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TRANSCRIPT OF PROCEEDINGS

TRANSCRIPT IN CONFIDENCE

O/N H-1176346

INDEPENDENT PLANNING COMMISSION

MEETING WITH APPLICANT

RE: SCEGGS DARLINGHURST CONCEPT AND STAGE 1 (SSD 8933)

PANEL: **CHRIS WILSON**
HELEN LOCHHEAD

ASSISTING PANEL: **BRAD JAMES**
HEATHER WARTON

APPLICANT: **ROBERT DENTON**
SARAH HORSFIELD
GEORGE PHILLIPS
WARWICK SMITH
JENNY ALLUM

LOCATION: **IPC OFFICES**
LEVEL 3, 201 ELIZABETH STREET
SYDNEY, NEW SOUTH WALES

DATE: **3.37 PM, TUESDAY, 7 APRIL 2020**

MR WILSON: Before we begin I would like to acknowledge the traditional owners of the land on which we meet, the Gadigal People. I would also like to pay my respects to their elders, past and present, and to the elders from other communities who may be here today. Welcome to the meeting today, Sydney Church of England
5 Girls' Grammar School, Darlinghurst Limited, the applicant, is seeking approval for the staged redevelopment of the SCEGGS Darlinghurst Campus located at 215 Forbes Street, Darlinghurst in the Sydney local government area.

10 My name is Chris Wilson, I am the Chair of this IPC panel. Joining me is my fellow Commissioner, Professor Helen Lochhead. Brad James and Heather Warton from the offices of the Commission are also in attendance. In the interest of openness and transparency and to ensure the full capture of information today's meeting is being recorded and a full transcript will be produced and made available on the
15 Commission's website. This meeting is one part of the Commission's decision-making process. It is taking place at a preliminary stage of this process and will form one of several sources of information upon which the Commission will base its decision. It is important for the Commissioners to ask questions of attendees and to clarify issues whenever we consider it appropriate. If you are asked a question and are not in a position to answer, please feel free to take the question on notice and
20 provide any additional information in writing which we will then put up on our website. I request that all members here today state their name before speaking each time and for all members to ensure they do not speak over the top of each other to ensure accuracy of the transcript. We will now begin. So, who's going to speak first?

25 MR DENTON: Ah, it's probably me, Robert Denton, TKD Architects.

MR WILSON: Okay Robert, we'll hand over to you. Thank you.

30 MR DENTON: Okay, thank you. First - - -

PROF LOCHHEAD: Sorry, Robert, can you just please put your camera on so we know who's talking? It just helps us in terms of comprehension. Thank you.

35 MR DENTON: Is that it? Can you see it?

PROF LOCHHEAD: Yes. Yes, that's much better. Thanks.

40 MR DENTON: Firstly, thank you for meeting with us today, it's fairly trying circumstances for us all. It's been a long process for us, and a sort of long journey, and you have all put a lot of work in. We have got quite a long presentation for you here today and we're just hoping that you're going to bear with us. There's a lot to talk about and a lot to go through but we'll leave some space at the end to address your questions and an opportunity to have some more questions raised.

45

I'm not sure how we're going to do the introductions; whether you want to go round or do you want me to just read – read out the people who are present today?

5 MR WILSON: Oh, I think if you just read – read them out. We have them in front of us so if you could just confirm them.

10 MR DENTON: Yeah. We have Jenny Allum who's Principal and the head of SCEGGS Darlinghurst, Paul Oppenheim who is a board member of the school, Warwick Smith and Jonathan Lau representing Sandrick Project Managers, myself, George Phillips, Ian Burgher and Sarah-Jane Zammit from TKD Architects, Sarah Horsfield, Ashleigh Ryan, Sabine Ryan from Urbis who are our statutory planning team and we have some of our consultant representatives here today, Barry Young from TTW structural engineers, Chris Matthews from the ICMP Group, construction managers, Ben Little from traffic – our traffic consultant, Brian Clarke, our acoustic
15 consultant and Jane Lau from Urbis, providing sustainability and services.

MR WILSON: Thank you.

20 MR DENTON: So we just have a running sheet here today and hopefully we can stick to it. We've been through the introductions. We understand there's an opening statement which you have just been through, a comment on the Department's assessment report which we assume is next, then there's our presentation which continues for about an hour. We then address your questions in 15 minutes and then there's some additional questions for 20 minutes or so, a discussion on the draft
25 conditions and then we'd like to talk about the next steps. So I'm assuming you're going to speak now on the assessment report; is that correct?

30 MR WILSON: No, that was actually – my understanding, that was for you to comment on the Department's assessment report and whether or not there are any issues in relation or any areas of – of – were there any contrary – any contrary opinions or so forth in relation to their – it really should sit with the draft conditions
so - - -

35 MR DENTON: Okay. Do you want to come in on that, Sarah?

40 MS HORSFIELD: Yes, just – just hang on, I'll just put my video on. Can you see me? We – sorry, it's Sarah Horsfield. We have reviewed the draft conditions and the assessment report. We think it's a very thorough assessment by the Department of Planning, we think they have considered all the critical issues. We obviously support the recommendation. We don't have any contentions with it. In terms of the draft conditions we have also reviewed them and we're not contending any of those conditions with you today.

45 MR DENTON: Thanks Sarah. Robert Denton, TKD Architects. I'll start on with the – the presentation.

Let me – for the presentation I’m just going to ask, in a moment, Jenny Allum to speak on behalf of the school, on the school’s need for the master plan, then myself and George Phillips will give the panel an overview of the context of the site, including the heritage context. We’ll go back to Sarah who will talk to us about the community engagement and response and some of the key statutory planning issues in relation to the project, and then I will come back and give an overview of the master plan and go into some detail about each of the three components in the master plan. Then we will discuss your questions and there’ll be a general Q and A session. So Jenny, if you’d like to just speak to this slide please.

10 MS ALLUM: Hello everybody. I’m not particularly going to talk about that slide, it’s just background really about - - -

15 MR WILSON: Just one sec – one sec Jenny, we just – we can’t hear you properly. Are you able to turn your microphone up?

MS ALLUM: I don’t know how to turn the microphone up. I mean, I can turn the speakers up.

20 MR WILSON: Okay.

MS ALLUM: I did – I did test it before. Is that okay?

25 MR WILSON: That’s better.

MS ALLUM: Okay, I’ll try and speak a little bit louder and more closely to the – to the computer so you get a – a big face in the screen. This is - - -

30 PROF LOCHHEAD: Sorry, can I just – can I just make a comment? Jenny, do you have earphones on, like – because if you have earphones it helps the mic.

MS ALLUM: I’m sorry, I don’t.

35 PROF LOCHHEAD: Okay, right. Just maybe lean in. Thank you.

MS ALLUM: Okay. I’ll do the best I can.

PROF LOCHHEAD: Would you be - - -

40 MS ALLUM: Well, I don’t know.

PROF LOCHHEAD: Okay.

45 MS ALLUM: I’ll do the best I can. So this is just a snapshot of our strategic plan which we released a couple of years ago and it’s just some of the points of the strategic plan where we tried to talk about the things that were our really long-term goals. As a school we’re talking to parents whose daughters have just been born and

they're considering what primary school or what secondary school they might be wanting to enrol their daughters in, so I have got a – for instance, sort of an 18 year horizon, so we're used to looking really long-term, thinking about what the whole educational experience will be for our students. Indeed we tried to look after our
5 students well after they have gone so we do have a sort of cradle to the grave relationship with them. This is not our first strategic plan, our first one was released in 1997 and we're – we were at the end of that so this is the – the new one. Part of the strategic plan is just a very long-term idea about what we might do with the buildings and then there's a specific DA which Robert will talk about more for
10 Wilkinson House.

One of the things that we have always felt was really important was to be part of the community and you can see that we want to strengthen relationships and connect with our community and we regard our community as both the people that are
15 enrolled in the school and – and so on, but also in the local area, and we try to be good neighbours and allow our facilities to be used for a variety of different causes to support the initiatives of neighbours and so on and I think you can see that we have been quite responsive to our neighbours' concerns about the original master plan that we put forward and have reduced in particular the multi-purpose building
20 significantly and the number of concerns have been reduced very much and Sarah will talk about that later.

The one thing that isn't just a concept in this proposal is our idea of redeveloping Wilkinson House. We have owned Wilkinson House for nearly 60 years now. It
25 was originally a block of flats and it was purchased by us for our boarding school and it served us really well in that purpose for about 40 years. Boarding has been a decreasing market for – for many years as there are more regional schools that are established for boarding and because of the rural economy which is – which is not as strong as it used to be, so boarding has decreased across the board and at SCEGGS it
30 was no exception and so we did need to close our boarding house in 2000.

We did repurpose Wilkinson House as a senior study centre and it has been like that for 20 years and we have done the best that we can to try to make it as good as we
35 possibly can and it is no longer fit for purpose. Because it was originally a block of flats and it has been turned into a school building, there's lots of balconies and lots of bathrooms – more bathrooms than you could poke a stick at, classrooms which are L shaped because they were – used to be a lounge room and a bedroom. It's very small, connectivity is not good to technology. Passageways and circulation is very
40 poor and it's just really not enabling us to have good teaching ability.

I think it's important to say that we don't want Rolls Royce models of classrooms here, we just want adequate modern classrooms that provide flexibility for us in what we do. I think you'd all know that in workplaces collaboration and agility are really
45 important and so too in schools and the Wilkinson just doesn't provide that for us anymore. We just need good functioning classrooms that support great learning and that's what we think we have got with our plans for Wilkinson House, so I think I might stop there and hand over to Robert.

MR DENTON: Thank you Jenny. Robert Denton. Look, I'll just take you through some of the site context issues. The campus – SCEGGS Darlinghurst campus is just on the fringe of the CBD, in the area of Darlinghurst, in a fairly tight reined area. There's William Street generally to the north and bounded by Oxford Street to the south. Forbes Street is on the eastern boundary of the campus and Bourke Street is on the western boundary and the school own a portion of a site there just between William Street and St Peters Street known as the St Peters Street precinct. It's a fairly constrained site hemmed in by buildings surrounding it. There's quite a tight topography, the land slopes from Oxford Street here in the south down to William Street in the north and there's photographs taken from – directly from the north in a – in the top of a building in William Street.

The site was a former rock quarry which has been excavated out and that yellow line represents part of a cliff face and the building at this site was actually developed over time since the school started in about 1901 with various land acquisitions and new buildings being built, without any real forward planning up until around the '90s as Jenny mentioned, when the 23 vision was developed.

So just to go through some of the buildings that are on the site, there's the primary school which was constructed around 2002. There's the existing science building which has been added to – it's a '70s building but it was added to in about the 1980s and the 1990s. The old girls building which is from 1955 and some of the more historic buildings, the old gymnasium building which has been added to with the structures over time, the chapel building that you can see there on the high point in the site. Barham is the blue and extensions to Barham behind the tree. The school Centenary Sports store – Hall, built in about 1995. You can see the sports court on the top of the hall. The Joan Freeman Building from 2014, Wilkinson House from the 1920s and this is the St Peters Street church, the historic playhouse and the Diana Bowman Performing Arts Centre which was built in about 2007.

General context around the site is a mixed character of building styles and vintage. The Horizon Apartment is – dominate the – is a dominant building on that north-eastern corner of the site. Immediately adjacent to that however, there's the former St Peters Rectory buildings, the two historic buildings, and then we have a fairly sort of tight growing group of buildings to the – immediately to the south in the Forbes Street terraces and the Thomson Street and Thomson Lane terraces. Also on the Bourke Street frontage there's – there's also a kind of big two storey typical terraced house development that you would find in Darlinghurst.

I'm just going to ask George Phillips to just provide us with a little bit of detail on some of the heritage context of the site. George.

MR PHILLIPS: George Phillips, TKD Architects, thanks Robert. So the diagram on your screen is a levels of significance – heritage significance diagram that's been extracted from the 1999 conservation management plan for SCEGGS. So this shows a hierarchy of different levels of heritage significance with red being the most significant, orange, high significance, yellow, moderate, green, little and purple

intrusive. I'll just talk to the – to the main buildings which are affected by the master plan and stage 1 proposal.

5 The first building is Barham, so that's of exceptional significance and that's illustrated at the bottom middle. Barham is a John Verge designed house completed in 1883 with a veranda added in 1880. Barham was originally on a very large estate and then progressively subdivided, Forbes Street and Bourke Street were added in the – in the mid-1840s. The school acquired the estate, or what was left of it, in 1900 and adapted Barham for school purposes. There were various additions on both east and west sides variously dated from early twentieth century through to – into war period.

15 The chapel building which is the building illustrated in the top middle, was the first purpose-built building by the school in 1901. It accommodated classrooms and dormitories. It's been variously extended as well, has an addition on the front from about 1911 and some early twentieth century additions at the back on the – on the west side.

20 The gym building was constructed in 1925 so it's of moderate significance and it's illustrated on the left hand side in the middle photograph and it was - - -

PROF LOCHHEAD: Excuse me, George – excuse me, George.

25 MR PHILLIPS: Yes.

PROF LOCHHEAD: You may not have control of the cursor on the presentation but whoever does, if when he's – when George is talking you could actually point to the buildings and point to where they are on the map, just for - - -

30 MR PHILLIPS: Okay, all right.

PROF LOCHHEAD: - - - us who are not familiar.

35 MR PHILLIPS: I'll just go through them again quickly and Robert, if you could point to them. So Barham, for the photograph, is bottom middle and that's where it is. The chapel building, that's it there, facing Forbes Street, and that's where it's located, and the gym building off to the left, so it's at the southern end of the site.

40 So continuing on, Wilkinson House, so it's located in the northeast corner of the school campus. It was constructed as a block of flats between 1926 and 28 by Emil Sodersten. It was acquired by the school in 1960 to accommodate boarders and boarding continued until the early – early this century and it ceased in about 2002 and the building was then adapted as a senior school study centre.

45 So those are the – those are the main buildings. There are other heritage buildings on the site but those are the main buildings that are affected by the master plan.

MR DENTON: Robert Denton. Thank you, George. Now, I'm just going to ask Sarah Horsfield from Urbis, the statutory planners, just to go through some of the key issues relating to the statutory planning approval. Sarah.

5 MS HORSFIELD: Thank you, I'm just getting my video on, sorry. Can everyone hear me, Sarah Horsfield?

MR WILSON: Yes.

10 MS HORSFIELD: Good. Before I speak about the community engagement I just wanted to reiterate the comments that Jenny made in relation to Wilkinson House. It is absolutely critical for the school that Wilkinson House is the first stage of works and you will hear this from Robert but the senior school currently has a lack of flexible general learning spaces which are large enough to meet contemporary
15 teaching requirements and Wilkinson House. Basically its current classrooms are the most undersized and the least desirable on the campus. They have basically reached the end of their practical lifespan.

In terms of community engagement, we thought it was important to point out to the
20 panel that the school has really undertaken significant amount of community consultation. This was pre-lodgement and throughout the process, and you can see that on the – on the slide.

The school, to its credit, has really listened to the community and that's demonstrated
25 in the fact that the response to submission was significantly amended to address key issues that were raised by the community. It's also demonstrated by the fact we only got four submissions from the public to the response to submissions and the key issues – they're on the screen – that were raised by the community are heritage and built form, residential amenity, views overshadowing and, to a limited extent,
30 privacy, traffic, car parking and pick up and drop offs, as well as design excellence.

Now, Robert is going to talk through how the design has addressed all of these key issues throughout his presentation but I'm just going to touch on design excellence firstly. SCEGGS has actually received legal advice that a design competition is not
35 required for this proposal. We have given that legal advice to the Department of Planning and they have agreed with this position. Notwithstanding, and more importantly the proposal will achieve design excellence and it will demonstrate – and it demonstrates the design quality principles in schedule 4 of the Education SIP will be achieved, and now Robert's presentation will take you through how a high quality design is actually going to be achieved for Wilkinson House stage 1 works.
40

In terms of the concept plan I think it's important to note they're building envelopes and not detailed design at this stage so TKD have developed design guidelines. These guidelines will guide the future DAs for the site and as detailed in the draft
45 conditions of consent the design guidelines will ensure that any future development within the building envelope will have to achieve a high standard of design.

It's important to note that we didn't receive any comments from the City of Sydney or the community on these design guidelines and importantly both the Department of Planning and the government architects have been fully supportive of the proposed design for Wilkinson House as well as the design guidelines for the concept plan to ensure future DAs will achieve design excellence, and just one more thing, Robert, before I hand the baton to you, we think it's important for the panel – just a reminder to the panel that the school is not proposing to increase student capacity. Fundamental to this project is about improving school facilities, about improving education standards on the site but it's not about increasing student capacity beyond what will be our future childcare. Robert, over to you.

MR DENTON: Thank you, Sarah. Now, I'm just going to take you through an overview of the master plan. The master plan comprises of generally three main components, the multi-purpose building which sees the replacement of the existing science building, the new administration building and the restoration of Barham, and the redevelopment of Wilkinson House which is proposed as a stage 1 of a DA.

In plan, you can see the grey buildings are generally buildings that are from the 2020 master plan, that were either refurbished as part of that master plan or constructed as new buildings. You can also see the three new proposed sites. Number 1 is the multi-purpose building which provides that link to the junior school and senior school campus with new learning facilities. Number 2 is the new administration building in the interim precinct of the school, also the historic precinct with Barham and the chapel building, and number 3 is the redevelopment of Wilkinson House.

One of the key design elements of the 2020 master plan was a school street or an axial spine that went through the site and extended from the junior school right to the St Peters Street precinct. The new master plan retains and responds to that spine and enhances it with a new connection from the interim.

I'll go through each of the components in a little of detail, just starting with the multi-purpose building. As Sarah said, it was designed as an envelope but we have developed some fairly detailed design guidelines.

The building is proposed to provide contemporary learning spaces, an accessible school library and hub, multi-purpose meeting spaces and also an early learning centre with 45 places. It also includes outdoor landscaped areas and a landscaped podium. Key design issues are that the building will provide a broad floor plate providing maximal opportunities for educational space. The design consolidates the existing science building with the gymnasium buildings on the side to provide a building which is within the volume of those existing buildings and therefore mitigates issues that may impact on neighbours such as bulk and scale, views and overshadowing. It's also been designed, even with these early guidelines and development of the form to fit in with the Bourke Street streetscape and the urban scale of – urban grain of the local view.

- So you can see, on this left hand side is the old science building and gymnasium building which sort of form a group of buildings. The two towers of the science building designed with that 1970s notion of not aligning with the street and somehow aligning to the sun or something, provides some awkward pockets of open space which when you come into the kids' space don't offer any opportunity for outdoor areas for the school and are very much underutilised. The two towers are also not aligned in their floor level so there's no lift access and they're really redundant as – as teaching space.
- 5
- 10 On the right hand side is the proposed form of the new multi-purpose building which consolidates those building forms, steps back from Bourke Street to provide a scaled response to Bourke Street and provides an outdoor landscape terrace which extends that school street axial to the site which I mentioned earlier.
- 15 The consolidation of the building form is perhaps illustrated again here with this side with two site sections on it. On the left hand side is an east-west section so Bourke Street is on the left hand – far left hand side of that slide or that image and Forbes Street is on the right hand side. The image on the right of the slide is – is the more south section. You see the red line represents the outline of existing buildings, the blue line is the existing height plan and you can see the brown line here which follows the excavation of the old cliff face and so we get this sort of anomaly where there's a slight height encroachment from – in the existing buildings and also the proposed new. However, what this slide illustrates is that we have consolidated the building forms generally within that – that overall form and shape of the existing buildings.
- 20
- 25

In designing the broad floor plate that provides the school with maximum opportunities for learning space in the future so we can get a nice open area, you have larger spaces and this concept is developed up as, along with a number of others, just showing how the space could work when it was fully developed, but larger open areas that may work with smaller areas and respond to some group activities and then smaller group areas, break out areas. It's also identifying that services and key access ways are grouped off to the side so that – allowing a sort of maximum volume of open space.

30

35 By consolidating the building forms we minimise the impact of views, overshadowing and bulk and scale. These images are just a couple taken from the extensive views analysis we did during the response to submission process. On the top right hand side of the slide you can see around about where the image is taken from, and this one in particular was taken from about number 2 Thomson Street. Left hand side is the existing circumstance and the red line is a trace off of the existing volume of buildings. The right hand side shows the proposed new development. The red line remains, showing you that comparison with number 2 so you can see in this slide that the new proposed volume fits in within the existing red line and the building forms with existing structures. Again with this slide which is taken up – further up Forbes Street. Again with overshadowing, on the left hand side

40

45 is the existing circumstance taken at the winter solstice. On the right hand side is the

shadow resulting from the proposed new development. Blue outline is actually shadow that's deducted so it's – it's actually a sort of reduction in shadow this time.

5 These two studies just show an encroachment on the 15 metre height limit. On the left hand side is the existing and on the right hand side there's still an encroachment but not as great as the existing circumstance.

10 In terms of the streetscape in Bourke Street, these images provide you with some of the context. On the left hand side is the, towards the northern end of the street, typical of the – the historic terraced houses in that area. They abut the existing science building on that centre slide. As I said, it's been angled away from the street and set back from the street, and immediately adjacent to that is the school's primary school which was designed around – or built in around 2002 and you can see a structural grid and there was a deliberate aim through the design process to respond
15 and relate to the rhythm of terraced houses in Bourke Street.

20 So this slide just shows the result of the design and the existing circumstances compared to the proposed development, again only as design guidelines but the intent is to provide a street wall that aligns with the street and extends that existing street wall so there's no set back. However, we step back with the scale of the building to the outside podiums and align with the stepping down of the street of the terraced houses, so again that relationship with the Bourke Street terraces, not only in building form, fenestration, but also in materiality we're using a similar sort of sand stock and rustic brick in that – in that streetscape and context.

25 On to the administration building. The administration building which is at the existing school entry famously known as the green gate is part of this development, if you know the school at all. This building provides a revitalised entry to the school in a prominent location for the school. It consolidates all the administration facilities
30 into one building, including the main reception, and results in the removal of unsympathetic additions to the Barham building and allowing its full reconstruction, so it's replacing those ad hoc additions that have accumulated over time, it's providing the school with a welcoming but secure entry. There's significant security issues in the area and so there needs to be a level of security but also a welcoming
35 environment for students and the school community.

40 This image shows just a comparison of buildings that are existing, so some of these additions and the extensions to the existing Barham – this is the existing Barham building, Forbes Street along the bottom of the page, the historic chapel building, the school's main entry and the green gate as I mentioned, the later additions to Barham and some of the later additions to – to the of Barham on to the main lawn, so the proposed development removes some of these additions, provides much more clarity and a simplified building form at the entry to the school, allows for this central space to be really open to enhance that connection to the school street and school spine and
45 develops and restores Barham in a prominent position on the main lawn at the heart of the campus.

Just some views of some of these additions. This is Barham on the left hand side in both the slides and you can see that there's – these additions have just grown over time and then ad hocly placed where the need for space was required but there's been very little consideration of the abutment with or connection to – to Barham during those developments, so the proposal is to remove those and this will be all opened up as a vista through from the front entry gate to that lawn which is immediately behind us.

The elevation from the northern side shows the relationship between the new building and Barham so it's designed as the – the administration building designed as very much a contemporary building but with a recessive link between the two buildings, allowing Barham to stand effectively in the round and the sort of exposed to its full frontage.

In terms of the streetscape on Forbes Street, these two images – this is the existing circumstance and this is a sort of concept diagram and photomontage of the proposal, so you can see that the building – the administration building's designed as a contemporary building and a prominent building at the entrance to the school to identify that main entry with high quality materials and materials that relate to some of the materials to the earth, other materials relating to the brick and stone that's in the area. The building's also been designed to respond to the chapel building so that the parapet does not encroach upon the eaves level and the chapel building remains as the dominant feature in that Bourke Street streetscape.

Another photomontage, just a little bit further north from that previous image, just shows that there are still glimpses available of the Barham building in the proposal in the bottom slide. On the slide above, it's the – it's a number of the additions and the additional structures to Barham sort of encroach on the corner of the building. I mean those additions are

Some photomontages out of the submission, on the left the existing circumstance and on the right the proposed image and and again on the left the existing circumstance and on the right a photomontage of that previous view just showing that glimpse of Barham through the gates to the gymnasium building where – where Barham can be visible from the street.

There was some discussion during the process and the submission process of what the relationship of Barham was to the street. There's quite a lot of evidence that in fact historically the building was designed to face the harbour and there is a loop road coming in potentially from the east, but – sorry, from the north and moving in – in the west front of the building so the Forbes Street façade was more of a back to the building and the back of the building facing the street. Barham today, as I said earlier, a number of unsympathetic additions but also some of the detailing has changed. The roof is now a terracotta roof, the gutter profile has changed to a quad gutter. The windows have been replaced with double hung windows, the veranda has been glazed in and some of the doors and balustrades and so on and the original detailing has been removed and the garden in the front of the building has also been

altered and modified. The restored Barham as part of the project will see the slate roof restored, the gutter replaced, the historic colour scheme put back in place, the windows reinstated with shutters, some of the enclosures and all of the enclosures and non-original additions removed, the veranda opened up, the balustrades
5 reinstated and the garden reinstated so the building sits proudly and prominently in the heart of the campus on that green lawn.

The landscaping is part of a master plan, it extends throughout the master plan, in particular in the area of the entry and around Barham it serves to enhance the – the
10 domain and landscaping around those – the buildings and the entry area.

Wilkinson House, stage 1, provides the school with new contemporary learning spaces and a multi-purpose fitness area connected to the new sports hall, replaces a
15 1820s apartment building which is not suitable for learning facilities as Sarah and Jenny have mentioned. It provides good quality learning facilities and with greatly improved educational outcomes and it's designed with high quality materials relating to the context of the area and the bulk and scale and streetscape.

Now, as Sarah mentioned, SCEGGS generally lack flexible learning spaces and you
20 might recall that slide earlier when I went through the campus buildings; really apart from the junior school the – it's the old girls' building built in 1955 which perhaps provides some of the better quality learning spaces, although they themselves are under what would be the Schools, or what are the Schools Facilities Guidelines, so of the 30 learning spaces in the senior school 18 are less than the minimum size of 60
25 square metres. Most of the spaces accessed lack natural light, cross ventilation, the visual connections to the outside. They're certainly not inspirational and they lack flexibility.

Wilkinson House itself is significantly undersized, 40 square metres to 57 square
30 metres is the general size of some of the larger teaching spaces and they're fairly poorly shaped and L shaped as Jenny mentioned, suited more to a residential flat building than a school building. The building's been in the school's possession since the '60s and there's been a number of attempts to modify it and adapt it to learning spaces but really it's never achieved the required quality.
35

Contemporary learning space is obviously something that is high importance to the school but in recent years we have seen that there's been a change in – in this space in particular. Our firm has been involved in a number of private schools since – for
40 the last 25 years, but just recently we've rolled out 15 new schools for the Department of Education and there's a sort of a heightened awareness of learning spaces and a change away from the old model of cellular classrooms and a recognition that schools need to be a stepping stone for the workplace environment where we're expected to work in groups with other people, small groups to large
45 groups, and collaborate with other people and also the tertiary institutions which are also gearing people up to the workplace and expecting students to work not just on their own but in groups of people. So teaching spaces, contemporary learning spaces, need to cater for different types of learning from independent study through

to collaborative work; large groups, presentations, quiet seminars, individual work, works in twos, computer works and so on. These spaces need to be stimulating environments with high levels of natural light and cross ventilation. Visual connection to the outside is always – also a key element of a good learning space.

5

This is floor plans of the existing building and as you can see they don't meet with today's standard of flexible learning spaces. The building's generally a masonry building with an external load-bearing skin, internal load-bearing walls, timber floors and timber ceilings. It's generally subject to a fire safety upgrade and doesn't meet the standards of the building code so what we get as a result is inadequate learning spaces, poor circulation and functionality, non-compliant stairs and balustrades. The building's inaccessible, there's no lift and passageways don't comply with access codes. There's low levels of natural light and cross ventilation, the services are poorly integrated through timber and masonry construction. Its particularly poor energy performance doesn't comply with today's contemporary standards for sustainability, very poor acoustic performance and, as I said earlier, contains five primary learning spaces ranging from about 41 square metres to 57 square metres on level 2.

20

Just some images, just showing some of the issues with some of those L shaped rooms, spaces that don't comply with – with a monitoring of space. Child protection issues, nooks and crannies where teachers can't see around corners. This one also illustrates some of the natural daylighting which is This is actually one of the entrances to the building from the school and one of the only entrances. This is how you get through the building and existing stairways which were designed for residential occupation where there might be one or two people coming down the stairs, not the volume of traffic where there can be hundreds of girls coming down the stairs when the bell rings. Balustrades and stair treads and stair widths that don't apply to the building code of Australia.

30

During the process we were asked to investigate options for the redevelopment of the site so there were three options explored. Option A on the left is, sort of do little there, progression perhaps from previous refurbishments where steel beams would have been inserted and some of the rooms were to be opened up to a greater extent. Option B, the middle option, looked at retaining the existing façade and providing a new structural view, consolidating the services, key access nodes to the south of the building allowing for a more open floor plate but retaining the key features of the site, and option C allows for the complete redevelopment of the building.

40

In terms of opportunities for educational space that I talked about earlier, and a key issue being to provide flexible space which can be open space and into large open areas which might have break out areas associated with it, option A retained, it's sort of inadequate and seemed that it doesn't provide a greatly improved situation from previous – from the current situation. Option B goes some of the way but some of the indents in the façade encroach on the space and limit the opportunities for open air, whereas option C provides the optimum floor plate of open air.

45

In terms of access way, access and safety, option A obviously retains all the current issues with poor circulation and access whereas option B and C allow for improved accessibility and circulation and connections. However, option A and B still have floor levels which don't align with the existing campus accessways and are out of alignment significantly with the Joan Freeman building which is the adjacent building, whereas option C allows for that direct connectivity, installs main access and a potential future connection with Joan Freeman building.

In terms of thermal comfort, obviously the existing façade is a poor thermal performer and would require significant upgrade potentially or likely at the loss of space in that it would need to be insulated internally. The old windows inside have no sun shading and the glazing and so on is low performance, whereas the new building provides the opportunity to provide high levels of insulation, high performance double-glazing, deep horizontal sun shades on the north and vertical sun shades, airtightness to the building, thermal night purging and generally a highly responsive sustainable building approach.

Again when we look at the facades on the left, options A and B retain the old façade of the old building so domestic windows design in another era where both facades have the same response to the environment. Under option C we're able to maximise glazing to the north incorporated with high performance sun shading we're able to get maximum daylight and cross-ventilation through openings and just optimise the orientation of the building.

Again options A, B and C, in terms of the response to privacy and acoustics. Options A and B in retaining that existing façade have all the weaknesses of masonry skin so there's no optimisation of views, it's a poor performer acoustically, whereas under option C, in response to the proximity to the Horizon Apartments we're able to limit the openings on that eastern side to provide some additional privacy but open it up on the northern side where there's no privacy issues but there are great views towards the harbour.

Floor to ceiling heights; options A and B again are constrained in that we'll need to align with existing floor to ceiling heights. There's very little room for articulation of services which is quite constrained through the building and underperforming, whereas option C allows us for that optimum building structure and services design. We're able to target a Green Star ESD, we're able to incorporate PV panels on the roof, high levels of thermal insulation, airtightness, solar shading, high performance double glazing capturing the dominant breeze. We have incorporated a light well in the centre of the building which will also allow for cross ventilation. We have included acoustic baffles, the green wall is not only a design feature but is an ESD feature. We have incorporated ESD – LED lighting, exposed concrete soffits for thermal mass and night purging and mixed mode ventilation, air conditioning.

In terms of buildability we looked also at the potential for how these three options might be constructed. Option A has its own limitations with the requirement to insert steel beams through narrow openings. We focused on option B however in that the

teaching the facade seemed to be a major challenge. We asked TTW to have a look at a number of potential options for how the façade might be retained and a new structure built behind it. The building, as I said, is load-bearing masonry construction and the floors actually contribute to the stability of external skin so the challenge of demolishing the building internally and leaving the outside skin structured and stable was quite significant, so this – and I won't go through them all in detail but there was a number of reports and options considered, but this just looks at temporary structures that may be utilised to retain the façade.

10 There are also issues about supporting the existing footings and shoring which would be permanent and would probably encroach on the building space, and then we had some high level advice from ICMP Group who are construction managers and Chris Matthews is here with us today if anybody's got any questions, but they looked at the logistics of how would you actually go about building the building internal room structure and retaining the external façade and these slides look at opportunities for where you might place plant and remove walls and sort of partially sort of chip away at the internal whilst holding up the external skin. These slides look at how you might get some of those – that equipment in there and the establishment of work zones, so there might be a requirement to remove some panels of brickwork to – to get machinery in there and there'd be a requirement to establish zones in the street and so on for loading and unloading demolished materials which would be an extensive operation carried out over a long period of time.

25 The end conclusion of the process was that it was difficult to ascertain whether it was viable to keep the façade and our conclusion from a heritage nature was so that retaining the façade was – was not potentially viable as well, from a heritage aspect.

30 These slides just show some of the impact of the – of retaining the structure under option A; we don't get that basement space so we sort of lose some floor area but we also lose that very strong connection to the sports hall which is much desired. Because of some of those shoring issues we lose some space and limitations on that connection under option B and under option C we get the sort of full connection and full utilisation of that basement. So option C and its redevelopment allows us for the optimum space and this diagram shows a typical level – it's actually level 1 – of how the classroom space may be laid out, referring back to those slides I talked about earlier of how contemporary teaching space works with different modes of learning where there could be large groups gathered in one space or it could be divided up into three and there might be associated breakout spaces where a group may come from this area and work on an assignment in a much smaller group so the services are consolidated into one corner allowing this floor space to be as flexible as possible and with non-load-bearing construction these walls can change over time and there can be different layouts to suit different needs. So the façade is on the two sides with the light well in the centre allowing for that sort of cross-ventilation that I explained earlier and good connections to the outside on the north and eastern side.

45 Just to quickly show some isometrics and cutaways of how the spaces work this is the multi-purpose sports space which has got a connection to the hall and there's a

PE teaching space associated with that area. The ground floor level is that typical teaching space where there's three spaces with a breakout space and that light well that extends with the green wall through all three levels. The core and stairs consolidated into the corner at the south edge of the building. Again the same sort of
5 concept with a circulation spine and a breakout space in this we have a staff facility in that gridline and again on the level 2 plan we have got some general purpose learning areas grouped around a different sort of study space up against the core.

10 So in terms of street context, there's obviously a variety of different buildings and materials in this area. This view on the corner is of looking down St Peters Street and up Forbes Street, of Wilkinson House on the corner with the gymnasium building from the '90s here and that's a slide of that building, and also we have the
15 Horizon Building across the road from Wilkinson, quite a dominant feature in the streetscape and certainly a dominating feature for Wilkinson House, and then further, opposite Wilkinson House down towards William Street we have the Diana Bowman Performing Arts Centre which was built in about 2007 and the historic playhouse and that's the playhouse store. The St Peters Street context includes the Joan Freeman science and technology building from 2014. It also includes the St Peters Street
20 church and the Diana Bowman Performing Arts Centre and all three buildings incorporate a sandstone character to that little strip of the street.

So just some images showing the existing Wilkinson House on the left and the proposed design on the right, just showing the – the proposed new building just
25 matches in with that form and style of the existing building.

Again looking up St Peters Street, so aligning with the existing parapets but generally new building is marrying in with the form and style of the existing building and this diagram illustrates that as well. You can see on the left hand side the
30 existing Wilkinson House, there's a slight – that lighter triangle – slight encroachment on the height plain and again on the proposed development, a slither there of about the same size on the height plain.

This is a computer generated model of the existing Wilkinson House in blue and the proposed redevelopment in the pink, taken from level 3 of the Horizon building, just
35 showing a comparison.

So in terms of the architectural language and the building context, the Wilkinson House redevelopment is designed as a new building, it's not – it has different
40 functions to the Joan Freeman science and technology building but you can see there's a strong relationship between the two buildings and in effect it completes that corner of the campus and extends that frontage to the school at that level. Obviously we've picked up on the language of verticals and this splayed element from the Joan Freeman science and technology building but we've reinterpreted it through different
45 materials in a slightly different form. We picked up on some of the stone base and incorporated stone up into the glaze of the new Wilkinson House but we've utilised

the same sort of dark robust brickwork that we see throughout the base of the Joan Freeman building.

5 So in terms of that context and that sandstone context of St Peters Street with the old church and even the new buildings we have extended that around the corner to face the Horizon building opposite, and in response to the Horizon building we have a different façade which limits the openings to provide additional privacy. We have also sort of angled the wall which also enhances the privacy but provides some texture to the façade and visual interest as well.

10 On the northern side we're able to open up, there's no privacy issues and we can provide that strong relationship to the Joan Freeman building but provide some real depth to the building with sun shading devices and horizontal and vertical sun shades. At the base of the building, as I said, we have that strong robust brickwork;
15 again this is an area where – an area where there's a high degree of vandalism and security issues and so all materials have to be quite hardwearing and suitable for the environment.

20 On the left hand side is an image of the stair and we have provided a glazed opening with a stair just to enhance that idea of a sort of front door to the building but also to provide that street activation as you walk down the street, and at the base level, even though it's designed as a fairly robust response to some of those security issues that I talked about we're looking to provide a fairly rich level of detailing with quite crisp purpose-made elements which provide us with some privacy into that sports area
25 which is slightly below the street level and security with the glazing but also to enrich the experience of any passer-by with – with these detailed elements where they're of a high quality.

30 So this is the final image of the Wilkinson House presentation which is just the artist's impression which you might have seen in the submission and from here we move on to the questions that you forwarded us last week, and I note with question 1, which is in relation to the remaining examples of, or the examples of Wilkinson House that exist today, I'm going to hand over to George who is going to go through a presentation.

35 MR PHILLIPS: George Phillips here, thanks Robert, I might get you to read my yeah, when it's over? So in response to this question we'll talk – I'll talk first about the design of Wilkinson House and then we'll show you some comparable examples of inter-war flats in the city of Sydney, some comparable flats in the inter-war period
40 elsewhere, beyond the city of Sydney and some remaining flats designed by the architect of Wilkinson House, Emil Sodersten.

45 So this slide here illustrates the 1926 drawings by Emil Sodersten for Wilkinson House. This was one of his earlier buildings. He was a prolific architect in the inter-war period, he set up his own practice when he was only 25 and he became known for commercial buildings and for flat buildings. He's also known for his design for

the Australian War Memorial in Canberra and an office building you may know is the Mutual Life Insurance building in Hunter Street in the city.

5 So on the right is a photograph of the building as constructed – this shows the building as it was in the 1960s. It wasn't completed quite up to the original design, some of the decorative details that are evident in the drawing didn't quite make it to the – to the final building and it looks like it was also intended to be large

10 Robert, perhaps if you could point to the St Peters Street elevation drawing, that's the northern façade which looks like it was meant to be – so top right, the one beside that – it looks like it was meant to be a symmetrical composition and the rear elevation and the blank façade also suggest that too, that it was intended to be enlarged. So the school acquired it in 1960 and adapted it for use to provide boarding accommodation and then again in the early twenty-first century as a study centre for the senior school.

15

If we go to the next slide – Robert, can you go to the next slide? Yes.

MR DENTON: Yeah.

20 MR PHILLIPS: I can, all right, so we have just got three slides here, just showing some comparable inter-war flats in – elsewhere in the city of Sydney, so they're obviously throughout Potts Point, Elizabeth Bay and Darlinghurst. This is an important period in the development of this part of Sydney, it's the third phase of development in the area, the first being the villa estates like Barham and the second

25 being terraced house development and the 1920s and '30s saw a bit of building boom in flats like the ones illustrated here so these show similar characteristics to Wilkinson House, the use of face brickwork, they're constructed directly to the street boundary to give them a bit of an urban character. If you go to the next slide, some of them are on corners and are quite prominently sited, use of semi-circular arches, contrasting

30 elements with the brickwork. Next slide. There is a variety of eclectic styles here leading to a traditional classical revival style and the use of recessed balconies. These are generally pretty intact in the city of Sydney and most of them are still in use as apartment buildings.

35 Next slide. So these are – notwithstanding what the heading says, these are examples outside the city of Sydney, these are in Woollahra, Neutral Bay, Kirribilli, Manly. These are stylistically similar to Wilkinson House with – classical revival style with a few Mediterranean style influences in the semi-circular arched windows and the deeply projecting eaves and the – and the tiled rooves. So considered in the context

40 of all those Wilkinson House is a – is of a typical, a representative – representative example.

45 So next slide. These are flats designed by Wilkinson which remain in the city of Sydney. As I said earlier, he adopted a variety of styles and he moved away from the more traditional styles in the 1930s and adopted a more sort of art deco or moderne idiom as you can see in those examples in the – along the top. The middle bottom,

Cheddington, is a more traditional – in a more traditional style which is comparable in stylistic terms to Wilkinson House.

5 Next slide. These are flats designed by Sodersten elsewhere. These are mostly in a more traditional character, face bricks, hips tiled rooves and we will draw your attention to the top left. Now, we found this when we were doing some research on the building – next slide. This is a block of flats in Double Bay. On the left is Wilkinson House or Gwydir Flats as it was called originally and on the right is the photograph reproduced from Building Magazine in 1930 which we attribute to
10 Wilkinson because it is so similar in style. It appears he recycled a design pretty closely and expanded it to accommodate that larger site and elaborated on it with some more detail with the classical revival door case and the cartouche and the frieze below the eaves. That building still survives – next slide – and it's still a block of flats today.

15

Are there any questions about that?

MR WILSON: No, that's all, thanks very much.

20 MR PHILLIPS: Okay.

MR WILSON: Just – well, one question is are you aware of the heritage status of those buildings?

25 MR PHILLIPS: So the city of Sydney, we could call that up – that information up for you pretty quickly. The last one we showed you is not listed but within the city of Sydney there are variously – well, they're all within heritage conservation areas and they're all variously either items or contributory buildings.

30 MR WILSON: Thank you.

MR DENTON: Thanks, George. Robert Denton. Look, I'll just go back through – continue on with the questions. The next question was in relation to the Horizon residents' concern with the use of their port cochere and the possible solutions
35 available.

MR PHILLIPS: Yeah, can I – I didn't really understand the problem. It was difficult from the Department's report to understand the problem so do you want to explain the problem to me first – or to us – we'd appreciate it.

40

MR DENTON: Well, the Horizon building is – the pick up and drop off zone for the senior school is outside the sports hall and gym.

MR PHILLIPS: Okay.

45

MR DENTON: And there has been or there were in the past suggestions from residents of the Horizon that parents were using the porte cochere to turn around because it's - - -

5 MR PHILLIPS: Oh, okay. Yeah.

MR DENTON: And if you go that way, you go up St Peters Street but you have to turn right and go up Bourke Street. For some reason they don't want to do that, or they didn't want to do that and they were using – the reports were that they were
10 using the porte cochere. So the school were aware of this and became aware of it and have implemented a – a traffic and pedestrian management plan and that's – this is – that diagram on the right is part of that document. There is more to it than that. That's issued to all parents and staff. The management plan clearly states that there's no – that U turns aren't permitted on the Horizon property and using their porte
15 cochere is not permitted. The plan is reinforced monthly in the school's newsletter. The school have staff that are accredited RMS traffic consolers – controllers, who are present at each of the pick up and drop off. If they have a special event they employ more staff to manage buses and vehicles. There's been a sign installed on the columns on the entry of the porte cochere, obviously with Horizon's permission, and
20 the school's correspondence with Shaun, who is the Horizon property manager, is that – his feedback is that there's been no complaints for the last 12 months.

MR PHILLIPS: Okay.

25 MR DENTON: That slide just shows some of the signs and so on on that – that are on the columns and that's the entry to the porte cochere. There's a question asked in relation to bicycles. There's existing 19 bicycles, proposed 50 additional bicycles, so the total is 69 under the proposal and the detailed proposals in the future will show the location and so on of those bicycle spaces.

30 There's a question in relation to requiring confirmation for the external uses that might occur on the upper levels of the multi-purpose and administration buildings. Look, both those buildings are proposed as an envelope and although we have developed guidelines at this stage all the use of spaces and what might be a terrace
35 and so on hasn't been resolved. Generally the intent, particularly with a multi-purpose building, as I explained earlier, was to provide an outdoor podium at level 4 that links up with the school's main street spine. We haven't really put much time into developing any of the other areas. Whatever the case, external spaces in the school are all restricted to school hours use and visual and acoustic privacies and so
40 on, all those issues were – will be mitigated through the design guidelines. We provided some guidelines in the submission that Sarah noted that seemed to be generally accepted by both council and the Department and they address issues such as, you know, privacy and noise and so on and these – these proposals, they will be subject to a detailed DA in the future where all those issues can be reviewed against
45 the design that's proposed.

It's worth noting that the school already have quite a number of outdoor spaces that they manage. The one on the left is the junior school. When it was put in for DA there were concerns raised by the residents but my understanding is that the residents are actually quite happy with what happens there. It's a very passive play space.

5 The one on the right is the Joan Freeman building. Usually there are girls in it but you can see that both spaces are designed with planting and screening to mitigate overlooking them and views and privacy impacts on neighbours.

10 Will there be an increase in the functions associated with the two buildings and if so were noise and traffic-related impacts considered? Again, both buildings are proposed as an envelope. The functionality of the buildings has not been fully developed in detail today. The administration building however is probably a bit further down the track, it really just consolidates existing administration facilities, it doesn't increase the area of those buildings, they're all staff and reception related

15 facilities, so there would be no impact on traffic or other impacts, noise from that. The multi-purpose building is proposed as general educational space. As we explained earlier in the slides it's really consolidating sort of ad hoc buildings that are on the side at the moment that are unsuitable as teaching spaces and converting them into contemporary learning areas. There is a proposal for an early learning

20 childcare centre in the multi-purpose building and again the exact nature of any of the functions of the building will be developed at a later date and they will be subject to a sort of full DA and review process at that time.

25 MR WILSON: Just a question related really to whether or not – I mean the school has ancillary functions, I assume. Whether they're like other schools we have dealt with, they try and maximise – and rightly so, we understand – try and maximise all space, particularly space that might be on top of the building, and some of those functions are held on top of those buildings and we just don't know whether or not that space, particularly above the multi-purpose building was – was likely to hold

30 ancillary functions or functions that are outside school time.

MR DENTON: Look, as I said, it hasn't been determined and if any of the spaces are designed for outdoor functions it will – they'll be designed in accordance with the design guidelines subject to detailed reviews for a future DA and, you know, in

35 the way that SCEGGS have designed all their outdoor spaces it'll be designed so that it screens the spaces from both them and the neighbours for acoustics and privacy.

MR WILSON: Okay, thanks.

40 MR DENTON: Are the school drop off and pick up areas actively supervised?

MR WILSON: You answered that I think.

45 MR DENTON: Yeah? But out of the zone but yes, they're very much actively supervised. Will vibration criteria be applied to adjoining buildings? The answer is obviously yes, there will be a noise management plan to be prepared in accordance with EPA guidelines. Vibration control criteria will be applied to the buildings as

described in the development consents so we'll be following the draft conditions of consent there. There's also a number of standards that we'll obviously comply with, dilapidation surveys will be carried out on all adjacent buildings and it's worth noting that the school have got a long history of building on the site and since our involvement over the last 20 years we've had experience in the primary school, Diana Bowman Performing Arts Centre and the Joan Freeman building. Those slides on the right are from Joan Freeman construction. All of those projects required excavation into the old rock quarry and all of them were carried out with a great deal of skill and care by contractors and engineers and we have on our team for this project TTW who are, you know, one of our leading engineers in this country, so we're confident it will cover those issues.

MR WILSON: Okay. Thank you.

MR DENTON: And that's the end of the questions and so we open it up for any additional questions you may have.

MR WILSON: Helen, are you – are you there?

PROF LOCHHEAD: Sorry. Yeah, I'm just – sorry, I'm just unmuting. Can you hear me?

MR WILSON: Yes, got you. Sorry.

PROF LOCHHEAD: Okay so I'll try and put my camera back on. Okay. So thank you for your presentation, it was very thorough and helpful in understanding all the intersecting considerations. One question I have about the heritage of the Wilkinson building is its – not its value as a Sodersten building per se but its value as a contributing building in the streetscape of that neighbourhood because they're quite different things and while you identified quite rightly in your second analysis, George, the – the similar buildings in other parts of Sydney, they're not contributing to this, and as you also quite rightly point out there – in Sydney and in other areas they may have them within like conservation areas, but like this building doesn't necessarily mean it's protected in perpetuity, it's just looked at in its total context, so how do you respond to that? And I also understand the constructability, the underpinning, the internal constraints of the contemporary teaching needs but I'm particularly interested in the response to that – the value of it as a contributory building in the streetscape of that Darlinghurst precinct.

MR PHILLIPS: So the comparative examples that we put together was in response to the question which was just framed as how many examples of Wilkinson-type architecture are there and where are they, so it was just a literal response to that question.

MR WILSON: Yes.

MR PHILLIPS: Wilkinson House is – or Gwydir Flats as it was called originally, is a little bit anomalous in this part of Darlinghurst. It's – this part of Forbes Street has quite a range of different types of architecture. There's two storey terraced houses, there are many buildings that were constructed within the last 30 years, mostly
5 relating to the school but of course there's also the Horizon building and there's sort of variously some late 19th century buildings. You'd have to, sort of, head further south on Forbes Street to find some – some inter-war flats, and then of course elsewhere – elsewhere in the municipality, so its significance is social and historic and aesthetic. It's demonstrative of that inter-war phase of development to
10 Darlinghurst, it's also historically important to the school and socially significant as a – as a boarding house. So I guess historic is – historic significance, it's – there's two parts to that, both to the school and to Darlinghurst generally and it's aesthetically a representative example of – of this type of architecture and typology so it's assessed in the 1999 Conservation Management Plan as being moderate which means
15 consistent with that, that's – it's an appropriate level of significance.

PROF LOCHHEAD: Okay. Are we allowed to ask other questions, Chris? You're the Chair.

20 MR WILSON: Of course. Yes.

PROF LOCHHEAD: Okay. Well while I'm here, one of the – I mean one of the other things that I noted is, I mean, you have – you have commented, well, the – some of the issues are relating to the heritage, the scale, the height and bulk set backs and design excellence are the main categories. With regard to the scale and height
25 and bulk I have got two specific questions, one in regard to Bourke Street and the new multi-purpose building is quite a significant development notwithstanding the existing buildings are not of any great architectural merit but they do – the way they're located on this site, they do – the impacts of them, on the street and the adjoining small terraces is – in some way is lessened because they are set back. You have gone some way to creating a street while which is of a similar scale to those
30 buildings and setting back, but is there any reason why you couldn't just comply with the LEP DCP envelope? It's like close but not – it's still quite bulky. When you see this view here, this one's quite a good example, it doesn't feel like a two storey
35 building with a building behind and if you look at the existing condition that building is quite big but it's – it feels – it's, you know, a way away from you, so you – you have done quite a lot of effort in setting back within the envelope, is there any chance for you to comply is my question? I didn't – I guess that's for you, is it Robert Denton? I don't know. Is it Robert?

40 MR DENTON: Yeah, I – well - - -

PROF LOCHHEAD: Is it Robert? I'm not sure. I can only – I can't see your name on there.

45 MR DENTON: Yes, it is Robert.

PROF LOCHHEAD: Yeah, okay, and the other one I was concerned about was the scale and bulk – does the bulk of the – so I, you know, understand pulling the building away from the – from Barham, this one also, yeah, and that’s right, but then the actual scale of the new building seems much larger than the existing building
5 notwithstanding the way it’s structured around that building, it opens it up, but the height is still quite significant relative to the – the - - -

MR DENTON: Sorry, are you talking about the encroachment?

10 PROF LOCHHEAD: Yeah. Yeah.

MR DENTON: Well, I suppose we – we thought we were reducing – we were aiming to reduce that bulk and scale and pull it back into, you know.

15 PROF LOCHHEAD: Yes, although I mean, as you would acknowledge, that’s a – that’s a section only through one quite – in fact when you look at it the building actually, because of the – the way it’s staggered to the street, it’s in – it’s bulk on the street is less in the existing condition than it is in the future condition because of the disposition of the building, so I’m just wondering if it’s possible within your new
20 envelope to comply with the – with the DCP LEP more vigorously.

MS HORSFIELD: I might have some comments as well, Robert.

MR DENTON: Yeah.
25

MS HORSFIELD: So Sarah Horsfield. So there are obviously provisions in the Education SIP to allow for contraventions of development standards and we are relying on them on this instance in relation to the building height. I think it’s important to note when you’re talking about bulk and scale that we do comply with the FSR so – and we’re actually under the FSR requirements for the site so I think
30 from a bulk and scale point of view, in terms of the intensity of development, given we’re complying with the FSR that is a consideration. We are obviously also quite a bit lower, I think it’s in parts more than three metres lower than the existing building on that Bourke Street interface – Robert, correct me if I’m – I’m wrong with that –
35 and, you know, I – I actually think and the Department cover this very well in their report, that we’re actually presenting a getter outcome to the streetscape than is existing at the moment and a lot of work’s gone into that upper level set back – Robert can probably talk through that – but to making sure that it relates to the datum of the adjoining terraces and having that upper level set back, so I personally think
40 there’s very good reason for the very small breach. At the greatest point it’s probably 2.4 metres over that height control limit, it’s obviously to do with the slope of the land.

PROF LOCHHEAD: It wasn’t really my question, the – with respect, it was more is
45 it possible to meet the demands of the school’s brief within a – you know, a greater set back? That was my question.

MR DENTON: Well it would be significantly reducing the floor area and part of the school's brief was to work within the façade that they required on it – that they're allowed on the site and to try and achieve, you know, optimum level of teaching space working within that and we're quite within that, the façade, so it just limits the opportunity for a learning space.

PROF LOCHHEAD: Notwithstanding that we – ideally we consider the LEP the DCP the SEPPs – we consider all these and how they all work together in our considerations obviously, and the other one was the administration building, the impacts of the new admin building on the street and Barham house. It's Barham, isn't it? Barham – or is it Barram? Is that how you pronounce it? I'm not sure.

MS ALLUM: It depends whether you're talking to me, Jenny Allum, who says Barram, or whether you're talking to Robert Denton who says Barham.

PROF LOCHHEAD: Oh right, okay. Barram – Barram, okay, thank you.

MR WILSON: What was the question, Helen, again? Sorry.

PROF LOCHHEAD: It was – so I've got two questions. One was about the heritage and contributing, the other one was about the bulk and scale and there is the relationship of the bulk and scale of the new development to the street in one – in both cases, and also to the adjacent heritage buildings, so it was – so this one obviously, in this photo, it's – it's – it doesn't make a big difference, but it was more the other one in relation to Barham House and the other one, the question I asked while I was here, and I'm sure it's – it's just the photomontage so it's – it's just a question, are you leaving the street trees or are you proposing that the street trees are removed because in your earlier – sorry, go back a couple - - -

MR DENTON: No, they're retained. It was only - - -

PROF LOCHHEAD: Yeah – yeah, that's what – that's what I assumed. I just was clarifying so it wasn't so much, you know - - -

MR WILSON: Just - - -

PROF LOCHHEAD: - - - this building, it was – yeah, so you can see the scale difference between the two buildings.

MR PHILLIPS: Helen, I respond – George Phillips. So Barham historically never had a formal frontage to Forbes Street. Forbes Street is sort of a later accident of history and happened to be in close proximity to what was the rear façade of the building. The admin building doesn't obscure views to Barham from Forbes Street any more than the present additions. There's a photomontage, Robert, that shows that – that sort of oblique angle.

PROF LOCHHEAD: Yeah, that one. That one actually looks quite – sorry, not this one, go back.

5 MR PHILLIPS: Well the next one after that, I think, shows it looking – looking sort of south, back towards - - -

PROF LOCHHEAD: That's – that one. That one looks more sort of - - -

10 MR PHILLIPS: Yeah, so on the top image you can see – outlined in red is what you can currently see of Barham and then the image below, although with the trees removed, shows what you'll be able to see of Barham with the demolition of all of those early 20th century accretions. So just to repeat, that – the façade of Barham that is concealed by the addition is not a presentation façade and was never designed to be one, so the main presentation front is from the northwest so from the garden
15 looking back towards – back towards the house where there was a carriage and from that perspective the admin building is – although it is taller it is set behind.

PROF LOCHHEAD: I have one more question, sorry. So one of the other things you also mentioned, Robert, is the robust nature of the street environment. One thing
20 that's quite obvious here is that the – there's a building wall around the compound and now you're removing that to some extent by having straight wall buildings but they're still quite fortress-like. You've got some windows, I just want – it's quite hard to see how the street level, when you're a pedestrian on the street, how you might engage. I understand security and all that sort of thing but I know on the side
25 street, the one – Cross Street – the street wall condition is actually quite hostile in the new buildings, for the pedestrian.

MR DENTON: I would say there will be a lot more openings than there are. There's very few openings in Wilkinson at the base level but most of this will need
30 to be glazed. There's a secure fence on this outside.

PROF LOCHHEAD: Mmm.

MR DENTON: At the moment there's an impenetrable wall which you can't see
35 through so we're providing that transparency with a palisade fence and behind that there'll be a glazed opening to a reception. It will be all opened up and that will be slightly recessed under there so there's a little bit of shelter but you know it's meant to be inviting and opened up, and even the base of Wilkinson, we'll need to design some obscure glass or something like that and some grilles and so on but we still will
40 have let in natural light and, you know, we'll have more openings and more detail to the openings than there are now because it's all sort of boarded up and fairly solid at the moment.

PROF LOCHHEAD: And one more question. Can you just reiterate to me the
45 timing of each of the phases in your planned schedule?

MR DENTON: Well we propose that there will be some where we're able to achieve a DA, we would as soon as we could, and then the other two stages maybe within the next 20 years so it's the 2040 vision, so it's a master plan for the school's next 20 years of - - -

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PROF LOCHHEAD: So Wilkinson is in the next two to five years or one to five years or – yes.

MR DENTON: Yes.

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PROF LOCHHEAD: And then the new admin building and then which – what's the order? Sorry.

MR DENTON: There's no order been expressed on it. I think that there might be a preference for the new admin building before – sorry, for the multi-purpose building before the admin building, but I'm not sure.

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PROF LOCHHEAD: Right, okay. Okay, right, thank you.

MR DENTON: So I think – yes, Warwick.

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MR SMITH: Sorry, I was just going to add another piece of information – this is Warwick Smith – that may help one of the earlier questions there from Helen. Robert, if you could go to the section of the multi-purpose hall that we were discussing before in terms of bulk and scale, we didn't want to, in our presentation, bring up the iterations of the design as a result of public engagement but in a former concept we had some of the area, and you might point to the top level, Robert, that on the left hand side is within the allowable building heights on top of the building but further back from Bourke Street. A previous scheme had more bulk further away from Bourke Street and within some of the height plans but was actually detrimental to some of the views and we took view sightlines from nearly all of the key positions along Thomson Street and after the consultation with the community and the potential loss of views the result was what you had before you, which, yes I'm not – I'm not saying there's, not a slight encroachment on to the allowable envelope space from the LEP point of view. It was a happy medium where we retained existing and improved some views of the harbour from some of those adjacent residences, but to try and compensate for the loss of floor space on the very high level we then pushed out and extruded on that level towards Bourke Street. That was just another piece of information to help with the background.

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PROF LOCHHEAD: Yes. No, that's good.

MS HORSFIELD: And can I – can I just add one more thing to that? I think importantly – sorry, Sarah Horsfield, I forgot to say my name – Helen was that in our response to submissions, you know, when we were carefully considering all the feedback we got from the community we didn't actually get any comments back from the community in relation to the multi-purpose building, so we really worked

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very hard at making sure we were addressing all of their concerns, and also DCPs aren't a statutory requirement for states - - -

5 PROF LOCHHEAD: No, I know. Thanks very much for that. That's good to know.

MS HORSFIELD: Says the planner.

10 MR DENTON: No, we also had quite a lot of consultation with council and we developed these images over a period of time but you know the key issue then was this relationship between these – the street wall and so on, and we developed the upper levels up so that they set back where there was some planting at the edge but there was also fairly muted material and so on so the sort of dominant feature of the building at streetscape level was this street wall which extends and meets with the
15 junior school street wall, so there was quite a bit of work put in in terms of its context and its relationship to the surrounding streetscape.

MR WILSON: Okay. What I do think's important though, given – I know we have some challenges with the site inspection that we intend to undertake but some of
20 these issues raised particularly by Helen we need to address on our site inspection so – have we set down how we're going to do the site inspection?

MR JAMES: No, we're still in discussions.

25 MR WILSON: Our intention in terms of the site inspection is to have a bit of a puzzle trail, for want of a better word, so at some of these viewing points that demonstrate these issues that have been raised we need to obviously stand in those positions and so forth, so I think – I think the site inspection will complement those issues raised particularly by Helen, so we need to make sure that we cover all those
30 aspects when we do the site inspection.

Does anyone else have anything else to add at this stage, in relation to the presentation questions and to the questions asked, answered and so forth? No, that's
35 – that's very quiet. Okay, so on that basis, look, thank you very much for everyone making themselves available. I think it's actually gone reasonably smoothly which is – which is pleasing, and from here – sorry?

MR JAMES: Sorry – Brad speaking. So, Sarah, I'll contact you tomorrow just to discuss the site inspection next week and then we'll piece it together from there, I
40 think.

MS HORSFIELD: Okay, great.

45 MR WILSON: Right. Okay, thank you everyone.

MS HORSFIELD: And will you – I don't know – for our benefit, beside the site inspection do you want to just talk us through kind of next steps for the panel?

MR WILSON: Next steps for the panel is we have meetings with the Department, the city or Sydney, a site inspection. We have to await – instead of doing a public meeting we’ve – we’ve sought comment on the – on the final, the Department’s recommendations and draft recommended conditions. We’ve given them until - - -

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MR JAMES: 22nd.

MR WILSON: - - - the 22nd of this month to respond and then we will finalise our determination.

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MS HORSFIELD: Okay. Is there anything that you need us to qualify in writing post this meeting that we discussed today?

MR WILSON: There’s no real questions on notice that I’m aware of but you may wish to respond – provide further justification to the issues raised by Helen, but that’s up to you. You might want to wait until after we have the site inspection.

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MS HORSFIELD: Yeah, sure.

MR WILSON: It’s up to you, but a site inspection I think is a key element of this process.

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MS HORSFIELD: Yeah, sure.

MR WILSON: Okay?

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MS HORSFIELD: Yes.

MR WILSON: Anything else?

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MS HORSFIELD: Not from me anyways.

MR DENTON: No.

MR WILSON: Thank you all very much. Appreciate it.

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MR DENTON: Thank you.

MR WILSON: Thank you.

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RECORDING CONCLUDED

[5.19 pm]