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TRANSCRIPT OF PROCEEDINGS

TRANSCRIPT IN CONFIDENCE

O/N H-1561921

INDEPENDENT PLANNING COMMISSION

MEETING WITH APPLICANT

**RE: LORETO NORMANHURST SCHOOL REDEVELOPMENT (SSD 8996)
(CONCEPT PROPOSAL AND STAGE 1)**

COMMISSION PANEL: **ADRIAN PILTON (CHAIR)
WENDY LEWIN
JULIET GRANT**

ASSISTING PANEL: **JANE ANDERSON
CASEY JOSHUA
PHOEBE JARVIS**

APPLICANT: **MARINA UGONOTTI
JACQUIE MCCANN
MICHAEL ROWE
BEN PORGES
GREG CARMICHAEL
LUKE GLADWISH
DUA GREEN
PAUL YANNOULATOS
GRACE CARPP**

LOCATION: **VIA VIDEO CONFERENCE**

DATE: **1.52 PM, TUESDAY, 21 SEPTEMBER 2021**

MR A. PILTON: Good afternoon and welcome. Before we begin, I would like to acknowledge the traditional owners of the land from which we virtually meet today, and pay my respects to their Elders past, present and emerging.

5 Welcome to the meeting today to discuss the Loreto Normanhurst School
Redevelopment project SSD-8996, Concept Proposal and Stage 1 which is currently
before the Commission for determination.

10 Loreto Normanhurst Limited, the applicant, is seeking consent for the proposed
redevelopment of Loreto Normanhurst Independent Girls School in Normanhurst.

The application for the redevelopment of Loreto Normanhurst comprises of a
concept plan for new building envelopes, car parking, internal roads, landscaping and
a staged increase of 850 students.

15 Consent is also sought for concurrent Stage 1 works comprising the construction and
operation of a boarding accommodation building, car parking, pick-up and drop-off
facilities, through-site road, landscaping works and an additional 500 students.

20 My name is Adrian Pilton, and I am Chair of this Commission panel. I am joined by
my fellow Commissioners, Wendy Lewin and Juliet Grant. We're also joined by
Jane Anderson, Casey Joshua and Phoebe Jarvis from the Office of the Independent
Planning Commission.

25 In the interests of openness and transparency and to ensure the full capture of
information, today's meeting is being recorded and a complete transcript will be
produced and made available on the Commission's website.

30 This meeting is one part of the Commission's consideration of this matter and will
form one of the several sources of information upon which the Commission will base
its determination.

35 It is important for the Commissioners to ask questions of attendees and to clarify
issues whenever it is considered appropriate.

If you're asked a question and are not in a position to answer, please feel free to take
the question on notice and provide any additional information in writing which we
will then put up on our website.

40 I request that all members here today introduce themselves before speaking for the
first 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. Michael, are you going to
run the meeting, as it were?

45 MR M. ROWE: That was the plan Adrian. So if you're happy for me to take it - - -

MR PILTON: Over to you.

MR ROWE: We have prepared a presentation that I am going to use as a base along with the agenda that the IPC provided, if you're happy with that?

5

MR PILTON: Yes, please, thank you.

MR ROWE: And I trust everyone can now see my screen that I'm sharing?

10 MR PILTON: Yes.

MR ROWE: Great. You did acknowledge the traditional landowners earlier, Adrian, and we just would like to also acknowledge them, and we want to acknowledge the traditional owners of country throughout Australia and recognise their continuing connection to land, waters and culture, and in particular we acknowledge the Dharug and Kuringgai peoples, the traditional owners of the land where Loreto Normanhurst is now situated, and also the Gadigal people, the traditional owners of the land where we base our office in Sydney.

20 And today we have the pleasure of talking from different parts of the country and we pay our respect to all Aboriginal Elders past, present and emerging.

We do have a broader team here but the key presenters that you're going to hear from today are being Marina, from Loreto, and you'll meet her shortly, as the principal, Dua Green, from AJC, who's studio director there and been the lead architect on this project, myself, a planner by background and a director at Ethos Urban, and Paul, from TTW, who is our technical expert in the field of traffic and parking, which is obviously a big issue for this particular project.

30 So we did get the IPC agenda and we are planning on covering all the topics that you gave us, although we have reorganised them slightly just in terms of the flow of the presentation and some of the logic order of it. So I think it should be fairly clear as we cover off all of those topics, but I just note we sort of reordered them slightly just to make it, we thought, easier to understand.

35

MR PILTON: That's fine. Thank you.

MR ROWE: So at that point I'm going to hand to Marina, and she's just going to just give us a big picture vision and an introduction to the school.

40

MS M. UGONOTTI: Thank you, Michael. My name's Marina Ugonotti, U-g-o-n-o-t-t-i, for the recording, Principal at Loreto Normanhurst. It's lovely to be with you this afternoon.

45 Well, you can see there in the slide the key principles behind the strategic vision, I guess, for the concept plan.

Like many schools throughout Sydney, New South Wales, Australia, after 125 years of continuous education of girls, we've evolved organically over those years on the site there and so the intention behind this long-term campus-wide strategic approach to the concept for the land is to really ensure that the school remains sustainable and that we have developed the site not just for the sake of developing it but rather with some due course – due consideration and thought, rather, to what may well be required for the next generations of learners in our community and beyond, and also to ideally look to ensure that we can continue to fulfil our mission by providing facilities that enable the growth of young people into all the stages of their development and enable that growth for those within our local areas.

So particularly you'll see that I'll make just some comments around the capacity issue for the growing area of the northern region of Sydney and also beyond, given who we serve there by being a boarding school community, our intention to preserve and protect and truly to honour the particularly beautiful and unique features of this site which it was just lovely to watch that walk-through, actually, and to appreciate it from afar through that walk-through to really understand the aesthetic qualities, the heritage qualities and then, of course, the wonderful, unique ecological features of the site, and importantly, to provide this sustainable case of growth so that we can maintain the critical cultural mix of who we are and continue to serve this local community and the educational community beyond our borders.

So I just wanted to make, if I may, a few comments on those key points that we've outlined there in that slide around the vision for the school and in relation to strategically planning for the next generation, I'll just pick up on that idea of the site having grown organically over time and I don't for one minute suggest that those who've come before us didn't have foresight. They most definitely did. That's exactly why we're in this position that we are today.

But really, what's motivated the school here is to think about how can these learning facilities, the present one, the indoor and the outdoor space and that interplay between indoor and outdoor, and the whole site when it's viewed holistically in a really integrated manner, how can it enable us to fulfil our mission and purpose.

A lot has changed and evolved socially and even in terms of education and – over these 125 years, and looking at that interplay between the dynamic of the learning relationship between teacher/student, student/peers, teacher and collaborators, and also the place that space and design has in that learning environment and in the dynamic of how our children and young people learn best.

So the strategies from an educational perspective is looking at what – where are those opportunities to enhance and enable the experience for students and staff here on campus? How can we keep a tune for the ongoing evolution of that from all the external forces that are at play in terms of change and then, really importantly, to future proof and plan the way the site is developed through that long-term view and we deliberately chose the long-term view of 30 years to really consider what might

well be coming after us and not just be adding on as we go year on year or even, you know, five to 10 years on decade.

5 An increased capacity to provide facilities for this growing northern region area, I know the Commission would have read all the reports that the school submitted in relation to this area of Sydney, and we provide ourselves as having contributed to high quality educational offerings in this area of Sydney for 125 years, as I said.

10 I think it's important to note that it's not just the growing area of the northern region of Sydney that we serve and when we started, you know, the establishment of the school was to provide a school in the country for girls and the city has very much crept up to Normanhurst and Hornsby and over the years we've continued in that commitment to provide an offering more broader than just the suburban and the local. And so while the city has crept up to us, we do currently draw from a really
15 broad and diverse cross-section of the community, locally and in Greater Sydney, of course, regional, rural and remote New South Wales, interstate and overseas and I make note of that because it's important to the cultural fabric of the school and you need a certain mass of people to ensure that you're enhancing that cultural perspective, but also from what we know and what research we've done in relation to
20 boarding in particular, we know regional New South Wales is experiencing population growth and that investment by government in infrastructure there will drive growth further. And while it may add alternative educational options in regional New South Wales, we also know it increases population and prosperity to these areas which will drive potential interest with families who are seeking a
25 particular type of holistic and academic choice and option for their daughters and for their children's education.

30 Importantly at these facilities, when we talk about, you know, enabling the fulfilment and growing with what evolves, they need to reflect contemporary educational theory and the needs for residential living for young people from a social and emotional as well as an academic domain perspective.

35 In relation to here in this area, regional – the northern region, rather, and Greater Sydney, we do know at the moment Loreto Normanhurst – 12.5 per cent of our boarding community, so just over 12 per cent, is from local Sydney area, if you like, whereas the State average is 16 and a half and there's a predicted additional 50,000 students who will attend New South Wales independent schools between, you know, these later years leading up to 2020, so from 2019 through to 2030, and so with that
40 and that high proportion of families, children under 15 in Sydney, we do know that the proposed growth in boarding numbers at Loreto will allow us to have that critical mass to have the full offering of programs for the girls from a boarding and from a teaching and learning perspective and, as I said earlier, to enhance that diversity of the community given the cross-section that we draw from.

45 And so while we made reference in that slide to the growing northern region of Greater Sydney, it also enables us to meet population growth across the greater area of Sydney by enabling an increase in metropolitan boarding.

I did make note of the beautiful aesthetics and the desire in this 30-year vision to protect, preserve and honour it in all its natural and built ways, and while at the same time identifying opportunity for us to accommodate growth.

5 So we have a particular student growth model, our early NSGM, which connects the past of our values and our tradition with the context and the needs of the modern day and in doing so allows us to continue to evolve that approach to learning, to anticipate skills and dispositions that we require – our young people need to meet the challenges of their future.

10 So fundamental to this is this whole notion of the holistic development, spiritual, physical and emotional well-being and so the school would – it would be remiss of us – we wouldn't be able to honour that educational philosophy and that key part of our mission and person – purpose, if we didn't protect, preserve and honour the
15 unique placing of this site within the local community and beyond as well.

So that key feature of our student growth model has influenced the vision for this concept plan in particular. It aims to build further on the success of the growth
20 model itself and its founding principles, to allow us to give fresh expression to that curriculum which we refer to as the face curriculum being faith, academic, community and extracurricular, so that we can be in tune to what's coming in the future decades for our young people.

25 So by establishing these facilities over the 30 years, our intention is that it would allow for early learning, learning across primary years and it will also then give the school that opportunity to strengthen the offering in the secondary school positioning so as to be sustainable in how we plan, ensure a most robust use of resources and
30 stewardship of those resources, introduce our educational philosophy and student growth model to family and children from those earlier really critical early years of learning and of development than are currently possible by what we currently do offer and thereby, of course, offer also a pathway to secondary education within the school as that full gamut.

35 And the final comment I'd like to make, if I may, is around the diversity piece that I touched on and that sustainable rate and pace of growth.

Diversity, as I said earlier, is one of our rich cornerstones of our community and the proposed vision and growth strategies is critical to us maintaining that identity from a
40 cultural perspective and fulfilling that overall mission and purpose.

So we thought quite carefully and strategically about the pace and rate of growth to balance a response to demand and growth in the area I just referred to, also with the capacity of this site to continue to be used and to operate in a sustainable matter.

45 Of high considering was the impact that growth has on the cultural fabric of our school, so not wanting to get big and too big just for the sake of growing, so that growth plan proposes that we'll see it over the 30 years life span, if you like, of the

concept plan for which we're seeking approval, and across all of those development stages and learning stages with the first critical five years of life from a learning perspective in that ELC through to primary through to secondary.

5 And of course in terms of the last comment on that slide, it's enrolment for the
bloodline of the school and financial stewardship of our school and our organisation
is something we take seriously and so the school also with this planned approach is
looking to ensure a steady source of enrolments to – so as to be able to fulfil that
10 stewardship approach from a financial and a commercially viable perspective as
well.

So that growth over the years and that flow through does also have implications and
has an intention from a financial sustainability perspective.

15 Michael, they were the comments I was hoping to make this morning. It's not this
morning, this afternoon – if they've been helpful, I might conclude there or take
further comments or questions or whatever might be – I'm not too sure. Back to you
Michael?

20 MR ROWE: Okay. Thanks, Marina. Unless the Commissioners have any
questions for Marina, I'll keep going?

MR PILTON: I've got no questions. Wendy? Juliet?

25 MS J. GRANT: No, none from me. Thank you.

MS W. LEWIN: Me neither.

MR ROWE: So - - -

30 MR PILTON: Thanks, Michael.

MR ROWE: I'll keep going. So we thought it would be helpful just to give a time
line on the journey this project's gone to where we see ourselves today, and so it did
35 go – does go back to when the school started its own internal master plan back in
2017, and there was a process where we requested to see you, as you do, and then
went about preparing the EIS and the application that went in.

40 There were multiple community consultation events that were held back in 2018 with
local residents. You know, the school was already, before they even spoke to the
residents, aware of the traffic and parking issues because they live – the school's
obviously there long-term and lives in that environment and has relationships with
their neighbours.

45 But there was consultation done and the preparation of the EIS very early on. The
EIS was lodged and put on exhibition the following year in June/July of 2019.

Now, at that time, there was also a DA that was lodged for an early learning centre and that was with Hornsby Council and the intention was for the ELC to go ahead of the broader master plan works that were attached to that and that was determined and approved by the north Sydney – the northern planning panel, and that was in
5 December of 2019.

And that follows, if you're just looking at the sequence of events here, we went on public exhibition and when that was approved, and there was a public meeting for that where the residents – there was, I think, about 15 people, from memory, that
10 spoke, but there was a fairly large public gathering for that, and people speaking passionately about the traffic and parking issues in the area.

And it was really clear at that meeting that in order to move the master plan forward and to resolve some of the issues that would ultimately unlock the ability for the
15 school to achieve its long-term vision, we needed to really go away and rethink really hard about how we were going to solve the traffic and parking issues on this site because where we'd got to in the EIS was really about where the school was heading. We hadn't really coordinated what we needed to do to be able to unlock that to
20 happen and for it to grow substantively. And the ELC highlighted that we really needed to go away and think about that in more detail.

And one of the key moves the school made in that – in terms of this process that we went on was that they purchased more Mount Pleasant Avenue and more – Greg did
25 show us that before. That really allowed for this through-site road option, and we'll talk in traffic in detail in a little bit at a time.

But that then really allowed us to unlock one of the key challenges attached for the site in the pick-up and drop-off and the concern of the residents, and so we went
30 away and we prepared this traffic solution as part of the broader response to the public submissions.

There was further consultation done again in 2020 with the residents and we lodged our response to submissions. There were still further submissions noting it's
35 trafficking and parking still very much an issue for the community, and we'll hear that again at the public meeting, I'm sure. And then we went through that process of a supplementary RTS as we come and closed out the issues for the Department and we find ourselves at the IPC meeting today.

So there has been quite a journey that we've gone on and we're really, I think,
40 genuinely, as a team, you know, really pleased with where we've got to in trying – terms of helping the school get to where it needs to get to strategically whilst also providing a sustainable way for it to grow and keep on developing.

And as I mentioned before and I just wanted to articulate this journey that we went
45 on with – around the traffic and parking issues, because it's really important, and that was – so post exhibition, we had to look at how do we come up with a solution to the

traffic and car parking issues that the residents are raising because doing nothing wasn't going to be enough.

5 The school went and purchased more Mount Pleasant Avenue and then with that and the broader suite of changes and measures that we'll talk to later, we then had to look at what is the student population growth look like and when do we actually need these measures to come online.

10 And so it was about then linking the provision of the infrastructure with the projected growth that was going to occur and that way allow that growth to happen in a way that was transparent, and everybody was able to understand both in the community but also for the school in that certainty about where the school was going and what infrastructure was needed to support it and so that was what then went into the amended RTS submission that we made to the Department.

15 In as part of our response with traffic and parking obviously I've mentioned, there are also a range of other things, that it was a suite of major traffic and parking measures. There was also deletion of this more controversial building which is more forward looking about the future of – about Pennant Hills Road corridor that was
20 deleted, and then the envelopes, which were very loose fitting, were far more refined and shrunk down and as part of that response of submissions, and there was also quite a bit of work done around thinking about our tree canopy and greening within the campus.

25 And so that led us to our Concept Proposal, which Adrian did read out earlier in detail. I'm not going to go into all of the detail of that which you're probably already aware of, but it does establish new building envelopes and extensions and refinements to existing buildings.

30 A core element of it is the increase in the number of students, the through-site road and traffic measures which really unlock the growth of the students potential and a broader landscape master plan in thinking about the site.

35 And then in the Stage 1 works, which are the detailed works that the school wishes to progress with first, this was – is again a range of works that are – we've got the boarding house, which has kind of been a key focus of that as a new building. There's also a range of demolitions of buildings and landscaping works that form part of that within the campus more broadly in, for example, those areas where we're
40 looking at the cars and the loading and the buses before – and Greg pointed out on a few occasions the building being demolished, about effectively, you know, the boarding house moving and it unlocking these broader suite of changes within the landscape and the function of the school that they provide for.

45 And then tied with that are the provision of a range of the initial traffic measures that go beyond, obviously, supporting this application but actually addressing some of the really key traffic and parking issues that are already existing with the school's

current operation. And tied with that the capacity for an increase – a staged increase of that overall increase of students of 500 students.

5 I'm going to now hand to Dua. She's going to talk about the principles that went into the master plan and then we'll go from there. So Dua, I hand to you.

MS D. GREEN: Thank you, Michael. Hello, my name's Dua Green from Allen Jack + Cottier.

10 So, the process that we went through was quite extensive, engagement with the school, the students and the parents, the school community, plus also that broader community, as Michael's already discussed. There was a lot of analysis about the constraints and opportunities of the site and if we just go to the next slide, I'll talk a little bit more about that.

15 But our key drivers were to support the school's vision through improving the functionality, celebrating the school's identity and that landscape setting that you've just seen, improving the legibility of the heritage items on the site, and also improving the safety within the site of which – where there was quite a lot of
20 pedestrian/vehicular conflicts.

So this is really just having a look at the existing zoning where the secondary school, the sort of light pink, is quite split up. Boarding is really entrenched in the centre of the campus which causes a lot of those pedestrian/vehicular access in terms of
25 loading dock deliveries, and it also means that the heritage buildings in the centre of the site, the Mary Ward and the 1890s building, are used for boarding at the moment so they can't be used by the whole school community. So there's an overlay of issues that we looked at trying to resolve.

30 So moving the boarding to Mount Pleasant Avenue really freed up the centre of the site, allowed the secondary uses that were attached to the primary school along Mount Pleasant to be brought back into that Mary Ward Wing at the centre of the school. So really consolidating secondary, primary, boarding uses across the site.

35 And what that also did, if we go to the next slide, thank you, Michael, was enable us to really green up the heart of the school, really bring that landscape setting right into the middle of the school where that loading dock currently is, remove those vehicles from there, allow it to be used by the students, and celebrate that landscape setting and those heritage buildings right at the heart of the campus.

40 If we just go forward, Michael. So that's brought us to this master plan vision and really enabling this is the whole traffic overlay which Michael and Paul are going to talk to now. Thank you.

45 MR ROWE: Yes. So before we just get into the traffic, one of the points the – was in the agenda and is really, I think, it's helpful in understanding the question of why the traffic and why we need the solutions comes back to the student numbers.

And as I mentioned before, the school's actually adopted what is really a transparent approach to student numbers that reflects its strategic vision, anticipated growth over next 25 years, and as Marina touched on about the importance of that growth in a sustainable way for the culture of the school and obviously then also financially.

5

And what you do see, and I'm sure this isn't the only school the IPC has had to deal with, is that you generally see this kind of incremental number creep that private schools do, there's a little building here, a little building there, and over time they grow through this kind of chipping away with various buildings, and this approach has really actually allowed for a much better way of thinking about it at a strategic level, allowing, you know, the impacts to be considered upfront, the necessary infrastructure that needs to be linked to that, and then ultimately give certainty to both the community as well as the school about what kind of growth is going to occur here in the future.

10

And so whilst this number, you know, you might go, well, the current student population is, you know, at 1,150. You're going up to 2,000. That's a really significant increase. This is a 25, 30-year plan view to the growth and it's actually ensuring that we are planning for that growth and bringing on the required infrastructure to support that growth rather than the school going on this trajectory but just chipping away DA by DA at that.

15

And so we think it's a much better way about planning for the growth of the school and it's very much aligned with the strategic objectives that the school's trying to achieve.

20

When it comes to strategic justification, you don't have to look far, and I'm not going to read all of these points, in terms of our own strategic planning framework that really underpins this from a New South Wales government perspective.

25

Right at that level of New South Wales State priorities, education is at the forefront of the Premier's priorities about new improved teaching and education facilities, drop down to the metropolitan plan. It identifies the need for improved school facilities to meet growing needs. Drop down again to the north district plan and you see the need for additional school infrastructure. This is going to contribute 850 students to the 21,900 new students require – that have been identified to be required in the north district in the next two decades.

30

So a material contribution to a very challenging target that if not met across independent and public schools is going to result in a significant shortfall in places for new students with the projected growth of our region.

35

It's also in line with the State infrastructure strategy and the New South Wales future transport strategy. So there is really strong strategic planning alignment with what the school's trying to do in terms of the number of places, and what the policy position of the government is in terms of what it's trying to achieve.

40

45

And where this application is ultimately trying to do is take the site – the constraints of the site and marry them together to deliver a sustainable outcome.

5 With that, I'll pass over to Paul and he's going to talk to us about the – in detail about the traffic and parking.

MR P. YANNOULATOS: Well, thank you, Michael. My name's Paul
Yannoulatos. I'm a Technical Director at Taylor Thomas Whitting, and in the next
10 few minutes I'd just like to go and touch on some of the key measures to address the traffic and parking concerns of the site.

15 Before I do that, I think it's important that we understand what are the causes, the fundamental causes, of the problems there, and this diagram I think clearly shows the congestion that occurs there with the vehicles and the pedestrian conflicts.

20 There's somewhat of a disjoint and concentration of vehicles and pedestrians, particularly on the northern part of the site where we started the tour, of the visit. We saw that at that area there, the northern car park, we've got buses stopping off and dropping off students, we've got the parents dropping off their children, and we've also got visitors and staff coming into that car park, so it's quite concentrated.

25 So what is the solution here? Well, the solution is to – two-fold. One, to distribute the load, to separate and disburse the concentration. And the second one is to provide additional queueing length, but not external, internal to the site. So that's certainly what was looked at when it came to the problems that exist currently at the site.

30 You go to the next slide. A part of that solution was identified, of course, by the community as mentioned by Michael earlier, that there was certainly congestion there, particularly for the pick-up and drop-off areas. And so when we looked at it, TTW, we certainly saw that there needed to be this distribution of the trips and especially along Osborn Road there.

35 When looking at the through-site link, you could see there there's a number of considerations in looking at locating this site link, and this is the better drawing to show that.

40 When we look at the top part at Osborn Street, we can see there's significant trees, we talked about the current pick-up and drop-off area that I mentioned, a high concentration there. To the other end we've got the restrictions of the Pennant Hills Road. This is quite normal for Transport for NSW to restrict any access from there. We've got the heritage landscaping and buildings to consider.

45 To the bottom of the page there we've got the future early learning centre that is to be located there. And then further down Mount Pleasant Avenue, we've got the steep embankments and also significant trees.

In the middle of the site, Dua mentioned the necessity to free up that space from vehicle movements and to make it more pedestrian safe. So that was another consideration.

5 And there's quite a few levels there and the implication of that is to see the difference in levels in height where we've got the crest about 196 going right down to 178, over 16 metres of difference in level. This was a factor in looking at the design.

10 So what was considered was the two main options, and that was to look at the green pathway that's on the right-hand side there. That was one option. The second option was to look at the red road pathway down near the ovals, down there. So we looked at those two as feasible and ones that we should consider.

15 So the next slide, thank you, Michael, shows this comparison between those two options.

We looked at a number of factors, as you can see there on the left-hand side, and when we looked at, say, for example, the capacity, both the northern and the southern
20 oval option car park would provide large increase in the pick-up and drop-off areas. So both are good in that sense.

From a safety point of view, they both provide a good safety in that they're being built at the perimeter, again separating from the concentration of the middle and the
25 centre. So both were good on that aspect.

But when it came to accessibility, certainly the northern car park option provided access within a hundred metres, whereas the southern oval site gave us a much longer distance, more than a hundred metres and, again, having to travel up steep,
30 steep slopes to get to the buildings.

The impacts to the open space, well, the majority of the roadway that we're looking at at the northern car park has a lot of existing hard stand area and that includes the Mount Pleasant property at the bottom there, already has an existing driveway. So
35 there's a lot of hard stand area at that green – through that green proposal.

As distinct from the red proposal, that's going to have quite an impact on the oval, building a new roadway through there, and also the adjacent ecological zone to the south of that area. So it certainly was not a good part about the impact to the open
40 space.

Cost is an interesting one. Cost is something that of course is considered and even though the purchase of Mount Pleasant was a very costly exercise to do, it certainly was considered worthwhile when looking at what the options were. It would be,
45 obviously, a cost for an additional roadway in the southern option.

And the final one here is the vertical geometry, we mentioned the difference in levels throughout the site. The northern car park option gave us a pretty good connection between Osborn Road and Mount Pleasant, and the natural grades there to provide us for a roadway levels. Pardon me. Working from home, fun, isn't it.

5

And what happened was the – we came up with that preferred option, the northern option providing us with the most suitable proposal here, you can see here in red, and in addition to providing that area for pick-up and drop-off, we're looking at the Osborne south area there to also provide some pick-up and drop-off.

10

And where we compare the lengths of those compared to what's existing now, it's somewhat three times that in the length that we've got. And looking in the next slide, thank you, Michael, we can see in a little bit more detail what that equates to. The current provision is four bays with a queueing of three vehicles, whereas with the new proposal, we've got the Osborn Road drop-off, two bays, 12 queueing space, the through road has got three bays with 24 queueing vehicle spaces. So this is a significant increase in the queueing area, and again internal, not external to the site, to alleviate congestion.

15

20

And when we did the calculations of what would be required with regards to queueing, we're only talking about half that sort of requirement where you've only got 15 to 16 vehicles required to queue.

25

As part of the pick-up and drop-off, too, to help the parents and carers of the school when they drop-off, they will provide it with specific locations where they can pick-up and drop-off as they approach the school, again, helping them make decisions and getting them there quickly to and from the school. In addition to that, at the main entry there'll be supervision for pedestrians crossing during the peak times. So that's all to help with that drop-off and pick-up, which is the major issues.

30

On this plan here we're seeing a more holistic approach for the internal traffic management. We can see the pedestrian, bus, cars and service vehicles, pedestrians being in the green, mainly coming from Pennant Hills Road, and they've got some good paths and access to the site, to the buildings.

35

The buses will now have this orange marked loop and drop-off area, dedicated for them so they don't have to compete with the parents dropping off.

40

And the cars in the red will be able to have a number of two drop-off – major drop-off areas, one being the through link that we mentioned, and the second one being the southern Osborn Road link for pedestrian drop-off.

45

So you can see there's a lot clearer and more logical access to the site and nice turning-in loops.

When looking at the site from an operational point of view, there are a number of initiatives that were taken to look at helping things at the school. There's going to – there is an operational traffic management plan and that will be provided to all the visitors. There'll be traffic marshals for the pick-up and drop-off to assist with any
5 possible blockages or queueing around the streets. There'll be additional no stopping signage to help with the pick-up and drop-off areas. And one of the key elements here is the Green Travel Plan, and this is really important to the school in discouraging car use, and this really aligns with what the public State schools are doing with their transport plans and TTW is currently working with school's
10 infrastructure in providing these school transport plans that are holistic, that look at the whole of the transport to and from the school and within the school. And so the Green Travel Plan will play a major part in reducing that congestion by encouraging public transport and active transport travel. And the school will be providing some shuttle buses to the nearby train stations to help with all that.

15 There'll be some dedicated staff in student parking areas, again to make it nice and clear where everyone goes. The students will be required to display their passes. And part of that Green Travel Plan that I mention is to, again, encourage this active transport by providing additional parking for bicycles and there are certainly not only
20 for students but for the staff, to encourage them. There'll be some basement bicycle parking available for the staff.

Another important element is the staging of the works and how that will happen. The blue and yellow areas will start first, and that's to provide the immediate
25 remedies to the existing traffic conditions that we spoke about. By providing these additional pick-up and drop-off areas, straight away we fix the existing conditions and problems that are there, in addition to providing some additional parking.

30 Following that, the purple area will come online and the major reason for that is to relocate the boarding house and the loading dock delivery areas, and to further green up the areas Dua was talking about before, to help make it look a lot greener and more amenable to the students.

35 There'll be some additional, again, parking.

The red will happen – will follow from that and that will pick-up the growth of the extra students predicted, approximately 1650 further leading up to that enrolment number.

40 And finally, we'd be looking at the long-term car parking which would happen if required, depending on how successful we are with our Green Travel Plan if we beat all our targets, that would be wonderful. And so that would be a long-term goal should the demand be required for additional parking.

45 MR ROWE: If I can just jump in, Paul? So just for everyone's benefit, the blue, yellow and purple all effectively are approved and get delivered immediately under the Stage 1 detailed works. So those – these issues here are the first thing in terms of

being resolved, the existing issues, are the first thing that occurs. And then that will actually even happen ahead of them building the boarding house. But all of that gets effectively delivered simultaneously. So there's a slight staging in terms of construction, but fundamentally, all of these major improvements get brought on
5 right from the very beginning, and then the red stage and the long-term car park then come online later on with the growth of enrolments over time.

MR YANNOULATOS: Yes, there's a bit – yes. When we talk phases or stages, I
10 guess within stages you've got phases. So, yes. So, thanks, thanks for that clarification.

One of the other questions that were raised, I believe, was about the early learning centre, and certainly we looked at the early learning centre as part of the traffic modelling, and the expected generation, so that was included, and so was the parking
15 requirements for the early learning centre. And there were calculations that we're looking at for the parking demand had been included for the early learning centre.

The other thing we looked at was, of course, the arrival of the students for the early learning centre, and here we were conservative. We did allow for it to happen at the
20 same time as the rest of the school community. However, you know, we are aware that the hours of operation are 7 am to 6 pm, which we anticipate, you know, will be mainly outside that peak hour of the school itself. But nevertheless we – you know, we allowed for that, being the worst-case scenario.

MR ROWE: I think it's worth just mentioning, as an aside, is that the school has –
25 even though it has a development concern and could go ahead and build the ELC, is waiting on subject to getting approval for these works to actually do these traffic measures ahead of building the ELC and it's made that decision and honestly, that will help in terms of that – those works, subject to being approved, actually
30 happening ahead of the ELC being built.

MR YANNOULATOS: And of course, construction traffic management will occur. That's an obvious thing that will happen during all these stages and phases that we
35 spoke about. And when looking at that, because of that staging and phasing, there's not expected to have anything greater than the 10 per hour peak stipulated in the original traffic impact assessment report. The workers will not be allowed to park on the street, which is a very common and usual condition. And the contractors will be needed to provide their proposed strategy on how they will manage that with their
40 workers.

So I think they are the major things that we wanted to touch on with regards to the traffic and parking. Are there any questions?

MR PILTON: I've got a few questions. First, with the primary school and the early
45 learning centre, where do the children get dropped off? I'm assuming that parents would like to drop them off near the front door.

MR ROWE: I'm just trying to find the best diagram to show it. Paul, do you want to - - -

5 MR YANNOULATOS: Well, the – it would be mainly dropped off at – around that – yes. Can you point to that area there? Sorry, my screen is not – it's interfering with the – with the view.

10 MR ROWE: With the ELC, Adrian, there's actually a drop-off in front of the actual ELC.

MR PILTON: Okay. So parents can drive - - -

MR YANNOULATOS: Can't get rid of that screen.

15 MR PILTON: - - - okay. I understand that.

MR YANNOULATOS: Here we go.

20 MR PILTON: - - - what about the primary school?

MR YANNOULATOS: I've lifted that up. Thanks. Sorry, Adrian. Yes, was there another question?

25 MR PILTON: Yes. What about the primary school? I understand – I think we've got a drawing of the ELC, so I'd forgotten about this sort of drive-in bit there, but what about the primary school, where do the children get dropped off there?

MS GREEN: Paul – shall I just jump in? Sorry. It's Dua Green.

30 MR YANNOULATOS: Yes.

MS GREEN: That item that's 13 on the screen there, which will be a future car park next to the primary school.

35 MR PILTON: Yes.

MS GREEN: Which is part of those Stage 1 works.

40 MR PILTON: So the parents drive in through the car park and drop their children there?

MS GREEN: That's correct.

45 MR PILTON: Okay. Thank you. Got a couple of other questions, Paul. If there's going to be a number of people using the pedestrian bridge over Pennant Hills Road, then I don't know what the numbers are likely to be, but if there's quite a few there,

they might interfere with the traffic on the through road. Are they going to interrupt the pick-up/drop-off process?

5 MR YANNOULATOS: Well, that will be controlled. Yes, they will come in waves, and that would need to be, as I think I did mention that there'd be supervision for that, and that can be well managed. The fact that there's quite a bit of queueing availability I think will – won't be an issue with that.

10 MR PILTON: Okay.

MS GRANT: Sorry. On that one, Adrian, I think when Greg was doing his walk through, he passed a pedestrian gate which I think was in that vicinity of the pedestrian bridge, and said that that gate was going to be closed. Is that - - -

15 MR PILTON: It would be open.

MS GRANT: Okay.

20 MR PILTON: I think.

MS LEWIN: I was – I was going to ask what's the reasoning behind closing off that access off the elevated pedestrian bridge?

25 MS G. CARPP: I might, if you don't mind, just jump in here. It's Grace from - - -

MS GRANT: Thanks, Grace.

30 MS CARPP: - - - TTW, assisting four with the traffic. So the reason behind closing that pedestrian gate is just to have that one central point of access where it can be controlled and monitored and with that crossing guard. Whereas otherwise you'd have those two points, one closer to Osborn Road. You'll also get a little extra queueing before you hit a pedestrian crossing by closing off that direct access.

35 I think another thing important to note with the pedestrian cross-over is that the majority of students using that cross-over are coming from the train station down the bottom of that road, so they will tend to and in waves. So we're expecting less constant trickle and more, you know, a period of a lot of students crossing and then maybe a few scattered around.

40 MR YANNOULATOS: Yes. The majority of the students, especially with that bus, the bus stop there, the public bus stop, you'd think they would be coming out and using that main gate, that heritage gate, and as Grace pointed out, there's that – the overhead bridge is, as I said, would be more like, you know, trickling through rather than massive group of people.

45 MS GRANT: Sorry. But what happens in the afternoon peak when, you know, the school bell rings, you then get a wave of students who are wanting to walk out to get

to that pedestrian bridge to head to the train station? How would they actually get to that bridge?

5 MR YANNOULATOS: Well, again, as I said, they'd be supervised on how to get there and that will be controlled, marshalled.

MR PILTON: They'll go out through that main heritage gateway.

10 MR ROWE: It will be a managed interface here, that's that – the point of where they intersect.

15 MR PILTON: Okay. Okay. Maybe if you just go on a little bit about that pick-up/drop-off. I'm just interested to know how that will function. I mean, if there's only three bays, will people not be tempted – if the three bays are full up, will people not be tempted to sort of stop and drop their kids off and – on the through road, thereby blocking the through road?

20 MR YANNOULATOS: Well, because they're being distributed, you've – you know, you'd normally take about, you know, a minute, minute and a half to drop-off and so there'll be a continually – movement of the vehicles through there.

25 The – there'd be specific requirements, as we said, for the parents. As they're coming from the west side, they'll be looking at coming into Osborn Road and then doing the loop and coming back out. Whereas those from the east will use the traffic signals to be able to turn right back out, out of Osborn Road. So there'll be a specific route, depending on what direction they'll be coming from.

MR PILTON: Okay.

30 MS GRANT: Sorry, can you – before you move on, that doesn't quite make sense. If it's a one-way route from Osborn to Mount Pleasant Avenue, and you just said that they would be turning - - -

35 MR YANNOULATOS: So they'd be - - -

40 MS CARPP: Paul was talking about the two different reports. So the distribution of, I guess, in the wider road network with vehicles coming from the west, they'll come in and go through the through-site link to Mount Pleasant Avenue. But those vehicles coming from the east, from Pennant Hills Road, they'll come down Osborn Road through the Osborn Road pick-up and drop-off, and then they'll be able to use that signalised intersection to turn back east.

MR PILTON: Okay.

45 MR ROWE: Because of this issue where you can't turn right on to Mount Pleasant, there's going to be people that want to stay on Osborn so that they can use the signalised intersection to get out, and then others who will benefit from out here and being able to turn left.

MR PILTON: And who's going to police that junction at Mount Pleasant and Pennant Hills Road to stop people turning right in there because – assuming that the no right turn ban goes in.

5 MR ROWE: Yes, well, that's – there will be signage, as you say, and that will be a road rule and, yes, there might be someone who doesn't comply, but, you know, road rules.

10 MR PILTON: After having – after having looked at a couple of other schools, I can assure you that a lot of parents don't comply. They ignore the school rules.

15 MR ROWE: One of the things we did, we did talk to about Transport for NSW, whether they'd entertain putting traffic signals at that intersection, and their comment was, well, depending on NorthConnex and how efficient that's been and how that progresses, they might consider putting traffic signals there and the school would consider that.

20 MR PILTON: Just with regard to NorthConnex, have you noticed any major differences since it opened?

MR ROWE: Well, the difficulty is everyone talks about COVID and the impact that has and whether that's skewed anything or - - -

25 MR PILTON: Yes. Yes.

MR ROWE: You know. So that's the thing for us. We're waiting for all this to sort of pass by and then hopefully we could get to some sort of normality that we can make some reasonable comments about that.

30 MR PILTON: Yes. Thank you.

MR YANNOULATOS: I think. Sorry to interrupt - - -

35 MR PILTON: Sorry, go ahead.

40 MR YANNOULATOS: Yes. Just a final point on that one is that the actual movement of doing a right-hand turn on Pennant Hills Road across the four lane, five lanes of oncoming traffic is a fairly good deterrent. So there are people that may break the rule and do it, but if there's an option where someone can get a right-hand turn out and an option where they can do a safe left-hand turn, they're probably going to take the safer option now that that's available, where it wasn't in the past. And so, yeah, but at the end of the day we have to rely on people following road rules.

45 MR PILTON: Yes. Well, I mean, we can't legislate for and idiot.

MR YANNOULATOS: No.

MR PILTON: We were talking to the Council this morning and they were – their proposal is that Osborn Road should be widened. Have you ever given any consideration to that?

5 MR YANNOULATOS: We did, and we discussed that with Council when we met with them. It just doesn't seem necessary, Adrian, for that to happen. It seems to – the only reason you would do that is to, you know, increase the capacity of an existing situation that you've got, queuing situation. But if there's no queueing, and by putting some no stopping signage there, you clear that up and you don't have the
10 delays that you're currently experiencing at the moment. So it just doesn't seem to be a sensible expense or reason to do it. So, yeah, we certainly talked about that with Council.

MR PILTON: Yes. Thank you. Just one thing about the Green Travel Plan, I
15 mean, do you really think that a lot of people have got to use a bicycle to get there. There doesn't seem to be any bicycle paths and things around it. It looks a bit dangerous.

MR YANNOULATOS: Well, it is a bit steep in getting there but, you know,
20 depending on what happens with Pennant Hills Road, as we said, if the traffic really does reduce and Transport for NSW looks at, you know, putting in some dedicated bicycle paths and things like that, you know, who knows. You know, that may be available.

25 MS GRANT: Are there any end of trip facilities available in the school if people were to cycle to the school?

MR YANNOULATOS: There is proposal for some of that, Dua? Is there – did you
30 want to talk to that?

MS GREEN: Sorry. At the moment we have some facilities sort of in the existing buildings that day could use, for example, in the aquatic centre there's change rooms and things. We haven't proposed to provide a designated end of trip facilities as part
35 of the Stage 1 works.

MR PILTON: What about waste vehicle, Paul? I mean, is there provision? Will they have to go into the middle of the site to pick-up rubbish or - - -

MR YANNOULATOS: No. That's at the bottom of the site. They're at the Osborn
40 Road – near the oval. There are bins down the bottom there.

MR PILTON: Okay. Thank you.

MR YANNOULATOS: Yes. So again, on the perimeter of the site.

45 MR PILTON: Okay. Well, I don't have any more questions. Wendy, Juliet?

MS LEWIN: No, I don't.

MS GRANT: The Osborn Road pick-up/drop-off there, I think at one stage maybe
it was while we were – Greg was doing the walk around, that that bus drop-off was
5 dedicated and – but it's not quite clear whether or not there would be interaction
between the buses and the cars there in that northern area or are they separate, and
the cars go back out towards the east?

10 MR YANNOULATOS: There's enough sorry - - -

MS GRANT:

MR YANNOULATOS: We're talking about the school buses, not the public buses.

15 MS GRANT: Yes.

MR YANNOULATOS: They're intermittent. They're not running continuously.
So there's quite a few – bit of a gap. The cars will be running more frequently. But
there's quite a bit of a gap between the buses as they arrive. So they will share that
20 access, but it's certainly not an issue.

MS GRANT: And are school finish times staggered across the years or is there after
school care options available or do you see, sort of, the entire school population in –
evacuate at 3.30 on the dot?
25

MR YANNOULATOS: Delaying the times is a very common thing throughout –
through all schools and I think that varies from time to time, depending on timetables
and things like that. I know with regards to COVID now, you know, there's times
when schools decide to allow students to leave a bit earlier. So I think that's a
30 decision for the school to decide as they see – as they see fit. Obviously if they can
do that, that obviously helps the situation to disburse, as we said the concentration.
But we're not relying on that in looking at what we're proposing here. It's not a
necessary or mandatory thing to make it work.

35 MS LEWIN: Sorry, just - - -

MR PILTON: Go ahead Wendy.

MS LEWIN: To refresh my memory from the site – my site visit, I've forgotten,
40 generally, the eastern side of Osborn Road is principally no parking, is that correct,
Paul, for the - - -

MR YANNOULATOS: Is – what we're looking at, there is some restriction there.
But we're looking at some no stopping to help that driveway access.

45 MS LEWIN: And would that extend for the full length of Osborn Street?

MR YANNOULATOS: No. No. Just for the driveway and during the school peak times.

5 MR PILTON: Paul, just given the Council's concern about traffic jams and things, what happens if a car breaks down in that through road? Can other cars get past it or

MR YANNOULATOS: Well, that's where the no stopping will help.

10 MR PILTON: No, no. But if it gets into the – in that through road and just stops. I mean, I've had a car once that the engine would just stop occasionally.

MR YANNOULATOS: Right, yes.

15 MR PILTON: What happens then?

MR YANNOULATOS: You're saying is there enough space or width for another vehicle?

20 MR PILTON: Can other cars get past - - -

MR YANNOULATOS: Yes. Get past.

25 MR PILTON: - - - or is there a back

MR YANNOULATOS: You know, the width of the roadway, Grace was – you've been looking at that detail at the moment.

30 MS CARPP: Yes. I guess the issue with that roadway is the number of significant trees which limit the width that we can really get through there. So there's a number of constraints either side of that roadway. I guess in the event of a car breaking down there, vehicles could be funnelled down to the other pick-up and drop-off at Osborn Road if that did happen.

35 Where the actual pick-up and drop-off is located, there is a through road and the intent of that is to keep – you know, allow for parents to keep moving if those pick-up and drop-off spaces are taken.

40 Yes, but there's – I think the roadway's about four metres so it would be quite a struggle to get two cars past and, yes, as I said, it's mostly due to the restrictions there of those significant trees along there.

45 MR PILTON: Okay. Thank you. I don't have any more questions. Juliet or Wendy?

MS LEWIN: No, none.

MS GRANT: Can I just ask one more question of Paul? When – back on that – if we’re banning a right turn out of Mount Pleasant Avenue, the Department’s report talks about cars then going left down Pennant Hills Road and right into Normanhurst Road and having to go almost down to the train station to the roundabout to come
5 back out. Do you have a feel for the volume of cars that would be taking that because obviously that’s adjacent to the public school that’s close to the train station where there’s already congestion. So what kind of volume would you imagine be – would be adding to that roadway?

10 MR YANNOULATOS: I haven’t got the figures with me. I can’t give you an accurate answer. But again I don’t think we’d be expecting many vehicles at all, really, to – for that. Grace, was there anything – any figures that you’ve got available?

15 MS CARPP: Not off the top of my head, but what I can say is the reason why we’ve got these two – the through-site link and the Osborn Road pick-up and drop-off is to avoid having that situation. So really the only vehicles that would need to travel east along Pennant Hills Road would be those from the ELC pick-up and drop-off and also any teachers using the staff car parks along Mount Pleasant Avenue. So the
20 intent is that all vehicles that do need to travel east that are associated with pick-up and drop-off of the main school site would be using that Osborn Road pick-up and drop-off to avoid having to do that trip down.

MS GRANT: And is that provided in the first stage of works? Isn’t that – or does
25 that come at a later stage?

MS CARPP: No. So the relocation of the Osborn Road pick-up and drop-off happens initially. That’s actually the first parcel of works. And then the through-site link happens shortly after that.
30

MS GRANT: Right. Okay. Thank you.

MR YANNOULATOS: One other thing just to add is that the no right hand turn is also a condition of the ELC DA and it’s also a condition of the Adventist Hospital
35 site. There’s a stage down there that also has a condition on a DA about no right hand turn. So there are multiple consents that are leading to that happening.

The other thing is that that movement, if you were coming out of Mount Pleasant and turning would be – is an existing situation that’s happening anyway. We’re actually
40 providing an alternative to having to do that movement into the future.

MS GRANT: Okay. Thank you.

MS CARPP: I guess the other thing that’s probably worth mentioning on that point,
45 too, is that we did model those traffic volumes that will need to do that movement, to check any impact on that intersection as well.

MR ROWE: Sorry, go, Adrian.

MR PILTON: I was going to say, just going back to the agenda, there's couple of points we didn't cover, I don't think. There was one about lighting at - - -

5

MR ROWE: Yes. Sorry, that's still – we stopped for traffic questions, but we still have those - - -

MR PILTON: We've still got the – okay. Sorry.

10

MR ROWE: I – we will cover them off. This was just going back to kind of the key issues of the Department's assessment. Built form was another one that came through. The broader concern that was summarised by the Department was about the height, scale, visual impact, character on the streetscapes of Mount Pleasant Avenue and Osborn that was raised by a percentage of the residents, and as I noted before, Loreto made major modifications following exhibition.

15

The envelopes, more broadly, we think are justified in that first of all this has been a master plan-type exercise where we've looked at the whole site and where there is capacity and there are lots of constraints in terms of heritage, ecology, open space. So it was really about working about where's the best place to provide for that future growth of – across the entire school in a holistic way.

20

The scale of what's proposed is generally, we think's appropriate, it's consistent with the existing buildings, so there really isn't any significant shift in change in terms of the broader character of the school and it's setting.

25

Because of the scale of the school and the orientation, there aren't overshadowing, visual impacts, loss of privacy can all be managed and contained within the site. And the fact that the school is above eight and a half metres, which is the LEP height limit that applies to the R2 zones around the Department know – you know, that generally contemporary schools in urban environments are going to have a height limit that's greater than eight and a half metres. It's what the existing school already has so whilst it's in the LEP, there is a broader – and that's reflected in the education step, and the clause in there that basically says notwithstanding what's in the LEP, schools are going to inherently probably go above that height and if it's justified on its merits, it's justified.

30

35

And the final thing, just on built form that's worth noting at the concept level, is that the Department has made amendments to the scale of what was envelope two, which is where Greg started, and I pointed out at the time, those conditions have been fully accepted by the school. For the reduction in scale to effectively mirror the height of the existing buildings in terms of RLs on that frontage, which is one of the conditions in the Department's draft conditions.

40

45

This is just the before and after of what went on originally in exhibition, and after you can see there was a big reduction in the scale. That more contentious building

on Pennant Hills Road went, and much more shrink-wrapped envelopes through that process which, you know, I think goes a long way to giving more comfort about the final built form outcomes that are likely to happen on the site.

- 5 We haven't talked about the built form of the boarding house, so I'll just give it to Dua just to touch on that because it really is intertwined with the trees and one of the, I guess, the scale of that building on Mount Pleasant.

10 MS GREEN: Thanks, Michael. So I just wanted to quickly run through some of our design principles around that boarding house and why it is that unusual snaking shape. It really is responding to the topography of the land, as we saw on-site. There's approximately a nine and a half metre drop between the northern edge of the boarding site and that oval site on the south. We have some key views down to the oval, the amazing Blue Gum High Forest at the south of the site, also recognising the
15 views back to the main campus, the Mary Ward Wing, which is on the north of the site, so balancing the northern light but the views to the oval to the south, also those trees, which – apologies that we couldn't identify them as easy on-site. We can obviously provide some photos to support that.

20 But you have 209, which is a spotted gum which was at the base of the southern end of the existing cottages. And then going down the hill we've got a grey gum and a eucalyptus that are substantial trees and we really wanted to wrap around those, being very cautious of the structural root zones and the protection of those trees.

25 We also wanted to make sure that we provided access for the whole school down between the boarding house and the aquatic centre, down to the oval. And as you look up north along Mount Pleasant, there really is this avenue of trees, so we're sort of growing on that as well.

30 The bending form of the site, which the – the boarding house is just under 5000 square metres. It is a large building, accommodating 216 students with two staff apartments.

35 By breaking up that form into a series of wings almost that wraps around the trees along Mount Pleasant, and then creates courtyards on the west that the school can use, it breaks down the form of the building. It creates knuckles for us to have our common rooms and neighbourhoods within the building. And then the landscape, as we step down that hill and that terrain, we have a series of terrace landscapes, and we use that change in levels to create a delineation between sort of private boarding
40 space and more public school spaces.

And as Michael talked about before in reducing and fine-tuning the envelopes of all of the concept master plans, we've also done that with boarding through this process. That dotted red line illustrates where we were at the original submission. We've
45 actually taken a whole floor off the building by putting a sort of northern wing in. But I guess the key things are from the street and particularly at the entrance to the

boarding. It is a two-storey building, and then as it steps down towards the oval, those other levels come into effect.

5 So looking along Mount Pleasant, thanks, Michael, go ahead. That's the view from the very southern end of the boarding house looking up Mount Pleasant Avenue, and that's the boarding house form wrapping in amongst those trees.

10 The two brick buildings you see there are the – those two brick sort of bases are the staff apartments, and they are family homes, in effect, so we wanted to create that scale. For them, they have their own entry, and it also breaks down along the boundary and the step-back, we have a more single storey scale and then the boarding house sitting behind that. Thanks, Michael.

15 MR ROWE: Yes, sorry. Thanks. My computer's just struggling. One sec.

20 MS GREEN: Actually, sorry, whilst we're on this view, maybe I could just add one thing. You will have also noticed in the draft conditions that the original loading bay that we had for the boarding house, which is just south of this bottom apartment, we had two entries; one that went down to the basement and one that went to a loading bay. The draft conditions have called for that loading bay to be removed and that the waste vehicles go down to the basement.

25 We've looked at that. That can be accommodated. It allows us to retain an extra 10 or so trees as well. So that's not picked up necessarily in these drawings, but it's part of the draft conditions that would be accommodated. Thank you.

30 MR ROWE: Thanks, Dua. Yes. So that's a good segue to this which is about broader tree removal and canopy over the site. As we've touched on before, it was a key principle of the concept was to actually green the campus, take the cars out and create green spaces throughout the heart of the school. We're exceeding the greener places target. There's obviously significant canopy and then a lot of open space on this site.

35 The proposal does involve removal of 119 trees which contextually is a very small percentage of the trees on this site. But there is a commitment for one to one tree replacement and as Dua mentioned, the condition and the change to the boarding house is actually going to allow for retention of – save another nine trees, which Loreto supported of as well. So that's the trees.

40 Construction and operation noise was another key issue considered by the Department in response to the community submissions, and the Department supported our acoustic consultant's position that the operation's not going to have any adverse impacts on the new bio-sensitive receivers and then when it comes to
45 construction, there's a recognition that obviously there will be some construction noise that's unavoidable during that process, but the predicted noise levels won't exceed the ICMG policies on affected criteria, and the Department's ultimately satisfied that the

impacts won't adversely impact on nearby sensitive receivers through the implementation of the construction noise and vibration management plan and the other associated conditions.

5 In terms of some of the other points that were in the IPC agenda, so lighting isn't something that had been previously raised. We weren't sure, and you may be able to clarify for us where your question was coming at.

10 The tennis court that you see that's above the car park doesn't propose any lighting. So if you were worried about light spill as a result of that we weren't sure. We have done testing and that internal road doesn't require lighting because the existing ambient lighting within the school is actually sufficient along the road.

15 The school intends on – will comply with any Australian standards and if there was concern, they'd be more than happy for a condition requiring submission of a lighting strategy to the secretary for approval prior to a CC or, you know, with future DAs, if that's necessary.

20 MR PILTON: Thanks. I don't think we've got any specific concerns. It was just a check.

25 MR ROWE: Sure. And then in terms of signage, no signage is proposed as part this. If there will be signage in the future, it will be subject to a future DA as required at that time.

And in terms of Department's conditions, they're fully accepted by the school. We don't have any comments on the Department's conditions.

30 So that really takes us to the end of our presentation.

35 As we've highlighted today, Loreto's really pursuing – it's a 30-year plan for the school. It's going to enable it to keep on delivering really high quality education that meets the growing need of this northern region and beyond. There's been a real process of listening to the community, listening to Council, listening to the Department's concerns that's led to major modifications to the proposal.

40 The school has genuinely really tried to respond to the needs whilst balancing and giving it a pathway to grow into the future. That's seen really major traffic measures, things like going and buying more Mount Pleasant Avenue to make that work for everybody and providing that improvement on current situation under this is a really, really good outcome from this project.

45 Providing increased car parking, staging that growth in line with infrastructure delivery, the reduction and refinement to the envelopes that's happened through the process and ultimately detailed management of key issues through the design and the conditions the Department's imposing.

So that's everything we wanted to cover today, and we're obviously, as a team, very supportive of this project and hope the IPC will be as well.

5 MR PILTON: Thanks, Michael. Just before we go, I think Casey's got a question she'd like to ask.

10 MS C. JOSHUA: Thanks, Adrian. Just going back to that through-site road and, Grace, your comments about there being significant trees preventing the road to be widened any further, sorry to harp on about it, but traffic is emerging as one of the key issues and just in our preliminary review we want to make sure that we're building up the entire narrative and story around what the considerations were around addressing those traffic issues.

15 Was any consideration given to providing any passing bays in the areas that didn't – weren't constrained by significant trees, just to ensure that that flow is not compromised through that through link?

20 MS CARPP: Yes. So just to touch on that, and I guess you would have seen when Greg walked through that area. It is really riddled with trees, unfortunately. In terms of the passing bays, that is why we widened out for the actual pick-up and drop-off so we could have that ability to keep free flow past it. And even that was a challenge with the existing trees there, so I'm sure you can appreciate that side of things.

25 The fact that there is that existing roadway there and really that planting is happening to either side of that roadway. So that's why it is so constrained. It's really that portion from, say, where that green pedestrian link is up to that car park where the width is not available for two cars. Within the car park you have, yes, aisle with the six metres, so you can have someone pass there. So it's really just through that location.

30 MR PILTON: Okay. Thank you. Well, just before we close, Wendy or Juliet, anything else?

35 MS GRANT: I've got one question, if I may.

MR PILTON: Please.

40 MS GRANT: Is there anywhere, Dua, in this package of material that shows the relationship between the concept envelope for the boarding house and then the Stage 1, the actual detail?

MS GREEN: So, yes. The actual concept envelope now has been updated to represent the actual Stage 1 - - -

45 MS GRANT: Okay.

MS GREEN: - - - design. So they relate exactly.

MS GRANT: Right. Perfect, thank you.

MS GREEN: You're welcome.

5 MR PILTON: In that case – sorry.

MS LEWIN: No, I have no further questions, comments.

10 MR PILTON: Okay. Thanks, Wendy. In that case, we can finish the meeting. So thank you very much, Michael, and everybody else. We'll get on with our work and get back to you as soon as we can. So we can stop recording now, thanks, Auscript.

MR ROWE: Thank you, Adrian.

15 MR PILTON: Thanks. We can now close the meeting. Thank you, everybody.

MS LEWIN: Thank you very much.

20 MR YANNOULATOS: Thank you.

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[3.16 pm]