



Department of **Planning,  
Lands and Heritage**



**ACTIVE**

IN FORCE

# Operational Policy

# 2.4

## Planning for school sites

December 2022

The Western Australian Planning Commission acknowledges the traditional owners and custodians of this land. We pay our respect to Elders past and present, their descendants who are with us today, and those who will follow in their footsteps.

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# Operational Policy 2.4

## Planning for School Sites

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This policy supersedes *Development Control Policy 2.4 Planning for school sites*.

This policy may be cited as *Operational Policy 2.4 Planning for school sites (OP 2.4)*.

## Background notes

1. This policy contains the Western Australian Planning Commission's (WAPC) general requirements for school sites to meet the existing and future community needs, acknowledging that the *School Education Act 1999* provides an entitlement for a child to be enrolled at a government school for each year of the child's compulsory education period. The State provides sufficient and appropriate access to a government school for the purpose of meeting a child's entitlement.
2. This policy identifies when to consider the provision of sites for new schools, sets criteria for the selection of sites, includes requirements for the design and location of school sites and outlines the development contribution methodology for government primary schools.
3. This policy should be used during the preparation of structure plans (district, local and precinct) and subdivisions where residential development is proposed, and development applications in close proximity to school sites. The WAPC expects that discussions with the relevant education authority will be held at an early stage of the process, for example when a structure plan is being formulated or amended, and prior to advertising of proposals.
4. This policy incorporates guidelines for the identification and establishment of other complementary facilities on school sites such as educational support facilities, child care facilities and community purpose buildings.
5. The WAPC anticipates the release of draft State Planning Policy (SPP) 7.1 Neighbourhood Design in 2022 as part of Stage 2 of the Design WA policy suite. The draft Neighbourhood Design policy is a revised Liveable Neighbourhoods with an elevated SPP status that will guide the design of urban development in greenfield areas to create sustainable, liveable communities. The revision will retain the original intent and approach of Liveable Neighbourhoods while responding to current State Government initiatives and best practice options, and aiming for better design and planning outcomes. The revised SPP includes the Education element which has objectives, policy measures and graphics to guide the design of education sites in new urban areas. This policy will be modified where appropriate to ensure alignment and avoid overlap with draft SPP 7.1 Neighbourhood Design.



6. Other WAPC policies and guidelines which deal with requirements for structure planning and subdivision of residential land and should be considered along with this policy include:
  - Perth and Peel@3.5million Sub-regional Planning Strategies
  - State Planning Policy 3.6 - Infrastructure Contributions
  - State Planning Policy 3.7 - Planning in Bushfire Prone Areas
  - State Planning Policy 7.0 - Design of the Built Environment
  - Structure Plan Framework
  - Operational Policy 1.1 - Subdivision of Land
  - Development Control Policy 1.5 - Bicycle Planning
  - Development Control Policy 2.3 - Public Open Space
  - Development Control Policy 2.6 - Residential Road Planning
  - Planning Bulletin 72 - Child Care Centres
7. This policy does not specify requirements for TAFE colleges (technical colleges) or higher education campuses (universities) as it is expected that these sites will be identified through relevant strategic planning (i.e. sub-regional frameworks) and the alignment and refinement of these sites will carry through the subsequent planning processes.

Notwithstanding, the WAPC promotes consultation with the relevant agency/ education provider as early as possible in each planning step to establish any TAFE and higher education requirements including land size (11 - 25 hectares dependent on course offering), location and site design. Access to public transport, major transit corridors and adequate frontage will be prime considerations during site selection. Consideration should also be given to co-location with other community facilities where possible.

## 1. Introduction

- 1.1 This policy sets out general locational criteria, configuration requirements and design standards for the provision of government and non-government primary and secondary school sites.
- 1.2 This policy is intended to assist in addressing issues that may arise in residential areas between schools and their surroundings, particularly for traffic and noise generating activities, and mitigation of impacts on existing transport network and services.
- 1.3 This policy sets out the development contribution methodology for the provision of government primary school sites.



## 2. Policy objectives

- 2.1 To make provision for school sites and other education facilities and services related to community needs
- 2.2 To establish the preferred location and design elements for school sites and other education facilities
- 2.3 To ensure that school sites are developable, serviceable and have suitable and safe access
- 2.4 To ensure that the design and layout of the movement network around school sites provides for the safety of pedestrians, cyclists and road users, and encourages active transport
- 2.5 To achieve efficient use of land, facilitate supplementary and complementary land uses on site, encourage appropriate adjacent and surrounding land uses and encourage the co-location of community infrastructure where feasible
- 2.6 To promote adaptable re-use of government school sites as a key response to fluctuating population and demographic demands, and facilitate the retention of school sites (assets) for re-use in the longer term in lieu of short-term disposal
- 2.7 To establish clear methodology for contributions for government primary schools which is transparent and equitable, and clearly articulates where subdividers/landowners are required to cede land (free of cost), or payment of a pro-rata contribution, or both.

## 3. Policy measures

### 3.1 Consultation

- 3.1.1 Early consultation with relevant service providers including Department of Education, Department of Training and Workforce Development and non-government school providers during the preparation of sub-regional strategies and structure plans is crucial. Early consultation will assist in securing suitably sized and located sites, and provide opportunities for co-location with other community facilities. As non-government school providers now account for a significant proportion of student (primary and secondary) enrolments in the State, consideration needs to be given at all levels of structure planning to facilitate better planning outcomes for the provision of education facilities for both government and non-government providers.
- 3.1.2 Where a structure plan proposes residential development (including within a mixed-use development), formal comment from the Department of Education regarding the location and suitability of all government school sites, and acknowledging the proposed dwelling numbers anticipated within a structure plan area, must be included



with the structure plan documentation when it is submitted. This requirement includes all types of structure plans and amendments, including those where school sites are not identified or proposed to be modified. It is essential that the Department of Education and the WAPC are aware of broader land use planning and surrounding structure plan and subdivision proposals which may impact current and future school site planning.

- 3.1.3 As subdivision and design stages progress, ongoing consultation should be made with the Department of Education, non-government education providers and the WAPC to determine the acceptability of proposed sites.

### 3.2 The demand for school sites

- 3.2.1 All subdivisions and intensification of residential density create demand for, or on, a primary school, with this demand potentially extending beyond the boundaries of a structure plan or subdivision area. In each case, the planning and design of land for residential purposes should be undertaken in

consultation with both government and non-government education providers in order to assess the need for primary schools against existing/established school sites in the broader locality, the rate and type of development, and the demand and opportunities for co-location of other community services. In general, the following provision of government (public) school sites apply:

- primary schools - one school site for every 1,500 dwellings and
- secondary schools - one school site for every four to five government (public) primary schools.

The WAPC may accept alternative primary school site provisioning. This discretion may be based on considerations such as the capacity of surrounding schools, and demographic projections.

While the basis for providing non-government schools will be different from government schools, a provision at the average ratio of one non-government to three government primary schools and one to two for secondary schools is an appropriate basis for planning.

- 3.2.2 The development of private and independent schools should also be considered. Such schools typically draw students from a larger area. Demand for sites from private and independent schools often does not materialise until neighbourhoods are well established. The WAPC encourages these organisations to make expressions of interest, as early as possible in the planning process (preferably at the structure planning stage), to enable provision to be made for a suitable site(s) in the area. This will require negotiation between the subdividers/landowners and the organisation concerned as to location, size and method of acquisition.
- 3.2.3 In some circumstances, particularly in regional areas, the provision of separate primary and secondary schools is not always feasible. In such areas, the Department of Education should be consulted to determine whether there should be sites set aside for separate primary and secondary schools or whether provision should be made for a shared facility.



## 3.3 Locational requirements of schools

3.3.1 School sites are to be identified in Part 2 (Explanatory Section) of structure plans (see Section 3.1.2).

3.3.2 The following land size for school sites is the desirable size for each type.

|                                | Department of Education | Other non-government schools |
|--------------------------------|-------------------------|------------------------------|
| Primary school                 | 4 hectares              | 4 hectares*                  |
| Secondary school               | 10 hectares             | 8 - 10 hectares              |
| Combined primary and secondary | -                       | 10 - 12 hectares             |

\* 5 hectares where associated facilities used for community purposes are included on the site, particularly where their predominant use will occur outside school hours

3.3.3 Land sizes are based upon the provision of standard facilities for a given number of students and on the basis that all the land is fully functional and useable. If the land is not fully functional and useable (e.g. vegetation that needs to be retained), a larger site area will be required.

3.3.4 On advice from the Education and Planning agencies, a variation to the standard school land size may be desirable in some instances, such as the following:

- a) additional site area to provide education support services facilities or childcare services (refer section 3.7)
- b) reduced site area, where there is appropriate merit and information provided to enable support for:
  - (i) infill development and/or
  - (ii) unforeseen demands and/or
  - (iii) innovative design.
- c) where schools are co-located with public open space or other community facilities or sites, subject to the provisions outlined below:
  - (i) a reduction in the size of government primary school sites may be considered when co-located with adjoining public open space incorporating sport or recreational facilities
  - (ii) a reduction in the size of government secondary school sites may be considered when co-located with adjoining public open space incorporating sport or recreational facilities

- (iii) where a school site is to be co-located with public open space, the essential facilities and infrastructure for the functioning of the public open space are to be fully incorporated and contained on a separate adjoining open space lot or Crown reserve; this arrangement requires a shared use agreement between the Department of Education and the local government to outline shared use, management, and maintenance obligations and cost sharing
- (iv) where a school site is co-located with public open space and where the public open space is designed to enable use by the school and the public outside of school hours, agreement between Department of Education and the local government will be required, and early engagement is encouraged.

3.3.5 School sites should be regular in shape and rectangular. The length of the site should not exceed twice the width. Acute boundary angles with the consequent unusable spaces are not acceptable.



## 3.4 Physical site requirements, servicing and access

3.4.1 The physical condition of the school site land is important. The area to be occupied by buildings should generally be level to minimise site works and construction costs, and provide connection between buildings and any adjoining play areas. There is also a need to provide level, grassed, recreation areas for organised sports and games. The selected land for school sites should have sufficient developable area and be unencumbered to the following extent:

- a) be level, although gently sloping sites may be acceptable
- b) not have extreme topographical features involving extensive on-site earthworks, excessive retaining and/or importation of fill
- c) not require significant clearing of native vegetation and/or need any State or Australian Government environmental approvals or offsets, or intend/propose for significant areas of vegetation to be retained; depending on individual site circumstances and subject to discussion with the education and planning agencies, some retention of vegetation on the edges of the site may be acceptable

- d) be geotechnically sound and not contain geological features that would affect development, or be subject to inundation or erosion
- e) have appropriately assessed and managed any flooding or bushfire risks.

3.4.2 As required by the established structure planning process, any structure plan where a school site is identified or required shall be supported by technical reports including a water management report, environmental, geotechnical, heritage and traffic impact assessments, to enable a due diligence assessment of the proposed school sites.

3.4.3 Infrastructure such as drainage sumps, compensating basins, electricity transmission lines and transformer pads including any associated buffers, are not acceptable within the land area requirement for school sites. Other easements and reserves for public utilities such as sewerage and drainage mains and underground pumping stations should not be included in the land area requirement of school sites unless demonstrated to be safe and useable.

3.4.4 All appropriate infrastructure services (utilities) should be made available to the school site at subdivision stage; any connection/s shall be provided to the part

of the school site which will accommodate development based on the site layout plan prepared by the Department of Education (where known).

3.4.5 During the strategic site selection and subdivision processes, subdividers/landowners are to have consideration to the correlation of road and school site levels; roads abutting school sites are to be constructed to levels that will match or coordinate with the school site land.

3.4.6 During the subdivision process, vegetation should be cleared to ensure that development will be unencumbered. Where subdivision occurs well ahead of the establishment of the school, the subdivider/landowner should liaise with the Department of Education to determine if the clearing of vegetation is required at the time of subdivision. Retention of vegetation may be considered where the development of a school, associated facilities and structures are not encumbered, such as on the edges of the school site and/or associated public open space, or as shade trees internal to the site.

3.4.7 Prior to ceding any primary school site land through the subdivision process, the WAPC expects that the works outlined in Sections 3.4.4, 3.4.5 and 3.4.6 are completed, and basic siteworks are undertaken across the school site land





(including grading, fill, and stabilisation) to match in with the broader subdivision area/surrounding lots. The relevant clearing agencies for those matters are expected to liaise with the Department of Education prior to endorsing the clearance of those subdivision conditions where a school site is part of the subdivision area.

**3.4.8 Primary schools:** these sites should:

- be located centrally to the neighbourhood it is intended to serve
- have a minimum of three road frontages and be located on at least one local distributor road (refer to section 3.5)
- be serviced by safe, convenient and well-designed bike and pedestrian networks, optimising integrated/multimodal transport connections.

**3.4.9 Secondary schools:** these sites should:

- be located within the district or locality it is intended to serve; secondary schools can be located at the edge of a suburb, provided they meet the frontage requirements (refer to section 3.5)
- be located on the edge of a walkable catchment of an activity centre, or an existing or planned train station

or high-frequency public transport service (or dedicated bus service during peak demand periods)

- be serviced by safe, convenient and well-designed bike and pedestrian networks, optimising integrated/multimodal transport connections.

\* *Centrality of secondary schools is secondary to efficient access.*

## 3.5 Movement network and road safety

**3.5.1** All new school sites must be designed with at least three road frontages. For a primary school, at least one frontage shall be a neighbourhood connector and one frontage shall be a lesser order road (minimum Access Road B). For secondary schools, one frontage shall be an integrator arterial road and one frontage shall be a lesser order road (minimum Access Road B). Cul-de-sacs or laneways are not acceptable roads adjacent to school sites.

**3.5.2** These roads must be designed with a view to balancing movement of people and vehicles; this will require provision of roads with appropriate carriageway width and traffic management devices (as set

out in *Development Control Policy 2.6 - Residential Road Planning and AS2890*), and which:

- encourage reduced vehicular speeds on the lower order roads around the school site
- integrate pedestrian and bike paths with the school site, with a shared path provided on the neighbourhood connector or integrator arterial that is adjacent to the school site
- allow for the safe pick-up and set-down of students from both private cars and public transport systems within the road reserve/s as outlined in **Appendix 1** (for example, make provision for bus stops, sufficient on-street parking embayments around the school site and queue storage at the entrance to the drop-off zone)
- be capable of active management (cross-walk wardens or parking attendants), with priority given to safe pedestrian and bike movement where active traffic management isn't available after school hours.

**3.5.3** The construction of road carriageways and traffic management devices (including on-street embayments and raised pedestrian crossings) are the responsibility of the subdivider/landowner and should be provided at the time of subdivision to the satisfaction of the local government, and



the Department of Education in the case of government schools. The subdivider/landowner may seek reimbursement from the Department of Education for the costs of paths (on the side of the road directly adjacent to the school site), and 50 per cent of the cost of on-street embayments and raised pedestrian crossings that directly relate to the government school site. Where the layout of a government school and the road design is known but subdivisions occur well ahead of the establishment of the school, the subdivider/landowner should liaise with the Department of Education to determine its requirements.

3.5.4 The surrounding subdivision should be designed so that intersections and crossovers along the streets fronting the school sites are limited and coordinated to accommodate safe and convenient embayment parking within road reserves (preferably school side). The local government may require a local development plan through the subdivision process to ensure this objective is achieved.

3.5.5 While parking (i.e. long-term/all-day parking and some pick up and drop off facilities) will be provided within the school site and constructed by the school authority, on-street parking embayments should also be provided within the road reserve around the school site. Ideally,

student pick up and drop off areas will be on a separate street frontage to bus pick up/set down areas.

3.5.6 School sites should prioritise pedestrian and bike movement networks, and where appropriate, pedestrian paths are to be provided on both sides of the roads that are in close proximity to school sites. These networks should lead as directly, conveniently and safely as possible to the school. If there is a need to cross significant distributor roads, careful consideration should be given to the nature of the crossing, whether it is by grade-separation, controlled lights, intersection separation, manned crossing or other acceptable alternatives.

### 3.6 Relationship to nearby land uses

3.6.1 Common boundaries of school sites with residential uses should be avoided whenever possible. There are a number of activities conducted on school sites which can adversely affect the amenity of residential properties, particularly where they are located very close to a school site. To avoid potential conflict with residential properties, it is preferable that school sites are surrounded by a combination of roads, public open space or other compatible community, cultural recreation and sporting facilities.

3.6.2 Careful consideration needs to be given to ensure that schools sites are located amongst or adjacent to compatible land uses to support education, health and well-being outcomes. Flexibility in planning may be required in inner city and infill areas, and school design should be carefully considered in such cases.

3.6.3 Surrounding land uses should be designed to enable incidental surveillance of school sites and any incidental fencing and vegetation should be located and/or managed to discourage crime or unauthorised access to the school site.

### 3.7 Additional or supplementary services

3.7.1 **Education support facilities** are additional education-related services provided by the Department of Education which provide facilities for students with a disability. Provision should be made for these facilities within government primary school and secondary school sites on the advice of Department of Education.

3.7.2 Where the Department of Education advises that education support facilities cannot be accommodated within the site allocated for the school, provision should be made for additional land (up to one hectare or as advised by the Department of Education) to be set aside for acquisition by the Department of Education.



- 3.7.3 **Child care services** are supplementary services that can be provided on a school site, which can include playgroups and child care premises such as long day-care and outside school hours care (before school, after school and vacation care). The Department of Education may make provision for these services to be located on a school site where there is a need identified within a community. Provision should be made for additional land (up to 2,500m<sup>2</sup> or as advised by the Department of Education) to be set aside to be acquired by the Department of Education.
- 3.7.4 Where long day-care is proposed within a school site or co-located adjacent to, provision must be made for additional parking bays based on the requirements of any relevant Scheme; reciprocal use of school site and long day-care parking and drop off areas are not appropriate.
- 3.7.5 Other supplementary services supporting childhood health which are provided by the Department of Health such as medical/dental clinics should be co-located with primary schools whenever possible. The identification of these sites should be undertaken by the Department of Health during the structure plan stage, with an intent for the land to be set aside for acquisition by the Department of Health.

### 3.8 Approvals and adaptive re-use

- 3.8.1 Development on school sites undertaken by, or on behalf of, the Department of Education constitutes public works by a public authority in accordance with Sections 4 - 6 of the *Planning and Development Act 2005*. Approval processes and delegations are guided by the reservation/zoning of the land under the region planning scheme.
- 3.8.2 Where an existing school site experiences low enrolment numbers and is not required to service the educational needs of an area in the short-to-medium term, the adaptive reuse of a school site or any part thereof can be supported by a decision-maker where the proposed use:
- is in accordance with the relevant region and/or local planning scheme
  - will not negatively impact on the surrounding area and
  - is restricted to a maximum 10-year approval.
- 3.8.3 When an approval expires, an extension or new approval must be sought from the decision-maker, who will have regard for short-to-medium term educational demands in the locality, and the requirements of 3.8.2 above.

### 3.9 Development contributions for Government (public) primary schools

- 3.9.1 For the purposes of this section reference to 'dwelling' has as an equivalency to a 'lot'.
- 3.9.2 All new residential lots created through the subdivision process (including survey strata) generate demand for a public primary school site based on a ratio of one four-hectare primary school site for every 1,500 dwellings. The cost associated with the acquisition of land for a primary school/s will be apportioned equitably in accordance with the pro-rata contribution requirements outlined in **Appendix 2**.
- 3.9.3 Any pro-rata cash contributions collected by the Department of Education are to be used to acquire land for any public primary school site, including land adjacent to existing public primary school sites for the purpose of expansion, or reimbursement for Department of Education expenses in preparing school sites to be made developable/augmented where the school site land is affected by unique site constraints/features.
- 3.9.4 Development contributions for Government (public) primary schools apply to any subdivision creating an additional five lots, or more, where it is located within:



- the Metropolitan Region Scheme area or
  - the Peel Region Scheme area or
  - the Greater Bunbury Region Scheme area or
  - an approved structure plan area within the State.
- 3.9.5 The following will be exempt from a pro-rata contribution:
- (i) subdivision applications which propose less than an additional five lots
  - (ii) any identified balance lot(s) and
  - (iii) lots which are identified for aged/dependent persons developments<sup>1</sup> as this typology is not expected to generate the average level of demand on primary schools.
- 3.9.6 The subdivider/landowner is required to have the parent lot/s valued to determine a per hectare land value. This value is then used to generate the value of a notional four-hectare primary school site. Each new eligible lot will contribute 1/1500th the value of a four-hectare site. The valuation should be current (dated within six months)
- prior to seeking subdivision clearance from the Department of Education for any pro-rata school site contribution condition.
- 3.9.7 Subdividers/landowners who have either all, or a portion of a primary school site, within their subdivision application are required to cede the school site land or relevant portion, to the Crown at the time of subdivision. Where a subdivider/landowner's landholding is proposed to be staged, the subdivider/landowner may, by agreement with the Department of Education, enter into an arrangement to address ceding of the school site.
- 3.9.8 Subdivider/landowners who do not have any portion of the primary school site within their subdivision application are required to pay the full pro rata contribution in cash to the Department of Education. The contribution payable is based on the number of lots proposed in the subdivision in accordance with the 'Development contribution formula' (formula) in **Appendix 2**.
- 3.9.9 Where a subdivider/landowner cedes a portion of land where its value is deemed to be less than the amount apportioned through the formula, the subdivider/landowner will be required to make an additional cash payment to the Department of Education to account for this deficit.
- 3.9.10 Conversely, where the value of the portion of land ceded by the subdivider/landowner is deemed to be in excess of the amount apportioned through the formula, the Department of Education will reimburse the landowner for the amount of land over-supply.
- 3.9.11 Where either all, or a portion of a primary school site is identified within a subdivider/landowner's landholdings, and subdivision of the landholdings is proposed to be staged, the subdivider/landowner may, by agreement with the Department of Education;
- i) undertake preliminary calculations for the total landholdings as part of stage one and determine the development contribution arrangements and
  - ii) reconcile the final contribution or reimbursement to be made upon completion of the final stage.
- 3.9.12 Where a subdivider/landowner has any part of their site identified for a primary school site in an approved structure plan, the Department of Education can be approached with a request to consider early acquisition of the site subject to demonstration of hardship.

<sup>1</sup> lots intended for aged/dependent persons development will have notifications imposed on the certificates of titles outlining the restriction on land use/development.



## Appendix 1 - Additional transport information

The following guidance is provided for the identification and planning for secondary school sites:

- (i) Early consultation with the Department of Transport should be undertaken to ensure planning for public transport and non-vehicle modes of transport are adequately considered and appropriate, and demand and capacity requirements of the State Road network are adequately considered and appropriate.
- (ii) Make provision for a minimum of four standard rigid buses with independent pull in / pull out (minimum of four x 20 metre stands plus tapers). Ideally the stands would be in the one long bay to minimise kerb space and aid in supervision of students. The Public Transport Authority should be consulted with regards to the location of these bay/s to ensure that operationally their location is suitable. Schools with expected student populations in excess of 2,000 students may require additional bays.
- (iii) Where buses will operate, maintain minimum lane widths of 3.5 metres, or 3.2 metres if there is a hard median separating opposing lanes of traffic. The use of traffic calming (speed cushions / humps / chicanes) must be discussed with the Public Transport Authority.
- (iv) Student pick up / set down areas should be separate to areas designated for bus traffic to minimise misuse. Ideally, bus pick up and drop off will be on a separate street frontage to student pick up / set down.
- (v) Sites should be serviced by safe, accessible bike and pedestrian networks with convenient connections to surrounding networks, residential areas and train stations (where applicable).
- (vi) Development should be supported by a transport impact statement or assessment in accordance with the WAPC's *Transport Impact Assessment Guidelines (2016)* that addresses forecast demand and target rates for all modes of transport, and includes travel behaviour change initiatives designed to reduce car dependency and increase walking, cycling, scooting and public transport to school (such as the Department of Transport's Your Move Schools program).



## Appendix 2 - Development contribution formula and guidelines

### Formula

$$\frac{\text{Per hectare valuation} \times 4}{1500} \times \text{No. of lots in subdivision} - \text{Value of any school site land ceded} = \text{Cash contribution}$$

The contribution model works on the basis of the current policy and practice that one four-hectare government primary school site is needed to service every 1500 dwellings. The pro rata contribution formula is calculated by dividing the market value of four hectares of the subdivision area (hypothetical school site) by 1500, multiplied by the number of lots proposed within the subdivision area, minus the value of any land being ceded for the school site.

The pro rata calculations are based on each lot/dwelling contributing 1/1,500th (or 0.06 per cent) of a four-hectare site for each eligible lot/dwelling created. For example, a 300-lot subdivision would contribute 20 per cent of a four-hectare primary school site and a 1,500-lot subdivision would contribute 100 per cent of a four-hectare primary school site.

### Threshold limit

The maximum contribution amount is \$4,500 per lot created.

This maximum contribution amount will be reassessed by the State Government agencies responsible for planning and education at the time of the next review of this policy.

### Valuation

If a primary school development contribution is required as a condition of a WAPC-approved subdivision then the contribution is to be paid to the Department of Education for each deposited plan area before title clearances will be approved. A valuation is to be undertaken over each **proposed deposited plan area** to calculate the contribution amount.



The current market value of the **proposed deposited plan area** is to be determined, at the cost of the owner of the land, by a **licensed valuer**. The market value of the land will be based on the:

- **proposed deposited plan area** having first received conditional subdivision approval
- assumption that the land is **development ready**
- assumption that any rezoning necessary for the purpose of the subdivision has come into force
- no buildings, fences or other similar improvements are on the land
- assumption that environmental, heritage and cultural issues have been resolved on the date on which the valuation is made.

For those sites incorporating a portion or a whole primary school site, the value of that primary school portion is to be based on the 'highest and best' alternative use - generally a residential zoning comparable to the surrounding development unless the land is otherwise constrained.

## Currency of valuation

If within six months, or longer if agreed in writing by the Department of Education, of the date on which the valuation is made, the owner of the land has not paid the amount of the valuation or disputed the valuation, the Department of Education may, by written notice to the owner of the land, determine that the valuation is no longer current and that a new valuation is required.

## Valuation methodology

A valuation is to include both the Primary and Secondary valuation approaches, as follows:

### ❑ Primary Valuation Approach - Direct Comparison Analysis

To determine the market value in a development-ready site condition by comparing the subject site to recent sales of englobo development sites transacted in the open market.

Land sale evidence shall:

- consist of sales evidence deemed comparable to the deposited plan area, otherwise on the highest and best alternative use basis



- be adjusted to assume a development ready site and
- where possible use land sales that could reasonably be developed in a single stage.

Detailed sales analyses should be included in the valuation report and specific comments should be made in regard comparability and adjustments.

#### ❑ **Secondary Valuation Approach - Static Hypothetical Development Analysis**

To determine the feasible market value of the land using the Static Hypothetical Development method of valuation, the valuer will:

- assess the Gross Realisation by comparison to recent sales of comparable lots, consideration may be given to pre-sales within the subject development
- rely on land area, dimensions and configuration as shown on the deposited plan (for those areas included on the **proposed deposited plan area** for primary school sites the assessment is based on the highest and best alternative use – generally residential zoning)
- use development costs as specified in contract or engineers' advice
- use allowances for market incentives (marketing and builder rebates) and statutory contributions
- for GST, assume application of the General Tax Rule for feasibility analysis and
- allow for POS contribution where applicable.

#### **Report format**

The valuation report should follow the report template provided by the Department of Education.

#### **Pecuniary interest**

The **licensed valuer** should confirm in the report that they have no pecuniary interest in the property which may give rise to a conflict of interest.





## Dispute process

If either the owner of the land or the Department of Education disputes a valuation, it may be varied by agreement between the parties. The dispute may also be settled by a method as agreed by both parties, such as referral to an independent **licensed valuer**, or an arbitrator under the *Commercial Arbitration Act 2012*.

## Definitions

**Licensed valuer** - means a licensed valuer as defined in the *Land Valuers Licensing Act 1978*, or the Valuer General.

**Development ready** - assumes the englobo site, *inter alia*, is cleared, filled, drained, serviced and has road access, but does not include internal subdivision works required to create the proposed individual residential lots.

**Proposed deposited plan area** - assumes for the purpose of valuation that the draft Deposited Plan area is a separate single lot.

**Market value of the land** - means the capital sum which an unencumbered estate in fee simple in the land might reasonably be expected to realise if offered for sale on such reasonable terms and conditions as a bona fide seller would require.