

(d) land reserved as an aquatic reserve under the Fisheries Management Act 1994 or as a marine park under the Marine Parks Act 1997,

(e) land within a wetland of international significance declared under the Ramsar Convention on Wetlands or within a World heritage area declared under the World Heritage Convention,

(f) land within 100m of land to which paragraph (c), (d) or (e) applies,

(g) land identified in this or any other environmental planning instrument as being of high Aboriginal cultural significance or high biodiversity significance,

(h) land reserved under the National Parks and Wildlife Act 1974 or land to which Part 11 of that Act applies,

(i) land reserved or dedicated under the Crown Lands Act 1989 for the preservation of flora, fauna, geological formations or for other environmental protection purposes,

(j) land identified as being critical habitat under the Threatened Species Conservation Act 1995 or Part 7A of the Fisheries Management Act 1994.”

The proposal is not complying development due to the heritage listing of the gardens.

Clause 20 relates to development affecting certain trees or vegetation and states:

20 Development affecting certain trees or vegetation

Complying development under this Policy is not required to satisfy the requirements of clause 19 (2) (e), to the extent that it relates to a permit or development consent required under an environmental planning instrument, in respect of the removal or
pruning of a tree or other vegetation if:

(a) in the case of any tree, it is not listed on a significant tree register or register of significant trees kept by the council, and

(b) the tree or vegetation is within 3 metres of the development, and

(c) the tree or vegetation has a height that is less than 8 metres.

For this proposal, 18 trees are affected or removed.

Part 4 of the SEPP Ed relates to schools and specific development controls.

Clause 33 defines prescribed zone. The proposal is on land zoned R3 Medium Density Residential and is in a prescribed zone.

Clause 35 relates to Schools development permitted with consent and states:

35 Schools—development permitted with consent

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

(2) Development for a purpose specified in clause 39 (1) or 40 (2) (e) may be carried out by any person with consent on land within the boundaries of an existing school.

(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.

(4) Subclause (3) does not require development consent to carry out development on land if that development could, but for this Policy, be carried out on that land without development consent.

(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 development application for development of a kind referred to in subclause (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 4, and
(b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.

(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.
(8) A provision in another environmental planning instrument that requires a competitive design process to be held as a prerequisite to the granting of development consent does not apply to development to which subclause (6) (a) applies that has a capital investment value of less than $50 million.

(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.

(10) Development for the purpose of a centre-based child care facility may be carried out by any person with development consent on land within the boundaries of an existing school.

(11) Development for the purpose of residential accommodation for students that is associated with a school may be carried out by any person with development consent on land within the boundaries of an existing school.

The proposal is one within a prescribed zone and is therefore permissible with consent.

Clause 36 relates to schools development permitted without consent and states:

36 Schools—development permitted without consent

(1) Development for any of the following purposes may be carried out by or on behalf of a public authority without consent on land in a prescribed zone if the development is in connection with an existing school:

(a) construction, operation or maintenance, more than 5 metres from any property boundary with land in a residential zone and more than 1 metre from any property boundary with land in any other zone, of:

(i) a library or an administration building that is not more than one storey high, or
(ii) a portable classroom (including a modular or prefabricated classroom) that is not more than 1 storey high, or
(iii) a permanent classroom that is not more than 1 storey high to replace an existing portable classroom and that is used for substantially the same purpose as the portable classroom, or
(iv) a kiosk, cafeteria or bookshop for students and staff that is not more than 1 storey high, or
(v) a car park that is not more than 1 storey high,

(b) minor alterations or additions, such as:

(i) internal fitouts, or
(ii) alterations or additions to address work health and safety requirements or to provide access for people with a disability, or
(iii) alterations or additions to the external facade of a building that do not increase the building envelope (for example, porticos, balcony
enclosures or covered walkways),

(c) restoration, replacement or repair of damaged facilities,

(d) security measures, including fencing, lighting and security cameras,

(2) However, subclause (1) applies only to development that:

(a) does not require an alteration of transport or traffic arrangements, (for example, a new vehicular access point to the school or a change in location of an existing vehicular access point to the school), or and

(b) in the case of development referred to in subclause (1) (a)—does not allow for an increase in:
   (i) the number of students the school can accommodate, or
   (ii) the number of staff employed at the school,
   that is greater than 10% (compared with the average of each of those numbers for the 12-month period immediately before the commencement of the development).

(3) Nothing in this clause authorises the carrying out of development in contravention of any existing condition of a development consent (other than a complying development certificate) that applies to any part of the school, relating to hours of operation, noise, car parking, vehicular movement, traffic generation, loading, waste management, landscaping or student or staff numbers.

(4) A reference in this clause to development for a purpose referred to in subclause (1) (a), (b) or (c) includes a reference to development for the purpose of construction works if that development is in connection with the purpose referred to in subclause (1) (a), (b) or (c).

Note. Section 100B (3) of the Rural Fires Act 1997 requires a person to obtain a bush fire safety authority under that Act before developing bush fire prone land for a special fire protection purpose such as a school.

The proposal is within 5m of site boundaries and does not meet the requirements for development without consent.

Clause 36 specifies notification procedures for development without consent which are not applicable in this application.

Clause 37 relates to existing schools exempt development and states:

38 Existing schools—exempt development

(1) Development for any of the following purposes is exempt development if it is on land within the boundaries of an existing school and complies with any requirements of this subclause that apply to the development:

(a) an awning or canopy attached to a building, that is more than 1 metre from any property boundary,
(b) the removal or pruning of a tree that has been assessed by a Level 5 qualified arborist as posing a risk to human health or safety or of damage to infrastructure, but only if a replacement tree that is capable of achieving a mature height of 3 metres or more is planted within the grounds of the school,

(c) landscaping, including irrigation schemes (whether using recycled or other water),

(d) play equipment where adequate safety provisions (including soft landing surfaces) are provided, but only if any structure is more than 1.2 metres from any fence,

(e) routine maintenance (including earthworks associated with playing field regrading or landscaping),

(f) walking paths (including raised walking paths), boardwalks, ramps, minor pedestrian bridges, stairways, gates, seats, barbecues, shelters and shade structures,

(g) a sporting field, tennis court, basketball court or any other type of court used for sport, and associated awnings or canopies,

(h) directional signage for pedestrians and information boards,

(i) the use of existing facilities or buildings for the purposes of school-based child care, or for the physical, social, cultural or intellectual development or welfare of the community (whether or not it is a commercial use of the establishment),

(j) an amenities building, workshop or storage shed:

   (i) that is not more than 1 storey high, and
   (ii) that is more than 5 metres from any property boundary with land in a residential zone and more than 1 metre from any property boundary with land in any other zone,

(k) environmental management works,

(l) a portable classroom (including its removal):

   (i) that is not more than 1 storey high, and
   (ii) that is more than 5 metres from any property boundary with land in a residential zone and more than 1 metre from any property boundary with land in any other zone,

(m) demolition of development that would be exempt development under this or any other environmental planning instrument if it were being constructed or installed, if it is not carried out on or in a State or local heritage item or in a heritage conservation area.
Note. Exempt development must also comply with the general requirements in clause 17.

(2) Clause 17 (3) (g), to the extent that it relates to a permit or development consent required under an environmental planning instrument, does not apply in relation to development carried out under subclause (1) (b).

(3) Development for a purpose specified in Schedule 1 that is carried out by a person other than a public authority is exempt development if:

(a) it is carried out on land within the boundaries of an existing school, and

(b) it meets the development standards for the development specified in Schedule 1.

Note 1. Exempt development must also comply with the general requirements in clause 17.
Note 2. Clause 18 covers development carried out by or on behalf of a public authority.

The proposal is greater than the threshold for exempt development.

Clause 39 relates to existing schools complying development and states:

39 Existing schools—complying development

(1) Development carried out by or on behalf of any person on land within the boundaries of an existing school is complying development if:

(a) it consists of the construction of, or alterations or additions to, any of the following:

(i) a library, an administration building or office premises for the purposes of the school,
(ii) a gym, indoor sporting facility or hall,
(iii) a teaching facility (including lecture theatre), laboratory, trade facility or training facility,
(iv) a cafeteria that is carried out in accordance with AS 4674—2004, Design, construction and fit-out of food premises, published by Standards Australia on 11 February 2004,
(v) a kiosk or bookshop for students or staff (or both),
(vi) a hall with associated covered outdoor learning area or kiosk,
(vii) an outdoor learning or play area and associated awning or canopy,
(viii) demolition of a building or structure (unless a State heritage item or local heritage item),
(ix) minor alterations or additions (such as internal fitouts, structural upgrades, or alterations or additions to enable plant or equipment to be installed, to address work health and safety requirements or to provide access for people with a disability),
(x) restoration, replacement or repair of a damaged building or structure,

And

(b) it complies with this clause.

Note. Complying development must also comply with the general requirements in clause 19.
(2) Development carried out by or on behalf of any person on land within the boundaries of an existing school is complying development if:

(a) it is an alteration or addition referred to in subclause (1) or clause 40 (2) and
(b) it complies with this clause.

Note 1. Complying development must also comply with the general requirements in clause 19.
Note 2. Development to which section 100B (1) of the Rural Fires Act 1997 applies is not complying development under this Policy.

(3) The development standards for complying development under this clause (other than for development referred to in subclause (1) (a) (viii), (ix) or (x)) are set out in Schedule 2.

(4) Nothing in this clause authorises the carrying out of development in contravention of any existing condition of the most recent development consent (other than a complying development certificate) that applies to any part of the school, relating to hours of operation, noise, car parking, vehicular movement, traffic generation, loading, waste management, landscaping or student or staff numbers.

The proposal is an existing school and therefore possible complying development but the does not meets the requirement for complying development of general clause 17.

Schedule 2 to the SEPP Ed sets standards for complying development as follows:

2 Building height
The building height of a building (whether a new building, or an existing building as a result of an addition or alteration):

(a) must not exceed 4 storeys, and
(b) must not exceed 22m from ground level (mean).

ground level (finished) means, for any point on a site, the ground surface after completion of any earthworks (excluding any excavation for a basement, footings or the like) for which consent has been granted or that is exempt development.

ground level (mean) means, for any site on which a building is situated or proposed, one half of the sum of the highest and lowest levels at ground level (finished) of the outer surface of the external walls of the building.

3 Side and rear setback

A building (whether a new building, or an existing building as a result of an addition or alteration) or any part of a building (including a basement or any other part of a building that is constructed below ground):

(a) that is 12m or less in height—must be located more than 5m from any side or rear property boundary with land in a residential zone or more than 1m from any side or rear property boundary with land in an industrial or a business zone, or
(b) that is more than 12m but less than 15m in height—must be located more than 8m from any side or rear property boundary with land in a residential zone or more than 2.5m from any side or rear property boundary with land in an industrial or a business zone, or

(c) that is more than 15m but no more than 22m in height—must be located more than 10m from any side or rear property boundary with land in a residential zone or more than 4m from any side or rear property boundary with land in an industrial or a business zone.

4 Front setback

(1) A new building must have a front setback:
(a) that is not less than the average distance of the front setbacks of all existing development that is located within 70m of the building, or
(b) if there is no development located within 70m of the building—of at least 5m.

(2) Alterations or additions to an existing building must not result in the building having a front setback:
(a) that is less than the average distance of the front setbacks of all existing development that is located within 70m of the building, or
(b) if there is no development located within 70m of the building—of less than 5m.

5 Design and materials
A new building or an alteration or addition to an existing building must comply with the following:
(a) any new external walls or roof of the building must be constructed of non-reflective material,
(b) any external walls of the building that face a public road or reserve must contain windows.

6 Noise
A new building or (if the development is an alteration or addition to an existing building for the purpose of changing its use) an existing building that is to be used for the purpose of a school or school-based child care must be designed so as not to emit noise exceeding an LAeq of 5 dB(A) above background noise when measured at any lot boundary.

7 Overshadowing
A new building or an alteration or addition to an existing building must not overshadow any adjoining residential accommodation so that solar access to any habitable room or principal private open space on the adjoining property:
(a) is reduced to less than 3 hours of solar access between 9:00 am and 3:00 pm at the winter solstice, or

(b) is reduced in any manner if solar access to any habitable room on the adjoining property is already less than 3 hours.

8 Privacy
A window in a new building, or a new window in any alteration or addition to an existing building, must have a privacy screen for any part of the window that is less than 1.5m above finished floor level if:

(a) the finished floor level is more than 1.5m above ground level (mean), and

(b) the window faces a building used for residential accommodation on an adjoining lot, and

(c) the wall in which the window is located has a setback of less than 5m from the boundary of that adjoining lot.

9 Landscape
Landscaping must be provided for a new building constructed adjacent to the boundary of land in Zone R1 General Residential, Zone R2 Low Density Residential, Zone R3 Medium Density Residential or Zone R4 High Density Residential, as follows:

(a) the landscaped area must be 3m wide and along the common boundary,

(b) the landscaped area must contain trees or shrubs (that grow to a mature height of 3m or more) that are:
   (i) suitable for screening, and
   (ii) not likely to pose a safety or health risk.
   (iii) listed on the council’s preferred tree species list (if one exists).

Other controls such as waste provision, earthworks, drainage, bushfire prone land and flood control lots also form part of Schedule 2.

The proposal is less than 12m in height but fails the side and rear setback requirements. It meets the materials, overshadowing requirements but as stated previously is not complying development.

Clause 40 relates to school-based child care complying development and states:

34 School-based child care—complying development

(1) Development carried out by or on behalf of any person for the purpose of school-based child care is complying development for the purposes of this Policy if it complies with this clause.

Note. Complying development must also comply with the general requirements in clause 17.

(2) The standards specified for the development are as follows:

(a) the development must be carried out within the boundaries of an existing
school,

(b) the development must not be on bush fire prone land,

(c) the current use of the premises must not be an existing use within the meaning of section 106 of the Act,

(d) if there is no existing condition on development consent applying to the school relating to the hours of operation—the school-based child care must not operate on a Saturday or Sunday, or before 7.00 am or after 7.00 pm on a weekday.

(e) if the development consists of the construction of, or alterations or additions to, school-based child care—the development must comply with the standards set out in Schedule 2,

Note. A service approval is required to operate an early childhood education and care facility that is an education and care service to which the Children (Education and Care Services) National Law (NSW) applies or a State regulated education and care service to which the Children (Education and Care Services) Supplementary Provisions Act 2011 applies. Approved services are subject to various operational requirements under that legislation, including requirements for the physical environment of the approved service (for example, minimum requirements for indoor and outdoor space).

(3) Nothing in this clause authorises the carrying out of development in contravention of any existing condition of a development consent (other than a complying development certificate) that applies to any part of the school, relating to hours of operation, noise, car parking, vehicular movement, traffic generation, loading, waste management, landscaping or student or staff numbers.

The proposal is an existing school and includes a relocation on site of prep school facilities but does not meet the general requirements of Clause 17.

Clause 42 relates to state Significant development for schools and application of development standards in LEPS’ and states:

42 State significant development for the purpose of schools—application of development standards in local environmental plans

Development consent may be granted to development for the purpose of a school that is State significant development even though the development would contravene a development standard imposed by the local environmental plan under which the consent is granted.

Part 7 of the SEPP Ed relates to other general development controls.

Clause 57 relates to traffic generating development and states:

57 Traffic-generating development

(1) This clause applies to development for the purpose of an educational establishment:
(a) that will result in the educational establishment being able to accommodate 50 or more additional students, and

(b) that involves:
   (i) an enlargement or extension of existing premises, or
   (ii) new premises,
   on a site that has direct vehicular or pedestrian access to any road.

(2) Before determining a development application for development to which this clause applies, the consent authority must:

   (a) give written notice of the application to Roads and Maritime Services (RMS) within 7 days after the application is made, and

   (b) take into consideration the matters referred to in subclause (3).

(3) The consent authority must take into consideration:

   (a) any submission that RMS provides in response to that notice within 21 days after the notice was given (unless, before the 21 days have passed, RMS advises that it will not be making a submission), and

   (b) the accessibility of the site concerned, including:
       (i) the efficiency of movement of people and freight to and from the site and the extent of multi-purpose trips, and
       (ii) the potential to minimise the need for travel by car, and

   (c) any potential traffic safety, road congestion or parking implications of the development.

(4) The consent authority must give RMS a copy of the determination of the application within 7 days after the determination is made.

The proposal is an existing school over 50 students with alterations and requires RMS consideration. This aspect is addressed in the traffic engineers report attached and at section 4.2 below.

Schedule 4 of the SEPP Ed provides design quality principles.

These principles are:

**Schedule 4 Schools—design quality principles (Clause 35(6) (a))**

**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.

**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.

**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.

*Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.*

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

**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.

**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.

**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.

**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 project architect has addressed these principles in the architect’s design statement below.

A planning circular PS 17-004 regarding expansion of schools was issued on 20 September 2017.

The introduction to the circular states:

“NSW is experiencing significant population growth and subsequent increased school enrolments both in public and non-government schools. To assist in delivering additional school capacity the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (the SEPP) introduces a planning framework applying to school development.

The SEPP will allow various alterations, additions and expansion of school facilities as exempt development, complying development, development with consent, or development without consent under Part 5 of the Environmental Planning and Assessment Act 1979 (EP&A Act).

Many existing schools have conditions on development consents that currently limit the intensification of the school development through caps on both student and staff numbers (cap conditions). These cap conditions are an important tool to manage traffic and parking impacts, but can be a major constraint on the growth of the school and the provision of essential school infrastructure. Therefore they should only be applied in circumstances justified by a comprehensive and evidence-based assessment of relevant planning issues such as traffic and parking.”

The circular acknowledges” schools can experience fluctuations in staff and student numbers and that flexibility to accommodate additional students is required in order to deliver the best level of access to education for children”.

The circular states for applicants:
Before applying for development consent, applicants of school developments should look beyond the immediate student and staff numbers and instead consider the future projected student and staff numbers and the maximum operating capacity of the school site and incorporate these matters into their development application so that they can be considered by the consent authority.

Projects should be designed to anticipate any expected future expansion of the school, including catering for the future needs that may affect student and staff numbers, hours of operation, noise, car parking, vehicular movement and traffic generation.

Development applications should clearly demonstrate that the proposed expansion and increase in staff/student numbers can be accommodated through measures such as (but not limited to):

- appropriate access and car parking arrangements, and consideration of any future roadworks that may be required if the capacity of a school is increased. Development applications should be supported by a traffic impact assessment, prepared by an appropriately qualified professional, addressing these issues;

- appropriate siting and design of buildings, facilities and play areas to minimise visual and amenity impacts (including noise) on surrounding areas. Where relevant, applications should be supported by a noise impact assessment, prepared by an appropriately qualified professional; and

- appropriate stormwater management and other environmental measures, supported by reports prepared by appropriately qualified professionals.

Further, when applying for development consent, applicants should demonstrate adequate and appropriate arrangements to address the traffic and parking needs generated by the development. This may include:

- supervised and managed student drop off/pick up zones and procedures;
- efforts undertaken by the school to reduce private vehicle trips including measures such as carpooling and, provision of dedicated school bus services;
- availability and increased use of public transport; and
- facilities to encourage walking and cycling.

(My highlighting to emphasise matters to be addressed).

The accompanying reports identify that the proposal is satisfactory in these areas.

The circular also provides guidance in the form of best practice for consent authorities in assessing such development applications as follows:

A consent authority has the power under s80A of the EP&A Act to impose conditions that relate to the development. Cap conditions have been held to be valid conditions under the EP&A Act, and can be associated with other conditions that require traffic and parking management actions as well as a trigger to require further assessment if it is proposed to increase the intensity of the school use.
However, if the consent authority considers it necessary to impose a condition limiting student and staff numbers at the school site, the numerical cap imposed should be for a valid planning reason supported by a strong evidence base. The Department recommends applying the following principles when considering whether to place numeric caps for staff or students on school consents:

1. **Apply outcome based consent conditions**

The consent authority should consider whether an outcome-based condition would mitigate the impact, rather than a prescriptive, numerical cap. Section 80A of the EP&A Act allows conditions to be expressed as an outcome or an objective, so long as there are clear criteria against which achievement of the outcome or objective can be assessed.

If a cap on student numbers is considered warranted, the condition should be drafted to require delivery of the desired outcome of the cap. For example, a cap condition placing an upper limit of student and staff numbers above current enrolment needs could be applied and the condition drafted to require certain measures to be implemented progressively prior to any increase in student numbers. This could include a condition requiring the applicant to submit revised traffic and pedestrian management plans to the consent authority to reflect the increased number to the satisfaction of the approval of the consent authority, or requiring certain road works to be undertaken when numbers reach a specified level. This approach delivers an absolute limit to growth at the school but provides flexibility for incremental increases up to the limit permitted by the cap condition to address future operating needs without the need for a new application.

2. **Caps should be evidence-based**

If caps on student or staff numbers are to be applied, they are to be based on clear evidence that the operational capacity of the school should be limited according to the environmental constraints of the site and/or the surrounding locality.

Conditions imposing caps should not be arbitrary or based on matters unrelated to planning impacts. The maximum number imposed in the consent condition should be based on what the evidence suggests the site and surrounding area can cope with. Application of the upper limit of these measures is recommended in any consent conditions, so as to avoid unnecessarily limiting the usability of the site.

For example, a traffic impact assessment will indicate the actual capacity of a site in terms of traffic generation and parking requirements having regard to the threshold of traffic volumes in adjoining roads, the availability of parking, proximity to public transport options and mitigation measures that can be applied through an on-site traffic and pedestrian management plan. A traffic study can also consider cumulative impacts of development, and examine potential growth scenarios that can also be taken into account when applying a numerical cap.

Similarly, a broad approach to considering whether there is sufficient passive and active play space for the proposed student population should be adopted. For example, instead of requiring a specified amount of space per student, management
measures such as staggered recess and lunch times, and the use of nearby open space and sporting facilities will enable the recreational needs of students to be met despite the size of the site.

Such measures also support Principle 1 above, in relation to applying outcome-based conditions that give applicants options and flexibility in how they address impacts and achieve the desired outcome.

3. Mitigate impacts directly

Caps on development consents should not be used as a mechanism to address planning impacts that can be reasonably addressed through amendments in the application (as negotiated during the assessment) and other conditions of consent.

Negotiated outcomes and any conditions of development consent should focus on how the development is carried out, after the impacts and amelioration options have been assessed and determined. If conditions to mitigate an impact are required, then these conditions should seek to address the identified impact through the most direct means available.

For example, if the concern relates to the impact of increased traffic on existing road infrastructure, then the conditions on the consent could require the traffic impacts to be addressed directly through roadworks to improve the road network or management plans to regulate traffic flow instead of relying only on a cap condition to indirectly reduce levels of traffic and parking demand. Caps on student and staff numbers should not be placed on consents if there are clearer, more effective ways of regulating the impact that is of concern to the council or consent authority.

4. Flexibility required for school developments

The consent authority should recognise the need for flexibility when limiting staff and student numbers. Public schools are legally required to accommodate all children within their local catchment, and intake can fluctuate considerably between years and may be hard to predict.

Non-government schools can also experience similar fluctuations in enrolments due to changes in population and parental preference. Staff numbers may also fluctuate at schools depending on student numbers and specialist learning needs of the school.

Should a consent authority determine that a cap is required, then it should also consider how the cap may be reasonably implemented with sufficient flexibility to allow the school to meet increased student enrolment demands.

Applying the Principles

The Department recommends that consent authorities apply the above principles when considering whether it is necessary to place a condition on a consent that will impose a numerical limit on student and staff numbers at the school site.”

My highlighting to identify assessment guidelines.
Lingwood forms part of the Meriden Campus in conjunction with the Junior School and Main Campus. The proposed works will result in a minor increase in student numbers (some nine preschool students) and no change to staff numbers.

2.7 SEPP 55 REMEDIATION OF LAND

SEPP 55 applies to the site. Clause 7 of that policy 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.

2) Before determining an application for consent to carry out a development that would involve a change of use on any of the land specified in subclause (4), the consent authority must consider a report specifying the findings of a preliminary investigation of the land concerned carried out in accordance with the contaminated land planning guidelines.

3) The applicant for development consent must carry out the investigation required by subclause (2) and must provide a report on it to the consent authority. The consent authority may require the applicant to carry out, and provide a report on, a detailed investigation (as referred to in the contaminated land planning guidelines) if it considered that findings of the preliminary investigation warrant such an investigation.

4) The land concerned is:
   a) land that is within an investigation area,
   b) land on which development for a purpose referred to in Table 1 to the contaminated land planning guidelines is being, or is known to have been, carried out,
   c) to the extent to which it is proposed to carry out development on it for residential, educational, recreational or child care purposes, or for the purposes of a hospital land:
      i) in relation to which there is no knowledge (or incomplete knowledge) as to whether development for a purpose referred to in Table 1 to the contaminated land planning guidelines has been carried out, and
      ii) on which it would have been lawful to carry out such development during any period in respect of which there is no knowledge (or incomplete knowledge).

The site has been used as a school for many decades and was not considered to be contaminated. However, a site contamination preliminary investigation has been
undertaken by Environmental Investigation Services (EIS) and has found some levels of lead.

The initial investigation response is below:

“Environmental investigation Services (EIS) recently completed sampling and analysis of soil at the above school. Elevated concentrations of lead were encountered in three of the boreholes drilled in the west section of the site that were above the most sensitive Health Investigation Levels (HILs). Lead at the concentrations encountered in the soil samples is considered to be a risk factor only if ingested over a long period of time. EIS note that this section of the site appears to be used mainly as a car park and opportunities for prolonged contact with the soil would be very low. Provided the soil is not disturbed the elevated lead concentrations are not considered to pose an immediate safety concern.”

A further report regarding remediation is in the course of preparation and will be submitted to council as soon as it is available for assessment of this issue.

3.0 PROPOSED DEVELOPMENT

3.1 PROJECT DETAILS

The proposed development is illustrated on the plans prepared by AJ+C architects.

Site analysis has been prepared for the site and issues identified in that analysis has been considered in the final design.

The primary aim of the alterations and additions to the Meriden School Lingwood Prep is to greatly improve the quality of the indoor and outdoor learning spaces, enhancing the educational experience for preschool, kindergarten and music students. By increasing the number of prep classrooms, providing music rooms, a uniform shop and office space on this site, facilities are freed up across the other Meriden School sites, allowing the curriculum to expand to include a greater number of specialist subjects, ultimately enriching the educational opportunities throughout the school.

These works also provide the opportunity and incentive to carry out refurbishment to the Lingwood house and garden, enhancing the heritage value of the house by carrying out remedial works to the building fabric, reworking the landscape frontage and removing the buses parked along the teardrop drive, improving the view of the house and garden from the street.

Existing Condition

The Meriden School Lingwood Prep currently accommodates two preschool classes. There are fifty-one students and seven teaching staff. The existing site also accommodates formal and informal staff car parking, and ten Meriden school buses utilise the existing tear drop shaped driveway for student set down and pick up. During the school day, buses that are not transporting students to excursions are parked on the driveway.
The existing facilities on site include:
- heritage listed Lingwood House - accommodating one classroom, staff offices, staff kitchen, staff and student wet areas
- a single storey brick and tile building accommodating an open plan office space, kitchenette and bathroom facilities
- one single storey, timber framed, weatherboard classroom
- two single storey, fibro storage sheds
- artificial turf area with playground equipment
- formal and informal staff parking
- one prefabricated portable cabin accommodating staff facilities for the school bus drivers,
- a tear drop shaped driveway, and
- decorative soft and hard landscape areas.

Whilst the existing learning facilities are clean, bright and cheerfully decorated, the facilities are poorly planned, tired and inefficient.

The heritage house is largely intact and in reasonable condition, however it suffers from various problems that detract from the heritage house interior and exterior features. These include:

- rising damp
- raised external pavement areas which direct surface water towards the house
- disparate electrical, mechanical and plumbing services installations
- wet area renovations that have created a single step up into the various toilet facilities, creating barriers to accessibility
- movement cracks, and
- areas of brickwork in poor condition.

The classrooms and storage sheds located along the southern boundary have not been well maintained. Poor access along the boundary has hampered the maintenance of these structures. Additionally, failing retaining walls and invasive tree roots have damaged the structure of these buildings beyond repair. The floor structure across the classrooms undulates noticeably. The walls and roof are poorly insulated. Asbestos sheet cladding has been used in part.

The external access between classrooms and the heritage house is awkward, with steps and steep ramps along the pathway, limited weather protection and poor passive surveillance.

**Proposed Alterations and Additions**

The proposed works will provide facilities for 126 prep school students, new music facilities for use by students of all ages, a uniform shop and expanded office space.

The demolition works will include:

- the sheds and classrooms along the southern boundary
• the playground and hard paved areas connecting the existing sheds and the heritage house
• areas of paving, driveway, and
• trees, shrubs and turf as required to accommodate the new design. Where practical these will be transplanted.

The portable cabin serving the bus drivers will be removed from site.

Broadly the alternations and additions to Meriden School Lingwood Prep include:
• the refurbishment of the Lingwood house and garden
• the construction of four single storey buildings
• the construction of a double storey building, and
• installation of new playground, soft and hard landscaped areas.

The completed project will accommodate:
• three pre-school classrooms with up to twenty students in each class
• three kindergarten classrooms with up to twenty-two students in each class. These classes are relocated from the junior school
• an amenities area with covered outdoor play
• a music academy building with storage and ten music tutorial rooms
• a uniform shop
• bus drivers’ facilities
• offices at level one, and
• reconfigured play areas, and
• reconfigured parking, driveway and landscaping to the street

Lingwood House

The existing structure and general room arrangement at Lingwood House will remain largely unchanged. Wherever possible, the existing building structure will be untouched, however accessibility non-compliances, poor services installations and problems with damp are to be addressed with this refurbishment.

The proposed works will:
• provide an accessible student and parent entry by removing two students’ toilets. The proposed landscaped entry path will lead parents and students from the street to this newly accessible entry on the eastern side of the Lingwood House. This entry will also become the key connection for students between the library and the playground.
• improve interaction between staff members by forming a wide opening between the staff room area and the adjacent corridor. Presently there is no staff room within Lingwood House. The staff office is crammed with desks and storage and closed off from the adjacent facilities. With the new facilities, staff will carry out their administration/preparation tasks within their classroom area, freeing up this room to become a more informal staff meeting room/lunch room.
• reconfigure existing wet areas on the western side of the house to provide an accessible staff entry, an accessible toilet and shower facility and unisex toilets
• rationalise exposed internal and external conduit runs, switching and lighting
• redirect runoff away from the building perimeter and air vents
• improve sub-floor ventilation
• re-paint internally and externally.

Classrooms

The sheds, classrooms and playground and hard paved areas will be demolished and replaced with new classroom and playground facilities. The new pre-school and kindergarten classrooms will provide improved learning facilities by:

• providing highly insulated walls and roof construction for improved acoustics and greater thermal comfort
• creating large areas of windows, skylights and articulated ceiling voids for an increased sense of space, cross ventilation and natural daylight
• the installation of operable walls between pairs of classrooms to allow for large group activities
• providing wet areas separate from the main classrooms for various arts, crafts and science based activities
• step free circulation between classrooms and external areas, and
• providing a freestanding covered outdoor learning area adjacent to the new playground area

Music Academy

The new building works include a Music Academy. The primary aim of the Music Academy is to provide ten music tutorial spaces and a large instrument storage area. Critical to the success of the academy is excellent acoustics within each tutorial room, effective acoustic separation between rooms and excellent passive surveillance throughout the academy. In addition to the music facilities and associated office and toilet areas, a uniform shop and office area will be accommodated within the Music Academy building.

The Music Academy is located along the eastern boundary, set back from the street in alignment with the neighbouring properties as numbers 12 and 18A Margaret Street. This two storey, steel portal pitched roof building is clad in lightweight timber veneer and FC sheet panels. Windows are heavily screened for privacy and solar heat gain control.

For security reasons, the music facilities will operate independently from the other facilities housed in the building. The music facilities are located at ground level and accessed by a separate entry lobby. Access to the level one uniform shop, bus driver facilities and offices is via a stair and lift located adjacent to the Music Academy entry.

By locating the Music Academy on the Lingwood House site, existing classrooms and offices on the junior and senior campuses are freed up, allowing the Meriden curriculum to expand to include a greater number of specialist subjects, ultimately enriching the educational opportunities throughout the school.
Architectural plans:

DA1001 SITE ANALYSIS PLAN
DA1002 SITE ANALYSIS - SETBACKS & BUILDING ENVELOPE
DA1003 SITE ANALYSIS - COVERAGE
DA1004 SITE ANALYSIS - PLAYGROUND AREA
DA1005 SITE PHOTOS
DA1006 STREETSCAPE ANALYSIS
DA1050 NOTIFICATION PLANS
DA1100 DEMOLITION PLAN
DA1102 BULK EXCAVATION
DA2100 GROUND FLOOR PLAN
DA2101 LEVEL 1 PLAN
DA2102 ROOF PLAN
DA3100 OVERALL ELEVATIONS
DA3200 EAST-WEST SECTIONS
DA3201 SOUTH-NORTH SECTIONS
DA3202 NORTH-SOUTH SECTIONS
DA3250 PERSPECTIVE VIEWS FROM MARGARET STREET
DA3251 PERSPECTIVE VIEWS FROM LINGWOOD HOUSE VERANDAH
DA3300 EXTERIOR FINISHES AND COLOURS
DA3301 LINGWOOD HOUSE COLOUR PALETTE
DA3601 SHADOW STUDY 9AM-12PM JUNE 22
DA3602 SHADOW STUDY 1PM-4PM JUNE 22
DA3605 SHADOW STUDY - EAST BOUNDARY 3PM & 4PM JUNE 22
DA3606 SHADOW STUDY - EAST BOUNDARY 1PM & 2PM JUNE 22
DA3607 SHADOW STUDY - EAST BOUNDARY 3PM & 4PM JUNE 22
DA4000 COLA PERGOLA + COVERED WALKWAY DETAILS

LANDSCAPE Plans:

PROJECT OVERVIEW
+ Site Context
+ Existing Surfaces and Materials
+ Walls and Fences
+ Existing Trees
LANDSCAPE CONCEPT MASTERPLAN
LANDSCAPE LEVELS PLAN
LANDSCAPE PLANTING PLAN
LANDSCAPE PLANTING SCHEDULE
DEEP SOIL LANDSCAPING
INDICATIVE MATERIALS
PRECEDENTS

3.2 ARCHITECTS DESIGN STATEMENT

The following design statement has been prepared by the project architect AJ+C Architects.
“Architects’ Design Statement

16 Margaret Street currently accommodates Meriden School’s Pre-school facilities and Meriden’s Business Centre. Whilst these facilities are fully operational, the facilities within the existing building do not meet the school’s requirements. Accordingly, Allen Jack+Cottier (AJ+C) have been engaged to upgrade both the Lingwood Prep and the Business Centre.

The Lingwood Prep will be upgraded to accommodate six classrooms, a library, two wet area learning spaces, a new playground with a variety of outdoor learning areas along with improved staff facilities and administration offices. A music academy building will replace the existing business centre and will accommodate ten music tutorial rooms, instrument storage along with a uniform shop, bus driver facilities and school accounts/business administration facilities.

The proposed alterations and additions have considered the needs of the school, the heritage constraints and opportunities, local DCPs, neighbouring buildings and the SEPP Ed to develop a scheme that upgrades the existing facilities where appropriate, and demolishes and creates new facilities where necessary in order to achieve a high quality Prep School and an independent Music Academy building.

Lingwood House is emblematic of the Meriden Prep School. Raised above street level, the heritage house appears to be both formal and authoritative, and yet small in scale. The multiple roof hips, picture windows and generous verandah create a domestic and approachable character; ideal for a learning centre focused on very young children.

A closer inspection of Lingwood House (and associated outer buildings) reveals that the existing facilities are aged and require upgrading. Alterations and additions to Lingwood House will resolve the damp issues, upgrade the services installations, provide accessible circulation and improved wet areas throughout. The Prep School library will be accommodated in the main space of Lingwood House, ensuring that this heritage house remains the vibrant centre of the school.

Connectivity between the old and new buildings and between indoor and outdoor spaces is critical. The four new Prep School buildings hug the east, south and west boundaries, receding behind the heritage house. The various learning spaces have been deliberately pulled apart to create breaks between buildings; reducing the perceived scale of the buildings from both within and beyond the site, extending views beyond the playground, encouraging air movement, bringing light and discrete pockets of soft landscaping to the edges of the buildings.

These buildings are simple in form. Walls facing the boundaries are required to be fire rated and will be constructed from precast concrete panels with a paint finish. Walls facing the courtyard and heritage buildings are constructed from lightweight steel and cladding in a modular layout. Expansive areas of glazing allows for views out from the classroom and optimises the use of natural light.

A covered way supported off the new buildings will span between the old and new buildings, providing weather protection for staff and students as they move between
classrooms, the library, playground and staff areas. This covered way will also form clear distinction between the old and the new buildings.

The finished floor levels in the new classroom buildings will match the heritage building, removing the level changes that encumber the existing circulation routes, creating step free, accessible pathways between the various Prep School facilities.

The roof forms of the new buildings are consistent with the profile and pitch of the heritage building. The scale of the internal and external spaces have been manipulated to provide variety and contrast. Ceiling voids are modelled to offset the regular geometry of the external forms, capture varying light and provide a variety of views out of the classroom. Similarly the white, off white, grey and neutral tones of the main building materials are offset by coloured internal and external joinery elements, colour coding to classroom doors, wet areas and internal feature walls and floors. Pairs of classrooms are connected with operable walls, creating flexibility for larger class based activities when appropriate. The new buildings are simple in form, highly insulated and finished with a low maintenance building materials.

Music Academy
The Music Academy building operates quite separately from the Prep School. It is multi-functional, highly programmed and internalised. The design priorities are twofold: to provide good acoustics for the ten music tutorial rooms and good passive surveillance of all the tutorial rooms and general circulation spaces.

The image of the Music Academy is intended to be recessive, with Lingwood house remaining the focus within the Prep School landscape area. The double storey Music Academy runs along the eastern boundary, flanking the Prep School playground and creating a symmetrical open space in front of the heritage house. This separates the two facilities visually and physically. Despite being a two storey building, the Music Academy’s simple form, bold northern elevation and western solar control/framing device clearly identifies the Music Academy as separate from the Prep School.

Principal 1 – Context, built form and landscape
The Lingwood house and garden is heritage listed. The proposed alterations and additions to the Prep School have been developed following analysis of the existing site context and the heritage aspects of the house and garden.

This proposal relocates the buses that are typically parked along the length of the tear drop driveway. These will be parked off site, greatly enhancing the view of the heritage house from the street.
Refer also to the Landscape Heritage Report.
New buildings to be recessive.
Heritage house to remain the focus

Create a garden setting
for the heritage house
**Principal 2 – Sustainable, efficient and durable**

ESD consultants, Inhabit, were engaged by Meriden School to work with the design team in order to further develop the Prep School to provide positive environmental, social and economic outcomes. A key design emphasis has been on achieving high thermal comfort through effective insulation and controlled ventilation not only benefitting the environment through reduced energy use, but also to provide positive impacts on student performance.

Efficient energy use, integrated solar panels, maximising areas of pervious ground surface and deep soil planting, rainwater retention and re-use are other environmental initiatives that have been adopted.

The Prep School classrooms and the Music Academy have been designed with durability, resilience and adaptability in mind. Meriden School’s interest is in the education of their students. To this end, considerations of material durability, ease of use, low maintenance and longevity have been critical in order that the school focus remains on the students.

**Principal 3 – Accessible and Inclusive**

Whilst security is critical to the safety of school students a school should also engage with the local community and present itself as a welcoming, open and attractive facility to students, parents and neighbours.

The design of the buildings and landscape have been carefully planned to achieve security, particularly the separation of preparatory students from junior and secondary students, and the school community from occasional visitors. Clear way finding, maximising sightlines indoors and outdoors will be designed to facilitate movement throughout the Preparatory school. Refer also the CPTED report for crime prevention measures.

The proposed Lingwood Prep school alterations and additions scheme provides accessibility across the school grounds and new buildings. The Prep School and Music Academy have paths of travel from the front gate to the learning spaces and amenities for all children, parents and staff. Refer also the Access Report.

**Principal 4 – Health and Safety**

Health and safety is critical to the success of the proposed Lingwood Prep school alterations and additions scheme.

To maximise the safety of children, the proposed scheme greatly reduces the number of cars parked on site. Vehicles will be physically separated from children.

The existing dilapidated structures on the site will be replaced with purpose built learning facilities. The layout of the new classroom buildings maximises the provision of outdoor areas for active and adventure play.
**Principal 5 – Amenity**
The amenity of the Prep School and the Music Academy is a high priority. Consideration of thermal comfort and good daylight within the various learning spaces and offices is critical. The scale, views, connections, clarity and identity of the buildings have been studied in order to create spaces that are comfortable, easy to learn and teach in, and readily managed and maintain by Meriden.

At a prosaic level:
- damp issues in the heritage buildings will be rectified.
- covered ways between the buildings will provide all weather connections between the buildings
- toilet facilities will be evenly distributed, creating shorter distances between the classrooms, playground and toilets for quicker, readily supervised trips to the toilets.

**Principal 6 – Whole of Life, Flexible and Adaptive**
Flexibility has been embedded into the design of the class rooms and music academy. Internal walls are all light weight, non-load bearing allowing for learnings spaces to be reconfigured in the future when the need arises.

**Principal 7 – Aesthetics**
The Lingwood Prep facilities are designed to be low key, simple, repetitive annex building forms. Lingwood House remains the iconic prep school building.

Create gaps between classrooms for light + air.
Extending the view beyond the southern boundary
The Music Academy will be used by students of all ages. Despite operating quite separately from the Prep school, its proximity to Lingwood House has informed the aesthetics of the academy.

3.3 LANDSCAPE DESIGN STATEMENT

The project landscape architect Oculus has prepared the following design statement.

This Landscape Design Statement has been prepared by OCULUS Landscape Architecture, Urban Design and Environmental Planning is association with Allen Jack + Cottier Architects for the development of the Lingwood Prep School and Music Academy, located within the Meriden Anglican School for Girls campus in Strathfield.
Design Principles

The landscape design for the development of the Lingwood Prep School and Music Academy is based around a series of design principles.

These are as follows:

- Respect, retain and recall the heritage of Lingwood House and surrounds
- Maintain the established tree specimens where possible to maintain the landscape character and provide natural shade
- Propose additional tree planting to help define areas, filter views, provide seasonal interest and provide shade and shelter
- Form clear, legible and secure pedestrian connections between Margaret Street and the Prep School and Music Academy
- Create a range of flexible outdoor education and play spaces that offer a range of experiences and opportunities for occupation
- Provide effective boundary screening of the proposed buildings from adjacent properties

Design Description

The landscape spaces are organised around the historic form of the ‘tear drop’ shaped driveway. The ‘tear drop form’ defines the extent of the large, flexible grass play-space and extents of the fenced car park and vehicle manoeuvring area. A generous vegetated buffer to Margaret Street is maintained, which will provide privacy, while preserving filtered views through to Lingwood House.

A new, bespoke play structure and shade canopy is proposed to be constructed at the north-eastern extent of the site, contained by existing trees and proposed specimen trees and shrub vegetation.

A large, multi-purpose play space surfaced in hard-wearing artificial turf is proposed adjacent to the Covered Outdoor Learning Area (COLA). This area houses reading nooks and a large sandpit. Shade is provided by the retention of a mature Jacaranda and fabric shade sails.

An integrated outdoor learning seating element is proposed to be located beneath the existing Cedar, to provide terraced informal teaching and seating opportunities. A series of raised pottager garden beds containing perennial herbs and edible plants are proposed to be located to the west of Lingwood house, recalling a historic kitchen garden and providing opportunities for education and participation.

The rich and varied plant palette contains a range of forms, colours, textures, scents and seasonal colour. A mixed planted border to the western façade of Music Academy Building provides enclosure to the large lawn area and helps to integrate the built
form into the garden landscape. Boundary perimeter planting will provide some visual screening of the built forms from adjacent properties.

The selected hardscape materials have been selected to be sympathetic and complementary to the existing heritage fabric, whilst being robust and durable.”

3.4 PRE-LODGE MEETING

A pre-lodgement meeting was held with Council staff on 27 September 2017.

The minutes of that meeting are reproduced below with comments on the applications response to the matters raised. A full copy of the minutes is reproduced as Appendix 5 to this Statement.

2. Driveway

Section 1.5 of Part P – ‘Heritage’ of Strathfield Consolidated Development Control Plan 2005 SCDCP 2005) states the objectives of the Heritage DCP being:

a. To encourage development which complements existing heritage items and heritage Conservation Areas in a modern context
b. To retain evidence of historic themes of development evident in the Strathfield Local Government Area, through the proper care and maintenance of individual heritage items and heritage conservation areas
c. To protect those items and areas that are of value to the local community
d. To ensure that development in the vicinity of heritage items is designed and sited to protect the heritage significance of the item
e. To retain any significant horticultural or landscape features that assist in the interpretation of Strathfield’s heritage.

Section 2.10.2 of Part P – ‘Heritage’ of Strathfield Consolidated Development Control Plan 2005 SCDCP 2005) states:

1) Original driveways and footpath crossings that relate to a heritage item should not be relocated.

Council’s Heritage Advisor has commented as follows:

“...The garden and driveway are significant elements of the original design and contribute to the setting of heritage item. The existing soft landscape to the centre of tear-drop shaped carriage drive should be retained, along with the layout of the driveway...”

The proposed alterations and additions include alterations to carriage driveway to allow for new car parking. However, the driveway is a significant element of the original design and contributes to the setting of the heritage item. As such, the existing soft landscape to the centre of the tear-drop shaped carriage drive should be retained, in addition to the layout of the driveway.

**Comment:**

This advice has been acted upon and a new landscape design incorporating the above observations and comments. The amended plan results in a clear definition of the tear-drop shape driveway with more green areas and a reduction in hard surface and car parking on site.
3. Proposed new buildings

Objectives outlined in Section 2.1 of Part P – ‘Heritage’ of Strathfield Consolidated Development Control Plan 2005 SCDCP 2005) seeks to:

a. Ensure that additions to a heritage item and new buildings on the site of a heritage item are of a scale, mass, bulk, orientation, setback and character consistent with the heritage item.

f. Provide and appropriate visual setting for heritage items, including landscaping, fencing and car parking.

Section 2.2.2 of Part P – ‘Heritage’ of Strathfield Consolidated Development Control Plan 2005 SCDCP 2005) states:

1) Original elements that contribute to the setting of a heritage item such as landscaping, fences and gates, driveways, seawalls etc. should not be removed and, traditional garden designs should be reinstated where possible.

3A. Proposed new two storey building to north east on existing front garden

The proposal includes a new two storey building north east within the existing front garden. This will result in the removal of the original formal garden layout, which is considered an important part of the setting of the original heritage dwelling. Furthermore, the proposed two (2) storey building will significantly reduce the visual setting of the existing heritage item. As such, the proposed new two (2) storey building is considered excessive and does not adhere to the objectives of Part P of SCDCP 2005 and therefore, would unlikely be supported by Council Officers in its current form.

**Comment:** This matter is addressed in the Heritage Impact Report.

3B. New single storey building to the west

The proposed new kindergarten classrooms on the south-western boundary of the subject site will be located behind the heritage item and of a more acceptable scale and form.

**Comment:** Noted. The expert analysis of the proposal supports this view.

3C. New single storey building to east

The proposed new Prep School appears to be located on the former tennis court and provides ample distance from the heritage item which will result in continued view of the elevation of the heritage item. As such, the proposed new single storey building to the east is considered acceptable.

**Comment:** Noted. The expert analysis of the proposal supports this view.

3D. New single storey building to south

The proposed new single storey building to the south is located behind the existing heritage item. The scale and form of the proposed building appears to be acceptable and is unlikely to result in adverse impacts.

**Comment:** Noted. The expert analysis of the proposal supports this view.
4. Landscape

Section 2.10.2 of Part P – ‘Heritage’ of Strathfield Consolidated Development Control Plan 2005 SDCCP 2005) states:

4) Established trees and shrubs that contribute to the significance of the heritage item should not be removed unless it can be established by an arborist that the health of the tree or shrub is such that it must be removed.

The proposed alterations and additions include removal of twelve (12) trees throughout the site. It would at this stage be premature to conclude that the proposed removal of these trees is acceptable to Council. In this regard, a Tree Impact Assessment Report addressing the abovementioned control should be submitted with any future application.

Comment: Noted. An Arborist report prepared by Glenyss Laws has been prepared and is referenced in section 4.8 of this statement below and attached as Appendix 6 to this statement.

4.0 KEY ISSUES

4.1 COMPLIANCE CHECK

The following table summarises the compliance of the proposed development with the relevant provisions of the Strathfield LEP 2012 and Council’s DCP.

4.1.1 LEP COMPLIANCE CHECK

DEVELOPMENT CONTROL - COMPLIANCE TABLE

<table>
<thead>
<tr>
<th>Environmental Instruments/DCPs</th>
<th>Planning Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPP/SREP</td>
<td>Yes Use permitted</td>
</tr>
<tr>
<td>LEP</td>
<td>YES Use prohibited</td>
</tr>
<tr>
<td>Draft LEP</td>
<td>No</td>
</tr>
<tr>
<td>DCP/s</td>
<td>Yes but superseded</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heritage Considerations</th>
<th>LEP</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage Item</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Heritage Conservation Area</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Controls (LEPS)</th>
<th>Control</th>
<th>Proposed</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Zoning</td>
<td>R3</td>
<td>School</td>
<td>No not permissible. Permissible under SEPP Ed prescribed zone.</td>
</tr>
<tr>
<td>2.7 Demolition</td>
<td>Requires consent</td>
<td>Consent sought</td>
<td>Yes</td>
</tr>
</tbody>
</table>
As can be seen from the table the proposal fully complies with the relevant statutory provisions.

The proposal is not permissible use in the R3 zone but is permissible under SEPP (Educational Establishments and Child Care Facilities) as a prescribed zone.

4.1.2 DCP COMPLIANCE CHECK

On March 1 2013, Clause 74BA was enacted in The Act. That clause relates to the purpose and status of development control plans. Subclause (1) of that clause states: “the provisions of a development control plan made for that purpose are not statutory requirements.”

This DCP refers to the repealed Strathfield Planning Scheme Ordinance (SPSO) and not the current SLEP.

Clause 35 (9) of the SEPP Ed 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 subclause (1), (2), (3) or (5) is of no effect, regardless of when the development control plan was made.

Subclause 1 states:

(1) Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.
While the DCP is considered to not apply under the SEPP Ed, an analysis of the proposal against the DCP is provided.

Further, while the relevance of the DCP is considered to be minimal at best with no statutory requirements, the use not permissible under the LEP being the superior instrument to which the DCP gives detail, as well as the DCP applying to a repealed LEP, an analysis of the proposal against the DCP is provided below.

The following compliance check relates to the Comprehensive Strathfield DCP 2012 Part M (DCP) Educational Establishments.

<table>
<thead>
<tr>
<th>Development Controls (DCP)</th>
<th>Control</th>
<th>Proposed</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Objectives</td>
<td>1. To ensure that a satisfactory educational environment is provided which will also preserve, maintain and enhance the general amenity and heritage character of Strathfield by ensuring that educational establishments are compatible with neighbouring land uses.</td>
<td>Proposal meets objective.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2. To ensure that educational establishments satisfactorily integrate into existing residential and other area streetscapes in terms of size, bulk, height, site coverage, form, character, noise generation, privacy impact, maintaining solar access and landscaping.</td>
<td>Proposal integrates into area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. To ensure that educational establishments operate to maintain pedestrian and traffic safety for both those associated with educational establishments as well as neighbours and other road and footpath users.</td>
<td>No change and meets objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. To ensure that educational establishments operate with acceptable traffic impact on the local and regional road network.</td>
<td>See Traffic report. Meets objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. To ensure that educational establishments themselves take active on-going responsibility for the maintenance of traffic and pedestrian safety, the</td>
<td>See Traffic report. Meets objective</td>
<td></td>
</tr>
</tbody>
</table>
appropriate control of generated vehicular and pedestrian traffic, the dissemination of relevant safety and traffic procedures and requirements information and the ongoing monitoring and minimisation of traffic impact.

6. To ensure that educational establishments have and maintain a suitably advertised system for promptly dealing with and resolving complaints so that contact with a responsible educational establishment representative is available both during and outside operating hours.

7. To encourage the provision of environmentally sustainable modes of transportation for students to and from educational establishments.

8. To ensure educational establishments provide a satisfactory outdoor learning environment in regard to the range, size and quality of external site amenity requirements in relation to the specific type of educational establishment.

9. To provide a high standard of design, construction and operation in educational establishment developments.

10. To ensure educational establishments maximise opportunities for sustainable energy and resource usage (including transportation) for environmental purposes and for educational purposes.

11. To require the construction of energy smart educational establishments.

12. To provide sufficient on-site car parking for peak parking needs including those of students, teachers and

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not required</td>
<td>No change. Meets objective.</td>
</tr>
<tr>
<td>Proposal increases amenity and facilities and meets objective</td>
<td>High standard of design meets objective</td>
</tr>
<tr>
<td>See specifications. Meets objectives where relevant</td>
<td>See specifications. Meets objectives where relevant.</td>
</tr>
</tbody>
</table>
visitors and others so as to not adversely impact on the neighbourhood and the local road network.

13. To ensure the adequate removal of stormwater and wastewater from sites and to detail processes for the on-site storage and re-use of stormwater.

14. To ensure educational establishments provide aesthetically and environmentally attractive and safe environments in regard to design, site lay out, materials, internal spaces, external open space, soft landscaping, vegetation in order to enhance the learning environment and nurture aesthetic and environmental appreciation.

<table>
<thead>
<tr>
<th>3.0 APPLICATION REQUIREMENTS</th>
<th>The following information should also be submitted with a development application for an educational establishment to allow appropriate assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A statement clearly indicating the proposed number of customers/students, their age and staff numbers along with proposed hours of operation;</td>
</tr>
<tr>
<td>2.</td>
<td>A Site Analysis Drawing as set out in Section 4.2;</td>
</tr>
<tr>
<td>3.</td>
<td>A Traffic and Parking Impact Assessment Report if required as set out in Section 4.16;</td>
</tr>
<tr>
<td>4.</td>
<td>A External Impacts Management Plan as set out in Section 4.16;</td>
</tr>
<tr>
<td>5.</td>
<td>A Environmentally Sustainable Travel Plan if required as set out in Section 4.11;</td>
</tr>
<tr>
<td>6.</td>
<td>A Noise Impact Assessment as set out in Section 4.9;</td>
</tr>
<tr>
<td>7.</td>
<td>Shadow Diagrams as set</td>
</tr>
</tbody>
</table>

| | See hydraulic reports. Meets objectives |
| | Meets objective. |

<p>| | Yes |
| | See Section 3.1 above |
| | Provided |
| | Provided See Appendix 3 |
| | Not required |
| | See traffic report |
| | See Appendix 9 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>out in Section 4.10;</td>
<td>See accompanying plans</td>
<td></td>
</tr>
<tr>
<td>8. A Waste Management Plan if required as set out in Section 4.25;</td>
<td>See Appendix 11</td>
<td></td>
</tr>
<tr>
<td>9. A Concept Stormwater Plan as set out in Section 4.20;</td>
<td>See accompanying Plans</td>
<td></td>
</tr>
<tr>
<td>10. A Heritage Impact Assessment Statement if required as set out in Section 4.12;</td>
<td>See Appendix 4</td>
<td></td>
</tr>
<tr>
<td>11. An Initial Contamination Evaluation and/or Site Contamination Investigation if required as set out in Section 4.23;</td>
<td>See Appendix 7</td>
<td></td>
</tr>
<tr>
<td>12. A Landscape Plan as set out in Section 4.18;</td>
<td>See accompanying Plans</td>
<td></td>
</tr>
<tr>
<td>13. Where a proposed development does not comply with a provision of Part M, a statement as to how the application otherwise achieves the aims and objectives of Part M.</td>
<td>SEE assesses against Part M regardless of non-applicability</td>
<td></td>
</tr>
</tbody>
</table>

### 4.1 Design Principles

Council in assessing any application for an educational establishment will not grant development consent unless it is satisfied that:

1. The bulk, scale, height, character, setbacks and external detailing of the development are compatible with the character of development within the vicinity, including any adjoining items of environmental heritage or heritage conservation areas.

2. The educational establishment design is sensitive to its environment, of high visual quality and is generally consistent and sympathetic with the existing streetscape character of the locality.

3. The development is unlikely to unreasonably affect the amenity of any

See elevations and plans and the Architects design statement. The proposal is considered to meet this principle.

The proposal is designed to meet this principle.

The proposal meets this principle.
existing development in terms of overshadowing, privacy, excess noise, loss of views or otherwise.

4. The development will not have a negative impact in terms of safety, pedestrian flows, parking and traffic.

5. A suitable External Impacts Management Plan (Refer Section 4.16) is submitted that addresses and details proposals to ensure the educational establishment undertakes satisfactory day to day on-going monitoring and management of staff and student arrival and departure, traffic impact minimisation, complaint handling and ongoing informing of students, staff, carers and guardians of appropriate procedures and safety issues for the specific establishment.

6. That educational establishments establish a commitment to encouraging, supporting and implementing more sustainable travel modes to and from the educational establishment. Refer to Section 4.11 regarding the Environmentally Sustainable Travel Plan, if required.

7. The landscape character of the locality is maintained and adequate landscape, noise and privacy screening has been provided.

8. The educational establishment provides satisfactory safety by design which minimises the opportunity for crime.

9. The educational establishment provides a high standard of design, which suitably incorporates principles of environmentally sustainable development (ESD).

The proposal meets this principle. See traffic report.

Not required

Established and no change proposed. See traffic report.

See landscape design statement and plans.

CPTED analysis provided. See Appendix 2

Design incorporate such principles.
10. Adequate provision is made for stormwater collection, re-use and drainage.  

See hydraulic design

<table>
<thead>
<tr>
<th>4.2 Site Analysis and Design</th>
<th>Site analysis required</th>
<th>Provided see plans</th>
<th>Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.3 Site Requirements</th>
<th>Site is existing Educational Establishment. Site meets requirements</th>
<th>Yes</th>
</tr>
</thead>
</table>

Objectives:
1. To ensure that the relationship between an educational establishment and adjoining land uses is favourable and the amenity of surrounding development is not adversely affected; and

2. To ensure that an educational establishment is located where it can operate satisfactorily in terms of pedestrian and vehicular safety and traffic impact on the surrounding road network and other land uses in the vicinity.

Guidelines:

a) Educational Establishments are encouraged to locate at least 30 metres from classified roads (refer also Section 4.15) to improve pedestrian and cyclist and vehicular safety and to reduce exposure to noise and pollution. A list of classified roads is included in Appendix A.

b) Educational Establishments should be located on sites close to public transport services to minimise parking demand and vehicle drop off and to reduce traffic congestion.

c) Sites should have sufficient frontage to adequately provide car set-down and pick up points, bus bays as required and site pedestrian and vehicular access. Where it is established that an educational establishment will require a bus service, a minimum frontage of 60 metres is required with a minimum length of 40 metres for a single bus bay. Additional frontage may be required if a larger car or bus set-down/pick-up length is required.

d) Educational establishments are discouraged in residential cul-de-sacs due to traffic circulation issues.

e) Although no minimum site area is set, the site proportions and site area must be sufficient in relation to student capacity to provide suitable setbacks and
overcome the potential problem of noise and nuisance to surrounding properties. Therefore minimum site area will be assessed on a merits basis.

Requirements:
1. Sites are suitably located in regard to distance from classified roads, proximity to public transport and frontage as set out in Guideline a), b) & c).

2. Sufficient minimum site area is provided as set out in Guideline e) above.

3. Sites require a minimum frontage which will be determined by vehicle service levels as set out in Guideline c) above.

### 4.4 Building Design and Envelope

Objectives:
1. That development is compatible with the height, bulk, scale, siting and character of existing buildings adjoining and nearby within a residential zone including any adjoining items of environmental heritage or heritage conservation areas.

2. That development ensures the minimum solar access requirement is provided to adjoining properties and nearby properties – refer to 4.10

3. That development does not adversely affect nearby residents and others in terms of visual privacy or by hours of operation, traffic movement, safety, parking, headlight glare, security lighting or the like.

4. To ensure the protection of neighbouring properties from excessive noise generated by an educational establishment, the maintenance of acoustic

<table>
<thead>
<tr>
<th>Buildings so designed.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar access satisfactory. See shadow diagrams. Meets SEPP requirements</td>
<td></td>
</tr>
<tr>
<td>See assessment on acoustic, shadows and privacy.</td>
<td></td>
</tr>
<tr>
<td>As above See Acoustic report.</td>
<td></td>
</tr>
</tbody>
</table>
privacy and the protection of an educational establishment from surrounding noise sources.

5. To ensure that development is compatible with and does not adversely affect the streetscape and provides similar front setbacks.

6. That development design fully takes account of the site context.

7. That development incorporates principles of environmentally sustainable development in the design.

8. Minimum building setbacks that are compatible with the nearby area, facilitate suitable screening and landscaping, maintain visual and acoustic privacy and are greater than adjoining development when there is an increased height, scale, bulk or noise attenuation is required.

9. That educational establishment development provides similar site coverage to that of the adjoining developments.

10. That development maintains and enhances the landscape character of the locality and surrounding streetscape.

11. To ensure that a building used as an educational establishment is located where it provides a safe environment for children. In this respect safety aspects are to be considered according to the age of students.

12. To ensure that an educational establishment is designed so as to provide satisfactory amenity for students and teachers particularly in regard to the

| See site analysis. Proposal setback further than adjoining developments. |
| Site context considered. |
| Principles incorporated in design. |
| Objective considered and met in design. |
| Proposal reduces site coverage and is similar or less than adjoining developments. |
| The proposal replaces hard surface with landscape elements and improves the landscape character of the area. |
| No change. Objective met. |
| So designed. |
4.5 Bulk, Scale and Site Coverage

Objectives:

1. To encourage the design of educational establishments which:

   a) maintain and enhance the character of the existing natural and built environment

   b) minimise the adverse impact upon the residential amenity of adjoining sites in terms of privacy, sunlight, views etc.

Guidelines:

   a) Provide development that is compatible with nearby and adjoining residential development in terms of scale, bulk, site coverage and character of existing buildings.

   b) In other zones not near residential areas a greater scale of development may be acceptable provided it does not negatively impact on adjoining sites and provided amenity for staff and students and other impact considerations are satisfactory.

   Such development will be assessed on a merit basis and in accordance with the requirements of the specific type of educational establishment eg. a primary school should be well landscaped and therefore requires a lesser site coverage than a coaching college

   c) For the purposes of calculating site coverage the following elements are to be included as built upon area: all buildings, driveways, paved or concreted areas (including pool concourses), any existing side setback areas between a boundary and a building (paved or unpaved) that are 1500mm or less in width, pools, footpaths, areas covered with permanent awnings (but excluding grassed areas covered by shade cloth and the like), outbuildings, tennis courts and paved sports areas.

Requirements:

   1. Façade treatments must integrate the visual components of the building

<table>
<thead>
<tr>
<th>acoustic environment, weather protection and access to sunlight and shade.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines:</td>
<td>See previous comments. Objective met.</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>So calculated.</td>
</tr>
<tr>
<td>So calculated.</td>
<td>So included.</td>
</tr>
</tbody>
</table>
### 4.6 Height

**Objectives:**

1. To ensure the height and scale of educational establishment developments satisfactorily integrates with adjacent land-uses and does not negatively impact on the adjoining and nearby existing land uses and streetscapes.

2. Where sites are within or adjoining Residential 2A or 2B zoned areas maximum site coverage is 60%.

3. Elsewhere where sites are within commercial/business areas increasing site coverage above 60% may be acceptable.

**Guidelines:**

- a) An educational establishment in or adjoining a residential land use zone, except as set out below, shall not be erected to a height greater than 2 storeys above the natural ground level and no part of any building shall exceed 9.5 metres in height above natural ground level.

- b) On large sites Council may consider a greater height and number of storeys in the central core of the site with increased setbacks.

- c) In Part M, the number of building storeys shall be deemed to be the maximum number of storeys of the building that may be intersected by the same vertical line, not being a line that passes through any wall of the building.

- d) In non-residential land use zones a height compatible with adjoining development and appropriate to that zone will be considered on merit.

- e) ‘Portable classrooms and school buildings’ of less than 3.5 metres in height and not exceeding 1 storey may be considered exempt development and not require development application approval. This is dependent on the specific exemption circumstances being met as listed in the Schedule 13 ‘Exemption Circumstances’ of the SPSO. This exemption is met by the proposal.

**Not applicable under SEPP Ed**

<table>
<thead>
<tr>
<th>Height overridden by SLEP 11m height and SEPP Ed 22m</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The height is met by the proposal</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
circumstance is not permissible if the subject property contains a heritage item or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

Requirements:

1. The maximum height for an educational establishment in or adjoining a residential land use zone is:
   a) 2 storeys, and
   b) 9.5 metres above natural ground level.

2. On large sites in or adjoining a residential land use zone, applications seeking a variation of maximum height will be considered on merit.

3. In non-residential zones height will be considered on merit.

N/A see SEPP Ed 22m and SLEP 11m but met by the proposal at 9.5 max.

### 4.7 Setbacks

Objectives:

1. To encourage the design of educational establishments which:
   a) To maintain adequate separation and scale between adjoining sites to retain a feeling of openness and space and to provide opportunities for quality landscaping and vistas.
   b) To minimise the adverse impact upon the amenity of adjoining sites in terms of privacy, sunlight, views etc.

Guidelines:

a) Provide setbacks that are compatible with adjoining properties, allow suitable landscaping, provide visual screening and acoustic privacy and maintain the streetscape character.

b) The overriding aim is that setbacks should be consistent with existing properties in the streetscape where development is of a similar scale to adjacent properties. Greater setbacks should be provided if development is of greater bulk and scale than nearby houses or if greater setbacks are required to lessen the impact of development for reasons such as providing adequate noise reduction or maintaining acoustic privacy.

c) Minimum setbacks

Controls not relevant under SEPP Ed

School buildings are not of scales equivalent to residential properties as their design and function are for significantly differing purposes. The SEPP Ed identifies this.

N/A
c) To ensure development is compatible with the established streetscape character.

- However do apply in and adjoining residential zones for educational establishments.

- d) Setbacks are the minimum horizontal distance between a property boundary and any wall of a building or in the case of open space within the site the distance from the boundary to an occupiable part of that open space.

Requirements:

4.7.1 Minimum Front Setbacks in or adjoining residential zones

Minimum front wall setbacks in or adjoining residential zones apply as follows:

<table>
<thead>
<tr>
<th>Minimum Setback</th>
<th>Main Frontage 9 m</th>
<th>Secondary Frontage 5 m</th>
</tr>
</thead>
</table>

Where existing front setbacks in nearby residential properties are greater than the minimum setbacks, greater setbacks consistent with adjoining residential properties shall be provided.

Setbacks may be less than the minimum setbacks for single storey buildings or the ground floor of two storey building only where:

- a) where the predominant front setback of the street in the vicinity is less than 9 metres, and

- b) the proposed setback is not less than the setback of adjoining dwellings, and

- c) the proposed setback would not be in conflict with the character of the existing streetscape.

- d) the footprint of an existing building that has a setback less than 9 metres is utilised

Setbacks met.
providing the proposal does not have an adverse impact on streetscape character. In other zones, setbacks that meet the Guidelines for setbacks will be considered on merit.

| 4.7.2 Minimum Side and Rear Boundary Setbacks | Side and rear boundary wall setbacks in or adjoining residential zones should be consistent with the side and rear setbacks in the nearby vicinity. However the following minimums apply: Minimum Setback  
Single Storey 3 m  
Two Storey 4 m  
In other zones setbacks that meet the Guidelines for setbacks will be considered on merit. | Not applicable under SEPP Ed | N/A |
| 4.7.3 Minimum Setbacks for Occupiable Open Space | Setbacks to people gathering areas of open space such as playgrounds and active sports courts and the like that are potential sources of noise in or adjoining residential zones must include a landscape buffer area a minimum of 3 m wide to facilitate dense landscaping. In other zones setbacks that meet the Guidelines for setbacks will be considered on merit. Setbacks also apply to parking and access areas as set out in Part I of this DCP Provision of Off-Street Parking Facilities. | Not applicable under SEPP Ed | N/A |

### 4.8 Visual Privacy and Views

**Objective:**

1. To ensure the development of educational establishments safeguard visual security and privacy and minimise any negative impact upon the outlook of adjoining properties and properties in the vicinity and other land-uses.

**Guidelines:**

a) Provide development that maintains visual privacy to adjoining properties and properties in the vicinity by appropriate design, vegetative screening, window and door offset, location of external elevated areas, screening devices, separation, distance and other methods. Visual privacy will not be lost to adjoining development. Views will alter for Margaret Street developments No iconic views are lost and the distances between the buildings is considered reasonable for any change of view. | Yes |
4.9 Acoustic Privacy and Noise

Objective:

1. To ensure the development of educational establishments are designed to:
   a) minimise acoustic impact on adjoining properties and properties in the vicinity and
   b) create an external and internal learning environment that is adequately insulated from any negative external noise sources eg noise from major roads

Guidelines:

- **a)** Provide development that maintains acoustic privacy and protects neighbours from excessive noise by appropriate design and choice of materials, separation distances, acoustic screening, attenuation and damping of sound sources, locating sound sources away from neighbouring properties, vegetative screening, and other methods.

- **b)** Ensure sufficient acoustic screening to the external and internal areas of educational establishments is provided to negate the affects of nearby noise sources including busy roads, industry, rail and aircraft noise.

- **c)** An educational establishment must be designed to minimise the impact of noise on surrounding properties as follows:
  i. vehicular and pedestrian access points and drop off and pick-up areas must be located so as to minimise disruption to neighbours;
  ii. appropriate location of

<p>| An Acoustic report has been provided. | Yes |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>windows and doors to avoid impact on neighbouring properties;</td>
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<tr>
<td>iii. outside public address systems are to be located and managed so that the use of such systems does not unreasonably impact on neighbouring properties. Acoustic impacts shall comply with the Victorian Environmental Protection Authority guidelines for schools ie. not to be more than 5 dB(A) above background at any affected residence or other noise sensitive location.</td>
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<tr>
<td>iv. use fencing and landscaping to reduce the impact of noise; and</td>
<td></td>
</tr>
<tr>
<td>v. the proposed hours of operation must not adversely impact nearby properties.</td>
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<tr>
<td>vi. appropriate design and siting of external classrooms, play and sporting areas.</td>
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<tr>
<td>d) Sites must be chosen that ensure educational establishments are suitably protected from excessive noise.</td>
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</table>

**Requirements:**

1. Locate potential noise sources, such as public address systems, outdoor classrooms, external play and sporting areas etc, within a development away from adjoining and properties in the vicinity and provide design that minimises noise transmission to adjoining land-uses.

2. All Applications must be supported by a Noise Impact Assessment including an appropriate acoustic report prepared by a suitably qualified acoustic consultant to assess noise, advise on appropriate measures and
verify that accepted standards will be suitably met.

3. Where sites are adjoining or adjacent to railway land, the State Rail publication entitled Rail Related Noise and Vibration; Issues to consider in Local Environmental Planning - Development Applications and Building Applications must be considered and the requirements addressed.

4.10 Overshadowing and Solar Access

Objectives:

1. To ensure that development does not inhibit reasonable solar access to adjoining and nearby properties.

Guidelines:

a) Ensure development design does not overshadow adjoining and nearby residential and other land uses including habitable rooms, solar collectors and open space during the hours of 9am and 3pm during the winter solstice.

b) Suitable shade should be provided to open space areas within educational establishments.

Requirements:

1. Development must not overshadow adjoining and nearby existing dwellings so that less than 4 hours of solar access is received to the windows of habitable rooms and to the majority of private open space, and solar collectors a between the hours of 9am and 3pm at the winter solstice.

2. Consideration may be given to reducing the requirement regarding sunlight access above where Council considers that the site is located/oriented in such a manner that meeting this requirement would unreasonably affect the development potential of the site. Such consideration would apply specifically to sites that run east-west (that is, where the long elevations of a building would generally

See Shadow Diagrams.

Objectives and requirements met.

Yes
face north and south).

3. Submit shadow diagrams for the winter solstice (June 22). Shadow diagrams in elevation form may also be required to demonstrate that acceptable solar access is maintained to the habitable rooms of adjoining dwellings and buildings.

<table>
<thead>
<tr>
<th>4.11 Environmentally Sustainable Development (ESD) Principles</th>
<th>Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>a) Development should incorporate principles of passive solar design, the use of energy efficient materials and technology and utilization as far as possible of renewable energy.</td>
</tr>
<tr>
<td>1. To ensure that educational establishments incorporate environmentally sustainable development principles in site orientation, building design, fixtures, fittings energy and resource usage and staff and student transportation.</td>
<td>b) Encourage the use of train, bus, bicycle and pedestrians trips in the design process. Existing and proposed staff and student arrival and departure routes, transportation modes showing age profiles, volumes, sources and destinations should be surveyed in order to support and implement an Environmentally Sustainable Travel Plan for the educational establishment. The Plan should set out the educational establishment’s commitment and action plan to encouraging, supporting and implementing more sustainable travel modes to and from the educational establishment which may include organising bus transportation, staff-supervised group walks home for students living within walking distance or other single or group transport arrangements that minimise private car usage. Provide energy efficient design outcomes.</td>
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<tr>
<td>See Section 4.13 below. The existing operation of the School and the proposal meets these guidelines.</td>
<td>Yes</td>
</tr>
<tr>
<td>c) Provide water efficient fixtures and fittings.</td>
<td></td>
</tr>
<tr>
<td>d) Encourage water retention and re-usage (refer 4.20).</td>
<td></td>
</tr>
</tbody>
</table>
e) Install stormwater collection tanks to enable the re-use of collected water for landscaping and where possible for toilets and laundries (refer 4.20).

Requirements:

1. The design of buildings is to consider the orientation of building elements and open space areas, incorporating insulation, thermal mass, window placement, the use of landscaping, the use of eaves for solar access control, the use of solar energy collectors, suitable shading of open space and the use of deciduous trees.

2. Maximise solar access into buildings and open space areas in winter and provide suitable shading to open space and internal building areas in summer.

3. Minimise the need for artificial lighting, heating and cooling.

4. Where possible and appropriate, provide cross-flow ventilation.

5. Where a new educational establishment is proposed with student numbers of 50 or more or where an additional 50 or more students are proposed to an existing educational establishment, an Environmentally Sustainable Travel Plan is required in accordance with Guideline b) to encourage and provide environmentally sustainable travel modes to and from the educational establishment.

6. An applicant shall demonstrate incorporation of ESD principles.

<table>
<thead>
<tr>
<th>4.12 <strong>Heritage and Conservation</strong> Objectives</th>
<th>Controls</th>
<th>Heritage impact report supplied.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A statement of heritage impact is required for</td>
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</table>
A. To preserve and enhance the visual and environmental amenity of heritage items and heritage conservation areas within the municipality of Strathfield.

B. Ensure all development affecting heritage items and conservation areas is designed to be compatible in setting, scale, setbacks, form, materials and character with the building and surrounding area.

C. Ensure that development in the vicinity of a heritage item or conservation area does not have an adverse impact on the heritage significance or setting and that development is compatible in setting, scale, setbacks, form, materials and character with the item or conservation area.

D. Conserve archaeological sites and places of Aboriginal significance.

4.13 Environmental Hazards

Objective:
1. To minimise the possible adverse health effects to staff, students and visitors of electromagnetic radiation emitted from mobile phone towers or antennas or transmission line easements or other similar electromagnetic radiation sources.

Guideline:
a) Educational establishments should be safely located in relation to mobile phone towers or antennas or transmission line easements or other similar electromagnetic radiation sources in order to avoid any potential adverse health impacts upon students, teachers and other users of educational establishment facilities.

Requirement:
1. For educational establishments proposed to be located closer than 300 metres to mobile phone towers or antennas or transmission line easements or other similar electromagnetic radiation sources, written evidence shall be provided verifying that such sources of electromagnetic radiation do not cause adverse health effects.
not pose an adverse health risk to users of the educational establishment. In this respect it is recommended that a report assessing the potential health impact should be prepared by a suitably qualified consultant.

<table>
<thead>
<tr>
<th>4.14 Safety by Design</th>
<th>Guidelines:</th>
<th>See CPTED assessment attached as Appendix 2</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td>a) The 4 principles used to assess developments for minimising opportunities for crime are surveillance, access control, territorial reinforcement and space management.</td>
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<td></td>
<td>b) Good surveillance means that people can see what others are doing. Would be offenders are often deterred from committing crime in areas with high levels of surveillance. From a design perspective, ‘deterrence’ can be achieved by:</td>
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<td>c) Access control means making it clear where people are permitted to go or not go. Illegible boundary markers and confusing spatial definition make it easy for criminals to make excuses for being in restricted areas. However barriers should not be tall or hostile creating the effect of a compound. Effective access control can be achieved by creating:</td>
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<td>• clear sightlines within an educational establishment site and between public and private places</td>
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<td>• eliminating hiding places</td>
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<td>• effective lighting of pedestrian pathways, car parks and access ways</td>
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<td>• landscaping that does not provide offenders with a place to hide or entrap victims.</td>
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<td>• landscapes and physical locations that channel and group pedestrians into target areas</td>
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<td>• restricted access to internal areas like carparks or other rarely visited areas.</td>
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<tr>
<td>d) Territorial reinforcement can be achieved through design with clear transitions and boundaries between public and private space and clear design cues on who is to use space and what it is to be used for.</td>
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<tr>
<td>e) Space management ensures that space is appropriately utilised and well cared for. Space management strategies include maintaining site cleanliness, the rapid repair of vandalism and graffiti, the replacement of faulty pedestrian and car park lighting and the removal or refurbishment of decayed physical elements.</td>
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<tr>
<td>Requirement:</td>
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<tr>
<td>1. Educational establishments shall satisfactorily incorporate principles of safety by design set out in the Guidelines above.</td>
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<tr>
<td>4.15 Traffic, Parking and Access</td>
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<td>Objectives:</td>
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<td></td>
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<tr>
<td>1. The provision of sufficient levels of car parking on-site for staff, students and visitors and appropriate parking for other co-uses to which educational establishment facilities are proposed to be put so as to not adversely impact on the neighbourhood and the local road network.</td>
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<tr>
<td>2. To provide satisfactory access for people with disabilities into and through the site.</td>
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<td>3. The safe and secure operation of all parking, drop off, entry and access points is provided.</td>
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<td>4. To minimise the impact on nearby properties from parking and traffic.</td>
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<td>5. To minimise the impact of traffic generated on the local</td>
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</table>
6. To ensure proposals are suitably located so they operate satisfactorily in terms of safety and traffic impact and impact on other land uses in the vicinity.

Guidelines:

a) For development applications involving:
   i) a new educational establishment accommodating 50 or more students or
   ii) the enlargement or extension of an existing education establishment to accommodate an additional 50 or more students or a change that gives rise to an additional 50 or more visitors, the traffic and the quantum of car parking shall be the subject of a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of on-site parking. Such report shall take into consideration the proposed Environmentally Sustainable Travel Plan and shall assess the total traffic likely to be generated from proposed and existing development, adequate levels of on-site parking, requirements for buses, pedestrian safety and proposed measures to ameliorate any adverse impact on the neighbourhood and the local and regional road network.

b) In accordance with established planning principles the requirements of this section are not intended to retrospectively apply to existing development and its use. However there may be circumstances, particularly in the case of the extension, enlargement or alternative use of an existing educational establishment, whereby because of an existing

<table>
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<tr>
<th>Not applicable</th>
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adverse impact, substantial measures are required in order to ensure that the impact of any additional development does not result in the total impact exceeding acceptable environmental standards. In some cases there may arise the necessity of addressing an existing adverse impact of an establishment in order to meet acceptable impact standards with additional development.

c) All such applications as detailed above in a) will be forwarded by Council to the Traffic Authority (Roads & Traffic Authority) in accordance with SEPP 11 Clause 7(3).

d) For educational establishment applications involving less than 50 students, it is also recommended that proposals are the subject of a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of onsite parking. If not provided, an applicant must otherwise justify how a proposal will not have an unacceptable parking or traffic impact.

e) The traffic generated and parking required by an educational establishment varies with the age of students. For example kindergarten age students would likely generate more traffic movements with the drop off and pick up of children by parents or carers than high school students travelling by public transport. TAFE, university and older high school students may involve a greater number of students driving and requiring parking. All applications are to take into account the age profile of students. Significant changes to the age profile of students...
profile of students should be advised to Council and may involve new or amended applications to Council.

f) For all other co-uses of educational establishment facilities (eg external language educational establishments, evening and weekend or holiday period use or hire of educational establishments and ancillary uses such as hosting concerts and sporting events) adequate parking and traffic measures are required which is to be assessed on merit and may require a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of on-site parking.

g) Pedestrian and vehicular access to educational establishments is discouraged on classified roads or within 30 metres of a classified road. A list of classified roads is included in Appendix A.

h) Pedestrian access must be segregated from vehicular access with clearly defined paths to and from the facility.

i) General parking provisions, standards and guidelines, including dimensions of parking spaces and vehicle access areas etc shall be in accordance with Part I - Provision of Off Street Parking of this Consolidated DCP and Australian Standards AS 2890.1 and AS2890.2

j) For Primary & Secondary Schools, parking quantities refer to Part I DCP Section 3.9. For other types of Educational Establishments, off street parking requirements and quantities will be assessed on a merit basis considering factors such as staff and student numbers and proximity to public
k) The following additional general parking quantities apply:

- A minimum of 1 disabled car space and a further 1 additional disabled car space for every additional 50 car spaces (Source AS2890.1)
- Service and delivery vehicle parking at the rate of 1 space per 2000m² of floor space or part thereof with 50% of spaces adequate for trucks (Source RTA Guide to Traffic Generating Development)

l) Access and parking for people with disabilities should be provided to allow continuous wheelchair access from the street, car park, building entry and into individual educational establishment facilities, including toilets. The proposal should be in accordance with Australian Standard AS 2890.1.

m) The educational establishment should be designed to allow the safe drop off and collection of students and safe movement of staff, parents, visitors and service vehicles.

n) Parking spaces and vehicle access points are to be located to ensure the safe movement of students, staff and visitors.

o) Standing areas for the dropping off and collecting of students are to be provided.

p) All vehicles shall move in a forward direction entering, leaving and within the site.

q) Provide pedestrian safety measures such as pedestrian crossings and refuges as
required.

Requirements:
1. Where a new educational establishment is proposed with student numbers of 50 or more or where an additional 50 or more students are proposed to an existing educational establishment, a Traffic and Parking Impact Assessment Report is required.

2. For other educational establishment applications involving less than 50 students, an applicant must detail as to how the parking and traffic measures proposed will not have an unacceptable impact. For this purpose a Traffic and Parking Impact Assessment Report is recommended and may in some circumstances be required by Council.


4. In addition to Part I DCP requirements for off street parking, quantities for disabled access car spaces and service and delivery vehicle parking are required as specified in Guideline k).

5. Site entry and exit points should not be located within 30 metres of a classified road. Pedestrian access must be segregated from vehicular access.

6. Provide traffic and pedestrian safety measures as required

<table>
<thead>
<tr>
<th>4.16 External Impacts Management Plan</th>
<th>Guideline:</th>
<th>Not applicable under SEPP Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>a) Prepare an External Impacts Management Plan that details operational processes to fully address the objectives above.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
day operation of their educational establishment to promptly address any problems that arise and minimise any adverse impact on the neighbourhood, the road network and the safety of users as well as others.

2. To ensure that educational establishments operate to be responsive to those adversely affected by its operation.

3. To ensure that educational establishments take an active on-going role in the effective updating and dissemination of relevant safety and traffic procedure and requirements information for the drop off and pick up of students/customers.

4. To ensure that educational establishments have an communications operational system for receiving and actioning complaints by a responsible person available both during educational establishment operating hours and other times of use.

5. To ensure that educational establishments have and maintain a suitably advertised complaints telephone number.

6. To ensure that educational establishments adapt the management of the ongoing impact of their establishment for any significant change in the age profile of their students.

7. To ensure that educational establishments take responsibility for the discouragement and eradication of graffiti.

Requirements:


2. The appointment of a responsible person or persons to receive and action complaints.

3. Clearly visible signage indicating a contact phone number which is to be answered by a responsible person which may include a security organisation (and not an answering service) during educational establishment operating hours and at other times of use outside operating hours that complies with Section 4.21.

4. All significant changes to the age profile of students should be advised to Council and may involve new or amended applications to Council.

4.17 Outdoor Areas

Objective:

1. To provide external spaces which provide the opportunity to promote a variety of learning, socialising, play and other developmental

Guidelines:

a) Provide a safe and healthy outdoor environment.

b) Outdoor areas are not to be located so that they are

Outdoor areas in this proposal so located. Yes
experiences of suitable area.

2. To ensure that external classrooms, play areas and active recreation areas are designed and sited so as to have minimal impact on the amenity of adjoining properties and properties in the vicinity.

c) Active recreation areas including informal sports areas (eg kick about areas) and formal sporting courts (eg basketball courts) are to be sited and designed so as to minimise the noise impact on adjoining properties and properties in the vicinity.

d) Minimise outdoor hard paved areas.

e) The heat absorption qualities and texture of materials must be suitable, with surfaces such as bitumen being avoided.

f) Outdoor areas shall have easy access to toilets.

g) Where possible, outdoor areas shall be located to the north or northeast of the site to ensure that outdoor areas receive adequate sunlight.

h) Outdoor areas shall be designed to allow appropriate supervision.

i) Outdoor areas shall utilise the site’s natural features.

j) Outdoor areas shall be designed to provide a variety of play, recreation and environmental experiences for students.

k) Shading should be provided in outdoor play areas in accordance to the recommendations and considerations of the NSW Cancer Council and the NSW Health Department publication Under Cover: Guidelines For Shade Planning and Design.

<table>
<thead>
<tr>
<th>4.18 Landscaping and Vegetation Objectives:</th>
<th>Guidelines:</th>
<th>See landscape Plan and design statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) All development shall be</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
1. To improve the overall visual amenity of the local streetscape and of the Strathfield LGA;

2. To soften the impact of built form and to improve the site landscape aesthetics;

3. To provide an environmentally attractive and comfortable external learning environment and setting;

4. To protect existing significant vegetation;

5. To protect the privacy of any adjoining residences; and

6. To aid in noise abatement.

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<td></td>
<td>in accordance to the Strathfield Landscaping Code.</td>
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<tr>
<td>b)</td>
<td>Landscaping shall be in keeping with adjoining developments and local streetscape character.</td>
</tr>
<tr>
<td>c)</td>
<td>Landscaping in addition to fencing shall be designed to provide a noise barrier and privacy screen for adjoining residents. In residential zones, or on land adjoining residential zones, a minimum 1 metre wide landscaping buffer strip for single storey buildings or a minimum 1.5 metre wide landscaping buffer strip for double storey buildings shall be provided on all side boundaries to allow suitable noise abatement and privacy. The landscaping buffer strip shall be provided with dense evergreen landscaping.</td>
</tr>
<tr>
<td>d)</td>
<td>Tree Planting and other plantings should be maximised in the designated soft landscape areas (refer Section 4.5) within sites and within front setback areas (refer Section 4.7.1) in order to provide shelter, shade, and to soften the impact of buildings, improve the landscape aesthetics of the site particularly as viewed from the streetscape.</td>
</tr>
<tr>
<td>e)</td>
<td>Existing natural features and significant vegetation of a site shall be conserved where possible to maintain the amenity of the area (a tree preservation order applies throughout Strathfield Municipality). Where appropriate, existing trees are to be retained and incorporated as shade elements in outdoor play areas, screen planting and for streetscape amenity</td>
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<tr>
<td>f)</td>
<td>Plant species shall be chosen for their suitability to</td>
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</table>
the site, ease of maintenance and interest. Indigenous species are preferable to assist biodiversity and for educational purposes.

g) Plant species shall not be toxic, allergic, prickly or otherwise unsafe for children.

h) When choosing plant species, the following shall also be considered:
   i. protection from prevailing winds;
   ii. shelter and enclosure;
   iii. shade;
   iv. reduction of reflection from bright surfaces;
   v. emphasis of pedestrian and vehicular routes; and
   vi. ensure visibility of outdoor areas.

i) A Detailed Landscape Plan prepared by a suitably qualified landscape professional is to be submitted with all development applications for educational establishments addressing the provisions included in this section.

<table>
<thead>
<tr>
<th>4.19 Fencing and Gates</th>
<th>Guideline:</th>
</tr>
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<tbody>
<tr>
<td>Objectives:</td>
<td>a) No play equipment shall be located within 2 metres of a fence if, by doing so, it reduces the effective height of the fence and enables it to be scaled.</td>
</tr>
<tr>
<td>1. To ensure front fencing integrates into the streetscape.</td>
<td>Requirements:</td>
</tr>
<tr>
<td>2. To ensure side and rear fencing minimises noise transmission</td>
<td>1. Where residential development adjoins, acoustically damping fencing shall be provided to all side and rear boundaries and installed in accordance with the recommendations of the acoustic report.</td>
</tr>
<tr>
<td>3. To ensure educational establishments provide a safe and secure environment for all users.</td>
<td>2. The fencing at the street alignment shall be compatible and sympathetic with the front fencing of the streetscape with height, design, materials etc to be assessed on merit.</td>
</tr>
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</table>
3. Car parking areas are to be secured and isolated by the use of appropriate fencing and gates.

4.20 **Stormwater Drainage and Re-Use**

**Objectives:**

1. To ensure that the site is adequately drained and to plan, implement and maintain a stormwater drainage system that adequately serves the needs of the subject site without detrimental impact on adjoining properties.

2. To facilitate the on-site collection and re-use of stormwater for landscaping, and where possible for toilets and laundries.

**Guidelines:**

- **a)** All development within educational establishment must be in accordance to the requirements of Council’s Stormwater Management Code.

- **b)** A Concept Stormwater Management Plan for drainage may be required to be submitted with each development application for an educational establishment.

- **c)** Rainwater Tanks up to a maximum volume of 25,000 litres may be considered as ‘exempt development’ (ie. does not require a development application) under State Environmental Planning Policy No 4 (SEPP 4). This exemption is dependent on the exemption circumstances listed in SEPP 4 Clause 16 being met. Exemption is not permissible if the subject property contains a heritage item or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

**Requirements:**

1. Install stormwater collection tanks to enable the re-use of collected water for landscaping and where possible for toilets and laundries, in accordance with the NSW Code of Practice – Plumbing and Drainage (2006) and Councils Stormwater Management Code.

2. Concept Stormwater Management Plan is to be prepared and submitted in accordance with Councils Stormwater Management Code.

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<td>The stormwater drainage for the proposal has been designed to meet these requirements</td>
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</tbody>
</table>
### 4.21 Signage

**Objectives:**

1. To provide suitable signage indicating the contact name and phone numbers of a responsible educational establishment person including out of hours phone numbers for the receipt and action of complaints.

2. To ensure that any signage proposed with the educational establishment does not dominate the building or the streetscape and is in accordance with Part J of the Strathfield Consolidated DCP 2005 and State Environmental Planning Policy No 64 (SEPP 64).

**Guidelines:**

- a) Applicants shall refer to the Strathfield Planning Scheme Ordinance 1969 and Part J Erection and Display of Advertisements and Advertising Structures and SEPP 64 for guidelines for signage.

- b) Certain signage (eg. ‘School Signs’) may be considered as ‘exempt development’ (ie. does not require a development application) under the SPSO Schedule 13 providing the exemption circumstances listed in the schedule can be met.

Certain signage is not considered as exempt circumstance if the subject property contains a heritage item or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

**Requirements:**

1. Provide signage viewable from street frontage indicating the contact name and phone numbers of a responsible person including out of hours phone numbers to enable the receipt and action of complaints.

---

### 4.22 Hours of Operation

**Objective:**

1. To protect the amenity of adjoining properties and properties in the vicinity, particularly residential properties.

2. To facilitate extended and to maximise use of educational establishment sites providing the activity does not negatively impact on adjacent properties.

**Guidelines:**

- a) Where an educational establishment is proposed within a residential area or adjoining a residential area, the hours of operation shall generally be limited to 7am to 9.30pm, Monday to Sunday.

- b) For occasional activities ancillary to the function of the education establishment (eg. fetes, presentation nights & formals/dances) that may extend beyond the above standard hours of operation, the impact on the amenity of the adjoining properties and

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See Section 4.22 below. The Strathfield Planning Scheme Ordinance has been repealed by the gazettal of the Strathfield LEP 2012. While the signage could be considered exempt development and this DCP not applicable no new signage is proposed under this application.

Not applicable under SEPP Ed

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properties in the vicinity must be minimised in regards to noise, parking and traffic impact.

c) For other uses not ancillary to the function of the educational establishment (e.g. subleasing and/or regular hiring to private tuition colleges, adult education etc) the specific ‘operating hours’ (if they are not within the standard operating hours listed above) will be considered on their merits and particularly in regard to noise, parking and traffic impact.

Requirements:

1. Standard hours of operation for educational establishments in residential areas should be limited to 7am to 9.30pm, Monday to Sunday.

2. For occasional activities ancillary to the function of the education establishment that may extend beyond the above standard hours of operation, the impact on the amenity of the adjacent properties must be minimised in regards to noise, parking and traffic impact.

3. Where an application is submitted with operating hours outside the above mentioned operating times, the Noise Impact Assessment prepared by the applicant and Traffic & Parking Impact Assessment Report needs to demonstrate that the hours of operation will not adversely impact upon any adjoining residential or other neighbours.

<table>
<thead>
<tr>
<th>4.23 Site Contamination</th>
<th>Guidelines:</th>
<th>Initial Contamination Evaluation and tests undertaken by EIS and some contamination reported. Further report on remediation to be submitted</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>a) An Initial Contamination Evaluation (desktop evaluation) examining past land uses of the site etc. is</td>
<td>Initial Contamination Evaluation and tests undertaken by EIS and some contamination reported. Further report on remediation to be submitted</td>
<td>Yes</td>
</tr>
<tr>
<td>1. To ensure that a site is safe and healthy environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for staff, students and visitors.

2. To adequately investigate and assess whether site contamination exists to determine whether site is suitable for intended purpose.

required to be submitted for all proposed educational establishments in accordance with the requirements of Part K of the Strathfield Consolidated DCP 2005.

b) If the Initial Evaluation discovers something of interest, a Detailed Site Contamination Investigation and also Remediation Report etc may be required in accordance with the requirements of Part K of the Strathfield Consolidated DCP 2005.

c) Refer to additional requirements in Part K in this DCP.

Requirements:
1 Initial Contamination Evaluation as required in Part K in this DCP.

2 Detailed Site Contamination Investigation as required in Part K in this DCP.

3 Comply with other additional requirements of Part K in this DCP.

4.24 Safety and Health

Objective:
1. To ensure the design and operation of food premises (both fixed and mobile) is to suitable standards of hygiene

Guidelines:

a) All food premises operating on/from the educational establishment including canteens and mobile food vending vans must comply with all relevant design, construction and operational requirements.

Requirements:
1. Food premises must comply with:
   a) Food Act 2003;
   b) Food Regulation 2004;
   c) National Food Safety Standards
   d) FSANZ Food Standards Code; and

Kitchen details to meet this requirement   Yes
### 4.25 Recycling and Waste Management

**Objective:**

1. To reduce the demand for waste disposal, encourage recycling and to ensure the appropriate handling and storage and management of waste in educational establishments.

**Guidelines:**

a) Comply with all requirements of Part H of this DCP. This may include preparation of a Waste Management Plan etc in accordance with the detailed requirements of Part H of this DCP.

**Requirement:**

1. Comply with all requirements of Part H of this DCP including a Waste Management Plan as required.

| f) National Code for Mobile Food Vending Vehicles (for mobile vehicles). | Waste Management Plan supplied | Yes |

### 4.4 TRAFFIC AND PARKING

A traffic and parking impact of the proposed enrolment increase has been undertaken by Colston Budd Hunt and Kafes and is attached as Appendix 3 to this statement.

That report summary states;

“Summary

3.25. In summary, the main points relating to the implications of the proposed alterations and additions to the school are as follows:-

i) the school is close to existing public transport services;

ii) a travel access guide will be implemented for the school;

iii) parking provision is appropriate;

iv) access, internal layout and car parking arrangements will be provided in accordance with AS2890.1-2004; and

v) the road network will be able to cater for the minor increase in traffic generated from the proposed development.”

### 4.5 VISUAL IMPACT

Visual impact of the proposal primarily occurs with the Music Academy building on the eastern side of the site located between Lingwood and the Margaret Street front boundary but behind front setback of other buildings in Margaret Street.

The Heritage Impact Assessment has examined the location and its impacts in detail and in relation to this building concludes:
“The two storey building proposed forward of the front building line of Lingwood will relate more strongly to the larger buildings that directly front Margaret Street than to Lingwood. It uses the massing and scale of the neighbouring residential flat building and existing trees to minimise the loss of the view corridor. It is placed so as to retain the alignment of the tear-drop driveway, the most important element that survives from the once formal front gardens. Car parking is minimised and integrated into the site through planting.

The proposed works will have no impact on the significance, view corridors, curtilage or setting of heritage items in its vicinity.”

It is not considered the proposal causes adverse visual impact.

4.6 RELATIONSHIP AND IMPACT WITH ADJOINING LAND

The proposed development has a relationship with the following non Meriden land (see photos Appendix 1):

- **15 Margaret Street: dwelling opposite the site to the northwest**: The new electrical kiosk will be visible opposite this site. The Music academy will be visible at an angle from the frontage. The front area of the subject site used as play area for the school will be visible. However, it is considered no adverse impacts will occur to this site from the proposal.

- **18 & 18A Margaret Street: western boundary to site seniors housing and health centre**: the present informal boundary parking will be reduced and improved landscaping provided in the area. The front of the site will be garden and play area as well as the improved parking area. At the rear of the site the hard-surfaced area with parking will be replaced with garden area for the school and a new single storey classroom building for classes K2 & 3. This building has no windows to the west ensuring classroom noise will not impact upon the adjoining site and privacy remains. It is considered no adverse impacts occur to these sites from the development.

- **14 Margaret Street: Apartment building to east of site**: At present the existing single storey Business Centre of the school is located approximately 4m from the closest section of the apartment building. Screening trees are located on the boundary of the apartment building as shown in the photos to Appendix 1 and a pathway to the Business Centre from Margaret Street exists on the school site. The proposal is to demolish this Business Centre building and erect a two storey Music Academy building incorporating also the bus drivers areas, the school uniform shop and accounts department on the first floor. These first floor uses have no windows facing the apartment building. The proposed building is to be set back a greater distance than the existing Business Centre from the boundary. Shadow impacts are described below in Section 4.15. Existing views across the boundary to the subject site will be lost or diminished by the proposal. This is borrowed amenity for the subject apartments provided by the adjoining school site.
The Music Academy building will impact upon the immediately adjoining apartments and will present a different view to that existing. It is considered that these impacts are reasonable on a site adjoining a school whose existence and possible/probable development have been known for decades and prior to construction of the apartment building. It is not considered these impacts are significant enough to warrant rejection or modification of the proposal.

- **8 Margaret Street: Tennis courts of Santa Sabina School to southeast of site;** The proposal seeks to locate the prep school classrooms along the boundary to the adjoining tennis courts. These classrooms are of single storey with no windows facing the boundary from the classrooms. It is considered no adverse impacts occur to this site from the proposal.

- **15 Carrington Avenue: dwelling to rear southeast corner of site;** A small section of the north-western corner of this site adjoins the subject site. At present a single storey prep school building adjoins this section and will be replaced by a new single storey prep school classroom. This classroom has no windows facing the boundary. The proposed building setback to the boundary is similar to existing and a slight increase in overshadowing will occur to the rear yard in the location of the existing treed area. It is considered no adverse impacts occur to this site from the proposal.

- **17 Carrington Avenue: dwelling to rear and south;** the existing prep school classrooms are located along the boundary to this site. These single storey classrooms are proposed to be demolished and replaced with new single storey prep school classrooms and amenities block. No windows are located in the walls facing this site. Further, the existing boundary fence will be replaced. Shadows will change to this site but marginally as shown on the shadow diagrams. It is considered no adverse impacts occur to this site from the proposal.

- **19 Carrington Avenue: dwelling to rear and south;** Similar to Number 17 Carrington Avenue, the existing single storey prep school building and bus drivers amenity building will be demolished and replaced with the single story amenities building for the prep school and the single storey K1 classroom. Again, no windows are located in the walls facing this site. The existing fence will be replaced. Shadows marginally increase to this site. It is considered that no adverse impacts occur to this site from the proposal.

- **21 Carrington Avenue: dwelling to rear and south;** Similar to the adjoining sites described above, existing buildings on the school site will be removed and the fence replaced. New single storey buildings for K1 and K2 will be constructed as well as a wet area. No windows are located in the walls facing this site. Shadows will marginally increase as shown on the shadow diagrams. It is considered that no adverse impacts occur to this site from the proposal.

### 4.7 GROUND CONDITIONS

J&K in October 2017 undertook a geotechnical investigation of site.
J&K have provided the following summary of the Geotechnical Report:

“JK Geotechnics were commissioned to complete a geotechnical investigation for the proposed alterations and additions at Meriden School, 16 Margaret Street, Strathfield, NSW. The proposed alterations and additions will comprise:

- Construction of new single and two storey buildings (Music Academy, Prep, Amenities, K1 and K2-3 Buildings) along the southern and eastern sides of the school grounds.
- Reconfiguration of the existing historic Lingwood House building.
- A new covered walkway, COLA and external paved areas.
- The proposed finished floor reduced levels (RLs) of the new buildings will be at RL21.82m (Prep, Amenities, K1 and K2-3 Buildings and the COLA) and RL22m (Music Academy). Excavations to a maximum depth of about 0.8m (Prep, Amenities, K1 and K2-3 Buildings and the COLA) and 2.2m (Music Academy) are expected to achieve design subgrade levels.

The geotechnical investigation included six boreholes, one test pit and Four Dynamic Cone Penetration (DCP) tests. The subsurface profile comprised a limited thickness of fill overlying high plasticity, highly reactive residual silty clay with shale bedrock encountered/inferred at shallow to moderate depth.

Groundwater was not encountered over the depth of the investigation. The footings supporting the Lingwood Building at the test pit location were founded below 1.35m depth and have been inferred to be founded within residual silty clay or possibly bedrock.

The bulk excavations will generally encounter the soil profile and are expected to be satisfactorily completed, provided appropriate care is exercised during excavation and formation of temporary batter slopes, and that the advice presented in this report is adhered to.

For uniformity of support, we have recommended that the heavier loaded buildings be founded on bedrock whilst lightly loaded buildings may be founded in the residual clay profile.

Provided the design and construction of the footings, floor slabs end external pavements are completed with due regard for the advice presented in this report and the advice presented in AS2870 (particularly with regard to the precautionary advice in AS 2870 with regard to trees in close proximity to buildings) then we do not foresee that any particular geotechnical issues will arise.

Based on the above, we consider that the site is suitable for the proposed alterations and additions.”

The full report is attached to this Statement as Appendix 7.

A contamination investigation has been undertaken by EIS. Some minor contamination has been found and a further report is in the course of preparation detailing extent and remediation works required.
That further report will be presented when available during the assessment of the application.

4.8 FLORA AND FAUNA

The site is not considered to contain flora or fauna under threatened species legislation or to require a species impact statement study.

An Arboricultural Impact Report has been prepared by Glenyss Laws and is attached to this statement as Appendix 6.

The report analyses 18 trees on site and adjoining sites which may be impacted by the proposal.

The report concludes and recommends in part (the full recommended conditions are contained in the report at Appendix 6):

5 Conclusions/Recommendations

5.1 Twenty-eight (28) trees including one tree on the neighbouring property were assessed as part of this report.

5.2 The dwelling and gardens of 16 Margaret St, Strathfield are listed as items of heritage within Strathfield Council’s LEP, therefore all trees are protected under the terms of Council’s Tree Management Controls.

5.3 Eighteen (18) trees are planned for removal. These include two (2) trees allocated a high retention value, five (5) trees less critical for retention and eleven (11) trees allocated a low retention value.

<table>
<thead>
<tr>
<th>High Retention</th>
<th>Less Critical for Retention</th>
<th>Low Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 &amp; 24</td>
<td>2, 4, 8, 13 &amp; 21</td>
<td>7, 3, 10, 15, 16, 17, 23, 25, 26, 27 &amp; 28</td>
</tr>
</tbody>
</table>

Table 2. Trees planned for removal

5.4 Provided recommendations in section 4.4.9 are accommodated, the design indicates seven (7) trees can be retained with minimal impact and in accordance with AS4970. This includes three (3) trees with a high retention value, three (3) trees less critical for retention and one (1) trees allocated a low retention value.

<table>
<thead>
<tr>
<th>High Retention</th>
<th>Less Critical for Retention</th>
<th>Low Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>5, 11 &amp; 19</td>
<td>1, 9 &amp; 12</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 3. Trees to be retained and protected

5.5 A modification to the landscape concept and hydraulics plans will be necessary to retain the long-term viability of three (3) trees assessed with a high retention value

<table>
<thead>
<tr>
<th>High Retention</th>
<th>Less Critical for Retention</th>
<th>Low Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>6, 14, 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Trees requiring a modification to be retained
5.6 Tree protection measures include trunk protection to Trees 9, 11, 12 & 14 and tree protection fencing to Trees 5, 6, 18, 19 & 20. Existing ground levels within the TPZ of Trees 9, 11 & 12 should be retained.

5.7 All trees to be retained shall be protected in accordance with the following Tree Management and Protection Specification.

6 Tree Management Specification; See conditions in report Appendix 6.

4.9 DRAINAGE

A hydraulics assessment has been prepared by Harris Page & Associates and the accompanying plans incorporate the drainage proposals.

The proposal has been designed in accordance with Council’s Stormwater Management Plan.

4.10 HERITAGE

The site contains an item of environmental heritage but is not located in an existing or proposed heritage conservation area.

Schedule 2 to the LEP lists Lingwood (I 1756) as follows:

Strathfield  

“Lingwood”—Victorian house and garden (formerly Branxton)  

16 Margaret Street Lot 1, DP 723946 Local I176

The proposal includes alterations and additions to Lingwood and the gardens.

Weir Phillips have undertaken a heritage impact study in regards to the proposal and possible impacts upon listed heritage properties on site and in the locale. This heritage impact study is attached in full as Appendix 4 to this statement.

The Heritage Impact assessment considers the impact on listed items, the LEP and DCP and summarises for the items:

“8.0 CONCLUSIONS

This Heritage Impact Statement has provided a history of the Lingwood Campus, part of Meriden, No. 16 Margaret Street, Strathfield and established its significance.

Lingwood has local historic and aesthetic significance as a fine and substantially intact example of a Late Victorian period villa that still stands within its original lot boundaries. Erected c. 1884 by James Horace Aldous, it is typical of the type and standard of dwelling- albeit more modest in size than some examples- erected on the large lot re-subdivisions of the Redmire Estate that occurred during the late Victorian
period. The villa retains remnants of its once fine Gardenesque Style front garden. The site has a long history of use for education, dating from 1942. It has social significance for its association with two well-known schools, P.L.C. Sydney and Meriden.

The proposed works respond to the following objectives for Heritage set out in Section 1.5 of Part P of the Strathfield DCP 2005:

a. To encourage development which complements existing heritage items and heritage Conservation Areas in a modern context.

b. To retain evidence of historic themes of development evident in the Strathfield Local Government Area, through the proper care and maintenance of individual heritage items and heritage Conservation Areas.

c. To protect those items and areas that are of value to the local community.

d. To ensure that development in the vicinity of heritage items is designed and sited to protect the heritage significance of the item.

e. To retain any significant horticultural or landscape features that assist in the interpretation of Strathfield’s heritage.

The proposed works to Lingwood will maintain a full understanding of the building’s historic and aesthetic significance as a fine example of a Late Victorian period villa. Works are confined to the side and rear elevations; new amenities are located in secondary rooms.

The context of Lingwood has changed significantly since the villa was constructed. It once stood in a streetscape comprised of similar dwellings. It now stands in a setting of large scale buildings and carries out a very different function than the one it was built to fulfil. This function - education - is one of long standing and is now part of the social significance of the site. The proposal has carefully considered how to retain the historic and aesthetic significance of Lingwood whilst providing for its use in a modern context.

New buildings directly adjacent to Lingwood are single storey in scale, set behind the front building line and are connected using glazed awnings that maintain visual separation. The two storey building proposed forward of the front building line of Lingwood will relate more strongly to the larger buildings that directly front Margaret Street than to Lingwood. It uses the massing and scale of the neighbouring residential flat building and existing trees to minimise the loss of the view corridor. It is placed so as to retain the alignment of the tear-drop driveway, the most important element that survives from the once formal front gardens. Car parking is minimised and integrated into the site through planting.

The proposed works will have no impact on the significance, view corridors, curtilage or setting of heritage items in its vicinity.”
The heritage garden has been the subject of a specific heritage landscape assessment report by Quoyle and Associates also attached at Appendix 4 to this Statement.

That report concludes:

“7.0 CONCLUSION

The application will alter the existing landscape character of the site but removes landscape not considered of high significance to the site. Remnant landscaping of the heritage significance is retained and improved by the proposed removal of a ‘self sown Ficus sp. (Fig), Schefflera actinophylla (Umbrella Tree) growing in the trunk of the Jelly Palm (Butia capitata) and a Jacaranda will be removed to allow the Jelly Palm to flourish and stand out.

The significant view to the front façade of the house is maintained and the teardrop geometry of the driveway is being interpreted in the works and will inform the design of the entry sequence to the facility.

The existing institutional landscape is being improved by the proposed planting of appropriate tree species, such as the Canary Island Date Palm (Phoenix canariensis). In general the landscape design will enhance the amenity and setting of the house.

The application is supported including the removal of the nominated trees in accordance with the recommendations in Section 4 - Analysis of this report.”

4.11 ACOUSTIC ASSESSMENT

Acoustic Logic consulting engineers have undertaken an Acoustic Assessment report that is attached to this statement as Appendix 9.

The study concludes:

8 CONCLUSION

Noise emissions associated with the proposed expansion of the Meriden School Lingwood Prep have been assessed with reference to relevant EPA and relevant acoustic guidelines.

An analysis of playground noise and noise created by traffic generation indicate that noise emissions generated by the school may exceed recommended EPA INP levels, however:

• Acoustic treatment (where practicable) and noise management controls have been recommended in section 7 of this report to ensure that the amenity of nearby receivers.

• Treatment to the perimeter pf the building construction for the treatment of environmental noise intrusion into the school.
An analysis of noise from classrooms, the school hall and from mechanical equipment indicates that compliance with noise emission goals for the site is both possible and practical.

Based on this assessment the proposed Meriden School Lingwood Prep is acoustically acceptable and will not negatively impact on the acoustic amenity of surrounding receivers.

4.12 BUSHFIRE RISK

The property is not identified on Council’s bushfire prone lands map as being subject to being a bushfire risk.

4.13 ENERGY ISSUES

Meriden is committed to ESD principles.

Society’s focus on energy consumption is thought to be at its highest level in history.

With ongoing debate with regards to fossil fuel resource management as well as to the impact on the Earth’s climate from carbon emissions, energy use is critically scrutinised by all members of the public. The minimisation of energy consumption is a key design focus for the project.

AJ+C have been commissioned by Meriden Anglican School for Girls to upgrade their existing school facilities.

The minimization of energy consumption is a key design focus for this project. The project incorporates the following provisions for energy efficiency:

- Cross-Ventilation – The proposed design will be partially air-conditioned. However, cross ventilation opportunities have been maximized with the use of operable glazing.
- Thermal Mass – The building construction will be well insulated, minimising temperature fluctuation during day time hours, ie. when the school is predominantly in use.
- Day lighting - high level glazing and roof lights of varying scales providing good natural light in all learning.
- Materials – materials have been selected that require minimal maintenance. The selected materials require infrequent reapplication of surface treatments.
- Water saving – Rainwater will be harvested on site and used for watering the gardens and toilet flushing. Water energy fixtures will be specified
- Section J requirements of the BCA will be met ensuring insulation to the building envelope, sealing of windows & energy efficiency through compliant mechanical, electrical & hydraulic requirements.
- Electrical & Mechanical - Minimising the energy consumption is of significant importance to the School. Thoughtful detail design for services and careful operation of energy efficient building services equipment is
critical to the successful reduction of operation energy consumption and carbon emissions. The provision for solar panels on the roof of the K1 building is being considered and evaluated.

4.14 AVAILABILITY OF SERVICES

Water, sewerage, electricity, gas and telecommunications are presently available to the site. The proposed educational use will not be of such significance to require the upgrading of services other than electricity in the area nor detrimentally impact upon services to the existing area.

JHA Consulting Engineers has been engaged as the Level 3 Accredited Services Providor for the project. The proposal requires a new kiosk substation to upgrade the electrical services to the school.

That kiosk has been located on the north-western corner of the site on the Margaret Street frontage. The report by JHA is attached to this statement as Appendix 12.

An upgraded fire hydrant is to be installed.

Telecommunications provision is readily available.

4.15 SHADOWS

The shadow diagrams, Drawing numbers, DA3601A, 3602 A, 3605A, 3606A, 3607A, 1050A indicate that the proposed alterations to the building have no significant adverse solar impact upon adjoining properties.

At 9.00 am on the 21st June, the shadows of the proposed development generally fall on the site however a small increase in shadow occurs to the rear property and to the single storey building to the west. These impacts are shown on drawing number 3605. These impacts have substantially gone before 10.00 am.

At noon a marginal increase in shadow to the rear property occurs and marginally increases until 3pm.

At 3.00 pm the shadows fall on the rear property in slightly greater extent than existing. Shadows to the apartments to the east of the proposed music academy increase from 2pm and the extent of the shadowing is shown on drawing numbers DA 3606 and 3607. At 2pm while the shadow of the proposed building has increased it does not impact upon windows or balcony areas. By 3pm the shadow does impact upon the lower apartment windows and balcony area. However solar access while diminished still meets the required 3 hours between 9am and 3pm. It should be noted that the existing vegetation has a significant impact on solar access to these sites.

The proposal satisfies solar access requirements to adjoining properties.
4.16 PRIVACY

The proposed development has the potential to affect the privacy of adjoining residential development to the east and west in Margaret Street and south in Carrington Avenue.

As set out in Section 4.6 above, the buildings are single storey with no windows in walls facing the boundaries or in the case of the Music Academy two storey building sufficiently setback and screened to protect privacy to the adjoining apartments at 14 Margaret Street.

4.17 VIEWS

The impact upon views has been partly discussed in section 4.5 above regarding visual impact and Section 4.6 relationship to adjoining land.

The views will change to a minor extent to all adjoining sites.

The largest change will be to the apartments on the western side of 14 Margaret Street where the borrowed amenity of the treed open area of Lingwood will be replaced with a two storey Music Academy.

There are no iconic views lost in this proposal and the zoning of the area is R3 permitting buildings of 11m on the site. The proposed Music academy is of similar height bulk and scale to the building at 14 Margaret street and presents less visual impact in the streetscape. Streetscape illustrations are shown in the plan set of elevations.

There is a loss of existing views from 14 Margaret Street apartments but such are not considered unreasonable.

The building design is considered pleasing in the streetscape of this section of Margaret Street.

4.18 BUILDING CODE of AUSTRALIA ASSESSMENT and ACCESS

Blackett Maguire Goldsmith has undertaken an assessment report of the proposal under the Building Code of Australia.

The report attached as Appendix 8 to this statement, concludes;

**Conclusion**

In view of the above assessment we can confirm that subject to the above measures being undertaken that compliance with the Performance Requirements of the BCA is readily achievable. In addition, it is considered that such matters can adequately be addressed in the preparation of the tender documentation.

A preliminary access report has also been undertaken by Accessible Building Solutions and is also attached at Appendix 10.

The conclusion to that report states:
Statement of Compliance

On the basis of the above assessment, I am satisfied that the proposal can achieve compliance with the access provisions of the BCA and the Access to Premises Standard.

4.19 CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

The three principles of CPTED are set as follows:

“The three principles central to Crime Prevention through Environmental Design are as follows:

(1) Natural Surveillance

Criminals usually do not want to be seen. Placing physical features, activities and people in ways that maximise the ability to see what is happening discourages crime. For example, placing cafes and kiosks in parks increases natural surveillance by park users, while placing clotheslines near play equipment in a multiple unit development increases natural surveillance of the play area. Barriers, such as bushes or sheds, can make it difficult to observe activity.

(2) Access Control

Access can be restricted by physical barriers such as bollards, fences, doorways and landscaping or by security hardware such as locks, chains and alarms. Human measures can also be used, such as security guards. All these methods aim to direct and/or restrict access into an area and therefore increase the effort required to commit a crime.

(3) Ownership

People usually protect territory that they feel is their own and have a certain respect for the territory of others. Fences, paving, art, signs, good maintenance and landscaping are some physical ways to express ownership. Identifying intruders is much easier in a well-defined space. An area that looks protected gives the impression that greater effort is required to commit a crime. A cared for environment can also reduce fear of crime.”

A detailed assessment of the proposal against the CPTED requirements is contained in Appendix 2 below.

4.20 WASTE MANAGEMENT

A waste management and sedimentation control plan has been prepared for the proposal and is attached as Appendix 11 to this statement.
4.22 SOCIAL AND ECONOMIC BENEFITS

The proposed development will involve a number of benefits that are entitled to be considered. These include:

- Increase employment during construction,
- Makes economic use of the large land and buildings
- Provide educational opportunities to sections of the community,
- Improves educational facilities.
- Does not adversely reduce and improves views of the area,
- Improves acoustic impact on adjoining residences,
- Improve ESD of the site.

5.0 CONCLUSION

There will be no significant adverse environmental impact from the proposed development, which complies with all of the relevant requirements and underlying objectives of the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017.

The scale, height, form and size of the development is reasonable for site and context, and there is unlikely to be a significant adverse impact on the amenity of the area, but rather positive impacts for the future character of the Margaret Street and Strathfield local area.

The subject site is ideal in terms of its size, topography, orientation, location, exposure and proximity to services. The proposal is designed to have regard to the opportunities and constraints of the site, on a well-founded site analysis and expert advice from relevant consultants.

Having regard to the above assessment the proposal is worthy of approval.

6.0 SECTION 79C ASSESSMENT

The following is a summary assessment of the proposed development under the heads of consideration contained in Section 79C(1) of the Environmental Planning and Assessment Act.

Section 79C(1)(a)(i) – The provisions of any environmental planning instrument
The proposal is not permissible with consent of the local environment planning instrument applying to this land the Strathfield LEP 2012 but is permissible with consent and conforms with the relevant provisions the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017.

Section 79C(1)(a)(ii) – The provisions of any draft environmental planning instrument that is or has been the subject of public consultation.
No relevant draft environmental planning instrument.

Section 79C(1)(a)(iii) – The provisions of any development control plans
The development control plan stated as applying to this proposal is the Strathfield DCP. It is not considered the DCP does apply however the proposal is assessed against the provisions of that DCP. The proposal generally complies with relevant sections of this DCP.

Section 79C(1)(a)(iiia) – Any planning agreement or draft planning agreement under S 93F.
No planning agreement entered into.

Section 79C(1)(a)(iv) – Matters prescribed by the Regulations
There are no relevant matters prescribed by the Regulations applicable to this matter.

Section 79C(1)(a)(v) – Any coastal management plans affecting the site.
There are no coastal management plans affecting the site.

Section 79C(1)(b) – Likely impacts of the development

- the proposal will have no significant adverse or identifiable impact in terms of:
  - context and setting;
  - access, transport and traffic;
  - the public domain;
  - utilities;
  - heritage;
  - other land resources;
  - water;
  - soils;
  - air and microclimate;
  - flora and fauna;
  - waste;
  - energy;
  - noise and vibration;
  - natural hazards;
  - technological hazards;
  - safety, security and crime prevention;
  - social impact;
  - site design and internal design;
  - construction; or
• cumulative impacts.

**Section 79C(1)(c) – Suitability of the site for the development**

The proposal is suitable for the site in accordance with the requirements of the SEPP (Educational Establishments and Child Care Facilities).

**Section 79C(1)(d) – Submissions**

Not available at this stage.

**Section 79C(1)(e) – Public interest**

There is no issue of public interest that should preclude the approval of this proposal.

[Signature]

Chris Young
APPENDIX 1

PHOTOS
Photo 1, Subject site existing Business Centre eastern boundary Margaret Street frontage

Photo 2, Margaret Street frontage subject site view west from Main Campus

Photo 3, Margaret Street view east Subject site to right, Main Campus to left.

Photo 4, subject site eastern boundary and access to existing Business Centre from Margaret Street frontage
<table>
<thead>
<tr>
<th>Photo 5</th>
<th>Existing eastern site boundary to 14 Margaret Street</th>
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<td>Photo 6</td>
<td>Photo 5 view to north to Margaret Street. Boundary to 14 Margaret street to right.</td>
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<td>Photo 7</td>
<td>Existing Prep school play area eastern boundary of site</td>
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<td>Photo 8</td>
<td>Existing Business Centre building view west.</td>
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<td>Photo 9</td>
<td>Existing Business Centre from garden area of site view south east from gate, eastern tear drop road</td>
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<td>Photo 10</td>
<td>Existing front garden area and tear drop drive from gateway to Margaret Street.</td>
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</table>
Photo 11. Existing informal parking western side of site.

Photo 12. Western boundary of site with informal parking.

Photo 13. Occasional existing bus parking in tear drop drive. Lingwood to right.

Photo 14. Existing occasional bus parking western and rear boundary Lingwood to left.

Photo 15. Parking existing rear south western corner of site.

Photo 16. Existing temporary drivers accommodation rear boundary of site.
Photo 17. Existing rear of Lingwood south western corner structures.

Photo 18. Dwellings to south of site from south western corner of site.

Photo 19. Existing rear boundary fencing at rear of prep school.

Photo 20. Existing rear boundary rear of prep school and drivers accommodation.

Photo 21. Dwellings to south west from south western corner of site.

Photo 22. Development to west from western boundary of site.
Photo 23, Dedication stone on Lingwood

Photo 24, Lingwood eastern boundary view south from front.

Photo 25, Lingwood to right Prep buildings to left view west from Prep school.

Photo 26, Lingwood to left view north from Prep school

Photo 27, From garden area from Lingwood view north to Margaret Street

Photo 28, View east to existing Business Centre from Lingwood drive area.
Photo 29, existing Business Centre from teardrop drive at Lingwood.

Photo 30, Prep school outdoor play area and existing COLA’s adjoining the existing Business Centre view south east from Lingwood

Photo 31, From garden area to Business Centre

Photo 32, existing prep school COLA and play area.

Photo 35. Existing Prep school play area view south east to adjoining tennis courts

Photo 34, Existing Prep School boundary to tennis courts and rear of 14 Margaret Street.
Photo 35, Existing prep school building along southern boundary.

Photo 36, existing rear setback and boundary fencing to prep school and Carrington Avenue properties.

Photo 37, Similar to photo 37.

Photo 38, Santa Sabina tennis courts on eastern boundary of prep school play area.

Photo 39, Access to 18A Margaret Street Western side of site

Photo 40, 18 Margaret Street to west of site. From Margaret Street
Photo 41, rear of 18 Margaret Street west of the site from informal parking area.

Photo 42, 18A Margaret Street from western side of subject site.

Photo 43, Unformal parking western side of site

Photo 44, 18 Margaret Street from front garden area of site.

Photo 45, 14 Margaret Street from Margaret Street

Photo 46, Existing side setback 14 Margaret Street to subject site on right.
Photo 47, 14 Margaret Street existing landscaping and setback.

Photo 48, 14 Margaret Street existing setbacks and landscaping to units adjoining the site eastern boundary.

Photo 49, existing units setbacks and landscaping to eastern boundary of site.

Photo 50, as in photo 49

Photo 51, Rear of 14 Margaret Street from site boundary

Photo 52, Margaret Street view west from Site frontage
APPENDIX 2

CPTED COMPLIANCE
MERIDEN ANGLICAN SCHOOL FOR GIRLS

CPTED ANALYSIS: Prepared by AJ&C
Crime Prevention through Environmental Design

The alterations and additions to Meriden School Lingwood Prep implement the principles of Crime Prevention Through Environmental Design (CPTED) as identified in Part M of Strathfield Consolidated DCP 200, clause 4.14 Safer By Design.

CPTED is a multi-disciplinary approach to deterring criminal behaviours through environmental design. It aims to create safer environments and improve the quality of life by employing design and place management principles that:

- maximise risk to offenders, increasing the likelihood of detection, challenge and apprehension
- maximise the time, energy, resources and effort required to commit crime
- minimise the potential rewards of crime by minimising, removing or concealing 'crime benefits'
- minimise excuse making opportunities by removing conditions that facilitate rationalisation of inappropriate behaviour.

Student and staff safety is a high priority for Meriden School. Whilst the design for the alterations and additions to the Prep School have specifically minimised the need and opportunity for unknown people to enter the playground and school facilities, the various facilities accommodated within the Music Academy building make it legitimate for unknown people to need to enter the building. For example, parents paying school fees and purchasing uniforms, contractors attending meetings and freelance music tutors are all effectively strangers that legitimately need to access the Music Academy. This potential danger has been managed by:

- deliberately separating the entrances of the Prep School and the Music Academy building
- the Prep School staff, parents and students access points are clearly identified and readily supervised. Access for others, such as tradespeople is controlled
- the Prep School playground is fenced
- the music academy facilities are wholly contained on the ground floor
- a supervised music academy lobby prevents unauthorised access
- clear lines of sight within the music academy maximise the passive surveillance of students undergoing tutorials
- access to the office area and uniform shop is separated from the music academy circulation, and
- access to the level one office areas is restricted.
The four CPTED principles and their application to the alterations and additions of the Meriden School Lingwood Prep are discussed below.

**Principle 1 – Good Surveillance**

Good surveillance means that people can see what others are doing. People feel safer when they can easily see and interact with others. Would-be offenders can be deterred from committing crime in areas with high levels of surveillance.

The alternations and additions to the Meriden School Lingwood Prep achieve good surveillance by:

- the provision of large areas of glazing in the rooms facing the street. The rooms facing the street are used throughout the school day
- the floor levels at these windows are raised above the finished street level, enhancing the sense of overlooking to the street
- the front fence is a combination of low brick walls and railings, allowing for sightlines between the fenceline and the two buildings facing the street
- the landscape to the front of the school is mostly a combination of slender trees with high canopies, low bushes, ground cover and lawn, and
- pedestrian pathways, vehicle entry/exit and parking area will be illuminated at night to Australian Standards

**Principle 2 – Access Control**

Access control means making it clear where people are permitted to go or not go. Illegible boundary markers and confusing spatial definition make it easy for criminals to make excuses for being in restricted areas. However barriers should not be tall or hostile creating the effect of a compound.

Effective access control has been achieved in this project by:

- a front fence extending the length of the street frontage, clearly delineating the boundary.
- the Music Academy, uniform and office building has it’s own entry point and is separated from the Prep School by a fence.
- the front fence is a combination of low brick walls, railings and gates. Whilst the railings form a barrier, they are slender in profile, allowing for views through. They incorporate decorative features and are not hostile in appearance
- Meriden School signage is clearly identifiable at the gates
- gates that are locked after hours, and
- fully fenced side and rear boundaries to 1800mm high.

**Principle 3 – Territorial Reinforcement**

Territorial reinforcement can be achieved through design with clear transitions and boundaries between public and private space and clear design cues on who is to use space and what it is to be used for.

The territorial reinforcement has been achieved in this project by:

- boundary fencing and Meriden School Lingwood Prep signage to the street frontage
• soft and hard landscaping, fencing and signage clearly differentiate the vehicular access area in front of Lingwood House from the parent and student access gate, and
• the presence of staff and children throughout the school day will strengthen the ownership of the space.

**Principle 4 – Space Management**

Space management ensures that space is appropriately utilised and well cared for. Space management strategies include maintaining site cleanliness, the rapid repair of vandalism and graffiti, the replacement of faulty lighting and removal or refurbishment of decayed physical elements.

Space management is ensured at Meriden School Lingwood Prep by the following:

• Meriden School has a full time property management team working across the three Strathfield sites. This on-going management team ensures the Meriden buildings and grounds look attractive and are well maintained. On a daily basis this team routinely maintains the buildings, the landscape, waste management and site cleanliness. Incidence of graffiti, vandalism, faulty lighting, unexpected building faults and failures etc… are addressed promptly
• the active, highly visible presence of the maintenance team before, during and after school hours also contributes to the space management, and
• the extended hours of operation at the Music Academy. The Music Academy that forms part of the DA application will be utilised for music tutoring not only during school hours but also before and after school, during weekends and school holidays. The increased hours of activity on site will also contribute to the space management.
APPENDIX 3

Traffic and Parking report
APPENDIX 4

Heritage impact report.
APPENDIX 5

*Pre lodgement meeting minutes.*
APPENDIX 6

Arborist report.
APPENDIX 7

GEOTEchnical and Contamination Reports
APPENDIX 8

BCA report.
APPENDIX 9

Acoustic report.
APPENDIX 10

Access review.
APPENDIX 11

Waste management plan
Waste Management Plan
This waste management plan for Meriden School Lingwood Prep addresses the waste and recycling strategy for the duration of the project demolition, construction and the operation of the completed school.

1. Existing Condition
The Meriden School Lingwood Prep is currently in operation with three classes teaching a total of 51 students. The existing facilities on site include:
- Lingwood House - accommodating one classroom, staff offices, staff kitchen, staff and student wet areas
- A single storey brick and tile building accommodating an open plan office space, kitchenette and bathroom facilities
- Two single storey, timber framed, weatherboard clad classrooms
- Two single storey, fibro storage sheds
- One prefabricated portable cabin accommodating staff facilities for the school bus drivers, and
- Artificial turf area with playground equipment

The current waste and recycling arrangements are:
- School cleaning staff are responsible for the transfer of waste and recycling material from the Prep School to the central waste area.
- All waste and recycling receptacles are clearly and correctly labelled to identify which materials are to be placed in which bin to ensure the correct use of the waste management system.
- All Meriden waste is taken to the mixed waste bin located in the Redmyre Road driveway of the junior school.
- Approx 22.5 cubic metres of mixed waste per week is taken off site.
- The private contractor, Veola, picks up the mixed waste 5 days per week
- 6 standard wheelie bins of paper recycling are picked up weekly by private contractor, URM, and
- Secure doc paper bins picked up by private contractor, RECALL, as required.

2. Proposed Alterations and Additions
The alterations and additions to Meriden School Lingwood Prep include:
- the refurbishment of the Lingwood House to accommodate the reconfiguration of the wet areas, storage and learning areas. The rectification of areas of damp and an upgrade to the electrical and communications services form part of this work
- the sheds, classrooms and playground and hard paved areas will be demolished. The portable cabin will be removed from site
- areas of paving, driveway and parking bays will be demolished, and
- trees, shrubs and turf will be removed as required to accommodate the new design.

The new building works include:
- three single storey classroom buildings
- up to 126 prep and kindergarten students on site. This increase in numbers relocates 3 kindergarten classes (up to 66 students) from the junior school to the prep school
- an amenities area with covered outdoor play
- a double storey music academy building with storage and music tutorial rooms at ground level and a uniform shop, bus drivers’ facilities and offices at level one, and
- reconfigured play areas, soft landscaping, bus access and parking.
The proposed Meriden School Lingwood Prep alterations and additions represents a minimal intensification of the site. On this basis, upon completion the increase in everyday waste and recycling generation will be minimal.

3. Demolition Waste
Various provisions in the building works contract and specification will require the contractor to dispose of waste and recycling correctly. Relevant specification clauses include:

**Hazardous Materials**
A. Examine the site and items to be demolished/ stripped out and determine the nature and extent of any hazardous materials required to be removed. Handle and dispose of them in a safe manner.
B. Where a hazardous materials report has been provided, the contractor shall satisfy itself that the report is complete and correct.
C. Prior to the commencement of demolition works, undertake any further audits to those provided as necessary to confirm the type and location of any hazardous materials. Obtain all approvals as required for their safe removal in compliance with the requirements of Safe Work Australia.

**EXECUTION**
**Generally**
A. Refer to the demolition drawings/ design drawings/ landscape architect’s documents.
B. Demolish structure(s) in accordance with AS 2601.
C. Ensure that site staff responsible for supervision and control of the demolition are experienced in the assessment of the risks involved and in the methods of demolition to be used.
D. Demolition of structural elements must have a licensed supervisor present at all times.
E. Take into account the site limitations and restrictions with regards to access and the use of equipment.
F. Operatives shall be appropriately skilled and experienced for the type of work and hold the relevant certificates of competence.
G. Carry out the demolition work carefully and systematically, removing unwanted materials progressively.
H. Sort, stockpile and remove materials for landfill or recycling as required.
I. Prevent nuisance from smoke, dust, rubbish, vermin and other causes.
J. Cover loads of demolished materials to prevent spillage in transit.
Recycling
A. Generally recycle as much demolished material as practicable.
B. Comply with any recycling requirements of the local municipal or any other statutory authority

Rubbish
A. Remove rubbish, debris and surplus material and spoil regularly. Keep the site and works clean and tidy.
B. Remove all rubbish, dirt and residues from voids and cavities before filling or closing in.
C. Remove all waste hazardous materials and their containers regularly for disposal off site in accordance with relevant regulations.
D. Retain waste transfer documentation on site.

4. Construction
Details of waste and recycling management during the construction phase of the project will be confirmed as part of the Construction Management Plan and included in the Construction Certification application.

5. Operation
The existing waste facilities are of sufficient size to accommodate the expansion attributable to the alterations and additions of the Meriden School Lingwood Prep. The existing management procedures will be expanded to accommodate the extra load. The existing waste and recycling contractors have sufficient capacity to handle the increased volume.
APPENDIX 12

Level 3 ASP REPORT (KIOSK)
APPENDIX 13

Aerial Photo of general Area.
Source SixMaps.; The site
Source SixMaps.;

The site