



STRATHFIELD MUNICIPAL COUNCIL

**PART M
of
STRATHFIELD
CONSOLIDATED DEVELOPMENT
CONTROL PLAN 2005**

Educational Establishments

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1.0 INTRODUCTION

Refer to “General Introduction” of this Consolidated Plan in regards to Background, General Introduction and Definitions etc.

1.1 Purpose of Part M

The purpose of Part M is to ensure that educational establishment proposals within the Strathfield local government area (LGA) are: attractive and sympathetic to the streetscape, appropriate for the surrounding built and natural environment, provide a satisfactory learning environment, incorporate suitable design and environmentally sustainable principles and have a minimal impact on surrounding land uses and the road network.

Part M applies to the construction, alteration, change of use and/or operation of educational establishments (including changes to the hours of operation, number of students, age profile of students and so on) and has been prepared to outline the application process and provide guidelines and requirements for educational establishment applications.

Part M provides local planning requirements but does not outline requirements relevant to educational establishments otherwise provided for under state or Commonwealth legislation, regulations, plans, policies or codes that may apply to educational establishments and any such other requirements are the responsibility of applicants to determine.

1.2 Objectives of Part M

The objectives of Part M are:

1. To ensure that a satisfactory educational environment is provided which will also preserve, maintain and enhance the general amenity and heritage character of Strathfield by ensuring that educational establishments are compatible with neighbouring land uses.
2. To ensure that educational establishments satisfactorily integrate into existing residential and other area streetscapes in terms of size, bulk, height, site coverage, form, character, noise generation, privacy impact, maintaining solar access and landscaping.
3. To ensure that educational establishments operate to maintain pedestrian and traffic safety for both those associated with educational establishments as well as neighbours and other road and footpath users.
4. To ensure that educational establishments operate with acceptable traffic impact on the local and regional road network.
5. To ensure that educational establishments themselves take active on-going responsibility for the maintenance of traffic and pedestrian safety, the appropriate control of generated vehicular and pedestrian traffic, the dissemination of relevant

safety and traffic procedures and requirements information and the ongoing monitoring and minimisation of traffic impact.

6. To ensure that educational establishments have and maintain a suitably advertised system for promptly dealing with and resolving complaints so that contact with a responsible educational establishment representative is available both during and outside operating hours
7. To encourage the provision of environmentally sustainable modes of transportation for students to and from educational establishments.
8. To ensure educational establishments provide a satisfactory outdoor learning environment in regard to the range, size and quality of external site amenity requirements in relation to the specific type of educational establishment.
9. To provide a high standard of design, construction and operation in educational establishment developments.
10. To ensure educational establishments maximise opportunities for sustainable energy and resource usage (including transportation) for environmental purposes and for educational purposes.
11. To require the construction of energy smart educational establishments.
12. To provide sufficient on-site car parking for peak parking needs including those of students, teachers and visitors and others so as to not adversely impact on the neighbourhood and the local road network.
13. To ensure the adequate removal of stormwater and wastewater from sites and to detail processes for the on-site storage and re-use of stormwater.
14. To ensure educational establishments provide aesthetically and environmentally attractive and safe environments in regard to design, site lay out, materials, internal spaces, external open space, soft landscaping, vegetation in order to enhance the learning environment and nurture aesthetic and environmental appreciation.

1.3 Definition of “*Educational Establishment*”

For the Definition of ‘Educational Establishment’ and other definitions refer to “**General Introduction**” **Section 1.9** on page 12 of this Consolidated Plan.

1.4 Zones where *educational establishment* are permissible

The following matrix is provided for clarification only, to indicate the land use zones where, under the provisions of the Strathfield Planning Scheme Ordinance, educational establishments are permissible with consent (marked 'C') or prohibited (marked 'X').

	<i>Permissible with Consent</i>	<i>Prohibited</i>
Residential 2(a)	C	
Residential 2(b)	C	
Business General 3(a)	C	
Business Special 3(b)		X
Business Neighbourhood 3(c)		X
Industrial 4		X (other than an educational establishment associated with land uses permitted in this zone)
Special Uses 5(a) where so specified	C	
Special Uses 5(b) Railways	C	
Special Uses 5(c)		X (unless authorised by the Sydney Farm Produce Market Authority Act 1968)
Open Space 6(a) Recreation Existing		X
Open Space 6(b) Recreation Private		X
Open Space 6(c) Urban Bushland		X
Open Space 6(d) Proposed		X
Local Road 9(a)		X
Mixed Use 10	C	

The Strathfield Planning Scheme Ordinance contains provisions relating to development in or near a residential zone, in Business and the Mixed Use zones and for traffic generating development and should be consulted in addition to this DCP.

2.0 APPLICATION PROCESS

For general details of the development application and assessment process, refer to **General Introduction, Section 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 & 1.10** of this Consolidated Plan.

Educational establishments require development consent. The specific steps in the application process for an educational establishment are summarised below.

Step 1 Consultation with Council staff

Pre-lodgement discussions with Council staff are strongly recommended so as to avoid delays in the processing of your application.

Step 2 Consultation with nearby residents and others likely to be affected.

Meaningful consultation is strongly recommended to identify concerns of nearby residents and others at an early stage.

Step 3 Development Application Lodgement

Refer to Section 3.0 Application Requirements. A completed Educational Establishment Applicant Checklist (refer Appendix C) will be required in addition to all relevant requirements of the Development Application Form.

Step 4 Development Application Assessment

Refer to the General Introduction to this DCP in section 1.6 for information on the assessment process.

Note: Council will in most cases be the consent authority for determination of applications made by the Crown (ie a public university, TAFE or government school) however assessment and determination under the controls of this DCP are subject to the constraints of Part 5A of the EP & A Act. For example, a Council must not refuse its consent or attach conditions to any consent to the Crown application, except with written approval of the Minister (Section 116 EP & A Act).

3.0 APPLICATION REQUIREMENTS

Please refer to Council's development application form, Application Information Kit and the Educational Establishment Applicant Checklist in Appendix C of this Part M for information to be submitted with a development application.

The following information should also be submitted with a development application for an *educational establishment* to allow appropriate assessment:

1. A statement clearly indicating the proposed number of customers/students, their age and staff numbers along with proposed hours of operation;
2. A Site Analysis Drawing as set out in Section 4.2;
3. A Traffic and Parking Impact Assessment Report if required as set out in Section 4.15. Such a report might also be required by Council for other uses of educational establishment facilities;
4. A External Impacts Management Plan as set out in Section 4.16;
5. A Environmentally Sustainable Travel Plan if required as set out in Section 4.11;
6. A Noise Impact Assessment as set out in Section 4.9;
7. Shadow Diagrams as set out in Section 4.10;
8. A Waste Management Plan if required as set out in Section 4.25;
9. A Concept Stormwater Plan as set out in Section 4.20;
10. A Heritage Impact Assessment Statement if required as set out in Section 4.12;
11. An Initial Contamination Evaluation and/or Site Contamination Investigation if required as set out in Section 4.23;
12. A Landscape Plan as set out in Section 4.18;
13. Where a proposed development does not comply with a provision of Part M, a statement as to how the application otherwise achieves the aims and objectives of Part M.

All reports, assessments, plans and evaluations listed above should where appropriate be prepared by a suitably qualified person.

Failure to provide the above information (if required) with an application may result in the application being refused or may result in the assessment of the application being delayed.

4.0 DESIGN PROVISIONS

4.1 Design Principles

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

1. The bulk, scale, height, character, setbacks and external detailing of the development are compatible with the character of development within the vicinity, including any adjoining items of environmental heritage or heritage conservation areas.
2. The educational establishment design is sensitive to its environment, of high visual quality and is generally consistent and sympathetic with the existing streetscape character of the locality.
3. The development is unlikely to unreasonably affect the amenity of any existing development in terms of overshadowing, privacy, excess noise, loss of views or otherwise.
4. The development will not have a negative impact in terms of safety, pedestrian flows, parking and traffic.
5. A suitable External Impacts Management Plan (Refer Section 4.16) is submitted that addresses and details proposals to ensure the educational establishment undertakes satisfactory day to day on-going monitoring and management of staff and student arrival and departure, traffic impact minimisation, complaint handling and ongoing informing of students, staff, carers and guardians of appropriate procedures and safety issues for the specific establishment.
6. That educational establishments establish a commitment to encouraging, supporting and implementing more sustainable travel modes to and from the educational establishment. Refer to Section 4.11 regarding the Environmentally Sustainable Travel Plan, if required.
7. The landscape character of the locality is maintained and adequate landscape, noise and privacy screening has been provided.
8. The educational establishment provides satisfactory safety by design which minimises the opportunity for crime.
9. The educational establishment provides a high standard of design, which suitably incorporates principles of environmentally sustainable development (ESD).
10. Adequate provision is made for stormwater collection, re-use and drainage.

4.2 Site Analysis and Design

Objectives:

1. To identify the site features (opportunities and constraints).
2. To ensure that the site layout and building design:
 - i. is sympathetic to the existing characteristics and topography of the site
 - ii. takes into account features on adjoining and nearby properties to maintain amenity, privacy, solar access and compatibility
 - iii. retains any item of identified heritage or conservation value
 - iv. is compatible with the bulk, scale and height of existing buildings in the surrounding area, and
 - v. enable the process of student 'drop offs and pick ups' to function in an efficient manner with minimal impact on local streets, neighbouring properties and traffic.
 - vi. is compatible with and will enhance the streetscape.

Guidelines:

All applications shall include a Site Analysis Drawing that demonstrates that the items in the table below have been taken into consideration in the design and documentation.

Site	Surroundings
<ul style="list-style-type: none"> • Survey details, including existing levels and any proposed changes of level at all relevant and boundary locations of the site • Easements (drainage or service) • Existing vegetation and other significant site features • Existing buildings or structures • Boundary Fencing • On-site parking and access • Site orientation and solar access • Any existing student and staff arrival and departure routes and modes showing age profiles, volumes and sources/destinations • Prevailing winds • Significant noise sources • Views • Pedestrian and vehicle access points • Natural drainage paths • Heritage items • Water storage tanks • All parts of the site currently covered by impervious surfaces 	<ul style="list-style-type: none"> • Location, height, bulk, scale and use of neighbouring buildings (including location of doors or windows facing the site) • Nearby heritage items • Heritage conservation areas • Predominant built form, boundary setbacks, site coverage and character of locality (including fencing and garden styles) • Private open space areas adjacent to site • Adjoining public open space • Location of major trees on adjacent properties • Elements of street frontage (street trees, vehicular cross-overs, drop-off and pick up areas, bus bays, bus stops, pedestrian crossings, parking zones etc) • Differences in levels between site and neighbouring properties at the boundaries • Significant noise sources, eg railway, roads • Drainage pits • Solar collectors • Power / service pits

4.3 Site Requirements

Objectives:

1. To ensure that the relationship between an educational establishment and adjoining land uses is favourable and the amenity of surrounding development is not adversely affected; and
2. To ensure that an educational establishment is located where it can operate satisfactorily in terms of pedestrian and vehicular safety and traffic impact on the surrounding road network and other land uses in the vicinity.

Guidelines:

- a) Educational Establishments are encouraged to locate at least 30 metres from classified roads (refer also Section 4.15) to improve pedestrian and cyclist and vehicular safety and to reduce exposure to noise and pollution. A list of classified roads is included in **Appendix A**.
- b) Educational Establishments should be located on sites close to public transport services to minimise parking demand and vehicle drop off and to reduce traffic congestion.
- c) Sites should have sufficient frontage to adequately provide car set-down and pick up points, bus bays as required and site pedestrian and vehicular access. Where it is established that an educational establishment will require a bus service, a minimum frontage of 60 metres is required with a minimum length of 40 metres for a single bus bay. Additional frontage may be required if a larger car or bus set-down/pick-up length is required.
- d) Educational establishments are discouraged in residential cul-de-sacs due to traffic circulation issues.
- e) Although no minimum site area is set, the site proportions and site area must be sufficient in relation to student capacity to provide suitable setbacks and overcome the potential problem of noise and nuisance to surrounding properties. Therefore minimum site area will be assessed on a merits basis.

Requirements:

1. Sites are suitably located in regard to distance from classified roads, proximity to public transport and frontage as set out in Guideline a), b) & c).
2. Sufficient minimum site area is provided as set out in Guideline e) above.
3. Sites require a minimum frontage which will be determined by vehicle service levels as set out in Guideline c) above.

4.4 Building Design and Envelope

Objectives:

1. That development is compatible with the height, bulk, scale, siting and character of existing buildings adjoining and nearby within a residential zone including any adjoining items of environmental heritage or heritage conservation areas.
2. That development ensures the minimum solar access requirement is provided to adjoining properties and nearby properties – refer to 4.10
3. That development does not adversely affect nearby residents and others in terms of visual privacy or by hours of operation, traffic movement, safety, parking, headlight glare, security lighting or the like.
4. To ensure the protection of neighbouring properties from excessive noise generated by an educational establishment, the maintenance of acoustic privacy and the protection of an educational establishment from surrounding noise sources.
5. To ensure that development is compatible with and does not adversely affect the streetscape and provides similar front setbacks.
6. That development design fully takes account of the site context.
7. That development incorporates principles of environmentally sustainable development in the design.
8. Minimum building setbacks that are compatible with the nearby area, facilitate suitable screening and landscaping, maintain visual and acoustic privacy and are greater than adjoining development when there is a increased height, scale, bulk or noise attenuation is required.
9. That educational establishment development provides similar site coverage to that of the adjoining developments.
10. That development maintains and enhances the landscape character of the locality and surrounding streetscape.
11. To ensure that a building used as an educational establishment is located where it provides a safe environment for children. In this respect safety aspects are to be considered according to the age of students.
12. To ensure that an educational establishment is designed so as to provide satisfactory amenity for students and teachers particularly in regard to the acoustic environment, weather protection and access to sunlight and shade.

4.5 Bulk, Scale and Site Coverage

Objectives:

1. To encourage the design of educational establishments which:
 - a) maintain and enhance the character of the existing natural and built environment
 - b) minimise the adverse impact upon the residential amenity of adjoining sites in terms of privacy, sunlight, views etc.

Guidelines:

- a) Provide development that is compatible with nearby and adjoining residential development in terms of scale, bulk, site coverage and character of existing buildings.
- b) In other zones not near residential areas a greater scale of development may be acceptable provided it does not negatively impact on adjoining sites and provided amenity for staff and students and other impact considerations are satisfactory. Such development will be assessed on a merit basis and in accordance with the requirements of the specific type of educational establishment eg. a primary school should be well landscaped and therefore requires a lesser site coverage than a coaching college
- c) For the purposes of calculating site coverage the following elements are to be included as built upon area: all buildings, driveways, paved or concreted areas (including pool concourses), any existing side setback areas between a boundary and a building (paved or unpaved) that are 1500mm or less in width, pools, footpaths, areas covered with permanent awnings (but excluding grassed areas covered by shade cloth and the like), outbuildings, tennis courts and paved sports areas.

Requirements:

1. Façade treatments must integrate the visual components of the building into and enhance streetscape.
2. Where sites are within or adjoining Residential 2A or 2B zoned areas maximum site coverage is 60%.
3. Elsewhere where sites are within commercial/business areas increasing site coverage above 60% may be acceptable.

4.6 Height

Objectives:

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

Guidelines:

- a) An educational establishment in or adjoining a residential land use zone, except as set out below, shall not be erected to a height greater than 2 storeys above the natural ground level and no part of any building shall exceed 9.5 metres in height above natural ground level.
- b) On large sites Council may consider a greater height and number of storeys in the central core of the site with increased setbacks.
- c) In Part M, the number of building storeys shall be deemed to be the maximum number of storeys of the building that may be intersected by the same vertical line, not being a line that passes through any wall of the building.
- d) In non-residential land use zones a height compatible with adjoining development and appropriate to that zone will be considered on merit.
- e) 'Portable classrooms and school buildings' of less than 3.5 metres in height and not exceeding 1 storey may be considered exempt development and not require development application approval. This is dependent on the specific exemption circumstances being met as listed in the Schedule 13 'Exemption Circumstances' of the SPSO. This exemption circumstance is not permissible if the subject property contains a heritage item or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

Requirements:

1. The maximum height for an educational establishment in or adjoining a residential land use zone is:
 - a) 2 storeys, and
 - b) 9.5 metres above natural ground level.
2. On large sites in or adjoining a residential land use zone, applications seeking a variation of maximum height will be considered on merit.
3. In non-residential zones height will be considered on merit.

4.7 Setbacks

Objectives:

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

Guidelines:

- a) Provide setbacks that are compatible with adjoining properties, allow suitable landscaping, provide visual screening and acoustic privacy and maintain the streetscape character.
- b) The overriding aim is that setbacks should be consistent with existing properties in the streetscape where development is of a similar scale to adjacent properties. Greater setbacks should be provided if development is of greater bulk and scale than nearby houses or if greater setbacks are required to lessen the impact of development for reasons such as providing adequate noise reduction or maintaining acoustic privacy.
- c) Minimum setbacks however do apply in and adjoining residential zones for educational establishments.
- d) Setbacks are the minimum horizontal distance between a property boundary and any wall of a building or in the case of open space within the site the distance from the boundary to an occupiable part of that open space.

Requirements:

4.7.1 Minimum Front Setbacks in or adjoining residential zones

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

	Minimum Setback
Main Frontage	9 m
Secondary Frontage	5 m

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

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

- a) where the predominant front setback of the street in the vicinity is less than 9 metres, and
- b) the proposed setback is not less than the setback of adjoining dwellings, and
- c) the proposed setback would not be in conflict with the character of the existing streetscape.
- d) the footprint of an existing building that has a setback less than 9 metres is utilised providing the proposal does not have an adverse impact on streetscape character.

In other zones, setbacks that meet the Guidelines for setbacks will be considered on merit.

4.7.2 Minimum Side and Rear Boundary Setbacks

Side and rear boundary wall setbacks in or adjoining residential zones should be consistent with the side and rear setbacks in the nearby vicinity. However the following minimums apply:

	Minimum Setback
Single Storey	3 m
Two Storey	4 m

In other zones setbacks that meet the Guidelines for setbacks will be considered on merit.

4.7.3 Minimum Setbacks for Occupiable Open Space

Setbacks to people gathering areas of open space such as playgrounds and active sports courts and the like that are potential sources of noise in or adjoining residential zones must include a landscape buffer area a minimum of 3 m wide to facilitate dense landscaping.

In other zones setbacks that meet the Guidelines for setbacks will be considered on merit.

Setbacks also apply to parking and access areas as set out in *Part I* of this DCP *Provision of Off-Street Parking Facilities*.

4.8 Visual Privacy and Views

Objective:

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

Guidelines:

- a) Provide development that maintains visual privacy to adjoining properties and properties in the vicinity by appropriate design, vegetative screening, window and door offset, location of external elevated areas, screening devices, separation, distance and other methods.
- b) Provide development that is designed and orientated so as to preserve the quality of existing views in the neighbourhood.

Requirement:

1. Educational establishment windows, doors, balconies, terraces, external elevated areas shall not overlook into internal rooms and external living areas within adjoining properties and properties in the vicinity.
2. Educational Establishments shall have minimal impact on the existing outlook and views of adjoining properties and properties in the vicinity.

4.9 Acoustic Privacy and Noise

Objective:

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

Guidelines:

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

- b) Ensure sufficient acoustic screening to the external and internal areas of educational establishments is provided to negate the affects of nearby noise sources including busy roads, industry, rail and aircraft noise.
- c) An educational establishment must be designed to minimise the impact of noise on surrounding properties as follows:
 - i. vehicular and pedestrian access points and drop off and pick-up areas must be located so as to minimise disruption to neighbours;
 - ii. appropriate location of windows and doors to avoid impact on neighbouring properties;
 - iii. outside public address systems are to be located and managed so that the use of such systems does not unreasonably impact on neighbouring properties. Acoustic impacts shall comply with the Victorian Environmental Protection Authority guidelines for schools ie. not to be more than 5 dB(A) above background at any affected residence or other noise sensitive location.
 - iv. use fencing and landscaping to reduce the impact of noise; and
 - v. the proposed hours of operation must not adversely impact nearby properties.
 - vi. appropriate design and siting of external classrooms, play and sporting areas.
- d) Sites must be chosen that ensure educational establishments are suitably protected from excessive noise.

Requirements:

1. Locate potential noise sources, such as public address systems, outdoor classrooms, external play and sporting areas etc, within a development away from adjoining and properties in the vicinity and provide design that minimises noise transmission to adjoining land-uses.
2. All Applications must be supported by a Noise Impact Assessment including an appropriate acoustic report prepared by a suitably qualified acoustic consultant to assess noise, advise on appropriate measures and verify that accepted standards will be suitably met.
3. Where sites are adjoining or adjacent to railway land, the State Rail publication entitled Rail Related Noise and Vibration; Issues to consider in Local Environmental Planning - Development Applications and Building Applications must be considered and the requirements addressed.

4.10 Overshadowing and Solar Access

Objectives:

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

Guidelines:

- a) Ensure development design does not overshadow adjoining and nearby residential and other land uses including habitable rooms, solar collectors and open space during the hours of 9am and 3pm during the winter solstice
- b) Suitable shade should be provided to open space areas within educational establishments.

Requirements:

1. Development must not overshadow adjoining and nearby existing dwellings so that less than 4 hours of solar access is received to the windows of habitable rooms and to the majority of private open space, and solar collectors a between the hours of 9am and 3pm at the winter solstice. (This requirement is consistent with the requirement for dwelling houses contained in Part A *Dwelling Houses and Ancillary Structures* of this Consolidated DCP).
2. Consideration may be given to reducing the requirement regarding sunlight access above where Council considers that the site is located /oriented in such a manner that meeting this requirement would unreasonably affect the development potential of the site. Such consideration would apply specifically to sites that run east-west (that is, where the long elevations of a building would generally face north and south).
3. Submit shadow diagrams for the winter solstice (June 22). Shadow diagrams in elevation form may also be required to demonstrate that acceptable solar access is maintained to the habitable rooms of adjoining dwellings and buildings.

4.11 Environmentally Sustainable Development (ESD) Principles

Objectives:

1. To ensure that educational establishments incorporate environmentally sustainable development principles in site orientation, building design, fixtures, fittings energy and resource usage and staff and student transportation.

Guidelines:

- a) Development should incorporate principles of passive solar design, the use of energy efficient materials and technology and utilization as far as possible of renewable energy.
- b) Encourage the use of train, bus, bicycle and pedestrians trips in the design process. Existing and proposed staff and student arrival and departure routes, transportation modes showing age profiles, volumes, sources and destinations should be surveyed in order to support and implement an Environmentally Sustainable Travel Plan for the educational establishment. The Plan should set out the educational establishment's commitment and action plan to encouraging, supporting and implementing more sustainable travel modes to and from the educational establishment which may include organising bus transportation, staff-supervised group walks home for students living within walking distance or other single or group transport arrangements that minimise private car usage. Provide energy efficient design outcomes.
- c) Provide water efficient fixtures and fittings.
- d) Encourage water retention and re-usage (refer 4.20).
- e) Install stormwater collection tanks to enable the re-use of collected water for landscaping and where possible for toilets and laundries (refer 4.20).

Requirements:

- 1. The design of buildings is to consider the orientation of building elements and open space areas, incorporating insulation, thermal mass, window placement, the use of landscaping, the use of eaves for solar access control, the use of solar energy collectors, suitable shading of open space and the use of deciduous trees.
- 2. Maximise solar access into buildings and open space areas in winter and provide suitable shading to open space and internal building areas in summer.
- 3. Minimise the need for artificial lighting, heating and cooling.
- 4. Where possible and appropriate, provide cross-flow ventilation.
- 5. Where a new educational establishment is proposed with student numbers of 50 or more or where an additional 50 or more students are proposed to an existing educational establishment, an Environmentally Sustainable Travel Plan is required in accordance with Guideline b) to encourage and provide environmentally sustainable travel modes to and from the educational establishment.
- 6. An applicant shall demonstrate incorporation of ESD principles.

4.12 Heritage and Conservation

Refer to “**General Introduction**” **section 1.11** of this Consolidated Plan in regards to Objectives and Controls.

4.13 Environmental Hazards

Objective:

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

Guideline:

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

Requirement:

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

4.14 Safety by Design

Objective:

1. To ensure that an educational establishment provides design effective in maximising safety and security to users and the community by minimising the opportunities for crime.

Guidelines:

- a) The 4 principles used to assess developments for minimising opportunities for crime are surveillance, access control, territorial reinforcement and space management.
- b) Good surveillance means that people can see what others are doing. Would be offenders are often deterred from committing crime in areas with high levels of surveillance. From a design perspective, 'deterrence' can be achieved by:
 - clear sightlines within an educational establishment site and between public and private places
 - eliminating hiding places
 - effective lighting of pedestrian pathways, car parks and access ways
 - landscaping that does not provide offenders with a place to hide or entrap victims.
- c) Access control means making it clear where people are permitted to go or not go. Illegible boundary markers and confusing spatial definition make it easy for criminals to make excuses for being in restricted areas. However barriers should not be tall or hostile creating the effect of a compound. Effective access control can be achieved by creating:
 - landscapes and physical locations that channel and group pedestrians into target areas
 - restricted access to internal areas like carparks or other rarely visited areas.
- d) Territorial reinforcement can be achieved through design with clear transitions and boundaries between public and private space and clear design cues on who is to use space and what it is to be used for.
- e) Space management ensures that space is appropriately utilised and well cared for. Space management strategies include maintaining site cleanliness, the rapid repair of vandalism and graffiti, the replacement of faulty pedestrian and car park lighting and the removal or refurbishment of decayed physical elements.

Requirement:

1. Educational establishments shall satisfactorily incorporate principles of safety by design set out in the Guidelines above.

4.15 Traffic, Parking and Access

Objectives:

1. The provision of sufficient levels of car parking on-site for staff, students and visitors and appropriate parking for other co-uses to which educational establishment facilities are proposed to be put so as to not adversely impact on the neighbourhood and the local road network.
2. To provide satisfactory access for people with disabilities into and through the site.
3. The safe and secure operation of all parking, drop off, entry and access points is provided.
4. To minimise the impact on nearby properties from parking and traffic.
5. To minimise the impact of traffic generated on the local and regional road network.
6. To ensure proposals are suitably located so they operate satisfactorily in terms of safety and traffic impact and impact on other land uses in the vicinity.

Guidelines:

- a) For development applications involving:
 - i) a new educational establishment accommodating 50 or more students
 - or
 - ii) the enlargement or extension of an existing education establishment to accommodate an additional 50 or more students or a change that gives rise to an additional 50 or more visitors,the traffic and the quantum of car parking shall be the subject of a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of on-site parking. Such report shall take into consideration the proposed Environmentally Sustainable Travel Plan and shall assess the total traffic likely to be generated from proposed and existing development, adequate levels of on-site parking, requirements for buses, pedestrian safety and proposed measures to ameliorate any adverse impact on the neighbourhood and the local and regional road network.
- b) In accordance with established planning principles the requirements of this section are not intended to retrospectively apply to existing development and its use. However there may be circumstances, particularly in the case of the extension, enlargement or alternative use of an existing educational establishment, whereby because of an existing adverse impact, substantial measures are required in order to ensure that the impact of any additional development does not result in the total impact exceeding acceptable environmental standards. In some cases there may arise the necessity of addressing an existing adverse impact of an establishment in order to meet acceptable impact standards with additional development.

- c) All such applications as detailed above in a) will be forwarded by Council to the Traffic Authority (Roads & Traffic Authority) in accordance with SEPP 11 Clause 7(3).
- d) For educational establishment applications involving less than 50 students, it is also recommended that proposals are the subject of a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of on-site parking. If not provided, an applicant must otherwise justify how a proposal will not have an unacceptable parking or traffic impact.
- e) The traffic generated and parking required by an educational establishment varies with the age of students. For example kindergarten age students would likely generate more traffic movements with the drop off and pick up of children by parents or carers than high school students travelling by public transport. TAFE, university and older high school students may involve a greater number of students driving and requiring parking. All applications are to take into account the age profile of students. Significant changes to the age profile of students should be advised to Council and may involve new or amended applications to Council.
- f) For all other co-uses of educational establishment facilities (eg external language educational establishments, evening and weekend or holiday period use or hire of educational establishments and ancillary uses such as hosting concerts and sporting events) adequate parking and traffic measures are required which is to be assessed on merit and may require a Traffic and Parking Impact Assessment Report to determine appropriate traffic measures and levels of on-site parking.
- g) Pedestrian and vehicular access to educational establishments is discouraged on classified roads or within 30 metres of a classified road. A list of classified roads is included in **Appendix A**.
- h) Pedestrian access must be segregated from vehicular access with clearly defined paths to and from the facility.
- i) General parking provisions, standards and guidelines, including dimensions of parking spaces and vehicle access areas etc shall be in accordance with Part I - Provision of Off Street Parking of this Consolidated DCP and Australian Standards AS 2890.1 and AS2890.2
- j) For Primary & Secondary Schools, parking quantities refer to Part I DCP Section 3.9. For other types of Educational Establishments, off street parking requirements and quantities will be assessed on a merit basis considering factors such as staff and student numbers and proximity to public transport etc.
- k) The following additional general parking quantities apply:
- a minimum of 1 disabled car space and a further 1 additional disabled car space for every additional 50 car spaces (Source AS2890.1)

- service and delivery vehicle parking at the rate of 1 space per 2000m² of floor space or part thereof with 50% of spaces adequate for trucks (Source RTA Guide to Traffic Generating Development)
- l) Access and parking for people with disabilities should be provided to allow continuous wheelchair access from the street, car park, building entry and into individual educational establishment facilities, including toilets. The proposal should be in accordance with Australian Standard AS 2890.1.
 - m) The educational establishment should be designed to allow the safe drop off and collection of students and safe movement of staff, parents, visitors and service vehicles.
 - n) Parking spaces and vehicle access points are to be located to ensure the safe movement of students, staff and visitors.
 - o) Standing areas for the dropping off and collecting of students are to be provided.
 - p) All vehicles shall move in a forward direction entering, leaving and within the site.
 - q) Provide pedestrian safety measures such as pedestrian crossings and refuges as required.

Requirements:

1. Where a new educational establishment is proposed with student numbers of 50 or more or where an additional 50 or more students are proposed to an existing educational establishment, a Traffic and Parking Impact Assessment Report is required.
2. For other educational establishment applications involving less than 50 students, an applicant must detail as to how the parking and traffic measures proposed will not have an unacceptable impact. For this purpose a Traffic and Parking Impact Assessment Report is recommended and may in some circumstances be required by Council.
3. Comply with Part I DCP - Provision of Off-street Parking Facilities and Australian Standards AS 2890.1 and AS2890.2
4. In addition to Part I DCP requirements for off street parking, quantities for disabled access car spaces and service and delivery vehicle parking are required as specified in Guideline k).
5. Site entry and exit points should not be located within 30 metres of a classified road. Pedestrian access must be segregated from vehicular access.
6. Provide traffic and pedestrian safety measures as required

4.16 External Impacts Management Plan

Objectives:

1. To ensure that educational establishments monitor, address and manage the ongoing impact of the day to day operation of their educational establishment to promptly address any problems that arise and minimise any adverse impact on the neighbourhood, the road network and the safety of users as well as others.
2. To ensure that educational establishments operate to be responsive to those adversely affected by its operation.
3. To ensure that educational establishments take an active on-going role in the effective updating and dissemination of relevant safety and traffic procedure and requirements information for the drop off and pick up of students/customers.
4. To ensure that educational establishments have an communications operational system for receiving and actioning complaints by a responsible person available both during educational establishment operating hours and other times of use.
5. To ensure that educational establishments have and maintain a suitably advertised complaints telephone number.
6. To ensure that educational establishments adapt the management of the on-going impact of their establishment for any significant change in the age profile of their students.
7. To ensure that educational establishments take responsibility for the discouragement and eradication of graffiti.

Guideline:

- a) Prepare an External Impacts Management Plan that details operational processes to fully address the objectives above.

Requirements:

1. An External Impacts Management Plan.
2. The appointment of a responsible person or persons to receive and action complaints.
3. Clearly visible signage indicating a contact phone number which is to be answered by a responsible person which may include a security organisation (and not an answering service) during educational establishment operating hours and at other times of use outside operating hours that complies with Section 4.21.

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

4.17 Outdoor Areas

Objective:

1. To provide external spaces which provide the opportunity to promote a variety of learning, socialising, play and other developmental experiences of suitable area.
2. To ensure that external classrooms, play areas and active recreation areas are designed and sited so as to have minimal impact on the amenity of adjoining properties and properties in the vicinity.

Guidelines:

- a) Provide a safe and healthy outdoor environment.
- b) Outdoor areas are not to be located so that they are adjacent to the living/bedroom areas of adjoining residents, busy roadways/driveway areas and other potential noise or pollution sources.
- c) Active recreation areas including informal sports areas (eg kick about areas) and formal sporting courts (eg basketball courts) are to be sited and designed so as to minimise the noise impact on adjoining properties and properties in the vicinity.
- d) Minimise outdoor hard paved areas.
- e) The heat absorption qualities and texture of materials must be suitable, with surfaces such as bitumen being avoided.
- f) Outdoor areas shall have easy access to toilets.
- g) Where possible, outdoor areas shall be located to the north or northeast of the site to ensure that outdoor areas receive adequate sunlight.
- h) Outdoor areas shall be designed to allow appropriate supervision.
- i) Outdoor areas shall utilise the site's natural features.
- j) Outdoor areas shall be designed to provide a variety of play, recreation and environmental experiences for students.
- k) Shading should be provided in outdoor play areas in accordance to the recommendations and considerations of the NSW Cancer Council and the NSW Health Department publication *Under Cover: Guidelines For Shade Planning and Design*. These recommendations & considerations are provided in **Appendix B**.

4.18 Landscaping and Vegetation

Objectives:

1. To improve the overall visual amenity of the local streetscape and of the Strathfield LGA;
2. To soften the impact of built form and to improve the site landscape aesthetics;
3. To provide an environmentally attractive and comfortable external learning environment and setting;
4. To protect existing significant vegetation;
5. To protect the privacy of any adjoining residences; and
6. To aid in noise abatement.

Guidelines:

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

- g) Plant species shall not be toxic, allergic, prickly or otherwise unsafe for children.
- h) When choosing plant species, the following shall also be considered:
 - i. protection from prevailing winds;
 - ii. shelter and enclosure;
 - iii. shade;
 - iv. reduction of reflection from bright surfaces;
 - v. emphasis of pedestrian and vehicular routes; and
 - vi. ensure visibility of outdoor areas.
- i) A Detailed Landscape Plan prepared by a suitably qualified landscape professional is to be submitted with all development applications for educational establishments addressing the provisions included in this section. The plan is to include details required in Council's Application Information Kit for Detailed Landscape Plans and the following:
 - i. The location of outdoor areas together with equipment and facilities within outdoor areas; and
 - ii. Details of boundary landscape buffer planting to adjoining properties.

Requirements:

1. All development shall be in accordance with the Strathfield Landscaping Code.
2. In residential zones, or on land adjoining residential zones, a 1 metre (for single storey buildings) or 1.5 metre wide (for double storey buildings) landscaping buffer strip shall be provided on all side boundaries to assist with noise abatement and privacy and to be planted with dense evergreen screen planting.
3. Tree Planting and other plantings should be maximised in the designated soft landscape areas (refer Section 4.5) within sites and within front setback areas (refer Section 4.7.1).
4. A Detailed Landscape Plan is to be provided

4.19 Fencing and Gates

Objectives:

1. To ensure front fencing integrates into the streetscape.
2. To ensure side and rear fencing minimises noise transmission.

3. To ensure educational establishments provide a safe and secure environment for all users.

Guideline:

- a) No play equipment shall be located within 2 metres of a fence if, by doing so, it reduces the effective height of the fence and enables it to be scaled.

Requirements:

1. Where residential development adjoins, acoustically damping fencing shall be provided to all side and rear boundaries and installed in accordance with the recommendations of the acoustic report.
2. The fencing at the street alignment shall be compatible and sympathetic with the front fencing of the streetscape with height, design, materials etc to be assessed on merit.
3. Car parking areas are to be secured and isolated by the use of appropriate fencing and gates.

4.20 Stormwater Drainage and Re-Use

Objectives:

1. To ensure that the site is adequately drained and to plan, implement and maintain a stormwater drainage system that adequately serves the needs of the subject site without detrimental impact on adjoining properties.
2. To facilitate the on-site collection and re-use of storm water for landscaping, and where possible for toilets and laundries.

Guidelines:

- a) All development within educational establishment must be in accordance to the requirements of Council's Stormwater Management Code.
- b) A Concept Stormwater Management Plan for drainage may be required to be submitted with each development application for an educational establishment. Refer to Council's Application Information Kit for details to be included on a general concept plan for drainage.
- c) Rainwater Tanks up to a maximum volume of 25,000 litres may be considered as 'exempt development' (ie. does not require a development application) under State Environmental Planning Policy No 4 (SEPP 4). This exemption is dependent on the exemption circumstances listed in SEPP 4 Clause 16 being met. Exemption is not permissible if the subject property contains a heritage item

or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

Requirements:

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

4.21 Signage

Objectives:

1. To provide suitable signage indicating the contact name and phone numbers of a responsible educational establishment person including out of hours phone numbers for the receipt and action of complaints
2. To ensure that any signage proposed with the educational establishment does not dominate the building or the streetscape and is in accordance with Part J of the Strathfield Consolidated DCP 2005 and State Environmental Planning Policy No 64 (SEPP 64).

Guidelines:

- a) Applicants shall refer to the Strathfield Planning Scheme Ordinance 1969 and Part J Erection and Display of Advertisements and Advertising Structures and SEPP 64 for guidelines for signage.
- b) Certain signage (eg. 'School Signs') may be considered as 'exempt development' (ie. does not require a development application) under the SPSO Schedule 13 providing the exemption circumstances listed in the schedule can be met. Certain signage is not considered as exempt circumstance if the subject property contains a heritage item or is within a heritage conservation area as indicated in Schedule 9 & 10 of the SPSO.

Requirements:

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

4.22 Hours of Operation

Objective:

1. To protect the amenity of adjoining properties and properties in the vicinity, particularly residential properties.
2. To facilitate extended and to maximise use of educational establishment sites providing the activity does not negatively impact on adjacent properties.

Guidelines:

- a) Where an educational establishment is proposed within a residential area or adjoining a residential area, the hours of operation shall generally be limited to 7am to 9.30pm, Monday to Sunday.
- b) For occasional activities ancillary to the function of the education establishment (eg fetes, presentation nights & formals/dances) that may extend beyond the above standard hours of operation, the impact on the amenity of the adjoining properties and properties in the vicinity must be minimised in regards to noise, parking and traffic impact.
- c) For other uses not ancillary to the function of the educational establishment (eg subleasing and/or regular hiring to private tuition colleges, adult education etc) the specific 'operating hours' (if they are not within the standard operating hours listed above) will be considered on their merits and particularly in regard to noise, parking and traffic impact.

Requirements:

1. Standard hours of operation for educational establishments in residential areas should be limited to 7am to 9.30pm, Monday to Sunday.
2. For occasional activities ancillary to the function of the education establishment that may extend beyond the above standard hours of operation, the impact on the amenity of the adjacent properties must be minimised in regards to noise, parking and traffic impact.
3. Where an application is submitted with operating hours outside the above mentioned operating times, the Noise Impact Assessment prepared by the applicant and Traffic & Parking Impact Assessment Report needs to demonstrate that the hours of operation will not adversely impact upon any adjoining residential or other neighbours.

4.23 Site Contamination

Objectives:

1. To ensure that a site is a safe and healthy environment for staff, students and visitors.
2. To adequately investigate and assess whether site contamination exists to determine whether site is suitable for intended purpose.

Guidelines:

- a) An Initial Contamination Evaluation (desktop evaluation) examining past land uses of the site etc is required to be submitted for all proposed educational establishments in accordance with the requirements of Part K of the Strathfield Consolidated DCP 2005.
- b) If the Initial Evaluation discovers something of interest, a Detailed Site Contamination Investigation and also Remediation Report etc may be required in accordance with the requirements of Part K of the Strathfield Consolidated DCP 2005.
- c) Refer to additional requirements in Part K in this DCP.

Requirements:

- 1 Initial Contamination Evaluation as required in Part K in this DCP.
- 2 Detailed Site Contamination Investigation as required in Part K in this DCP.
- 3 Comply with other additional requirements of Part K in this DCP..

4.24 Safety and Health

Objective:

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

Guidelines:

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

Requirements:

1. Food premises must comply with:
 - a) Food Act 2003;
 - b) Food Regulation 2004;
 - c) National Food Safety Standards
 - d) FSANZ Food Standards Code; and
 - e) AS 4674:2004 Design, Construction, and Fitout of Food Premises.
 - f) National Code for Mobile Food Vending Vehicles (for mobile vehicles).

4.25 Recycling and Waste Management**Objective:**

1. To reduce the demand for waste disposal, encourage recycling and to ensure the appropriate handling and storage and management of waste in educational establishments. For detailed Aims and Objectives refer to Part H - Waste Management of this Consolidated DCP.

Guidelines:

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

Requirement:

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

5.0 APPENDIX A – LIST OF CLASSIFIED ROADS

Provided below is a list of classified roads within the Strathfield Municipality:

- Centenary Drive
- Coronation Parade
- Homebush Bay Drive
- Liverpool Road
- M4 Motorway
- Parramatta Road
- Punchbowl Road
- Raw Square
- Redmyre Road (between the Boulevarde and Raw Square)
- Roberts Road
- The Boulevarde

More roads may be added to this list at any time. It is therefore advised that applicants check with Council or the Roads and Traffic Authority to determine if a proposal is on or within 30 metres of a classified road.

6.0 APPENDIX B – GUIDELINES FOR SHADE PLANNING AND DESIGN

The following recommendations and considerations for educational establishments are made by the NSW Cancer Council and the NSW Health Department in the publication *Under Cover: Guidelines For Shade Planning and Design*. Recommendations and considerations are made for all outdoor play areas required by Part M and are outlined in the table below.

PLAY AREA RECOMMENDATIONS AND CONSIDERATIONS:

Open Areas

- Partial shade is recommended, especially over grass that requires some sun for growth.
- Natural shade is the most appropriate option.
- Consider arranging planting in clusters so that groups of children can access shade.
- Deciduous trees will allow for penetration of warmth and light to the play space during winter.

Quiet Areas

- Shade throughout the year is recommended, particularly over sandpits.
- A permanent shade system is the most appropriate option.
- The need for winter warmth and light should be considered.

Formal Quiet Areas

- Shade throughout the year is recommended.
- Consider using combination of built and natural shade.
- The need for winter warmth and light should be considered.

Active Areas

Fixed Play Equipment

- Shade throughout the year is recommended over fixed play equipment and areas where children play for extended periods of time.
- Moveable equipment used for active play should be placed in the shade. Consider using a combination of built and natural shade.
- The need for winter warmth and light should be considered.
- Safety is a major consideration for shade provision over fixed play equipment.
- Shade structures over fixed play equipment should not have footholds or grip surfaces which would allow for climbing.
- The roofline of the shade structure should extend at least 500 millimetres beyond the edge of the deck of the play equipment, to prevent child access on to the roof.
- Tree trunks and the upright posts of shade structures should be located a minimum distance of two metres away from the most fully extended part of the play equipment, eg the side of a climbing platform or the end of an extended swing arc. This will ensure sufficient freefall zones.

- Any shade structures in the play area should be designed with reference to AS/NZS 4486.1:1997.

Transition Zone

- Verandas will provide permanent shade as well as rain protection.
- The angle of the roof and the extent of overhang should be designed to maximise shade for the major part of the day, especially during summer.
- The width of the veranda should be a minimum of four metres to allow for shaded play space underneath.
- Roof materials should be selected to minimise heat build-up during summer. The roof should be insulated (with at least a ceiling cavity, and preferably with insulated material too) and airflow points should be provided.
- Terraces, with a deciduous, vine-covered pergola or an adjustable shade system, will provide seasonal shade. Some canopies will also provide rain protection.
- Retractable or louvred shade canopies should be easily adjustable, ideally by one person at ground level.
- A combination of fixed roof veranda terrace spaces may be desirable for some services.
- Vertical pull-down blinds at the side of a veranda or terrace can provide additional protection from UVR when the sun is low in the sky.

Baby/Toddler Area

- Shade throughout the year is recommended.
- Consider using a combination of natural and built shade.
- The need for winter warmth and light should be considered.

7.0 APPENDIX C – APPLICANT CHECKLIST

This checklist has been provided to assist applicants in the preparation and lodgement of applications for educational establishment proposals and to ensure that there are no delays in the processing of an application. A checklist for all development applications is provided on Council's Development Application form. This checklist should be completed with Council's development application form checklist.

Yes No NA
(tick appropriate boxes)

- | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Have you discussed your proposal with Council staff? Council's Customer Services Officers are available during normal office hours for general advice. Council's Development Officers are available to assist you between 8.30-10am and 4pm-4.30pm Monday to Friday (public holidays excluded) or by appointment at other times for technical advice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you provided an application that clearly indicates the proposed number of children, their age and staff numbers along with proposed hours of operation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you provided a Site Analysis Drawing as per section 4.2? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you provided a Traffic and Parking Impact Assessment Report as set out in Section 4.15? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you provided an External Impacts Management Plan as set out in Section 4.16? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have you provided an Environmentally Sustainable Travel Plan as set out in Section 4.11? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Have you provided a Noise Impact Assessment prepared by a suitably qualified acoustic engineer as required in section 4.9? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Have you submitted Shadow Diagrams as set out in Section 4.10? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Have you provided a Waste Management Plan as required in accordance with Part H of Strathfield Consolidated DCP 2005? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Have you provided a Concept Stormwater Plan as set out in Section 4.20? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have you provided a Heritage Impact Assessment Statement as set out in Section 4.12? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Have you provided an Initial Contamination Evaluation and/or Site Contamination Investigation if required as set out in Section 4.23 demonstrating that the site is environmentally safe and is suitable for use as an educational establishment?
13. Have you provided a Detailed Landscape Plan prepared by a suitably qualified landscape professional addressing the provisions of section 4.18?
14. Where a proposed development does not comply with a provision of Part M, have you provided a statement as to how the application otherwise achieves the aims and objectives of Part M?
15. Have you completed all relevant sections of Council's development application form and provided the required attachments?

Applicants

Signature/s:

.....

Date:

Customer Service

Officer's Signature:

.....

Date:

