

Matters taken on notice in the briefing to the Independent Planning Commission in relation to St Aloysius' College Redevelopment (SSD-8669) held at 11am on Wednesday 31 July 2019

At its presentation to the Independent Planning Commission (the Commission) on 31 July 2019, the Department undertook to respond a number of matters. The Department's response is provided below:

1. *Provide updated recommended conditions that include:*
 - a. *reference to relevant concept plans for the Senior and Main campuses in Schedule 2 Part A.*
 - b. *additional design parameters to be demonstrated around the roof of the Junior Campus building in Schedule 2 Part B.*
 - c. *the Green Travel Plan to be prepared having regard to other schools in the locality in Schedule 3 Part E.*
 - d. *provisions for a 12 month trial period of out of hours use of the rooftop terrace at the Main Campus in Schedule 3 Part F.*

Department Response:

A revised draft instrument is attached responding to and providing further clarification to the matters raised by the Commission (Conditions A4, B1, E9, and F1 to F4 inclusive). Additional revisions have also been recommended requiring evidence of consultation with Council in relation to the Out of Hours Event Management Plan being provided to the Department (Revised Conditions F7 to F12) and to clarify that recommended controls relate to electronic amplification equipment (Revised Condition F5).

2. *Confirmation that the Noise Impact Assessment submitted with the application considered potential noise generated as a result of students playing ball games given the inclusion of a basketball hoop and handball courts in the submitted landscape plan.*

Department Response:

The Noise Impact Assessment (prepared by SLR, dated 1 April 2019) states that noise generated as a result of student activities on the rooftop terrace was considered having regard to the proposed layout depicted in the landscape plan. Noise monitoring of the existing quadrangle in the Main Campus was undertaken during break times. Activities undertaken within the existing quadrangle include ball games such as handball and basketball.

3. *Clarify and expand upon the Department's consideration of clause 35(6)(a) of the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP).*

Clause 35(6)(a) provides:

(6) Before determining a development application for development ... 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...*

Department Response:

The Department gave specific consideration to the design quality of the development having regard to the design quality principles as required in the clause 35(6)(a) of the Education SEPP in Appendix B of the Department's Assessment Report. Consideration was also given to the principles in the general assessment of the design of the development as set out in Section 6.1 of the Report. In addition, the Department had regard to the Applicant's statement on the proposal's consideration of the principles in Appendix D of the Response to Submissions.

In response to the Commission’s request, the Department has expanded on its previous consideration of the clause 35(6)(a) design quality principles in the Table below to assist the Commission in its assessment of the proposed development.

Design Quality Principles Principle	Department’s consideration
<u>Principle 1 – context, built form and landscape</u>	
<p><i>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.</i></p>	<p>The proposed redevelopment has been designed to respond to and enhance the setting of the three campuses whilst recognising that Kirribilli is a densely developed inner urban area with a range of building types, styles and ages.</p> <p>The proposal has been designed to fit in with the existing pattern of development across the three campuses, reflected in the:</p> <ul style="list-style-type: none"> – location of additional space over the existing school building along the western boundary of the Junior Campus that avoids the provision of new built form at ground level and is consistent with the two to three storey built form of surrounding development. – provision of a new subterranean multi-purpose / sports facility in the location of an existing basketball court on the Junior Campus to provide needed sports facilities on the site whilst maintaining the general character of the site. – sensitive adaptation of the existing heritage Wyalla building on the Senior Campus to meet modern educational needs, incorporating refurbishment of internal spaces and provision of a single storey addition. – demolition and construction of a replacement north-east wing building on the Main Campus in conjunction with a new infill building in the existing quadrangle. <p>The proposal respects the Aboriginal and historical values of the three campuses and their surrounds by maintaining the general character of development at each campus whilst incorporating contemporary styling.</p> <p>The proposed works at the Senior Campus have regard to the heritage values of the Wyalla building by largely focussing on the internal adaption of the building to meet modern educational needs. The largely single</p>

	<p>storey extension and related minor additions proposed at the rear of the building seek to minimise further intervention into the building and mitigation measures have been proposed to preserve or record historic fabric.</p> <p>The Department has recommended conditions requiring a future Stage 2 development application for the concept only works at the Junior Campus to include detailed plans, elevations and sections of the proposed built form along with a design statement that demonstrates the design quality of the proposed development having regard to the existing buildings on site and the character of surrounding development.</p>
<p><i>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.</i></p>	<p>Landscaping has been incorporated into the design of the proposed redevelopment across the three campuses to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.</p> <p>The proposal includes the provision of improved landscaping to enhance amenity, contribute to the quality of surrounding streetscapes and mitigate the impacts of the proposed development. This includes:</p> <ul style="list-style-type: none"> – the retention of existing trees around the perimeter of the Junior Campus and provision of additional shrub / hedge planting to reinforce the landscape screen around the site and enhance the landscape character of the surrounding streets. – enhanced planting in the courtyard adjoining the proposed addition to the Senior Campus. Proposed planting includes low and high level fern planting to provide improved landscape screening to the Robertson Lane footpath that adjoins the site and improved amenity to staff and students. – planting within the proposed courtyard along the eastern boundary of the Main Campus to provide screen planting to protect the privacy and amenity of the adjoining residential property as well as for the amenity of staff and students. – raised garden beds and planting on the proposed rooftop terrace at the Main Campus to provide amenity to students and staff as well protect the privacy and amenity

	of adjoining residential properties and positively contribute to the landscape of the area.
<i>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.</i>	The three campuses are not located on land that has been identified as a scenic protection area.
Principle 2—sustainable, efficient and durable	
<i>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.</i>	<p>The proposal has been designed to enhance environmental, social and economic outcomes and reduce the consumption of resources. Use of natural ventilation is proposed, supported by mechanical ventilation where required. Energy efficient lighting and water systems are also proposed along with rainwater harvesting.</p> <p>The proposal also seeks to reduce waste and encourage recycling particularly through the reuse and adaption of existing buildings and encouragement of reuse or recycling of materials during construction works.</p>
<i>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</i>	The proposed redevelopment seeks to adapt, improve and expand existing school facilities to meet modern educational needs and provide flexible and adaptable learning spaces well into the future.
Principle 3—accessible and inclusive	
<p><i>School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</i></p> <p><i>Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.</i></p>	<p>The proposal seeks to reinforce the existing layout of the three campuses by designing the new built form to fit in with the existing built form so as not to interrupt existing paths of travel. The proposal includes the provision of a more prominent entry feature at the Main Campus to improve wayfinding.</p> <p>The proposal provides an opportunity for significant improvement of accessibility on the Senior and Main campuses through the provision of improved circulation facilities, including a new three storey access spine in the Main Campus. The proposed works at the Junior Campus include the provision of equitable access to the new Campus facilities</p>

	<p>including the subterranean multi-purpose / sports facility.</p> <p>The Department has recommended conditions to require the submission of a Disability Access Review as part of a future Stage 2 detailed development application for the concept only works at the Junior Campus. The Department has also recommended a condition which requires the Stage 1 works to be designed and constructed in accordance with the Building Code of Australia (BCA).</p>
<p><i>Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</i></p>	<p>The school currently allows a range of community uses across the three campuses. The proposal will continue these arrangements and offer new opportunities for community use with the expanded facilities.</p>
<p><u>Principle 4—health and safety</u></p>	
<p><i>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.</i></p>	<p>The proposal is directly designed to improve the amenity and safety of the school facilities for existing staff and students. The proposal includes the continued provision of natural light and ventilation to school facilities, including to the quadrangle infill building on the Main Campus which incorporates a central light well.</p> <p>The proposal maintains and reinforces the existing layout of the three campuses which clearly delineate between public and private space. Access to the three campuses would continue be via clearly defined and controlled entrances.</p>
<p><u>Principle 5—amenity</u></p>	
<p><i>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.</i></p>	<p>The proposal provides a range of high quality multi-purpose spaces across the three campuses for staff, student and community use. This includes landscaped courtyards at the Senior and Main campuses and a rooftop terrace at the Main Campus.</p> <p>The proposal provides for landscape retention and enhancement in relation to the Junior and Main campuses, <i>contributing to the amenity of adjacent development and the local neighbourhood.</i></p>
<p><i>Schools located near busy roads or near rail corridors should incorporate appropriate noise</i></p>	<p>Whilst the three campuses are located within proximity to Bradfield Highway and North Shore rail line which run through the centre of Kirribilli,</p>

<p><i>mitigation measures to ensure a high level of amenity for occupants.</i></p>	<p>the campuses are not immediately adjacent to the Highway / rail corridor and are sufficiently separated from the corridor to offer high levels of amenity to staff and students.</p>
<p><i>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.</i></p>	<p>The proposal provides improved learning and recreational facilities to students at all three campuses. This includes additional multi-purpose / sports facilities at the Junior Campus, an improved landscaped courtyard at the Senior Campus and an improved landscape courtyard and new rooftop terrace at the Main Campus. High levels of amenity will be achieved for students and staff. Improved storage, service and other amenities are also included in the proposal.</p>
<p><u>Principle 6—whole of life, flexible and adaptive</u></p>	
<p><i>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.</i></p>	<p>The proposal seeks Concept Proposal and Stage 1 approval for the comprehensive staged redevelopment of the school facilities to meet the current and future needs of staff and students. The proposal has been developed in accordance with a masterplan prepared to plan for the needs of the school for the next 20 years.</p> <p>The proposal incorporates ecological sustainable development measures to reduce the environmental impacts of the school.</p> <p>The proposed school facilities have also been designed to be flexible and adaptable to meet the varying needs of the school and the local community.</p>
<p><u>Principle 7—aesthetics</u></p>	
<p><i>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.</i></p>	<p>The design and treatment of the built form addition to the Junior Campus would be assessed in detail as part of a future Stage 2 development application. While the Department supports the general bulk and scale proposed, conditions are recommended requiring the future Stage 2 development application to include plans, elevations and sections of the proposed built form along with a design statement that demonstrates the design quality of the proposed development having regard to the existing buildings on site and the character of surrounding development. Further consideration would be given to compliance</p>

	<p>with the design quality principles as part of a future Stage 2 application.</p> <p>The proposed built form at the Senior and Main campuses has been designed to be visually pleasing, to incorporate good architectural design and respond to the positive elements of the site and surrounds.</p> <p>The proposed addition to the Senior Campus would be single storey in scale and be in a sunken position adjacent to the Robinson Lane footpath. The proposed addition would incorporate simple architectural treatments so as to be subservient and not visually compete with the remaining intact forms of the Wyalla building which is an attractive feature of the site. The proposal would incorporate additional landscaping in the adjoining courtyard, including higher level fern planting, which would offer a more pleasant environment along the footpath.</p> <p>The proposed design of the replacement north-east wing building at the Main Campus reflects the formal architectural approach of the existing building whilst incorporating more contemporary window proportions and materials.</p> <p>The proposal includes the provision of a new rooftop terrace on the Main Campus which is designed to take advantage of the significant views offered to the Harbour, Harbour Bridge, Opera House and Sydney CBD from the site. The proposal includes landscaping of the rooftop terrace that would improve the appearance of the site from surrounding high rise buildings and from the nearby public viewing points including the Harbour Bridge walkway.</p> <p>The Department considers the proposed development would have a positive impact on the quality and character of the neighbourhood.</p>
<p><i>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.</i></p>	<p>The proposal would incorporate a full-height entry portal feature that would provide a more welcoming and defined entrance to the Main Campus.</p> <p>The proposal also includes additional landscaping to all three campuses which</p>

	<p>reflects the strong urban landscape setting of Kirribilli.</p> <p>The design and treatment of the addition to the Junior Campus would be assessed in detail as part of a future Stage 2 development application.</p> <p>The Department considers that the proposed development would have a positive impact on the quality and sense of identity of the neighbourhood.</p>
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4. Clarify and expand upon the Department's consideration of clauses 35(6) (b) of the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP).

Clause 35(6)(b) provides:

(6) Before determining a development application for development ... the consent authority must take into consideration:

(b) whether the development enables the use of school facilities (including recreational facilities) to be shared with the community.

Department Response:

The Department gave specific consideration to the sharing of school facilities with the community in sections 2.3 and 3.1 of its Assessment Report. The Table above also considers this matter ~~the~~ under Principle 3.

Recommended:



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Approved:



13/8/19

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