

Review of Environmental Factors

Westmead Public School Upgrade

Document version: 11

Date: 24/04/2026

Acknowledgement of Country

The NSW Department of Education acknowledges the Darug people, specifically the Burramattagal people, the traditional custodians of the land on which the upgrade of Westmead Public School is proposed.

We pay our respects to their Elders past and present and celebrate the diversity of Aboriginal people and their ongoing cultures and connections to the lands and waters of Australia.

The NSW Department of Education is committed to honouring Aboriginal peoples' cultural and spiritual connections to the land, waters and seas and their rich contribution to society.

The NSW Department of Education recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.

Declaration

This Review of Environmental Factors (REF) has been prepared by EPM Projects on behalf of the NSW Department of Education (department) and assesses the potential environmental impacts which could arise from the upgrade works at Westmead Public School at 150 Hawkesbury Road, Westmead, NSW 2145.

This REF has been prepared in accordance with the *Guidelines for Division 5.1 Assessments* and any relevant addendum (the Guidelines), and the relevant provisions of the *Environmental Planning and Assessment Act 1979* (EP&A Act), the *Environmental Planning and Assessment Regulation 2021* (EP&A Regulation) and *State Environmental Planning Policy (Transport and Infrastructure) 2021* (TI SEPP).

This REF provides a true and fair review of the activity in relation to its likely impact on the environment and the information it contains is neither false nor misleading. It addresses, in a manner that is proportionate to the nature and risk of the activity, all the factors listed in Section 3 of the Guidelines, the EP&A Regulation and the Commonwealth *Environmental Protection and Biodiversity Conservation Act 1999* (EPBC Act).

In preparing the REF I have declared any possible conflict of interests (real, potential or perceived) and I do not consider I have any personal interests that would affect my professional judgement.

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Appendices

Appendix	Name	Version	Date
1	Mitigation Measures	V8	24/04/2026
2	Heritage Impact Assessment	Rev E	10/12/2025
3	Geotechnical Investigation Report	Rev 6	10/12/2025
4	Detailed Site Investigation	Rev 1	21/10/2025

Abbreviations

Abbreviation	Description
AHD	Australian Height Datum
AHIP	Aboriginal Heritage Impact Permit
AHIMS	Aboriginal Heritage Information Management System
BC Act 2016	<i>Biodiversity Conservation Act 2016</i>
BC Regulation	Biodiversity Conservation Regulation 2017
BAM	Biodiversity Assessment Method
BCA	Building Code of Australia
BDAR	Biodiversity Development Assessment Report
CA	Certifying Authority
CM Act	<i>Coastal Management Act 2016</i>
CEMP	Construction Environmental Management Plan
CWC	Connecting with Country
The department	NSW Department of Education
DCCEEW	Department of Climate Change, Energy, the Environment and Water
DPC	Department of Premier and Cabinet
DPHI	Department of Planning, Housing and Infrastructure
Design Guide	<i>Design Guide for Schools</i> published by the Government Architect in May 2018
EIS	Environmental Impact Statement
EMP	Environmental Management Plan
EPA	Environment Protection Authority
EP&A Act	<i>Environmental Planning and Assessment Act 1979</i>
EP&A Regulation	<i>Environmental Planning and Assessment Regulation 2021</i>
EPBC Act	<i>Environment Protection and Biodiversity Conservation Act 1999</i>
EPI	Environmental Planning Instrument
EPL	Environment Protection License
ESD	Ecologically Sustainable Development
FM Act	<i>Fisheries Management Act 1994</i>

Abbreviation	Description
GBCA	Green Building Council of Australia
Ha	Hectares
LEP	Local Environmental Plan
LGA	Local Government Area
MNES	Matters of National Environmental Significance
NCC	National Construction Code
NorBE	Neutral or Beneficial Effect on Water Quality Assessment Guideline (2022)
NPW Act	<i>National Parks and Wildlife Act 1974</i>
NPW Regulation	National Parks and Wildlife Regulation 2009
NPWS	National Parks and Wildlife Service (part of EES)
NSW RFS	NSW Rural Fire Service
NT Act (Cth)	<i>Commonwealth Native Title Act 1993</i>
OEH	(Former) Office of Environment and Heritage
PAD	Potential Archaeological Deposit
PCEMP	Preliminary Construction Environmental Management Plan
Planning Systems SEPP	State Environmental Planning Policy (Planning Systems) 2021
POEO Act	<i>Protection of the Environment Operations Act 1997</i>
Proponent	NSW Department of Education
REF	Review of Environmental Factors
RF Act	<i>Rural Fires Act 1997</i>
Resilience and Hazards SEPP	State Environmental Planning Policy (Resilience and Hazards) 2021
Roads Act	<i>Roads Act 1993</i>
SCPP DoE	<i>Stakeholder and community participation plan</i> , published by the NSW Department of Education October 2024
SCPP DPHI	<i>Stakeholder and community participation for new health services facilities and schools</i> published by the Department of Planning, Housing and Infrastructure October 2024
SDRP	State Design Review Panel
SEPP	State Environmental Planning Policy
SIS	Species Impact Statement
TI SEPP	State Environmental Planning Policy (Transport and Infrastructure) 2021
WM Act	<i>Water Management Act 2000</i>

Executive Summary

This Review of Environmental Factors (REF) has been prepared by EPM Projects (EPM) for the NSW Department of Education (the department). The department is proposing the construction and operation of a new permanent classroom building campus at the Newington Public School located at 49A Newington Boulevard, Newington. The construction and operation of the new classroom building is, pursuant to Section 5.1(1) of the *Environmental Planning and Assessment Act 1979* (EP&A Act), an activity.

This REF has considered the activity and its environmental impacts in accordance with the provisions of Part 5 of the EP&A Act and the *Environmental Planning and Assessment Regulation 2021* (EP&A Regulation), and other relevant statutory requirements. In accordance with Section 5.5 of the EP&A Act, this REF has examined and taken into account, in a manner that is proportionate to the nature and risk of the activity, all matters affecting or likely to affect the environment by reason of the Project. In particular, the REF has considered the factors set out in Section 171 and 171A of the EP&A Regulation the Department of Planning's Guidelines for Division 5.1 assessments (December 2025), which includes consideration of environmental factors for health services facilities and schools within Attachment B of those Guidelines.

The Proposal

The proposal relates to the upgrade of Westmead Public School located at 150 Hawkesbury Road, Westmead (Lot 1 DP 881383). The existing school building within the area of the activity is being demolished (under a separate Development Consent), and the upgrade works include the construction of a new, two (2) storey learning hub along the Moree Avenue frontage comprising of general and support learning spaces, a multipurpose hall, W/C and change facilities, office and meeting rooms, storage and circulation areas, landscaping and tree planting and ancillary services.



Figure 1: Indicative Perspective of the proposed building viewed from the east (Source: Bickerton Masters Architects)

The proposed activity is located in the Cumberland Local Government Area surrounded by low density residential development to the west, north-west and south, medium density two-three storey residential development to the east. The Westmead Railway Station and the future Westmead Metro Station is situated to the north-east. The site is listed as a local heritage item I295 under the Cumberland Local Environmental Plan 2021. The proposed activity will not result in a significant impact to the heritage significance of the site or the nearby Toohey's Palm Estate Group Conservation Area.

Planning Pathway

The proposal involves works by the NSW Department of Education (the department) (a public authority) within the boundaries of the existing Westmead Public School. Accordingly, pursuant to Sections 3.37 of the *State Environmental Planning Policy (Transport and Infrastructure) 2021* (TI SEPP), the proposed works are classified as development which may be carried out without consent.

Therefore, the proposal is considered an 'activity' for the purposes of Part 5.1 of the EP&A Act and is subject to an environmental assessment pursuant to Section 171 of the EP&A Regs. For the purposes of this activity, the department is the proponent, and the determining authority and the required environmental assessment is in the form of a Review of Environmental Factors (REF). The REF has been prepared in the accordance with the Guidelines for Division 5.1 Assessments (DPE, December 2025), which includes consideration of environmental factors for hospital and school activities at Attachment B to the Guidelines.

Consultation

Consultation has been undertaken in accordance with statutory requirements under the TI SEPP and having regard to the *Stakeholder and Community Participation Plan for new health services facilities and schools* (Department of Planning Housing and Infrastructure (DPHI), October 2024) (SCPP DPHI) and the *Stakeholder and Community Participation Plan for new schools and major school upgrade projects undertaken under Division 5.1 of the EP&A Act 1979* (Department of Education, October 2024) (SCPP DoE). Comments received have been carefully considered and responded to.

In addition, non-statutory consultation has been undertaken with a range of community and government stakeholders throughout the design process.

Environmental Impacts

The key environmental impacts of the REF are as follows:

- **Flood** – The proposed activity is not considered to result in adverse flood impacts during the 1% AEP, and 1% AEP with climate change events. During a PMF event, minimal changes to the flood hazard at upstream and downstream areas of the school were observed.
No site-specific mitigation measures are proposed.
- **Hydrology** – The site is largely impervious, and the existing stormwater strategy primarily conveys roof water through the site to Moree Avenue via four (4) existing piped connections. The site experiences overland flow and stormwater management issues in some rain events. The Civil Engineering Design Report and Civil Services Report identified the following site-specific bespoke mitigation measures:

- Stormwater runoff from the upstream catchment is to be diverted around the learning hub building via a pit and pipe / overland channel dual system. The diverted flows are discharged from the site to Moree Avenue per existing conditions.
- Trenching/ Potholing – Contractors to include ITPs and allow to make good all saw cutting and potholing in work site.
- **Soils & Geology** - The Civil Engineering Design Report and Civil Services Report identified the following site-specific bespoke mitigation measures:
 - A strategy for management of the existing uncontrolled fill at the site shall be developed to suit the Contractor's construction methodology and structural scheme as it develops. The strategy shall be verified by a suitably qualified geotechnical engineer upon inspection of the encountered site materials during construction.
 - Imported fill must comply with the requirements outlined in the project Geotechnical Report. Suitability of material won onsite for re-use is to be assessed by a suitably qualified geotechnical engineer onsite. All material to be taken offsite should be disposed of appropriately.
- **Non-Aboriginal Heritage** – The site is identified under Cumberland Local Environmental Plan 2021 (Item I295 - Westmead Public School, circa 1917) as a Local Heritage Item. The site is identified on the Department of Education preliminary s170 register (SHI No. 5064436). The site is also in close proximity to Local Heritage Items and Heritage Conservation Area.
No site-specific mitigation measures are proposed.
- **Contamination & Ground Conditions** – The Detailed Site Investigation identified that the site requires a Data Gap Investigation (DGI) to assess the southeastern portion of the site to outline the extent of human health and ecological exceedances at surface and within the site soils.
In addition to the standard mitigation measures, the following site-specific bespoke mitigation measures are required:
 - further salinity assessments are to be undertaken prior to construction, comparing the results of the Geotechnical investigation with future testing and proposed bulk earthworks.
 - implementation of a strategy for management of the existing uncontrolled fill at the site.
 - DGI to assess and outline the extent of human health and ecological exceedances at surface and within the site soils.

Other impacts have been considered as detailed in this REF.

Justification and Conclusion

Based on the environmental assessment undertaken as part of this REF, it has been determined that the proposal will not result in any significant or long-term detrimental impacts. The potential impacts identified can be reasonably mitigated and where necessary managed through the adoption of suitable site practices and adherence to accepted industry standards.

The environmental impacts of the proposal are not likely to be significant. Therefore, it is not necessary for an Environmental Impact Statement (EIS) to be prepared and approval to be sought for the proposal from the Minister for Planning and Public Spaces under Part 5.1 of the EP&A Act. The proposed development will not have any effect on Matters of National Environmental Significance and approval of the Activity under the Commonwealth EPBC Act is not required.

On this basis, it is recommended that the department determine the proposed activity in accordance with Part 5 of the EP&A Act and subject to the adoption and implementation of mitigation measures identified within this report.

1. Introduction

The NSW Department of Education (the department) proposes to construct a new, two (2) storey learning hub, landscaping, and ancillary services (the activity) at Westmead Public School located at 150 Hawkesbury Road, Westmead (the site).

The Westmead Public School upgrade is required to provide modern school facilities and to improve open play space. The proposed activity is replacing demountable classrooms removed as exempt development and the demolition of Block B, including tree removal, undertaken under a separate Development Application (DA2025/0545, approved 08/10/2025). The proposed activity will not increase the student population, it is a like for like replacement of learning spaces removed under alternate planning pathways.

This Review of Environmental Factors (REF) has been prepared by EPM Projects on behalf of the department to determine the environmental impacts of the proposed construction of a new school building at Westmead Public School. For the purposes of these works, the department is the proponent and the determining authority under Division 5.1 of the *Environmental Planning and Assessment Act 1979* (EP&A Act).

The purpose of this REF is to describe the proposal, examine and take into account all matters affecting or likely to affect the environment and to detail mitigation measures to be implemented to manage impacts.

The potential environmental impacts have been assessed in the accordance with the *Guidelines for Division 5.1 Assessments* (DPE, December 2025), *Guidelines for Division 5.1 assessments - consideration of environmental factors for hospital and school activities Addendum* (DPHI, October 2024), EP&A Act, the *Environmental Planning and Assessment Regulation 2021*, and the *Commonwealth Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act).

The assessment contained within the REF has been prepared having regard to:

- Whether the proposed activity is likely to have a significant impact on the environment and therefore the necessity for an Environmental Impact Statement (EIS) to be prepared and approval to be sought from the Minister for Planning and Public Spaces under Division 5.2 of the EP&A Act; and
- The potential for the proposal to significantly impact *Matters of National Environmental Significance* (MNES) on Commonwealth land and the need to make a referral to the Australian Government Department of Environment and Energy for a decision by the Commonwealth Minister for the Environment on whether assessment and approval is required under the EPBC Act.

2. The Site

2.1 The Site

The site is a single irregular shaped corner allotment located at the intersection of Hawkesbury Road and Grand Avenue, on the eastern side of Moree Avenue. At the northern end of the site, the Lot has approximately 65 metres of frontage to Grand Avenue and approximately 222 metres of frontage along Hawkesbury Road at the eastern lot boundary. Parallel to the alignment of Moree Avenue, the site's western lot boundary is approximately 280 metres and shares 41 metres of boundary with the adjoining residential development at 20 Moree Avenue. For approximately 280 metres, the school's southern boundary adjoins the rear property boundary of dwellings that front Austral Avenue.

Vehicle and carpark access to the site is available at Hawkesbury Road and at two (2) locations along Moree Ave. The existing waste collection point is located at Grand Avenue. Staff carparking is provided off Hawkesbury Road while pedestrian access is provided by the main entrance along Hawkesbury Road with a secondary entry point located at Moree Avenue.

Buildings at the school vary in scale from single to three storeys and are broadly clustered at the western, northern and southern areas of the site, around the school's play areas and covered walkways. Intermittent tree canopy is provided by mature trees throughout the site. Topography generally slopes from Grand Avenue and Hawkesbury Road west towards the Moree Avenue pedestrian crossing and the western carpark area adjoining 20 Moree Avenue.

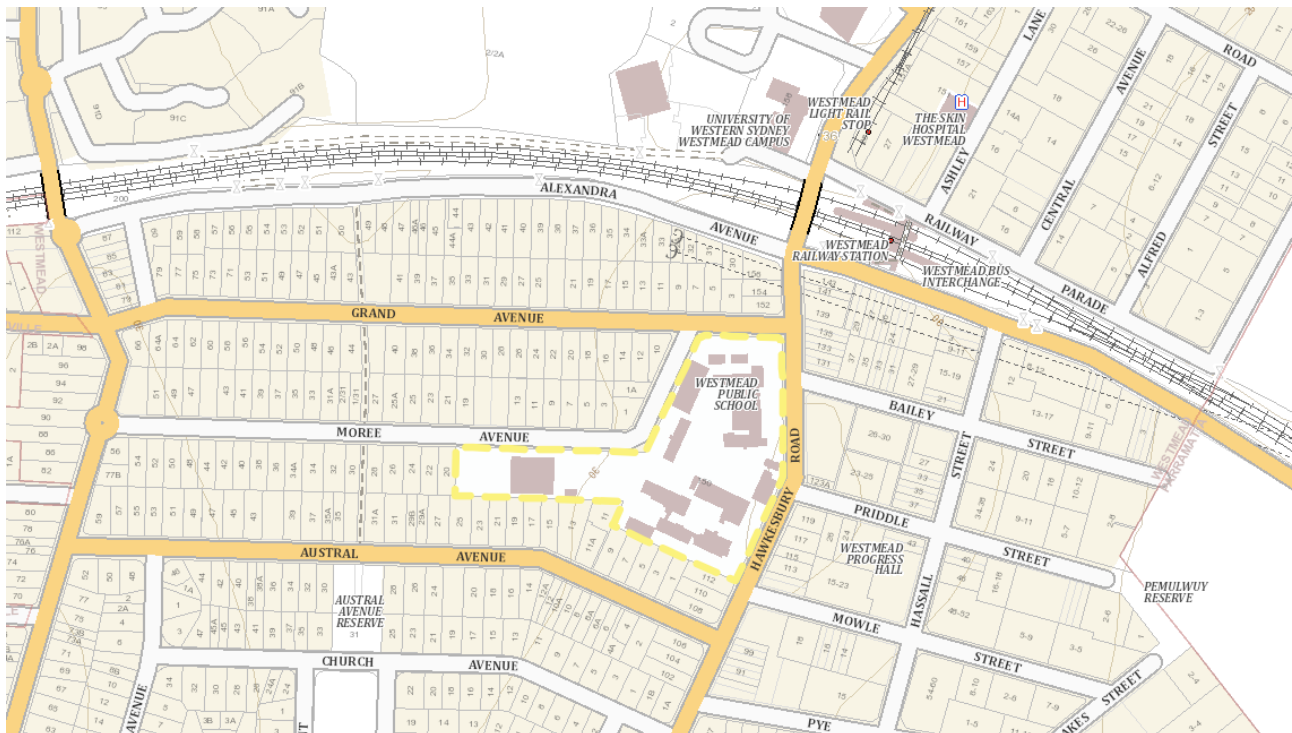


Figure 2: Location of Westmead Public School (Source: NSW Planning Portal Spatial Viewer).



Figure 3: Aerial of Westmead Public School (Source: NSW Planning Portal Spatial Viewer).

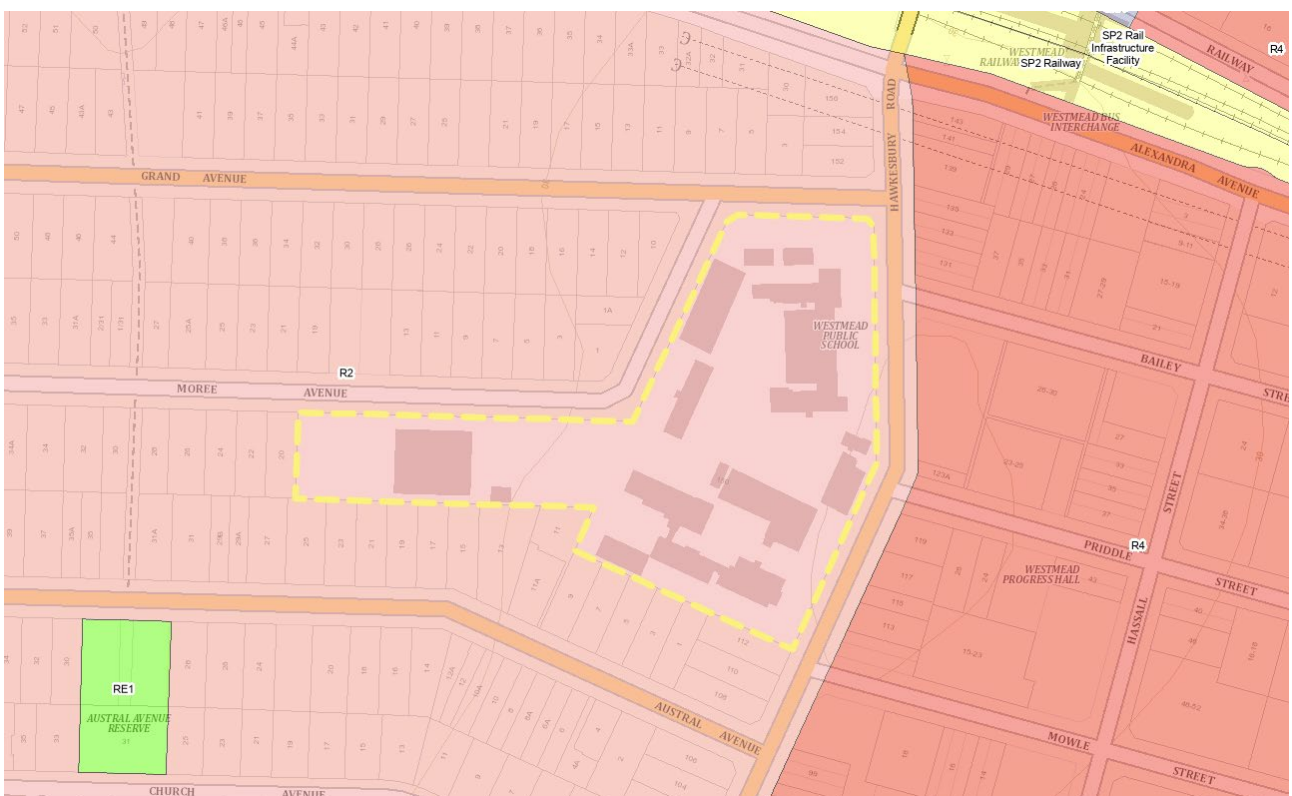


Figure 4: Land Use Zoning Map (Source: NSW Planning Portal Spatial Viewer)

2.1.1 Site locality

The school and surrounding land is zoned R2 Low Density Residential and the eastern side of the street opposite the school is zoned R4 High Density Residential. Westmead Public School is listed as an item of environmental heritage by Schedule 5 of the *Cumberland Local Environmental Plan 2021* and is identified as Item No. I295 (Westmead Public School, circa 1917).

Surrounding the site, development to the west and south primarily comprises low density residential development, which is generally one (1) to two (2) storeys in scale. This development exhibits a uniform pattern of subdivision consisting of a street frontage with a rear adjoining residential neighbour. To the west of the school, development primarily consists of medium density housing (between three (3) and four (4) storeys in scale) and low-density residential development.

The location and configuration of the site is shown in **Figure 5**, **Figure 6** and **Figure 7**.



Figure 5: Locality Plan (Source: NSW Planning Portal Spatial Viewer)



Figure 6: Local Context Plan (Source: Department of Education)

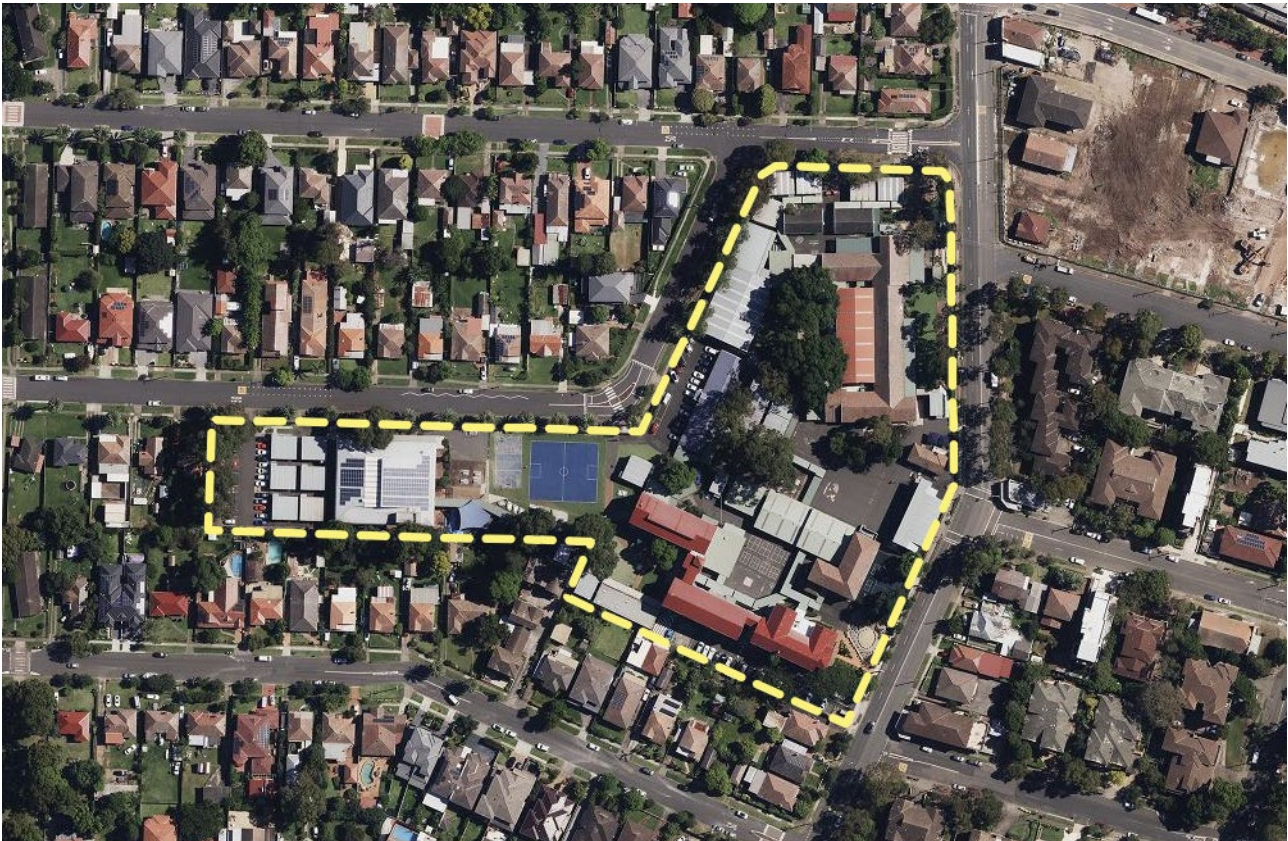


Figure 7: Site Plan (Source: NSW Planning Portal Spatial Viewer)

2.2 Site Constraints and Opportunities

Consideration of site constraints has been undertaken through a review of the Section 10.7 (2 & 5) Planning Certificate dated 05 November 2025 (Certificate No PC2025/5651), mapping under relevant Environmental Planning Instruments (EPIs), and a review of specialist consultant reports and other desktop assessments. Key site constraints include:

- Existing Flood Conditions – The existing flood conditions on site include ponding on the eastern side of the area of activity during 1% AEP, 1% AEP and Climate Change and PMF events.
- Heritage – The school site is listed as a Local Heritage Item in Schedule 5 of the *Cumberland Local Environmental Plan 2021* (CLEP) (Item I295 'Westmead Public School, circa 1917'). Westmead Public School - Buildings B00A, B00F, and B00I (SHI No. 5064436) are recorded on the NSW Department of Education's Section 170 Heritage and Conservation Register Contributory Federation-era buildings.
- Salinity – The site is mapped as Potentially Moderately Saline Soils. Borehole testing throughout the area of activity has identified that the site soils are non-saline. Further testing is required before construction.
- Site contamination – The Section 10.7 certificate has not identified the site as contaminated. A Detailed Site Investigation (DSI) and a Geotechnical Investigation were undertaken by Stantec that confirmed that the site can be made suitable for the ongoing use as a school subject to standard and bespoke mitigation measures.

In addition to the matters discussed above, consideration has also been given to the opportunities for the project, including:

- Road & Pedestrian Network – the site has frontage to three (3) roads, each of which comprises a footpath along the length of the school frontage. The northern side of Moree Avenue accommodates an existing kiss and drop zone. Existing primary vehicle access to the site is from Moree Avenue and Hawkesbury Road. Access for waste collection and deliveries is provided from Grand Avenue.
- Infrastructure – existing services include:
 - Electricity – an existing main distribution board in Block L.
 - Water – domestic cold-water and existing potable cold-water pipework on site.
 - Sewer – existing on-site sewer system.
 - Telecommunications –existing ICT network, which is managed from the Campus Distributor at Block A.

3. Proposed Activity

The proposed activity includes the upgrade of Westmead Public School. The activity has been designed to accommodate the current student enrolments. The proposed activity does not increase the capacity for students or staff within the School. No change is proposed to the existing enrolment and staff number.

The proposed activity will be delivered in a single stage, and will include:

- Site preparation including site establishment and minor earthworks
- Construction of new two (2) storey building (to be known as Block V), including:
 - General and support learning hub, multipurpose hall, W/C and change facilities, office and meeting rooms, storage and circulation areas
- Landscaping and tree planting
- Ancillary services
- New fence enclosure and access gate for the upgrade of an existing fire hydrant booster assembly
- Car parking spaces

Table 1 provides a summary of key aspects of the activity.

Table 1: Summary of the activity

Project Element	Description
Site Area	2.8ha
Project Name	Westmead Public School Upgrade
Project Summary	• Construction of a new, two (2) storey learning hub comprising: ○ General and support learning spaces ○ Multipurpose hall ○ W/C and change facilities ○ Office and meeting rooms ○ Storage and circulation areas • Landscaping and tree planting • Ancillary services
Use	Educational establishment – primary school
Student and Staff Numbers	No change to existing student and staff numbers.
Car Parking and Bicycle Spaces	Indicative 5 new on-site car parking spaces (inclusive of 1 DDA compliant space)
Height	Two (2) storeys
Canopy Cover	The planting schedule will result in 10 new trees that will contribute to an increase in canopy coverage on the site.
Off Site Works	No off-site works are proposed under this REF.

The key features of the proposed activity are shown in **Figure 8**.

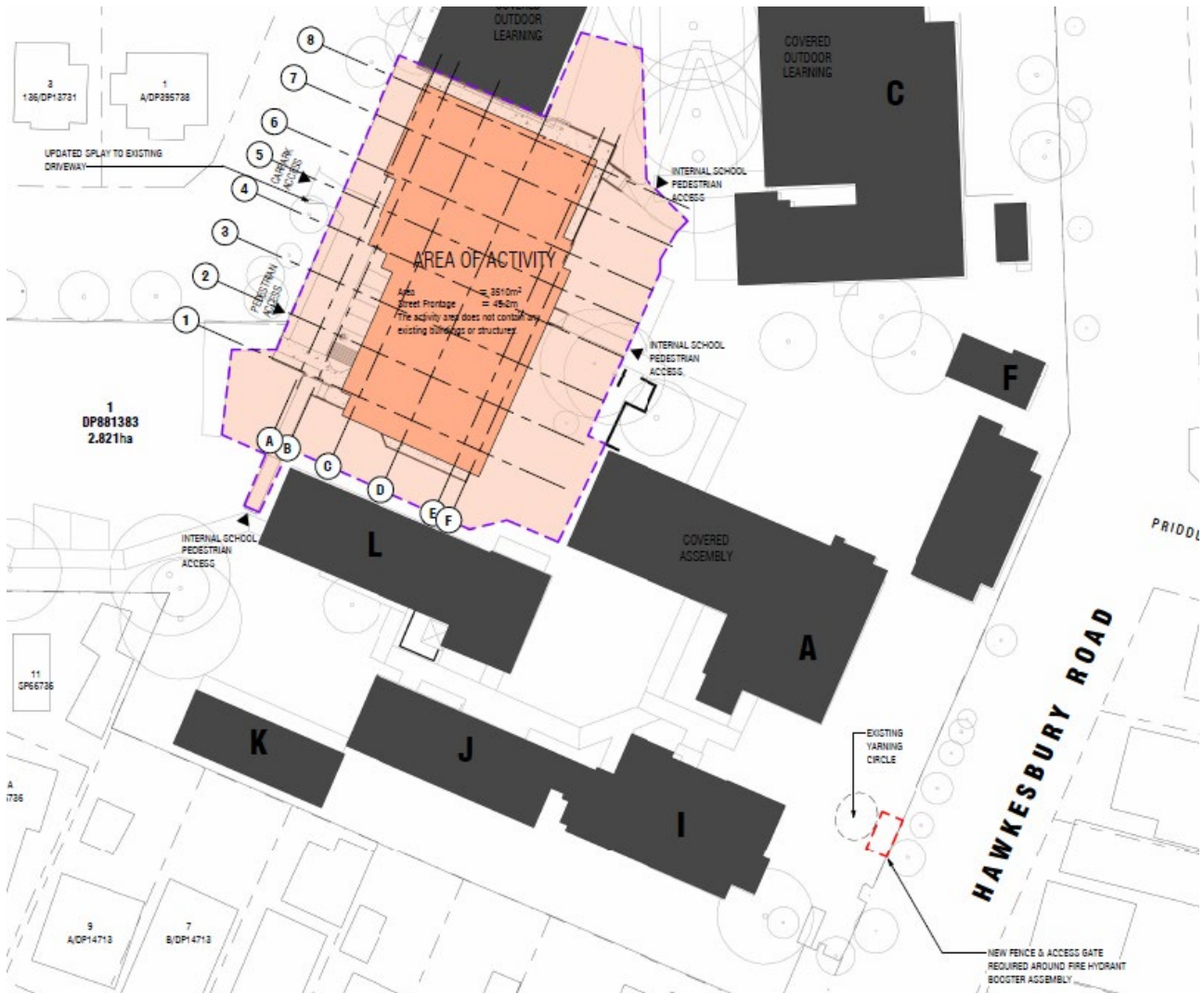


Figure 8: Proposed indicative site layout (Source: Bickerton Masters Architecture)

3.1 Earthworks

Earthworks will consist of the preparation of the site for the proposed activity.

A preliminary cut and fill analysis has been conducted by Bligh Tanner on 6 August 2025 to provide a high-level estimate of anticipated earthworks. The analysis determined that there was an indicative/approximate 460m³ of cut and 570m³ of fill resulting in a net cut and fill balance of +110m³ of fill.



Figure 9: Indicative Cut and Fill Plan (Source: Bligh Tanner)

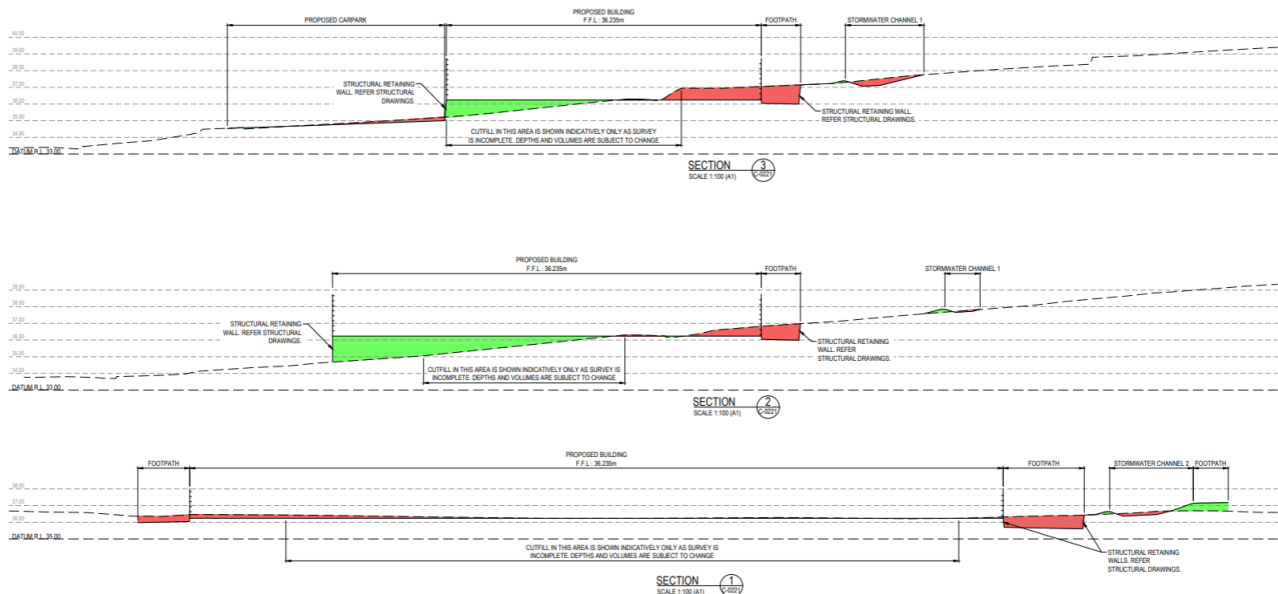


Figure 10: Indicative Bulk earthworks sections (Source: Bligh Tanner)

3.2 Stormwater

A Civil Services Report has been prepared by Bligh Tanner in accordance with the existing conditions of the site. Stormwater will be generally directed via the existing 375mm stormwater connection to the Council stormwater network at Moree Avenue. The existing condition on site is fully impervious, and the proposed activity will not worsen the extent of runoff draining from the site.



Figure 11: Proposed indicative siteworks and drainage layout plan (Source: Bligh Tanner)

3.3 Vegetation Removal

The proposed activity includes vegetation removal totalling <0.01ha of planted native vegetation consisting of the removal of a hedge and garden bed at the Moree Avenue frontage and a garden bed of planted native vegetation located by the western façade of Block L.





Figure 12: Extract of indicative vegetation removal plan (Source: Eco Logical Australia Pty Ltd)

3.4 Built Form and Design

3.4.1 Built Form

The proposed building footprint has been designed and oriented to address the Moree Avenue frontage. Proposed Block V adopts an irregular two-storey built form, less than the four-storey maximum building height permitted under Section 3.37(2) of the T&I SEPP. A skillion roof form is proposed, with the highest elevation oriented towards the street and articulated with multiple windows to create a visually engaging and welcoming streetscape presence.

Direct access is provided from the existing pedestrian entrance on Moree Avenue to Block V and the remainder of the school site. To the north of Block V is also a Covered Outdoor Learning Area (COLA). The northern elevation of Block V incorporates large panel doors from the hall allowing direct sightlines to the COLA.



Figure 13: Indicative Site Plan (Source: Bickerton Masters Architecture)

3.4.2 Façade Treatments

The proposal utilises materials that are robust, hardy, tactile and responsive to the local environment. Proposed colours have been selected to complement the existing buildings on site. Indicative materials and colours are illustrated in **Figure 14** below.



Figure 14: Indicative materiality (Source: Bickerton Masters Architecture)

3.4.3 Design

An Architectural Design Statement has been prepared by Bickerton Masters Architecture which details the design methodology for the upgrade of Westmead Public School. The layout for the school is based on the Department of Education's Pattern Book for Schools. Materiality and finishes have been selected to provide visual interest as well as meeting sustainability targets and climatic considerations as well as consideration of how students and staff will interact with the built form.

The layout of the building is capable of compliance with the Building Code of Australia and accessibility standards.

Design Guide and Design Quality Principles

The proposed built form responds to the design quality principles outlined in Schedule 8 of the TI SEPP and the Design Guide for Schools (see **Section 7.8**).

3.4.4 Connecting with Country

The proposed building is to incorporate existing indigenous artwork commissioned by the School previously. The Connecting with Country design approach aims to extend the existing arrangements at the School, which includes a yarning circle located at the Hawkesbury Road frontage, and multiple other murals on existing buildings.



Figure 15: The existing Hawkesbury Road frontage yarning circle (Source: Bickerton Masters Architecture)

3.5 Sustainability and Climate Change

The proposed built form incorporates sustainability measures to provide a comprehensive approach to environmental responsibility, addressing key principles as defined in Section 193 of the Environmental Planning and Assessment Regulation 2021 and aligning with regulatory standards.

3.5.1 Sustainability

The project is targeting a 5 Star Green Star rating and to address the minimum requirements of the following:

- Section 193 of Division 5 of the Environmental Planning and Assessment Regulation 2021
- SINSW Sustainable Development Practice Note
- SINSW Education Facilities Standard and Guidelines (EFSG) – Design Guide 02 ESD
- Government Architect NSW (GANSW) Design Guide for Schools and Environmental Design in Schools Manual
- NSW Government Resource Efficiency Policy (GREP) 2019

3.6 Climate Change

The ESD report prepared by Erbas has carried out an assessment against the climate change risk under AS 5334-2013, which has found the following current and future climate risks:

- Extreme temperatures are projected to increase with very high confidence, and substantial increases in temperatures reached on hot days, as well as the frequency of hot days.
- Average temperatures will continue to increase in all seasons (very high confidence). Generally, less rainfall is expected in winter (medium confidence), but the intensity of extreme rainfall events is projected to increase (high confidence). Although the school site is not located in a flood zone, it may be affected by the adjacent flood zone on Moree Ave on the northern frontage by overland flow.
- There is high confidence that climate change will result in a harsher fire-weather climate in the future. Time spent in drought is projected to increase (low confidence) over the course of the century.

The ESD report also outlines the climate hazard risks applicable to the site and the suburb of Westmead under the climate emissions scenarios in 2050. **Figure 16** identifies an 8.05% risk (moderate) to riverine flooding and 7.55% risk (medium-high) to surface water flooding. The site and surrounding area are not at risk of bushfire, coastal inundation or extreme weather under the emission scenario.

Climate Hazard	% Risk in RCP2.6	% Risk in RCP4.5	% Risk in RCP8.5
Riverine Flooding	8.05% 718 properties are at moderate risk	8.05% 718 properties are at moderate risk	8.05% 718 properties are at moderate risk
Bushfire	No high or medium-risk properties under all emission scenarios		
Surface water Flooding	7.55% 456 properties are at high risk and 218 are at medium risk	7.55% 456 properties are at high risk and 218 are at medium risk	7.55% 456 properties are at high risk and 218 are at medium risk
Coastal Inundation	No high or medium-risk properties under all emission scenarios		
Extreme Wind	No high or medium-risk properties under all emission scenarios		

Figure 16: Climate Hazard Risk in 2050 (Source: Erbas)

3.7 Landscaping

The proposed landscaping design has been prepared by Ground Ink, which includes a variety of native trees, shrubs and ground cover species. The design responds to the site's topography, natural systems, existing site services and the proposed built form. The landscaping strategy softens the new building with planting, ensuring connectivity through the site and encouraging students to explore and play in the outdoor environment through informal garden pathways and obstacles.

The proposed landscaping incorporates replacement trees in line with the Development Consent Conditions (DA2025/0545, approved 08/10/2025) of the demolition of built form and tree removal

within the activity area. A total of 10 replacement trees are proposed to be planted with pot sizes ranging from 45L to 100L as follows:

- Five (5) *Cupaniopsis Anacardioides* (Tuckeroo),
- Five (5) *Flindersia Australis* (Crow's Ash).

Along the drainage channel, low-level planting, sandstone boulders, and nature play elements are proposed along the southern extent of the swale. Both sides of the channel will feature play areas incorporating timber platforms, balance beams, teepees, and outdoor furniture set over a mulch surface, creating a natural environment that encourages exploration and play.

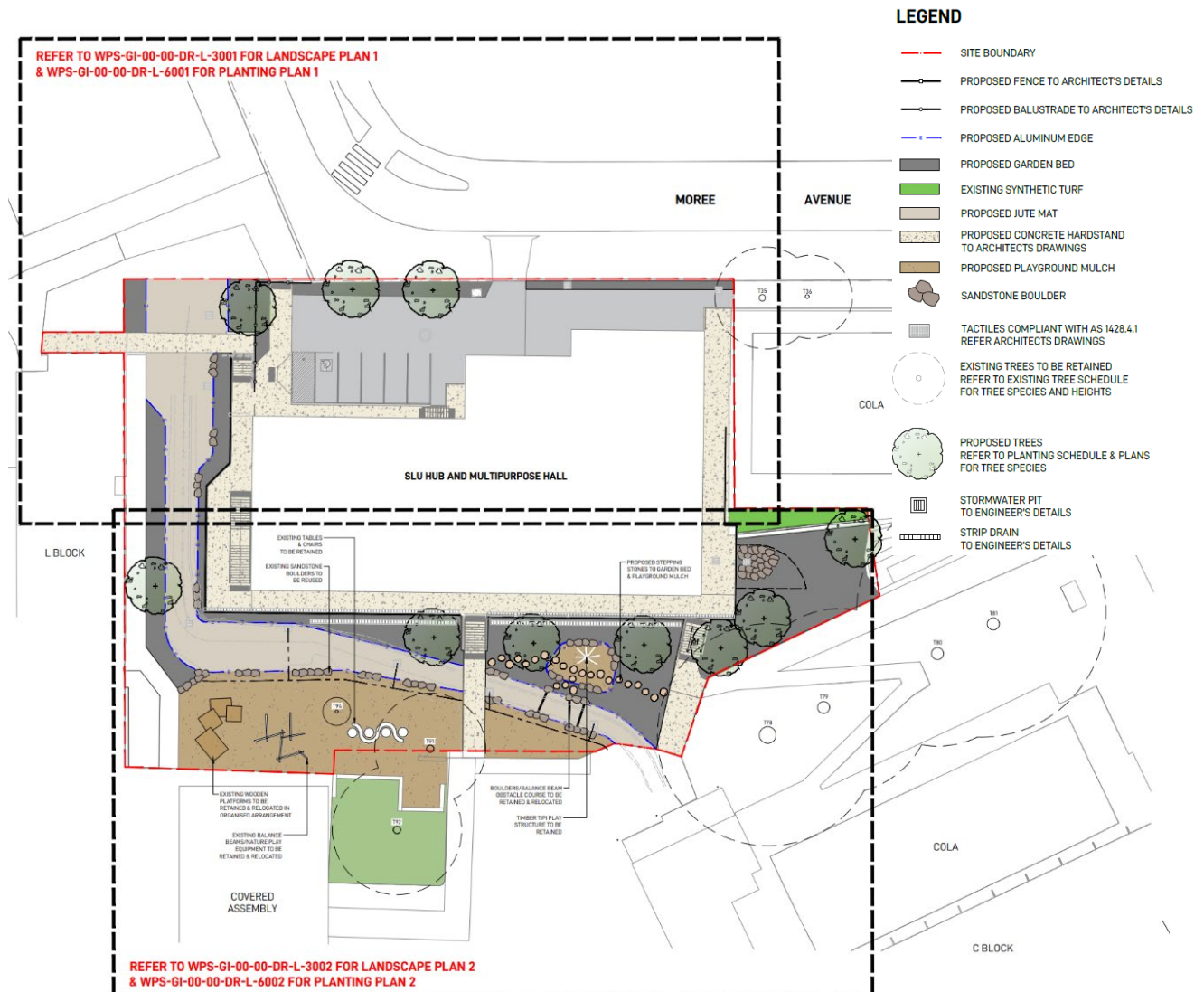


Figure 17: Proposed indicative landscaping plan (Source: Ground Ink)

3.8 Access and Parking

3.8.1 Access

Both pedestrian (via Gate 8) and vehicular access will remain from Moree Avenue using the existing driveway and footpath.

No changes are proposed to the existing arrangement for emergency, deliveries and waste vehicles accessing the site.

3.8.2 Parking

There are 25 existing staff car parking spaces within the area of activity that will be removed to make way for the new building. Five (5) off-street parking spaces (including one (1) accessible space) will be reconstructed adjacent to proposed Block V, as part of the proposed activity as indicated in **Figure 18**. These spaces are located to the northeast of the new building. This will result in a total loss of 20 car parking spaces onsite.

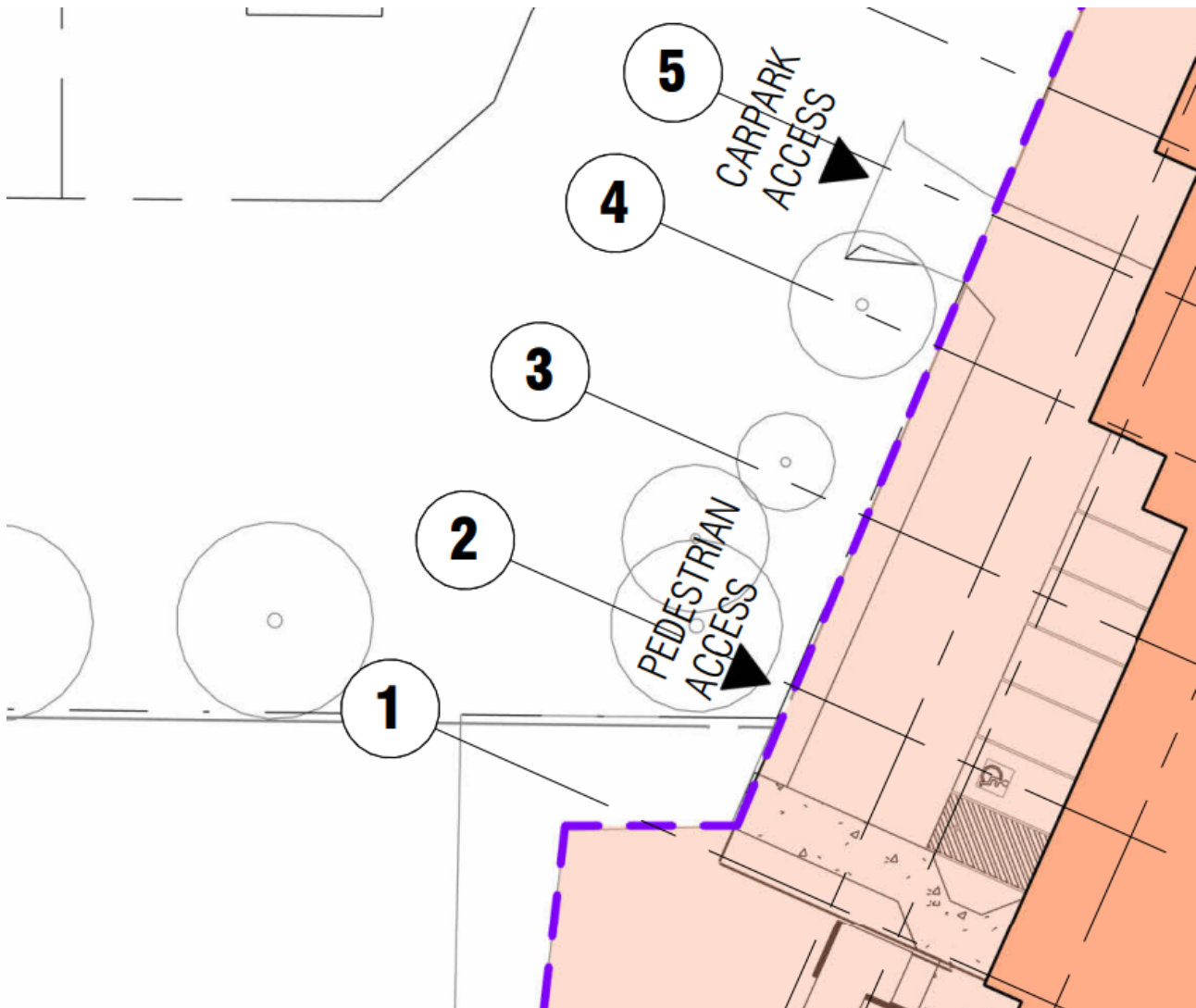


Figure 18: Proposed indicative car parking (Source: Bickerton Masters Architecture)

3.8.3 Construction

Construction hours will be as follows:

- 7:00am to 6:00pm, Monday to Friday
- 8:00am to 1:00pm, Saturday
- No work without prior approval on Sundays and Public Holidays

During construction the existing staff car parking area adjacent to Block B (to be demolished under DA 2025/0545) will be relocated temporarily to the hardstand area between Block Q and the contractor area, a self-contained zone with dedicated access off Moree Avenue, as shown in **Figure 19** below. The car parking provision available during construction is a total of 55 spaces for staff and visitors. The DCP requires 53 staff and eight (8) visitor spaces resulting in a shortfall of six (6) visitor spaces during construction.

Figure 19 illustrates the location of the construction waste storage area as Area 1, construction traffic vehicle access point as Area 4, and contractor storage and parking as Area 6.

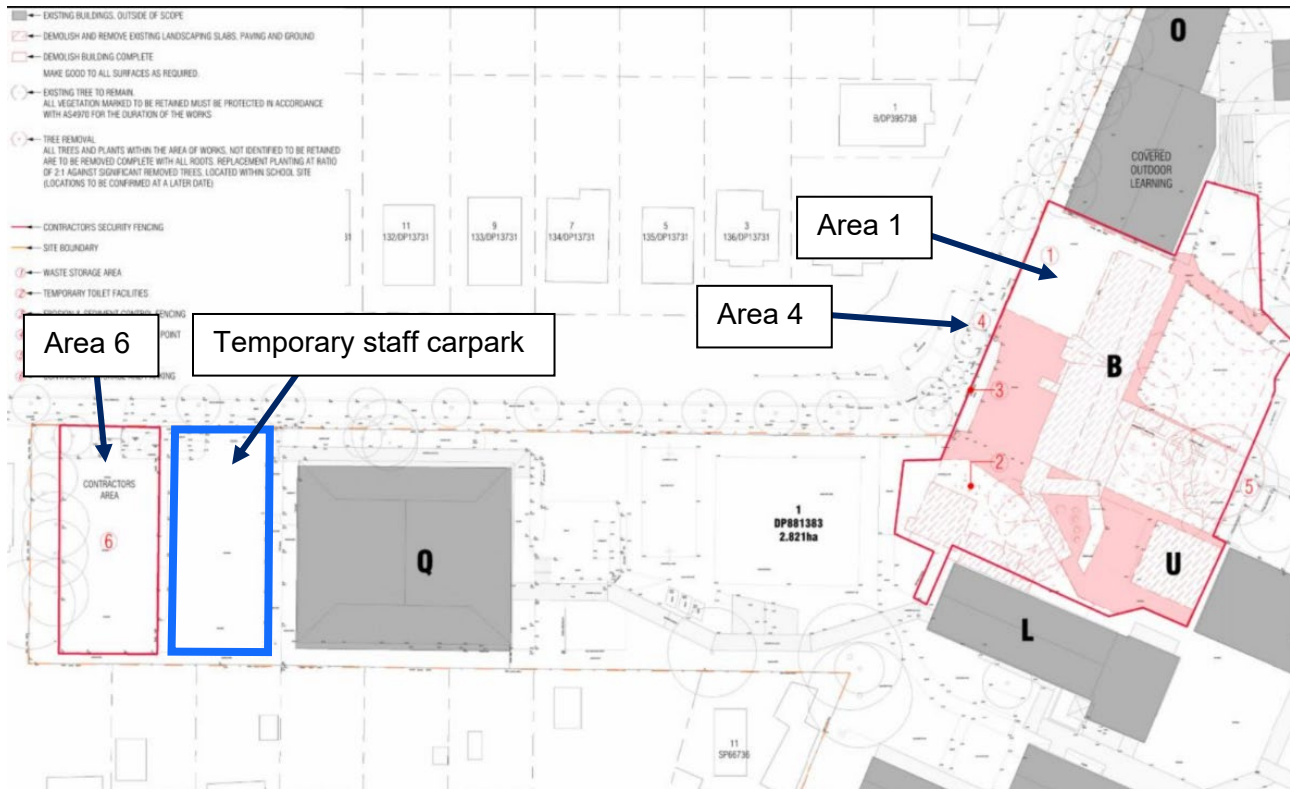


Figure 19: Indicative construction site plan with temporary staff carpark shown in blue (Source: Mott MacDonald, markup by EPM)

3.8.4 Staging

The proposed activity will be carried out in one single stage.

3.9 Utilities and Services

A Hydraulic Services Report has been prepared by Donnelley Simpson Cleary Consulting Engineers, and an Electrical Services Report has been prepared by Erbas for the proposed activity. A summary of the proposed utility infrastructure that is available or to be augmented is outlined below.

- **Electricity** – the new Block V will be connected directly to the existing main distribution board in Block L via a new submain cable. No enhancements or augmentation is required.
- **Water** – connection will be made to the existing domestic cold-water connection and existing potable cold-water pipework on site. Modifications will be made to the existing fire

hydrant booster for compliance. The works will also include a new fence enclosure and gate for the hydrant.

- **Sewer** – connection will be made to the existing on site sewer system. Modification and reconnection of the existing sanity drain to maintain supply to existing buildings.
- **Telecommunications** – connection will be made to the school's existing ICT network, which is managed from the Campus Distributor at Block A.

3.10 Waste Management

A Construction Waste Management Plans (CWMP) and an Operational Waste Management Plans (OWMP) have been prepared by School Infrastructure. These are discussed below.

3.10.1 Construction Waste Management

Construction waste will be stored in the primary and secondary bin areas indicated in **Figure 20** below, with the secondary area being contained within the contractor storage and parking area (Area 6 shown in **Figure 19**). Waste will be removed by a licensed waste contractor.

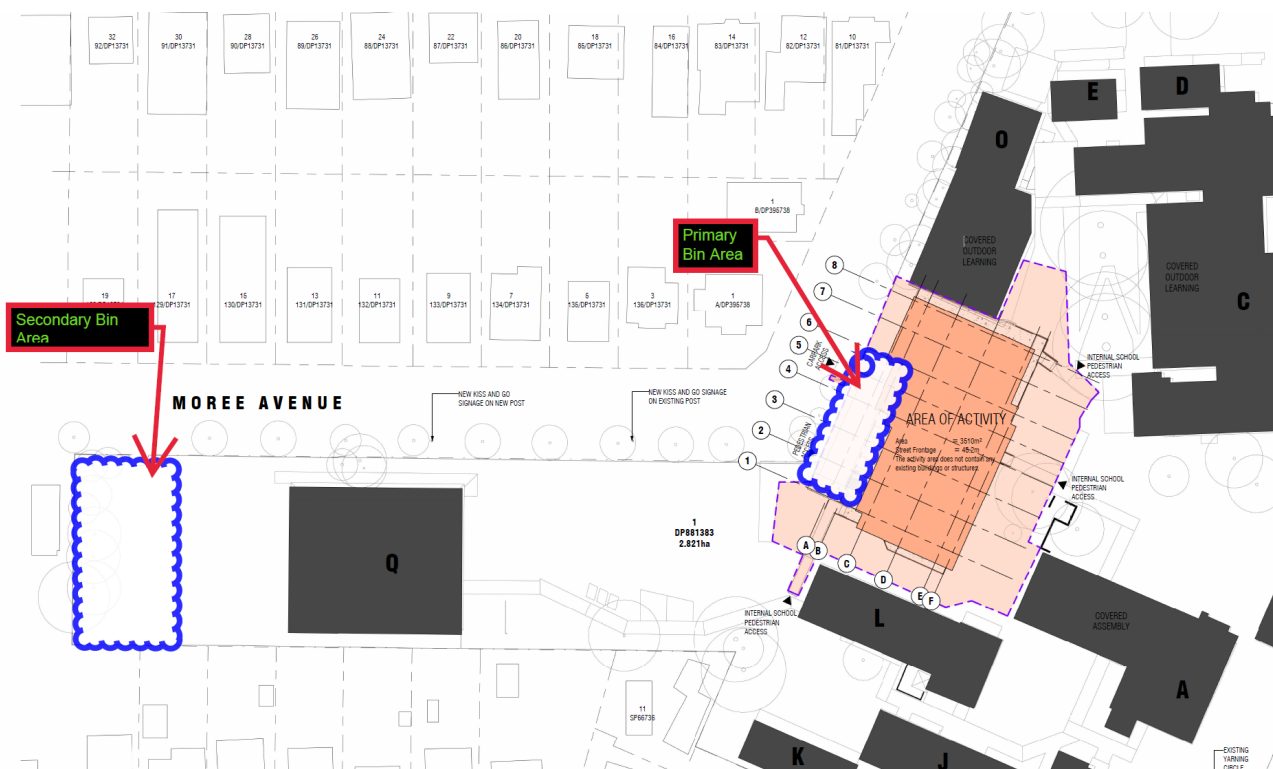


Figure 20: Indicative construction waste storage location (Source: School Infrastructure)

3.10.2 Operational Waste Management

The operational waste management requirements for the activity will be accommodated within the existing school waste storage and collection area off Grand Avenue.

3.11 Operation

The proposed activity does not propose changes to existing operating hours of the school or any changes to student and staff numbers.

3.12 Related activities

Related activities on the site will be carried out in a phased manner to ensure school operations are continued in an orderly manner and that the school is able to accommodate all students during the construction phase of the proposed Block V.

The related phased activities are shown in **Figure 21** below. Prior to the construction of the new proposed building, the area of activity will be cleared of all built form, structures, trees and most vegetation. The demountable classrooms in the wider school site will be removed under an exempt planning pathway once Block V is operational.

The related activities are as follows:

- Development Application (DA2025/0545) for site establishment, tree removal and demolition of existing Block B was approved by Cumberland Council on 8 October 2025 (shown in red outline and purple block below).
- Block U and six (6) demountable classrooms and student amenities, will be removed under an exempt planning pathway post completion of REF scope of works (shown in blue and purple blocks below).



Figure 21: Related activities on site (Source: Department of Education)

4. Proposal Need and Alternatives

4.1 Proposal Need

The proposed upgrade of Westmead Public School is essential to provide modern, accessible specialist and supporting facilities, including dedicated classrooms for students with special needs. These improvements will ensure the school can meet current enrolment demands while delivering high-quality education in the community.

4.2 Alternatives

The proposed activity has been developed following a consideration of options and alternatives to address the need identified above. A summary of the options considered is provided in **Table 2**.

Table 2: Assessment of Options and Alternatives

Option	Discussion	Preferred Option
Option 1: The Proposed Activity	Ultimately, the proposed activity, as described in this report, is informed by the shortcomings and opportunities identified in the specialist reports described in this document. Advantages: - The proposed activity will create a central hub for the school site for gatherings and events. - The location of the proposed new building will minimise impacts on existing school operations for the wider site. - The activity will improve student circulation from the Moree Avenue entry by connecting to existing paths as well as connecting the proposed support learning hub to the new carpark that includes one (1) DDA compliant parking space. The final concept design significantly improves the school's street presence, access and reduces the footprint of the proposed built form.	Option 1 is the preferred option as it will ensure that the ambitions of the NSW government are achieved, a high level of amenity is achieved, and that connections to necessary infrastructure are readily achieved.
Option 2: Alternative Design	Locating the new building between Buildings Q and L with access from Moree Avenue (see Figure 22) Disadvantages: - This location is currently the only flat area on the school grounds, occupied by the existing sports court. Building here would require relocating the sports court to a much steeper part of the site, which is not ideal. - Additionally, this option would further reduce available space on an already crowded site. The new building's footprint would encroach on existing playground space, which is limited due	Option 2 is not preferred considering connectivity and loss of play space.

Option	Discussion	Preferred Option
	to the presence of multiple single, double, and triple-storey buildings on the site. This option would not allow for ringfenced (isolated) construction. Multiple areas of the school would remain active construction zones simultaneously, which is not ideal for maintaining safety during ongoing school operations.	
Option 3: Do Nothing	If the project was not to proceed, the following consequences are likely to occur: - The school currently does not provide any support learning units and would continue to operate without this provision. - The school would continue to have limited outdoor play space. The preferred option reduces the overall building footprint on site releasing more open space. - A “Do nothing” approach would result in the failure of the department to provide education services that are accessible, which is not an option.	Option 3 is not preferred as it would result in not achieving the intended outcomes of the NSW Government's plan to rebuild public education, the NSW Budget is delivering \$3.9 billion for new and upgraded schools in Western Sydney.

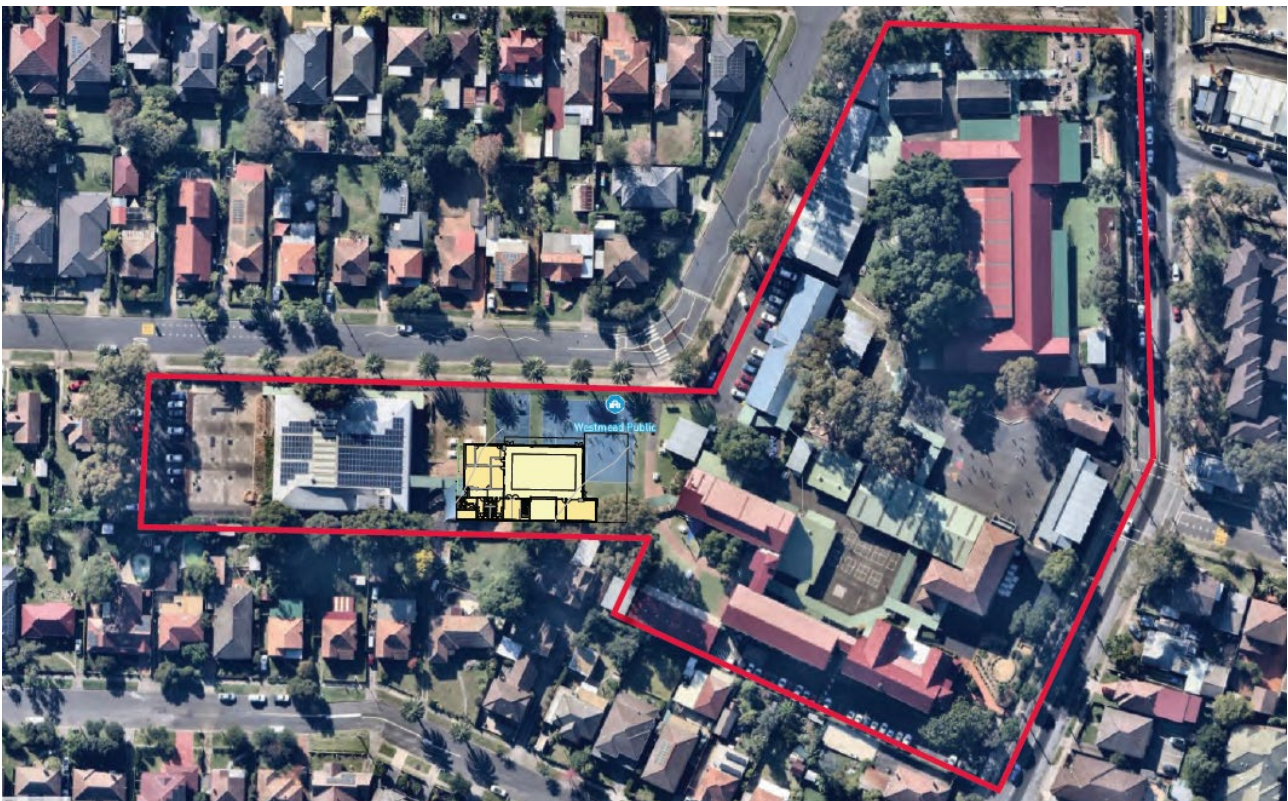


Figure 22: Master-planning alternative Option 2 design/ location (Source: Department of Education)

5. Statutory and Strategic Framework

The proposed activity as described in **Section 3** is required to be assessed “in a manner that is proportionate to the nature and risk of the activity” against the applicable statutory framework pursuant to Part 5 of the EP&A Act, and must take into account the environmental factors set out in section 171 of the EP&A Regulation and Table 1 of the Division 5.1 Guidelines as well as Table A1 of the Guidelines Addendum October 2024.

5.1 Permissibility and Planning Approval Pathway

Section 4.1 of the EP&A Act states that if an EPI provides that development may be carried out without the need for development consent, a person may carry the development out, in accordance with the EPI, on land to which the provision applies. However, the environmental assessment of the development is required under Part 5 of the Act. An activity approved by Part 5 of the Act must not include:

- Any act, matter or thing for which development consent under Part 4 is required or has been obtained
- Any act matter or thing that is prohibited under an environmental planning instrument
- Exempt development
- Development carried out in compliance with a development control order
- Development specified by Section 169 of the Regulations

The TI SEPP aims to facilitate the effective delivery of infrastructure and educational establishments across the state. The TI SEPP provides that various developments for the purposes of a government school are permitted without consent. The proposed activity is development permitted without consent as outlined at **Table 3** and is therefore considered to be an activity considered to be an activity for the purpose of Part 5 of the Act.

Table 3: Description of Proposed Activities under the TI SEPP

Division and Section within TI SEPP	Description of Works
Chapter 3 Educational Establishments and Child Care Facilities Part 3.4 Schools – Specific Development Controls	
3.37 Existing or approved government schools—development permitted without consent	The proposed activity comprises construction, operation or maintenance on behalf of a public authority within the boundaries of an existing or approved government school: • A permanent classroom (s3.37(1)(a)(iii)), • A carpark (s3.37(1)(a)(vi)), and • A hall (s3.37(1)(a)(viii)). Pursuant to section 3.37(5), the proposed activity includes construction works in connection to a purpose referred to in section 3.37(1)(a) of the TI SEPP. The proposed activity involves the construction of a building with a maximum height of two (2) storeys which is less than the greater of four storeys or the height limit of 9m under Cumberland LEP 2021 (as per 3.37(2)(b)).
Schedule 8 – Design quality principles in schools – Chapter 3	The Design Quality Principles set out in Schedule 8 of the TI SEPP and the Design Principles set out in the Design Guide for Schools have been considered within the Architectural Design Report and discussed at Sections 3.4 and 7.8 of this REF.

Activities permissible without consent require environmental impact assessment in accordance with Division 5.1 of the EP&A Act and are assessed and determined by a public authority, referred to as the determining authority. The department is the proponent and determining authority for the proposed works.

The activity is not within or nearby to a wilderness area (within the meaning of the Wilderness Act 1987) and therefore will not have an effect on any wilderness area. Therefore, assessment under section 5.5(3) of the EP&A act is not required

Additionally, section 5.7 of the EP&A Act states that an activity that is likely to significantly affect the environment must be subject of an Environmental Impact Statement rather than an REF. The effects of the activity on the environment are considered in **Section 7** and have been assessed as a having a less than significant impact and can therefore proceed under an REF assessment.

Section 171(1) of the EP&A Regulation notes that when considering the likely impact of an activity on the environment, the determining authority must take into account the environmental factors specified in the guidelines that apply to the activity.

The *Guidelines for Division 5.1 Assessments* (DPE, December 2025) and the *Guidelines for Division 5.1 assessments consideration of environmental factors for health services facilities and schools Addendum* (DPHI, October 2024) provide a list of environmental factors that must be taken into account for an environmental assessment of the activity under Division 5.1 of the EP&A Act. These factors are considered in detail at **Section 7**.

5.2 Environmental Protection and Biodiversity Conservation Act 1999

The provisions of the EPBC Act do not affect the proposal as it is not development that takes place on or affects Commonwealth land or waters. Further, it is not development carried out by a Commonwealth agency or development on Commonwealth land, nor does the proposed development affect any matters of national significance. An assessment against the EPBC Act checklist is provided at **Table 4**.

Table 4: EPBC Act Checklist

Consideration	Yes/No
Will the activity have, or likely to have, a significant impact on a declared World Heritage Property?	No
Will the activity have, or likely to have, a significant impact on a National Heritage place?	No
Will the activity have, or likely to have, a significant impact on a declared Ramsar wetland?	No
Will the activity have, or likely to have, a significant impact on Commonwealth listed threatened species or endangered community?	No
Will the activity have, or likely to have, a significant impact on listed migratory species?	No
Will the activity involve any nuclear actions?	No
Will the activity have, or likely to have, a significant impact on Commonwealth marine areas?	No
Will the activity have any significant impact on Commonwealth land?	No
Would the activity affect a water resource, with respect to a coal seam gas development or large coal mining development?	No

5.3 Other Approvals and Legislation

Table 5 identifies any additional approvals that may be required for the proposed activity.

Table 5: Consideration of other approvals and legislation

Legislation	Relevant?	Approval Required?	Applicability
State Legislation			
<i>National Parks and Wildlife Act 1974</i>	Yes	No	An Aboriginal Heritage Due Diligence Report was prepared by Kayandel Archaeological Services in accordance with the Due Diligence Code of Practice for the Protection of Aboriginal Objects in NSW (DECCW, 2010). The assessment has confirmed that the area affected by the proposed activity has low to negligible potential to impact Aboriginal objects or cultural sites, accordingly an Aboriginal Heritage Impact Permit (AHIP) is not required.
<i>Rural Fires Act 1997</i>	No	No	The land on which the activity is proposed is not identified on the Bush Fire Prone Land Map and is not in proximity to any bushfire prone land. A Bush Fire Safety Authority (BFSa) under section 100b of the RF Act is not required.
<i>Water Management Act 2000</i>	No	No	The proposed activity is not located within 40 metres of a mapped watercourse. As such, Controlled Activity Approval (CAA) is not required under Section 91 of the Water Management Act 2000 (WM Act).
<i>Biodiversity Conservation Act 2016</i>	Yes	No	A Flora and Fauna Assessment has been prepared by Eco Logical Australia to assess the ecological characteristics of the site. Plant Community Types (PCT's) 3320 Cumberland Shale Plains Woodland and PCT 3136 Castlereagh Ironbark Forest were identified along the northern and western edges of the subject lot respectively. The site is not mapped as containing any vegetation with biodiversity values under the Biodiversity Offset Schemes (BOS) Mapping Tool, and it is also not identified as an Area of Outstanding Biodiversity Value (AOBV). Accordingly, a BDAR is not required.
<i>Heritage Act 1977</i>	Yes	No	The school site is listed on the Department of Education's s170 Heritage Conservation Register and is identified as being of local heritage value pursuant to the Cumberland LEP. A Heritage Impact Statement was prepared by Built Environmental Heritage Group to assess potential heritage impacts. The proposed activity is assessed to have low or negligible impact on the heritage setting of the existing school site.
<i>Contaminated Lands Management Act 1997</i>	Yes	No	The site is not listed on the register of contaminated sites as noted in the Section 10.7 Planning Certificate (no PC2025/5651). A detailed site investigation has been undertaken which confirms the site is considered suitable for the proposed development subject to mitigation measures.
<i>Protection of the</i>	Yes	No	The proposed activity would not result in significant air,

Legislation	Relevant?	Approval Required?	Applicability
<i>Environment Operations Act 1997</i>			noise, water or waste pollution and no there are no requirements for an environment protection licence in addition to the required activity approval.
<i>Environmental Planning and Assessment Regulation 2021 (Section 171A)</i>	Yes	No	The activity is located on land that is mapped as being within the Sydney Harbour Catchment. The Sydney Harbour catchment is defined by Chapter 6 of the <i>State Environmental Planning Policy (Biodiversity and Conservation) 2021</i>. Therefore, in accordance with Section 171A (6) the activity would occur within a regulated catchment. Assessment provided in Section 7 of this REF outlines that the proposed activity would: • have a neutral or beneficial effect on water quality; and • is consistent with the NorBE Guideline
State Legislation – State Environmental Planning Policies			
<i>State Environmental Planning Policy (Biodiversity and Conservation) 2021</i>	Yes	No	The proposed activity is located within a regulated catchment being the Sydney Harbour Catchment. An assessment against the relevant provisions of <i>State Environmental Planning Policy (Biodiversity and Conservation) 2021</i> (BC SEPP) is provided in this table as required under Section 171A(1) of EP&A Regulation.
<i>State Environmental Planning Policy (Sustainable Buildings) 2022</i>	No	No	Chapter 3 While Chapter 3 of the SEPP does not apply to development carried out without consent under Part 5 of the EP&A Act, the proposed activity has nonetheless been designed with reference to the principles of ecologically sustainable development (ESD) and will be targeting a 5-Star Greenstar rating. These initiatives reflect a strong commitment to sustainability and are consistent with the intent of the SEPP to promote an environmentally responsible development.
<i>State Environmental Planning Policy (Resilience and Hazards) 2021</i>	Yes	No	Chapter 4 Remediation A Detailed Site Investigation (DSI) was undertaken by Stantec to identify any potential contamination, assess the need for remediation, and determine the sites suitability for redevelopment under Section 4.6 of The RH SEPP. The investigation recommended that a Data Gap Investigation is undertaken to assess the southeastern portion of the site as this area has only been assessed on a desktop level.

5.4 Strategic Plans

Table 6 considers strategic plans that are relevant to the proposed activity.

Table 6: Consideration of applicable Strategic Plans

Strategic Plan	Assessment
<i>Greater Sydney Regional Plan</i>	The Greater Sydney Region Plan (Region Plan) presents a 40-year vision (up to 2056) for Greater Sydney published by the Greater Cities Commission (GCC), built on a vision of three cities where most residents live within 30 minutes of their jobs, education and health facilities, services, and great places The site falls within the Central City District Plan that identifies key planning priorities

Strategic Plan	Assessment
	and actions which give effect to the objectives outlined in the Region Plan. Westmead Public School is located within the Westmead health and education precinct, and the proposed upgrade works will help in meeting the objectives and goals for the precinct. When services and infrastructure like schools, health, recreation, arts and sports are co-located at the heart of a neighbourhood designed for walking and cycling, they provide better opportunities for people to meet and develop strong ties. Mixed-use neighbourhoods close to centres and public transport improve the opportunity for people to walk and cycle to schools, local shops and services. Improved quality of life can be achieved by co-locating schools, recreation, transport, community and health facilities, social infrastructure and local services in walkable mixed-use places. The proposed upgrade activity at Westmead Public School provides improved services for the community and is considered to meet the following Objectives of the Plan. • Objective 3 – Infrastructure adapts to meet future needs • Objective 7 – Communities are healthy, resilient and socially connected • Objective 12 – Great places that bring people together • Objective 37 – Exposure to natural and urban hazards is reduced
<i>Future Transport Strategy 2056</i>	Future Transport 2056 includes plans for quick, efficient and more localised connections to jobs, schools and services. A key outcome is for more people to have 30-minute public transport access to one of the three metropolitan centres/cluster and to services in their nearest strategic centre seven days a week. This requires the integration of land use, transport and infrastructure planning. Co-locating jobs and services, improving transport efficiency and creating more efficient freight networks will also improve productivity. Enhancing transport connections to adjacent cities and regional NSW will strengthen economic links and provide more opportunities for long-term growth management. The proposed upgrade activity at Westmead Public School is located in close proximity to the Westmead Metro West station project that is underway. The proposed activity responds to the Strategy by providing improved educational facilities and services that connect to public transport access.
<i>Central City District Plan</i>	The Central City District Plan implements the Greater Sydney Regional Plan, A Metropolis of Three Cities. The proposal is consistent with the broader strategic vision as detailed in the plans, through the delivery of a new, high-quality school facilities to meet Sydney's growing and changing educational needs. The proposal is also consistent with the other, wider goals and directions contained within the Plan, including: • Planning Priority C1 Planning for a city supported by infrastructure • Planning Priority C3 Providing services and social infrastructure to meet people's changing needs • Planning Priority C4 Fostering healthy, creative, culturally rich and socially connected communities • Planning Priority C20 Adapting to the impacts of urban and natural hazards and climate change
<i>Cumberland Local Strategic Planning Statement</i>	Cumberland 2030: Our Local Strategic Planning Statement (LSPS) set out a 20-year strategic vision for Cumberland LGA. The construction and operation of a public school at the site is consistent with the wider goals and directions within the LSPS, including: • Planning Priority 9: Providing high quality, fit-for-purpose community and social infrastructure in line with growth and changing requirements, and • Planning Priority 11: Promoting access to local jobs, education opportunities and care services

Strategic Plan	Assessment
<i>Westmead South - Draft Master Plan</i>	Westmead South - Draft Master Plan has been selected as a State Significant Planning Proposal in August 2025. The draft Master Plan identifies the Moree Avenue southern side as a potential heritage conservation area capturing the street palm tree plantings. The proposed upgrade activity is in line with the masterplan providing local services for the local community and is not in conflict of the proposed Draft Master Plan.

6. Consultation

6.1 Early Stakeholder Engagement

Table 7 provides a summary of early stakeholder (non-statutory) consultation undertaken to inform project development and preparation of the REF.

Table 7: Summary of Early Stakeholder Engagement

Stakeholder	Engagement
Cumberland Council	The department attended meeting with Cumberland Council on 4 July 2025. Council was supportive of the proposal. DA2025/0545 (demolition of Block B and tree removal) was approved on 8 October by Local Planning Panel.
Transport Working Group (TWG)	Stakeholders were engaged through the Transport Working Group (TWG) process involving a meeting held on 15 October 2025. Meeting on 15 October 2025 - Existing conditions discussed - The reduction in car parking numbers discussed and the reduction of on-site parking would likely promote active modes of travel. Council's preference was to further reduce parking numbers post development. Council and TfNSW has no issues with the proposal.

6.2 Statutory Consultation

Consultation was undertaken with in accordance with statutory requirements under the TI SEPP and having regard to the SCPP DPHI and the SCPP DoE. This included:

- sending notices to adjoining neighbours, owners and occupiers inviting comments within 21 days
- sending notices to the local council and relevant state and commonwealth government agencies and service providers inviting comments within 21 days
- making the REF publicly available on the Planning Portal throughout the consultation period.

Table 8 below provides an overview of the comments received during the consultation period and how these comments have been responded to.

One (1) submission was received from the public. A total of four (4) submissions were received from public authorities and service providers.

Table 8: Council, Authority and Assessment Team Feedback

Issue	Comment	Response
Public		
Contamination	Contamination assessment is incomplete at the time of determination. The Detailed Site Investigation (DSI, Appendix 4) identifies human health exceedances of lead, benzo(a)pyrene and bonded asbestos, and ecological exceedances of	The REF has examined and considered contamination risks in a manner that is proportionate to the nature and risk of the activity at the determination stage, consistent with the requirements of Section 5.5 of the EP&A Act.

TRH, copper and zinc, within surficial soils and fill material across the site. The DSI explicitly states that the vertical and lateral extent of these exceedances could not be determined. The Geotechnical Report (Appendix 3) classifies the site as Class P under AS2870, attributable to the presence of uncontrolled fill to approximately 1.3 metres depth across the activity area. Mitigation Measure LCMM6 (Appendix 1) requires a Data Gap Investigation (DGI) "prior to commencement of construction" to delineate the vertical and lateral extent of contamination, with further investigation and remediation to follow if the DGI identifies exceedances requiring action. The DGI has not been completed at the time this REF is submitted for determination. Section 5.5 of the EP&A Act requires the Determining Authority to examine and take into account, to the fullest extent possible, all matters affecting or likely to affect the environment by reason of the activity. Where the extent of contamination remains undelineated and the investigation required to define it has not been conducted, it is not apparent how the full extent of contamination impacts can be examined or taken into account prior to determination, as the Act requires. Please confirm how the obligation under Section 5.5 of the EP&A Act is satisfied in circumstances where the contamination extent is acknowledged to be undelineated and the DGI required by the Department's own Mitigation Measure LCMM6 has not been completed prior to determination. Please also confirm whether the findings of the DGI will be made publicly available prior to construction mobilisation and whether further community consultation will occur if the DGI identifies the need for remediation.	A Detailed Site Investigation (DSI) prepared by Stantec (REF Appendix 4) identified human health exceedances (bonded asbestos and benzo(a)pyrene) and ecological exceedances (TRH, copper, zinc as well as, benzo(a)pyrene) within surficial soils and fill material. The DSI also confirmed that the vertical and lateral extent of contamination could not be fully delineated within the scope of that investigation due to the presence of Block B that is to be demolished. The REF acknowledges these limitations and does not rely on assumptions about contamination extent. To address this uncertainty, a bespoke Mitigation Measure LCMM6 has been included. This Mitigation Measure requires a Data Gap Investigation (DGI) to be undertaken prior to the commencement of construction. The DGI scope is explicitly defined, including targeted sampling for lead, zinc, PAHs (including benzo(a)pyrene), TRH fractions, and asbestos in fill soils, as well as additional investigation in the south-eastern portion of the site that was not previously assessed. The REF concludes that, subject to the implementation of LCMM6 and associated remediation, validation and auditing requirements, the site can be made suitable for its continued use as a school. This staged approach is consistent with NSW contaminated land planning practice, where contamination is identified, risks are characterised, and enforceable mitigation measures are imposed prior to ground-disturbing works. In the event that the DGI identifies a need for remediation, LCMM6 requires: • The preparation and implementation of a Remediation Action Plan (RAP), • The validation and reporting by a suitably qualified contamination consultant, • Review and certification by a NSW EPA-accredited Site Auditor, and • Submission of audit outcomes to the Department's Project Lead and Post Approval and Compliance Team prior to construction recommencing or operation commencing. In the unlikely scenario that Category 1 remediation is required, then MM GMM1 covers the need to obtain separate consent which would be publicly available. Accordingly, the Determining Authority can be satisfied that contamination impacts have been examined in a manner that is
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		proportionate to the nature and risk of the activity at the REF stage, and that residual uncertainty is appropriately managed through mandatory, pre-construction mitigation measures that must be complied with before any construction disturbance occurs.
Flooding	H5 flood hazard zones remain unmitigated at a children's facility. Section 7.4.1 of the REF identifies flood hazard zones classified as H5 ("unsafe for all people and all vehicles") within the site boundary, in both current and post-development scenarios. The REF states that the hazard "is pre-existing and not exacerbated by the proposed activity" and that "no site-specific mitigation measures are proposed." The REF's own climate change assessment (Section 3.6) acknowledges that extreme rainfall intensity will increase, with the site assessed at medium-high risk of surface water flooding by 2050. The proposed development will be a permanent children's educational facility. The REF does not explain how an H5 hazard classification is considered acceptable at such a facility, nor does it address the interaction between the acknowledged pre-existing hazard and the projected increase in rainfall intensity. Please confirm the basis on which an H5 flood hazard classification is considered acceptable for a children's educational facility without site-specific mitigation, and how the REF's own climate change projections have been taken into account in that assessment.	The REF acknowledges that areas of the site are affected by flood hazard classifications of H5 under existing conditions. The H5 classification is considered unsafe for all people and all vehicles. Flood modelling undertaken in the Flood Impact & Risk Assessment Report by Orion demonstrates that these H5 hazard areas are pre-existing and are not exacerbated by the proposed activity, in both current and climate-change-inclusive scenarios. The Flood Impact Assessment confirms that: • The proposed activity does not worsen flood depths, velocities or hazard classifications on site or off site, • During the 1% AEP and 1% AEP plus climate change events, no adverse flood impacts arise, and • During a PMF event, only minimal changes in flood behaviour occur, with no increase in risk to people or property. The REF also considers future climate change impacts, noting that extreme rainfall intensity is projected to increase and that the site has a medium-high risk of surface water flooding by 2050. These risks are addressed through site design responses, including: • Diversion of upstream overland flow around the proposed building via a pit-and-pipe / overland channel system, • Surface regrading to reduce ponding adjacent to Moree Avenue, and • Retention of existing evacuation routes and access arrangements. The proposed development does not introduce new sensitive uses into flood-affected areas; rather, it replaces existing educational infrastructure within an established school site that has historically operated with the same flood constraints. Importantly, the activity does not increase student numbers or change school operations, meaning exposure to flood risk is not increased relative to existing conditions. Given that the H5 hazard is pre-existing and the proposal does not exacerbate flood risk, climate change impacts have been assessed and incorporated into the flood

		modelling and no worsening of flood impacts occurs. The REF concludes that no site-specific flood mitigation measures are required for the activity beyond those already incorporated into the design, and that the proposal is acceptable under Division 5.1 of the EP&A Act.
Cumulative Impact	Cumulative impact assessment excludes the Department's own related works. Section 3.12 of the REF identifies three separate rounds of works associated with the school upgrade: demolition of Block B and removal of 11 trees, assessed under a separate DA (DA2025/0545, determined 8 October 2025); construction of Block V, assessed under this REF; and removal of Block U and six demountable classrooms, to be undertaken under an exempt development pathway following completion of Block V. The exempt pathway requires no community consultation and no environmental assessment. Section 7.11 of the REF addresses cumulative impacts but confines its analysis to State significant projects in the vicinity. The Department's own planned future works on the same site are not included in the cumulative impact assessment. Division 5.1 guidelines require that indirect and cumulative impacts be considered fully. The community affected by these works will experience them as a continuous sequence of construction activity over an extended period, the full scope of which has not been assessed in any single document. Please confirm whether the cumulative impacts of DA2025/0545, this REF, and the planned exempt development works have been assessed collectively, and if not, the basis on which the Department's own related future works on the same site have been excluded from the cumulative impact assessment.	The REF identifies and describes all related activities associated with the Westmead Public School upgrade, including: • Demolition of Block B and removal of 11 trees under DA2025/0545, approved 8 October 2025, • Construction of the new learning hub (Block V) assessed under the REF, and • Future removal of Block U and six demountable classrooms under an exempt development pathway following completion of Block V. These activities are presented as a sequenced and coordinated program of works designed to maintain school operations and manage impacts over time. It is acknowledged that the community may experience these works as a continuous period of construction activity and the REF addresses cumulative impacts in this context. In accordance with the Division 5.1 Guidelines, the cumulative impact assessment focuses on relevant future projects, defined as State Significant Development, State Significant Infrastructure, projects requiring an EIS, or other major developments likely to compound environmental impacts. The REF, therefore, considers cumulative impacts primarily in relation to major external projects. The REF concludes that the scale and duration of the school upgrade works are modest relative to surrounding State-Significant Infrastructure projects (including the Sydney Metro West works) and that the construction impacts are temporary and manageable through the mitigation measures outlined in Appendix 1. No material adverse cumulative impacts are anticipated beyond those already assessed. While exempt development works do not require environmental assessment or community consultation under the EP&A framework, the REF identifies these future works and explains their relationship to the overall upgrade program. The Determining Authority is therefore able to understand the full scope and sequencing of the proposed works on the site, even where different statutory pathways apply. On this basis, the REF satisfies the

		requirement to consider cumulative impacts to the extent required under Division 5.1, and provides sufficient information for an informed determination.
Cumberland City Council		
Building Height	Elevation plans were not available for review, as such, the proposed height of the new building cannot be ascertained. Notwithstanding this, the Cumberland Local Environmental Plan 2021 stipulates a height of building control of 9m. As per, Clause 3.37 of the State Environmental Planning Policy (Transport and Infrastructure) 2021 a height up to 4 storeys or the maximum height allowable under the environmental planning instrument applying to the land (whichever is greater). Any development should ensure compliance with this control.	The proposed Building V is a two-storey building and is therefore under the TI SEPP building height limit of four storeys.
Payment of contributions	A payment of levy of 1% of the proposed cost of carrying out the development must be paid to Council under section 7.12 of the EP&A Act 1979 and in accordance with the Cumberland Local Infrastructure Contributions Plan 2020	Development contributions are only payable for Part 4 developments.
On site parking	Parking should be provided in accordance with the parking rate stipulated by the Cumberland Development Control Plan 2021. It is advised that an additional parking space be provided on site, for a total of 61 spaces, given that it is going from a surplus of parking to a shortfall.	The Transport Impact Assessment (TIA) prepared by Mott MacDonald has assessed the parking requirements and concludes that the proposed shortfall of 1 space during operation is considered to be acceptable, given observed mode share in the TIA, the need to reduce the overprovision of staff car parking, and the availability of public transport for staff in Westmead.
Jemena		
General	Jemena has no objection to this proposed activity. Ensure appropriate Before You Dig Australia (BYDA) processes are followed as part of the construction process.	Noted. The requirement regarding Dial Before You Dig is covered by Mitigation Measure *UIMM7.
Endeavour Energy		
General	Approve (with conditions). Conditions identified by Endeavour: - Before commencing any underground activity the applicant must obtain advice from the Before You Dig service. - The construction of any building or structure connected to or in close proximity to the electrical network must be properly earthed. - Preference is for no activities to occur in easements and they must adhere to minimum safety	Noted. Compliance with the relevant Endeavour Energy requirements will be in accordance with mitigation measure UIMM2, and the requirement regarding Dial Before You Dig is covered by Mitigation Measure *UIMM7.

	requirements. • Before commencing any activity near overhead power lines the applicant must obtain advice from the Look Up and Live service. • Low voltage service conductors and customer connection points must comply with the current 'Service and Installation Rules of NSW'. • Landscaping that interferes with electricity infrastructure is a potential safety risk and may result in the interruption of supply.	
Sydney Water		
General	Sydney Water preliminary assessment indicates that water and wastewater servicing should be available for the proposed development. Amplifications, adjustments, deviations and/or minor extensions may be required. Detailed requirements will be provided at the Section 73 application stage. Sydney Water would require the following approvals as mitigation measures: • Section 73 Compliance Certificate • Building Plan Approval	Noted. A Section 73 and Building Plan Approval will be sought from Sydney Water as per the requirements of mitigation measure GMM1.

7. Environmental Impact Assessment

The mitigation measures included in this report are site specific bespoke mitigation measures. In addition to these site-specific bespoke measures, standard mitigation measures are provided in **Appendix 1**.

7.1 Traffic, Access and Parking

A Transport Impact Assessment (TIA) prepared by Mott MacDonald. The TIA has been prepared to address the potential internal and external transport and access impacts that could arise from the upgrade activity at Westmead Public School. The TIA outlines the proposed mitigation measures for the activity to minimise adverse impacts, where required.

In the preparation of the TIA, an evaluation of transport conditions and impacts was undertaken using the following approach:

- A review of the existing traffic conditions on the surrounding road networks and travel pattern assessment for all modes of transport.
- An assessment of the impact of proposed changes.
- Undertake vehicle turn path assessment based on the design vehicles.
- An assessment of access arrangements with the sight distance check.
- Assessment of carparking in accordance with the relevant standards

7.1.1 Existing Environment

No changes are proposed to the existing student enrolment or full-time and part-time staff. Existing attributes of the site are noted as follows:

- The site has frontage to Moree Avenue, Grand Avenue and Hawkesbury Road.
- Staff carparking is provided at three (3) locations providing a total of 80 parking spaces as shown in **Figure 23**.
- Pedestrian access is provided via Gates 2, 3, 4 and 5 on Hawkesbury Road, Gates 8 ,9 and 10 on Moree Avenue as shown in **Figure 24**.
- Bus stops and bus routes serving Westmead Public School are shown in **Figure 25** below. Bus stops closest to the school are located on Church Avenue, Pye Street, Austral Avenue and on Alexandra Avenue by Westmead Train Station.



Figure 23: Existing parking provision (Source: Mott MacDonald)

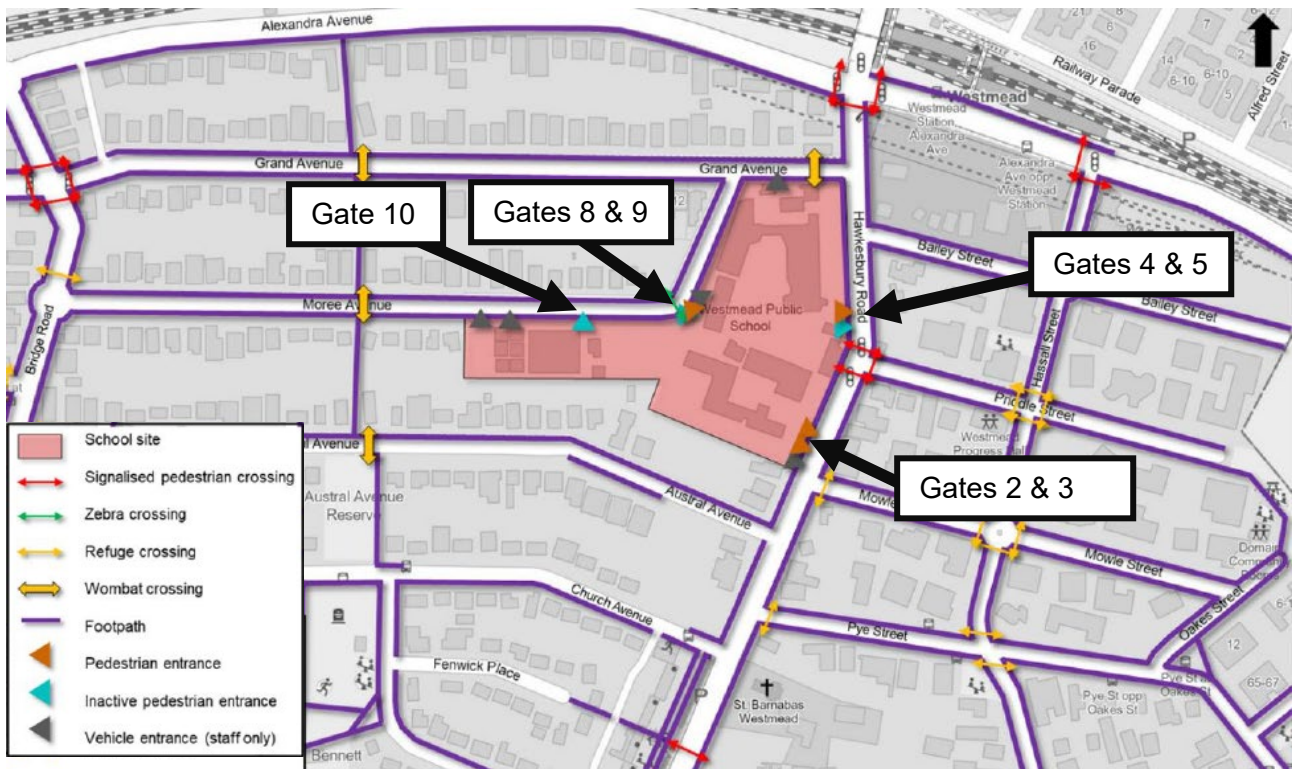


Figure 24: Pedestrian network and site access (Source: Mott MacDonald, markup by EPM)

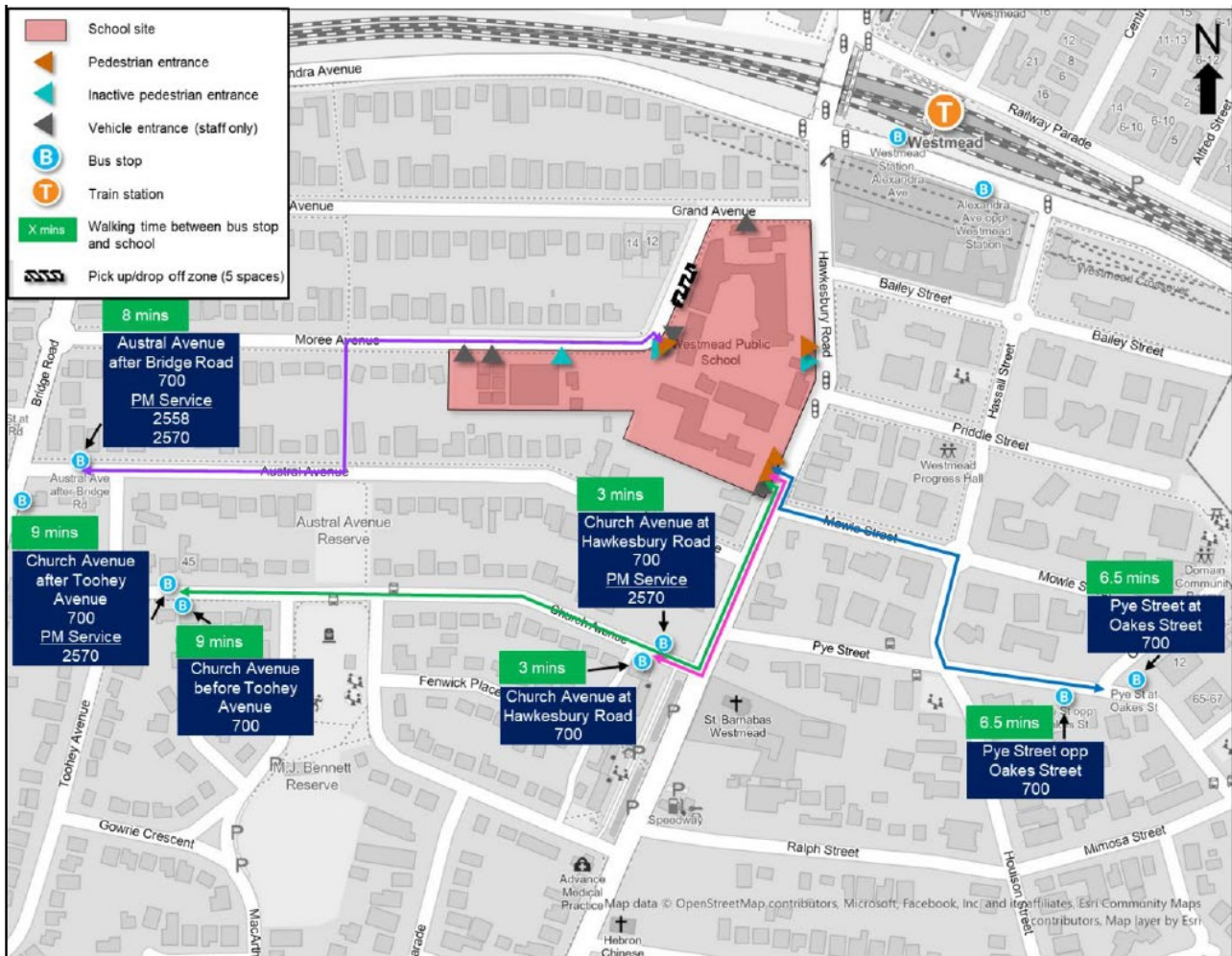


Figure 25: Bus stops and routes serving Westmead Public School (Source: Mott MacDonald)

7.1.2 Operational Traffic, Access and Parking

The proposed REF activities are not expected to change the school capacity, access or travel demand. Existing staff car parking exceeds current requirements. The project will bring parking provision more in line with existing staff numbers.

7.1.3 Transport Mode Share

The baseline model shares have been estimated based on the student Hands-up surveys (365 responses out of 766 surveys) conducted in September 2024 as shown in **Figure 26** below. The majority of students travel to and from school by walking (39.5%) or by private vehicle (48.5%). The percentage of students traveling via public/school bus was approximately 8.5% and between 1.6% of students travel by rail, and 1.9% cycle or scoot.

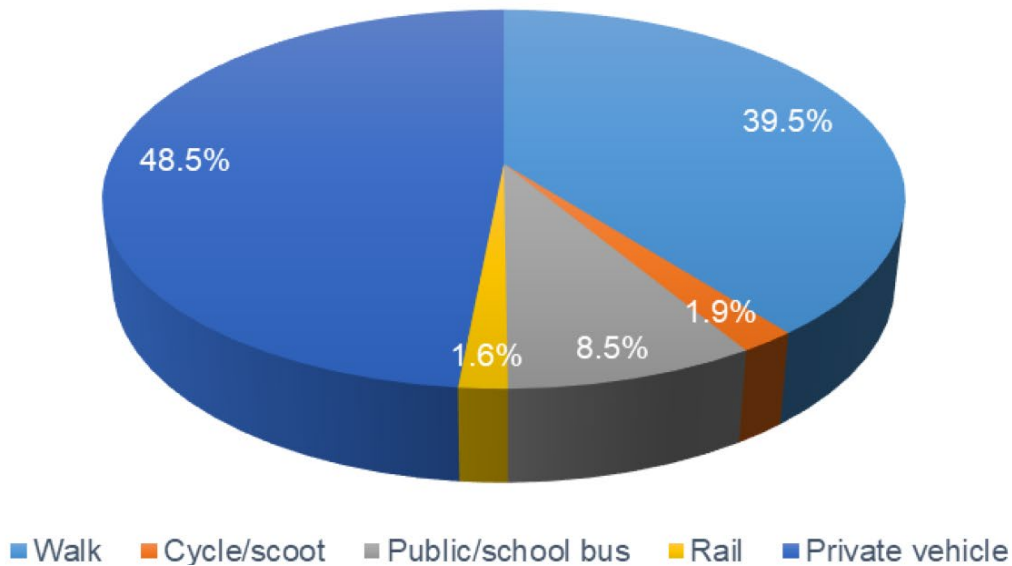


Figure 26: Estimated baseline mode share (Source: Mott MacDonald)

7.1.4 Car Parking

The required car parking facilities for staff have been designed in accordance with the relevant requirements of Cumberland City Council Development Control Plan (CDCP) 2021 and Australian Standard AS2890 and are considered to be generally compliant. The activity will result in 60 parking spaces upon upgrade completion, a reduction of 20 staff parking spaces. The reduced parking provision results in a shortfall of one (1) parking space to the DCP requirement of 61 parking spaces. The shortfall is considered acceptable given the mode share identified in the TIA and the need to reduce the current overprovision of staff car parking on site.

Table 9: Development parking requirements and compliance (as per CDCP 2021)

Land Use	Parking Rate	Quantity	Spaces Required	Spaces Provided
Primary School	One (1) space per one staff, plus one (1) visitor parking space per 100 students	53 staff	61	60

7.1.5 Bicycle Parking

The school provides existing bicycle racks that are utilised by students within the school. No additional bicycle parking is proposed under the proposed activity.

7.1.6 Construction Traffic

Heavy vehicle movements and access to the site during construction is anticipated to be provided from Moree Avenue. Onsite car parking and contractor storage will be provided for construction workers west of Block Q (as shown in **Figure 19**).

The proposed activity will be delivered in one (1) stage, and the construction will generally consist of site establishment and building the new facility.

The construction work is not expected to impact the operation of the existing main pedestrian and vehicular access and staff parking off Hawkesbury Road throughout the whole construction period.

Equivalent pedestrian access onto Moree Avenue will be retained through Gate 9, while staff parking currently available at Gate 12 will be temporarily relocated to Gate 11.

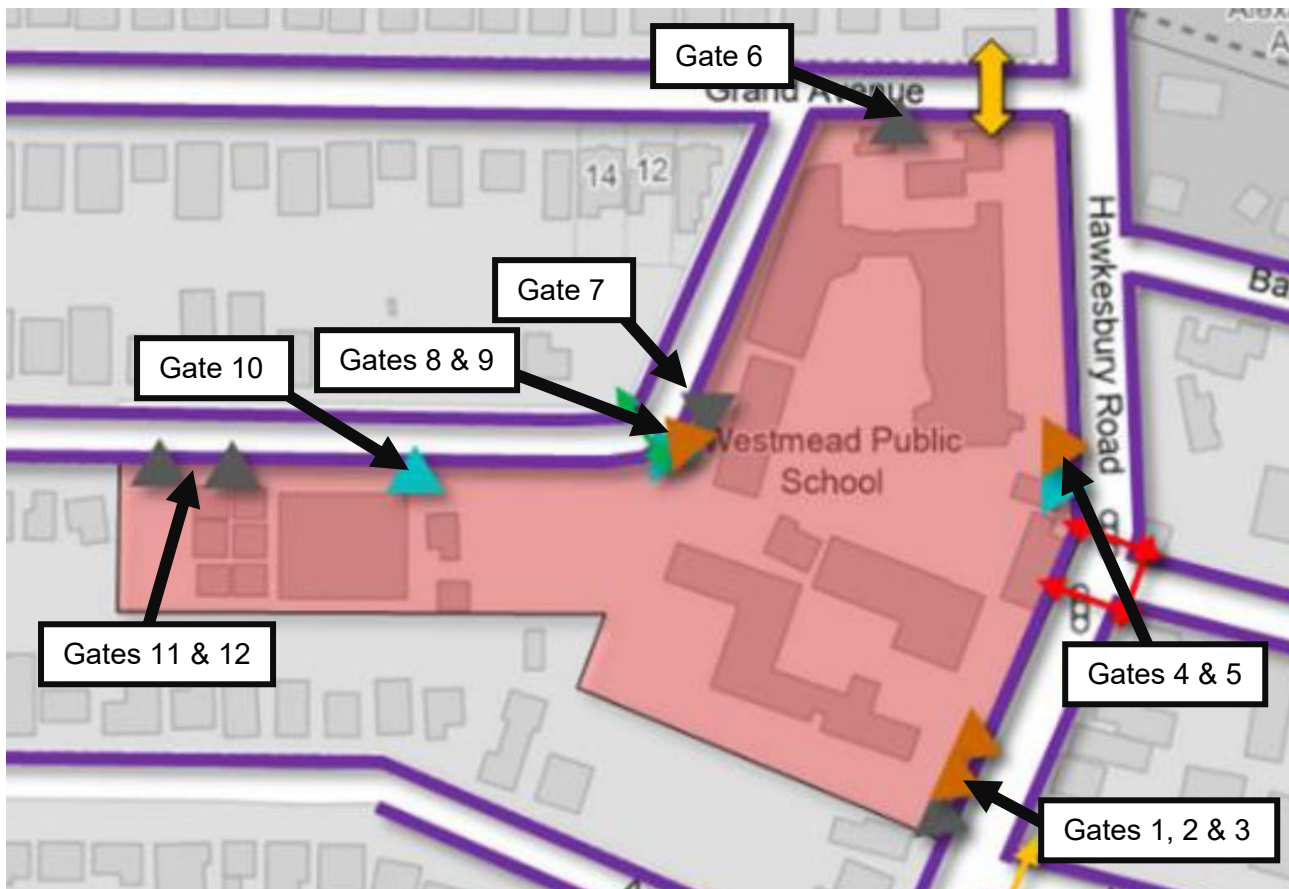


Figure 27: Westmead Public School gates and entry points (Source: Mott MacDonald, markup by EPM)

7.1.7 Mitigation Measures – Traffic and Parking

Mitigation Measures	Timing
Construction deliveries and construction worker arrivals and departures shall be excluded during the school peak hours (8-9am, 3-4pm) to eliminate the risk of construction vehicles conflicting with child movements. (*CMM17)	Construction

7.2 Noise and Vibration

An Acoustic Assessment has been prepared by Pulse White Noise Acoustics to assess the potential noise and vibration impacts associated with the proposed activity during the construction and operational phases. The report has assessed the activity against the Cumberland LEP 2021 and DCP 2021, NSW Noise Policy for Industry 2017, NSW Road Noise Policy 2011 and other relevant policies and guidelines for assessing noise and vibration. The following acoustic and vibration considerations were included in the assessment:

- Noise from engineering services (mechanical plant, air conditioning or fan),
- Noise from vehicles movements and carpark,
- Noise from school activity (music performance, sporting activity, classrooms and hall),

- Noise intrusion on the proposed school building, and
- Noise and vibration from construction (construction activity and traffic).

7.2.1 Background Noise

Sensitive receivers were identified at Moree Avenue (Receiver 1). Unattended noise monitoring was carried out in one (1) location (L1) (**Figure 28**) from 15-24 July 2025 to establish the existing background noise environment. Noise impacts to the residential receivers along Austral Avenue associated with the proposed activity will be screened by existing School buildings located on the site and therefore deemed acoustically acceptable.



Figure 28: Noise Monitoring and Sensitive Receivers (Source: Pulse White Noise Acoustics)

Noise monitoring identified the project ambient noise levels as shown in **Figure 29** below. The Acoustic Assessment found that the measured noise levels were 5dBA higher during the evening period compared to that of the day period. As the school is not operational during the evening and night period, the day ambient noise levels are adopted and accordingly, the intrusiveness criteria was matched with the day period, in line with the NPI criteria.

Measurement Location ⁴	Daytime ¹ 7:00 am to 6:00 pm		Evening ¹ 6:00 pm to 10:00 pm		Night-time ¹ 10:00 pm to 7:00 am	
	LA90 ² (dBA)	LAeq ³ (dBA)	LA90 ² (dBA)	LAeq ³ (dBA)	LA90 ² (dBA)	LAeq ³ (dBA)
Location 1 (L1) – Moree Avenue (see Figure 3)	39	44	43	54	53	52
<i>Note 1 For Monday to Saturday, Daytime 7:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 7:00 am. On Sundays and Public Holidays, Daytime 8:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 8:00 am.</i> <i>Note 2 The LA90 noise level is representative of the "average minimum background sound level" (in the absence of the source under consideration), or simply the background level.</i> <i>Note 3 The LAeq is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound.</i> <i>Note 4 Due to an equipment malfunction ambient and background noise levels cannot be accurately determined at this location.</i>						

Figure 29: Noise Monitoring Results – ‘Measured Ambient Noise Levels’ (Source: Pulse White Noise Acoustics)

7.2.2 Operational Noise Emission Assessment

As the assessment relates to an existing operating school, noise emissions associated with movement in the proposed new carpark, services (mechanical, electrical and hydraulic) with the new building and activity noise were assessed against the project trigger noise levels. The project trigger noise levels are illustrated in bold in **Figure 30**, with the 5dBA higher ambient noise level difference is shown in strikethrough. The intrusive trigger noise level for day and evening is 44dBA and 44dBA for amenity at night. The evening and night intrusiveness criteria discussed above is adjusted to match the day level in the table below shown as crossed out figures.

Receiver Type	Time of Day ¹	Project Amenity Noise Level, $L_{Aeq, period}$ ^{2 4} (dBA)	Measured $L_{A90, 15 min}$ (RBL) ³ (dBA)	Measured $L_{Aeq, period}$ Noise Level ⁴ (dBA)	Intrusive $L_{Aeq, 15 min}$ Criterion ⁴ for New Sources (dBA)	Amenity $L_{Aeq, 15 min}$ Criterion ^{4 5} for New Sources (dBA)
Receiver 1	Day	55	39	54	44	58
	Evening	45	44	53	49 44	48
	Night	40	43	52	48 44	43

Note 1 For Monday to Saturday, Daytime 7:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 7:00 am. On Sundays and Public Holidays, Daytime 8:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 8:00 am.
Note 2 Project Amenity Noise Levels corresponding to "Suburban" areas, equivalent to the Recommended Amenity Noise Levels minus 5 dBA.
Note 3 L_{A90} Background Noise or Rating Background Level.
Note 4 The L_{Aeq} is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound
Note 5 According to Section 2.2 of the NSW NPI, the $L_{Aeq, 15 minutes}$ is equal to the $L_{Aeq, period} + 3 dB$.
Note 6 According to Section 2.2 of the NSW NPI, project intrusiveness criteria for the evening period should not be set greater than the daytime period.
Note 7 According to Section 2.2 of the NSW NPI, project intrusiveness criteria for the night period should not be set greater than the evening period.
Note 8 Project Noise Trigger Levels are shown in bold.

Figure 30: External noise level criteria and project trigger noise level (Source: Pulse White Noise Acoustics)

Mechanical Operational Noise Assessment

As specific mechanical plant has not yet been determined, a preliminary assessment of mechanical operational noise has been carried out, and is based on the installation of the mechanical systems listed below. The noise levels these systems generate are anticipated to ensure that the site will not exceed the relevant noise emission criteria set out in **Figure 30**.

- Air Conditioning Condensers – Internal Spaces – 70dBA (Lw) per unit.
- Toilet Exhaust Fans (TEF) – Bathrooms – 55dBA (Lw)

Plant equipment should also be selected with low vibration generation characteristics and the operating plant and equipment to be the quietest and most efficient. Noisy plant should be not working simultaneously adjacent to sensitive receivers. The offset distance between plant items and nearby noise sensitive receivers should also be maximised.

Non-Mechanical Operational Noise Assessment

Non-mechanical noise refers to sounds from natural sources, rather than machines, ranging from birdsong, wind, and human noises to traffic, music and construction (excluding machines). Non-mechanical noise is essentially ambient sounds of life and nature that are not generated by mechanical components.

Figure 31 below outlines the predicted internal noise levels from the proposed classrooms

Receiver Location (Refer to Figure 3)	Predicted Noise Level dBA L _{Aeq} (15-minute)		Noise Management Level (NML) dBA L _{Aeq} (15-minute)	Result
	Windows Open	Windows Closed		
Receiver 1 (Moree Avenue)	<40	<25	Day: 44 Evening: 44	Compliance
<i>Note 1 For Monday to Saturday, Daytime 7:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 1:00 am. On Sundays and Public Holidays, Daytime 8:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 1:00 am.</i> <i>Note 2 The L_{Aeq} is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound.</i>				

Figure 31: Predicted internal homebases (i.e., classrooms) noise levels (Source: Pulse White Noise Acoustics)

The Acoustic Assessment modelled the noise levels anticipated to be generated from regular school activities and occasional evening use for amplified speech and music. The proposed activity does not provide any additional play space or facilitate an increase in student numbers, and therefore the noise associated with play space has not been included in the assessment as the existing day use conditions will not be changing.

The evening use assessment requires for all doors and windows to remain closed. **Figure 32** below presents the findings of the hall noise level modelling.

Receiver Location (Refer to Figure 3)	Predicted Noise Level dBA L _{Aeq} (15-minute)		Noise Management Level (NML) dBA L _{Aeq} (15-minute)	Result
	Windows Open	Windows Closed		
Receiver 1 (Moree Avenue)	44	<25	Day: 44 Evening: 44	Compliance, based on the audio limit as per below.
<i>Note 1 For Monday to Saturday, Daytime 7:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 7:00 am. On Sundays and Public Holidays, Daytime 8:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 7:00 am.</i> <i>Note 2 The L_{Aeq} is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound.</i>				

Figure 32: Predicted multi-purpose space noise levels (Source: Pulse White Noise Acoustics)

Management of non-mechanical operational noise can be mitigated using the following measures:

- School homebases and associated support areas is limited to 7:00am to 10:00pm.
- Use of the homebases and associated support areas after 6:00pm is recommended to have the doors closed.
- Multi-purpose space is limited to 7:00am to 10:00pm.
- Noise levels within the school must not exceed 82 dBA L_{Aeq} (sound pressure level) unless the doors are closed.
- It's recommended the multi-purpose space audio system be limited to 82 dBA L_{Aeq} (sound pressure level) when the doors are open.

Accordingly, the School Noise Management Plan must incorporate the following measures to mitigate any noise related adverse impacts:

- Limit the use of the multi-purpose space from 7:00am to 10:00pm.
- Noise levels within the school must not exceed 82 dBA L_{Aeq} (sound pressure level) unless the doors are closed.

- The multi-purpose space audio system is to be limited to 82 dBA LAeq (sound pressure level) when the doors are open.

External Noise Intrusion Assessment

The Acoustic Assessment makes recommendations on the glazing, and external wall and roof construction to mitigate noise from surrounding roads and other environmental sources. The recommendation is to follow the minimum construction as shown below in **Figure 33**, **Figure 34**, and **Figure 35**.

Spaces	Façade	Indicative Construction	Minimum Glazing System Rating Requirements
All spaces	All façades	6.38mm Laminated Glazing	Rw (C, Ctr): 31 (-1, -3)

Figure 33: Recommended glazing construction (Source: Pulse White Noise Acoustics)

Location	Occupancy Area ¹	Minimum External Wall Rating Requirements ¹
All buildings	All Spaces	Rw (C, Ctr): 40 (-4, -10)
<i>Note 1 Recommended performances are identical for each level.</i>		

Figure 34: Recommended light weight external wall construction (Source: Pulse White Noise Acoustics)

Building	Occupancy Area ¹	Minimum External Roof Rating Requirements ¹
All buildings	All Spaces	Rw (C, Ctr): 40 (-4, -10)
<i>Note 1 These are preliminary selections will be confirmed in the detailed design stage once the layouts and façade orientations are finalised.</i>		
<i>Note 2 Recommended system does not address rain noise criteria. Further detailing is required for compliance with rain noise criteria.</i>		

Figure 35: Recommended light weight roof construction (Source: Pulse White Noise Acoustics)

Vehicle Movement Noise Assessment

Potential noise from the use of the proposed car park has been assessed and it is found to comply with project noise trigger levels (as set out in **Figure 30**). No changes are proposed to the ingress or egress vehicle movements via Moree Avenue (Gates 7-12 in **Figure 27**), representing no material change to the vehicle noise associated with the use of the site as a result of the proposed activity. The proposed on-site parking will be for the use of staff only, and peak vehicle movements will be associated with staff arrival and departure in the morning and afternoon, meaning there is no change in the use arrangements of school staff for the parking areas within the site.

The proposal will reduce the number of car parking spaces in and around the new building compared to the current arrangements. As a result, the number of vehicle movements (and resultant vehicle noise) in the vicinity of the proposed Block V are anticipated to be reduced.

Receiver Location (Refer to Figure 3)	Predicted Noise Level dBA LAeq (15-minute)	Criteria dBA LAeq (15-minute)	Compliance?
Receiver 1 (Moree Avenue)	<40	44 (day criteria)	Yes
<i>Note 1 For Monday to Saturday, Daytime 7:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 1:00 am. On Sundays and Public Holidays, Daytime 8:00 am – 6:00 pm; Evening 6:00 pm – 10:00 pm; Night-time 10:00 pm – 1:00 am.</i>			
<i>Note 2 The LAeq is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound.</i>			

Figure 36: Predicted carpark AM/PM noise levels (Source: Pulse White Noise Acoustics)

The Acoustic Assessment outlines recommendations and mitigation measures for operational noise anticipated from the proposed activity. The building envelope recommendations and management controls outlined above must be implemented to ensure the activity does not exceed the relevantly adopted noise criteria/ management level at the receiver location.

7.2.3 Construction Noise and Vibration Assessment

Based on construction being undertaken in accordance with the hours defined in the NSW Interim Construction Noise Guidelines (shown below), the activity construction Noise Management Levels (NML) for sensitive receivers can be readily determined to ensure compliance with relevant criteria during construction, and are set out in **Figure 37**.

Receiver Types		NML, dB LAeq(15minute)	
		<u>Standard Hours</u> Monday to Friday: 7:00am to 6:00pm Saturday: 8:00am to 1:00pm	<u>Outside Standard Hours</u> All hours not listed in the adjacent column.
Residences (Measured externally)	Receiver 1	<u>NAEL:</u> 49 (RBL (39) + 10dB) <u>HNAL</u> 75	RBL + 5dB

Note 1 The LAeq is the energy average sound level. It is defined as the steady sound level that contains the same amount of acoustical energy as a given time-varying sound.

Figure 37: Construction Noise Management Levels (Source: Pulse White Noise Acoustics)

The recommended site-specific Construction Noise and Vibration Management Sub-Plan (CNVMSP) should be formulated based on the Noise and Construction objectives.

The worst-case construction scenario at the nearest sensitive receiver is assumed to involve:

- Concurrent operation of high-noise mobile plant (e.g. excavators, loaders, trucks) and intermittent high-noise activities such as concrete works, material handling and potential rock breaking,
- Works occurring at locations closest to the western site boundary adjacent to Moree Avenue,
- Minimal acoustic shielding available from site structures at early stages of construction, and
- Activities undertaken during standard construction hours (Monday to Friday 7:00 am–6:00 pm; Saturday 8:00 am–1:00 pm), consistent with the NSW EPA Interim Construction Noise Guideline (ICNG).

Sound power levels have been predicted for the construction tasks identified in the project program. The equipment anticipated for use in each task is based on previous project experience. The sound power levels for the equipment likely to be used for each of the listed tasks are provided in **Figure 38** below.

Tasks	Equipment	Sound Power Levels (dBA re 1pW)	Aggregate Sound Power Level per Task (dBA re 1pW)
Site Establishment Works	Mobile crane	105	111
	Power hand tools	109	
	Semi Rigid Vehicle ¹	100	
Civil Works	Excavator	112	121
	Hydraulic Hammer	118	
	Piling Rig	108	
	Handheld jack hammer ¹	106	
	Dump truck ¹	99	
	Concrete saw ¹	109	
	Skid steer	110	
	Power hand tools	109	
Structure	Handheld jack hammer ¹	101	115
	Concrete saw ¹	109	
	Power hand tools	109	
	Welder	101	
	Concrete pump truck	110	
	Concrete agitator truck	108	
Internal Works	Power hand tools	89	89
Common and External Works	Concrete agitator truck	108	114
	Saw cutter ¹	99	
	Dump truck ¹	99	
	Concrete saw ¹	109	
	Power hand tools	109	
1Note 1 An assumed time correction has been applied, this being 5 minutes of operation in any 15-minute interval.			

Figure 38: Summary of predicted sound power levels (Source: Pulse White Noise Acoustics)

The predicted construction noise levels for Receiver 1 are outlined in **Figure 39** below. Construction noise has not been assessed for the existing school buildings, however, it is acknowledged that there may be potential noise and vibration impacts to the school during construction and these will be managed in accordance with the construction noise and vibration management plan, staging and coordination of the works in consultation with the school.

Phase	Activity	Aggregate Sound Power Level (dBA re 1pW)	Predicted Individual Noise Level at Receiver dBA L _{Aeq} , 15 mins	Predicted Combined Noise Level at Receiver dBA L _{Aeq} , 15 mins	Criteria dBA L _{Aeq} , 15 mins	Summary of Result
Site Establishment Works	Mobile crane	111	64 to 71	70 to 77	<u>Monday to Friday (7:00am to 6:00pm) & Saturday (8:00am to 1:00pm)</u>	Works undertaken near the common site boundary may exceed the NML requirement.
	Power hand tools		68 to 75			
	Semi Rigid Vehicle ¹		59 to 66			
Civil Works	Excavator	121	71 to 78	80 to 87	NAFL: 49 HNAL: 75	It is recommended that several acoustic mitigation measures are implemented. Refer to the following sections below.
	Hydraulic Hammer		77 to 84			
	Piling Rig		67 to 74			
	Handheld jack hammer ¹		65 to 72			
	Dump truck ¹		58 to 65			
	Concrete saw ¹		68 to 75			
	Skid steer		69 to 76			
	Power hand tools		68 to 75			
Structure	Handheld jack hammer ¹	115	60 to 67	81 to 74		
	Concrete saw ¹		68 to 75			
	Power hand tools		68 to 75			
	Welder		60 to 67			
	Concrete pump truck		69 to 76			
	Concrete agitator truck		67 to 74			
Internal Works	Power hand tools	89	48 to 55	48 to 55		
Common and External Works	Concrete agitator truck	114	67 to 74	73 to 80		
	Saw cutter ¹		58 to 65			
	Dump truck ¹		58 to 65			
	Concrete saw ¹		68 to 75			
	Power hand tools		68 to 75			

Figure 39: Summary of predicted noise levels on Receiver 1 (Source: Pulse White Noise Acoustics)

For residences, noise management procedures have been allocated based on noise level exceedances that occur over the designated NMLs. For any exceedances of the adopted noise criteria from both the operational and construction phases of the proposed activity, the contractor is to apply best practice construction noise mitigation measures including the implementation of acoustic screening/hoardings including efficient silencers and low noise mufflers, timing of works and the site-specific bespoke mitigation measures outlined below.

The contractor will, where reasonable and feasible, apply best practice noise mitigation measures. These measures shall include the following:

- Maximising the offset distance between plant items and nearby noise sensitive receivers.
- Preventing noisy plant working simultaneously and adjacent to sensitive receivers.
- Minimising consecutive works in the same site area.
- Orienting equipment away from noise sensitive areas.
- Carrying out loading and unloading away from noise sensitive areas.

The contractor will apply all feasible and reasonable work practices to meet the NMLs and inform all potentially impacted residents of the nature of works to be carried out, the expected noise levels, duration of noise generating construction works, and the contact details for the proposal.

The Acoustic Assessment recommends that a Construction Noise and Vibration Management Sub-Plan (CNVMSP) be prepared for the site once exact construction methodologies are known to fully address any exceedances during construction.

7.2.4 Mitigation Measures – Noise & Vibration

Mitigation Measures	Timing
Design of building envelope (i.e. Glazing Construction, External Wall Construction and Roof Construction) should meet the minimum acoustic design requirements. (*CMM18)	Design
Use of the multipurpose space the following management controls are to be implemented, and incorporated into the School Management Plan, in accordance with the Acoustic Assessment: • Multipurpose space is limited to 7:00am to 10:00pm. • Noise levels within the multipurpose space must not exceed 82 dBA LAeq (sound pressure level) unless the doors are closed. • It's recommended the multipurpose space audio system be limited to 82 dBA LAeq (sound pressure level) when the doors are open. Use of the homebases and associated support areas have the following management controls are to be implemented: • Use of the homebases and associated support areas after 6:00pm is recommended to have the doors closed. (*OPMM6)	Operation

7.3 Contamination and Hazardous Materials

A Preliminary Site Investigation (PSI) and a Geotechnical Investigation Report were prepared by Stantec. A copy of the Geotechnical Investigation Report is provided at **Appendix 3**.

The PSI comprised a review of environmental and site history information, and a site walkover to identify potential sources of contamination at the site. The results of the PSI indicated a number of potential sources of contamination, which included:

- Potential fill materials imported to the school,
- Low-level leakage from parked vehicles,
- Demolition and weathering of hazardous building materials contained within former and existing structures, and
- Historical motor garages and services stations offsite.

A DSI Report was subsequently prepared by Stantec to assess the presence, nature and extent of potential contamination on site within the context of the proposed activity to determine whether the site is suitable for the intended use. A copy of the DSI Report is provided at **Appendix 4**.

The DSI comprised a review of previous reports, intrusive soil investigations and sampling (including drilling of boreholes, hand auger and surface sampling), site inspection by a qualified and experienced contaminated land professional, and laboratory analysis of selected representative soil samples. The purpose of the review was to assess the suitability of the site for the proposed activity and establish if there was a requirement for management of contamination.



Figure 40: Extract of the borehole location plan (Source: Stantec)

The DSI identified potential fill materials during a site walkover where levelling on site had occurred. The fill was observed mainly underneath existing buildings, playground areas and sports courts. The origin of this fill material is unknown and as such a wide range of potential contaminants of concern were recommended to be considered.

The Asbestos in Grounds Management Plan has also indicated that asbestos may be buried in fill. A strategy for management of the existing uncontrolled fill at the site is required to be developed to suit the Contractor's construction methodology and structural scheme as it develops. The strategy

is to be verified by a suitably qualified geotechnical engineer upon inspection of the encountered site materials during construction.

The investigation recommends that any engineered fill proposed for the site have a liquified stabilised soil value of 1.2% or less, which should allow for future reclassification and design of footings in accordance with Class 'M' requirements.

The DSI also identified various historical service stations and motor garages in the surrounding area. Where these types of development have been located up or cross gradient to site, contaminants may have migrated to the site. If contaminants have migrated to the site, the likelihood of exposure to potential contaminants is increased where proposed activity interacts with the impacted media or overlies volatile hydrocarbon impacts in soil and groundwater.

The results of the DSI confirmed that exceedances above the applied criteria were recorded including human health exceedances of bonded asbestos and benzo(a)pyrene in surficial soils, and ecological exceedances of TRH, benzo(a)pyrene, copper and zinc within the observed fill profiles of the site. The fill in the area of activity was preliminarily classified as General Solid Waste (non-putrescible).

7.3.1 Soils & Geology

Geotechnical investigations have been carried out by Stantec and reveal that the site is underlain by Ashfield Shale containing clay. Borehole testings were done in seven (7) locations as per **Figure 41**.



Figure 41: Borehole Sampling Locations (Source: Stantec)

The site is identified as Potential Moderate Salinity Land under Cumberland LEP 2021. Soil aggressivity tests undertaken indicate that the soils tested were non-saline, however, the Geotechnical Investigation Report states that further salinity assessments are to be undertaken prior to construction.

Based on the findings in the DSI, the investigation concluded that the site can be made suitable for the ongoing use as a school subject to the mitigation measures listed in **Section 7.3.2**.

7.3.2 Mitigation Measures – Contamination and Soil Conditions

Mitigation Measures	Timing
Further salinity assessments are to be undertaken prior to construction of future stages of development, comparing the results of the Geotechnical investigation with future testing and proposed bulk earthworks. (*SWMM6)	Design and prior to the commencement of construction
A strategy for management of the existing uncontrolled fill at the site shall be developed to suit the Contractor's construction methodology and structural scheme as it develops. The strategy shall be verified by a suitably qualified geotechnical engineer upon inspection of the encountered site materials during construction. (*SWMM7)	Design and Construction
Imported fill must comply with the requirements outlined in the project Geotechnical Report. Suitability of material won onsite for re-use is to be assessed by a suitably qualified geotechnical engineer onsite. All material to be taken offsite should be disposed of appropriately. (*SWMM9)	Construction
a) A Data Gap Investigation (DGI) is to be undertaken to delineate the vertical and lateral extent of human health and ecological exceedances at surface and within site soils outlined in the Detailed Site Investigation (prepared by Stantec dated 21 October 2025) as well as further refine the source of identified contaminants. The DGI should include sampling targeting the following: • Lead and zinc – including identification of potential building material sources; • PAH including Benzo(a)pyrene – with detailed observation of potential sources of impact such as ash, charcoal and asphalt. • TRH fraction C16-C34 – with analysis using silica gel clean-up to separate potential organic sources of carbon. • ACM in fill soils beneath building Block – B – with appropriate intrusive methodology (i.e. test pits) to assess impact in deeper fill soils. • An additional site walkover and intrusive investigation (if necessary) should be undertaken in the southeastern portion of the site that was not considered as part of this assessment. The DGI would further inform the requirement for remediation as part of the proposed activity. In event that the DGI identifies the need for remediation, then the following is required: b) Remediation of known contaminated land is to be carried out in accordance with the requirements of the Remediation Action Plan (RAP). Following completion of the remediation works, a Site Remediation and Validation Report is to be submitted to a NSW EPA-Accredited Site Auditor to confirm site suitability through a Site Audit Statement. The site suitability statement and Site Remediation and Validation Report is to be submitted to the relevant DoE Project Lead and DOE's Post Approval and Compliance Team. A notice of completion of remediation work must also be given to Council within 30 days of completion of the work in accordance with Section 4.14 and Section 4.15 of State Environmental Planning Policy (Resilience and Hazards) c) At least 30 days prior to the commencement of any Category 2 remediation work, all required regulatory notifications are to be provided, including Notification of Category 2 Remediation Works to Council. Notice must be given in accordance with Section 4.13 of State Environmental Planning Policy (Hazards and Resilience) 2021. d) Prior to the commencement of operation, an Interim Site Audit Statement prepared by an EPA Accredited Site Auditor is to be provided to the relevant DoE Project Lead and DoE Post Approval and Compliance Team. (*LCMM6)	Prior to commencement of construction Construction Prior to the commencement of Operations

7.4 Hydrology, Flooding and Water Quality

7.4.1 7.4.1 Flooding

The Flood Impact Assessment prepared by Orion Group assessed the pre and post activity flood conditions on site. The assessment findings outline that the proposed activity is not considered to result in adverse flood impacts during both the 1% AEP event, and the 1% AEP with climate change event. During a PMF event, minimal changes to the flood hazard at upstream and downstream areas of the school were observed.

Ponding was observed in the flood modelling results on the eastern side of the proposed area of activity adjacent to Moree Avenue during the 1% AEP, 1% AEP with climate change, and PMF events under pre activity conditions. The ponding was reduced in the post activity scenario as a channel is proposed along the eastern side of the proposed building and surface regrading directing some of the flow towards the north.

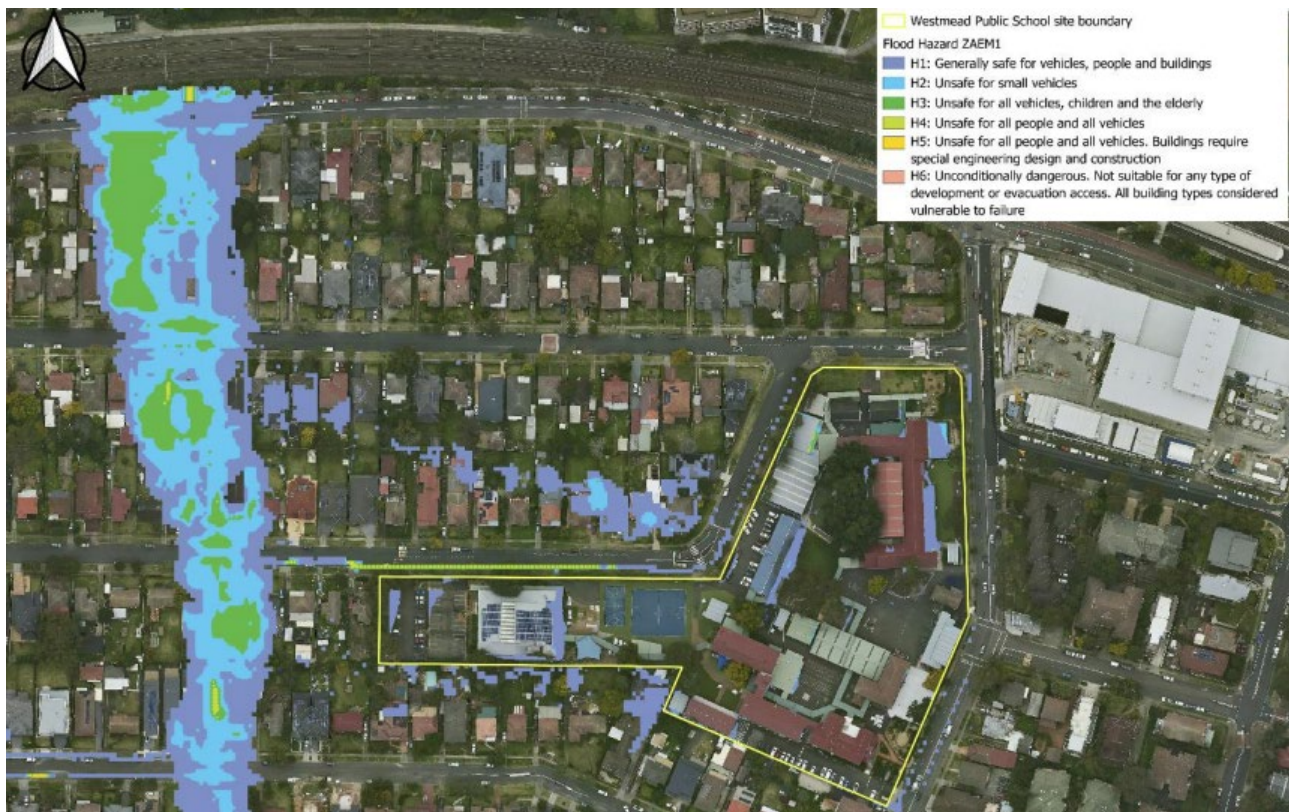


Figure 42: Existing scenario – 1% AEP flood hazard map (Source: Orion)

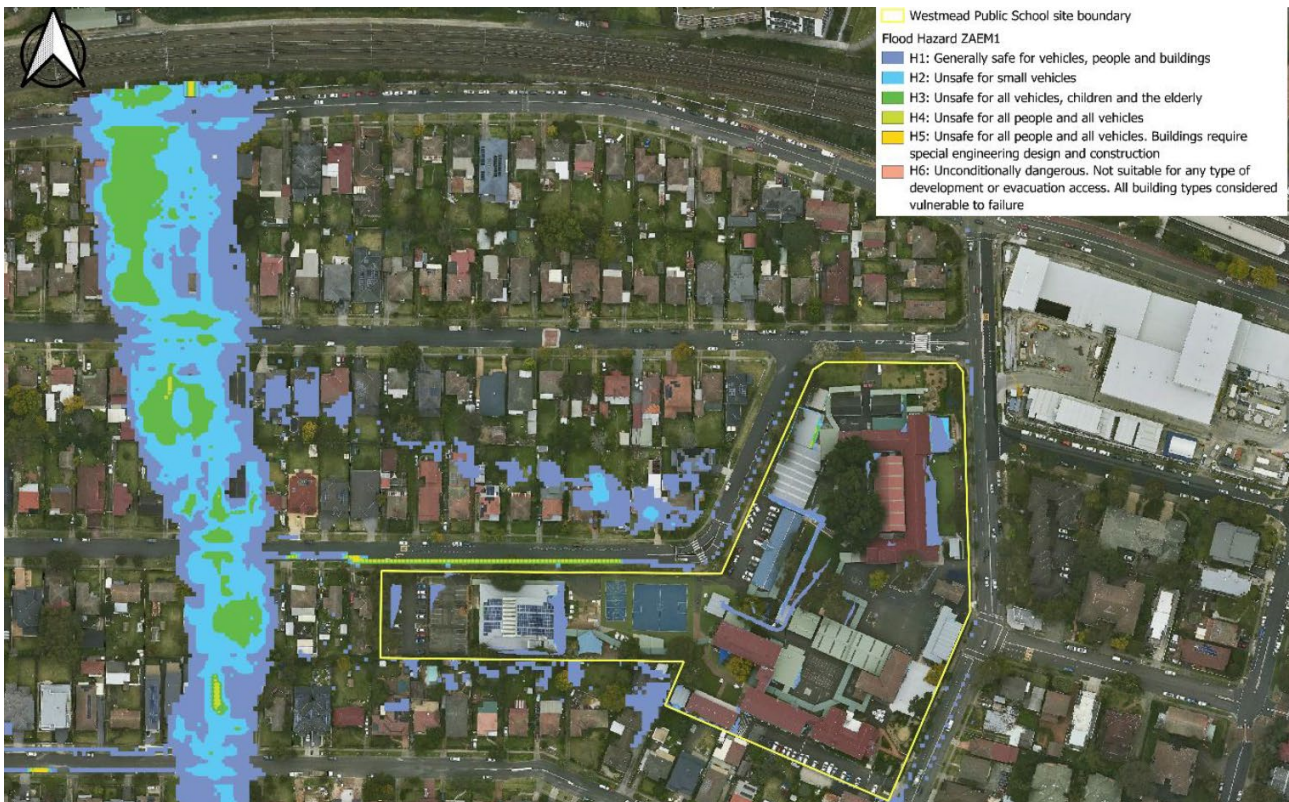


Figure 43: Post activity scenario – 1% AEP flood hazard map (Source: Orion)

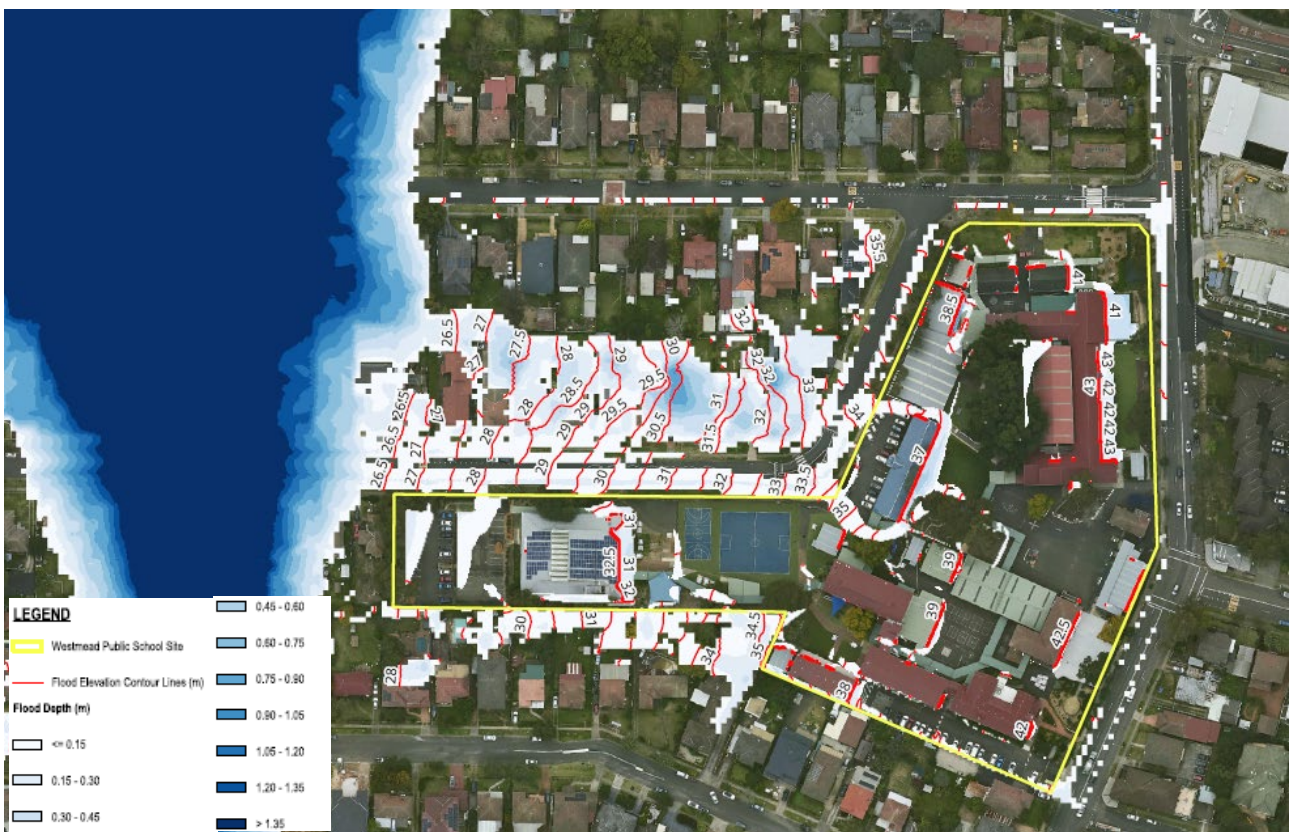


Figure 44: Existing scenario – PMF flood depths (Source: Orion)



Figure 45: Post activity scenario – PMF flood depths (Source: Orion)

The Flood Impact Assessment identified that parts of the site's existing flooding condition are classified as H5 (unsafe for all people and all vehicles) both pre and post activity. The hazard classification is pre-existing and not exacerbated by the proposed activity.

The assessment found the proposed activity would have negligible variation in the flood condition within site or the surrounding areas. The proposed activity is not considered to exacerbate flood risk on or off site. Accordingly, no site-specific mitigation measures are proposed.

7.4.2 Stormwater

A Civil Engineering Design Report and a Civil Services Report have been prepared by Bligh Tanner in accordance with the National Construction Code 2022, current versions of relevant civil Australian Standards, Cumberland DCP and engineering guidelines, the Blue Book, Australian Rainfall and Runoff (ARR), NSW State Environmental Planning Policies, the EFSG, the geotechnical report, DSI, and the architectural and landscape plans prepared for the proposed activity.

The current arrangements on the site involves stormwater discharge from the site to an existing stormwater connection on Moree Avenue, located to the west of the area of activity. The site is largely impervious, and the existing stormwater strategy primarily conveys roof water through the site to Moree Avenue via four (4) existing piped connections (**Figure 46**).

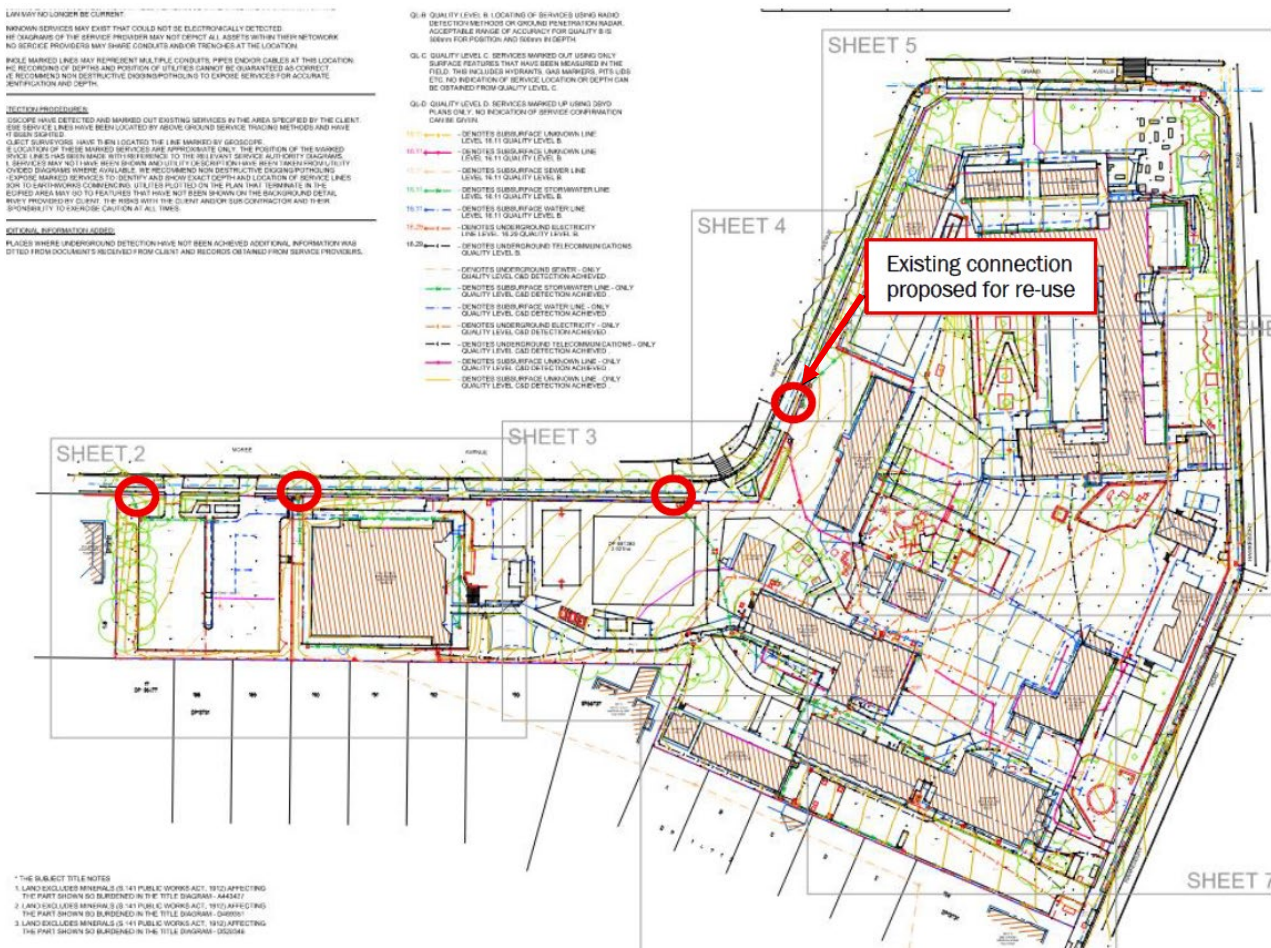


Figure 46: Existing site stormwater connections to Council network (Source: Bligh Tanner)

The proposed activity is proposed to re-use the existing stormwater connection to the Council stormwater network on Moree Avenue. No changes are proposed to the existing flow regime from the site to the Council stormwater network. The activity will include roof water connections to drain the proposed external areas of the activity. Due to the existing impervious nature of the site, the activity will not increase the imperviousness or the extent of runoff from the site.



Figure 47: Indicative siteworks and drainage layout plan (Source: Bligh Tanner)

The existing overland flow within the site is proposed to be diverted around the proposed Block V. This diversion will not change the characteristics of the overland flow within the site, or on Moree Avenue. The Civil Services Report anticipates no impact or change to the existing Council stormwater network as it does not alter the stormwater conditions from the site and is not considered to worsen the conditions downstream of the site. Accordingly, no mitigation measures are proposed to deal with the stormwater network.

7.4.3 Mitigation Measures – Flooding & Stormwater

Mitigation Measures	Timing
Stormwater runoff from the upstream catchment is to be diverted around the learning hub building via a pit and pipe / overland channel dual system. The diverted flows are discharged from the site to Moree Avenue per existing conditions. (*SWMM8)	Design. Construction and Operation
Trenching/ Potholing – Contractors to include Inspection and Test Plans (ITPs) and allow to make good all saw cutting and potholing in work site. (*UIMM6)	Construction

7.5 Aboriginal Heritage

No previously recorded or unrecorded Aboriginal objects, Potential Archaeological Deposits (PADs) or archaeologically sensitive landforms have been identified as a result of background research or survey of the Subject Area during a due diligence phase.

An AHIMs database search did not identify Aboriginal sites near the site.

7.6 Environmental Heritage

A Heritage Impact Assessment (HIA) has been prepared by Built Environmental Heritage Group to consider any potential heritage impacts of the activity. A copy of the HIA is provided at **Appendix 2**.

The school site is listed as a local heritage item under Schedule 5 of the Cumberland LEP 2021 (Item I295 '*Westmead Public School, circa 1917*'). Westmead Public School - Buildings B00A (Block A), B00F (Block F), and B00I (Block I) (SHI No. 5064436) are recorded on the NSW Department of Education's Section 170 Heritage and Conservation Register. Contributory Federation-era buildings, Blocks A, F and I, will remain unaffected by the proposed activity, with the activity carefully sited and designed to ensure the prominence and significance of these blocks are retained.



Figure 48: Indicative location of activity and heritage buildings shown in red (Source: Built Environmental Heritage Group)

The HIA has assessed the activity as heritage-neutral, with no adverse environmental impacts identified that would warrant mitigation measures beyond standard heritage practices. The assessment concludes that the works will not result in any adverse physical, visual, or contextual impacts on significant heritage fabric within the school grounds, including the contributory Federation-era buildings (Blocks A, F, and I), nor on proximate heritage areas such as the Toohey's Palm Estate Conservation Area. Accordingly, no mitigation measures are required.

7.7 Ecology

A Flora and Fauna Assessment (FFA) has been prepared by Eco Logical Australia Pty Ltd to consider potential ecology impacts associated with the proposed activity. The methodology of the FFA included:

- Literature and data review
- Field survey consisting of:
 - Validation of existing vegetation mapping (NSW DCCEE 2024c)
 - Identification of habitat features for potential threatened flora and fauna species within the subject site, including hollow-bearing trees and woody debris.
 - Undertaking Biodiversity Assessment Method (BAM) analysis

Patches of planted native, exotic and non-NSW vegetation canopy and garden bed vegetation are present on the existing school site, scattered around built form and along the perimeter. The site is not mapped as part of any vegetation community nor is any threatened flora or fauna species on the BioNet records located within the site.

The following Plant Community Types (PCTs) are present in the broader subject lot:

- 0.02 ha of PCT 3320 – Cumberland Shale Plains Woodland in low condition
- 0.02 ha of PCT 3448 – Castlereagh Ironbark Forest in low condition

The proposed activity does not include any tree removal. The area of the site within which the activity is being carried out is to be cleared under an approved Development Application (DA2025/0545, approved 8 October 2025) for demolition of Block B and removal of eleven (11) trees.

The proposed activity will include vegetation removal totalling <0.01ha of planted native vegetation consisting of the removal of a hedge and garden bed at the Moree Avenue frontage and a garden bed of planted native vegetation located by the western façade of Block L. The impact of the proposed activity on vegetation communities is detailed in **Figure 49** and the location of the proposed vegetation removal is illustrated in **Figure 50**.

Vegetation community	Threatened Ecological Community	Condition	Area of impact (ha)
3320 – Cumberland Shale Plains Woodland	-	Low	Nil
3136 – Castlereagh Ironbark Forest	-	Low	Nil
Planted Native Vegetation (no PCT)	N/A	Degraded	<0.01
Planted Native/Exotic Garden Bed			<0.01
Exotic Grass	N/A	N/A	Nil
Total			<0.01

Figure 49: Impacts to vegetation (Source: Eco Logical Australia Pty Ltd)

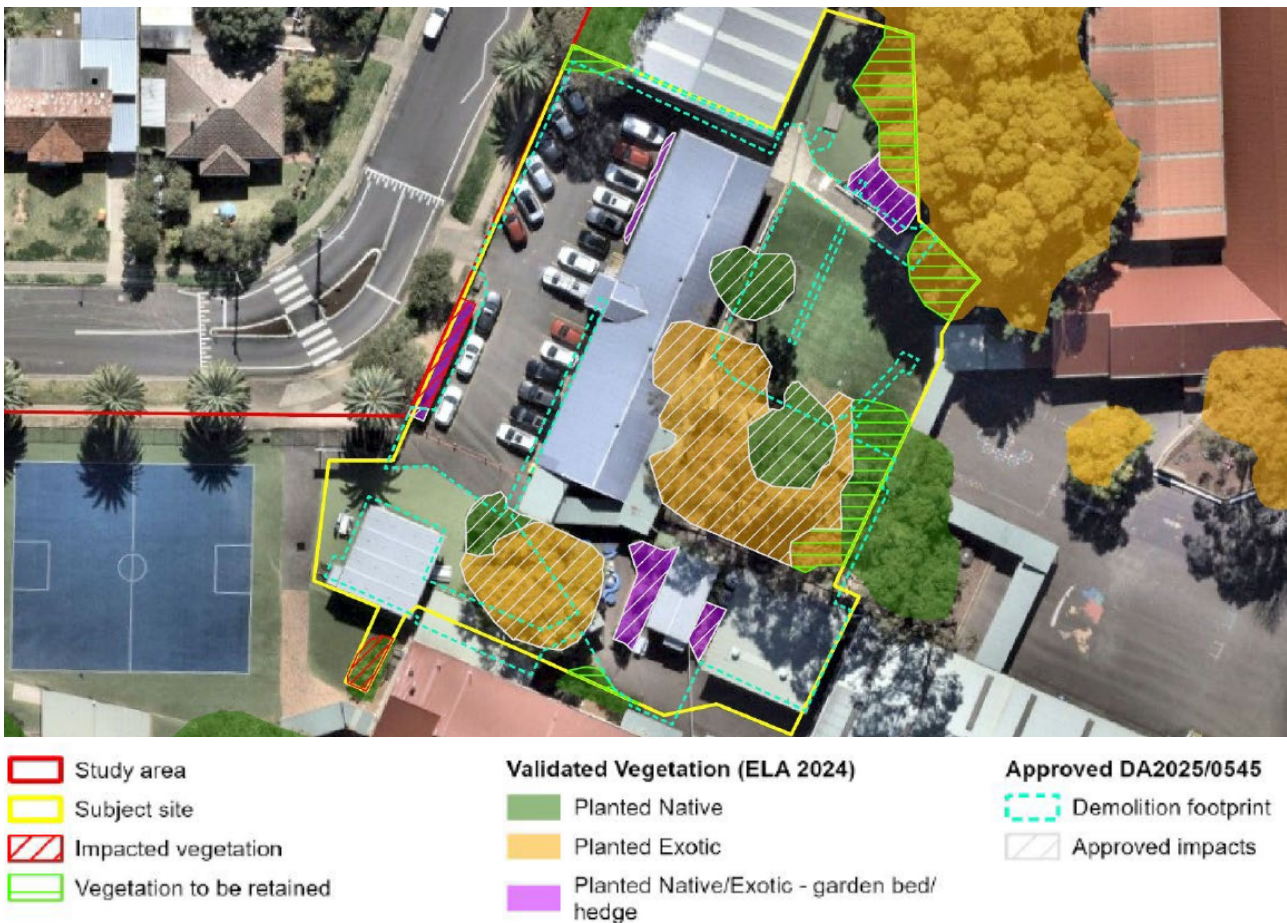


Figure 50: Extract of vegetation removal plan (Source: Eco Logical Australia Pty Ltd)

The FFA concludes that the proposed activity is not considered to have a significant impact on any threatened entities, and a Biodiversity Development Assessment Report is not recommended. No additional site-specific mitigation measures are proposed.

7.8 Built Form & Design Principles

The proposal utilises materials that are robust, hardy, tactile and responsive to the local environment. Colours have been selected to reflect the existing school buildings. Indicative materials and colours are illustrated in **Figure 51** below. In terms of design quality, the proposed building is a two (2) storey building designed in compliance with section 3.37(2) of TI SEPP (discussed further in **Section 7.8.1** below).



Figure 51: Indicative materiality (Source: Bickerton Masters)

7.8.1 Design Guide and Design Quality Principles

The built form of the proposed school responds effectively to the design quality principles outlined in Schedule 8 of the TI SEPP and the Design Guide for Schools. Bickerton Masters Architecture prepared an Architectural Design Report, which responds to these principles as follows:

Table 10: Response to Design Quality Principles in Schedule 8 of TI SEPP

Design Quality Principle	Response
1 Context, Built Form and Landscape	The proposed activity seeks to address this principle as follows: • The new building is located on the western boundary of the site, adjacent to Moree Avenue, aligning with existing site edges and minimising disruption to school operations. • The building footprint follows the natural slope of the site, with levels set to match the existing COLA, reducing cut and fill and improving accessibility. • The massing and form respond to the scale of existing buildings, with double-height volumes bookending a lower central section to reduce visual bulk. • The design incorporates high-level windows and solar shading devices to optimise natural light and reduce heat gain, particularly along the western façade. • The northern façade faces the existing covered outdoor learning area, maintaining functional relationships. • The material palette reflects the existing school context, with a shift to blue tones to align with school identity, while using robust, low-maintenance materials. • Landscaping improvements centralise open play space and introduce soft landscaping to enhance amenity and support stormwater management. • The design supports equitable access for non-ambulant users via regraded paths and proximity to existing carparks. • The orientation and placement of buildings support passive surveillance, safety, and connection to existing circulation paths.
2 Sustainable, Efficient and Durable	The proposed activity seeks to address this principle as follows: • East–west building orientation with shading devices and high-level windows to manage heat and maximise daylight. • Natural ventilation through operable windows and louvres reduces reliance on mechanical cooling. • Soft landscaping improves drainage, reduces runoff, and enhances outdoor comfort. • Flexible internal layout supports long-term adaptability. • Durable, low-maintenance materials including pre-finished surfaces and unpainted concrete/steel reduce upkeep. • External finishes are final treatments, eliminating the need for painting. • Stormwater strategy includes bunding and underground drainage to manage overland flow.
3 Accessible and Inclusive	The proposed activity seeks to address this principle as follows: • Direct, equitable access from the existing carpark to the new buildings via gently sloped pathways. • Provision for accessible parking, shared zones, and regraded surfaces to meet DDA compliance. • All users—ambulant and non-ambulant—share the same entry path, promoting inclusivity. • Internal layouts and circulation are designed to connect seamlessly with

Design Quality Principle	Response
	existing school pathways and buildings.
4 Health and Safety	The proposed activity seeks to address this principle as follows: • Equitable access is provided via gently sloped paths from the carpark to the new buildings. • Internal and external layouts support passive and active supervision, with clear sightlines and glazing for visibility. • Outdoor play areas are centrally located to enhance safety and visual connection. • CEPTED principles are embedded, including natural surveillance, access control, and territorial reinforcement. • Lighting and security measures support safe use of the site outside school hours.
5 Amenity	The proposed activity seeks to address this principle as follows: • Learning spaces are designed to meet EFSG standards, with flexibility for varied teaching and learning styles. • Internal layouts support clear circulation and connectivity between spaces. • Dedicated storage areas are included to reduce clutter and improve usability. • Abundant natural light is achieved through high-level windows and solar studies confirming compliance. • Natural ventilation is supported by operable windows and fixed louvres, supplemented by mechanical systems. • Outdoor play areas are centralised and enhanced with soft landscaping to improve amenity and supervision. • The building is sited near existing vegetation and designed to complement the scale and character of the surrounding school environment.
6 Whole of Life, Flexible and Adaptive	The proposed activity seeks to address this principle as follows: • Internal layouts follow the Pattern Book template, supporting long-term flexibility and reconfiguration. • Consolidated building massing improves construction efficiency and future adaptability. • Wet areas and services are grouped to streamline infrastructure and allow layout changes. • Durable, low-maintenance materials are used, including pre-finished surfaces and unpainted concrete and steel. • External materials are final finishes, reducing the need for painting and ongoing maintenance. • Natural light is maximised through high-level windows and solar-responsive design. • Natural ventilation is supported by operable windows and louvres, with mechanical systems as backup. • The design supports multi-use functionality.
7 Aesthetics	The proposed activity seeks to address this principle as follows: • The building scale is consistent with existing school structures, with double height volumes bookending a lower central section. • The façade is articulated with large, structured openings, solar shading devices, and varied materials to break down the building's mass. • The western elevation features a contemporary design with a rhythm of glazing and shading that responds to the street. • Material selections reflect the existing school palette, with a shift to blue

Design Quality Principle	Response
	tones to align with the school's identity. The design integrates with the surrounding landscape and built form, maintaining a cohesive and respectful presence within the school and neighbourhood context

This comprehensive response confirms that the built form meets the design principles and creates a high-quality, functional and sustainable educational facility.

7.9 Social Impact

Table 11 provides consideration of social impacts.

Table 11: Social Impact

Type of Impact	Describe the impacts on the community and how they might be experienced, either positively or negatively	Discussion
Impacts on access – will there be an improvement to the quality of provision and a response to emerging and changing needs?	By providing new school facilities on the existing school site this will enable the school community to access an essential infrastructure for the community.	The proposed design is assessed to have high positive impact for the community as the siting of the new proposed building provides better access and proximity to pedestrian entry and the main drop-off/pick-up zone for the established school site. The school facility will include accessible paths of travel to learning spaces in the new building.
Impacts on privacy, overshadowing, peace and quiet, and visual amenity (views / vistas) - will there be significant change for neighbours and the local area during both construction and operation?	The built form of the proposed activity is carefully designed and sited to be sympathetic to the surrounding residential development and landscape. The proposed activity is situated in the north-western portion of the site with a responsive street setback from the north-western boundary line. The proposed design has no overshadowing impact on neighbouring properties.	The proposed activity is not considered to impact negatively on the neighbouring development.
Impacts on sense of place - will there be effects on community cohesion or how people feel connected to the place and its character?	The impacts on the community are anticipated to be low due to the site being an existing and operating school	The architectural approach incorporates the colours of the existing school site buildings. The landscape design creates a sense of place. The proposed activity does not change the existing use of the site as an educational facility, therefore impacts will be low.
Impacts on the way people get around – will there be changes associated with traffic or parking in the area?	The proposed siting of the building of the upgrade of Westmead Public School will have improved connectivity and improved pedestrian and vehicular access. Car parking provided on-site is considered adequate for demand both during construction and operation of the	The proposed building will be accessed via new accessible paths from the carpark to the new building. The carpark will include a DDA compliant accessible parking space. Furthermore, existing vehicular and pedestrian access to the school site

Type of Impact	Describe the impacts on the community and how they might be experienced, either positively or negatively	Discussion
	activity.	is being maintained and considered adequate for the proposed activity.
Impacts on wellbeing - will there be benefits for students and the community associated with better school facilities, sporting facilities and grounds, and active transport options?	The proposed activity delivers a new school building replacing infrastructure demolished under an approved DA. The design of the proposed activity maximises open space provision and accessibility.	The upgrade of Westmead Public School will provide a modern, flexible learning environment to support current and future students in the community. The design provides good access to open space.

7.10 Other issues

Table 12: Other Issues

Issue	Consideration
Visual Amenity and Privacy	The proposal utilises materials that are robust, hardy, tactile and responsive to the local environment. The design addresses the visual amenity of the surrounding development through a responsive setback to Moree Avenue. The design also proposes to plant trees and other landscaping to filter views to and from the site and mitigate the bulk and scale of the built form. As the site is an existing school site, the proposed activity is considered to have a low to moderate visual impact on the surrounding development.  Figure 52: Indicative perspective of proposed Block V viewed from the east (Source: Bickerton Masters Architecture)
Overshadowing	Shadow diagrams have been prepared by Bickerton Masters Architecture, which indicate that the school will result in overshadowing predominantly of the road corridor at the beginning of the day and the school grounds at the end of the day in mid-winter, with no overshadowing impacts for neighbouring residents.

Issue	Consideration
	Winter 9am Winter 12pm Winter 3pm Figure 53: Indicative shadow diagrams (Source: Bickerton Masters Architecture)
Waste	Construction Waste A Construction Waste Management Plan has been prepared by School Infrastructure. The primary waste bin collection point is located adjacent to the area of activity on Moree Avenue and will be accessible for waste collection vehicles. A secondary accessible bin area is located west of Block Q, within the contractors compound area. All waste not being reused on-site will be removed during, or at the completion of, the construction stage. In order to manage noise levels, collection of waste from the construction site will only occur during hours approved for construction work. Operational Waste Operational waste will utilise the existing school waste arrangements and no changes are proposed to the existing operational waste management. The proposed activity will not increase the student numbers, therefore, existing arrangements are satisfactory for the proposed activity. The existing waste storage area is located at the northern portion of the site and collected via Grand Avenue.
Aviation	Westmead Hospital helipad is located approximately 640m north of Westmead Public School. The proposed activity is located at an existing school site and is a two (2) storey building in-line with the existing built form on site and is not anticipated to have an impact on the flight path or be adversely affected by aircraft noise. Figure 54: Distance between Westmead Public School and Westmead Hospital helipad (Source: Planning Portal Spatial Viewer)

7.11 Cumulative Impact

As set out in the Part 5.1 Guidelines, 'Cumulative Impact' is defined as the following:

Impacts that are a result of incremental, sustained and combined effects of human action and natural variations over time, both positive and negative, or by the compounding effects of a single project or multiple projects in an area, and by the accumulation of effects from past, current and relevant future projects. Refer to definition for 'relevant future projects' to understand scope of projects to be included.

The term 'relevant future projects' is defined under the guidelines as comprising:

The following types of development are 'relevant future projects':

- *other State significant development and State significant infrastructure projects*
- *projects classified as designated development and require an EIS*
- *projects that require assessment under Division 5.1 of the EP&A Act that are likely to significantly affect the environment and require an EIS*
- *projects that have been declared to be controlled actions under the EPBC Act*
- *any major greenfield and urban renewal developments that are scheduled for the area (e.g. new areas zoned for urban development).*

These types of projects are generally large in scale and could potentially contribute to or compound material impacts. They are also generally publicly notified and should therefore be known or reasonably foreseeable.

The primary cumulative impact associated with the works relates to the potential impacts associated with the construction works being carried out at the same time as other construction works in the vicinity.

Related activities on the site, detailed in **Section 3.12**, will be carried out separately to the REF scope of works. All works associated with Development Application (DA2025/0545) for site establishment, tree removal and demolition of existing Block B, approved by Cumberland Council on 8 October 2025, will be fully completed prior to the REF scope of works. All other related works under an exempt development pathway will be undertaken after the REF works have been completed and Block V is fully operational.

These related activities ensure school operations are continued in an orderly manner and that the school is able to accommodate all students during the construction phase of the proposed Block V.

The construction phase of the proposed activity is temporary and likely to occur for 12-24 months. The construction works will be mitigated through the measures described in **Appendix 1**. Prior to the construction of the new proposed building, the area of activity will be cleared of all built form, structures, trees and most vegetation.

The scale and duration of the school upgrade are relatively minor compared to nearby State Significant Infrastructure projects, including Sydney Metro West works at Westmead Station. Construction impacts will be temporary and can be effectively managed through the mitigation measures outlined in Appendix 1. Concurrent works will be carefully coordinated to minimise disruption. No additional material cumulative impacts are expected beyond those already assessed.

The ongoing operation of Westmead Public School will deliver important social infrastructure to the community catering for the local population. Accordingly, the impacts have been anticipated and are considered acceptable.

7.12 Consideration of Environmental Factors

Section 171(1) of the EP&A Regulation notes that when considering the likely impact of an activity on the environment, the determining authority must take into account the environmental factors specified in the guidelines that apply to the activity.

Section 171A of the EP&A Regulation sets out additional matters to take into account when considering the likely impact of an activity on the environment in a regulated catchment.

The assessment provided in the sections above has been prepared to provide a detailed consideration of the factors that must be taken into account for an assessment under Division 5.1 of the EP&A Act. These factors are summarised at **Table 13** and where mitigation measures have been proposed in response to the factor, these have been identified **Appendix 1**.

Table 13: Environmental Factors considered

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
(a) Any environmental impact on a community?	(a1) Impact during construction – such as noise, vibration, traffic, construction vehicle routes, access and parking, pollution/dust, water and stormwater flow, sediment and run-off, waste removal, servicing arrangements, bushfire, flooding, contamination, other construction occurring in the area. (a2) impact post-construction (including from any development, activity, public-address systems and sirens, signage, events, hours of operation, or out of hours use of facilities, helicopter facilities, emergency facilities) which may include: (i) water flow/water quality, downstream impacts (ii) flooding impact, flood evacuation routes, changes to flood risk and patterns (iii) bushfire impact, bushfire evacuation routes, changes to bushfire risk and patterns (iv) impact, during a flood or bushfire event, on existing infrastructure such as roads, etc (v) impact on emergency response to existing Communities (vi) waste and servicing arrangements (vii) traffic and parking impacts, pedestrian and road safety (including pedestrian and cyclist conflict and safety), operation of the surrounding road network, impact on road capacity, including peak hour, intersection performance and any cumulative impact from surrounding approved developments, impacts of potential queuing in drop-off/pick- up zones and bus bays during peak periods, emergency drop-offs, servicing and loading/unloading areas, large vehicles and height clearances, parking arrangements and rates. Consider in the context of availability, frequency, location and convenience of public	The proposed activity will not have a significant environmental impact on the community. However, traffic, noise and vibration, parking, air quality and visual impact may arise from the proposed activity. These impacts have been considered as part of this REF report, and where necessary mitigation measures have been included to minimise potential impact. Long-term, the proposed activity will have a beneficial impact for the community by replacing existing school buildings that no longer meet community expectations with a modern and fit-for purpose school facility that meets sustainability measures, can accommodate the current and future school needs, and has been designed to be resilient to impacts from flood and climate change.	CMM2 to *CMM18 OPMM1 to *OPMM5

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	transport and consequences of parking overflowing into adjoining streets (viii) existing utility infrastructure and service provider assets (a3) impact on flight paths of nearby airport, airfield, or helicopter landing sites (a4) other environmental impacts (social, economic or cultural) on the community not mentioned above (a5) cumulative impacts from the development and other surrounding approved developments		
(b) Any transformation of a locality?	(b1) impact on the existing and future character of the neighbourhood, streetscape and local area (b2) impact on the operation of existing and future surrounding uses, including industrial or agricultural land uses (b3) visual impact from key viewpoints and views to key viewpoints (b4) cumulative impacts from the development, and other approved developments, on the locality	The proposed activity for the upgrade of Westmead Public School will provide essential social infrastructure for the local community. The proposed activity will have a positive impact on the locality. Once operational, the educational establishment will provide much-needed infrastructure for the community and will complement the existing and future character of the locality.	CEMM2 OPMM2 OPMM5 *CMM18
(c) Any environmental impact on the ecosystems of the locality?	(c1) impact on the existing and future ecosystem (flora, fauna, habitats, biodiversity, ecological integrity, biological diversity, connectivity/fragmentation, air, water including hydrology, soil) (c2) long- and short-term impact of: (i) loss or harm to trees or other vegetation (ii) removed canopy cover (iii) landscape setting in respect of the site and streetscape (iv) impacts of the above on urban heat island effect and urban and internal comfort levels on and off-site (c3) impact from introducing new trees and vegetation	The proposed activity will not result in significant impacts on the ecosystem of the locality. The proposal is unlikely to affect any threatened species, populations or ecological communities. Mitigation measures have been identified to minimise any indirect or potential impacts arising from sediment, dust, groundwater and saline soils. No trees are proposed to be removed to facilitate the activity, and new landscaping is proposed that will increase tree canopy of the site. Furthermore, mitigation measures have been identified to protect and minimise any	CEMM2 OPMM2 OPMM5 SWMM1 SWMM2 SWMM5 TMM1

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	species (c4) cumulative impacts on the ecosystem	impacts on existing trees in the vicinity of the activity.	
(d) Any reduction of the aesthetic, recreational, scientific or other environmental quality or value of a locality?	(d1) impacts onto adjoining properties and public spaces (particularly in residential areas) such as lighting impacts and light spill, acoustic, visual privacy, noise and vibration (including from helicopters and ambulances), visual amenity, solar access, view loss and view sharing, vistas, overshadowing, local character, streetscape, weather factors such as wind impacts (i) the above should be considered from any proposed development or activity on the development site, public-address system, ambulance siren, flashing signage, event, hours of operation, or out of hours use of school facility, helicopter facility, emergency facility, research centre where hazardous material is being used or stored and any potential incident, etc. (d2) impacts on connectivity, permeability and accessibility of public spaces and areas surrounding the development, this includes impacts on arterial and other thoroughfares and green corridors and wayfinding (d3) impacts on other aesthetic, recreational, scientific or other environmental quality or value of the locality not mentioned above or in (a) and the cumulative impacts	The proposal will not result in a reduction of the aesthetic, recreational, scientific or other environmental quality or value of the locality as a result of lighting, noise, vibration, visual privacy, solar access and visual impacts. The upgrade of the school will enhance the locality with a new and modern educational facility that has been designed with landscaping and open spaces that will contribute to the aesthetics of the locality.	CEMM1 CEMM2 VAMM1
(e) Any effect on locality, place or building having aesthetic, anthropological, archaeological, architectural, cultural, historical, scientific or social significance or other	(e1) impacts on heritage items (local, state and commonwealth), conservation areas and Aboriginal heritage (including intangible cultural significance), draft and interim items. Both at / or near the site (e2) impacts on Aboriginal cultural heritage values on the land and connection to Country (e3) direct or indirect impacts on the heritage significance of environmental heritage, impacts to archaeological resources	The school site is listed as a Local Heritage, namely Blocks/Buildings A, F & I. These buildings of significance will remain unaffected by the proposed activity, with the activity carefully sited and designed to ensure their prominence and significance are retained. The proposed activity is considered as heritage-neutral, with no adverse environmental impacts identified that would warrant mitigation measures beyond standard heritage practices.	HMM1 HMM2 HMM3

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
special value for present or future generations?	(e4) impacts on aesthetic, anthropological, architectural, cultural, historical, community values and identity, scenic values, scientific or social significant items, or items of other special value for present or future generations	The activity is not anticipated to result in any adverse physical, visual, or contextual impacts on significant heritage fabric within the school grounds, including the, nor on proximate heritage areas such as the Toohey's Palm Estate Conservation Area. The proposed activity is unlikely to impact on any Aboriginal cultural significance, and no Aboriginal items, objects or places were found on the site or within the immediate vicinity. Nevertheless, mitigation measures have been included to facilitate appropriate unexpected finds protocols if any Aboriginal objects or relics were discovered during the construction phase.	
(f) Any impact on the habitat of protected animals, within the meaning of the Biodiversity Conservation Act 2016?	(f1) impacts on listed protected fauna at and in the vicinity of the site, and their habitat.	The Flora and Fauna Assessment has confirmed that the activity will have nil to minimal impacts on the habitat of protected animals. Notwithstanding, mitigation measures have been identified to protect and minimise any impacts on existing trees in the vicinity of the activity.	TMM1
(g) Any endangering of any species of animal, plant or other form of life, whether living on land, in water or in the air?	(g1) potential endangering of any species or vegetation (g2) protected and threatened flora, terrestrial, fauna species, populations, ecological communities and their habitats	Similar to the above, the Flora and Fauna Assessment has confirmed that the proposal will have a negligible impact on flora and fauna in the area. Notwithstanding, mitigation measures have been identified to protect and minimise any impacts on existing trees in the vicinity of the activity.	TMM1
(h) Any long-term effects on the environment?	(h1) Long-term effects on: (i) flood and bushfire behaviour, flooding and the flood plain, bushfire prone land (ii) natural environment, flora and fauna species and their	The overall activity will have a long-term positive effect on the local environment by providing a social infrastructure that has been designed to serve the community's current and future students. The activity has also been designed to	TMM1 VAMM1

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	habitats (iii) agricultural productivity (iv) industrial land supply (v) housing supply (vi) climate change (vii) cumulative impacts (h2) meet industry recognised building sustainability and environmental performance standards, integrate environmental design, minimise greenhouse gas emissions, minimise energy and water consumption (recycled water) and material resources, renewable energy generation and storage, fossil fuel-free, sustainable travel choices, manage, reuse, recycle and safely dispose of waste (h3) long term ecological, social and economic Effects	address ESD principles and climate resilience now and into the future. Furthermore, mitigation measures have been identified to protect long term effects on the environment, such as the protection of existing trees.	
(i) Any degradation of the quality of the environment?	No specific factors – to be assessed by the determining authority if relevant	The design, proposed construction methods and implementation of the mitigation measures will ensure that the proposed activity does not result in any degradation of the quality of the environment.	SWMM1 to SWMM5 *SWMM6 *SWMM7 *SWMM8 TMM1
(j) Any risk to the safety of the environment?	(j1) whether the development will have adverse environmental impacts (flood or stormwater runoff, storm surge, bushfire, ongoing maintenance of landscaping within the Asset Protection Zone, contamination leak, wind speeds, extreme heat, urban heat, climate change adaptation) on the surrounding area, particularly in sensitive environmental, cultural areas or residential neighbourhoods. (j2) impacts on soil resources and related infrastructure and riparian lands on and near the site, soil erosion, salinity and acid sulfate soils, surface water resources	The proposal has been designed in accordance with the environmental constraints of the site and will not result in any risks to the safety of the environment	*SWMM6

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	(quality and quantity), hydrology, dependent ecosystems, drainage lines, downstream assets and watercourses, groundwater resources.		
(k) Any reduction in the range of beneficial uses of the environment?	No specific factors – to be assessed by the determining authority if relevant	The proposed activity is situated on the existing school site and therefore will not reduce the range of beneficial uses of the environment. The proposal for an educational establishment is permissible within the R2 Low Density Residential zone and will provide modern, flexible educational facilities that have been designed with ESD principles and site-specific climate conditions in mind to support the educational needs of current and future generations.	CMM2 to CMM16
(l) Any pollution of the environment?	(I1) any pollution during construction and post construction e.g. air (including odours and greenhouse gases); water (including runoff patterns, flooding/tidal regimes, water quality health); soil (including contamination, erosion, instability risks); noise and vibration (including consideration of sensitive receptors); light pollution; waste, including hazardous waste (I2) impact of contamination spill, movement or disturbance during and post construction, and into the long term (I3) impact of a potential rainfall or flood event during construction (e.g. storage of fuel for construction vehicles, stock piles of soil, etc) (I4) dangerous goods and hazardous materials associated with the development (i.e. labs)	Mitigation measures will be implemented during the construction and operational phases of the activity to suitably mitigate any pollution such as air, noise, vibration and water quality.	CMM2 to CMM16 SWMM1 SWMM2 SWMM3 SWMM4 SWMM5 *SWMM6 *SWMM7 *SWMM8
(m) Any environmental problems associated with the disposal of	(m1) environmental problems of waste during and after construction (left over construction materials, and personnel waste), transport and disposal of waste, ongoing use and eventual decommission of the	A Construction Waste Management Plan has been prepared that suitably addresses the disposal of waste during construction to ensure that there are no adverse impacts on the	CMM11 OPMM1

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
waste?	development (m2) cumulative impacts from waste	environment. Furthermore, mitigation measures will be implemented to address the matter of waste. Operational waste generated by the activity will utilise the existing school waste arrangements and no changes are proposed to existing operational waste management. The proposed activity will not increase the student numbers, therefore, existing arrangements are satisfactory for the proposed activity.	
(n) Any increased demands on resources (natural or otherwise) that are, or are likely to become, in short supply?	No specific factors – to be assessed by the determining authority if relevant	During the construction phase, any materials will be sorted and identified for reuse on site or recycled. Energy and water efficient fixtures and fittings are proposed throughout the activity, along with solar panels to reduce reliance on fossil fuels. It is unlikely that the proposal will result in any increased demands on resources.	CMM2 CMM6
(o) Any cumulative environmental effects with other existing or likely future activities?	(o1) The cumulative effects of noise and impacts to the road network from surrounding existing and approved developments	The cumulative impacts are likely to be short-term during construction, however, can be suitably managed through the implementation of mitigation measures. The long-term operation of the public school will be a positive environmental effect. Refer to cumulative impact discussion in Section 7.11 of this REF.	CMM2 CMM3 CMM4 CMM5
(p) Any impact on coastal processes and coastal hazards, including those under projected climate change conditions?	(p1) coastal processes and hazards (impacts arising from the proposed activity on coastal processes and hazards and impacts on the proposed activity from coastal processes and hazards), climate scenarios	Not applicable.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
(q) Applicable local strategic planning statement, regional strategic plan or district strategic plan made under Division 3.1 of the Act?	(q1) relevant issues, objectives, policies and actions identified in local, district and regional plans and compliance of the proposal, and policies that identify community priorities that may be impacted (q2) relevant legislation, environmental planning instruments (including drafts, policies and guidelines). (q3) requirements of any approvals applying to the site, including concept approval or recommendation from any Gateway determination	The proposed activity is generally consistent with the provisions of the Greater Sydney Regional Plan, Future Transport Strategy 2056, Central City District Plan, Cumberland Local Strategic Planning Statement, Cumberland City Council Walking and Cycling Strategy, and Westmead South - Draft Master Plan. Refer to discussion in Section 5.4 of this REF	OPMM1 OPMM2 OPMM3 OPMM4 OPMM5
(r) Any other relevant environmental factors?	(r1) health or safety risk to children, visitors, patients or staff of the development (r2) developments compatibility with neighbouring land uses, including proximity to: (i) restricted premises, injecting rooms, drug clinics, premises licensed for alcohol or gambling, sex services premises (for schools) (ii) hazardous land uses, waste transfer depots or landfill sites, service stations, air pollutant generating uses, noise or odour generating uses, extractive industries, industrial uses (iii) intensive agriculture, agricultural spraying activities and sources (iv) adjacent to or on land in a pipeline corridor (v) sites which, due to prevailing land use zoning, may in the future accommodate the above uses. (r3) noise/air pollution, vibration and safety impacts from the below on the proposed development: (i) roads with higher traffic volumes, higher operating speeds and more heavy vehicles, freight traffic or used to transport dangerous goods or hazardous materials (ii) rail lines	There are no other environmental factors that would result in an unacceptable impact to the environment.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
Section 171A of the EP&A Regulation requires assessment against the State Environmental Planning Policy (Biodiversity and Conservation) 2021 if the site is in a regulated water catchment (The proposed activity is located within a regulated catchment – ‘Sydney Harbour Catchment’)			
State Environmental Planning Policy (Biodiversity and Conservation) 2021 Division 2 Controls on development generally			
6.6 Water quality and quantity,	(1) In deciding whether to grant development consent to development on land in a regulated catchment, the consent authority must consider the following— (a) whether the development will have a neutral or beneficial effect on the quality of water entering a waterway, (b) whether the development will have an adverse impact on water flow in a natural waterbody, (c) whether the development will increase the amount of stormwater run-off from a site, (d) whether the development will incorporate on-site stormwater retention, infiltration or reuse, (e) the impact of the development on the level and quality of the water table, (f) the cumulative environmental impact of the development on the regulated catchment, (g) whether the development makes adequate provision to protect the quality and quantity of ground water. (2) Development consent must not be granted to development on land in a regulated catchment unless the consent authority is satisfied the development ensures— (a) the effect on the quality of water entering a natural waterbody will be as close as possible to neutral or beneficial, and (b) the impact on water flow in a natural waterbody will be minimised.	The proposed activity will have a neutral or beneficial effect on the quality of water entering a waterway, have no adverse impact on water flow in a natural waterbody, and will not increase stormwater runoff from the site.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
6.7 Aquatic ecology,	(1) In deciding whether to grant development consent to development on land in a regulated catchment, the consent authority must consider the following— (a) whether the development will have a direct, indirect or cumulative adverse impact on terrestrial, aquatic or migratory animals or vegetation, (b) whether the development involves the clearing of riparian vegetation and, if so, whether the development will require— (i) a controlled activity approval under the Water Management Act 2000, or (ii) a permit under the Fisheries Management Act 1994, (c) whether the development will minimise or avoid— (i) the erosion of land abutting a natural waterbody, or (ii) the sedimentation of a natural waterbody, (d) whether the development will have an adverse impact on wetlands that are not in the coastal wetlands and littoral rainforests area, (e) whether the development includes adequate safeguards and rehabilitation measures to protect aquatic ecology, (f) if the development site adjoins a natural waterbody—whether additional measures are required to ensure a neutral or beneficial effect on the water quality of the waterbody. (2) Development consent must not be granted to development on land in a regulated catchment unless the consent authority is satisfied of the following— (a) the direct, indirect or cumulative adverse impact on terrestrial, aquatic or migratory animals or vegetation will be kept to the minimum necessary for the carrying out of the development,	The proposed activity will not have an adverse impact on terrestrial, aquatic or migratory animals or vegetation, will not involve clearing of riparian vegetation, minimise or avoid erosion and sedimentation or have an adverse impact on wetlands.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	(b) the development will not have a direct, indirect or cumulative adverse impact on aquatic reserves, (c) if a controlled activity approval under the Water Management Act 2000 or a permit under the Fisheries Management Act 1994 is required in relation to the clearing of riparian vegetation—the approval or permit has been obtained, (d) the erosion of land abutting a natural waterbody or the sedimentation of a natural waterbody will be minimised, (e) the adverse impact on wetlands that are not in the coastal wetlands and littoral rainforests area will be minimised.		
6.8 Flooding,	(1) In deciding whether to grant development consent to development on land in a regulated catchment, the consent authority must consider the likely impact of the development on periodic flooding that benefits wetlands and other riverine ecosystems. (2) Development consent must not be granted to development on flood liable land in a regulated catchment unless the consent authority is satisfied the development will not— (a) if there is a flood, result in a release of pollutants that may have an adverse impact on the water quality of a natural waterbody, or (b) have an adverse impact on the natural recession of floodwaters into wetlands and other riverine ecosystems.	The activity will not have an impact on periodic flooding benefiting wetlands and other riverine ecosystems.	N/A
6.9 Recreation and public access,	(1) In deciding whether to grant development consent to development on land in a regulated catchment, the consent authority must consider— (a) the likely impact of the development on recreational land uses in the regulated catchment, and (b) whether the development will maintain or improve	The proposed activity is located within the boundaries of an existing school and is not located near recreational land uses.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	public access to and around foreshores without adverse impact on natural waterbodies, watercourses, wetlands or riparian vegetation. (2) Development consent must not be granted to development on land in a regulated catchment unless the consent authority is satisfied of the following— (a) the development will maintain or improve public access to and from natural waterbodies for recreational purposes, including fishing, swimming and boating, without adverse impact on natural waterbodies, watercourses, wetlands or riparian vegetation, (b) new or existing points of public access between natural waterbodies and the site of the development will be stable and safe, (c) if land forming part of the foreshore of a natural waterbody will be made available for public access as a result of the development but is not in public ownership—public access to and use of the land will be safeguarded.		
Division 3 Development in Foreshores and Waterways Area			
6.28(1) General	(1) In deciding whether to grant development consent to development in the Foreshores and Waterways Area, the consent authority must consider the following— (a) whether the development is consistent with the following principles— (i) Sydney Harbour is a public resource, owned by the public, to be protected for the public good, (ii) the public good has precedence over the private good, (iii) the protection of the natural assets of Sydney Harbour has precedence over all other interests, (b) whether the development will promote the equitable use of the Foreshores and Waterways Area, including use	The proposed activity is located within the boundaries of an existing school and will not have an impact on Sydney Harbour as a public resource.	N/A

Environmental Factor	Division Factors for school developments Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools Addendum	Response/Assessment	Mitigation Measure Reference
	by passive recreation craft, (c) whether the development will have an adverse impact on the Foreshores and Waterways Area, including on commercial and recreational uses of the Foreshores and Waterways Area, (d) whether the development promotes water-dependent land uses over other land uses, (e) whether the development will minimise risk to the development from rising sea levels or changing flood patterns as a result of climate change, (f) whether the development will protect or reinstate natural intertidal foreshore areas, natural landforms and native vegetation, (g) whether the development protects or enhances terrestrial and aquatic species, populations and ecological communities, including by avoiding physical damage to or shading of aquatic vegetation, (h) whether the development will protect, maintain or rehabilitate watercourses, wetlands, riparian lands, remnant vegetation and ecological connectivity.		

8. Justification and Conclusion

The proposed upgrade of Westmead Public School at 150 Hawkesbury Road, Westmead is subject to assessment under Division 5.1 of the EP&A Act. The REF has examined and taken into account in a manner that is proportionate to the nature and risk of the activity, all matters affecting, or likely to affect, the environment by reason of the proposed activity.

As outlined in this REF, the proposed activity can be justified on the following grounds:

- It responds to an existing need within the community;
- It generally complies with, or is consistent with all relevant legislation, plans and policies;
- It has minimal environmental impacts; and
- Adequate mitigation measures have been proposed to address these impacts.

The activity is not likely to significantly affect threatened species, populations, ecological communities or their habitats, and therefore it is not necessary for a Species Impact Statement and/or a BDAR to be prepared.

The environmental impacts of the proposal are not likely to be significant. Therefore, it is not necessary for an EIS to be prepared and approval to be sought for the proposal from the Minister for Planning and Public Spaces under Division 5.2 of the EP&A Act.

On this basis, it is recommended that the department determine the proposed activity in accordance with Division 5.1 of the EP&A Act subject to the implementation of mitigation measures identified within this report.