



**New South Wales Government**  
**Independent Planning Commission**

**TRANSCRIPT OF PROCEEDINGS**

RE: PYMBLE LADIES COLLEGE - GREY HOUSE PRECINCT  
(SSD-17424905)

**APPLICANT MEETING**

COMMISSION PANEL:           ADRIAN PILTON (Chair)  
  DR SHERIDAN COAKES  
  SOO-TEE CHEONG, OAM

OFFICE OF THE IPC:           BRAD JAMES  
  GEOFF KWOK

APPLICANT                       SALLY PROWD  
REPRESENTATIVES:           DR KATE HADWEN  
  ALLAN STEWART  
  ANDRE LAM  
  ALIA KHAN  
  SIMON BOND  
  ALI BOUNDS  
  NICHOLAS SOUKSAMRANE  
  THEODORE MIRABILE  
  SUNNY HONG  
  NEMESIO BIASON  
  ELIZABETH BONSHK  
  SAMANTHA POLKINGHORNE  
  RHYS HAZELL

LOCATION:                       VIA VIDEO CONFERENCE

DATE: 11.00AM, THURSDAY, 1 SEPTEMBER 2022

**TRANSCRIBED AND RECORDED BY APT TRANSCRIPTIONS**

MR PILTON: Good morning and welcome. Before we begin, I'd like to acknowledge that I'm speaking to you from Gadigal land. I acknowledge the traditional owners of all the country from which we virtually meet today and I pay my respects to their Elders past and present. Welcome to the meeting today to discuss the Pymble Ladies College - Grey House Precinct Project SSD-17424905 currently before the Commission for determination. Pymble Ladies College (the applicant) is seeking approval for the redevelopment of Grey House Precinct within the existing campus of 20 Avon Road, Pymble. The proposal involves the construction of a five-storey building to accommodate learning areas, science, technology, engineering and mathematics laboratories, health and wellbeing centre and an early learning centre (ELC) for 90 additional children within the PLC campus.

My name is Adrian Pilton, I am the Chair of the Commission Panel. I'm joined today by my fellow Commissioners Dr Sheridan Coakes and Soo-Tee Cheong. We're also joined by Brad James and Geoff Kwok from the Office of the Independent Planning Commission. In the interests of openness and transparency and to ensure the full capture of information today's meeting is recorded and a complete transcript will be produced and made available on the Commission's website. This meeting is one part of the Commission's consideration of the matter and will form one of several sources of information upon which the Commission will base its determination.

It's 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 additional information in writing which we will then put up on our website. 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. Who's going to lead it from - Kate. Okay. Would you like to kick off?

DR HADWEN: I would indeed. Thank you very much. And firstly, might I say thank you so much for taking the time to come and visit our site on Tuesday. It was lovely to host you and nice to be able to take you around and show you around the campus and I just appreciate that you gifted us your time to explore this matter. So thank you very much for that. Today really my purpose of speaking first is just to set the scene and explain the why of this new build and I'll just ask Andre to share one slide that I have and then I'll be handing over to the team to talk about our response to the Department's assessment.

MR PILTON: Excuse me. Sorry, Brad, can you move the photographs away from there so we can read the - - -

MR JAMES: Geoff, can you take a look at your end?

MR PILTON: Thank you. Okay. Sorry.

DR HADWEN: Perfect. Not a problem at all. So thanks again for coming to walk the site with us and I just wanted to outline what is in this facility and the need for this facility. When we walked around yesterday we had a look at dance and the two images on the lower part of the screen show you where our dance facility was and one of our other temporary structures and on the bottom right the image that has the, what looks like kind of like a large pavilion there, is actually the site where you saw yesterday that that pavilion's been removed and there was some dirt on there but it gives you an idea of where dance was and the acoustic challenges that the neighbours understandably had with that particular facility. So it's part of why it's been considered in this new build so that we can treat it acoustically and make sure that it's much better for our neighbours.

On the left-hand side where the black flooring is, that's actually a gym, an old gym within the bounds of the college and this is typical of the type of rubber matting that's been put down to try and create a Tarkett or try and create an appropriate floor surface for our dancers. As I mentioned, we have 1,400 of them and that's not a Tarkett floor and the risk of injury is high so we're keen to put them into a facility that's befitting and I've put next to all of these things the things that we will have, community members that can access, so most of this new building will be able to be accessed by the community, or the significant portion of it anyway.

Next is healthcare. On the top right-hand side you can see, and you saw yesterday, our healthcare is in demountables, which is not good for us, and we also have psychologists in a pretty difficult-to-find location and I mentioned the benefit of bringing in response and prevention into our new facility which I'm really excited about having researched this space for many, many years. Our early learning centre, we're looking forward to opening that up to the community. Our neighbouring schools have early learning centres. For example, Abbotsleigh has an early learning centre and our parents complain because they have to send their daughters there and then bring them over to Pymble which is very disruptive for them. It's also a key strategy for us regarding attracting and retaining staff and you will have read lots in the media about how difficult it is staffing schools at the moment and what an important thing it is to make sure that we can find and attract teachers into education.

Our junior school classrooms is the large picture on the left-hand side. These are coming up to 40 years old and are aging assets and in due course will be demolished

but do need to be replaced and they're included in the proposed new build. In that new build there's also a STEM centre and I'm confident you're probably very aware of the research about STEM and the future of STEM in the workplace and, in particular, for girls and so it is one of our key strategies, one of our four strategic pillars, technology for an innovative future and so we're looking to resource for that so that we can offer that to our junior school students and secondary. And finally our OSHC centre which you can see is where the yellow picture is and, as I mentioned yesterday, we don't have room for our families at the moment in the holiday programs in particular and we're very full after school and before school and also it needs to be  
10 packed up daily and has a significant impact on the operations of our junior school.

So again, thank you for coming out and visiting us and I'm going to hand over now to Ali who's going to give some feedback on the Department's assessment report and recommended conditions. Thank you.

MR PILTON: Thanks Kate.

MS PROWD: So I'll jump in. Sally Prowd, Associate Planner, Willowtree Planning. I guess we're just going a quick response to the Department's report. While we're  
20 fairly happy with, you know, they've recommended it for approval, we're fairly happy with their recommendations and the supporting conditions. We just think that there's two items that maybe were not covered in enough detail and wanted to raise this today just for further consideration. So I'll hand over to Ali to talk through condition B1 which is around design amendments.

MS BOUNDS: Thank you everyone. So, yeah, we just wanted to address B1, one of the design amendments in this which is particularly relating to B1C. So there's a recommendation to provide obscure glass to the following windows along the south-eastern façade of the building fronting Pymble Avenue and these are the junior school  
30 classroom windows which include the picture windows on level 2 and level 3 directly facing those two properties. I guess this plan and this elevation indicate this is level 2. So you can see there's the teaching spaces to the Years 5 and 6 as well as the early learning centre on level 2 and then on the level above we have consistently Years 5 and 6 and the STEM spaces that Kate was just referring to there on the back elevation.

So the southern portion of these footprints, a number of those classrooms actually don't have any other windows to these spaces so it's a bit of a concern from the perspective of the operation of those spaces but also just the quality of that. So it's really - obscure glass is actually going to be quite a concern for those spaces to  
40 actually be utilised in the future and the ones to the south don't have any other opportunities for natural light to these teaching spaces so it would really be quite a

negative impact to the building. It's quite a deep floor plate if you're relying on the north-facing windows and really would render those spaces quite hard to use. So this would have quite a significant impact, as we said.

10 There's two picture windows on the second floor there - sorry, on the third floor there, which are highlighted on the next slide, if you want to go there, Andre. So these two picture windows have an interlayer within them, they've got a kind of metal interlayer proposed within the glass but we understand that they do also, there is a sort of perception of those being larger windows rather than the windows that are consistently behind the baguette system, the kind of, the louvre system that we've got applied to the façade. So these two do actually have an interlayer and they also have joinery up to 900 high which gives another obstruction to prevent students from coming right up to the window but within both of these floors we see this is quite a concern to actually put obscure glass in because it will really minimise any available light to those teaching spaces. So this is a consideration that we wanted to discuss and essentially see if we could get this one changed.

20 If you go to the next slide. Through State Design Review Panel process we also demonstrated the sightlines and the way sightlines had been considered from these back spaces, so from the south-facing classrooms and you can see here some of that included incorporated an awning that would actually prevent sightlines from the second level of the building down towards the neighbouring gardens and so you can see those sections and there was a lot of work done in terms trying to articulate awnings and roofs as well as other - as we mentioned before - the battens that are incorporated in the façade. So we really feel that any concerns around overlooking have actually been mitigated through that design process and, therefore, obscuring them with the white or opaque glass would really, is an unnecessary measure and very detrimental to the teaching spaces.

30 I think that's the next one. So this was a little bit more detail around the battens that sit on the window system and the picture windows, the way these are viewed from inside the space, you can see they really do just look out over the rooftops rather than into the amenity spaces at the back of those houses. The next one. A little bit more detail around that batten system on the façade and then the other measure, which was E, it was also similar, it was including obscure glass to the ELC balustrade. The ELC balustrade is already 1.8 metres high as suggested in item D. The design already reflects that so there's no concern there. We can incorporate obscure glass at the back of these but we just wanted to demonstrate that it actually has planting behind it as well so incorporating one metre high obscure glass is really, is perfectly feasible  
40 because the glass is already there.

This was just a section we included as part of when we were doing the walkaround the other day just to demonstrate sort of scale within the context and that's it. So I think from the perspective of the rest of the agenda we actually, we felt that it would be best to allow opportunities for questions rather than respond directly to questions around the building. We do have a whole lot of slides to talk to the other agenda items in terms of traffic and other elements that were raised which we can go through but we wanted to see whether you preferred to run it through questions.

DR HADWEN: I think Sally had one other item as well.

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MS BOUNDS: Sorry, yes. It was Sally, one other item.

DR HADWEN: My apologies, Adrian.

MR PILTON: Keep going, sorry.

MS PROWD: Yeah. So the other question from our side was just around condition B10. We just wanted to reiterate some of the key points that we did raise with the Department. They haven't agreed with us necessarily but - so in the Ku-Ring-Gai Contributions Plan it allows for merit exemptions for a number of reasons including if you're a not-for-profit or if you provide early learning spaces. So in terms of Pymble itself, and particularly GHP, we're offering up to 58 ELC spaces which would be open to the community. The dance studio's also, you know, looking to be open to the community or local schools to utilise as well, as well as the out of school hours care and this is sort of in what's already happening in Pymble as well as the STEM spaces as being included for hopefully integration with local schools and, you know, the community to some extent.

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The existing facilities are already run on a cost-recovery basis and they are open to the community so the likes of the netball, tennis, swimming pool and gymnasium. So we just wanted to consider potentially exemption to those contributions or, if not, a reduction just based on the sort of public benefit that Pymble are proposing. So that's just for consideration but obviously if you have any questions, you're welcome to let us know now or later.

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MR PILTON: Thank you. So shall we go back to questions? I lost my train of thought there when we went back to the conditions.

DR COAKES: Can I ask a question, Adrian?

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MR PILTON: Yes, do you want to kick off, Sherrie?

DR COAKES: Yeah, if that's okay. Just on the original - and it's probably a little bit of a historical question in terms of your thinking as you came to land on this particular location within the school grounds but was there consideration of any alternative sites just out of interest - - -

DR HADWEN: So we looked at - - -

DR COAKES: - - - (not transcribable) landing? Yeah, thanks, Kate.

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DR HADWEN: Thank you. And we originally did take a look at every building on our campus and whether it could take an additional storey or more, so to see whether we could lean into our current existing assets and whether we could use that to back some of the facilities in. We then took a look at other sites around the campus to potentially, for example, take the ELC and put it somewhere else. It was really the only function that we felt we possibly could but there was significant challenges around car parking and how people would access that, how our staff would use that if it was in a different location given that we're really keen for staff to be able to access that easily.

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We also - now, when we look at our whole site there's not a whole lot of buildable land which is, it's hard to imagine, isn't it? It's such a beautiful green site but when we look around there, the riparian zone, makes it a really tricky site for us and also thinking about, as you walked the site yesterday, just the significant number of steps that you did to get from one area to the other and if we move those services, particularly the learning spaces anywhere else then it would, given that we didn't have the capacity to build on top of our current buildings or add a storey to them, it would make the travel distance in between classes really very difficult for us.

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The other thing that we were very conscious of is that our boarding house is in the precinct so we really do need the healthcare centre to be close to where our boarding students are. We have 120 boarders and obviously we're responsible for them 24/7 and we also have our sporting precinct in that area. So healthcare really needed to be close to that area. So they're some of the considerations that we looked at before we settled on a college master plan and just also thinking about how the journey of the student is so that they come in on the left-hand side of the college and work their way around and exit on the other side of the campus we felt like was a really appropriate way for our students to travel around their time at Pymble. Allan, I'm not sure whether there's anything I've missed in that that you wanted to add.

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MR STEWART: Okay. You did a great job articulating. The only other thing to note, as part of the master plan we were looking at those aging assets that sit in the centre of junior school. So by building on the location we have the aim was then to create a much more open outdoor learning as well as outdoor adventure space in the centre of the junior school. Currently with the size of students, those buildings block 1, the courtyard area of play and then the green space of play, this would actually open it all up and create safe areas.

10 MR PILTON: Can I just jump in and ask a quick question about how the wellbeing - health and wellbeing centre works? I notice there are 11 consulting rooms and some retreat rooms and so on. It seems a large number of rooms for a school.

DR HADWEN: It does, doesn't it? I totally understand. The Australian Psychological Guidelines recommend one psychologist per 500 students and so with the size of school that we have we actually have six psychologists here and they obviously all need an individual room because they're all consulting with students uniquely and then we have three nursing staff here and that's - sometimes we have two on, sometimes all three on, just depending on the load. So, for example, on weekends we have thousands of students on a Saturday morning from all schools around Sydney participating in sport at Pymble and often that's because we have, you know, bigger facilities, better facilities and we find ourselves in that position for many other services as well, so performing arts and so on because we have a theatre.

20 So when you think about all of the staff that live in that location that's why there are so many consulting rooms. The way it's been designed, Adrian, is, you know, years of research would indicate that it's much better to have the psychologists in with the nursing staff so that students don't feel uncomfortable going and seeing the psychologist and we've designed the spaces particularly so that we can move all of those people around so you don't end up with the students coming into the entry area and everybody who needs a psychologist is going to the left and everybody who's seeing the nurse is going to the right. We really want it to be a space that's very fluid and means that when students come there it destigmatises that experience of going and seeing the psychologist. So I know it feels like it's big but hopefully that's explained a little bit why we need those spaces.

MR PILTON: Thanks Kate.

MR STEWART: Adrian, we also know the foot traffic per week through the healthcare is about 150 students and also part of that facility is, with boarders onsite, if we have to isolate students as we learnt through COVID then there's rooms dedicated

in that space where supervision can stay with the student overnight as well. So just to support - - -

DR HADWEN: We also have a GP too. You know, worth mentioning, I forgot to mention that. Thanks, Allan, that's a good point too. The GP comes on site so that our boarding students don't need to leave campus to access the doctor and so a consulting room for that person in addition is required.

MR PILTON: Thank you.

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MR CHEONG: Kate, earlier you mentioned that the junior schools will be demolished in the future. How long do you think that will be for that to happen and also do you have a master plan, what site will be used for when this demolished?

DR HADWEN: Yes. Yes, thank you, Soo-Tee for that question. It will be sometime in the future before that's demolished. We don't have an actual date for that but it's not going to be, I would say, within the next seven years that that would happen. So we can use that - in the interim we can use that facility for things like art classes that are currently happening in our drama building, you know, because there's no room for them at the moment and it just gives us the capacity to actually use that in a more considered way. We have no food outlet service for the whole of our junior school campus, for example. We would love the opportunity to be able to use some of those buildings to increase our facilities for our students.

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We do definitely have a master plan regarding what might be happening in the future and as Allan mentioned, our vision really is to increase the play space for our junior school. So where we currently see those aging assets that would all be reclaimed as play space for the junior school. So our intent is to actually increase the play space on that area of the campus rather than put in other buildings there.

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MR PILTON: If I can just jump about a bit here. Can we talk about traffic for a second? By and large it doesn't seem to be a bit traffic problem but some of the people on Pymble Avenue said it can be absolute chaos on the street. Would you like to comment on that? Perhaps the traffic engineers might like to - have you seen any problems on Pymble Avenue?

MR HONG: Hi everyone, Sunny here, traffic engineering from Stantec on this project. (not transcribable)

40 MR PILTON: Sorry, we've lost you.

MR HONG: Can everyone hear me?

MR PILTON: We can hear you now, yes.

MR HONG: So, yes, we are aware of the traffic concerns along Pymble Avenue. We have had consultations with residents as well and we have been informed by the college too. We do understand that it's an ongoing issue that the college is working collaboratively with council to try and find a resolution. We do understand that sometimes there are illegal parking and there are some safety concerns as well but I think we're just recognising, as part of our SSDA, is that this ELC and GHP is not going to have an adverse impact on those existing conditions along Pymble Avenue.

MR STEWART: Adrian, it's Allan speaking. Just to reiterate, we know that Grey House Walk offers a great opportunity for students to access. On average it's around 115 that we see and that's predominately in the morning, it's very dispersed in the afternoon. To Sunny's point, we have worked with rangers and local authorities and as well as educating our families. Some of their concerns is obviously turning into driveways and then coming back out across the road and that's a bit of a concern. Pymble Avenue is also a road that most of the West Pymble area would actually take to drive up to the station as well, so it also adds to the flow through that area. We've talked about working with the council on footpaths on the college side of Pymble Avenue. There is a footpath on the other side of Pymble Avenue and part of the thing that we were trying to explore with the council when we talked to them is maybe a few houses down from the actual entrance of the footpath, there's a way that we can actually set an area where they can drop there because obviously some of the neighbours' concerns is people stopping right in front of the footpath for the students to avail so we've actually been talking about a couple of those solutions as well.

MR PILTON: Thank you.

DR COAKES: Adrian, can I just jump in there if that's okay?

MR PILTON: Please.

DR COAKES: Just in terms of then the access, just a couple of questions leading back to what you were saying, Sally, about the condition B10. What proportion then - for the dance studio obviously you were saying, Kate, you have 1,400 obviously dancers within the school which is obviously quite an extensive amount but will there be - there's obviously going to be a proportion of people accessing the dance school in terms of community access to the dance school. I guess concerns about access to the dance school on that Grey House Walk, is that of concern?

MS PROWD: So, Allan, did you - - -

DR HADWEN: Our classes run after school and some before school but actually mostly after school and so our students would already be here onsite when they're engaged in dance and the community things that we tend to host at the moment, for example, with experts in residence where we might invite other groups in, tend to happen on a Saturday morning when other sport activities are occurring as well and we're obviously very aware of the conditions of the buildings, you know, the  
10 conditions of use regarding the hours of when we can use that building. I'm actually not concerned about that. I really feel like those things that are community events are well-managed for us and most of the community doesn't even know that Grey House Walk exists as far as outside of Pymble. The Pymble family knows about it but if you're coming from, you know, Ryde Public School to a Pymble dance day I think it would be unlikely they'd even know that Grey House Walk exists.

The information that you'd get from the college would be about, you know, come in, gate 3, park, walk up. So that's why I don't think that's really a concern, the dance concern. And regarding the ELC, we've kind of designed - Ali and her team have  
20 been very clever in designing the building so that there's significant stairs to get from Grey House Walk into the ELC it would not be, you know, you just wouldn't want to bring a pram that way because you can't access the lift that side. You know, it would be particularly difficult for you to bring a little-y from Grey House Walk and I know the neighbours suggested that that might be a concern for them but I just could see as a mum, like I said, having had five kids, I certainly wouldn't want to drag them up those stairs. Thank you for the question.

DR COAKES: Thanks, Kate. And just one other question. You mentioned around the - that there would be a number of places, Sally, in terms of that, you know, that  
30 condition B10, obviously in the public interest open to the community. Is that going to be a set number of places, a specific number of places that are dedicated for community use or is that just more flexible depending upon (not transcribable)?

MS PROWD: Yeah, it's more flexible. So based on what the school's given us to date they think that roughly around 40, or up to 42 people would use it internally. So, therefore, the remaining spaces would be open but obviously that depends on the take-up and you might end up with less staff and more spaces or, you know, potentially more staff but that was sort of based on their surveys, internal surveys, the rough  
40 estimate.

DR COAKES: Okay. Thank you.

DR HADWEN: I think it's fair to say there's certainly no way that internally we'll fill it.

DR COAKES: Okay. Yes.

MR PILTON: Going on about the dance studios. On the elevation facing the residences we have double doors and things, what's the idea of the double doors? The neighbours are concerned that if the doors are open, the noise will come out and apparently there's dance music, the sort of doof-doof kind of music, that is very annoying.

DR HADWEN: Nick, do you want to address that?

MS BOUNDS: So, Nick, do you want to talk to it or do you want me to jump on?

MR SOUKSAMRANE: You go for it, Ali.

MS BOUNDS: So I guess with the - as we sort of talked about it onsite most of the teaching spaces within the school, particularly through level 0 up to level 3, we've tried to maximise the opportunities for outdoor teaching environment so the opportunity to spill into the landscape as much as you can with level thresholds, for equitable access and other opportunities like that for teaching in the landscape. The idea is just to provide as much flexibility for the school for use, for other uses. So they very much understand that if you've got dance going on in there and music playing you wouldn't have the doors open. It's kind of, the opportunity is just to have those level thresholds for outdoor teaching environments that are much more instructional or students going out there and stretching, sitting in the landscape and actually having that as a breakout area for lunchtime or something if you're actually - recess areas.

So it's really, it's not about the operation of dance out on that veranda or that outdoor area, it's just about giving the school as much flexibility to use those spaces for multiple functions and to engage with the landscape as much as you can with the teaching. It's also about kind of natural ventilation to those spaces and other elements like that as well.

DR HADWEN: It's also - - -

MR SOUKSAMRANE: And so - - -

DR HADWEN: Yeah, you go, Nick.

MR SOUKSAMRANE: Sorry, I might just add to Ali's comment. So we're working very closely with an acoustic engineer on the performance of the AV in the dance studio so when there is the opportunity to open up the doors there's a sensor for the speakers to - - -

MS BOUNDS: It silences the speakers.

MR SOUKSAMRANE: Silences the speakers.

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MR PILTON: So it's an automatic system, you open the doors - - -

MR SOUKSAMRANE: Yeah, so it's a protection system.

MS BOUNDS: Yeah. Correct.

MR SOUKSAMRANE: And the doors themselves are double-glazed so they're insulated as well. So we're working very closely with acoustics on that.

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DR HADWEN: And one of the things - I'm not a dancer but I've learnt a fair bit about dance since I've been here - and one of the things I've learnt about dance is actually there's quite a bit of time where the teacher is instructing to a move, where they're learning one particular part of the movement and then the students will rehearse that movement but not to music. So there's actually quite a portion of time when they're not using music hence why we thought, well, it would be great to have the doors open and get the fresh air in. We know that's so much better for a learning environment but having those trigger switches I think is critically important because then, you know, also I don't have to worry about whether they're, you know, being noisy and whether the neighbours will be upset so hence why we designed it like that.

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MR STEWART: And I think just to reinforce Kate's point, we designed it to mitigate - because we do understand it might be a confidence question given the prior facility but it wasn't actually established anywhere to the degree that this is to actually have a proper dance facility so - - -

DR COAKES: Just jumping in there quickly. I understand there is a condition, isn't there, the Department has posed around - I think we had that a bit earlier, Adrian and Soo-Tee, around those doors being closed during classes, is that correct? Just interested in your view on that condition, Sally.

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MS PROWD: Yeah, I think that has been included as condition, yeah, of consent that they would be sort of - which is to Nick and Ali's point that there would be, the noise would be shut off if the doors are open and vice versa.

DR COAKES: Okay.

DR HADWEN: But that's an interesting point that you raise, Sherrie, thanks for picking that up because, you know, it will then preclude them from doing that work with the doors open which doesn't, you know, make a lot of practical sense to me, if  
10 you know what I mean. If they're doing that quiet work where they're practicing steps and so on. Happy to leave it there but, you know, just it's a good pick-up on your part.

MR PILTON: So just while we're talking about noise. It's obviously going to be a big issue during the construction period. You may not be able to answer this, it's probably a question for the builders, but what about restriction of hours for heavy machinery and so on and what is the sort of geotechnical condition there, is it all soil, is there any stone under there that needs to be, you know, blasted out or whatever?

MR STEWART: On the geotech assessments we know that a bulk of it is actually soft  
20 soil so we did a number of boreholes in the particular area so we're not expecting that there will be major cutting through stone to actually get into that particular location. That was one of the big things we actually tested. To your point, Adrian, we obviously don't have the construction methodology worked out but we have set some principles in play for it in terms of obviously hoarding to the right levels around the boundary to assist with that noise management. Obviously the way the builders will come in and come out through tunnels, et cetera, and also too the timing of the movements of activities through the day which for us, given traffic and getting our students in safely, would be after 8.30, for example, and obviously be completed  
30 before 2.30 to enable those safe truck movements during the day, et cetera.

DR HADWEN: Nemesio, do you want to respond to that as a civil engineer from TTW?

MR BIANSON: Yeah, sure. Yeah, I'm a civil engineer, I'm not a builder but, yeah, involved in the industry obviously. So for noise during construction it will be controlled by three mitigating measures. The first one would be equipment control, which will be incorporated within the contractor's construction management plan. This will address the mitigations such as management of truck movements which will reduce issues associated with reversing vehicles, engine noise and construction  
40 techniques to reduce noise to an acceptable level. The second measure is to limit the construction hours, as Allan pointed out. I'm not going to expand more on that one.

The third measure is the installation of acoustic barriers, as Allan said, which state the builders to install like a 2.4 metre high wall barrier at the property boundary as a minimum and also a - what do you call it - a noise monitoring equipment that can be installed in accordance with Australian Standard and EPA's construction noise guideline to ensure the noise levels are not excessive and compliant with the noise criterion. So there is a quantitative criterion that needs to be met to ensure, you know, the noise are maintained to acceptable level. Yes.

10 MR PILTON: Okay. Thank you. Could I just move to the landscape architects? I have seen a plan but haven't been able to get into the drawings in total detail yet but would you like to explain the landscape concept in big picture terms, as it were, for the canopy and then the lower storeys?

MS KHAN: Yep. Sure. I can step in there. So essentially this ties into our master plan work as well which is what Simon Bond, my colleague, has been more focused on and so the idea of, we've got these different typologies across the school and so Grey House Precinct sort of sits in this almost transitional zone where it ties between the formal height, the junior school and the wild edge that we've got. So essentially that's how the design works and steps through the different levels of the school. So you come in at the main entry point which ties into Goodlet House so it's that whole sort of heritage asset and formal hut. So the landscape very much represents that kind of design, the planting matches very much to that typology.

The arrangement of the sort of more of a formal sort of direct lines looking at access, looking at the kind of outdoor spaces that we're providing for any of the classrooms that actually comes out on that same level and then you tie in through the centre of the school as you come through into the Grey House Precinct and so you've got that opportunity where at that same level you go around to the dance studios and that starts a link towards the wild edge that we've got. And again that wild edge is working to function as a screening aspect between the school and the neighbours. It's also looking at bringing back in some of the Sydney Blue Gum High Forest species which currently in the BDAR report was shown as being as quite low quality at the moment. So we're really looking to amp that up and create this wild edge across there and link to the ecological aspects of the site.

Having these is also educational opportunities all along through there and this very much all along that wild edge, as we're stepping down the landscape, this is where we're getting the reading of the connection to country which we worked through with Uncle Laurie Benson and so the idea is - yeah, if we just jump to this slide. So the ideas of sort of journey through the landscape and these tracks that follow through and



the idea is that this could actually become a bit of a walking tour through the landscape as you come down to the lower levels and then down to the OSHC play space.

10 So there's quite a lot of different functions to these spaces that tie into all the different sort of classroom functions but then also have an overarching sort of theme through and really tie all the levels together and again the ELC very much is tied in with a very natural aesthetic and really integrating that idea of learning of the environment as the educator. So, yeah, really looking at making it quite a fun and playful and naturalist landscape through there while tying into the formal heart towards the school side towards Goodlet House.

MR PILTON: Thank you.

DR COAKES: Alia, just a quick question on that. The council has raised an issue around that, whether there's sufficient space and setback from structures for the establishment, long term, I guess, establishment of those canopy trees. Can I just get your view on that please?

20 MS KHAN: Yeah. So from the original SSDA plan that we had issued there was a bit more of a minimal space there and we've really worked to pull that out so we minimise the amount of dance spill-out space that there was. So we're getting around six metres width all along that and essentially that's all on grade, so that's - like it's a whole trench that allows for ensuring there's enough soil depth and space for those trees. So that's all the way along the edge from the dance studio. So we really did push that back to ensure that we've got more space to get adequate planting through there.

DR COAKES: Okay. Thanks.

30

MR PILTON: Can I just - while we're talking about landscape just raise the question of the treatment along the boundary. I'm looking at the architect drawings, drawing number - it's a big long drawing number, it's CTAA02 which is east elevation and west elevation. I don't know if you've got them, it might be a silly question if you haven't got access but I can't reconcile the east elevation with the plans. I mean, there is, for example, supposedly a maintenance road along the boundary but on that we seem to have a 45 degree slope going back up towards the outdoor play area, if you're with me.

40 MS KHAN: So if we talk from the boundary, we've got the fence line and then we've got about a metre offset where we're looking to get some significant hedge plants

through there. Then we've got a three-metre maintenance road that comes along the edge and then we've got about, as I said, around the six-metre sort of planting bed which does have to mitigate the level differences. We've got the maintenance road that's coming down at around 1 in 8 and then we've got these planting beds that sort of - some of them actually end up being the same level as the dance spill-out area and then some of them start to kind of taper downwards and terrace walls.

10 So it's a very complex site because we've got huge level differences from the top down to the bottom. So it's all about mitigating those level differences between the maintenance road, between the Grey House Precinct levels and then while we're also going across the bottom of that wild edge. So essentially we've tried to terrace it down as much as possible and really soften that edge and get planting through wherever we can.

MR PILTON: I think I'll have to look at that in more detail.

MS KHAN: We do - - -

20 MR PILTON: Perhaps the architects could look at their drawing and amend it if appropriate.

MS KHAN: We do have a lot of landscape sections that were part of the SSDA submission as well. So that looks to try to look at the different sections along there. So, yeah, it is quite a complex area but we've done some in-depth studies through there.

MR PILTON: Okay. I'm not sure that we've got those drawings.

30 MR JAMES: I can do a review.

MR PILTON: Yeah. Brad, if you could check those please. Thank you very much.

DR HADWEN: And, Brad, will you let us know if Alia needs to provide something form the architect's perspective?

MR JAMES: Yes. I'll be in contact if there's anything in writing.

DR HADWEN: Thank you. Thank you.

40 MR PILTON: We talked the other day on site about having a 3D model available. Do you have that, Ali? Can we show that up?

MS BOUNDS: I might get Nick to - - -

MR PILTON: Because I'm really having problems getting my mind around how all this stuff steps down and relates to the adjoining residences. If you can give us a view from the east, I guess.

MS BOUNDS: From the east, yep. Nick, are you okay to share?

10 MR SOUKSAMRANE: I am. Would you like me to do the Enscape?

MS BOUNDS: Yeah, why don't you just jump into the Enscape if you can.

MR SOUKSAMRANE: Okay. Yep. So just bear with me. Set from the east. Okay. So it's just to preface that this is just a working model.

MR PILTON: Yes, that's okay. I understand.

MR SOUKSAMRANE: So - - -

20

MR PILTON: Are you able to swing it sort of around a little bit? Yes, that way. That's it, lovely, thank you.

MR SOUKSAMRANE: So we've turned off all the landscape elements, particularly the planting and the trees, otherwise you don't see much of the building itself. So just talking through, the ground floor here is the OSHC with the undercover space and then three levels of junior school home bases with the health being on the top floor.

30 MR PILTON: And then you've got sort of a garden bed on top of that second bay to the left from the right of level 2

MR SOUKSAMRANE: This area here.

MR PILTON: Level 1, sorry.

MS BOUNDS: Yes. Yes, we do. Got planters on - and to the rooftop of that canopy.

40 MR PILTON: Okay. Yes. So as I work it out those - the little cubby houses or whatever they are, as I work it out they're about sort of seven metres from the face of that 57A building that the house - - -

MS BOUNDS: The little cubbies, yes, they're in the landscape, those little landscape elements, yes.

MR PILTON: Okay. Can we keep going around?

MS BOUNDS: So you can see here the landscape actually sort of berms and creates a bit of a barrier outside the dance - so that's the dance space you can see there with those doors and then the third dance studio is actually embedded and doesn't really, doesn't have as much operability to the outside.

10

MR PILTON: So what are those buildings on top of the podium there?

MS BOUNDS: They're just little - they're just little landscape cubbies again. They're little - it's just a little storage shed.

MS KHAN: Yeah, (not transcribable) Yeah, integrated storage and playhouse.

MR SOUKSAMRANE: The ELC.

20 MR PILTON: It's very big. Well, it looks to be pretty big anyway. Can we go up a level - - -

MR SOUKSAMRANE: Yep.

MR PILTON: - - - and look down on that space.

MR SOUKSAMRANE: Yep.

MR PILTON: Thank you. Okay. Much easier to understand now.

30

DR COAKES: Yes, it is.

MS BOUNDS: So you can see there's a series of ramps that have been incorporated in around the edge of the ELC as well and then to transition the levels and there's an access point to the north side of it that allows you to come out. Through there, exactly. And then the two-storey form relating to the Goodlet House side.

MR PILTON: Yes.

40 MS BOUNDS: So that's the spot we were standing outside the aquatic centre.

MR SOUKAMRANE: Sorry.

MR STEWART: We're in the pool now.

MR PILTON: It's like a computer game.

MS BOUNDS: Very tricky to navigate live. As you can appreciate it's got a lot of content inside it so it's - - -

10 MR PILTON: I understand. It's okay.

MR SOUKSAMRANE: We've also prepared a video with the trees and planting which we can show but I think this gives quite a clear view.

MR PILTON: Maybe if you can send it to Brad or something, or Geoff, that would be good.

20 MS BOUNDS: So that's the main, the sort of main entry, the front door and again you can see the kind of teaching spaces that spill out from 5 and 6, Year 5 and 6 which is the recessed floor which again came from part of the commentary from the State Design Review Panel about articulating the upper building a little bit more, that the floor that's sort of shown almost black is recessed in and the - there's an awning and then there's a planter edge that wraps around below it that actually is green. So there's lots and lots of landscaping built into the building itself. The other thing that's turned off that you can't see is that the rooftop of that two-storey form that faces Goodlet House is actually planted as well. So it's got a green roof which provides sustainability benefits but also sort of softens the building form as well. Same with the atrium actually. The atrium also has a whole of planting incorporated to soften that.

30 DR COAKES: Ali and Nick, would you mind just taking us the other side. You mentioned at the beginning, you know, the awning and the roof and in terms of that privacy glass. Can you just zip us around the other side again if you don't mind.

MR SOUKSAMRANE: Yep. No problem. So - - -

DR COAKES: And just talk to that, Ali, if you don't mind, those - or Nick, to those aspects.

40 MS BOUNDS: Yeah. Sure. So that canopy roof you can see that Nick's about to walk us under, is planted on top of - it's got planting on top of it and this is really just providing a sheltered space to those Years 5 and 6 classrooms. It also obscures from

level 3 up above, you can't actually see past it when you're inside the classroom up here so when you're looking out it forms a kind of, it lifts your eyeline in that you can't see past it so it becomes a planted space. You can also see in the façade here - so when you're looking out this window there's baffles or battens on the façade, those fins and those fins also essentially limit the aperture of the way that you can look out of the window. So they are providing an element of framing but more than anything they're there for sort of solar benefits as well.

10 Particularly on the north we also incorporated a shelf angle that allows you to, that minimises solar into the space as well from a shading perspective so that the school doesn't have to put blinds down all the time and there is two - the other thing is the two picture windows. So there you can see that window that Nick is kind of hovering in front of now it has a barrier up to the 900 high which means that you actually can't come directly up to the façade at that lower point and again for, you know, little children that's actually quite high. It's also got an interlayer within the glass itself so it's got a metal interlayer and the interlayer means that it's also somewhat obscured when you're looking through it as well and we do have samples of that, images of that but it's providing screening within those windows and that's again for a solar reason  
20 look out.

One of the things we did note from the suggestions in the commentary from EPA was that perhaps to actually opaque those ones or the picture windows and I think from the perspective of the sense of, or sort of a perceived overlooking from those picture windows there would be an opportunity to replace those with the standard batten façade, baffle façade rather than - but one of the main reasons that we incorporated these picture windows was really to kind of provide articulation in the façade and break it down so that it wasn't so unified or so homogenous and there was a lot of work that had gone through with the State Design Review Panel around incorporating  
30 that sort of shadow recess, the awning that provides again more articulation on the façade. That, that floor was stepped in and reduced in area as well as the top floor reducing in area to set back to the north-east and incorporating more planting to the rooftop there.

So the picture windows were again another tool to articulate this elevation but that articulation really is seen most from this boundary side. So in terms of the perceived sense of overlooking rather than an actual overlooking opportunity from those windows, I think that the school would also consider changing those picture windows to be a batten system so it was consistent with the rest of the façade but it was part of  
40 the, as I said, was part of the commentary around articulating it further. Another move that was also done was actually the recess to the atrium. So you can see that scallop to

the atrium had been shallower originally and we pulled that right in to really articulate that form as well to break down that elevation and give it the sense of it sort of being two forms rather than a continuous form.

DR COAKES: Okay. Thank you.

MR JAMES: Ali, do you mind taking us down just to the property boundary and looking, I guess, upwards which would be north-west, I believe?

10 MR SOUKSAMRANE: North-west.

MS BOUNDS: I think you need to go down to - the site topography is not turned on of the neighbours because it really does clunk so the model gets very heavy.

MR SOUKSAMRANE: So the edge of the site here is where the boundary line is so - and there you go. That's probably eye height.

MR PILTON: Can I ask what might be a stupid question or a very naïve question but why didn't you consider pushing the building a bit closer towards Goodlet House to  
20 reduce the effect on neighbours?

MS BOUNDS: So we did look at, we looked at lots of orientations for the building, lots of ways to move it forward and really we, that form to the east is a consistent stack. There's reasons around getting the lift down and other bits and pieces, we looked at trying to keep that a continuous or consistent block. We did push it further - as far forward as we could've moved it forward a number of times but it starts to encroach quite a lot on Goodlet House on the western side as well, if you get much closer. Part of the other reason is it's orientation at the moment is such that we tested actually moving that top level forward and dropping it down and it really doesn't -  
30 from an overshadowing perspective doesn't have a lot of impact at all.

So the benefits of that in terms of the actual overshadowing or scale of the building to the neighbours really were very minimal. So there was a lot of testing that was done in terms of that analysis around how much we could move and articulate this building but I think there's sort of no getting around the fact that there's quite a lot of teaching space that is trying to be achieved within this space and we did a lot of things like recessing the dance as far as we can underground. It comes very close to the gymnasium here, it's essentially underneath you right now so really tried to recess or conceal as much of the building excavated into the earth, at quite a challenge to the  
40 school. So those were the sort of main tools that we did.

DR HADWEN: Ali, just we also considered that's where our assemblies happen in that gym, that's the only space we have and so, you know, we've got sort of 1,500 students heading to that one venue in a short period of time and so that access road or that access point, the stairs in between Grey House Precinct and Goodlet, you know, we sort of need that space to get, that's where all of our large events happen at the college.

MR STEWART: Nick, is it worth just showing that pathway because the gap is really only road width between Goodlet and the Grey House Precinct.

10

MS BOUNDS: So this is obviously the model with the landscape turned on. It's a video we recorded of it to try to control it. So it's a limited, there's limited kind of control that you can have here but, yeah, that's the - you can't fly around anymore, I guess, in terms of controlling the view but this is the aquatic centre on the right-hand side as you can see there.

MR SOUKSAMRANE: Sorry, the trees are very indicative here but, no, sorry, Allan, we don't actually - - -

20 MR STEWART: It's okay. I was just going to say it's only really - if we remember the tour, it's only really the road width to the building.

MS BOUNDS: Just here. Yeah, just there exactly. So we've brought that portion of the building right back and then without getting, sort of encroaching on the access of also emergency vehicles and other bits and pieces that have to come through that zone.

30 MS HADWEN: We did move it a long way back, Ali, you know, when we were testing visibility and sightlines and we did a lot of modelling around if we did pull it back how would that impact on the sightlines, et cetera. So we certainly have all of that, Ali, I'm sure we're happy to - you know, very happy to hand that to you when we - you've probably already got it. Is that right, Ali?

MS BOUNDS: The State Design Review Panel - also we looked at a number of massing options and went right back to kind of demonstrating all of the master plan massings that were produced in the beginning and how that was refined and tightened up to respond to those comments. So we can include that, definitely.

40 MR CHEONG: Just further to Adrian's question about pushing back towards Goodlet House. What I'm thinking of is whether that top section could be moved forwards, not the whole building but the top section of the structure to be closer to Goodlet House.



MS BOUNDS: So there was an opportunity, that was something that we, there was an option that we tested where we pushed some more mass onto the two-storey element that's above Goodlet House but there are challenges in terms of the fire egress for the building and getting sort of safe path of travel out of the building. The building is designed to be incredibly efficient with the circulation to minimise the area within the building and utilise that atrium space as a way of evacuating through the building. So when you move the mass forward really you actually end up with extended travel distances on that top floor and we end up having to incorporate another stair which becomes quite difficult as well and takes up more area and had quite a bit planning implication within the building.

So that was one of the things that we tested and looked at and really it's trying, sort of, in essence, trying to move the mass from that western side was what we were - sorry - the eastern side to the west but as we said, the fire stair basically ends up having to come up and you, and that has an impact on that top level anyway. So that is one of the tests that was included in the State Design Review Panel pack and you can see that you end up with a fire stair still coming up on that eastern side which still has a kind of scale and impact to that eastern side of the building. So again we can include that in the pack but it really still had an impact that was in the discussions around the design, still sort of the same as what the current proposal is at the moment and we really felt that pushing back that eastern, the eastern top floor as much as we could to provide some extra planting was a good way of articulating that top floor as much as we could without impacting planning and the teaching spaces.

MR CHEONG: But a stair is something that is smaller part of a whole element not as compared to the whole two or three floor of the top building.

MS BOUNDS: Yes. I mean, there's the, I guess, there was, there's opportunities to take area out of the building but that had, you know, implications for the school in terms of - as sort of Kate spoke to earlier at the beginning of the presentation - the need for all of the spaces within it. We really did squeeze it as much as we could without impacting those teaching spaces. So I think once you started to get into the world of moving that top floor, a lot of that mass from the top floor out of there it really, it comes down to actually impacting what's able to be provided in the building and the functionality of that and that, I guess, was a greater question and through the process that we went through with the State Design Review Panel which was a lot of interrogation of options and opportunities we felt that this was responding to the concerns and they certainly supported the design evolution in responding to those concerns to mitigate bulk and scale whilst maintaining the operation necessary for the school to function within that brief.

DR COAKES: Ali, I think it would be really valuable for us to understand that, that decision-making process. Brad, I don't know if that's - I think it would be - I know myself it would be helpful to understand those, that process and as you said, some of that earlier modelling that's been done and that doesn't make a massive difference to that overshadowing.

MS BOUNDS: Sure.

10 DR COAKES: I mean, as you would appreciate, you know, the project does have the potential to impact socially on those two residences quite significantly. There is a social impact, there will be an impact to the way they use their properties given living areas, they've got living areas on that side and so forth. So it's really important that we understand that, those steps, I guess, and what those differences have made to - - -

MR PILTON: I might also add at that stage, you've modelled all those sort of shadow diagrams for the building and so on, have you even thought about the shadow effects of the trees? Those are large evergreen trees all the way along the boundary which will have substantial shadow when they're mature.

20 DR COAKES: So has there been any assessment of both of those compounded?

MS BOUNDS: There's definitely been an assessment of the building shadows, the landscape shadows. The tree shadowing is a consideration and has been incorporated in those models as well and can be - I guess, we can demonstrate that too but there are existing trees there as well and so, you know, the benefits of having screening and providing a sort of biodiversity layer was something that we felt was - - -

DEPUTY PRESIDENT: But they're deciduous trees.

30 DR HADWEN: We're very happy to - you know, we have been working with the neighbours regarding selection of materials and things regarding planting and we're really happy to go back to them and have that conversation with them. I don't think - the college is trying to find an outcome that supports what we can possibly do to help the neighbours so we're, you know, we're really happy to go back, Adrian, and have a conversation with them and say, hey if you don't want big trees there then, you know, we can do something different there.

MR PILTON: Yes, I can say they're pretty well concerned by the effects of the trees and leaves dropping into their swimming pools and all that kind of stuff.

40

DR HADWEN: We can certainly put smaller planting there.

MR PILTON: Perhaps - I don't think roots will be a problem but some of them seem to think that roots might be a problem.

DR HADWEN: Okay. Thanks for letting us know. Appreciate it.

MR PILTON: Yes. I don't have any other questions. Soo-Tee?

10 MR CHEONG: Just a question about the needs of the school. I think Kate outlined the need of the new building. I would like to understand how you arrive at the functional and spatial requirements which resulted in the proposed building. For example, you've got, at the moment you have a dance studio and in your proposal you've got six dance studios and you have three floor for junior school, is that to substitute the junior school at present to be demolished in the future?

20 DR HADWEN: So we actually only have one dance studio and all of the other spaces where our dancers are, are not dance studios. So they're locking up other places in the college which is very problematic for us, it's really difficult for us to host things in the college or have other activities in those spaces and so the image that you see at the bottom left is actually a hall space that needs to be converted into a dance studio and then everything pulled up again every time something else happens and then that flooring put back down and the mirrors. So we only actually have one dance studio in the whole college and then they're using classrooms and other spaces that are really inappropriate and do, you know, do actually add to the risk of injury because the flooring's inappropriate in those spaces.

30 So that's a very pressing need for the college and six dance studios simply caters for our current program and as I was sort of saying on Tuesday, the intent of the college is not to grow, you know, we're not in this so that we can grow dramatically. What we're trying to do is make sure that we are sensible about the facilities that we offer our students and that they are acceptable and I feel all of those spaces that are being replaced are very unacceptable for a whole host of reasons and most of them to do with health, the health and wellbeing of the students. So that's my predominant concern with the junior school. We do need to have those buildings replaced in the future and it does need to be in that junior school zone.

40 It obviously would be not practicable to have those buildings not near the junior school. So they have to be in that zone and our idea to combine that into that one area was that the students do, as I kind of mentioned, move around the college, so they start at kindergarten and they move around the college in their journey. It means, for example, that the Year 5 and 6's have better integration with our Year 7's and 8's who

are, you know, just around the other corner. So when we look at how they progress from junior school into secondary school, and actually this is, my PhD was in this area, around how young people journey from junior schools into middle schools and I absolutely know that the physical placement of their spaces makes a big difference as to how they feel connected when they head into their secondary schooling.

10 So that was a part of the thinking as well but I can appreciate why you're trying to understand how we came up with a building with all of these different functions. It's not normal, you know, most schools would build classrooms or build a dance area but there was a need for all of those things and geographically it was the right place on our campus so that we could link them into the sport precinct as well and into the boarding precinct, as you heard regarding the health centre, in particular.

MR PILTON: What are those aging school assets up at the sort of top left of that drawing off Avon Road?

DR HADWEN: Yes. Yes. They are - - -

20 MR PILTON: Are those houses?

DR HADWEN: Where I'm sitting now. So that's our reception building, it used to be our library and now it's our reception building and it's secondary teaching spaces up the top there. So in that zone - that's a good image actually - in that zone you'll see where the top image, top part is where reception is, that's kind of where the students journey to in Year 12, so heading out of the college. So you can see they kind of come in at kindergarten at the bottom right-hand side, move around in Years 5 and 6 where our new development is proposed and then along to where L is at the moment which is 7 and 8 and then 9, 10, 11, 12 on the other side.

30 MR PILTON: I meant the two buildings that are in the top left-hand corner of that drawings. Yeah, those.

DR HADWEN: Oh, okay. They're houses that the school owns and we have residents in them. So they're separate, they're separate lots. Whilst they're owned by the college they're separate lots at the moment, they haven't been amalgamated into the campus yet.

MR PILTON: But that's a possibility for future buildings?

40 DR HADWEN: For the future, yes, but it's outside of our teaching zone. So if you'll see the zone that's sectioned off there, what we've done is look at that and go, we

really feel that within the timetable the students can walk potentially 250 metres maximum between classes. So once we start to get to build outside of those zones and you look at, you know, period 1, period 2, period 3 we lose a lot of time in travel time because the campus is so large and so we're trying to keep the academic spaces within that zone as much as we practicably can. Well, full stop. We're trying to keep the academic spaces in there.

MR PILTON: Thank you. Sherrie, do you have any questions?

10 DR COAKES: No, no, thank you, Adrian. I think I'm fine.

MR PILTON: In that case - - -

MR JAMES: Adrian, do you mind if I raise one point?

MR PILTON: Thank you very much everybody. I won't thank you all individually but we have a lot to consider. Thank you for all the presentations today.

20 DR HADWEN: Thank you everybody for your time. I really appreciate your attendance today. Thank you.

**MEETING CONCLUDED**

**[12.08pm]**