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TRANSCRIPT OF PROCEEDINGS

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INDEPENDENT PLANNING COMMISSION

VIRTUAL SITE INSPECTION

RE: TRINITY GRAMMAR SCHOOL REDEVELOPMENT (SSD 10371)

PANEL: **ADRIAN PILTON, Chair**
WENDY LEWIN
SHERIDAN COAKES

IPC: **BRAD JAMES**
KATE MOORE

APPLICANT: **TIM BOWDEN**
CAMPBELL DUNGAN
CRAIG SANDWELL
CHRIS WILSON
RACHEL STREETER
PETER BROGAN
ANDREW PENDER
SUE CAI
MEL FYFE
JOHNATHAN BRYANT
ALLIE BARNIER

LOCATION: **VIDEO CONFERENCE**

DATE: **12.01 PM, WEDNESDAY, 11 AUGUST 2021**

MR A. PILTON: Okay. We'll start now then. Good afternoon and welcome.
Before we begin, I would like to acknowledge the traditional custodians of the land
on which we variously meet today as well as the traditional custodians of the site of
the project, the Gadigal and Wangal People of the – sorry – of the Eora – Eora
5 Nation. I would like to pay my respects to the elders, past, present and emerging.
Welcome to the virtual site inspection for the Trinity Grammar School
Redevelopment Project, SSD 10371, which is currently before the Commission for
determination. My name is Adrian Pilton and I am the chair of this Commission
panel. I'm joined by my fellow Commissioners, Wendy Lewin and Dr Sheridan
10 Coakes.

We form the Commission panel appointed to this application. We're being assisted
today by Brad James and Kate Moore from the Office of the Independent Planning
Commission. The council of Trinity Grammar School, the applicant, is seeking
15 consent for the redevelopment of Trinity Grammar School Summer Hill campus.
The proposal seeks demolition of some existing buildings, construction of four new
buildings, refurbishment of four existing buildings, reconfiguration and expansion of
the underground car park, landscaping, external road and public domain works,
signage and a staged increase in students and staff.

20 The purpose of the virtual site meeting or site visit is for the Commission to gain an
understanding of the site, including its location, layout and physical attributes. This
meeting is not an opportunity to make a submission to the Commissioners.
Submissions should be made via our website or at the public meeting for this case. It
25 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 it, please feel free to take the question on notice and provide any
information – additional information in writing which we will then put on our
website.

30 In the interests of openness and transparency and to ensure the full capture of
information, today's virtual site inspection is being recorded and a complete
transcript will be produced and made available on the Commission's website along
with the applicant's presentation material. I request that all members here today
35 introduce themselves before speaking for the first time and for all members to ensure
that they do not speak over the top of each other to ensure accuracy of the transcript.
We will now begin. This is new ground for us with a virtual site visit, so we'll hand
over to you to run this inspection. I'm not sure who's going to – to lead this.

40 MR C. WILSON: Thank you very much, Mr Commissioner. My name's Chris
Wilson. I'm the managing director of Willowtree Planning and I was responsible for
preparing the environmental impact assessment that's before the Commission today.
We've got a – a number of our key consultants available today and online to assist in
any queries that the – the Commission may have as we go and we've also got the
45 principal and the vice-principal of the – the – the school here today as well that may
wish to just give a brief overview before we get into a bit of a – a guided tour, if you

like, by our architect Andrew Pender from PMDL. Thanks very much. I'll hand over to the school. Thank you.

MR PILTON: Sorry. You're on mute, Tim.

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MR T. BOWDEN: Of course I am. I do apologise. I'm juggling two systems and I've given up on one of them already.

MR PILTON: Smart move.

10

MR BOWDEN: Folks, good morning, and – and thank you for your time. We're very pleased to have this opportunity to speak with you about this development that we've been working towards for a number of years. Before starting though I'd like to acknowledge that our Summer Hill campus stands on the traditional land of the Wangal People of the Eora Nation. On this land they raised their children to adulthood. They taught them those beliefs, values, customs, skills and everything they needed to thrive in their world, and we pay our respect to our First Nations peoples as we continue in that same noble task today. The development that we have before the IPC today is known within Trinity as the Renewal Project, capital letters, and in many ways the title is self-explanatory.

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We have a lovely school site. The school originally started in a church hall in Dulwich Hill but in 1926 we came to Summer Hill. There was quite a complicated land swap that lay behind that story. The Summer Hill site at the time was the site of the Hurlstone Agricultural College. Hurlstone is named after the building which has been the headmaster's residence since 1926 and it's where I speak to you now. So it was a school when we arrived, but it has been Trinity since 1926. Originally there were a lot of paddocks surrounding the school, not enough for the agricultural school but there were a lot of paddocks here, and over time we've grown as have, in fact, the suburbs around us.

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We were at that point on the fringes of the western suburbs of Sydney. Now, of course, this is the inner west. The growth and development of the school has been a bit organic and a bit haphazard over the decades that we've been here. In some ways that gives our campus some of its beauty and its charm in that there are nooks and crannies and unexpected vistas and historical, kind of, strange things, but at the same time there are some parts of the school that are distinctly charmless, tired and not particularly functional, and that's what's brought us to the Renewal Project. There are three drivers for us for this project that I just want to speak to briefly.

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The first one is the need to improve the functionality of the site. As mentioned, the development of the – of the site has been erratic over the decades. The buildings and facilities have come into existence without enough thought about how they connect to other buildings and not enough thought to the spaces between them and as a result it can be difficult to move around the site. There are knuckles and pinch points and particularly at the peak times of student movement it can be congested. Accessibility in many parts of the site is problematic with multiple little level changes. Transit

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across the campus is largely at the ground plane so students spend a lot of time going up and down stairs and a lot of the stairs they go up and down are fire stairs which is suboptimal.

- 5 There's no obvious front door or front point of arrival for the school. It's difficult for visitors to find their way around. Getting in and out of large capacity spaces like halls is congested and – and I could go, but the point is we actually want to optimise the site, optimise the functionality of the site. A second driver for us is the need to ensure that teaching and learning and that these spaces for teaching and learning are fit for purpose. It will be no surprise to the – to the Committee to know that the body of professional knowledge regarding education has come a long way over the decades and classrooms that were considered adequate in – a few decades ago are no longer what they need to be for education in the next few decades.
- 10
- 15 Even on basic questions of amenity with reference to light, sound, temperature, ventilation we need to do better than we currently have, but on a – on a bigger and, I think, equally important front, with reference to pedagogy and the impact of technology and the recognition that education is more than simply the consumption and regurgitation of knowledge, the school needs to be able to ensure that its teaching and learning spaces are what they should be and many of them are not at this point in time. The third driver for us is the opportunity and the need for growth. In recent years, New South Wales as a state has become aware that its underinvestment in schools over decades is coming back to bite.
- 20
- 25 There aren't enough schools. There aren't enough classrooms in the state, and particularly in Sydney, to educate all of our young people. All three sectors of education – the public schools, the Catholic systemic schools and the independent schools – have been made aware of the need to grow. We actually need more space for more students than currently exists. Trinity has quite a broad catchment but our catchment is densest to the south and to the west of Summer Hill. That's an area of increased population density and it's also an increase of – an area of increased aspiration for families. There are many families who want to be able to benefit from the education that Trinity is able to offer.
- 30
- 35 Demand for enrolment places at our school is very, very high. At the moment in order to be confident of getting your son into year 7 at Trinity you really want to be registered for enrolment before he starts kindergarten. If you turn up in year 3 or 4 thinking it's time to think about high school now you're too late. We just can't accommodate the demand which is there. This is not – not intended to be a flex, as my daughters describe these things. It's not – not – not a brag. It's – it's simply the recognition that there is both need and opportunity for Trinity to grow numerically but we recognise that further growth has implications for traffic and parking and the amenity of our neighbours.
- 40
- 45 So this development application is intended to ensure that we can meet the needs of our local residents and their desire for amenity as – as effectively as we can as we look towards growth at the same time. So those are the three drivers: the – the

function of the site; the renewal of the teaching and learning spaces; and, the need and the opportunity for increased student numbers. That's what's led us to plan for and to submit this DA. We have been working on this for – for more than two years now. We've sought and we've heeded the advice and the guidance of experts in
5 many fields. We've consulted extensively and genuinely.

We have really wanted to hear from our local residents and our community and we're very glad to actually be here with the IPC today. Lots more to say and lots more to show you, but I hope that's enough to give a – a brief orientation and we
10 look forward to telling you about our project. Chris, I think, back to you.

MR WILSON: Thanks very much, Tim. Thank you. Thank you, Mr Commissioner. If you're okay we might start our guided tour for you which Andrew Pender from PMDL will take you on the journey, and I understand you've – you've
15 been provided with an updated map so that we can cross-reference as we go.

MR PILTON: Yes.

MR WILSON: Thank you.
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MR PILTON: Thank you.

MR P. BROGAN: Chris, I'll just jump in just quickly, Chairman and Commission members. Peter Brogan, Bloompark Consulting, the – Trinity's project manager.
25 We have – we have a fly-through that we're just about to launch into. Craig Sandwell, deputy head, will run that film that was filmed yesterday and obviously covers the – the required map that was produced by IPC. Andrew Pender and Sue Cai from PMDL Architecture will talk over that flythrough, but we do suggest and recommend if anyone from the Commission wants to pause at any point and ask a
30 question, please – please do so and we'll talk – and the consultants will talk to that accordingly. Thanks so much.

MR PILTON: Thank you.

MR C. SANDWELL: I'm just checking to see that everyone can see the fly-through.
35

MR PILTON: Yes.

MR A. PENDER: Yes.
40

MR SANDWELL: I've just got some issues with my controls on it. That's all. Just give me two seconds. I won't be a minute. Okay. I think I'm there. So I think the first point of the – what the Commission asked for was for a view as per point 1 of
45 the southern access and potentially what trees are going to be removed. I'll just go through to this – this little bit here and – and then pause it for you to look at and here

is the southern access and I think, Andrew, you can talk to what trees are likely to be removed.

5 MR PENDER: Thanks. Thanks, Craig. Yes. Commission, Andrew Pender, PMDL
Architects. It's the – just these couple of remnant trees you see in the side of – the
side of the frame there, and – and you will have seen from the assessment reports that
a substantial number of replacement trees around the site are proposed, but they're
not significant specimens. This – this is currently the access to the staff car park
10 beneath Level 3, the small car park, and this will become a more significant entry
and access point to the large – large, new car park under Level 3 which will link to
Level 2. So let's just keep rolling, Craig.

MR SANDWELL: Yes. Then what we do is go to a – a drone – a piece of drone
15 footage that was taken when we were doing the traffic survey during 2020 – early
2020. And part of this was taken at 3.30 in the afternoon, so when technically junior
school pick up and drop off was taking place. It was taken with permission of Air
Traffic Control and it was taken basically in – just in the corner, near where we just
were, and it gives you an overall view of the site. So, Andrew, if you want me to
stop at any stage let me know.

20 MR PENDER: Okay. So you – you can see the row of the buildings which we're
proposing to demolish there in the centre of the screen, the music school on the right
which we're refurbishing, and the entry to the car park at the end of the driveway and
swing across to Level 2, which is the synthetic surface on top of the existing Jubilee
25 car park. Mr Chairman, we – we can at any – at a couple of key points if you wish
stop and refer to the relevant renderings of the proposal if that will be of use to you,
but I'd be aware that the Commissioners would have those as material in front of
them as well.

30 MR PILTON: Yes. I - - -

MR PENDER: If you let me know - - -

35 MR PILTON: I – I think we're okay to keep going. Thank you.

MR PENDER: And swing around there, the – the cricket nets are on top of the
existing smaller staff car park and that is the site of the multipurpose pavilion.

40 MR SANDWELL: We then proceed to the – what is point 2 on the map that the
Commissioners provided, and that is the entrance to the Jubilee car park. I will
actually go through the process of – of the pick up and drop off, and I'm not sure if
our traffic consultant wants to speak there, but I'll speed up some of that journey if
you desire.

45 MR PENDER: Okay. So as we approach the drive the key change that we're
proposing in this journey is to descend to the car park level a lot more rapidly with
the – the new Jubilee Drive which allows us to create the landscaped link between

Levels 2 and 3, Level 2 being on the left and Level 3 being on the right, which are currently completely disconnected by Jubilee Drive. This is also the main maintenance access to the school. You can see the opening in the building ahead is the main, if you like, porte cochere for maintenance, canteen deliveries and all sorts of things.

So we have – we have major service traffic coming into the centre of the site and the proposal seeks to move all the maintenance and service traffic to either end – either the Yeo Park end or the Seaview end, as you would have seen in the submission. So that's the major contrition and – and safety concern and getting those large vehicles and trucks out of that – what is effectively a shared pedestrian zone.

MR SANDWELL: And my apologies for the up/down of the walk.

MR PILTON: Okay.

MR SANDWELL: So this is, if you like, the flow of traffic for pick up and drop off as it currently stands.

MS M. FYFE: And I might just jump in here as well. My name's Mel Fyfe. I'm managing director of Street Level Strategies. I've been the traffic and transport consultant for this project. I'll talk about it a little bit later in the formal agenda, but one of the things I just want to point out as we take this walk through the underground car park here is one of the key issues that we're looking to resolve in the proposed design is really a lot of what causes the congestion on the street is, as you would have noticed, as – as you're driving down and you turn around to the left and you – and you come around into this zone, there's a lot of opportunities to park on either side of the aisle.

And what happens in terms of the congestion that backs up into the driveway is that as people come into the car park they're trying to park into these spaces that are right near the entry and that's essentially causing delays and queuing back near the entry. And so what we've done in the proposed design is reorient these spaces and remove as many off this circulation aisle as possible so that we can essentially remove that – that issue and separate the parking function with the circulation function. So that's a real key driver in the – in the design intents that we've – that we've put forward.

MR PILTON: Yes. Can I just clarify that the – the structure as it is will stay and it's just the layout changes.

MS FYFE: Correct.

MR PILTON: Thank you.

MS FYFE: And on the left here we have the first of two areas that are for pick up and drop off, so this – this area here on the left and then as we turn around to the right you'll notice that there's a second, longer area for pick up and drop off which in

– in total is around 105 metres which has capacity for 18 vehicles at any one time to be able to pick up or drop off. And I'll just note as well that the pick up and drop off is managed by the school so that parents aren't sitting here dwelling for a long period of time. It's a matter of coming and picking up your child, loading the child, and
5 away you go. And you would have seen coming in at the moment it's – it's split lanes so that the youngest children are in the left-hand lane and get picked up at that nearest pick up/drop point and older children in the other pick up, so in this secondary area here.

10 And as we look straight ahead, this will be the area where the proposed new car park underneath Level 3 and this car park are connected. So right where we are now, this is will start to ramp down towards the new car park area which will be a seamless underground connection and what that does – and I'll talk about it later – is provide
15 lots of flexibility in terms of how the operation of the car park can work as well as that additional capacity for pick ups and drop offs.

MR B. JAMES: Yes. I'm sorry to interrupt. Adrian, we have Campbell Dungan from council in the waiting room. I just want to confirm you're okay to bring him in.

20 MR PILTON: Yes. That's fine.

MR JAMES: Yes. Okay. Sorry. Back to you, Mel.

25 MS FYFE: No worries. So, yes. This – this will be that – that key area where the two car parks will – will join and that will be travel in both directions as well, so it's not just a one-way flow. There is that flexibility for both directions.

30 MR SANDWELL: So I'm just going to progress out to this oval and give a small pan back to the areas that are going to be renewed and also to where the multipurpose pavilion will be.

35 MR PENDER: So that's the music school directly in front of us which we're retaining but refurbishing internally, and then we start to see the other buildings that are proposed to be demolished, the old science building, the old hall and what is interestingly called the new school furthest from us.

MR SANDWELL: Andrew - - -

40 MR PENDER: Then we're around to the multipurpose pavilion site and the – the proposal there, including the landscaped podium at roughly this level then allows us to create some steps and seating down towards oval 1. Interestingly, this, you know, gives an amount of green space but at the moment ovals 1, 2 and 3 are all disconnected one from each other by various level drops, each of car parks and the like. So our proposal through the landscape design links all those open spaces
45 together and provides, you know, much more amenity in the – in the joining of the campus and safe access from one to the other without crossing vehicle paths and the like.

MR SANDWELL: And I'm just going to progress down to number 1 oval for part 4 of this. Apologies for the bins. There's a little detour here just to show you the current second car park that is under number 3 oval at the moment, which is – is – is, sort of, like – will be expanded but, Mel, you might speak to this.

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MS FYFE: Once my unmute works, certainly. So this will be retained as part of the new design, so – and the area to the right of this space will be extended to accommodate the – the new car park as well as a – a maintenance area towards the end of where this car parking area is directly in front of us. So, yes, at – but at the moment, again, with all the level changes that happen, this is less than ideal and a lot of the primary car parking is in the – in the main car park but it really consolidates the two areas and, again, adds more flexibility and space.

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MR SANDWELL: And I'm just going to progress out on to number 1 oval to do a pan to show you as per part 4 in terms of the theatre precinct and music building refurbishments and – and Founders refurbishments as well too. Sorry. This will take a few minutes or a few seconds. Sorry.

15

MR PILTON: Okay.

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MR PENDER: That's – so we're looking there at the rear of the Founders Building which has some internal refurbishment proposed and on the left the other side of the – the music school that we spoke about before and up into the corner you can see the peak of the assembly hall beyond, which you're retaining and refurbishing and constructing a new performing arts precinct on a knuckle, around the junction of those two buildings. And the upgrades to the landscape treatment around the edge of this oval, the tiered seating and the like, also incorporates accessible paths and – and walkways – one in 20 walkways to achieve accessibility from the car parks through to the main quad area that we'll progress to in a minute.

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So we're providing accessible routes through all parts which currently don't exist. The trees to be retained there and then where that vehicle's parked is the junction of what we're proposing of the performing arts precinct with the Black Box Theatre and then the, sort of, school cafeteria beyond. And you can see that there's the other side of that service portal, so that's where the various trucks and service vehicles arrive into the heart of the school.

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MR SANDWELL: So we've now transitioned rather than walking through a – I couldn't walk through those buildings, so I've cut straight to point 5 which is the area of ceremonial access. This is looking to the – the – the Prospect Road gates at the front of the school near the headmaster's residence and we'll progress to where the ceremonial access will take place.

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MR PENDER: So we're just panning around to the Chapel Drive gates on the – on our right. Now – and this is where we're proposing – or just to the left of here – the new Chapel Drive pedestrian way. So this will be a – one of the pedestrian entries to

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the school which will lead you down to the new development of The Agora which will be the main entry point for the school. This is the - - -

5 MR PILTON: Excuse me. Can I just butt in. Can we just pause there for a second. Can I just ask a question about the – is this – do buses come into this part – driveway here?

10 MR SANDWELL: No, no. The buses are all back on Prospect Road. I'll just scroll back to it quickly.

MR PILTON: No. That's okay. I understand that. I just wondered because there was - - -

15 MR SANDWELL: So that - - -

MR PILTON: Someone raised the question previously.

20 MR SANDWELL: Yes. So – so all of the – apart from some government buses that arrive on Victoria Street, all of the school pick up and drop off for buses takes place here. And – oh, apologies. I'll get up to where we were. Yes. Sorry.

MS FYFE: I'll just add, so there is a – there is a public bus service that is on Prospect Road as well - - -

25 MR SANDWELL: That's correct.

MS FYFE: - - - however, it is predominantly Trinity bus services.

30 MR SANDWELL: Yes. And this is the waiting area for where students – Commissioner, this is the waiting area for where students go out to meet those buses. So it's – we keep the students on campus before they meet the buses.

MR PILTON: Oh, okay. Thank you.

35 MR SANDWELL: Okay. So that will be going up towards where the heritage aspects of the site are in a sec.

40 MR PILTON: Sorry. Can I ask another question. On the plan that I have it says the existing Centenary Centre is back towards the start of that path, so - - -

MR SANDWELL: Yes.

45 MR PILTON: - - - on that building we were just looking at it said Centenary Centre. Is that the pool hall and - - -

MR SANDWELL: No. It's – it's – it's actually just a blade wall - - -

MR PILTON: Oh, right. Okay.

MR SANDWELL: - - - that – that – that actually has that title there and the pool is below. Sorry. I'll just come back.

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MR PILTON: Yes.

MR SANDWELL: So the Centenary Centre is – is on the right of the screen there. The actual pool that's in the Centenary Centre is below the right of the screen under there as well too, and that's the Centenary Centre gym on your right. That is just a blade wall with services in it at the end of the – of – of Chapel Drive.

10

MR PILTON: Thank you.

MR SANDWELL: Sorry. I'll just skip up back up to where we were. So I'll just pause there, Andrew, for - - -

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MR PENDER: Yes. Maybe – maybe there. So this is the end of the chapel – thanks – thanks, Craig. We're looking in to the – to the south there towards the headmaster's residence. And keep going, Craig. And we're going to swing around to look back up towards Prospect Road there. So this is generally where the new pedestrian entry and surrounding walkway will be, and swing back around to pass the headmaster's residence and the garden. That's the – the heritage items on the register, the chapel on the left, and then proposing significant upgrades to this pedestrian route as a major entry route into the new development.

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And you can see straight ahead there there is a corresponding rendering in the design reports that shows that dead ahead is The Agora and the new main reception point of the school which is located centrally because principally people will arrive through the car park at that location. On the right you see the second pool and we're about to swing left into the quadrangle with the chapel on our left. The Founders Building, which we saw from up oval number 1 – it's the other side of the Founders Building, then we have the quadrangle buildings on our right, dining hall on our left, chapel over our left shoulder – there's the chapel. We swing around to the dining hall.

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As Tim says, there's interesting remnants of development as things have grown over time. And, again, we're going to swing around to look at the quadrangle building and again there's a corresponding render in the design report of the main development, stepping back behind this building. Okay. So moving on now down towards what will be now The Agora, a – a new development. This building in front of us is New School which is to be demolished and – and these are just some of the suboptimal areas that Tim referred to in his introduction.

40

MR SANDWELL: This is a pinch point.

45

MR PILTON: So what are we looking at there? Sorry.

MR PENDER: So that's the existing basketball court and gym in there.

MR SANDWELL: Sorry, Commissioner. So that's the entrance to the main sports centre, which is near point 6 on the map. So it's – we can't go through the building
5 obviously but I'm just walking around the edge of that building.

MR PILTON: Okay. Thank you.

MR SANDWELL: And as I go down here on the left is to be demolished.
10

MR PENDER: So we're moving through number 6 on the map now, moving towards oval 2 and so this is where the proposed Agora is located. And you can see lots of level changes, number 2 oval on top of the Jubilee car park, swinging back towards the New School and you can see the treatment there to deal with the western
15 façade which further detracts from the amenity of some fairly poor spaces.

MR SANDWELL: So just – that's where 6 will be, The Agora site, through there.

MR PILTON: Okay. Thank you.
20

MR SANDWELL: And we're now going to progress down just through the design centre down towards the areas on Seaview Street but we'll firstly have a look at the disconnect with the car park on the southern - - -

MR PENDER: So down now back into car park 2 which you'll recognise under oval 2.
25

MR PILTON: Yes.

MR PENDER: And that stairway is the connection to the junior school precinct so all the junior school boys have to come up and over this bridge and the piece of work we're proposing through here creates an accessible route which can also accommodate electric maintenance vehicles through all this. So there's some quite intricate surgery of this fairly confused area, which will allow us to get the accessible
35 route through as well as, as I say, a service route through. So the two service precincts for the school – that's Seaview and at Yeo Park end – will be linked. The analogy we've drawn – it's almost like ramp services at an airport. We're keeping the servicing and the school as separate as possible which is undoing an existing problem.
40

MR SANDWELL: So - - -

MR PENDER: So this is coming out now and merging to point 7 on your map, the junior school's to our right. We're going to pan around and look at the entry to the
45 junior school from here. Seaview Street's immediately in front of us and around to the left is a house that's proposed be demolished – backs of houses and just off to the left of the frame there is the back of the science centre. So an area that's not

contributing to the school in any real way. This is the junior school. No works proposed to it per se, but as we swing around to the left that precinct will be the enlarged junior school play area, where that house is.

5 MR PILTON: Will those melaleucas stay?

MR PENDER: Off the top of my head - - -

MR SANDWELL: Yes.

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MR PILTON: Sorry. Was that yes?

MR PENDER: Sorry. That - - -

15 MS S. CAI: It's Sue from PMDL. Yes. They will be staying.

MR PILTON: Thank you.

MR SANDWELL: I'm just going to be progressing out on to Seaview Street now so you can see the external scope of the houses that will be demolished and also see the area that it will encompass the junior school playground, and I take this footage from across the road just so it's easier for you to see from that point of view.

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MR PENDER: Okay. So these are the houses that are proposed to be demolished and the maintenance building to be built out in frame there. And I believe you will have seen some response on the detail of the fencing and landscaping along Seaview as part of the original submission and the – and the response submissions. And the last house is remaining.

25

30 MR PILTON: Is that house privately owned?

MR SANDWELL: All the houses along that frontage are owned by us.

MR PILTON: Okay. Thank you.

35

MR SANDWELL: That's the view back to – well, Andrew, you talk to – sorry.

MR PENDER: It's looking – yes. You're okay. So that gentleman's just around where our entry to the maintenance area will be and then we're looking down the – the large fence in front of the junior school and obviously they're all retained.

40

MR SANDWELL: So I think that brings us to the end of the walkthrough from that point of view unless there was anything you wanted to go back and see.

45 MR PILTON: No. Happy, Wendy, Sherie?

DR S. COAKES: No. All good.

MS W. LEWIN: No. I'm fine, thanks.

MR PILTON: Yes. Okay. Thank you. I'm just wondering, Brad, if we should swing straight into the main meeting, as it were, now.

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MR JAMES: Yes. Look, if that's suitable for everyone we can conclude the virtual site inspection.

MR PILTON: You're very faint in the background there. Okay. Thank you.

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MATTER ADJOURNED at 12.37 pm ACCORDINGLY