# MEADOWBANK EDUCATION AND EMPLOYMENT PRECINCT SCHOOLS PROJECT

## RESPONSE TO SUBMISSIONS

27 FEBRUARY 2020
PREPARED FOR SCHOOL INFRASTRUCTURE NSW

URBIS

**URBIS STAFF RESPONSIBLE FOR THIS REPORT WERE:**

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| Report Number | Response to Submissions |

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# 1. INTRODUCTION

This 'Response to Submissions' report (RtS) has been prepared following public exhibition of the Environmental Impact Statement (EIS) for the Meadowbank Education and Employment Precinct Schools Project (hereafter referred to as MEEPSP). The EIS accompanied a State Significant Development Application SSD-9343 (SSDA) for the development of the MEEPSP at 2 Rhodes Street, Meadowbank (the site).

The proposal was exhibited from 24 October 2019 to 20 November 2019. During this period, seven submissions were received from Government agencies. These included submissions from:

- Department of Planning, Industry and Environment (DPIE);
- Environment, Energy and Science Group (EESG) of the Department of Planning, Industry and Environment;
- Transport for NSW (including Roads and Maritime Services and Sydney Trains);
- Environmental Protection Authority (EPA);
- Ausgrid;
- Heritage Council of NSW; and,
- Government Architect NSW (GANSW)

Ausgrid, Heritage Council, City of Ryde Council and GANSW provided no further comments on the EIS.

During exhibition, 20 public submissions were received, four of which objected and one which supported the proposal. The remainder were comments only and did not specify objection or support. The key matters raised in the agency and public submissions include:

- Meadowbank Education and Employment Precinct Masterplan (MEEP);
- Pedestrian Activity and Safety;
- Traffic;
- Parking;
- Schools Relocation;
- Noise and Vibration;
- Contaminated Lands; and
- Flooding.

This RtS incorporates additional information to address the issues raised. The amended plans, additional information and the RtS demonstrate that the proposal balances environmental impact with community benefit and should be approved. This RtS confirms that the there are no significant adverse impacts associated with the Project.

The specialist consultants have assessed the design and recommend mitigation measures to ensure the proposal will not have any unreasonable or significant noise, traffic and environmental impacts on adjoining or surrounding properties or the public domain. The content contained in this RtS and the EIS demonstrate that the application should be approved.

# 2. AGENCY ENGAGEMENT

Following exhibition, SINSW and the project team has actively engaged with Transport for NSW (TfNSW) to resolve key issues for the project.

## 2.1. TRANSPORT FOR NSW (ROADS AND MARITIME SERVICES)

Upon receipt of DPIE's Request for Response to Submissions, GTA engaged with TfNSW and arranged a meeting to discuss the submission. In preparation for the meeting, GTA prepared and issued a draft response to submission statement to TfNSW on 31 January 2020.

On 5 February 2020, the project team met with TfNSW to discuss and resolve the matters raised in their submission. A summary of the matters discussed is outlined in Table 1 below, for further details to the responses refer to Appendix C which contains the detailed responses to the comments:

Table 1 – TfNSW Engagement

| Matter | Response |
|---|---|
| • Swept path analysis for buses | GTA prepared a bus swept path analysis as requested in TfNSW comments, and explained that part of the scope included additional widening and realignment of Bowden St, Macpherson St, Rhodes St and Hermitage Rd. |
| • School crossing | The proposed location of the school crossing on the turn between Mellor St and Rhodes St is preferred for the following reasons:<br>• It achieves the line of sight of people turning from Mellor St.<br>• Children will not be crossing in front of buses<br>• There is no space to reposition the crossing due to multiple property entrances. |
| • Pick up and drop off count in respect to staggered start and finish time | GTA advised that there is capacity within the proposed area. It is estimated that the wait time will be 2 minutes and enable a capacity of 870 vehicles per hour. The travel impact assessment resulted in 485 vehicles coming per hour which is less than the 870 capacity. |
| • Mode share analysis and onsite parking | GTA explained that mode share is being implemented by SINSW who are aiming to supply. Meadowbank is a highly constrained area and that mode share is an achievable solution, as demonstrated by the TAFE. SINSW will restrict car parking and provide signed commitments from the school to assist with mode share initiatives. |
| • Pedestrian routes and facilities | GTA highlighted that pedestrians who catch buses along Victoria Rd are forced to cross multiple roads to get to the school. This is due to there being no pedestrian lights on the side of Victoria Rd that the bus stops. There is also an incomplete footpath on Hermitage Rd. TfNSW will review the capability of putting a pedestrian signal on the other side of Victoria Rd. |
| • The high school student catchment | GTA explained that 8% of existing students are within walking distance from the current Marsden High School. The new school and catchment will result in 7% of students being within walking distance. The new school location is in close proximity to the Shepherds Bay Precinct, which will likely increase new enrolments. |

| Matter | Response |
|---|---|
| • Relocation of the high school and transport considerations. | GTA advised that from the current traffic and transport studies show sufficient ways and methods to get to the school. |
| • Existing bus and train frequencies | GTA advised that the current bus services on Victoria Rd are sufficient for the new school location. They also advised that the current train services are sufficient but will require an increase in the next few years. |
| • Target for cycling on the primary school | GTA noted that the current primary school does not have onsite bicycle parking, and that students enrolled at the school are in close proximity to the new school. This means that active transport will remain the preferred choice of travel. GTA also provided examples of other primary schools that have achieved a 6%-10% mode shoft to cycling. GTA will include in TAIA that a secure onsite bicycle parking is provided. |
| • E-charging facilities | GTA advised TfNSW that the design has been future proofed to allow the school to add it later. |
| • School Student Transport Scheme (SSTS) eligibility and public transport initiatives | GTA will include some initiatives in the TAIA to address this. |
| • Road safety audit | GTA accepts this as a standard condition and note that it will be undertaken during the detailed design phase. |
| • Gap acceptance calibration | GTA advised that the gap acceptance factor assumptions were based on what was observed on-site. In addition, All the modelling has been done in accordance with RMS guidelines. |
| • School trips distribution | A traffic distribution diagram has been prepared and included in the revised TAIA. |
| • TfNSW requested existing distribution of primary school trips to the network | A traffic distribution diagram has been prepared and included in the revised TAIA. However, as the existing primary school and the new school are within 800m of each other the travel partners are anticipated to remain the same. This means the traffic distribution is based on the existing travel patterns. |
| • TfNSW requested existing distribution of high school trips to the network | A traffic distribution diagram has been prepared, in addition to the high school trip numbers being corrected. Both have been included in the revised TAIA. |
| • SIDRA modelling layout comments | The SIDRA model has been updated in accordance with TfNSW comments and issued to them for review. |
| • Additional peak hour traffic generation | GTA clarified how trip generation was calculated for drop offs and teacher trips. |
| • Status of the masterplan | TfNSW advised that the master plan is still high level and that no decisions have been made in regard to any proposed works. |

# 3. OVERVIEW OF AMENDMENTS TO THE PROPOSAL

In response to agency and public submissions the project team have provided the following additional information:

- Updated Architectural Drawings and Diagrams;
- Updated Landscape Design Report and drawings;
- Addendum and updated Transport and Accessibility Impact Assessment;
- Addendum Acoustic Statement;
- Civil Response to Submissions Statement and updated Civil SSDA Report;
- Addendum Contamination Statement;
- Updated QS Report;
- GANSW SDRP Meeting Minutes; and
- Consideration of MEEP 10 Preliminary Ideas and Actions.

The following minor amendments have been made to the Architectural drawings, it is noted that there are no changes to the scheme:

- The Site Plan was adjusted to reflect the location of the swale on landscaping drawings, and include the deck.
- The Car Park Plan was adjusted to show the ramp gradient, and open portion of the wall for water egress (as demonstrated in the Submission Diagrams).
- The Roof Plans and Elevations were adjusted to show RLs of building, roof elements and plant.

Overall the changes are considered to address and encompass the recommendations of agencies.

# 4. DETAILED RESPONSE TO SUBMISSIONS

During the public exhibition period, a total of 27 submissions were received during the EIS exhibition period. Of these submissions, five were received from government agencies (including NSW DPIE), two from community organisations and 20 submissions were made by community members.

A response to issues raised by the DPEE and all other government agencies is provided in **Table 1** below. The concerns raised by the public have been captured in **Table 2** below.

Table 2 – Response to Agency Submissions

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| **NSW DEPARTMENT OF PLANNING, INDUSTRY & ENVIRONMENT** | | | |
| **Key Issues** | | | |
| The Master Plan and Education SEPP | 1. *The Department notes the EIS provides high-level consideration of the Meadowbank Education and Employment Precinct Master Plan (the Master Plan) at section 3.3. Please provide more detailed consideration of the Master Plan including addressing the Master Plan's 'ten preliminary ideas' and associated 'possible actions'.* | Refer to the table prepared by Urbis at Appendix K that addresses the Master Plan's '10 Preliminary Ideas' and 'possible actions'. | Appendix K |
| | 2. *The Department notes that the EIS states at Section 4.5 that the Education SEPP Design Quality Principles (DQP) have been addressed in the Architectural Design Statement (Appendix D). However, the Design Statement does not appear to include a section in response to these principles. Provide a detailed response to each of the seven DQP indicating how the proposal addresses the DQP aims/objectives and requirements.* | A detailed response to each of the seven principles is provided at Appendix A. | Appendix A |
| Pedestrian links and out of hours traffic movements | 3. *Provide additional information on the 'Proposed Future [pedestrian] Spine' through the TAFE site, including:* | | |
| | • *status of the Spine proposal and any assessment pathways.* | The proposed 'Pedestrian Spine' is not within the bounds of the site or part of the MEEPSP scope. Pedestrian access will be via the existing pathway through NSW TAFE until such time as the pedestrian spine is funded and constructed. | Appendix A |
| | • *predicted timing of construction/completion of the Spine proposal and relationship to the timing for the completion of the current Schools proposal.* | | |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | • *consider the usability, functionality and appropriateness of existing pedestrian links in the event that the TAFE link is delayed (or not delivered).* | The TAFE 'spine' as part of the proposed precinct plan tracks a similar route to the currently available pedestrian route through the TAFE site. Access via this current link has been considered during the design process, and the entry plaza design works in both the event that the TAFE spine is delayed or if it is delivered concurrently with the school. For avoidance of any doubt, informal access to the pedestrian spine already exists, and it is understood that this access will only be unavailable during the construction phase of the TAFE site.<br><br>Woods Bagot has completed a circulation diagram demonstrating pedestrian access to school in event of TAFE delay/non-delivery, showing both the current route through TAFE and the possible routes around the perimeter of the site. | |
| | • *safety and security in the event that future students/staff were to use the existing pedestrian pathways along the railway easement and/or through the TAFE site to access the school.* | The issue of safety and security is a key concern in the design of the school. The existing path along the railway easement will be removed as it will no longer lead to an access point into the school site. The school will be fenced to prevent access along the railway easement, encouraging entry through four controlled access points. These are demonstrated on the provided circulation diagram. | Appendix A |
| | *4. Provide consideration of the traffic impacts, including predicted traffic and car parking impacts, of out of school hours operations.* | Refer to the detailed responses to TfNSW comments below which consider and address traffic and car parking impacts, and the out of school hours operations. | Appendix C |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| Construction noise | 5. *To inform the Department's consideration of the likely impacts from construction, provide an assessment of predicted construction noise impacts on nearby sensitive receivers and consideration of mitigation measures, including indicating their effect (as required by the SEARs).* | The construction noise criteria were identified in Section 5.4 of the Noise Impact Assessment, with the construction noise and vibration impacts detailed in Section 6.8.<br><br>The EPA Interim Construction Noise Guidelines (ICNG) were identified in the Noise Impact Assessment for work done during standard work hours. The ICNG set the following trigger/noise management levels:<br><br>• For residential receivers – a "Background + 10" noise management trigger and a 75dB(A) High Noise Affected trigger level.<br><br>• For industrial receivers – a 75dB(A) Noise Management trigger applies.<br><br>The site is not located immediately adjacent to residential development but is within the vicinity. It is noted that a road (See Street) separates the site from residential development and it is highly unlikely that the construction noise will exceed the identified noise management levels. It is requested that the SSD approval include conditions of consent that requires the applicant to prepare a Construction Noise Management Sub Plan to identify activities that require additional noise management. A condition of this nature is recommended. | Appendix D |
| | 6. *The Department notes that the Application seeks hours of construction in accordance with Ryde Development Control Plan and that these hours exceed the Interim Construction Noise Guidelines. In addition, the EPA has recommended construction work is limited to standard ICNG hours.* | The application seeks to adopt the permitted construction hours of the Ryde local government area. The Ryde Development Control Plan (DCP) permits hours longer the EPA ICNG standard construction hours. Therefore, the adoption of the Ryde DCP would permit work until:<br><br>• 7pm, as opposed to 6pm on weekdays and | Appendix D |

| Issue | Comment | Response | Refer to |
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| | *To inform the Department's assessment of the proposed extension of hours of construction beyond ICNG hours, provide the information requested at point 5 above and prepare detailed justification for the extension of hours, including confirmation of management and mitigation measures.* | • 4pm as opposed to 1pm on Saturdays.<br><br>Work outside of EPA Standard Construction Hours (6pm weekdays, 1pm Saturdays) is typically assessed using a more stringent trigger level (being Background+5dB(A)) at the residence. It is noted that the Ryde DCP does not set noise emission limits.<br><br>Therefore, for consistency with both the EPA guidelines and the Ryde Council DCP, a "Background + 5dB(A)" noise trigger level has been adopted for working undertaken between 6pm-7pm on Weekdays and between 1pm-4pm on Saturdays. | |
| Landscaping / open space | 7. *In the interest of maximising the provision of outdoor play-space, consider the opportunity of consolidating rooftop services/plant and providing an additional open space on the roof of the High-School building.* | Maximising available outdoor play space by providing play areas on the roof was discussed at length with stakeholders during the briefing and design process. It was determined that this was not desirable due to issues with supervision, exceeding the 25m height threshold for fire controls, exposure to sun/wet weather and cost. This opportunity has been considered and for the above reasons was determined it would not be pursued. | N/A |
| | 8. *Provide an assessment of the use, operation, safety and maintenance of open spaces and sports fields within areas of the site subject to water flows. In addition, provide a statement on student safety and management when overland water flows occur on the site (from minor to major flow events).* | Refer to Section 4.4 of the Amended Civil SSDA Report. | Appendix G |
| | 9. *Provide an assessment of the viability of the proposed tree planting proposed above structure* | Additional details have been provided in the Updated Landscape Design Report and Plans. | Appendix B |

| Issue | Comment | Response | Refer to |
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| | *within the Central Landscape area. In addition, provide greater detail of the planter dimensions, soil depth and maintenance.* | All proposed planting will conform with minimum soil depths and volumes in accordance with Council and the 'Apartment Design Guidelines':<br>- Turf 200mm soil depth<br>- Ground Cover 300-450mm soil depth<br>- Shrubs 500-600mm soil depth<br>- Small Trees (6-8m high) 800mm soil depth<br>- Medium Trees (8-12m high) 1000mm soil depth<br>- Large Trees (12-18m high) 1200-1500mm soil depth<br>All volumes are subject to review against tree species, location, desired effect and current industry best practice standards. An arborist will provide specific advice about the volume of soil that planting required. A maintenance Specification will be provided. | |
| | 10. *Provide greater detail of the proposed swale that runs north/south through the site, including consideration of management and student safety.* | The swale is a shallow grass channel with gently sloping sides. It will be maintained the same as grass areas. Part of the swale is covered by a deck, providing a crossing location. | Appendix B |
| **Additional Information** | | | |
| State Design Review Panel | 1. *Provide the minutes of the State Design Review Panel (SRDP) and confirm how the proposal has considered and responded to the comments raised by the SRDP.* | As requested, the GANSW SDRP Meeting Minutes that were issued to SINSW have been included with this RTS. | Appendix J |
| | 2. *The landscape drawings and report should be reviewed for consistency with the architectural* | | |

| Issue | Comment | Response | Refer to |
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| Landscape drawings and report | *drawings and other reports provided in support of the application. In particular:* | | |
| | • *the Soil Contamination Remediation Plan (DA-108 Rev 2) indicates that the westernmost landscaped area adjacent to the three High-School sports courts is to be 'fenced off and inaccessible'. However, the landscape drawings show this space as a 'grassed free-play' space for the High School* | Landscape Design Report, Part C Appendix 1: Landscape Architectural Detail Plans show this area as 'fenced off', The Landscape diagrams and report have been updated. | Appendix B |
| | • *the area north of the primary school wing is annotated as 'grassed free play' on the landscape drawings and as inaccessible in the landscape report* | | |
| | 3. *So that a greater understanding can be had of the amount, type and nature of open spaces provided, provide an updated Area Schedule that quantifies proposed open spaces more clearly by their intended use. For example, active play, passive play, inaccessible landscaping, circulation space, etc. In addition, provide a response to concerns raised in public submissions that insufficient open space has been provided for future students*. | The maximisation of play space is a key aspect of the design, with the central landscape zone providing direct access to play space at every level of the building. Woods Bagot confirms that the required 10m² per student has been achieved in the design for the school operating at its full capacity.<br><br>Refer to the updated area schedule and program diagrams have been provided. | Appendix B |
| | *4. Update the planting schedule to include the species common name and indicate native and non-native species. The Department recommends that the inclusion of non-native planting should be kept to a minimum.* | An updated plant schedule has been provided identifying the common names, native and exotic species.<br><br>Note: Exotic species will only be used as accents within the landscape or in heavy shaded areas. | Appendix B |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | 5. *Provide design details of the proposed '2.1m high vehicle bar railing' and 2.1m high sports field/courts fence'.* | Refer to Page 32 and 33 of the Updated Landscape Design Report which describes the fence types and locations. | Appendix B |
| | 6. *Provide landscaping drawings at a higher resolution so that their legends are legible.* | All legends are legible when zoomed in, a high-resolution version can also be provided for review. | Appendix B |
| Architectural drawings and reports | 7. *The Department notes that the EIS refers to the level of overshadowing of TAFE Green as being 50% (page 44) and 40% (page 66). Clarify more precisely the predicted percentage of overshadowing to TAFE Green.* | • At 9am the proposal will cast shadow over the majority of the TAFE NSW Green. The proposal does not impact any existing TAFE NSW buildings. While the majority of the TAFE NSW Green will be impacted by overshadowing for most of the morning, it is not heavily trafficked or currently used for specific recreational activities.<br>• Between 9am and midday the proposal will cast shadow, reducing from 90% impact to 50% impact.<br>• At 12 noon the proposal will cast shadow across approximately 50% of the TAFE NSW Green. The southern half of the oval will have access to sun. The proposal does not impact any existing TAFE NSW buildings.<br>• Between midday and 3pm the proposal will cast shadow, reducing from 50% impact to 30% impact.<br>• At 3pm the proposal will cast shadow across approximately 30% of the TAFE NSW Green. Most of the oval will have access to sun. TAFE NSW Building P will be impacted on its northern elevation and part of the western elevation. However, Building P will not be impacted in the morning and midday hours.<br>The proposal maintains sunlight to over 50% of the TAFE NSW Green for a minimum of 3 hours during winter. It is only in the morning hours that solar access is less than 50% of the Green. | N/A |

| Issue | Comment | Response | Refer to |
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| | 8. *There appears to be an error in drawing DA-301 Rev 6, as the RL heights do not correctly match the drawn elevations. In addition, provide updated roof drawings annotating the various heights of the building and rooftop plant/services.* | The RL heights reflect the structural floor levels rather than the elevation finishes. These have been checked by Woods Bagot and are correctly aligned with the floor levels.<br><br>Woods Bagot has updated the elevation and roof drawings annotating heights of building and rooftop plant. | Appendix A |
| | 9. *The roof plan should be updated to include the location of the proposed maintenance balustrading. In the interest of reducing rooftop clutter, confirm whether the maintenance balustrade could be replaced with a clip-on cable system.* | A maintenance balustrade has been provided around the roof access platform for safety. This has been provided at the ridge of the roof to prevent visibility. A perimeter cable system (roof lifeline) has also been provided for edge safety without visible clutter. This has been shown on drawing DA208 – Roof Plan. | Appendix A |
| | 10. *Confirm whether the application includes any building identification or wayfinding signage.* | Building signage has been incorporated into metal panels on the façade as demonstrated in the updated elevation drawings. Internal site wayfinding is yet to be designed and is not included in this application. This will be designed during the Design Development phase. | Appendix A |
| | 11. *The Quantity Surveyor report should be updated to confirm the predicted number of jobs during the operational phase of the development (in accordance with SEARs).* | The QS Report has been updated and estimates that during construction approximately 813 persons will be employed. In addition, it is anticipated by 2032 MEESP will employ 80 primary school staff and 140 high school staff, resulting in an estimated total of 220 staff. | Appendix H |
| **TRANSPORT FOR NSW (INCLUDING ROADS & MARITIME SERVICES AND SYDNEY TRAINS)** | | | |
| Bus route details | *Bus route 534 has been combined with route 533 to provide a combined frequency of 15 minutes for both AM* | Noted. The TAIA has been updated accordingly. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | *and PM peak periods and 30 minutes outside of the peak.*<br><br>*The report should be updated accordingly.* | | |
| Proposed bus zones on Rhodes Street and MacPherson Street | *As part of the Response to Submissions (RtS), swept path analysis should be provided for buses on all streets between Victoria Road and the proposed bus zone locations to ensure the surrounding streets are capable of accommodating the future school bus services. Turnaround facility on Rhodes Street with access for all services via Hermitage Road should also be considered to better facilitate the future traffic generating from the school sites. The proposed length and allocation to Primary school of a bus zone on Rhodes Street should also be further reviewed for servicing the proposed two school bus stops.*<br><br>*Clarification should also be provided on how the works will be delivered.* | A swept path assessment has been prepared by GTA, taking into account the likely 12.5m bus on approach and departure between the site and Victoria Road. It is noted that the proposed bus route (particularly Rhodes Street and Hermitage Road) is already a heavy vehicle access route for the existing industrial area.<br><br>During the concept design phase, a range of bus servicing options were considered, including potentially provide bus facilities within the school boundary. However, this is not feasible due to spatial requirements, topography and the operational safety risks.<br><br>The external road works will be constructed by the main contractor of the school and be designed in accordance with Council's design requirements. | Appendix C |
| Proposed pick-up/drop-off facilities and associated impact to existing on-street parking | *The proposal to stagger the school start and finish time to better facilitate distribution of school demand on the transport network is supported. As part of the RtS, quantitative assessment of pick-up/drop-off demand generating from the school on the proposed facilities should be provided to better inform the required sign posing on Rhodes Street and Macpherson Street. A signage and lane marking lane plan complementing the proposed pick-up/drop-off arrangement should also be provided for further review.* | Based on the Rhodes Street pick-up and drop-off area capacity of 29 spaces and an average dwell time of two minutes per vehicle (consistent with the 'no parking' time limit and GTA observations at schools with a level of active pick-up/ drop-off management), this results in capacity for up to 870 vehicles per hour. As detailed in the updated TAIA, it is anticipated that at the ultimate capacity for both primary and secondary schools, up to 485 vehicles per hour would pick-up or drop-off passengers in the AM or PM school peak hours respectively. As such, the provision is considered acceptable. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | Council has recommended signposting indicating 'no parking' between 8-9:30am and 2:30pm-4pm on school days, noting this would be determined under separate Traffic Committee approvals. Signage and line marking is shown on the civil plans. | |
| Car parking demand and associated impact to surrounding on-street parking | *Further work should be undertaken to provide evidence to support the mode share changes for example, consideration could be given to undertake a travel preference survey with the existing school staff to understand whether the proposed mode shift could be achieved through the assumptions and initiatives as suggested in the report i.e. assume more staff using rail due to school relocation, reduced parking, etc. Further sustainable travel incentives should be considered if necessary. In addition, further consideration should be given to increasing staff parking to meet any unmet demand not achievable through the travel demand initiatives.* | It is acknowledged that the target travel mode shares are ambitious and reflect a new, comprehensive approach from DoE and SINSW to reduce car dependence. For this reason, detailed evidence is not available from other schools to demonstrate such a mode shift. Achieving such a significant behaviour change requires a top-down approach. DoE and SINSW are committed to reducing car dependence and have taken the following steps:<br>• Appointment of a Sustainable Transport Technical Advisor to manage the planning and implementation of travel initiatives across schools, as well as collating data to inform the planning of new schools/ facilities and benchmarking activities.<br>• Preparation of a transport calculator and transport study analysing depersonalised student and staff data (as a case study), with the calculator having received in principle commitment from stage government agencies including the Department of Planning and Environment, Transport for NSW and the former Roads and Maritime Services.<br>• Written commitment from the school directors regarding the implementation of travel initiatives, reduced on-site parking provisions and supporting systems/ processes | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | for staff to reduce the work-related need for private car travel.<br>• Workshops and development of a Memorandum of Understanding (MOU) between SINSW and TfNSW, which includes a more comprehensive planning and transport assessment process for new and upgraded schools, as well as progressing a range of transport programs and initiatives that will improve travel, operations and road safety for school staff and students.<br>In addition, it is noted that:<br>• There is a variety of affordable accommodation available within both walking and cycling distance of the school. The area is experiencing an increase in housing supply with the nearby Shepherds Bay precinct and Melrose Park providing opportunities for new and existing staff to reside close to the school.<br>• TAFE students share similar characteristics to the current cohort of graduate teachers. The current Meadowbank TAFE student car driver mode share is about 40%.<br>• There is a constrained on-street car parking supply that will discourage school staff from driving.<br>• It is noted that car-pooling programs are successfully being implemented like Macquarie Park,<br>Catchment analysis completed by Frank Turquoise for the school staff indicates that around 28% of existing staff are within an 800m walk of bus stops containing routes to the site and around 10% of staff are within 800m walking | |

| Issue | Comment | Response | Refer to |
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| | | distance of a train station connecting with Meadowbank Station. In addition, 17% of staff are within a 10-minute bicycle ride of the new schools. On this basis, there is a sufficient number of target staff to achieve the active travel and public transport targets. | |
| Pedestrian connectivity | *Consideration should be given to implement measures to improve pedestrian facilities to ensure safe and efficient paths of travel for students, especially for those students needing to traverse the T9 railway line and Victoria Road.* | As part of the MEEP master plan, routes along Mellor Street and Hermitage Road are identified as key routes to be improved to provide better connection between the schools and Victoria Road bus stops. The key features of the MEEP master plan are identified in Figure 1. | Appendix C |
| Mode share of high school | *The proponent should review the analysis to demonstrate that the existing mode share for active transport can be maintained for the new school. This may require implementation of measures to ensure that walking and cycling to school is efficient and safe.* | As mentioned in response to the school catchment analysis above. GTA has completed further analysis on existing school student home locations and the catchment of the proposed schools. The additional analysis indicates that a similar number of high school students will be within a 20 minute walking catchment of the new school compared to within the same catchment of the existing Marsden High School, with data indicating around 8% of students within this distance from the existing schools and 7% within this distance from the new school location, with linked trips associated with children being dropped off at a satellite location and walking the rest of the way likely making up the remaining portion of the existing walking mode share recorded at the Marsden High School. It is also noted that the Shepherds Bay precinct (generally within a 10-minute walk) will likely be a key generator of new/ increased enrolments. Signalised pedestrian crossings are provided across Victoria Road at Hermitage Road and Bowden Street which link with existing footpath | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | connections to the proposed schools. Most of these roads are local roads with low traffic volumes suitable for cyclists, with only students on the fringe of the 20 minute catchment interfacing with Victoria Road.<br><br>The new schools site is a similar distance away from bus stops along Victoria Road, while the location adjacent to Meadowbank Station will likely attract increased travel by train by students who currently live near the railway line (particularly the cluster of students near Eastwood and Epping) who are currently likely required to drive to the existing Marsden High School.<br><br>On the above basis, it is expected that existing mode share for active transport can be maintained for the new school. | |
| Travel options between school population and the new school site | *As the high school will be relocated to the eastern side of the railway and southern side of Victoria Road, more consideration should be given to how to improve the travel options between the school population and the new school site.* | As part of the MEEP master plan, opportunities are being investigated to improve walking and cycling connections around the site. This includes providing:<br><br>• A walking and cycling connection across the T9 railway line north of Meadowbank Station<br><br>• An improved pedestrian connection on Hermitage Road linking with the existing signalised crossing across Victoria Road.<br><br>• TfNSW could also investigate the opportunity to provide a signalised pedestrian crossing on the western side of the Victoria Road/ Hermitage Road intersection.<br><br>In the interim, there is an existing footpath on the eastern side of Hermitage Road able to connect students living to the northwest of the new school with a signalised | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | pedestrian crossing across Victoria Road. In addition, the pedestrian connection through the TAFE campus will also reduce the travel distance to the new schools for pedestrians and cyclists travelling from the western side of the railway line via the Bank Street bridge.<br><br>It is recommended that Council construct the remaining section of the shared path on the western side of Hermitage Road, which would then connect with the new pathway proposed as part of the Schools project along the full length of the Rhodes Street frontage (noting this is already part of the Ryde Section 94 [now Section 7.11] Contributions Plan). | |
| | *As the high school will be relocated to the eastern side of the T9 railway and southern side of Victoria Road, further assessment should be undertaken on how to improve the travel options (i.e. combination of bus and access to rail services) between the school population and the new school site which is in proximity of Meadowbank Station.* | The new high school is located a similar distance away from Victoria Road bus stops as the existing Marsden High School. The nearest bus stops to the school along Victoria Road are at Hermitage Road and Bowden Street which service the 513, 524 and M52 bus routes. These operate at frequencies of up to one service every 10 minutes. These routes operate west through the existing high school catchment on Victoria Road and Kissing Point Road.<br><br>The proposed upgrade of the pedestrian connection through the TAFE campus will improve connectivity and reduce travel distance between Meadowbank Station and the new schools (noting this connection is already available).<br><br>GTA has completed some further analysis and the updated TAIA estimates an increase of up to 140 train | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | trips in any peak hour in 2032. Based on eight trains per hour servicing Meadowbank Station, this equates to around 18 additional people per train on average in a peak hour. Such an increase is considered minor given each train has seating capacity for around 900 people, along with additional standing capacity. In addition, the updated TAIA estimates up to around 60 additional public bus trips in a peak hour. Considering the variety and high frequency of bus routes along Victoria Road during peak hours, the increase in bus usage is considered minor. | |
| Mode share of primary school | *Further work needs to be undertaken to justify the assumptions regarding the changed travel behaviours – especially the bicycle mode.* | Detailed analysis of existing student home locations indicates:<br>• A similar number of primary school students are living within a 20 minute walking catchment of the existing Meadowbank Public School compared with the same catchment for the new primary school.<br>• Around 83% of students live within this distance from the existing Meadowbank Public school and 71% of students within this distance from the new school.<br>As such, it is expected that active transport to the site will remain as the most popular choice of travel. Primary school students are able to cycle on footpaths, with formal bicycle paths not necessarily required. With future upgrades around the precinct proposed as part of the MEEP master plan and specifically walking and cycling routes to the east including along Thorn Street, Stone Street and Constitution Road, a 10% increase in sustainable travel is achievable. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | It is assumed that the existing primary school actively discourages cycling for legacy reasons, and scooters may not have been captured in the surveys as part of the cycling travel mode. Given the low existing cycling mode share and significant opportunity for local bicycle access, the full 10% mode shift was allocated to cycling. However, this could be evenly distributed between cycling and walking, with a resultant 30% car, 65% walking and 5% cycling travel mode split. This would not affect the outcomes of the assessment. In addition, the provision of school bus routes (or regular route bus servicing the primary school) could also contribute to reducing private car mode share. Available primary school travel mode survey data was interrogated for further evidence to support the proposed cycling mode share target:<br>• 6% of students cycle to Epping Public School (2017, excludes scooters)<br>• 7% of students cycle to St Kevin's Primary School Dee Why (2014)<br>• 10% of students cycle to Kurnell Public School (2014)<br>The above examples indicate that with a mix of programs and initiatives, the 10% target is achievable.<br>GTA has completed a sensitivity analysis assuming no mode shift away from private vehicle travel, with this analysis presented in Attachment 3 of the TAIA. The analysis indicates only minor increases to delay and queuing at surveyed intersections given the primary school | |

| Issue | Comment | Response | Refer to |
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| | | catchment primarily impacting local roads and pick-up/ drop-off facilities south of Victoria Road. | |
| Parking Facilities | *Consideration could also be given to E-transportation charging facilities at the school parking area.* | It is understood that the design has been future-proofed to allow for E-transportation charging facilities to be installed at a later date if there is demand for these facilities. | Appendix C |
| Initiative for encouraging public transport use | *The School Travel plan should investigate alternatives to encourage the use of public transport in particular with consideration of the proximity of Meadowbank Station.* | Promotion of public transport would be an essential part of the Travel Plan. Several initiatives are included in the Travel Plan such as preparing a Transport Access Guide detailing the proximity of the site to Meadowbank Station. It is not expected that SSTS ineligibility would result in students not travelling by public transport if this is the most convenient/ efficient mode of transport to the site for them (particularly students living close to West Ryde Station). That said, much of the high school catchment to the northwest of Victoria Road will be eligible for the SSTS, including students that are not currently eligible with the existing Marsden High School location.<br><br>With specific reference to Meadowbank Station, detailed initiatives proposed include:<br><br>• Prepare a welcome pack for new staff and students that outlines the active travel and public transport options and support available, as well as including bicycle facilities and connections to key pedestrian routes/ station etc. on any student/parent tours of the school.<br><br>• Allocate staff to walk groups of students to/from the station each day and potentially provide a level of supervision at Meadowbank Station. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | • Include active travel and public transport messaging in all student/parent letters. | |
| Road Safety | *An independent Detailed Design Road Safety Audit (RSA, refer to NSW Centre for Road Safety Guidelines for Road Safety Audit Practices) of the proposed pedestrian facility improvements and bus zone arrangements on Rhodes Street and Macpherson Street should be conducted, prior to issue of construction certificate. The proposed design shall address any deficiencies identified within the RSA.* | The proposed school crossing is considered the best available location when considering set-out and sight line requirements. This is demonstrated via a sight line assessment that was completed for the proposed pedestrian crossing and is included in Attachment 4 of the TAIA. It demonstrates that adequate sight lines would be available for a 40km p/hr School Zone design speed, assuming minor landscaping adjustments to the southeast corner of the 21 Mellor Street property. It is noted, however, that the 90-degree bend between Rhodes Street and Mellor Street could not be negotiated safely by a vehicle at 40km p/hr. Furthermore, additional sight line assessments have been completed at 30km p/hr and 20km p/hr, both demonstrating adequate sight lines would be available with no changes to the existing road environment required for these speeds.<br><br>Notwithstanding the above, Council would be consulted during detailed design with respect to all design elements within the road reserve and a suitable consent condition is appropriate. | Appendix C |
| Modelling Assumptions | *Appendix A.1.2 indicates gap acceptance calibration has been used to inform intersection assessment (acceptance factor from 1.0 > 0.5). This assumes that all drivers are willing to accept smaller gaps to turn at intersections. Justification has not been provided for the departure from SIDRA recommended practice.* | The gap acceptance factor assumptions were based on what was observed on-site as shown in Figure A.1 and Figure A.2 of the TAIA. Vehicles were observed to accept smaller gaps. Roads and Maritime Traffic Modelling guidelines recommend that “Appropriate judgement is required while selecting the critical gap and follow-up headway values to suit the circumstances considering | Appendix C |

| Issue | Comment | Response | Refer to |
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| | | grades, sight distance conditions, opposing movement speeds, number of lanes, and one-way or two-way conditions. Any changes to these values should be justified." Given that this behaviour was observed on site, GTA has provided appropriate evidence for changing these parameters and is in-line with the recommended practice. | |
| | *The traffic report acknowledges that the existing Meadowbank Primary School is in the same vicinity as the proposed new school and states that some of the car trips generated by the existing school will be redistributed to the new site at the year of opening. The report does not clearly document how the assumptions regarding trips from the existing schools and additional school trips (from increased enrolments) have been distributed between modes and assigned to the network.* | A traffic distribution diagram (percentage distribution) has been provided in Attachment 5 of the TAIA. | Appendix C |
| | *There is some discussion about how existing and future additional trips have been assigned to the network (mode share, and traffic assignment). However, it is not clear how existing primary school trips (in particular) are assigned to the network. It appears that only the additional trips from new enrolments have been assigned to the local network surrounding the new school site. While this might be acceptable to understand the impacts on the regional network, it would understate the impacts on the local network near to the proposed school site.* | A traffic distribution diagram (percentage distribution) has been provided in Attachment 5 of the TAIA. Given that the existing primary school and the proposed new school is only 800m apart, the travel patterns are expected to largely remain the same and hence the traffic distribution is based on the existing travel patterns (i.e. the existing survey count data). It is noted that there will be some drivers (local or regional) that will change their travel patterns due to the changed road conditions attributed not only by schools but also TAFE and the broader Meadowbank Education and Employment Precinct over time, which are difficult to accurately predict at this stage. Hence, for simplicity and consistency the existing travel patterns are assumed. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | *The same comment above applies to the approach taken for the assumptions related to the secondary school trips.* | A traffic distribution diagram (percentage distribution) has been provided in Attachment 5 of the TAIA. GTA has been conservative in their approach to assessing the secondary school traffic. The existing secondary school trips have not been removed from the network and all secondary school trips are assumed to be new trips. | Appendix C |
| | *Table 7.7 presents anticipated number of person trips during peak hour and per day for primary school students. For the car travel mode, the sum of AM and PM peak hour person trips is greater than the total number of person trips per day.* | Table 7.7 has been corrected in the revised TAIA. | Appendix C |
| | *Figure 9.1 SIDRA Modelling layout shown for Bowden Road and Stone Street shows stop lines present on all approaches. Bowden Road should not have any stoplines present. The SIDRA network layout also does not reflect street parking and bus stops on the kerbside.* | The SIDRA model for the Bowden St/Stone St intersection has been updated to correctly display the priority controls on-site, with modelling results updated in the revised TAIA.<br><br>Kerbside parking lanes are only included in the models if the parking lane has 'No Stopping' or 'No Parking' signage and the parking lane can be used by vehicles to manoeuvre around a right-turning vehicle. The SIDRA models have taken this into account and where required, flaring at intersections is represented as short turning lanes. | Appendix C |
| | *Table 9.1 presents the anticipated additional peak hour traffic generation of the proposed schools which makes reference to the anticipated car trips discussed in Section 7. It is noted that the anticipated car trips are derived from the anticipated mode shares, peak hour person trips and car occupancy. Fundamentally, the peak hour person trips are based upon the number of* | The car trips presented in Table 9.1 are two-way trips and were calculated as follows:<br><br>• Calculate the number of staff, primary and secondary students arriving in the peak hours.<br><br>• Calculate how many staff and students will arrive by car, i.e. multiply the peak hour number by the mode share | Appendix C |

| Issue | Comment | Response | Refer to |
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| | *students/staffs either arriving or departing the schools at AM/PM peak hour, i.e. inbound or outbound movement only. It is therefore not evident that the anticipated car trips discussed in Section 7 is a representation of two-way trips and compatible for direct application of the directional split in Table 9.1.* | percentage for car (40% for staff, 30% for primary students and 23% for secondary students). This provides one-way trips.<br>• Noting that primary and secondary students will get dropped off, double the above one-way trip estimates for students to get two-way trips, as parents will typically drop-off and leave or pick-up and leave within the peak hour being assessed.<br>• Staff trips are only one-way within the peak hour. | |
| | *Provide justification for the adopted gap acceptance factor in accordance with the methodology for calibrating gap acceptance per SIDRA recommended practice.* | Refer to response to Appendix A.1.2 above. | Appendix C |
| | *Clarification is required on the methodology used to understand the distribution of trips as outlined in the comments above. Further assessment may be required on the local network surrounding the proposed school site.* | A traffic distribution diagram has been provided. The existing primary school generates around 60 to 80 peak hour vehicle trips (at existing model share of 40%). Given that that local network is generally performing at good level of service (B or above) for both peak hours, it can be expected that the locally redistributed trips from Meadowbank Public School can adequately be accommodated on the surrounding local road network. | Appendix C |
| | *SIDRA model layout should accurately represent the present and future conditions.* | The SIDRA models have been updated based on comments received, with modelling results updated in the revised TAIA. | Appendix C |
| | *The total trips and directional split (inbound and outbound traffic) shown in Table 9.1 needs to be clarified in reference to the above discussed comment.* | Refer to response to Table 9.1 above. | Appendix C |

| Issue | Comment | Response | Refer to |
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| Road Network Assessment | *Further details of the SIDRA modelling should be attached as Appendix to the report including:*<br>• *layouts of the networked intersections and standalone intersections*<br>• *SIDRA result summaries*<br>*The applicant is requested to provide electronic copies of the SIDRA network files to Roads and Maritime Services for review and take into account of comments, if any, before finalising the RtS.* | The SIDRA models and detailed PDF outputs have been provided separately to TfNSW for information and review. The pdf outputs were not included with the report due to the large file size. | Appendix C |
| Travel Plan | *A School Travel Plan has been provided as part of the EIS that discusses the objectives and possible travel demand management measures to be implemented. On this note it is recommended that the Travel Plan should:* | Noted. These are valuable additional measures and will be considered and potentially included in the detailed travel plan to be prepared prior to occupation. | Appendix C |
| | • *consider including training courses for students on safe walking, riding and public transport use as the Student Targeted Actions;* | | |
| | • *consider installation of next service departure screens for T9 rail services (and bus services if possible e.g. Victoria Road bus services) in the lobby to encourage public transport use; and* | | |
| | • *develop and deliver a robust communications strategy for the Travel Plan to users of the site prior to occupation which includes key messages on how to travel including prioritising public and active transport as well as road safety messages.* | | |

| Issue | Comment | Response | Refer to |
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| | *Many of the proposed actions (e.g. develop map showing public transport routes…) should be rolled up into a high quality Travel Access Guide which provides staff and students and visitors with information on site access by all modes as well as advice and links to travel planning tools, Opal and contactless payments. This should be distributed prior to occupation.*<br><br>*In addition, the following detail should be reviewed/amended:*<br><br>• *One of the Staff Targeted Actions under Public Transport suggest "Staff access to the Opal SSTS for up to two public transport trips per weekday". This is not supported and it is requested that this item to be excluded from the list of actions.* | A Transport Access Guide is one of the initiatives proposed in the School Travel Plan. This would form part of the detailed travel plan that will be prepared prior to occupation. The Transport Access Guide would be included in the welcome pack for new staff and students to outline the active travel and public transport options and support available, Opal card sign up information, as well as details on bicycle facilities and connections to key pedestrian routes/ station. | Appendix C |
| | *Prior to occupancy, a comprehensive Travel Plan, taking into consideration the above suggestions, should be prepared in consultation with Council and TfNSW.* | A detailed travel plan could be conditioned to be prepared prior to occupation. | Appendix C |
| **NSW ENVIRONMENTAL PROTECTION AUTHORITY** | | | |
| Noise and Vibration | *The NIA propose hours of construction work described in the City of Ryde Development Control Plan 2014. These differ from the recommended standard hours of construction work described in Table 1 of the Interim Construction Noise Guideline (DECCW, 2009) (ICNG). The EPA recommends that construction work is limited to the standard ICNG construction hours.* | The application seeks to adopt the permitted construction hours of the Ryde local government area. The Ryde Development Control Plan (DCP) permits hours longer the EPA ICNG standard construction hours. Therefore, the adoption of the Ryde DCP would permit work until:<br>• 7pm, as opposed to 6pm on weekdays and<br>• 4pm as opposed to 1pm on Saturdays. | Appendix D |

| Issue | Comment | Response | Refer to |
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| | | Work outside of EPA Standard Construction Hours (6pm weekdays, 1pm Saturdays) is typically assessed using a more stringent trigger level (being Background+5dB(A)) at the residence. It is noted that the Ryde DCP does not set noise emission limits.<br><br>Therefore, for consistency with both the EPA guidelines and the Ryde Council DCP, a "Background + 5dB(A)" noise trigger level has been adopted for working undertaken between 6pm-7pm on Weekdays and between 1pm-4pm on Saturdays. | |
| | *Noise from mechanical plant, the public address system, and the school bell has not been assessed. Notwithstanding, it is recommended that any approval include conditions to achieve the following:* | | |
| | • *The public address and the school bell should be designed to achieve a noise levels of no greater than background noise + 10dB. It is recommended that this is conditioned in any approval.* | The potential noise generated from the school bell and public address system was assessed in Section 6.4 of the Noise Impact Assessment. It is agreed that the recommended condition of approval be included in the consent. | Appendix D |
| | • *Noise from mechanical plant should be designed to achieve no greater than background noise + 5dB. It is recommended that this is conditioned in any approval and include the specific design requirements set out in section 6.4 of the NIA.* | The potential noise generated from the mechanical plant was assessed in Section 6.4 of the Noise Impact Assessment. It is agreed that the recommended condition of approval be included in the consent. | Appendix D |
| | *Furthermore, any approval should require the applicant to adopt the noise mitigation described in:* | Noted. It is agreed that the recommendations that were included in the Noise Impact Statement should be adopted. | Appendix D |

| Issue | Comment | Response | Refer to |
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| | • *section 6.5 and 6.7 of the NIA to manage operational noise; and*<br>• *section 6.8 of the NIA to manage potential construction noise impacts.* | | |
| Contaminated Lands | *The EPA believes that the report has not yet demonstrated that the site is suitable for the proposed use. Due to the presence of these contaminants, and the sensitivity of the proposed use as a school, the applicant is required to engage an EPA accredited Site Auditor to prepare a section B Site Audit Statement to verify that the Remedial Action Plan is appropriate and that the land can be made suitable for the proposed use. The applicant must adhere to the management measures accepted by the auditor.* | An EPA accredited site auditor from ZOIC Environmental Pty Ltd has been engaged for the project, and will conduct the required Section B Site Audit Statement to verify the appropriateness of the RAP. The site auditor will ultimately confirm that the land can be made suitable for the proposed development. | |
| | *In addition, to provide a better understanding of the on-site risk due to fibrous asbestos and asbestos fines, the applicant must submit a revised Asbestos Assessment Report which includes:*<br>• *a site history to explain where the fibrous asbestos and asbestos fines came from; and*<br>• *a site map that shows where asbestos fines/friable asbestos were found and notes what the future use of these areas are with regard to the proposed development. It is important to clarify if these areas (where asbestos were found) will be used actively (e.g. play field or other recreational area) or will be covered with buildings as part of the proposed development.* | The site history was detailed in the Stage 1 Preliminary Site Investigation (Appendix O) of the submitted EIS. This included an explanation on the source of the asbestos contamination, and determined to be caused by historic uncontrolled filling and demolition.<br>Alliance Geotechnical have also prepared a site map informing the locations of the areas where asbestos has been detected during all investigations conducted on site. | Appendix E |

| Issue | Comment | Response | Refer to |
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| Waste, Water, Air Quality | *The consent conditions should ensure that the development complies with standard requirements regarding waste management, water management (preventing run-off and subsequent pollution of waters) and appropriate site management to minimise air quality impacts, particularly dust.* | Noted. To form a condition of consent. | N/A |
| **ENVIRONMENT, ENERGY AND SCIENCE GROUP** | | | |
| Aboriginal Cultural Heritage | *If the Department determines to grant approval, EES recommends that any conditions recommended by the Aboriginal Cultural Heritage Assessment Report prepared by Urbis dated October 2019 be included as conditions of consent.* | Noted. To form a condition of consent. | N/A |
| Biodiversity | *EES has reviewed the Biodiversity Development Assessment Report (BDAR) and makes the following comments:* | | |
| | • *the maps should include the location of streams and stream order* | Noted. No further action required as stated in the email from DPIE dated 29 November 2019. | Appendix I |
| | • *the BDAR states that individuals of the threatened species, Eucalyptus nicholii (Narrowleaved Peppermint) and Syzygium paniculatum (Magenta Lilly Pilly) were found within and in close proximity to the development site. The BDAR also states that these species are not considered to represent the species as listed under the BC Act. However, these species are protected under the BC Act, even* | | Appendix I |

| Issue | Comment | Response | Refer to |
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| | *though it is acknowledged they are likely to be planted.* | | |
| | • *in the assessment of impacts (section 2.2.4) it is stated that the development does not have any prescribed biodiversity impacts, however Table 17 lists one prescribed biodiversity impact.* | | |
| | • *Table 26 of the Biodiversity Assessment Method requires that a table of credit classes and matching credit profile be provided.* | | |
| Flooding | *The proposed school can be classed as a special uses' facility due to the vulnerability of its users (i.e. the students). Therefore, it is prudent to adequately address flood risk for the full range of flood up to the PMF, particularly risk to life. The Civil Report outlines the flood characteristics; however, it does not address the associated flood risk due to the exposure to flooding with these characteristics.* | Flood risk and the principles for flood emergency management has been addressed in the updated Civil SSDA report, Section 4.4 Flood Risk Management. | Appendix G |

| Issue | Comment | Response | Refer to |
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| | *From a floodplain risk perspective, the flood assessment should not be limited to addressing existing flood behaviour, impacts of proposed development on existing condition and flood planning level. It should also address the following floodplain risk management aspects:*<br>• *whether the development will expose its potential users to an unacceptable level of flood risk due to exposure to flooding for the full range of flood;*<br>• *whether the development will increase the requirement for emergency services to plan and implement flood emergency management measures for future users of the development, particularly if the development is of vulnerable nature, due to exposure to flooding for the full range of flood.* | Refer to Section 4.4 Flood Risk Management in the Civil SSDA report. In general, flood risk can be managed on site for all flood events, with a “shelter in place” policy in a PMF event. Immediate evacuation is not required. | Appendix G |
| | *The above floodplain risk management aspects are essential to be addressed in this stage of planning to guide decision-making. Moreover, this information should also be utilised to prepare a detailed floodplain risk management assessment that addresses emergency response measures in consultation with the State Emergency Service (SES) to ensure risk to life is adequately addressed.* | SES have been previously consulted as part of the design process and preparation of the strategy for the SSDA. This will be formalised into a detailed flood risk management assessment with the SES, assisted by Woods Bagot. | Appendix G |

Table 3 – Response to Community Organisation Submissions

| Issue | Comment | Response | Refer to |
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| **HERMITAGE ROAD OWNERS PRECINCT** | | | |
| Victoria Road | *Widening of Victoria Road from Belmore Street to under the railway subway at West Ryde Railway Station was to occur on the northern side of Victoria Road. This would involve the substantial modifications to several private properties, Service Station etc. in this area. The properties on the southern side of Victoria Road have been notified back in 1950 and again in 1994 by mail from RMS (B.V. Willoughby-Property Manager) that their properties were going to be affected by a Road Widening Order under Section 25 of the Roads Act 1993, published by Government Gazette No 78 dated 4th June 1976. All the Owners in the Employment Precinct that face Victoria Road are fully aware of this fact and are willing to accept these changes so long as they are adequately compensated. As compensation for the acquisition of their properties they are willing to accept the rezoning in this area from IN2 to B6.* | There are a number of ideas and strategies proposed as part of the Meadowbank Education and Employment Precinct Masterplan, which include the widening of Victoria Road. However, these are long term strategic concept ideas that will assist in guiding the future land use planning of the precinct.<br><br>It is noted that the SSD does not include these proposed works as part of its scope or consideration. | N/A |
| Sydney Water Site | *Our proposal would include a multi-story carpark (minimum 250 spaces) at the rear of the property adjacent to the railway line which could provide commuter and education precinct parking and would include roof top tennis courts for the use of students. I believe parking for students and teachers for the Education Precinct at present is limited and a source of contention with staff; they have nowhere to park except for street parking which is currently extremely limited. 'The new Employment Precinct in Hermitage Road adjacent to their existing site would be the most obvious site for Sydney Water relocation. Future developer of the* | 60 car parking spaces will be allocated for school staff on the site within the basement carpark. A series of measures and incentives will be implemented as part of the School Travel Plan to encourage a decrease in private car usage by staff.<br><br>The proposal for a multi-storey car park is one concept idea, that the masterplan proposes as a part of a suite of visionary strategies. However, it is not a guaranteed proposition and is subject to change due to its non-statutory nature. | Appendix C |

| Issue | Comment | Response | Refer to |
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| | *Employment Precinct could build a purpose-built office with basement parking, street level shop front for Sydney Water Customers and then several floors above to hold their staff. In conjunction with this building Sydney Water could also have constructed a new state of art Scientific Services Laboratory (Hawkesbury) on the site. The benefit would be great as their staff would still be in the same vicinity and would not have to relocate. The open space area can then be used for the new Schools as well as the general community in the form of playing fields, etc. It would also provide future prospective career prospects for students of the adjacent education precinct.* | It is noted that the SSD does not include these proposed works as part of its scope or consideration. | |
| MEEP Preliminary Masterplan | *It is therefore essential that the Employment Precinct is rezoned to minimum B4 to accommodate the bare minimum for redevelopment of the area. We propose that the Precinct also include a large development of Student Accommodation as well as some basic accommodation.* | Rezoning of the Employment Precinct will be subject to Local Environmental Planning Process through the City of Ryde Council and will require further investigation by both landowners and Council. | N/A |
| Investment in the Area | *It is essential that the Plan includes the construction of additional education facilities such as after School OOSH, indoor playing centres etc which could be situated in the adjacent Employment Precinct in Rhodes Street. Within the Precinct there are several internal Council roads which will no longer be required in the redevelopment of the area which then opens the prospect of widening the external road to provide better access. At present, Hermitage, Rhodes and Mellor Streets are narrow which makes it difficult for bus access* | The Masterplan is a non-statutory document that will assist in guiding the future land use planning of the precinct. The ideas and visions contained within the masterplan are subject to future business cases, funding and development approvals governed by other state agencies and local authorities beyond SINSW control. | N/A |

| Issue | Comment | Response | Refer to |
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| | *let alone School drop off. By integrating both Precincts at the same time gives the ability to provide wider roads by use of part of the Sydney Water site for both on street parking and pedestrian/bicycle access within the precinct. There is a proposal to have the 'V line', bus service come into the Precinct to service the TAFE and Schools.* | | |
| Summation | *We believe that it is essential that the Education and Employment precincts should be developed in conjunction with each other at the same time line so that we can achieve the desired effect of the Master Plan. If one moves ahead without the other major benefits will be lost. It is therefore essential that all parties work together which will include the rezoning of the Employment Precinct.*<br>*If this does not occur then we will not be in a position to attract the right Developer. Individual Owners within the Precinct with small portions of land are not in the position to develop their own sites as it is just not viable. If Owners decide to amalgamate properties there will be spasmatic development which will not achieve the desired benefits of the Master Plan.* | | |
| | *And more importantly if the Education Precinct goes ahead with no change to the current Industrial Zone you will have major impact on local businesses due to school traffic congestion in the street and limited parking.* | Refer to updated TAIA on the traffic congestion impact of the school on the adjacent employment precinct. | Appendix C |
| | *The existing workers of the area predominantly work from 6am-4pm. There is a high volume of delivery and tow-trucks based on these businesses. This is a real safety issue with over 2,500 children commuting down* | School staff and operational management measures will be implemented to ensure the safety of the students. The pickup and drop off zone along the southern side of | Appendix C |

| Issue | Comment | Response | Refer to |
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| | *these narrow streets. The area is predominantly an industrial male environment which is not conducive to an education precinct.* | Rhodes Street has been designed with student safety as a key factor.<br><br>Refer to updated TAIA on the traffic congestion impact of the school on the adjacent employment precinct. | |
| **NORTHERN SYDNEY DISTRICT COUNCIL OF P&C'S** | | | |
| Relocation Concerns | *NSDC was surprised and concerned with the announcement in 2018 that Meadowbank Public School and Marsden High School would be relocated to the new site. We remain concerned that the 3.3 hectare site is too small. We are concerned that the projected number of students that will need to be accommodated over the planning horizon will exceed the capacity projections. Accordingly Meadowbank Public School and Marsden High School should be retained at their existing sites to serve future demands.* | Not a planning consideration. The NSW government has made the decision to relocate the two schools to the proposed site based on NSW Government population projections. | N/A |
| | *NSDC has some history of challenging the demographic projections of the Department of Education and being proved correct. The Department of Education has not provided an opportunity to verify its demographic projections one way or another.* | The NSW government has made the decision to relocate the two schools to the proposed site based on NSW Government population projections. | N/A |
| | *NSDC recommends that the Department of Education review and rescind its decision to dispose of the existing site of Meadowbank Public School and the existing site of Marsden High School. NSDC recommends that the Department review its decision to relocate Meadowbank Public School and Marsden High School and instead establish new schools at the Meadowbank Education* | The Meadowbank Public School site will be transformed into open green space for community enjoyment.<br><br>The government has announced that the Marsden High School site will become a new sporting facility with netball courts once the new secondary school is opened. | N/A |

| Issue | Comment | Response | Refer to |
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| | *Precinct. We suggest an option may be establishing the Meadowbank Demonstration School modelled on the North Sydney Public School model and the Meadowbank Technology High School modelled on the Cherrybrook Technology High School model. Speaking at our recent NSDC meeting at Lindfield Learning Village, Mark Scott stated that the best schools in NSW ranked with the best in the world - his challenge was to raise the rest. NSDC recommends establishing new schools on the 21st century learning model of the best performing schools rather than relocating existing schools. NSDC recommends that no action be taken to demolish any existing infrastructure at the existing site of Meadowbank Public School and the existing site of Marsden High School until it is proved that these will no longer be required for education.* | | |
| | *None of these recommendations will prevent the construction of the Meadowbank Educational Precinct proceeding expeditiously. NSDC fully supports a new primary school and a new secondary school being constructed on the former site of Meadowbank Boys High School to form the Meadowbank Education Precinct to serve the demographic demands from the recent development at Meadowbank and Shepherd's Bay.* | Noted. | N/A |
| Outdoor Space Concerns | *NSDC was concerned that the original plans were for a building that had too many storeys and did not meet the minimum standard of 10 square metres per student of unencumbered outdoor play space.* | Woods Bagot and the project team have cross checked the plans and confirms that the minimum standard of 10sqm per student is achieved for the proposal. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *There is little analysis of the recent high rise schools in Australia. According to NSDC analysis based on overseas experience, school buildings exceeding 3 storeys introduce inefficiencies that adversely impact the operation of a primary school and severely impact a secondary school. Secondary schools tend to have students moving around at the end of every period. As the school gets taller the size of staircases required to efficiently move students grows disproportionally. Poor design of high rise schools have resulted in injury of students and death overseas.* | The central concept of the design recognises this is an issue with high rise schools. The design considers this and responds through reducing the height as much as possible by:<br>• providing access to external covered and uncovered play at every level through central landscaping,<br>• limiting the primary school to three levels,<br>• limiting movement between classes to the top three levels of the school for secondary students.<br>A vertical transport consultant was engaged to assess and respond to the design, resulting in additional lifts and stairs being incorporated. The provision of multiple routes reduces crowding and allows for better flow through dispersion of students. Circulation has been located in highly visible areas to reduce bullying corners and allow for passive surveillance. | N/A |
| | *Concern about inadequate unencumbered outdoor play space has been exacerbated by the new design. NSDC cannot see a solution to this problem unless either the number of students is reduced or additional land is made available. During the NSW general election campaign Victor Dominello suggested to a number of electors that he would obtain space from the adjoining Sydney Water site.* | The site is what is proposed in the SSDA and as discussed previously meets the outdoor play requirements. Should space become available at a future date on another site, the design is such that as it would be complementary to the existing site, should there be additional demand. | N/A |
| | *NSDC is extremely concerned that this unfortunate and unavoidable situation will establish a new standard for unencumbered outdoor play space for all new schools,* | Available play space is an important aspect of the design, with the central landscape zone designed to link students to the outdoors and increase access to outdoor play | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *for all school expansions and provide justification for school closures. There has been a massive community backlash in the Premier's electorate as a result of plans to expand Chatswood Public School on its existing site without acquiring additional land to meet the minimum standard of 10 square metres per student of unencumbered outdoor play space.* | space. Both covered and uncovered outdoor play has been provided, and the required 10sqm per student has been achieved in the design for the full cohort of students | |
| | *Until relatively recently the Department of Education's standard benchmark for a new high school was 6 hectares for 800-1000 students and a standard primary school was 3 hectares for 500-600 students. That remains the community standard and expectation when new schools are announced. The small size of the site put the new schools at a relative disadvantage compared to schools on larger sites, such as Epping Boys, Cheltenham Girls, Riverside Girls and Hunter Hill High School.* | The NSW government has made the decision to relocate the two schools to the proposed site. To service local education needs, the sites must be local to the area which it is serving. Site selection is subject to the availability of land at the time of investigation. | N/A |
| Toilet concerns | *The plans provided for review seem to have what NSDC would call "pro-forma" toilets, including the accessibility toilet only being accessible from the girl's toilets. The architects have transformed the design in just a few months an we expect that some of the details will be corrected later.* | Woods Bagot will review drawings in the detailed design phase to address any with issues for accessible toilets. Through a consultation process involving the EFSG, it was determined that the safest and most appropriate solution is to provide gender-separated toilets with individual cubicles. | N/A |
| | *In general terms, NSDC has identified five main teaching floors for 1500 students, two on the northern wing and three on the southern wing. NSDC but at times that may be 500 students girls and three for the boys for 300 students NSDC imagines the final layout is yet to be completed but expect the toilets are inadequate and going to create a problem unless the boys are will not be* | The school has been designed in thorough consultation with the EFSG. The number of toilets provided is EFSG compliant, and the design will be developed further during the Design Development phase. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *acceptable for an was forced to go to another storey because all the girls' toil between periods.* | | |
| | *NSDC has been unable to identify any amenities for students of non-binary gender* | The design incorporates unisex accessible toilets at each bank of toilets, which can be used by any gender. The design will be developed further during the Design Development phase. | N/A |
| | *NSDC notice that new builds such as at Cherrybrook Technology High School incorporate chilled water bottle stations and a range of amenities. Many Epping Boys and Cheltenham Girls whether these will be included in the design for MEP. They should be on the canteen, gym and outdoor areas for each school. This is important and mandatory for student hydration, student anti-obesity and student equity.* | The EFSG currently requires cold drinking water to be provided strategically located throughout the school. The specific locations of these will be determined during the Design Development phase and will be EFSG compliant. | N/A |
| Examination centre concern | *The Department of Education works on the "command and control" model. There may be an initial spirit of goodwill and fraternisation at the start. In the medium to long term we expect the schools to operate as separate fiefdoms.* | This is an operational matter. | N/A |
| | *The hybrid assembly hall, performance hall, examination hall and a gym for the secondary school performs none of these functions adequately because it must be all things to all people. These problems were identified more than 30 years ago at Epping Boys and resulted in that school getting a separate gym in about 1994 paid for by the Department and a separate examination centre in about 2004 paid for by the school community. As currently designed MEP cannot compete with Epping* | This is an operational matter. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *Boys because it is designed to provide inferior facilities. At very little extra cost and with small changes MEP could have better facilities than surrounding schools. NSDC's primary concern is the adequacy for the conduct of examinations in a reasonable quiet facility i.e. not near the change rooms, school entrance, car park, etc. A preferable outcome would be to have the Senior GLS space on the top floor configurable for examinations using operable walls. Ideally NSDC see the need for a very large exam space that can accommodate 400 students for HSC English. There should be a secure space for examination papers. There should be a storage room for examination tables. There should be a space for external exam personnel. External exam personnel are not members of the school teaching staff.* | | |
| | *The current hall at Marsden is not a gym. It has sophisticated audio visuals for Creative and Performing Arts that would be destroyed in a gym. Marsden is the school of Richard Gill. In this aspect Marsden at MEP will be a significantly lesser standard that the existing school. The design team should visit the auditorium at Lindfield Learning Village which sets a standard for the community hall. NSDC believe that a "Richard Gill" auditorium can be incorporated in the design at minimal cost.* | Not a planning matter, this is an operational matter. However, the Gymnasium is both a gym and a multi-purpose performance space as outlined in the EFSG. This space will have audio visuals, curtains and a stage, allowing for it to be used for Creative and Performing Arts. It will have retractable basketball nets that will only be in operation during its use as a gymnasium. | N/A |
| Getting to and from school – staff, students and parents | *A fundamental flaw of the initial design was the absence of car parking for teachers, students and visitors.* | 60 car parking spaces will be allocated for school staff on the site within the basement carpark. A series of measures and incentives will be implemented as part of the School Travel Plan to encourage a decrease in private car usage by staff. | Appendix C |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *The current design is a significant improvement but provides half the requirement by adopting an assumption that a large proportion of staff will travel by foot or public transport. NSDC believes this is an unreasonable assumption. We expect that the growing population of schools will increase the number of teachers required by the Department at a time when there is a shortage of qualified teachers worldwide. NSDC fears that the lack of convenient parking will put the MEP schools at a disadvantage compared to local schools that have adequate staff parking.* | As demonstrated in the response prepared by GTA and updated TAIA the proposal is capable of achieving the mode shift targets and will provide a series of incentives and measures to deter staff from private car usage. | Appendix C |
| | *Most local schools in Ryde are congested by parents at drop-off and pick-up each day. This congestion lasts for only about 15 minutes but is severe and requires regular attendance by Ryde City Council rangers. The plans provided for review envisage that a high proportion of students will walk or cycle to school rather than be picked up or dropped off by vehicle. NSDC believes this is an unreasonable assumption. The report ominously foreshadows disciplinary action to ensure the required proportion of students comply with the prescribed method of travel to school. NSDC foresees that a large number of students from Meadowbank and Shepherd's Bay will find walking and cycling convenient; NSDC could not condone punishment of students who choose not to walk or cycle up and down the steep hills of West Ryde, Denistone and Eastwood.* | As demonstrated in the response prepared by GTA and updated TAIA the proposal will provide a dedicated pickup/drop off area along Rhodes Street, which can accommodate up to 870 vehicles per hour. The assessment anticipates that at ultimate capacity for both the primary and high school that up to 485 vehicles per hour would pickup/drop off passengers in the AM or PM peak times.<br><br>In addition, a detailed Travel Plan will be prepared and will consist of a series of measures and incentives for students to utilise active transport to travel to and from the school. | Appendix C |
| | *NSDC was unable to locate a uniform shop for either school nor storage facilities for uniform shop stock,* | Not a planning matter, this is an operational matter. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| P&C and General Assistant Facilities | *storage facilities for canteen stock, storage facilities for P&C material and equipment.* | | |
| | *NSDC was unable to locate storage facilities for student representative council material and equipment.* | This is an operational matter. | N/A |
| | *NSDC was unable to locate storage facilities for the general assistant's material and equipment. It would be ideal for furniture stores and material stores to be distributed over all the floors to minimise the time moving furniture over a number of floors.* | The General Assistant facilities will be provided in accordance with the EFSG. | N/A |

Table 4 – Response to Public Submissions

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| Traffic, Safety & Parking | • *General concern regarding the impact of the proposed development on traffic* | The TAIA indicates the increase in traffic generated from the proposal at opening year could adequately be accommodated on the surrounding network. | Appendix C |
| | • *Traffic projections have been inadequately assessed – the Transport and Accessibility Impact Assessment should be re-done based on traffic conditions when TAFE is in session (not during holidays)* | Traffic surveys were completed outside of school and TAFE NSW holidays. | |
| | • *Concern regarding increased congestion, noise and traffic (queuing) coming into Macpherson Street and Forsyth.* | General increase in traffic is expected for any new development. There is a pick-up and drop-off area provided along the Rhodes Street frontage of the site suitable for accommodating over 29 cars. This, combined with the offset of start and finish times between the primary and high schools, will assist in minimising the impact on surrounding local roads during peak arrival and departure times.<br><br>Macpherson is a key route to/from the schools, however traffic modelling indicates that intersections will operate satisfactorily. Forsyth Street is unlikely to carry any significant amount of school traffic. It is left-in/ left-out only at Victoria Road, with Mellor Street providing a more direct connection to the schools Bowden Street and Hermitage Road provide signalised right turn movements at Victoria Road and will be utilised accordingly. | |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | • *Propose to relocate proposed bus stops in front of the substation on Macpherson Street to Rhodes Street for improved safety* | The proposed location of the bus stops on Macpherson Street are considered appropriate and avoid blocking the key substation driveways. An appropriate setback from the Mellor Street intersection and proposed pedestrian crossing is required for pedestrian safety reasons. | |
| | • *Propose to convert Forsyth Street into a Cul-de-sac to ease traffic* | Forsyth Street is not expected to experience any significant increase in traffic from the proposed schools given the function of the road and existing left-in/left-out restrictions at Victoria Road as discussed above. However, Council could consider such changes. | |
| | • *Lack of car parking in the proposal* | The proposal seeks to constrain car parking supply, incentivise alternative modes of travel to the site and reduce the traffic impact of the development, given the location directly adjacent to Meadowbank Station and within a short walk of the bus stops along Victoria Road. | |
| | • *The proposal should include free car-parking for students* | Department of Education policy is to discourage students driving to school for safety reasons. | |
| | • *Increased on-street parking along local roads* | Given the already limited available parking on surrounding roads, any increase to on-street parking demand is expected to be minor. | |
| | • *Congestion of local roads (rat-run) Hermitage Road, Bowden Street during peak hours* | The proposal is not expected to result in an increase in vehicles rat-running via local roads to avoid congestion on Victoria Road. | |
| | • *Underground Car park does not accommodate for trade vehicles (i.e. height clearance)* | A minimum 4.5 metre height clearance is achieved in accordance with the Australian Standard for Off-Street Commercial Vehicle Facilities (AS2890.2:2018). | |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | • *Safety for pedestrians/children and lack of visibility* | A sight line assessment has completed for the school crossing on Rhodes Street and provided in Attachment 4 of the TAIA. The proposed access to the car park allows for adequate sight lines to pedestrians on the footpath along Rhodes Street. As such, the proposed design is considered acceptable. | |
| | • *Propose to reinstate right turn from Bowden Street* | It is unclear what is meant by this submission given right turns are permitted from between Bowden Street and Victoria Road and Macpherson Street. | |
| | • *Insufficient kiss-and-ride provisions* | A general increase in traffic is expected for any new development. There is a dedicated pick-up and drop-off area provided along the Rhodes Street frontage of the site capable of accommodating over 29 cars. This, combined with the offset of start and finish times between the primary and high schools, will assist in minimising the impact on surrounding local roads during peak arrival and departure times. | |
| | • *Access from West Ryde Station to the School cannot accommodate projected foot traffic* | It is anticipated that the majority of staff and students travelling to the new schools by train will use Meadowbank Station rather than West Ryde Station. Notwithstanding, based on Fruin's level of service criteria, it could not be expected that the increase in pedestrians as a result of the proposal would compromise the function of the existing surrounding footpaths. | |
| | • *Proposed pedestrian pathway for direct access to the site from Meadowbank Station* | The proposed pedestrian connection through the TAFE site will provide direct access to Meadowbank Station. As part of the MEEP master plan, opportunities are currently being explored to provide a shared pedestrian and cyclist | |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | | route along the railway line with links to the Meadowbank and West Ryde stations, the schools and TAFE. | |
| | • *Construct a Pedestrian overpass at the southern side of Victoria Road* | The provision of an overpass on Victoria Road is too extensive for just one developer, nor does the proposed schools warrant the need for a pedestrian overpass over Victoria Road given there are existing signalised pedestrian crossings at Hermitage Road and Bowden Street.<br><br>It is noted that the MEEP master plan envisions opportunities to be explored, like providing a pedestrian and cyclist connection across Victoria Road. | |
| | • *Local Infrastructure & Public Transport is already at capacity – in its current state it cannot safely accommodate the proposed scale of development (i.e. associated pedestrian foot/cycling traffic)* | TfNSW is responsible for any increases to public transport provision such as frequency of trains and buses to meet demand. As mentioned previously, it is not expected that the increase in pedestrian volumes will compromise the function of the existing surrounding footpaths. | |
| | • *The school needs a bus turnaround bay* | Buses servicing the school would approach the schools via Victoria Road, Bowden Street, Macpherson Street, Rhodes Street and would depart via Hermitage Road. A swept paths analysis confirm this route is acceptable. | |
| | • *Propose additional traffic calming devises (i.e. extended school zone & additional pedestrian/zebra crossings) in the area surrounding the proposed school* | School and pedestrian crossings are provided on both Rhodes and Macpherson Streets providing connections for pedestrians travelling to/ from the north. The TAIA identifies that beyond this, pedestrian volumes will be more distributed between local roads. This means that pedestrian volumes in other locations will unlikely meet warrants for formal pedestrian crossings. | |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | • *Propose to relocate bus stop on Victoria Road to encourage use of Bowden Street lights* | Bus stops are provided on both sides of Victoria Road at Bowden Street. Minimum offsets are required between intersections and bus stops. A similar walking distance will be required between the schools and the bus stops on Victoria Road regardless of whether the bus stop is provided on the east or west side of Bowden Street. | |
| | • *The site cannot accommodate the projected student population* | The TAIA indicates the increase in traffic generated from the proposal at opening year is capable of being accommodated. | |
| | • *Lengthen Angas Lane to the intersection of Angas and See Street and construct pedestrian crossing* | Analysis of pedestrian volumes in this location indicate that there is not enough activity to warrant a new pedestrian crossing or the extension of Angas Lane. | |
| Consultation Concerns | • *Propose a second round of community consultation is conducted as instructions/communication regarding consultation were unclear/insufficient* | The SSDA package is publicly available via the Major Projects Portal. In addition, supporting material and relevant links have been provided via the landing website for the Meadowbank Education and Employment Precinct. | N/A |
| | • *The community has not been provided all the information – all expert advice that the proposal relies upon should be issued to the community* | | |
| Design Issues | • *Do secondary students have access to the accessible lifts in the northern block?* | Secondary students have lift access in the northern, southern and central blocks. | N/A |
| | • *There are no visitor toilets* | There are staff toilets that will also be utilised as visitor toilets. Distribution of toilets will be explored in DD to ensure they are fully EFSG and BCA compliant. Woods Bagot has provided a diagram showing the location of the visitor lifts. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | • *Need safe through-site links to connect the TAFE to the new school* | Woods Bagot have prepared a circulation diagram demonstrating access to the school through the TAFE site and surrounding area. It also shows the proposed future TAFE spine that will provide a more direct path through the TAFE. | Appendix A |
| | • *Amount of toilets proposed is insufficient for student numbers* | The amount of proposed student toilets is BCA compliant. | N/A |
| | • *All pedestrian paths should be wheelchair and pram friendly* | All proposed pedestrian paths are accessible and BCA compliant. | N/A |
| | • *Gym Change rooms are too narrow* | The design of the changerooms will be developed further in the design development phase, ensuring adequate room is provided to the changerooms. | N/A |
| | • *Access to and from primary staff room is via special programs and library – needs to be another access point* | The design of the primary staff room will be developed further as part of DD phase and access will be finalised at this point in consultation with stakeholders and users. | N/A |
| | • *There is a need for more direct pedestrian paths to and from the proposed primary and high school* | Woods Bagot has supplied a circulation diagram demonstrating access to the school through the TAFE site and surrounding area. It also shows the proposed future TAFE spine that will provide a more direct path through the TAFE. | Appendix A |
| | • *Concerned with the provision of only 1 entry point for the entire K-12* | There are four entries with two dedicated primary entrances and two dedicated high school entrances as shown on the site plans and on the provided circulation diagram. | Appendix A |
| | • *New school needs to cater to the hearing impaired – concern that large classrooms/flexible learning spaces will create excessive background noise –* | The project team have undertaken consultation with relevant experts on this matter and have identified the use of hearing loops and IR Transmitter systems as potential | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| | *experts in the field should be consulted and provide feedback on the proposal (i.e. Association of Australasian Acoustical Consultants, Royal Institute for Deaf and Blind Children) to ensure the design of the school caters the hearing impaired* | measures to be implemented to cater for hearing impaired students. This, in addition with acoustic separation treatments to homebases, use of withdrawal rooms and clustering of furniture within open plan spaces will assist in the ensuring that hearing impaired students are factored in the design development phase of the school. | |
| | • *Any additional space available in the West Ryde pumping station should be used for open space for the new school* | Not a consideration for this SSDA. West Ryde pumping station is owned and operated by Sydney Water. | N/A |
| | • *The entire school should have access to the TAFE open space – it should be a shared zone* | Not a planning matter. This is an operational matter. | N/A |
| | • *Insufficient indoor space to enable the required OOSH spaces promised by the State Government* | Not a planning matter. However, the Schools have been designed in accordance with the EFSG. | N/A |
| | • *Loss of native flora and fauna* | This was addressed in the Biodiversity Assessment Report submitted as part of the SSDA. It is noted that no agencies have raised any concerns. | N/A |
| | • *Concern that the proposal does not provide the required 10 square metres of play space per student.* | Woods Bagot confirms that the required 10m² per student has been achieved in the design for the school operating at its full capacity. | N/A |
| | • *Concerns that the development will be overcrowded – inappropriate lot size for proposed development capacity* | The School has been architecturally designed in accordance with the EFSG and in consultation with both schools, the GANSW and the DoE. As demonstrated in the EIS the MEESP is capable of delivering a brand new integrated educational facility that can accommodate the future staff and students. | N/A |

| Issue | Comment | Response | Refer to |
|---|---|---|---|
| Other | • *Concerns that co-locating the TAFE, primary and secondary schools will have a negative impact on the future education pathways of the younger students – they may not reach their full potential* | The co-location of the TAFE, primary and secondary schools presents a unique opportunity for the creation of an 'Education Precinct'. Future students will be able to witness various educational pathways and have a greater understanding of their potential educational options. | N/A |
| | • *The proposed development is inappropriate and unnecessary* | The State Government has identified the need for a new school within an Education and Employment precinct. The proposal responds to the state government initiative. | N/A |
| | • *Serious consideration should be given to re-developing the existing Marsden High School site instead of the new proposed Meadowbank School development. There are many examples of major upgrades and rebuilds of existing schools. The site has ample space for interim demountable rooms, has much more open space than the proposed site and would be a safer option in terms of traffic and public transport.* | Not a planning matter. The NSW government has made the decision to relocate the two schools to the proposed site. | N/A |
| | • *The proposal does not consider the future educational needs of people living within the Parramatta LGA. The community profile is focused on Meadowbank and fails to consider the Marsden High School Designated enrolment area which is located within the Parramatta LGA.* | Not a planning matter. The NSW government has made the decision to relocate the two schools to the proposed site. | N/A |

# 5. CONCLUSION

This RtS has considered the submissions received from NSW DPIE, government/infrastructure agencies and the community during the exhibition of SSD 19_9343 for the development of the new Meadowbank Education and Employment Precinct Schools Project. The proposal has been refined, where appropriate, to respond to comments raised by all stakeholders. The EIS and RtS confirm that there are no significant adverse environmental impacts and the proposal should be approved.

The proposal is considered suitable for the site and worthy of support by the Minister for the following reasons:

- The proposal is consistent with strategic planning objectives. Specifically, the development will contribute to the broader vision of the Meadowbank Education and Employment Precinct by providing co-located primary and high schools.
- The proposal satisfies the applicable local and state planning policies. The proposed development is compliant with the applicable planning controls. Where variations are proposed, the objectives and intent of these provisions have been met.
- The design responds positively to the site conditions and the surrounding environment. The project has undergone extensive consultation with the both local and State government agencies, who have provided rigorous comments throughout the process.
- The proposal is suitable for the site. The proposal represents a brand new co-located school facility strongly focused on new and innovative ways of teaching and learning. It will establish a future focused learning environment with an emphasis on innovative and engaged learning that will be further enhanced by its proximity to and potential future integration with the adjacent TAFE NSW campus.
- Has limited environmental, social, economic impacts. The proposed development will provide a positive social and economic contribution to the local area. There will be no adverse environmental, social, or economic impacts resulting from the proposed development.

In summary, the development warrants the support of the Minister and we therefore recommend that approval be granted to the proposed development, subject to conditions.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

# APPENDIX A UPDATED ARCHITECTURAL DRAWINGS AND ADDITIONAL DIAGRAMS

# APPENDIX B UPDATED LANDSCAPE DESIGN REPORT AND PLANS

# APPENDIX C ADDENDUM AND UPDATED TRANSPORT AND ACCESSIBILITY ASSESSMENT

# APPENDIX D ADDENDUM ACOUSTIC STATEMENT

# APPENDIX E ADDENDUM CONTAMINATION STATEMENT

# APPENDIX F CIVIL RESPONSE TO SUBMISSIONS STATEMENT (FLOOD ADDENDUM)

# APPENDIX G AMENDED CIVIL SSDA REPORT

# APPENDIX H UPDATED QS REPORT

# APPENDIX I CONFIRMATION EMAIL FROM DPIE

# APPENDIX J GANSW SDRP MEETING MINUTES

# APPENDIX K CONSIDERATION OF THE MEEP MASTER PLAN IDEAS & ACTIONS

URBIS