NSW Department of Education

Review of Environmental Factors

Parramatta East Public School Upgrade

Document version: Final 3.0

Date: 17/03/2025

NSW GOVERNMENT

Acknowledgement of Country

The NSW Department of Education acknowledges Dharug people as the traditional custodians of the land on which the Parramatta East Public School (PEPS) Upgrade 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 Ethos Urban on behalf of the NSW Department of Education (department) and assesses the potential environmental impacts which could arise from the proposed activity at Parramatta East Public School, located at 30-32 Brabyn Street, North Parramatta.

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 to the fullest extent possible 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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Abbreviations

Abbreviation	Description
AHD	Australian Height Datum
AHIP	Aboriginal Heritage Impact Permit
AHIMS	Aboriginal Heritage Information Management System
BC Act 2016	*Biodiversity Conservation Act 2016*
BC Regulation	*Biodiversity Conservation Regulation 2017*
BAM	Biodiversity Assessment Method
BCA	Building Code of Australia
BDAR	Biodiversity Activity Assessment Report
CA	Certifying Authority
CM Act	*Coastal Management Act 2016*
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	*Design Guide for Schools* published by the Government Architect in May 2018
EIS	Environmental Impact Statement
EMP	Environmental Management Plan
EPA	Environment Protection Authority
EP&A Act	*Environmental Planning and Assessment Act 1979*
EP&A Regulation	*Environmental Planning and Assessment Regulation 2021*
EPBC Act	*Environment Protection and Biodiversity Conservation Act 1999*
EPI	Environmental Planning Instrument
EPL	Environment Protection License
ESD	Ecologically Sustainable Activity
FM Act	*Fisheries Management Act 1994*
GBCA	Green Building Council of Australia
Ha	Hectares
LEP	Local Environmental Plan

Abbreviation	Description
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	*National Parks and Wildlife Act 1974*
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)	*Commonwealth Native Title Act 1993*
OEH	(Former) Office of Environment and Heritage
PCEMP	Preliminary Construction Environmental Management Plan
Planning Systems SEPP	*State Environmental Planning Policy (Planning Systems) 2021*
POEO Act	*Protection of the Environment Operations Act 1997*
Proponent	NSW Department of Education
REF	Review of Environmental Factors
RF Act	*Rural Fires Act 1997*
Resilience and Hazards SEPP	*State Environmental Planning Policy (Resilience and Hazards) 2021*
Roads Act	*Roads Act 1993*
SCPP DoE	*Stakeholder and community participation plan,* published by the NSW Department of Education October 2024
SCPP DPHI	*Stakeholder and community participation for new health services facilities and schools* published by the Department of Planning, Housing and Infrastructure October 2024
SDRP	School Design Review Panel
SEPP	State Environmental Planning Policy
SIS	Species Impact Statement
TI SEPP	*State Environmental Planning Policy (Transport and Infrastructure) 2021*
WM Act	*Water Management Act 2000*

Executive Summary

The Activity

This **Review of Environmental Factors** has been prepared by Ethos Urban on behalf of the NSW Department of Education to assess the potential environmental impacts that could arise from the Parramatta East Public School (PEPS) upgrade (the **Activity**) at 30-32 Brabyn Street, North Parramatta (the **site**). The activity is proposed by the NSW Department of Education to meet the growth in educational demand in Collet Park precinct, and the broader North Parramatta area.

The proposed activity seeks approval for the provision of new upgraded teaching and learning facilities in place of the existing temporary and aged permanent facilities, broadly comprising:

- Site preparation, remediation and required earthworks.
- Demolition of existing Buildings C, D, E and F (generally located in the northwest corner of the site), as well as any associated structures including adjacent ramps and walkways.
- Construction of the following:
    - A new 3-storey school building (referred to as Block R) including teaching spaces, library/administration, and staff/student amenities, generally in the place of the abovementioned demolished buildings.
    - Upgrade of soft and hard landscape and playground areas.
    - A new at-grade parking area, with access being retained from Brabyn Street.
    - Formalised waste area, with access being retained from Gaggin Street.
    - Public Domain Activity with upgrades to the pedestrian access south of the school, and new kiss and ride zone on Albert Street East.
    - Entrance and School logo signage along the Northern Albert Street East frontage of Block R.
- Refurbishment activity to Buildings A, B and G.
- Removal of trees as required and retention where possible.
- Installation and augmentation of services and infrastructure as required.

The site is primarily constrained by land contamination and is required to undergo remediation. It is not affected by flooding nor classified as bushfire prone land. The site does not contain items of environmental heritage significance.

Figure 1 Proposed Parramatta East Public-School Upgrades

Source: JDH

Planning Pathway

The activity involves activity by the Department of Education (the department) (a public authority) within the boundaries of the existing Parramatta East Public School. Accordingly, pursuant to Section 3.37 of the *State Environmental Planning Policy (Transport and Infrastructure) 2021* (TI SEPP), the proposal is classified as activity which may be carried out without consent.

Therefore, the proposal is considered an 'activity' for the purposes of Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) and is subject to an environmental assessment. 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, June 2022) and the *Guidelines for Division 5.1 assessments - consideration of environmental factors for hospital and school activities Addendum* (DPHI, October 2024).

Some landscaping, the construction of access paths and non-structural internal fit outs are proposed to support the upgrade activity, which will be carried out as exempt activity under Section 3.39 of the TI SEPP.

Consultation

Consultation will be undertaken with 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 will be carefully considered and responded to.

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

Following a Pre-DA meeting with Parramatta Council on 11 September 2024, a number of planning, urban design, landscaping and public domain refinements have been made in response to feedback received. In light of this consultation, **Table 1** below details the proposed responses to the comments from Council. A copy of the pre-DA meeting minutes provided by Council is attached at **Appendix 28**.

Table 1 Pre-DA Correspondence

Issue	Response
Planning (Section 7.4)	• Discussions with Council raised the matter of adjusting the Albert Street East setback. To address this, the setback was shifted from 5m to 6m. • Concerns were raised regarding privacy to Brabyn Street from the proposed elevated walkways. To resolve this issue, privacy screening (doubling as a safety barrier) was added along the western side of Block R.
Urban Design (Section 3.1.1)	• Matters were raised by Council including the articulation of the proposed northern façade and the need to break it up further. Resolutions for this issue include: - 1.2m indentation at the service stair and change in materiality to separate the elevation into two portions; - Further cladding articulation with the set out emphasised vertically to further articulate the norther elevation; - Adjustments to first and second floor palette links back to reflect colours of the Parramatta River; - Ground floor cladding adjusted to darker grey to separate it from the upper floors; - Provided cantilevered entry awning along north elevation providing a break and a focal point to defines the main entrance. • Discussion was held around amending the upper-level design to reduce bulk. - It was resolved that stepping back the upper level would reduce the floor plate reducing amenity of the upper floor classrooms and departing form the standard school education spatial design. Further, the 5m and 6m landscaped setbacks reduce the visual bulk of the building when viewed from the street.
Landscaping (Section 3.1.1)	• A key matter of discussion with Council was that of tree retention on site. The following trees have been retained within the Albert Street East Setback since the Pre-DA meeting: - T56, 54, 53, 52, 50, 48, 39, 37, 33, 26 & 8 • Following feedback from Council, a number of landscaping refinements have been made including planting of taller trees towards Albert Street East. • Minor adjustments to landscape plans reflected to show canopy coverage area calculation and exclude staff demountables in the REF set.
OSD (Section 7.8)	• Concerns of potential for pipe failure during major storm events with overland flow path. In response, pipes have been sized to convey water from Block R to the OSD tank for the 1% AEP storm event. Additionally, there is a slight increase in the proposed pipe sizes to allow for 50% pipe blockage.
Public Domain (Section 3.1.1)	• Regarding the inclusion of trees within the public domain adjacent to the main entry on Albert Street East (including bus stop and kiss & drop), it was resolved to be unsafe for students are entering and exiting vehicles due to obstructed sight lines. • As such, trees were not to be included within the public domain as they were deemed to be unsafe.

Environmental Impacts

The REF provides an assessment of the environmental impacts of the activity. It considers, to the fullest extent possible, all matters affecting or likely to affect the environment by reason of the proposed activity as is required under the EP&A Act. The key environmental impacts identified in the preparation of the REF are as follows:

- **Contamination**
  - Several contamination-related investigations between 2022 and 2024 identified fill soils impacted by asbestos (both bonded/non-friable) and total recoverable hydrocarbons (TRH) at levels requiring remediation.
  - There is also potential for additional asbestos-related finds, including friable asbestos and carcinogenic polycyclic aromatic hydrocarbons (PAHs).
  - Groundwater contamination with PFOS, copper, nickel, and zinc, along with low pH levels, was identified but does not require remediation.
  - A Remediation Action Plan (RAP) has been prepared, outlining a strategy to remediate and validate the site, including excavation, off-site disposal, and consolidation of contaminated materials.
  - Four existing buildings will be demolished in stages to facilitate remediation, and an Unexpected Finds Protocol (UFP) will be implemented.
  - Once remediation is completed in accordance with the RAP, the site will be suitable for ongoing school use.
- **Landscaping and Tree Removal**
  - An Arboricultural Impact Assessment identified 65 trees within the school grounds, of which 12 require removal due to direct conflicts with the proposed construction.
  - These include semi-mature trees required for removal to accommodate bin storage and hardstand areas, as well as trees of low to zero retention value that are impacted by the Block R.
  - Two trees with significant Tree Protection Zone (TPZ) encroachments are also recommended for removal.
  - The number of trees to be removed has been revised in consultation with Council, and tree protection measures will be implemented during construction to safeguard retained trees.
  - A significant lophostemon confertus (Queensland Box) tree of high retention value is being retained as a feature tree (Tree 42).
- **Traffic**
  - A Traffic and Transport Impact Assessment determined that the existing school generates approximately 244 vehicle trips per peak period, with projections indicating an increase to 325 vehicles as the school expands.
  - A significant proportion of staff currently rely on private vehicles, with on-site parking currently limited to 10 spaces and often over capacity.
  - To address this, the activity will increase on-site parking by 21 spaces, supported by traffic controls in accordance with the Council requirements.
  - A strategy to reduce the reliance on private vehicles aims to lower car mode share from 60% to 45% will be implemented through a School Transport Plan, mitigating additional traffic impacts on the road network.
  - Physical infrastructure improvements and management measures will be implemented to support safe and efficient transport access.

- **Built form and Urban Design**
    - The new Block R was sited to minimise tree removal, while improving the streetscape and providing a better wayfinding and entry experience for the school.
    - A 6m landscaped setback is provided to Albert Street East to assist in reducing the perceived bulk and enhancing the public domain.
    - Privacy screening, doubling as a safety barrier, was installed along the western side of Block R to mitigate overlooking impacts on Brabyn Street from elevated walkways.
    - The Block R northern elevation is visually broken up with a 1.2m indentation, varied cladding materials, vertical articulation, and a cantilevered entry awning to reduce visual bulk and enhance streetscape integration.

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 activity 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 activity 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 activity from the Minister for Planning and Public Spaces under Part 5.1 of the EP&A Act. The proposed activity 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 proposes to undertake school upgrades (the activity) at Parramatta East Public School located at 30-32 Brabyn Street, North Parramatta (the site).

The proposed upgrades to Parramatta East Public School are essential to replace existing temporary and low-quality teaching facilities with contemporary, fit-for-purpose educational facilities. The project aligns with strategic planning objectives for school infrastructure improvements in high-growth urban areas and responds to the evolving needs of the local community. The scope of activity includes the construction of a new three-storey building with 24 modern classrooms, a dedicated learning support unit, a new library, and upgraded administration facilities with improved access and security. Existing demountable classrooms will be removed to optimise open space and enhance outdoor learning and recreation areas.

The activity is guided by the NSW Department of Education's infrastructure planning framework, which prioritises the delivery of high-quality learning environments to support educational outcomes. It also responds to local demographic trends and urban activity patterns, ensuring proposed activity remains capable of meeting future demand. The upgrades have been designed to align with planning and environmental considerations, incorporating sustainable design principles and minimising potential impacts on the surrounding community.

This REF has been prepared by Ethos Urban on behalf of the department to determine the environmental impacts of the proposed activity at the site. For the purposes of this activity, 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 activity, 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, June 2022), 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 activity 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. Proposed Activity

2.1 The Site

2.1.1 Site locality

The existing Parramatta East Public School is located at 30-32 Brabyn Street in North Parramatta, within the City of Parramatta Local Government Area (LGA). As illustrated in **Figure 2** below, the site is approximately 1.5km northeast of the Parramatta CBD.

The City of Parramatta is bounded by The Hills Shire and Hornsby Shire in the north, the City of Ryde and the City of Canada Bay in the east, the Strathfield Council area and the Cumberland Council area in the south, and Blacktown City in the west, spanning an area of approximately 84km^2. The LGA is supported by the Parramatta CBD which is one of the key economic and employment hubs within Greater Sydney.

The City of Parramatta is predominantly characterised by suburban residential activity, but also has significant industrial, institutional, commercial, recreational and parkland areas as well as the Parramatta CBD. There are a vast range of urban features, infrastructure and recreational spaces within Parramatta including Westfield Parramatta Shopping Centre, Westmead Children's Hospital and Sydney Olympic Park. The LGA is serviced by the Western M4 Motorway, Hills M2 Motorway, Great Western Highway, various train, light rail and bus services, and ferries along the Parramatta River.

The site comprises one lot legally referred to as Lot 100//DP1312418. The land is owned by the Minister for Education and Early Learning.

The site has an area of approximately 16,250m^2, is of an irregular shape, and is bounded by Brabyn Street to the West, Albert Street East to the North, and Gaggin Street/Webb Street to the East. Pedestrian site access can be made from each of these streets, whilst vehicular access is obtained via Brabyn and Gaggin Streets. Private vehicle access is also provided via Gaggin Street and staff parking is provided on the on the western boundary of the site with access via Brabyn Street.

It is noted that a small portion of the school boundary along the Brabyn Street western frontage of the site sits within the Council Road Reserve and not within the Minister-owned land. No activity is proposed in this area, with all physical elements of the proposal being contained to within the Minister-owned land described above (except where specific public domain improvements are proposed in the road reserve proper, described in **Section 3.1**).

The site currently consists of multiple small brick and cement sheet-clad buildings, and demountable classrooms which are generally concentrated in the northern and central portions of the site. The southern portion of the site is characterised as an open grassed area with a range of small to medium sized trees. The surrounding area generally consists of low rise detached dwellings as well as some medium-density residential activity.

There is considerable vegetation on the site, largely comprising mature-age trees in clusters around all site borders. There is a distinct concentration of trees towards the southern end of the

site with additional pockets around the staff carpark along Brabyn Street, the main entrance at Albert Street East and at Gaggin Street.

Other forms of vegetation are relatively sparse and primarily takes the form of smaller-scale shrubbery integrated in soft landscaping. All trees within the project area are identified and described in the Arborist Report at **Appendix 21**.

The site has a considerable slope of approximately 8.98m from north to south across the length of the site (approximately 180m). Further figures, commentary and survey plans are provided in the Site Survey at **Appendix 4**.

As illustrated in **Figure 3** the site boundary, outlined in red, represents the entire landholding of Parramatta East Public School, while the project area, outlined in blue, defines the specific portion of the site directly impacted by this REF. While this REF provides a comprehensive assessment of potential environmental impacts, it is important to note that only the project area is subject to the proposed activity and associated mitigation measures. The remainder of the site, outside the project area, will remain unaffected by the scope of this REF, with no changes to its existing use, infrastructure, or environmental conditions.

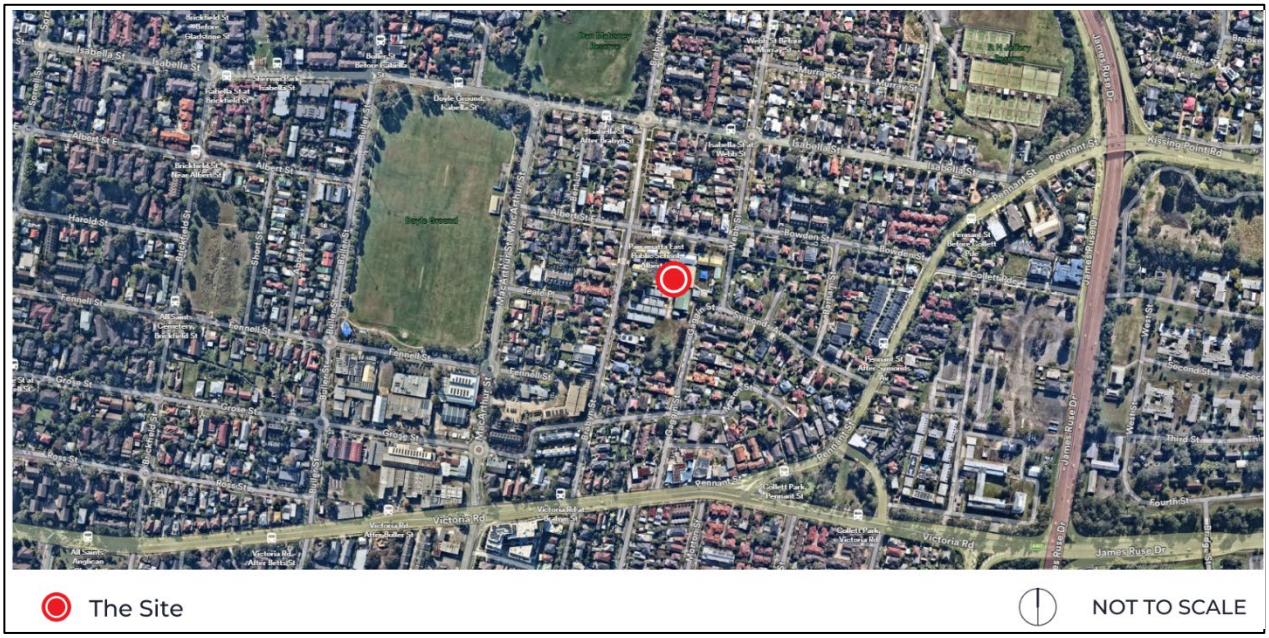


Figure 2 Site Locality Aerial

Source: Nearmap, Ethos Urban

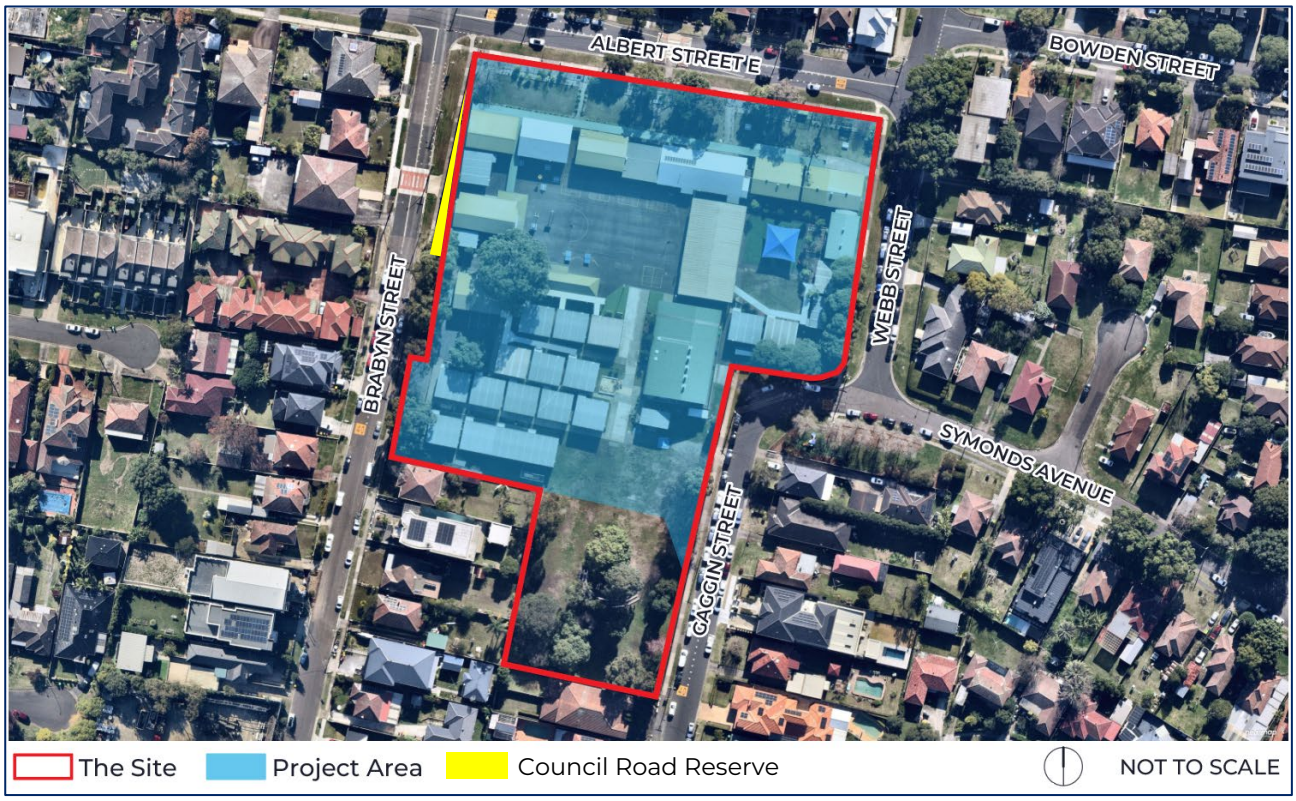


Figure 3 Site Plan, showing Project Area in blue and broader school allotment in red

Source: Nearmap, Ethos Urban

2.2 Site Constraints and Opportunities

Consideration of site constraints has been undertaken through a review of the mapping under relevant Environmental Planning Instruments (EPIs), and a review of specialist consultant reports and other desktop assessments.

2.2.1 Constraints

Key site constraints include:

- Site Contamination – The presence of asbestos, hydrocarbons, and other contaminants requires remediation at the beginning of construction.
- Tree removal and retention – The presence of trees throughout the site constrains where new buildings can be sited.
- Traffic and Parking Limitations – Increased student and staff numbers may exacerbate traffic congestion, requiring additional parking and transport management strategies.
- Construction Impacts – Noise, dust, and temporary access restrictions may affect ongoing school operations and nearby residents during construction.
- Space Limitations – The built-up nature of the site constrains design flexibility and may require staged construction to maintain school functionality.
- Site context – Being located in a residential area, any new buildings will have to include appropriate setbacks and adequately address the street and its suburban residential context.

Site constraints are summarised in detail in **Table 2**.

Table 2 Site considerations and constraints

Consideration	Y/N	Description
Land use zoning	-	The site is zoned R3 Residential
Critical Habitat	No	N/A
Conservation area	No	N/A
Item of environmental heritage	No	N/A
Affected by coastal hazards	No	N/A
Proclaimed to be in a mine subsidence district	No	N/A
Affected by a road widening or road realignment	No	N/A
Affected by a policy that restricts activity of land due to the likelihood of landslip	No	N/A
Affected by tidal inundation, subsidence, acid sulfate or any other risk	Yes	Site is mapped as Category 5 Acid Sulfate Soils in PLEP. Detailed Site Investigation concludes no specific measures required.
Affected by any acquisition of land provision	No	N/A
Biodiversity certified land or subject to any biobanking agreement or property vegetation plan	No	N/A
Contaminated land	Yes	Remediation of contaminated fill is required, but the site is not identified on the significantly contaminated lands register.
Subject to flood related activity controls	No	N/A
Bush Fire Prone Land	No	N/A
Riparian Corridor	No	N/A
Saline Soils	Yes	Desktop Study has found that the soils likely to be disturbed and excavated during construction of the proposed school are saline.

2.2.2 Opportunities

Consideration has also been given to opportunities identified in project activity, including:

- Modern Learning Environments – New facilities, including a library and learning support unit, will enhance the quality of education and support diverse learning needs.
- Improved Site Utilisation – Removal of demountable classrooms will free up space for outdoor learning and recreational areas.
- Enhanced School Access and Safety – Upgraded administration areas with separate public and student entrances will improve security and operational efficiency.
- Sustainability Improvements – Potential for energy-efficient building design, water-sensitive urban design, and improved stormwater management.
- Strategic Location – Proximity to public transport and key road network elements supports accessibility for students and staff.

- Compliance with Planning Policies – The school provides opportunities to better align with the NSW Department of Education's infrastructure strategy and local planning framework.
- Community Benefits – Potential to enhance community use of school facilities outside school hours.

2.3 Land Ownership

The site is owned by the Minister for Education and Early Learning. Landowner's consent for the proposed activity has been obtained.

Off-site activities are proposed to be undertaken in the road reserve owned by Parramatta Council. A 'Notice of Intent' letter has been issued by the department to notify Council of the intended activity.

2.4 Existing Development

Parramatta East Public School currently contains 21 demountable classrooms as well as aged permanent classrooms which are no longer fit for purpose. The main entrance to the site is set in the middle of the street front facing Albert Street with staff parking entrance from Brabyn Street. Minimal emphasis is placed on the main entry, as the access gate does not align with the actual entry point.

The existing school buildings are set back from the Albert Street East and separate the open space street front with a row of buildings screening of the school centre in the back. The open space between the boundary fence and the building line becomes an un-usable space and is inaccessible by students.

School Infrastructure is seeking to replace these temporary and aging teaching facilities with more contemporary, best practice teaching and learning environments for staff and students, as well as deliver a higher level of amenity for school users.

Existing Development Consents

A request for all development consents applying to the site was submitted to Parramatta Council under the *Government Information (Public Access) Act 2009* (GIPA Act) and the activity consent(s) listed in Table 3 were identified.

Table 3 Activity consents applying to the site

DA #	Description	Status
DA/4122/1992	Construct new toilet block to cater for students at the school & demolition of old toilets.	Approved: 30/04/1992
DA/656/2000	To erect a metal shade structure on school grounds.	Approved: 4/06/2000
DA/1345/2000	Erection of an extension to the existing library of Parramatta East Public School & removal of 2 trees.	Approved: 17/11/2000
DA/1153/2005	Construction of shade structure over children's playground in school grounds.	Approved: 25/01/2006

A review of all the above consents was undertaken and the proposed activity would not contravene any existing condition of the consent(s) currently operating (other than a complying activity

certificate) that applies to any part of the school, relating to hours of operation, noise, vehicular movement, traffic generation, loading, waste management or landscaping.

It is noted that DA/1345/2000 included a condition of consent requiring replacement tree planting be undertaken at the site, to offset the loss of trees approved. These trees were planted on-site and are not impacted by the proposed activity.

2.5 Site Characteristics

Table 4 Summary of key site characteristics

Site Element	Description
Size and Shape	The site is an irregular parcel of land with main frontages to Albert Street East of 130 metres, Brabyn Street of 125 metres, Gaggin Street of 90 metres and Webb Street of 75 metres approximately. The site shares boundary with Residential dwelling on its Southern Boundary. The site slopes from Albert Street East towards the south of the site.
Topography	Slopes generally from Albert Street with a gentle slope towards the back of the site with a highpoint R.L. of 25.54m on the pathway on Albert Street to 16.18m on the southeast corner.
Trees and Vegetation	There is currently considerable vegetation on the site, largely comprising mature-age trees in clusters around all site borders. There is a distinct concentration of trees towards the southern end of the site with additional pockets around the staff carpark along Brabyn Street, the main entrance at Albert Street East and at Gaggin Street. Other forms of vegetation are relatively sparse and primarily takes the form of smaller-scale shrubbery used integrated in soft landscaping. All trees within the project area are identified and described in the Arborist Report at **Appendix 21**.
Access	The main entrance is located at the northern boundary of the site along Albert Street East, with pedestrian access also available along the western boundary at Brabyn Street, and eastern boundary at Webb Street. Pedestrian access and service vehicle access is located at the corner of Webb Street and Gaggin Street, and emergency vehicle access is located south of this along Gaggin Street. The existing staff car park is located along the western boundary at Brabyn Street which currently comprises 10 parking spaces. All access points are proposed to be retained following the proposed activity. Footpaths are currently provided along most streets in the surrounding area. There are two wombat crossings, one located north of the site on Albert Street East, and the other located west of the site on Brabyn Street.
Heritage	The Parramatta Local Environmental Plan 2023 (PLEP) does not identify any heritage items within the site, nor is the site located within, or adjacent to, a Heritage Conservation Area.

2.6 Surrounding Context

Parramatta East Public School is situated in a mixed-use area with a combination of residential, commercial, and institutional land uses. A general overview of the surrounding activity profile by direction is provided below:

- North: Approximately 20mo the north primarily lies low-density residential areas, with a mix of detached houses, townhouses, and some apartment buildings. Moving slightly further north, there are small pockets of commercial spaces, such as local shops, cafes, and small businesses that cater to the local community. Also north lies various sports fields, green spaces and nature reserves along James Ruse Drive.
- East: Within approximately 20m east of the school, the area is dominated by residential properties similar to those in the north. Further east lies Western Sydney University Parramatta campus and supporting Metro Residences. Additionally, there are a number of sporting fields and recreational spaces that support the University campus.
- South: Immediately adjoining the site lies the expanses of low-medium density housing and then the Parramatta CBD, with a shift towards commercial and retail uses. This includes offices, retail shops, cafes, and restaurants. The density increases closer to the Parramatta city centre.
- West: Established approximately 20m from the site boundaries, the area to the west primarily lies vast expanses of single-detached dwellings (refer to **Figure 4**) and low-rise apartment complexes. Doyle Ground sports field and All Saints Cemetery are also located west of the site, punctuated by residential and retail uses.

Figure 4 Photos of nearby surrounding residential activity views facing north, northwest, southwest and northeast respectively

Source: Google Maps

2.7 Access and Parking

The main entrance to the school is located at the northern boundary of the site along Albert Street East, with pedestrian access also available along the western boundary at Brabyn Street, and eastern boundary at Webb Street. Pedestrian access and service vehicle access is located at the corner of Webb Street and Gaggin Street, and emergency vehicle access is located south of this along Gaggin Street.

The staff car park is located along the western boundary at Brabyn Street which currently comprises of 10 parking spaces. All access points are proposed to be retained following the proposed activity. An overview of the access arrangements is located at **Figure 5** below.

Figure 6 illustrates the existing pedestrian infrastructure available around the site. A 400m radius (approximately 5 minute-walk) is shown to provide context and scale of these facilities. Footpaths are currently provided along most streets in the surrounding area. There are two wombat crossings, one located north of the site on Albert Street East, and the other located west of the site on Brabyn Street. The signalised intersections along Victoria Road, allow pedestrians to safely cross the main road.

Figure 5 Existing site access arrangements
Source: TTW

Figure 6 Existing pedestrian infrastructure surrounding the site

Source: TTW

3. Proposed Activity

The proposed activity includes upgrades to Parramatta East Public School to provide new upgraded teaching and learning facilities in place of the existing temporary and aged permanent facilities.

Specifically, the activity seeks approval for the following:

- Site preparation, remediation and required earthworks.
- Demolition of existing Buildings C, D, E and F (generally located in the northwest corner of the site), as well as any associated structures including adjacent ramps and walkways.
- Construction of the following:
    - A new 3-storey school building (referred to as Block R) including teaching spaces, library/administration, and staff/student amenities, generally in the place of the abovementioned demolished buildings.
    - Upgrade of soft and hard landscape and playground areas.
    - A new at-grade parking area, with access being retained from Brabyn Street.
    - Formalised waste area, with access being retained from Gaggin Street.
    - Public Domain Activity with upgrades to the pedestrian access south of the school, and new kiss and ride zone on Albert Street East.
    - Entrance and School logo signage along the Northern Albert Street East frontage of Block R
- Refurbishment activity to Buildings A, B and G.
- Removal of trees as required and retention where possible.
- Installation and augmentation of services and infrastructure as required.

Architectural drawings prepared by JDH and Landscaping Plans prepared by Space illustrating the proposed activity are included at **Appendix 3** and **Appendix 6** respectively.

Table 5 provides a summary of key aspects of the activity.

Table 5 Summary of the activity

Project Element	Description
Site Area	16,250m^2
Project Name	Parramatta East Public School Upgrade
Project Summary	Upgrade of existing government school, including partial demolition, tree removal, earthworks and remediation, new buildings and structures, landscaping, sport and play spaces and associated supporting infrastructure.
Use	Educational establishment – government school
Student and Staff Numbers	667 students & 46 staff
Car Parking Spaces	Additional 21 spaces (total 31)
Bicycle Spaces	35
Height	Maximum height: 13.95m Storeys: 3
Play Space	A variety of play spaces are proposed across the site including the

Project Element	Description
	central assembly area including the field and court areas.
Canopy Cover	740m^2
Off Site Activity	**Albert Street East** Pathways along the outside of the school will be consolidated with proposed concrete pathway connections and a new pedestrian exit-only point. The footpath is proposed to be extended to reach the Kiss and Drop zone, with supplementary signage. Additionally, the Kiss and Drop zone is proposed to be extended. **Brabyn Street** Proposed Public Domain activity along Brabyn Street will involve footpath widening from 1.3m to 2.5m in width to increase pedestrian amenity. Several trees are also proposed to be planted along Brabyn Street to bolster the public domain. **Gaggin Street** A driveway extension is proposed at the garbage and emergency vehicle entry point along Gaggin Street. Public Domain activity along Gaggin Street also include footpath widening from existing 1.5m width to the kerb. Several trees are also proposed to be planted along Gaggin Street to bolster the public domain. **Mason Street** A new raised pedestrian crossing is proposed on Mason Street to provide for safe pedestrian travel to and from the school. New no-stopping signage is also proposed to facilitate the crossing.

The key features of the proposed activity are shown in **Figure 7**.

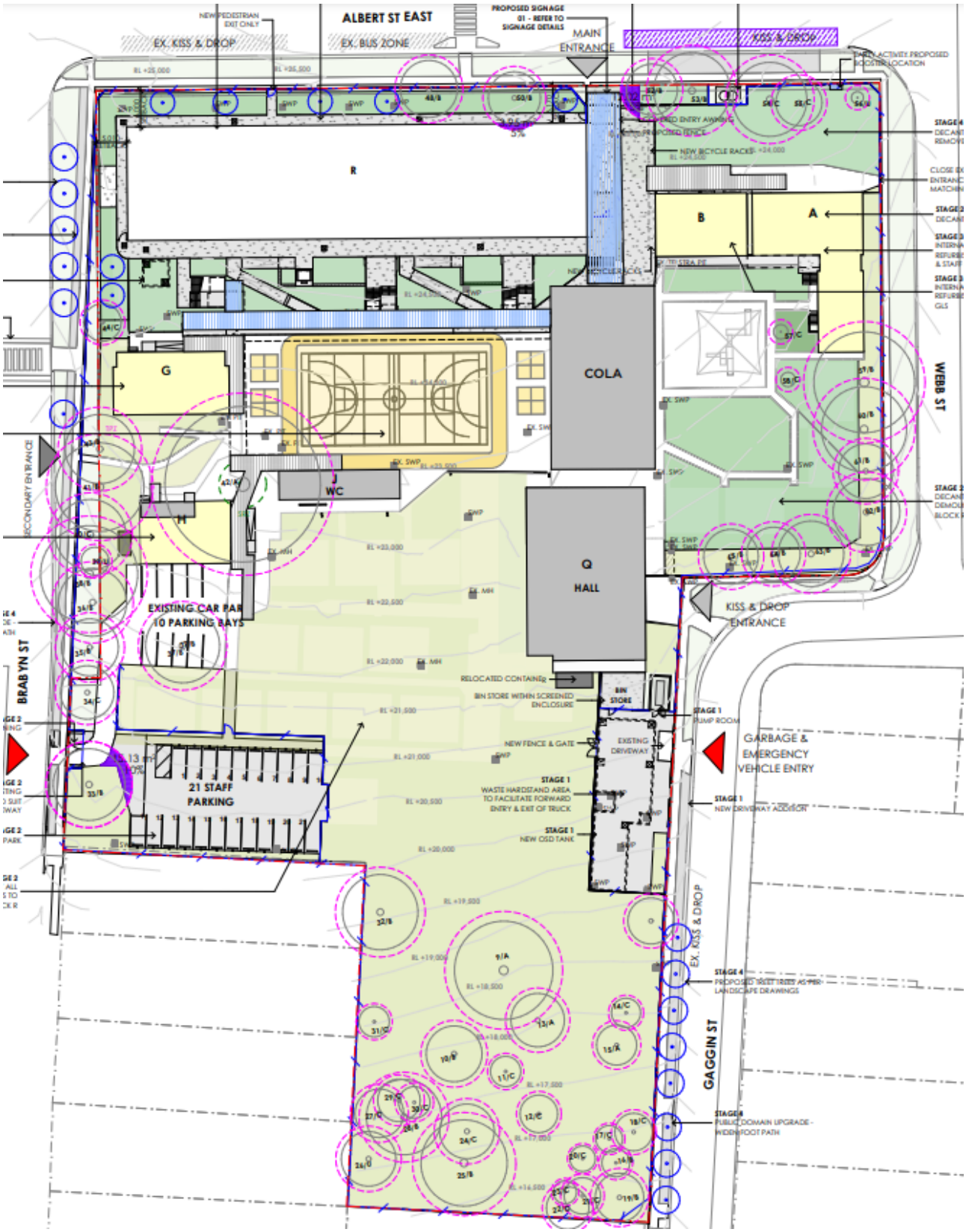


Figure 7 Proposed indicative site layout

Source: JDH

3.1.1 Design Development

Design Principles

The overarching planning and design principles adopted for the proposed activity of the site are as follows:

- Educational Facilities Standards and Guidelines (EFSG),
- School identity from the street and clear main entry point,
- Maintaining operation of the school safely through siting & staging,
- Asset Management Unit (AMU) SI existing activity and upgrades,
- Upgrades to the public domain to support safer access to site and acknowledgement of future council plans for cycle path upgrades along Albert St East,
- Maintaining a minimum 10m^2 of outdoor space per student across the site,
- Maintaining as much existing buildings as possible except for the 21 demountable classrooms,
- Educational Rational (SI engage the school to focus on desirable outcome in the design to compliment the school's pedagogical approach and broader community engagement objectives).

NSW Government Department of Education Facility Standards (EFSG)

NSW Department of Education EFSG reflects best practice in learning environments. The design intent reflects the ability to reconfigure classrooms to support current and emerging teaching and learning practices. Standardised Learning Hubs form the basis of the design of new facilities for all schools in NSW.

The following Education Principles have been considered during the design activity of the proposed activity:

- Education Principle 1 - First and foremost, focus on the needs of learners and learning.
- Education Principle 2 - Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community.
- Education Principle 3- Be aesthetically pleasing.
- Education Principle 4- Provide contemporary, sustainable learning environments that:
    - Promote learning for students and teachers through collaboration, social interaction and active investigation.
    - Encourage learner self-management and self-direction.
    - Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem-based learning.
    - Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces.
    - Be integrated into and maximise the use of the natural environment.
    - Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems.
    - Are age and stage appropriate.
- Education Principle 5 Embed the potential for reconfigurability, both in the present for multi-purpose use and over time for changing needs.

Design Quality Principles

In line with Chapter 3, Schedule 8 of the TI SEP, the following design quality principles have been considered:

1. Responsive to context Schools
2. Sustainable, efficient and resilient
3. Accessible and inclusive School
4. Healthy and safe
5. Functional and comfortable
6. Flexible and adaptable
7. Visual appeal School

Further commentary on the design principles is provided in the Architectural Design Report at **Appendix 3**.

Connecting with Country

SI has sought to integrate the voice and perspectives of the local Aboriginal communities into the overall design of the proposed activity, ensuring that it reflects the rich cultural heritage and perspectives of the Parramatta East community.

Indigenous Lead Facilitation undertook a Connecting with Country study to inform he design, and have implemented insights captured from First Nations Australian perspectives during consultation led by Indigenous Engagement and Facilitation. Key insights and recommendations from the report have been incorporated into the design of the landscape, public art and materiality of the proposed activity.

Sustainability and Climate Change

Pursuant to Section 3.2 of *State Environmental Planning Policy (Sustainable Buildings) 2022*, the design of the proposed activity takes into consideration the ability to minimise greenhouse gas emissions and consumption of energy, water (including water sensitive urban design) and material resources.

Additionally, an ESD report has been prepared by Steensen Varming and is provided at **Appendix 11**. The purpose of this report is to summarise the ESD initiatives adopted for the proposed activity, explain how the project has addressed the sustainability requirements and, provide an overview of how the proposed design is responding to sustainable planning. The activity is targeting a 5 Star Green Star certification requirement.

The report provides a list of the sustainability strategies being considered for the proposed activity. The strategies will be confirmed in design activity but generally include the following:

- Minimisation of waste
- Reduction in peak demand for electricity
- Passive thermal performance and energy system design
- Generation and storage of renewable energy
- Metering and monitoring of energy consumption
- Minimise potable water consumption
- Embodied emissions reporting

The REF has incorporated a climate risk assessment to evaluate the exposure of the proposed school upgrade to extreme climate events, using historical data, current environmental mapping,

and projections from the NSW and ACT Regional Climate Modelling (NARCLiM) framework. The assessment aligns with strategic climate adaptation planning, referencing SSP1, SSP3, and SSP2 projections when they become available in NARCLiM2.0, and considers climate risks across key time horizons: current, 2030, 2050, and 2070.

A Climate Risk Workshop was conducted during the Schematic Design Phase to identify potential climate vulnerabilities and develop adaptation strategies to enhance project resilience. The findings were captured in the Climate Change Adaptation and Risk Assessment Matrix, which informs the project's mitigation measures.

- **Increased Frequency and Intensity of Heatwaves**
    - The proposal design incorporates passive cooling strategies, including enhanced thermal performance, natural ventilation, and heat recovery systems.
    - Active cooling measures, such as redundancy in plant capacity and efficient mechanical systems, have been integrated to mitigate peak temperature impacts.
    - Landscape strategies, including tree planting and shaded walkways, will reduce heat island effects and enhance outdoor comfort.
- **Increased Frequency of Severe Storms and Hail Events**
    - The design includes sheltered walkways to protect occupants and durable materials to withstand storm impacts.
    - Predictive storm event planning will be implemented to manage risks associated with debris and service disruptions.
- **Increased Drought Duration**
    - Water-sensitive design measures include no water-based heat rejection, on-site water efficiency strategies, and drought-resistant planting selections.
- **Increased Bushfire Risk and Smoke Exposure**
    - The proposal will include air filtration systems for improved indoor air quality and backup power systems to maintain operations during fire-related outages.
- **Increased Rainfall Variability and Flooding**
    - The project integrates sustainable urban drainage features to capture, treat, and store stormwater, reducing runoff and flood risks.
    - Predictive water management strategies will be adopted to enhance site resilience.

By incorporating passive and active design strategies, durable material selection, and sustainable water and energy management, the project aligns with best practices in climate adaptation and long-term sustainability planning. These measures will enhance the safety, functionality, and operational resilience of the proposed activity across multiple climate risk time horizons.

Landscaping

The proposed activity’s landscaping is designed to create a welcoming and inclusive environment for students, staff, and visitors. Landscape Plans have been prepared by Space Landscape Designs and are attached at **Appendix 6**. The grounds will feature a mix of open spaces, gardens, and trees that provide shade and create a sense of tranquillity. The proposed activity also recognises the importance of preserving and acknowledging the local Aboriginal cultural heritage, with installations paying homage to the local Indigenous community. The school also have their own Reconciliation Action Plan which confirms this commitment.

Landscaping within the 5m front setback will consist of low-density natives and a rock garden to reduce the need for watering, the southern edge of the building will contain natives that tolerate

shady conditions. It will also serve as a passive play space with seating which will be shaded during the hot summer months.

The proposed landscaping will integrate seamlessly with the public domain along the Albert Street East frontage and support the renewed teaching and learning spaces (refer to **Figure 8** below). Additionally, the rejuvenated circulation zone south of Block R will be bolstered by a combination of feature planting, synthetic turf (part of REF scope in line with provisions of TI SEPP Section 3.39(1)(c)), new trees and other built landscaping elements (further detail provided in the Landscape Plans plant schedule at **Appendix 6**).

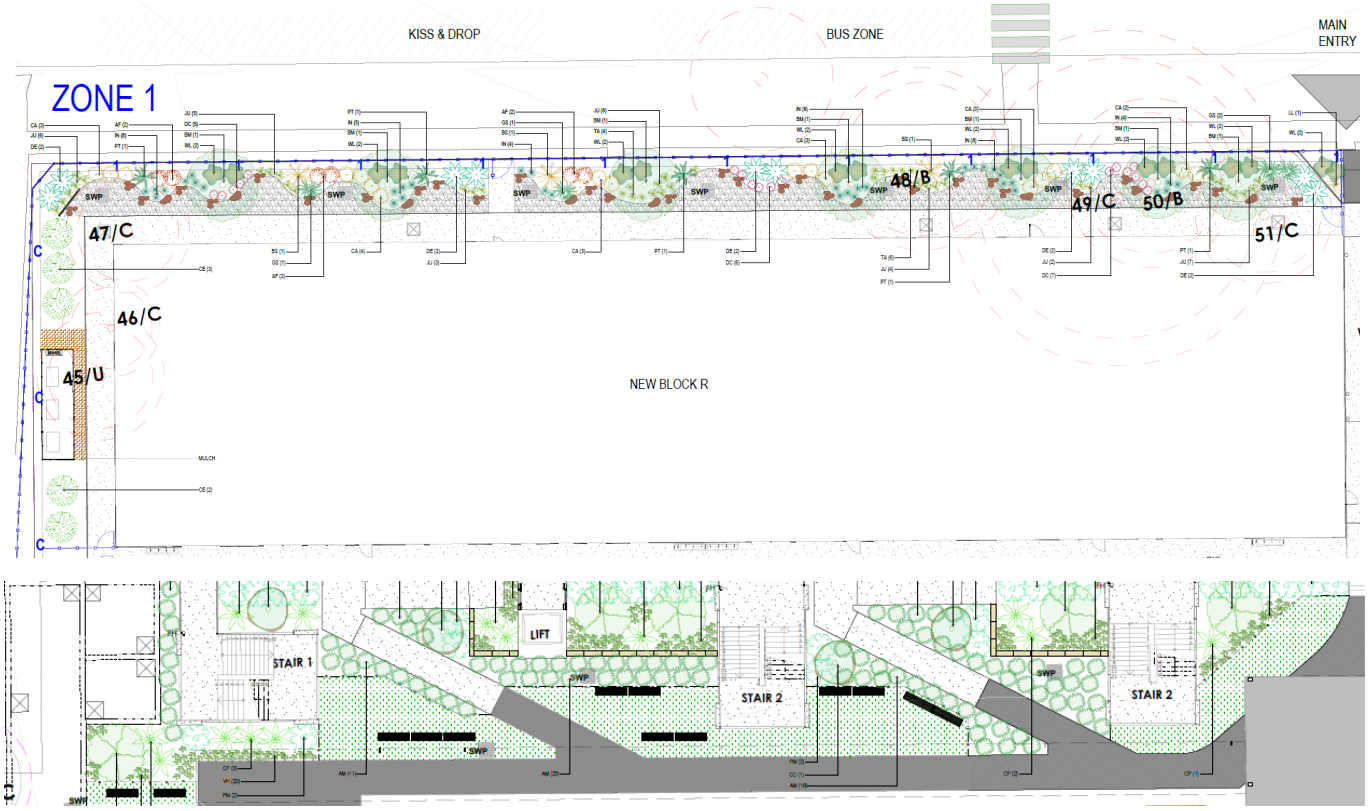


Figure 8 Excerpt of landscaping plan along Albert Street East frontage (above) and circulation zone (below) – integration with public domain

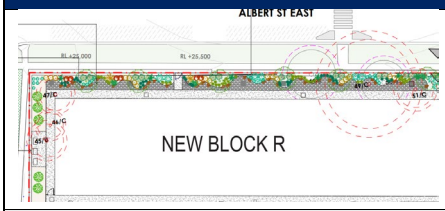
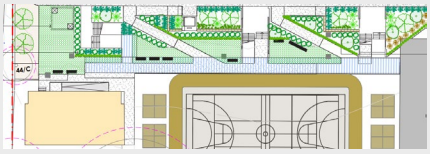
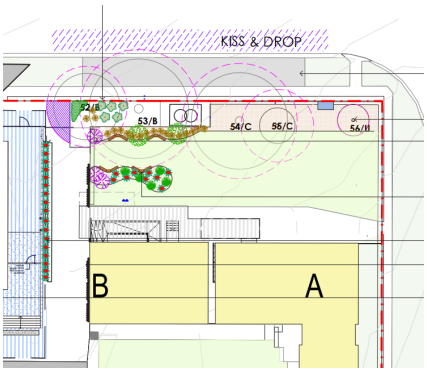
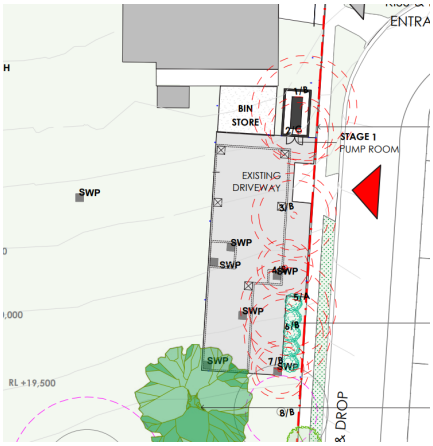
Source: JDH

Additional landscaping opportunities will include the proposed planting of new mature Brush Box (*lophostemon confertus*) trees along the Albert Street East, Brabyn Street and Gaggin Street frontages. These trees will enhance the profile of the public domain, and the increased vegetation density will visually compliment the new proposed activity on site. Landscaping includes the planting of off-site trees along parts of Gaggin St and Brabyn St frontages.

The landscape design breaks the activity into 5 zones, entry, arrival, passive play space and the bush tucker and healing garden. **Table 6** below details the proposed landscaping strategy per zone.

Table 6 Landscaping strategy – zone breakdown

Zone	Description
Zone 1	Arrival addresses the street setback and the shared public area at the main entrance. An organised pebble bed lines the front setback to reduce water use and leads your eye towards the entry point.

Zone	Description
	
Zone 2 	Located to the south of block R and will be under shade cast by the building for most of the year and consist of ferns and lilies which are suitable in moist shaded areas.
Zone 3 	Upon entry the paths are lined with the ‘Stolen Generation Sorry Flower’ with an acknowledgment plaque, to the east sandstone seats provide area for gathering or quite space for students and their parents. Planting in this zone includes grass trees to representing the clans and kangaroo paw representing the people.
Zone 4 	Contains a mulched garden with sandstone billets forming a yarning circle, with bush tucker natives and healing plants and flowers.
Zone 5 	Waste storage area includes replacement trees for those removed.

3.1.2 Construction

Table 7 below provides a summary of the nature, extent and timing of the proposed construction activities, which are described in further detail in this section of the report.

Table 7 Summary of construction activities

Construction Activity	Description
Construction Hours	Construction activities, including the entry and exiting of construction and delivery vehicles at the site, will be restricted to the following standard work hours: • Monday to Friday inclusive: Between 7:00am to 6:00pm; • Saturday: Between 8:00am to 1:00pm; and • Sunday and Public Holidays: No work permitted. Construction outside these hours may be undertaken with prior Council approval and notification to surrounding lots.
Site Establishment	The Main Contractor will provide and maintain all necessary temporary facilities required for the safe and secure performance of the activity, including but not limited to: • First aid facilities. • Site security and fencing. • Site access. • Site noticeboard. • Site amenities. • Materials storage.
Demolition	Demolition and site preparation is proposed to be carried out to facilitate the upgraded teaching and learning facilities.
Staging	The activity will be delivered across four stages as detailed in **Appendix 3**.
Earthworks	Proposed earthworks are moderate and will minimally impact the site and surrounds.
Remediation	Remediation is required. A Preliminary Site Investigation (PSI) and Detailed Site Investigation (DSI) have been prepared at **Appendix 23** as well as a Remediation Action Plan. Further detail is provided at **Section 7.7**.
Construction Waste Management	Construction waste management has been outlined in the Construction and Demolition Waste Management Plan attached to the REF (**Appendix 15**). Further detail is provided in **Section 7.10**.
Construction Workforce	The peak workforce during construction will be approximately 50 workers and 20 light vehicles.

3.1.3 Proposed new buildings for construction and operation

This application seeks approval and operation for the construction of a new 3-storey school building and teaching spaces, library and administration areas, and staff and student amenities. This new school building will occupy the location of the existing Buildings C, D, E and F as aforementioned. The new building will lie along the northern-most site boundary fronting Albert Street East next to the school's main entrance.

Block R is proposed to one singular building with a seamless built form and will be comprised of the following uses per floor:

Floor plans and elevations of Building R are presented at **Figure 9** - **Figure 15** below.

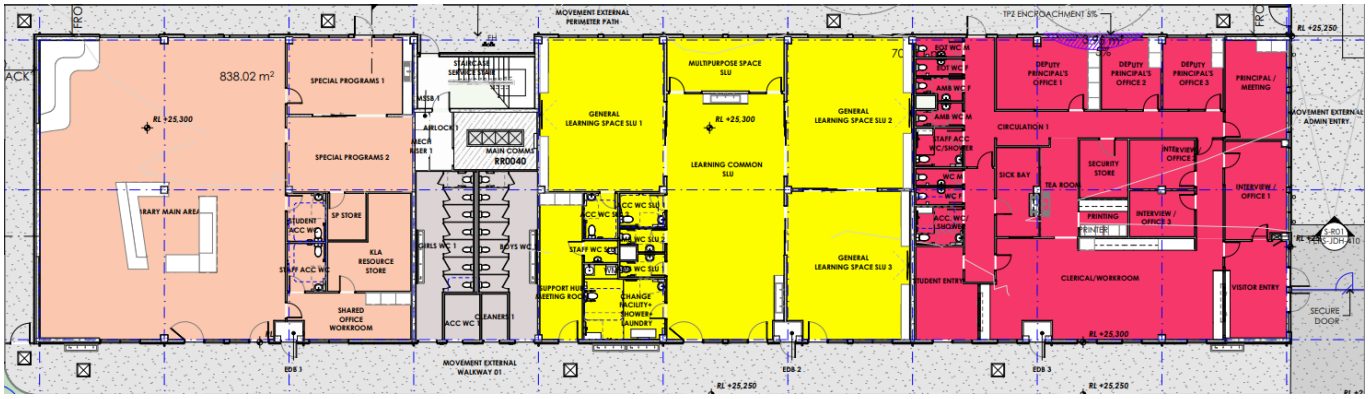


Figure 9 Building R ground level floor plan

Source: JDH

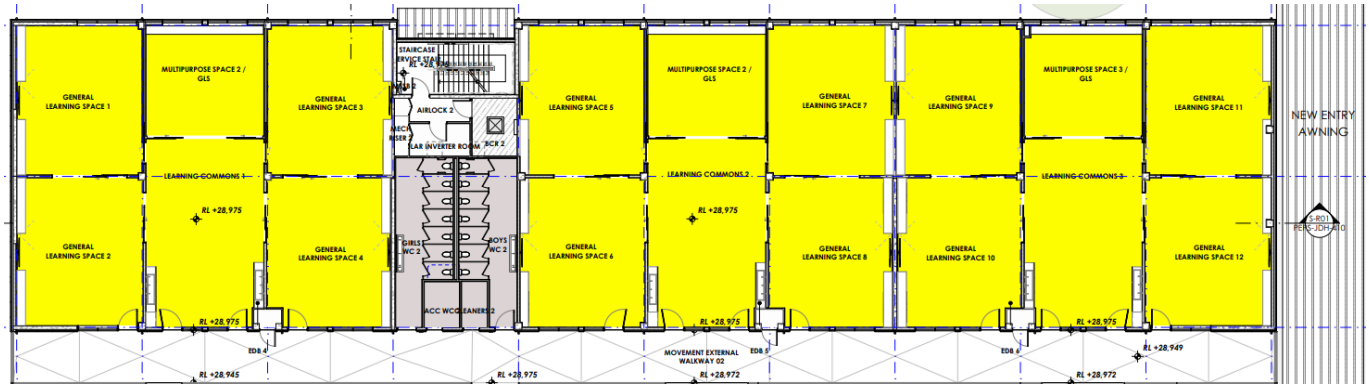


Figure 10 Building R level 1 floor plan

Source: JDH

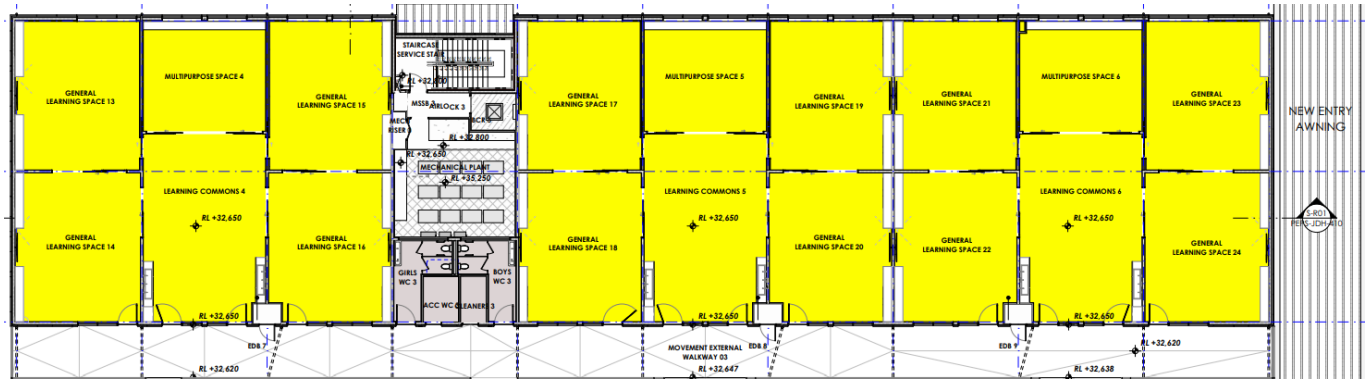


Figure 11 Building R level 2 floor plan

Source: JDH

Figure 12 Building R north elevations

Source: JDH

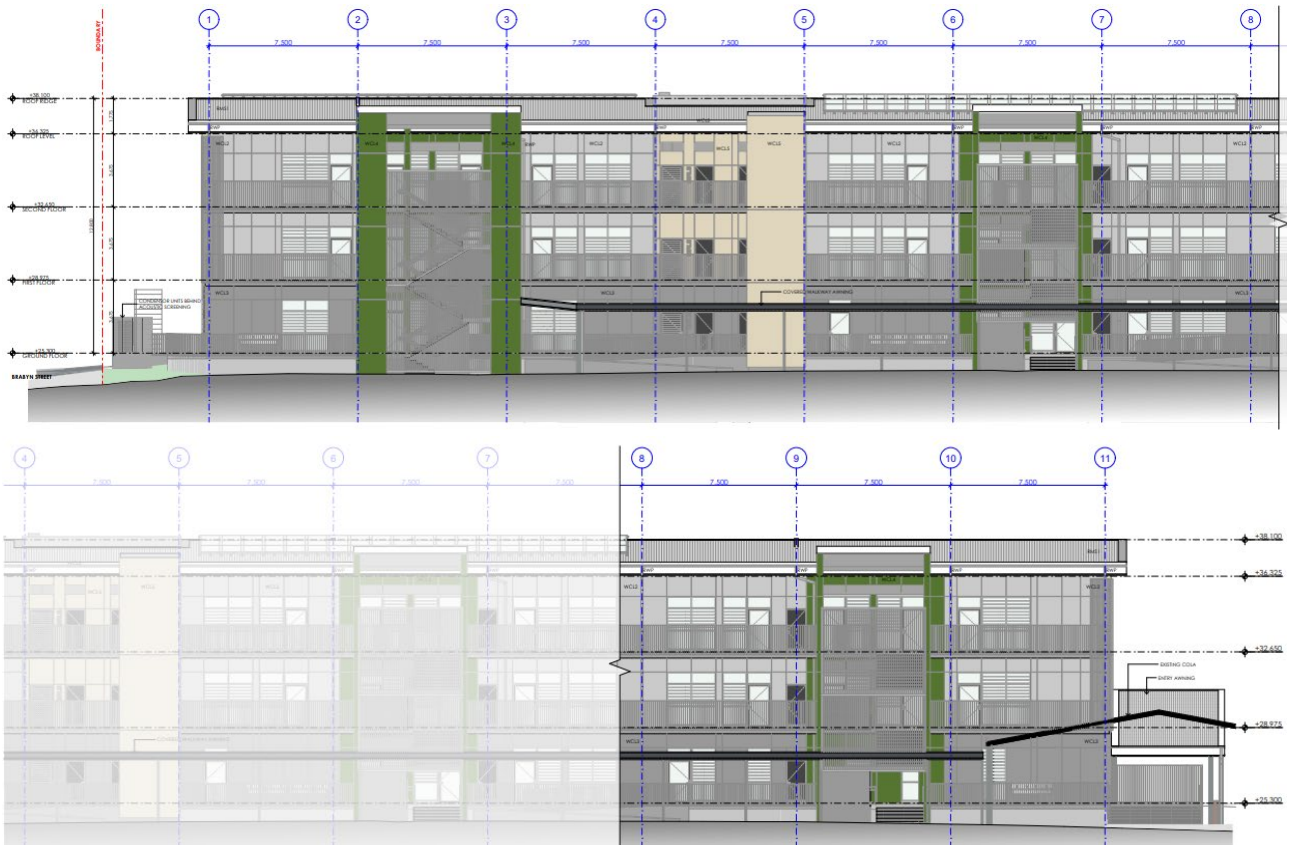


Figure 13 Building R south elevations

Source: JDH

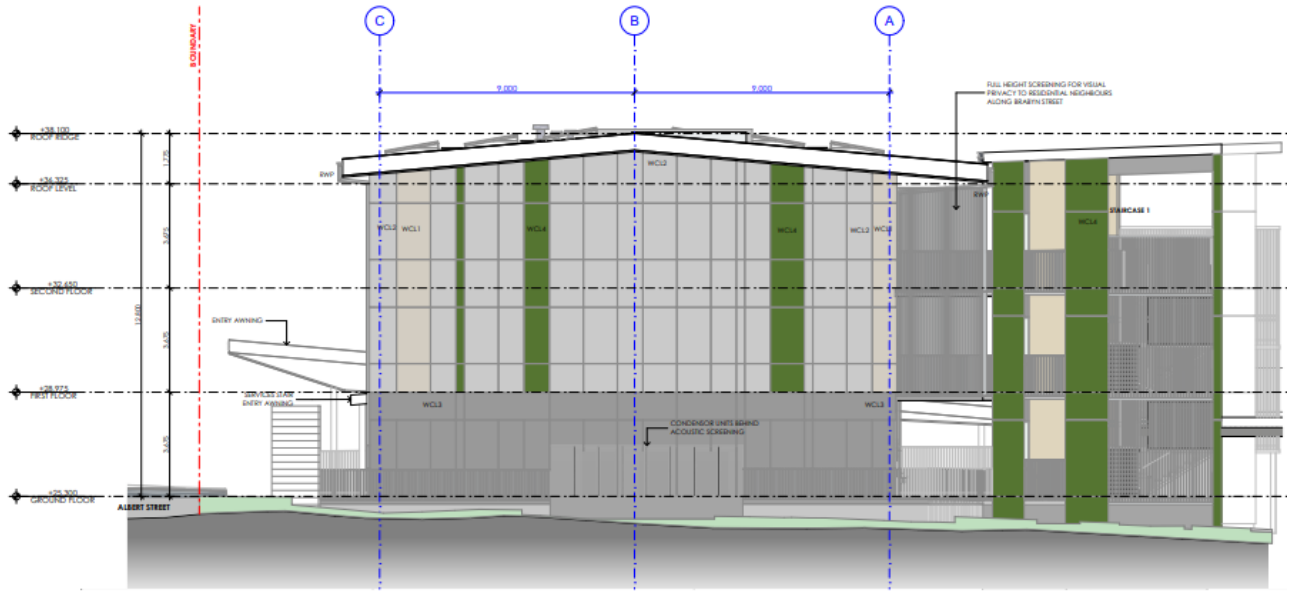


Figure 14 Building R west elevation

Source: JDH

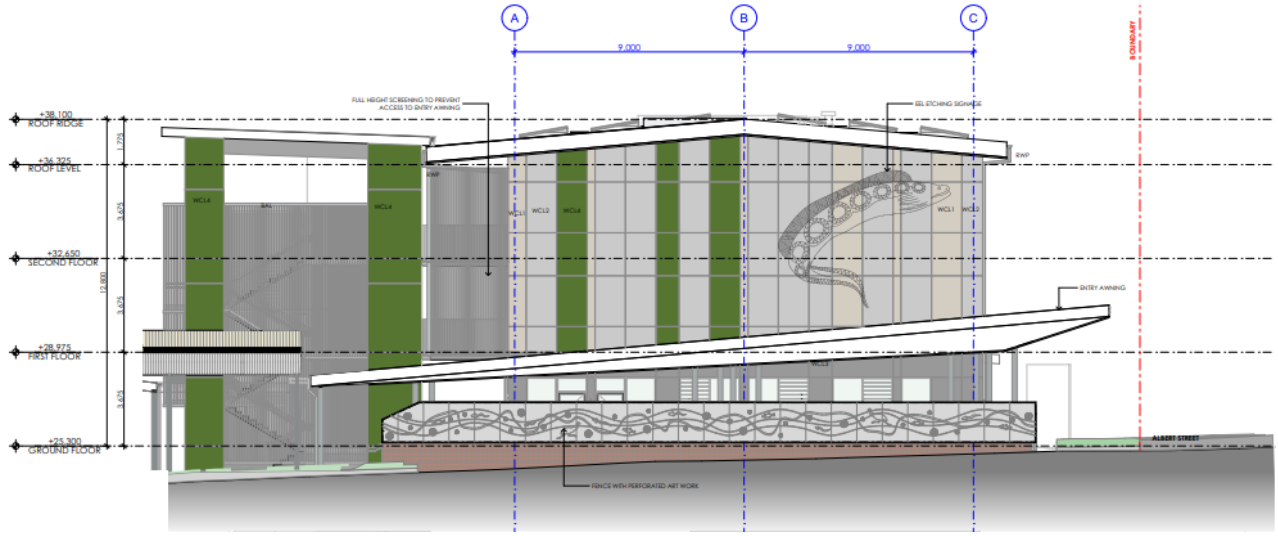


Figure 15 Building R east elevation

Source: JDH

Refurbishment of existing buildings

Under this application, school Blocks A, B and G are sought to be refurbished (refer to **Figure 16** below). Each of the three buildings will retain their functionality as one-storey general learning spaces and will be arranged as follows, with internal alterations proposed to accommodate:

Block A:

- 1x General learning space.
- Learning common room.
- Multipurpose space.
- Staff room and kitchenette.
- Staff annex.
- Main switchboard.
- Communications room.
- Office.

Block B:

- 2 x General learning space.
- Storage and circulation areas.

Block G:

- 2 x General learning space.
- Office.
- 3 x storage areas.

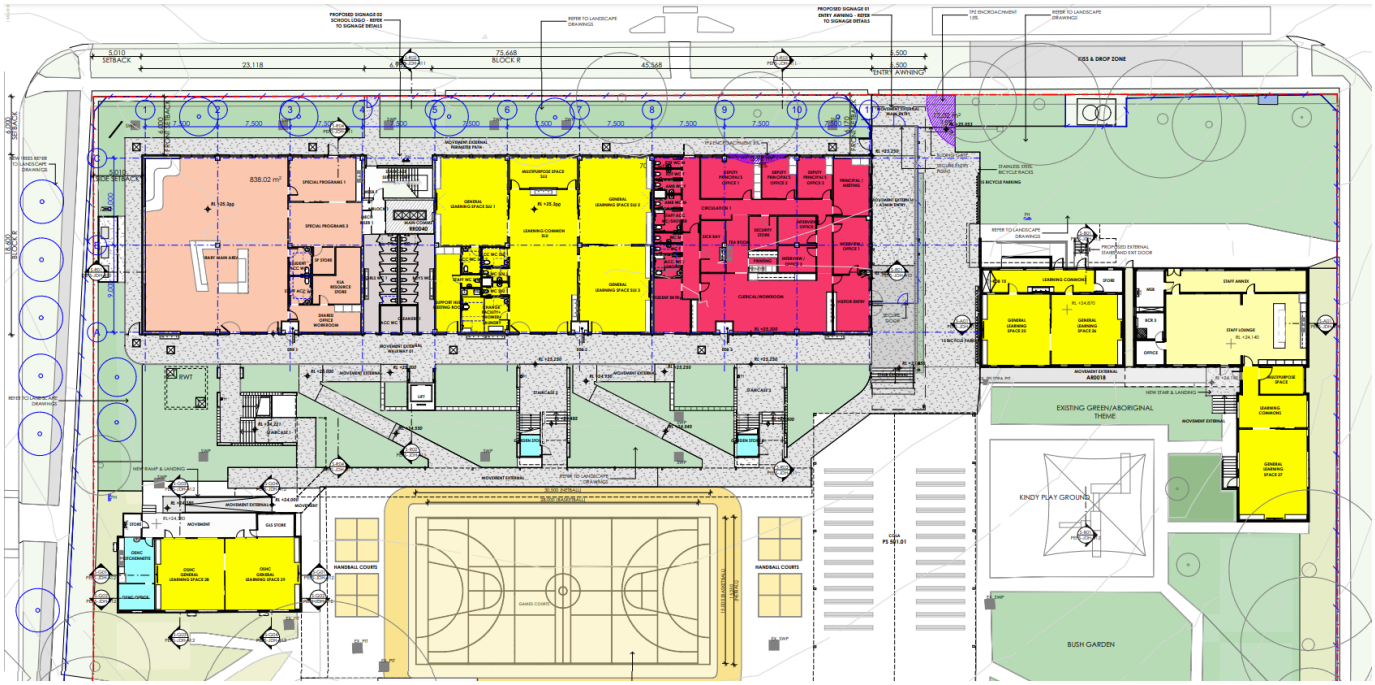


Figure 16 Proposed internal fitout and refurbishment activity

Source: JDH

Waste Collection Area

As part of the proposed activity, a new waste collection area will be provided to Gaggin Street. An Operational Waste Management Plan was prepared by Elephants Foot and is attached at **Appendix 16**. The new school facilities will share waste and recycling areas, bins and collections services within the existing site. A private waste collection contractor will be engaged to service the waste and recycling bins per an agreed schedule. The collections will be in accordance with the Department of Education's contracts with a private waste collection service.

3.1.4 Access, Parking and Public Domain Activity

Upgrades are proposed to the public domain, parking and access arrangements in relation to the site, as per the Public Domain Plan at **Appendix 3** and **Figure 20**. Further commentary on trees is provided in **Section 7.9** below.

Car parking, Loading and Waste Area

A new 21-space car park will be constructed off Brabyn Street specifically for staff parking (refer to **Figure 17** below). This waste area will include a new waste pad and a fenced bin storage area, facilitating the forward entry and exit of Heavy Rigid Vehicles (HRVs) for efficient waste collection and disposal. Refer to **Figure 18** below for further details.

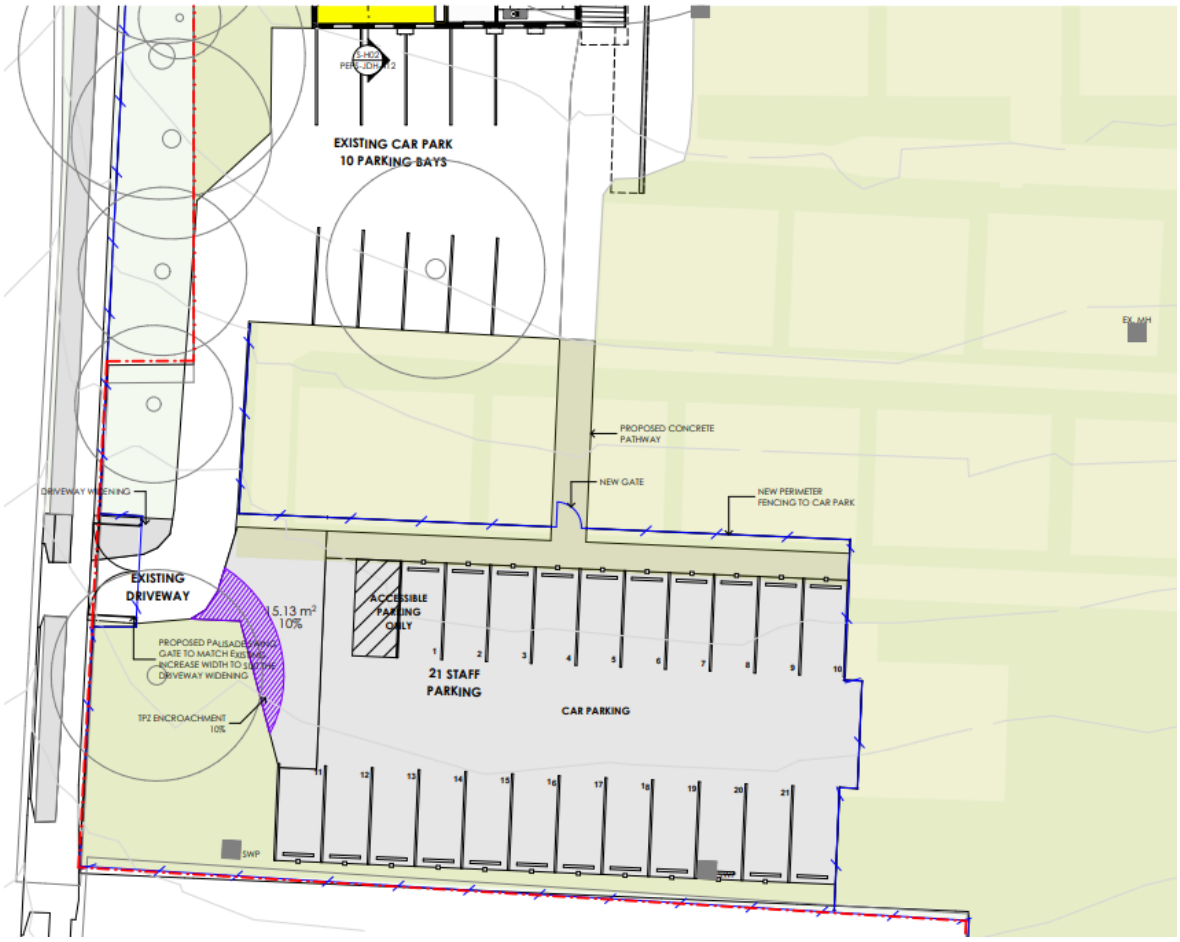


Figure 17 Proposed new car parking arrangements

Source: JDH

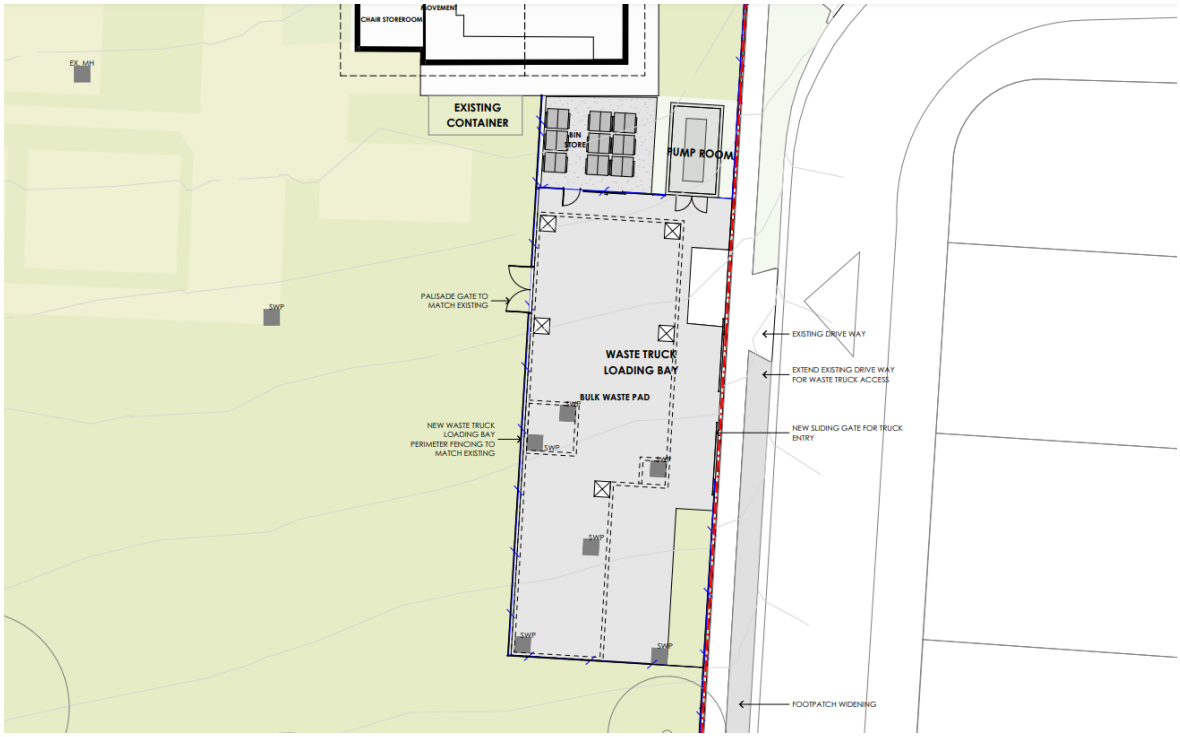


Figure 18 Proposed loading and waste areas

Source: JDH

Albert Street East

The proposal along the northern Albert Street East will comprise a new main entrance and entry walkway with a sliding gate a palisade fence to match the existing fence. Pathways along the outside of the site will be consolidated with proposed concrete pathway connections and a new pedestrian exit-only point. Additionally, the footpath is proposed to be extended to reach the Kiss and Drop zone, with supplementary signage. In support of the footpath extension, a newly extended Kiss and Drop zone will be provided. The new 35-meter kiss-and-drop zone on Albert Street East has been designed to accommodate up to six vehicles simultaneously, helping to distribute traffic more efficiently and reduce queuing on surrounding streets.

Signage will also be provided at the main entrance, and a PEPS logo will be featured on the Block R façade fronting Albert Street East. Further commentary on the proposed signage is provided in **Section 5.5**.

Brabyn Street

Proposed Public Domain works along Brabyn Street will involve footpath widening from 1.3m to 2.5m in width to increase pedestrian amenity.

Further south along Brabyn Street will include new fencing and gate to accommodate a widened driveway. The existing on-site carpark will be upgraded to include an additional 21 bays. Several trees are also proposed to be planted along Brabyn Street to bolster the public domain.

Gaggin Street

A driveway extension is proposed at the garbage and emergency vehicle entry point along Gaggin Street. Public Domain activity along Gaggin Street also include footpath widening from existing 1.5m width to the kerb. Several trees are also proposed to be planted along Gaggin Street to bolster the public domain.

Mason Street

A new raised pedestrian crossing is proposed on Mason Street to provide for safe pedestrian travel to and from the proposed activity. No stopping signage will also be installed for safe approach and sight-lines to the crossing.

Proposed Signage

The proposed school logo and wayfinding signage will enhance site identity and navigation. The school logo, reflecting cultural and community connections, will be prominently displayed at key entry points. The wayfinding signage will provide clear directional guidance, ensuring efficient navigation throughout the grounds. It will include text and symbols for accessibility, with strategic placement to improve visitor and student movement across the school. New no-stopping signage is also proposed to facilitate the crossing (refer to **Figure 19** below). Further commentary and assessment on the proposed signage is provided in **Section 5.5** below.

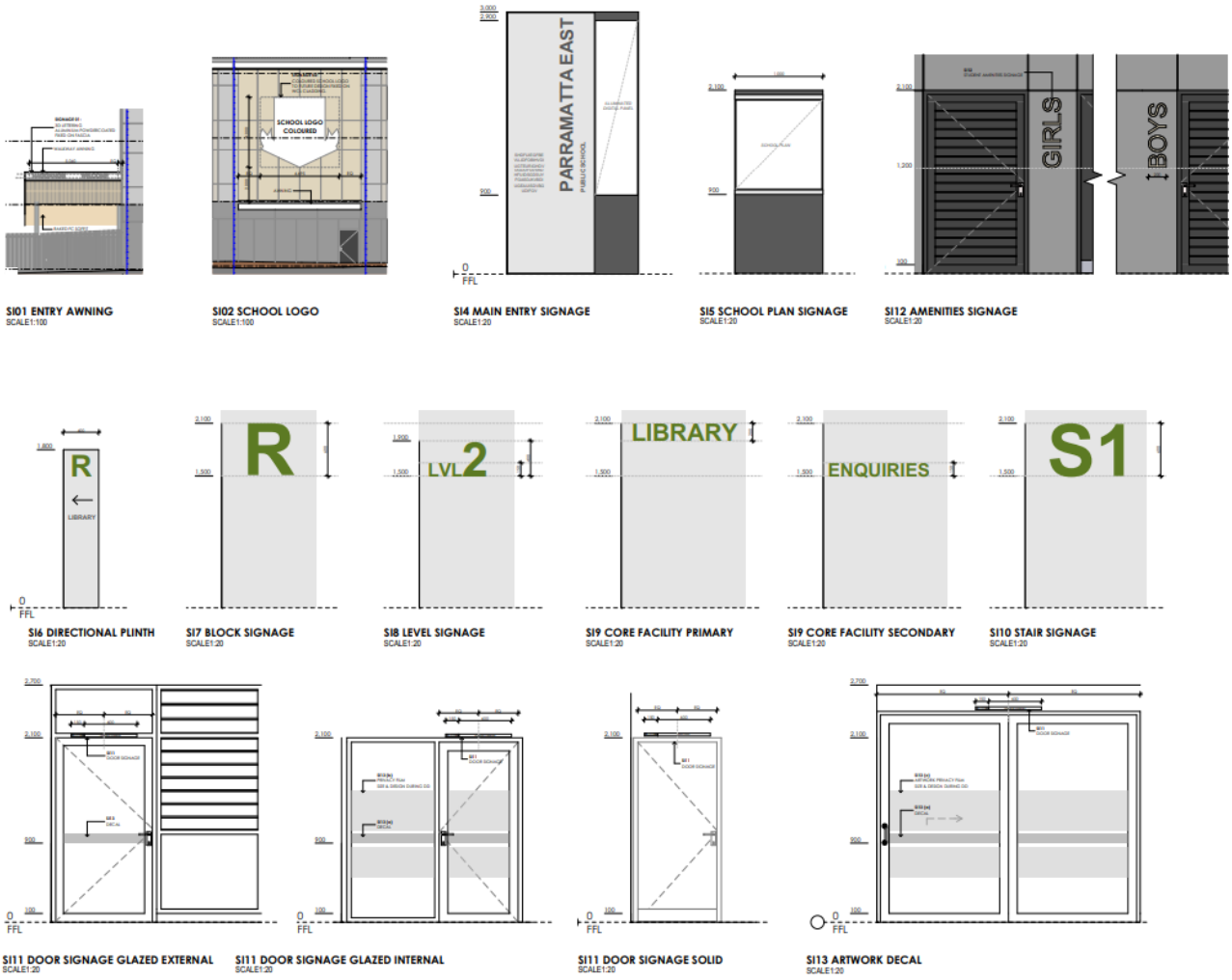


Figure 19 Excerpt of proposed school logo and wayfinding signage

Source: JDH

Figure 20 Proposed Public Domain Plan

Source: JDH

3.1.5 Site Preparation

Demolition

Demolition and site preparation activity are proposed to be carried out to facilitate the upgraded teaching and learning facilities. The proposed demolition activity is shown in **Figure 21** and illustrated on the Architectural Drawings provided at **Appendix 3.**

Demolition and Site Preparation sought for approval in association with the proposed activity consists of the following:

- Demolition of existing structures including removal of:
  - Block F (2 GLS Yrs 5/6)
  - Block E (2 GLS Spare)
  - Block D OSHC

- Northern-most COLA
- Block C (Admin)

All other demountables, as labelled in **Figure 21** below are outside of the scope of this REF and will be sought under a different planning pathway as complying activity.

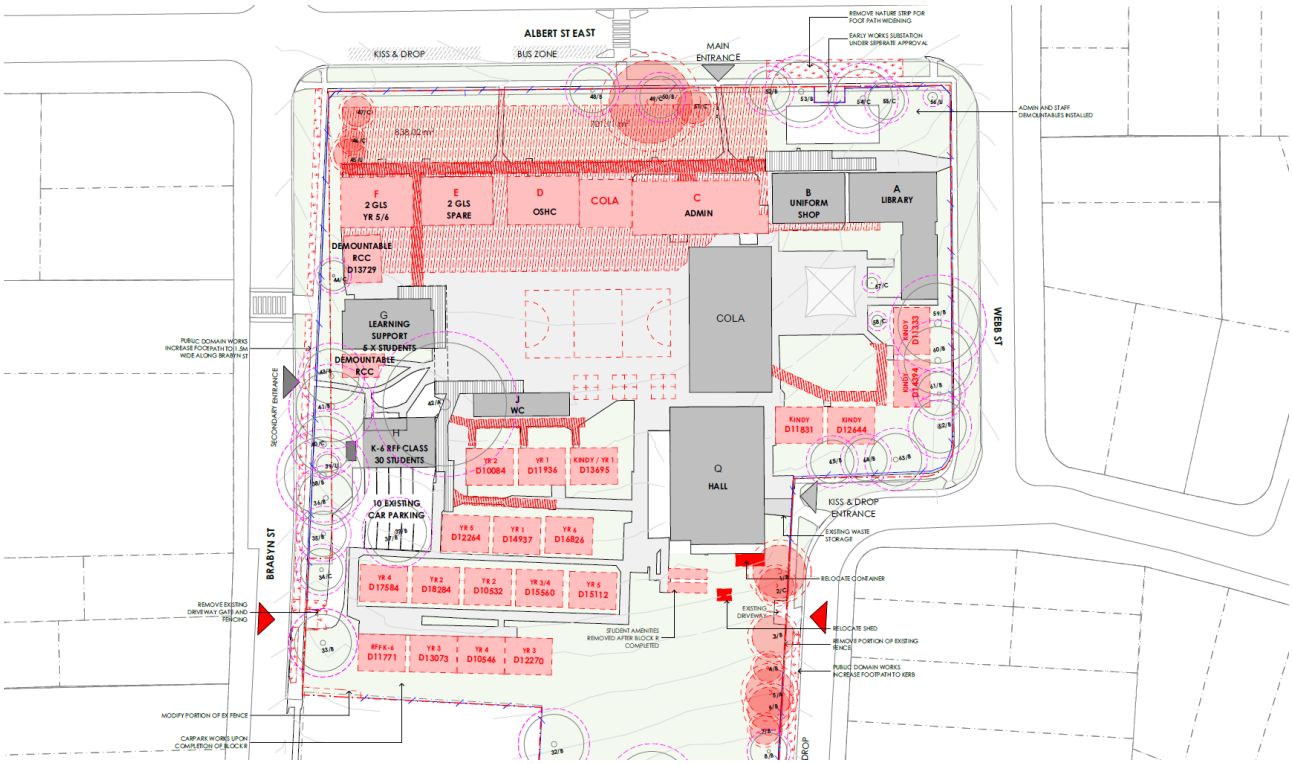


Figure 21 Extract of site demolition plan

Source: JDH

Earthworks

The earthworks associated with remediation and contamination management will involve the excavation, removal, and treatment of impacted fill soils to ensure the site is suitable for the proposed school upgrades.

The remediation process will include excavation and off-site disposal of contaminated material, consolidation and capping of impacted soils where appropriate, and implementation of an Unexpected Finds Protocol (UFP) to manage any additional contamination encountered during the proposed activity. These earthworks will be staged to minimise disruption, with erosion and sediment controls in place to prevent contamination spread via dust or runoff.

Earthworks are proposed to support the construction described above but are minimal and will not have extensive impacts on the site and surrounds.

Remediation

As part of the proposed activity, remediation is required due to the presence of asbestos impacted soil (bonded/non-friable) and total recoverable hydrocarbons described in the Detailed Site Investigation at **Appendix 22**.

The proposed remediation strategy for the impacted fill involves the excavation and off-site disposal of contaminated fill, and off-site disposal of surficial asbestos containing material. The

anticipated sequence of remediation activity is outlined in Section 7 of the Remediation Action Plan provided at **Appendix 22**.

The buildings and structures at the site will need to be demolished to allow site access for the data gap analysis and remediation activity to occur. Demolition will be undertaken in stages for site operational purposes and as such, data gap analysis and remediation activity may also be undertaken in stages.

Tree and Vegetation Removal

The activity requires the removal of the following twelve (12) trees:

- 1/B
- 2/C
- 3/B
- 4/B
- 5/A
- 6/B
- 7/B
- 45/U
- 46/C
- 47/C
- 49/C
- 51/C

Aside from the aforementioned tree removal, the site requires minimal vegetation removal to support the upgrade activity.

Utilities and Services

Civil Engineering Plans have been prepared by Woolacotts (see **Appendix 5**) which details the civil infrastructure proposed to support the proposed activity at Parramatta East Public School. A series of new rainwater pipes have been proposed to span the majority of the perimeter of the new Block R building (refer to **Figure 22** below). All downpipes and gutters for Block R are to be designed for 1 in 100-year ARI 5-minute rainfall intensity.

All downpipes are to be connected to rainwater tanks via the proposed new rainwater pipes. An on-site detention tank will also be provided near the new proposed waste facilities along the Gaggin Street frontage to support the proposed activity's civil infrastructure. The proposed stormwater and civil activity will direct stormwater into the on-site detention tank to allow for discharge into Council's infrastructure network.

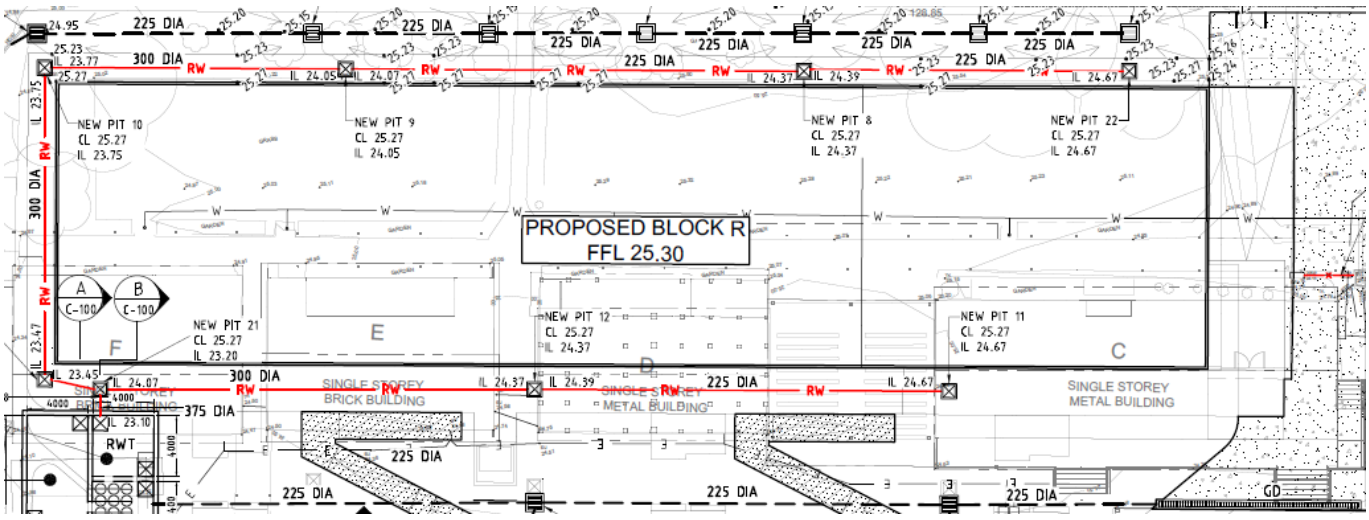


Figure 22 Proposed civil infrastructure

Source: Woolacotts

Staging

Construction will occur in a staged manner to control and minimise impacts to residents and temporary school users. Construction of the proposed activity will be staged as per the following:

- Stage 1: Construction of Block R, waste storage and loading bay, pump room and underground OSD tank
- Stage 2: Removal of demountables, new staff carpark and driveway
- Stage 3: Internal alterations and refurbishment activity to Block A, B, G & H
- Stage 4: Upgrade of soft and hard landscape and playground areas, and removal of staff demountables

An excerpt of the staging plans provided by JDH is provided at **Figure 23** below.

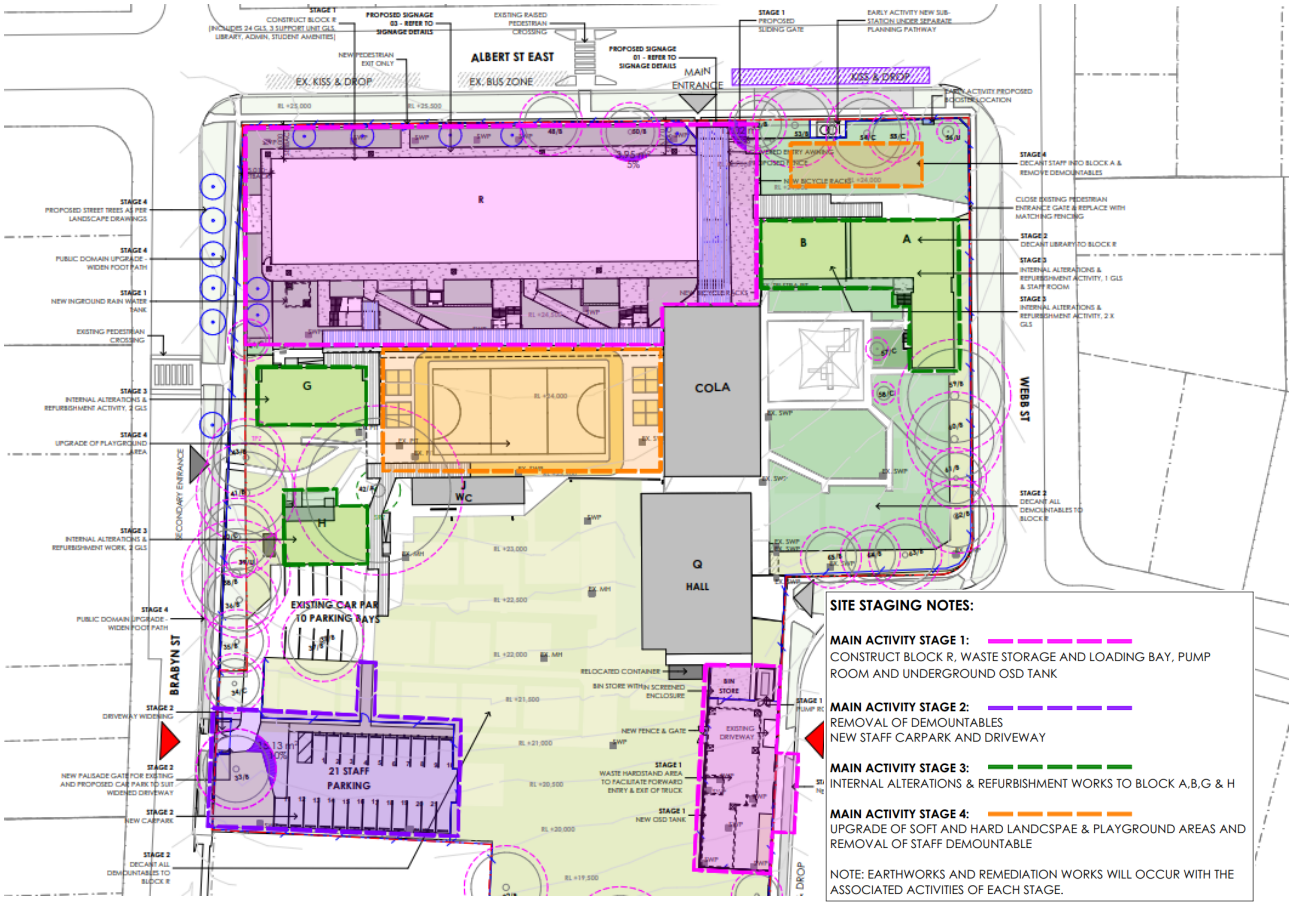


Figure 23 Excerpt of proposed Staging Plan

Source: JDH

3.1.6 Operation

School operations will generally not be changed and are summarised below. Further information regarding security, travel management, noise management, waste collection and security will be provided in the School Operation Plan to be finalised prior to operation of the new facilities. The proposed activity has been designed to accommodate 667 students and 46 staff. The proposed activity does not represent a significant increase in population – instead its main purpose is a replacement of existing low-quality and temporary spaces with modern, fit-for-purpose facilities.

4. Activity Need and Alternatives

4.1 Activity Need

The proposed upgrades to Parramatta East Public School are essential to replace temporary and aging teaching facilities with contemporary, fit-for-purpose educational facilities, as well as to accommodate for some additional enrolments. The project aligns with strategic planning objectives for school infrastructure improvements in high-growth urban areas and responds to the evolving needs of the local community. The scope of activity includes the construction of a new three-storey building with 24 modern classrooms, a dedicated learning support unit, a new library, and upgraded administration facilities with improved access and security. Existing demountable classrooms will be removed to optimise open space and enhance outdoor learning and recreation areas.

The activity is guided by the NSW Department of Education's infrastructure planning framework, which prioritises the delivery of high-quality learning environments to support educational outcomes. It also responds to local demographic trends and urban activity patterns, ensuring the proposed activity remains capable of meeting future demand. The upgrades have been designed to align with planning and environmental considerations, incorporating sustainable design principles and minimising potential impacts on the surrounding community.

4.2 Activity Objectives

The activity's objectives include:

- Respond to the urban growth of Colett Park precinct and the broader Parramatta North area in an effective and sustainable manner.
- Remove temporary and aging facilities and in their place provide contemporary learning spaces that meet aspirational objectives and functional requirements.
- Minimise the activity's environmental impacts through appropriate design and mitigation measures.
- Enable the school to become a central place in the community by acting as a hub and conduit for services that will support their education.
- Enable greater efficiency in the use of human and physical resources through collaborative use of assets and partnerships.
- Incorporate ESD principles in the proposed activity's design and operation.

4.3 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 8.

Table 8 Assessment of Options and Alternatives

Option	Discussion	Preferred Option
Option 1: The Proposed Activity	The proposed school upgrades have been refined through stakeholder consultation and environmental assessment, ensuring	The key benefits of this option include delivering modern learning environments, optimizing sustainability and durability, and

Option	Discussion	Preferred Option
	they align with educational needs, sustainability targets, and planning regulations. This option incorporates enhanced learning spaces, improved accessibility, and climate resilience strategies. The design integrates passive design principles, improved shading, natural ventilation, and sustainable landscaping to future-proof the school against climate change impacts. Additionally, it provides necessary infrastructure to accommodate projected enrolment growth while meeting the Department of Education's guidelines.	ensuring compliance with relevant planning framework. The activity has been designed to minimize environmental impacts, with mitigation measures addressing noise, traffic, and biodiversity concerns. However, the project will involve temporary disruptions due to construction activities, and some low-retention trees will require removal despite efforts to limit vegetation loss. The upfront capital investment is higher than other options, but the long-term benefits outweigh the costs.
Option 2: Pre-DA Design	The pre-DA design represents an earlier iteration of the school upgrade, which has since been refined through consultation and technical assessments. While this option aimed to address the need for expanded school facilities, it did not fully optimise functionality, environmental performance, integration with the streetscape or tree removal. It provided additional school capacity, similar to the preferred option, but lacked key refinements that improve sustainability, accessibility, and traffic management.	The primary shortcoming of this option is its reduced setback to the street and additional tree removal. It did not incorporate the passive design measures, climate adaptation strategies, or sustainable infrastructure enhancements present in the preferred option. Additionally, traffic and accessibility issues were not adequately addressed, leaving unresolved challenges with drop-off zones, parking demand, and pedestrian safety. Furthermore, this option would have resulted in higher long-term operational and maintenance costs due to lower energy efficiency and durability.
Option 3: Alternative Designs	Two alternative design options were considered for the Parramatta East Public-School upgrade, each offering a different approach to building placement, staging, and functionality. Design One proposed a three-storey building at the northwest corner of the site, positioned at the intersection of Brabyn and Albert Streets to serve as a visual anchor for the neighbourhood. This design aimed to minimize on-site relocations, simplifying staging and construction sequencing. It included 25 permanent general learning spaces (GLSs), a refurbished Block A for a library, refurbished Blocks B and C for administration and staff areas, a new library, 20 new teaching spaces, site service infrastructure upgrades, new student amenities, covered bike parking, and demolition of Blocks D, E, F, and J. Design Two retained most existing buildings in the northern section of the site but had greater staging complexities, requiring the temporary relocation of students off-site due to the placement of the new building where existing demountables are located. This option provided 27 permanent GLSs, with Block	Neither alternative was the preferred option due to site constraints, staging complexity, and potential disruptions to school operations. While Option one simplified relocations, the three-storey massing on the northwest corner was not the optimal layout for integrating with the school's existing structures and surrounding streetscape. Design Two introduced greater staging challenges, requiring temporary off-site student relocation, which was logistically challenging and disruptive to learning continuity. The final preferred design balanced staging feasibility, school functionality, and long-term site optimisation, ensuring minimal disruption while meeting the school's educational and operational needs.

Option	Discussion	Preferred Option
	A refurbished as a library, Blocks B and C converted for administrative use, a new library, 18 new teaching spaces, a new canteen, upgraded student and staff amenities, and site infrastructure improvements.	
Option 4: Do Nothing	The do-nothing scenario involves retaining the existing school facilities without any upgrades. While this option would avoid temporary construction impacts such as noise, dust, and increased traffic, it fails to address critical infrastructure needs and increasing student enrolments. Without intervention, the school would face overcrowding, reduced educational quality, and continued reliance on ageing, inefficient infrastructure.	This option does not align with contemporary education standards or long-term sustainability objectives. The existing buildings lack modern amenities, energy efficiency measures, and accessibility improvements, which would result in ongoing maintenance challenges and higher operational costs. Additionally, the absence of climate resilience measures leaves the school vulnerable to extreme weather events, including heatwaves and storm-related impacts. While no additional capital expenditure would be required, the long-term consequences of inaction would significantly hinder the school's ability to function effectively and meet future demand. This would also require additional demountables to be installed which would further limit play space on-site.

5. Statutory and Strategic Framework

5.1 Permissibility and Planning Approval Pathway

Section 4.1 of the EP&A Act states that if an EPI provides that activity may be carried out without the need for activity consent, a person may carry the activity out, in accordance with the EPI, on land to which the provision applies. However, an environmental assessment of the activity is required under Part 5 of the Act.

State Environmental Planning Policy (Transport and Infrastructure) 2021 (TI SEPP) aims to facilitate the effective delivery of infrastructure and educational establishments across the state and provides that various activities for the purposes of a government school are permitted without consent. The proposed activity is activity permitted without consent as outlined at Table 9.

Table 9 Description of Proposed Activities under the TI SEPP

Division and Section within TI SEPP	Description of Activity
Part 2.3, Division 17 – Roads and Traffic	
Section 2.109	Activity for the purpose of a road or road infrastructure may be carried out by a public authority without consent on any land. The proposed activity involves the carrying out of work on a public road. This includes the use of the road for a work zone during construction, new pedestrian crossings, footpath widening, and adjacent pick up and drop off zone.
Chapter 3 – Educational establishments and childcare facilities	
Section 3.1	The proposed activity is consistent with the aims of the TI SEPP as set out at Section 3.1 in that it will: • Allow for the efficient upgrades to the Parramatta East Public School on government owned land • Be consistent with design considerations for educational establishments while minimising impacts on surrounding areas. • Be consistent with consultation requirements with relevant public authorities during the assessment process and prior to activity commencing. • Be developed in accordance with the NSW planning framework.
Part 3.4 – Schools – specific activity controls	
Section 3.37	The proposed activity comprises construction, operation or maintenance on behalf of a public authority within the boundaries of an existing or approved government school, including: • (i) a library or an administration building, • (iii) a permanent classroom, • (vi) a car park. The following activity are enabled under this section forming part of the REF to be undertaken: • 3.37(3)(a) – Demolition: Allows for the demolition of buildings or structures at existing schools without consent, provided it is carried out by or on behalf of a public authority and meets the required standards. • 3.37(3)(b) – Fencing Upgrades: Permits the construction, maintenance, or upgrading of fencing at existing schools without consent, ensuring compliance with safety and security requirements. • 3.37(3)(c) – Signage: Allows for the installation of wayfinding, safety, or school identification signage without consent, provided it aligns with design

Division and Section within TI SEPP	Description of Activity
	and safety guidelines. • 3.37(3)(d) – Formalised On-site Waste Area: Enables the construction or upgrade of waste storage facilities without consent when undertaken by or on behalf of a public authority, ensuring proper waste management. • 3.37(3)(e) – Landscaping / Upgrade of Play Areas & Tree Removal: Permits landscaping activity, tree removal, and upgrades to outdoor areas at existing schools without consent, provided they align with environmental management standards. • 3.37(3)(f) – Earthworks / Remediation & Installation and Augmentation of Services/Infrastructure: Allows for earthworks, excavation, remediation, and service augmentation, ensuring site suitability and infrastructure improvements without requiring consent. The proposed activity involves the construction of building(s) with a maximum height of 3 storeys which is less than the greater of four storeys or the height limit of 9.5m in the environmental planning instrument applying to the site. The proposed activity would not result in the contravention of any existing condition of the activity consent currently operating (other than a complying activity certificate) that applies to any part of the school, relating to hours of operation, noise, vehicular movement, traffic generation, loading, waste management or landscaping.
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 as set out in Section 3.1.1.

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 activity.

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 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 June 2022) 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 activity as it is not activity that takes place on or affects Commonwealth land or waters. Further, it is not activity carried out by a Commonwealth agency or activity on Commonwealth land, nor does the proposed activity affect any matters of national significance. An assessment against the EPBC Act checklist is provided at Table 10.

Table 10 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 activity or large coal mining activity?	No

5.3 Environmental Planning and Assessment Act 1979

Part 5 of the EP&A Act applies to activities that are permissible without consent and are generally carried out by a public authority. The proposed construction and operation of the school meets the definition of an activity under Section 5.1 of the EP&A Act. Activities under Part 5 of the EP&A Act are assessed and determined by a public authority, referred to as the determining authority. The department is a public authority and is the proponent and determining authority for the proposed activity.

For the purpose of satisfying the objects of the EP&A Act relating to the protection and enhancement of the environment, a determining authority, in its consideration of an activity shall, notwithstanding any other provisions of the Act, the provisions of any other Act or of any instrument made under the EP&A Act or any other Act, examine and take into account to the fullest extent possible all matters affecting or likely to affect the environment by reason of that activity (refer to subsection 1 of section 5.5 of the EP&A Act).

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.

5.4 Other Approvals and Legislation

Table 11 identifies any additional approvals that may be required for the proposed activity.

Table 11 Consideration of other approvals and legislation

Legislation	Relevant?	Approval Required?	Applicability
State Legislation			
National Parks and Wildlife Act 1974	Yes	No	N/A
Rural Fires Act 1997	Yes	No	N/A
Water Management Act 2000	No	No	N/A
Biodiversity Conservation Act 2016	Yes	No	The site does not contain any critical habitat, threatened species or ecological population or community and will not affect threatened flora or fauna or critical habitat. Notwithstanding, a suitably qualified ecologist has been engaged to carry out a thorough assessment of the site and the requirements of the BC Act and *Biodiversity Conservation Regulation 2017* (BC Regulation).
Heritage Act 1977	Yes	No	No State Heritage items have been identified on site. An unexpected finds policy will be implemented in the case of any archaeological relics being found. The relevant approvals would be sought as required.
Contaminated Lands Management Act 1997	Yes	No	The site is not identified on the register of contaminated sites. A detailed site investigation (**Appendix 23**) confirms the site is suitable for the proposed school subject to remediation.
Protection of the Environment Operations Act 1997	Yes	No	Noise and pollution measures will be implemented in accordance with the requirements of the Act.
Roads Act 1993	Yes	No	Separate approval will be required under s138 of the Roads Act for any activity proposed in the public domain/Council Road reserve.
Local Government Act 1993	No	No	N/A
Mine Subsidence Compensation Act 1961	No	No	N/A
Environmental Planning and Assessment Regulation 2021 (Section 171)	Yes	No	As per Section171 of the *Environmental Planning and Assessment Regulation 2021*, the REF must take into account a number of environmental factors during assessment. A detailed assessment against each environmental factor is provided in **Section 7.0** below.

Legislation	Relevant?	Approval Required?	Applicability
State Legislation – State Environmental Planning Policies			
State Environmental Planning Policy (Planning Systems) 2021	Yes	No	The SEPP sets EDC thresholds for significant activity under Part 4 of the EP&A Act. The EDC value for this project is under $50 million, which initially led to the consideration of a DA pathway under Part 4 of the EP&A Act. However, as outlined in Section 5.1 of this REF, the proposed activity meets the requirements of Section 3.37 of the Transport and Infrastructure SEPP, allowing it to be assessed as activity permitted without consent under Part 5 of the EP&A Act. The land is not owned by an Aboriginal Land Council, and there are no concurrent consent authorities for this activity.
State Environmental Planning Policy (Sustainable Buildings) 2022	Yes	No	Pursuant to Section 3.2, the design of the proposed activity takes into consideration the ability to minimise greenhouse gas emissions and consumption of energy, water (including water sensitive urban design) and material resources. An Environmentally Sustainable Development report with required mitigation measures is provided at **Appendix 11** addressing the requirements of the SEPP.
State Environmental Planning Policy (Resilience and Hazards) 2021	Yes	No	The DSI has identified sources of soil contamination and remediation of fill soil is required to be undertaken concurrently with the proposed activity. Under the provisions of Chapter 4 of the *State Environmental Planning Policy (Resilience and Hazards) 2021* (Resilience and Hazards SEPP), a Remediation Action Plan, Asbestos Management Plan and Hazardous Material Survey have been prepared. The RAP, AMP and HAZMAT Survey prepared for the site (see **Appendix 22**) demonstrates the site can be made suitable for the proposed activity, and all relevant mitigation measures will be implemented to ensure the site is ready to commence activity. The proposed remediation strategy is defined as Category 2 remediation and may be carried out without activity consent.
State Environmental Planning Policy (Transport and Infrastructure) 2021	Yes	No	The site is located on land zoned R3 medium density residential which is a prescribed zone. Activity for the purpose of a school is permitted with and without consent in a prescribed zone. In accordance with Subsection (6) of Section 3.36, the determining authority is required to consider the design principles set out in Schedule 8. The design principles are outlined in the Architectural Design Report at **Appendix 2** and summarised in **Section 3.0**. Part 3.37 of the SEPP sets out specific controls for school activity, and the proposed activity are permissible.
State Environmental Planning Policy (Industry and Employment) 2021	Yes	No	Where the activity seeks to deliver signage, assessment against Schedule 5 criteria is required. Assessment against Schedule 5 is detailed in **Section 5.5**.
State Environmental	Yes	No	The site is located within a regulated catchment in accordance with Section 171A of the *Environmental*

Legislation	Relevant?	Approval Required?	Applicability
Planning Policy (Biodiversity and Conservation) 2021			*Planning and Assessment Regulation 2021*, and therefore, assessment is required (refer **Section 7.14**).

5.5 State Environmental Planning Policy (Industry and Employment) 2021

Chapter 3 of the Industry and Employment SEPP applies to all signage that under an environmental planning instrument can be displayed with or without activity consent and is visible from any public place or public reserve.

The proposed signs are building identification and wayfinding signage for the purpose of assessment under the Industry and Employment SEPP, in that the proposed signs contain content which state the name and logo of the new Parramatta East Public School. Additionally, new no-stopping signage is proposed along Mason Street to support the new pedestrian crossing. As no advertising signage is proposed, the provisions within Part 3.3 do not apply and as set out in Section 3.6 of Part 2, only the objectives of Chapter 3 and the assessment criteria specified in Schedule 5 requires consideration.

The activity is consistent with the objectives contained within Section 3.1 of the Industry and Employment SEPP as it will facilitate building identification signage for the new Parramatta East Public School and ensures that the signage:

- Is consistent with the usage of the site for the upgraded school;
- Suitably and effectively communicates directions for students to access the proposed buildings through the dedicated entrances; and
- Is of a high-quality design and finish through the use of materials, colours and illumination that seamlessly integrates with the building's architecture and its surrounds.

The proposed building identification signage are consistent with the assessment criteria contained within Schedule 5 of the Industry and Employment SEPP, as demonstrated within **Table 12** below.

Table 12 Signage Assessment against Schedule 5 of Industry and Employment SEPP 2021

Assessment Criteria	Comments	Compliance
1. Character of the area		
Is the activity compatible with the existing or desired future character of the area or locality in which it is proposed to be located?	The proposed signage is consistent with the envisaged future character of Parramatta and more specifically the Collet Park precinct – consolidating its educational presence.	✓
Is the activity consistent with a particular theme for outdoor advertising in the area or locality?		✓
2. Special Areas		

Assessment Criteria	Comments	Compliance
Does the activity detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?	The proposed school signage aligns with the visual quality of the surrounding area and does not impede upon any sensitive receivers.	✓
3. Views and vistas		
Does the activity obscure or compromise important views?	The proposed signage sits within the envisaged school profile and does not compromise any views.	✓
Does the activity dominate the skyline and reduce the quality of vistas?	Proposed signage lies below the proposed 13.95m height of the Block R building, therefore not capable of dominating the skyline or reducing vista quality.	✓
Does the activity respect the viewing rights of other advertisers?	N/A	✓
4. Streetscape, setting or landscape		
Is the scale, proportion and form of the activity appropriate for the streetscape, setting or landscape?	The proposed signage is human-scale and considerate of the surrounding residential context, with the main purpose of wayfinding and site establishment.	✓
Does the activity contribute to the visual interest of the streetscape, setting or landscape?	The activity assists in providing variation to the streetscape along Albert Street East, with visual implemented.	✓
Does the activity reduce clutter by rationalising and simplifying existing advertising?	The proposed signage concentrates school identification to a restricted area along the façade of Block R at the Albert Street East frontage.	✓
Does the activity screen unsightliness?	N/A	✓
Does the activity protrude above buildings, structures or tree canopies in the area or locality?	Proposed signage will not protrude above any existing or future buildings (relevant to the site) and tree canopies.	✓
Does the activity require ongoing vegetation management?	N/A	✓
5. Site and Building		
Is the activity compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?	The proposed signage is located proportionately along the façade of the proposed Block R building – considerate of existing and future scale.	✓
Does the activity respect important features of the site or building, or both?	N/A	✓

Assessment Criteria	Comments	Compliance
Does the activity show innovation and imagination in its relationship to the site or building, or both?	The proposed signage provides innovation, as a visually superior improvement to the existing wayfinding design solutions on site.	✓
6. Associated devices and logos with advertisements and advertising structures		
Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?	The signage will consist of the Parramatta East Public-School logo, building wayfinding no-stopping signage on Mason Street in keeping with the existing and ongoing uses of the site.	✓
7. Illumination		
Would illumination result in unacceptable glare?	N/A – No illumination is proposed.	✓
Would illumination affect safety for pedestrians, vehicles or aircraft?		✓
Would illumination detract from the amenity of any residence or other form of accommodation?		✓
Can the intensity of the illumination be adjusted, if necessary?		✓
Is the illumination subject to a curfew?		✓
8. Safety		
Would the activity reduce the safety for any public road?	No, signage will not impede upon safety for any users or receivers.	✓
Would the activity reduce the safety for pedestrians or bicyclists?		✓
Would the activity reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?		✓

5.6 Strategic Plans

Table 13 considers strategic plans that are relevant to the proposed activity.

Table 13 Consideration of applicable Strategic Plans

Strategic Plan	Assessment
Greater Sydney Region Plan: A Metropolis of Three Cities	The upgrades to Parramatta East Public School align with the *Greater Sydney Region Plan: A Metropolis of Three Cities* by contributing to the plan's vision for liveability, productivity, and sustainability. The plan emphasises the creation of a well-connected, 30-minute city where residents can easily access jobs, education, and essential services. By improving school infrastructure, the upgrades support *Objective 6* of the plan, which focuses on ensuring services and infrastructure meet the changing

Strategic Plan	Assessment
	needs of communities. Enhancing the school's capacity aligns with the plan's goal of creating socially connected, resilient communities (*Objective 7*), fostering a culturally rich and diverse environment (*Objective 8*), and ensuring high-quality education access as part of the plan's commitment to liveability. Additionally, by investing in educational facilities within established urban areas, the upgrades contribute to more sustainable urban growth patterns, reducing the pressure for school expansions in outer suburban development while supporting the broader strategy of balanced regional growth.
Central City District Plan	Within the framework of the *Central City District Plan*, the proposed activity reinforces the district's emphasis on infrastructure and liveability as key priorities. The plan's *Planning Priority C3: Providing services and social infrastructure to meet people's changing needs* highlights the importance of delivering high-quality educational facilities to support a growing and diverse population. Upgrades to Parramatta East Public School align with the plan's commitment to improving education accessibility and equity, particularly within the Greater Parramatta area, which is the district's metropolitan core. Additionally, the improvements support *Planning Priority C4: Fostering healthy, creative, culturally rich, and socially connected communities*, ensuring that educational facilities foster social cohesion and lifelong learning opportunities. By aligning school infrastructure with forecasted population growth in the Central River City, the upgrades also contribute to the district's long-term sustainability and economic activity by supporting a skilled and educated workforce.
Parramatta Local Strategic Planning Statement 2036	The *Parramatta Local Strategic Planning Statement City Plan 2036* (LSPS) guides activity within the Parramatta local government area (LGA). The LSPS outlines the City of Parramatta's strategic direction for the next 20 years. It integrates community needs and aspirations, highlighting priorities for jobs, housing, and infrastructure. The focus is on positioning Parramatta within Greater Sydney and striving for a sustainable, liveable, and productive future. The LSPS forecasts 30,000 additional school children within the LGA by 2036 and highlights the challenge in providing additional school capacity for this forecast. Actions identified within the LSPS which relate specifically to the Site and activity are as follows: *A31 Work with NSW Department of Education to create shared use arrangements of school assets by the broader community and develop a policy for sharing maintenance costs.* *A27 Investigate ways to enhance areas with strong local character, including Epping, Harris Park, North Parramatta and South Parramatta, including with improvements to the public domain and street tree planting.* A Structure Plan has been prepared for the LGA and identifies the Site as in proximity to the Greater Parramatta Metropolitan Centre and local centre of Rydalmere. Furthermore, two growth precincts are in proximity to the Site, identified as Growth Precinct 10: Parramatta East – ADHC and Growth Precinct 11: Parramatta East - Western Sydney University (WSU). The LSPS does not detail any site-specific strategic intent and therefore the activity is considered to align with the LSPS.

5.7 Parramatta Local Environmental Plan 2023

The Parramatta Local Environmental Plan 2023 (PLEP) is the principal guiding EPI relevant to the site and establishes the key parameters and standards for new activity. The activity's consistency with the relevant sections of the Parramatta LEP 2023 is assessed below in **Table 14**.

Table 14 Assessment against Parramatta Local Environmental Plan 2023

Requirement	Application to Site	Comment / Activity
Section 2.3 – Zone Objectives and Land Use Table	(2) The consent authority must have regard to the objectives for activity in a zone when determining an activity application in respect of land within the zone.	Complies, activity aligns with objectives of the R3 Zone, in keeping with the Educational Uses permitted with consent. The site will continue to *enable other land uses that provide facilities and services to meet the day-to-day needs of residents*.
R3 Medium Density Residential		
Zone R3 Medium Density Residential	To provide for the housing needs of the community within a medium density residential environment. To provide a variety of housing types within a medium density residential environment. To enable other land uses that provide facilities or services to meet the day-to-day needs of residents. To provide opportunities for people to carry out a reasonable range of activities from their homes if the activities will not adversely affect the amenity of the neighbourhood. To provide a range of community facilities that serve the needs of people who live in, work in and visit residential neighbourhoods.	Complies, proposed activity will facilitate ongoing educational land uses that provide facilities and services to meet the day-to-day needs of residents and local community of Parramatta East. The proposed activity will enhance the functioning and capacity of the existing Public School, catering to the needs of the growing Parramatta North population. The proposed activity will enable nearby residents to carry out a variety of education-based activities that are aligned with the existing school uses. The proposed activity will further the use of the school as a community facility that serves the needs of the people who live and work in the surrounding neighbourhood.
Permitted without Consent	Home occupation.	N/A
Permitted with Consent	Attached dwellings; Bed and breakfast accommodation; Boarding houses; Building identification signs; Business identification signs; Centre-based child care facilities; Community facilities; Dual occupancies; Dwelling houses; **Educational establishments**; Emergency services facilities; Environmental protection activity; Environmental protection activity; Exhibition homes; Flood mitigation activity; Group homes; Home-based child care; Home businesses; Hostels; Information and education	Complies. Educational establishments are permissible with consent in the zone.

Requirement	Application to Site	Comment / Activity
	facilities; Multi dwelling housing; Neighbourhood shops; Oyster aquaculture; Places of public worship; Public administration buildings; Recreation areas; Recreation facilities (indoor); Recreation facilities (outdoor); Respite day care centres; Roads; Semi-detached dwellings; Seniors housing; Tank-based aquaculture; Water recycling facilities	
Prohibited	Any activity not specified in item (2) or (3) above.	N/A
LEP Development Standards		
Section 4.1 – Minimum Lot Size	The Site is subject to a minimum lot size of 550sqm.	Complies.
Section4.3 – Height of Buildings	The Site is subject to a maximum building height of 9.5m.	Does not comply. Notwithstanding, activity is less than 4-storeys in height and therefore complies with the Transport and Infrastructure SEPP activity standards for Part 5 activity without consent.
Section4.4 – Floor Space Ratio (FSR)	The Site is subject to a maximum FSR of 0.6:1.	Complies.
Section 5.10 – Heritage	The Site is not mapped on any mapped heritage significant areas.	Complies.
Section 5.21 – Flood Planning	The Site is not located within a Flood Planning Zone following review of the PLEP2023 and Planning Certificate 10.7(2) and (5).	Complies. Assessment and further commentary provided at **Section 7.8**.
Section 6.1 – Acid Sulfate Soils	The Site is mapped as containing Class 5 Acid Sulfate Soils. The future activity will need to have consideration of the Clause where excavation is required.	The DSI has identified that the site is located in an area with moderate salinity. However, has concluded that an acid sulphate soil management plan is not considered necessary.
Section 6.2 – Earthworks	Any proposed earthworks would need to be clarified for a future DA to ensure that earthworks for which activity consent is required will not have a detrimental impact on environmental functions and processes, neighbouring uses, cultural or heritage items or features surrounding the land.	The proposed earthworks will involve site preparation, minor excavation, and grading to accommodate the new school buildings, upgraded access paths, landscaping, and OSD infrastructure, with remediation activity addressing contaminated fill material as outlined in the RAP to ensure site suitability. Proposed earthworks will not have extensive impacts on the site and surrounds.

5.8 Parramatta Development Control Plan 2023

The proposed activity is subject to the Parramatta Development Control Plan 2023 (DCP). The aim of the DCP is to promote high quality urban design outcomes and facilitate orderly, efficient and environmentally sensitive activity, guided by a vision to create high urban quality urban design, interconnected neighbourhoods, a compatible mix of land uses, local employment opportunities and enhanced natural environmental features, and a community incorporating live, work and play options.

The vision is underpinned by a number of objectives, including to provide community and social infrastructure, such as schools and sporting fields that provide for a range of facilities and opportunities, and to ensure the timely delivery of critical infrastructure.

As set out in **Section 3.0** of this REF, the proposed activity is for the provision of public school upgrades. As such, the proposed activity considers and is consistent with the objectives of the DCP.

6. Consultation

6.1 Early Stakeholder Engagement

Table 15 provides a summary of early stakeholder (non-statutory) consultation undertaken to inform project activity and preparation of the REF.

Table 15 Summary of Early Stakeholder Engagement

Stakeholder	Engagement
Aboriginal stakeholders	The Connecting with Country Report for the Parramatta East Public-School upgrade outlines an extensive First Nations community engagement process to integrate Dharug cultural heritage into the project. Led by Indigenous Lead Facilitation, the engagement was guided by cultural sensitivity, respect, and inclusivity, ensuring First Nations voices informed the design and planning. A key consultation event was the Connecting with Country Workshop, held on 27 August 2024 at the Cumberland Council's Domain Community Rooms in Westmead. This workshop involved Dharug Elders, members of the local First Nations Parramatta LGA community, and representatives from the Met West Burramatta Committee. Participants engaged in a 'World Café' facilitation process, generating ideas around landscaping, entrance design, and artwork to strengthen proposed activity's connection to Country. The engagement methodology followed the four stages of Connecting with Country: • Understanding Country – Conducting research on Dharug cultural significance. • Imagining Country – Gathering community input through yarning sessions and workshops. • Shaping Country – Translating cultural insights into design recommendations. • Caring for Country – Ensuring ongoing cultural integration in the school environment. Key themes from the engagement include entrance design reflecting First Nations identity, culturally significant landscaping with native flora, and storytelling through murals and sculptures. The consultation emphasized continuous collaboration with Elders and Knowledge Holders to authentically represent Dharug culture in the proposed activity.
Parramatta Council	Following a Pre-DA meeting with Parramatta Council on 11 September 2024, a number of planning, urban design, landscaping and public domain refinements have been made in response to feedback received. The Pre-DA design refinements include increasing the Albert Street East setback from 5m to 6m, incorporating privacy screening for Brabyn Street, and adjusting walkway levels. The northern facade has been articulated with material changes, indentations, and a stepped-back upper level to reduce bulk, complemented by landscape buffers along Albert Street East. Key trees have been retained, canopy coverage calculations included, and taller trees added to enhance greenery. Overland flow paths have been refined with increased pipe sizes to mitigate flood risks. A strategy has been proposed to and discussed with both Council and TfNSW through a Transport Working Group for the project.
Transport Working Group	An external Transport Working Group (TWG) provides a forum for discussing

Stakeholder	Engagement
	transport-related issues and seeking opportunities for improving the traffic and transport systems at the proposed activity. The group consists of stakeholders including Council, TfNSW and local bus operators and School Infrastructure. A TWG meeting was held on August 14, 2024, involving City of Parramatta Council (CoP) and Transport for NSW (TfNSW). Items to be discussed within this group will include the following: • Progress of achieving the goals of the STP and implementing recommended programs and strategies • Operation of kiss & ride zones and any impacts to local traffic • Usage of on-street parking by staff and any impacts to community • Usage of the bus zone, taking note of capacity along bus routes The list of external stakeholders to be consulted by the Travel Coordinator includes: • City of Parramatta Council • Transport for NSW Council provided feedback regarding the scope of public domain activity and the analysis undertaken to determine them, while also suggesting that the school participate in a walking and cycling program to encourage active travel, which the Department of Education (DoE) supported. Notably, Council and TfNSW raised no concerns regarding the proposed transport activity.
Project Reference Group	Project Reference Group (PRG) established from Department of Education, Project Management and school user group/employees. PRG Meetings are generally attended by Director Projects, Director Education Leadership, School Principal, School Teachers' Representative, Parents and Citizen's Association Representative, Director Asset Management Unit, Senior Project Director, Project Director, Community Engagement Manager, Project Manager and Project Architect. PRG #1 held on 20 May 2024. Key items discussed: • Provided an update on the project and design progress. • The project commenced Schematic Design. • Discussed flexibility of the new classrooms and ability to combine rooms with the sliding doors connecting classrooms. • Overview on project staging. • Update on project communications and next steps. PRG #2 held on 28 June 2024. Key items discussed: • Provided an update on design having completed 50% Schematic Design. • School stakeholders requested a site visit to a recently completed school to view the standardised designs. • Canteen upgrade scope and request for the school to review operational requirements. • Staging requirements for temporary demountables, uniform store, and out of hours school care. • Review of proposed year groupings and allocation within the new spaces.

Stakeholder	Engagement
	PRG #3 held 12 August 2024. Key items discussed: • Closed out actions from previous PRG. • Status on the project having completed 80% Schematic Design. • School stakeholders requested consideration for vertical battens enclosing staircases. • Reviewed furniture and storage options with school stakeholders • Reviewed refurbishment and external space scope • Details of out of school hours care requirements. • Communications update including an information session to be held. • Preparation for a planning submission. PRG #4 held 6 October 2024. Key items discussed: • Presentation of the 100% Schematic Design for stakeholder endorsement. • Presented the layouts, enlarged multipurpose spaces, offices, and connecting with country process. • Learning displays and preferences for mobile or fixed displays. • Next steps to provide design sign off. PRG Stakeholder Sign Off – 12 November 2024 The PRG provided endorsement and sign off on the 100% Schematic Design on 12 November 2024.
Department of Education -Technical Stakeholders	Technical Stakeholder consultation meetings established from Department of Education, Project Management and technical school user groups. Meetings are generally attended by Director Asset Management Unit, Director Commissioning and Temporary Schools, School Security Unit representatives, Design Advisory and Infrastructure Standards representatives, Transport Advisors, Director School ICT Infrastructure, Senior Project Director, Project Director, Community Engagement Manager, Project Manager, Project Architect and various Project Engineers. • Technical Stake Holder Workshop #1 held 5 May 2024 1pm - 2pm • Technical Stakeholder Workshop #2 held 1 July 2024 1pm – 2pm • Technical Stakeholder Workshop #3 held 29 July 2024 1pm – 2pm Technical Stakeholders provided final endorsement and sign off on 100% Schematic Design on 08 November 2024
Local Community	Project Website A project website was established to share information to the local community, provide ways to get involved, and store all project updates and notices distributed to the community. https://www.schoolinfrastructure.nsw.gov.au/projects/p/parramatta_east_ps_upgrade.html Planning Update – August 2022 First community notification for the project following the NSW 2022/23 Budget and providing a planning update. Planning Update – April 2024 Project Reference Group established and providing an update on analysing

Stakeholder	Engagement
	school community needs, completing site investigations, and engagement of an architect. Planning Update – September 2024 Parramatta East Public School celebrating 75 years of delivering public education in 2024. Provided a more detailed breakdown of scope and a progress update. Concept designs completed in consultation with the school. Early artist impressions of the upgrade. Artist impressions - September 2024 Artist impressions images provided to the school and shared on the school Facebook page to engage and promote to the current and alumni community. Project Update – November 2024 Announcement inviting the community to a community drop-in information session held on Monday 18 November 2024. Community Information Session – 18 November 2024 School Infrastructure attended a Community Information Session on 18 November 2024 to share details about the activity with the local community. This was held on the school grounds between 2:45pm to 4pm and 5pm to 6:30pm. Information Boards – November 2024 Provided further information presented at the Community Information Session on 18 November 2024. Includes the artist impressions, scope of the activity, layouts, and timeline to completion. Project Update – February 2024 Provided a progress update following the information session, and reference to the Information Boards for the community to access digitally. Update to the community that the tender for the contractor to complete the activity is out to market.
Service providers (energy, water, telecom, etc.)	Level 3 design activity certified by Endeavour Energy and issued by Steensen Varming (Electrical consultant) on 13 January 2025. A Section 73 application has been prepared and is awaiting the REF submission before issuing to Sydney Water to commence consultation with the water authority.

6.2 Statutory Consultation

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

- 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; and
- Making the REF publicly available on the Planning Portal throughout the consultation period.

Comments received will be carefully considered and responded to.

7. Environmental Impact Assessment

7.1 Traffic, Access and Parking

A Traffic and Transport Impact Assessment has been prepared by TTW (**Appendix 17)**, which has assessed the activity's impact on parking, site access, pedestrian movements and the local street network. In order to effectively accommodate for construction and operation impacts of the proposed activity, a strategy has been proposed to and discussed with both Council and TfNSW through a Transport Working Group for the project. The report also includes a School Transport Plan and Construction Traffic Management Plan.

7.1.1 Methodology

The traffic assessment for the Parramatta East Public-School Upgrade was conducted using survey data, trip generation estimates, traffic distribution modelling, and intersection performance analysis. The methodology incorporated existing traffic conditions, projected growth scenarios, and travel behaviour adjustments to evaluate the potential impacts of the proposed activity.

Traffic data was collected through on-site observations during peak hours in June 2024, analysing vehicle movements, queuing patterns, and pedestrian activity around the proposed activity. Trip generation projections were based on student and staff travel mode surveys, with additional analysis referencing Transport for NSW (TfNSW) Population Projections and census travel data. The study applied different mode share scenarios, including baseline, moderate, and reach targets, to assess how changes in travel behaviour could influence local traffic conditions. The report found that reducing private vehicle use from 60% to 45% would result in a net-zero traffic impact, reinforcing the importance of active and public transport initiatives.

A travel mode survey was distributed and open from 20 June 2024 to 2 July 2024 for staff and students at Parramatta East Public School. Online staff surveys were distributed to all staff and completed individually. It was found that 34% of staff would park on site and 56% would park nearby, identifying a strong reliance on private vehicle transportation and a strong demand for on-site parking.

7.1.2 Existing Environment

The Traffic and Transport Impact Assessment evaluated the existing transport environment around Parramatta East Public School, focusing on the following.

Road Network

Major state roads include Victoria Road (320m south) and James Ruse Drive (500m east), both with speed limits of 60-70 km/h, multi-lane configurations (3 lanes per direction for Victoria Road and 2-3 lanes for James Ruse Drive), and strict No Stopping rules. Pennant Street, a regional road with a 60 km/h limit, has a single lane in each direction and unrestricted parking. Local roads such as Albert Street East, Gaggin Street, Webb Street, Brabyn Street, and Mason Street all have a 50 km/h limit, one lane per direction, and generally allow unrestricted parking, except along school frontages where specific restrictions like Kiss & Ride, bus zones, and accessible parking apply. Mason Street also includes 4P parking restrictions in some areas.

Public Transport

The site is well-served by public transport, with multiple bus routes, train services, upcoming light rail, ferry connections, and a future metro station. Several bus stops are within a 5-minute walk, providing frequent services along Victoria Road, Isabella Street, and Pennant Street, including routes to Parramatta, the CBD, Macquarie Park, and Eastwood. Parramatta Station, the nearest train hub, is a 30-minute walk away but accessible via multiple bus routes, offering connections on the T1, T2, and T5 lines. The now operational Parramatta Light Rail introduces Prince Alfred Square Station, a 20-minute walk from the site, improving access to Sydney Olympic Park. The Parramatta Wharf, also 20 minutes away, provides F3 Parramatta River ferry services every 30-60 minutes. Additionally, the Sydney Metro West project will introduce a metro station at Parramatta, further enhancing connectivity.

Pedestrian and Cycling Infrastructure

Footpaths are currently provided along most streets in the surrounding area. There are two wombat crossings, one located north of the site on Albert Street East, and the other located west of the site on Brabyn Street. The signalised intersections along Victoria Road, allow pedestrians to safely cross the main road.

Travel Demand

Based on a survey conducted in June 2024, the existing travel behaviour reveals a walking mode share of 36%, a bicycle mode share of 4%, a public transport mode share of 1%, and a car mode share of 60% Three future scenarios have been outlined: a Baseline scenario, Moderate Scenario and a Reach scenario. The reach scenario aims for a significant shift in travel behaviour, setting objectives of 55% walking, 10% cycling, 5% public transport, and 30% car usage. This initiative emphasises reducing car dependency and promoting active and public transportation options. A School Transport Plan will be implemented at the proposed activity to encourage and support this shift in travel behaviour. The mode shifts are considered achievable, as approximately 90% of students reside within a 1,200m (15- minute) walking distance from the proposed activity, indicating a highly walkable catchment area. The existing pedestrian infrastructure is already well-developed, and the project includes plans for footpath upgrades and new safe crossing facilities, enhancing the feasibility of achieving these targets.

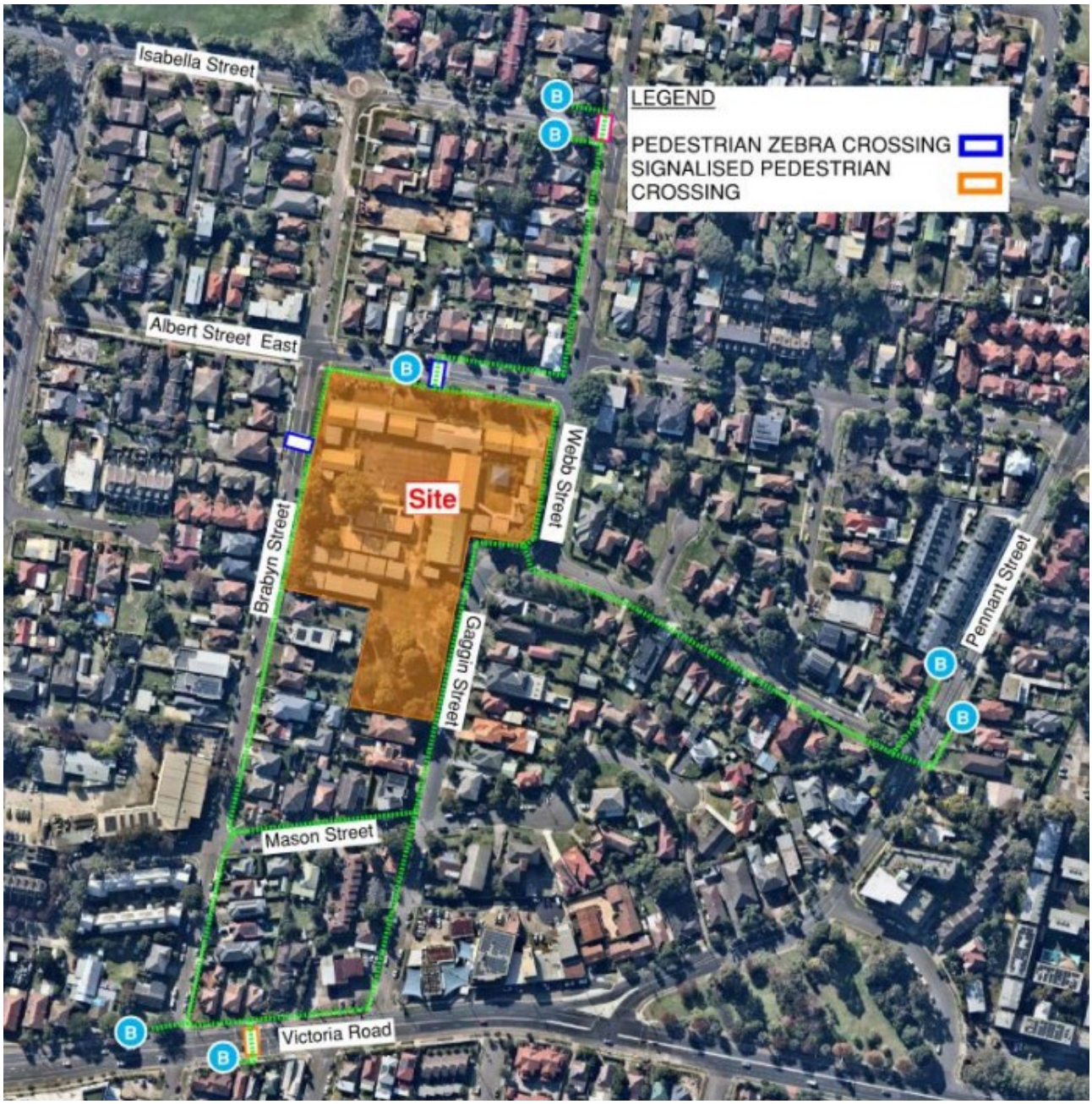


Figure 24 Key walking routes and bus stops

Source: TTW

7.1.3 Operational Transport Impacts

Peak Traffic Periods

The peak periods for school traffic at Parramatta East Public School are defined as:

- Morning peak: 8:30 AM – 9:30 AM
- Afternoon peak: 2:30 PM – 4:00 PM.

These times correspond to the highest levels of vehicle movement, particularly around the kiss-and-ride zones and surrounding streets, as parents drop off and pick up students. Traffic management measures have been designed to ensure safe and efficient operation during these critical periods.

Intersection Performance

The nearby intersections, particularly Victoria Road/Macarthur Street (refer to **Figure 25** below) which was identified as the critical intersection for potential impacts caused by the proposed activity, were assessed using historical traffic data and traffic modelling from the Parramatta Light Rail project.

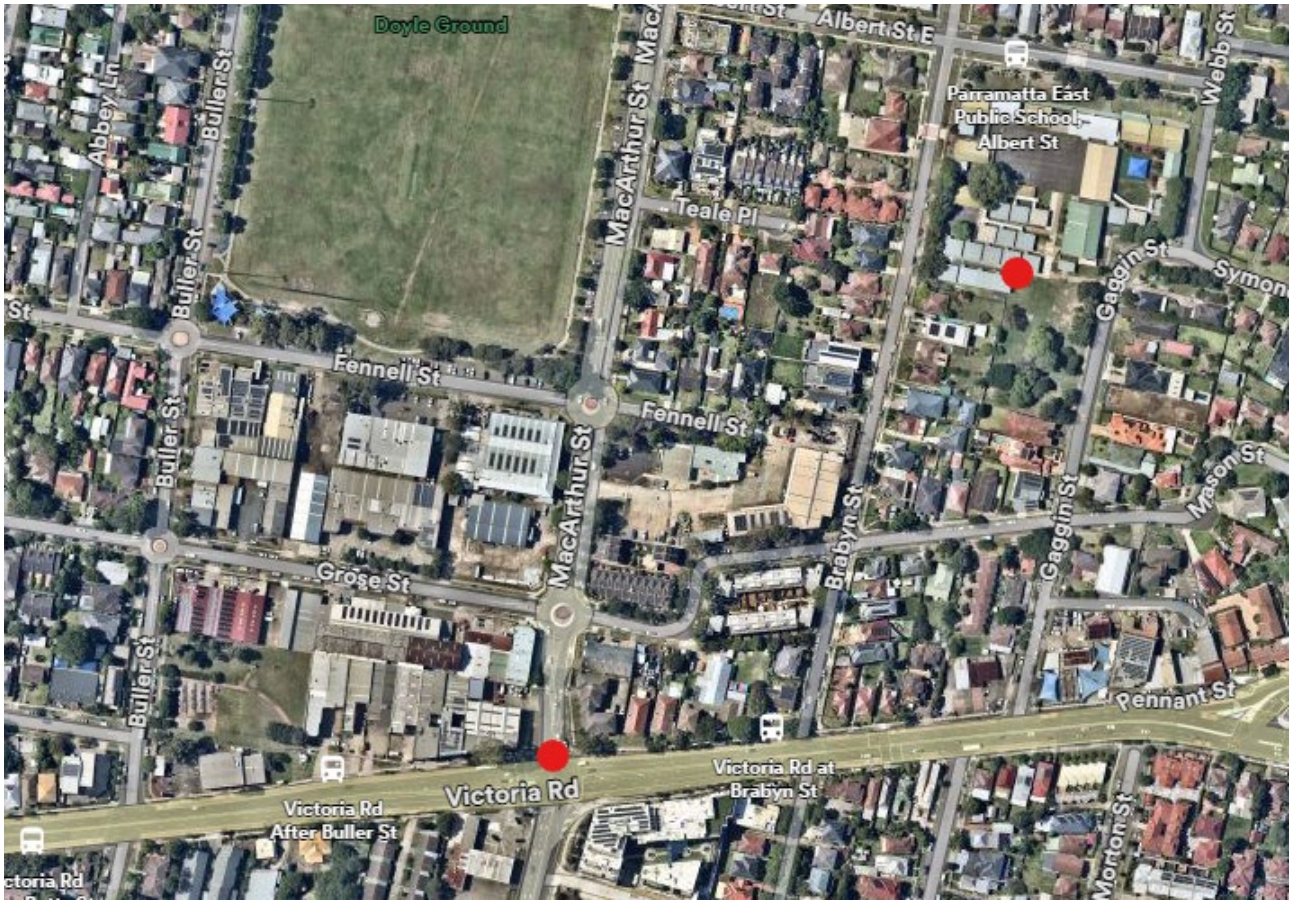


Figure 25 Aerial image of Victoria Rd-Macarthur St intersection in proximity to PEPS

Source: Nearmap, Ethos Urban

This intersection is most relevant as it is the closest signalised intersection to a state road, providing access to the proposed activity from all directions. The Level of Service (LOS) at this intersection for both the morning and evening peaks are shown below:

- AM – LOS C.
- PM – LOS D.

These LOS ratings show that the intersection will continue to function satisfactorily with some spare capacity. Additional vehicle volumes generated by the school upgrade are expected to be negligible compared to existing traffic along Victoria Road and will not significantly impact intersection performance.

Traffic management measures and a School Transport Plan are also being implemented to further minimize congestion and encourage sustainable transport choices Therefore, this intersection is shown to operate satisfactorily in future year 2027, with some spare capacity.

Based on the future trip distribution forecasts, the following key calculations are shown:

- Approximately 58 additional vehicles would travel to the proposed activity site via the signalised intersection of Victoria Road / Macarthur Street:
- Majority of these vehicles (~41 cars) would be travelling in the north-south direction through this intersection.
- A lower volume (~17 cars) would turn right from Victoria Road to Macarthur Street
- Approximately 35 additional vehicles would travel from the proposed activity site via the signalised intersection of Victoria Road / Macarthur Street, resulting in extra through movements at the intersection.
- Approximately 35 additional vehicles would travel from the proposed activity site via the signalised intersection of Pennant Street / Victoria Road, making a right turn onto Victoria Road.

This level of additional traffic generation is considered minimal and will not have a significant impact on the local road and intersection network.

Set Down and Pickup Operation

Currently, the school has two on-street kiss-and-ride zones on Gaggin Street and Albert Street East. These zones have functioned efficiently, with minimal queuing or congestion observed. A new 35-meter-long kiss-and-ride zone on Albert Street East is proposed to accommodate additional demand, and its introduction is expected to prevent any adverse traffic impacts.

The new 35m-long kiss-and-drop zone on Albert Street East was determined to be suitable based on observations of existing demand and queuing patterns. The Transport and Accessibility Impact Assessment (TIA) analysed the existing kiss-and-ride operations on June 25 and 27, 2024, finding that queues at the Gaggin Street zone extended past the designated area by only 1-2 cars, clearing within one minute. Meanwhile, minimal activity and no congestion were observed at the Albert Street East zone.

The 35m length was selected to accommodate up to six cars at a time, increasing capacity from the existing three-car zone at Albert Street East. This aligns with the projected increase in kiss-and-ride demand due to future school population growth, while also aiming to distribute drop-off traffic more efficiently across multiple locations.

Operational Parking

The existing 10-space staff car park will be expanded to include an additional 21 spaces, bringing the total to 31. This increase will significantly reduce staff reliance on on-street parking, mitigating any potential parking overflow into surrounding residential streets. At a baseline mode split, spillover will be reduced from 20 vehicles to 8, and at a targeted reduced car dependency scenario, on-site parking could fully accommodate demand.

This increase in parking capacity is also bolstered by the traffic controls specified in Section 4.5 (Educational Establishments) of the Parramatta DCP. Control 7 notes that on-site parking shall be provided at the rate determined by the traffic and transport impact assessment having regard to the objectives of this section.

The existing PEPS staff car park can be accessed via Brabyn Street. The capacity of the car park is currently 10 spaces. The car park is often full, with cars being parked wherever there is space, and not necessarily within the outlined car park spaces. In consideration of the increased afforded by the proposed activity, it is justifiable that the proposed car park capacity is increased to 21. Overall, the transport provisions of this project across all travel modes have been selected and

developed in order to provide a sustainable, safe, and efficient site. These provisions include physical infrastructure activity on- and off-site, along with management measures to be implemented during operation of the school.

The existing school is estimated to generate approximately 244 vehicles (comprising 214 students and 30 staff) per peak period. Using the same baseline mode splits, the future school population is projected to generate a total of 325 vehicles (comprising 286 students and 39 staff) per peak period.

A reduction in the existing car usage from 60% to 45% would result in a net-zero traffic impact on the road network between the existing and future conditions. Any progress toward reducing the car mode share would lead to a significant decrease in additional vehicle volumes.

Bicycle Parking

To promote active transport, 35 bicycle parking spaces for students and 5 for staff, along with a shower and change facility, will be provided. These provisions exceed the minimum requirements of the PDCP and align with efforts to shift school travel behaviour towards more sustainable options

Pedestrian Safety

Pedestrian safety improvements include the provision of wider footpaths on Brabyn Street and Gaggin Street, along with a new raised pedestrian crossing at Mason Street. These measures aim to enhance accessibility and pedestrian comfort, particularly for students walking to school.

Waste Facilities

A designated waste pad will be formalised at the southeast of the site, accessible via Gaggin Street. This facility will accommodate up to a 12.5m Heavy Rigid Vehicle with controlled access to ensure efficient waste collection and deliveries while minimizing impacts on school operations and traffic flow. The loading area has been designed to accommodate up to and including an 8.8m Medium Rigid Vehicle, as well as the 9.4m Isuzu FVY240 rear-lift truck currently used by the private waste collection contractor (BINGO).

Furthermore, the loading area is also able to service a 12.5m Heavy Rigid Vehicle with vehicles entering and exiting in a forward direction, however, the HRV movement is restricted to a right-in from Gaggin Street (North) and right out onto Gaggin Street (South) only.

The movements for the BINGO truck and MRV are not subject to any approach or movement restrictions for vehicles entering and exiting in a forward direction.

7.1.4 Construction Transport Impacts

The construction phase of the Parramatta East Public-School Upgrade will involve site preparation, demolition, earthworks, and new building construction, generating temporary impacts on the surrounding transport network. A preliminary Construction Traffic Management Plan (CTMP) has been developed to ensure safe and efficient movement of construction vehicles, minimise disruptions to local traffic, and mitigate potential safety risks.

Construction Vehicle Movements

Construction activities will involve heavy vehicle access for demolition, material delivery, and excavation. Vehicle movements will be scheduled outside peak school hours to minimise conflicts

with student drop-off and pick-up periods. The primary construction access point will be from Gaggin Street, with vehicle entry and exit carefully managed to limit traffic disruptions.

Impact on Local Road Network

The temporary increase in heavy vehicle traffic is expected to have a manageable impact, as the surrounding road network has sufficient capacity to accommodate additional vehicle movements. Traffic modelling suggests that nearby intersections, particularly Victoria Road/Macarthur Street, can absorb the increased demand without significant congestion.

Pedestrian and Cyclist Safety

To ensure pedestrian safety, additional traffic control measures, clear signage, and pedestrian detours will be implemented where necessary. Safe pedestrian access to the proposed activity and nearby streets will be maintained throughout construction, particularly at key crossing points on Mason Street and Brabyn Street.

On-Street Parking and Kiss-and-Ride Zones

While construction vehicles will primarily use designated access routes, temporary parking restrictions may be required in certain areas to accommodate loading and unloading. The existing kiss-and-ride zones on Gaggin Street and Albert Street East will remain operational, with adjustments as needed to maintain safe and efficient student drop-off and pick-up operations.

Mitigation Measures

A complete set of mitigation measures relating to Traffic and Transport impacts from construction and operation for the activity is located at **Appendix 1**, with a number of key measures listed below:

- Prior to occupation of the new building, 40 bike parking spaces must be provided on-site along with end-of-trip facilities for staff.
- Prior to occupation of the new building, footpath widening is to be provided along the school frontages in accordance with the Public Domain Plan prepared by JDH Architects.
- Prior to occupation of the new building, a raised pedestrian crossing at Mason Street is to be installed in accordance with the Public Domain Plan prepared by JDH Architects.
- Prior to occupation of the new building, a new kiss & ride zone of 35m in length must be provided along Albert Street East (capacity for approximately 6 cars).
- Prior to operation of the new school building, the formalised on-site loading dock for service & deliveries is to be constructed in accordance with the architectural drawings prepared by JDH Architects.
- After occupation of the new building, the on-site car parking is to be expanded to include an additional 21 vehicles.
- The School Transport Plan is to be in place prior to operation of the new building and is required to remain in place during operation of the school.
- Existing management procedures should be implemented for the new kiss & ride zone.
- Once a contractor has been appointed and prior to construction commencing, a Construction Pedestrian and Traffic Management Plan should be finalised and implemented.

7.2 Noise and Vibration

A Noise and Vibration Report was prepared by NDY and is attached at **Appendix 18**. This Noise and Vibration Impact Assessment was undertaken to assess the potential environmental impacts that could arise from the proposed activity at Parramatta East Public School considers that the activity is acceptable from a noise and vibration perspective according to the state and local regulations.

7.2.1 Identification of Sensitive Receivers

Noise emissions were assessed for the key surrounding sensitive receivers, being surrounding buildings within the school, and residential dwellings outside of the school located 9m-19m away from the school boundaries. Receivers within the school include School building B / COLA and School building G (receiver 1). The captured residential receivers include 31 Brabyn Street (receiver 2), 104 Albert St. East (receiver 3), 2 Symonds Avenue (receiver 4), and 28 Brabyn Street (receiver 5).

Figure 26 Sensitive Receiver Locations

Source: NDY

7.2.2 Relevant Noise Criteria

The relevant project-specific noise criteria from the NSW NPFI Amenity Criteria are identified in the table excerpt provided at Figure 27 below.

TYPE OF RECEIVER	INDICATIVE NOISE AMENITY AREA	PERIOD OF TIME	L_{AEQ} DB(A)	AMENITY CRITERIA LAEQ DB(A) – 5 DB + 3 DB
Residence	Suburban Area	Day 7:00 to 18:00	55	53
		Evening 18:00 to 22:00	45	43
		Night 22:00 to 7:00	40	38
School classroom – internal		all	35	N/A

Figure 27 Noise Management Levels

Source: NDY

7.2.3 Construction Noise

Construction Hours

The recommended standard hours for construction, as proposed in the Interim Construction Noise Guideline (ICNG), are:

- Monday to Friday 7:00am to 6:00pm.
- Saturday 8:00am to 1:00pm.
- No work on Sundays and Public Holidays.

All construction work will be undertaken during the standard construction hours. It is worth noting that construction outside these hours may be undertaken with prior Council approval and notification to surrounding lots.

Construction Noise Impacts

The construction phase of the Parramatta East Public-School Upgrade will generate temporary noise impacts, particularly during excavation, demolition, structural activity, and car park construction. Predicted noise levels vary depending on the phase, with external noise levels at critical residential receivers reaching up to 75 dB(A) in some instances.

The most affected areas include 28 Brabyn Street, Albert Street East, and Symonds Avenue, while internal school buildings will experience noise levels around 55 dB(A).

To mitigate these impacts, construction will be limited to standard working hours, and equipment usage will be time-managed to minimise prolonged noise exposure. Additionally, perimeter hoarding and A-Class hoardings will be installed where necessary, particularly near buildings G, the existing COLA, and B, to reduce noise impacts on students and staff.

Where required, affected school users will receive prior notification of high-intensity activities such as demolition and piling. Affected school users, particularly those in Building B, will receive prior notification when piling is conducted near Building R. However, it does not specify a fixed date or

time frame for when this notification will occur. The timing will likely depend on the construction schedule and sequencing, which will be managed to minimise disruption.

Construction Vibration Impacts

Vibration impacts will be largely localised and short-term, with the greatest potential for vibration arising from piling, earthworks, and ground compaction activities. The soft to very soft soil composition, as indicated by geotechnical assessments, is expected to limit vibration transmission, reducing the likelihood of structural damage to nearby buildings.

Construction activities will adhere to safe working distances for vibration-sensitive structures, and equipment selection will prioritise low-impact methods where feasible. Given the predicted compliance with vibration limits for building damage, significant structural risks to surrounding buildings and infrastructure are not expected.

The report confirms that predicted vibration levels during construction are within acceptable thresholds and unlikely to cause significant disruption to students and staff. Additionally, the soft to very soft soil conditions on site are favourable for preventing excessive vibration transmission, further reducing potential impacts

However, ongoing monitoring and adaptive management will minimise disruption to both the proposed activity and the surrounding residential area.

7.2.4 Operational Noise

The acoustic consultant has determined the potential operational noise impacts from various sources of the activity, including the standard operations, , the use of the Public Address (PA) system, movements associated with the car park facilities, and mechanical plant. The existing noise levels on site range from LAeq 48-54 dBA during the day and night, with background levels (LA90) between 36-44 dBA, varying slightly between Webb Street and Brabyn Street. These noise levels reflect a typical suburban environment, influenced by school activities, local traffic, and general urban noise, providing a baseline for assessing potential construction and operational noise impacts. Overall, it has been determined that the impact of the operational noise impacts is able to satisfy the established criteria and can be mitigated through the successful implementation of the recommendations in **Appendix 18**.

Waste

Waste collection will occur 3 times weekly and recycling 3 times weekly during daytime hours. Estimated noise meets project noise trigger level (PNTL) for daytime.

PA Systems

PA Systems and school bells will be unchanged from original condition and are not expected to negatively impact the existing environment.

Users

The proposed outdoor play area is slightly larger than the existing one, but the lower student density means noise from the sports courts is unlikely to differ significantly from the aforementioned current levels and is compliant. The project expects an increase of 169 students, but this won’t notably affect noise levels at critical receptors.

The noise from a fully used kiss-and-drop area is estimated at 52 dBA, which aligns with the EPA NSW Road Noise Policy (RNP) 2011's maximum allowable level for residences near local roads.

For the carpark, noise at full capacity is estimated at 45 dBA, meeting the daytime PNTL and EPA NSW RNP 2011. If the carpark operates at full capacity during the evening, the noise will comply with the evening PNTL level of 43 dBA, provided peak events last no longer than 2.5 hours, which is highly achievable. This ensures the project meets all required noise standards.

Services

Mechanical services are expected to be on the Level 2 plant room of Block R and 3 ODU units located on Ground level between Block R and Brabyn St. The Level 2 plant room meets the project PNTL levels with acoustic mitigation measures such as attenuator for the fans or max. SWL levels for the fans and shielding of the ODU units by the building roof.

This replacement will not impact on a noise basis, as the noise level was confirmed to be 58 dBA, which propagated into the closest receiver meets all the project PNTL levels.

Mitigation Measures

A complete set of mitigation measures relating to Noise and Vibration impacts from construction and operation for the activity is located at **Appendix 18**, with a number of key measures highlighted below:

- Outdoor Unit plant must meet the Project Trigger Noise Levels. If there are any changes in the plant design, an updated acoustic assessment must be prepared prior to installation of the equipment. Rooftop fans must be fitted with acoustic attenuators as detailed in section 6.7.1 of the Noise and Vibration Impact Assessment.
- During excavation and demolition phase, excavator must work on a time managed basis for 75% of the construction time per day and dump trucks for 65% of the construction time per day. For receivers inside the school, excavation and demolition near buildings G, COLA and B equipment will need to work on a time managed basis of 55% of the construction time per day and not simultaneously, using in addition a perimeter hoarding of 2m height and min. weight 15 Kg/m2 as per section 7.2.
- During structural construction phase, all equipment needs to be time managed to 60% of the construction time. During this phase and close to buildings G, COLA and B, equipment will have to work on 50% of the construction time, locating the truck and concrete pump as far as practicable from the school buildings and additionally avoiding all equipment working simultaneously. Users of building B to be notified previously when piling is to be conducted at their side of building R because higher intensity construction levels will happen during that short time of the structural phase.
- During construction activity associated with the carpark, all machinery needs to be time managed at 30% and 45% of the construction journey and an A-Class hoarding 2m tall with min 17 kg/m2 density needs to be installed between the carpark and the southern affected (receiver 5, 28 Brabyn Street) as per section 7.2 of the Noise and Vibration Impact Assessment.

7.3 Built Form

The new Block R has been located to:

- Minimise required tree removal.
- Avoid reductions in outdoor play space.
- Allow for expansion of the car park.
- Improve streetscape appearance and legibility of main school entrance on Brabyn Street.
- Enable ongoing operation of the school during stage construction.

Block R is 3-storeys in height, which is a typical size and massing for a contemporary school building. The proposed height complies with the 4-storey maximum height limit imposed under the TI SEPP and is appropriate for its context.

Block R will be the tallest building on the site, transitioning down to single-storey buildings in the remainder of the school.

Block R's height positively contributes to the sites ability to be recognisable as Parramatta as envisaged under the LSPS and provides an opportunity to be a key means of bolstering the Public School for future growth within the locality – consistent with Collet Park precinct objectives.

The proposed built form is detailed in the Urban Design Report and Architectural Drawings provided by JDH (**Appendix 2 & 3** respectively).

7.4 Setbacks and Visual Impact

Appropriate setbacks, visual interest and landscaping have been incorporated to soften the building's appearance when viewed from the street. The future character of the area is to accommodate new dwellings, predominantly in low-rise dwellings and apartment buildings. The character of the new Block R will be visually compatible with this future context.

The site only adjoins land along the southern boundary of the site, some distance from the proposed Block R which is located in the north-western-most corner of the site. As discussed, there is considered to be sufficient spatial separation to adjoining properties to mitigate any visual impact resulting from the proposed building.

Key design measures have been implemented to ensure minimal visual impact of the proposed building including a 6m landscaped setback to Albert Street East (northern site boundary) and 4m setback to Brabyn Street (western site boundary), as per the requirements for multi-dwelling housing in the Parramatta DCP (Collet Park Precinct). It is noted that these setback requirements do not apply to educational establishments being undertaken via Part 5 activity without consent, however they have been adopted based on consultation with Parramatta Council and to achieve a contextual response to the streetscape. Additionally, landscaping and tree planting within the existing setbacks and variation in the façade elements and materiality will soften the proposed built form. Landscaping will include mounded swales with trees, wet-tolerant native planting and mixed pebbles to create a dry creek bed around the western and northern sides of Block R to complement its structural elements.

Activity to the immediate north, east and west of the site is solely comprised of single detached dwelling houses. By confining the highest point of the proposed activity to Block R, the design effectively reduces perceived bulk, minimising the visual impact of the built form when viewed from

adjoining properties. On this basis, the visual impact from these properties is expected to be acceptable. A photomontage of the proposed Block R is shown at Figure 28 below, demonstrating the acceptable visual impacts of the activity.

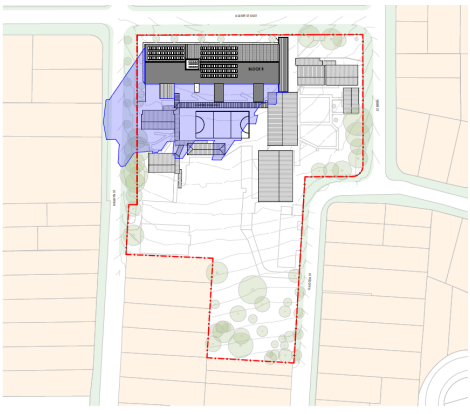
Figure 28 Photomontage of proposed activity from Albert Street East
Source: JDH

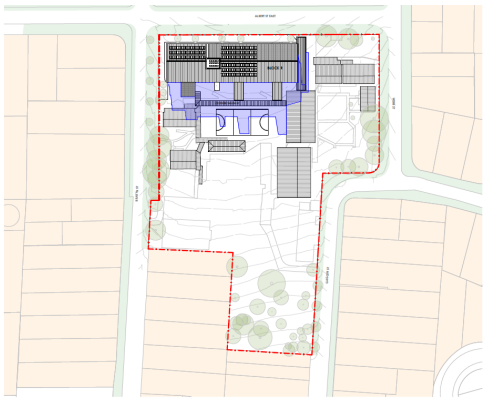
Mitigation Measures

No mitigation measures are required to be implemented as per the Urban Design Report provided at **Appendix 2**.

7.5 Overshadowing

Shadow diagrams are provided by JDH which show the overshadowing caused by Block R at 9am, midday and 3pm mid-winter. As shown in the diagrams (refer **Figure 29** below), no additional overshadowing is experienced by surrounding properties during this time, with the additional shadow falling predominantly in the school where it provides shading to some of the outdoor spaces. As such, no mitigation measures are required.


SHADOW DIAGRAM - 9AM 21st JUNE
SCALE1:1000


SHADOW DIAGRAM - 12PM 21st JUNE
SCALE1:1000

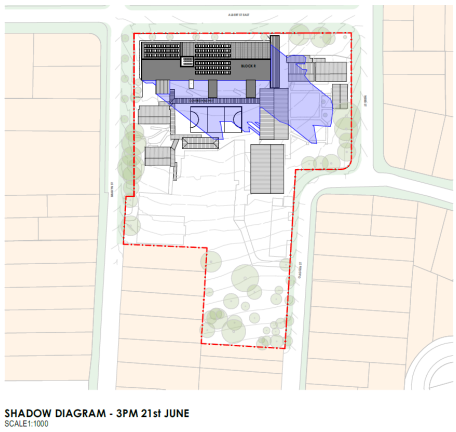


Figure 29 Shadow diagrams at 9am, midday and 3pm mid-winter

Source: JDH

7.6 Visual Privacy

Due to the location and setbacks of the building from residences to the north, east and south, there will be negligible potential for overlooking and adverse visual privacy impacts. There are no windows on the western or eastern side of Block R (refer to **Figure 30** below).

The closest residential property is a two-storey dwelling located approximately 30m to the west across Brabyn Street. This separation is significant and exceeds the building separation required for tall residential buildings under the NSW Apartment Design Guide (24m).

Further, the fire stairs and external walkways are treated with privacy screening which reduces any potential for overlooking to and from this property. Block R does not result in concerns for visual privacy and as such, no mitigation measures are required.

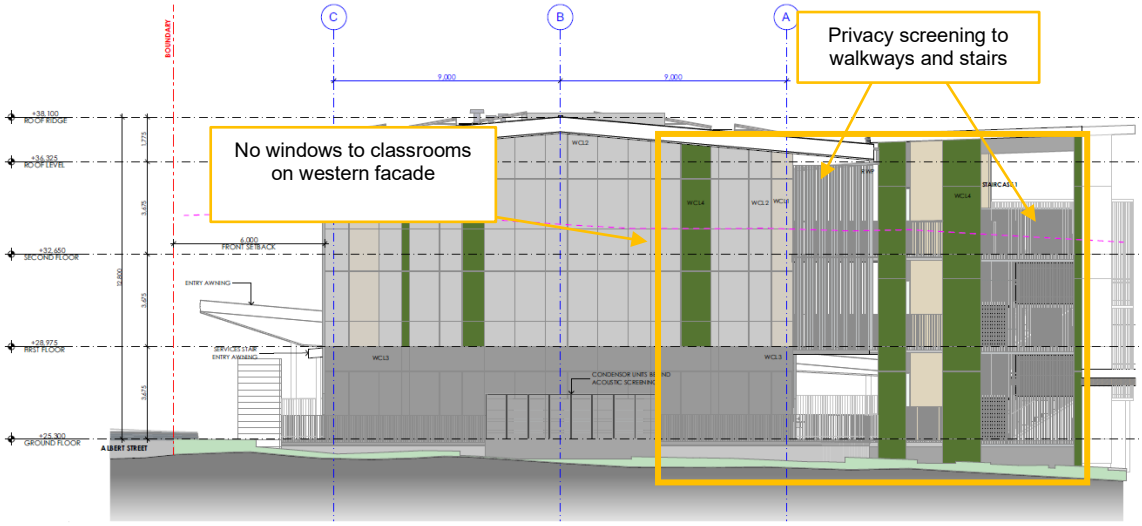


Figure 30 Proposed Block R west elevation

Source: JDH

7.7 Contamination and Hazardous Materials

The refurbishments of the existing buildings (buildings A and B) are limited to internal fit-outs and will not involve soil disturbance.

As described in **Section 3.1.5**, JKG have undertaken several contamination-related investigations at the site between 2022 and 2024 which identified fill soils impacted by asbestos (bonded/non-friable) and total recoverable hydrocarbons (TRH) at concentrations which trigger a need for remediation.

Remediation is proposed for the excavation and off-site disposal of surplus contaminated fill, and off-site disposal of surficial asbestos containing material. The contamination remediation activity has been classified as Category 2, meaning they can be undertaken under a REF rather than requiring an Environmental Impact Statement (EIS). This classification is based on an assessment of the nature and extent of contamination, the proposed remediation methods, and the level of environmental risk, ensuring that the activity do not trigger thresholds for Category 1 remediation.

The determination aligns with the *NSW Contaminated Land Management Act 1997* and EPA guidelines, confirming that the remediation will not have a significant environmental impact when managed in accordance with the Remediation Action Plan (RAP). The REF assessment outlines the site controls, monitoring requirements, and mitigation measures that will be implemented, satisfying the necessary environmental planning and regulatory requirements for Category 2 remediation.

The anticipated sequence of remediation activity is outlined in Section 7 of the Remediation Action Plan provided at **Appendix 22.**

As discussed in **Section 3.1.4**, the buildings and structures at the site will need to be demolished to allow site access for the data gap analysis and remediation activity to occur. Demolition will be undertaken in stages for site operational purposes and as such, data gap analysis and remediation activity may also be undertaken in stages.

As such, the land is able to be made suitable for the proposed ongoing use as a school, subject to implementation of the RAP.

Asbestos and Hazardous Materials Management

As per the Hazardous Building Materials Survey provided by Douglas Partners at **Appendix 25**, a number of Hazardous Building Materials (HAZMAT) were identified or suspected present in the buildings as indicated in **Figure 31** below.

It is noted that these HAZMATs do not require immediate action and can be effectively managed in accordance with the recommendations outlined in the attached Survey. These recommendations apply to any future maintenance, refurbishment, or demolition activities to ensure safe handling and compliance. An Asbestos Management plan has been developed by JKGeotechnics and is attached at **Appendix 24**. It is worth noting that the revised Detailed Site Investigation, as mentioned above, encountered asbestos in the form of FCF/ACM in the surficial fill soils in two locations within, or in close proximity to, the proposed drainage lines/trenches.

Noting the asbestos finds on the wider school property during the PSI and DSI (as discussed above), and the sporadic nature of asbestos impacts within fill soils, JKG were of the opinion there is potential for additional asbestos-related finds to be encountered within the site boundaries (i.e. activity area boundaries). As such, the prepared AMP outlines the strategies to mitigate the

potential risks to human health posed by asbestos in and on soils and will be implemented where necessary.

Building	Non-Friable Asbestos	Friable Asbestos	SMF	Lead Paint	Lead Dust	PCB
B00A	✓	×	✓	✓	✓	×
B00B	✓	×	✓	✓	✓	×
B00C	✓	×	✓	×	✓	×
B00D	✓	×	✓	✓	✓	×
B00E	×	×	✓	✓	✓	×
B00F	✓	×	×	✓	✓	×
B00G	✓	×	✓	✓	✓	×
B00H	×	×	✓	×	✓	×
B00J	×	×	✓	×	✓	×
B00Q	×	×	✓	×	✓	×

Figure 31 HAZMAT Risk Profile

Source: Douglas Partners

Mitigation Measures

A complete set of mitigation measures relating to Contamination and Hazardous Materials from construction and operation for the activity is located at **Appendix 1**, with a number of key measures highlighted below:

- Prior to any disturbance of buildings / structures, conduct a destructive and intrusive HAZMAT survey including:
    - Targeted assessment of previously inaccessible areas; and
    - Confirmatory assessment of relevant materials listed in Section 2.8 and 2.6.1 the HAZMAT survey at **Appendix 26**.
- Any asbestos and Asbestos Containing Material must be clearly labelled and signposted in accordance with:
    - SafeWork NSW Code of Practice: How to Manage and Control Asbestos in the Workplace; and
    - AS1319 Safety Signs for the Occupational Environment
- An up-to-date HAZMAT management plan (including an Asbestos Management Plan) is to be prepared. Prepare a technical specification for any planned HAZMAT abatement work.
- Prior to any activity that would disturb HAZMAT, an appropriate risk assessment is to be conducted, and an appropriate Safe Work Management Statement is to be developed.
- Ensure risk assessments for any proposed work at the site, or site use, consider the presence of identified and suspected HAZMAT, and the potential presence of any as-yet undetected HAZMAT.
- During construction and operation, HAZMAT is to be actively managed in accordance with relevant legislation including the WHS Act, WHS Regulation and subordinate Codes of Practice, Australian Standards and guidelines. This includes:
    - Removing and disposing HAZMAT prior to demolition/refurbishment (where necessary) or any other disturbance; and
- Where HAZMAT is retained on site, implementing appropriate controls (where necessary) to maintain associated risks at an acceptable level.

- At the completion of any HAZMAT abatement, a suitable clearance inspection/assessment must be undertaken.
- Prior to disposal of any waste, assess and classify waste for disposal in accordance with relevant legislation and EPA (2014). Dispose all waste at a waste collection facility that is legally permitted to accept the waste. Retain all disposal receipts.
- The AMP is to be implemented during construction phase in conjunction with the RAP10 prepared by JKG.

7.8 Hydrology, Flooding and Water Quality

The site and surrounds are not identified as flood prone land, as per the City of Parramatta Flood Warning Areas Map. Upon review of the existing topographic information around the proposed site, the proposed activity is not impacted by overland flow flooding from the upstream catchments of the site.

The proposed new activity may be affected by minor local overland flow and overland flow paths such as grassed swales will be provided to divert stormwater to the downstream pit/pipe network before discharging into the Council drainage system. Further commentary is provided in the Stormwater Management Plan prepared by Woolacotts at **Appendix 13**.

The proposed stormwater management measures for the proposed site include a stormwater drainage network, rainwater tank, on-site detention tank (170sqm), water quality treatment devices and grassed swales for overland flow.

The stormwater drainage network consists of a subsurface pit and pipe network to a rainwater tank/OSD tank. The OSD tank contains water quality treatment devices and discharges to the Council's kerb and gutter within Gaggin Street.

Overflow from roof areas in the event of a downpipe blockage is directed via surface flows to the OSD tank for all minor and major storm events. Soil and water management measures will be provided in accordance with the "Blue Book" (*Managing Urban Stormwater – Soils and Construction*).

Mitigation Measures

A complete set of mitigation measures relating to Flooding and Stormwater Management is located at **Appendix 13**, with a number of key measures highlighted below:

- Erosion and sediment control plans must be implemented prior to construction commencing to manage stormwater runoff during construction. An on-site stormwater management system has been designed to reduce erosion and sedimentation downstream of the site.
- Prior to completion of the on-site stormwater assets, a Stormwater Asset Maintenance Manual must be prepared to maintain the on-site stormwater system regularly.

7.9 Ecology

Tree Removal

An Arboricultural Impact Assessment Report provided by Civica details the trees proposed to be impacted by the proposed activity and is attached at **Appendix 21**. The Report identified sixty-five (65) trees located within the grounds of Parramatta East Public School. Twelve (12) trees,

numbered 1-7, 45, 46, 47, 49, 51, were affected by direct conflict with the proposed construction footprints and would require removal under the current design. The number of trees proposed to be removed has been revised based on feedback from Council received at the Pre-DA meeting. Tree 42 is a high value mature tree, located proximate to the school's carparking area, which will be retained with specific protection measures and monitoring during demolition and construction phases.

Two (2) trees numbered 49 and 51 have sizeable Tree Projection Zone (TPZ) encroachments calculated at greater than 25% and have been recommended for removal. These trees are classified under Low Retention Values and are not considered a constraint on the activity. Trees 1-7 are semi-mature trees with low retention value and are required for removal as they are in direct conflict with the proposed bin storage and pickup hardstand. Trees 45, 46 and 47 are semi-mature trees of zero to low retention value and will need to be removed as they are in direct conflict with the location of the new library building.

The Arboricultural Report identifies all trees within the study area and provides tree protection measures to be implemented during the construction to ensure the trees to be retained are being protected appropriately.

Biodiversity

A Biodiversity Impact Assessment prepared by SMEC is attached at **Appendix 20** and evaluates potential environmental impacts, particularly concerning vegetation removal, habitat disturbance, and mitigation measures. The assessment builds upon the 2022 Constraints Report, confirming that the project site does not contain native plant communities and has limited biodiversity value.

The key environmental impact identified is the removal of 12 trees, of which two are native species, one is locally indigenous, eight are exotic, and one is dead. The only tree assessed as having high ecological value is a spotted gum (Corymbia maculata), which provides nectar and seeds used by some bird species and is a known foraging tree for the Grey-headed Flying-fox (Pteropus poliocephalus). This tree is proposed to be retained. The remaining trees have low to moderate ecological value and do not form part of a native vegetation community. No critical habitat features for threatened species were identified, and the trees to be removed provide only limited foraging habitat for microbats and nectar-feeding birds.

Indirect construction impacts, such as increased noise, air pollution, changes to drainage, and potential spread of invasive species, were also considered. The assessment determined that no significant long-term biodiversity impacts are expected, and the implementation of the Construction Environmental Management Plan (CEMP) will manage these temporary disturbances. Operational impacts, such as minor increases in noise due to student activity, were found to be negligible.

Mitigation Measures

A complete set of mitigation measures relating to Arboricultural and Biodiversity impacts for the activity is located at **Appendix 20** and **21**, with a number of key measures highlighted below:

- Prior to the commencement of any construction work, trees not approved to be pruned or removed are to be protected and maintained in accordance with AS 4970- 2009 Protection of Trees on Development Sites and a Tree Protection Plan, included in the CEMP. The Tree Protection Plan should include all specific tree protection measures identified as needed in the Arboricultural Impact Assessment (Civica 2025). The tree protection measures are to remain in place until the completion of all construction work.

- New lighting must avoid beaming directly into tree canopies.
- Trees 42, 43, 44, 55 and 59-65 require arborist supervision during the demolition/removal of the existing demountable buildings. The use of excavators, cranes, or similar lifting devices must be restricted to load bearing surfaces such as roads and car parks during the removal of demountable buildings. Methodologies surrounding building removal must cause minimal disturbance to trees such as, dissembling the dwelling and/or accessing the buildings without encroaching into the TPZs. Pre-activity pruning and minor crown lifting is acceptable to prevent significant damage to the trees in consultation with the project arborist as detailed in section 7.11 of this Report. Refer to the Arboricultural Impact Assessment prepared by CIVICA (dated 5 March 2025) for generic protection measures.
- Tree 33 will require installation of TPZ fencing around the unimpacted TPZ area, from the existing driveway down to the southwest property corner and back up along the edge of the proposed new staff carpark immediately prior to commencement of construction in the area. Plant Health Care works, as detailed in section 7.15, 7.16, 7.17 of this Report, are to commence at the same time. Refer to the Arboricultural Impact Assessment prepared by CIVICA (dated 5 March 2025) for generic protection measures.
- Trees 42, 53 and 54 require arborist supervision during removal of the existing stormwater pit within the SRZ of Tree 42 and the trenching works to install the new power connection, from the sub-station to the school buildings, within the outer TPZ of Tree 53 and 54. It was recommended that the proposed excavation commence at the outer extent of the TPZ and move inwards to minimise root damage to the trees.
- For Tree 50, the pedestrian footpath is to be constructed above existing grade and undertake Plant Health Care works.
- Tree 52 requires arborist supervision during excavation works for the new entrance footpath within the TPZ as well as undertake Plant Health Care as per 7.15, 7.16, 7.17 of this Report to enhance the remaining TPZ area. Refer to the Arboricultural Impact Assessment prepared by CIVICA (dated 5 March 2025) for generic protection measures.
- Refer to Section 7.4 of the Arboricultural Impact Assessment prepared by CIVICA (dated 5 March 2025) for generic protection measures for Trees 8-32, 34-41, 48, 56-58.

7.10 Waste

An Operational Waste Management Plan was prepared by Elephants Foot and is attached at **Appendix 16**. The new school facilities will share waste and recycling areas, bins and collections services within the existing site. The proposed activity will accompany a formalised waste and dedicated loading area, to accommodate waste collection, with access being retained from Gaggin Street.

A private waste collection contractor will be engaged to service the waste and recycling bins per an agreed schedule. The collections will be in accordance with the Department of Education's contracts with a private waste collection service.

On the day of service, a private waste collection vehicle will enter the site from Gaggin Street and park in the loading bay adjacent to the bin storage area. The waste collection staff will collect the bins from the bin storage area. Once the bins are serviced, the collection vehicle will exit the site onto Gaggin Street in a forward direction.

Waste generated during the construction stage of the activity will be managed by the principal contractor and sub-contractors, with materials being reused and recycled wherever possible. The project is targeting the following waste-related ESD strategies for the contractor to implement during construction:

- The builder or head contractor has an environmental management system in place to manage its environmental impacts on site.
- The builder or head contractor has an environmental management plan to cover the scope of construction activities.
- The builder would contractually be required to divert at least 90% of construction and demolition waste from landfill.

The proposed remediation strategy for the impacted fill involves the excavation and off-site disposal of surplus contaminated fill, and off-site disposal of surficial asbestos containing material (ACM).

The existing AMP is to be updated to include mitigation measures (refer to **Appendix 15**) for friable asbestos in soil. A complete set of mitigation measures relating to Arboricultural and Biodiversity impacts for the activity is located at **Appendix 20** and **21**, with a number of key measures highlighted below:

- Measures detailed in the Construction/Demolition and Operational Waste Management Plans must be implemented during construction and operation phases.
- During operation, the school to implement waste reduction practices for various waste streams
- The school to ensure proper management and disposal of all waste streams.
- During operation, the school to monitor waste management activities
- Any changes in compliance or legislation, the school to review and update the OWMP.

7.11 Social Impact

The proposed activity will provide positive social and economic value for Parramatta East Public-School users and the broader community. It is understood that there will be some short-term adverse impacts regarding the operation and visual amenity of the Public-School during demolition and construction activity. Despite this, there will be a wide-reaching array of long-term merits following project completion, including:

- The new teaching and learning spaces support the ongoing functioning of the school and educational land uses.
- Contribution to the ongoing operation of the school to enhance the existing academic offerings through new, fit-for-purpose facilities.
- Improvement of the built form environment within the locality.
- The activity will ensure the employment of existing staff and will generate additional jobs during the construction post-completion phase.
- Increase in the amount of outdoor play space at the school, both in totality and on a per-student basis.
- The proposed off-site activity will provide broader benefits to the community, including improved traffic flow, enhanced pedestrian safety, and upgraded infrastructure, contributing to a safer and more accessible local area beyond the school site.

The merits of the proposed activity far outweigh the temporary impacts of demolition and construction, supporting the future growth of the locality, therefore, the activity will have an overall positive social and economic impact. To assist in managing temporary adverse social impacts, a Construction Environmental Management Plan (CEMP) will be prepared, incorporating mitigation measures such as noise and dust controls, traffic management, and site screening to minimize disruption to the surrounding community.

Table 16 provides consideration of social impacts.

Table 16 Social Impacts

Type of Impact	Describe the impacts on the community and how they might be experienced, either positively or negatively
Impacts on access – will there be an improvement to the quality of provision and a response to emerging and changing needs?	The activity directly responds to a growing demand for accessible public educational establishments to cater for the population growth associated with the activity of the Colett Park Precinct. The proposed activity will provide capacity for 667 students which is considered sufficient to meet the community's future demand for all capabilities.
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?	This REF and the accompanying technical documents confirm that the activity is unlikely to result in adverse visual impact and loss of privacy impacts to members of the community. Instead, the activity will deliver the following positive impacts: • The urban design and massing better complement the residential character of the surrounding area. The upgraded primary school's positioning on the site, which incorporates extensive landscaped setbacks to all property boundaries, also provides visual privacy for occupiers of adjoining land. • As shown in the shadow diagrams included in the Architectural Drawing Package (**Appendix 3**), the proposed design will not cause adverse overshadowing impacts to neighbouring developments. • Temporary construction impacts will be managed through mitigation measures, including restricted work hours, noise controls, and site screening, ensuring minimal long-term change to privacy, peace, and visual amenity. Refer to **Section 7.5** and **7.6** for further discussions.
Impacts on sense of place - will there be effects on community cohesion or how people feel connected to the place and its character?	The activity provides a significant piece of social infrastructure that will provide enhanced accessible public education provision in a locality with increasing demand. The activity will improve accessibility of community facilities in the area.
Impacts on the way people get around – will there be changes associated with traffic or parking in the area?	There will be impacts on traffic and parking in the area, as previously addressed, including changes to vehicle circulation, parking capacity, and school drop-off/pick-up operations. Additionally, off-site activity will be undertaken to support these changes, ensuring improved traffic flow, pedestrian safety, and access management in the surrounding area.
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 activity will promote significant benefits on wellbeing including: • The delivery of high-quality flexible learning and teaching environments in purpose-built spaces. • The provision of extensive outdoor play spaces and public domain, which have incorporated Designing with Country principles to improve social cohesion.

7.12 Other issues

Issue	Consideration
View Loss	There are no significant views or vistas within the vicinity of the site. The proposed built form does not give rise to disruption of views from public vantage points. In light of the existing low-rise residential and commercial activity in the site's immediate context, the activity will not disrupt views from private properties. as such, no mitigation measures are required.
Indigenous Heritage	An Indigenous Heritage and Impact Assessment has been prepared by Kayandel and is attached at **Appendix 19**. The Assessment identifies that while there may be discrete areas of low disturbance, the overall disturbance of the Subject Area is considered low. No previously recorded or unrecorded Aboriginal objects, PADs or archaeologically sensitive landforms were identified as a result of the background research or survey of the Subject Area. In consideration of previous disturbance, the archaeological context, and the significance of the identified Aboriginal sites within the Subject Area, it has been determined that no further investigation is required to inform the proposed activity. In light of this assessment, several mitigation measures are required to support the activity (refer to **Appendix 19**).
BCA	As outlined in BCA report completed by Philip Chun at **Appendix 9**, the upgrades to Parramatta East Public School will satisfy the requirements of the BCA, Australian Standards and Educational Facilities Standards. A range of mitigation measures are required to satisfy the BCA requirements for the activity and are detailed in **Appendix 9**.
Soils and Geology	A Geotechnical Investigation is attached at **Appendix 14** and identified site conditions, excavation requirements, soil stability, and potential environmental impacts related to earthworks and construction. The site is underlain by Ashfield Shale with weathered sandstone, and investigations revealed fill overlying residual silty clay and sandstone bedrock at depths ranging from 1.0m to 2.2m. The high plasticity and reactive nature of the silty clay presents a moderate shrink-swell risk, requiring careful foundation design to mitigate potential ground movement impacts. Excavation impacts are expected to be minor, with earthworks not exceeding 1m depth in most areas, except for deeper excavation at the on-site detention (OSD) tank and lift pit. Standard earthmoving equipment will be sufficient for soil excavation, but deeper excavation into sandstone bedrock may require rock grinding or hydraulic impact hammers, with potential vibration monitoring to minimize impacts on adjacent structures. Groundwater seepage may occur in localised areas, particularly at the soil-bedrock interface, but conventional sump and pump methods are expected to manage this effectively. Erosion and sediment control measures will be required during construction to prevent soil instability and minimise sediment runoff. Stormwater management strategies will help control water infiltration and soil moisture variations, reducing risks of differential settlement. Additionally, excavated spoil will require classification for appropriate disposal, ensuring compliance with waste management regulations. Overall, the geotechnical conditions indicate that with appropriate design and mitigation strategies (refer **Appendix 15**), the proposed activity can be safely constructed with minimal environmental impact on soil stability and surrounding infrastructure.

7.13 Cumulative Impact

The cumulative impacts of the proposed school upgrades have been assessed in the context of surrounding activity within a 500m radius. Given that the area is primarily residential, there have been limited approvals for major developments in the past two years that would significantly interact with the proposed activity. No large-scale commercial or infrastructure transformations have been identified within proximity that would compound environmental or operational impacts.

Additionally, while some residential developments or renovations may be underway, these are not expected to generate significant cumulative effects, particularly in terms of construction traffic, noise, or service demand.

The construction of exempt activity, including landscaping, access paths, and non-structural internal fit outs, will have localised and temporary traffic impacts, with no indication of overlapping major construction projects that could contribute to congestion or access issues. Additionally, no alternative planning pathways have been identified that would introduce cumulative environmental or social impacts beyond those already assessed. All cumulative impacts have been considered in the project staging, and mitigation measures are in place to effectively manage construction-related disruptions and long-term operational changes, ensuring an acceptable overall impact on the surrounding area.

7.14 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.

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 17** and where mitigation measures have been proposed in response to the factor, these have been identified.

Table 17 Environmental factors considered

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments* *Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
171 Review of environmental factors—the Act, s 5.10(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 activity, 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 transport and consequences of parking overflowing into adjoining streets	The proposal involves an activity on an existing school site. The activity will not have significant environmental impacts on the community. There is likely to be an increase in vehicles and noise during construction activity, however this will be temporary in duration. Such impacts can be appropriately minimised by the imposition of mitigation measures. The new building integrates with the built form of the surrounding context in a scale that is suitable for the community while maximising the space available. The activity includes sufficient on-site parking for staff and provides staff and student bicycle parking. The REF has considered the nominated environmental factors for schools to their fullest extent and has concluded that the proposed activity is unlikely to have any significant impact on the community. Overall, the activity is considered to have a high to very high positive social impact with any negative social impacts being temporary and can be appropriately mitigated.	**Appendix 18, 16, 10, 11, 26, 21, 23.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments* *Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
	(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 activity and other surrounding approved development		
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 activity, and other approved development, on the locality	The activity will result in positive changes to the visual appearance of the site, effectively replacing underutilised buildings, with upgraded learning and teaching facilities. The proposed built form will visually enhance the site, while providing significant landscaping and additional pedestrian infrastructure surrounding the proposed activity to provide a holistic improvement to the social infrastructure opportunities within the local community. The proposed activity has been designed to respect and complement the built form of the existing profile of the site and surrounds. Any negative visual impacts during construction will be minor and temporary and can be managed to minimise external impacts. The Architectural Design Report prepared to support this REF sets out the design philosophy and approach further.	**Appendix 3, 4, 5, 25.**
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	The proposed school upgrades will have minimal environmental impacts, with tree removal being the most notable, as discussed in detail in **Section 7.9**. While this will result in a reduction in canopy cover (to total 740sqm),	**Appendix 19, 24, 25, 16.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
	(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 species (c4) cumulative impacts on the ecosystem	a comprehensive landscaping strategy will offset losses by introducing drought-resistant, shade-providing species to enhance biodiversity and mitigate the urban heat island effect. Air, water, and soil impacts will be negligible, with appropriate stormwater and sediment controls in place. Remediation and contamination management will involve targeted excavation and soil treatment, ensuring that impacted fill materials are safely removed or managed, with erosion controls in place to prevent contamination spread and maintain soil stability. The site's landscape character and streetscape will experience short-term changes, but long-term improvements in greenery and shading will enhance visual amenity and thermal comfort. Given the urban setting and lack of significant ecological corridors, cumulative impacts are minimal, and the proposed landscaping will ensure no net loss of ecological function. The project's integration of sustainable design elements will contribute to a resilient and environmentally responsive school environment.	
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 activity or activity on the activity site, public-address system, ambulance siren,	The upgrades are to be undertaken on an existing school site. The proposed activity will enhance the locality with new and modern educational facilities with enhanced landscape and open spaces which will improve the visual appearance of the locality. The activity will ensure impacts onto adjoining	**Appendix 18, 23, 21, 5 & 24.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
	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 activity, 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	properties are either avoided or managed to be acceptable. There will be noise from students at key times during the day, however the impact of this is reasonable with residential receivers being separated by roads on the north, east and west, and properties buffered by a larger tree and open space presence towards the south.	
Any effect on locality, place or building having aesthetic, anthropological, archaeological, architectural, cultural, historical, scientific or social significance or other special value for present or future generations?	(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 (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	In alignment with the Statement of Heritage Impact prepared by Kayandel, it is noted that: • The extent and nature of potential impacts are low and will not have significant impact on the locality, community and/or the environment. • Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment	**Appendix 27, 19.**
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.	A Biodiversity Assessment report has been prepared by SMEC to support the REF, which concludes that the proposed activity will not be carried out in a declared area of outstanding biodiversity value and is not likely to significantly affect threatened species, populations, ecological communities, their habitats, or impact biodiversity values.	**Appendix 20 & 23.**
Any endangering of any species of animal, plant	(g1) potential endangering of any species or vegetation (g2) protected and threatened flora, terrestrial, fauna species,	As above, the site is unlikely to include habitats utilised by any threatened species. Further,	**Appendix 20, 23 & 24**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
or other form of life, whether living on land, in water or in the air?	populations, ecological communities and their habitats	mitigation measures include landscaping with locally native species and replacement of any native species removed. Design will also accommodate lighting that avoids direct beams into canopies and vegetation that may be used by nocturnal species.	
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 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	Overall, the activity will have a long-term positive effect on the local environment by offering the local community an improved and modern educational facility to serve the local population into the future. Any negative impacts associated with the activity, primarily during construction, will be temporary and managed through the imposition of mitigation measures (e.g. noise, visual, air quality).	**Appendix 26, 16, 18, 19.**
Any degradation of the quality of the environment?	No specific factors – to be assessed by the determining authority if relevant	The activity will not degrade the quality of the environment. Tree planting and landscaping activity will improve the quality of the environment, whilst stormwater infrastructure on the site will improve water quality. Erosion control measures will be implemented on site to minimise soil erosion. Proposed remediation will also improve some contaminated components of the site.	**Appendix 14, 16 & 18.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
Any risk to the safety of the environment?	(j1) whether the activity 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 (quality and quantity), hydrology, dependent ecosystems, drainage lines, downstream assets and watercourses, groundwater resources.	A Stormwater Management Report has been prepared for the site which is discussed in **Section 3.1.2**. of this report. It provides details regarding the negligible threat to the site and how the design of the facility and the activity has taken into consideration design solutions to mitigate and minimise flood risk. The site is not bushfire prone. Likewise, mitigation measures will be implemented to minimise any potential impact or risk from contamination. A detailed construction management plan will be prepared by the contractor prior to commencement of construction.	**Appendix 13, 26, 18.**
Any reduction in the range of beneficial uses of the environment?	No specific factors – to be assessed by the determining authority if relevant	There will be no reduction of beneficial uses of the environment. Instead, the activity will enhance the site by providing a much-needed improved educational facility.	**N/A**
Any pollution of the environment?	(l1) 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 (l2) impact of contamination spill, movement or disturbance during and post construction, and into the long term (l3) impact of a potential rainfall or flood event during construction (e.g. storage of fuel for construction vehicles, stockpiles of soil, etc) (l4) dangerous goods and hazardous materials associated with the activity (i.e. labs)	Minor air, noise, and water quality impacts may be generated during construction. Mitigation measures are proposed to manage pollution to the environment.	**Appendix 18, 16.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
Any environmental problems associated with the disposal of waste?	(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 activity (m2) cumulative impacts from waste	No environmental problems are anticipated with the disposal of waste from the proposed activity. The REF is accompanied by a Construction and Waste Management Plan, as well as an Operational Waste Management Plan, that outline measures to appropriately classify and either reuse, recycle, process or dispose of waste. Waste will be transported to a facility that is licensed to process or dispose of that waste classification to avoid adverse environmental impacts. Appropriate measures will be undertaken to manage and dispose of waste in accordance with legislative requirements and WH&S documents.	**Appendix 18, 19.**
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	Materials salvaged will be sorted and identified for recycling. Impacts associated with the consumption of natural resources through the use of machinery would be minimal.	**Appendix 15, 16, 18.**
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 proposed activity will not contribute to any cumulative environmental effects with existing or likely future activities. Further commentary on cumulative impacts is contained in **Section 7.13** above.	**Appendix 17 & 18.**
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	The site is not in the Coastal Zone as identified in the Coastal Management Act 2016 (CM Act), due to the site's inland location.	**Appendix 13, 26.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
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 activity, 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 directly aligns with the strategic planning context as outlined below: • NSW State Priorities through the provision of future facilities that will allow for new and improved educational services. • Parramatta Local Strategic Planning Statement as it proposes an investment in fit-for-purpose school infrastructure that is attractive, sustainable, well designed and efficient.	**Appendix 10, 21.**
Any other relevant environmental factors?	(r1) health or safety risk to children, visitors, patients or staff of the activity (r2) activitys 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 activity: (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	As identified in this REF, there are no other environmental factors that will result in any unacceptable impact to the environment.	**N/A**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
171A Activities in Catchments			
6.6 Water Quality and Quantity	(1)(a) whether the activity will have a neutral or beneficial effect on the quality of water entering a waterway, (b) whether the activity will have an adverse impact on water flow in a natural waterbody, (c) whether the activity will increase the amount of stormwater run-off from a site, (d) whether the activity will incorporate on-site stormwater retention, infiltration or reuse, (e) the impact of the activity on the level and quality of the water table, (f) the cumulative environmental impact of the activity on the regulated catchment, (g) whether the activity makes adequate provision to protect the quality and quantity of ground water.	The Parramatta East Public-School upgrades will have a negligible effect on water quality, with stormwater management measures in place to prevent pollutants from entering waterways. While the project will increase impervious surfaces, on-site detention (OSD) and infiltration measures will manage runoff and minimise impacts on natural water flow. Groundwater quality and levels will be protected through best-practice design, ensuring minimal cumulative environmental impact on the broader catchment.	**Appendix 13, 18.**
	(2) (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.		
6.7 Aquatic Ecology	(1)(a) whether the activity will have a direct, indirect or cumulative adverse impact on terrestrial, aquatic or migratory animals or vegetation, (b) whether the activity involves the clearing of riparian vegetation and, if so, whether the activity 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 activity will minimise or avoid— (i) the erosion of land abutting a natural waterbody, or	The proposed activity will have minimal impact on terrestrial, aquatic, or migratory species, as the site is in an urban environment with no riparian vegetation, wetlands, or natural waterbodies nearby. No controlled activity approvals or permits under the Fisheries Management Act 1994 are required, as no clearing of riparian vegetation will occur. Erosion and sedimentation risks will be mitigated through appropriate construction management practices, ensuring no runoff	**Appendix 14, 19 & 20.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
	(ii) the sedimentation of a natural waterbody, (d) whether the activity will have an adverse impact on wetlands that are not in the coastal wetlands and littoral rainforests area, (e) whether the activity includes adequate safeguards and rehabilitation measures to protect aquatic ecology, (f) if the activity site adjoins a natural waterbody—whether additional measures are required to ensure a neutral or beneficial effect on the water quality of the waterbody.	impacts on aquatic ecosystems. The project includes safeguards such as sediment control measures and rehabilitation planting, further minimising any indirect or cumulative ecological effects.	
	(2)(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 activity, (b) the activity 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 activity consent to activity on land in a regulated catchment, the consent authority must consider the likely impact of the activity on periodic flooding that benefits wetlands and other riverine ecosystems.	The proposed activity will have no significant impact on periodic flooding, as the site is not located within a regulated floodplain or wetland area. The activity includes stormwater detention and drainage controls to manage runoff and prevent flood-related pollution. Given the urban setting and absence of direct connections to riverine ecosystems, the project will not interfere with floodwater recession or adversely affect nearby wetlands or water quality.	**Appendix 14 & 22.**
	(2) (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.		

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
6.9 Recreation and Public Access	(1)(a) the likely impact of the activity on recreational land uses in the regulated catchment, and (b) whether the activity will maintain or improve public access to and around foreshores without adverse impact on natural waterbodies, watercourses, wetlands or riparian vegetation. (2)(a) the activity 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 activity 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 activity but is not in public ownership—public access to and use of the land will be safeguarded.	The proposed activity will have no impact on recreational land uses or public access to natural waterbodies, as the site is not located near foreshores, wetlands, or riparian vegetation. The activity does not alter public access routes or introduce new recreational facilities that would affect fishing, swimming, or boating activities. As the site is within an urban school setting, it does not involve foreshore land or require provisions for public waterway access.	**Appendix 19.**
6.28 Activity in Foreshores and Waterways Area	(1) (a) whether the activity 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 activity will promote the equitable use of the Foreshores and Waterways Area, including use by passive recreation craft, (c) whether the activity 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 activity promotes water-dependent land uses over other land uses, (e) whether the activity will minimise risk to the activity from rising	The site is not located within the Foreshores and Waterways Area and will therefore have no impact on Sydney Harbour, foreshore access, maritime uses, or aquatic ecosystems. The activity does not involve water-dependent land uses or require provisions for public or commercial waterway access. Additionally, there are no risks related to sea level rise or flood patterns associated with the site. Given its urban school setting, the project does not impact foreshore vegetation, riparian lands, or ecological connectivity, and it does not interfere with views, vistas, or heritage items within the Foreshores and Waterways Area.	**Appendix 20.**

Environmental Factor	Division Factors for school activity *Guidelines for Division 5.1 assessments Consideration of environmental factors for health services facilities and schools*	Consideration	Mitigation Measure Reference
	sea levels or changing flood patterns as a result of climate change, (f) whether the activity will protect or reinstate natural intertidal foreshore areas, natural landforms and native vegetation, (g) whether the activity 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 activity will protect, maintain or rehabilitate watercourses, wetlands, riparian lands, remnant vegetation and ecological connectivity. (2) Activity consent must not be granted to activity in the Foreshores and Waterways Area unless the consent authority is satisfied of the following— (a) having regard to both current and future demand, the character and functions of a working harbour will be retained on foreshore sites, (b) if the activity site adjoins land used for industrial or commercial maritime purposes—the activity will be compatible with the use of the adjoining land, (c) if the activity is for or in relation to industrial or commercial maritime purposes—public access that does not interfere with the purposes will be provided and maintained to and along the foreshore, (d) if the activity site is on the foreshore—excessive traffic congestion will be minimised in the zoned waterway and along the foreshore, (e) the unique visual qualities of the Foreshores and Waterways Area and its islands, foreshores and tributaries will be enhanced, protected or maintained, including views and vistas to and from— (i) the Foreshores and Waterways Area, and (ii) public places, landmarks and heritage items.		

8. Justification and Conclusion

The proposed activity at Parramatta East Public School is subject to assessment under Division 5.1 of the EP&A Act. The REF has examined and taken into account to the fullest extent possible 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;
- Adequate mitigation measures have been proposed to address these impacts;
- The proposed activity is consistent with the aims and objectives of the PLEP and the PDCP;
- The provision of upgraded and additional teaching and learning facilities aligns with the strategic growth of the area, with supplementary infrastructure to accommodate the growing population;
- The design of the upgrades are contextually fit for the area and existing on-site activity, providing adequate amenities for learning and recreational uses;
- The activity represents an economic and social investment in the Parramatta LGA which will deliver new jobs during construction and operational phases;
- The proposed new buildings have been sited and designed in a way that results in appropriate impacts associated with the height;
- Supporting technical studies which accompany this REF confirm that the environmental impacts associated with the activity are generally positive and will not give rise to any adverse impacts; and
- The proposed activity is suitable for the site given its existing educational uses and is within the public interest helping support the local community.

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 or a BDAR to be prepared. The environmental impacts of the activity are not likely to be significant. Therefore, it is not necessary for an EIS to be prepared and approval to be sought for the activity 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.