

Attachment A4

Draft Site Specific Design Guide

242-258 Young Street, Waterloo

DRAFT

Site Specific Design Guide

January 2024

Version 1.0

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1.0 Introduction

1.1 Land to which this Guide applies

The Guideline applies to land at 242- 258 Young Street, Waterloo (the site), as outlined in red in **Figure 1: Land Application Map**, being Lot 1 in DP84655 and Lots A and B in DP 161650.

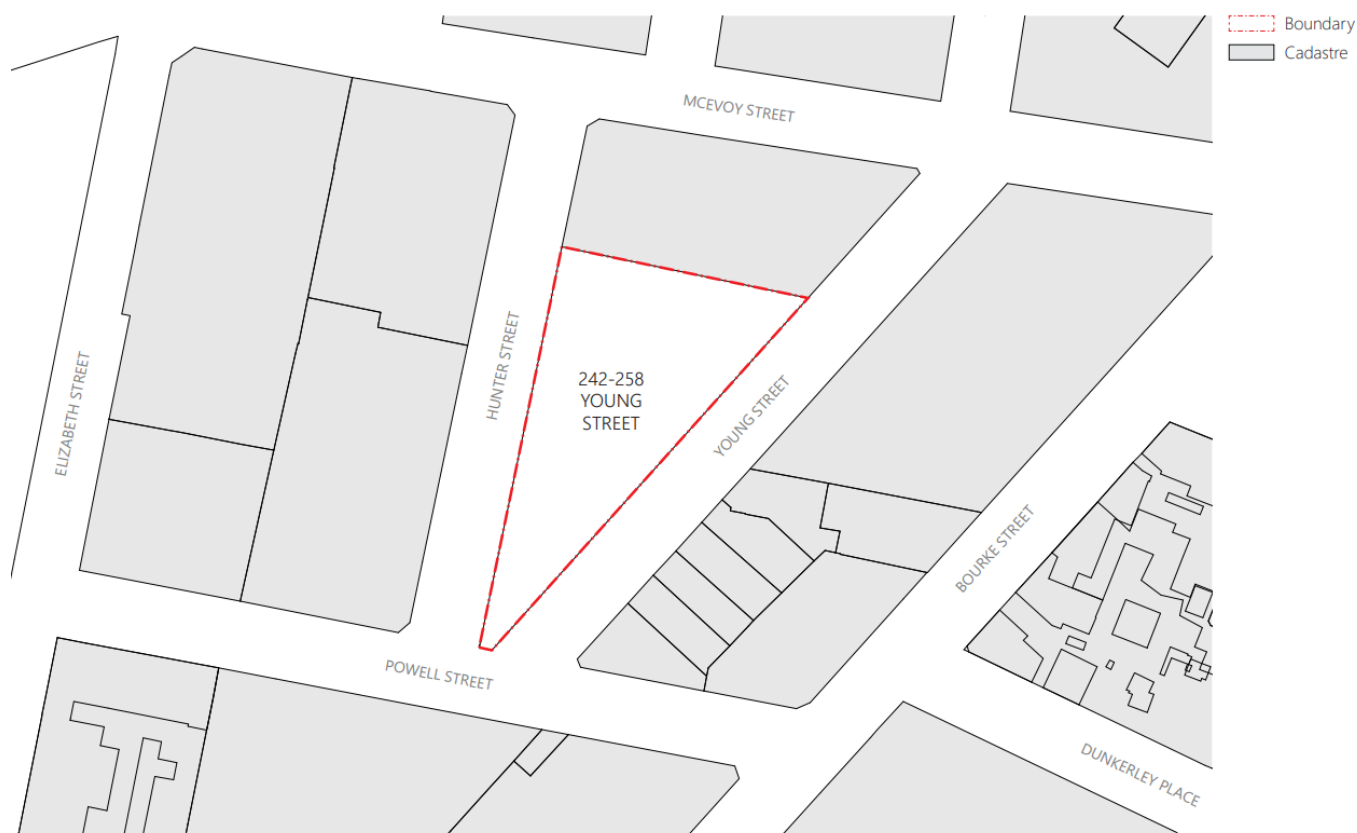


Figure 1 Land Application Map

1.2 Purpose and Application of this Guide

The purpose of this Site-Specific Design Guide is to support implementation of the Sydney Local Environmental Plan (LEP) 2012 as it applies to 242-258 Young Street, Waterloo, by providing more detailed provisions to guide development.

It is given effect by reference in Division 5 Site specific provisions of the LEP 2012. This Design Guide replaces the provisions of the Sydney Development Control Plan 2012 in so far as they apply to the site. The sections of this Design Guide inform the preparation, assessment and determination of Development Applications as follows:

- **Section 1** sets out the land to which the Design Guide applies, administrative matters and the relationship to other elements of the planning framework that apply to the site.
- **Section 2** contains the Vision and Principles for the site, which have informed the planning framework (including the design guide and relevant provisions of the Sydney LEP 2012).
- **Section 3** contains the specific design guidance for development applications for the site.

1.3 Relationship to Other Plans and Planning Instruments

The Design Guide is subordinate to the Sydney LEP 2012 and other environmental planning instruments that apply to the site. Where a provision in the Design Guide conflicts with or is more onerous than a provision in the Sydney LEP 2012 or a State Environmental Planning Policy (SEPP), the Sydney LEP 2012 or the relevant SEPP prevails to the extent of the inconsistency.

2.0 Vision and Principles

2.1 Vision for the site

The site will be a connected educational hub, being an important and key form of social infrastructure for the wider Waterloo community. The new school will be a vibrant, creative and contemporary teaching environment focused on providing innovative learning spaces and high-quality classrooms that are supported by multifunctional flexible spaces, including diverse open spaces.

The redevelopment of the site will reflect high quality design that is durable, resilient and adaptable to ensure it can evolve over time to meet the evolving needs of a modern education.

The renewal of the site will positively contribute to the surrounding urban fabric, establishing an important civic role and purpose for the local community – by providing critical social infrastructure to support the significant population growth projected for school age children in the area.

2.2 Principles

The principles of this Design Guide are to ensure:

- Delivery of a high quality contemporary educational hub that provides innovative opportunities to teach, learn, meet and collaborate.
- A diverse, activated, and attractive place of learning that is well integrated to the surrounding urban context and supports the wider community.
- A form and external appearance that positively contributes to the public domain, including surrounding streetscapes – and which enhances the amenity and urban character of the surrounding locality.
- Development that responds appropriately to the environmental context, designed to mitigate against flood risks and responding to the existing urban tree canopy cover through thoughtful building design.
- Building is to be of high environmental performance, integrated sustainable practices and Water Sensitive Urban Design (WSUD) infrastructure where practical.
- Land uses are compatible and well-integrated that are also complementary to the existing film school.

Provisions

1. Layout of the development is to be generally in accordance with **Figure 2: Urban Strategy Plan**.



Figure 2 Urban strategy plan

3.0 Design Guidelines

3.1 Built form

Objectives

- To ensure development is of an appropriate bulk and scale for its location.
- To ensure the development responds to the site's surrounding context.
- To define building envelopes that provide sufficient flexibility for different designs to be explored and for development to achieve design excellence.
- To minimise overshadowing of surrounding residential development and open spaces.

Provisions

- Building setbacks are to be consistent with **Figure 3: Building Heights and Setbacks, Figure 5: Section 1 and Figure 6: Section 2**, specifically incorporating:
 - A 3m landscape setback to be provided along Young Street, Hunter Street and Powell Street.
- Building massing is to be consistent with the building envelopes outlined in **Figure 3: Building Heights and setbacks plan**.
- Basement carparking is to be generally located directly below buildings to maximise the extent of deep soil tree retention zones.
- All plant and other mechanical equipment must not result in unacceptable adverse amenity impacts and be appropriately screened.



Figure 3 Building heights and setbacks

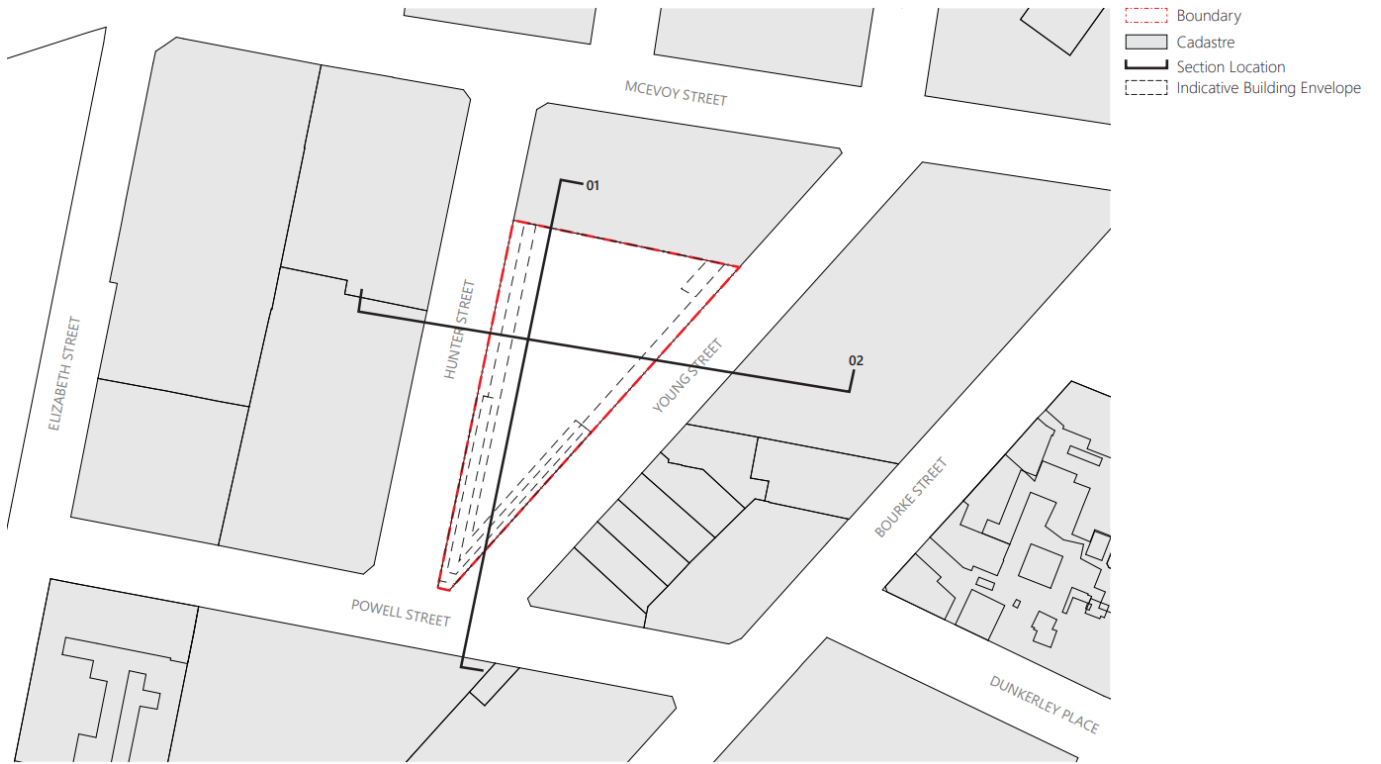


Figure 4 Indicative section locations plan

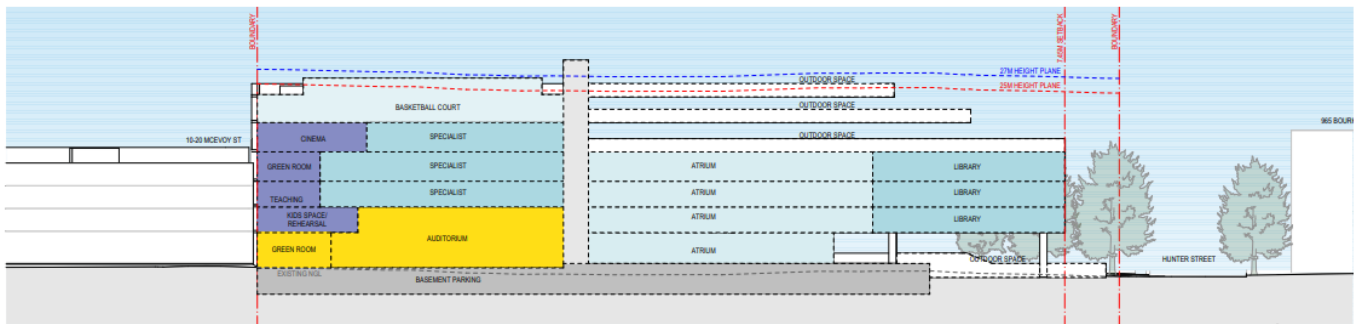


Figure 5 Section 1

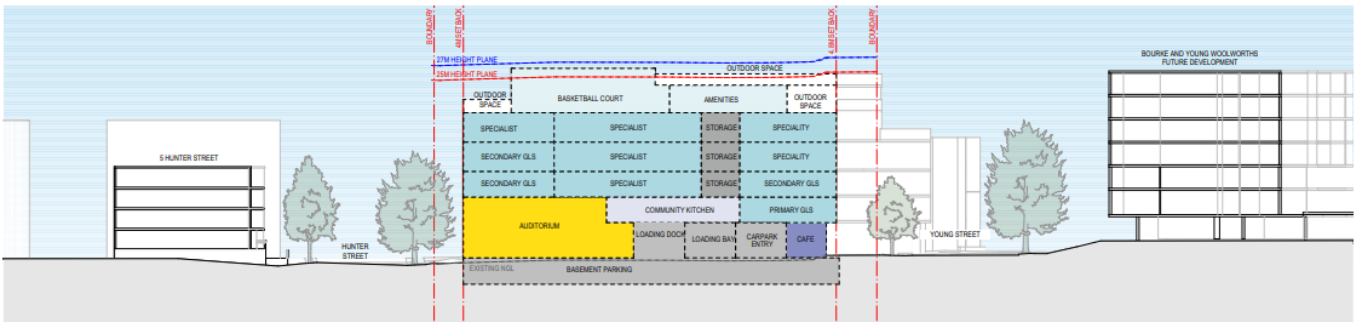


Figure 6 Section 2

3.2 School and design

Objectives

- (a) The design and spatial organisation of the school is to respond to the site's environmental conditions, including topography, flooding constraints, orientation and climate.
- (b) Development should reflect sustainable, resilient and efficient design that enables the future school to be adaptable overtime to meet future needs.
- (c) The design of the building must provide an inclusive environment that maximises opportunities for social interaction.

Provisions

- (1) The design of the school must optimise health, safety and security within the site boundaries and the public domain.
- (2) A variety of open spaces that can support passive recreation and activities should be provided vertically up the building.
- (3) The school must include a mix of engaging, flexible and multi-purpose spaces that can support various play activities whilst also considering the amenity of adjacent sites.
- (4) The school design should complement and seamlessly integrate with the existing film school on the site.

3.3 Landscaping and ecology

Objectives

- (a) Ensure high quality landscaping that enhances the development and provides opportunities for deep soil and tree canopy cover.
- (b) Incorporate biophilic principles to promote health and wellbeing across the building design.

Provisions

- (1) The deep soil tree zones as identified in '**Figure 2: Urban Strategy Plan**' are to prioritise tree retention where practical and be provided with suitable retention measures as defined by an arboriculture impact assessment.
- (2) Any development application is to provide the following details:
 - (a) The level of pruning necessary for existing trees.
 - (b) Appropriate management measures will be put in place to protect existing trees from damage during building work.
- (3) Ground floor landscaping and design of the communal outdoor space is to be high quality and incorporate indigenous tree species of varying typologies and scales, where practical.
- (4) rooftop outdoor space is to be provided and is to be designed to:
 - (a) Be easily accessible to staff and students; and
 - (b) Be of high-quality design and maximise safe and secure activities
- (5) Building materiality must be resilient and suitability robust for the school context.
- (6) Landscaped areas are to form opportunities for outdoor learning and form a natural extension to the indoor learning spaces.

3.4 Environmentally sustainable development

Objectives

- (a) Minimise energy and water use, waster generation, and urban heat effects.
- (b) Maximise on-site renewable energy generation, water re-use and waste recycling.
- (c) Ensure the efficient use of resources in building design, construction and operation.
- (d) Ensure that development is resilient against the effects of climate change.

Provisions

- (1) Development is to be designed and constructed to reduce the need for active heating and cooling by incorporating passive design measures including design, location and appropriate use of thermal mass and external shading, including vegetation.

3.5 Public Art

Objectives

- (a) Ensure public art is: Inspiring and socially engaged, creates works that are exceptional, distinctive and identifiable to enhance a sense of place and place identity, reflects upon the diverse stories in the community of the past, present and anticipated future audiences, is integrated into the fabric of the site, exhibits artistic excellence and is innovative, unique and contemporary.

Provisions

- (1) Ensure the respectful engagement of First Nations artists and cultural knowledge by following Indigenous Cultural and Intellectual Property protocols.
- (2) Public Art is to be provided in accordance with the City of Sydney Guidelines for Public Art in Private Development and the Public Art Policy.
- (3) Development is to incorporate high quality public art in publicly accessible locations.
- (4) Where appropriate, public art should reference the history of the site, or area, recognise and respond to former and existing uses including by traditional custodians of the land and cultural practices.

3.6 Sustainable transport

- (a) Encourage alternatives to private motor vehicle use and support sustainable transport, such as public transport, walking or cycling.

Provisions

- (1) Provide end of trip and bicycle parking facilities on-site that are weather protected and secure for students, staff, visitors and other users. Facilities are not to be located on public realm.

3.7 Parking, access and circulation

Objectives

- (a) To ensure vehicle access and basement layouts maximise pedestrian safety and create a high-quality ground level relationship with the building and public domain.

Provisions

- (1) Vehicular access and basement parking are to be provided in accordance with **Figure 2: Urban Strategy Plan**, specifically:
 - (a) Basement car park access is to be provided off Young Street.
- (2) A ground level vehicle pick-up and drop-off zone is to be provided along Young Street and is to be designed to minimise impacts on the local road network.
- (3) A ground level bus pick-up and drop-off zone is to be provided along Hunter Street.
- (4) The vehicular driveway and crossover are to be clearly visible and include active safety measures.
- (5) A Traffic Management Plan is to accompany any future Development Application and must include an assessment of potential traffic and safety measures.

3.8 Noise and vibration

Objectives

- (a) To provide appropriate interface and mitigation of noise, to ensure high amenity is preserved for neighbouring properties.

Provisions

- (2) A Construction Noise and Vibration Management Plan is to accompany any future Development Application and should:
 - (a) Identify sensitive land uses with the potential to be affected by construction and operational noise and predict associated noise levels.
 - (b) Predict noise emissions from equipment associated with each stage of construction, based on the proposed hours of construction.
 - (c) Determine noise management levels at all receivers based on the long-term noise monitoring.
 - (d) Provide best practice approach principles and specific noise control measures to be use during demolition, construction and operation to ensure noise objectives are achieved where feasible and reasonably practical.
- (3) The school is to be designed with appropriate noise mitigation measures to ensure good amenity for neighbouring properties.