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**TRANSCRIPT OF PROCEEDINGS**

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O/N H-1028354

**INDEPENDENT PLANNING COMMISSION**

**MEETING WITH APPLICANT**

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

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

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

**APPLICANT:** **STEVEN ADAMS**  
**JOHN COCKINGS**  
**BOB CHAMBERS**  
**RHYS JACK**

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

**DATE:** **10.18 AM, WEDNESDAY, 5 JUNE 2019**

DR P. WILLIAMS: Good morning and welcome. Before 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 to 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 Government Area. My name is Peter Williams. I am the chair of this IPC panel. Joining me are fellow commissioners Carol Austin and Soo Tee Cheong, as well as Olivia Hurst from the Commission secretariat. The other

10 attendees at the meeting are Paul Oates, Steve Adams, John Cockings and Bob Chambers from the applicant.

In the interests 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

15 and made available on the commission's website. 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.

20

If you're asked a question and are not in a position to answer, please feel free to take the question on notice and provide any additional information in writing, which we will then put on our website. I request that all members here today introduce themselves before speaking for the first time, for all members to ensure that they do

25 not speak over the top of each other, to ensure the accuracy of the transcript, so we will now begin, so if you would like to go through your presentation in whichever order.

MR S. ADAMS: Mr Chairman, just as a threshold issue, there has been an

30 alteration to the people attending. I did make it known, but – pardon me – it may not have got to the office of your secretary.

DR WILLIAMS: Sorry.

35 MR ADAMS: Paul Oates, the director of business and operations at The Scots College, is unable to attend. I have Rhys Jack here, who is our project manager from Walker Corporation.

DR WILLIAMS: Thanks. Rhys Jack.

40

MR ADAMS: R-h-y-s; Jack, J-a-c-k.

DR WILLIAMS: Yes.

45 MR ADAMS: Yes.

DR WILLIAMS: Thank you very much for that correction.

MR ADAMS: Yes.

5 DR WILLIAMS: I'm sorry. Thanks, Rhys. Sorry. Thank you. So if you could go through the presentation, we might have questions in the process, just points of clarification, then we probably have a few questions to ask you towards the end, so I will hand it over to you. Thank you, gentlemen.

10 MR B. CHAMBERS: Okay, so my name is Bob Chambers. I'm a director of BBC Consulting Planners. I'm the school's planning consultant, and I prepared, with others, the environmental impact statement, so I will lead off with some commentary, general commentary, about the project. Scots College, primarily, sits either side of Victoria Road at Bellvue Hill. There are two main precincts, an east precinct on  
15 which the subject building is located, and a west precinct, which is on the opposite side of Victoria Road and to the south of Ginahgulla Road.

Scots College, as you would be aware, has a rich Scottish heritage, and that's reflected in the design of the proposed development. The Stevenson Library  
20 Building is a five-storey brutalist concrete structure that sits around 30 metres from Victoria Road, and it's set down at a lower level than Victoria Road, so there's a significant level difference between the street and where the library building is located. The proposal is for alterations and additions to the existing five-storey structure, which essentially keeps the slab levels but pushes them out in three  
25 directions, so that there's a resultant increase of about 214 square metres on top of a floor footprint that's about 500 square metres. It creates an atrium void.

We add a sixth storey, which is accommodated within a new, pitched, roof, which is an important aspect to the design, faithful to the Scottish Baronial architecture that's  
30 involved. There's a complete interior refitting of the building, and obviously it's external recladding in this new architectural style. It also includes the creation of a new entrance off the quadrangle, which is the main entry to the school off Victoria Road. Now, Steven will talk to you in due course about the issues with the existing building and the philosophy – educational philosophy behind the proposed  
35 development.

So, as the proposal has a CIV of more than 20 million, it's for State Significant Development, and as there have been 25 or more objections, it has been referred to you for determination. The property, the school property, both of the precincts, the  
40 east precinct and the west precinct, are zoned SP2 infrastructure, and the proposed development is entirely consistent with the aims and objectives of the LEP and with the intent of the zoning. Key issues, I suppose, which have been addressed in the documentation, one of which is height. There's a 9.5 metre height limit in the LEP. The existing library building has a height of 16.35 metres.

45 The main school building, which sits to the southwest of the Stevenson Library Building – this is the Stevenson Library Building, this is the main school building –

- that has a height of 18.6 metres, and the proposed additions to the Stevenson Library, which involve the creation of a sixth storey within the new pitched roof, result in a height of 20.47 metres, which equates to a height increase over and above the existing building of 4.12 metres. I did mention before that there's a significant
- 5 difference in ground levels between Victoria Road, which is at RL 61.6, adjacent to where the Stevenson Library is, but some 30 metres distant, and the ground level where the library building sits, which is RL 54.78 metres, so there's about a seven-metre level distance between the road and the ground level of the site.
- 10 As is picked up in the office's report, the department's report, because of the provisions in the education SEPP, the height limit which is in the LEP isn't a standard to which a clause 4.6 objection is required, but nevertheless both the EIS and the department's report contain an exhaustive analysis of the issues around
- 15 height, particularly in relation to view impacts. In relation to heritage, the Stevenson Library Building isn't a heritage item, but the whole of the school campus, that's east and west precinct, are identified on the heritage map in Woollahra LEP 2014, which is convention to colour all of the land, but in this case particular items are identified as the relevant items.
- 20 The Stevenson Library isn't one of them, but Aspinall House is one, which is this building here, and the main school building, which is this one here. That is also identified as a heritage item, so with that in mind, the EIS contains a detailed heritage impact statement, and it concludes that this building, the Stevenson Library Building, has no intrinsic heritage merit, and it also finds that the Scottish Baronial architecture
- 25 which is proposed, which has been informed by work by Dr Alistair Disley from Scotland as to its detailed aspects, materiality, shape, form, is one which is entirely suited to the Scots campus and to the site-specific nature of the Stevenson Library Building.
- 30 In terms of amenity, because the library building is 30 metres from Victoria Road and set down at a significantly lower level than the road, and the nearest dwelling is 60 metres distant from the building, there are no impacts by virtue of bulk or scale or overshadowing on nearby residential properties, but there are some impacts on views from properties to the southwest, which are addressed in detail in the EIS, and those
- 35 impacts are considered to be minimal in the report, in the EIS, and in the department's report, and that's in large part because of the panorama view that the properties – that the affected properties, and there are two, primarily, which they presently enjoy, so there's not a great deal of amenity impact, and the impact on views is considered reasonable.
- 40 In terms of traffic and parking, there is no proposed increase in pupil or staff numbers as a result of what's proposed. It is an existing building which is to be refitted, reshaped, reimagined in a different architectural style for purposes associated with existing activities of the school, to provide better operational and
- 45 educational outcomes, which Steven will touch on, and, therefore, there are no real – apart from construction traffic, which is dealt with adequately, I think, in the EIS and in the office's report, but clearly traffic and parking are issues which are of great

concern to local residents. I think that 94 per cent of submissions raised the issue of traffic and parking, and, in that regard, the college is being proactive in terms of its dealings with Woollahra Council.

5 There are two separate development applications, which won't be State Significant Developments, local development, which will be submitted to the council. They are in the course of preparation. There have been pre-DA meetings with the council earlier this year, and both of those DAs seek to address issues which have been raised by the community and which have been raised by the council. One of them is  
10 for a new carpark for 82 spaces, which will sit below the Macintyre tennis courts, which is at the southern end of the eastern precinct, with the tennis courts reinstated over the top, generally at the same level, so it would be a basement carpark structure, and that will increase the number of parking spaces on the eastern precinct to around 140. There's about 60 spaces there at the present time.

15 DR WILLIAMS: Sorry, Bob. That's 82 spaces.

MR CHAMBERS: I think it's 80 - - -

20 DR WILLIAMS: We've got – I think we've got 80 in the report, that's all. It's only - - -

MR CHAMBERS: Eighty – 82, John, is it?

25 DR WILLIAMS: - - - two spaces, but just - - -

MR CHAMBERS: Is it 80 or 82?

MR J. COCKINGS: I read 80, so - - -

30 MR CHAMBERS: Eight.

DR WILLIAMS: Yes, just for the sake of accuracy. Sorry about that.

35 MR CHAMBERS: Eight spaces.

DR WILLIAMS: Thanks.

40 MR CHAMBERS: But the – the development application hasn't been lodged yet, so the plans haven't been finalised, so let's say 80. The other proposal which is to be the subject of another separate DA is a drop-off and pickup facility adjacent to Ginahgulla Road on the school's western campus.

DR WILLIAMS: And that's onsite, isn't it?

45 MR CHAMBERS: Which is the junior school.

DR WILLIAMS: Yes.

MR CHAMBERS: Which will be an appropriate location – there’s previously been used – it’s previously been approval for car parking and access in that location.

5 DR WILLIAMS: Sure.

MR CHAMBERS: And in addition to that, the College is in the process of preparing a concept DA for state significant development, which will deal with – which will encompass a new master plan for the school. That’s something that the college is working through at the moment, and that will deal with the issue of student number.

10 DR WILLIAMS: Okay. That – sorry. Just at this point – that’s not directly relevant for us, but - - -

15 MR CHAMBERS: No.

DR WILLIAMS: - - - I was going to ask about that because the Department meeting beforehand mentioned there was a master plan being prepared, and I wasn’t sure whether the master plan was part of the DA process that is going with the council - - -

20 MR CHAMBERS: No.

25 DR WILLIAMS: - - - or something entirely different.

MR CHAMBERS: No, it’s entirely - - -

30 DR WILLIAMS: Okay.

MR CHAMBERS: It’s entirely separate.

DR WILLIAMS: Okay, thanks.

35 MR CHAMBERS: It’s – it’s a whole of the east precinct and west precinct - - -

DR WILLIAMS: All right.

40 MR CHAMBERS: - - - 15, 20, 25 year vision for the – for the College.

DR WILLIAMS: Okay. Thanks for that.

MR CHAMBERS: And that’s being worked through at the present time.

45 DR WILLIAMS: Thanks for that clarification.

MR CHAMBERS: And then just so that you're – you're aware, that in addition to the consultation processes that were involved with the EIS and the proposal once lodged, there was a significant consultation process that took place before where the College was very proactive, where they had a dedicated project webpage, they had a project email address, had a community newsletter, advertisements in the Wentworth Courier, letterbox notification and meetings. So it was – it was – it was a – a process which had engagement – significant engagement outside of the statutory process. So, with that, I think I will hand over to Steven or John to talk about the – the – the design philosophy.

DR WILLIAMS: Thanks, Bob. Very helpful, thank you.

MR ADAMS: Well, perhaps if – Steven Adams, director of property work at Scots College. Perhaps it might be appropriate for John to speak about the design process.

MR COCKINGS: Good morning, John Cockings, architect for the College. We were engaged through Steven to consider how we might address the changing needs of the College and the students, particularly student counselling spaces and the like, and address what I think could be – what I've described as a carbuncle ..... the current Stevenson Library, brutalist building completed in about '88, concrete slab frame with precast panels and – and the like.

It sits – it's fairly incongruous around the edge of the oval. We were looking and developed a particular style that reflected and – and touched on the College's culture. Scots' baronial style is one that – it's – it was never a castle, it was never a defensive or fortified structure. They – the – the biggest proponent of that – of that style was an architect, Edinburgh based, called David Bryce who passed away at the early 1900's, I think. He did about 200 buildings, and they were always large homes for wealth industrialists.

They picked up on Scottish tower houses. There also was, sort of, quite a significant French Renaissance influence on them as well. And there was a particular approach that was common along – in other Victorian styles as well where the ground floor was treated as a kind of a plinth or a basement and it was always – the buildings, no matter how many storeys they were, were always configured as two storeys with a roof pitch – see – a pitched roof above that and a lot of detailing around the roof with a view to lightening the visual structure.

What was interesting about that style, I think, for us and particularly meeting with the school council – the main school council and just talking about, you know, providing counselling spaces for the boys – the college is a series of houses – Macintyre House, Fairfax House, Aspinall House and this particular style was always about houses. So there seemed to be a nice, sort of, a good and appropriate synergy there to convert what is a fairly institutional type structure to a house in a very distinct Scottish style. And, also, you know, we worked on Aspinall House with Steven on the conservation work on Aspinall House. So we're very mindful of the, kind of, incongruous nature of the existing building and how to break the massing up

and actually, somehow, make it more sympathetic. There is precedent in the late Victorian period for a variety of styles to be put together.

5 So we don't see a, kind of, a – nor does Dr Disley or the heritage consultant see any kind of conflict in the relationship between the two. The – just touching on Aspinall – something that Bob mentioned before. Aspinall's main elevation is to Victoria Road – to the west – and north towards the harbour. So the current library sits, as Bob mentioned, on the east side at a lower level. So there are no – you actually cannot see the library at any significant viewpoint along Victoria Road. It's only  
10 currently visible when you're going through Cranbrook Lane across the oval. And it – for the – pretty much, at the moment, it completely blocks out any view of Aspinall House apart from a little bit of the roof ridge which is lost by the proposal but you can't see Aspinall in any meaningful way anyway.

15 So we felt that there's not a particular – you know, particularly significant – there's really no impact on Aspinall House. In fact, the current building is detracting. We would see the proposal as contributing rather than detracting. The – apart from a library, one of the key aspects, I think, of the approach is – to the building – is to provide a – kind of, a range of counselling services for the boys and move away from  
20 the, kind of, clinical nature. I mean, I think Steven might touch on, you know, boys at – you know, boys being at, sort of, at risk group. We want – part of the looking at the interiors and how they might work is to, sort of - - -

25 MR ADAMS: John, can I just take that up?

MR COCKINGS: Yes – sorry.

MR ADAMS: Steven Adams, Scots College. I think this is an important matter. We're dealing with a very precarious cohort of the Australian population, in my  
30 view, adolescent youth – particularly males. And in the past counselling has been an add on. And we find that we have a significant proportion of our parent population who may be separated or divorced or single parents. And we find an increasing need and burden on our counselling staff. We want to make it easy for a boy to put up his hand and say – I've got a problem – I need help. So the intention of this building is  
35 to, sort of, not so much mainstream counselling, but certainly put it in a mainstream where you've got this building which – and John drew on it earlier – it has basically been – almost been plonked there as if – as though by helicopter. It has no front door.

40 As far as I can ascertain, it was never officially opened – there's no plaque. And it's difficult to get into – people walk away from it. And yet, it's actually potentially a nexus of track paths of desire through the college. So we want to open the building up. And as John said, de-institutionalise it, because we can do it. I mean, Cranbrook  
45 Schools – one of our fellow boys' schools – but they've gone for a, like, an institutional building in their new prep school. Ours has always been based around houses. So there's a domestic dimension to it. We want to maintain that and we want to put that right in this nexus of flow so it becomes a nexus. So boys will be



moving through it all the time. It's very easy for them, you know, to slope off to the left and go and see Mr Serney or – he's senior counsellor.

5 So we want to make it easy for boys to be supported, not just in the counselling sense but there for academic administration, careers advice – all of these things will take place in the building. Now we advertise it as a library and, indeed, it is a library. It's a source of reference. If you ask a librarian these days what a library is, you get lots of different answers. It's quite a nebulous thing at the moment. But it's a comforting space and we want to make it a welcoming space. At the moment, the building – and I believe you maybe have the opportunity of touring the building – you will see what I mean. It's essentially – it's a very brutal building by – inside – like face brick concrete – I will leave that till this afternoon. It doesn't help us with boys at all. So that's really the intention of drawing everything together.

15 MR COCKINGS: Can I just, sort of, finish my bit by touching on the existing building. It was, I think, completed before the requirements under the, you know, accessibility compliance came into force so there is no front door, there's no level entry. There are very few – nitty gritty stuff – there are almost no female toilets. There's certainly no accessible toilets. There's no lift. It's – to get into the building  
20 you've either got to go up or down a flight of stairs and, in some cases, both.

So the building's really not fit for the purpose. And it's definitely not fit for the next 15, 20 or 25 years. And having worked for the college for a number of years, there's a, sort of, an ant trail where boys track along the edge of the oval. And as Steven  
25 said, this building's, sort of, right in the middle of that. So the approach has been to create entries at – you know, both entries at ground floor level so boys can just, you know, come in and out. It just scoops that ant trail up at so many levels – quadrangle, first floor and ground floor, as well.

30 MR ADAMS: And look, what we've attempted to do is to retain the building because this is largely – it's a strip out and upgrade of an existing building because there's – I mean, we're mindful of the embodied energy in that concrete structure. There's five major concrete plates – post and beam as John described it. And we're recovering most of that. We're not losing it. So we feel it's a worthwhile recycling,  
35 you know, of that building and, in fact, make it something that we can actually use going to the future. And can I just say something philosophical about the Scottish Baronial, in closing. It seems like an interesting style to adopt in Australia. And certainly, the Government Architect's Office posed those questions to us when we were interviewed by them on it.

40 But it is a domestic – it's a domestic scale but it's quite a – it's a large building. And it looks – it has a security about it. It has got massive foundations which – it's a building that gives you confidence. We've interviewed our boys because, I mean, we include boys in a whole range of things these days. Boys basically run the school  
45 assembly. So – they love it. I mean, a few of the old boys had questions about the building. I note that it's largely – it's funded by the school community – old boys and parents. Some of the old boys questioned it. And when we explained why we're

doing it, they were in complete agreement. So we're fairly confident it's the right building for that spot.

5 MR COCKINGS: Look, the only thing I would say in closing – Steven mentioned being, sort of, a massive – it's deliberately massive. We've opted for a very traditional kind of approach to rebuilding the envelope. Four skins of brickwork, so it's a – it's thermally very efficient. The idea is that, as Steven said, there's embodied energy within that – within the existing structure. And the envelope, itself, is going to act as a thermal mass. So we're not particularly reliant on that – obviously, there is glazing – but large areas of glazing and the like. And there are a few other little bits and bobs. You know, we're looking at the – sort of, photovoltaic roof tiles as well, which will be quite a nifty addition.

15 DR WILLIAMS: Yes – yes, okay. Is there anything else to – Steven would you like to - - -

MR ADAMS: Well, look, I think we're exhausted at, sort of, just a direct entry level edit, so we would be very keen to respond to any queries the panel may have.

20 DR WILLIAMS: Right, thank you. Carol, See Too, would you - - -

MS AUSTIN: Would you – I think if you - - -

25 MR CHEONG: You can start.

MS AUSTIN: And then we will chip in later.

30 DR WILLIAMS: Okay, thank you. The RLs or the heights between Aspinall House – or the RL might be more accurate and the proposal – I think Aspinall House is still – will still be slightly higher.

MR COCKINGS: Yes, it is – yes.

35 DR WILLIAMS: Because it's on higher ground anyway.

MR COCKINGS: Yes – yes.

DR WILLIAMS: So it won't, in that sense, over-tower the existing Aspinall House.

40 MR CHAMBERS: No, Aspinall House is not only nearer to Victoria Road but it has also got a higher roof ridge. I can't recall what the precise RL is of the – of the – of the roof, but it's all in there.

45 DR WILLIAMS: It's in the report but I think I still saw that the RLs were still slightly high.

MR CHAMBERS: Yes. I did pick up on the RLs of the main school building. The main ridge of the main school building, which is this one – it's this one here.

DR WILLIAMS: Yes.

5

MR CHAMBERS: Excluding the clock tower is RL 73.75, and the ridge, the main ridge of the new proposal is 75.95. So about 1.8, 1.9 – 1.8 metres higher than this building here. But below the ridge of this building here.

10 DR WILLIAMS: Yes. Indeed. Just in relation to traffic and parking – not the existing situation. That's totally outside our remit, but related to that is the construction parking and traffic, and I understand that the management plans and reports that have been prepared will have construction vehicles moving directly onto site. There's an access point off Cranbrook Lane, I think from memory, and they  
15 will be parking on the school oval while they're doing – the issue of construction worker parking. How is that being addressed in the application? We haven't been able to see the site yet to see what's available and where construction zones might be set up for no parking for construction purposes and things like that. So just to do with the actual management of the construction traffic, and particularly the worker  
20 parking that will be generated.

MR COCKINGS: Well, I just touch on the access. It really follows on the back of the business studies centre that was completed and we worked on ..... 2015. Entry is off Cranbrook Lane. At that point, there was a law about bulk excavation, so a lot of  
25 ..... were coming in. And that went on for sort of 14, 15 months. No significant issues. Parking – in that instance, construction staff parking was either onsite, adjacent, or just at the entry on Cranbrook Lane. In this proposal, there's – we're going to put a road in all the way around the perimeter of the oval and create a kind of a compound on the sort of north side of the oval. So there's some – there's a big  
30 site area for the vehicles for site parks, material deliveries, and also it's basically a two way road, so cars – construction vehicles, delivery vehicles can come on out.

At some point, at Bulkex, there was a bit of excavation. When they have a – some of the big vehicles, they can't do a U-turn and go back out. They have got to sort of  
35 loop around and complete the circuit around the oval and back out on Cranbrook Lane. So there is a conflict with boys and vehicles, but they – you know. But it was managed quite successfully because – for the business study centre, there are boarding houses, so you need to put up sort of traffic – all the traffic marshals, you know, and we close the road off. But there are, you know, there is a limited, you  
40 know, amount of parking available around that perimeter for construction vehicles.

DR WILLIAMS: Right. Right. And the worker vehicles would have to park on the streets around?

45 MR COCKINGS: Some will – there will be some parking for them on the site.

DR WILLIAMS: Right. Okay. Okay.

MR ADAMS: If I could just say to the panel, the oval you see is a wonderful oval, but it's also a playground.

DR WILLIAMS: Yes.

5

MR ADAMS: Some schools have a playground, and then we have that, that is it, so that is the extent of our open space for enrolment to now – not all boys go out and play, but a lot of them do, so we've – I think we've essentially given over Kirkland Oval, which you will notice is a smaller oval. It's not really an oval. It's a smaller  
10 rectilinear space to the north of what is obviously the main oval, and that's largely the set down area and construction area given over to the buildings, and that would be the area John is talking – so we're actually dedicating, or giving away, quite a bit of our open public space for the boys for this project.

15 DR WILLIAMS: Yes.

MR ADAMS: But look, schools can handle this very well. These boys are basically under authority. They will basically do what you tell them to do, and we've got very  
20 smart teachers that know how to manage them, and I – anyway. That's their job. But it has worked well. I don't – we've referred to something called the Business Studies Centre, and that is a major construction on Cranbrook Road. You will just notice it, if I can just point it out to you. It might be helpful for the panel just to realise just – we have tendered the use – thank you. That's – the Business Studies  
25 Centre is here. Here. So that the subject building we're talking about is here.

DR WILLIAMS: Yes.

MR ADAMS: And the Business Studies is there. So we did, in fact, use this  
30 Cranbrook Lane entrance here to service that area here, and there was a set down area here for building construction. So it was \$12, \$14 million project. Certainly took over two years to build. Quite intrusive. This boarding house here – here, again, another house, Macintyre House, very elegant structure from the 1920s. It's a year 7 transition house, so there's 30 year 7 boys in there, and they have to get past there every day. So we had traffic management. Worked very well.

35

DR WILLIAMS: When was that built, sir?

MR ADAMS: Completed in twenty - - -

40 MR COCKINGS: Two thousand – 2015.

MR ADAMS: Yes.

DR WILLIAMS: So recently.

45

MR ADAMS: Yes, very recent. Yes. Yes.

DR WILLIAMS: Yes. Okay.

MR ADAMS: Thank you.

5 DR WILLIAMS: The other issue that was raised a lot in the submissions was  
student numbers and, once again, that's another issue. But what we've obviously  
concerned about is student numbers from this project and the statements made that  
there would be no interest in student numbers. So that's something that we would –  
if this project was approved, obviously there would have to be some guarantee or  
10 some requirements in terms of maintenance of student numbers, or no increase in  
student numbers. And I note there's this master plan now that deals with that issue  
as well. So I guess also the – it's about the use of the space, its adaptability, the  
distinction between teaching spaces and learning spaces. I guess we will get a bit of  
a feel for that when we see what's currently there, but – knowing what's currently  
15 built, so - - -

MR ADAMS: Well, like, teaching and learning is a bit like country and western. I  
mean, it's the same thing, really. But if I can just say, what we've tended to use is  
give teachers the opportunity of some sort of choice of a learning environment. Like,  
20 I mean, this could be a classroom with desks set up like this. It could be structured in  
the way we've got rows and columns ..... there could be split tables here with seats,  
and the idea is the flexibility.

I notice you've got ..... on the – so this is a teaching and learning area and likewise,  
25 in this building, the ground floor traditionally was the Black Watch Cafe. It's a  
school tuck shop, and when I was at school, tuck shops were places where there  
were, you know, like roller doors and kids basically fought for food.

Well, that was the case at Scots until about 15 years ago when we suddenly decided  
30 to put chairs and tables in there, and the behaviour changed immediately. This boys  
..... looks like it. So we now have seated accommodation, and that has been  
extended, all funded by the parents. So now we have something called the Black  
Watch Cafe, and you will see that this afternoon, and it has worked very well. What  
we want to do is extend that to the whole ground floor, now, of this new building,  
35 and then flip it.

So it's actually a teaching and learning area which provides the flexibility I've  
described, with opportunities for different seating arrangements with hospitality, so  
the boys will still be able to have their food and beverages and so forth because, if  
40 you look at the occupancy of that place over a school day, there's occupancy before  
school, recess, lunchtime, and there's significant downtimes when it's not being used  
in that intensive way, when it can be used for teaching and learning.

So you will see classes go down there. So it's – look, it's not as if – and then we  
45 don't want to put extra students in there, but we want to have the opportunity of  
utilising all these spaces in the most effective way, because we don't want to grow  
the campus and we don't any more students. And when we turn away significant

numbers of students in year 7 – not from enrolments, but we just can't take anyway. It's very popular. So that's the nature of the layout.

DR WILLIAMS: Yes. No. Thanks, Steven. .... Carol.

5

MS AUSTIN: Yes.

DR WILLIAMS: ....

10 MS AUSTIN: So how long do you think the development will take, and when, ideally, would you start? And the reason I'm raising that is that you've got a number of proposals in with the council that relate to parking and the master plan, and just thinking about the timing. So the parking would facilitate the streamlining of this development if you had more capacity for parents to drop off and use that parking. It  
15 will be less conflict. And the master plan would help us, thinking about student numbers, because there is concern that this development may facilitate access for additional students. The community is concerned about that because of the parking application.

20 So just wondering how advanced they are and whether they're likely to be completed before the development starts. The reason I'm raising that is, to give assurance to the various people that are concerned about parking and student numbers, we will be seeking to put – potentially seeking to put conditions in place, and we don't – we want to have conditions that help to create a building that's suitable for the future as  
25 well as for the present, and the more insights you can provide us about the master plan, the better it will be for us, because we can think about conditions that reflect your vision of the future rather than the concerns that we're hearing, that there's potential for student numbers to creep higher, which the community seems uncomfortable with.

30

MR CHAMBERS: Well, in relation to the two DAs, they're in the course of preparation and dependant on – there's just been a meeting yesterday to discuss that with them.

35 MR ADAMS: And we met with the mayor – we met with the mayor of Woollahra on Monday. We are awaiting feedback and have done for some time from the Woollahra Council in the matter of those particular strategic DAs to deal with this matter.

40 MR CHAMBERS: There are issues – there are issues that the College is trying to engage with the council on that relate to traffic management around – involving roundabouts on Victoria Road and on Cranbrook Road, and that – the College in that regard relies on feedback from the council's traffic staff, and that's what's being – that's what's being sought. But in relation to the two DAs which are – which were  
45 the subject of the pre-DA meeting, I'm going to looking after those DAs. I'm waiting for input from others, what – what do you we think we for those, in the next three months?

MR ADAMS: Yes.

MR CHAMBERS: So, those two DAs will be lodged in the next three months, and we're looking at lodging the SEARs request for the concept plan for the – for the  
5 SSD concept DA – July – August?

MR COCKINGS: I'm on leave July, so August.

MS AUSTIN: So none of that will be completed before this project is well and truly  
10 – well, certainly the construction section.

MR COCKINGS: Actually, the – the drop offs on grade are – and there's currently a carpark there with a vehicle crossover. There needs to be a second one, but that's fairly straightforward. There's not actually a lot of physical work involved with the  
15 – with the land, you know, the site is all ready and it's all ready – you know, like I said, vehicles come in and out of Ginahgulla. So that's not actually, you know, sort of a big project at all. I think that could be resolved fairly quickly over the – over a Christmas break is when the College – well, all schools like to do work over the Christmas break, so - - -

20 MR ADAMS: I wonder, Mr Chairman, if I could just say briefly about something the way the College attempts to manage the current load of traffic and drop off, as it was mentioned.

25 DR WILLIAMS: Yes.

MR ADAMS: We have 11 bus routes which we subsidise – we – we fund them. We have 500 subscribers – over 500 when I checked – to those Scots' bus runs, and anyone who lives in the Eastern suburbs will say that they've seen Scots' buses. And  
30 in addition to that, there's hundreds of boys have public transport passes. We have 250 borders who don't travel. At any one time 100 boys are at Glengarry. So when you start taking those figures off the figure we've got for enrolments, the – the car usage is significant but it's a lot less than what it could be.

35 We haven't been told to have 11 buses or subsidise 11 buses, we haven't – you know, so if you actually looking at the means – or the loss of a means potentially arising from the numbers of pupils we have, what we're trying to do all the time is ameliorate that by other means. I mean, a bus is a bus. We – people complain about buses, well, I mean it's better than having – like, if you have 54 boys on a bus, it's  
40 better than having 50-odd cars, so there are attempts. And this will all form the context for the green transport and travel transport plan.

DR WILLIAMS: I was just – very helpful context for us to know what else is happening ..... not directly relevant, it's still very important.

45 MR ADAMS: It's very topical for us here.

DR WILLIAMS: Yes.

MR ADAMS: Look, if I could just mention – I will mention something called  
5 Glengarry. We've got a bush campus in the Kangaroo Valley, and year 9 they're  
split into two cohorts and they spend two terms down there. So if there's 200 boys in  
year 9 – there's generally 200 boys in each form – 100 of them are not at ..... at any  
one time.

10 DR WILLIAMS: Right.

MS AUSTIN: So just coming back to the master plan, it would be helpful for us to  
have an understanding of what your vision is for the next 10 or 20 years, because if  
your aim is to keep the numbers as is or reduce them or increase them, that helps in  
15 thinking about how we can provide assurances to the community that they're clearly  
looking for.

MR ADAMS: Well, if I could say this: the master plan, we – we have a set piece of  
real estate there which is a bit over six hectares. We're not seeking to increase it.  
20 You know, if you increase it by buying a property worth \$25,000,000 increase by  
1000 square meters. We recently opened a school at Donald's Point for that figure,  
and we – it has a potential enrolment of 250, so we see any expansion for the College  
off site somewhere else.

We feel there's a golden number for enrolments and we think we've met it. Knox  
25 Grammar School, for example, has double the number of boys in each year than we  
have, and they're at Wahroonga, so – but we feel that the cohort of schools with  
whom we have most to do, which is the GPS group, all have approximately 200  
years in each – 200 boys in each form, and that's what we would be sticking at. The  
model just doesn't work. So if that's any consideration - - -

30 MS AUSTIN: Yes. Yes, thank you.

MR ADAMS: Consolation. That's what we're looking at. And certainly, they  
would be largely improvements on existing infrastructure. Towards the north there  
35 you will notice there's a swimming pool. That pool was installed in 1972. It's well  
past its use-by date and requires replacement, so we would be looking at, you know,  
as part of the concept – upgrade the pool. And when I say upgrade, it might be a bit  
bigger, but it's still within the existing enrolment that it be a modern pool, and we  
might play water polo there so it has got to be deeper. Things like that.

40 DR WILLIAMS: Yes. Yes.

MR ADAMS: Put a roof over it. Things like that. But certainly, we're seeking to  
maintain the existing mix of built environment and open space, hence the  
45 underground car park. We feel that the site has more potential in section rather than  
in plan because it's on a hill. We can actually dig in the hills and things.



MS AUSTIN: Thank you.

MR ADAMS: You're welcome.

5 DR WILLIAMS: Soo Tee.

MR CHEONG: Yes. Relating to what Carol just asked about the construction time, you know, of the present building that you're seeking approval for, the – you have a plan – a DA for 80 car parking. Would that construction time coincide with  
10 completion of your present building that could exacerbate the problem of construction parking?

MR CHAMBERS: I don't know the answer to that question, what the timing of that would be.

15

MR ADAMS: Well, look, see, timing – I will just say just something very briefly. Thank you for the question. Timing is quite nebulous because a lot of the things we have very little control over. Certainly, approval processes have taken us years in some cases. So the DA, whilst we think it might be quite straightforward to excavate  
20 a car park under the tennis court, that could take a year or more – 18 months – in local government to get that through. We have very little control over it.

So we are very mindful of the construction. You're probably aware that the Cranbrook School, which is literally 200 metres down the road – they've just put a  
25 master plan for the concept – \$150 million worth of work. So, obviously, we need to at least be mindful of their construction timetables. But we – I – there's just too many balls in the air. I couldn't tell you when things – we just know – and Rhys can probably confirm this about the program for this particular construction will take - - -

30 MR R. JACK: About 18 months to two years at this point.

DR WILLIAMS: Yes.

35 MR JACK: Yes.

MR ADAMS: And when that stairs, Mr Chairman, is up to a whole range of things, yourselves and so forth, and the normal program, so we're mindful of – the Cranbrook School has a major construction down there. We share the same carrier  
40 road, Victoria Road - - -

DR WILLIAMS: Yes.

MR ADAMS: - - - so we will have to work with them to somehow work that out.

45 DR WILLIAMS: Yes.

MR ADAMS: And I'm certainly very keen to do that, and that's something that has been noted before. Mind you, Victoria Road – I get to school about 7 o'clock. It is wall to wall utilities from Birriga Road down to Victoria Road, and not school related. It's a very busy place for tradies at the moment.

5 DR WILLIAMS: Yes. Yes. Yes. Yes.

MR ADAMS: Yes.

10 DR WILLIAMS: Soo Tee .....

MR S. CHEONG: That's it for me.

DR WILLIAMS: Olivia, did you have anything?

15 MS O. HIRST: .....

DR WILLIAMS: Thanks, gentlemen. Just one very practical question. When we go for the site visit this afternoon, I presume we will have to go to the school office to – first of all.

20 MR ADAMS: Yes. Yes.

DR WILLIAMS: Meet there.

25 MR CHAMBERS: Aspinall House.

DR WILLIAMS: At Aspinall House. Right.

30 MR CHAMBERS: The main entry.

DR WILLIAMS: Great. I think we've - - -

MR ADAMS: Well, the receptionist at the – there's an intersection. Ginahgulla Road, Victoria Road. There's the Mullens Gate. You just walk through that ..... but I will be – is it 1.30?

35 DR WILLIAMS: Between 1.30 and 2. We will - - -

40 MR ADAMS: Yes, but are you going to ring someone or is there a contact number you've been given or anything?

MS HIRST: I've got a landline number. I believe yourself and Paul. Is that the best number?

45 MR ADAMS: I can leave you with a mobile. I can be - - -

MS HIRST: Yes, that would be good.

MR ADAMS: I will be waiting there.

5 MS HIRST: Yes.

MR ADAMS: I will be waiting there.

DR WILLIAMS: Might organise that straight after.

10 MR ADAMS: Yes. I think that would be smart, yes.

MS HIRST: Yes. Yes.

15 DR WILLIAMS: So we're not keeping you outside waiting for us.

MR ADAMS: Well, that's no problem.

MS HIRST: Yes. In the weather.

20 DR WILLIAMS: The weather.

MR CHAMBERS: There were just two quick things that - - -

25 DR WILLIAMS: Thank you.

MR CHAMBERS: - - - I would just like – one statistic which I meant to give to you which is – I think, is quite worth observing is that the footprint of the new library building is 1.6 per cent of the site area of the Victoria Road east precinct. So in terms of relativity to the overall school campus. And the second issue is one which goes to the condition which has been recommended by the department, which is for the contribution.

30

DR WILLIAMS: Yes.

35

MR CHAMBERS: So Woollahra Council has a – what's called a section 7.12 contributions plan, which is a one per cent flat contribution on all development, including school development, and what we asked the department to do with that condition – noting that the school wished it wasn't imposed, but if it is imposed then if it could be tied to the issue of the occupation certificate rather than the issue of the construction certificate, because for two years the building is going to be a building site and, obviously, I think that the figure is \$288,000.

40

DR WILLIAMS: Yes.

45

MR CHAMBERS: If that can be deferred for that period, that would be of benefit to the college.

DR WILLIAMS: So deferred from CC to the occupation certificate.

MR CHAMBERS: Well, the department changed it from CC to the commencement of works, which actually brings it forward - - -

5 DR WILLIAMS: Yes.

MR CHAMBERS: - - - rather than pushes it back.

10 DR WILLIAMS: Yes. Have you spoken to the department on that point?

MR CHAMBERS: Well, we communicated to the department that's what we wanted.

15 DR WILLIAMS: Yes.

MR CHAMBERS: But that's not – that's not what we received. So that's just – that's the only comment in relation to the second iteration - - -

20 DR WILLIAMS: Right.

MR CHAMBERS: - - - of conditions that would – that – that's an issue of concern.

DR WILLIAMS: Have you had any discussions with council about that condition

25 .....

MR CHAMBERS: No.

DR WILLIAMS: No.

30 MR CHAMBERS: The council asked for it to be imposed - - -

DR WILLIAMS: Yes.

35 MR CHAMBERS: - - - as a – as a contribution.

DR WILLIAMS: Yes.

MR CHAMBERS: But we're simply asking for it to be deferred until the works are

40 done.

DR WILLIAMS: Okay.

MR ADAMS: And it gives us the opportunity to fundraise, because this building is

45 ....., completely fundraised. So it just means some more fundraising.

DR WILLIAMS: Yes.

MR ADAMS: So if we had a bit more time to do it we could accumulate that.

DR WILLIAMS: Yes. No, that's - - -

5 MR ADAMS: .....

DR WILLIAMS: No. Thank you. That's very, very helpful, because that's the sorts of things where we – if we get to condition stages, where we need to have - - -

10 MR ADAMS: Yes.

DR WILLIAMS: - - - workable practical conditions. No. Thanks. Thanks, Bob. Okay. Is there anything else at all, gentlemen? Okay. Well, thanks very much, Bob, Steven, Rhys and John, for your attendance today. Information provided is very

15 helpful. As with all things we do in the commission, we try to make decisions as quickly as possible, so we will be – we will be – the public hearing is – public meeting is Monday week, so after that we will be finalising our report as quickly as possible and getting our determination as quickly as we can.

20 MR CHAMBERS: Thank you.

DR WILLIAMS: Thank you.

MR CHAMBERS: Can I just, do you desire the presence of the school at that

25 meeting or - - -

DR WILLIAMS: Not unless you want to attend. It's open to the public, but - - -

MR CHAMBERS: Yes. That's something that we can discuss.

30 DR WILLIAMS: Yes, but if you wish to attend that's perfectly fine, but it's totally your decision.

MR ADAMS: Sorry. Yes. Our experience of local government – occasionally the

35 – you know, we always turn up, the DCC meeting and that. If there's a question raised by a resident there's an opportunity for the college to respond to it. So that wouldn't be the case in the - - -

MS AUSTIN: No.

40 DR WILLIAMS: No, no. It's purely - - -

MR ADAMS: Okay. Different model.

45 DR WILLIAMS: It's purely – it's a different model.

MR ADAMS: Yes.

DR WILLIAMS: It's purely a situation where we're there. We're hearing from - - -

MR ADAMS: Yes. Okay.

5 DR WILLIAMS: - - - people making submissions, which could be yourself. You  
can make a submission at the public hearing, but obviously that's not necessary  
because you've actually made your submissions here. It's only if you wish to make a  
submission at the public hearing, but it's normally people who have, you know ..... to  
10 make the general public or the main ones. So it wouldn't be a situation where a  
question might arise and we ask you to resolve that question.

MR ADAMS: No, no.

15 DR WILLIAMS: It's purely for us to collect – to listen. We very rarely ask  
questions. It's more just information-gathering at the public hearing.

MR CHAMBERS: Thank you very much.

20 DR WILLIAMS: Okay.

MR ADAMS: Thank you.

MR CHAMBERS: Thank you.

25 DR WILLIAMS: Thanks once again for your time. Finish it there. Thank you.

**RECORDING CONCLUDED**

**[11.09 am]**