

# Review of Environmental Factors

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New primary school and pre-school for Wilton

Document version: Revision 7  
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## Acknowledgement of Country

The NSW Department of Education acknowledges the Gundangurra the traditional custodians of the land on which the new primary school and pre-school for North Wilton 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 Urbis Ltd on behalf of the NSW Department of Education (**department**) and assesses the potential environmental impacts which could arise from the construction and operation of a new primary school and pre-school for North Wilton at part 200 Fairway Drive, Wilton.

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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21	Operational Waste Management Plan
22	Intrusive Geotechnical Investigation
23	Access Report
24	BCA Report
25	Preliminary Construction Management Plan
26	Unexploded Ordnance Assessment
27	Mine Subsidence Advice
28	Stakeholder Engagement Register

## Abbreviations

Abbreviation	Description
AHD	Australian Height Datum
AHIP	Aboriginal Heritage Impact Permit
AHIMS	Aboriginal Heritage Information Management System
APZ	Asset Protection Zone



Abbreviation	Description
<b>BC Act 2016</b>	<i>Biodiversity Conservation Act 2016</i>
<b>BC Regulation</b>	<i>Biodiversity Conservation Regulation 2017</i>
<b>BAM</b>	Biodiversity Assessment Method
<b>BCA</b>	Building Code of Australia
<b>BDAR</b>	Biodiversity Development Assessment Report
<b>CA</b>	Certifying Authority
<b>CM Act</b>	<i>Coastal Management Act 2016</i>
<b>CMP</b>	Construction Management Plan
<b>CNVMP</b>	Construction Noise and Vibration Management Plan
<b>CTMP</b>	Construction Traffic Management Plan
<b>CWC</b>	Connecting with Country
<b>The department</b>	NSW Department of Education
<b>DCCEEW</b>	Department of Climate Change, Energy, the Environment and Water
<b>DPC</b>	Department of Premier and Cabinet
<b>DPHI</b>	Department of Planning, Housing and Infrastructure
<b>Design Guide</b>	<i>Design Guide for Schools</i> published by the Government Architect in May 2018
<b>EIS</b>	Environmental Impact Statement
<b>EPA</b>	Environment Protection Authority
<b>EP&amp;A Act</b>	<i>Environmental Planning and Assessment Act 1979</i>
<b>EP&amp;A Regulation</b>	<i>Environmental Planning and Assessment Regulation 2021</i>
<b>EPBC Act</b>	<i>Environment Protection and Biodiversity Conservation Act 1999</i>
<b>EPI</b>	Environmental Planning Instrument
<b>EPL</b>	Environment Protection License
<b>ESD</b>	Ecologically Sustainable Development
<b>FM Act</b>	<i>Fisheries Management Act 1994</i>
<b>GBCA</b>	Green Building Council of Australia
<b>Ha</b>	Hectares
<b>LEP</b>	Local Environmental Plan
<b>LGA</b>	Local Government Area
<b>MNES</b>	Matters of National Environmental Significance
<b>NCC</b>	National Construction Code
<b>NPW Act</b>	<i>National Parks and Wildlife Act 1974</i>
<b>NPW Regulation</b>	<i>National Parks and Wildlife Regulation 2009</i>
<b>NPWS</b>	National Parks and Wildlife Service (part of EES)
<b>NSW RFS</b>	NSW Rural Fire Service
<b>OEH</b>	(Former) Office of Environment and Heritage
<b>Planning</b>	<i>State Environmental Planning Policy (Planning Systems) 2021</i>

Abbreviation	Description
<b>Systems SEPP</b>	
<b>PMF</b>	Probable Maximum Flood
<b>POEO Act</b>	<i>Protection of the Environment Operations Act 1997</i>
<b>Proponent</b>	NSW Department of Education
<b>REF</b>	Review of Environmental Factors
<b>RF Act</b>	<i>Rural Fires Act 1997</i>
<b>Resilience and Hazards SEPP</b>	<i>State Environmental Planning Policy (Resilience and Hazards) 2021</i>
<b>Roads Act</b>	<i>Roads Act 1993</i>
<b>SCPP DoE</b>	<i>Stakeholder and community participation plan</i> , published by the NSW Department of Education October 2024
<b>SCPP DPHI</b>	<i>Stakeholder and community participation for new health services facilities and schools</i> published by the Department of Planning, Housing and Infrastructure October 2024
<b>SDRP</b>	School Design Review Panel
<b>SEPP</b>	State Environmental Planning Policy
<b>SIS</b>	Species Impact Statement
<b>TI SEPP</b>	<i>State Environmental Planning Policy (Transport and Infrastructure) 2021</i>
<b>WM Act</b>	<i>Water Management Act 2000</i>

# Executive Summary

## The Proposal

The proposal relates to the construction and operation of a new primary school and pre-school in North Wilton located on the northern half of 200 Fairway Drive, Wilton (the **site**). The new primary school will accommodate 552 students and 35 staff. The integrated public pre-school will accommodate 60 students and 7 staff. In total, the new school will support 612 students and 42 staff.

The new school includes general and support learning spaces, a library, administrative areas and a staff hub. Core facilities include a standalone school hall and canteen, two carparks, and a sports court.

Specifically, this proposal includes the following:

- Construction of a part 2, part 3-storey learning hub which includes:
  - 24x general learning spaces
  - Three (3) support learning spaces
  - Staff hub including administrative areas and library.
  - Integrated public pre-school.
- Standalone school hall and covered outdoor learning area (**COLA**) with outside of school hours care (**OSHC**).
- Associated landscaping including sports court, and separate outdoor play space for the pre-school.
- Associated site utilities and services including installation of new 1500 kVA padmount substation and a new main switchboard.
- Main car park to the south of the school with 33 car spaces (including one accessible space).
- Separate car park for pre-school located to the north of the school with 18 spaces (including one accessible space).
- Main school pedestrian entrance proposed off proposed Road 14.
- Earthworks.

The following off-site works are required to be undertaken, however do not form part of this REF:

- Kiss and drop zone located along proposed Road 14.
- Two (2) wombat crossings on proposed Road 14.
- Provision of a school bus zone on the eastern side of the unnamed sub-arterial road.
- Construction of the surrounding footpaths.

These works are required for the operation of the school and pre-school, however, do not form part of the proposed activity and instead will be delivered by Landcom via a separate approval pathway. As these works are required for the school to operate, a series of mitigation measures are included to ensure these works are delivered prior to operation of the school.

The project team is currently liaising with Landcom to lodge a modification application to DA/2022/1279/1 that incorporates this infrastructure in the Road 14 and sub arterial road designs.

The site is approximately 3.7ha in size. The entire site is classified as bushfire prone land (Vegetation Category 3). Other than bushfire, the site is largely unconstrained. It is not affected by mainstream flooding and is located on land that is biodiversity certified. There are no environmental heritage items of significance present. The site is not listed on the register of contaminated sites and is not required to undergo further remediation.

### Planning Pathway

The proposal involves the development of a new government school and pre-school by the NSW Department of Education (the **department**) (a **public authority**) on land that does not contain an existing or approved school and is in a prescribed zone. Accordingly, pursuant to Section 3.37A of the *State Environmental Planning Policy (Transport and Infrastructure) 2021 (TI SEPP)*, the proposed works are classified as development which may be carried out without consent.

Therefore, the proposal is considered an 'activity' for the purposes of Part 5 of the *Environmental Planning and Assessment Act 1979 (EP&A Act)* and is subject to an environmental assessment. For the purposes of this proposal, 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* (Department of Planning Housing and Infrastructure (**DPHI**), October 2024).

**Figure 1 Render of Proposal**



Source: PTW, 2025

## Consultation

Consultation will be undertaken in accordance with statutory requirements under the TI SEPP and having regard to the *Stakeholder and community participation plan for new health services facilities and schools*, 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.

## Environmental Impacts

This REF is supported by a series of technical reports that evaluate and propose measures to mitigate any environmental impacts arising from the proposed activity. These reports have identified several potential impacts, all of which can be effectively managed through adoption of the required mitigation measures. The key issues assessed are as follows:

- **Traffic and Access Management:** The site does not currently have adequate road access to support vehicle movements once the proposed school is operational. Landcom (the current landowner and surrounding developer) is developing the surrounding road network including Road 14 which will provide vehicle access to the school. The construction and operation of the school are expected to increase local traffic volumes, particularly during peak times like school drop-off and pick-up hours. To address this, Landcom will also be completing construction of the surrounding traffic and transport infrastructure works required for the school including wombat and signalised crossings, bus bays, kiss and drop zone, footpaths, and road signage. These works are not included in the REF and will be subject to a separate planning pathway. As such, a series of mitigation measures are included to ensure that these works are undertaken prior to the opening of the school. The project team have been coordinating with Landcom to lodge a further modification application to DA/2022/1279/1 that captures the required transport infrastructure.
- **Bushfire Risk:** The site is mapped as bush fire prone land. Implementation of a temporary asset protection zone (**APZ**) of 50m to the south and 100m to the north, east and west is required to manage the existing bushfire hazard surrounding the school. The temporary APZ will be managed by Landcom, who have provided a letter of support (provided as an appendix to the bushfire report). The entire site will also be managed as an Inner Protection Area (**IPA**). The temporary APZ and IPA will be removed once the surrounding Landcom development is completed. An interim landscape strategy is proposed for the opening of the school, with the ultimate landscaping strategy to be provided once the temporary protections are no longer necessary. Mitigation measures are provided to ensure that the final landscape strategy achieves the required canopy coverage.
- **Flooding:** The site is not within a flood planning area and not subject to the PMF event. While the site is secure from flooding, routes around the school are inundated during significant flood events. It is recommended that access and egress be re-evaluated following the finalisation of the Draft Wollondilly Shire Flood Study and a mitigation measure is included to this effect. Given the site's non-flooded status and controlled access risks, the flood consultant has confirmed that a standalone Flood Emergency Response Plan (**FERP**) is not deemed necessary. Instead, integration into the school's general

Emergency Management Plan is recommended, pending further verification of flood risks to the surrounding road network. In terms of emergency management, DPHI advises that a shelter-in-place (**SIP**) response is appropriate when both the flood warning and duration are under six hours, which aligns with the conditions expected at this site during a major flood event.

- **Vegetation and Tree Retention:** The site is biodiversity certified land however it does include several patches of grassy woodland trees. All trees across the site have been approved for removal under DA/2022/1279/1. This proposal seeks retain 12 mature trees previously approved to maintain local biodiversity.

Other impacts have been considered as detailed in this REF.

### **Justification and Conclusion**

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

The environmental impacts of the proposal are not likely to be significant. Therefore, it is not necessary for an Environmental Impact Statement (**EIS**) to be prepared and approval to be sought for the proposal from the Minister for Planning and Public Spaces under Part 5.1 of the EP&A Act. The proposed 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 (the **department**) proposes to construct and operate a new primary school and pre-school (the **activity**) located on the northern half of 200 Fairway Drive, Wilton (the **site**).

The proposal to provide a new primary school and pre-school in North Wilton is consistent with the State Government's plan to expand public education in Western Sydney. The 2024-2025 budget is aiming to deliver record education funding including \$3.6 billion for new and upgraded schools in Western Sydney. The focus is on ensuring that the growing communities are receiving access to world class public education. The proposal will provide integral social infrastructure in an emerging urban environment experiencing significant population growth. The proposed activity is the direct result of the NSW Government commitment to deliver public education in Western Sydney.

This Review of Environmental Factors (**REF**) has been prepared by Urbis Ltd on behalf of the department to determine the environmental impacts of the proposed new primary school and pre-school. For the purposes of these works, the department is the proponent and the determining authority under Division 5.1 of the *Environmental Planning and Assessment Act 1979* (**EP&A Act**).

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

The potential environmental impacts have been assessed in the accordance with the *Guidelines for Division 5.1 Assessments* (DPE, 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:

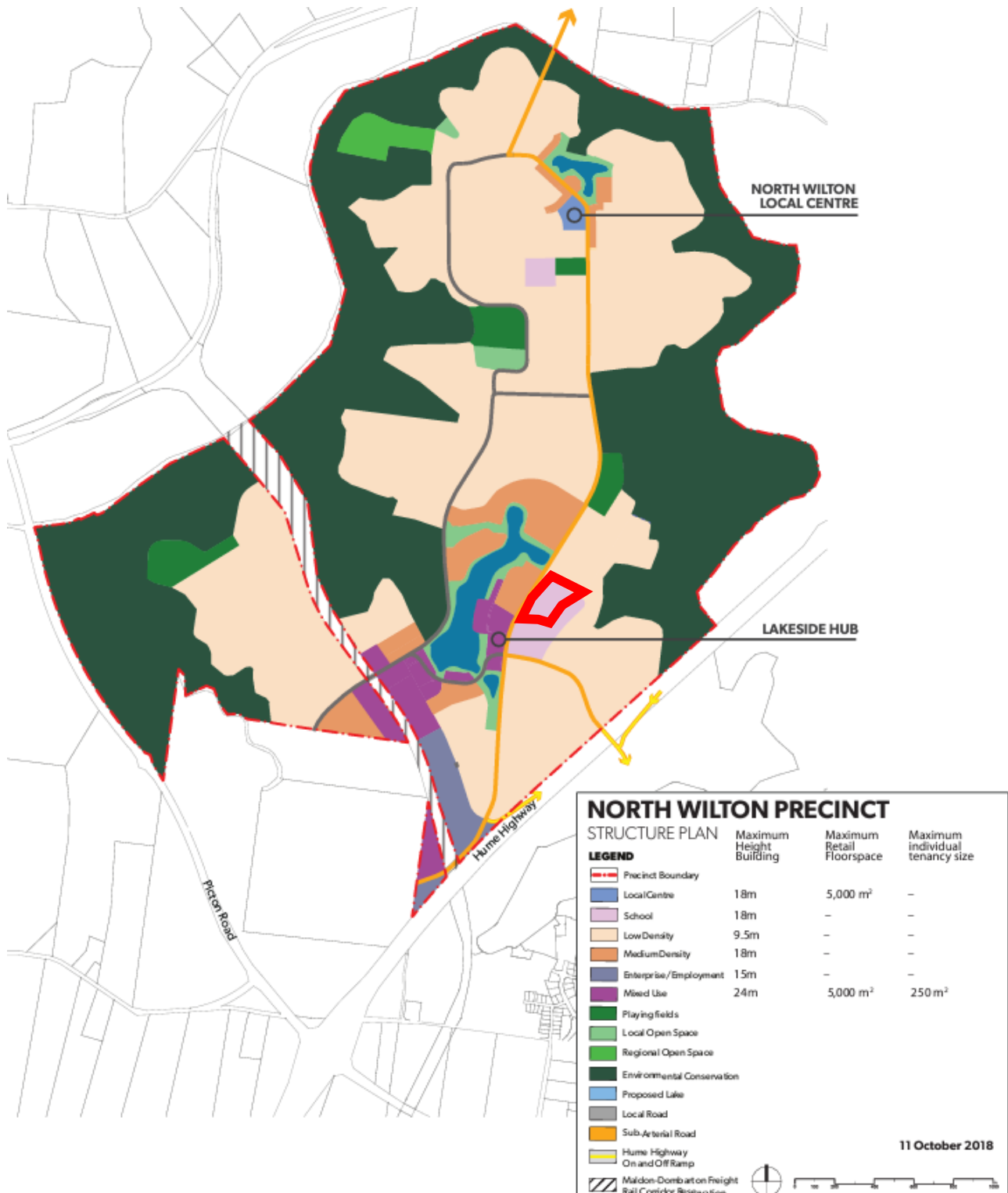
- Whether the proposed activity is likely to have a significant impact on the environment and therefore the necessity for an Environmental Impact Statement (**EIS**) to be prepared and approval to be sought from the Minister for Planning and Public Spaces under Division 5.2 of the EP&A Act; and
- The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

## 1.1 Project Background

The site is located in the North Wilton Precinct of the Wilton Growth Area, which is part of the Wollondilly Shire Local Government Area (**LGA**) in South-West Sydney. The Wilton Growth Area is proposed to provide for a community of around 15,000 new homes over the next 20 to 30 years.

The North Wilton Precinct Structure Plan (**Structure Plan**), published by DPHI in September 2023, identifies the subject site in light purple as the preferred location for a future school (refer to **Figure 2**). Construction of a primary school at the site is therefore consistent with the Structure Plan.

**Figure 2 North Wilton Structure Plan**



Source: DPHI, 2023

## 1.2 Planning Approvals

North Wilton is being developed by Landcom over multiple stages. Subdivision of the school site and various site establishment works were approved by Wollondilly Shire Council (**Council**) on 30 September 2022 under DA/2019/617/1. Subsequent modifications to the DA were approved by



Council on 4 September 2023 (DA/2019/617/2) and 22 November 2023 (DA/2019/617/3). Works associated with the DA (as modified) have commenced.

On 30 September 2024, a further DA (DA/2022/1279/1) was approved by Council granting consent for the staged residential subdivision of land consisting of 318 residential lots, 4 super lots, 6 residue lots and associated works. DA/2022/1279/1 also establishes the surrounding road and active transport network for the site (including Road 14 which will provide access to the school site) and approved the removal of the majority of trees located within the boundaries of the school site. At the time of lodgement of this REF, Landcom have commenced the road works associated with this DA.

DA/2022/1279/2 is under assessment by Council and seeks various modifications to DA/2022/1279/1. In relation to the school site, the modification raises the height of the Road 14 design levels, reducing the extent of bulk earthworks that were required and approved for the school site under DA/2022/1279/1. The activity proposed under this REF is based on the levels proposed by this modification application.

Refer to **Section 2.6** of the REF for a detailed breakdown of planning approvals for the site and surrounds.

Landcom, in consultation with DoE, is preparing a further modification application to modify DA/2022/1279/1 that incorporates the required off-site infrastructure works, including the two wombat crossings and kiss and drop area to the Road 14 design, and indented bus bays to the unnamed arterial road. This approach will eliminate the need for abortive works related to road infrastructure, allowing Landcom to deliver the infrastructure upfront with the surrounding road network.

The site was initially intended as a combined high school and primary school. However, Landcom will be further subdividing the site into a separate primary school site (northern portion) and high school (southern portion) site in the future as per **Figure 3**, however there is no clear timing on this.

**Figure 3 Future Proposal to Subdivide School Site**



Source: Landcom, 2024

## 2. Site Analysis

### 2.1 Site Description

The current street address is part 200 Fairway Drive, Wilton, 2571, NSW. The site forms part of the northern portion of Lot 1063 in Deposited Plan 1289197 and is approximately 3.4ha hectares in size. The southern portion of the lot is to accommodate a future high school for North Wilton.

The site is located within the North Wilton Precinct. As a result of precinct wide rezonings, the surrounding locality is transitioning from a semi-rural residential area to a highly urbanised area with new low to medium density residential development with supporting services.

The proposed school site does not currently have road access, however Landcom is expected to deliver the road network and surrounding public domain network in accordance with DA/2022/1279/1. Road 14 (currently under construction) located on the eastern boundary of the site will ultimately provide future access to the site.

The site primarily comprises grasslands with several patches of remnant native grassy woodlands particularly within the northern and eastern portions of the site. An aerial photograph of the site is provided at **Figure 4**. A summary of the site description is provided in **Table 1**.

**Figure 4 Site Aerial**



Source: Urbis, 2024



**Table 1: Site Details**

Site characteristics	Description
Site address	Northern half of 200 Fairway Drive, Wilton
Legal description	Part of Lot 1063 in DP 1289197
Site area	Approximately 3.4 hectares
Local government area	Wollondilly LGA
Site ownership	The site is currently owned by Landcom and is to be transferred to the department. Owner's consent has been obtained from Landcom to progress with this REF.
Easements	Nil
Existing use / structures	The site is a vacant greenfield site with no existing buildings or structures.
Vegetation	The site primarily comprises grasslands with several patches of remnant native grassy woodlands particularly within the northern and eastern portions of the site.
Topography	The site has a gentle slope from the southwest (171 RL) to the north-east (162 RL).
Vehicle / site access	<p>The site does not currently have road access. Landcom is expected to deliver the road network and surrounding public domain network in accordance with DA/2022/1279/1. Road 14 (currently under construction) located on the eastern boundary of the site will ultimately provide access to the site.</p> <p>Landcom have confirmed that the road structure will be completed by mid-late 2025, with the final curbs and supporting infrastructure works delivered by late 2026 to prevent any construction traffic damaging the more delicate items.</p>

**Figure 5 Site Photographs**



*Photo 1 Looking east across the site.*



*Photo 2 Looking north across the site.*





Photo 3 Looking south across the site.



Photo 4 Looking north across the site.

Source: PTW Design Report, 2025



Photo 5 Aerial drone view of the site

## 2.2 Locality Context

The area surrounding the site is undergoing development in alignment with the North Wilton Structure Plan, as described below:

- **North:** The land north of the site is currently vacant, designated for future medium density residential development.
- **East:** The land east of the site is also vacant and is planned to be developed into playing fields and open spaces.



- **West:** The land to the west of the site, though currently vacant, is earmarked for medium density residential development and mixed-use developments. This area will be part of the Lakeside Hub, centred around an artificial lake.
- **South:** The land to the south is reserved for a future government high school. The only residential dwellings located in proximity to the school are currently under construction approx. 200m to the south of the primary school site, beyond the future high school.

It is anticipated that new homes immediately opposite the site will begin construction in 2027, after the school has been constructed. Access to North Wilton is currently available by Fairway Drive, a single lane bridge over the Hume Highway. The bridge is set to be duplicated by Landcom and is anticipated to be open in time for the school's opening in 2027. The site is not in proximity to any licensed premises, sex-service establishments, or potentially hazardous land uses such as petrol stations.

### Figure 6 Locality Photographs



Photo 6 Looking north of the site toward future medium density development.



Photo 7 Looking north along eastern boundary of site where Road 14 is to be constructed.



Photo 8 Looking west towards future Lake Hub.



Photo 9 Looking south towards future high school site.

Source: PTW Design Report, 2025

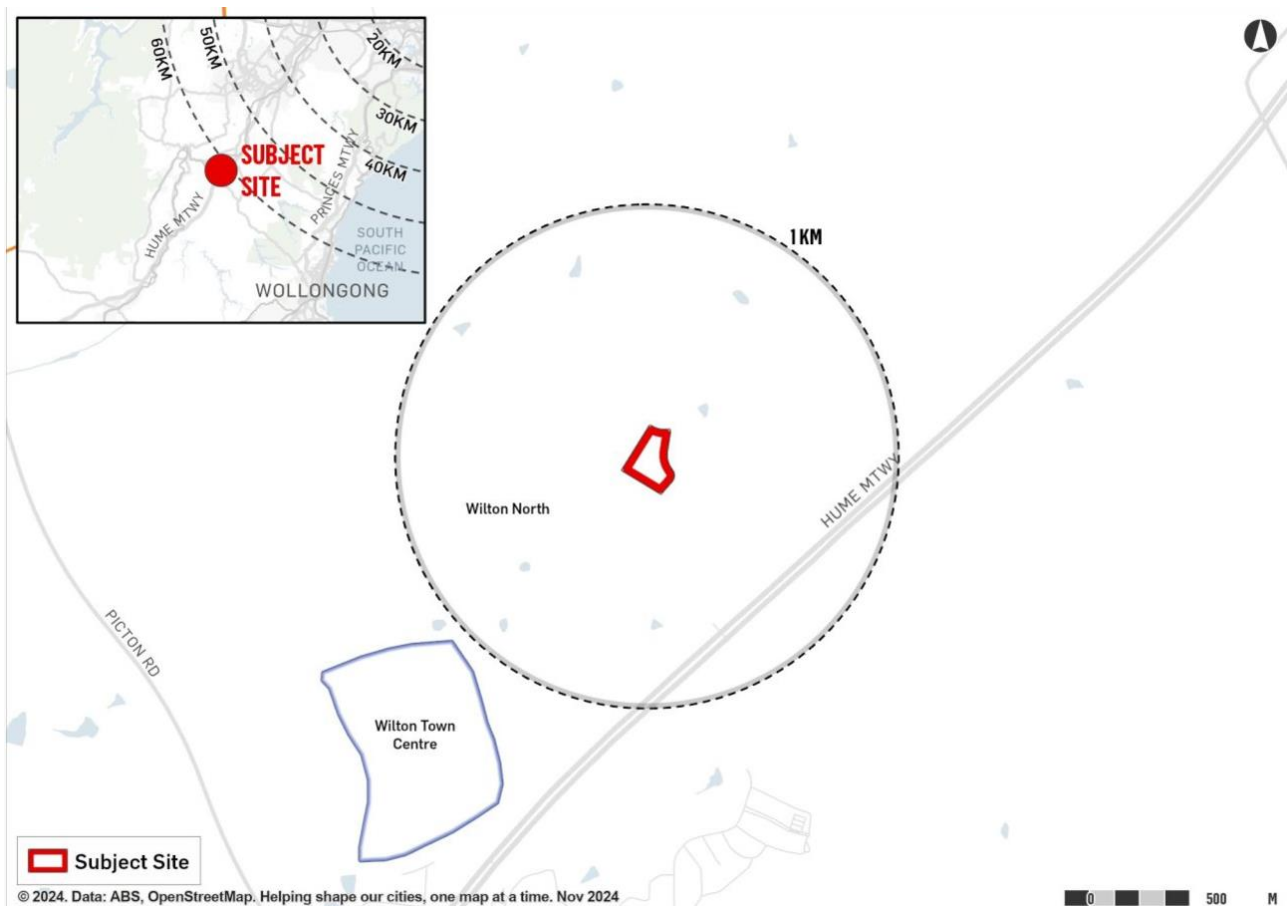
## 2.3 Regional Context

The North Wilton Precinct is situated in the South-West region of the Sydney Metropolitan Area, specifically within the locality of Wilton in the Wollondilly Shire Council LGA. The North Wilton Precinct forms a major component of the Wilton Growth Area, located on the southern extent of identified future urban growth in South West Sydney.

The North Wilton Precinct is approximately 60km south-west of the Sydney CBD, 30km north-west of Wollongong and 20km southwest of Campbelltown-Macarthur Strategic Centre. The Precinct is located on the interchange with the Hume Motorway, which provides connection to the major metropolitan road network throughout Sydney, and Picton Road which provides a direct connection to Wollongong and Port Kembla to the south-east. The Hume Motorway connects to the Southern Highlands, Canberra and Melbourne to the southwest.

The Precinct has strong connections with major centres and regionally significant activity and infrastructure nodes in Western Sydney, including the future Western Sydney International (Nancy Bird Walton) Airport, Western Sydney Aerotropolis, Sydney's Priority Growth Areas, future M9 Orbital and Western Sydney Employment Area.

**Figure 7 Locality Plan**



Source: Urbis, 2024

## 2.4 Site Constraints and Opportunities

Consideration of site constraints has been undertaken through a review of the Section 10.7 (2 & 5) Planning Certificate (No. 0073162) dated 9 July 2024, mapping under relevant Environmental Planning Instruments (**EPIs**), and a review of specialist consultant reports and other desktop assessments.

### 2.4.1 Site Constraints

Key site constraints include:

- **Traffic and Access Management:** The site does not currently have adequate road access to support vehicle movements once the proposed school is operational. Landcom (the current landowner and surrounding developer) is developing the surrounding road network including Road 14 which will provide vehicle access to the school. Landcom will also be completing construction of the surrounding traffic and transport infrastructure works required for the school including wombat and signalised crossings, bus bays, kiss and drop zone, footpaths, and road signage. These works are not included in the REF and will be subject to a separate planning pathway. The project team have been coordinating with Landcom to lodge a further modification application to DA/2022/1279/1 that captures the required transport infrastructure.
- **Bushfire Risk:** The site is mapped as bush fire prone land. Implementation of a temporary asset protection zone (**APZ**) of 50m to the south and 100m to the north, east and west is required to manage the existing bushfire hazard surrounding the school. The temporary APZ will be managed by Landcom, who have provided a letter of support (provided as an appendix to the bushfire report). The entire site will also be managed as an Inner Protection Area (**IPA**). The temporary APZ and IPA will be removed once the surrounding Landcom development is completed. An interim landscape strategy is proposed for the opening of the school, with the ultimate landscaping strategy to be provided once the temporary protections are no longer necessary. The final landscape strategy will enhance the area with additional tree plantings.
- **Flooding:** The site is not within a flood planning area and not subject to the PMF event. While the site is secure from flooding, routes around the school are inundated during significant flood events. It is recommended that access and egress be re-evaluated following the finalisation of the Draft Wollondilly Shire Flood Study and a mitigation measure is included to this effect. Given the site's non-flooded status and controlled access risks, the flood consultant has confirmed that a standalone Flood Emergency Response Plan (**FERP**) is not deemed necessary. Instead, integration into the school's general Emergency Management Plan is recommended, pending further verification of flood risks to the surrounding road network. In terms of emergency management, DPHI advises that a shelter-in-place (**SIP**) response is appropriate when both the flood warning and duration are under six hours, which aligns with the conditions expected at this site during a major flood event.
- **Vegetation and Tree Retention:** The site is biodiversity certified land however it does include several patches of grassy woodland trees. All trees across the site have been



approved for removal under DA/2022/1279/1. This proposal seeks retain 12 mature trees previously approved to maintain local biodiversity.

- **Prominent site and surrounding use:** Future residential uses will be located to the north, east and west of the site. Adequate setbacks from the site boundary and thoughtful building layout will minimise visual bulk and impact on the future residences.

A summary of the key site considerations and constraints as per the Planning Certificate is provided in **Table 2**.

**Table 2: Review of Section 10.7 Planning Certificate**

Affectation	Yes	No	Description
Critical habitat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Conservation area	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Item of environmental heritage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Affected by coastal hazards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Proclaimed to be in a mine subsidence district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The site is located within a mine subsidence district. As a result, the REF will be referred to Subsidence NSW. Investigations confirmed that South32 (mining company) relinquished all mining rights under Wilton at the time of the precinct's rezoning. Further advice from Subsidence NSW (dated December 2023) confirmed the site is not subject to risks associated with subsidence. A copy of this report and advice is provided at <b>Appendix 27</b> .
Affected by a road widening or road realignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Affected by a planning agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The site is subject to a Voluntary Planning Agreement ( <b>VPA</b> ) (SVPA ref: 2017/8775 - Wilton North) which provides for the transfer of ownership from Landcom to the department.
Affected by a policy that restricts development of land due to the likelihood of landslip	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Affected by bushfire, tidal inundation, subsidence, acid sulfate or any other risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The site is bushfire prone land and accordingly temporary APZs will be implemented, and the site will be managed as an IPA until such time that surrounding development is completed.  The site is within Unexploded Ordnance ( <b>UXO</b> ) area. Several investigations have been carried out which confirm there is no potential for remnant munitions to be found within North Wilton. No further investigation

Affectation	Yes	No	Description
			is required and no unexpected finds protocol with respect to UXO is required. A copy of these reports is provided at <b>Appendix 26</b> .
Affected by any acquisition of land provision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Biodiversity certified land or subject to any biobanking agreement or property vegetation plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The site comprises biodiversity certified land under the Cumberland Plain Conservation Plan. Under Section 8.4 of the <i>Biodiversity Conservation Act 2016</i> , activities undertaken on biocertified land are taken to be an activity that is not likely to significantly affect any threatened species or ecological community.  Section 8.5 of the Act confirms that the determining authority is not required to consider the effect on biodiversity of an activity to the extent that it is carried out on biodiversity certified land.
Significantly contaminated	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Subject to flood related development controls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## 2.4.2 Site Opportunities

The site offers a range of opportunities including:

- **Strategic Location:** Positioned within North Wilton Precinct, the primary school will service Wilton's growing population, supporting local education needs and future residential growth as outlined in local and regional planning strategies. The site is located in a rapidly urbanising area with low- and medium-density residential developments that would align the school with future community needs.
- **Sustainability Potential:** The site's size and layout allow for the integration of sustainable design principles, including rainwater harvesting, renewable energy systems (e.g., photovoltaic panels), and water-sensitive urban design (**WSUD**) measures like detention basins.
- **Community Integration and Shared Use:** The proposal includes community-accessible facilities, such as the hall and sports court, which can be used outside school hours. This fosters a sense of ownership and engagement with the broader community.
- **Topography-Responsive Design:** The site's natural slope is integrated into the landscape and building design, with terraced courtyards and entry points aligned to natural contours, creating a cohesive indoor-outdoor environment. The proposed design also makes use of site falls to make visible the filtration of water as an education tool

- **Maximising Views:** The upper levels including the library and pre-school play room are designed to capture significant views of the nearby hills and mountain ranges, enhancing the school's sense of place and connection with its environment.
- **Futureproofing:** The flexible site layout and modular building designs allow for potential future expansion and staged development to accommodate changing community and educational needs.
- **Multi-Access Points:** With multiple frontages, the site offers several access options. Road 14 will serve as the main vehicle entrance and accommodate the kiss and drop zone. The future sub-arterial road along the western boundary will provide secondary pedestrian access points and bus stops.
- **Addressing Public Domain:** The main school entry and hall faces the street and provides outlook to the future neighbourhood green playing fields.
- **Natural Features:** The site is adjacent to future playing fields to be constructed by Landcom, providing opportunities to enhance connections to natural landscapes through outdoor learning areas, recreational spaces, and visual corridors.
- **Landscaping:** The development of the site for a school offers an opportunity to increase tree canopy and the presence of native vegetation. Retention of existing mature trees where possible and the addition of native landscaping promote biodiversity and create a visually appealing transition between urban and natural areas.
- **Urban Growth Context:** Located within the Wilton Growth Area, the site aligns with broader urban planning goals, supporting new residential developments and meeting the increasing demand for educational infrastructure.
- **Site characteristics:** The site is large with favourable topography and free of contamination and archaeological risks.
- **Connecting with Country:** Designing and building a new primary school includes opportunities to connect with and reflect Country through buildings and landscaping across the site. A significant 'grandmother tree' identified during the Walk on Country will be retained and is to be a focal point of the landscaping strategy.

## 2.5 Land Ownership

The site is legally identified as part Lot 1063 in DP 1289197 and is currently owned by Landcom. Landowners consent for the proposed activity has been obtained from Landcom. The site is ultimately to be transferred to the department as part of the VPA (SVPA ref: 2017/8775 - Wilton North).

## 2.6 Related Applications

The below table outlines the approved and likely future developments which may be relevant to the cumulative impact assessment of the proposed activity. Note: The site was formally known as 195A Fairway Drive, Wilton.

**Table 3: Nearby development activity**

DA Reference	Development Description	Current Status	Address
DA/2019/617/1	Staged subdivision to create 199 residential lots and 5 residue lots, earthworks, tree removal, construction and dedication of roads including interim access from Niloc Bridge, associated public domain landscaping works and installation of infrastructure and services. This application approved the current school site.	Approved	195A Fairway Drive, Wilton
DA/2019/617/2	Modification to DA/2019/617/1 - S4.55(2) modification to the subdivision layout to the south to be consistent with stage 4 layout, amend threshold treatment in road 103, include retaining walls adjacent to sub-arterial road, and amendments to conditions.	Approved	195A Fairway Drive, Wilton
DA/2019/617/3	Modification to DA/2019/617/1 - S4.55(1A) modification to conditions in relation to temporary emergency evacuation route.	Approved	195A Fairway Drive, Wilton
DA/2019/662/1	Proposed integrated development for the staged construction of a sub-arterial road and associated utilities adjustments, lighting, signage, stormwater infrastructure and landscaping.	Approved	195 Fairway Drive, Wilton
DA/2021/357/1	Subdivision to create 11 super lots from 4 existing lots.	Approved	195 Fairway Drive, Wilton
DA/2022/508/1	Bulk earthworks.	DA Withdrawn	195 Fairway Drive, Wilton
DA/2022/1047/1	Bulk earthworks.	Approved	195A - 195D Fairway Drive, Wilton
DA/2022/1279/1	Staged residential subdivision consisting of 318 residential lots, 4 super lots, 7 residue lots and associated works.  This application approved Road 14 and tree removal for the school site.	Approved	195 Fairway Drive, Wilton

DA Reference	Development Description	Current Status	Address
DA/2022/1279/2	<p>Modification to DA/2022/1279/1 - S4.55(1A) Modification to development consent to introduce super lot subdivision, amendment to sub-staging, amendments to water cycle management study and civil engineering drawings including amendments/deletion of roads.</p> <p>The modification increases the height of the Road 14 design levels, significantly reducing the extent of bulk earthworks that were required and approved for the site under DA/2022/1279/1. The school site levels are designed based on the site levels and earthworks proposed under this modification application.</p>	Under assessment	190 Fairway Drive, Wilton
DA/2022/858/1	Three billboard signs.	Approved	195A and 195C Fairway Drive, Wilton

## 3. Proposed Activity

### 3.1 Overview

The proposed activity is for the construction and operation of a new primary school and pre-school at North Wilton. The new primary school will accommodate 552 students and 35 staff. The integrated new public pre-school will accommodate 60 students and 7 staff. In total, the new school will support 612 students and 42 staff.

The new school includes general and support learning spaces, a library, administrative areas and a staff hub. Core facilities include a standalone school hall and canteen, two carparks, and a sports court.

Specifically, this proposal includes the following:

- Construction of a part 2, part 3-storey learning hub which includes:
  - 24x general learning spaces
  - Three (3) support learning spaces
  - Staff hub including administrative areas and library.
  - Integrated public pre-school.
- Standalone school hall and covered outdoor learning area (**COLA**) with outside of school hours care (**OSHC**).
- Associated landscaping including sports court, and separate outdoor play space for the pre-school.
- Associated site utilities and services including installation of new 1500 kVA padmount substation and a new main switchboard.
- Main car park to the south of the school with 33 car spaces (including one accessible space).
- Separate car park for pre-school located to the north of the school with 18 spaces (including one accessible space).
- Main school pedestrian entrance proposed off proposed Road 14.
- Earthworks.

An extract of the site plan is provided at **Figure 8**.

The following off-site works are required to be undertaken, however do not form part of this REF:

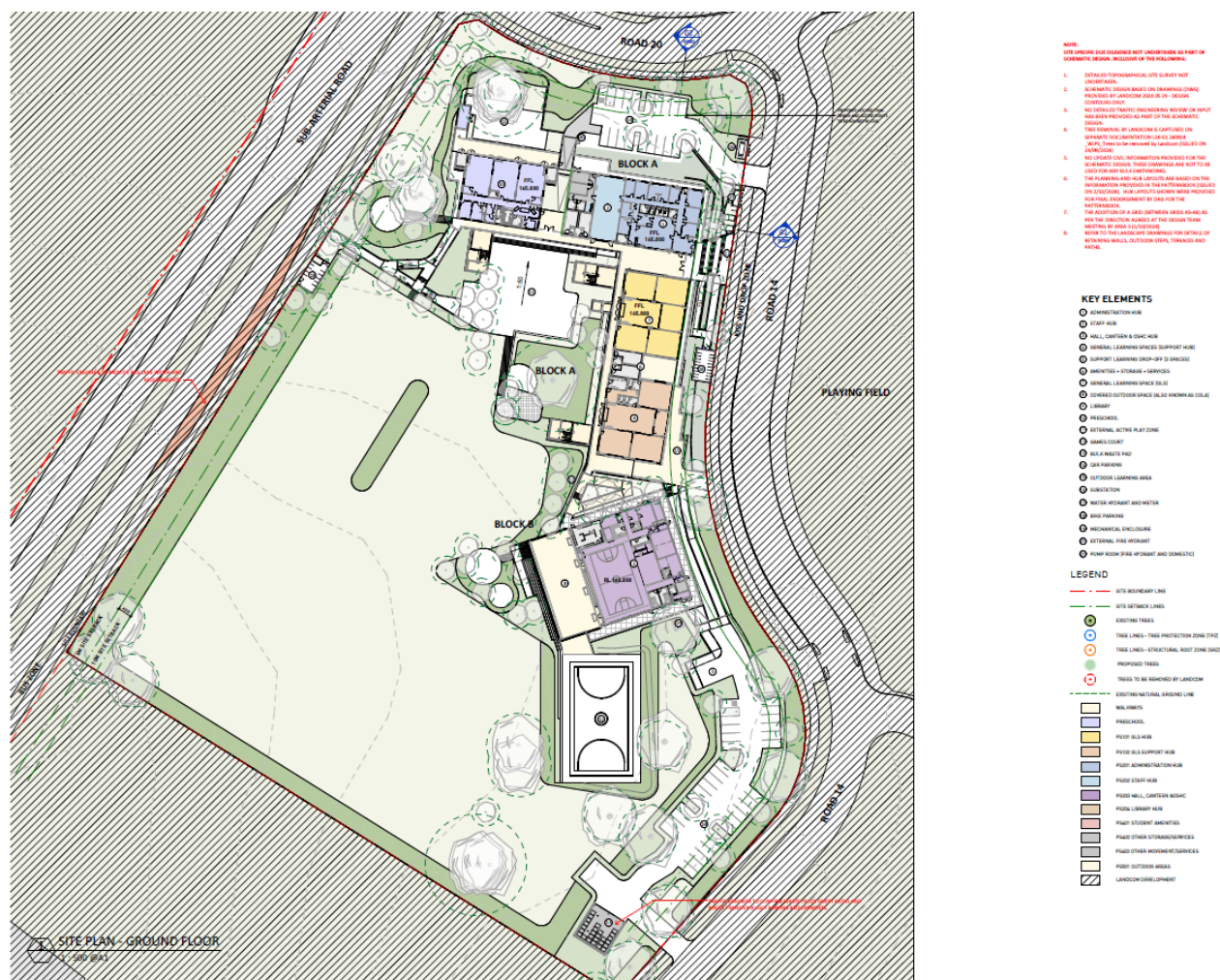
- Kiss and drop zone located along proposed Road 14.
- Two (2) wombat crossings on proposed Road 14.
- Provision of a school bus zone on the eastern side of the unnamed sub-arterial road.
- Construction of the surrounding footpaths.

These works are required for the operation of the school and pre-school, however, do not form part of the proposed activity and instead will be delivered by Landcom via a separate approval



pathway. As these works are required for the school to operate, a series of mitigation measures are included to ensure these works are delivered prior to operation of the school.

### Figure 8 Proposed Site Plan



Source: PTW, 2025

**Table 4** provides a summary of key aspects of the activity.

### Table 4: Summary of the activity

Project Element	Description
Site Area	Approximately 3.4 hectares
Project Name	New primary school and pre-school for Wilton
Project Summary	Construction and operation of a new government school and pre-school, including buildings and structures, landscaping, sport and play spaces, associated supporting infrastructure and earthworks.
Use	Educational establishment
Student and Staff Numbers	<u>Primary School:</u> Students: 552 Staff: 35 <u>Pre-school:</u> Students 60

Project Element	Description
	Staff 7 <u>Total:</u> Students: 612 Staff: 42
<b>Car Parking Spaces</b>	A total of 51 car parking spaces proposed including: <ul style="list-style-type: none"> <li>Staff car park to the south of the school with 33 car spaces (including one accessible space).</li> <li>Separate car park for pre-school located to the north of the school with 18 spaces (including one accessible space).</li> </ul>
<b>Bicycle Parking Spaces</b>	34 bicycle parking spaces provided for students. 4 bicycle parking spaces provided for staff.
<b>Height</b>	Maximum height: 13.7 metres Storeys: 3 storeys
<b>Gross Floor Area</b>	Total GFA: 5,695.21m <sup>2</sup> FSR (Approx.): 0.168:1
<b>Play Space</b>	Primary school: 14,100m <sup>2</sup> (26.82m <sup>2</sup> per student) Pre-school: 528m <sup>2</sup> (8.8m <sup>2</sup> per student)
<b>Canopy Cover</b>	5,094m <sup>2</sup> (15% of site area) - interim landscape plan 13,583.25m <sup>2</sup> (40% of site area) - final landscape plan once APZs and IPA are extinguished.
<b>Off Site Works</b>	The proposed activity does not involve any off-site works. All works (except for the two vehicle driveway crossovers) within the surrounding public domain including the kiss and drop zone, footpaths, pedestrian crossings, and bus zone will be undertaken by Landcom via a separate planning approval. There are mitigation measures in place to ensure these are delivered prior to operation of the school and pre-school.

### 3.2 Related works subject to separate approval

To address school related traffic and access, the following additional works are required to be undertaken:

- Kiss and drop zone located along proposed Road 14.
- Two (2) pedestrian crossings on proposed Road 14.
- Provision of a bus zone on the eastern side of the unnamed sub-arterial road.
- Construction of the surrounding footpaths.

These works are required to the operation of the school, however, do not form part of the proposed activity and instead will be delivered by Landcom via a separate approval pathway. As these works are required for the school to operate, a series of mitigation measures are included to ensure these works are delivered prior to operation of the school.



**Figure 9 Render of new school**



Source: PTW Architects, 2025

**Figure 10 View on new school from the playing field across Road 14**



Source: PTW Architects, 2025



**Figure 11 View of main school entry along Road 14**



Source: PTW Architects, 2025

## 3.3 Design and Built Form

### 3.3.1 Design Objectives

This REF is accompanied by an Architectural Design Report (**Appendix 5**) which outlines the design approach to the proposed new primary school and pre-school. The approach was guided by design principles which responded to the site's constraints and opportunities, as below:

- A strong street presence actively contributing to the public domain.
- Main entries and alternate entries located to prioritise safe transport, green travel and community engagement.
- Maximise opportunities for views to the surrounding hills and mountain ranges.
- Utilise contour falls to create more intimate outdoor areas without compromising external supervision of all students.
- Opportunities for community and shared use, maximised through the considered location of the hall and car park.
- Meaningful Connecting with Country engagement informs the Designing with Country response.
- Maximise outdoor learning opportunities and create a health environment that serves as a tool for learning.
- Environmentally Sustainable Design principles embedded within the design.
- External materials selected to reflect and compliment the surrounding Landcom residential development.

### 3.3.2 Built Form and Layout

The location and orientation of the proposed built form has been carefully planned to respond to the site's surrounding context and existing natural and built constraints. The design objectives outlined have informed the proposal through locating the majority of the school's built form along the northern and eastern boundaries of the site as demonstrated in **Figure 12**. Detailed plans of the proposed built form are available in the Architectural Drawings at **Appendix 4**.

The proposed built form is generally an L-shaped configuration aligning with the eastern and northern borders of the site, encircling a central green area.

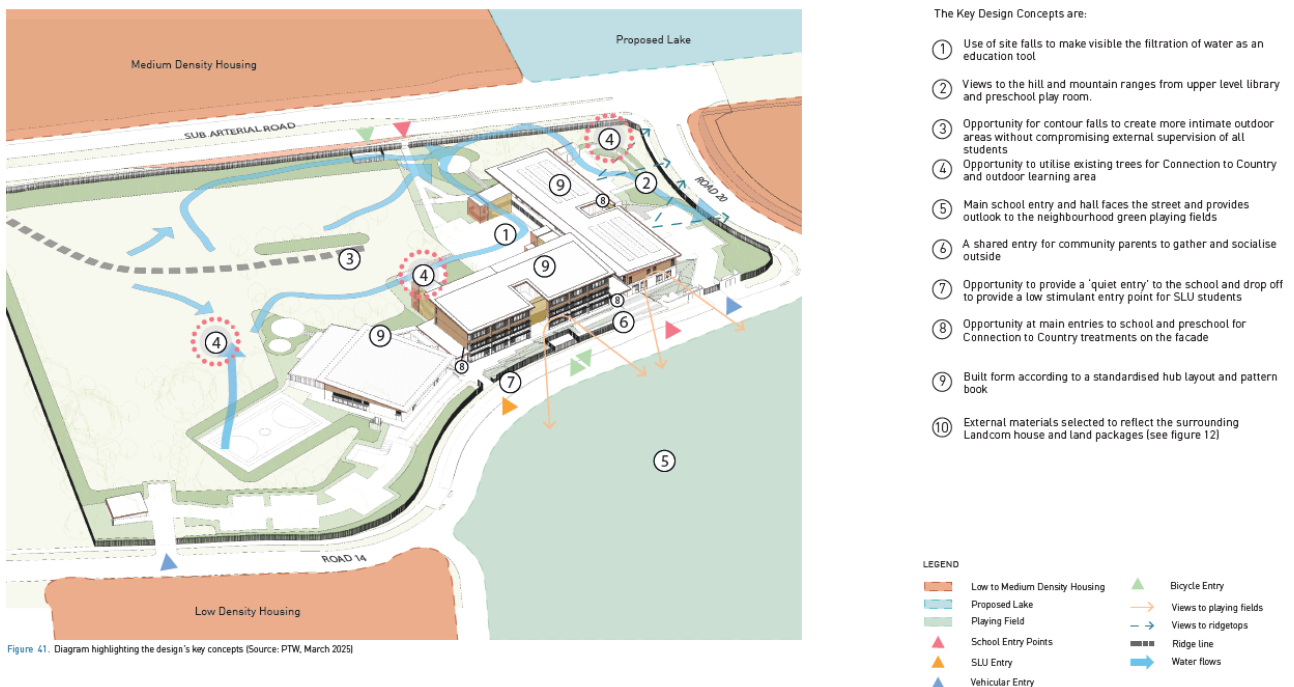
The main learning hub building (**Building A**) is part two, part three storeys and is L-shaped to address both proposed Road 14 to the east and Road 20 to the north. Building A is adjacent to the main school entry which creates a place of prominence within the proposed public domain entry plaza. Building A will accommodate 24 general learning spaces and 3 support learning spaces. The internal layouts of the teaching spaces are designed in accordance with the Education Facilities Standards and Guidelines (**EFSG**), ensuring they meet the operational requirements of the school. Each teaching space will provide flexible learning spaces for students and staff:

Building A will also include common rooms, a staff hub, administrative areas, and a library. Furthermore, Building A incorporates a pre-school at ground level within its two-storey section facing the northern site boundary, with its own outdoor play area.

The school hall (**Building B**) is situated to the south of Building A in the south eastern corner of the site, fronting Road 14. This single-storey building features a double-height void designed to house the internal multi-sport court. Building B is a multifunctional facility accommodating a variety of uses, including indoor sports, a stage for performances and assemblies, a school canteen, and several amenities and storage rooms.

The buildings will be connected through a sequence of linked covered walkways, which define a centre courtyard for outdoor learning and play. The site layout can support a second stage of development along its western boundary.

**Figure 12 Proposed Built Form**



Source: PTW, 2025

## Building setbacks

Building A is set back from the northern boundary (Road 20) by up to 20 metres and set back from the eastern boundary (Road 14) by 10 metres. Consistent with Building A, the school hall (Building B) is also setback from the eastern boundary by 10 metres. The setbacks surrounding the site are landscaped and will ensure that an appropriate buffer exists between the school and the surrounding road network.

## Building height

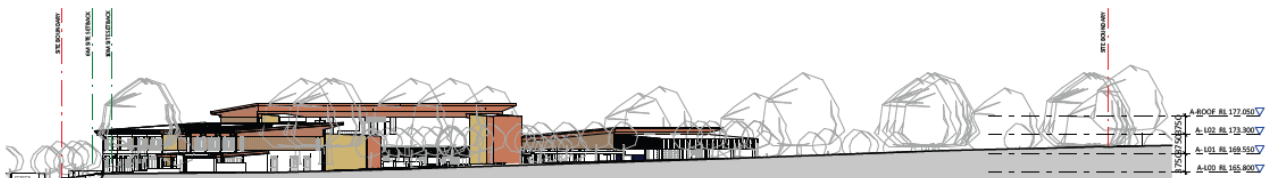
Building A is part two storey and part three storey with a maximum height of 13.7 metres. The school hall (Building B) is one storey in height but contains a double height indoor multi-sport court. Site and building elevations can be found in **Figure 13** and **Figure 19**.

**Figure 13 Site Elevation - East**



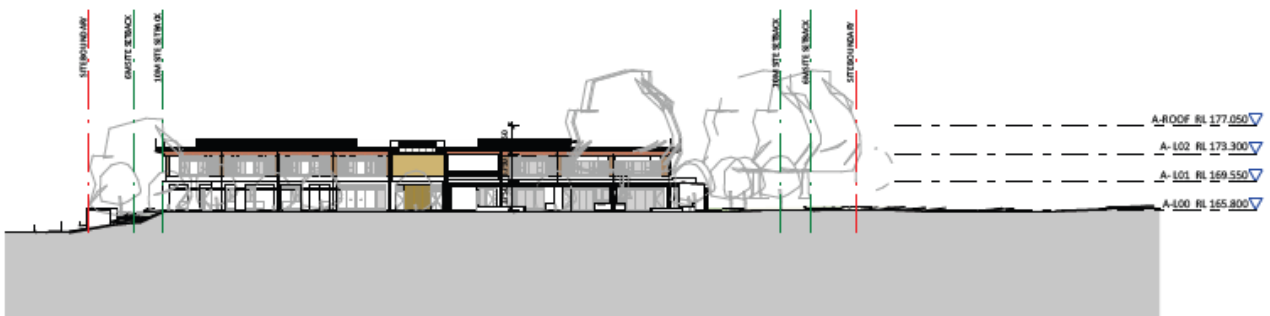
Source: PTW, 2025

**Figure 14 Site Elevation - West**



Source: PTW, 2025

**Figure 15 Site Elevation - North**



Source: PTW, 2025

**Figure 16 Building A – North Elevation**



Source: PTW, 2025

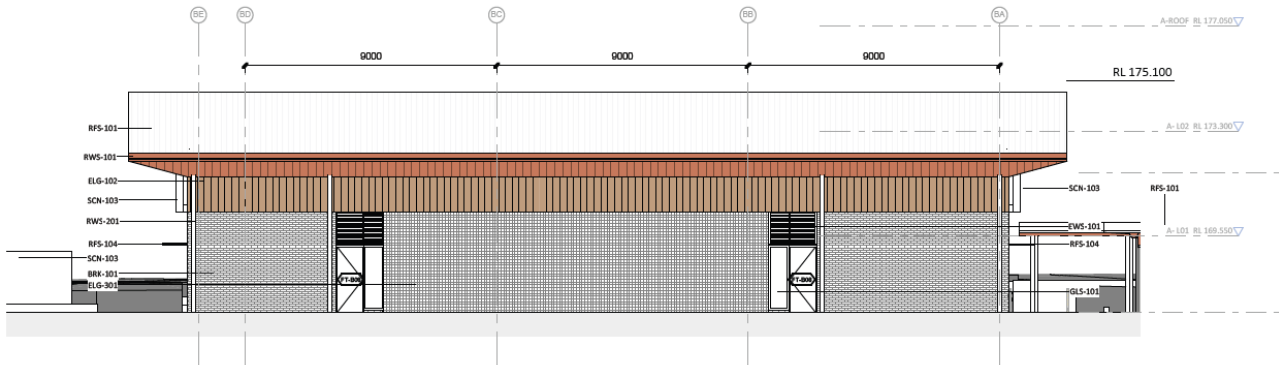
**Figure 17 Building A – East Elevation**



Source: PTW, 2025

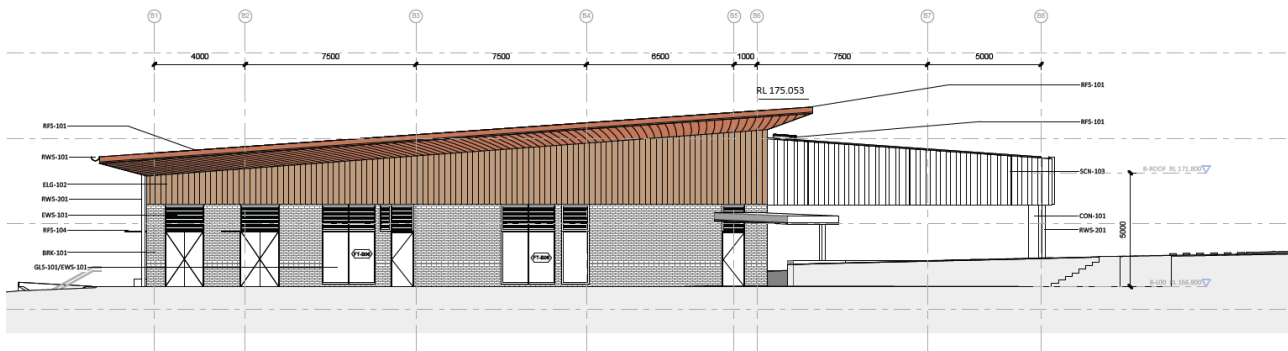


**Figure 18 Building B – East Elevation**



Source: PTW, 2025

**Figure 19 Building B – North Elevation**



Source: PTW, 2025

### 3.3.3 Materials and Finishes

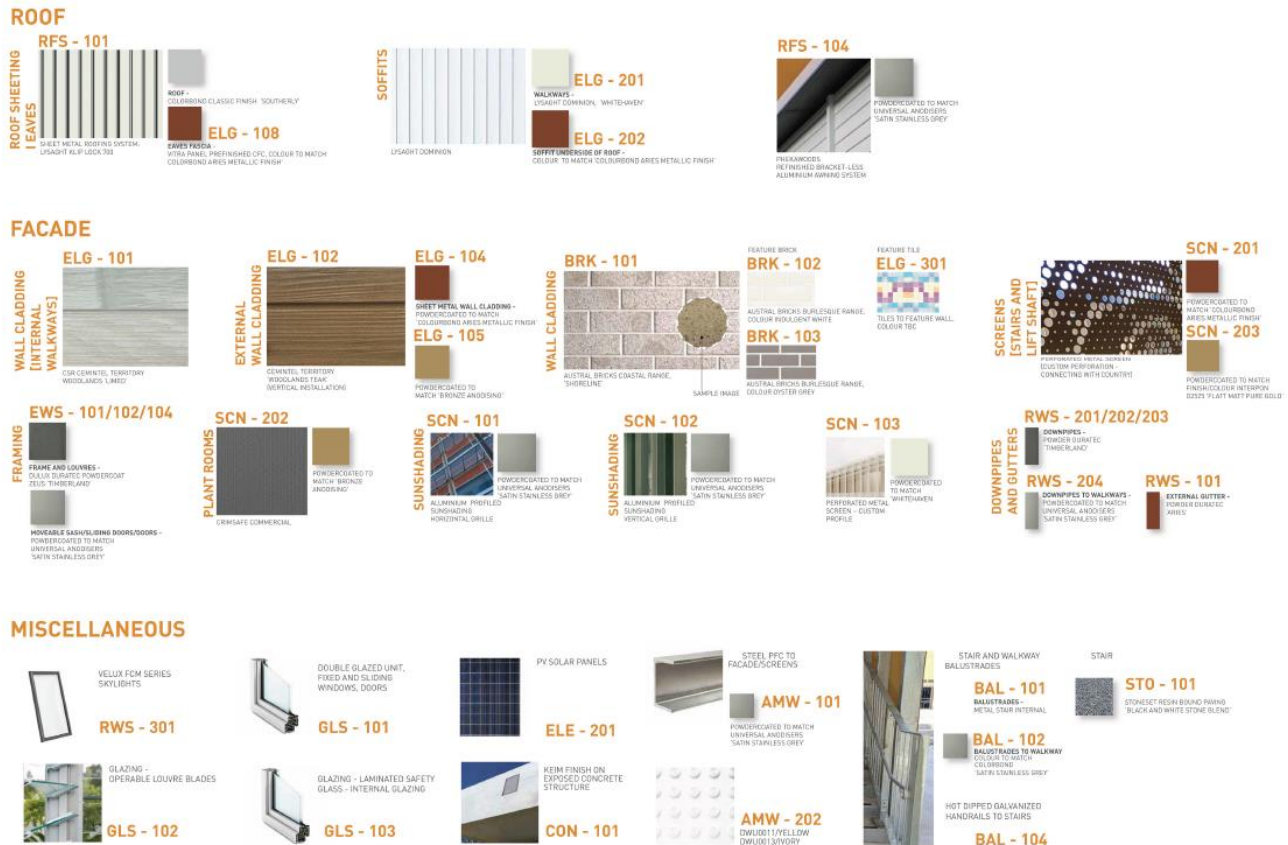
The external design of the learning hub (Building A) reflects the existing natural context and future built form context to help to soften the visual impact of the buildings as viewed from the public domain. The façade materials and colour palette were selected to integrate harmoniously with the natural setting while ensuring the buildings retain a distinct and modern appearance. The proposed building materials predominantly include sheet metal roofing, and facades will incorporate a combination of natural cladding finishes with brickwork.

The external design of the school hall (Building B) aligns with the aesthetic of the learning hub, utilising a palette of locally responsive colours and materials to integrate with the surrounding natural environment. This approach ensures visual cohesion across the site while maintaining a



distinct and functional design for the hall. The proposed material palette is illustrated below in **Figure 20**.

**Figure 20 Materials and Finishes Schedule**



Source: PTW, 2025

### 3.4 Landscaping

The new primary school and pre-school is strategically sited to consider the topography, existing trees, and future urban context. The building layout forms a semi-enclosed area integrating assembly spaces, seating, sports facilities, and outdoor learning areas. Buildings are placed along the street edge to align with future developments and connect visually and physically with the proposed outdoor playing fields to the east.

A large, turfed area in the southwest of the site provides space for play, physical exercise, and outdoor learning, complemented by a multi-purpose sports court south of the school hall. A separate, secure play space is designated for the pre-school. The landscape strategy enhances shade and solar access, with shrub planting along selected edges to create visual endpoints and screen views. A nature and water play area, along with an outdoor learning zone, offer educational engagement opportunities.

A native landscape drainage swale along the northern boundary is designed to manage stormwater runoff. Surface treatments in active and passive play areas aim to minimise the urban heat island effect.

A key element of the landscape strategy is the retention of 12 existing mature trees (previously approved for removal under a DA). This includes a prominent 'grandmother tree', identified during the Walk on Country. New tree plantings, integrated with existing ones, will enhance the 'green link' around the school, using species from the Cumberland Plain Woodland found onsite. This will increase biodiversity and provide essential shade, with canopy cover aimed at maximising tree shading particularly over assembly and sports areas, without exceeding a 15% site coverage to maintain the area as an IPA. An extract of the interim landscape masterplan is provided at **Figure 21**. Once the APZ and IPA can be extinguished, the proposal will increase tree canopy coverage to 40%, enhancing shade and amenities as shown in **Figure 22**.

The planting strategy draws on local ecological communities like the Cumberland Plain Woodland and Cumberland Red Gum Riverflat Forest, emphasising native species to support local wildlife and reduce ecological impact.

More details are provided in the Landscape Drawings provided at **Appendix 6**.

### Figure 21 Landscape Masterplan (Interim)



Source: PTW, 2025

### Figure 22 Landscape Masterplan (Final)



Source: PTW, 2025

### 3.5 Signage

The proposed activity will involve the erection of a range of school and pre-school signage throughout the site, as shown in the signage site plan at **Figure 23**.

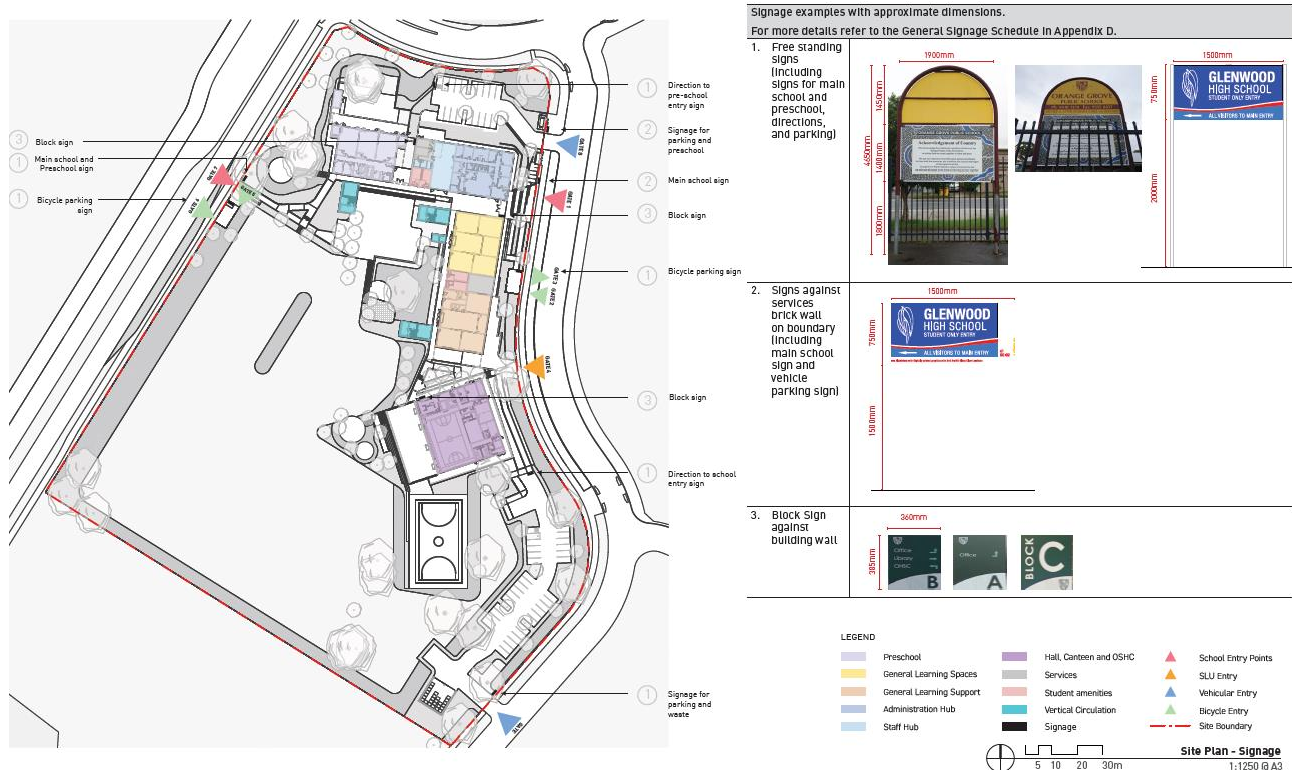
The signage comprises the following:

- Pre-school sign facing the sub-arterial road to the south west of Building A.
- Building name signage on the northern elevation of Building A facing Road 20.
- Building name signage on the eastern elevation of Building A facing Road 14.
- Directional signage to pre-school within the pre-school car park.
- Pre-school sign at entrance to pre-school parking area.
- Main school signage including school crest at entrance to school on eastern elevation of Building A facing Road 14.
- Building name signage on the northern elevation of Building B.
- Directional signage to school entry from main car park.
- Directional signage for parking and waste and main car park entrance.



The signage will be high-quality, clearly identifying the pre-school and primary school, and will provide information and wayfinding opportunities.

**Figure 23 Signage Location Plan**



Source: PTW, 2025

## 3.6 Access and Parking

### Pedestrian Access

As shown in **Figure 24**, the main pedestrian access to the school is located on the eastern boundary of the site adjacent to the main kiss and drop zone along Road 14. An additional pedestrian entry point is provided for the pre-school on the western side of the site, accessed from the unnamed sub-arterial road. Additionally, the SLU entry is situated between Building A and Building B along Road 14 adjacent to the support learning kiss and drop zone.

Two wombat pedestrian crossings are proposed on Road 14 to improve access to the school site; however, these works do not form part of this REF and will be undertaken by Landcom. Mitigation measures are included to ensure these works are delivered prior to operation.

### Vehicle Access and Staff Car Park

Two separate car parks are proposed, one on the north side and one on the south side of the school, both accessible from Road 14. The northern car park includes 18 spaces for pre-school staff and will also serve as a dedicated drop-off area for pre-school, including one accessible parking space. The southern car park, designated for school staff, will provide 33 spaces, also including one accessible parking space.

## Bicycle parking and access

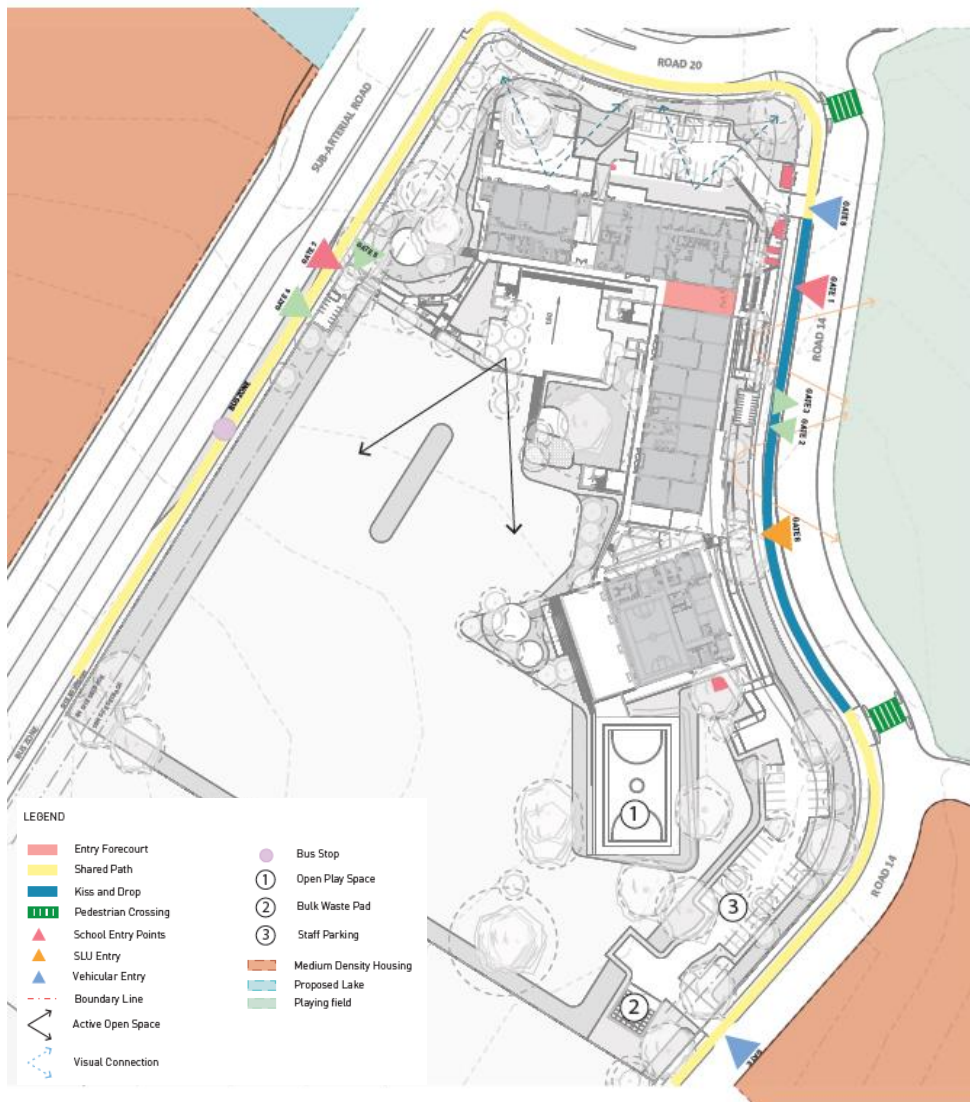
Two dedicated bicycle parking areas accommodating 34 spaces for students and staff are proposed: one on the west side and another on the east side. In addition, 4 bicycle parking spaces will be provided adjacent to the pre-school car park.

## Kiss and Drop Zone and Bus Zone

The main kiss and drop zone is proposed along the eastern boundary of the school site on Road 14. This zone will span approximately 110 metres and accommodate up to 15 vehicles at any one time. In addition, 3 support learning drop-off spaces are proposed within the school grounds adjacent to the staff carpark and accessible via the southern vehicular entry. Pre-school drop off is via the northern car park.

A school bus zone is proposed on the eastern side of the future unnamed sub-arterial road along the western boundary of the site, within proximity to the school entry. The kiss and drop zones and bus zone do not form part of the REF, however, are required by mitigation measures forming part of the REF to be delivered by Landcom prior to the school opening.

**Figure 24 Proposed Access and Circulation**



Source: PTW, 2025



## 3.7 Construction Activities

The proposed construction hours will be as follows:

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

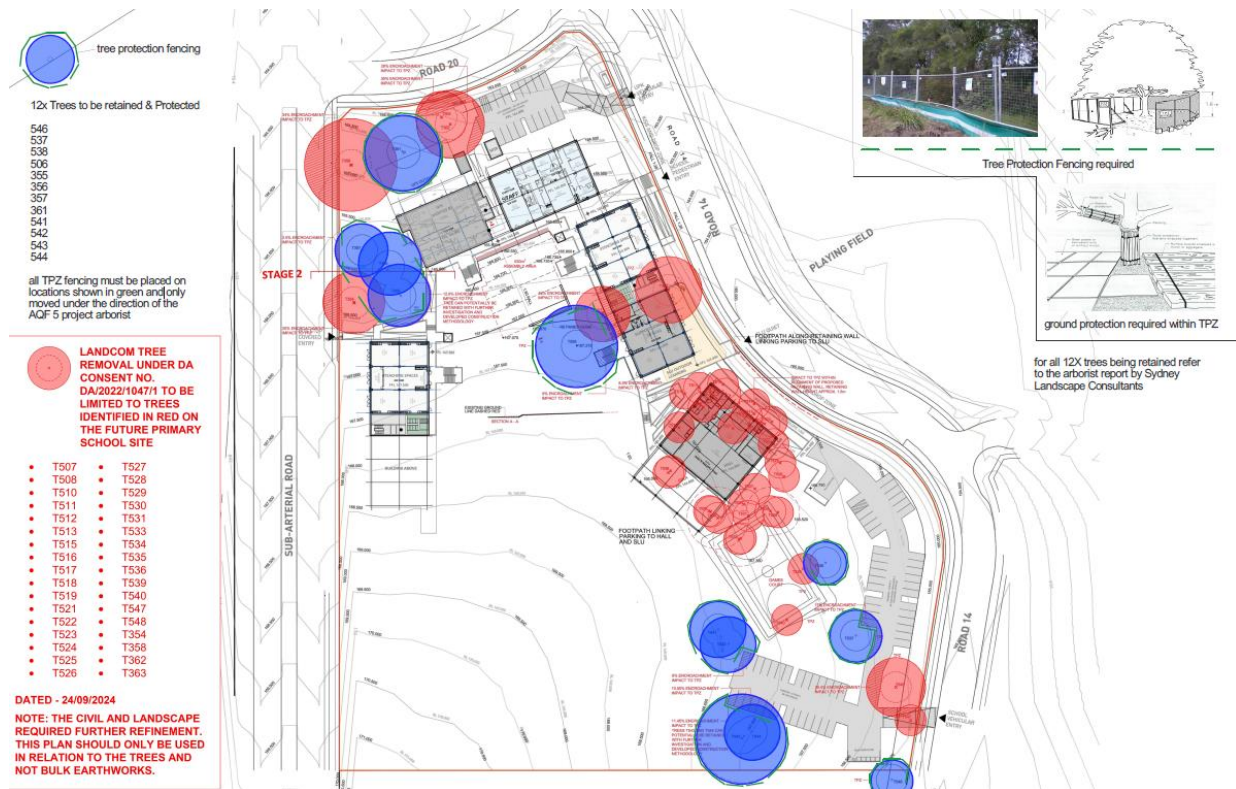
The construction of the proposed activity is anticipated to require 200 construction workers, along with the use of excavators and cranes during construction.

## 3.8 Tree Retention

As noted, DA/2022/1047/1 approved the removal of all trees across the site while 12 trees were approved for retention. These 12 trees will continue to be retained and protected as outlined in the REF.

The landscaping strategy includes the planting of new trees to ensure adequate canopy coverage. Initially, replanting is restricted by the IPA restriction of 15% canopy cover across the site. As outlined previously, once the APZ and IPA can be extinguished, the proposal will increase tree canopy coverage to 40%, enhancing shade and amenity.

**Figure 25 Tree Retention Plan**



Source: Indigeco, 2025

## 3.9 Earthworks

The natural site topography includes a minor fall in gradient from south to north. Bulk earthworks are required to accommodate the proposed building pads. An extract of the proposed cut and fill plan is provided at **Figure 26** and a summary of the proposed quantities are provided in **Table 5**.

Landcom will be undertaking minor earthworks along the eastern and western boundaries of the site to deliver Road 14 and the sub arterial road. The proposed activity is designed to ensure that the proposed levels are in accordance with these levels (being the ones proposed under MOD DA/2022/1279/2 - currently under assessment by Council).

**Table 5: Cut and Fill Quantities**

Earthwork Type	Volume required (m <sup>3</sup> )
Cut	2,754.322m <sup>3</sup>
Fill	1,759.686m <sup>3</sup>
Total	Net cut 994.636m <sup>3</sup>

**Figure 26 Cut and Fill Diagram**



Source: BG&E, 2025

## 3.10 Stormwater

New stormwater infrastructure at the site will connect into future stormwater pits on proposed Road 14. The Civil Engineering Drawings (**Appendix 7**) and Civil Engineering Report prepared by the

civil engineer (**Appendix 8**) provide a detailed description of the proposed stormwater infrastructure for the site.

All roof stormwater will be collected through the use of gutters and downpipes, which will be directed to rainwater tanks to use for landscape irrigation.

Surface stormwater will be collected by a series of swales, surface inlet pits and in-ground pipes and directed to an on-site detention (**OSD**) tank as required in the DCP. The OSD tank will be located beneath the pre-school car park and will have a volume of 428.4m<sup>3</sup>. The main point of discharge will be to the north west corner of the site at the intersection of future Road 14 and Road 20.

### Figure 27 Stormwater General Arrangement Plan



Source: BG&E, 2025

### 3.11 Utilities and Services

All site services will be delivered by Landcom into the site as approved under DA/2022/1279/1. The only off-site utility works to be undertaken as part of the REF relate to minor electrical augmentation of the proposed Landcom HV cables, however this is subject to further detailed design.

The following utility and service works are proposed:

- **Wastewater:** All wastewater from the new buildings will be directed to the existing sewer system via a new site infrastructure. The wastewater will be discharged through gravity to the sewer outfall located at the southeast boundary of the site.



- **Potable Water:** The site will be connected to the local authority's potable water supply. This connection will be made at the southeast corner of the site and is designed to meet the demands of the school.
- **Fire Protection Water:** A fire water supply connection will also be established, drawing from the authority's recycled water supply located in the southeast corner of the site. This connection will be sized to provide adequate flow and pressure for firefighting purposes.
- **Recycled Water:** In addition to the fire protection water, a separate recycled water supply will be provided for landscape irrigation and other non-potable uses. This connection will also be made in the southeast corner of the site.
- **Roof Water Plumbing and Drainage:** Roof water from the buildings will be collected and conveyed to the lowest level, where it will be discharged into the main civil stormwater trunk system. Some of the roof water will be harvested and reused for sanitary fixtures and landscape irrigation.
- **Power Supply:** The proposed activity includes installing a new 1500 kVA padmount substation and a new main switchboard. High Voltage (HV) cabling will be installed underground adjacent to the site, integrating with the existing Endeavour Energy network.
- **Communications:** Existing Telstra infrastructure will be augmented and expanded to near the site. A private underground pit and pipe network is planned to provide a pathway for a fibre connection to the main communications room. This will allow the school to be connected to Telstra's services once the external infrastructure is ready and the area becomes serviceable.
- **Gas:** No gas connection is proposed to the school site.

### 3.12 Waste Management

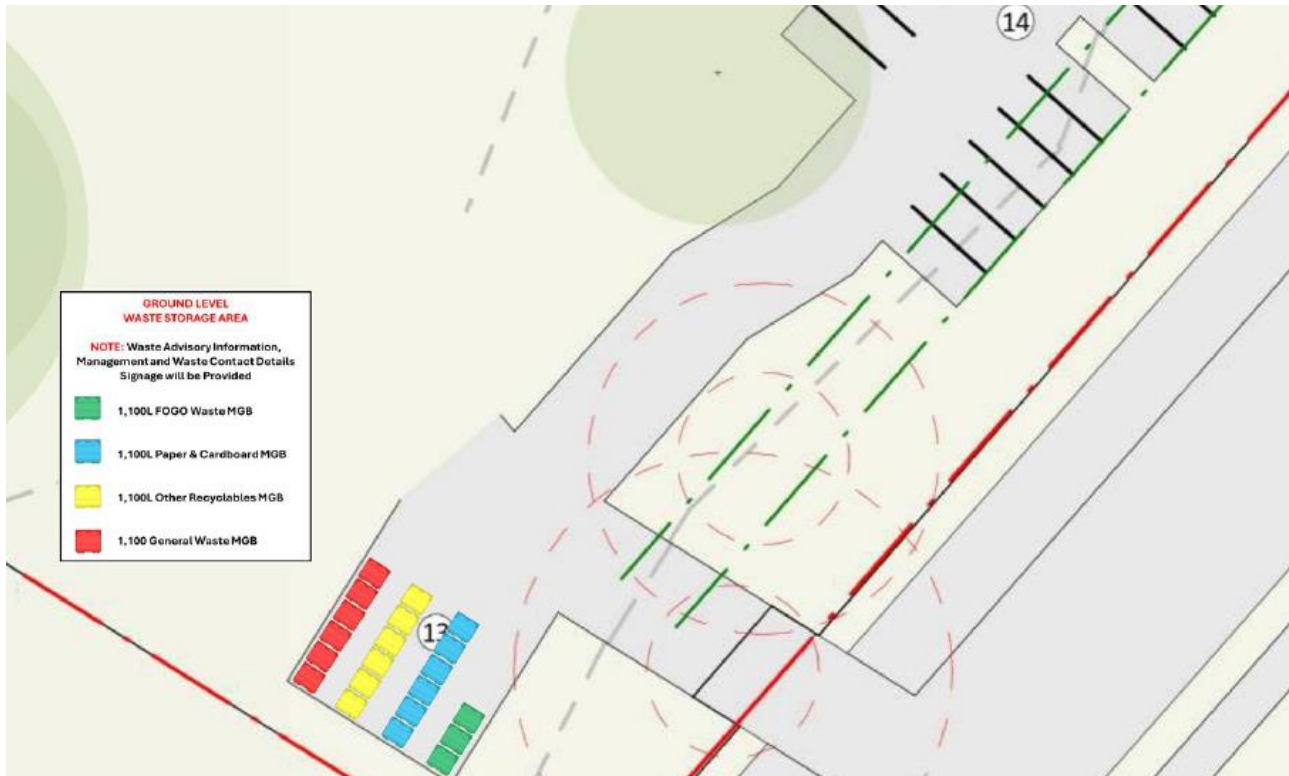
The bin storage area is located adjacent to the staff car park on the southern side of the site as shown in **Figure 28**. This area will be screened from the car park. The waste storage area will accommodate the required number of bins based on the waste generation rates: In total 6 bins will be provided for general waste, 6 bins for paper and cardboard, 6 bins for recycling waste and 3 bins for food and organic waste.

Access will only be provided to grounds keepers, waste collection staff and cleaners. In each room and across the school, bins will be provided for waste and recycling. The groundskeeper and cleaners will monitor the capacity of the bins to prevent overflowing and transport waste to bulk bins located in the car park after hours.

A private waste contractor will service general waste and recycling bins as per an agreed collection schedule which is assumed to be three times a week for both recycling and general waste. The private waste contractor will collect waste via the staff car park entrance accessed via the Road 14.

Waste will be collected outside the hours of 7am to 9am and 4pm to 6pm on Monday to Friday to ensure the safety of children on site. Once the waste collection is complete the MRV will perform a three-point turn and exit the activity in a forward direction and continue along Road 14. Swept path diagrams are provided in the TIA, at **Appendix 19**.

**Figure 28 Waste Storage Area**



Source: AusWide Consulting, 2025

### 3.13 Operation

The primary school and pre-school will be operated by the department. Standard school hours for the both the primary school and pre-school are anticipated to occur between 8.50am and 2.50pm. Classes will be conducted within the group learning spaces during the day.

As described above, access will be provided at the pedestrian entrances on Road 14 and the future sub-arterial road during drop off and pick up times. A kiss and drop zone is proposed along future Road 14. A dedicate pick up and drop off area is provided for pre-school parents in the northern portion of the site. The kiss and drop zones and bus zone do not form part of the REF, however, are required by mitigation measures forming part of the REF to be delivered by Landcom prior to the school opening.

Out of school hours care (**OOSH**) is also proposed under this REF and will operate from the school hall building during the times of 7am to 9am and 3pm to 6pm.

### 3.14 Design Development

#### 3.14.1 Design Guide and Design Quality Principles

The built form of the proposed school and pre-school responds effectively to the design quality principles outlined in Schedule 8 of the TI SEPP and the associated Design Guide as follows:



**Table 6: Response to Design Quality Principles in Schedule 8 of TI SEPP**

Design quality principle	Response
<b>1. Responsive to context</b>	The built form integrates with its natural surroundings and future urban context. The buildings are appropriately scaled relative to the future surrounding low- and medium-density residential developments. Generous landscaped setbacks, angled building alignments, and facade articulation reduce the visual bulk and ensure a sympathetic relationship with adjacent properties. The external materials for the buildings have been chosen to both reflect and complement the aesthetics of the surrounding Landcom residential development. The main entrance of the school is strategically positioned to face the future playing fields across Road 14, establishing a direct link with the recreational opportunities these fields will offer. Tree and scrub plantings along the perimeter of the site will provide a buffer to the surrounding roads. Mature trees have been retained where possible and a significant 'grandmother tree' identified during the Walk on Country will be retained and is to be a focal point of the landscaping strategy.
<b>2. Sustainable, efficient and resilient</b>	The project incorporates environmentally sustainable design features, targeting 5-star Green Star Certification under the Green Star Buildings v1 framework. These include solar panels, rainwater harvesting, water-sensitive urban design measures, and tree canopy to mitigate the heat island effect. Durable materials are selected for longevity, with shading devices and orientation strategies minimising energy consumption and ensuring thermal comfort.
<b>3. Accessible and Inclusive</b>	The design prioritises inclusivity and accessibility, with lift access to all floors, covered walkways connecting buildings, and pathways designed for universal access. The pedestrian entries are strategically located for connectivity with the kiss and drop zones, public transport and the surrounding neighbourhood. The hall, designed for after-hours community use, ensures seamless access for both school users and the broader community.
<b>4. Health and Safety</b>	The layout incorporates clear sightlines, passive surveillance, and well-lit pathways to enhance safety. The placement of the school administration office adjacent to the pedestrian entrance on Road 14 enhances safety. A secure perimeter fence and controlled entry points ensure a safe environment for students and staff. The design minimises exposure to external hazards, and noise mitigation measures ensure a high level of internal acoustic comfort. The new buildings are connected through a sequence of linked covered walkways, which define a centre courtyard for outdoor learning and play.
<b>5. Functional and comfortable</b>	The site provides a variety of indoor and outdoor learning spaces, including multi-sports courts and landscaped play areas. The design ensures good solar access, natural ventilation, and visual privacy for all learning and recreational spaces. Shade is provided through tree planting and architectural features, enhancing outdoor comfort. The pre-school will include a separate secure outdoor play area.
<b>6. Flexible &amp; Adaptable</b>	The modular grid design allows for adaptability, with spaces easily reconfigured to accommodate future needs. The robust material palette ensures long-term durability, while sustainability measures, such as rainwater harvesting and energy generation, support ongoing efficiency and resilience.
<b>7. Visual</b>	The architectural design achieves a balanced composition with articulated facades and contextual material selection. The buildings present a refined

Design quality principle	Response
<b>Appeal</b>	and cohesive visual identity that aligns with the surrounding residential character. Landscaping complements the built form, integrating the school and pre-school into its urban and natural environment.

This comprehensive response ensures the built form meets the TI SEPP's principles and the Design Guide's requirements, creating a high-quality, functional, and sustainable educational facility.

### 3.14.2 School Design Review Panel

The project was reviewed by the School Design Review Panel (**SDRP**) on 27 November 2024, as part of the design process. The key themes raised by the SDRP and the corresponding responses in the project design for the new school and pre-school are as follows:

#### Engagement with Aboriginal Knowledge and Cultural Integration

- **SDRP Comment:** Engage with local Aboriginal knowledge-holders extensively to integrate cultural insights into the design, particularly regarding the site's natural and cultural heritage.
- **Design Response:** The project has implemented an extensive 'Connection with Country' process to incorporate Aboriginal perspectives and values, especially concerning the site's waterways and significant natural features including a grandmother tree, which has been retained and given prominence in the landscape strategy for the site. The design strategically retains significant trees in the northwestern and south western corners of the site, ensuring these elements are not only preserved but also highlighted within the landscape.

The layout is thoughtfully arranged to provide a visual connection through a diagonal sightline that links these trees directly to the grandmother tree, enhancing its prominence and cultural reverence in the site's overall landscape strategy. The pre-school has been placed at the part of the site where existing trees have been able to be retained and where there an opportunity to have views to the ridgetops. This area of the site was identified by the Connecting with Country process as important.

#### Environmental Sensitivity and Landscaping

- **SDRP Comment:** Preserve existing natural landscapes and integrate environmental features into the site design, emphasising the retention and protection of indigenous trees and water systems.
- **Design Response:** The proposal seeks retain 12 mature trees previously approved to maintain local biodiversity, with specific strategies to protect notable trees (like the grandmother tree) and manage the landscape in alignment with cultural and environmental values.
- Notwithstanding, the site is mapped as bush fire prone land. Implementation of temporary APZs is required to manage the existing bushfire hazard surrounding the school and pre-school. The entire site will also be managed as a temporary IPA which requires that canopy coverage must not exceed 15% of the total site area. The temporary APZ and IPA will be removed once the surrounding Landcom development is completed. In the interim, a

landscape strategy will be implemented, which will be adapted once the temporary protections are no longer necessary. The final landscape strategy will enhance the area with additional tree plantings.

### Accessibility and Connectivity

- **SDRP Comment:** Enhance pedestrian accessibility and connectivity within the site, considering the extensive development in the area.
- **Design Response:** The project prioritises pedestrian pathways and accesses that are seamlessly integrated to tie in with the topography and future surrounding road levels to enhance user experience.

### Urban and Architectural Integration

- **SDRP Comment:** Ensure that the site design and architectural elements are informed by a comprehensive analysis of the site's urban context, landscape attributes, and broader urban development patterns.
- **Design Response:** The masterplan and architectural designs are developed with a deep understanding of the site's context, focusing on how the buildings, open spaces, and pathways interact with the surrounding urban fabric and natural features.

### Sustainability and Climate Adaptation

- **SDRP Comment:** Incorporate sustainable design principles to address issues like urban heat, energy efficiency, and overall environmental sustainability.
- **Design Response:** The design includes specific environmental sustainability measures (such as tree canopy targets and passive design strategies) to mitigate heat and enhance energy efficiency, contributing to broader sustainability goals like NSW's Net Zero emissions target.

### Building and Landscape Coherence

- **SDRP Comment:** Develop the architectural and landscape design concurrently to ensure they are mutually enhancing and reflect a coherent aesthetic and functional approach.
- **Design Response:** The landscape and architectural elements are designed to be interrelated, with each informing and supporting the other in terms of aesthetics, functionality, and environmental responsiveness.

Each recommendation from the SDRP has been considered in the design, with specific sections of the Architectural Design Report (refer **Appendix 5**) detailing how these considerations are integrated into the project's planning and execution.

## 3.14.3 Connecting with Country

The project has implemented an extensive "Connecting with Country" (**CWC**) process beginning in March 2024 to ensure that local Aboriginal insights and environmental considerations are incorporated into the school's design.

During site walks and through ongoing engagement, the Aboriginal community identified several elements of the site as particularly important, including the natural waterways, the grandmother tree, and the overall landscape's connection to local traditions and history. These features have

sought to be preserved through the design's incorporation of blue and green corridors. Blue corridors ensure the natural water flow is maintained, particularly from southwest to northeast across the site, enhancing the site's hydrology as a key component of the design. Green corridors protect and enhance native vegetation, ensuring that the existing ecological network, including significant trees like the grandmother tree, is maintained and integrated into the school environment.

The construction materials chosen such as local stone and sustainably sourced timber, reflect a commitment to sustainability and cultural relevance, reducing the environmental impact and maintaining a connection to Aboriginal heritage.

The design has considered the site's topography and hydrology. The layout of the school strategically places buildings and pathways to protect significant trees and enhance site permeability, connecting different school areas with the grandmother tree, emphasising its cultural and ecological significance. The design is also responsive to the broader urban context, ensuring compatibility with local street patterns and adjacent developments.

By embedding the principles of CWC the project achieves a design that respects cultural heritage, fosters environmental stewardship, and creates an inclusive, sustainable learning environment.

## 4. Proposal Need and Alternatives

### 4.1 Proposal Need

The proposal to provide a primary and pre-school for North Wilton is consistent with the State Government's plan to rebuild public education in Western Sydney. The 2024-2025 budget is aiming to deliver record education funding including \$3.6 billion for new and upgraded schools in Western Sydney. The focus is on ensuring that the growing communities are receiving access to world class public education.

The proposed activity will provide integral social infrastructure in an emerging urban environment experiencing significant population growth. The proposed activity is the direct result of the NSW Government commitment to deliver public education in Western Sydney.

### 4.2 Alternatives

The proposed activity has been developed following a consideration of options and alternatives to address the need identified above. Alternative sites were not considered for this school as the subject site has always been identified in North Wilton Structure Plan to accommodate a school. A summary of the options considered is provided in **Table 7**.

**Table 7: Assessment of Options and Alternatives**

Option	Discussion	Preferred Option
<b>Option 1: Do Nothing</b>	<p>If the project was not to proceed, the following consequences are likely to occur:</p> <ul style="list-style-type: none"> <li>A significant shortfall of primary school infrastructure within the locality required to support the enrolment needs of the rapidly growing population in the Wilton area.</li> <li>A "Do nothing" approach would result in the failure of the department to provide education services within the nominated catchment, which is not an option. As part of the NSW plan to rebuild essential services, the 2024-2025 Budget seeks to deliver \$3.6 billion for new and upgrades schools in Western Sydney.</li> </ul>	Option 1 is not preferred as it would result in a significant shortfall of primary educational establishments and not achieve the intended outcomes of the NSW plan to rebuilding essential services, including the development of schools in Western Sydney.
<b>Option 2: Alternative Design</b>	<p>As outlined in <b>Figure 29</b>, the project team has evaluated several design options for the delivery of the new school at this site.</p> <p>The alternative design options explored locating the buildings along</p>	Option 2 is <b>not preferred</b> as the alternative design options explored, including the building layout and site access, and internal arrangements to provide outdoor play areas did not provide



Option	Discussion	Preferred Option
	<p>the western boundary and the school hall centrally within the site.</p> <p>The initial option served as a foundation for developing the final masterplan, with minimal changes to the site's spatial layouts. However, as the understanding of surrounding infrastructure proposals and on-site conditions improved, certain design elements were re-evaluated.</p> <p>Ultimately, it was decided to proceed with a layout which locates the built form in the northern and eastern portion of the site as this provides for improved streetscape presence and ensures the new school is oriented to the future playing fields across Road 14.</p>	<p>sufficient space and high amenity. The initial option also did not efficiently integrate with the required off-site works or adequately address the street frontages.</p>
<p><b>Option 3: Proposed activity as described in this report</b></p>	<p>Ultimately, the proposed activity as described in this report was informed by the shortcomings and opportunities identified in the options above.</p> <p>The final concept design significantly improves the school's street presence, retains additional trees and reduces the extent of earthworks.</p> <p>An important consideration has been the requirement to provide two separate car parking areas – one for the pre-school to the north of the site, and one for staff parking towards the south of the site.</p> <p>Minor adjustments to the locations and orientations of the buildings have also helped to manage level transitions between the street or boundary and the building bench levels.</p> <p>The revised masterplan for the REF also removed indicative future stages of the school from the design.</p>	<p>Option 3 is the <b><u>preferred option</u></b> as it will ensure that the ambitions of the NSW government are achieved, a high level of amenity is achieved, and that connections to necessary infrastructure are readily achieved.</p>

## Figure 29 Masterplan Options



Figure 3. October 2024 Masterplan Option 2.5 - Ground floor plan



Figure 4. October 2024 Masterplan Option 2.5 - Level 1 plan



Figure 5. October 2024 Masterplan Option 2.5 - Level 2 plan



Figure 6. February 2025 - Ground floor plan



Figure 7. February 2025 - Level 1 plan

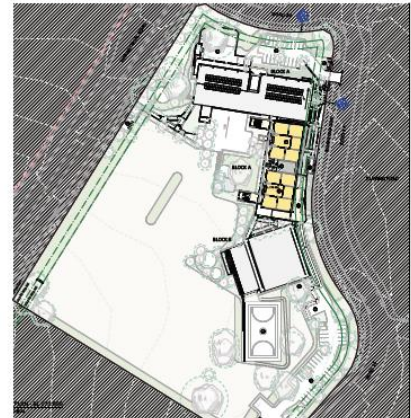


Figure 8. February 2025 - Level 2 plan

Source: PTW, 2025

## 5. Statutory and Strategic Framework

### 5.1 Permissibility and Planning Approval Pathway

*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 developments for the purposes of a government school are permitted without consent. The proposed activity is development permitted without consent as outlined at **Table 8**.

**Table 8: Description of Proposed Activities under the TI SEPP**

Division and Section within TI SEPP	Description of Works
<b>Section 3.37A – New government schools— Development permitted without consent</b>	<p>The proposed activity comprises development for the purposes of a new government school and pre-school on behalf of a public authority on land which does not contain an existing or approved school. In this section a government school includes a pre-school. The site is located in the 'UD' Urban Development zone which is a prescribed zone under the TI SEPP.</p> <p>The proposed activity involves the construction of buildings with a maximum height of three storeys which is less than the four-storey height limit required under the TI SEPP.</p> <p>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 <b>Section 3.14.1</b> of this REF.</p>
<b>Division 5, Subdivision 1 Electricity Transmissions or Distribution Networks Section 2.44 – Development for the purpose of Electricity Transmission or Distribution services</b>	<p>The proposed activity involves the installation of a new 1,500kVA substation by or on behalf of a public authority without consent on any land.</p> <p>Section 2.44 of the TI SEPP allows for development for the purpose of an electricity transmission or distribution network to be carried out by or on behalf of an electricity supply authority or public authority (the department).</p>

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

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 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 and pre-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 works.

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.

## 5.3 Environmental Planning and Assessment Regulation 2021

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 Part 5 of the EP&A Act. These factors are considered in detail at **Section 7**.

Further, Section 171(4) outlines circumstances where an REF must be published on the department's website or the NSW Planning Portal. This REF is required to be published as the activity has an estimated development cost of more than \$5 million, in accordance with Section 171(4). In addition, Section 171A of the EP&A Regulation requires the consideration of the impact an activity in a defined catchment. This is considered further in **Table 18**.

## 5.4 Environmental Protection and Biodiversity Conservation Act 1999

The provisions of the EPBC Act do not apply to the proposed activity as it is not development that takes place on or affects Commonwealth land or waters. Further, it is not development carried out by a Commonwealth agency or development on Commonwealth land, nor does the proposed



activity affect any matters of national significance. An assessment against the EPBC Act checklist is provided at **Table 9**.

**Table 9: EPBC Act Checklist**

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

## 5.5 Other Approvals and Legislation

**Table 10** identifies any additional approvals that may be required for the proposed activity. **Table 11** identifies the SEPPs that are applicable to the proposed activity.

**Table 10: Consideration of State legislation and other approvals**

Legislation	Relevant?	Approval Required?	Applicability
<i>National Parks and Wildlife Act 1974</i>	Yes	No	The proposed activity is not located within nor will it impact on a NSW National Park. A Preliminary Indigenous Heritage Assessment Impact ( <b>PIHAI</b> ) has been prepared (refer <b>Appendix 17</b> ) which confirms that no items of significance identified on the site. One previously recorded Aboriginal site was listed within the site; a scar tree (AHIMS ID 52-2-4082). This site has since been destroyed. An Aboriginal Heritage Impact Permit ( <b>AHIP</b> ) 5288 has already been granted for the site and the broader precinct and therefore no permits or approvals are required under the NPW Act.
<i>Rural Fires Act 1997</i>	Yes	Yes	The proposed activity is categorised as a Special Fire Protection Purpose ( <b>SFPP</b> ) in accordance with section 100B of the RF Act. As the site is mapped Bushfire Prone Land, a Bushfire Safety Authority or approval is required from the RFS as per section 100B(2) of the RF Act.



Legislation	Relevant?	Approval Required?	Applicability
<i>Water Management Act 2000</i>	Yes	No	The site is not located within 40 metres of a waterway. The activity does not involve water use, water support work, drainage work or flood work. No dams exist within the site and dewatering is not required. Further, the department is a public authority and is exempt from a controlled activity approval under the Water Management Act.
<i>Biodiversity Conservation Act 2016</i>	No	No	<p>The entire site is biodiversity certified under the Cumberland Plain Conservation Plan as 'certified – urban capable land'. Refer to <b>Section 7.7</b> of the REF for further assessment, and an image of the bio certification map.</p> <p>Under the BC Act, work carried out under Part 5 of the EP&amp;A Act on certified land is exempt from requiring an impact assessment on biodiversity. Section 8.4(4) of the BC Act states:</p> <p><i>(4) Activities under Part 5 of the Planning Act: An activity to which Part 5 of the Environmental Planning and Assessment Act 1979 applies that is carried out or proposed to be carried out on biodiversity-certified land is taken, for the purposes of Part 5 of that Act, to be an activity that is not likely to significantly affect any threatened species or ecological community under this Act, or its habitat, in relation to that land."</i></p> <p>This provision means that if an activity falls under Part 5 of the EP&amp;A Act and occurs on biodiversity-certified land, it is deemed, for the purposes of Part 5, not to have a significant impact on any threatened species, ecological communities, or their habitats on that land. Accordingly, no further assessments regarding biodiversity impacts are required as the certification process has already addressed these impacts.</p> <p>Section 8.4(5) provides that a determining authority under Part 5 of the SP&amp;A Act is not required to consider the effect of biodiversity on biocertified land:</p> <p><i>(5) A determining authority under Part 5 of the Environmental Planning and Assessment Act 1979 is not required under that Part to consider the effect on biodiversity of an activity to the extent that it is carried out on biodiversity certified land.</i></p> <p>Further, under Section 7.8 of the BC Act, the following is outlined:</p> <p><i>(1) This section applies to environmental assessment under Part 5 of the Environmental Planning and Assessment Act 1979.</i></p> <p><i>(2) For the purposes of Part 5 of the</i></p>

Legislation	Relevant?	Approval Required?	Applicability
			<p><i>Environmental Planning and Assessment Act 1979, an activity is to be regarded as an activity likely to significantly affect the environment if it is likely to significantly affect threatened species.</i></p> <p><i>(3) In that case, the environmental impact statement under Part 5 of the Environmental Planning and Assessment Act 1979 is to include or be accompanied by—</i></p> <p><i>(a) a species impact statement, or</i></p> <p><i>(b) if the proponent so elects—a biodiversity development assessment report.</i></p> <p>It notes that a SIS or BDAR is only required for Part 5 projects where the activity is likely to significantly affect the environment or if it is likely to significantly affect threatened species.</p> <p>Given that Section 8.4(4) of the BC Act outlines that an activity on biodiversity certified land is 'an activity that is not likely to significantly affect any threatened species, neither a SIS nor a BDAR is required.</p>
<i>Heritage Act 1977</i>	No	No	No items, places, objects or conservation areas of European or aboriginal heritage have been identified on or adjoining the site. No approval is required under the Heritage Act.
<i>Fisheries Management Act 1994</i>	No	No	There are no watercourses located within or adjacent to the site. The FM Act is not relevant as the proposed activity will not impact aquatic flora or fauna.
<i>Contaminated Lands Management Act 1997</i>	No	No	The REF is supported by a Preliminary Site Investigation ( <b>PSI</b> ) (refer <b>Appendix 15</b> ) which confirms that the site is not listed on a register of contaminated sites and is suitable for educational use. Further, the Section 10.7 Planning Certificate does not indicate that the site is significantly contaminated or that any approvals under the CLM Act are required. Ground water is unlikely to be affected by the proposed activity. No approval is required under the CLM Act.
<i>Protection of the Environment Operations Act 1997</i>	No	No	The proposed activity will not result in significant air, noise, water or waste pollution and therefore an approval under the POEO Act is not required. The proposed activity relates to the construction of a new primary school and pre-school and therefore a licence under Sections 47, 48, 49 or 122 of the POEO Act is not required.
<i>Roads Act 1993</i>	Yes	Yes	Under section 138 of the Roads Act, proposed works within the public road reserve surrounding the site and upgrades to road and traffic safety infrastructure, will require approval under the Roads Act. The REF does not include any major off-site works within the

Legislation	Relevant?	Approval Required?	Applicability
			public road reserve however the proposed activity does involve connecting two driveways to Road 14 which will require approval as per section 138.
<i>Local Government Act 1993</i>	Yes	No	No approval under section 68 of the LG Act is required.
<i>Mine Subsidence Compensation Act 1961</i>	Yes	Yes	The site is located within a mine subsidence district. As a result, the REF will be referred to Subsidence NSW. Advice from Subsidence NSW (dated December 2023) confirmed the site is not subject to risks associated with subsidence. A copy of this advice is provided at <b>Appendix 27</b> .
<i>Crown Land Management Act 2016</i>	No	No	The proposed activity is located on land currently owned by Landcom. The land is proposed to be transferred into ownership of the department.
<i>Coastal Management Act 2016</i>	No	No	The CM Act is not relevant as the site is not within a coastal zone or coastal area.
<i>Environmental Planning and Assessment Regulation 2021 (Section 171A)</i>	Yes	No	The proposed activity is located within the Hawkesbury-Nepean Catchment. Consideration of the impacts of the proposed activity on water quality are provided in <b>Section 7</b> .
<i>Electricity Supply Act 1995</i>	Yes	No	The Network Operator, in carrying out its functions is required to notify Council in accordance with section 45 prior to works on the substation commencing.

**Table 11: Consideration of relevant SEPPs**

Legislation	Relevant?	Approval required	Applicability
<i>State Environmental Planning Policy (Planning Systems) 2021</i>	No	No	Although the Planning Systems SEPP allows new educational establishments to be classified as State Significant Development ( <b>SSD</b> ) if the EDC exceeds \$20 million, the proposed activity is being carried out under Section 3.37A of the TI SEPP as development permitted without consent.
<i>State Environmental Planning Policy (Sustainable Buildings) 2022</i>	No	No	The provisions of Chapter 3 of the Sustainable Buildings SEPP apply to non-residential development which includes new schools with an EDC greater than \$5 million. However, this SEPP does not apply to development under Part 5 of the EP&A Act. Notwithstanding, the provisions of the SEPP has been considered as part of the environmental impact assessment for the project.  This REF is accompanied by a Net Zero

Legislation	Relevant?	Approval required	Applicability
			Statement and ESD Report which outline the strategies to resolve operational and construction emissions as well as committing to Net Zero operational emissions by 2050.
<i>State Environmental Planning Policy (Resilience and Hazards) 2021</i>	Yes	No	Chapter 4 of the Resilience and Hazards SEPP regulates the remediation of contaminated land for the purpose of reducing the risk of harm to human health or any other aspect of the environment. The PSI confirms the site is suitable for the proposed school and pre-school use and that remediation is not required.
<i>State Environmental Planning Policy (Industry and Employment) 2021</i>	Yes	No	The proposed signage is consistent with the objectives of section 3.1(1)(a) of the Industry and Employment SEPP as they are compatible with the proposed activity. The proposed wayfinding signage provides effective communication, are integrated into the proposed building design and will be of a high-quality design and finish. The proposed signs are also consistent with the assessment criteria specified in Schedule 5 of the SEPP, as outlined in <b>Table 12</b> . The proposed signage plans for the activity is provided in the Architectural Drawings at <b>Appendix 4</b> .
<i>State Environmental Planning Policy (Precincts - Western Parkland City) 2021</i>	Yes	No	The Western Parkland City SEPP is the principal planning instrument regulating land use over the site. As shown in <b>Figure 30</b> , the site is zoned 'UD Urban Development' and does not include controls relating to height of buildings, FSR, heritage or flood planning for the site.

**Table 12** below provides an assessment of the proposed new signage against the relevant design criteria provided in Schedule 5 of the Industry and Employment SEPP.

**Table 12: Industry and Employment SEPP Schedule 5 assessment**

Criteria	Complies	Proposal
<b>Character of the area</b>		
Is the proposal compatible with the existing or desired future character of the area or locality in which it is proposed to be located?	Yes	The proposed signage for the school and pre-school is compatible with the existing and desired future character of the area. A new individual letter school signage is proposed in the main entry, creating a strong school identity. The signage is designed to be clear, functional, and integrated within the architectural and landscape elements of the school, ensuring minimal visual intrusion. The entry signage, wayfinding elements, and



Criteria	Complies	Proposal
		identification signs are appropriately scaled to maintain a cohesive streetscape presence while respecting the low-density residential and educational setting. The materials and colour palette align with the school's architectural theme, reinforcing a contemporary and contextually responsive design
Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?	Yes	The signage is commensurate with signage locations and dimensions for other school signage within the area. The scale and location of the signage is consistent with the scale of similar schools in the area.
<b>Special areas</b>		
Does the proposal 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?	Yes	The proposed signage does not detract from the amenity or visual quality of any environmentally sensitive areas, natural or other conservation areas, open space area, waterways or rural landscapes. The proposed signage will not adversely impede the visibility of other signage within the surrounding area. An 'Acknowledge of Country' sign will be incorporated into a co-designed art piece.
<b>Views and vistas</b>		
Does the proposal obscure or compromise important views? Does the proposal dominate the skyline and reduce the quality of vistas? Does the proposal respect the viewing rights of other advertisers?	Yes	Signage will be placed at the school's entrances and on the exterior facades of its buildings. The main school sign will be positioned on the upper level of the building's external façade without extending above the structure, ensuring it does not dominate the skyline or obstruct any views.
<b>Streetscape, setting or landscape</b>		

Criteria	Complies	Proposal
<p>Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape?</p> <p>Does the proposal contribute to the visual interest of the streetscape, setting or landscape?</p> <p>Does the proposal reduce clutter by rationalising and simplifying existing advertising?</p> <p>Does the proposal screen unsightliness?</p> <p>Does the proposal protrude above buildings, structures or tree canopies in the area or locality?</p> <p>Does the proposal require ongoing vegetation management?</p>	Yes	<p>The proposed signage is compatible with the scale of the proposed streetscape and setting. The proposed signage will incorporate quality materials and finishes and provide a coherent and integrated colour scheme based on the logo and colours of the school. The proposal will appropriately reflect the future design and character of the school and will not present visual clutter. The proposed signage will not protrude above any buildings or tree canopies or require ongoing vegetation management.</p>
<b>Site and building</b>		
<p>Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?</p> <p>Does the proposal respect important features of the site or building, or both?</p> <p>Does the proposal show innovation and imagination in its relationship to the site or building, or both?</p>	Yes	<p>The signage will be appropriately scaled and designed for its intended purpose, occupying only a small portion of the buildings' external façades. It will remain below the roofline and will not be a dominant visual feature. Strategically positioned at school entrances and on building elevations, the signage will clearly identify the school and the names of the buildings on-site.</p>
<b>Associated devices and logos with advertisements and advertising structures</b>		
<p>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?</p>	Yes	<p>The main school sign will incorporate the school logo.</p>
<b>Illumination</b>		

Criteria	Complies	Proposal
<p><i>Would illumination result in unacceptable glare?</i></p> <p><i>Would illumination result in unacceptable glare?</i></p> <p><i>Would illumination detract from the amenity of any residence or other form of accommodation?</i></p> <p><i>Can the intensity of the illumination be adjusted, if necessary?</i></p> <p><i>Is the illumination subject to a curfew?</i></p>	N/A	No illuminated signage is proposed.
<b>Safety</b>		
<p><i>Would the proposal reduce the safety for any public road?</i></p> <p><i>Would the proposal reduce the safety for pedestrians or bicyclists?</i></p> <p><i>Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?</i></p>	Yes	The proposed signage will not distract motorists. The signage will not be in motorist line of sight while driving. No safety implications for pedestrians or vehicular users are envisaged.

As demonstrated above, the proposed signage is consistent with the relevant matters contained in the applicable SEPP.

**Figure 30 Western Parkland City SEPP Maps**



Picture 10 Land Zoning Map



Picture 11 Height of Buildings Map



Picture 12 Bushfire Prone Land Map



Picture 13 Biodiversity Values Map

Source: Urbis GIS, 2025

## 5.6 Wilton Growth Area Development Control Plan 2021

The site is subject to the provisions of the Wilton Growth Area Development Control Plan 2021. Notwithstanding, DCPs do not apply to activities undertaken under Part 5 of the EP&A Act. Where specific DCP provisions are useful (like for car parking rates), refer to the relevant technical report where further detail is required.

## 5.7 National Quality Framework

The following table demonstrates the proposed pre-school will comply with the National Quality Framework Assessment Checklist requirements under Chapter 4 of the Applying the National Regulations to development proposals.

**Table 13: National Quality Framework Checklist**

Regulation	Proposal	Compliance
<b>104. Fencing or barrier that encloses outdoor spaces.</b> Outdoor space that will be used by children will be enclosed by a fence or barrier that is of a height and design that children pre-school age or under cannot go through, over or under it.	The outdoor play space for the pre-school will be enclosed by a 1.8-metre-high solid fence to ensure that children cannot go through, over or under it.	Yes
<b>106. Laundry and hygiene facilities</b> The proposed development includes laundry facilities or access to laundry facilities OR explain the other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage of soiled clothing, nappies and linen prior to their disposal or laundering. Laundry / hygienic facilities are located where they do not pose a risk to children	A separate laundry room is proposed on the ground level within the pre-school for dealing with soiled clothing, nappies and linen.	Yes



Regulation	Proposal	Compliance
<b>107. Unencumbered indoor space</b> The proposed development includes at least 3.25m <sup>2</sup> of unencumbered indoor space for each child.	Number of children: 60 Required area: 195m <sup>2</sup> Provided Area: 209.3m <sup>2</sup> 3.48m <sup>2</sup> per student	Yes
<b>108. Unencumbered outdoor space</b> The proposed development includes at least 7m <sup>2</sup> of unencumbered outdoor space for each child.	Number of children: 60 Required area: 420m <sup>2</sup> Provided Area: 528m <sup>2</sup> 8.8m <sup>2</sup> per student	Yes
<b>109. Toilet and hygiene facilities</b> The proposed development includes adequate, developmentally and age-appropriate toilet, washing and drying facilities for use by children being educated and cared for by the service. The location and design of the toilet, washing and drying facilities enable safe and convenient use by the children.	The proposal provides adequate toilet and washing facilities throughout the pre-school.	Yes
<b>110. Ventilation and natural light</b> The proposed development includes indoor spaces to be used by children that: <ul style="list-style-type: none"> <li>- will be well ventilated; and</li> <li>- will have adequate natural light; and</li> <li>- can be maintained at a temperature that ensures the safety and well-being of children.</li> </ul>	Indoor play rooms will be well ventilated with operable windows allowing natural air in. The northern outlook of the play rooms ensures these spaces will have good solar access.	Yes
<b>111. Administrative space</b> The proposed development includes an adequate area or areas for the purposes of conducting the administrative functions of the service; and consulting with parents of children; and conducting private conversations.	The pre-school includes a large foyer, an interview room, a kitchen, a staff room and a meeting room.	Yes
<b>112. Nappy change facilities</b> The proposed development includes an adequate area for construction of appropriate hygienic facilities for nappy changing including at least one properly constructed nappy changing bench and hand cleansing facilities for adults in the immediate vicinity of the nappy change area. The proposed nappy change facilities can be designed and located in a way that prevents unsupervised access by children.	Nappy changing facilities are provided.	Yes
<b>113. Outdoor space—natural environment</b>	The pre-school includes a dedicated outdoor play area for	Yes

Regulation	Proposal	Compliance
The proposed development includes outdoor spaces that will allow children to explore and experience the natural environment.	children.	
<b>114. Outdoor space—shade</b> The proposed development includes adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.	The dedicated outdoor play area includes a partly covered portion. In addition, retained trees and new tree plantings are proposed along the boundaries of the outdoor play area to provide additional shading.	Yes
<b>115. Premises designed to facilitate supervision</b> The proposed development (including toilets and nappy change facilities) is designed in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children.	Internal and external areas of the pre-school have been designed to ensure that adequate sightlines are provided to facilitate the appropriate supervision of children.	Yes

## 5.8 Strategic Plans

**Table 14** considers strategic plans that are relevant to the proposed activity.

**Table 14: Consideration of applicable Strategic Plans**

Strategic Plan	Assessment
<i>Greater Sydney Region Plan – A Metropolis of Three Cities 2056</i>	<p>The Greater Sydney Region Plan (<b>Region Plan</b>) provides the overarching strategic plan for growth and change in Sydney. It is a 20-year plan with a 40-year vision that seeks to transform Greater Sydney into a metropolis of three cities - the Western Parkland City, Central River City and Eastern Harbour City. It identifies key challenges facing Sydney including increasing the population to eight million by 2056, 817,000 new jobs and a requirement of 725,000 new homes by 2036.</p> <p>The Region Plan includes the following matters of relevance to the proposed activity:</p> <ul style="list-style-type: none"> <li>• <b>Objective 1: Infrastructure supports the three cities.</b> Schools are essential local infrastructure. The proposal will deliver a vital piece of educational infrastructure in south west Sydney that will service the emerging community of Wilton.</li> <li>• <b>Objective 2: Infrastructure aligns with forecast growth – growth infrastructure compact.</b> North Wilton and the wider Wilton precinct is forecast to experience significant residential growth. The proposed school will provide educational services which accommodate the educational needs of the growing student population. The new school will</li> </ul>

Strategic Plan	Assessment
	<p>provide contemporary facilities to meet future educational standards and increased employment opportunities within the precinct.</p> <ul style="list-style-type: none"> <li>• <b>Objective 6: Services and infrastructure meet communities' changing needs.</b></li> </ul> <p>Schools are essential local infrastructure, and the department estimates that an extra 270,000 students will need to be accommodated in government and non-government schools in Greater Sydney by 2036. The proposal provides a school in an area experiencing significant growth to service the educational demands of the community.</p>
<p><i>Western City District Plan</i></p>	<p>The Western City District Plan (<b>District Plan</b>) is a 20-year plan to manage growth in the context of economic, social and environmental matters to implement the objectives of the Greater Sydney Region Plan. The intent of the District Plan is to inform local strategic planning statements and local environmental plans, guiding the planning and support for growth and change across the district.</p> <p>The District Plan contains strategic directions, planning priorities and actions that seek to implement the objectives and strategies within the Region Plan at the district-level. The Structure Plan identifies the key centres, economic and employment locations, land release and urban renewal areas and existing and future transport infrastructure to deliver growth aspirations.</p> <p>The project will support the priorities and objectives of the District Plan by providing for improved and new infrastructure within the Western Sydney District, to support the social needs of the rapidly growing population. In particular, it satisfies the following:</p> <ul style="list-style-type: none"> <li>• <b>Planning Priority W1: Planning for a city supported by infrastructure.</b></li> <li>• <b>Planning Priority W3: Providing services and social infrastructure to meet people's changing needs.</b></li> <li>• <b>Planning Priority W4: Fostering healthy, creative, culturally rich and socially connected communities.</b></li> </ul> <p>The District Plan identifies the following points that are relevant to the site and project:</p> <ul style="list-style-type: none"> <li>• Schools are essential local infrastructure. The NSW DoE estimates that an extra 77,978 students will need to be accommodated within the district in both government and non-government schools in the district by 2036.</li> <li>• Planning for early education and child-care facilities requires innovative approaches to the use of land and floor space, including co-location with compatible uses such as primary schools and office buildings,</li> </ul>

Strategic Plan	Assessment
	<p>close to transport facilities.</p> <ul style="list-style-type: none"> <li>The project will assist in providing essential educational infrastructure which will support the expected growth of the Western City District. In accordance with the above Planning Priorities, the development of the site for the purposes of an educational establishment is consistent with the District Plan.</li> </ul> <p>In accordance with the above Planning Priorities, the development of the site for the purposes of an educational establishment is consistent with the District Plan.</p>
<p><i>Wollondilly Local Strategic Planning Statement</i></p>	<p>The Wollondilly Local Strategic Planning Statement 2040 (<b>LSPS</b>) envisages the future growth of the region and identifies Wilton as a new strategic centre, with new job opportunities, regional facilities including healthcare and education and a variety of open spaces. The LSPS outlines that Wollondilly's contribution to Greater Sydney's housing supply will predominately occur in the Wilton Growth Area. In 20 to 30 years, Wilton will transform into a major new centre with 15,000 homes and space for 15,000 jobs.</p> <p>The LSPS identifies that Council will continue to advocate for a diversity of jobs and housing, new infrastructure, environmental protection, public transport, and social and community facilities. North Wilton will contribute to 5,600 homes.</p> <p>The project will support the following priorities of the LSPS:</p> <ul style="list-style-type: none"> <li>Planning Priority 1 – Aligning infrastructure provision with community needs.</li> <li>Planning Priority 2 – Establishing a framework for sustainable managed growth.</li> <li>Planning Priority 4 – Creating vibrant, healthy and sustainable communities in our new town in Wilton.</li> </ul> <p>Planning Priority 4 outlines that two primary schools are envisioned to be provided within the precinct. The proposal will deliver a new primary school and integrated pre-school to support the future development and growth of the Wilton growth centre.</p>
<p>North Wilton Precinct Structure Plan</p>	<p>As outlined earlier in this REF, the proposed activity is located within the North Wilton Precinct. North Wilton is being developed by Landcom over multiple stages.</p> <p>The North Wilton Precinct Structure Plan marks the site in light purple as a preferred location for a future school. Construction of a school at the site is therefore consistent with the Structure Plan. A VPA deed for the Wilton North Precinct dated 7 August 2018 includes the dedication of land by Landcom for a primary school to the Department of Education.</p> <p>The proposed activity aligns with the broader objectives of the Structure Plan by ensuring that population and housing growth is supported by essential social infrastructure, such as</p>



Strategic Plan	Assessment
	<p>schools and pre-schools, to meet the needs of the growing community.</p> <p>The new school is critical to serving the growing population in the area and will alleviate enrolment pressures on existing schools in the locality. The importance of balancing residential growth with necessary infrastructure, such as schools, is critical to create a sustainable and liveable community. The school will provide long-term benefits to the community, such as better education facilities, local employment opportunities, and improved access to amenities like open spaces and recreational facilities.</p>

## 6. Consultation

### 6.1 Early Stakeholder Engagement

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

**Table 15: Summary of Early Stakeholder Engagement**

Stakeholder	Engagement	Response
Wollondilly Shire Council	<b>18 December 2024:</b> The department presented the proposed primary school concept designs and drafted schematic designs to the Wollondilly Shire Council.	The Council expressed support and highlighted key areas for consideration with specific references made to the proposed Sydney Water Pump station. Overall, the Council were very supportive of the project and presented designs. Community engagements were agreed to take place once the designs are further progressed.
Department Transport team	<ul style="list-style-type: none"> <li><b>14 November 2023:</b> A consultation meeting was held with the department's transport team to discuss key transport elements, including the kiss-and-drop zone, parking, mode share, and anticipated bus routes.</li> <li><b>14 February 2024:</b> Stantec presented the RTA to the department's Transport team for review.</li> <li><b>28 February 2024:</b> A follow-up meeting was conducted with the department's Transport team before the TWG meeting.</li> <li><b>30 August 2024:</b> Follow up discussions held with the department's transport team to refresh the reporting before the TWG.</li> </ul>	Stantec and the project team incorporated feedback into ongoing design development, informing the TIA and CTMP. The off-site transport infrastructure upgrades have been developed by the project team in consultation with Landcom. Landcom is preparing a modification application to modify DA/2022/1279/1 to incorporate the two wombat crossings and kiss and drop area to the Road 14 design, and indented bus bays to the unnamed arterial road. This approach will eliminate the need for abortive works related to road infrastructure, allowing Landcom to deliver the infrastructure upfront with the surrounding road network.

Stakeholder	Engagement	Response
Transport Working Group (TWG)  Transport for NSW (TFNSW)	<p><b>5 September 2024:</b> The project team met with TfNSW representatives and Wollondilly Shire Council traffic engineers to review design elements. Key topics included:</p> <ul style="list-style-type: none"> <li>• Accessibility provisions</li> <li>• Mode share evolution</li> <li>• Wombat &amp; signalised crossings</li> <li>• Footpath connections</li> <li>• Car parking ratios</li> <li>• Bus stop locations, bus network and timetables</li> <li>• Timing for surrounding road deliveries.</li> </ul>	TfNSW provided positive feedback and suggestions, which have been incorporated into ongoing design documentation. Per the row above, these works are being incorporated into the future Landcom modification.
NSW Government Architect (SDRP)	<p><b>22 November 2023:</b> The project team, led by architects PTW, attended an SDRP session with GANSW. GANSW provided a summary of advice and recommendations.</p> <p><b>27 November 2024:</b> The project team, led by architects PTW, attended an SDRP session with GANSW. GANSW provided a summary of advice and recommendations.</p>	A formal response to the GANSW feedback is included within the Architectural Design Report.
Aboriginal stakeholders	<p>Walumarra Studio prepared the Connecting with Country (CWC) Report, detailing findings and design recommendations. The consultation process included:</p> <ul style="list-style-type: none"> <li>• Two site visits with First Nations community members were conducted on the 6<sup>th</sup> of March 2024 and the 17<sup>th</sup> April 2024</li> <li>• A Yarning session was held to align project goals with the broader precinct development on the 23<sup>rd</sup> of January 2025.</li> </ul>	Feedback from the CWC process has been incorporated into the project design documentation.
Rural Fire Service NSW (RFS NSW)	July 2024: Early engagement with RFS NSW was completed to discuss the proposed temporary APZ, and to receive initial support of the proposed approach developed by GHD (bushfire consultant)	Initial support was provided for the proposed temporary APZ approach. Feedback from the bushfire consultant and RFS NSW has been incorporated into the project designs.
Sydney Water/Acconia & Endeavor Energy	<b>13 February 2025:</b> Members of the project team presented the project designs to the Endeavor Energy and Sydney Water project teams with the assistance of Landcom to provide context related to the coordination being completed between the project team and Landcom. Timelines for the pump station delivery and ensuring access to the school site can be maintained while the surrounding infrastructure is being delivered	<p>Project services demand calculations were issued to the relevant parties, to date there has been no concerns raised in relation to the demands calculated for the school.</p> <p>Acconia confirmed the pump station is anticipated to be</p>

Stakeholder	Engagement	Response
	<p>by Acconia.</p> <p><b>12 March 2025:</b> A follow up meeting was held to discuss the surrounding infrastructure delivery design and timeframes.</p>	<p>operational by November 2026 but are aiming for an earlier delivery.</p> <p>The project team will continue to meet each month to coordinate designs, access and programme.</p>
Landcom	<p><b>Each fortnight since November 2023:</b> The project team meet with Landcom each fortnight to discuss service requirements, design coordination, and status of the Landcom works.</p>	<p>Continuous engagement with Landcom has allowed the project team to coordinate works and eliminate the need for abortive works related to road infrastructure.</p>

## 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 28 days
- sending notices to the local council, relevant state and commonwealth government agencies and service providers inviting comments within 28 days
- placing an advertisement in a local newspaper.
- 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 Transport Impact Assessment (TIA) has been prepared and is included at **Appendix 19**. The TIA has been prepared to address the traffic and transport impacts during the operational and construction stages of the proposed activity. The report also outlines the proposed mitigation measures for the activity to minimise any adverse impacts, where required.

#### Methodology

The report evaluated transport conditions and impacts using the following approach:

- Analysis of the local and regional planning policies and frameworks to ensure alignment with strategic goals. This includes the TfNSW Active Transport Strategy and Wilton 2040 Plan, to assess enrolment boundaries and projected student travel demand.
- Evaluation of the existing transport network, including walking, cycling, public transport, and road infrastructure.
- Traffic volumes and intersection performance were measured using data collected in the *North Wilton Development Stages 2 and 3 – Transport Impact Assessment*, developed by consultant WSP for Landcom in 2022 to understand current capacity and constraints.
- Estimating future travel demand based on projected student enrolments, staff numbers, and catchment demographics. This includes assessing walking, cycling, bus, and private vehicle mode share.
- Evaluating on-site and street parking provisions for staff, students, and visitors, including the kiss and drop zone and school bus zone layout to minimise congestion and ensure efficient operations.
- Using standardised traffic generation rates and local development control plans to forecast vehicle trips generated by the school. This includes evaluating peak-hour travel demand, mode share assumptions, and vehicle occupancy rates.
- Identifying infrastructure upgrade requirements to reduce the school's impact on the transport network, including pedestrian crossings, kiss and drop zone, bus stops, and parking management.
- Providing recommendations for mitigation measures.
- A preliminary School Transport Plan is included at the end of the report which provides a set of school transport operations, as well as a communications and monitoring plan to address the ongoing operational and safety concerns at the school site.

#### 7.1.1 Construction Traffic Impacts

##### Construction Worker Parking and Traffic

Up to 200 construction workers are expected to be on site during peak construction activities. Construction worker parking is to be provided on site where possible. Informal public parking will be available on surrounding local streets such as Road 14 for any parking spillover. Any

construction worker arrivals and departures by vehicle would typically be outside of road network peak hours and as such, are unlikely to impact the surrounding road network. The Contractor will be required to implement measures to reduce car usage by construction workers, such as providing shuttle buses from key transport nodes including Picton train station or designated remote pick-up points as necessary.

### Construction Traffic Volumes

During construction, various types of construction vehicles will need to access the site. The largest standard construction vehicles regularly accessing the site is a 12.5-metre heavy rigid vehicle. It is likely that a limited number of larger special-purpose vehicles (e.g. floats for plant and equipment, large mobile cranes) will be required, however, these would be subject to a separate oversize and over-mass application process, with an analysis of the specific vehicle access and manoeuvring requirements. It is expected that no more than 20 heavy vehicles (40 heavy vehicle movements) are expected per day which will have a negligible impact on the surrounding roads.

### Site Access and Construction Vehicle Routes

As part of the detailed CTMP, a traffic guidance scheme (**TGS**) will be prepared in accordance with the principles of the TfNSW Traffic Control at Work Sites manual. The TGS would primarily show where “Truck” signs would be located at specific locations (such as uncontrolled intersections) along the approved truck routes to warn other road users of the increase in construction vehicle movements.

As shown in **Figure 33**, vehicles will approach the site from Picton Road and Fairway Drive to reach the relevant access point on Road 14. No queueing or marshalling of construction vehicles will be permitted on public roads. It should be noted that the existing informal road around the school is currently suitable for construction traffic, as a compacted unsealed dirt road.

Generally, construction vehicles will have origins and destinations from a wide variety of locations throughout Sydney. However, all construction vehicles will be restricted to the State and Regional Road network where practicable.

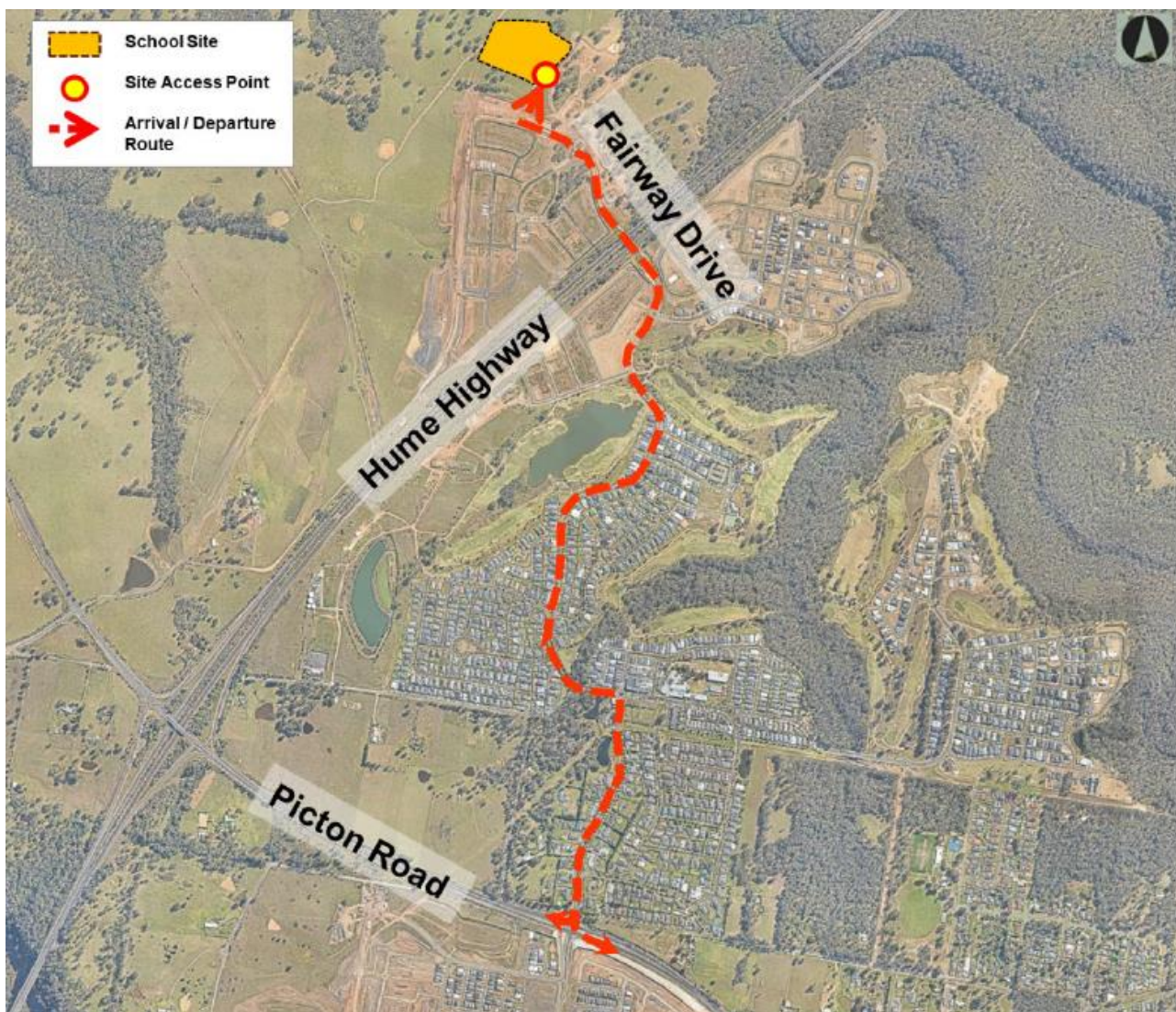
### Mitigation Measures

The following mitigation measures are to be implemented to ensure pedestrian and vehicle safety and to mitigate traffic impacts during the school’s construction.

#	Impact	Mitigation measure	Timing	Significance after mitigation
CT1	To address access and traffic impacts during construction.	A detailed Construction Environmental Management Plan is to be prepared inclusive of a Construction Traffic Management Plan ( <b>CTMP</b> ) to manage construction traffic impacts.	Prior to construction	Not significant
CT2	To encourage alternate transport modes, and reductions in car usage by construction	The Contractor is to implement measures to reduce worker car travel, such as shuttle buses from key transport nodes or designated remote pick-up	Prior to operation	Not significant

#	Impact	Mitigation measure	Timing	Significance after mitigation
	workers.	points as necessary.		
CT3	To reduce impacts from construction vehicles on the local community.	Construction vehicles are advised to follow specified routes as outlined in the preliminary CTMP.	Prior to operation	Not significant
CT4	To ensure safety of pedestrians and cyclists.	Where pedestrian or cyclist routes are affected, accredited traffic controllers will be provided to manage the impact and minimise conflict between vehicles and pedestrians or cyclists.	Prior to operation	Not significant

**Figure 31 Construction Vehicle Route**



Source: Stantec, 2025



## 7.1.2 Operational Traffic Impacts

### Existing Environment

The proposed school site in North Wilton Precinct is a greenfield site without existing footpaths, cycling infrastructure, or adequate road access and public transport. The area is transitioning from a semi-rural to an urban setting, with significant residential and mixed-use development proposed. Road 14, which borders the site to the east and will provide vehicle access, is under construction and expected to be completed by the end of 2025, before the school opens. A mitigation measure has been included to ensure Road 14, or another suitable arrangement, is open to provide access to the school before it opens.

### Active Transport

The North Wilton Structure Plan envisages a highly walkable neighbourhood with key pedestrian connections to schools, shops, local community and recreation facilities and bus stops, complemented by a network of green paths through parks and open space corridors. The proposed cycling network consists of 2.5-metre-wide shared paths along main roads and green paths. The pedestrian and cycle network envisaged surrounding the school site is expected to be in place by the school's opening in Term 1 2027. Mitigation measures are proposed to ensure these are delivered prior to operation.

### Public Transport

The future public transport network surrounding the proposed school site is provided at **Figure 33**. This includes a proposed bus stop along the school's western frontage and bus routes designated along the surrounding sub-arterial roads. Existing public and school bus routes that operate in Wilton region, do not currently extend to service the North Wilton precinct. However, it should be noted that TfNSW has indicated future bus network plans for the precinct which include these new bus routes:

- North Wilton – Picton.
- North Wilton – Campbelltown.
- Potential new route between North Wilton and Wollongong.
- Detailed alignments of these routes are yet to be finalised by TfNSW.

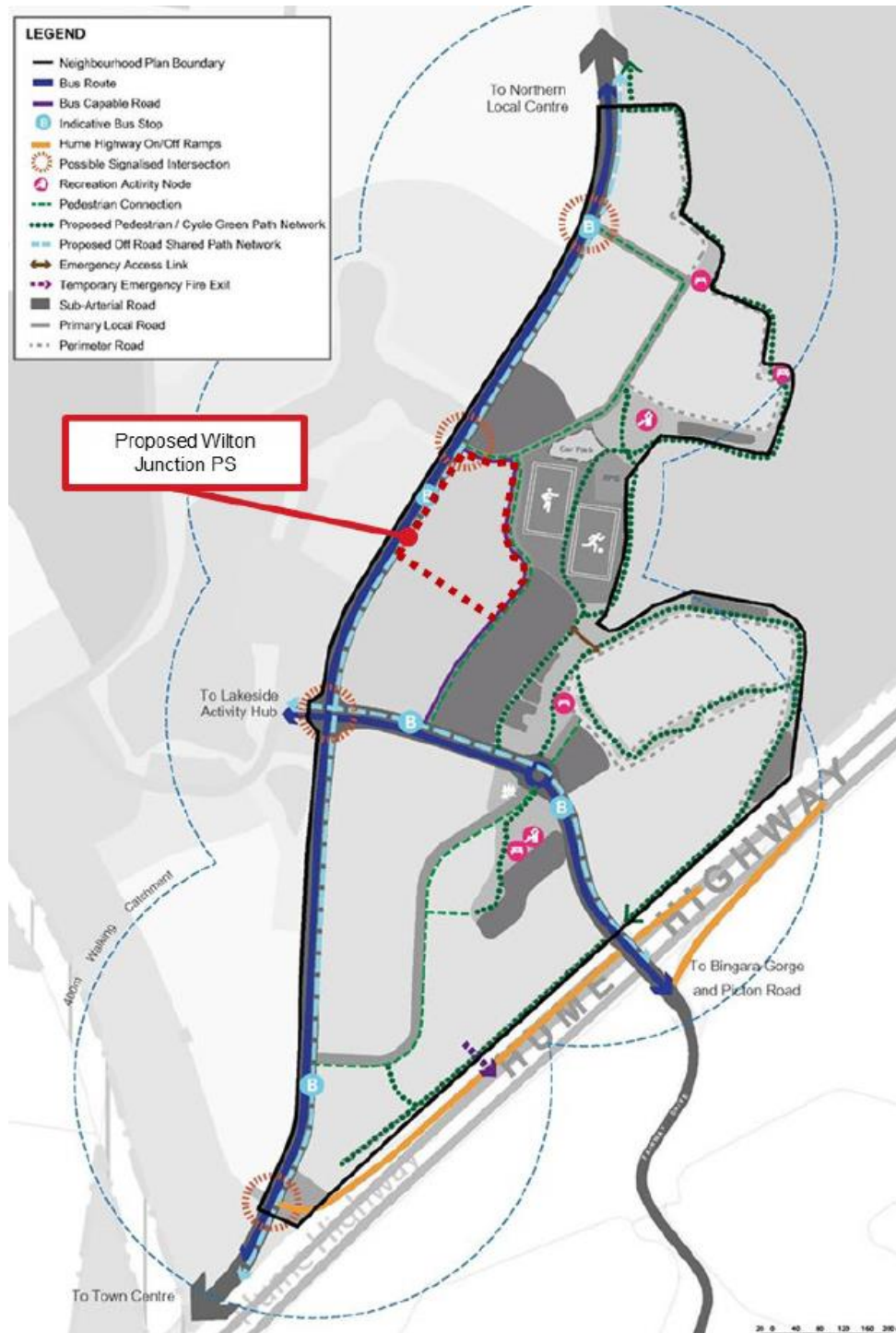
### Road network

As shown in **Figure 33**, the school site is bounded by Road 14, Road 20 and an unnamed sub-arterial road. The surrounding road network consists of sub-arterial roads to the north and south, and Hume Motorway further south. Road 14 and Road 20 are local roads that run along the northern and southern boundaries of school site, with one traffic lane and one parking lane in each direction. A kiss and drop zone is proposed under a separate planning pathway along the school frontage on the western side of Road 14. A mitigation measure is proposed to ensure the kiss and drop zone is delivered prior to operation.

At the time of the school's opening, an interim road configuration will be in place whereby the north south sub-arterial road west of the school site will feature only two southbound lanes, meaning Road 14, Road 20 and the north-south sub-arterial road will operate in an anticlockwise direction. The duplication of the north-south sub-arterial road is anticipated to be completed by 2029/ 2030.

The current road bridge over the Hume Motorway, providing temporary access to North Wilton precinct, will be replaced by a new bridge delivered by Landcom, scheduled to open alongside the new school in Term 1, 2027. The existing bridge, which has a single lane controlled by traffic signals for two-way traffic, will then be converted into a pedestrian-only/shared user bridge. Additionally, road safety enhancements, including wombat crossings at key locations and school zones as per TfNSW guidelines, will be implemented under a separate planning pathway to slow traffic, improve visibility, and ensure safety during school drop-off/pick-up times. Mitigation measures are proposed to ensure pedestrian crossings are delivered prior to operation.

**Figure 32 North Wilton Active and Public Transport Plan**



Source: Stantec, 2025



### Figure 33 Interim Road Configuration



Source: Stantec, 2025

## Assessment

## Travel Patterns and Demand

School catchments are usually finalised in the year prior to opening. It is anticipated the school's catchment will cater for the growing communities of the suburb of Wilton, alongside Wilton Public School.

The following considerations were taken to forecast student locations for the 2027 school opening year:

- It is expected that at day of opening (2027) all North Wilton Neighbourhood Plan No. 1 is developed.
- Average dwelling size of 3.3 people per dwelling and government primary school student proportion of total population of 9%, based on 2021 ABS Census and benchmarked on Jordan Springs Public School (shares comparable land use characteristics with a mix of low to medium density developments).
- Adjustment of projected student population to further align with the forecasted total student enrolment of 255 students for the 2027 year, as provided by department.
- Applying the 2027 mode shares to the full school capacity of 552 to understand infrastructure requirements.

**Figure 34 Road Hierarchy Plan**



Source: Stantec, 2025

## Walking Coverage

All dwellings within the North Wilton Neighbourhood Plan No.1 are located within a 1,600-metre on-path or 20-minute walk of the school site. The majority of students (97%) will live within a 1,200-metre on-path or 15-minute walk of the school site, with around half of the student population (54%) within an 800-metre on-path or 10-minute walk. Given the high coverage of the walking catchment, there is potential for a high proportion of students to walk.

## Cycling Coverage

All students are anticipated to reside within a 1,200-metre notional cycle catchment of the school. Given the high coverage of the cycling catchment, there is potential for high proportion of students to cycle.

## Private Vehicle Demand

Based on a moderate target mode share for private vehicles at 48%, it is projected that 265 out of 552 students will commute by private vehicle, resulting in a demand of 221 vehicles based on a vehicle occupancy rate of 1.2, accounting for siblings and moderate carpooling. The predicted private vehicle demand generated by the proposed school, which includes staff commuting by private vehicles (mode share of 100%), is provided in the following table.

**Figure 35 Predicted Vehicle Demand**

	Capacity
Total number of students	552
Mode share for students travelling by private vehicle (moderate target scenario)	48%
Number of students expected to travel by car	265
Number of cars (vehicle occupancy of 1.2 students per vehicle)	221
Total number of staff	42
Mode share for staff travelling by private vehicle (baseline)	100%
Total school related vehicle trips - AM	263
Total school related vehicle trips - PM	263

Source: Stantec, 2025

## Traffic Impact Assessment

The *North Wilton Development Stages 2 and 3 – Transport Impact Assessment*, developed by consultant WSP for the precinct wide Landcom masterplan in 2022, provides an overview of the transport impacts of the North Wilton Stages 2 and 3.

Considerations for the modelled scenarios in the report cover:

- The completion of North Wilton Stage 1 between 2023 and 2024.
- The completion of North Wilton Stage 2 between 2024 and 2025.
- The completion of North Wilton Stage 3 between 2025 and 2026.
- The completion of North Wilton by 2036 with 100% development and traffic generation. This has been modelled to demonstrate that the proposed intersection layouts can accommodate the long-term traffic demands.

## **Traffic Generation**

The traffic generation for the proposed residential development was estimated using the following TfNSW rates:

- 0.99 vehicle trips per dwelling in the AM peak hour
- 0.95 vehicle trips per dwelling in the PM peak hour.

North Wilton Stage 1 development includes a proposed school with an assumed capacity of 1,000 students, compared to the proposed activity with only 552 students.

## **Intersection Performance**

The intersection performance associated with North Wilton Stages 1, 2 and 3, is summarised in the TIA. All modelled intersections show a level of service of C or above in both AM and PM peak periods, except for the north-south sub-arterial and Hume Highway entry ramp intersection in the AM peak period which was modelled to have a level of service of D. Notwithstanding, the proposed intersection layouts have sufficient capacity to accommodate the forecast traffic in 2036 with full development of North Wilton.

Given the planned school capacity of the school is around half (552 students) of the assumption employed for the modelled scenarios, the school-related vehicular trips associated with the subject school are not expected to negatively impact intersection performances in the network. It should also be noted the school traffic PM peak period does not coincide with the general traffic PM peak period, meaning school-related traffic is not expected to contribute to the overall network PM peak traffic.

## **Mode Share**

### Students

Mode share scenarios for the proposed school have been developed based on future student distribution for 2027 school opening year in relation to transport accessibility for walking, cycling, public transport and private vehicle. The mode share targets have been benchmarked against mode shares observed for Galgungara Public School (Schofields) as observed in Term 4 2023. These scenarios are defined as follows:

- Baseline mode share: Reflects the travel patterns of students at 2027 school opening year without any major interventions in place.
- Moderate target mode share: Implementation of proposed transport infrastructure to enable a shift towards walking and cycling. This scenario factors in the implementation of key active transport pathway links and crossings.
- Reach target mode share: Walking and cycling access is maximised, minimising the dependence on kiss and drop zone. This scenario factors in the inclusion of active transport encouragement programs and carpool programs.

Given that projected students for 2027 are anticipated to reside within the active transport catchment (walking and cycling distances), school bus services are not expected to be required at the school opening year.

A summary of the mode share targets is provided below.

**Figure 36 Summary of Mode Share Targets (Students)**

	Capacity
Total number of students	552
Mode share for students travelling by private vehicle (moderate target scenario)	48%
Number of students expected to travel by car	265
Number of cars (vehicle occupancy of 1.2 students per vehicle)	221
Total number of staff	42
Mode share for staff travelling by private vehicle (baseline)	100%
Total school related vehicle trips - AM	263
Total school related vehicle trips - PM	263

Source: Stantec, 2025

## Staff

The school is expected to employ 42 full-time equivalent staff, including 35 for the primary school and 7 for the pre-school. Initially all staff are anticipated to commute by private vehicle, resulting in a 100% driving mode share. Mode share targets aim to encourage shifts towards walking, cycling, and public transport as preferred methods of accessing the school. Details on staff mode share targets and the reasoning for each mode are provided in the following figure.

**Figure 37 Summary of Mode Share Targets (Staff)**

Mode	Number of staff	Percent of staff	Rationale
Walk	4	10%	Low to medium residential density of North Wilton neighbourhood precinct and likelihood of staff residence resulting in ability to use active transport network
Cycling	4	10%	Provision of end of trip facilities will encourage staff to ride to work
Public transport	0	0%	A lack of existing public transport routes which service the area. Existing public transport networks are considered disconnected and inefficient for staff to choose bus and/or train travel
Car, as driver	30	70%	Majority of staff will choose private vehicle as their mode of travel due to convenience and variability in time of travel
Car, as carpool passenger	4	10%	Staff who live close together or on the way to the school will choose to carpool together
<b>Total</b>	<b>42</b>	<b>100%</b>	

Source: Stantec, 2025

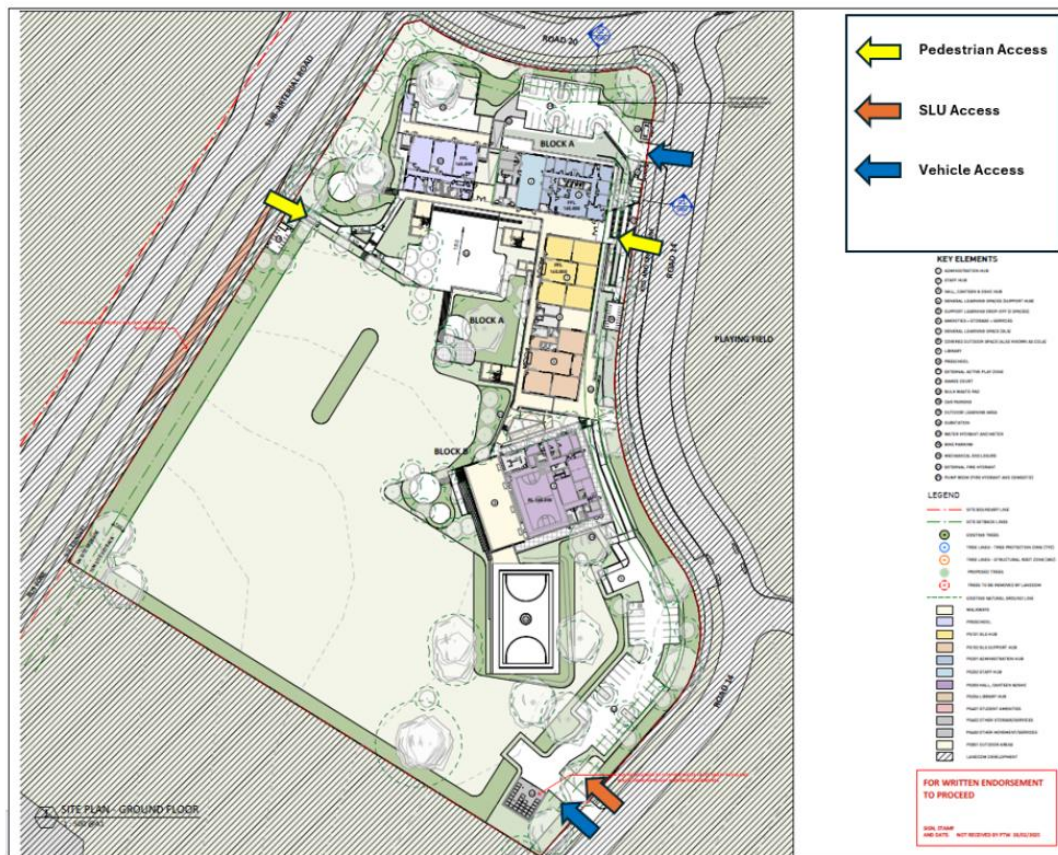
## Site Access Arrangements

### Pedestrian Access

As shown in **Figure 38**, pedestrian access to the school and pre-school will be available from the eastern and western school frontages. Three pedestrian access points are proposed for the school site, including a main entry and an accessible entry on Road 14 and a secondary entry on the unnamed sub-arterial road. Within vicinity of the site, formalised crossing facilities in the form of either wombat crossing or signalised pedestrian crossing are required to support safe travel to the site. Mitigation measures have been proposed to ensure that these are delivered prior to school operation.



**Figure 38 Access Arrangements**



Source: Stantec, 2025

### Bicycle/ Scooter Access and Parking

The Wollondilly DCP 2016 stipulates that bicycle parking should be provided at a rate of 1 space per 25 car parking spaces in excess of the first 25 car parking spaces. Given the school's requirement for 51 car parking spaces, this would result in 3 bicycle parking spaces.

As such, the DCP does not provide an effective guideline for determining bicycle parking requirements in this context. As outlined in the following table, based on a 6% reach target for students and 10% reach target for staff, the proposal requires a total of 38 bicycle parking spaces.

**Figure 39 Summary of Bicycle Parking Requirements**

Description	School capacity
Number of primary school students	552
Reach target mode share for students travelling via cycling	6%
Number of staff	42
Target mode share for staff travelling via cycling	10%
Total bicycle parking requirements	34 student parking spaces + 4 staff parking spaces

Source: Stantec, 2025

Given the new school proposes a total of 38 bicycle parking spaces, the amount of parking is considered adequate and complies with DCP requirements. Bicycle parking facilities are located close to the main and secondary school pedestrian entries ensuring convenient access for students and staff travelling via cycling.

### Bus Access

A school bus zone is proposed on the eastern side of the unnamed sub-arterial road, within proximity to the school entry. This will be delivered by Landcom prior to the school opening under a separate planning pathway. A mitigation measures is included to ensure that the bus zone is delivered prior to school operation.

The walking catchment analysis shows that all students are expected to live within a 1,600-metre on-path walk, with 97% of the student population residing within a 1,200-metre on-path walk. As such, no dedicated school bus access is required to cater for the students within the school intake catchment for the 2027 school opening year.

Notwithstanding, bus service access is needed for the following two scenarios:

- Outside school intake catchment: Bus services are needed to accommodate students from the upcoming residential developments in Bingara Gorge and South East Wilton. These areas fall beyond the 1600-metre on-path or 20-minute walk and are expected to come online at the 2027 school opening year.
- Within school intake catchment: As additional developments are introduced in Wilton North, Wilton Town Centre and West Wilton, bus services are needed to support the future student growth in these areas which fall outside the school active transport catchment.

### Vehicle Access

Vehicular access to the school will be provided via two (2) entry points on Road 14. The northern vehicular access point provides access to the dedicated pre-school drop-off parking, while the southern vehicular access point provides access to the staff-only carpark and support learning drop-off.

A servicing area for refuse collection and loading is expected to be undertaken on site and accessible via the southern vehicular entry. Swept path analysis undertaken in the TIA demonstrates that the proposed design can adequately accommodate vehicles entering and existing the site including waste trucks.

### Car parking

The main staff car park is proposed to the south of the school hall and will accommodate 33 spaces (including one accessible space). A separate car park for the pre-school is proposed to the north and provides 18 spaces (including one accessible space). A portion of the northern car park is to be used for drop-off/ pick-up for the pre-school.

The Wollondilly DCP 2016 specifies the following rates for off-street parking for educational establishments and child care centres:

- Staff parking: 1 space per full time equivalent staff. This results in a total of 42 staff car parking spaces being required, based on 35 primary school staff and 7 pre-school staff.
- Pre-school drop-off parking: 1 space per 4 children. This results in a total of 15 drop-off car parking spaces being required based on a pre-school student enrolment of 60 students.

Based on the above analysis, a total of 57 parking spaces are required for staff. A total of 51 on-site parking spaces are proposed which represents a shortfall of 6 parking spaces.

Notwithstanding, it is expected that not all staff will drive their car to school. Instead, with the implementation of a School Transport Plan, 80% are expected to drive, 10% are expected to share a care as part of carpooling and 10% of staff are expected to use other modes.

### Kiss and Drop Zones

A kiss and drop zone, with a total length of approximately 90m (15 spaces), is proposed along the eastern school frontage on Road 14. This will be delivered by Landcom prior to the school opening under a separate planning pathway. A mitigation measure is included to ensure the kiss and drop zone is in place prior to the school's opening. In addition, three (3) support learning drop-off spaces are proposed within the school grounds adjacent to the staff carpark and accessible via the southern vehicular entry.

A number of assumptions have been adopted to determine the required number of kiss and drop spaces to service the school. Based on the moderate target mode share of 48% and a car occupancy of 1.2 students per vehicle, this results in a total of 15 kiss and drop spaces and 90 metres of kiss and drop kerbside zoning being required to accommodate the planned school capacity. Accordingly, the proposed kiss and drop zone meets these requirements. As noted previously, kiss and drop arrangements for the pre-school is provided within the on-site pre-school car park.

### **Mitigation Measures**

The following mitigation measures are to be implemented to ensure pedestrian and vehicle safety during the school's operation. Note that the works outside the school boundary (refer to **Figure 40**), do not form part of this REF and are subject to a separate planning pathway, however, are included as mitigation measures in this REF because it is acknowledged that the works would be required for operation of the school.

#	Impact	Mitigation measure	Timing	Significance after mitigation	Responsible party
TT1	To ensure pedestrian accessibility across the future sub-arterial road.	Provide a signalised pedestrian crossing at the intersection of Fairway Drive / Road 14.	Prior to operation	Not significant	Landcom, Council, TfNSW
TT2	To provide a north-south active transport link for students residing north and south of the school site.	Provide a minimum 2.5m wide shared path on eastern side of unnamed sub-arterial road.	Prior to operation	Not significant	Landcom
TT3	To ensure safe walking access for students.	Provide a wombat crossing on Road 14, south of Road 20.	Prior to operation	Not significant	Landcom
TT4	To ensure safe walking	Provide a wombat	Prior to	Not	Landcom

#	Impact	Mitigation measure	Timing	Significance after mitigation	Responsible party
	access for students.	crossing on Road 14, north of unnamed local road	operation	significant	
TT5	To ensure walking and cycling access for students residing east of the school site via a direct and convenient route.	Provide a minimum 2.5m wide shared path east of Road 14 through open space.	Prior to operation	Not significant	Landcom
TT6	To ensure safe walking access for students	Provide a wombat crossing on the unnamed road, north-west of playing fields.	Prior to operation	Not significant	Landcom
TT7	To ensure adequate student and staff bicycle parking spaces are provided based on forecasted demand as per mode share target.	Provide bicycle parking areas (minimum 38 bicycle parking spaces, consisting of 34 student spaces and 4 staff spaces) close to the school gates on Road 14 (main entrance) and unnamed sub-arterial road.	Design	Not significant	DoE
TT8	To ensure the kiss and drop zone requirements are met based on moderate target mode share for students travelling via private vehicle.	Provide a kiss and drop zone (with a minimum of 15 spaces and 90m in length) along the Road 14 school frontage.	Prior to operation	Not significant	DoE, Council, Landcom
TT9	To provide bus routes connecting the school site to students residing in areas outside of the active transport catchment.	Investigate opportunities for new school bus services or/and extension of existing school and public bus routes to service trips between the school site and the residential areas beyond active transport catchment	Prior to operation	Not significant	TfNSW

#	Impact	Mitigation measure	Timing	Significance after mitigation	Responsible party
		distances, particularly the upcoming residential developments in Bingara Gorge and South East Wilton			
TT10	To address ongoing operational and safety concerns at the school site.	Prior to the commencement of operations, a School Transport Plan must be prepared to the satisfaction of the DoE Transport Planning Team. If the school already has a School Transport Plan, the existing plan is to be reviewed and updated if necessary to reflect the impacts of the REF works, to the satisfaction of the DoE Transport Planning Team. A copy of the School Transport Plan is to be provided to the relevant DoE Project Lead for implementation during operations.	Prior to operation	Not significant	DoE



**Figure 40 Map showing location of Mitigation Measures**



Source: Stantec, 2025

## 7.2 Noise and Vibration

A Noise and Vibration Assessment (**NVA**) has been prepared and is included in **Appendix 18**. The report evaluates the potential noise and vibration impacts associated with the proposed activity, covering both the construction and operational phases of the educational establishment.

### Methodology

The noise and vibration assessment methodology consisted of the following key components:

- Long term and short-term noise monitoring was undertaken to establish baseline noise levels around the proposed school site.
- Criteria were developed based on relevant guidelines, including the NSW Noise Policy for Industry (**NFPI**), Interim Construction Noise Guideline (**ICNG**), and Assessing Vibration: A Technical Guideline. These criteria were used to evaluate the potential impact of noise from various sources such as mechanical plants, public address systems, school activities, and traffic.
- The methodology also involved predictive modelling of noise and vibration impacts using the data gathered and the established criteria. This modelling helped in understanding potential impacts before they occur and in planning appropriate mitigation strategies.

- Detailed assessments were carried out for various noise sources including operational noise emissions from external mechanical plant, the school hall, the outdoor play space and public address systems, as well as construction-related noise and vibration.
- The assessment also considered intrusiveness and amenity criteria for noise, ensuring that operational and construction noises remained within acceptable limits for the surrounding residential areas.
- Based on the assessment and predictive outcomes, the methodology included recommendations for mitigation measures to minimise noise and vibration impacts during both construction and operational phases of the school and pre-school.

### Existing Environment

The acoustic environment of the proposed primary school site at North Wilton is heavily influenced by its proximity to the Hume Highway and ongoing construction activities. As the area transitions from semi-rural to urban, it experiences persistent traffic and construction noise, affecting the ambient noise levels.

To assess these levels, a noise survey was carried out, with the measurement locations shown in **Figure 41**. The survey included both long-term and short-term noise measurements at locations chosen to accurately reflect the site's typical noise environment. These locations were specifically selected to minimise interference from ongoing construction activity and to prevent wildlife from damaging the equipment. Notably, road noise from the Hume Highway was a prominent sound at the survey locations.

**Figure 41 Noise Logger Locations**



Source: Acoustic Studio, 2024

## 7.2.1 Construction Noise and Vibration Assessment

The following construction hours are proposed as follows:

- Monday to Friday: 7am to 6pm.
- Saturday: 8am to 1pm.
- Sundays and Public Holidays: No excavation or construction works.

The proposed construction hours are within the recommended EPA hours. It is recommended that high noise level works – i.e. piling, excavation, etc – shall be scheduled to not occur during shoulder periods of the recommended standard hours – i.e. 7am to 8am and 5pm to 6pm.

It is important to note that adjoining residential development is not expected to be completed until after the school is scheduled to open. The closest occupied residential areas will be located over 200m to the south of the site during the construction phase.

The construction of the primary school will involve various high noise generating activities including the use of heavy machinery like excavators, pile drivers, and concrete trucks, as well as power tools such as jackhammers and circular saws. Vibration will primarily result from activities such as compaction, piling and heavy vehicle movements which are likely to cause perceptible vibrations, especially when operated near sensitive boundaries.

A preliminary construction noise assessment has been carried out. Based on the results, noise associated with worst-case scenario construction works is expected to exceed the noise limits in accordance with the ICNG Guideline. Nevertheless, compliance with the relevant construction noise criteria can be achieved through specific noise mitigation measures. These noise mitigation measures are to be provided in a detailed Construction Noise and Vibration Management Plan (**CNVMP**) prepared by a qualified acoustic consultant prior to construction. The detailed CNVMP is to include noise impacts and mitigation measures for the surrounding noise sensitive receivers.

## 7.2.2 Operational Noise and Vibration Assessment

Noise emitted as a result of the proposed activity during operation will consist of medium to large waste collection vehicles during waste collection, PA systems and school bells, outdoor play spaces, kiss and drop locations, car park and services. The operational noise impacts are summarised as follows:

- **Mechanical Plant:** At this stage, preliminary mechanical plant selections have been made. Based on noise emission assessments, the external mechanical plant will meet the noise level criteria at the nearest noise sensitive receivers with insulated ductwork attached to the discharge of the top-discharge units. Mitigation measures have been provided to minimise the impact of external noise emissions associated with the mechanical plant of the proposed activity to the nearest sensitive receivers.
- **Hall and Out of Hours Care:** The proposed hall is expected to be used by students and teachers during the daytime as well as by after and before school care (assumed times are 7am – 9am and 3pm – 6pm). Halls are typically used for school assemblies, presentations, examinations and student concerts during school hours. Out of hours school care is understood to be within the hall, therefore the noise will be confined. Noise break-out will be driven by the sound insulation performance of the building envelope. Typically, solid

sections of the façade will provide a sound reduction index of RW50. Hence, noise from the use of the hall as an out of hours care facility is not expected to impact the acoustic amenity of the surrounding receivers.

- **Classroom Operational Noise:** The noise impact from the use of the classrooms will meet the established noise level criteria at the nearest noise sensitive receivers.
- **Pre-school Outdoor Play Area:** The proximity of the pre-school playground to the nearest residential areas has been a major consideration. Noise modelling shows that even with the high potential noise levels during active play, the noise impacts from the use of the pre-school outdoor playground will meet the relevant criteria. A solid fence / barrier is to be provided around the pre-school playground with a minimum height of 1.8m and a minimum surface mass of 12kg/m<sup>2</sup> to ensure that the relevant noise criteria is met.
- **School Bell and PA system:** PA systems and school bells are not expected to exceed acceptable acoustic levels. Mitigation measures have been provided to minimise the impact of external noise emissions associated with the public address and school bell systems of the proposed activity to the nearest sensitive receivers.
- **Noise intrusion:** Traffic noise from the Hume Highway has the potential to impact upon the facades of the proposed activity. To meet the relevant noise criteria, the noise consultant includes a mitigation measure for minimum glazing thickness requirements. The acoustic performance of the glazing and building façade is required to be reviewed during the detailed design of the project once glazing and façade areas are defined.

### Mitigation Measures

The following mitigation measures are to be implemented to manage noise, and vibration impacts during construction and operation.

#	Impact	Mitigation measure	Timing	Significance after mitigation
NV1	To comply with the established noise level criteria and to protect the acoustic amenity of the surrounding receivers.	The proposed mechanical layout includes insulated rigid ductwork on the discharge of the top discharge units. Acoustic assessment of all mechanical plant shall continue during the design phases of the project in order to confirm any noise control measures to achieve the relevant noise criteria at the nearest noise sensitive receivers.	Design	Not significant
NV2	To comply with the established noise level criteria and to minimise the negative impacts on the acoustic amenity of surrounding receivers.	The public address and school bell systems shall be designed, installed and operated such that the systems do not interfere unreasonably with the comfort and repose of occupants of nearby residences. Noise emissions from public address and school bell systems shall be restricted to the noise levels as per Section 4.4 of the Noise and Vibration	Design and operation	Not significant



#	Impact	Mitigation measure	Timing	Significance after mitigation
		Assessment prepared by JHA. Acoustic assessment of public address and school bell systems shall continue during the detailed design phase of the project in order to confirm any noise control measures required to achieve the relevant noise criteria at the nearest noise sensitive receivers.		
NV3	To comply with the recommended noise level criterion and to protect the acoustic amenity of the surrounding receivers.	A 1.8m high solid fence must be provided around the entire length of the outdoor playground of the pre-school.	Design and operation	Not significant
NV4	To comply with the internal noise level criteria and ensure road noise break-in does not adversely affect students.	To achieve the internal noise level criteria in accordance with NSW DoE Design Checklist - 0001c, all external glazing facing the Hume highway (facing south or east) to provide a minimum sound reduction index of RW32. A 6.38mm laminated fixed single glazing system achieves the nominated sound reduction index.	Design and operation	Not significant
NV5	To comply with the NSW and Department of Environment and Climate Change (DECC) ICNG noise criteria and to protect amenity of the surrounding receivers.	A detailed Construction Noise and Vibration Management ( <b>CNVMP</b> ) Plan must be prepared by the Contractor and implemented throughout the construction life of the project.	Prior to construction Construction	Not significant

### 7.3 Contamination and Hazardous Materials

A PSI has been prepared and is included in **Appendix 15**. The PSI assesses the potential for contamination to be present at the site from past or present activities and provides recommendations on the need for further investigations based on the findings.



## Methodology

The methodology to complete the PSI included undertaking a desktop review of a range of historical data sources and a site walkover to assess conditions of the site and surrounds, and potential contamination source/activities.

## Assessment

The assessment indicates that the site has predominantly been used for agricultural purposes since around 1929, with minimal alterations over time. Groundwater flow direction is inferred to be northeasterly towards Allans Creek. During the site inspection, off-site to the northwest of the site, two Intermediate Bulk Containers (IBCs) containing unknown chemicals were identified. The IBCs appeared to be relatively new and in good condition, suggesting that they are unlikely to be a source of off-site contamination.

Additionally, a small stockpile (approx. 1m<sup>3</sup>) of soils containing anthropogenic material (concrete rubble, blue metal gravel, terracotta tile fragment etc.) was observed in the central portion of the site. The stockpile was considered as an on-site potential source of contamination. However, a preliminary Conceptual Site Model developed for the proposal indicated no apparent source-pathway-receptor linkages from this potential on-site source of contamination.

Data gaps exist, including the inability to conduct a comprehensive site inspection due to access constraints (fences and grazing animals) and long grasses hindering inspection of the ground surface for obvious signs of contamination.

Based on the results of the investigation, the PSI concludes that there is a low potential for contamination to exist on-site and that the site is suitable for the proposed school subject to the adoption of the mitigation measures outlined below.

## Mitigation Measures

The contamination consultant recommends the following mitigation measures are implemented to manage risk from potential contamination and hazardous materials.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
CH1	To ensure proper classification and disposal of waste in compliance with NSW EPA guidelines.	Sampling and testing of material from the small stockpile in the central portion of the site in accordance with the NSW EPA (2014) Waste Classification Guidelines to facilitate off-site disposal (if required).	Prior to construction	Not significant
CH2	To reduce the potential human health and environmental risks associated with unexpected contamination finds that may be encountered during construction works.	Implement an unexpected finds protocol for contamination.	Prior to construction	Not significant

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
CH3	To confirm that the bulk earthworks have not resulted in contamination of the site and that the site remains suitable for the proposed use as a school and pre-school.	Prepare an updated Preliminary Site Investigation at the completion of bulk earthworks.	Post earthworks, prior to construction of school	Not significant

## 7.4 Flooding

A Flood Risk Assessment (**FRA**) has been prepared and is included at **Appendix 14**.

### Methodology

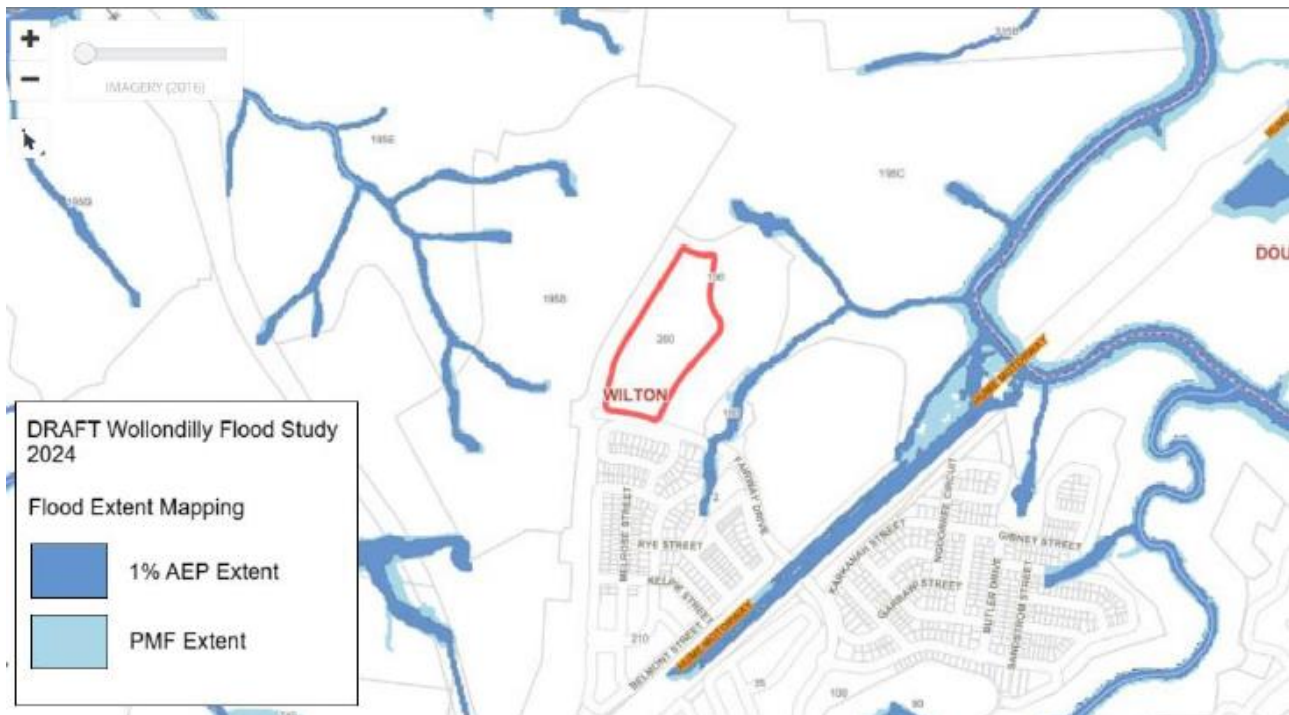
The flood risk assessment methodology consisted of the following key components:

- The assessment was prepared in accordance with the relevant DPHI and Council guidelines.
- The assessment detailed the site's geography and hydrology, including topography and proximity to water bodies, and analysed how surrounding urban development impacts local hydrology.
- Hydrological modelling was undertaken using DRAINS software and the Rational Method for validating runoff calculations based on various storm scenarios
- Identified and analysed the external catchment area contributing to runoff.
- Integrated flood planning requirements from local development control plans to ensure compatibility with flood management strategies and minimise impact on flood behaviour.
- Analysed potential flood impacts using the latest flood studies, including predictive modelling and historical data, to assess the suitability of the school site.
- Evaluated flood emergency management scenarios, including site access during flood events, to ensure safety and preparedness.

### Existing Environment

As shown in **Figure 42** the site is located within the Upper Nepean sub-catchment and is not identified as flood-affected land. Detailed flood studies, including the Draft Wollondilly Shire Flood Study, indicate that the site remains outside significant flood extents for both the 1% Annual Exceedance Probability (**AEP**) event and the Probable Maximum Flood (**PMF**). These studies utilise advanced hydrological modelling which confirms that the school site is not impacted by flooding under current conditions.

**Figure 42 Peak flood extent during both the 1% AEP event and the PMF event.**



Source: TTW, 2025

## Assessment

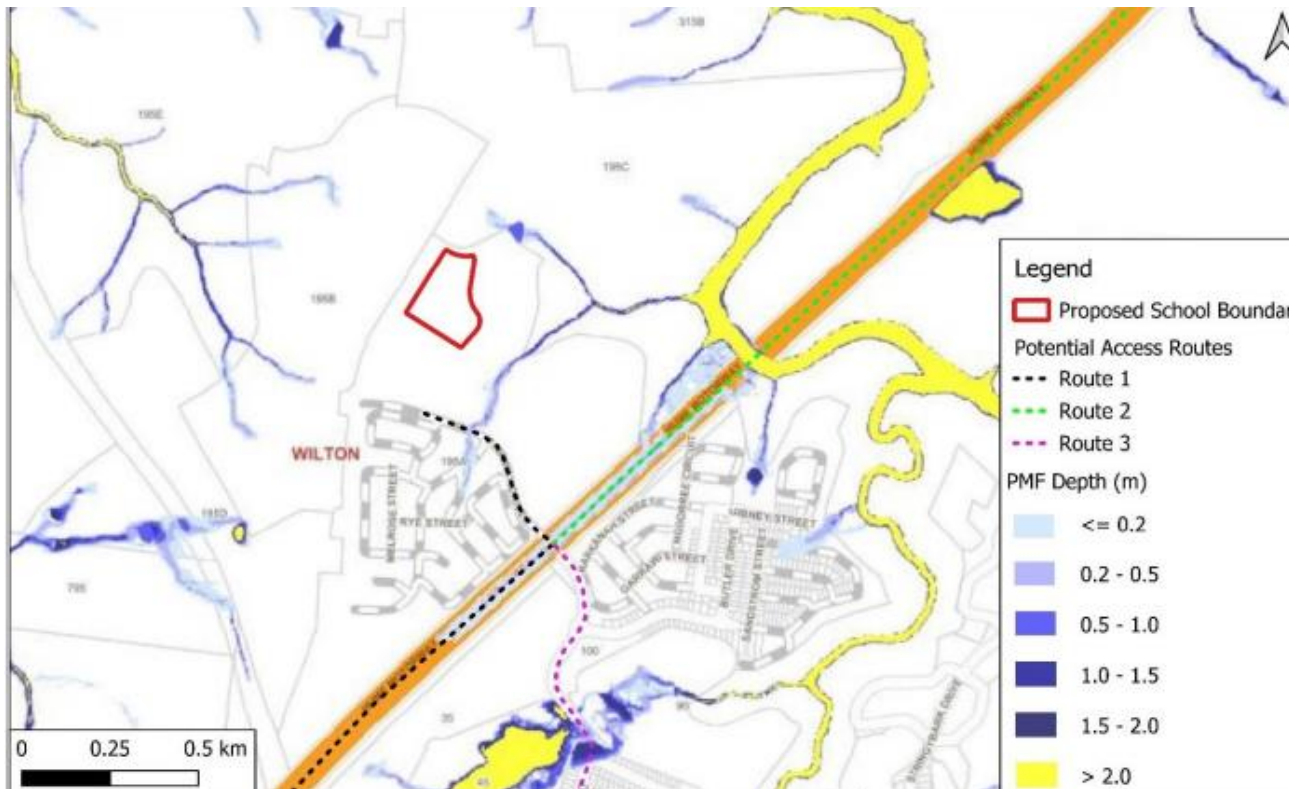
The Draft Wollondilly Shire Flood Study confirms that the site is not subject to flooding up to the PMF event. The site is therefore deemed suitable for the development of a primary school and pre-school. A DRAINS model analysis indicates that the proposed buildings will not be impacted by overland flow from the external catchment, although the site will need to cater for runoff from the site itself and have adequately sized inground drainage and overland flow provisions.

As shown in **Figure 43**, the study also identifies potential flood risks to access routes such as Fairway Drive and the Hume Motorway during heavy rainfall. However, the Hume Motorway and parts of Fairway Drive appear elevated above the PMF level, suggesting they would remain passable during flood events. This is supported by elevation data and flood modelling. The TUFLOW model used in the flood study highlights the need for further developments, including culverting first-order streams, to ensure road trafficability during extreme conditions.

While the site is secure from flooding, the accessibility during extreme flood events remains a consideration. It is recommended that access and egress be re-evaluated following the finalisation of the Draft Wollondilly Shire Flood Study. Given the site's non-flooded status and controlled access risks, the flood consultant has confirmed that a standalone Flood Emergency Response Plan (FERP) is not deemed necessary. Instead, integration into the school's general Emergency Management Plan is recommended, pending further verification of flood risks to the surrounding road network.

In terms of emergency management, DPHI advises that a shelter-in-place (**SIP**) response is appropriate when both the flood warning and duration are under six hours, which aligns with the conditions expected at this site during a major flood event.

**Figure 43 Access and egress routes from site shown against the PMF flood depths**



Source: TTW, 2025

## Mitigation Measures

The following mitigation measures are to be implemented to manage risk from flooding.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
F1	To either fully contain or divert anticipated stormwater runoff away from the buildings.	Sufficient drainage provisions must be provided around each proposed building within the site. An overland flow path will need to be provided to the northeast of the site to allow overland flow to pass between Building A.	Design and Construction	Not significant
F2	To ensure appropriate emergency management measures are implemented.	Review the final Wollondilly Shire Flood Study Report if available prior to operation, and if required update management measures within the schools Emergency Management Plan.	Prior to operation	Not significant

## 7.5 Stormwater

Civil Drawings and a Civil Engineering Design Report have been prepared by the civil engineer at **Appendix 7** and **Appendix 8** respectively and include a description and assessment of the proposed stormwater, drainage, and sediment/erosion control measures to be implemented in the proposal.

There is currently no stormwater infrastructure on the site, which is situated away from existing road and building infrastructure. The key elements of the stormwater design are summarised below:

- All stormwater from the roof will be collected through the use of gutters and downpipes and directed to a series of rainwater tanks. The overflow from the rainwater tanks is to be conveyed to the in-ground systems.
- In-ground pipes shall convey stormwater to cater for the minor 20% AEP and major 1% AEP storm events as per EFSG. Where pipe capacity is exceeded, overland flow paths will convey the anticipated flows in the 1% AEP storm event.
- Surface stormwater will be collected by a series of swales, surface inlet pits and in-ground pipes and directed to an on-site detention (**OSD**) tank as required in the DCP
- The MUSIC modelling has confirmed that the proposed activity will meet and exceed Council's requirements for pollutant reduction based on the proposed treatment train consisting of rainwater reuse, pit-insert filter baskets, and filter cartridges.
- Erosion and sediment control will be provided in accordance with industry best practice, as captured in the mitigation measures.

### Mitigation Measures

The following mitigation measures are to be implemented to manage stormwater, run off and sediment control.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
SW 1	To avoid polluting the water and/or blocking the stormwater network. To prevent sediment from leaving the site with stormwater runoff.	Implementation of Erosion and Sediment Control measures as described in the Civil Engineering Design Report and on the Erosion and Sediment Control Plan prepared by BG&E.	Construction	Not significant

## 7.6 Aboriginal Heritage

A Preliminary Indigenous Heritage Assessment Impact (**PIHAI**) has been prepared in accordance with the Due Diligence process prescribed by Heritage NSW and is included at **Appendix 17**. The PIHAI conducted comprehensive background research for the subject site. Key findings from the assessment are outlined below:



- A desktop study was undertaken to evaluate the Aboriginal cultural landscape and the environmental and archaeological contexts. One previously recorded Aboriginal site was listed with the site; a scar tree (AHIMS ID 52-2-4082). This site has since been destroyed.
- The Department has consulted with a Connecting with Country group, comprising local Aboriginal members and other First Nations stakeholders. The CWC group identified three trees within the site as potential cultural items.
- Two inspections were conducted by GML as a component of preparing the PIHA, with the aim of observing current site conditions and identifying areas with Aboriginal heritage sensitivity. Site inspections confirmed that scar tree (AHIMS ID 52-2-4082) is no longer extant and that the three potential scar trees identified by the CWC team are not cultural in origin. No additional Aboriginal objects were identified at the site.
- There are no further Aboriginal sites with vicinity of the proposed school site.
- Aboriginal Heritage Impact Permit (**AHIP**) 5288 has been approved for lands, including the site, within the broader Landcom masterplan area. Future works within the site will be subject to the conditions of AHIP 5288.

Based on the assessment, no further heritage investigations are required.

### Mitigation Measures

The following mitigation measures are to be implemented to manage potential impacts to aboriginal cultural heritage.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
A1	To ensure compliance with AHIP requirements.	Future works must be conducted in accordance with the conditions of AHIP 5288. Further archaeological management will be required for the site to comply with the conditions of the AHIP.	Construction	Not significant
A2	To enhance cultural awareness.	Consultation with the local Aboriginal community should be undertaken to discuss educational opportunities for future inclusion of recovered relics from the broader Landcom masterplanned development into the new school's design.	Throughout	Not significant

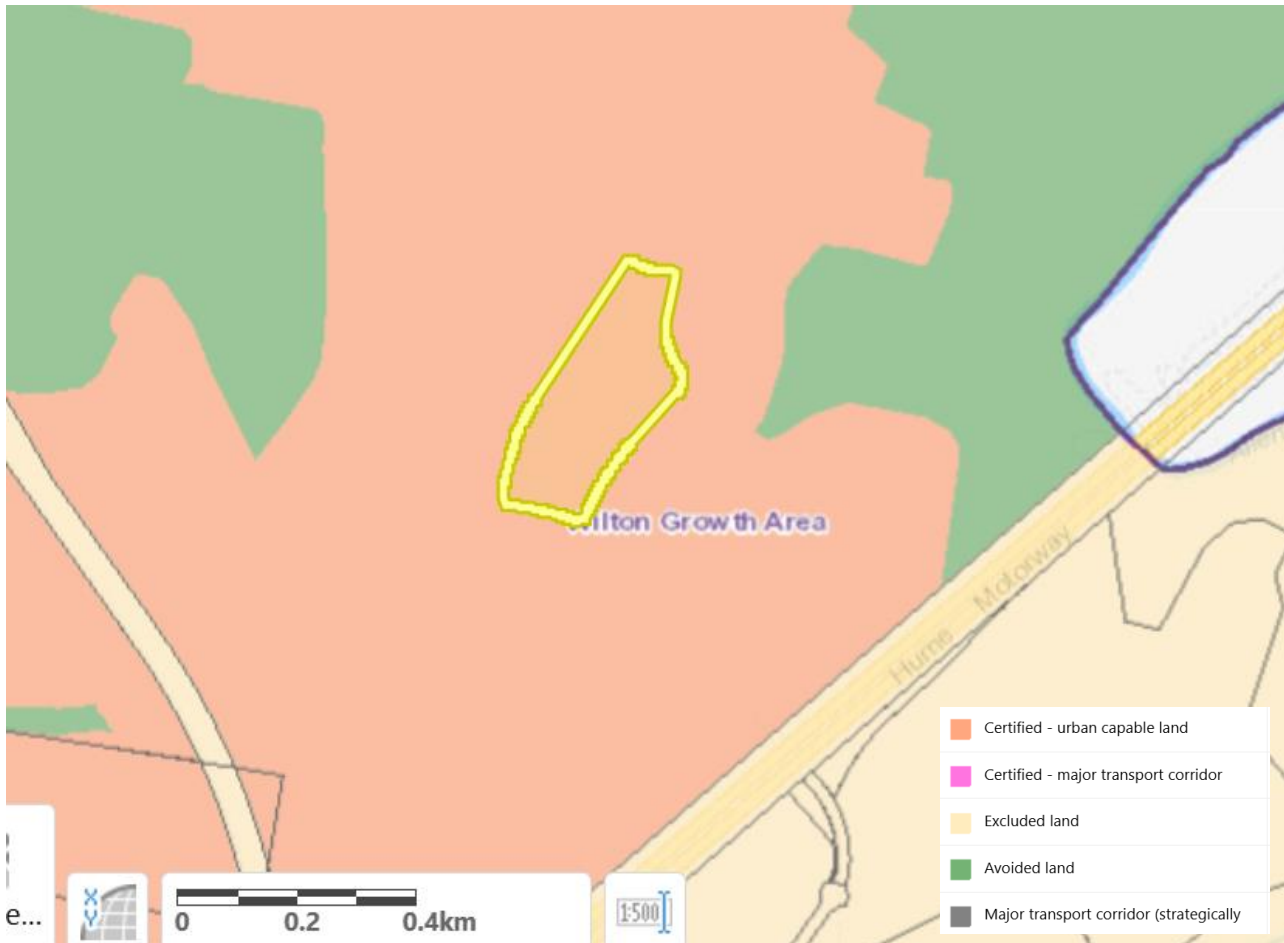
## 7.7 Ecology

The site currently consists of grassland and includes several patches of grassy woodland trees. It should be noted the majority of existing trees within the site required to be removed to accommodate the new school buildings have already been approved for removal under DA/2022/1279/1. This work will be carried out by Landcom before the site handover. Whilst the

majority of the trees across the site will be removed, where possible, the retention of 12 mature trees has been prioritised to maintain local biodiversity.

The entire site is biodiversity certified under the Cumberland Plain Conservation Plan as 'certified – urban capable land'. Refer to **Figure 44** for an image of the bio certification map.

**Figure 44 Cumberland Plan Conservation Plan Map**



Source: DPHI - Cumberland Plain Conservation Plan Viewer, 2025

Under Section 8.4 of the BC Act 2016, work carried out under Part 5 of the EP&A Act on certified land is exempt from requiring an impact assessment on biodiversity. Section 8.5 of the Act confirms that the determining authority is not required to consider the effect on biodiversity of an activity to the extent that it is carried out on biodiversity certified land.

Therefore, activities falling under Part 5 of the EP&A Act on this land do not require further environmental assessments. The certification process has pre-emptively addressed potential impacts, negating the need for a SIS or BDAR for Part 5 (REF) projects on this site.

## 7.8 Tree Retention

An Arboricultural Impact Assessment (**AIA**) has been prepared and is included at **Appendix 9**. A summary of the key findings is provided below.

- All trees across the site have already been approved for removal under DA/2022/1047/1 to facilitate the construction of the school and pre-school.

- 12 trees (including T506, identified in the CWC process as the ‘grandmother tree’) are identified for retention under this REF due to their minimal impact from the proposed construction.

## Mitigation Measures

The following mitigation measures are to be implemented to ensure tree protection.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
T R1	To protect trees for retention from unnecessary damage.	The twelve (12) trees as shown in blue on the Tree Removal and Retention Plan prepared by Sydney Landscape Consultants are to be retained and protected in accordance with the requirements of AS4970 Protection of Trees on Development Sites (2009).	Prior to Construction During Construction	Not significant
T R2	To ensure the safety of occupants and ongoing viability of the twelve trees.	Regular monitoring and maintenance is required on a set programmed schedule by engaged Contractor.	During construction	Not significant

## 7.9 Visual Amenity

### Built Form and Visual Amenity

The design leverages setbacks, massing, and landscaping to reduce the perceived bulk of the development from the surrounding streets while preserving key natural views and enhancing the area’s overall visual character. The 2 to 3-storey structures optimise space utilisation, allowing for extensive play areas on the ground level.

The built form integrates with its natural surroundings and future urban context. The buildings are appropriately scaled relative to the future surrounding low- and medium-density residential developments. Generous landscaped setbacks, angled building alignments, and facade articulation reduce the visual bulk and ensure a sympathetic relationship with adjacent properties.

The external materials for the buildings have been chosen to both reflect and complement the aesthetics of the surrounding Landcom residential development. The main entrance of the school is strategically positioned to face the future playing fields across Road 14, establishing a direct link with the recreational opportunities these fields offer. Tree and scrub plantings along the perimeter of the site will provide a buffer to the surrounding roads. A significant ‘grandmother tree’ (T506) identified during the Walk on Country will be retained and is to be a focal point of the landscaping strategy.

The design of the new school has also been considered by the School Design Review Panel (SDRP) which has informed design development. Schedule 8 of the TI SEPP establishes seven design quality principles for schools which the proposed activity responds to, as detailed in the Architectural Design Report at **Appendix 5**. The built form is therefore considered appropriate.

## Privacy and Overlooking

The design effectively addresses privacy and overlooking concerns through careful site planning, building orientation, and landscaping. Generous setbacks from streets reduce the potential for overlooking while maintaining privacy for both the school and adjacent residential areas.

Buildings are oriented to focus views inward, toward internal courtyards and play areas rather than toward neighbouring properties. The inclusion of trees and native plantings along the boundaries provides natural screening, enhancing privacy and softening the transition between the school and its surroundings. Additionally, the articulated facades and strategic window placements limit sightlines into nearby properties, balancing natural light and ventilation with privacy considerations. These measures ensure the development integrates harmoniously with the surrounding environment while respecting the privacy of its neighbours.

## Overshadowing

The placement and orientation of the buildings, combined with generous setbacks, ensure that shadows fall within the site boundaries or on the road. Shadow diagrams provided in **Figure 45** indicate that there are no adverse impacts on adjoining properties as a result of overshadowing.

Within the school site, key outdoor areas such as the pre-school outdoor play area, the sports court, and central courtyard assembly area are positioned to maximise sunlight during peak usage times. The design ensures these spaces remain functional and comfortable throughout the day, fostering a positive environment for learning and recreation.

**Figure 45 Shadow Diagrams**



1 SHADOW DIAGRAMS - 21 JUNE 0900 AM



2 SHADOW DIAGRAMS - 21 JUNE 1200 PM



3 SHADOW DIAGRAMS - 21 JUNE 0300 PM



4 SHADOW DIAGRAMS - 21 DECEMBER 0900 AM



5 SHADOW DIAGRAMS - 21 DECEMBER 1200 PM



6 SHADOW DIAGRAMS - 21 DECEMBER 0300 PM

Source: PTW, 2025

## 7.10 Security and CPTED

The Architectural Design Report, detailed in **Appendix 5**, incorporates Crime Prevention Through Environmental Design (**CPTED**) principles to ensure the safety and security of the new school and pre-school design. Key features include:

- Active edges on new buildings and the strategic placement of the school administration near the main pedestrian entry on Road 14 enhance natural and technical surveillance, including CCTV.
- Controlled access is maintained with multiple entrances that operate only during peak times, secured by a high palisade fence, ensuring controlled movement of students, parents, and visitors.
- The campus layout optimises visibility both towards the street and within the school grounds, with all buildings connected by covered walkways that encircle a central courtyard for outdoor activities.
- Safe lighting and clear sightlines at all access points boost security, with pathways and entrances well-lit, especially at main and after-hours entry points.



- Open corridors link directly to staircases and external exits, avoiding constrained spaces and dead ends to facilitate safe movement and accessibility.
- External staircases allow for visible supervision, serving both emergency egress and daily circulation needs.
- Student amenities are designed to maintain passive surveillance, ensuring safe use for individuals of different age groups and genders.

## 7.11 Social Impact

Social impacts have been considered to ensure the project minimises any potential negative impacts and enhances positive impacts. Social impacts are considered before and after implementation of the mitigation measures outlined throughout this REF, which are to be incorporated in the planning, construction, and operation of the project.

A summary of the potential positive and negative social impacts identified are provided in the table below.

**Table 16: Summary of Social Impacts**

Impact category	Impact description	Mitigated assessment
Community	Enhanced community connection via the provision of education facilities	Medium positive for existing and future local residents, including future staff, students and families once operational, noting the particular importance of the timely delivery of education facilities in greenfield communities to facilitate community connections.
Accessibility	Potential disruption to transport access and parking	Low negative for future staff, students and families in the immediate and local social localities, in particular related to parking provision and with consideration to facilitating active travel.
	Delivery of well-located education facilities and infrastructure	High positive for future staff, students and families in the immediate and local social localities, given the proposal's assumed accommodation of incoming demand and alleviation of existing demand for school and preschool facilities.
	Provision of accessible and supported learning environments	Medium positive for future staff, students and families in the local social locality, particularly children with a disability or identified need for assistance, noting the emerging need for increased supported learning places within the local area.
	Provision of active recreation infrastructure to meet student needs	Medium negative in the short term for future staff, students and families in the local area if the playing fields are not operational once the school opens.

Impact category	Impact description	Mitigated assessment
		Neutral to positive once the playing fields are operational and can be utilised by the school.
Culture	Opportunity to celebrate local culture through design	High positive for Aboriginal and/or Torres Strait Islander communities across the local and regional social locality, and residents within the local social locality, following the extensive inclusion of CWC principles and consultation outcomes into the design.
Health and wellbeing	Provision of healthy and active learning and working environments	Medium positive for students and staff of the new primary school and preschool in the immediate and local social locality related to addressing urban heat island effects, facilitating active play and learning environments and encouraging active travel.
Livelihoods	Provision of employment opportunities	Medium positive during construction and high positive during operation for workers in key industries within the local and regional social localities, noting the provision of a substantial number of employment opportunities within the construction, education, and administrative industries.
Decision-making systems	Ensuring active and effective engagement with key stakeholders	Medium positive for residents and stakeholders in the immediate and local social localities with proactive communication and collaboration with key stakeholders and the community.

## 7.12 Bushfire

A Bushfire Hazards and Risk Assessment Report has been prepared and is included at **Appendix 16**. The proposed site is a greenfield site, and the assessment assumes that the proposed activity occurs in advance of surrounding development.

The site is classified as bushfire prone land, due to the presence across the entire site of mapped Bushfire Prone Vegetation Category 3. This classification necessitates compliance with the Planning for Bush Fire Protection (**PBP**) 2019 and Australian Standard 3959-2018.

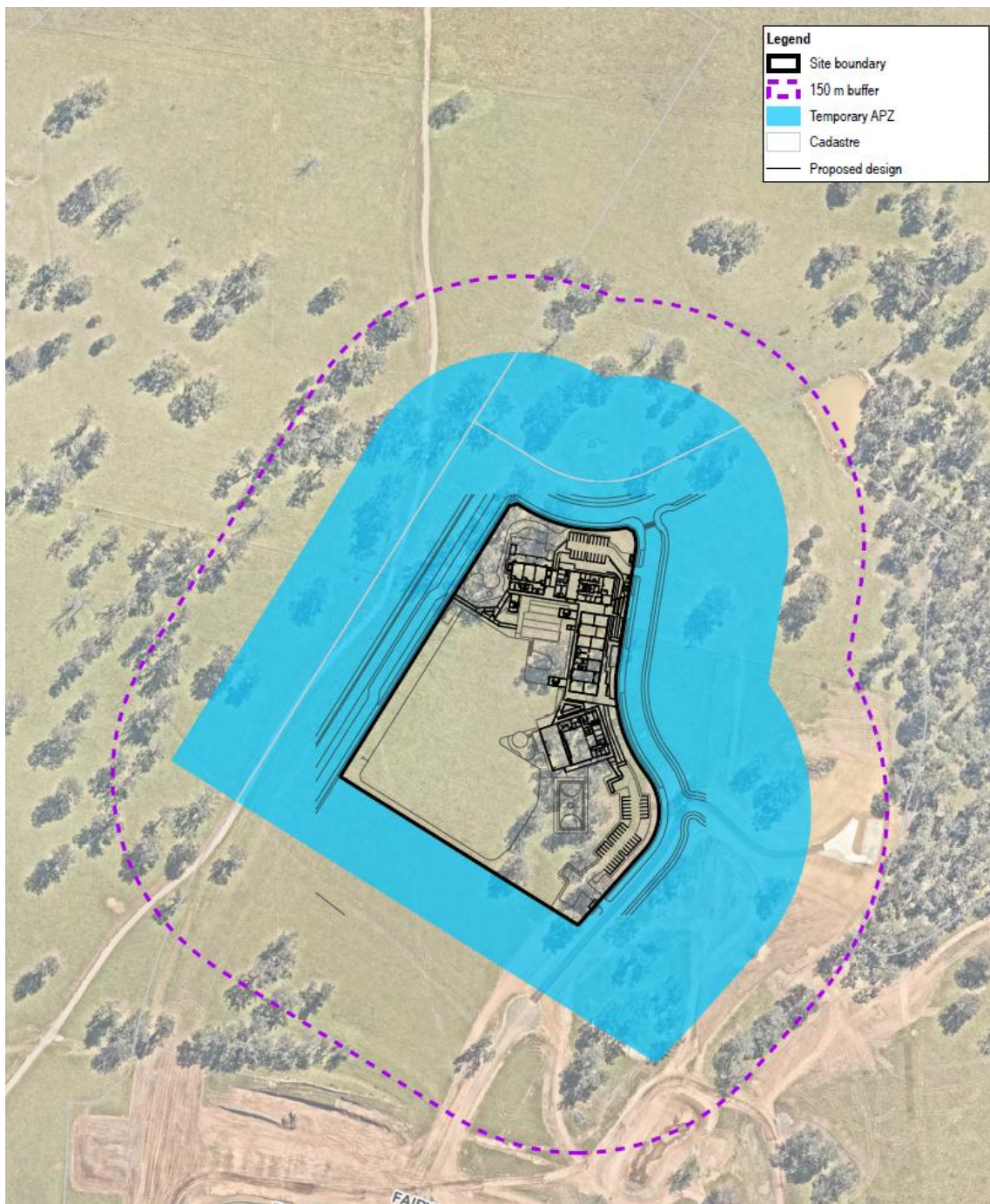
The site and adjacent land include significant vegetation. This vegetation contributes to the bushfire hazard, particularly to the north and east of the site. The proposed school and pre-school are situated within a master planned area where significant changes to the landscape will occur due to proposed development activities. This will result in the removal of bushfire prone vegetation on and adjoining the site, altering the bushfire risk profile over time.

As shown in **Figure 46**, to mitigate bushfire risks, a temporary APZ of 50 meters to the south and 100 meters to the north, east, and west is proposed. The site will also be managed to Inner Protection Area (**IPA**) specifications in accordance with Appendix 4 of PBP in perpetuity or until

such time as adjoining development removes the hazard permanently. This approach has been supported in principle by RFS, as confirmed in an email dated July 2024. The email correspondence is provided as Appendix B to the bushfire report. Landcom, responsible for the adjoining land, will establish and maintain the APZ. A Letter of Support has been signed by Landcom confirming they will establish and maintain these APZ's on their land surrounding the school. The letter is provided as Appendix A to the bushfire report.

The proposed activity is designed to meet the stringent requirements of the relevant bushfire protection standards, ensuring that both the construction and operation phases of the school are aligned with safety protocols to minimise bushfire risks.

**Figure 46 Temporary APZ**



Source: GHD, 2025

## Mitigation Measures

The following mitigation measures are to be implemented to address potential bushfire impacts.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
BF1	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	Landcom must ensure the identified APZ is constructed to the specification detailed in Section 4.3.1. During operation, Landcom must ensure the identified APZ is managed in perpetuity or until such time as the land is developed and bushfire hazard removed.	During design, construction and operation	Not significant
BF2	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	DoE to ensure all fences within 6m of the buildings shall be of non-combustible material.	During design, construction and operation	Not significant
BF3	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	DoE is to ensure landscaping within the site is designed to achieve PBP acceptable solutions until such time as the surrounding hazard is permanently removed. During operation, DoE must maintain landscaping and fencing in accordance with PBP until such time as the surrounding hazard is permanently removed.	Prior to operation During operation	Not significant
BF4	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	Landcom to deliver the road network and surrounding public domain network in accordance with DA/2022/1279/1. Landcom and DoE to ensure road network designed and operated to achieve bushfire design principles, including a design excluding bridges and with fire hydrants located outside of internal road reserve and parking areas.	During design, construction and operation	Not significant
BF5	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	DoE to ensure the site is serviced by a reticulated water supply.	During design, construction and operation	Not significant
BF6	To meet PBP requirements and	DoE to ensure certification of design and installation for gas	Prior to construction	Not significant



#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
	ensure the bushfire risk is minimal at the new primary school and pre-school.	services are undertaken by a suitably qualified professional and in compliance with Section 6.8.3 of PBP.		
BF7	To meet PBP requirements and ensure the bushfire risk is minimal at the new primary school and pre-school.	DoE to prepare emergency management plans.	Prior to operation	Not significant

## 7.13 Soils and Geology

An Intrusive Geotechnical Investigation has been prepared and is included at **Appendix 22**. The assessment confirms that based on the subsurface conditions encountered, the site is considered suitable for the proposed construction provided that the recommendations presented in this report are complied with. The key findings of the assessment are provided below:

- The site is underlain by a shallow layer of topsoil extending to depths of 0.2 to 0.3 metres overlying residual clayey soils and weathered to fresh shale, siltstone and sandstone bedrock.
- Depending on the structural loads, foundations for the new structures may be constructed in either the upper stiff residual soils or transferred to the underlying bedrock.
- The overlying residual soils are reactive. Reactive clays are sensitive to changes in moisture, and therefore consideration must be given to appropriate site drainage both during construction and longer term.
- Groundwater was not encountered during auger drilling of the boreholes and therefore we do not foresee the requirements for construction stage or long-term dewatering.
- The site is not within an Acid Sulfate Soils Area.
- The site is located within the Wilton Mine Subsidence District. Guideline 8 applies to any surface development on the site. No restrictions apply to sites under Guideline 8.
- Recommendations have been provided herein for general site preparation and re-grading, the design of foundations and retaining walls, bulk earthworks and batter slopes, slabs-on-grade, earthquake loads, soil aggressivity and pavement construction.

### Mitigation Measures

The following mitigation measures are to be implemented to address potential soil and geology impacts.



#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
SG1	To avoid uneconomical design and ensure serviceability for built structures. To ensure compliance with AS2870 and AS2159.	Foundations must be designed by a qualified structural engineer as per the recommendations given in Section 5.2 of the Geotechnical Investigation and take into consideration the general recommendations given in Section 5 of the Geotechnical Investigation.	Design	Not significant
SG2	To prevent corrosion or degradation of buried structures over its design life. To ensure compliance with AS2870 and AS2159	Buried concrete and steel foundations and structures must be designed to withstand soil and groundwater aggression (durability)	Design	Not significant
SG3	To ensure that pavements or trafficable surfaces have adequate strength to perform over their intended design life. To ensure earthworks are carried out in accordance with AS3798	Pavements or trafficable areas are to be designed in accordance with the recommendations given in Section 5.6 of the Geotechnical Investigation and the earthworks specification is to conform with the recommendations given in Section 5.10 Geotechnical Investigation.	Design	Not significant
SG4	To ascertain that the recommended foundation has been reached and to check initial assumptions regarding foundation conditions and possible variations that may occur	Inspection of foundation excavations must be undertaken during construction.	Construction	Not significant
SG5	To ensure compliance with the project earthworks specification and AS3798	Geotechnical supervision and testing by a Geotechnical Inspection and Testing Authority (GITA) during any bulk earthworks or detailed earthworks including the construction of pavements and subgrade areas and the backfilling of service trenches.	Construction	Not significant

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
SG6	To prevent future building cracking in reactive clay soils	Compliance with CSIRO Foundation Maintenance and Footing Performance Guideline is required.	Operation	Not significant

## 7.14 Waste

A Construction and Demolition Waste Management Plan and an Operational Waste Management Plan have been provided by the waste consultant at **Appendix 20** and **Appendix 21** respectively.

### Construction Waste

Given there are no existing structures on the site, no demolition waste relating to the demolition of structures is anticipated. Waste generated during the construction stage of the development will be managed by the principal contractor and sub-contractors, with materials being reused and recycled wherever possible. Where neither reuse nor recycling are possible, waste will be disposed of as general waste at a licensed landfill site.

The frequency of waste removal from site will be determined by the volume of materials deposited into the dedicated skip bins. Skip bins will be monitored on a daily basis by the Site Manager to ensure they do not overflow. All waste generated on site will be transported to an approved and appropriately licensed resource recovery facility and/or landfill site.

### Operational Waste

The OWMP confirms that the proposed waste storage areas and bin capacity are of sufficient size and type to accommodate the estimates waste generated by the school and pre-school. The bin storage area is located adjacent to the staff car park on the southern side of the site. This area will be screened from the car park. Access will only be provided to grounds keepers, waste collection staff and cleaners.

In each room and across the school and pre-school, bins will be provided for waste and recycling. The groundskeeper and cleaners will monitor the capacity of the bins to prevent overflowing and transport waste to bulk bins located in the car park after hours.

A private waste contractor will service general waste and recycling bins as per an agreed collection schedule which is assumed to be three times a week for both recycling and general waste. The private waste contractor will collect waste via the staff car park entrance accessed via the Road 14.

Waste will be collected outside the hours of 7am to 9am and 4pm to 6pm on Monday to Friday to ensure the safety of children on site. Once the waste collection is complete the MRV will perform a three-point turn and exit the activity in a forward direction and continue along Road 14.

### Mitigation Measures

The following mitigation measures are to be implemented to address potential waste impacts.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
W1	To avoid impacts resulting from the stockpiling of waste and to ensure construction waste is handled in accordance with industry standards.	The waste management measures outlined in the Construction Waste Management Plan (January 2025) shall be implemented. This Plan will need to be updated prior to construction to align with the appointed Contractor.	Prior to construction Construction	Not significant
W2	To maximise the source separation and recovery of recyclable materials, and minimise amenity impacts from waste management.	The waste management measures outlined in the Operational Waste Management Plan (January 2025) shall generally be implemented.	Operation	Not significant
W3	To minimise the risk to groundwater, litter, odours and visual amenity from the waste storage area.	The waste bin area will have an impervious floor and walls, be screened and ventilated.	Operation	Not significant

## 7.15 Construction Impacts

A Preliminary Construction Management Plan (**CMP**) has been developed by the project managers and is provided at **Appendix 25**. It outlines strategies to manage the environmental, community, and operational impacts during the pre-school and school's construction. This plan is intended to guide the detailed CMP that the Contractor will later develop.

### Mitigation Measures

The preliminary CMP provides a series of mitigation measures to be implemented to address impacts during the construction phase of the project as outlined below.

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
CI1	To allow for effective project management and communication, minimisation of programme delays and ensures that the project is built and delivered within the desired financial and quality standards.	Once engaged, the Contractor will be required to develop and implement a detailed overarching Construction Management Plan that will incorporate WHS, Environmental and Quality management as well as all relevant sub-plans.	Prior to construction	Not significant
CI2	To ensure that works can commence under	Engagement of professional accredited traffic and waste consultants prior to	Prior to construction	Not significant

#	Reason for mitigation measure	Mitigation measure	Timing	Significance after mitigation
	the guidelines provided by an accredited professional and will minimise traffic and waste issues during construction.	commencement of works on site.		
CI3	To ensure that all workers on site are aware of their respective responsibilities, planning and controls during construction of the project.	Preparation of site specific WHS plans by the Contractor prior to commencement of works on site.	Prior to construction	Not significant
CI4	To ensure that all workers on site are aware of their respective WHS responsibilities, planning and controls during construction of the project.	All contractors must meet all workplace safety legislation and requirements, including undergoing formal inductions to the site and attending toolbox talks.	Prior to construction	Not significant
CI5	To ensure only authorised personnel can access the site, minimising the risks of accidents / exposure to hazards especially to the public.	Construction site fencing to be installed around the construction site.	Prior to construction	Not significant
CI6	To minimise the impact of the shutdown on the services users.	Preparation of services shutdown protocol.	Construction	Not significant

## 7.16 Cumulative Impact

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

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

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

- *other State significant development and State significant infrastructure projects*
- *projects classified as designated development and require an EIS*
- *projects that require assessment under Division 5.1 of the EP&A Act that are likely to significantly affect the environment and require an EIS*
- *projects that have been declared to be controlled actions under the EPBC Act*
- *any major greenfield and urban renewal developments that are scheduled for the area (e.g. new areas zoned for urban development). These types of projects are generally large in scale and could potentially contribute to or compound material impacts. They are also generally publicly notified and should therefore be known or reasonably foreseeable.*

The school site is within North Wilton Precinct, which is undergoing a significant transformation, evolving from a greenfield site into a vibrant residential and mixed-use community, in accordance with its master plan. Landcom, the developer of the surrounding land, is currently engaged in earthworks, clearing vegetation, and constructing the surrounding road and drainage networks.

The primary cumulative impacts are associated with construction works, as well as the potential impacts resulting from the operation of the new school. Key infrastructure components such as Road 14, Road 20, and the future sub-arterial road are slated for completion prior to the school's opening. Adjacent residential developments are scheduled to commence following the main construction phases of the school.

The construction activities related to the school are temporary and expected to occur over a period of 12-18 months. This period may coincide with other construction in the area. The impacts associated with construction of the proposed school will be mitigated through the measures described at **Appendix 1**, including a preliminary Construction Management Plan.

During its operation, the school will deliver an essential piece of social infrastructure for a growing residential community. Whilst it will increase the daytime population of the locality and introduce more activity to the area, this has been accounted for in the master planning and design of the precinct, so will not unreasonably impact upon the amenity of the precinct. Accordingly, the impacts have been anticipated and are acceptable.

## 7.17 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.

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



The site is located within the Hawkesbury - Nepean Catchment and the s171A matters are summarised at **Table 18**. Where mitigation measures have been proposed in response to the factor, these have been identified.

**Table 17: Environmental Factors considered**

Environmental Factor	Consideration	Mitigation Measure Reference
Any environmental impact on a community?	<p>The proposed activity involves constructing a new primary school and pre-school on a vacant lot, addressing the educational needs of the growing local community.</p> <p>The activity will not have a significant environmental impact on the community. There is likely to be an increase in vehicles and noise associated with the construction and operation of the new school. Noise and increased vehicular movements during construction will be temporary and these impacts will be managed by a detailed Construction Management Plan and other associated mitigation measures. Increased traffic as a result of the school's operation has been assessed as minor.</p> <p>The new primary school provides an integrated response to the surrounding built environment and has been designed to provide increased engagement with the community and public domain. The building footprints are proportionate to the overall site area and consistent with the scale of development envisioned for the location.</p> <p>Overall, the proposed activity is designed to prevent long-term adverse impacts on the surrounding environment and community.</p>	<p>Multiple Refer to <b>Appendix 1</b></p>
Any transformation of a locality?	<p>The proposed activity will result in positive changes to the land use and visual amenity of the site which is currently vacant. The development of the school and pre-school provides a use for the site which will align with existing and proposed future development surrounding the site. The construction of a new school at this location is entirely consistent with the North Wilton Precinct Plan which nominates the site to accommodate educational infrastructure.</p> <p>The proposed activity will have a positive transformational impact on the locality. Once operational, the educational establishment will provide a positive significant benefit to the wider community through providing necessary educational facilities for students and employment for staff.</p>	<p>Multiple Refer to <b>Appendix 1</b></p>
Any environmental impact on the ecosystems of the	<p>The entire site is biodiversity certified under the Cumberland Plain Conservation Plan as 'certified – urban capable land'.</p> <p>The proposed activity of constructing a new primary school and pre-school</p>	<p>Multiple Refer to <b>Appendix 1</b></p>

Environmental Factor	Consideration	Mitigation Measure Reference
locality?	<p>does not involve significant environmental impacts on local ecosystems. Although the site consists mainly of grassland and includes patches of grassy woodland trees, the majority of existing trees have already been approved for removal under existing development approvals.</p> <p>Measures have been prioritised where possible to retain mature trees to maintain local biodiversity. Additionally, the proposal includes significantly increasing the tree canopy on the site, which is intended to improve the landscaped setting and reduce urban heat island effects.</p> <p>Overall, the activity will have a net positive environmental outcome for the site, improving stormwater quality, reintroducing vegetation and reducing urban heat island impacts.</p>	
Any reduction of the aesthetic, recreational, scientific or other environmental quality or value of a locality?	<p>The proposed activity is not expected to reduce the aesthetic, recreational, scientific, or other environmental qualities or values of the locality. The development aligns with the North Wilton Precinct Plan, which designates the site for educational infrastructure, suggesting it complements the planned use of the area. Furthermore, the project incorporates significant landscaping enhancements, including increased tree canopy, which is designed to improve the site's visual amenity and contribute positively to the local environment.</p> <p>The proposed activity aligns with the planned character of the area, incorporating significant landscaping and architectural treatments that soften the built form and enhance visual appeal. The design includes setbacks, planting buffers, and facade articulation to reduce visual impact on surrounding residential properties.</p> <p>By integrating these design elements, the proposed activity ensures that it does not detract from the aesthetic, recreational, scientific, or other environmental qualities of the locality. Instead, the development complements the existing character of the area, resulting in a project that is both contextually appropriate and environmentally considerate.</p> <p>The school will introduce new outdoor play spaces and sports courts, which could provide recreational opportunities and broader community benefits. The design ensures that green spaces are retained and enhanced, contributing to the overall amenity of the area.</p>	<p>Multiple Refer to <b>Appendix 1</b></p>

Environmental Factor	Consideration	Mitigation Measure Reference
	From an environmental perspective, the site has been approved for tree removal and is biodiversity certified land. The inclusion of locally endemic plant species and sustainable water management features will help enhance biodiversity and restore elements of the natural landscape.	
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?	<p>The proposed activity of constructing a new primary school and pre-school does not have any significant effects on localities, places, or buildings of aesthetic, anthropological, archaeological, architectural, cultural, historical, scientific, or social significance, or other special value for present or future generations.</p> <p>A Preliminary Indigenous Heritage Assessment Impact (PIHAI) conducted according to Heritage NSW guidelines confirmed no additional Aboriginal objects at the site, and the only previously recorded Aboriginal site, a scar tree, is no longer extant.</p> <p>Future works will comply with an Aboriginal Heritage Impact Permit (AHIP-5288) which covers the site within the broader masterplan area. A significant 'grandmother tree' identified during the Walk on Country will be retained and is to be a focal point of the landscaping strategy.</p>	Multiple Refer to <b>Appendix 1</b>
Any impact on the habitat of protected animals, within the meaning of the <i>Biodiversity Conservation Act 2016</i> ?	The proposed activity on the site does not have any significant impact on the habitat of protected animals as defined under the Biodiversity Conservation Act 2016. The site has been assessed under the Act and is considered biodiversity-certified land, meaning any development carried out on it is exempt from requiring an impact assessment on biodiversity. Therefore, no further assessments regarding biodiversity impacts are required as the certification process has already addressed these impacts.	Multiple Refer to <b>Appendix 1</b>
Any endangering of any species of animal, plant or other form of life, whether living on land, in water or in the air?	The proposed activity has been assessed and deemed to not have a significant impact on threatened species or their habitats, given its status as biodiversity-certified land. This certification precludes the need for further impact assessments on biodiversity under the Biodiversity Conservation Act 2016, thus ensuring no significant adverse effects on any protected species.	Multiple Refer to <b>Appendix 1</b>
Any long-term effects on the environment?	Overall, the activity will have a long-term positive effect on the local environment by providing the local community a modern educational facility to	Multiple Refer to <b>Appendix 1</b>

Environmental Factor	Consideration	Mitigation Measure Reference
	<p>serve the local population into the future.</p> <p>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). The proposed activity has no negative effects on bushfire or flooding risk, subject to the implementation of the mitigation measures in <b>Appendix 1</b>.</p> <p>These matters are discussed in further detail in <b>Section 7</b>.</p>	
Any degradation of the quality of the environment?	No degradation of the quality of the environment will occur from the proposed activity.	Multiple Refer to <b>Appendix 1</b>
Any risk to the safety of the environment?	<p>The proposed activity does not pose any significant risk to the safety of the environment, as effective mitigation measures have been implemented to address potential impacts. Specifically, the site is not within a flood planning area and is adequately protected against mainstream flooding, ensuring that flood risks are well-managed.</p> <p>Additionally, the site's bushfire risks are mitigated through the creation of temporary Asset Protection Zones (APZs) and adherence to Inner Protection Area (IPA) standards, which will be managed until the surrounding development removes the bushfire hazard permanently. These comprehensive measures safeguard against environmental risks during both the construction and operational phases of the school.</p>	Multiple Refer to <b>Appendix 1</b>
Any reduction in the range of beneficial uses of the environment?	The proposed activity relates to a new school and pre-school located on a current vacant land and will not limit or reduce the range of beneficial uses of the environment.	Multiple Refer to <b>Appendix 1</b>
Any pollution of the environment?	The risk of noise and vibration, air, water, soil and light pollution arising from carrying out the works will be mitigated by the implementation of the CMP.	Multiple Refer to <b>Appendix 1</b>
Any environmental problems associated with the disposal of waste?	Waste generated by the proposed activity will be managed in compliance with the provisions outlined in the OWMP and CWMP. These plans ensure that all waste is handled, recycled, and disposed of responsibly, preventing any environmental issues associated with waste disposal.	Multiple Refer to <b>Appendix 1</b>



Environmental Factor	Consideration	Mitigation Measure Reference
Any increased demands on resources (natural or otherwise) that are, or are likely to become, in short supply?	The activity will not increase the demand for resources that are or are likely to become in short supply.	Multiple Refer to <b>Appendix 1</b>
Any cumulative environmental effects with other existing or likely future activities?	As outlined in <b>Section 7</b> of this REF, there will be negligible cumulative environmental impacts. All construction works associated with the proposal will be undertaken in accordance with the CMP.	Multiple Refer to <b>Appendix 1</b>
Any impact on coastal processes and coastal hazards, including those under projected climate change conditions?	The proposed activity will not have any impact on coastal processes or hazards and is not within proximity to any coastal areas.	Multiple Refer to <b>Appendix 1</b>
Applicable local strategic planning statement, regional strategic plan or district strategic plan made under Division 3.1 of the Act?	The activity is consistent with the strategic plans and policies identified in <b>Section 5.8</b> of this REF	Multiple Refer to <b>Appendix 1</b>
Any other relevant environmental factors?	There are no other relevant environmental factors which require consideration for the proposed activity.	Multiple Refer to <b>Appendix 1</b>

**Table 18: Section 171A Assessment**

Provision	Assessment	Complies? (Yes/No)
<b>Section 6.6 Water Quality</b>	The proposed activity is supported by Civil Drawings which detail the proposed management strategy designed to assess and mitigate its impact on local water quality. These plans outline comprehensive measures to manage water quality, control erosion, and prevent sedimentation, ensuring that the surrounding environment is protected. Detailed information on these management strategies can be found in <b>Section 7.5</b> of this report and within the Civil Drawings. .	Yes.
<b>Section 6.7 Aquatic Ecology</b>	<p>The proposed activity does not directly involve significant aquatic ecosystems but has some potential to impact aquatic ecology indirectly through stormwater management and changes in water flow patterns. The site includes overland flow paths, which are key hydrological features that could affect aquatic ecosystems downstream.</p> <p>To mitigate potential impacts, the proposal incorporates water-sensitive urban design measures, such as bioswales, to manage stormwater runoff and control water quality. These measures aim to prevent sedimentation, pollution, and hydrological changes that could negatively impact aquatic ecology in nearby watercourses. By implementing these strategies, the proposed activity minimises the risk of adverse effects on aquatic environments, ensuring compliance with environmental guidelines and sustainability principles.</p>	Yes.
<b>Section 6.8 Flooding</b>	The proposed activity will not impede the natural retreat of floodwaters into wetlands or riverine ecosystems. The site itself is not affected by either mainstream flooding or overland flows.	Yes.
<b>Section 6.9 Recreation and public access</b>	The proposed activity is not located on land that is currently used for public recreation, nor will it impede on access to existing waterways for recreational purposes.	Yes.

## 8. Justification and Conclusion

The proposed new primary school and pre-school in North Wilton located at part 200 Fairway Drive, Wilton 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; and
- Adequate mitigation measures have been proposed to address these impacts.

The activity is not likely to significantly affect threatened species, populations, ecological communities or their habitats, and therefore it is not necessary for a SIS or a BDAR to be prepared. The environmental impacts of the proposal are not likely to be significant.

Therefore, it is not necessary for an EIS to be prepared and approval to be sought for the proposal from the Minister for Planning and Public Spaces under Division 5.2 of the EP&A Act. On this basis, it is recommended that the department determine the proposed activity in accordance with Division 5.1 of the EP&A Act subject to the implementation of mitigation measures identified within this report.