

**November,  
2023**

## Statement of Environmental Effects (SEE)

### Proposal

Proposed Alterations & Additions to Existing Educational Establishment  
(Existing "B" Block Building)

### Property Address

Lot 143 DP 1284176 No. 75 Chelmsford Drive, METFORD



**Maitland Christian School**

*Do all for God's glory*

*A ministry of Metford Community Baptist Church*

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**On behalf of: Paynter Dixon on behalf  
of the Maitland Christian School**

# Table of Contents

1.0 Executive Summary .....	5
2.0 Background.....	5
2.1 Pre Development Application (DA) Discussions .....	6
3.0 The Site & Locality.....	7
3.1 The Subject Site .....	7
3.2 Context & Surrounding Land Uses.....	10
4.0 Description of the Development .....	12
4.1 Site Plan.....	12
4.2 Ground Floor Plan .....	12
4.2.1 Lift/Storeroom Building .....	12
4.2.2 "B" Block Building (new).....	12
4.2.3 Car Park (new) & Miscellaneous Associated Site Works.....	13
4.3 First Floor Plan.....	13
4.4 Second Floor Plan .....	13
5.0 NSW Statutory Planning Considerations.....	15
5.1 Overview .....	15
5.2 Environmental Planning and Assessment Act, 1979 (EP & A Act, 1979).....	16
5.2.1 Section 1.3 of the EP & A Act, 1979 .....	16
5.2.2 Section 4.15 of the EP & A Act, 1979.....	16
Table 2 Section 4.15 (1) (a) Considerations .....	16
5.3 Environmental Planning and Assessment Regulation, 2021.....	17
5.4 Local Government Act, 1993 .....	17
5.5 State Environmental Planning Policy (Industry and Employment), 2021.....	17
5.6 State Environmental Planning Policy (Transport and Infrastructure), 2021 .....	18
5.6.1 Chapter 3- Educational establishments and child care facilities.....	18
5.7 State Environmental Planning Policy (Resilience and Hazards), 2021.....	20
5.7.1 Chapter 4- Remediation of land.....	20
5.8 Maitland Local Environmental Plan, 2011 .....	21
5.8.1 Zoning & Permissibility.....	21
5.7.2 Principal Development Standards .....	21
5.8 Maitland Development Control Plan, 2011 .....	22
6.0 The Likely Impacts of the Development .....	23
6.1 Context & Setting .....	23
6.2 Access and Traffic.....	24
6.3 Utilities .....	24
6.4 Heritage.....	24
6.5 Sewer .....	24

6.6 Water .....	24
6.7 Natural Hazards .....	24
6.8 Flora & Fauna.....	24
6.9 Visual Amenity .....	25
6.10 Acoustic Amenity.....	25
6.11 Social Impact in the Locality .....	25
6.12 Economic Impact in the Locality.....	25
6.13 The Site & Internal Design .....	25
6.14 Construction .....	25
6.15 Erosion & Sedimentation Control.....	25
6.16 Cumulative Impacts.....	26
7.0 The Suitability of the Site for the Development & Summary of Report .....	26
8.0 The Public Interest .....	26
10.0 Conclusion .....	26

## Document and Project Details

Document Title:	Statement of Environmental Effects (SEE) - Proposed Alterations and Additions to Existing Education Establishment (Existing "B" Block Building)
Property Details:	Lot 143 DP 1284176 No. 75 Chelmsford Drive, METFORD
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Project Manager:	Ms. L .Fitzpatrick
Date of Issue:	Monday, November 13, 2023
Job Reference:	Paynter Dixon (Paynter Dixon Constructions Pty Limited) <i>Project No. MCS0107</i> Maitland Christian School Block "B"
Summary:	Detailed Statement of Environmental Effects (SEE) for Proposed Alterations and Additions to Existing Educational Establishment (three (3) storey freestanding school building (new)
The Client:	Paynter Dixon (Paynter Dixon Constructions Pty Limited)

<p>Checked By:</p> <div style="text-align: center;">   <b>P. Monforte</b> </div>	<p>Issued By:</p> <div style="text-align: center;">   <b>L. Fitzpatrick</b> </div>
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## 1.0 Executive Summary

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This Statement of Environmental Effects (SEE) has been prepared pursuant to Section 4.15 of the Environmental Planning and Assessment Act, 1979 and Part 5 Division 1 of the Environmental Planning and Assessment Regulation, 2021. This Statement of Environmental Effects and accompanying documentation will:

- Describe the proposed development;
- Assess the proposal against the applicable planning controls and guidelines; and
- Assess the potential environmental impacts and outline any mitigative strategies and/or controls.

This Statement of Environmental Effects has been prepared on behalf of the owners of the subject site (*Maitland Christian School*) by the office of Aconsult, to accompany a Development Application (DA) to the Maitland City Council (MCC) seeking approval to construct a new purpose built, three (3) storey, freestanding school building ("B" Building Block) within the existing footprint of existing "B" Block. The subject site is formally referred to as:

-Lot 143 in Deposited Plan (DP) No. 1284176 No. 75 Chelmsford Drive, METFORD.

## 2.0 Background

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A search of Council's records reveals the following applications contributed to existing improvements set upon the subject site; noting that the earliest notable approval on Council's records appears to be from 1994; being DA/94/247- Additional Classrooms, Library and Canteen.

- a. [Development Application \(DA\)/2021/1576- Educational Establishment- Alterations and Additions](#) (Approved 27/07/2022)
- b. [Complying Development Certificate \(CDC\)/2021/737- Alterations and Additions to Existing School](#) (Approved 17/12/2021)
- c. [Development Application \(DA\)/2021/1412- Two \(2\) into Two \(2\) Lot Subdivision \(Boundary Adjustment\)](#) (Approved 14/12/2021)
- d. [Development Application No. 757/2020- Alterations and Additions to Existing Educational Facility \(Special Learning Centre Building\)](#) (Approved: 14-01-2021)
- e. [Development Application No. 2720/2016- Storage Shed Extension](#) (Approved : 31-01-2017)

As a background please note that the Metford Christian Community School originally commenced operations on the 7<sup>th</sup> of February, 1983, with 22 students in classes from Kindergarten to Year 6; with all children in one class taught by Mr. Ross Collyer. The school, at that time, was a ministry of the Metford Community Baptist Church and was located in two houses in Victoria Street, East Maitland.

In 1988, the Metford Community Baptist Church purchased property at No. 75-85 Chelmsford Drive, Metford; being the current location of school operations. Part of the site was used for a retirement village and part was set aside to establish the school. Mr. Garry Couper joined the staff in 1989, as the Year 4/5 teacher. Throughout the early years, Mr. Collyer carried the role of Principal of the school however during the year 1990, Mr. Couper became the Principal.

The school moved to purpose-built premises at Chelmsford Drive in time for the start of the 1991 school year. The first Year 7 class commenced operations in 1996; with students graduating from Year 10 at the school in the year 1999. It wasn't until 2006 that the school introduced Year 11, with the first Higher School Certificate students graduating in 2007.

The school changed its name to Maitland Christian School in 1998 and it has grown to house a double streamed Kindergarten to Year 12 classes. In 2014, a Prep class was added to the school in looking to provide transition to Kindergarten for children commencing school the following year.

Metford Community Baptist Church is a medium-scale basic religious charity established in 1977. The Maitland Christian School is a major ministry of Metford Community Baptist Church. As a Christian school The Metford Community Baptist

Church's hope is to make a difference in children's lives, not just in what they learn but in the kind of person they grow up to be.

## 2.1 Pre Development Application (DA) Discussions

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Preliminary discussions were held with Council's:

- Ms. Kristen Wells- *Senior Development Planner*;
- Ms. Grace Teeraputtanun- *Senior Subdivision and Development Engineer*; and
- Ms. Ashley Brewster- *Business Support Officer*,

, on Thursday, 21 September, 2023 at 11.05am- 11.40am.

The Pre- Lodgement Meeting Minutes accompany this application and detail what was discussed in looking to establish the level of documentation required to accompany the DA, along with looking to identify and potential concerns and/ or issues.

All relevant planning controls and technical assessments related to the proposed development, as discussed with Council, accompany the DA.

## 3.0 The Site & Locality

### 3.1 The Subject Site

The land that is the subject of this Development Application (DA), seeking Council's consent to construct a new purpose built, three (3) storey freestanding school building, located such that it is typically set within the existing footprint currently occupied by the existing single storey "B" Block building, is located on the southern side of Chelmsford Drive in the suburb of Metford. Set upon the site is the Maitland Christian School which comprises essentially five (5) main school buildings set across a site that is approximately 2 hectares total in area. The land is formally known as:-

- Lot 143 in Deposited Plan (DP) No. 75 Chelmsford Drive, METFORD.

For reference, we ask that Council refer to Figure 1 and Figure 2 below which locates the subject sites in a suburb and a locational context.

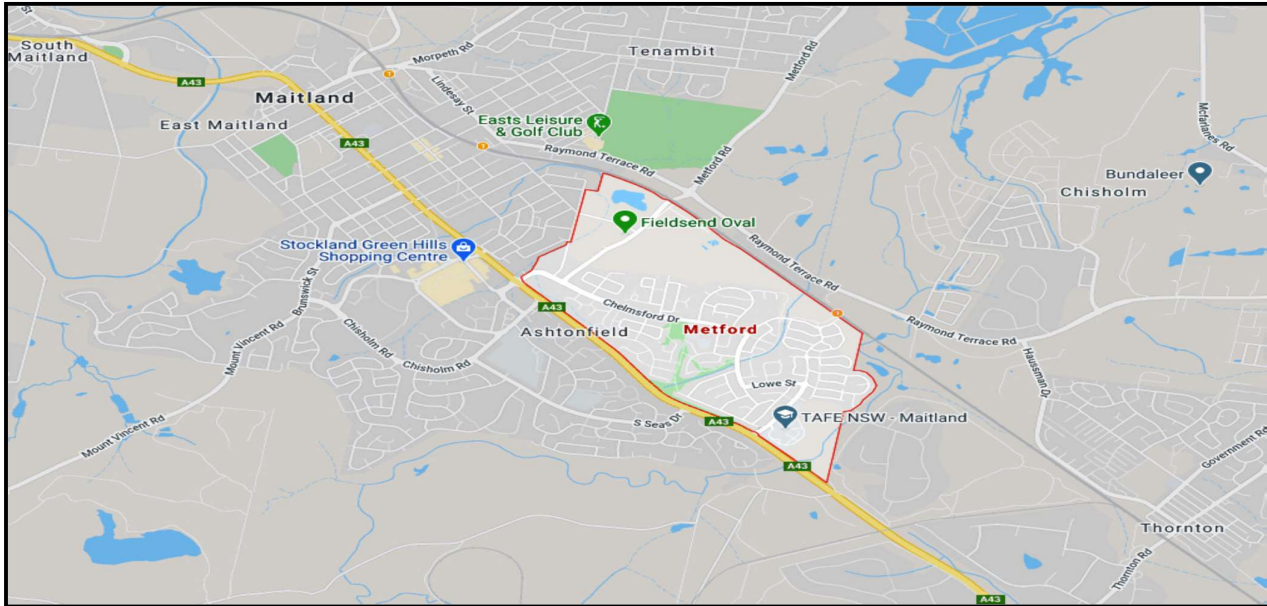


FIGURE 1- LOCALITY PLAN-METFORD

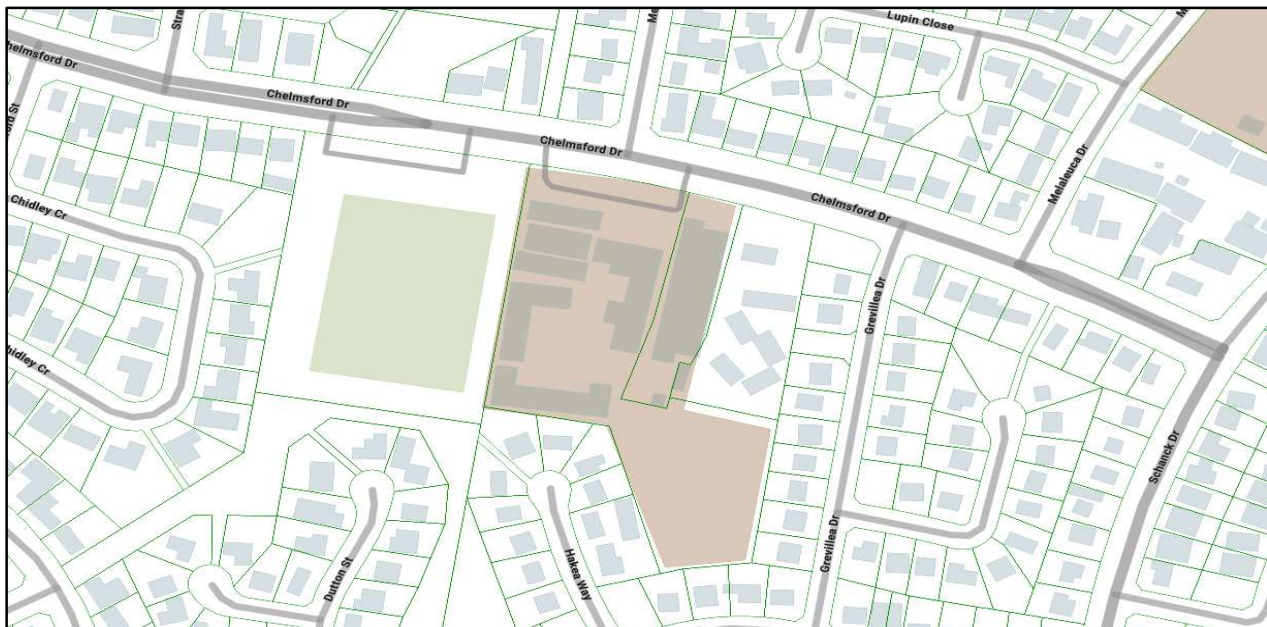


FIGURE 2- SUBJECT SITE- LOCALITY PLAN

The subject site supports an R1- General Residential zoning, in accordance with the Maitland Local Environmental Plan, 2011 (MLEP, 2011).

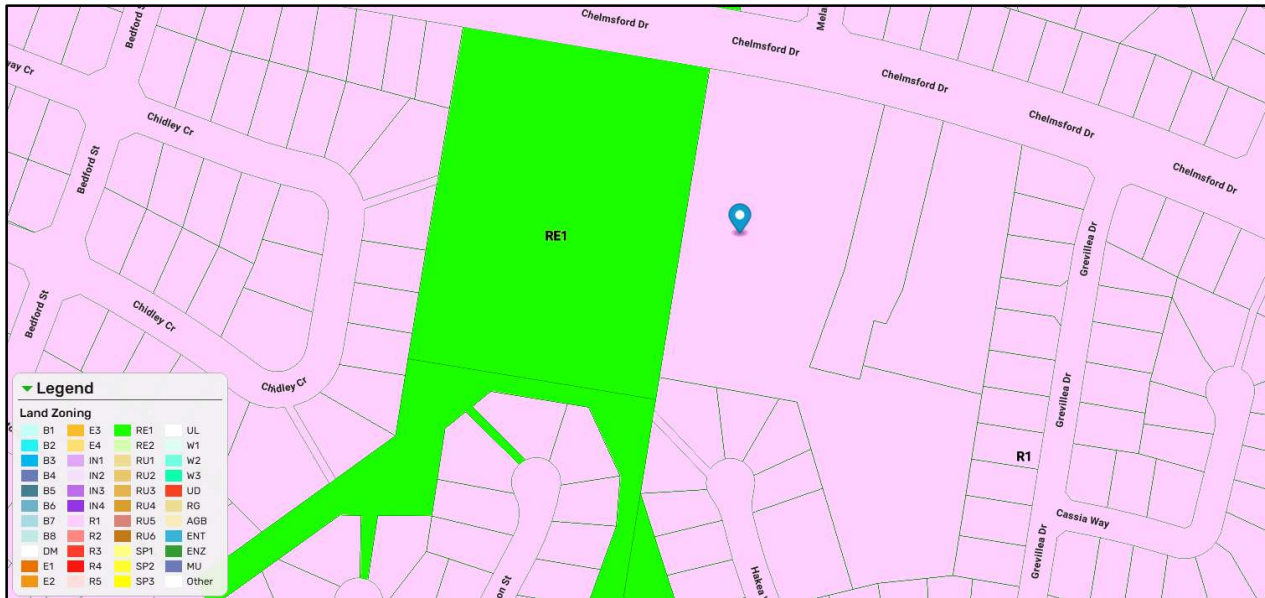


FIGURE 3- SUBJECT SITE-ZONING MAP EXTRACT



FIGURE 4- TOPOGRAPHIC MAP EXTRACT

The site is considered to be topographically unexceptional; the site surface levels typically fall towards the east at approximately 2° to 3° with site levels that vary between approximately 25m Australian Height Datum (AHD) and 26.25m AHD.

The subject site is considered to be an irregularly-shaped allotment supporting a site area of approximately 1.9 hectares. The existing school maintains primary and only frontage and vehicular access to Chelmsford Drive; along the site's most northern boundary.

Existing improvements comprise what is currently referred to as the Maitland Christian School; a ministry of the adjacent and adjoining Metford Community Baptist Church set upon No. 83-85 Chelmsford Drive, Metford along with the church's retirement village; being another ministry of the church. The school generally comprises:

- 23 individual, air conditioned classrooms;
- Music rooms;



- Undercover sport courts;
- Computer labs;
- Indoor sports hall;
- Auditorium;
- Library;
- Playing fields;
- Agriculture plots;
- Dedicated primary school art room;
- Science labs;
- Workshops;
- Food technology room;
- Textiles room;
- 2 senior kitchen areas.

In addition to the above is the Arise Christian College; being a “state of the art” special learning centre building (approved by Council on the 14-01-2021- DA/2020/757); which is located in the grounds of their affiliated sister school; the Maitland Christian School.

This new Arise facility offers access to students (Years 1-10) with unique abilities; abilities able to be nurtured and grown in a purpose built contemporary learning environment



FIGURE 5- EXISTING SCHOOL IMPROVEMENTS



FIGURE 6- EXISTING SCHOOL IMPROVEMENTS- AERIAL IMAGE

The school is centrally located being approximately 10 minutes from the main centre of Maitland; in the renowned Hunter Valley.

The school benefits from being located on major public transportation routes, well serviced by buses with services from Cessnock, Singleton, Branxton, Seaham, Thornton and Raymond Terrace; and within an easy walking distance of the Metford Railway Station.

The new school building will be located in the northern western corner or front portion of the school grounds adjacent to Metford Drive; essentially in that area currently supporting the existing single storey "B" Block Building adjacent to the school's car parking area.

The proposed three (3) storey, purpose built contemporary school building is ideally positioned within the school grounds having been designed in order to ensure all likely and associated impacts of the built form and future use and occupation of learning spaces will be adequately and readily absorbed and retained within the boundaries of the existing school; in essence ensuring a nil impact to the surrounding community and receiving environment. The redevelopment of "B" Block and the adjacent car parking area, to accommodate additional learning spaces and additional parking is deemed to be a reasonable and rational expansion of school facilities; enabling the school to increase learning opportunities for the surrounding community it services. The introduction of new learning spaces will cater for an additional 168 students and 6 staff members.

The grounds of the existing Maitland Christian School/ Arise Christian College and the associated Metford Community Baptist Church on adjoining lands to the east, are surrounded by single storey residential occupations to the east, west and south along with a small complex of two storey residential flats. Privacy is afforded to the neighbouring flats to the west by a row of trees that exist within the school site. The boundary fences between the school and the residences, adjacent to the south eastern corner of the property, are standard 1.8 metre high Colorbond metal panels. The internal court is additionally protected by a chain mesh fence. In terms of the interface of the school and church grounds immediately adjacent to that seniors living retirement village generally to the east we submit that the land adjoins an existing brick garage and car parking/ driveway area servicing the village.

The northwestern portions of the school property support the existing school buildings and a grassy quadrangle (COLA); trees are few and restricted to the Chelmsford Drive frontage. The boundaries between the school and public areas to the north and west are delineated by 2.1 metre high steel security fencing. These existing fences are characterised by vertical steel pickets spaced at approximately 100 millimetres with 'spear' tops.

Adjacent land uses to this northern part of the school are residences to the south, a seniors retirement village to the east, Chelmsford Drive Oval to the west, and Chelmsford Drive to the north. Chelmsford Drive is a wide and busy thoroughfare, and there is a small park on the northern side of the road hemmed in by houses.

Reference to the 1:100,000 Newcastle Coalfields Geology Map indicates that the site is underlain by the Tomago Coal Measures, which typically comprise laminated sandstone, claystone, siltstone, coal, and tuff.

The proposed project area is supported in the northwestern corner of the existing site and is considered already modified by the existing school grounds and historic school buildings. Much of the proposed project area consists of hardstand surfaces, managed lawns, and playground areas.

The site is currently serviced by mains power, town water supply, natural gas, telecommunications, town's main sewer, and Council garbage collection.

Identified site constraints are limited and are restricted to essentially Class 5 acid sulphate soils.

### 3.2 Context & Surrounding Land Uses

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The site is located within the suburb of Metford. Metford is a suburb of the City of Maitland. It is on the New England Highway and has a local railway station on the NSW Trainlink's Hunter Line; with the railway line having opened in 1857 with the station opening on the 17th of March 1995.

Metford is part of the Maitland City Council local government area (LGA).

The proposed development forms part of the existing Education Establishment (Maitland Christian School) and is considered in keeping with the objectives of the zone in sustaining and enabling a facility and service that meets the day to day needs of residents within the surrounding community.

The development of the subject site to provide an enhanced and reimagined addition to an existing, vibrant and reputable school provides a number of challenges nonetheless also present a number of opportunities in looking to encourage suitable, rational, orderly and economic development of land in accordance with Council's vision for the area.

The site is currently serviced by mains power, town water supply, natural gas, telecommunications, town's main sewer, and Council garbage collection.

Identified site constraints include:-

- **Bushfire – no site affectation;**



FIGURE 7- BUSHFIRE HAZARD MAPPING- (no affectation)

- **Acid Sulphate Soils (ASS) Mapping**

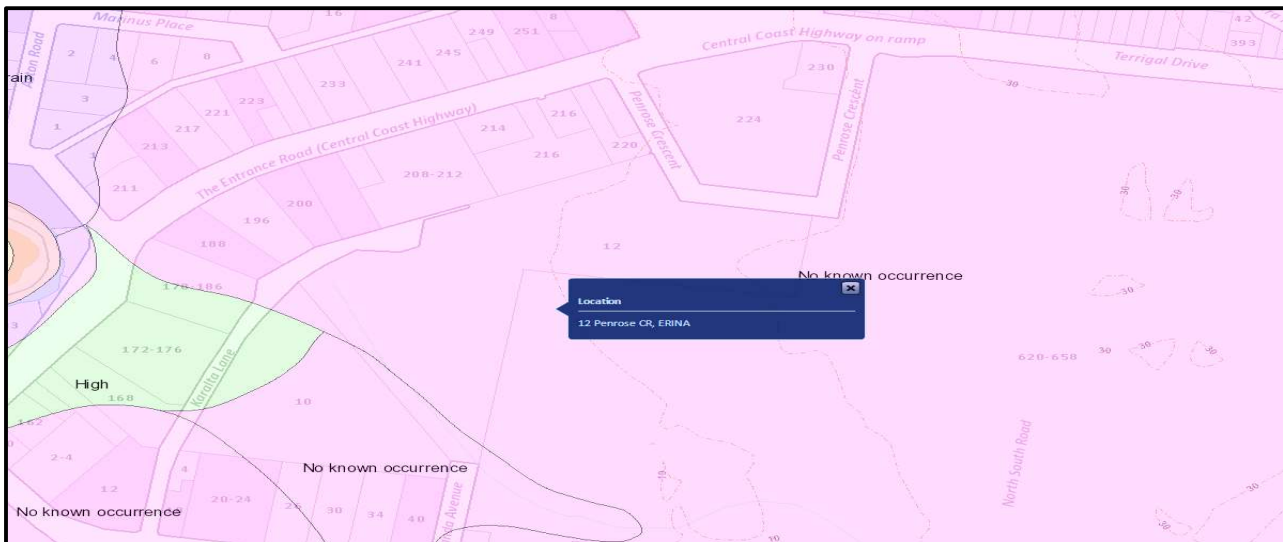


FIGURE 8- ACID SULPHATE SOILS MAPPING (MAITLAND CITY COUNCIL)

## 4.0 Description of the Development

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This Development Application (DA) seeks Council's approval for a new purpose built, freestanding, three (3) storey contemporary school building which will replace the existing single storey structure. The redeveloped building will introduce additional classrooms/ learning spaces, amenities and innovative outdoor play areas catering for an additional 168 new students and six (6) staff members. This results in a total student body of 911 students (cap to be approved (condition of consent applied)(including both the Maitland Christian School and the Arise Christian College (stage 2 currently being built)).

The increased learning opportunities offered to new students and staff, wishing to join the Maitland Christian School community, makes a significant contribution to ensuring the long-term viability of the school, as a whole. The structure comprises an architecturally designed multi-level-built form that incorporates several architectural elements, treatments and fenestrations including staggered building projections, purposefully positioned raised planter beds, balconies and strategically placed skylights which, combined, ensures a balanced building that makes an appealing contribution to both the site and to the surrounding neighbourhood.

### 4.1 Site Plan

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Works to include:

- Site preparation works will include the demolition of existing Block "B" building, existing bitumen car park, footpath, metal security fence, existing floor grates, existing play area rubber flooring and existing store building- please refer to Darling No. DA011, prepared by Paynter Dixon;
- One (1) existing tree to be removed adjacent to existing car park No. 41, and some inconsequential shrub removal required. Replacement plants and detailed landscaping is proposed. Please refer to detailed landscape plan/s and planting schedules prepared by Conzept Landscape Architects;
- Raised, decorative planter boxes to be constructed.
- Re-construction of car parking area including forty-nine (49) parking spaces (15.645m front setback to Chelmsford Drive/ front boundary);
- New location/ positioning of school plaque and flagpole;
- New part metal security fence and gate;
- Perimeter concrete walkways/ footpaths/access ramps including walkway awning;
- Landscaped grounds/ building surrounds;
- New stormwater/ drainage strategy including a series of pits and pipes, on site detention (OSD), rainwater tank/s, and appropriate diversion of overland flows (blockage factor);
- Re-institute new shared Courtyard/ Play Area- south of Building "B" Block; located between new building ("B" Block) and existing "C" Block; and; and
- Series of services/ A/C condensers (incl. acoustic housing) plus new "Lift/ Store" building.

### 4.2 Ground Floor Plan

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#### 4.2.1 Lift/Storeroom Building

A new multi-purpose Storeroom/ Lift building is proposed at the western end of the new kids play area located between existing "C" Block and proposed "B" Block. Building includes:

- Sports store- 7.4m<sup>2</sup>;
- Three (3) x WC's;
- One (1) x ambulant WC;
- One (1) x Accessible WC;
- New Lift; and
- Communication/ electrical room.

#### 4.2.2 "B" Block Building (new)

Ground floor of the proposed three (3) storey building comprises:

- Four (4) classrooms with storage, as follows:
  - Classroom 1- 93.9m<sup>2</sup>;
  - Classroom 2- 99.8m<sup>2</sup>;
  - Classroom 3- 97.9m<sup>2</sup>;
  - Classroom 4- 99.9m<sup>2</sup>.

In addition, the ground floor plan includes:

- One (1) x centralized “shared space”- 47.1m<sup>2</sup>;
- One (1) x meeting room/ learning support space- 31.4m<sup>2</sup>
- One (1) x store room- external access- 16.1m<sup>2</sup>.
- Two (2) x independent stair wells at western (1500mm clear width- access gained via southern elevation) and eastern elevation (20.4m<sup>2</sup>) (1350mm clear- access gained via eastern elevation).

#### 4.2.3 Car Park (new) & Miscellaneous Associated Site Works

The application before Council proposes the removal/ demolition of the existing parking including existing parking spaces 1-10 and 36- 43 (18 spaces in total) plus the removal of existing footpaths/ landscaping. This existing car parking area will be redeveloped to support a total of six (6) additional car parking spaces; giving a total of forty- nine (49) car parking spaces on site.

In addition to the car parking the proposed redevelopment includes:

- a. Removal and relocation of metal security fencing;
- b. Removal, relocation and replacement of concrete footpaths and landscaping including raised planters and synthetic grass;
- c. New drainage/ stormwater infrastructure including:
  - Filter chamber (15m<sup>3</sup>);
  - Detention basin (75m<sup>3</sup>) (20m (long) x 5m (wide) x 0.75m (deep));
- d. New covered walkway with modwood ramp; and
- e. Existing tree to be removed.

#### 4.3 First Floor Plan

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Upon entering the first floor of the new “B” Block building the floor plan supports:

- Six (6) new classrooms with storage, as follows:
  - Classroom 5- 91.1m<sup>2</sup>;
  - Classroom 6- 89.5m<sup>2</sup>;
  - Classroom 7- 93.4m<sup>2</sup>;
  - Classroom 8- 102.3m<sup>2</sup>;
  - Classroom 9- 80.4m<sup>2</sup>;
  - Classroom 10- 87.5m<sup>2</sup>.

In addition to the new classrooms a common “maker space” is also proposed- 80.3m<sup>2</sup>.

Classrooms 5,6 and 7 have direct access to balconies which overlook ground floor play area. Classrooms 8,9,10, plus the common “maker” space, benefit from strategically positioned planter boxes.

All classrooms are accessed via a central corridor with skylights above providing natural lighting.

The classroom pavilion is accessed via the linked “common” walkway leading from the lift/ WC/storeroom building or via two (2) points of stairway entryways at both the eastern and western ends of the building.

The combined lift and storeroom building offers, at first floor, access to five (5) x WC’s, one (1) accessible WC and one (1) ambulant WC plus a dedicated cleaner’s room and communications/ electrical room.

The final or third storey roof top play area is accessed via either the stairwells, at both the eastern and western ends of the buildings, or via the new lift.

#### 4.4 Second Floor Plan

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The final or third storey is essentially a Rooftop Kids Play Area offering an abundance of both covered (roofed) and uncovered play areas effectively combining synthetic grass, timber, and tiled floor finishes. Obscured glass will be incorporated to floor (flush-set) skylights offering natural lighting to first floor spaces. A centralised open gable roofed, dedicated play space with aluminium louvers and glass panels offers children an interesting all weather play area that tends

to focus and direct the eye when viewing the building from public points of perception along the adjacent Metford Drive; hence reducing the perceived overall bulk and scale of the built form.

As per the recommendations of the acoustic consultant the fencing to the outdoor roof top play space will be acoustically treated (glass balustrade with stainless steel handrail) , set at a height of 1.4m.

Children and staff are able to access the roof top toilet facilities via the “linked” floor plan leading from the proposed (new) combined lift/storeroom building. There will be five (5) new WC’s plus one (1) x accessible WC and one (1) ambulant WC along with a communication/ electrical room.

A plant room is also included adjoining the eastern stairwell.

The roofed areas of the play space include banks of solar panels ensuring a contribution to the reduction of greenhouse emissions.

A detailed architectural plan set has been prepared by Paynter Dixon which accompanies this Development Application (DA). We ask that Council reference those plans for specific details of the proposed works.

PROJECT	PROJECT NUMBER	REVISION	ISSUE DATE	DRAWING NAME	DRAWING NUMBER
Block “B” Expansion	MCS0107	01	TBC	Cover Sheet & Location Plan	DA000
Block “B” Expansion	MCS0107	01	TBC	Overall Site Plan	DA001
Block “B” Expansion	MCS0107	01	TBC	Site Analysis Plan	DA002
Block “B” Expansion	MCS0107	01	TBC	Shadow Diagram Block “B”	DA003
Block “B” Expansion	MCS0107	01	TBC	Existing Floor Plan Block “B”	DA010
Block “B” Expansion	MCS0107	01	TBC	Demolition Floor Plan Block “B”	DA011
Block “B” Expansion	MCS0107	01	TBC	Proposed Ground Floor Plan Block “B”	DA100
Block “B” Expansion	MCS0107	01	TBC	Proposed First Floor Plan Block “B”	DA101
Block “B” Expansion	MCS0107	01	TBC	Proposed Second Floor Plan Block “B”	DA102
Block “B” Expansion	MCS0107	01	TBC	Proposed Roof Plan Block “B”	DA103
Block “B” Expansion	MCS0107	01	TBC	Proposed Site Works Plan Block “B”	DA110
Block “B” Expansion	MCS0107	01	TBC	Proposed Car Park Plan Block “B”	DA111
Block “B” Expansion	MCS0107	01	TBC	Proposed Car Swept Plan Block “B”	DA112
Block “B” Expansion	MCS0107	01	TBC	Elevation Sheet 1	DA200
Block “B” Expansion	MCS0107	01	TBC	Elevation Sheet 2	DA201
Block “B” Expansion	MCS0107	01	TBC	Finishes Schedule	DA210
Block “B” Expansion	MCS0107	01	TBC	Sections	DA300
Block “B” Expansion	MCS0107	01	TBC	Perspective Images- Sheet 1	DA400
Block “B” Expansion	MCS0107	01	TBC	Perspective Images- Sheet 2	DA401

In order to facilitate the intended works, as detailed above, a number of technical consultants were engaged to prepare the necessary studies, reports and plans addressing, both the site's identified opportunities and constraints, along with relevant statutory plans, controls and guidelines. Those consultants include:

Technical Consultant	Documentation
i. Paynter Dixon (Primary Consultant)	- Detailed Architectural Plan Set
ii. David Cant Surveyors	- Detail Site Survey & Tree Identification
iii. Ambai Consultants Pty Ltd-Civil Engineers	- Civil Engineering Design Plans + Stormwater Management Plan
iv. Marline Building Services	- Mechanical/ Hydraulic & wet and dry Fire Engineers + ESD
v. SECA Solution	- Traffic Impact Assessment
vi. Assurance Trees	- Arboricultural Assessment
vii. Douglas Partners	- Geotechnical Investigation; and - Hazardous Building Materials Survey
viii. Concept Landscaping Architects	- Landscape Design
ix. Surescope	- BCA Report
x. Accessible Building Solutions	- Accessible Building Solutions Report

The recommendations and requirements of each of the technical consultants, following their individual investigations, will be detailed in the following paragraphs.

## 5.0 NSW Statutory Planning Considerations

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### 5.1 Overview

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The relevant statutory planning framework considered in the preparation of this report comprises:

- *Environmental Planning and Assessment Act, 1979;*
- *Environmental Planning and Assessment Regulation, 2021;*
- *Local Government Act, 1993- Section 89;*
- *State Environmental Planning Policy (Industry and Employment), 2021;*
- *State Environmental Planning Policy (Transport and Infrastructure), 2021;*
- *State Environmental Planning Policy (Resilience and Hazards), 2021;*
- *Maitland Local Environmental Plan, 2011*

Where relevant, these statutory planning controls are addressed below.

## 5.2 Environmental Planning and Assessment Act, 1979 (EP & A Act, 1979)

### 5.2.1 Section 1.3 of the EP & A Act, 1979

The Environmental Planning and Assessment Act, 1979 (“the Act”) is the principle planning and development legislation in New South Wales. In accordance with Section 1.3, the Objects of the Act are:

- a) *to promote the social and economic welfare of the community and a better environment by the proper management, development and conservation of the State’s natural and other resources,*
- b) *to facilitate ecologically sustainable development by integrating relevant economic, environmental and social considerations in decision-making about environmental planning and assessment,*
- c) *to promote the orderly and economic use and development of land,*
- d) *to promote the delivery and maintenance of affordable housing,*
- e) *to protect the environment, including the conservation of threatened and other species of native animals and plants, ecological communities and their habitats,*
- f) *to promote the sustainable management of built and cultural heritage (including Aboriginal cultural heritage),*
- g) *to promote good design and amenity of the built environment,*
- h) *to promote the proper construction and maintenance of buildings, including the protection of the health and safety of their occupants,*
- i) *to promote the sharing of the responsibility for environmental planning and assessment between the different levels of government in the State,*

Section 1.3 and, in particular, the administration of Sections 4.12, 4.15 and 5.5, certain factors must be considered in making a decision as to whether there is likely to be a significant effect on threatened species, populations or ecological communities, or their habitats as a result of the proposed development.

There is no significant tree or vegetation removal associated with the proposal. On the basis of this Council can be assured that there is not likely to be any impact on threatened species, populations or ecological communities, or their habitats as a result of the proposed development; which will be expanded upon in later sections of this report.

It is considered that the proposed development satisfies the above stated objects of the Act, as articulated throughout this Statement.

The use of the land will not adversely impact on the surrounding properties and will allow the existing environment to be adequately protected whilst allowing suitable and appropriate development to proceed. The proposal will permit an expanded vertical use of the existing space currently occupied by Building “B” block. The redevelopment of the building will produce additional, ancillary and functional learning spaces being a rational use of available land areas; resulting in substantial benefits to the existing school community. The result is an orderly and economic use of the subject land, whilst reflecting and maintaining the character of the locality and the quality of the environment. The design has addressed all opportunities and constraints, presented by the site and is considered in the best interest of the public.

### 5.2.2 Section 4.15 of the EP & A Act, 1979

Section 4.15 of the EP and A Act, 1979, as amended, specifies the matters which a consent authority must consider when determining a DA. The relevant matters for consideration under Section 4.15 of the EP and A Act, 1979 are addressed in the Table below.

**Table 2 Section 4.15 (1) (a) Considerations**

Section	Comment
Section 4.15(1)(a)(i) any Environmental Planning Instrument (EPI)	



	Please refer to Section 5.2
Section 4.15(1)(a)(ii) any proposed instrument that is or has been the subject of public consultation under this Act and that has been notified to the consent authority (unless the Planning Secretary has notified the consent authority that the making of the proposed instrument has been deferred indefinitely or has not been approved), and	Please refer to section 5.2
Section 4.15(1)(a)(iii) any Development Control Plan (DCP)	Relevant DCP requirements are discussed in Section 5.8
Section 4.15(1)(a)(iii)(a) any planning agreement that has been entered into under section 7.4, or any draft planning agreement that a developer has offered to enter into under section 7.4, and	The proposal does not include a planning agreement.
Section 4.15(1)(a)(iv) the regulations (to the extent that they prescribe matters for the purposes of this paragraph),	N/A
Section 4.15(1)(a)(v) (Repealed)	N/A
Section 4.15(1)(b)-(e)	Please refer to Section 7.0

### 5.3 Environmental Planning and Assessment Regulation, 2021

The Environmental Planning and Assessment Regulation 2021 (2021 EP&A Regulation) contains key provisions for the day-to-day operation of the NSW planning system. It supports the Environmental Planning and Assessment Act 1979 (the Act).

The 2021 EP&A Regulation requires all DAs to be made in the approved form and to include all the information and documents specified in the approved form or required by the Act and the Regulation, as per sections 24(1) and 99(1) of the Regulation.

We submit that the DA has been prepared in accordance with the listed provisions of the Regulation and hence is compliant.

### 5.4 Local Government Act, 1993

In determining an application, the council is bound to consider the several matters listed under Section 89 of the Local Government Act, 1993 which extend to impacts upon the natural environment and whether the development is in the public's interest.

We submit that the proposal has taken into consideration the intention of the Act which ensures a development that has no identifiable impact upon the natural environment or amenity of the surrounding area and therefore must be considered in the public's best interest.

### 5.5 State Environmental Planning Policy (Industry and Employment), 2021

This SEPP contains provisions under Chapter 3 relevant to Advertising and Signage aiming to ensure:

- (a) *to ensure that signage (including advertising)—*
  - (i) *is compatible with the desired amenity and visual character of an area, and*
  - (ii) *provides effective communication in suitable locations, and*
  - (iii) *is of high-quality design and finish, and*
- (b) *to regulate signage (but not content) under Part 4 of the Act, and*
- (c) *to provide time-limited consents for the display of certain advertisements, and*
- (d) *to regulate the display of advertisements in transport corridors, and*
- (e) *to ensure that public benefits may be derived from advertising in and adjacent to transport corridors.*

The application before Council does not propose signage rather separate, future application will be made for advertising for the new building. The provisions of the SEPP will be addressed then.

## 5.6 State Environmental Planning Policy (Transport and Infrastructure), 2021

The Transport and Infrastructure SEPP sets out the planning rules and controls for infrastructure, including:

- Chapter 2 Infrastructure (essential services such as hospitals, roads, water supply, telecommunications and electricity networks)
- Chapter 3 Educational establishments and child care facilities (schools, child care centres, and TAFEs)
- Chapter 4 Major infrastructure corridors
- Chapter 5 Three ports—Port Botany, Port Kembla and Port of Newcastle
- Chapter 6 Moorebank Freight Intermodal Precinct.

The Chapter, relevant to the subject DA, includes Chapter 3- Educational Establishments and Child Care Facilities. Chapter 2- Infrastructure does not apply based upon the relevant size or capacity specified in the Table, that is 200 or more motor vehicles per hour (Size or Capacity- site with access to a road) (Generally)), applying to the additional (rather than the total) size or capacity of the premises as a result of the enlargement or extension.

### 5.6.1 Chapter 3- Educational establishments and child care facilities

#### 5.6.1.1 Clause 3.36 Schools- Development permitted with consent

*Cl. 3.36 (1) Development for the purpose of a school may be carried out by any person with development consent on land in a prescribed zone.*

#### Comment

The subject site satisfies the definition of a “prescribed zone”. The proposal is permissible.

*Cl. 3.36 (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 8,*

#### Comment

The specifics of Schedule 8 of the relevant SEPP are required to be taken into consideration by the consent authority, as follows:

**Table 1**

Schedule 8- Designs Quality Principles in Schools- Chapter 3	
<p><b>Principle 1—context, built form and landscape</b></p> <p>Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.</p> <p>Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.</p> <p>School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development’s visual impact on those qualities and that natural environment.</p>	<p>The redevelopment of existing school building “B” block has limited opportunity to substantially improve landscaping out comes other than in the form of reimagining the existing kids play area at both ground and roof top areas with a mix of fixed planting beds, synthetic grass and timber flooring.</p> <p>The front elevation of the building, including the redeveloped car parking areas, ensures a contemporary infusion of the built form and purposefully positioned and raised planters along with strategically positioned planter boxes (at first floor) that provide a natural element which tends to soften and break the façade of a contemporary building form. The result is an improved landscaping outcome for the site through the introduction of additional treatments in the form of elevated landscaped facades and car park treatments.</p> <p>The redeveloped school building upholds the intended design solution for the site which continues to respond to current site conditions and land availability whilst providing an appropriate contemporary built form that makes a positive contribution to the existing spatial arrangement of structures on site. Building Block “B” is in “infill” development providing sought after, contemporary learning spaces that are located to provide direct, easy, reasonable and compliant access to all staff and students attending the school.</p> <p>The contribution of learning spaces situated within the new building ensures a positive functional contribution to not only the site but in presentation to surrounding public points of perception with no offsite impacts.</p> <p>The intended landscaping treatments harmonise with the remaining natural settings of the school grounds purposefully in order to create a sense of peaceful, contemporary learning spaces which contributes to a</p>

	<p>better educational environment and hence positive learning experience.</p> <p>The spatial organisation of the new building is deliberate whereby the built form is balanced by the existing approved built forms and site spatial arrangement.</p>
<p><b>Principle 2—sustainable, efficient and durable</b></p> <p>Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.</p> <p>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</p>	<p>The combination of building design and placement, product choice and finishes whilst maximising the use of available natural lighting and ventilation/ climate control ensures a structure that is durable, resilient and adaptable.</p> <p>Other notable sustainability initiatives for the proposed Block “B” development include:</p> <ul style="list-style-type: none"> <li>• Inclusion of rooftop solar PV system to reduce operational dependency on mains/grid electricity.</li> <li>• Passive design techniques such as: <ul style="list-style-type: none"> <li>○ Shading to north facing windows</li> <li>○ Avoidance of east and west facing glazing to reduce potential thermal heat load during summer months.</li> <li>○ Skylights to roof slab serving level 1 corridor, to reduce dependency on artificial lighting.</li> <li>○ Promotion of cross ventilation, via openable windows, to reduce dependency on energy intensive air conditioning.</li> </ul> </li> <li>• High thermal performance of building envelope beyond the minimum required by the BCA.</li> <li>• Water saving tapware used in new bathrooms.</li> <li>• Energy efficient LED lighting used throughout with sensor activation for automatic shut down when spaces are unoccupied.</li> <li>• All demolition waste to go to accredited waste stations for recycling.</li> <li>• Low or no-VOC paint systems to be used throughout the building.</li> <li>• Selection of fit out materials with recycled content where possible.</li> </ul>
<p><b>Principle 3—accessible and inclusive</b></p> <p>School buildings and their grounds should provide good way-finding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</p> <p><b>Note.</b> <i>Way-finding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.</i></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 future use of the building by both staff and students is inclusive. Equitable access and inclusion are demonstrated in the design of both the structure and grounds whereby compliant pathways and accessible lift access to all areas of the new building is accommodated. In addition to this, accessible amenities are provided.</p> <p>The building will make a positive contribution to the school and its occupants (staff and students) whilst simultaneously complementing the surrounding urban environment.</p>
<p><b>Principle 4—health and safety</b></p> <p>Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.</p>	<p>The proposal has been located in order to maximise retention of existing natural space within the school grounds whilst seeking to make the most efficient use of available space. This ensures a new multi-level building, incorporating fundamentally important learning spaces, are available to the existing school community.</p>
<p><b>Principle 5—amenity</b></p> <p>Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.</p> <p>Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.</p> <p>Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.</p>	<p>The new school building provides for contemporary, well considered and engaging learning spaces that are available to all members of the school community. Building placement, orientation, setback, facade treatments, landscaping, bulk and scale, along with the acoustic treatment of purposefully located services and roof top balcony materials ensures existing levels of amenity for both existing and any future students is assured.</p> <p>The addition of landscaping walls and planters contributes to engaging outdoor spaces and softens hardstand car parking spaces.</p>

<p><b>Principle 6—whole of life, flexible and adaptive</b></p> <p>School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.</p>	<p>The new building will provide a purpose-built space that will meet both the existing and ongoing needs of school staff and students. Each space within the building is able to be easily adapted to suit the most effective and efficient use of available space; given whatever activities deemed necessary by the school at different points in time.</p>
<p><b>Principle 7—aesthetics</b></p> <p>School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements.</p> <p>Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.</p> <p>The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.</p>	<p>The additional, freestanding school building (“B” Block) and connected “lift/amenities and services” building, has been designed as a seamless addition to the quality of the existing “school-scape”; achieving a vertical expansion of space that limits any building sprawl to the existing footprint of building. The treatments to the building design, car parking area and façade ensure a welcome and contemporary addition to the school whilst ensuring an outcome the community will be proud to embrace.</p> <p>The relationship of the school to its immediate neighbours remains positive. The new school building simply represents a rational, orderly and economic development contribution to the existing school ensuring students have access to functional and contemporary learning spaces that ensure a positive “end of school” outcome.</p>

### 5.6.1.2 Part 3.7 General development controls

#### 5.6.1.2.1 Clause 3.58- Traffic- generating development

The proposed development will:

- a. Result in the educational establishment being able to accommodate 168 additional students; hence exceeding the minimum 50 or more additional students; and
- b. Involves the enlargement and/ or extension of the existing premises.

In accordance with the provisions of this Clause Council is required, prior to determining a development application for development to which this section applies, must give written notice of the application to Transport for NSW (TfNSW) within 7 days after the application is made, and must take into consideration the matters referred to in sub-section (3).

Council, in considering section 3(b) (i) and (ii) of the SEPP are directed to refer to the relevant Traffic Impact Assessment Report/s and “Operational Plan of Management” prepared by Seca solution which address all relevant traffic and parking impacts associated with redevelopment of the subject site. We submit that the findings of the Seca report include that the redevelopment to include additional capacity for up to 168 students and six staff is able to be accommodated within the local road network and poses no potential traffic safety, road congestion or parking implications and hence should be supported by TfNSW.

## 5.7 State Environmental Planning Policy (Resilience and Hazards), 2021

### 5.7.1 Chapter 4- Remediation of land

A consent authority is duty bound to not consent to the carrying out of any development on land unless it has considered whether the land is contaminated.

The aim of this SEPP is to promote the remediation of contaminated land for the purposes of reducing the risk of harm to human health or other aspects of the environment.

A search of Council’s historical records did not reveal any past land use practices that would tend to suggest that the subject site is contaminated and there are no known historical land uses that would have rendered the site unsuitable for future use. Physical inspection of the site did not uncover any indication of potential contaminants occurring over the land. Should Council want access to a Phase 1 Preliminary Site Investigation the School has previously submitted this investigation which also did not uncover any historical land uses that may have the potential to contaminate the land.

A search of the NSW EPA POEO Public Register indicated that the site and immediate surrounds are not subject to any environmental licences.

The proposal is considered suitable for the site pursuant to Clause 4.6 of the SEPP.

## 5.8 Maitland Local Environmental Plan, 2011

### 5.8.1 Zoning & Permissibility

The subject site currently supports a R1 General Residential zone, in accordance with the provisions of the Maitland Local Environmental Plan, 2011 (MLEP, 2011).

The new school building is an extension of the existing school which is defined as an “Educational Establishment”.

An “Educational Establishment” is Permitted with Consent; being deemed “...any other development not specified in Item 2 or 4”.

The objectives of the R1 General Residential zone are:

- To provide for the housing needs of the community.
- To provide for a variety of housing types and densities.
- To enable other land uses that provides facilities or services to meet the day to day needs of residents.

An “Educational Establishment”, as per the provisions of the LEP, is defined as:

“Educational establishment means a building or place used for education (including teaching), being—

- a) a school, or
- b) a tertiary institution, including a university or a TAFE establishment that provides formal education and is constituted by or under an Act”.

In this instance, it is considered that the proposal is consistent with the stated objectives of the zone, as well as also being consistent with the principles of Ecologically Sustainable Development, as specified within the Local Government Act 1993.

### 5.7.2 Principal Development Standards

Part 4- Principal Development Standards	
Clause	Compliance
<b>4.3 Height of Buildings</b>	Sheet HOB_004- No maximum building height
<b>4.4 Floor Space Ratio</b>	Sheet FSR_004D- No floor space ratio controls
Part 5- Miscellaneous Provisions	
<b>Clause 5.10 Heritage Conservation</b>	Sheet HER_004D- No heritage items
Part 7- Additional Local Provisions	
<b>Clause 7.1 Acid Sulphate Soils</b>	<p>Class 5- No works proposed within 500m of adjacent Class 1,2,3 or 4 land that is below 5 metres Australian Height Datum on adjacent Class 1, 2,3 or 4 land.</p> <p><b>Comment</b> Given the nature of works to be undertaken on site and the classification of the soils on site, an acid sulfate soils management plan is not required.</p>
<b>Clause 7.2- Earthworks</b>	<p><b>Comment</b> Detailed as part of detailed engineering plan set and relevant accompanying documentation- ancillary site works.</p> <p>Ancillary earthworks associated with this development will be undertaken in accordance with approved plans listed in applied conditions of consent.</p> <p>Some minor excavation and levelling of the site will be necessary to create a level building platform and pathways.</p> <p>Erosion and sedimentation control measures will need to be implemented during the construction phase, in accordance with the submitted plans and recommended conditions.</p>

	The proposal is not expected to result in a significant impact to soil stability and will not have a significant impact on any adjoining properties.
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There are no other specific or particular development standards contained in Council’s LEP relevant to the application before Council.

## 5.8 Maitland Development Control Plan, 2011

The following Table addresses relevant DCP requirements.

Maitland Development Control Plan, 2011 (DCP)	
Part A Administration	
Clause	Compliance
<b>A-4 Notification</b>	The DA is for advertised development that will be advertised in accordance with Council’s DCP requirements.
Part B- Environmental Guidelines	
<b>B-2 Domestic Stormwater</b>	<p>MPC Consulting Engineers and Marline have prepared civil engineering designs and hydraulic engineering which meet Council’s DCP and engineering requirements pertaining to the control of stormwater/ drainage including:</p> <ul style="list-style-type: none"> <li>- Existing stormwater lines to be raised/ lowered to suit;</li> <li>- The installation of a relocated stormwater piped drainage lines, as per the attached plans. A series of pits and pipes, as per attached plans;</li> <li>- All roof water directed via downpipes to a dedicated 75m<sup>3</sup> on site detention basin (20m long x 5m wide x 0.75m deep) with staged discharge-controlled outlets- deemed adequate for the impervious areas proposed on-site.</li> </ul> <p>The post development stormwater run-off will not exceed the predevelopment stormwater run-off calculations. Downstream properties will remain unaffected by the proposal. The proposal complies with the DCP.</p>
<b>B-5 Tree Management</b>	No significant clearing of vegetation required. Detailed landscaping plans highlight planting schedule. An arborists assessment has been prepared addressing the tree removal.
<b>B-6 Waste No- Site Waste Minimisation and Management</b>	<p>A detailed Site Waste Minimisation and Management Plan (SWMMP) has been prepared by Paynter Dixon in support of the proposal and forms part of the documentation accompanying the DA.</p> <p>The on-going management of waste at the school will be maintained by Maitland Christian School under continuing use of existing commercial arrangements. The existing processes and garbage storage areas within the school will remain.</p>
Part C- Design Guidelines	
<b>C1- Accessible Living</b>	<p>Paynter Dixon have prepared detailed architectural plans that ensure compliance with all BCA and AS requirements to ensure all areas of the new building have been designed in accordance with Council’s DCP requirements to ensure equitable access to all relevant sections of the building and have access to the necessary, compliant amenities.</p> <p>Please refer to detailed architectural plan set accompany the DA prepared by Paynter Dixon along with the BCA Capability Report and accessibility report.</p> <p>The building is to comply with:</p> <ul style="list-style-type: none"> <li>- The Disability Discrimination Act 1992);</li> <li>- The Disability (Access to Premises — Buildings) Standards</li> </ul>

	<p>2010;</p> <ul style="list-style-type: none"> <li>- Part D3 of the BCA;</li> <li>- Australian Standard AS 1428.1-2009.</li> </ul> <p>Buildings and parts of buildings must be accessible as required by Table D3.1, unless exempted by D3.4, which requires access as follows:</p> <p>Class 9b – To and within all areas normally used by the occupants.</p> <p>Assessment of the design confirms compliance with the Part D3 of the BCA and AS1428.1-2009 can be readily achieved.</p>
<b>C11- Vehicular Access and Car Parking</b>	<p>Seca Solution was engaged to address traffic and parking arrangements. Six (6) additional onsite car parking spaces have been included to cater for the six (6) additional staff members require din support of the proposed increase in student numbers.</p> <p>Traffic movements during construction have been addressed by Seca Solution confirming negligible impact.</p>
<b>C-12 Crime Prevention through Environmental Design</b>	<p>The existing school security will continue to be relied upon, following completion of the new school building including:</p> <ul style="list-style-type: none"> <li>- Appropriate inclusion of alarm/ security systems to new building;</li> <li>- Site Security surrounding school premises- minimizing unauthorized access;</li> <li>- Reliance upon passive surveillance from multiple, surrounding residents;</li> <li>- Natural and casual surveillance from within the development by staff and users;</li> <li>- Surveillance systems including night time lighting (as required);</li> <li>- Maintenance and additional landscaping.</li> </ul> <p>The proposal remains consistent with this Chapter of the DCP.</p>
<b>Part D- Locality Plans</b>	N/A
<b>Part E- Special Precincts</b>	N/A

## 6.0 The Likely Impacts of the Development

### 6.1 Context & Setting

The site is located within the suburb, and urban hub, of Metford. The suburb of Metford is located between the New England Highway and the main northern railway line.

Neighbouring the eastern, southern, and western boundaries of the south eastern corner of the existing school site are single storey dwellings (residences), a small complex of two storey flats along with existing playing fields. To the north the school shares common boundaries with the Metford Community Baptist Church along with a complex of retirement units.

Privacy is afforded the neighbouring flats (seniors living) to both the east and west by a row of trees within the school site along with boundary fences between the school and the residences to the south eastern corner are standard 1.8 metre high Colorbond metal panels. The internal court is additionally protected by a chain mesh fence.

The north western part of the school site contains the existing school buildings and a grassy quadrangle; trees are few and restricted to the Chelmsford Drive frontage. The boundaries between the school and public areas to the north and west are delineated by 2.1 metre high steel security fencing with proposed landscaping treatments detailed as part of this

application. These fences are characterised by vertical steel pickets spaced at approximately 100 millimetres with 'spear' tops.

Chelmsford Drive Oval is located to the west, and Chelmsford Drive to the north. Chelmsford Drive is a wide and busy thoroughfare, and there is a small park on the northern side of the road hemmed in by houses.

The development of the subject site to support an ancillary, functional and reasonable three (3) storey enhancement for the school, that aids in improving necessary services and facilities to members of the Metford community should be encouraged and approved by Council. The proposed building creates a vertical expansion of a school building that aids in the provision of available teaching spaces whilst increasing access to functional and aesthetically pleasing outdoor play areas.

## 6.2 Access and Traffic

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SECA Solutions (traffic consultant) undertook a review of the proposed building additions with regard to parking demands, traffic generation and access arrangements. SECA Solutions concluded the additional school building and the increase in staff and student numbers will have a minor and acceptable impact upon traffic and parking in the local area.

We ask that Council refer to this document which details traffic impacts are acceptable and the application should be supported.

## 6.3 Utilities

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The subject site is serviced by power, telecommunication, sewer and water. The Stormwater Management Plan, and accompanying civil engineering design plans provides details on proposed stormwater drainage, detention and treatment.

Utilities are available to the site and an arrangement satisfactory to each service provider will be managed for the provision of services. Service authorities will be contacted in accordance with relevant Conditions of Consent, in order to obtain specific requirements once the Development Application has been approved by Council.

## 6.4 Heritage

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There are no known items of heritage significance, within proximity to the subject site however, should any artefacts be uncovered during any earthworks on-site all works will cease and the appropriate authorities be contacted. Council is able to include relevant conditions of consent to address this issue.

## 6.5 Sewer

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Access to sewer mains is available to service the subject site.

## 6.6 Water

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Any augmentation of services will be carried out in accordance with relevant conditions of consent.

## 6.7 Natural Hazards

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As outlined previously, the subject site is considered to be relatively unconstrained by natural hazards other than acid sulphate soil potential which has been addressed in previous sections of this report.

The proposed development is able to address and support all relevant technical recommendations.

## 6.8 Flora & Fauna

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The proposal is considered unlikely to result in a significant adverse impact for any matters of import. Thus, no further assessment is required.



## 6.9 Visual Amenity

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The building has been finished in high quality architectural style. A range of cladding textures have been included in the design.

Varied windows shapes and sizes, as well as treatments and strategic placements of raised planter/ garden beds have also been adopted. The proposed colour scheme features mixtures of timber-look panelling, navy weatherboard and light panels. A modern roof design has been implemented, which is consistent with the recently approved “resources building”.

## 6.10 Acoustic Amenity

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The application is supported by an acoustic assessment prepared by PKA Acoustic Consulting. This report focuses upon the noise generated by use of the rooftop outdoor play spaces with noise amelioration measures recommended and incorporated into the material of the balconies to this space; ensuring acoustic compliance. All other acoustic considerations showcase compliance.

## 6.11 Social Impact in the Locality

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Positive impacts associated with the new addition to the Maitland Christian School include:

- The new building will provide contemporary and spacious learning spaces that will benefit the new staff and student body adding to the Maitland Christian School;
- The new school building ensures a commitment to both ongoing employment of staff and avails additional employment opportunities to the community during construction;
- The new school building makes a positive use of available vertical space which does not detract from the functioning of the existing school;
- The site and the new building provide a high amenity and safe environment for students and staff;

There are no negative impacts associated with the new centre.

## 6.12 Economic Impact in the Locality

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The proposal results in a minor but positive impact on investment in the local economy based upon the future construction works which provides for short term local employment activity.

## 6.13 The Site & Internal Design

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The proposed layout fully complies with Council’s development standards and engineering specifications.

The proposal continues in its efforts to respond to and sustain the opportunities and constraints of the property, as well as addressing and providing the necessary management techniques and recommendations to address natural hazards including bushfire, flooding as well as flora and fauna considerations.

## 6.14 Construction

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Construction works associated with the proposal will be carried out directly in accordance with Council’s requirements with specific ameliorative soil erosion and nutrient control measures to be utilised in order to reduce the potential for polluting local waterways.

A detailed erosion and sedimentation control plan accompanies the DA.

## 6.15 Erosion & Sedimentation Control

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Council’s erosion and sedimentation plan policy has been referenced and a detailed design ensures compliant works. Council is able to include conditions of consent.

## 6.16 Cumulative Impacts

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The proposed works will not create any additional, unmanageable level of environmental change. It is considered that the future impacts associated with the proposal are able to be suitably minimised and addressed. The social and economic benefits resulting from the development and for the benefit of the community are considered to be off-set by any possible adverse affects.

## 7.0 The Suitability of the Site for the Development & Summary of Report

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The Statement of Environmental Effects has determined that there are no constraints that would restrict the development, as proposed. The site is therefore deemed suitable to support the proposed development.

## 8.0 The Public Interest

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The public interest is best served by promoting sustainable development that is rational, orderly and economic. The proposal will generate positive social and economic benefits with manageable environmental impacts. Accordingly, the proposal is considered to be in the public interest.

## 10.0 Conclusion

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This Statement of Environmental Effects has been prepared in support of a Development Application (DA) to the Maitland City Council seeking approval for a new school building, including all associated site earthworks and drainage works to be set upon Lot 143 in Deposited Plan (DP) No. 1284176 No. 75 Chelmsford Drive, Metford.

The Statement of Environmental Effects has been prepared having regards for the requirements of Section 4.15 of the Environmental Planning and Assessment Act, 1979 and satisfies all relevant planning legislative requirements.

The proposal is considered to be in the best interests of the Metford Community for development of a new school building to service the projected needs of the staff and student body that currently attend the Maitland Christian School.

The Maitland Christian School should be commended on their foresight and progressive attitude in securing the necessary funds to enable the school body to make such a positive contribution to their school and their surrounding community, in the form of an architectural meritorious building that produces nil effect upon adjoining lands.

The proposal represents a rational, orderly, economic and sustainable use of the school site. In light of the significant merits of the proposal, and in the absence of any adverse environmental effects, the DA is considered worthy of Council's support and approval.