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O/N H-1028354

**INDEPENDENT PLANNING COMMISSION**

**MEETING WITH DEPARTMENT OF PLANNING AND ENVIRONMENT**

**RE: STEVENSON LIBRARY BUILDING, THE SCOTS COLLEGE**

**PANEL:** **DR PETER WILLIAMS**  
**CAROL AUSTIN**  
**SOO-TEE CHEONG**

**ASSISTING PANEL:** **OLIVIA HIRST**

**DEPARTMENT OF  
PLANNING AND  
ENVIRONMENT:** **KAREN HARRAGON**  
**SCOTT HAY**

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

**DATE:** **9.09 AM, WEDNESDAY, 5 JUNE 2019**

DR P. WILLIAMS: Good morning, and welcome. Before we begin I would like to acknowledge the traditional owners of the land on which we meet, the Gadigal People. I would also like to pay my respects to their Elders, past and present, and the Elders from other communities who may be here today. Welcome to the meeting.

5 The Presbyterian Church New South Wales Property Trust, the applicant, is seeking approval for alterations and additions to the existing Stevenson Library Building in the Woollahra local-governed area.

My name is Peter Williams and I am the chair of this IPC panel. Joining me are fellow Commissioners Carol Austin and Soo Tee Cheong, as well as Olivia Hirst from the Commission secretariat. The other attendees of the meeting are Karen Harragon and Scott Hay, representing the Department of Planning and Environment. In the interest of openness and transparency, and to ensure the full capture of information, today's meeting is being recorded and a full transcript will be produced and made available on the Commission's website.

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This meeting is one part of the Commission's decision making process. It is taking place at the preliminary stage of this process and will form one of several sources of information upon which the Commission will base its decision. It's important for the Commissioners to ask questions of attendees and to clarify issues whenever we consider it appropriate. If you are asked a question and are not in a position to answer 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.

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I request that all members here today 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. So we will now begin. So, Karen and Scott, if it's okay we will get you to go through the presentation and – and your advising, and Soo Tee and Carol and myself may have questions during that time if that's okay, but I'm sure we will also have some other questions for you at the end of your presentation. Thank you.

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MS K. HARRAGON: Okay. My name is Karen Harragon. I'm the Director of Social and Other Assessments from the Department of Planning and Environment. I have with me today Scott Hay, who can introduce himself as well.

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MR S. HAY: Hi. I'm Scott Hay from the Department of Planning and Environment.

MS HARRAGON: And Scott was the primary author of the report, and I am one of the signatories to the report. So the presentation that we're going to talk to you today will be fairly short, because it is a fairly confined location for this project, and it's also a project that unlike others we actually have a good concept of where it will be because it's alterations and additions to an existing building.

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So, the site is that of the Scots College. The school has been operating on that site for a substantial number of years, and I will go into the history of the school a little bit later when we're talking about the context of the site and its relationship to cultural significance. If you'd like to go to page 1 of the set of enlarged photographs that we've sent – given you, we're just going to help define where the project boundary is.

So the school operates from two precincts at its location, so this particular facility is located within the east precinct, which is the senior school, also referred to as the middle school. The west precinct which is shown on that map is the junior school. You also see a reference to Tintern House – hopefully my pronunciation is correct – and that is the Principal's residence. So each of those have been occupied for varying times, and they're detailed inside of the – the heritage assessment.

So the application is for major alterations and additions to the existing Stevenson Library Building. The current building is actually a brutalist architectural style, and again we will talk about that a little bit later in terms of the design elements of the new construction. The proposal seeks to remove substantial amounts of the existing fabric, in terms of the external façade, whereas – however, the existing concrete slabs of the building will remain. The works will be undertaken to not only change the façade but to also increase the building by an additional storey and bring forward a range of additional architectural elements which are more reflective of the – the style that is the – sorry, I'm just – baronial style, which is reflective of the Scottish history at this side.

So, we will also talk about some other architectural styles that are represented on the land, and they actually do also have a relationship with the cultural use of the land as well, so we will take you through that. Some of the alterations and additions will facilitate the accessibility improvements to the facility. At the moment there is no internal lift, so there are only stairs between each of the levels, and the works will also include a major fit out which will allow significant improvements to be made in terms of the actual functionality of the building, and allow it to be brought forward I guess into a more modern teaching environment.

I will, however, stress that this building does not seek approval for additional teaching spaces, it seeks to enhance the qualities that are already at the school in terms of their teaching spaces. There is a number of references throughout the document that no approval is sought for staff or student number changes. The EIS is quite transparent in acknowledging that their current student numbers are above the limits imposed by the council, and the – the council and the applicant are currently negotiating with regards to some pre-lodgement work in relation to having a master plan application lodged through the council at this stage.

So that is a parallel activity which is underway and which is reinforced through some of the commentary provided by the applicant and also confirmed by the council, in terms of the ongoing nature of those activities, which all relate to a master plan and

separate development applications relating to car parking. We can answer a little bit more about what we do know about that.

5 So, the proposal will have 418 construction jobs and has a CIB of 28.8 million, and represents significant development because of that – that CIB. So if we just want to quickly talk about submissions, just so that we can get an understanding about the community’s relationship with this side and their – their concerns, and then we can then move through some of the issues discussion.

10 So, we’ve received a total of 60 submissions: 52 of those were from the – the public. The majority of those did oppose the project. The issues that were brought forward from those issues, though, are primarily related to the impacts of the current operation of the school, in terms of how they manage traffic, and also how that relationship moves forward in terms of construction related traffic activity.

15 We have also had a small number of submissions that raise views, although that is not a dominant element that’s been forward – been brought forward by the submissions. Equally so, council’s comments are related to confirmation and certainty that they’re looking for that this proposal will not in some way allow there to be support for the noncompliant student numbers, and their final comments on the  
20 proposal were in relation to a series of conditions rather than outstanding issues. They’ve also made quite specific comments about the architecture of the building. They, in their opinion, believe the current building is not a positive contribution to the heritage of the site, and they also believe that the alterations to it they have no  
25 objection to.

So probably also handy to talk about here is that the Heritage Council also raise some early issues about better understanding the architectural style that was being put forward, and sought some additional advice about the level of detailing. That has  
30 been responded to by the applicant, including a detailed submission from Dr Disley who is a Scottish baronial expert and has provided quite a detailed report.

It would appear that he has been involved through the start of this project, and has provided input into the development of this final outcome which was the one that  
35 was lodged with us. We might just look through some of the photos, again just to get a better understanding. So diagram 2 shows you the relationship of the existing Stevenson Library Building, which is orientated to the oval. And it might be worth noting the Aspinall House building, which is to the rear, which is Italianate.

40 MR HAY: Italianate.

MS HARRAGON: Thank you, Scott. He’s going to correct all of my architectural styles. So Aspinall House is actually oriented to the – the road, so they’ve actually sort of got their backs to each other. You will – you will note when we go to talk  
45 further about the context of the Stevenson Library Building, the oval is a very much a – the centre of activity at the school. It’s – it’s part of the cultural identity to the

school. There are photos going back to 1915 about the relationship of the oval and the activities that are on it, and it's very much I guess the centre of life at the school.

5 So, the senior school main building which is located to the left on that is also an architectural style. Both Aspinall House and the senior school building are recognised as having high design qualities and were leading architects of their time when those buildings were built. Equally so, I guess there are elements of the brutalist Stevenson Building that many would also recognise as having, you know, high design standards for that particular architecture.

10 However, it would appear from the majority of professional inputs that we've received from the Heritage Council, also from the Office of Environment and Heritage, from the applicant's heritage consultants as well as the council, there would appear to be a degree of consensus that that particular brutalist style detracts from the heritage setting of this site. So the site is heritage listed on the local register. It does not have a listing sheet. It obviously was not prepared at the time that it was listed. It is apparent that the relationship with the heritage significance relates to its cultural use, and the applicant's heritage consultant has provided an overview of what those elements would be relating to the original use of the site.

20 The school actually started operation there in the late 1800's, and it wasn't until the Presbyterian Church purchased it, even though they were already operating at the school, that the financial relationship with the land commenced, but it did go back to the late – 1885, I think. Yes, I think it was about that period. So, I will take you to page 3 of that bundle. So this just gives an overview of the roof of the building. It actually sits in the same footprint of the existing building. It is very much an external façade and an uplift of the finished levels of the building, rather than a change of the footprints.

30 The relationship with the oval again is – is quite important. There are interconnections to the existing Aspinall House, and as I mentioned before it's also going to be providing accessible access, as well as toilet facilities that are no longer – are not currently provided in the building. So if I can take you to page 4, I just want to talk to you at the moment about the elements of council's LAP, which has a height limit under it. So the existing building is already noncompliant, so that yellow represents the exceedance of the high limit from the – the council's LAP map.

40 So what I might also just bring to your attention is that the ESEPP allows for consideration to be given for noncompliance with council's provisions, and so I've actually placed in the back of your bundles an extract of clause 42, just to give you a statutory understanding of the – as a consent authority, the considerations that you're able to give that your contraventions to a standard are actually - - -

45 MR HAY: That one is actually only in the binder.

MS HARRAGON: Only in the binder. Sorry.

MS C. AUSTIN: Yes

DR WILLIAMS: Yes.

5 MS HARRAGON: Yes. That is clause 22. So the next page, which is page 5, is the  
proposed building, showing the non-complianaries as well. So the building seeks to  
add an additional level. So it's apparent that that non-compliance, that exceedance,  
will be increased. The applicant has addressed that in their submission. We're also  
10 satisfied that the objectives of the Standard are still supported by this proposal, even  
though it's non-compliant. It is well set back from the road. It also has minimal  
impact on view lines, which we will take you to in a moment, and we would support  
the request for the variation.

15 MR S. CHEONG: How many metres more than the existing brutalist buildings?

MR HAY: It's 4.12 metres.

MR CHEONG: 4.1.

20 DR WILLIAMS: Yes. That's right. Yes, yes, yes. And council's current height  
control in the LEP I think is 9.5 metres.

MR HAY: Yes.

25 DR WILLIAMS: Yes.

MR CHEONG: From ground level?

30 DR WILLIAMS: Yes. Yes.

MS HARRAGON: Yes. And, obviously, I would imagine it has probably as its  
primary focus the levels of the residential. It's exactly the same map.

35 MR HAY: Yes. So council's controls were brought into place after this building  
- - -

MS HARRAGON: Yes.

40 MR HAY: - - - had been constructed.

MS HARRAGON: Yes. So it doesn't recognise the difference between what is  
delivered on this site as compared to the residential area in the locality. And I would  
suggest that that height limit may be one that delivers the outcome of the locality  
setting rather than this site's setting.

45 DR WILLIAMS: Sorry. Just at this point, correct me if I'm wrong but, the building  
as proposed will still be just slightly lower than Aspinall House.

MR HAY: Correct.

DR WILLIAMS: At its highest point Aspinall House is still – will still be a higher building?

5 MR HAY: Yes.

MS HARRAGON: Yes.

10 DR WILLIAMS: Right.

MS HARRAGON: The side elevation, which we can take you to – and in fact now might be a good time although it doesn't give you that side view. If you would like to go to the bundle, which is JCA Architects, which I'm going to take you to a little bit later when we're talking about design. It actually has some good imagery. And I

15 might take you to page 3 of that. Although it doesn't quite answer. You can see just – you can see the current library.

MS AUSTIN: Yes.

20 MS HARRAGON: You can see Aspinall to the side.

DR WILLIAMS: Yes.

25 MS HARRAGON: You can see in figure 3, Aspinall House is orientated towards the road. The rear of Aspinall House is where it relates to the brutalist building at the moment. And, actually, figure 4 also gives you a good understanding of where Aspinall House is actually sitting on a much higher bench.

30 MS AUSTIN: Yes.

MS HARRAGON: And the current service and library finished floor level, which obviously has been retained by this proposal is quite deeply trenched into the site.

35 MS AUSTIN: That's - - -

MR CHEONG: That's a positive thing.

MS HARRAGON: Because yes. Because even when you're out there it would be –

40 it's a challenge to see those views without obviously the assistance of the drone images here.

DR WILLIAMS: Yes.

45 MS HARRAGON: So - - -

DR WILLIAMS: Thank. Thanks, Karen. That's great. Thank you.

MS HARRAGON: Okay. So I'm now just going to take you through the primary issues that were raised by ourself and also by submissions received. So I don't have them in any particular order, although I will draw attention to the ones which were identified by the Department as being major issues. So obviously one of the major  
5 issues that came out in submissions were, the potential for students to increase and for the current operational concerns regarding management of traffic to be – continue to not be addressed and how the construction impacts would be related to those. Clearly the Department is unable to manage the current operational traffic management issues.

10 We're fully aware that that relationship is an ongoing one with the school and the council, and all evidence suggests that the need to address and to seek a resolution of how they manage their traffic is forefront of the school and the council in their current negotiations on the pre-lodgement discussions they've had on their master  
15 planning activity. Part of that master planning activity will also be two separate DA applications, one of which is a new pick up and drop off area for the students, which obviously the core priority will be to address the current issues at the moment. And there's also a proposal which is under discussion regarding the provision of a new car parking facility for 80 vehicles.

20 MR HAY: 80 spaces.

MS HARRAGON: And obviously they will be for local development, local applications for the council to consider. As this proposal does not generate any  
25 increase in operational traffic, either through an increase in students or an increase in teachers, nor does it actually bring forward any exacerbation of operational issues during the operational phase. It's not a matter that this application can become involved with. And, certainly, where we're comfortable that the applicant is not, at the moment, shirking their responsibilities, and that's actually still a high priority in  
30 addressing their matters. We do, however, recognise that, those concerns with operational will be more challenging during the construction period, so there are conditions imposed regarding the preparation of construction traffic management report.

35 The construction for this facility has already prepared a draft construction management plan, which forms part of the application which we've already reviewed. However, we require that a more detailed one be submitted as part of the development application will be – sorry; prepared as part of the development application. The access to the site during construction – and I'm just going to find  
40 the correct diagram for you – is through Cranbrook Lane. So if you would like to turn to page 17. So it's actually at the back of the site. So all access to the construction site will be from that rear location.

45 DR WILLIAMS: Just at the point there?

MS HARRAGON: Yes.



DR WILLIAMS: Yes.

MS HARRAGON: Sorry. That – yes.

5 DR WILLIAMS: That point there. Oh there. There. Yes, yes.

MS HARRAGON: Yes. And that all construction vehicles – and I will be clear that's not worker vehicles. All construction vehicles will have to be parked on site. The concern is obviously with the amount of worker vehicles that may be around the  
10 locality. We would have to acknowledge, as always, the challenge for construction sites. We would be asking the applicant to include as part of their management plan consideration of those particular elements. I don't see – certainly the applicant was asked to consider placing all of the worker vehicles on site, and that's not feasible. Can't be achieved. So they were asked to consider that. So part of, I guess, the  
15 success of managing that will be a partnership with the school.

The department will have an ongoing role in terms of compliance activities, so they will also be able to police illegal parking of workers around the locality, and also non-compliance with the parking of construction vehicles on the site. So that is  
20 something that we will be involved with. Any representation that they might make to council about setting up construction zones along those roads will be a matter for the council under the Roads Act. So that's something that we actually can't get involved with. And at the moment there's not sought an approval for that through this application. And they, at this stage, have identified that the vehicles will be able to  
25 be within that oval site. The parking of those vehicles will, however, still allow the oval to operate. So there should be no offsite pressure from that particular activity.

I'm just going to quickly talk to you about overshadowing. As you could see from the earlier imagery the existing library is set well into the site. There is no offsite  
30 shadowing other than the 9 am during the winter solstice, and that – details of that is provided on page 19 of our report. And we do not believe that overshadowing is a significant issue for this project. So we have the full set of shadow diagrams, and as you could imagine later in the day the shadows will be cast within their own site.

35 DR WILLIAMS: Sorry to interrupt there. Does it matter that the diagram, figure 10, isn't to scale?

MS HARRAGON: That "not to scale" is our reference.

40 DR WILLIAMS: Right.

MS HARRAGON: Where we've actually extracted it from their EIS diagram. What I could do is, provide to the IPC a copy of the original document that's actually provided in the applicant's EIS, which I would imagine is to scale.  
45

MR HAY: Yes.

MS HARRAGON: Yes. It's just that – because we've compacted it to fit it on to an A4 page. It's often – you know, we can't keep the scale bar on it.

DR WILLIAMS: Right. So it doesn't exacerbate or - - -

5

MS HARRAGON: It doesn't in any way change the depth of those scales.

DR WILLIAMS: - - - in any way – that scale – that's – yes. Okay. That's the map. But we – that map will be – that plan will be very – the overshadowing diagram will be very helpful. Just to scale, if that's okay. Thank you.

10

MS HARRAGON: No.

DR WILLIAMS: Yes. Okay. That's the map, but we – that map will be – that plan will be very - - -

15

MS HARRAGON: Can you just take that as an action, Scott?

DR WILLIAMS: The overshadowing diagram will be very helpful, just to scale, if that's okay. Thank you.

20

MS HARRAGON: I might just take you to page 18, while we're here, just so that I can draw to your attention these alternate proposal that are being discussed with council at the moment, in terms of the car parking scenario, so this diagram, which has been provided by the applicant is part of the documents put before the IPC and the department, shows where those alternate locations could be under the master plan discussions that are occurring at the council for the underground car park, and also an alternate location for the internal drop-off and pickup facility, just so you can see where they are in context to this site, so I'm now going to take you to the view discussion. The applicant has – and I'm going to take you to page 7.

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The applicant has undertaken a view assessment from a number of locations within the area, including those particular addresses that are provided on that map. I'm just going to quickly – so as I mentioned to you before, we did not receive a large number of submissions raising concerns with views. We only received one, and I'm just going to take you through the whole representation of the images that were provided, so on page 8, this is the view from 58 Victoria Road, and that is actually the submitter who has raised concerns regarding view impacts, so the department's opinion is that there is an impact. That's obviously acknowledged from those diagrams.

35

40

We do not believe it is so sufficient as to warrant the application not being supported or warranting the applicant being asked to reduce the height of that particular building. There continues to be significant view elements retained following the proposal that would consider it to be not a significant view loss. So the next image at page 9 is also from the same property, and again the previous comments that I just made would hold to that as well, and, again, image 10 is also from the same property.

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MR CHEONG: So – excuse me. Looking at a scale from number 58 to the library, it's something like 140, 150 metres away, is that right?

MR HAY: Approximately.

5

MR CHEONG: Yes. Okay.

MS HARRAGON: Okay, so there's also a number of other images if you wanted to talk to us - - -

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DR WILLIAMS: Yes. Thank you.

MS HARRAGON: - - - any other properties as well, of which we've received no objection on the grounds of view, so probably what we might now just talk about is the actual design of the development, and that includes the context and the siting and the setting and, also, obviously, the architecture. As I mentioned to you previously, part of the department's considerations, including having regard to the comments from the council on design, which are on the department's website, there were no issues raised by council in relation to, either, the alterations to the current building. They were of the opinion that it was not a positive contribution to the heritage setting. They also had no objection to the changes to the building in relation to the style, the architectural style, that has been selected.

The Heritage Council did query some of the elements of the architectural style, and the applicant has responded to the Heritage Council by providing a detailed report from Dr Disley, who is a known specialist in that particular architectural style and is located in the UK, and that fully details what he believes is a high-quality standard interpretation of the style, and that the elements that he now sees in this final design represents a good architectural outcome for that particular style. As I mentioned to you before, he was involved in a number of developments of the particular architectural elements of the building that have arrived at that final design outcome that has been submitted to the department.

So in terms of "is this development a good – does it have good design elements", I think it would be helpful to take you through the JCA Architects document that was submitted by the document so that the department can speak to you about its opinions in terms of what the applicant has put forward, in terms of what he believes are design elements reflected in the building. The ESEPP also obliges there to be formal consideration documented as part of any school application, and this document also speaks to each of those, so, as I mentioned to you before, the school has a long history on this site.

The school was established in 1893, so if we're looking at the context of built form, the principle of context, the school was actually founded with the primary purpose of educating pastoralists who were primarily Protestant Scottish descendants, and that's where that Scottish relationship started, and which has continued since that time, and it continues to be a primary focus of the culture of the school. The built form, the

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current building, has a Neo Brutalist style and robust detailing, and it sits among a number of buildings of significant form. As I mentioned to you before, Aspinall House, which is the Italian style.

5 MR HAY: Italianate.

MS HARRAGON: And the main school building has also been recognised as having architectural significance as well, and that sits to the left of the actual building, and it's referred to as the main school building, and it was built in 1914,  
10 and it's in the Georgian Revival style, and has been acknowledged as having very high standards of architectural styling for that particular category of development.

So the relationship of the style that has been selected by the school obviously has a relationship to the historic nature and the heritage nature of the site related to its  
15 Scottish origins, so it is within that context that the department is satisfied that the particular architectural style that has been selected is an appropriate one. We concur with the opinions of the specialist put forward by the applicant, and which are also consistent with the professional advice that's provided by the Heritage Council and the Office of Heritage Environment, and also the acknowledgement from council of  
20 having no objection to that particular architectural style that has been put forward.

What the work does bring to the site is a significant improvement of the building that is actually there at the moment, so I'm going to take you through what the good design elements are that the new proposal will bring forward, so I'm actually going  
25 to take you to page 15. Significant work has been embedded into the design in relation to sustainability, and this includes the way the windows function to allow natural cooling, and the quality of the indoor air quality, the passive thermal controls with the high degree of solid masonry wall facing as a heat source, and we would agree with the conclusions reached in this applicant's report regarding the significant  
30 improvements that would be brought by the alterations to the building.

The social impact, there is, I guess, a – you know, very little social impact in terms of a negative change. The improvements that do come about is the ability of the new facility to be used for a whole range of student support activities, so we would see  
35 that the social impact is an improvement in terms of the operational use and doesn't appear to have any negative social impacts due to its operation. In terms of the accessibility and inclusiveness, if we look from page 20, as I mentioned to you before, the existing building does not have high degrees of accessibility function. The new design not only provides for internal lifts, it also provides for washrooms  
40 that will be accessible, and also the accessible path of travel from the quadrangle at the moment, which is not functional.

The building has also been designed to have adaptable features so that it is future proofed so that the economics of having to repurpose some of the buildings can be  
45 accommodated. So in terms of amenity – in terms of does this building reflect good use? So obviously the existing building is there. The use of the site and its relationship to the oval continues to be a dominant objective of this design. It is

continuing to be orientated to what is a cultural element of the school. It also brings forward some improvements with how it relates to other parts of the school. And other than the increase in one additional height, does not have a significant impact on the external amenity of the school outside of the site. The amenity is very much an  
5 internal thing rather than an “outside of the site amenity” impact.

If you go to page 37 there is a master planning activity that is underway at the moment. The – consideration was given by the applicant as was requested that there was a consistency with their long term intention in that master planning work. We’re  
10 satisfied that this does not in any way restrict the success of council in working with the school on that final master plan outcome that they’re looking to do. We agree that the environmental performance of the building – the goals that have been set – are high and we believe that they will be able to be achieved. The life cycle approach which has been bedded into design is one which the department supports  
15 and should provide for a building that has longevity for this site.

This includes the multi-use facilities in the site that will allow activities to be modernised for the actual precinct at the moment and to provide for a wide range of activities and support services for students. So we just talk about aesthetics. So the  
20 existing library is described by the applicant as a muscular and squat structure and is sited within the embankment along the edge of the oval. So the department acknowledges that that would be a fair representation of the views of the building. It also acknowledges that this particular building would not be considered to have a positive impact on the heritage significance of the site and its removal and  
25 replacement by another building would probably be a positive impact on the heritage significance.

We recognise that Aspinall House is oriented to the road and we believe that the relationship between the two buildings is an appropriate one and that the dominance  
30 of Aspinall House when viewed from the street will continue to be there. Likewise, the relationship with the middle school building, which is a Georgian Revival style, which also sits to – in the image – if you would like to see on page 42. Although you can’t see it, it actually sits off to the right of this page and is on the other side of the quadrangle. The works that are proposed for the Stevenson Library will allow both  
35 of these elements to be viewed for their architectural style and elements as individual buildings without compromising their architectural style or their setting.

MR CHEONG: May I just ask – the – there’s no concern with the dominance of Aspinall House being compromised by the - - -  
40

MS HARRAGON: So there has been no position put forward by Heritage Council, by the council, by the Office of Heritage Office – Heritage and Environment. And the department doesn’t have a strong opinion that it would dominate Aspinall House in terms of its setting. So Stevenson House already is, obviously, within the curtilage  
45 to some degree. We do not believe that the additional façade work and the additional storey will significantly compromise the significance of the Aspinall House building.

MR CHEONG: Thanks.

MS HARRAGON: I think probably important to recognise on that is that the footprint is in no way varied. So the current views to Aspinall House from Victoria  
5 Road, from the oval and from elsewhere within the site including from the limited views that you can obtain from the quadrangle will continue to exist and that the obscure views from some elements of the oval that are currently available to it will continue to be there other than the impact of that additional storey. So the majority of views to Aspinall House will still continue to be there in their own right. That's  
10 probably the end of my presentation. Is there any particular questions that I can answer for you, though?

DR WILLIAMS: We will have a few questions for sure. Thanks, Karen.

15 MS HARRAGON: Yes.

DR WILLIAMS: Scott, did you have anything that you wanted to add at this stage?

MR HAY: Not at this stage.  
20

DR WILLIAMS: Okay. Thanks very much, Karen. That's very helpful. Carol, Soo Tee, would you like to – either of you start? I've got questions but - - -

MS AUSTIN: No, you start.  
25

DR WILLIAMS: Are you sure? Soo Tee?

MR CHEONG: Yes, fine.

30 DR WILLIAMS: Look, firstly, just a minor one, without being too pedantic. The strategic context of your report – page 8 – the second last dot point talks about:

*Consistency of the State Infrastructure Strategy.*

35 So it's on page 8, Karen. And the second last dot point that:

*Consistent with the State Infrastructure Strategy.*

It's just a minor point but it goes to talk about at the end of that dot point:  
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*... continuing to accommodate infrastructure and facilities sharing with communities.*

45 So I was interested to see what that involved. And then on page 36 – top of page 36 – you make the comments in brackets that – there – that:

*No community use is proposed.*

So without being too pedantic, it doesn't seem to me that there – that that particular objective has fully been met by this proposal.

MS HARRAGON: I would - - -

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DR WILLIAMS: Strategic objective.

MS HARRAGON: I would agree that that's the sharing – that particular part – whilst it more broadly provides for the modern learning environment, it doesn't actually provide for that sharing with communities.

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DR WILLIAMS: Right. It's more for us just to clarify for our own purpose that - - -

MS HARRAGON: So I probably would add to that, though. I have actually attended the school. It does hold non-school events. So I have actually presented at this school to an industry group. So I do believe it probably hasn't potentially reflected what it does do outside of the school community. So that actually might be a good element to raise specifically with the applicant - - -

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DR WILLIAMS: Yes.

MS HARRAGON: - - - because I've definitely been there to speak to non-school representatives.

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DR WILLIAMS: Yes – no, that's fine. That clarifies that point. There's a whole issue about construction vehicles. And accept all the points about - - -

MS HARRAGON: Yes.

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DR WILLIAMS: - - - ongoing concerns about the existing traffic and parking management. And that's tied up, also, with the issue of student numbers. So we, sort of – well, I, sort of, see the two issues as somehow being linked. And you made the point that worker vehicles – the construction worker vehicles can't be placed on site and they're just going to have to go - - -

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MS HARRAGON: Yes.

DR WILLIAMS: - - - on the surrounding road network. We really need to know where that would be on the surrounding road network because it seems to me there's already a problem there already and there's no scope at all for accommodation of construction worker traffic on site at all. So that's one issue. I suppose we will put that to the applicant. But - - -

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MS HARRAGON: Yes, so – so council - - -

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DR WILLIAMS: And council.

MS HARRAGON: So we have put forward a condition of consent regarding a traffic and pedestrian management sub-plan. That condition would be open to having more specific measures embedded into it if the IPC saw fit to do so. We do include a driver code of conduct. There could certainly be an opportunity to ask the  
5 applicant to achieve something in terms of what the IPC sees as an appropriate standard in terms of how they manage that worker parking. We could assist the IPC in coming up with some words to embed that in as an achievable criteria.

DR WILLIAMS: Okay.  
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MS HARRAGON: Where that could be a goal that you could set for the school. Additionally, although I wouldn't want to have it, probably, put in as a requirement – to ask them to have regard to opportunities to potentially bringing in their workers through some sort of shared arrangements. There has certainly been some projects  
15 within the metropolitan area where the workers share vehicles and so that there's actually a very committed strategy around, you know, where workers meet offsite so that they can share that trip to work. We could ask for more details around that to be embedded in that management plan and, if it suited the IPC, we could have that come back to us so that we're actually the assessor of the quality of that.

DR WILLIAMS: That would be good. Okay.  
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MS HARRAGON: Yes. We could also include – so at the moment, it's to be prepared in consultation with council and then key to that review of us by us is seeing what the input of council was because critical to the success of this is the knowhow and the local knowledge that the council will have about the key things that they want to have achieved. So we would be happy to work with the council when making sure that that review is one that addresses some of their key concerns, the behaviour.  
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DR WILLIAMS: Okay. Thanks for that, Karen. And just one more question, if I may. You mentioned the building itself has a capacity for adaptable use.

MS HARRAGON: Yes.  
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DR WILLIAMS: And your report – the Department's report makes distinction between teaching spaces and learning spaces, and it's basically saying, "These are for learning spaces, not teaching spaces," the inference being that teaching spaces will allow for increase in student numbers. With that adaptable use, what's to stop a change of use further down the track? And I know you've got – I think it's condition  
40 26 about this application does not allow an increase in student numbers, but we're just wondering what can be done that's more robust, in short, to ensure that they're – do we put a condition that means you can't change existing use without a modification, or - - -

MS HARRAGON: Well, so I would answer to that that you actually wouldn't be able to change the obviously internal works. Using it for another reason would  
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become a compliance issue. So the Department will continue to be the compliance registry authority for this particular application.

DR WILLIAMS: Okay.

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MS HARRAGON: So if it was not used in a way which was identified in this application, it would be a matter that we would be investigating. The numbers of students, though, will continue to have to be something that the council has a lead in, because it was their consents that placed the limits on them.

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So we actually would not be an appropriate regulatory authority. We would have no authority to issue orders or to have – show courses. I guess the challenge is that we are asking schools to look ahead and to be efficient in how they design buildings so that the long term uses of buildings are ones that you're not pulling down and rebuilding from a whole waste perspective.

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So we certainly wouldn't want to hamper their future use. I think it's more about ensuring that the management of that is ensured. So what I might also do is to go back and have another look at their ESEPP for you, because I also think it's quite clear that you can't use the complying provisions in the ESEPP to actually deliver a change in the student numbers.

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DR WILLIAMS: Okay.

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MS HARRAGON: So even if they were able to do minor changes to the buildings through the ESEPP, because it does allow some compliant development work, that it in no way actually allows them to change the student numbers. I think the ESEPP is actually quite clear about that obligation.

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DR WILLIAMS: If we could call that up in the proposed conditions of consent, it would be useful because, at the moment, I think all that condition 26 says is there can be - - -

MR CHEONG: That's right. Yes.

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DR WILLIAMS: This application does not allow an increase in student numbers. But also, we had something – we're thinking of something more solid without going to the extent of actually trying to restrict future use unreasonable.

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MS HARRAGON: Yes. So we might do – we might look at a range of opportunities to look at what you're doing, including whether they're appropriate as conditions as also compared to, say, notes, which draw attention to, you know, if they're – if they can't be conditioned because of the whole new brick concern, it may be a note which is quite clear about the relationship with this and the ESEPP. So we can come forward with a range of those matters. What we probably want to make sure we don't do is ..... there ends up being an outcome that's achieved through the counsel with this master plan, and it does actually deliver an acknowledgment and

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endorsement of increased student number. It would be unfortunate if they had to come back and modify this application - - -

DR WILLIAMS: Yes. Yes.

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MS AUSTIN: Absolutely.

MS HARRAGON: - - - which really had no business in posing a new limit when there's already one by another instrument.

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DR WILLIAMS: Yes. Yes.

MS HARRAGON: So I think if we keep those principles for you in moving forward with some suggestions for you - - -

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MS AUSTIN: Absolutely.

MS HARRAGON: - - - that would be probably a good outcome.

20 DR WILLIAMS: That would be a big help.

MS AUSTIN: Yes.

DR WILLIAMS: Yes. Thanks, Karen.

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MS HARRAGON: So what I – if you're happy for me to do – we will also just give you a really high level summary about what some of the ESEPP provisions are for complying development that allow all schools to allow minor works, which primarily are fairly low impact in that category. But we will also give you an idea of that certainty that – and hopefully we will be able to quote the clause about the ESEPP which holds the student numbers.

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DR WILLIAMS: That would be great. Thank you. Sorry. That's all for me. Carol? .....

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MS AUSTIN: No. That was the point I wanted to make, I think.

MR CHEONG: Yes. You answered a question I was going to ask.

40 DR WILLIAMS: There has got to be more questions. I haven't asked them all.

MR CHEONG: Just one question. The demolition plan shows that there were four – six classrooms being demolished – eliminated, but it's not being replaced with classrooms, so I just wanted to know what sort of learning space and teaching space that will replace a classroom. What impact - - -

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- MS HARRAGON: We will give you a more detailed overview of that, if you would like. So what we have at the moment before us is a commitment from the applicant that it's not providing space that would generate an extra demand. You know, I guess there is obviously a challenge between what we know to be a learning space and what is a teaching space. You know. It's probably quite subjective what the difference of those are, so primarily the big factor is whether the students are being changed.
- MR HAY: They will also be providing new and additional counselling facilities for the students, so - - -
- DR WILLIAMS: Soo Tee?
- MR CHEONG: No more from me.
- DR WILLIAMS: Carol? Nothing? Okay. Anything else – sorry. Nothing from Olivia? Nothing. Anything else you would like to finish up?
- MS HARRAGON: Probably just to draw attention to that there were a series of conditions that the council asked for, and that included contributions. So for the majority, we've been highly considerate of those conditions so, if you have had any concerns that we hadn't picked up any of those – so we have imposed the contributions on the applicant and the applicant has accepted that. And the council, it appears, would be satisfied with how we've dealt with their conditions there. So they were shared, those, before these were put forward to the IPC.
- DR WILLIAMS: We will ask the council anyway, but it's in – it has been done in their section 94A plan, so it's a flat rate levy anyway, so I understand, so - - -
- MS HARRAGON: Yes. So – and obviously, I guess, whilst there's not usually – in the 712, the 712 plan now, the 94A - - -
- DR WILLIAMS: Yes. Yes.
- MS HARRAGON: You know, there isn't that need to demonstrate that there is an increased demand. It's still obviously an issue for us in that the floor space for a lot of this site is already there, so yes. We still impose that requirement, though.
- DR WILLIAMS: Yes. Okay. That's great.
- MS AUSTIN: Okay.
- DR WILLIAMS: Okay. Nothing else?
- MS AUSTIN: No. Thank you.
- DR WILLIAMS: Thank you both - - -

MS AUSTIN: It's very comprehensive.

DR WILLIAMS: - - - very much for your time. That's very helpful. Thanks, Karen. Thanks, Scott. Thank you very much. We will close there.

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**RECORDING CONCLUDED**

**[10.00 am]**