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Mr Jason Bailey  
Team Leader – Planning and Design Code  
Department of Planning, Transport and Infrastructure



**URPS**

Suite 12  
154 Fullarton Road  
ROSE PARK SA 5067

08 8333 7999  
www.urps.com.au  
ABN 55 640 546 010

By email: [dpti.planningreformsubmissions@sa.gov.au](mailto:dpti.planningreformsubmissions@sa.gov.au)

Dear Jason

## **Draft Planning and Design Code – Phase 3 Submission on Behalf of Catholic Education South Australia and the Association of Independent Schools in South Australia**

### **Introduction**

URPS has been engaged by Catholic Education South Australia (CESA) and the Association of Independent Schools in South Australia (AISSA) to review and advise in respect of the draft Planning and Design Code (the Draft Code).

CESA oversees more than 103 Catholic schools and AISSA represents 104 independent schools across South Australia. These include pre-schools, primary and secondary schools in regional South Australia and Metropolitan Adelaide. Together, CESA and AISSA schools provide educational services to 95,000 children across the State each year, employ 11,000 staff and engage with approximately 300,000 family members.

Both CESA and AISSA are concerned with the nature of the staged consultation and implementation of the Planning and Design Code. Some issues raised in this submission will equally be relevant to Phase 2 and it is hoped that any changes requested through this submission will be considered prior to the introduction of the Code in regional areas. CESA and AISSA are supportive of the shift to delay the implementation of the Code on the basis that provides for feedback to be genuinely considered and acted upon before the implementation of the Phase 2 and 3 versions of the Code.

The following recommendations were suggested in our Phase 2 submission:

1. Schools/educational establishments anticipated in a Zone should be listed in Table 3 of that Zone and the applicable policies i.e. including the Neighbourhood, Community and Recreation Zones. This would also reduce the amount of public notification associated with appropriate school development.
2. Notwithstanding the above, Schools/educational establishments should be placed in Neighbourhood and Activity Zones that extend over adjacent land to provide some opportunity for

expansion over time without onerous development assessment processes, rather than sitting in Recreation or Community Facilities Zone that constrain future potential growth.

3. Open space/recreation areas associated with schools/educational establishments should be identified as appropriate where demolition may occur within the Historic Area Overlay, given the significance of the land use in most neighbourhoods and the legitimate need for associated open space.
4. Code provisions should reflect that schools/educational establishments have peak noise periods and this should be expected in all Zones where schools are envisaged.
5. Any policy limiting the scale of a school/educational establishment to a “local level” should be removed.
6. Appeal rights for proponents of school/educational establishment development and no appeal rights for objectors to such development is supported.
7. The preservation/creation of a mechanism for SCAP to be the assessing authority for substantial school/educational establishment development is requested to provide independence in the assessment process and parity with government schools.

We reiterate that these concerns remain in respect of the finalisation of the Phase 3 version of the Code.

This submission provides some further clarification on the matters outlined above and provides further discussion on the following:

- The importance of schools and the changing nature of schools as a result of the State Government’s infill policy
- The inequities between planning processes and decision making processes between government schools and non-government schools
- The potential for accepted and deemed to satisfy development for schools
- That CESA and AISSA support the approach of not having schools designated as restricted development throughout the Code
- That the Code will provide for more referrals for some activities and where those referral agencies will have more power providing direction to relevant authorities

### Approach to Submission

As we did with the Phase 2 submission, we have reviewed a select number of school sites to identify the nature of existing zoning and proposed zoning within the Code. We have selected 8 schools across the Greater Metropolitan Adelaide area including outer metropolitan schools in Two Wells and Mount Barker. The following table highlights the wide variety of existing and proposed zones that affect school sites across the Greater Metropolitan area:

**Table 1 Existing and Proposed Zoning for Selected Schools**

	Existing Zone	Proposed Zone	Critical Overlays
<b>Blackfriars Priory, Prospect</b> ELC-12 School	<b>Residential Zone</b> - A450 Residential Policy Area	<b>Suburban Neighbourhood Zone</b>	<b>Traffic Generating Development Overlay</b>
<b>Pedare Christian College, Golden Grove</b> ELC-12 School	<b>District Centre Zone</b> - Golden Grove District Centre Policy Area 2 - Golden Grove Community Precinct	<b>Community Facilities Zone</b>	<b>Traffic Generating Development Overlay</b>
<b>Nazareth Catholic Community, Flinders Park Campus</b> 7-12 School	<b>Special Use Zone</b>	<b>Open Space Zone</b>	<b>Traffic Generating Development Overlay</b> <b>Urban Transport Routes Overlay</b>
<b>Concordia College (including St John's), Highgate</b> ELC-12 School	<b>Institutional Zone</b>	<b>Community Facilities Zone</b>	<b>Local Heritage Overlay</b>
	<b>Residential Streetscape (Landscape) Zone</b> - Landscape Policy Area 11 - Precinct 11.2 400	<b>Suburban Neighbourhood Zone</b>	<b>Character Area Overlay</b> <b>Historic Area Overlay</b>
	<b>Residential Regeneration Zone</b> - Fisher Street Policy Area 13	<b>Urban Renewal Neighbourhood Zone</b>	
<b>Mount Carmel College, Rosewater</b> 7-12 School	<b>Residential Character Zone</b> - Rosewater Policy Area 71	<b>Suburban Neighbourhood Zone</b>	<b>Character Area Overlay</b>
	<b>Residential Zone</b> - Queenstown, Alberton, Rosewater Policy Area 63	<b>General Neighbourhood Zone</b>	
<b>Xavier College, Two Wells</b> R-6 School (R-12 in future)	<b>Suburban Neighbourhood Zone</b>	<b>Housing Diversity Neighbourhood Zone</b>	<b>Traffic Generating Development Overlay</b>

	Existing Zone	Proposed Zone	Critical Overlays
<b>St Andrew's School, Walkerville</b> R-6 School	<b>Residential Zone</b>	<b>General Neighbourhood Zone</b>	<b>Traffic Generating Development Overlay</b>
<b>St Francis De Sales, Mount Barker</b> R-12 School	<b>Residential Zone</b>	<b>Suburban Neighbourhood Zone</b>	<b>Concept Plan Overlay Local Heritage Overlay</b>
	<b>Community Zone</b>	<b>Community Facilities Zone</b>	<b>Concept Plan Overlay Local Heritage Overlay</b>

### *Importance of Schools Generally*

Schools are significant community assets. They deliver a coordinated education curriculum that develops students with capacity to thrive in their adult lives. Schools provide important roles in the socialisation of young children and meet recreation needs. They also enable interaction between people and groups that may otherwise not connect.

CESA and AISSA represent more than 200 schools in South Australia. Their schools enable families to choose an education that best meets the needs of their child and family. Those schools are underpinned by a diverse range of religious beliefs and educational philosophies. They are, and need to be, accessible within the community so that they can suitably meet the demands of children and families.

Schools are often considered the hub of a community and it is critically important that the planning system allows for schools to adapt to meet contemporary demands.

Enrolments at non-government schools have been increasing in South Australia for a long period. This has led to more and larger non-government schools. This has occurred while there has been a consolidation and rationalisation of government schools in the state; Roma Mitchell Secondary College for example is a new 'super school' replaced four existing high schools.

The State's infill development directive is also affecting schools. While infill development is supported, it increases demand for services and these are carried by both non-government and government schools. Schools require clear and certain planning policies that enable development on their existing sites and the expansion beyond their current footprints.

### *Inequities in planning process between government and non-government schools*

The existing planning system has in-built inequities that provide for different planning assessment pathways for government and non-government schools. Development associated with government schools is ultimately assessed by the Minister for Planning who is not bound to assess a development solely against the provisions of a local Development Plan. Development at a non-government school is generally assessed by the local council who must make an assessment against the relevant provisions of its Development Plan.

Non-government schools are typically subject to more rigorous planning assessments. They can also be unfairly treated with respect to expansion beyond their footprints or when additional enrolments are proposed. This is because of the difference in how car parking provisions are applied to government

schools (that provide no on-site pick-up or drop-off) in comparison to non-government schools which are required to provide for on-site pick-up and drop-off.

Government schools are also able to undertake some activities without being subject to a development application. These include:

- the construction of outbuildings
- the installation of transportable and temporary classrooms within the area of an existing school
- alterations and additions to buildings within an existing school in prescribed cases, and
- the removal of regulated trees.

These activities are all of a minor nature and would not affect the existing use of school land. They are also activities that have negligible off-site impacts. CESA and AISSA question why such exemptions are provided to government schools when the only difference is the landowner.

**Accepted and Deemed to Satisfy**

The above inequities could be readily resolved by including the same activities as “accepted” development in zones where educational establishments are envisaged.

It is important to recognise that these types of activities would be accepted only for existing school sites and in strict circumstances.

**Table 2 Recommended additions to “Accepted” development in zones where educational establishments are envisaged**

Class of Development	Accepted Development Classification Criteria
The following Classes of Development are classified as Accepted Development subject to meeting the ‘Accepted Development Classification Criteria’	
<p><b>Outbuilding (Associated with an Educational Establishment)</b></p> <p>Except where any of the following overlays apply...</p> <ul style="list-style-type: none"> <li>• ....</li> </ul>	<ul style="list-style-type: none"> <li>(a) The construction of a new building does not exceed 1 storey in height</li> <li>(b) The outbuilding is not being constructed, added to or altered so that any part of the outbuilding is situated within the setback distance of the allotment prescribed under the Planning and Design Code (or, if no setback distance is so prescribed, within 900 mm of a boundary of the allotment)</li> <li>(c) The relevant work would not affect a local heritage place</li> </ul>

<p><b>Classroom or Covered Learning Area (Associated with an Educational Establishment)</b></p> <p>Except where any of the following overlays apply...</p> <ul style="list-style-type: none"> <li>• ....</li> </ul>	<ul style="list-style-type: none"> <li>(a) The construction of a new building does not exceed 1 storey in height</li> <li>(b) the classroom or covered outdoor educational area is not being constructed, added to or altered so that any part of the classroom or covered outdoor educational area is situated within the setback distance of the area (of the school) prescribed under the Planning and Design Code (or, if no setback distance is so prescribed, within 900 mm of a boundary of the area)</li> <li>(c) The relevant work would not affect a local heritage place</li> </ul>
<p><b>Building work associated with the alteration of, or addition to, a building within the area of an existing educational establishment</b></p> <p>Except where any of the following overlays apply...</p> <ul style="list-style-type: none"> <li>• ....</li> </ul>	<ul style="list-style-type: none"> <li>(a) The work will not: <ul style="list-style-type: none"> <li>a. exceed 1 storey in height</li> <li>b. affect an existing, or involve a new, access point to the site</li> <li>c. result in fewer car parks on the site</li> </ul> </li> <li>(b) the work will result in a building that added to or altered so that any part of the classroom or covered outdoor educational area is situated within the setback distance of the area (of the school) prescribed under the Planning and Design Code (or, if no setback distance is so prescribed, within 900 mm of a boundary of the area)</li> <li>(c) The relevant work would not affect a local heritage place</li> </ul>
<p><b>Tree Damaging Activity</b></p> <p>Except where any of the following overlays apply...</p> <ul style="list-style-type: none"> <li>• ....</li> </ul>	<ul style="list-style-type: none"> <li>(a) That is on land within the area of an existing educational establishment</li> </ul>

An alternative approach would be to include the above activities as “Deemed to Satisfy” development with DTS provisions that reflect the above criteria.

### *Interface Provisions*

Generally, CESA and AISSA support the approach to the General Provisions under the heading “Interface between Land Uses.

In particular, CESA and AISSA supports:

- that schools are included in the definition of “sensitive receiver” and “sensitive use” (the latter as defined by the *Environment Protection Act 1993*), and
- PO 2.1 which permits consideration of the following when assessing the potential amenity impact on sensitive receivers:
  - > the nature of the development
  - > measures to mitigate off-site impacts
  - > the extent to which development is desired in the zone, and
  - > measures that might be taken in an adjacent zone primarily for sensitive receivers that mitigate adverse impacts without unreasonably compromising the intended use of that land.

CESA and AISSA consider that PO 4.1 could be strengthened insofar as it relates to Schools. Schools are activities that emit noise. PO 4.1 seeks development that emits noise not unreasonably impacting existing sensitive receivers. PO 4.1 has a partnered DTS/DPF that would be met if a development complied with the Environment Protection (Noise) Policy criteria. Schools are a land use that is expressly excluded from having to comply with the Environment Protection (Noise) Policy. It is our view that PO 4.1 should be reworded so that it does not apply to activities that are not subject to the Environment Protection (Noise) Policy. PO 4.1 could be reworded as follows:

**PO 4.1 Development that emits noise (other than music noise, educational establishments, pre-schools and places of worship) does not unreasonably impact acoustic amenity at the nearest existing sensitive receivers. (underlining added to show introduced wording)**

### *“Local” Scale*

CESA and AISSA support the approach to non-residential development in the Suburban Neighbourhood Zone as it relates to non-residential development.

Suburban Neighbourhood Zone PO 1.5 states:

**PO 1.5 Non-residential development located and designed to improve community accessibility to services, primarily in the form of...**

- (b) **community services such as educational establishments, community centres, places of worship, pre-schools, childcare and other health and welfare services;**

The same provision is worded differently in other Neighbourhood Zones and it is suggested this provision be consistent across all Neighbourhood Zones. For example, the same provision in the General Neighbourhood Zone states:

**PO 1.3 Non-residential development provides a range of services to the local community primarily in the form of...**

- (b) **community services such as educational establishments, community centres, places of worship, pre-schools, childcare and other health and welfare services;**

### *Restricted Development*

CESA and AISSA support the Code's approach to "Restricted" development. Importantly, educational establishments are generally not listed as "Restricted" across the Code. The only Zone in which educational establishments are listed as "Restricted" is the City Park Lands Zone. Generally, this will not have a material impact on the development of CESA or AISSA schools.

### *Referrals*

CESA and AISSA are concerned with the approach to referrals within the Code and the increase in referrals that are anticipated within the Code.

In the first instance, CESA and AISSA are concerned that the majority of referrals give agencies the power of "direction". In such cases, a relevant planning authority may be directed to refuse development applications or implement conditions. With relevant authorities having regard to advice from agencies, it is our experience that this leads to outcomes that are agreeable to all parties (i.e. applicants, relevant authorities and agencies). This is particularly pertinent for referrals to the Commissioner of Highways where local councils also have an interest in public realm outcomes given road verges are under their care and control.

Referrals to the Commissioner of Highways are required where development is in a range of overlays. CESA and AISSA are particularly interested in referrals to the Commissioner of Highways where development takes place on land within the "Traffic Generating Development Overlay". That overlay applies to all land within 250 metres of an arterial road.

Educational facilities are prescribed as a matter that triggers a referral unless they meet the Deemed to Satisfy criteria of the overlay. The wording of the Deemed to Satisfy criteria is fundamentally flawed and they do not relate to their partnered Performance Outcome. If a school development does not meet those Deemed to Satisfy criteria, a referral for direction is required. For instance, PO 1.3 seeks development providing on-site queuing so that queues don't impact arterial roads. To meet DTS 1.3, a development must only have access from an arterial road; it doesn't relate to queuing.

A referral is required if the development does not have access to an arterial road. This appears to be backward if the intent is that development affecting an arterial road requires consideration and assessment by the Commissioner of Highways.

This overlay must be re-written so that the intent of the Overlay is clear and good outcomes are able to be achieved.

All school development that takes place within the overlay would appear to require a referral to the Commissioner of Highways. This is the case:

- where development does not directly front an arterial road
- where development may front an arterial road, but only takes access from a local street, and
- for any type of development that takes place on a school site (i.e. including minor structures).

In addition to re-writing the provisions of the Overlay, CESA and AISSA request that:

- this referral incorporates a clause that states referrals are required “*except where the development is in the opinion of the relevant authority minor in nature and would not warrant a referral...*”, and
- the referral be for regard purposes and not for direction, particularly given referrals will be required for many developments that do not directly affect an arterial road.

It is observed that the Planning and Design Code does provide for some referrals that are effectively for regard (i.e. such as within the Advertising Near Signalised Intersections Overlay and the Design Overlay). The same approach could be adopted for referrals within the Traffic Generating Development Overlay.

### **Parking**

Melissa Mellen from MFY provided advice that supported CESA and AISSA’s submission under the Phase 2 Code. Further advice has been provided by MFY insofar as it relates to urban areas and this is appended with this submission. MFY remains concerned with the approach to parking rates and the expectations that schools should accommodate all car parking on site. As previously identified, the parking rates within the draft Code will result in an overprovision of car parking on school sites.

### **Recommendations and Conclusion**

The recommendations outlined in the submission on behalf of CESA and AISSA to the Phase 2 version of the Code remain relevant as highlighted in the Introduction of this submission.

In addition, the following recommendations are made on behalf of CESA and AISSA and their approximately 207 schools in relation to the Phase 3 Draft:

1. schools be recognised for the important role they play in neighbourhoods and communities such that planning policy clearly anticipates and expects school development across all neighbourhood, community, recreation and activity centre type zones
2. the Code incorporates school development that is of a minor nature within the accepted development table for all zones where schools are envisaged
3. interface between Land Uses PO 4.1 be reworded such that it does not apply to schools
4. suburban Neighbourhood Zone PO 1.5 be used across all Neighbourhood Zones for consistency purposes
5. educational establishments are not prescribed as “Restricted” across any more zones than in the current draft version of the Code (i.e. it should only be in the City Park Lands Zone)
6. the Traffic Generating Development Overlay be reviewed in its entirety with further changes to
  - > the Deemed to Satisfy criteria
  - > provide relevant authorities discretion as to whether a referral is required, and
  - > be for “regard” purposes given the competing objectives of applicants, local councils and the Commissioner of Highways
7. revisiting the parking rates and approach to parking for schools.

Thank you for the opportunity to provide this submission.

Please call me if you have any questions on [REDACTED]

Yours sincerely

A handwritten signature in black ink that reads "Simon Channon". The signature is written in a cursive, flowing style.

Simon Channon  
**Senior Associate**

Enc

MLM/19-0265

27 February 2020

Mr Simon Channon  
Urban & Regional Planning Solutions  
Suite 12  
154 Fullarton Road  
ROSE PARK SA 5067



Traffic • Parking • Transport

Unit 6, 224 Glen Osmond Road  
FULLARTON SA 5063

T: +61 8 8338 8888

F: +61 8 8338 8880

E: mfy@mfy.com.au

W: mfy.com.au

MFY Pty Ltd

ABN 79 102 630 759

Dear Simon,

### **DRAFT PLANNING AND DESIGN CODE PHASE 3 – REVIEW OF PARKING RATES**

I refer to your request to provide a review of the proposed parking requirements identified in the draft Code. Specifically, you have sought my view as to whether the rates identified for schools would provide for an appropriate and reasonable provision for future school developments.

As requested, I have completed an assessment of the draft Code as it relates to parking and, in particular, have undertaken a detailed assessment of the parking provision identified in Table 1 – General Off-Street Car Parking Requirements.

The relevant parking rates for schools is listed in the Community and Civic Uses section of Table 1, which list the following:

Childcare Centres:	0.25 spaces per child
Pre-school:	1 per employee plus 0.25 per child (drop off/pick up bays)
Educational Establishment:	For a primary school – 1.1 space per full time equivalent employee plus 0.25 spaces per student.  For a secondary school – 1.12 per full time equivalent employee plus 0.16 spaces per student.  For tertiary institution – 0.8 per student based on the maximum number of students on the site at any time.

The rates identified for a childcare centre identified in Table 1 are consistent with comparable rates that have been adopted for such facilities for many years. They are also consistent with the demand



identified at childcare centres for which the operation and actual demand has been assessed by MFY. Accordingly, I would suggest that this rate is appropriate.

The parking demand rate for a pre-school will be dependent on whether the pre-school is independent or located within a school. The parking demand rate of 0.25 spaces/student could be impacted (reduced) when a pre-school is co-located with a school as a result of shared trips with siblings.

In regard to schools, the parking environment for these establishments is unique in that a peak demand occurs for a very short period prior to the commencement and at the completion of the school day. During the remainder of the day, the parking associated with a school is limited to staff and a small number of infrequent visitors.

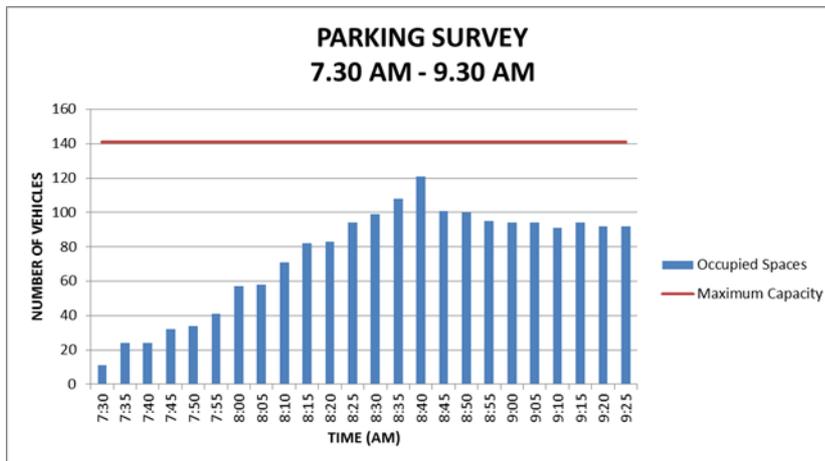
It is important to provide for safe pick-up and set-down of students at a school. However, this is not necessarily best achieved on the school site. The assessment for the parking demand associated with pick-up/set-down and parking demand for a school needs to consider a number of elements:

- the number of spaces needed;
- separation of students and vehicles;
- balanced use of a site so that large areas are not utilised for parking for short periods;
- safety of students during school periods as well as pick-up/set-down periods; and
- functional planning of school sites, particularly where existing sites are constrained.

The requirement to provide for all pick-up/set-down on-site for a school development will result in a significant impediment for development, particularly where sites are constrained. This would not only result in an inefficient use of a site where the primary purpose is the education of children but would result in considerable expense for an area which would only be required for short term periods.

While there may be opportunities to develop pick-up/set-down areas on larger greenfield sites, it would equally not be orderly or economic development to sterilise a large portion of land on a school site for the peak parking period.

Surveys completed at existing schools have reinforced that this peak occurs for a very short period, as illustrated in Figure 1.



**Figure 1: Example of the short peak additional parking demand associated with the set-down period**

The above graph, which is a typical example a pick-up/set-down regime at a school, identifies that the peak demand occurs for approximately ten minutes in the am and pm peak school periods. Based on a seven hour school day, the time that the parking would be used is less than 5% of the time students attend school. It would, therefore, be a disproportionate emphasis on parking to apply to a pick-up/set-down area if it could only be used for this short period, particularly when comparing educational or outdoor play facilities.

The need for short term on-site parking should be a balanced consideration which takes into account availability on-site and on-street and potential compromise to other school facilities. In this regard, it is too prescriptive to identify required on-site parking numbers for students in Table 1 of the draft Code. This requirement should be satisfied by a balanced assessment of the need for individual sites and the potential impact on surrounding land uses. Appropriate clauses could be included to effect this assessment criteria for school development.

Notwithstanding the above, the rates identified would appear to be based on the recommendations identified in the Parking Spaces for Urban Places report prepared by Aurecon for the City of Port Adelaide Enfield. A review of the assessment prepared by Aurecon identified the following:

- there was only one set of data available to inform the pick-up/set-down rate for a primary school, which was a school in a small town in New Zealand;
- the first principles calculation utilised by Aurecon assumed one child per car, which is anticipated to be an underestimate for the majority of schools;
- no data were available on which to base the pick-up/set-down requirements for a secondary school; and
- the nominated rate for a secondary school has been based on a rate specified by the City of Port Adelaide Enfield but no supplementary evidence has been included to confirm the accuracy of this rate.

MFY has collected data at numerous schools to inform the parking demand for many existing schools. The rate identified for a Primary School is comparable with the results of the data collected

by MFY. In respect to Secondary Schools, however, the rate is higher than that realised during the peak traffic periods. Table 1 identifies the results of the survey.

**Table 1: Parking Demand for Schools**

School	Pick-Up/Set-Down Rate Secondary School
St Paul's College	0.05 spaces per student
St Peter's Girls School	0.08 spaces per student
Unity College Murray Bridge	0.1 spaces per student

The above results confirm that the actual rates realised at existing schools are lower than those identified in the draft Code.

In addition to the above, it is relevant to note that while the rates in the Aurecon report would appear to have been inserted into Table 1 of the Draft Code in relation to school requirements, the recommendations included in the report as to how parking should be provide have not been considered. As an example, the technical bulletin prepared to supplement the Aurecon report identified the following information in respect to the school assessment.

*There is scope to apply discount to Primary schools, particularly for staff and children aged 10 and over (35% of all children).*

- *The calculated demand for the short stay drop-off / pick up bay would be very difficult to accommodate, even if on-street parking could be utilised to accommodate part of or the entire drop-off / pick-up bay. To reduce the impact on local streets of the drop-off / pick-up, individual school years could be allocated a street within a 400m radius of the school as a dedicated drop-off / pick-up zone, with younger years located closest to the school and older years the furthest. Staggered start and finish times would also reduce the intensity of the peak periods. Consultation with residents could champion the benefits to the whole community of sharing the responsibility of being located near a school.*
- *Depending on street characteristics, on-street parking could be utilised as part of an area wide traffic management plan to accommodate part of or the entire drop-off / pick-up bay.*
- *Recommended rate range based on SA Bulletin rate, with allowance for use of alternative transport modes:*
  - *Provide parking rate of 0.8 to 1.1 spaces per employee PLUS*
  - *Drop-off / pick-up rate range of 0.2 to 0.25 spaces per student OR*
  - *Area wide traffic management plan to accommodate drop-off / pick-up demand of 0.25 spaces per child.*

In relation to Secondary Schools, the technical bulletin provided the following advice:

*Similar to Primary Schools, but to a lesser extent, the calculated demand for the short stay drop-off / pick up bay would be very difficult to accommodate, even if on-street parking could be utilised to accommodate part of or the entire drop-off / pick-up bay. To reduce the impact on local streets of the drop-off / pick-up, individual school years*

*could be allocated a street within a 400m radius of the school as a dedicated drop-off / pick-up zone, with younger years located closest to the school and older years the furthest. Staggered start and finish times would also reduce the intensity of the peak periods. Consultation with residents could champion the benefits to the whole community of sharing the responsibility of being located near a school.*

- *Depending on street characteristics, on-street parking could be utilised as part of an area wide traffic management plan to accommodate part of or the entire drop-off / pick-up bay.*
- *Recommended rate range based on SA Bulletin rate, with allowance for use of alternative transport modes:*
  - *Provide parking rate of 0.8 to 1.1 spaces per employee PLUS*
  - *Drop-off / pick-up rate range of 0.12 to 0.16 spaces per student OR*
  - *Area wide traffic management plan to accommodate drop-off / pick-up demand of 0.16 spaces per child.*

Clearly the requirements for pick-up/set-down parking at a school included in the draft Code have not considered the holistic advice of this assessment nor the reality in respect to the best outcome of a school site in respect to safety or the best use of the land. The use of selective information from the Aurecon study will mean that the highest and best use for the land would potentially not be realised.

In addition to the above issue, there is a potential conflict between existing Department for Education policy which prescribes no parking for students on educational land and the draft provision in the Code. While the need for a safe and orderly solution will be required to develop an appropriate outcome for pick-up/set-down, there will be solutions that can be developed to achieve this outcome while not conflicting with this policy. This would be consistent with the advice in the Aurecon assessment. Reconciliation of contradictory policy requirements will be potentially problematic and the ability to allow for a good design outcome without prescribing a solution is desirable.

The parking provision for schools in Table 1 should be limited to staff and visitor requirements to maintain for sound planning for school sites to be achieved with balanced facilities to provide for the needs of the school. The desirability to develop a sound functional traffic management solution for a school (be it on-site, on-street or both) can be incorporated onto the policy requirements without prescribing parking rates. Should a parking rate be prescribed, it should accurately reflect the anticipated demand rather than be overly conservative, particularly when there is little to no technical basis for the rate prescribed.

Additionally, Table 1 also includes the following criteria.

*“where a development comprises more than one development type, then the overall car parking demand rate will be taken to be the sum of the car parking rates for each development type”*

The assessment of a peak parking demand for a mixed-use development as being the sum of individual components is antiquated and will lead to an over provision of parking for a development. It would not be progressive planning to introduce outdated philosophies in respect to high parking



provision rather than actively encourage alternative and more sustainable transport modes so that an appropriate level of parking can be realised which will be used to capacity regularly.

In this regard, PO 5.1 and DTS/DPF 5.1 are contradictory and this should be better clarified in the Code.

There is an increasing need to design viable developments so that they satisfy all criteria but do not result in excessive over provision of infrastructure which will not be utilised. This will not only sterilise land but will increase parking requirements and environmental impacts.

In relation to parking, sensible and orderly development will provide for shared parking between complimentary land uses. In the case of schools, shared community facilities (such as gymnasiums/performance spaces for example) will be able to use parking occupied during pick-up/set-down periods. This is sound planning and will support the highest and best use of the land through sensible design but would not be supported by the Code without resolution of this contradiction.

Consideration should also be given to the implications of the proposed overlays within the draft Code where they relate to specific traffic engineering design standards. The criteria currently specified do not correlate with relevant Australian technical standards and in many cases would result in otherwise very minor developments not achieving deemed to satisfy criteria. For example, should a school be within 250m of a controlled access road and a storage shed be proposed on the site, it is likely based on the criteria currently stipulated that the deemed to satisfy criteria would not be met. I would suggest this is contrary to the intent of the Code. Further, many of the criteria identified are too specific as there are numerous variables in the technical assessment that need to be considered. A good example is the sight distance at an access which, depending on the site, could be either overstated or inadequate, depending on conditions. When considering an access for a school, a detailed assessment of sight distance in accordance with appropriate technical criteria is warranted and the access could not be assumed to be safe based on a specified dimension which has not considered site conditions.

In summary, there are a number of matters that require further consideration in respect to the parking requirements for developments. In specific reference to schools, the rates identified for schools and the lack of flexibility in respect to enabling a balanced parking solution with short term requirements on-street will substantially impact the development potential for school sites. Further, a review of how technical criteria is to be specified in the Code is warranted as the current detail does not reflect best practice or current day road safety criteria.

Yours sincerely,  
**MFY PTY LTD**

A handwritten signature in black ink, appearing to read 'Melissa Mellen'.

**MELISSA MELLEN**  
Director



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