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## TRANSCRIPT OF PROCEEDINGS

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O/N H-1431107

### INDEPENDENT PLANNING COMMISSION

### APPLICANT MEETING

### RE: MORIAH COLLEGE REDEVELOPMENT (SSD 10352)

**PANEL:** **PETER DUNCAN (Chair)**  
**ADRIAN PILTON**

**OFFICE OF IPC:** **KATE MOORE**  
**REBECKA GROTH**  
**LAUREN DONOHOE**

**APPLICANT:** **SAMANTHA WILSON**  
**TIM FLEMING**  
**KATE LYONS**  
**ELIZABETH CARPENTER**  
**KEN HOLLYOAK**  
**JESSICA NG**  
**JESSE LUSCOMBE**  
**GITANJALI KATRAK**  
**MICHAEL GUTMAN**  
**TERI ESRA**

**LOCATION:** **VIA VIDEO CONFERENCE**

**DATE:** **2.21 PM, WEDNESDAY, 31 MARCH 2021**

MR P. DUNCAN: Good afternoon and welcome. Before we begin, I'd like to acknowledge the traditional owners of the land from which we virtually meet today and pay my respects to their elders, past, present and emerging. Welcome to the meeting today for the Moriah College Redevelopment Project. Moriah College is located in Queens Park approximately six kilometres south-east of the Sydney CBD. Consent is sought for a concept proposal for the redevelopment of the existing senior school campus and an increase in student numbers by 290 students staged over a 15 year period. Consent is also sought for stage 1 development works which includes an additional 160 students in kindergarten to year 12.

My name is Peter Duncan. I am chair of this Commission panel. I'm joined by my fellow Commissioner Adrian Pilton. We are also joined by Kate Moore from the Office of the Independent Planning Commission and Rebecca Growth and Lauren Donohoe, consultants assisting the Commission. In the interests of openness and transparency and to ensure the full capture of information, today's meeting is being recorded and a complete transcript will be produced and made available on the Commission's website. This meeting is one part of the Commission's consideration of this matter and will form one of several sources of information upon which the Commission will base its determination. It is important for the commissioners to ask questions of attendees and to clarify issues whenever it is considered appropriate.

If you're asked a question and not in a position to answer, please feel free to take the question on notice and provide any additional information in writing which we'll then put on our website. I request that all members here today introduce themselves before speaking for the first time and for all members to ensure that we don't speak over the top of each other to ensure the accuracy of the transcript. We'll now begin. Samantha, over to you.

MS S. WILSON: Thank you, Peter. I have a presentation so I might just share my screen if that's okay.

MR DUNCAN: Thank you.

MS WILSON: Hopefully you can all see that now.

MR DUNCAN: Yes.

MR A. PILTON: Yes.

MS WILSON: Great. As you can see, I am joined by a number of our project team today and there will be a few of them speaking to different items but there are a couple of people that will also just be observing the meeting today. So my name's Samantha Wilson. I'm an associate director at Urbis. We have been doing the urban planning on the project for some years now. We're also doing the heritage and

archaeology as well. So we were given the agenda early so thank you very much for that and we've had an opportunity to prepare this presentation. We'll start off by just giving a quick response to the Department's assessment report and the recommended condition and then go through the four key themes raised in the assessment, being  
5 traffic and parking, visual impact and biodiversity.

So, obviously, the Department's assessment report we are happy with. This project has been a long time coming. The request for SEARs was submitted in June 2019 and the EIC submitted in November 2019. So we've been working very closely with  
10 the Department of Planning assessment officers to get to this point and we think they've done a very good job with the assessment report. There is one thing that we think is potentially missing in that assessment report that we wanted to bring to your attention and that's the early engagement that the school went through with stakeholders, including surrounding residents, the Queens Park Precinct Committee,  
15 Waverley Council mayor and councillors and also council officers, the Waverley Council Traffic Committee and also the government architect of New South Wales.

So there were – the school really did put in a lot of effort in the early stages of the project, especially, to engage with those key stakeholders. There was a dedicated  
20 1800 phone number. There was a website. There were fact sheets distributed to surrounding residents. There were media releases, all sorts of things to try and get involvement from stakeholders and the key themes that were raised are not dissimilar to the ones that are provided in the Department's assessment report that came up during the actual formal exhibition and they were responded to in those early stages  
25 and have been responded to throughout the last 18 months and we'll take you through some of those key issues later on in the presentation. Sorry, I should also say that if you have any questions feel free to interrupt me at any stage. I'm happy to take them as we go through.

30 MR DUNCAN: Thank you.

MS WILSON: I also just wanted to point out there were eight key objectives that we were given right at the very start of the project that have remained constant throughout. The first one, obviously, is to replace the dated and inefficient buildings  
35 on the campus, particularly on the senior school campus and as you can see from this demolition plan, it is a substantial number of buildings that we are talking about demolishing as part of this application and it's obviously a pretty significant undertaking for the school. The second objective was to provide a state-of-the-art science, technology, engineering, arts and mathematics facilities and that's – and the  
40 independent learning centre which is a very nice way of saying library these days for the high school and so that's in the stage 1A and stage 1B buildings that you can see there on the bottom right-hand side of the plan.

The third objective was to provide for the future expansion of the current early  
45 learning centre at a later date and provide additional teaching rooms in stage 2 so that's where the – we're seeking consent for the building envelope early in stage 2. The fourth objective was to reorient the entire campus and as we all noted at the site

inspection of Friday, there really at the moment is no front door, particularly for the senior school campus and so the main objective was to really give the school a front door a presence on Baronga Avenue but also to bring the school away from the Queens Park interface that has the residential properties and move it to the southern portion of the campus.

The fifth objective was to really improve the traffic management system both within the site and in the surrounding areas. So we have the onsite drop off and pick up loop road that we were pointing out to the commissioners on Friday, the intersection upgrades that have been committed to and approved by the Waverley Council Traffic Committee and, obviously, the travel demand management measures that are in place or to be put in place through the green travel plan which Ken will take you through shortly. One of the main objections was also to increase the amount of open space on the campus. So as you can see, we're doubling the number of trees on the site. We're increasing the amount of landscape area and we're going from 30 per cent open space to 50 per cent open space on the site which will be a huge benefit to the current and future students.

Obviously, the school needs to also be cognisant of the fact that there is likely to be an increase in demand over the coming 10 to 15 years. So one of the main objections of this project was to make sure that we could secure them the ability to increase the number of students on campus, particularly within stage 1 for the K to 12 students but also have that ability to increase the number of early learning centre places that they have. The school currently operate a number of early learning centres off campus where they're currently renting spaces from other people and the idea is to bring through early learning centres onto the campus.

And the eight objective and the final one was obviously to make sure that we were minimising impacts on nearby properties, particularly the residential properties within Queens Park hence why the development is mainly focused down in the south-east portion of the campus. The building envelopes were very carefully established to make sure that we weren't overshadowing the Eastern Suburbs Banksia Scrub on the adjacent property and, obviously, we're very conscious of making sure that the impact or the views from Queens Park and from Centennial Park were really carefully considered. In terms of the draft conditions, there's just one condition that we'll be formally requesting that the commissioners delete and that's to do with the woodland snail.

We – Cumberland Ecology did some additional surveys towards the end of February/early March and they have found and confirmed that there is no presence of the woodland snail. That addendum to the BDAR report was submitted quite late in the piece, on the 5<sup>th</sup> of March, and so didn't form part of the Department's assessment report so we will formally submit that to you in the coming days so that you can consider that before the public meeting.

MR DUNCAN: Okay. Thank you.

MS WILSON: So now I might hand over to my colleagues to talk through some of these key issues. We'll go through with traffic first. So I'll just stop sharing this presentation and open the traffic presentation. Just bear with me for a second. Can we see that?

5

MR DUNCAN: Yes.

MS WILSON: Yes. Very good. Okay. Ken, I'll hand it over to you.

10 MR K. HOLLYOAK: Thank you. Good afternoon, Chair and panel. My name's Ken Hollyoak. I'm a director of TPP transporting planning. I've got with me Jessica who did a lot of the donkey work in this job with the modelling. I was going to talk to through three of the key topics which were raised throughout the process. First of all was the traffic modelling. The second I was going to talk about the green travel  
15 plan and the modal shift from private car use and the third was the implementation of the traffic and transport plan. I think before I actually start I think one of the key issues on this site was actually the need to get the drop off onsite because at the moment there's lots of queuing outside ..... because the drop off facilities aren't that great and to me that's one of the big silver bullets of this.

20

We're actually picking it up on the site and I've seen it work very successfully at Trinity and Barker that I've worked on so I was quite keen to get that implemented. So all of our work assumes that's going to be onsite which will affect our modelling. If we go onto the next slide, you can see the school within the context of the local  
25 road network. We originally looked that at the three key intersections around the school which are labelled 1, 2 and 3 there and following the ..... comments we actually did a fourth intersection on Darley Road. We basically did the traffic modelling in accordance with the RMS traffic modelling guidelines.

30 We did very strict calibration to make sure that the base model that we were using was reflecting the exact conditions on the ground. That's been a – a primary importance in traffic modelling. It's one of the key issues and you need to do that. We collected contemporary surveys at the intersections so that we've got up-to-date traffic. We looked at queues, as I say, to calibrate the models and then we basically  
35 looked at a future growth and a future window at 2031, 10 years hence, using modelling parameters given to us by Transport New South Wales and their strategic traffic forecasting model. And then after we did that we added the development traffic to see what effect it would have. Then we looked at doing certain intersection agreements to see what effect they would have and then we've also looked at the  
40 potential for modal shift by use of the green travel plan to further reduce any impacts.

So if I scootch two slides on. There. Those are the four intersections we looked at and, as you can see, I was actually looking at 2036, sorry. I did mention 2031. We  
45 actually mean 2036 and as you can see, not uncommon with a number of intersections in Sydney, in 2036 if the traffic growth is as predicted lots of these intersections are going to go to be over capacity anyway. So our aim was to try and

keep the level of service with the development to similar as it is now and it's certain of the intersections we were able to do that quite easily. For instance, at Queens Park and York where we're providing a seagull intersection we can actually improve the intersection to allow ..... A ..... service B. So that's a significant improvement and,  
5 again, at the Queens Park and Baronga Avenue – yes – that operates okay at the moment so the additional traffic won't have an issue there.

They key intersections were intersections three and four and what you'll be able to see if I ..... the table is that the difference between the future development – future  
10 2036 column which is the first column where it says no development and it says 169 seconds, if you look at the second-last column which is future 2036 with development with no modal shift, it's actually down to 162. So it's performing better than it would without us and if we actually get a modal shift of 10 per cent, the delay down to 154 which is even better. But I think the point to note there is the  
15 intersection's improvements make it work better than it already does even without the modal shift. The modal shift is an additional bonus thing we can do and that's similar at the Darley Road intersection where you can see that it's about the same and with the modal shift it's better than it would be without the modal shift but generally we're bringing it back to the same level of service and about the same  
20 delay as at the moment.

And if we go onto the pm peak figures, without boring you and having to go through the numbers again, the table reflects the same sort of conclusion. The intersection upgrades make a difference and the modal shift makes a further difference but the  
25 big change in the intersection upgrades. So the keys points are on the next page which are the traffic modelling results show that the key intersection would operate level of service F even if we weren't there. So we're going to deliver three upgrades which are the seagull, the slip lane at York Road/Barong and an upgraded pedestrian crossing on York and we presented these to Council about October 2019 and they  
30 were in line with some of the improvements Council wanted to see out in this location.

So they were endorsed by Council in March 2020. So I think the point is again just to reinforce the upgrades are the real key drivers to improve the intersection  
35 performance but the modal split will help. So if we go onto the next slide about travel plans, I'll big myself up a little bit here. I consider myself to be a bit of an expert on this. I actually did the first travel plan when I worked in Europe in 1993 in the UK and I worked in the UK in the 1990s and we did many travel plans including one at Pfizer, the big site at Pfizer, which was the gold standard of travel plans in the  
40 UK at that time. So I've got lots of experience in working these with schools over the years and when I moved to Sydney in 2005 I've been trying to implement these sorts of things but it's taken a little bit of a time period to actually get this moving.

One of the ones we did do was actually work with the Department at Australian  
45 Catholic University where we basically put conditions there that they had to achieve certain targets before they were allowed subsequent stages which is similar to the conditions that have been imposed here and since then I've actually been working for

ACU monitoring the travel plan since 2015 and without actually that much work we've been able to get a five to seven per cent travel plan modal shift quite easily. So if I go onto the next – that slide there, as I say, I think the idea that we have a staged implementation and the school has to talk to the talk as well as walking the  
5 walk, so they have to achieve targets as well as saying they're going to achieve them before they actually get any more student numbers.

As I said, the GTP was prepared as part of the application and this was based upon reducing a reliance on single travel to school – single car occupancy, particularly for  
10 staff and also for schoolchildren. The 10 per cent we're suggested – until a few years ago I was of the view that you could probably get five to seven per cent and that was actually achievable but I'm working on lots of public schools at the moment, both the Department of Education and Transport for New South Wales are pushing us, actually, to better those targets and on some schools we're aiming for sort of 15, 20  
15 per cent and my experience with schools over the 25 years I've been doing travel plans is how committed the school are to actually implementing a plan and I have to say the one thing that is going to drive ..... to actually implement the plan is the fact that they've got to achieve targets before they get the next stage of development.

20 So that to me is in its own essence the driver for the school actually to implement a successful travel plan. Finally, I was going to talk about the traffic, transport and parking plan. The school actually do have a plan which they issue to parents and teachers. Clearly, we need to update that document to include how they're going to manage the drop off within the school and also how access to the various parts of the  
25 school should be achieved. That's going to be a live document and will change over the years. So, I mean, that is commitment to actually update that plan complete. So, in essence, in terms of the traffic modelling we've done the modelling exercise. As far as I'm aware everybody is happy that's a reasonable model and the conclusions that we've drawn are acceptable.

30 We've put in a travel plan which is clearly a measure by which we can actually see how the school is performing and getting people out of cars and minimising the traffic impact and, finally, the traffic and – traffic, transport and parking plan will be an updated document that will be updated continually to reflect what's going on at  
35 the school because it's in the school's interests to keep these things moving. They want the drop off to work well so it's in their interests to keep everybody informed. So that's pretty much covered the areas I wanted to talk to about and I don't know if you wanted to ask any questions now or at the end.

40 MR DUNCAN: Thanks, Ken. That's been really helpful. We might just ask a quick question. Adrian's got a question on construction traffic.

MR HOLLYOAK: Yes.

45 MR DUNCAN: I just wondering if you would – if you don't mind answering something there. Adrian, would you like to ask the question.

MR PILTON: Yes. There's a couple of questions. First there's how we going to handle the construction traffic and the parents dropping children off at gate 4?

MR HOLLYOAK: Yes.

5

MR PILTON: Is there going to be any clash there?

MR HOLLYOAK: Yes. Well, what normally be the – we would have to do a construction traffic management plan and what we've seen at other schools is they won't allow construction vehicles to enter or leave during the times of school pick up and drop off or the busier times of school pick up/drop off because obviously, particularly in the afternoon the drop off can actually extend quite a long time with the extracurricular activities. But the main drop off and pick up is probably without about a 45 minute period. So it's in nobody's interests to have construction vehicles happening at that time. So that would – without wanting to pre-empt what the CTMP might say, I would suggest that would be one of the outcomes.

MR PILTON: Okay. The other question I had was – is how realistic is the idea that workers have to be – have to park somewhere way off the school and be bussed in given that they need their tools and bits and pieces?

MR HOLLYOAK: Yes. Look, I was the road authority for Barangaroo when they were building that. I actually work for Barangaroo, advising them on how they would actually do the construction there and they basically have areas where people can put – drop their tools off at the beginning of the week so they don't to bring it all at the beginning of the job so they don't have to bring them on a daily basis. But is this no different, really, from any of the CBD schemes at the moment because none of the workers can afford to park onsite. So it's something you have to manage and, again, that's something we've been managing for the best part of 10 year now on the various schemes we've been working on. But, again, that would be captured, absolutely, in the CTMP.

MR PILTON: Okay. Thank you.

MR DUNCAN: Okay. Thanks, Ken. That's good. And, Jessica, thank you. We might move on to built form. Is that the next point, Samantha?

MS WILSON: Sounds good. Can I just check, I think we have Michael just waiting in the waiting room. His internet connection dropped out. Can we add him in. Is that possible?

MR DUNCAN: I'm sure we can. Kate, can you deal with that.

MS K. MOORE: Yes. I'm just doing it now.

45

MS WILSON: Thank you.



MR DUNCAN: Thank you.

MS WILSON: Over to you, Elizabeth, please. We've got you on mute, sorry.

5 MR DUNCAN: I think Michael's there now. Do we have Elizabeth?

MS E. CARPENTER: Yes, we do. Sorry. I was just unmuting. Great. Good  
afternoon, everyone, and my name's Elizabeth Carpenter, managing principal of  
FJMT Studio and I was just going to take you through the developments of the  
10 project which is really coming out of the response to submissions and then through  
that process as well we have actually done some additional design development as  
well because, obviously, as we're responding to the submissions there is actually  
some changes which did occur. So I think just a brief summary of the main items  
which we have looked at. The first one which is probably seen as being one of the  
15 moment in terms of the actual building itself, was the overall height and bulk of the  
building and there we have actually done some adjustments to the built form which I  
can take you through.

The shadow diagram's just probably worthwhile touching on. The shadow diagrams  
20 and particularly with reference to the Eastern Suburbs Banksia Scrub which is on the  
left of the site. The views from the parklands and here it's the original conceptual  
idea of these connected parklands so I can explain that. A better articulation of the  
built form – and that really did actually come out of us re-looking at the scene in  
terms of the response and just look at where we could put, I suppose, areas of  
25 circulation to make a more logical sort of flow through the site. Continued  
development of the articulation of the facades which has actually responded to one of  
the questions. Also looking at the amenity of the learning spaces within the  
buildings themselves and then just, again, looking at facades, the additional detail  
required for the wall which is actually along Bardon Street.

30 So just a couple of views just to refresh yourselves on the scheme, so this is the  
updated view looking – of the main entry and then this is the view looking along the  
corner of York Road and Baronga Avenue. One thing that is – kind of really  
interested us about this site was the fact that Moriah does sit within this sort of – it's  
35 actually quite a broad urban scale, especially when you look at it from sort of the  
approaches in both Centennial Park and also Queens Park and how does this sort of  
collection of buildings sit within that scale which really came to, I suppose, one of  
the fundamental concepts which we did have was this connection between  
Centennial Park and Queens Park and, really, just reimagining the campus which has  
40 developed over the time so how do we actually reimagine it to get a better connection  
and I think move the campus into a much sort of greener more of a landscape  
response for the site.

45 So ..... four main concepts of the master plan that we did look at was this reinforcing  
of the access and the reimagining of the entry and providing this new green link. So in  
a way this new centre of the campus becomes a new lung for the campus and the  
current overlay is a bit of an organisational strategy for the whole campus. Building

on from that was the idea that we could actually develop the existing courtyards on the campus and creating new courtyards. So this is obviously part of a staged approach but the idea that we would really look at the amenity of all those existing courts and see how we could sort of improve them for the students and the staff. The  
5 – I suppose the security of the site is actually very, very important and also I think it is quite important that we do have this landscape buffer because the site is actually really surrounded by parkland.

10 So the idea that we do set the proposal back from the street boundary, we can then use that to provide not only a security landscape buffer but also enable in a way a transition zone for the public demand and also what it does is it does provide that sort of invitation for the campus for the high school and we have a – I suppose a transitional zone which can be used by the school community on the lower ground floor where we have the shared community facility there and then I think also just  
15 with regards to the overall built form and open space, very much acknowledging the very strong original master plan which was very much that curved form that comes around. Although we actually demolishing, you know, a large portion of that I think it's very important that we sort of keep – maintain that memory of the original master plan and we reinforce that with our new north-south and east-west access that we are  
20 building.

So that was just a very quick refresher on our – the master plan. So these are just a couple of views of the update scheme and I think the focus on this was, really, just look at that, I suppose the clarity of the connector between Centennial and Queens  
25 Park and what we have done is quite a large adjustment, actually, to the stage 2 and that was actually looking at the introduction of the – a new curved walkway which actually connects into the existing master plan walkway just to try and control that ..... so the stage 2 does actually respect the previous master plan but also it does open up that connector which is going through from Queens Park. It's going past the  
30 shore to then Centennial Park beyond.

So that's just another view a little bit closer out that you get a sense of sort of the new organisation that that green space will provide the campus. Just updating you on the – each of the stages, so as Samantha said, we have the stage 1A and then 1B.  
35 With stage 1A, obviously, we have already the traffic system is actually in part of that stage and then the other change that we have acknowledged you can see the setback which is required for the Banksia reserve. So just making sure that that is actually maintained in those stages. Moving on to stage 1B which is where we basically build – that's the second part of the building on the podium.

40 When we were developing both 1A and 1B it was obviously important that both of those – well, actually 1A can actually be self-supporting and also because it signifies the main entry to the school, it really is sort of setting the scene for the continued development of this part of the campus and then the final stage, stage 2. And here  
45 you can actually see where we have that connection around to the existing master plan and then we sort of pull back to maintain that really quite strong north-south connection as well through to the primary school and the sort of Queens Park side of

the campus. So then in our development as we've been moving through the response to the submissions process, I just wanted to give you a couple of diagrams which were included in the report which just short where we have actually changed the bulk and scale of the form.

5

So, really, what we looked at was actually relocating the zone of plant which was up on the rooftop of the stage 1B and reducing the bulk of that so it actually does sort of setback – the eastern façade is set back much more from Baronga Avenue. The other thing that we have actually done is we've quite clearly separated the two forms between stage 1A and 1B and what that does is, really, when we looked at realigning our circulation – so we actually have put our new main circulation stair in that gap so you really do get this quite articulated indent along Baronga Avenue so it starts to break up the form. The other thing that we have also looked at is the articulation of the facades which I can go through in a second.

15

So then the other view is looking from the main entry and you can see here just with the red outline is where we have just looked at a reduction of bulk by pushing the building back and just doing – actually, throughout the whole envelope there's quite a lot of subtle changes to the massing to really try and push the scale of this building down as much as possible. So I'll just flick through quickly these diagrams here and we can go in more detail if you'd like later on but this is really just looking – the red – red is where we've reduced and the blue is basically where we've just done a little bit of rationalisation and increased GBA but, really, what it is is just aligning walls, making sure we've got more of a buildable solution as we went through the design development.

25

So just flicking through each level, this main area here is where we have the separation of the two forms and that introduction of the quite major stair actually coming in between both of the buildings. That then continues, obviously, up as you go through. The other thing that we looked at was the cutting back of the southern end of the building and then we've just increased the wing to the west just slightly and that was really just about, really, the functional layouts within the form. Similarly with level 2 and then on level 3 you see where we have that substantial reduction of the setback on the roof and also, quite importantly, we've actually pushed back along the Baronga Road elevation, that top form. So when you see it from a distance it's receding as much as possible.

30

35

So in terms of the overshadowing, the aim was really to reduce shadowing over the Eastern Banksia Scrub as much as possible and also to reduce overshadowing in this part of that intersection as well. Where you currently have there's quite a lot of major trees which I think you would've seen onsite. So, really, the setback of that upper floor has actually really assisted with us with that sort of – I suppose that overshadowing on that – just that part of the road. So now just moving onto the façade articulation, so we did spend a lot of time just really trying to, I guess, break up the form more and also really go into a bit more development on how these facades could be realised.

40

45

I think one really great thing about, I suppose, the brief to us was this opportunity to really look at what the school was and how we could, you know, really use, I suppose, the culture of the school into the – start to look at it in the screening elements of our façade. Very important that we do have a very secure screen.

5 However, what we have looked at is using masonry elements with openings within the masonry and patterns of the masonry to really start to get a sense of, I suppose, visual access through this screening element. Probably the best view here is to look at this one here. So this gives you a sense on how we're starting to articulate façade. So we have a dominant vertical frame and that was really coming off the comment

10 that there was – it was felt that the scheme was far too horizontal and so really looking at breaking it up into a series of these vertical elements – concrete elements which then have the panelisation screen which is set within that.

We then have the upper floor which is substantially set back from that street façade and here you can also see where set back off the street as well. So that gives you not only a really great security but also an opportunity for additional landscaping as well. One good thing about the security here is we actually used the land as the buffer rather than fences as a buffer so you get a much more – I suppose a welcoming approach to that very long façade along Baronga Avenue. Just quickly looking at

20 the views, look, I think one thing again, just to reiterate the idea of the context and the scale of the site and so, really, the views of this site are not only the close-up views from York Road but they also are these really long vistas as you drive around Queens Park and then you also do get the glimpses through from Centennial Park.

25 So I did just want to focus on, first of all, those very long vistas. So this is looking from sort of towards the second half of the Queens Park playing fields where you can actually see the building that just pops up and that's where – the large clump of trees where we have that intersection. So just to give you the sense of that scale. The next one is a little bit further back and there you can just sort of see the tops of the

30 building coming up above the trees and then the next one which was – we did find was quite interesting is where you start to see the scheme in relation to the ..... of Bondi Junction which is very much that long vista driving up Daisey sort of is it – no, Darley Road, as you go down towards Randwick.

35 So this is that view looking that way. So I think quite important that you can see – I mean, obviously, yes, there's a new building there but just looking at it in the scheme of the whole of that sort of urban form in the distance we felt was quite important to understand and then the close-up view is just looking from that corner of Queens Park and then you can see the building in relation to the scale of these, you know,

40 really quite large and dominant trees which are on that – growing currently on that corner. And then the last thing was, if we've got time, just to take you through quickly the plans but maybe I should pause and if you've – perhaps we should do the biodiversity now and then jump back if you've got any questions on the plans. I do have the full set of plans here.

45

MR DUNCAN: Okay. Thanks, Elizabeth. Just before we do, Adrian, do you have a question at this stage?

MR PILTON: Yes. I can't tell from the drawings that I have which trees are going to be demolished or knocked down rather. It says somewhere in the assessment there are 34 but I can only see about 14 on the plans that I've got. I'm just wondering if we could get a drawing somewhere that shows us which trees are going to be chopping down.

MS CARPENTER: Sam, do you want to pull out one of yours or - - -

MS WILSON: Yes. Look, we might - - -

MS CARPENTER: Yes.

MS WILSON: I'm not sure if we have the actual drawing of that. I know that there was an original drawing in the original arborist report but additional trees had to be removed when we looked at it closely. We were originally hoping to try and keep the trees on York Road but it – due to the construction methodology we just couldn't. So I don't think we actually have a plan on hand at the moment but we will definitely have one for you before the public meeting.

MR PILTON: Yes. If you could take that on notice and send it, that'll be good.

MS WILSON: We'll .....

MR DUNCAN: Yes. And Baronga Avenue as well, that vicinity.

MR PILTON: It's Baronga Avenue particularly I'm talking about.

MR DUNCAN: Yes.

MS WILSON: Yes. Sorry, that's what I meant. Baronga Avenue is where we were hoping to try to retain all of those trees along that landscape buffer but, unfortunately, we haven't been able to.

MR DUNCAN: Okay.

MR PILTON: Also, it'd be good if they could a copy of the drawing that Elizabeth just showed, details of the structure and so on ..... because I – it doesn't show on the drawings that I have.

MR DUNCAN: That's the one that showed the landscape treatment at Baronga?

MR PILTON: Yes. You said there was an opportunity there for landscaping. I don't have that drawing.

MS CARPENTER: The section?

MR PILTON: Yes.

MS WILSON: Yes.

MS CARPENTER: Yes, sure. No. We can sent that. Yes.

5 MR DUNCAN: That's helpful. All right. Samantha, do you want – should we go onto - - -

MS WILSON: Yes. We'll - - -

10 MR DUNCAN: - - - biodiversity.

MS WILSON: - - - onto biodiversity. I'll just share my screen. All right. Over to you guys.

15 MS G. KATRAK: My name's Gitanjali Katrak. I am a ecologist with Cumberland Ecology. Also on screen is my colleague Jessie who's pretty much done most of the donkey work on this project ..... and if there's an odd buzzing, I apologise. I'm having some problems with my mic which I haven't been able to get fixed properly. Sam, if you can get the next one. Great. So just a bit of an overview on the project.  
20 As we know, this one was listed as a state significant development being related to education and schools and therefore it was – automatically required assessment provided by ..... development report especially since we did not have a BDAR waiver granted.

25 So the only one point I just wanted to point out was given that this project started back in 2019, all the works had been done under the old BAM 2017 and not the more recent BAM 2020 version. So the works we've done is we've conducted numerous surveys and what we've aligned is we've done surveys across the entire Moriah College as well as the adjacent Banksia Reserve and what we've done is we've  
30 defined what we call the development footprint which is the area where the majority ..... works are to be conducted. So some of the surveys we've conducted are we've conducted several vegetation mapping surveys. We've conducted BAM plots in accordance with the biodiversity assessment method. We've done searches for threatened flora species in that as well the Maroubra Woodland Land Snail and  
35 we've also conducted within the buildings that they can provide artificial habitat. We've also conducted several search for habitat of threatened species.

All right. So overall what our results have found with the mapping surveys is the vegetation within what we're calling the development footprint where all the works  
40 are occurring is largely sort of planted landscape and garden areas. Given that we're doing this under BAM 2017, we are still required to assign it to a plant community type. So we found that one of the best fits for the community onsite within the development footprint was PCT1778 which is not a threatened community. We also found occurrences of the Eastern Suburbs Banksia Scrub in parts of the Moriah  
45 College campus but these ones lie outside the development footprint over to the east and that's indicated by that block of green mapping around there. We also conducted

some surveys to just verify what the conditions were like within the Banksia reserve and that was definitely a concern.

5 There's been fairly decent quality Eastern Suburbs Banksia Scrub. Throughout the surveys that we did we did not find any indication of any threatened flora species or any threatened fauna. As mentioned, we started doing surveys back in 2019 when we acknowledged it was drought conditions but to balance that out we also conducted further surveys earlier in 2021, especially for the Maroubra Woodland Snail given that they require damper, wetter conditions and we found indication of those species within the site either. So overall within ecology within the development footprint, as I said, it's only the planted landscape species which we assign for best fit. So the development proposal will not result in any removal of ESBS.

15 There will be some minor indirect impacts such as edge effects or shadowing but those are some of the impacts that the area is already – its extant vegetation's already subject to and, essentially, the project has been designed to minimise exacerbating those projects and they're considered to be fairly minor and there will be removal of the planted vegetation and based on our field survey results the on campus – the vegetation within the development footprint is sufficiently degraded that it does not generate – it does not have a very high vegetation ..... score and therefore does not generate any offset credit requirements. As I mentioned, the – within the development footprint there's no requirement for any credits, however, given that – given the importance of ESBS we acknowledge that there are some potential indirect impacts. So all the areas of ESBS within the campus college are – college campus are subject to a vegetation management plan.

The objectives of the vegetation management plan are to enhance the existing ESBS within the campus which is the green area indicated as zone 1 on our figure there.

30 There is also to be vegetative buffer which – this, essentially, will provide a bit of a – this utilises the set back from the buildings to the Banksia Reserve and this, essentially, is an area which will be recreating Eastern Suburbs Banksia Scrub. So overall just in conclusion there's no removal of any threatened ecological communities. Vegetation being removed is largely a lot of planted garden landscape although admittedly planted with native species. They do not form any habitat and given the artificial structures do not comprise any habitat for threatened species so overall the impacts of the project are relatively minimal. The impacts ..... have some potential for indirect impacts to Eastern Suburbs Banksia Scrub which is being mitigated by long-term management under a vegetation management plan. And I believe that's mostly what I have to say on the project so I'm happy to take questions.

MR DUNCAN: Yes. Thank you for that. I don't have questions of this item. Do you, Adrian?

45 MR PILTON: No. I have no questions.

MR DUNCAN: Okay. Samantha, that brings us the end of the ..... with you. We've raised a couple ..... on that sort of traffic – around construction and the construction – traffic and parking management plan. We'll probably provide some more information on that down the track. Also, on the landscape treatment along  
5 Baronga. Is there anything else you'd like to add at this stage?

MS WILSON: No. There's nothing from our perspective. Like I said earlier, we will submit a formal request to you to have that condition relating to the woodland snail deleted and we'll send you a copy of the BDAR addendum in case the  
10 Department haven't sent that on to you.

MR DUNCAN: Okay.

MS WILSON: But that was the only condition that we would have comments on at  
15 this stage.

MR DUNCAN: We'll look at that request when we get it. Adrian, do you have any other further questions?

20 MR PILTON: No. I'm happy. Thank you.

MR DUNCAN: What about Kate, Rebecca or Lauren? Do you have any questions at this stage?

25 UNIDENTIFIED FEMALE: Nothing further. Thank you, Peter.

MR DUNCAN: Okay.

UNIDENTIFIED FEMALE: Nothing further us. Thanks, Peter.  
30

MR DUNCAN: Okay. Good. Samantha, could I thank you and your team for that detailed presentation. That was very helpful and thank you for your time today. Apologies we started a little later but I think we picked the time so thanks again.

35 MS WILSON: Thank you very much for your time. We've registered to address you at the public meeting as well so we'll just – we'll give a very presentation and obviously be ready for questions at that stage as well.

MR DUNCAN: Thank you for that and Kate will probably be in contact with you as  
40 well, Samantha, on that.

MS MOORE: I will.

MR DUNCAN: Thanks - - -  
45

MS WILSON: Excellent. Thank you for your time.



MR DUNCAN: Have a nice afternoon. Thanks everybody.

MS WILSON: You too. Bye.

5 MR PILTON: You too.

MR DUNCAN: Close the transcript at this stage.

10 **RECORDING CONCLUDED**

**[3.10 pm]**