PART B7

EDUCATIONAL ESTABLISHMENTS
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SECTION 1–INTRODUCTION

Based on population forecasts, the capacity of the existing schools in the City of Bankstown is sufficient to meet population needs for the next 25 years. There is unlikely to be a need for new or expanded primary and secondary schools.

However, the City of Bankstown may see an increase in the number of non–government schools that are partly funded by Commonwealth Government grants. These schools must find available land in established urban areas. The conflict between the development of these schools and the surrounding amenity of established urban areas is evident.

Non–government schools tend to draw from a regional catchment area which means greater reliance on cars. This has led to traffic congestion in streets and increased demand for on–street parking. Insufficient lot sizes to accommodate enrolment numbers have also led to excessive building sizes and lack of play areas.

Council’s statutory responsibility is to manage the orderly development of schools, in a way that addresses community expectations and provides students with positive learning environments. The aim is to secure best practice outcomes for students, parents and communities.

As part of this responsibility, Council must consider the many planning issues relating to schools if it is to better manage this type of development and address community expectations.

Based on an assessment of national and international benchmarks, it is evident the development controls should secure the following best practice outcomes:

- To have schools achieve good long term outcomes as enrolments change to meet demographic needs.
- To have schools respond and contribute to the sustainability of established suburbs.
- To have schools contribute to the use of sustainable transport modes for students, parents and staff.
- To have schools minimise the physical and visual impact on the amenity of established suburbs.
- To have schools reduce traffic congestion and improve road safety around school sites.
- To have schools provide good quality free play areas and sporting facilities to support a reduction in childhood obesity.
To have schools provide high levels of personal and property security from crime.

To have schools optimise student amenity and achieve energy efficiency standards consistent with other public buildings.

Bankstown Local Environmental Plan 2015 is Council's principal planning document to achieve these outcomes. The LEP provides objectives, zones and development standards such as lot sizes and floor space ratios.

Part B7 of Bankstown Development Control Plan 2015 supplements the LEP by providing additional objectives and development controls to facilitate best practice in the design and function of educational establishments and other certain facilities in the City of Bankstown. The development controls include traffic management, building envelopes, play areas and landscaping.

Part B7 generally applies to land in the City of Bankstown where the zone allows schools, educational establishments, community facilities, and information and education facilities under the provisions of the State Environmental Planning Policy (Infrastructure) 2007 or Bankstown Local Environmental Plan 2015.

**Objectives**

The objectives of Part B7 of this DCP are:

(a) To have development controls that regulate the effective and orderly development of schools, educational establishments, community facilities, and information and education facilities in the City of Bankstown.

(b) To have schools contribute to the sustainability of the City of Bankstown.

(c) To have schools that are compatible with the prevailing suburban character and amenity of the locality of the development.

(d) To have intensive trip generating schools concentrate in locations most accessible to rail transport to maximise transport choice and reduce the reliance on cars.

(e) To have schools provide safe and convenient access for students, staff and visitors.

(f) To have schools that do not adversely impact on the safety and efficiency of the surrounding road system.

(g) To have schools support the health and well being of students by providing good quality play areas and team game playing fields.

(h) To have schools achieve high levels of personal and property safety and security from crime.
(i) To have schools achieve good urban design.

(j) To have schools achieve sustainable outcomes through design including such matters as:

(i) Access and circulation.

(ii) Adherence to local context and streetscape.

(iii) Passive surveillance and presence to street.

(iv) Adaption to the existing vegetation and landform.

(v) Water conservation and grey water use (or recyclable water).

(vi) Energy efficiency by providing natural ventilation and natural light as part of the building orientation.

(k) To have the long term operation of schools maintain the amenity of surrounding residents.
SECTION 2–SITE ANALYSIS

The School Facilities Standards require a site analysis to identify the guiding principles to the development of sites. This requirement applies to government and non–government schools.

The site analysis helps to explain the development capacity by showing the relationship of sites to the surrounding area. This approach to good design ensures schools respond and contribute to the local context. Context can be defined as the key natural and built features of an area. Responding to context involves identifying the desirable elements of a location’s character.

From experience, Council has found site analysis plans and studies to also be a useful tool to coordinate the expansion of sites over a long period of time.

Objectives

The objective is:

(a) To have site analysis plans and studies that:

(i) identify the guiding principles to the development of sites;

(ii) demonstrate the opportunities and constraints of sites;

(iii) respond and contribute to the local context and to the sustainable growth of the City of Bankstown;

(iv) identify the staging of development over a long period of time; and

(v) determine the enrolment numbers of schools over a long period of time.

Development controls

The development controls to achieve the objective are:

2.1 Development applications must submit site analysis plans and studies that outline the short and long term proposals for the development of school sites.

The site analysis plans and studies must consist of a written statement (supported by plans or illustrations) explaining how the design of the development has regard to the following:

(a) The education brief (including curriculum and function requirements) of the school.

(b) The overall strategic vision for the site and how the selection of the site supports the urban structure of the City of Bankstown.
(c) Staging of the school development.

(d) Student enrolment numbers and staff numbers of the school at each stage of the development and at the maximum enrolment capacity.

(e) The patterns of land ownership, the patterns of land subdivision or consolidation and the relationship of the site to adjoining sites.

(f) Design principles drawn from the site analysis and the local context including:

(i) Context and character studies.

(ii) Orientation.

(iii) Visual assessment of the site and the local context.

(iv) Survey of the site and neighbouring buildings.

(v) Flora/fauna survey.

(vi) Topography, drainage, erosion, cut and fill.

(vii) Noise pollutants, airborne pollutants, toxic residues and site remediation.

(viii) Bush fire risk and flood risk.

(ix) Deep soil zones and landscaping.

(x) Sustainability and energy efficiency outcomes through design.

(xi) Passive surveillance.

(xii) Traffic, access and parking:

- The links between the location of the school and surrounding pedestrian, cycle, public transport and road access and circulation networks. This includes details of the internal and external movement networks, the public transport access routes, the pedestrian and cycle paths, linkages to external networks and pedestrian through–site links.

- Assessment of the cumulative traffic impacts of development within the surrounding road network, and the need for internal and external traffic management measures to support the development (including cost and funding responsibilities of such upgrades).
Bankstown City Council

- Staff, student and visitor off–street set–down and pick–up areas, parking provisions, bus stops and delivery/emergency access.

- Parking provisions at each stage of the school development.

(xiii) Built form and aesthetics:

- Floor space requirements to meet school curriculum and function requirements.

- The function and capacity of each building and likely hours of operation.

- Bulk and overall unity of the development within the context.

- Urban design and streetscape guidelines.

- Distribution of the land uses, buildings, circulation areas, play areas, playing fields for team sports, fences and any public facilities.

- Open space provision and function, and landscaping principles.

- The function and capacity of the free play areas, and the activities program for the use of the free play areas.

(xiv) Infrastructure, easements and stormwater management.

(xv) Outcomes of social impact assessments and any relevant feasibility studies.

(xvi) Protection of any heritage items or archaeological sites.

(xvii) Staging of special events including:

- Calendar dates of all events.

- Location and capacity.

- Hours of operation.

- Management plan.
SECTION 3–LOCATION AND TRAFFIC MANAGEMENT

Bankstown Local Environmental Plan 2015 aims to concentrate intensive trip generating activities in locations most accessible to rail transport. Schools are significant trip generators. For this reason, it can be argued that intensive trip generating schools should locate close to rail transport, especially as schools have a high proportion of public transport dependent students.

Council also recognises that larger schools have greater impacts and it is important to balance the size of schools with the retention of residential amenity. In locations that are not readily accessible to rail transport, such as Zone R2 Low Density Residential, Council is seeking only small schools that would not be regarded as intensive trip generating activities.

Consideration is given to having development controls that ensure schools take into account:

- Public transport and pedestrian movements.

- The impact on traffic efficiency, with the objective to maintain the existing level of service of streets.

- The impact on the amenity of an area, with the objective not to exceed the environmental capacity of streets. Setting traffic limits such as volumes is necessary in residential areas, neighbourhood shopping centres and education precincts as traffic congestion, pedestrian safety and noise are primary concerns at these locations.

- The impact of accommodating additional land uses, shared facilities and special events.

In some streets where the existing level of service is poor or the environmental capacity is exceeded, any small increase in traffic can cause greater increases in delay. In this situation, it is best practice to at least maintain the existing level of absolute delay rather than allow the situation to be made worse.

Objectives

The objectives are:

(a) To have intensive trip generating schools in locations most accessible to rail transport.

(b) To have the location and size of schools maintain the existing environmental capacity and service levels of streets.
(c) To have schools avoid locating within close proximity to another existing or approved school unless it can be demonstrated that the cumulative impacts relating to traffic generation and on–street parking are within acceptable limits for the area.

(d) To have the size of schools limited in established residential areas to ensure this type of trip generating activity does not adversely impact on the existing residential amenity.

Development controls

The development controls to achieve the objectives are:

Traffic management (environmental capacity)

3.1 Development for the purpose of schools must not result in a street in the vicinity of the development site to exceed the environmental capacity maximum.

If the environmental capacity maximum is already exceeded, the development must maintain the existing level of absolute delay of that street.

Traffic management (level of service)

3.2 Development for the purpose of schools must not result in a street intersection in the vicinity of the development site to have a level of service below Level B.

If the existing level of service is below Level B, the development must maintain the existing level of absolute delay of that street intersection.

Traffic impact studies

3.3 For the purpose of clauses 3.1 and 3.2, development applications must submit a Traffic Impact Study based on the RTA Guide to Traffic Generating Developments to determine:

Existing conditions

(a) Existing volumes and environmental capacity of streets adjacent to the development.

(b) Existing volumes and level of service of street intersections in the vicinity of the development.

(c) Existing public transport services in the vicinity of the development.

(d) Existing clearway and peak period parking restrictions that apply to streets adjacent to the development.
(e) Existing proposals for improvements to the adjacent road system.

Proposed conditions

(f) The proposed amount of traffic generation and trip distribution of the development.

(g) The proposed parking provision of the development.

(h) The proposed number of buses likely to service the development.

(i) The proposed safety and efficiency of access between the development and the adjacent road network.

(j) The proposed safety and efficiency of the internal road layout including the student set–down and pick–up areas, bus bays, service areas and car parks.

(k) The impact of the proposed generated traffic on the environmental capacity of streets adjacent to the development.

(l) The impact of the proposed generated traffic on the level of service of street intersections in the vicinity of the development.

(m) The impact of the proposed generated traffic on road safety and traffic noise.

(n) The impact of the proposed generated traffic on other major traffic generating development in close proximity.

(o) Whether the development must take certain measures to reduce the impact of the proposed generated traffic to an acceptable level. Measures may include a reduction in enrolment numbers or the installation of public traffic management devices at the applicant's expense.
SECTION 4–SITE LAYOUT AND BUILDING ENVELOPES

Legislation requires schools to provide certain areas and facilities such as free play areas, administration offices and circulation areas.

Council considers it necessary to ensure allotments are of sufficient size to accommodate these facilities and services plus have adequate space to accommodate buildings, off-street parking, student set-down and pick-up areas, vehicular access and manoeuvring areas, pedestrian access, open space and landscaping. This approach to good design provides:

- Amenity for students through the physical, spatial and environmental quality of the development. Optimising amenity requires appropriate room dimensions, access to sunlight, visual and acoustic privacy, efficient layout and service areas, and ease of access.

- Ensures schools can contain the essential elements that make up the prevailing character of certain areas, particularly residential areas where the prevailing character includes the front setback area and landscaping.

Building envelopes must also be compatible with the scale of the street and the surrounding buildings, noting that the established residential areas predominantly have a single dwelling suburban character. Building envelopes generally include height and setback controls. Applicants must note:

- A building envelope is not a building, but a three dimensional shape that may determine the bulk and siting of a building. After allowing for building articulation, the achievable floor space of a development is likely to be less than the building envelope.

- Where development adjoins land in the residential zones, Council may reduce the height and number of storeys or require greater setbacks to ensure the development complies with the objectives of Part B7 of this DCP.

Objectives

The objectives are:

(a) To have schools focus on the movement of people rather than the movement of vehicles.

(b) To have allotments that are of sufficient size to provide for enrolment numbers, buildings, setbacks to adjoining land, pedestrian access, bus zones, student set-down and pick-up areas, car parks, driveways, vehicle manoeuvring areas, open spaces and deep soil zones for landscaping.

(c) To have schools provide play areas that support the health and well being of students.
(d) To have the design of schools satisfy the needs of students and staff, and provides a safe environment and easy access for people.

(e) To have schools that are compatible with the prevailing character and amenity of the locality of the development.

(f) To have schools that do not adversely impact on the living environment or residential amenity of adjoining dwellings and the surrounding area.

Development controls

The development controls to achieve the objectives are:

Allotment size in residential zones

4.1 Development for the purpose of schools on an allotment of land within Zone R2 Low Density Residential, Zone R3 Medium Density Residential or Zone R4 High Density Residential must ensure the allotment is at least 40 metres wide at the front building line. This width is necessary to provide:

(a) sufficient off–street space for the movement of all transport services: cars, bicycles, pedestrians, buses, service and emergency vehicles;

(b) sufficient off–street pedestrian and cycle networks separate from vehicles;

(c) sufficient off–street bus bays and adequate manoeuvring spaces separate from all other vehicles;

(d) safe and direct pedestrian paths to nearby bus stops, footpaths and other facilities;

(e) safe off–street student set–down and pick–up areas for vehicle passengers with separate entry and exit driveways;

(f) provision made for access and parking of service and emergency vehicles to service all buildings within the school; and

(g) emergency assembly areas for students and staff.

Council may increase the allotment width if the school requires larger student set–down and pick–up areas.

Allotment size in zones other than residential zones

4.2 Development for the purpose of schools on an allotment of land within zones other than Zone R2 Low Density Residential, Zone R3 Medium Density Residential or Zone R4 High Density Residential must ensure the area and width of the allotment emphasises the needs of pedestrians, cyclists, public transport users and vehicle passengers by having:
(a) sufficient off–street space for the movement of all transport services: cars, bicycles, pedestrians, buses, service and emergency vehicles;

(b) sufficient off–street pedestrian and cycle priority zones separate from vehicles;

(c) sufficient off–street bus bays and adequate manoeuvring spaces separate from all other vehicles;

(d) safe and direct pedestrian paths to nearby bus stops and other facilities;

(e) safe off–street student set–down and pick–up areas for vehicle passengers with separate entry and exit driveways;

(f) provision made for access and parking of service and emergency vehicles to service all buildings within the school; and

(g) emergency assembly areas for students and staff.

Classroom size and student densities

4.3 The gross floor area of classrooms in primary schools must not exceed 3.8m$^2$ per student.

In this clause, classroom means a room in which classes meet or are taught.

4.4 The gross floor area of classrooms in secondary schools must not exceed 5.6m$^2$ per student.

In this clause, classroom means a room in which classes meet or are taught.

Building length

4.5 The maximum building length for schools is 45 metres.

Storey limit

4.6 Council will determine the storey limit for schools based on the scale of the street and the surrounding buildings.

4.7 Council does not allow schools to have attics.

Setbacks

4.8 The minimum setback for schools (including car parks and basements) to the primary and secondary road frontages in Zone R2 Low Density Residential, Zone R3 Medium Density Residential, Zone R4 High Density Residential and Zone SP2 Infrastructure is:
Minimum setbacks

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<td>Primary road frontage</td>
<td>9 metres or a distance equal to the proposed maximum building height, whichever is the greater.</td>
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<tr>
<td>Secondary road frontage</td>
<td>6 metres or a distance equal to the proposed maximum building height, whichever is the greater.</td>
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This setback is necessary to accommodate the deep soil zones and footpaths within the front setback area.

4.9 The minimum side and rear setback for schools in Zone R2 Low Density Residential, Zone R3 Medium Density Residential, Zone R4 High Density Residential and Zone SP2 Infrastructure is 5 metres or a distance equal to the proposed maximum building height, whichever is the greater.

4.10 Council will determine the minimum setbacks for schools in Zone B1 Neighbourhood Centre, Zone B2 Local Centre and Zone B4 Mixed Use based on the setbacks of the street and the surrounding buildings.

4.11 Council may require greater setbacks:

(a) where development adjoins land in Zone IN1 General Industrial or Zone IN2 Light Industrial or state/regional roads or rail corridors, to incorporate measures to protect the amenity of students and staff from air and noise pollutants; or

(b) where the school requires off–street bus bays; or

(c) where the school requires vehicle access to the entry points of administration buildings.

Deep soil zones

4.12 Development for the purpose of schools in Zone R2 Low Density Residential, Zone R3 Medium Density Residential, Zone R4 High Density Residential and Zone SP2 Infrastructure must provide deep soil zones that have the following minimum widths around the boundary of the allotment of land:

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<tr>
<td>Primary road frontage</td>
<td>9 metres</td>
</tr>
<tr>
<td>Secondary road frontage</td>
<td>6 metres</td>
</tr>
<tr>
<td>Side and rear setbacks</td>
<td>5 metres</td>
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The deep soil zones must be landscaped by way of deep soil plantings and canopy trees.

4.13 Council will determine the minimum width for deep soil zones for schools in Zone B1 Neighbourhood Centre, Zone B2 Local Centre and Zone B4 Mixed Use based on the setbacks of the street and the surrounding buildings.
Free play areas

4.14 Development for the purpose of primary schools must dedicate at least 12m² of site area per student for the exclusive use of free play areas. The minimum size of the free play areas must equate to the greatest number of students that could use the free play areas at any one time. The free play areas must locate at ground level. In this clause, free play areas means outdoor useable spaces and playing fields that are for the use of students for physical activities and team games.

4.15 Development for the purpose of secondary schools must dedicate part of the site area for the exclusive use of free play areas. The free play areas must locate at ground level. In this clause, free play areas means outdoor useable spaces and playing fields that are for the use of students for physical activities and team games.

4.16 Schools must ensure the location of outdoor areas and free play areas avoids:

(a) Existing native vegetation including under storey native vegetation.

(b) Potential traffic hazard locations where an out–of–control vehicle may injure students.

Access

4.17 Schools must be easily accessible to people with disabilities and must comply with the Building Code of Australia and Australian Standard 1428 Parts 1 to 4–Design for Access and Mobility.

4.18 Provision must be made for access and parking of service and emergency vehicles to service all buildings within the school.

Car parks

4.19 The minimum number of car parking spaces required for schools is:

(a) 1 car space per employee or classroom, whichever is the greater; and

(b) 1 car space per 8 students in year 12.

4.20 The car park/manoeuvring areas and the student set–down and pick–up areas must locate separately behind the front building line.

4.21 Internal driveways must observe the following dimensions:

(a) the minimum width of driveways is 4.5 metres (one way) or 6 metres (two way); and

(b) the maximum gradient of internal driveways is 12%.
SECTION 5–ENERGY EFFICIENCY AND URBAN DESIGN

The School Facilities Standards require schools to incorporate energy efficiency measures such as optimum orientation, glazing, sun control, cross ventilation and natural light. This requirement applies to government and non-government schools. This approach to good design provides:

- Amenity for students through the physical, spatial and environmental quality of the development. Optimising amenity requires good natural light and ventilation to rooms.

- Ensures schools make efficient use of natural resources, energy and water throughout its full life cycle. Sustainability is integral to the design process. Aspects include layouts and built form, good orientation, passive solar access principles, minimal use of mechanical ventilation, and soil zones for vegetation and reuse of water.

Good quality architecture is also important. Good quality architecture requires the appropriate composition of building elements (i.e. proportion, unity and rhythm), textures, materials and colours. Good quality architecture must also:

- Reflect well resolved internal layouts of the various functions and uses.

- Respond to the environment and context particularly to desirable elements in the existing streetscape.

Objectives

The objectives are:

(a) To have schools promote good architectural quality.

(b) To have facade designs and building footprints that integrate into the overall building form and enhance the desired contemporary street character.

(c) To have the design, construction and occupation of schools incorporate energy efficiency measures.

(d) To have front fences that are compatible with the building design and have a visually open style and attractive appearance.
Development controls

The development controls to achieve the objectives are:

Energy efficiency

5.1 Schools must comply with Part B4 of this DCP to make efficient use of natural resources and optimise amenity in the design, construction and occupation of buildings and facilities, such as:

(a) good orientation and natural light to rooms and play areas;
(b) achieving appropriate separation distances between buildings to provide natural light to rooms;
(c) limiting building depth to provide natural cross-ventilation and natural light;
(d) minimal use of mechanical ventilation;
(e) use of sun shading devices;
(f) preventing UV factor to open areas;
(g) reducing stormwater run-off and promoting the use of recycled water; and
(h) ensuring the development adapts to the existing topography by avoiding excessive cut and fill.

Access to sunlight

5.2 The design of buildings should achieve a northern orientation to maximise solar access and improve the amenity of libraries and offices.

5.3 The design of buildings must ensure there is adequate solar access to the free play areas.

5.4 The design of buildings must not overshadow any adjoining dwellings so that:

(a) solar access to any habitable room on the adjoining property is reduced to less than the minimum level (being 2 hours of solar access between 8.00am and 4.00pm at the mid-winter solstice) or is reduced in any manner (if solar access to any habitable room on the adjoining property is already below the minimum level); or
(b) solar access to the principal private open space of the adjoining property is reduced to less than the minimum level (being 3 hours of solar access to not less than 50% of that principal private open space between 8.00am and 4.00pm at the mid–winter solstice) or is reduced in any manner (if solar access to the principal private open space of the adjoining property is already below the minimum level).

Building design

5.5 Development for the purpose of new buildings must incorporate architectural elements to articulate the building form and avoid large expanses of blank walls. Architectural elements are to include but not be limited to:

(a) Making efficient use of floor layouts and addressing pedestrian connections between the various functions.

(b) Providing a harmonious transition with the adjacent building form. For example, schools should avoid the location of tall buildings close to boundaries in Zone R2 Low Density Residential.

(c) Ensuring the elevations and facade treatments reflect the internal functions. For example, common spaces like libraries and main entries should have large openings.

(d) Defining the base, middle and top of buildings using different materials and colours. Schools should avoid using a single colour throughout the development.

(e) Defining the window openings, fenestration, balustrade design, building entrances, and doors.

(f) Using sun shade devices.

(g) Integrating mechanical equipment and other services (such as plant rooms, air–conditioning units and lift overruns) as part of the building design.

(h) In the case of basement car parks, integrating the air grilles for natural ventilation as part of the building design.

(i) Any other architectural feature to the satisfaction of Council.

5.6 Development for the purpose of new buildings on corner allotments must:

(a) present each street facade as a main street facade;

(b) incorporate architectural features to emphasise the corner address; and

(c) ensure the corner element is in proportion with the scale and articulation of the development.
Roof design

5.7 Development for the purpose of new buildings must have roof designs that:

(a) unify separate or attached buildings with a contemporary architectural appearance; and

(b) combine good quality materials and finishes.

Front fences

5.8 The maximum fence height for front fences is 1.8 metres.

5.9 The external appearance of front fences along the front boundary of allotments must ensure:

(a) the section of the front fence that comprises solid construction (not including pillars) does not exceed a fence height of 1 metre above ground level (existing); and

(b) the remaining height of the front fence comprises open style construction such as spaced timber pickets or wrought iron that enhance and unify the building design.

5.10 Council does not allow the following types of front fences:

(a) chain wire, metal sheeting, brushwood, and electric fences; and

(b) noise attenuation walls.
SECTION 6–ACOUSTIC PRIVACY AND MANAGEMENT

It is important to balance the operation of schools with community expectations. To achieve this outcome, Council considers it necessary to seek appropriate acoustic privacy measures that are compatible with the prevailing character of residential areas. This is the preferred outcome rather than resorting to noise attenuation walls. There is also recognition that the good long term operation and management of schools can help to ensure development continues to harmoniously co–exist with the surrounding residential amenity.

Objectives

The objectives are:

(a) To have schools that do not adversely impact on the residential amenity of adjoining dwellings and the surrounding area.

(b) To have development install appropriate acoustic privacy measures which are compatible with the prevailing character of residential areas.

(c) To have the ongoing operation and management of schools maintain residential amenity.

Development controls

The development controls to achieve the objectives are:

Acoustic privacy

6.1 Air conditioning, mechanical ventilation or any other continuous noise source must not exceed the ambient level at any specified boundary by more than 5dB(A).

6.2 The location and design of schools must consider the projection of noise from various activities to avoid any adverse impacts on the residential amenity of adjoining land. For the purpose of this clause, Council requires development applications to submit an Acoustic Report prepared by a suitably qualified acoustic consultant to determine:

(a) existing noise levels at the identified sensitive receiver locations;

(b) likely noise levels to emanate from the school at the identified sensitive receiver locations;

(c) whether the development must apply measures to ensure the noise of students does not exceed 10dB(A) above the background noise level;

(d) whether the location and setbacks of the development are sufficient to protect the acoustic privacy of adjacent dwellings;
(e) whether the location of the outdoor areas and free play areas should avoid living areas and bedrooms of adjacent dwellings; and

(f) whether the development must install certain noise attenuation measures to protect the acoustic privacy of adjacent dwellings.

The Acoustic Report must measure the noise readings over a 15 minute period and must provide details of all modelling assumptions including source noise data, noise monitoring positions, receiver heights and locations, prevailing meteorological conditions during the monitoring, confirmation of the methodology adopted along with a copy of the model input and output data.

6.3 The maximum height for noise attenuation walls and fences along the boundary of an allotment is 2 metres.

Hours of operation

6.4 Council may limit the hours of operation of schools, public access to schools, and special occasions or events.

Management plans

6.5 Council must require the operator of a school in Zone R2 Low Density Residential to organise and chair a Neighbourhood Liaison Committee. The purpose of the Committee is for the operator and neighbours to resolve any issues, such as traffic and noise, arising from the operation of the school. The operation of the Committee must ensure:

(a) The membership of the Neighbourhood Liaison Committee must include residents who live next to and opposite the school.

(b) The Neighbourhood Liaison Committee must meet at least four times during the first 24 months of the school.

(c) The operator of the school must forward the meeting minutes to Committee members.

(d) The operator of the school may forward the meeting minutes to Council for information purposes.

(e) The operator of the school may terminate the Committee once it meets at least four times during the first 24 months of the school operating, or may choose to extend the function of the Committee over a longer period of time.

6.6 Council may require the operator of a school in zones other than Zone R2 Low Density Residential to organise and chair a Neighbourhood Liaison Committee.
SECTION 7–LANDSCAPING

Landscape design builds on the existing site's natural and cultural features in responsible and creative ways. It enhances the development's natural environmental performance by coordinating water and soil management, solar access, microclimate, tree canopy and habitat values. It contributes to the positive image and contextual fit of development through respect for streetscape and neighbourhood character.

For example, the landscaping of front yards in the residential areas is canopy trees and deep soil plantings. The front setback area of schools in the residential areas must therefore contain generous landscaping to be compatible with the prevailing character. Car parks and hard surfaces should not dominate the front setback area.

Objectives

The objectives are:

(a) To have appropriate landscaping and free play areas in schools.

(b) To have useable open space on the street frontage for canopy trees and deep soil zones.

(c) To have landscaping that softens the appearance of school buildings, car parks and service areas.

(d) To have shade, windbreaks and areas for undercover student seating.

Development controls

The development controls to achieve the objectives are:

Landscaping

7.1 Development applications must submit a detailed landscape plan prepared by a qualified landscape architect that:

(a) shows all existing trees and the general location, type and size of trees both proposed and to be retained; and

(b) considers the following guidelines:

(i) retain existing significant trees and under storey vegetation;

(ii) trees should be a major element in the provision of landscaping, where appropriate. Shrubs and ground cover planting should supplement these trees; and
(iii) any landscaping must use hardy species with preference given to native vegetation endemic to the City of Bankstown (refer to Appendix 1).

7.2 Trees and shrubs that require low maintenance should be of prime consideration in the choice of planting. Features such as mulched garden beds, use of perennial rather than annual plants and mowing strips reduce the need for maintenance.

7.3 Development for the purpose of schools must plant a 75 litre tree at 5 metre intervals along the length of the Hume Highway boundary to the allotment of land, and:

(a) must select the trees from the list in Appendix 2; and

(b) should consider incorporating public art to enhance the themes of the Remembrance Driveway or business enterprise corridor.
SECTION 8–SAFETY AND SECURITY

Good design optimises safety and security, both internal to the development and for the public domain. This is achieved by maximising overlooking of public and communal spaces while maintaining internal privacy, avoiding dark and non-visible areas, maximising activity on streets, providing clear, safe access points, providing lighting appropriate to the location and desired activities, and clear definition between public and private spaces.

Objectives

The objectives are:

(a) To have safety and security measures in the design of buildings and facilities.

(b) To have entrances clearly visible from the street.

(c) To have natural surveillance to minimise the potential for intruders to enter buildings.

Development controls

The development controls to achieve the objectives are:

Safety and security

8.1 Development for the purpose of schools must comply with the Crime Prevention through Environmental Design Policy in consultation with Council and NSW Police.

8.2 Development for the purpose of schools must provide active frontages to the streets and must orientate buildings, administration buildings and pedestrian entrances to the streets.

8.3 The street number of schools must be visible from the street and made of a reflective material to allow visitors and emergency vehicles to easily identify the location of schools.

8.4 Development for the purpose of new schools must submit a Social Impact Assessment to the satisfaction of Council.
SECTION 9–SITE FACILITIES AND SERVICES

Good design responds to the availability of infrastructure and optimises amenity through efficient layouts and service areas.

Objectives

The objectives are:

(a) To have the design, construction, and operation of kitchens and food premises achieve satisfactory standards of hygiene.

(b) To have the design, construction, and operation of facilities and infrastructure achieve satisfactory standards.

Development controls

The development controls to achieve the objectives are:

Food premises

9.1 The design, construction, and operation of canteens, kitchens and food premises must comply with:

(a) Food Act 2003;

(b) Food Regulation 2010;

(c) FSANZ Food Standards Code; and

(d) AS 4674:2004 Design, Construction and Fitout of Food Premises.

Waste storage areas

9.2 The design, location, and screening of waste and recyclable receptacle areas must be to the satisfaction of Council.

Infrastructure

9.3 Council requires development for the purpose of schools to install the following core infrastructure at the applicant’s expense:

(a) Electricity sub–station kiosks as required.

(b) Connection to and capacity of existing water and sewerage services in accordance with Sydney Water requirements.

(c) Construction of the following works, at the applicant's expense, where these are presently inadequate or do not exist:
(i) full width commercial vehicular crossings at all entry and exit points;
(ii) bus bays (minimum length is 18 metres per bay);
(iii) concrete footpaths at least 1.22 metres wide over the full frontage(s) of the site and connecting to the nearest footpath network or road intersection (turf planting is to occur in the remaining footpath area);
(iv) concrete kerb and gutter over the full frontage(s) of the site; and
(v) road shoulder pavement over the full frontage(s) of the site.

(d) Stormwater drainage disposal from the site in accordance with the Bankstown Development Engineering Standards Policy. Drainage easements, as may be necessary over adjoining downstream properties, are to be created prior to granting development consent.
SECTION 10–EDUCATIONAL ESTABLISHMENTS, COMMUNITY FACILITIES, AND INFORMATION AND EDUCATION FACILITIES

This section applies to educational establishments (other than schools), community facilities, and information and education facilities on land within Zone R2 Low Density Residential, Zone R3 Medium Density Residential and Zone R4 High Density Residential. These establishments and facilities generally operate as commercial activities and should not adversely impact on the prevailing character of the area or the amenity of neighbouring dwellings.

Objectives

The objectives are:

(a) To regulate specific types of development.

(b) To have educational establishments, community facilities, and information and education facilities that are compatible with the prevailing character and amenity of the locality of the area.

(c) To have educational establishments, community facilities, and information and education facilities that do not adversely impact on the residential amenity of neighbouring dwellings and the surrounding area.

Development controls

The development controls to achieve the objectives are:

10.1 In determining development applications that relate to land within Zone R2 Low Density Residential, Zone R3 Medium Density Residential and Zone R4 High Density Residential, the consent authority must take into consideration the following matters:

(a) whether any proposed building is compatible with the height, scale, siting and character of existing residential development within the adjoining residential zone;

(b) whether any goods, plant, equipment and other material used in carrying out the proposed development will be stored or suitably screened from residential development;

(c) whether the proposed development will maintain reasonable solar access to residential development between the hours of 8.00am and 4.00pm at the mid–winter solstice;

(d) whether noise generation from fixed sources or motor vehicles associated with the proposed development will be effectively insulated or otherwise minimised;
(e) whether the proposed development will otherwise cause nuisance to residents, by way of hours of operation, traffic movement, parking, headlight glare, security lighting, fumes, gases, smoke, dust or odours, or the like; and

(f) whether any windows or balconies facing residential areas will be treated to avoid overlooking of private yard space or windows in residences.
## APPENDICES

### Appendix 1–Suggested species for native landscaping purposes

<table>
<thead>
<tr>
<th>Local Indigenous Species</th>
<th>Common Name</th>
<th>Preferred Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acacia falcata</td>
<td>Sickle Wattle</td>
<td>Sand</td>
</tr>
<tr>
<td>Acacia longifolia</td>
<td>Sydney Golden Wattle</td>
<td>Sand</td>
</tr>
<tr>
<td>Acacia suaveolens</td>
<td>Sweet Scented Wattle</td>
<td>Sand</td>
</tr>
<tr>
<td>Acacia terminalis</td>
<td>Sunshine Wattle</td>
<td>Clay</td>
</tr>
<tr>
<td>Acacia ulcerifolia</td>
<td>Prickly Moses</td>
<td>Sand</td>
</tr>
<tr>
<td>Billardiera scandens</td>
<td>Climbing Apple Berry</td>
<td>Sand</td>
</tr>
<tr>
<td>Brevnia oblongifolia</td>
<td>Coffee Brush</td>
<td>Sand</td>
</tr>
<tr>
<td>Bursaria spinosa</td>
<td>Blackthorn</td>
<td>Clay SAND</td>
</tr>
<tr>
<td>Callistemon linearis</td>
<td>Narrow–leaf Bottlebrush</td>
<td>Clay</td>
</tr>
<tr>
<td>Callistemon salignus</td>
<td>Willow Bottlebrush</td>
<td>Clay SAND</td>
</tr>
<tr>
<td>Carex appressa</td>
<td>Tussock Sedge</td>
<td>Sand</td>
</tr>
<tr>
<td>Clematis aristata</td>
<td>Old Man's Beard</td>
<td>Sand</td>
</tr>
<tr>
<td>Clematis glycinoides</td>
<td>Traveller's Joy</td>
<td>Sand</td>
</tr>
<tr>
<td>Clerodendrum tomentosum</td>
<td>Hairy Clerodendrum</td>
<td>Alluvial</td>
</tr>
<tr>
<td>Correa reflexa</td>
<td>Common Correa</td>
<td>Sand</td>
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<tr>
<td>Crinum pedunculatum</td>
<td>Swamp Lily</td>
<td>Alluvial</td>
</tr>
<tr>
<td>Danthonia tenuiori</td>
<td>Wallaby Grass</td>
<td>Sand</td>
</tr>
<tr>
<td>Dianella caerulea</td>
<td>Paroo Lily</td>
<td>Clay</td>
</tr>
<tr>
<td>Dianella longifolia</td>
<td>Pale Flax Lily</td>
<td>Sand</td>
</tr>
<tr>
<td>Dianella revoluta</td>
<td>Black–anther Flax Lily</td>
<td>Sand</td>
</tr>
<tr>
<td>Dichelachne micrantha</td>
<td>Short–hair Plume Grass</td>
<td>Sand</td>
</tr>
<tr>
<td>Dodonaea triqueta</td>
<td>Common Hop Bush</td>
<td>Sand</td>
</tr>
<tr>
<td>Echinopogon caespitosis</td>
<td>Hedgehog Grass</td>
<td>Sand</td>
</tr>
<tr>
<td>Einadia hastata</td>
<td>Saloop Saltbush</td>
<td>Clay</td>
</tr>
<tr>
<td>Eragrostis brownii</td>
<td>Brown's Lovegrass</td>
<td>Sand</td>
</tr>
<tr>
<td>Eriostemon myoporoides</td>
<td>Long–leaf Wax Flower</td>
<td>Sand</td>
</tr>
<tr>
<td>Eustrephus latifolius</td>
<td>Wombat Berry</td>
<td>Sand</td>
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<tr>
<td>Gonocarpus teucrioides</td>
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<td>Goodenia bellidifolia</td>
<td>Rocket Goodenia</td>
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<td>Hakea sericea</td>
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<td>Purple Twining Pea</td>
<td>Clay SAND</td>
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<td>Hibbertia aspera</td>
<td>Rough Guinea–flower</td>
<td>Sand/Shale</td>
</tr>
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<td>Imperata cylindrica</td>
<td>Blady Grass</td>
<td>Sand</td>
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<td>Indigofera australis</td>
<td>Native Indigo</td>
<td>Sand/Shale</td>
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<tr>
<td>Juncus usitatus</td>
<td>Tussock Rush</td>
<td>Alluvial</td>
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<tr>
<td>Kennedia rubicunda</td>
<td>Dusty Coral Pea</td>
<td>Clay</td>
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<tr>
<td>Kunzea ambiguia</td>
<td>Tick Bush</td>
<td>Sand</td>
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<tr>
<td>Leptospermum polygallofolium</td>
<td>Yellow Tea Tree</td>
<td>Sand</td>
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<td>Leptospermum trinervium</td>
<td>Flaky–barked Tea Tree</td>
<td>Sand</td>
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<td>Lomandra longifolia</td>
<td>Spiny–headed Mat–rush</td>
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</tr>
<tr>
<td>Melaleuca nodosa</td>
<td>Ball Honey Myrtle</td>
<td>Sand</td>
</tr>
<tr>
<td>Melaleuca thymifolia</td>
<td>Claw Honey Myrtle</td>
<td>Sand</td>
</tr>
<tr>
<td>Microlaena stipoides</td>
<td>Weeping Meadow Grass</td>
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</tr>
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<td>Oplismenus imbecilis</td>
<td>Basket Grass</td>
<td>Sand</td>
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<tr>
<td>Local Indigenous Species</td>
<td>Common Name</td>
<td>Preferred Soil</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Ozothamnus diosmifolius</td>
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<td>Sand</td>
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<td>Pandorea pandorana</td>
<td>Wonga Wonga Vine</td>
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</tr>
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<td>Persicaria decipiens</td>
<td>Slender Knotweed</td>
<td>Alluvial</td>
</tr>
<tr>
<td>Persicaria lapathifolia</td>
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<tr>
<td>Petroschke fuculifolia</td>
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<td>Pultenaea villosa</td>
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<td>Rubus parviflorus</td>
<td>Native Raspberry</td>
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<tr>
<td>Trighlochin striatum</td>
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<td>Alluvial</td>
</tr>
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<td>Triglochin procerum</td>
<td>Water Ribbons</td>
<td>Alluvial</td>
</tr>
<tr>
<td>Viola hederacea</td>
<td>Native Violet</td>
<td>Sand</td>
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<tr>
<td><strong>Australian Native Trees</strong></td>
<td><strong>Common Name</strong></td>
<td><strong>Preferred Soil</strong></td>
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<tr>
<td>Acacia binerva</td>
<td>Myall Wattle</td>
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<tr>
<td>Acmena smithii</td>
<td>Lilli Pilii</td>
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<td>Angophora costata</td>
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</tr>
<tr>
<td>Backhousia citriodora</td>
<td>Lemon Scented Myrtle</td>
<td></td>
</tr>
<tr>
<td>Backhousia floribunda</td>
<td>Flowering Myrtle</td>
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<td>Banksia serrata</td>
<td>Old Man Banksia</td>
<td>Sand*</td>
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<td>Kurrajong</td>
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<tr>
<td>Callistemon citrinus</td>
<td>Crimson Bottlebrush</td>
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<tr>
<td>Callistemon pinifolius</td>
<td>Green Bottlebrush</td>
<td></td>
</tr>
<tr>
<td>Callistemon viminalis</td>
<td>Weeping Bottlebrush</td>
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</tr>
<tr>
<td>Ceratapetalum gummiferum</td>
<td>Christmas Bush</td>
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<tr>
<td>Elaeocarpus reticulatus</td>
<td>Blueberry Ash</td>
<td>Sand*</td>
</tr>
<tr>
<td>Eucalyptus eugeniodes</td>
<td>Thin Leaf Stringybark</td>
<td>Clay*</td>
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<tr>
<td>Eucalyptus fibrosa</td>
<td>Broad Leaf Ironbark</td>
<td>Clay*</td>
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<td>Eucalyptus gummifera</td>
<td>Red bloodwood</td>
<td>Sand*</td>
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<tr>
<td>Eucalyptus haemastoma</td>
<td>Scribbly Gum</td>
<td>Sand*</td>
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<td>Eucalyptus longifolia</td>
<td>Woollybutt</td>
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<td>Clay*</td>
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<td>Eucalyptus resinifera</td>
<td>Red Mahogany</td>
<td>Sand/Clay*</td>
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<td>Mugga Ironbark</td>
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<td>Eucalyptus tereticornis</td>
<td>Forest Redgum</td>
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<td>Flindersia australis</td>
<td>Australian Teak/ Crows Ash</td>
<td></td>
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<td>Glochidion ferdinandii</td>
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<td>Sand/Clay*</td>
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<td>Lophostemon conferta</td>
<td>Brushbox</td>
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<tr>
<td>Melaleuca decora</td>
<td>White Feather Honey Myrtle</td>
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</tr>
<tr>
<td>Melaleuca linariifolia</td>
<td>Narrow Leaf Paperbark</td>
<td>Clay*</td>
</tr>
<tr>
<td>Pittosporum revolutum</td>
<td>Yellow/ Rough Fruit Pittosporum</td>
<td></td>
</tr>
<tr>
<td>Pittosporum rhombifolium</td>
<td>Diamond Leaf Pittosporum</td>
<td></td>
</tr>
<tr>
<td>Podocarpus elatus</td>
<td>Illawarra Plum</td>
<td></td>
</tr>
<tr>
<td>Plant Species</td>
<td>Common Name</td>
<td>Soil Type</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>------------</td>
</tr>
<tr>
<td><em>Stenocarpus sinuatus</em></td>
<td>Queensland Firewheel Tree</td>
<td></td>
</tr>
<tr>
<td><em>Syncarpia glomulifera</em></td>
<td>Turpentine</td>
<td>Sand/Clay*</td>
</tr>
<tr>
<td><em>Syzygium luehmannii</em></td>
<td>Small Leaf Lilli Pilli</td>
<td></td>
</tr>
<tr>
<td><em>Syzygium paniculatum</em></td>
<td>Brush Cherry</td>
<td></td>
</tr>
<tr>
<td><em>Syzygium oleosum</em></td>
<td>Blue Lilli Pilli</td>
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<tr>
<td><em>Tristaniopsis laurina</em></td>
<td>Water Gum</td>
<td></td>
</tr>
<tr>
<td><em>Waterhousia floribunda</em></td>
<td>Weeping Lilli Pilli</td>
<td></td>
</tr>
</tbody>
</table>

* Asterix denotes plant species native to Bankstown area. **Note:** Plants listed will benefit from improved garden soil conditions, irrigation and ongoing maintenance. The above plant list is not exhaustive, additional species may be considered. Planting to be determined with concession to site conditions, aspect, exposure, drainage and surrounding vegetation.
## Appendix 2–Suitable trees on the Hume Highway

<table>
<thead>
<tr>
<th>Australian Native Species</th>
<th>Common Name</th>
<th>Preferred Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acmena smithii</td>
<td>Lilli Pilli</td>
<td>sand / clay improved soil conditions composted garden soil</td>
</tr>
<tr>
<td>Angophora costata</td>
<td>Smooth Barked Apple</td>
<td></td>
</tr>
<tr>
<td>Brachychiton acerifolius</td>
<td>Illawarra Flame Tree</td>
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</tr>
<tr>
<td>Cupaniopsis anarchoideae</td>
<td>Tuckeroo</td>
<td></td>
</tr>
<tr>
<td>Elaeocarpus reticulatus</td>
<td>Blueberry Ash</td>
<td>s*</td>
</tr>
<tr>
<td>Eucalyptus beaureana</td>
<td>Blue Box</td>
<td></td>
</tr>
<tr>
<td>Eucalyptus haemastoma</td>
<td>Scribbly Gum</td>
<td>s*</td>
</tr>
<tr>
<td>Eucalyptus maculata</td>
<td>Spotted Gum</td>
<td></td>
</tr>
<tr>
<td>Eucalyptus moluccana</td>
<td>Grey Box</td>
<td>c*</td>
</tr>
<tr>
<td>Flindersia australis</td>
<td>Australian Teak/ Crows Ash</td>
<td></td>
</tr>
<tr>
<td>Harpullia pendula</td>
<td>Tulipwood</td>
<td></td>
</tr>
<tr>
<td>Leptospermum petersonii</td>
<td>Lemon Scented Tea Tree</td>
<td>s/c*</td>
</tr>
<tr>
<td>Lophostemon conferta</td>
<td>Brushbox</td>
<td></td>
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<tr>
<td>Stenocarpus sinuatus</td>
<td>Queensland Firewheel Tree</td>
<td></td>
</tr>
<tr>
<td>Syncarpia glomulifera</td>
<td>Turpentine</td>
<td>s/c*</td>
</tr>
<tr>
<td>Syzygium luehmannii</td>
<td>Small Leaf Lilli Pilli</td>
<td></td>
</tr>
<tr>
<td>Tristaniopsis laurina</td>
<td>Water Gum</td>
<td></td>
</tr>
</tbody>
</table>

* Asterix denotes plant species native to Bankstown area. **Note:** Plants listed will benefit from improved garden soil conditions, irrigation and ongoing maintenance. The above plant list is not exhaustive, additional species may be considered. Planting to be determined with concession to site conditions, aspect, exposure, drainage and surrounding vegetation.

<table>
<thead>
<tr>
<th>Non–Native Species</th>
<th>Common Name</th>
<th>Preferred Soil–Improved Organic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordonia axillaris</td>
<td>Gordonia</td>
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</tr>
<tr>
<td>Jacaranda mimosaefolia</td>
<td>Jacaranda</td>
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</tr>
<tr>
<td>Koelreutaria paniculata</td>
<td>Pride Of China</td>
<td></td>
</tr>
<tr>
<td>Lagerstroemia indica</td>
<td>Crepe Myrtle</td>
<td></td>
</tr>
<tr>
<td>Liriodendron tulipifera</td>
<td>Tulip Tree</td>
<td></td>
</tr>
<tr>
<td>Magnolia grandiflora</td>
<td>Bull Bay Magnolia</td>
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</tr>
<tr>
<td>Platanus cuniata</td>
<td>Cut–Leaf Plane</td>
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</tr>
<tr>
<td>Platanus x hybridra</td>
<td>London Plane</td>
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</tr>
<tr>
<td>Pyrus calleryana</td>
<td>Callery Pear</td>
<td></td>
</tr>
<tr>
<td>Pyrus ussuriensis</td>
<td>Manchurian Pear</td>
<td></td>
</tr>
<tr>
<td>Sapium sebiferum</td>
<td>Chinese Tallowood</td>
<td></td>
</tr>
<tr>
<td>Ulmus parvifolia</td>
<td>Chinese Elm</td>
<td></td>
</tr>
<tr>
<td>Zelkova serrata</td>
<td>Japanese Elm, Keyaki</td>
<td></td>
</tr>
</tbody>
</table>