

# Chapter F2

## Educational Establishments

Part F ► Land Use Specific Controls

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# Chapter F2 ► Educational Establishments

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## F2.1 Introduction

### F2.1.1 Background

Educational establishments have a significant role to play in the Woollahra Municipality. They provide a learning forum whilst also providing community meeting points, sporting facilities and employment.

This chapter aims to achieve the rational and orderly development of educational establishments, such as schools and TAFEs, within the Municipality of Woollahra. It advocates a balance between providing buildings to meet the educational needs of the community, whilst protecting the amenity of the location and minimising impacts on the neighbouring land.

### F2.1.2 Land where this chapter applies

This chapter applies to all land within the Woollahra Municipality.

### F2.1.3 Development to which this chapter applies

#### Development requiring consent

This chapter applies to development for educational establishments that require consent.

#### Development permitted without consent

Under clause 29 of *State Environmental Planning Policy (Infrastructure) 2007*, certain development is permitted without consent. Council must be notified of the intention to carry out the development, and invited to provide comment.

The provisions in this chapter of the DCP should be considered by the proponent when considering such development. The provisions also establish the key principles that will inform Council's response to a notice to carry out development permitted without consent.

### F2.1.4 Objectives

The objectives of this chapter are:

- 01 To encourage well designed educational establishments that balance the requirements of students and staff, with the amenity of the adjacent properties.
- 02 To protect views and vistas.
- 03 To protect and conserve heritage conservation areas, and heritage items located on or adjacent to an educational establishment.

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- 04 To encourage all schools to provide sufficient open spaces on site, and protect existing open spaces.
  - 05 To encourage a safe, efficient and co-ordinated traffic network which considers all users.
  - 06 To encourage community uses of educational establishments that do not unreasonably impact on surrounding residents.

### F2.1.5 Relationship to other parts of the DCP

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This chapter is to be read in conjunction with the other parts of the DCP that are relevant to the development proposal, including:

- ▶ If located in a residential area—the controls in Part B: General Residential, or Part C: Heritage Conservation Areas that apply to the land.
- ▶ If located in a business centre—the controls in Part D: Business Centres that apply to the land.
- ▶ Part E: General Controls for All Development - this part contains chapters on Parking and Access, Stormwater and Flood Risk Management, Tree Management, Contaminated Land, Waste Management, Sustainability, Signage and Adaptable Housing.

### F2.1.6 Relationship to other documents

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#### *State Environmental Planning Policy (Infrastructure) 2007*

The SEPP applies to a range of key infrastructure types across NSW, including educational establishments.

The SEPP identifies certain low scale work as development without consent, if it is in connection with an existing educational establishment. This includes the construction of a library no more than one storey high, or a portable classroom. The proponent of such development must notify Council of its intention to carry out the development, and give consideration to any response to the notice.

The SEPP also permits as exempt and complying development a variety of development associated with educational establishments. For example, a library building is complying development if it is not more than 12m high and meets a number of other development standards.

Consent is required for development that is not exempt or complying development, or development permitted without consent. Under the SEPP, development for the purpose of educational establishments may be carried out with consent on all residential and business zoned land.

### F2.1.7 Definitions

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The definitions below define words and expressions for the purpose of this chapter.

These definitions apply in addition to the definitions in Part A Chapter A3 of the DCP, the EP&Act and the Woollahra LEP 2014.

**open space**                      The area on the establishment which is used for playgrounds, sport fields or for green or landscaped areas and may include associated structures and vegetation.

**playground**                      External spaces used by students during play and break times, and may be partly covered by shade structures.

**sports field or court**              Any open spaces, open to the air, used for sport and physical education and includes outdoor courts such as tennis or netball courts.

## F2.2 Building and urban design

Throughout the municipality, school buildings are significant contributors to the quality of the built environment, and often make a considerable contribution to the quality of the public domain.

Educational establishments have an important function in their community but their functional requirements result in buildings that are different to the built form of residential development. The development, including the buildings, landscaping, parking and other elements, should be well designed to meet the requirements of the establishment, whilst taking into consideration the nature of adjoining uses and the character of the streetscape.

The streetscape includes the combination of elements that create the urban form and character of that street, including in the public domain elements such as kerbs and pavements, landscaping and street furniture, and private domain elements fronting the street such as building facades, awnings, gardens and the like.

F2.2 Building and urban design	
Objectives	Controls
<p>O1 To encourage well designed buildings.</p> <p>O2 To encourage buildings that positively contribute to the streetscape and character of the location.</p>	<p>C1 Development incorporates a high standard of architectural design, materials and detailing appropriate to the building type and location.</p> <p>C2 The development has a clearly distinguishable street entry point which contributes to the streetscape.</p> <p>C3 Development on the boundary provides a sympathetic transition in terms of height, scale, bulk and materials.</p>
<p>O3 To encourage sustainable design.</p>	<p>C4 Development with a gross floor area of at least 1,000m<sup>2</sup> achieves a minimum 4 star NABERS rating.</p> <p>C5 Development is designed to provide for best practice environmentally sustainable design outcomes.</p> <p>Examples of environmentally sustainable design include:</p> <ul style="list-style-type: none"> <li>a) passive solar design principles to avoid the need for additional heating and cooling;</li> <li>b) natural ventilation in all buildings;</li> </ul>

**F2.2 Building and urban design**

**Objectives**

**Controls**

- c) roof-top solar energy panels where there is no negative impact on the significance of a heritage item or heritage conservation area;
- d) where appropriate green roofs are encouraged;
- e) windows are suitably shaded to restrict summer sun whilst permitting winter sun;
- f) use of low emission and renewable energy sources;
- g) use of recycled and/or low embodied energy building materials; and
- h) limited or minimised excavation.

## F2.3 Siting of development

Development in connection with educational establishments needs to take into account adjoining uses to ensure that the siting and location of buildings will have minimal impacts on the amenity of the adjoining properties, surrounding community and existing views and vistas.

F2.3 Siting of development	
Objectives	Controls
O1 To protect and promote the amenity of the public domain.	C1 Development complies with the street setback controls that apply to the precinct or centre where the centre is proposed. (Refer to the relevant residential or business centre controls in Part B, C or D of this DCP.)
O2 To protect and promote sunlight access on neighbouring land.	<p>C2 Non-street fronting rear and side setbacks of the building are setback so that sunlight is provided to adjoining residential properties:</p> <p>a) to 50% or 35m<sup>2</sup> (with minimum dimension 2.5m), whichever is smaller of the main ground level private open space of adjacent properties; and</p> <p>b) for a minimum of two hours between 9am and 3pm on June 21.</p> <p>C3 Where existing buildings overshadow greater than that specified in C2, sunlight access is not further reduced.</p>
O3 To sympathetically integrate the educational establishment into the surrounding neighbourhood to protect acoustic and visual privacy.	<p>C4 Rear and side setbacks of the building are setback to maintain the amenity of the adjoining development, taking into account privacy and noise generation.</p> <p>C5 Development provides visual privacy to adjoining properties by appropriate design, vegetative screening, window and door offset, location of external areas such as roof top terraces, screening devices, separation distances and the like.</p>

F2.3 Siting of development	
Objectives	Controls
O4 To protect existing views and vistas.	<p>C6 Development is sited so significant views and vistas from the public domain are maintained.</p> <p>C7 Development provides for view sharing from surrounding properties.</p>

## F2.4 Heritage conservation

Established schools are a source of cultural and heritage significance. Woollahra LEP 2014 lists a number of schools as containing heritage items, and several are located within heritage conservation areas. As part of a development application relating to, or in the vicinity of, a heritage item the Council may require the submission of a heritage impact statement or conservation management plan or both.

F2.4 Heritage conservation	
Objectives	Controls
<p>O1 To protect buildings, fences, works, relics, or places of heritage significance which form part of, or which are in the vicinity of an educational establishment.</p>	<p>C1 The location and design of development does not detract from a heritage item.</p> <p>C2 Siting of new development:</p> <ul style="list-style-type: none"> <li>a) when viewed from the public domain—preserves existing views to and from the heritage item.</li> <li>b) when viewed from surrounding residences—enables a sharing of views to and from the heritage item.</li> </ul> <p>C3 Fences that have heritage significance are conserved. Development in the vicinity of these fences responds to the heritage significance with a sympathetic design and finish.</p>
<p>O2 To ensure that new development is sympathetic to the heritage significance of heritage items and, where applicable, is sensitive to the streetscape qualities of heritage conservation areas.</p>	<p>C4 Development responds sympathetically to the heritage significance of items and heritage conservation areas in terms of architectural style and design, colours, materials, proportions and scale.</p>

## F2.5 Open spaces

Open playing fields and playgrounds provide attractive aspects onto and through educational establishments. Where physical access is provided to the public, the open space is a valuable shared community asset. Even when the facility cannot be publicly accessed, these spaces can be important contributors to the quality of the public and private domain.

Note: Section 2.1.7 of this chapter specifies definitions for “open space” “playgrounds” and “sportsfields”.

F2.5 Open spaces	
Objectives	Controls
<p>O1 To protect and retain existing open spaces.</p>	<p>C1 Existing open spaces are retained.</p>
	<p>C2 Vehicle access and parking is not permitted on any part of the site considered as open space.</p>
<p>O2 To ensure that educational establishments provide adequate open spaces to cater for the active and passive needs of students.</p>	<p>C3 New educational establishments and major development of existing establishments provide open spaces and maximise the use of existing open spaces, having regard to an overall plan for the siting, amenity impacts, usability and accessibility of such spaces.</p>
	<p>C4 Playgrounds are provided on site.</p>
	<p>C5 Sports fields are provided on site, where possible.</p>

## F2.6 Traffic, parking and access

Educational establishments require an efficient circulation network to manage the safety of students and staff, whilst ensuring that ongoing operations have minimal impacts on the amenity of the surrounding community.

To minimise impacts on the adjoining community, all parking, servicing and pick up/drop of arrangements should be provided on-site. The on-site parking requirements are identified in Part E of this DCP, Chapter E1 Parking and Access.

A traffic report is required to justify any variation to these requirements. In particular, the report should put forward alternative solutions, and address matters such as the requirements for parking generated by staff and students having regard to the location of the educational establishment, its catchment, proximity to public transport, and public transport use rates.

Staff and students are also encouraged to increase the proportion of journeys made by walking, cycling, public transport and car sharing. This will reduce the impact of the school journey on local road congestion.

F2.6 Traffic, parking and access	
Objectives	Controls
O1 To require efficient and effective road and pedestrian circulation networks.	<p>C1 The educational establishment does not unreasonably impact on the surrounding road network, specifically in relation to pedestrian safety and vehicle traffic.</p> <p>Note: A traffic and pedestrian management plan may be required to demonstrate impacts.</p>
O2 To minimise conflict between vehicles and pedestrians, particularly at entrances.	<p>C2 Pedestrian access is provided to all frontages that adjoin the public domain.</p> <p>C3 Pedestrian access is segregated from vehicular access with clearly defined paths.</p> <p>C4 Equitable access is provided in accordance with Part E of this DCP, Chapter E1 Parking and Access.</p>

F2.6 Traffic, parking and access	
Objectives	Controls
<p>O3 To minimise the impact on the surrounding community due to the arrival and departure of students.</p>	<p>C5 Pedestrian areas are at key entry points to accommodate concentrations of pedestrians, e.g. pick up time.</p> <p>C6 For a new educational establishment or major development of an existing establishment—an internal driveway for vehicles is provided for picking-up and dropping-off students.</p>
<p>O4 To minimise demand for on-street parking.</p> <p>O5 To provide adequate on-site parking for staff, visitors, disabled persons, delivery, service, emergency vehicles, and tertiary students.</p>	<p>C7 Development complies with the parking requirements in Part E of this DCP, Chapter E1 Parking and Access.</p> <p>C8 Provision is made on-site for service and emergency vehicles.</p>
<p>O6 To encourage use of bicycles as a means of travel to educational establishments.</p>	<p>C9 Bicycle parking is provided.</p> <p>C10 For secondary and tertiary establishments—dedicated secure bicycle parking is provided at the following rates:                      a) 5% of staff numbers<sup>1</sup>;                      b) 10% of full time student numbers;                      at a central location and with associated change rooms and showers.</p>

Note: Major proposals are to provide a Traffic and Pedestrian Management Plan (TPMP). The TPMP is to identify potential impacts to the surrounding road network and to recommend a course of action to address potential impacts on pedestrian safety and vehicle traffic flow.

The TPMP is to be prepared by a suitably qualified traffic consultant. The report must address at a minimum:

- the age and number of students;
- measures to enhance pedestrian safety when entering or crossing roads;
- pedestrian desire lines;
- public buses, school buses and lay-by areas;

<sup>1</sup> Rates taken from the NSW Planning Guidelines for Walking and Cycling, December 2004

- ▶ measures to encourage the use of sustainable means of transport (cycling, walking and public transport);
- ▶ strategies to discourage students from driving to school;
- ▶ strategies to minimise the impact of students arriving and departing (such as staggering school start and finish times;
- ▶ the numbers and type of vehicles used to transport students to and from school;
- ▶ an analysis of the surrounding road network and other key traffic generating locations;
- ▶ provision of drop off/pick up areas on site; and
- ▶ parking (see Part E of this DCP, Chapter E1 Parking and Access).

## F2.7 Planting, fencing and hard surfaces

Educational establishments have unique requirements for planting, fencing and hard surfaces. These elements are used to define spaces and activities, soften the built form and facilitate views and vistas.

F2.7 Planting, fencing and hard surfaces	
Objectives	Controls
O1 To conserve existing landscaping which contributes to the streetscape.	C1 Significant trees on the site are retained. C2 Development does not damage significant trees located on land adjoining the site.
O2 To promote a high standard of landscape design.	C3 Landscaping provides shade for play, screening of buildings, an improved microclimate, soil stabilisation, and visual quality. C4 The landscape design is coordinated with, or has suitable regard to: a) the local streetscape; b) site conditions; c) on-site building design and open spaces; and d) type, scale and location of adjoining development. C5 Existing vegetated areas which contribute to the public realm are retained. These areas include, but are not limited to: a) Kincoppal (foreshore bush land); b) Vaucluse Public School (open space adjacent to Cambridge Avenue); and c) Glenmore Public School (vegetated strip adjacent to Glenmore Road).

F2.7 Planting, fencing and hard surfaces			
Objectives		Controls	
O3	To encourage planting and fencing which enables open spaces and existing vistas and views to contribute to the public domain.	C6	Planting or fencing does not block significant views or open spaces from adjacent public domain or private property.
		C7	At least 50% of fencing is open to facilitate views and vistas of open spaces from the public domain.
O4	To conserve fences and gates that have heritage significance.	C8	Refer to Section F2.4 Heritage conservation above.

**F2.8 Community use**

Educational establishments provide important resources for the community, by supplying flexible spaces that can be used for a variety of purposes. However, the use of these areas by the wider community needs to be suitably managed and should not negatively impact on the amenity of the adjoining residents.

Depending on the community use, and its intensity and frequency, Council may require a plan of management to be submitted with the development application to demonstrate how potential impacts to adjacent properties and the surrounding area will be minimised.

The plan of management must identify the proposed operations and likely impacts, as well as the following issues: pedestrian and vehicular access, parking and servicing, lighting, noise and security and safety.

F2.8 Community use	
Objectives	Controls
<p>O1 To encourage use of school facilities by the wider community.</p>	<p>C1 Buildings are flexibly designed and capable of being used for a variety of purposes.</p> <p>C2 The design of the facility incorporates the principles of <i>Crime Prevention Through Environmental Design</i>.</p>
<p>O2 To minimise the adverse effects of community use of an educational establishment on the amenity of the adjacent properties.</p>	<p>C3 Lighting, noise, hours of operation, and intensity of use does not detrimentally impact on adjacent properties.</p> <p>C4 Pedestrian and vehicular access to the community use does not significantly impact on the surrounding road network.</p> <p>C5 Parking and servicing associated with the community use is accommodated on site, and does not unreasonably impact on the adjoining uses.</p> <p>Note: A plan of management is to be submitted with the DA identifying the proposed operations and likely impacts.</p>