



Urban Planning Collective

Planning Submission

Aquinas College – 46 Great Ryrie
Street, Ringwood

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1.0 INTRODUCTION

This planning submission has been prepared on behalf of Aquinas College and Melbourne Archdiocese Catholic Schools and supports the granting of a Planning Permit for an overarching Master Plan, together with approvals associated the Stage 1 redevelopment of the Master Plan, for the existing education facilities at 46 Ryrie Street, Ringwood.

The Master Plan seeks to facilitate the staged redevelopment of the facilities over the course of the next 15 to 20 years, seeking to marginally increase existing student and staffing levels over that period, with the key impetus being the future strategic upgrading of the facilities over the duration.

The following planning submission describes the site and the broader urban context for which it is located, together with the development proposal, the relevant planning controls and the policies set out under the Maroondah Planning Scheme.

This submission provides an assessment of the planning merits of the proposal against the various controls and policies that apply.

The following submission should be read in conjunction with the following documents:

- Master Plan prepared by *Kosloff Architecture*;
- Architectural Plans for Stage 1 prepared by *Kosloff Architecture*;
- Landscape Plan for Stage 1 prepared by *Enlocus*;
- Environmentally Sustainable Design assessment *Lucid Consulting Australia*;
- WSUD prepared by and *Matter Consulting Structural Engineers*;
- Arboricultural Assessment prepared by *Melbourne Tree Care*; and
- Traffic Engineering Impact Assessment prepared by *MCG Consult*.

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2.1 THE LOCALITY

The City of Maroondah is located approximately 22 kilometres east of the Melbourne CBD. The broader municipal setting is substantially developed as a predominantly residential / urban hinterland setting, punctuated by various commercial / industrial centres throughout.

The broader municipality includes the suburbs of Bayswater North, Croydon, Croydon Hills, Croydon North, Croydon South, Heathmont, Kilsyth South, Ringwood, Ringwood East, Ringwood North and Warranwood.

The Aquinas College is located within the established urban setting of Ringwood, located within the western portion of the municipality, and which includes the 'Metropolitan Activity Centre' of Ringwood Central which centres around the convergence of the Belgrave and Lilydale Rail Lines as they travel west towards the CBD. The Ringwood Central commercial centre includes the Maroondah municipal headquarters, the Eastland Shopping Centre and the broader commercial centre extending along the Maroondah Highway.

Maroondah is a largely developed municipal setting with current population estimates of 120,000 residents, projected to increase to circa 140,000 residents, over the course of the next 20 years¹.

Figure 1: City of Maroondah –
Municipal Areas



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¹ City of Maroondah publication – Maroondah Population Forecasts

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2.2 SUBJECT SITE

The Aquinas College is located within a residential character setting positioned approximately 850 metres to the south-east of the Ringwood Metropolitan Activity Centre along Great Ryrie Road. The site sits alongside adjacent municipal facilities in the form of the Ringwood Soccer Ground, Jubilee Park / Russell Lucas Oval and the Aquanation & State Diving Centre to the west, as well as the Great Ryrie Primary School situated directly to the east of the site, also along Great Ryrie Road.



Figure 2: Subject site

The existing college facilities are set out in two distinct segments, being the concentration of the main institutional buildings located within the northern half of the site, transitioning to a greenfields zone in the central and southern portions of the site. The lowest area of the site is in the south-eastern corner comprising an AFL football oval / cricket oval and which also serves the dual purpose as a Melbourne Water retarding basin, with overland flood events tending to move north to south through the site.

Great Ryrie Street extending along the eastern frontage of the site is a higher order 'significant municipal road' extending between Canterbury Road from the south through to Bedford Road to the north.

The main entrance to the school is currently via the Great Ryrie Street frontage. A number of secondary access points are situated along the northern boundary extending from Ford Street and Thomas Street. The secondary access points are

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typically used as ancillary access facilities for the purposes of goods deliveries and additional staff parking facilities.

The original school facilities were established more than 60 years ago, originally as the Aquinas Boys' College and established in February 1961, thereafter the Aquinas Girls' College was established adjacent from February 1967, before both facilities converged a consolidated Catholic education facility in 1979, today known as Aquinas College.

The main institutional congregation of buildings occurring in the northern half of the site in part date back to the original inception of the college – i.e. elements of the buildings are circa 60 years in age, together with more contemporary additions that have occurred through to the present day.

Figure 3: Internal forecourt of the original Music facilities



Figure 4: More recent additions for the Middle Years facilities



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Figure 5: Grade transition to the east of Music Building



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Figure 6: The northern side of Music Building



Figure 7: Northern boundary interface looking west and the rear of residential properties typically fronting Emerald Street



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Figure 8: Northern boundary interface looking east and the rear of residential properties typically fronting Emerald Street



Figure 9: The original girls school campus buildings – Year 9



Figure 10: Year 9 Building – north-west corner of the campus looking south-east



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The site is more formally referred to as Lot 1 TP 897158T and there are no covenants and / or title restrictions that apply to the site.

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2.3 LOCAL ROAD NETWORK

2.3.1 Great Ryrie Street

As noted, Great Ryrie Street is a higher order 'significant municipal road' aligned in a north-south direction extending between Bedford Road to the north and Canterbury Road to the south extending along the eastern frontage of the campus. Great Ryrie Street is a sealed road and provides a single trafficable lane for each direction of travel in what is a seven to nine metre wide carriageway.

Figure 11: Great Ryrie Street



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Figure 12: Great Ryrie Street looking north



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2.3.2 Reilly Street

Reilly Street is aligned in an east-west direction and extends between Great Ryrie Street to the east and Wantirna Road to the west and extends along the southern frontage of the school campus. Reilly Street is a sealed local road and provides a single trafficable lane for each direction of travel along an approximately seven metre wide carriageway.

Figure 13: Reilly Street



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Figure 14: Reilly Street – looking west from the intersection with Great Ryrie Street



2.4 EXISTING SITE ACCESS

There is a single direction access point to Great Ryrie Road along the eastern frontage – single lane entry and dual lane north and south exit directions on leaving the facilities. The main staff parking facilities are access from the exit juncture via gated entry.

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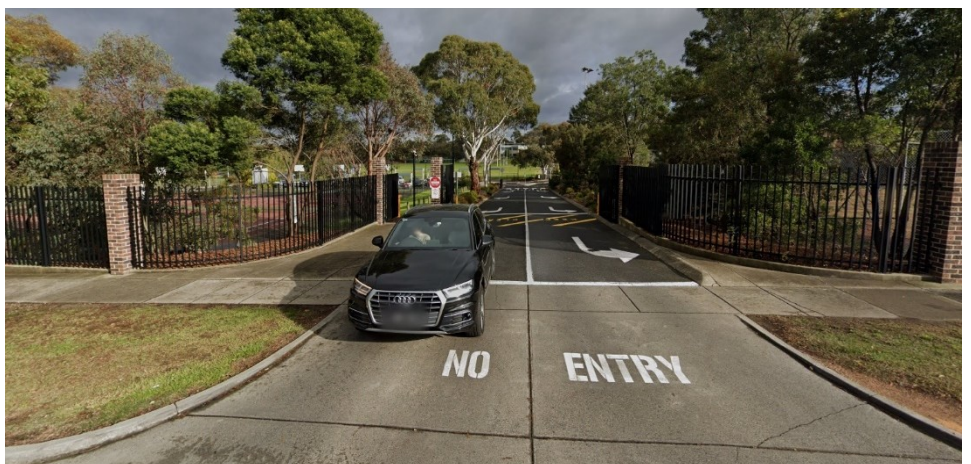
Figure 15: Main pick-up / drop-off
single direction – Great Ryrie Street



Figure 16: Main entry – Great Ryrie
Street



Figure 17: Main exit – Great Ryrie
Street



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A secondary vehicle entrance occurs from Thomas Street at the north-west corner of the site. Thomas Street is a local street aligned in a north-south direction extending from Bedford Road to the north and the southern end terminating at the school site. The entry is typically used for overflow staff parking at the north-west corner of the site.

Figure 18: Thomas Street entrance



A further secondary vehicle entrance occurs along the central northern boundary from Ford Street, which is also a local street aligned on a north-south axis extending from Bedford Road to the north and terminating at the school site at its southern end. This entry is typically used for service / goods delivery and grounds / maintenance staff access.

Figure 19: Thomas Street entrance



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3.0 PLANNING CONTROLS

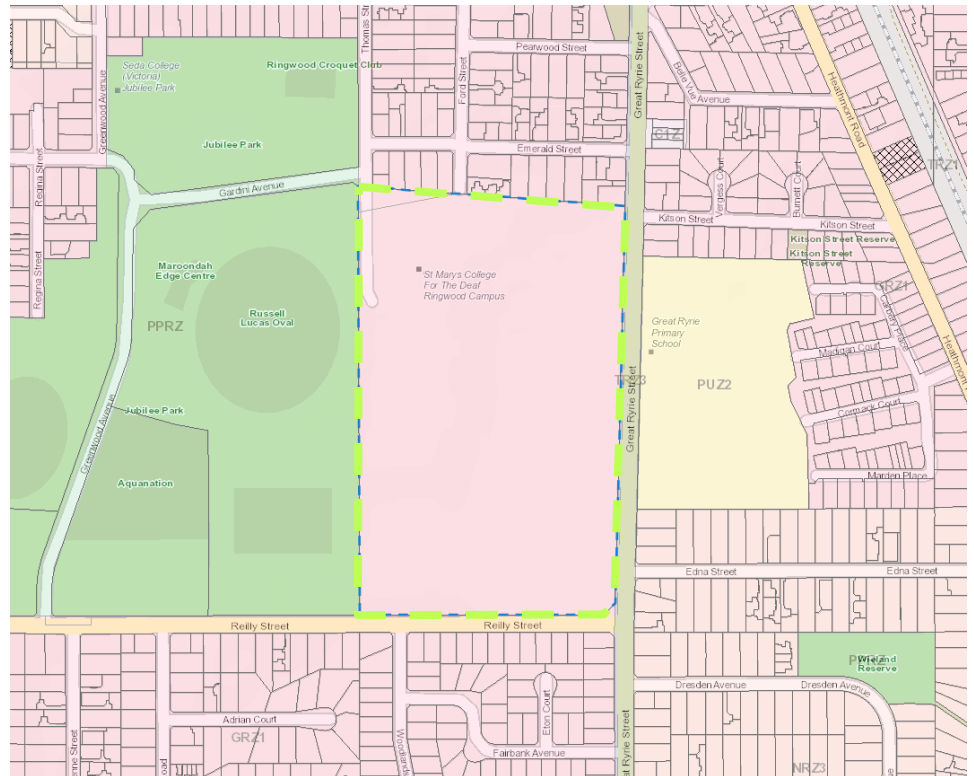
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3.1 ZONE AND OVERLAY CONTROLS

3.1.1 General Residential Zone

Figure 20: Zoning Map (source: VicPlan)

The subject site is located within the General Residential Zone - Schedule 1 (GRZ1) 'General Residential Areas', pursuant to Clause 32.08 of the Maroondah Planning Scheme.



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The purpose of the GRZ relevant to the proposal are as follows:

- To encourage development that is responsive to the neighbourhood character of the area.
- To encourage a diversity of housing types and housing growth particularly in locations offering good access to services and transport.
- To allow educational, recreational, religious, community and a limited range of other non-residential uses to serve local community needs in appropriate locations. *[author's emphasis]*

Pursuant to Clause 32.08-2, an 'Education Centre' remains an innominate Section 2 use class that requires planning permission, albeit Clause 63 of the Planning Scheme establishes that the school readily benefits from continuous existing use rights on account of continuous use well in exceedance of 20 years.

3.1.2 Special Building Overlay

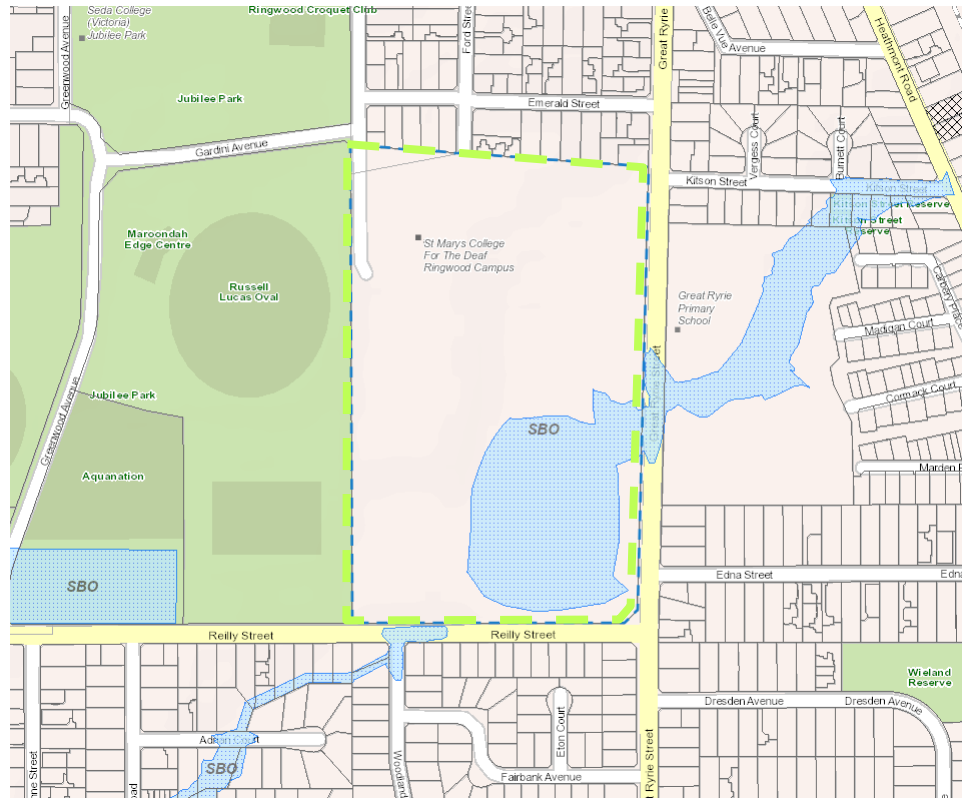


Figure 21: SBO map (source: VicPlan)

The land is affected by a Special Building Overlay (SBO). The purpose of the SBO of relevance are (inter alia):

- To identify land in urban areas liable to inundation by overland flows from the urban drainage system as determined by, or in consultation with, the floodplain management authority.
- To ensure that development maintains the free passage and temporary storage of floodwaters, minimises flood damage, is compatible with the flood hazard and local drainage conditions and will not cause any significant rise in flood level or flow velocity.

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Pursuant to Clause 44.05-2, a planning permit is required to construct a building or to construct or carry out works.

The Stage 1 redevelopment does not impose on the Special Building Overlay designation to the southeast of the site and therefore is not a material consideration in this case.

3.1.3 Significant Landscape Overlay – Schedule 4 (SLO4)

Figure 22: Significant Landscape
Overlay map (source: VicPlan)



The purpose of the overlay is:

- To implement the Municipal Planning Strategy and the Planning Policy Framework.
- To identify significant landscapes.
- To conserve and enhance the character of significant landscapes.

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Pursuant to Clause 42.03-2, a permit is required to remove, destroy or lop vegetation. This does not apply to:

- A tree that is less than 5 metres in height and has a single trunk circumference of less than 0.5 metre at a height of one metre above ground level.
- The pruning of a tree for regeneration or ornamental shaping.
- A tree which is dead or dying or has become dangerous as declared by a suitably qualified person.
- A tree within 3 metres of an existing dwelling (excluding outbuildings).

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4.1.1 Clause 52.06 (Car Parking)

This provision nominates the ratio of car parking to be provided in association with a range of land uses. Where a car parking rate for a land use is not specified, car parking must be provided to the satisfaction of the responsible authority.

A permit application can be made to reduce or waive the car parking requirement.

In case of these submissions, changes encompassed under the proposed Master Plan and subsequent staging whilst variously making adjustments to buildings areas, do not result in changes to threshold staff and student numbers for the facility through the initial Stage 1 redevelopment.

4.1.2 Clause 52.17 (Native Vegetation)

A permit is required to remove, destroy or lop native vegetation, including dead native vegetation on sites with an area greater than 0.4 ha.

Offset requirements - If a permit is required to remove, destroy or lop native vegetation, the biodiversity impacts from the removal, destruction or lopping of native vegetation must be offset, in accordance with the Guidelines. The conditions on the permit for the removal, destruction or lopping of native vegetation must specify the offset requirement and the timing to secure the offset.

Off-set requirements under Stage 1 resulting from the removal of non-planted native vegetation adjacent courtyard areas are a consideration in this case based on arboricultural / ecological reviews undertaken.

4.1.3 Clause 52.34 (Bicycle Facilities)

Adequate bicycle parking is to be provided on-site to satisfy the visitor bicycle parking requirements of Clause 52.34.

In case of these submissions, changes encompassed under the proposed Master Plan Stage 1 do not seek to make changes to threshold staff and student numbers for the facility.

4.1.4 Clause 52.18 (Stormwater Management in Urban Development)

The development shall include a stormwater management system designed to meet the current best practice performance objectives for stormwater quality as contained in the *Urban Stormwater - Best Practice Environmental Management Guidelines (Victorian Stormwater Committee, 1999)* and in relation to Standard W3, we would anticipate that this development will be subject to the requirement for a Construction Management Plan dealing with [inter-alia] water management prior to and during the construction period.

We refer to the enclosed prepared by Matter Consulting on these matters, including a formal stormwater assessment undertaken with BESS tool, including STORM equivalency figures provided.

4.1.5 Clause 53.19 (Non-Government Schools)

The purpose of Clause 53.19 is to:

- *To facilitate new non-government schools.*

To facilitate upgrades and extensions to existing non-government schools.

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4.1.6

Clause 65.01 (Approval of an Application or Plan)

The decision guidelines of Clause 65.01 of the Scheme require consideration of a range of matters, most relevantly including:

- *The matters at Section 60 of the Act.*
- *The policy context.*
- *The purposes of the planning controls.*
- *The orderly planning and amenity of the area.*
- *Stormwater management.*

4.2

NOTICE REQUIREMENTS

Clause 53.19 conveys that an application to which Clause 53.19 applies is exempt from the decision requirements of section 64(1), (2), and (3) and the subsequent review rights of section 82(1) of the Act, however the notice requirements pursuant to section 52(1)(a), (b) and (d) (applied at the discretion of the responsible authority) may be applied.

On the basis of this being a long and well established 'community asset' of more than 60 years, the nature of the Stage 1 approvals, we say, will not cause material detriment and that discretionary application to waive notice requirements can be readily applied.

4.3

DETERMINING AUTHORITY

Clause 72.01-2 provides that the Minister for Planning is the responsible authority for matters under Divisions 1, 1A, 2 and 3 of Part 4 of the Act, and matters required by a permit or the scheme to be endorsed, approved or done to the satisfaction of the responsible authority, in relation to the use and development of land for [inter-alia] a primary school or secondary school, secondary school, or education centre that is ancillary to, carried out in conjunction with, and on the same land or contiguous land in the same ownership as, a primary school or secondary school, if any of the following apply:

- There is no existing primary school or secondary school on the land.
- The estimated cost of development is \$3 million or greater.

As the estimated cost of development for Stage 1 is in excess of \$3 million, such that the Minister for Planning is the responsible authority for this application.

4.4

PERMIT 'TRIGGERS'

Based upon the above, the planning permit application continues to derive application triggers for the following:

- Buildings and works in association with a staged redevelopment of the land for an 'Education Centre' pursuant to Pursuant to Clause 32.08-2 (GRZ);
- Pursuant to Clause 42.03-2 to remove vegetation;
- Removal of native vegetation pursuant to Clause 52.17 (Native Vegetation).

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5.1 PLANNING POLICY FRAMEWORK (PPF)

The PPF is at Clauses 10–19 of the Scheme. The PPF underpins the key objectives of the *Planning and Environment Act 1987* and its objectives are a fundamental and determinative consideration in the administration of land use and development planning across Victoria. It informs the preparation and implementation of local planning policy objectives and the introduction of zone and overlay controls. It is therefore necessary that planning permit applications build on and achieve these important policy objectives.

Clauses 11–19 constitute Planning Policy Framework that provides policy direction whereby the ‘community’ will benefit from clear and consistent policy framework within which decisions about the use and development of land can be made.

Of the PPF, the following clauses are relevant to the proposed development:

- **Clause 11 – Settlement** To promote the sustainable growth and development of Victoria and deliver choice and opportunity for all Victorians through a network of settlements.
- **Clause 11.02-15 – Supply of Urban Land** To ensure a sufficient supply of land is available for residential, commercial, retail, industrial, recreational, institutional and other community uses.
- **Clause 12.01-15 – Biodiversity** To assist the protection and conservation of Victoria’s biodiversity.
- **Clause 12.01-25 – Native Vegetation Management** To ensure that there is no net loss to biodiversity as a result of the removal of native vegetation.
- **Clause 13.07-15 – Land Use Compatibility** To protect community amenity, human health and safety while facilitating appropriate commercial, industrial, infrastructure or other uses with potential adverse off-site impacts.
- **Clause 15.01-15 – Urban design** seeks to create urban environments that are safe, functional and provide good quality environments with a sense of place and cultural identity. Relevant strategies include:
 - Ensuring new development contributes to community and cultural life by improving safety, diversity and choice, the quality of living and working environments, accessibility and inclusiveness and environmental sustainability.
 - Requiring development to respond to its context in terms of urban character, cultural heritage, natural features, surrounding landscape and climate.

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- **Clause 15.01-2S – Building design** seeks to achieve building design outcomes that contribute positively to the local context and enhance the public realm. Relevant strategies include:
 - Require a comprehensive site analysis as the starting point of the design process.
 - Ensure the site analysis provides the basis for the consideration of height, scale and massing of new development.
 - Ensure development responds and contributes to the strategic and cultural context of its location.
 - Minimise the detrimental impact of development on neighbouring properties, the public realm and the natural environment.
 - Ensure the form, scale, and appearance of development enhances the function and amenity of the public realm.
 - Ensure buildings and their interface with the public realm support personal safety, perceptions of safety and property security.
 - Ensure development is designed to protect and enhance valued landmarks, views and vistas.
 - Ensure development provides safe access and egress for pedestrians, cyclists and vehicles.
 - Ensure development provides landscaping that responds to its site context, enhances the built form and creates safe and attractive spaces.
 - Encourage development to retain existing vegetation.
- **Clause 15.01-4S – Healthy neighbourhoods** seeks to achieve neighbourhoods that foster healthy and active living and community wellbeing. Relevant strategies include to design neighbourhoods that foster community interaction and make it easy for people of all ages and abilities to live healthy lifestyles and engage in regular physical activity by providing [inter alia]:
 - Conveniently located public spaces for active recreation and leisure.
 - Accessibly located public transport stops.
 - Amenities and protection to support physical activity in all weather conditions.
- **Clause 15.01-5S –Neighbourhood character** seeks recognise, support and protect neighbourhood character, cultural identity, and sense of place. Relevant strategies include:
 - Ensure development responds to cultural identity and contributes to existing or preferred neighbourhood character. Ensure development responds to its context and reinforces a sense of place and the valued features and characteristics of the local environment and place by emphasising the:



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- Pattern of local urban structure and subdivision.
 - Underlying natural landscape character and significant vegetation.
 - Heritage values and built form that reflect community identity.
- **Clause 15.02 – Sustainable development** seeks to encourage land use and development that is energy and resource efficient, supports a cooler environment and minimises greenhouse gas emissions.
 - **Clause 17 - Economic Development** encourages development which meets the need for retail, entertainment, office and other commercial services and provides net community benefit in relation to accessibility, efficient infrastructure use and the aggregation and sustainability of commercial facilities.
 - **Clause 17.01-25 – Innovation & Research** create opportunities for innovation and the knowledge economy within existing and emerging industries, research and education.
 - **Clause 18.01 – Integrated transport** which seeks to create a safe and sustainable integrated land use and transport system.
 - **Clause 18.01-15 – Land Use and Transport Planning** which seeks to create a safe and sustainable transport system by integrating land use and transport.
 - **Clause 18.02-15 - Sustainable personal transport** promotes the use of sustainable personal transport by ensuring development provides opportunities to create more sustainable transport options such as walking cycling and public transport.
 - **Clause 18.02-45 – Car parking** aims to ensure an adequate supply of car parking that is appropriately designed and located.
 - **Clause 19 – Infrastructure** is to recognise social needs by providing land for a range of accessible community resources such as education facilities.
 - **Clause 19.02-25 – Education Facilities** aims to assist the integration of education and early childhood facilities with local and regional communities. It is Strategy to:
 - Consider demographic trends, existing and future demand requirements and the integration of facilities into communities in planning for the location of education and early childhood facilities.
 - Locate childcare, kindergarten and primary school facilities to maximise access by public transport and safe walking and cycling routes.
 - Ensure childcare, kindergarten and primary school and secondary school facilities provide safe vehicular drop-off zones.

- Facilitate the establishment and expansion of primary and secondary education facilities to meet the existing and future education needs of communities. Recognise that primary and secondary education facilities are different to dwellings in their purpose and function and can have different built form (including height, scale and mass).
- Locate secondary school and tertiary education facilities in designated education precincts and areas that are highly accessible to public transport.

5.2 LOCAL PLANNING POLICY FRAMEWORK

In addition to broader metropolitan policy challenges and objectives, the Municipal Planning Strategy identifies the important local policy objectives to address the challenges faced by Maroondah, in relation to managing land use and development within the municipality to achieve sustainable outcomes. These local policy objectives sit within the context of the achievement of State and metropolitan planning imperatives.

5.2.1 Municipal Planning Strategy

At Clause 02.02....

“In 2040, Maroondah will be a vibrant and diverse city with a healthy and active community, living in green leafy neighbourhoods that are connected to thriving and accessible activity centres contributing to a prosperous economy within a safe, inclusive and sustainable environment.”

5.2.2 Local Planning Policies

Clause 13.07-01L – Non Residential Uses in Residential Areas

The objective remains to limit the intrusion of non-residential uses into residential areas.

Clause 15.01-2L-01 – Environmentally Sustainable Development

The objective of the policy is to.... *“achieve best practice in environmentally sustainable development from the design stage through to construction and operation.”*

For non-residential development, it is policy for a Sustainable Design Assessment (including an assessment using BESS and STORM /MUSIC or other methods) for:

- A non-residential building with a gross floor area of between 500sqm to 999sqm.
- An extension to an existing non-residential building creating between 500sqm to 999sqm of additional gross floor area.

A Sustainability Management Plan (including an assessment using BESS/Green star, STORM/MUSIC or other methods) and a Green Travel Plan for:

- A non-residential building with a gross floor area of more than 1000sqm.

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- An extension to an existing non-residential building creating more than 1000sqm of additional gross floor area.

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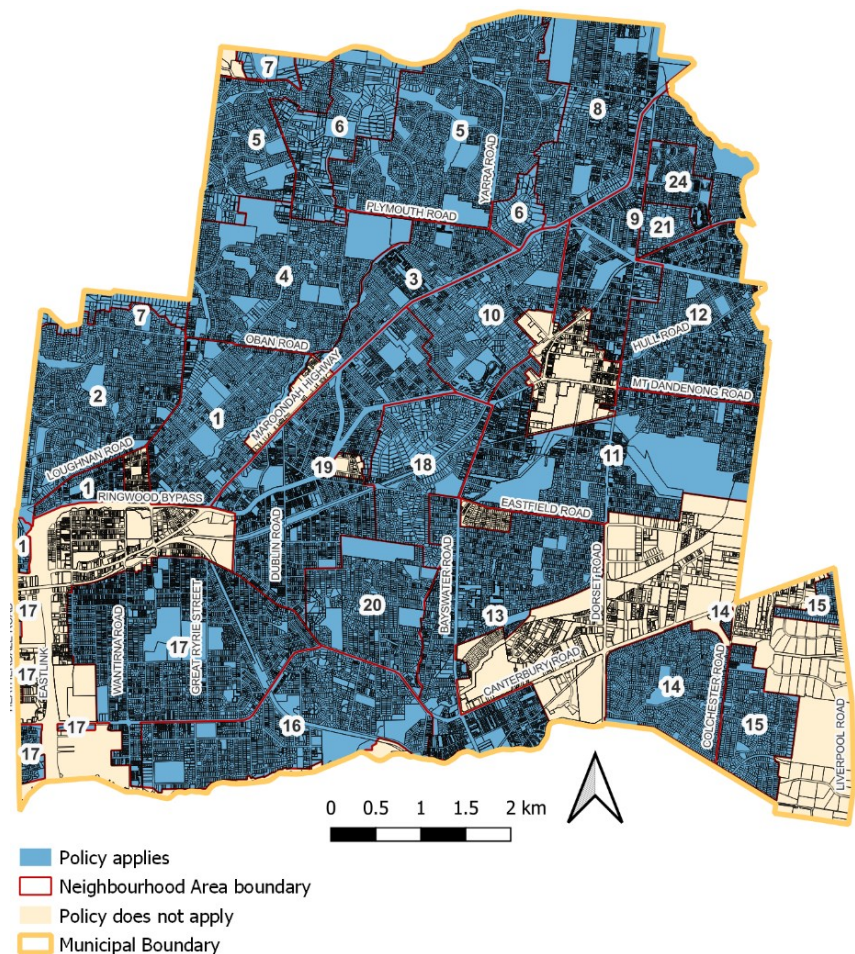
15.01-5L – Preferred Neighbourhood Character

This policy applies to applications for development in the General Residential Zone. Development in Neighbourhood Area 17 (Jubilee Park) should be:

- Support well-articulated building forms that relate to the streetscape.
- Design buildings that are low-scale and complement existing built form in older areas.
- Provide low front fences.
- Use materials that are visually compatible, particularly in exclusively weatherboard areas.
- Ensure building setbacks allow space for vegetation.

Figure 23: Clause 15.01-5L – Preferred Neighbourhood Character

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6.1.1 Master Plan Overview

The Master Plan is intended as an overarching building siting, land use and 'design principles' document aimed at informing the core future design and development elements of the education facility and to provide a framework for the staged redevelopment of these future education facilities.

In the context of Aquinas College, being a well-established senior years educational facility, the master planning exercise seeks to establish, capture and facilitate the future strategic infrastructure and approach to enable coordinated redevelopment and renewal / refurbishment of the facilities in the short to mid-term.

Masterplan 8.2 Projects

- 01 A new Year 9 Teaching and Learning Building
- L6 A new outdoor learning space for the Year 9 Teaching and Learning Building
- L7 Campus Heart East
- 02 A new Wellness Centre
- L5 A new Sensory Garden adjacent to the new Wellness Centre
- 03 A new Consolidated Carpark
- L1 A re-imagined entry experience, by providing separation between kiss and drop, pedestrians and carparking. A new consolidated carpark and perimeter fencing. The existing bus drop off to remain at the northern end of the campus
- 04 A new two court Gymnasium facility (a space for whole-college gatherings) and Performing Arts facility, with a strong relationship to oval and playing fields as well as the East West learning street
- L10 Campus Heart West
- 05 A new Administration and Staff Centre, at the centre of the campus adjacent to the existing chapel. A point of reference upon arrival that is easily identifiable before distributing through the campus.
- 06 Relocation of the Technology Precinct into the original 1970's eastern school buildings with direct access for deliveries
- L9 Connection Landscape/ North South Spine
- L2 A new Wominjeka (Welcome) Garden immediately upon arrival, acting as a key distributor into the campus
- 07 Upgrade of the existing science facilities JKL + I buildings as part of the Senior Learning Building to create a new Science and Technology Precinct
- L11 Tech Outdoor Learning
- L8 Campus Heart Central



Figure 24: Proposed Master Plan

The exercise commences with a review and understanding of the existing facilities, identifying the instances of aging and / or inadequate facilities suited for present day educational operations, and well as future fit for purpose.

Redevelopment of the facility will be a combination of full removal / replacement of aging facilities nearing, or beyond, their intended lifespan, the development of new facilities, together with adaption, renewal and repurposing of existing facilities.

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The underlying strategic approach is aimed at achieving and delivering an education facility which exceeds deliverable expectations for an evolving curriculum, together with the responding to changing societal / cultural expectations around the function and delivery of senior school education more broadly.

This development of the Master Plan an overarching strategic 'device' greatly assists the school and the school community in terms of the broader facilitation process, providing a degree of certainty and in-principal support for the future redevelopment of the facility, together with undertaking to inform stakeholders more generally of the future strategic course.

The Master Plan has been developed with a variety of technical consultant inputs, ranging from arboricultural, traffic, environmentally sustainable design and landscape design, all of which have guided the site layout, design/siting of buildings and the development principles that form the underlying basis for the Master Plan.

The following key summary items are an overview of the future school facility:

- Ongoing operations as a senior / secondary school co-education facility for years 7 through 12.
- An anticipated maximum student cohort of 1874 senior school students, increasing from the current 1691 students, over the period to 2043;
- No variation to the current student cohort of 1691 through the implementation of the initiating Stage 1;
- Revamped Year 9 teaching and learning facilities and associated outdoor education and landscaping additions;
- Revised consolidated main car parking facilities and access configuration from Great Ryrie Road;
- New administration and staff operations centre and central arrival hub;
- New science and technology precinct through the reimaging of the existing 'JKL' and 'I' Buildings;
- Reimaging of the existing E Building for the purposes of a new student wellness centre;
- New maintenance hub facilities; and
- New gymnasium facility and performing arts facility.

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6.2 STAGING OVERVIEW

6.2.1 Stage 1 Year 9 teaching and learning building

The proposed development of the education centre will be undertaken over six main stages, with an implementation program coordinated between 2024 to 2043. The key staged elements of the program are summarised as follows:

Stage 1 comprises the delivery of the new year 9 teaching + learning building, demolition of the existing Music school buildings B + O, new Year 9 Landscape (Outdoor learning), new Campus Heart East overflow carpark and new DDA ramp to the Middle Years Building. The redevelopment will also include the decanting of the music classes into relocatable buildings within the confines of the existing facility.

The new year 9 Learning Building will sit directly adjacent to the existing middle years building to form a new 'middle years precinct' and replaces the former 'Music School Buildings'. This new precinct will be the first stage of establishing what is referred to as 'learning street', a new reimagined east-west connection linking the entire campus through a series of curated and inter-connected landscape zones.

The new Year 9 Building will provide improved connectivity between the indoor and outdoor learning areas through the upgrades to the surrounding landscape areas (Outdoor learning and New Campus Heart East) as a key design item.

Figure 25: Stage 1



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6.2.2

Stage 2 – Wellness Centre and Sensory Garden



Figure 26: Stage 2 – Wellness Centre and Sensory Garden

Stage 2 delivers This stage will deliver a new Wellness Building and will complete the campus heart east precinct. The new Wellness Centre will include its own dedicated sensory garden, building upon and connecting with the existing Chapel garden.

6.2.3

Stage 3 – Carpark



Figure 27: Stage 3 – Carpark

Stage 3 delivers This stage will build upon the temporary carpark to construct a new consolidated carpark over the existing basketball courts. The consolidated carpark will provide staff parking, visitor parking and kiss and go spaces in a more functional and consolidated form to the existing facilities in this general location. The revamped facilities will seek to improve vehicle movements to and from the site, with an underlying aim to better manage / avoid conflicts scenarios and to create improved connectivity and arrival experience for staff and visitors alike.

6.2.4 Stage 4 – Performing Arts and Gymnasium



Figure 28: Stage 4 – Performing Arts
and Gymnasium

Stage 4 delivers a new Performing Arts Centre and new two court Gymnasium. This stage will involve the demolition of existing performing Arts / Gymnasium and the temporary decanting of the music, dance studios and staff into three temporary buildings.

The new Performing Arts and Gymnasium will replace the existing worn infrastructure, including the ancillary facilities currently housed in the bowls of the building. The new facility will improve accessibility for those with mobility needs and provide new contemporary fit for purpose spaces with a focus on improving natural light, accessibility, community connectivity and safety. It will also provide a 'whole of the school' gathering point for the College. The new building will also include new underground water storage tanks to supply the ovals with irrigation water captured from the roof.

The new 'Campus Heart West' outdoor student precinct is proposed in the current general location to the east of the Science Building. This new precinct will deliver an upgraded student congregation area which will include an amphitheatre linked to the Performing Arts Centre.

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6.2.5 Stage 5 – Administrative Building and Tech Precinct

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Figure 29: Stage 5 – Administrative Building and Tech Precinct

Stage 5 will deliver the construction of a new Administration Building and the new loading dock, maintenance building and loading area, refurbishment of the Technology Precinct and relocated pedestrian entry at Thomas St.

The new Administration Building is centrally located, together with the adjoining Wominjeka Garden, which provides a new defined north-south link from the Stage 2 carpark upgrades, better clarifying and defining the staff, student and visitor arrival experience to the facility.

The relocation of the technology precinct into the refurbished 1970's 'eastern school buildings' facilitates direct access for deliveries, and refurbishment of the science areas to create a new Tech and Science Precinct.

6.2.6 Stage 6 – Science Refurbishment

Stage 6 will deliver the 'east-west learning street', together with the upgrade of the existing science facilities as part of the senior learning building upgrades.



Figure 30: Stage 6 – Science Refurbishment

7.0 STAGE 1 – YEAR 9 TEACHING AND LEARNING BUILDING, ASSOCIATED EXTERNAL EDUCATION SPACES AND LANDSCAPING

7.1 CONTEXT

The first tranche of development under Stage 1 will comprise the delivery of new / refurbished buildings in the form the new Year 9 Teaching + Learning Building, a new Campus Heart East and a temporary overflow carpark resulting in a net increase of 19 car spaces for the campus up from 221 spaces to a total of 240 spaces.

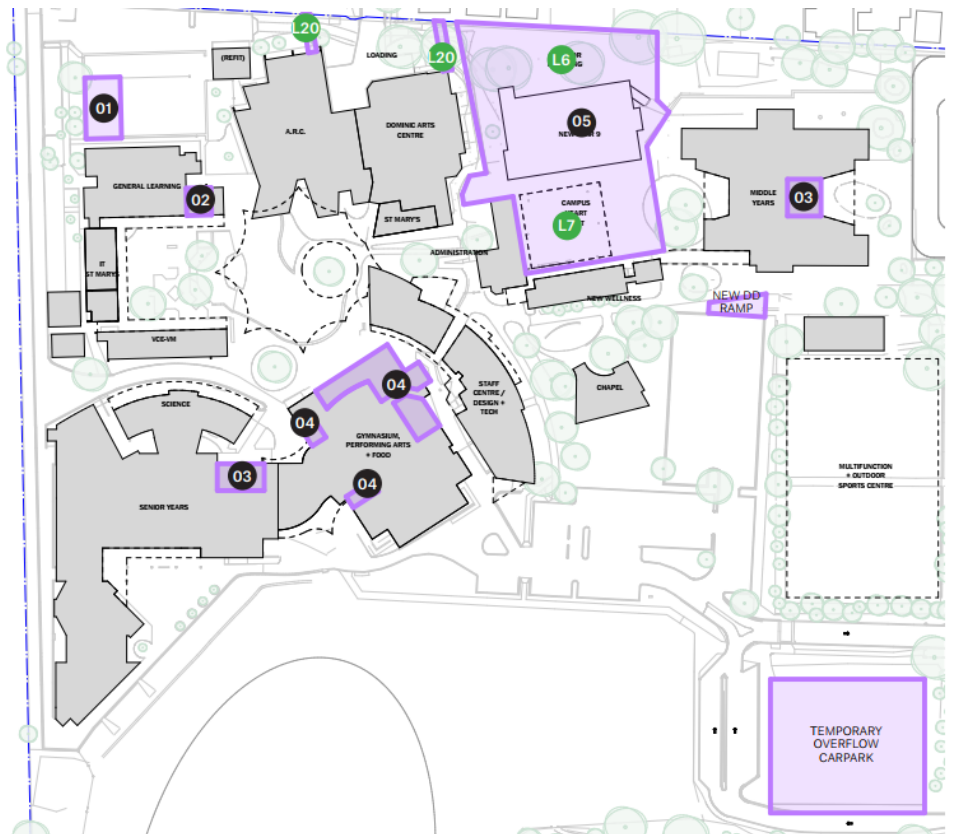
Student and staff numbers are unchanged via the delivery of Stage 1.

This stage also includes internal renovations of existing facilities into a new Health Centre, Food Tech classrooms and internal renovation of existing Food Tech and Drama rooms into music school, albeit these changes are 'net zero' floor area increase, with no external modifications, thus are not within the remit of consideration.

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Figure 31: Stage 1 redevelopment

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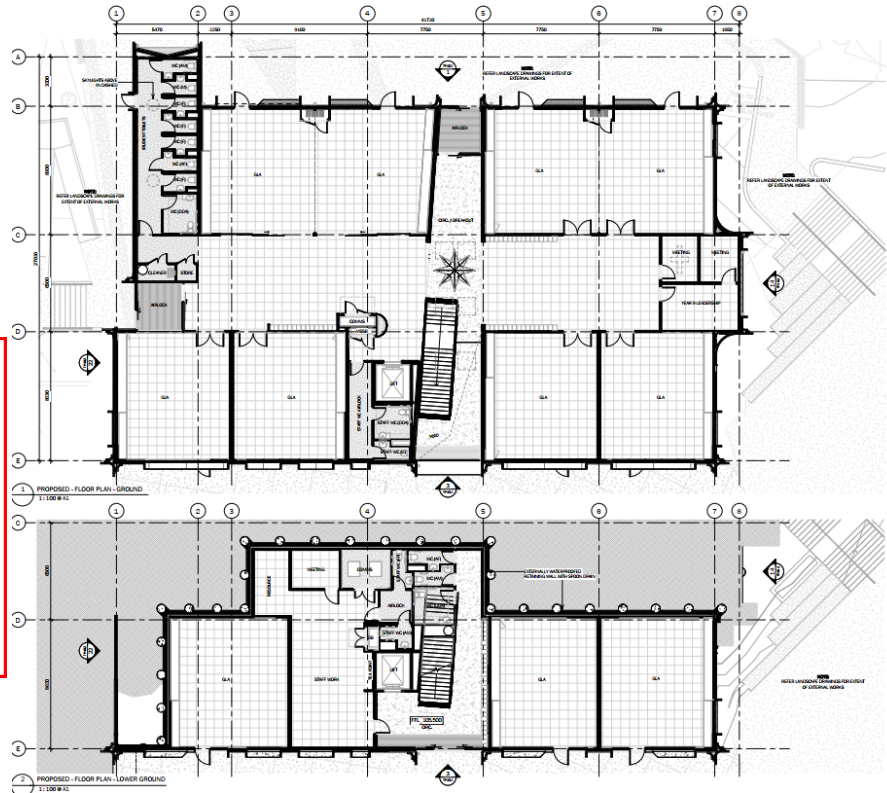
7.1.1 Teaching & Learning Building

The new year 9 learning building will sit directly adjacent to the existing middle years building to form a new 'middle years precinct' and replaces the former 'Music School' buildings that are to be demolished.

The new building is a split level configuration with the upper level presenting at grade to the north, with the lower level presenting at grade to the south to create a two storey form.

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Figure 32: Year 9 Teaching and Learning Building concept – lower and upper floor levels.



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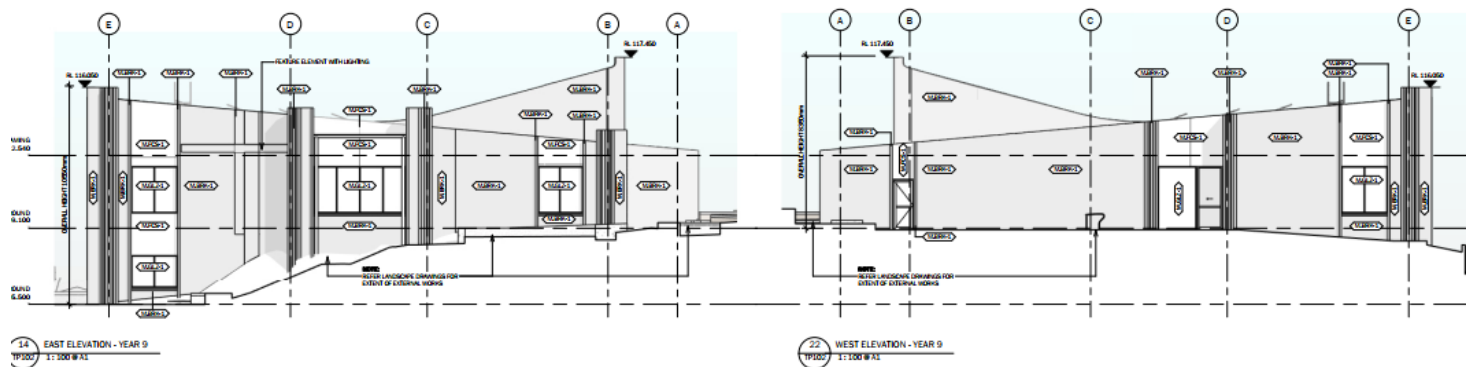
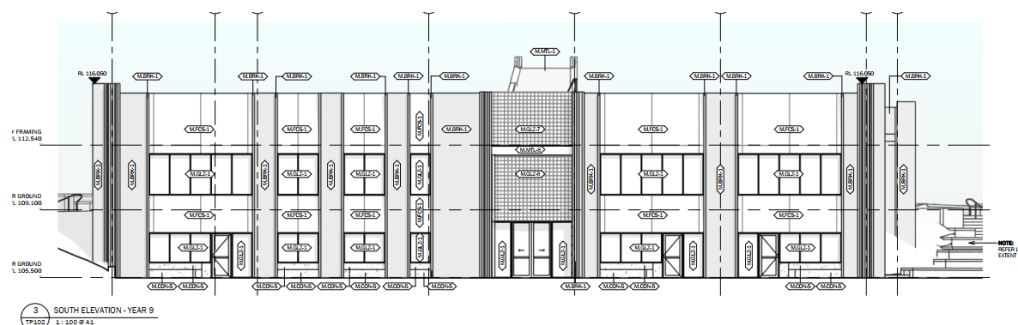


Figure 33: East, west and south elevation concept Teaching and Learning Building



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The new Year 9 Building will provide improved connectivity between the indoor and outdoor learning areas through the upgrades to the surrounding landscape areas (Outdoor learning and New Campus Heart East) as a key design item.

7.1.2 Design & Materiality

Contemporary style architecture is the preferred schematic approach, with parapet form featuring on all structures with flat roof profiles. The modest single and two storey institutional scale of the buildings are of a notably high-quality design.

The building presents with its own unique architectural design language, albeit with a clear lineage through complementary design themes that are embedded in the existing facilities through an organic and earthy design philosophy executed through materiality in-keeping with the surrounding natural environs.

Figure 34: Concept materiality



Materiality will form a pivotal role in the quality of the architectural offering, with a refined palette using brick, renders and metal finishes featuring as the main design themes, finished in a largely neutral and subdued colours palette.

Figure 35: Façade concept eastern elevation



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High value articulation is achieved through the elegant application of curvature of form and asymmetrical façade compositions and roof alignments, together with the integration of lighter and darker toned coloured finishes with subtle colour variations and expanses of glazed elements, all of which combine to be highly effective at tempering the scale form and conveying a generally modest and subtle scale that is sympathetic to the existing scale of the facility, as well as being harmonious within the natural landscape setting.

Figure 36: Façade concept northern elevation



7.1.3 Landscaping

This new Stage 1 precinct will be the first stage of establishing what is referred to as 'learning street', which in the broader context of the facility, is a new east-west connection linking the full campus through a series of inter-connected landscape zones.

Figure 37: Landscape Master Plan

Masterplan

8.3 Landscape Masterplan

Overall Considerations

- In meeting the necessary requirements that the already strong qualities and evidence of care in the college landscapes are preserved, that is, its sense of a campus within a garden and use of Australian plant communities.
- College landscaping with neighbouring Great Ryrie Primary School. Careful consideration will be required in the planning of entry and exit points, pedestrian crossings and overall traffic management.
- Logically path surfaces throughout to eliminate tripping hazards and non-compliant grades.
- Ensure complete access for emergency vehicles is considered in future detailed planning.
- Preserve the values of Catholic faith and specifically the intellectual legacy of St Thomas Aquinas in future landscape projects.
- Future plans must consider the network of existing underground easements on the college site.

Landscape Projects

- Entrance and car park landscape**
 - Provide a series of small-scale landscape elements that clearly identify the main entrance to visitors.
 - Invest more substantial landscape inputs into this zone that reflects its significance in the school's role presence and visitors' first impressions of the school.
 - Consolidation of the campus car park, implement strong landscape elements throughout with safe pedestrian access and separation of vehicles and people.
- Wominjeka garden - integrating COLA interface, Chapel through to Middle Years Building**
 - Provide clear and accessible pedestrian paths to eliminate conflict with vehicles at junction between car park and Wominjeka Garden.
 - Provide meandering signage and clear sightlines for visitors to identify main reception and facilities that are accessed by the wider school community on campus (e.g. Performing Arts).
 - Newly created views to the Chapel provide an opportunity to celebrate its place as the entrance point of the college.
 - Linking the car park with the administrative and educational parts of the college, the Wominjeka Garden is a key focal landscape. Paths branch into parts of the campus. There are places for social gathering and recreation.
- Extension of the Indigenous Trail**
 - Extend the Indigenous foot trail into the heart of the campus to showcase the inclusion of Indigenous foot in the College Nine program. Collaborate with Wominjeka Woomin Cultural Heritage Group.
- Yr 7 & 8 outdoor learning spaces**
 - Add built structure to provide enclosure and protection from wind. Create sheltered outdoor spaces to take advantage of winter sun with seating to allow for outdoor study sessions and facilitate social gathering.
- Sensory Garden**
 - Choose and retain selected elements of the existing landscape in the Chapel grounds. Build on these to maintain a place for quiet reflection and meditation.
- Outdoor Learning - Year 9 precinct and integration with adjacent Dominic Arts**
 - Use landscape elements such as planting, contrast in paving texture and colour, furniture and walls to delineate functions within the space.
 - Create spaces for small face-to-face groups as well as class-room groups.
 - Provide shade and shelter and tables.
 - Allow for areas for outdoor study, composting and productive gardens. Accessed by the College Nine Hospitality program.

- Campus Heart East - South of Year 9 Building**
- Campus Heart Central**
 - This key access point created by the removal of the admin building provides the opportunity for long range views through the campus and includes for more pockets of garden spaces and accessible linkages to adjacent buildings.
- Connection landscape between new Admin and Campus Heart Central**
 - An easily identifiable route leading to the main reception. Controlling access for outside visitors required.
- Campus Heart West and Performing Arts and Gymnasium**
 - The strong visual and physical connection created between Wominjeka Garden and Performing Arts to be reinforced by all elements of the landscape - in softening signage, planting structure and circulation.
 - Refine and protect the function of Campus Heart West as the key social hub of the college.
 - Discrete signage to path surfaces to remove complicated changes of level and materials and planting design to simplify and strengthen the existing external linkages to be accessible and easy to navigate throughout the precinct.
- Tech Outdoor Learning landscape**
 - Consult with students and school regarding the demand for ball courts to be provided when this space is re-purposed. Consider retaining ball courts, etc.
- Maintenance / Loading Dock landscape**
 - Consolidation of maintenance facilities into a main hub from Thomas St.
- Extension of campus fencing**
- New outdoor learning area in the south east corner integrated with the Indigenous trail**
 - Consider co-creating in association with remnant dead tree tree (Gladstone) that is a remnant boundary.
- Soccer pitch - FIFA compliant synthetic grass pitch**
- Signage to identify school**
- Oval improvements to existing ovals x2**



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The landscaping areas are a series of 'zones' intended to create an internal environment that is both aesthetic and functional. This includes a holistic review of pedestrian / student movements throughout the site, with a revised focus on efficient and functional desire lines for movement and travel within the facility.

Peripheral landscaping solutions are used to create buffers to the existing residential enclave occurring principally to the north, together with themed landscape zones internally which serve a combined educational purpose – i.e. the Campus Heart, Tech Outdoor and active gardens, all of which intended to be fully integrated within the broader curriculum of the facility.

Stage 1 has a strong focus on the integration of the outdoor environs with the function of the internal teaching spaces. The reimagined area to the north of the new Year 9 facilities is a vastly improved aesthetic and function to the current site conditions and is an important future landscape buffer to the adjoining residential properties to the north.

Figure 38: Stage 1 landscape concept



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Of course, beyond the scope of Stage 1, it is expected that the balance of the landscape detail for the subsequent stages of the education centre approved under this primary consent will be 'captured' via suitably worded conditions in the planning permit requiring the lodgement, assessment and approval (to the satisfaction of the responsible authority) of detailed landscape drawings and any associated arboricultural information ahead of the commencement of the future subsequent stages of buildings and works.

7.1.4 Environmental Sustainable Design

This application is accompanied by a Sustainable Management Plan (SMP) that seeks to capture the initiatives necessary to ensure that the proposed development meets the sustainability requirements of the Maroondah Council as conferred via Clause 15.01-2L-01.

The proposed development will strive to achieve best practice initiatives in both design and operation. Industry best practice identifies the following 10 Key Sustainable Building Categories to be addressed in this Sustainable Management Plan:

- | | |
|------------------------------------|--|
| ▪ Energy efficiency | ▪ Waste management |
| ▪ Water efficiency | ▪ Transport |
| ▪ Stormwater management | ▪ Urban ecology |
| ▪ Indoor Environment Quality (IEQ) | ▪ Construction and Building Management |
| ▪ Building materials | ▪ Innovation |

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The development will be constructed to be environmentally beneficial so as to minimise impact on the broader community. Where possible the development will meet best practice guidelines through initiatives such as the use of efficient air conditioning and hot water system, solar, efficient lighting, water fixtures and the use of sustainable materials.

With appropriate implementation, management, monitoring and maintenance, these initiatives will serve to provide the occupants with lower running costs as well as benefit the surrounding environment.

7.1.5 Stormwater Management

The Maroondah Planning Scheme Clause 53.18 - Stormwater Management in Urban Development requires that the development make provision to ensure that stormwater in urban development, including retention and reuse, is managed to mitigate the impacts of stormwater on the environment, property and public safety, and to provide cooling, local habitat and amenity benefits.

In addition to the extensive use of water tanks to retain and reuse site runoff, the development will meet the full requirements of the *Urban Stormwater - Best Practice Environmental Management Guidelines (Victorian Stormwater Committee, 1999) (BPEM)* through the implementation of a multistage stormwater treatment system. Rain gardens will be variously deployed and treatment units will be considered with respect to stormwater treatment potential and increasing site permeability to reduce runoff.

As per the WSUD and Storm Water Management Plan prepared by Matter

Consulting Structural Engineers, the following additional measures will be taken into account:

- Minimising stormwater pollution during the construction phase, which can be supported by an Environmental Management Plan prepared by the appointed contractor;
- Implementing a regular maintenance regime for all pits, pipes and tanks that includes inspection of overall condition, removal of accumulated litter and debris;
- Engaging in a maintenance contract with the treatment unit manufacturers for device maintenance and filter replacement (if used); and
- Further details on stormwater management will be provided by the civil engineer in the WSUD report to be addressed via future Building Approvals.

The current Stormwater Management Plan analyses both the existing site conditions and the proposed development to establish the basis for a robust stormwater strategy that supports the delivery of the project, with principal focus on the existing site features, the capacity and performance of the current stormwater network, and the nature of the proposed land use.

Based on that analysis, a suitable design response has been established to meet best practice standards and all relevant compliance requirements.

Stage 1 redevelopment does not impose on the Special Building Overlay designated to the southeast of the site and therefore is not a material consideration in this case.

It is expected that the balance of the detail for the subsequent stages of the secondary school campus approved under this primary consent will be 'captured' via suitably worded conditions in the planning permit requiring the lodgement, assessment and approval (to the satisfaction of the responsible authority) of more detailed town planning drawings and associated information prior to the commencement of any buildings and works.

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The Decision Guidelines of the Maroondah Planning Scheme require that the responsible authority decide whether a proposal will produce an acceptable outcome in terms of Clause 65 (Decision Guidelines).

The design of the Master Plan has continued to evolve from a detailed consideration of site opportunities and constraints, having regard to a broad set of applicable planning controls and policies. When these matters are considered collectively, it is submitted that the amended proposal represents a well resolved and appropriate planning outcome.

Specifically, the development achieves the objectives and implements the relevant strategies of the Scheme in that it contributes to the refinement and subsequent longevity of an established community facility within an appropriate location.

The broader Master Plan concept and the Stage 1 redevelopment remains respectful of existing character considerations with respect to building height, setbacks, with an emphasis on the importance of a landscaped setting and a need to protect preserve nearby residential amenity.

With this context in mind, the key planning considerations to be assessed for this development are:

- *Does the Master Plan respond to the PPF and LPPF of the Maroondah Planning Scheme?*
- *Does the Master Plan provide a suitable design concept having regard to local character and setting considerations having regard to the broader urban adjoining residential setting?*
- *Does the proposed Master Plan achieve safe and efficient outcomes with respect to car parking / access?*
- *Does the proposal appropriately address vegetation considerations?*

Each of these matters will be addressed in sequence below.

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8.1 DOES THE MASTER PLAN RESPOND TO THE PPF AND LPPF OF THE MAROONDAH PLANNING SCHEME?

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The proposed Master Plan for the future redevelopment of the land as a continuing consolidated Catholic Education Facility continues to be an appropriate development outcome when assessed against relevant State and local planning policies, as observed through the following considerations:

- The proposed facilities continue to provide for a well-considered, active design response to the established and emerging urban environs, with design excellence continuing to form the underlying basis for the built form outcome.
- Service and utilitarian elements such as car parks and ancillary features are designed to be integrated and set amongst a landscaped environment, and where practicable, are concealed from views within and outside of the subject site.
- The function and use of those service areas has been refined against existing operating conditions with an aim to improving operations, servicing and above all, safety.
- The future strategic redevelopment of the facility will provide for a considered design response having regard to the existing urban environs, with building scale remaining largely in-keeping with the existing scale and setting of the school.
- The siting of the buildings has regard to both site functionality, but equally, the protection of sensitive interfaces of the site, namely around the northern area where adjacent to residential interfaces, approaches that are advanced by Clause 15 (Urban Design) and Clause 15.01-5L (Character) as they relate to the urban context.
- The siting and scale of the buildings is aimed at enhancing the overall functionality of the campus, but equally, aimed at ensuring that the built form response remains sympathetic to the urban character. This will be achieved through building scales typically not exceeding two – three storeys in scale, particularly where situated nearer to adjoining residential interfaces.
- The Master Plan concept is designed to minimise the loss of canopy trees by ensuring that the design and development phase has been informed by a comprehensive understanding and analysis of the site ecology, which has subsequently fed into the site layout and configuration.
- The Master Plan design concept includes an integrated approach to landscape design aimed at establishing a highly refined vegetated character, but equally a functional purpose aimed at tying with the broader curriculum of the facility.

- Substantial provision for plantings and soft landscaping throughout the site and key hallmarks of the anticipated landscaping response. The proposed landscape design and architectural design response will create a welcoming, safe and visually appropriate response to the future surrounding public realm (Clause 15.01-2).
- Consistent with Clause 18, the amended proposal continues to provide efficiencies in terms of infrastructure use and accessibility for the established urban / residential hinterland.
- The site is a long established 'educational precinct' and through that longevity of established use is readily identified as an appropriate location for the ongoing use and development of an educational facility. The ongoing modernisation of the facility, for whom a quantifiable percentage of the student body lives proximate to the facilities, continues to have a sound strategic basis and represents effective and efficient use of land in support of the broader function of the Ringwood locale insofar as delivering critical community educational infrastructure in line with the existing and future needs of the community (Clause 19).

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8.2 DOES THE MASTER PLAN PROVIDE A SUITABLE DESIGN CONCEPT HAVING REGARD TO LOCAL CHARACTER AND SETTING CONSIDERATIONS HAVING REGARD TO THE BROADER URBAN ADJOINING RESIDENTIAL SETTING?

In keeping with the concept Master Plan forming the basis for these current submissions, the future evolution and change of the school faculty as described in the foregoing submissions adopts a scale and proportion in-keeping with the established setting of the facility, as a predominant two storey, occasional three storey, institutional scale.

The excerpt taken from the Master Plan below in Figure 39 gives some semblance as to the underlying scale of the Master Plan concept which remains entirely consistent with the existing and broader urban setting.



Figure 39: Proposed Master Plan isometric

The Master Plan commencing with Stage 1 adopts a commensurate scale, with an underlying principle that looks to transition scale with the natural slope of the land tending to the south. This results in a modest single and two-storey scale to the northernmost interface, being the main residential interface of the site. This notably moderated scale of Stage 1 as it presets to the north invariably benefits the existing amenity conditions to what is the sole 'sensitive interface' for the school.

The local policy setting has two key objectives, being to.... *"maintain and enhance canopy vegetation of Maroondah"* and to support.... *"residential development that complements the environmental character of Maroondah"*. The latter if of course not directly relevant, however that underlying mantra 'environmental character'

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8.3 DOES THE PROPOSED MASTER PLAN ACHIEVE SAFE AND EFFICIENT OUTCOMES WITH RESPECT TO CAR PARKING / ACCESS?

8.3.1 Car parking design

be suitably preserved has been applied to the broader Master Plan concept in this case.

To that end, the following base principles have been readily applied to the design concept:

- *Support well-articulated building forms that relate to the streetscape.*
- *Design buildings that are low-scale and complement existing built form in older areas.*
- *Use materials that are visually compatible.*
- *Ensure building setbacks allow space for vegetation.*

Invariably matters in relation to car parking for an existing educational facility are intrinsically tied with any variations to student and staffing numbers. As noted in the foregoing submissions, Stage 1 envisages no changes to the student and staffing numbers.

In terms of the broader scope of the Master Plan, future stages of the redevelopment will attend to incremental change to the cohort and staffing figures as nominated in the Master Plan, which will be attended to via subsequent detailed submissions for the future stages of the Master Plan as relevant.

From a parking provision and access perspective, the current Stage 1 attends to the temporary redistribution of parking within the facility, due to current parking provisions around the north of the site being decanted to facilitate the Stage 1 redevelopment.

The initial Stage 1 proposes to provide an additional 19 on-site car parking spaces, bringing the overall total within the facility to 240 spaces, up from the current 221, inclusive of visitor and pick-up / drop-off spaces). The current and proposed provision of car parking well exceeds Clause 52.06 provision requirements, which based on current cohort and staffing numbers, requires 203 spaces.

The proposed temporary parking layout for Stage 1 has been assessed by MCG Consultants, deferring to the TIA dated 14 April 2025, having regard to the relevant Design Standards set out in Clause 52.06 of the Maroondah Planning Scheme. MCG have reviewed the design and can conclude that dimensionally the car parking layout is an appropriate design response in terms of accessibility and functionality, in accordance with Clause 52.06 design requirements.

Whilst the detailed design of the balance of the car parks across the site will be subject to refinement confirmation in subsequent stages of the development (to the satisfaction of the responsible authority), it is clear from the Master Plan that the general layout and configuration of these areas is sound and we can confirm that the broad layout of these areas has been informed by expert inputs from MCG.

8.3.2 Vehicle movements

Once again, the consideration of associated vehicle movements for an existing and established education facility is typically limited to changes arising from variation to student and staffing figures. In the event that student and staffing figures are unchanged, as is the case with the initiating Stage 1, the consideration of vehicle movements is limited.

Notwithstanding, the Master Plan implements a key action item whereby future redevelopment seeks to review the existing vehicle operations for the site and thereafter looks to future design solutions and efficiencies with an aim to improve the operations of the site. Largely these will be captured via latter stages where the delivery of updated parking facilities is anticipated, namely Stage 3. Detailed design solutions will invariably be provided via latter stage approvals.

8.3.3 Bicycle facilities

It is not proposed to alter the currently permitted number of students or employees that will use the site and therefore, there is no statutory bike parking requirement.

8.3.4 Clause 53.18

Maroondah Planning Scheme Clause 53.18 - Stormwater Management in Urban Development requires that the development make provision to ensure that stormwater in urban development, including retention and reuse, is managed to mitigate the impacts of stormwater on the environment, property and public safety, and to provide cooling, local habitat and amenity benefits.

In addition to the extensive use of water tanks to retain and reuse site runoff, the development will meet the full requirements of the *Urban Stormwater - Best Practice Environmental Management Guidelines (Victorian Stormwater Committee, 1999) (BPEM)* through the implementation of a multistage stormwater treatment system. A detailed water sensitive urban design scheme has been developed for the ensuing stages in order to manage stormwater treatment and increasing site permeability to reduce runoff more generally.

As per the report prepared by MCG Consult, the following additional measures will be taken into account:

- Minimising stormwater pollution during the construction phase, which will be supported by an Environmental Management Plan prepared by the appointed contractor;
- Implementing a regular maintenance regime for all pits, pipes and tanks that includes inspection of overall condition, removal of accumulated litter and debris; and
- Engaging in a maintenance contract with the treatment unit manufacturers for device maintenance and filter replacement (if used).

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- Further details on stormwater management will be provided by the civil engineer in the WSUD report.
- Adequate onsite water detention and storage for use within the facility.

8.4 DOES THE PROPOSAL APPROPRIATELY ADDRESS VEGETATION CONSIDERATIONS?

Significant time and resources have gone into understanding and documenting the arboricultural / ecological characteristics of the site with an aim to thereafter informing the design of the Master Plan and the individual stages of the site redevelopment.

These studies recognise that the site ultimately contains remnant, largely planted, native vegetation, in the form of canopy trees, intermixed with non-native and occasional weed species throughout the broader site. Being a long-established existing education facility, all corners / surfaces of the subject site have experienced intervention and 'change' over the course of time.

As noted, the vast majority of the native vegetation identified within the site has been confirmed as 'planted' vegetation for the purposes of Clause 52.17, save for a small Banksia (tree #384), with the origins of which being classified as 'unsure'. All other native trees earmarked to be removed, being 45 (medium amenity), 238, 239, 296, 297, 298, 382 and 383 (all low amenity value), are all planted specimens for the purposes of Clause 52.17-7. None of the tree earmarked for removal has been classified as having a high amenity value.

These submissions accept that matters concerning native vegetation removal and any off-set requirement can be readily captured by way of an appropriately worded permit condition.

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In terms of the broader Master Plan, it is submitted that, having regard to the considerations required to be integrated into assessment of the application, the proposal is an acceptable planning outcome for the following reasons:

Integrated 'Education Centre'

- The ongoing operation of the facility will continue to support the growth and development of Maroondah as an ongoing and established urban settlement.
- The range of services, infrastructure and facilities will ultimately serve the existing and future community.
- Design excellence, sustainability and community are all cornerstones to the purpose and ultimate intent of the Master Plan.

Stage 1

- Provides for a notable and high-quality design response having regard to the existing and emerging urban context, the existing scale and contextual setting of the existing school facilities in this location, and the configuration of the site from an interface and typology design perspective.
- The layout and provision of car parking meets the requirements of Clause 52.06.

Clause 71.02-3 of the Planning Scheme establishes that.... *"Victorians have various needs and expectations such as land for settlement, protection of the environment, economic wellbeing, various social needs, proper management of resources and infrastructure. Planning aims to meet these needs and expectations by addressing aspects of economic, environmental and social wellbeing affected by land use and development.*

....

Planning and responsible authorities should endeavour to integrate the range of planning policies relevant to the issues to be determined and balance conflicting objectives in favour of net community benefit and sustainable development for the benefit of present and future generations."

The changes encompassed in these submissions are not transformative changes in the sense of deviating from the context, operation and setting of an existing educational land use profile, nor introducing new built form elements that would significantly alter the composition and layout of the broader facility. To the contrary, they typically arise from the ongoing design and development

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‘refinement’ that continues to be proportionate, cognisant of and complimentary to the surrounding context.

Moreover, in broader conciliatory terms, the foregoing analysis is evidence of updates that continue to be strongly supported by the Municipal Planning Strategy and the Planning Policy Framework of the Maroondah Planning Scheme.

The overarching ‘Education Centre’ Master Plan, together with the Stage 1 development approvals, duly responds to the policy, controls and provisions of the Planning Scheme and very clearly meets its obligation to establish and provide net community benefit.

We trust that the above and enclosed information enables the Minister’s appointed representatives to undertake a thorough assessment of the proposal and the authorisation of approvals for this project.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'AH', is positioned above the printed name.

Adam Haines
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