

MELBOURNE GIRLS GRAMMAR

Merton Hall Campus

Master Plan

Prepared by

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1. EXECUTIVE SUMMARY

Melbourne Girls Grammar - Merton Hall Campus (the School) is proud of its heritage, and has evolved to serve the ever-changing educational needs of its students. The School is committed to providing the highest quality education to its students, and the facilities necessary to achieve this goal. To satisfy this objective the School must manage its accommodation needs, and balance the requirements for buildings, active and passive recreational areas.

Melbourne Girls Grammar comprises two distinct campuses within South Yarra: the Morris Hall Campus at Caroline Street for the Junior School, and the Merton Hall Campus at Anderson Street. This Master Plan relates only to the Merton Hall Campus of Melbourne Girls Grammar. The Merton Hall Campus currently accommodates the pre-preparatory and the secondary school functions of Melbourne Girls Grammar, comprising:

- Early Learners' Centre: 3 year old Kindergarten, 4 year old Pre-Preparatory and Prep;
- Middle School: Years 7-9; and
- Senior School: Years 10-12.

It is intended that a new Lower Primary Precinct will also be located at the Merton Hall Campus, in association with the existing Early Learners' Centre.

This Master Plan seeks to achieve the following aims:

1. Document the School's future physical building objectives for the next ten years.
2. Enable the School to plan for future development with a degree of commitment and confidence.
3. Provide the City of Melbourne and the community with an understanding as to how the site is proposed to be developed and managed within the time-frame of the Master Plan.
4. To ensure there are no unacceptable impacts created by the further development of the School.

The Master Plan does not replace the statutory planning control that applies to the land. Rather it is intended to form part of the control and establish the parameters of the future development of the site. The Master Plan will assist all parties in gaining an earlier and better understanding of the School's aspirations and plans.

2. AIMS OF THE MASTER PLAN

This Master Plan has been developed to reflect what the School anticipates as being its future requirements and seeks to achieve the following:

- A Lower Primary precinct on the campus.
- Maintaining continued accommodation of boarders at Merton Hall Campus.
- Provision of new buildings including a new Science Centre, a Swimming Centre, multi-purpose synthetic sports fields and additional below-ground car parking.
- Refurbishment and extension works to some of the existing school buildings, particularly the existing Science Centre, the Gymnasium, and Ross Hall.
- Improved student walkways, pedestrian circulation and access.
- That the development works do not compromise the amenity of existing dwellings.
- Enhancement of landscaping treatment of school boundaries.
- Extension to roof space of Phelia Grimwade building to provide for Head of Boarding Accommodation.

The School intends to implement the Master Plan over a ten-year time frame, and development works will be undertaken in stages over this period. The staging is indicative and allows for potential changes to the order of works.

3. SITE CONTEXT

3.1. *Municipal Context*

The City of Melbourne is the municipality which encompasses Melbourne's Central Business District and surrounding suburbs. The Merton Hall Campus is situated in the extreme south-east of the City of Melbourne, close to the neighbouring municipalities of Port Phillip, Stonnington and Yarra.

The City of Melbourne boasts a wide variety of land uses. As well as the commercial and governmental precinct of the Central Business District, the City of Melbourne has a high concentration of public infrastructure such as arts, entertainment, medical and sporting facilities, excellent public transport, industrial areas centred around the Melbourne Docks, residential areas and a very high proportion of parks and gardens.

The Municipality also includes a high concentration of educational establishments, including both private and public schools, from preschool to tertiary level. Universities are particularly well-represented, including campuses of The University of Melbourne and RMIT University, along with campuses of three other universities.

Merton Hall Campus is within the South Yarra Precinct of the City of Melbourne, which also accommodates Melbourne Grammar School, Christ Church Grammar School and South Yarra Primary School. This area includes a variety of land uses, including residential and educational uses, the Alfred Hospital, and Fawkner Park. The South Yarra Precinct contains many heritage areas and buildings and is characterised by a shady, treed streetscape.

3.2. *Local Context*

The Merton Hall Campus is located directly to the east of the Royal Botanic Gardens in South Yarra. It is an irregular shaped site bounded generally by Anderson Street to the west, Clowes Street to the north, Walsh Street to the east and Fairlie Court to the south.

The area surrounding the School is characterised by leafy, tree-lined streets, and an eclectic mix of dwelling styles, including some medium-density housing. Along Walsh Street, to the east of the School, double-storey, detached houses set in well-established gardens predominate, creating an appealing residential environment. Clowes and Anderson Streets are dominated by two- to four-storey apartments and townhouses, with some remaining double-storey dwellings. The Royal Botanic Gardens to the west of Merton Hall Campus set the character for the surrounding area which is dominated by established street trees with wide canopies. The maintenance of perimeter landscaping for the Merton Hall Campus grounds enhances the garden character of the streetscape and surrounding environs.

There are a number of community facilities situated within the area, including a range of places of worship and other educational establishments.

The Yarra River is located 200 metres to the north of the School, and is utilised by the School's rowing teams. The Capital City Trail bike path follows the banks of the Yarra River west to Southbank, and east to Studley Park.

Melbourne's Central Business District is within two and a half kilometres of the Merton Hall Campus, and a number of sporting venues are located nearby, including the Melbourne Sports and Aquatic Centre, the National Tennis Centre and the Melbourne Cricket Ground. The Toorak Road retail shopping strip is situated to the south-east of Merton Hall Campus. This shopping centre includes a variety of speciality shops and services.

The Merton Hall Campus is also proximate to public and private transport routes. Several tram and bus routes pass within 300 metres of the School. South Yarra railway station is located less than one kilometre to the south-east of Merton Hall Campus, and the various tram routes along St Kilda Road are under one kilometre to the west. Major private transport corridors in the vicinity of the campus include the Monash Freeway, Punt Road, and City Link. Pedestrian traffic lights are situated in Anderson Street to the south and north of the School to provide for safe pedestrian movements across this road.

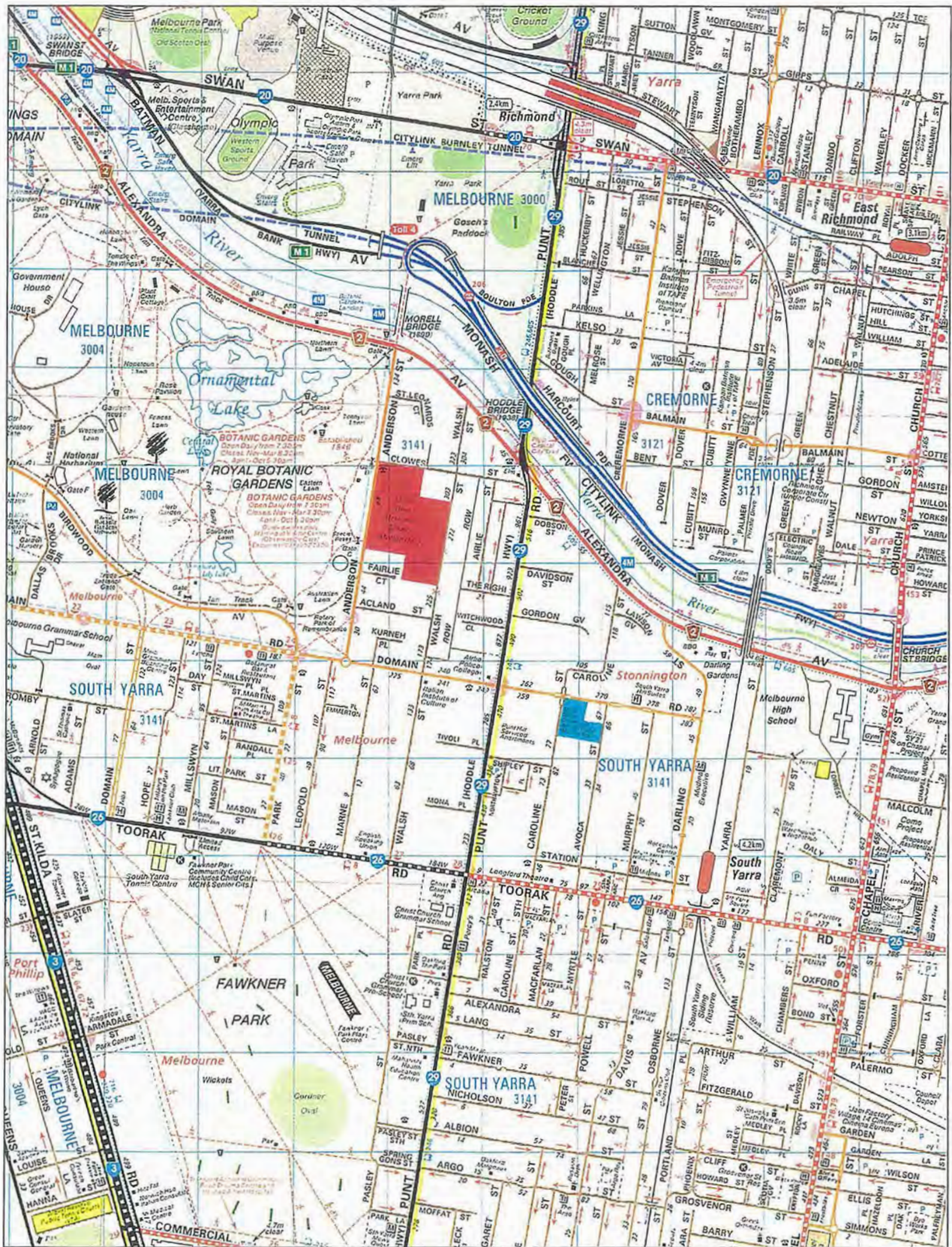
Refer to attached Location Plan.

3.3. Subject Site

The Merton Hall Campus is contained within the following parcels of land:

• 86 Anderson Street, South Yarra	Volume 9339	Folio 900
• 84 Anderson Street, South Yarra	Volume 6493	Folio 1298547
• 82 Anderson Street, South Yarra	Volume 2799	Folio 559799
• 233 Walsh Street, South Yarra	Volume 10091	Folio 545
• 281 Walsh Street, South Yarra (Ceramics House)	Volume 9168	Folio 842
• 285 Walsh Street, South Yarra (Principal's House)	Volume 4960	Folio 991921
• 291 Walsh Street, South Yarra (ELC)	Volume 4630	Folio 925989
• 80 Anderson Street, South Yarra (Hockey Field)	Volume 2960	Folio 591856
• 63 Clowes Street, South Yarra	Volume 4772	Folio 954366
• Private road, South Yarra (Carriageway Easement)	Volume 6078	Folio 1215524

Location Plan



- Merton Hall Campus (subject of Master Plan)
- Morris Hall Campus

Scale: 1:20,000



4. THE SCHOOL

4.1. School History

In 1893 Melbourne Girls Grammar - Merton Hall Campus was founded as a private girls school in Domain Road, by Miss Emily Hensley and Miss Alice Taylor. In 1900 the School moved to Anderson Street, where Merton Hall was built. Miss Emily Hensley was one of the first five women students to attend Newnham College at Cambridge University in the 1870s. Merton Hall was named after the old house in Cambridge where Newnham College for women first began.

In 1903 it became the first girls' school to be owned by the Anglican Diocese of Melbourne. Over the following fifty years, additional parcels of land adjoining the original Merton Hall site between Anderson, Walsh and Clowes Streets were purchased and developed for the School's use, until by 1947, the School's current configuration was largely complete.

The School's continued success is attributed to the combination of progressive educational ideals and private school traditions which have always characterised Melbourne Girls Grammar - Merton Hall Campus. The School has appointed only ten Principals in over a century, reflecting the stability and strength of Melbourne Girls Grammar - Merton Hall Campus' history.

The Merton Hall Campus provides a wide range of educational and sporting facilities, along with the School Chapel and Boarding House.

4.2. School Vision

A Mission Statement encompasses the School's commitment to providing the highest quality education to its students:

Melbourne Girls Grammar is a Christian School within the Anglican tradition offering a contemporary education with a strong academic focus, wherein each girl can maximise her potential, achieve personal excellence and develop the skills and confidence to take charge of her future in a socially responsible manner.

Through professional and committed staff and financially sound management, with the support of our school community, we aim to provide the best learning and teaching environment through continuous improvement.

Melbourne Girls Grammar - Merton Hall Campus aims to produce active, confident, purposeful and independent students, who will leave the School as socially responsible citizens.

4.3. Curriculum

The School's curriculum is designed to provide students with a strong academic education which stimulates students' critical, creative, intellectual and physical abilities. Melbourne Girls Grammar - Merton Hall Campus intends its students to obtain life-long benefit from an education which will form the basis of future learning. The School has a commitment to responding to the changing educational needs of the modern world.

The Merton Hall Campus currently comprises:

- Early Learners' Centre: 3 year old Kindergarten, 4 year old Pre-Preparatory and Prep;
- Middle School: Years 7-9;
- Senior School: Years 10-12.

The Early Learners' Centre provides a program of activities designed to stimulate the preschool students, to build communication skills and encourage them to learn and extend their capabilities. The students at the Early Learners' Centre also utilise the sporting, art, computer, science and library facilities at the Merton Hall Campus.

A Lower Primary Precinct is proposed to be incorporated with the existing Early Learners' Centre. The curriculum for the Lower Primary area will foster problem solving, creative, critical thinking and communication skills in the students, in conjunction with extra-curricular activities such as music and sports.

The Middle School curriculum is designed to deliver a firm grounding in the core academic subjects and to expose students to a range of electives and activities, giving them the opportunity to discover individual interests and talents.

At the Senior School level, Year 10 is used to prepare students for the intellectual rigours of the Victorian Certificate of Education (VCE). Year 10 elective subjects form the basis for VCE specialities, which will prepare students for tertiary education or careers.

Physical education classes are complimented by a Sports Program which includes athletics, netball, softball, hockey, volleyball, gymnastics, swimming, tennis, rowing, skiing, badminton and cross-country running. Students participate in inter-school sports, which are played throughout the year. Creative endeavours including art, music and drama are fostered throughout the Middle and Senior Schools, and provide the focus for many extra-curricular activities.

The School endeavours to enhance the educational environment, to ensure that students have excellent opportunity for personal growth and development. The relationship between curriculum and the physical planning of Merton Hall Campus is important in terms of the use and functional requirements of buildings. While the curriculum is likely to vary during the period of this Master Plan, any upgrading of facilities will be designed to anticipate future requirements.

4.4. School Operations

The School's operations extend beyond the confines of daily classes: there are facilities at Merton Hall Campus for boarders, sports, school and community functions. The following hours of operation apply to the School:

- The normal school day is from 8:30am to 3:20pm.
- Sporting and other school activities occur outside the hours of the normal school day.
- After-care facilities for pre-school students are provided until 6:00pm each week day.
- School and community functions such as *Neighbourhood Watch* meetings, school concerts and parents' meetings are held in the evenings.

4.5. Staff Members

In 1999, the staff numbers at the main campus comprised:

Merton Hall Campus Staff Numbers	Existing
Full time	52
Part time (Full time equivalent)	20
Administration	28
Boarding	4
TOTAL	104

4.6. Existing Conditions

The buildings currently within the main school site include:

- Merton Hall and its Edwardian extensions to the east (Classroom/Administration);
- Chapel of St Luke the Evangelist;
- Gymnasium;
- Ross Hall;
- Science Centre;
- Phelia Grimwade House (Administration and Boarding);
- Jessie Bage Boarding House;
- Library;
- Rushen House (Proposed Early Learning Centre);
- Recreational and sporting facilities;
- Gilman Jones Hall;
- Creative Art Centre and Music School beneath Hockey Field.

Refer attached plans prepared by Crone Ross Architects.

5. SITE ANALYSIS

As part of the process of preparing a Master Plan for Merton Hall Campus, a site analysis has been undertaken. The analysis of the School has recognised that the current school site is well-developed, with limited opportunities for additional building works.

The opportunities and constraints presented by the site are summarised below:

5.1. Opportunities

- To redevelop or refurbish the school-owned residential properties located on Clowes and Walsh Streets in the north-east corner of the site for school-related activities.
- To utilise the low level of the tennis courts located along the Walsh Street frontage by building over the existing ground level.
- To redevelop the existing tennis courts on Clowes Street, provided they can be replaced by other sporting facilities.

- To redevelop currently under-utilised passive recreation areas such as the land at the south-east corner of the School, and the area located to the east of the Gymnasium.
- To consolidate and improve the circulation of students within the School, by providing clearly articulated student entrances, and covered walkways along main pedestrian links through the campus to increase the amenity of these areas, and link key facilities.
- To increase the amount of car parking on site by allowing for basement parking in future developments.
- To extend facilities through infill extensions to existing buildings in order to consolidate internal spaces into under-utilised external areas.
- Most of the Merton Hall Campus is bounded by roads, and only the southern boundary and the north-eastern corner of the School adjoin residential properties, hence there is an opportunity to redevelop suitable areas without significant impacts on adjoining properties.
- To enhance the presentation of the significant historic buildings on the site through landscaping improvements to their settings, maintaining sightlines to and from the buildings and sensitive treatment of surrounding areas.
- To enhance and consolidate the environment and external character of the School through improving landscaping and developing common planting and paving themes throughout the site.
- To complement the existing treed streetscape and the adjoining Royal Botanic Gardens by strengthening the garden character of the School, particularly along the site boundaries.
- To plan for new school facilities to be located in the active and built-up areas of the School, along Walsh Street and in the centre of the campus.
- To avoid new development proximate to the major noise source, being Anderson Street.
- To retain key views within the site and external views over the northern and eastern suburbs.

5.2. Constraints

- Limited site area is available for redevelopment or consolidation of existing buildings and facilities.
- The existing configuration of buildings and active external recreation areas on the Merton Hall Campus.
- Shared boundaries with adjoining residential properties along the south of the site and in the north-east corner: these residential interfaces need to be treated sensitively with appropriate landscaping and buffer distances.
- Need to retain an appropriate, large external sports area.
- A right-of-way exists from Walsh Street through to residential properties fronting Fairlie Court. This access is to be always available.

5.3. Design Response

Based on the analysis undertaken of the opportunities and constraints which characterise the site, a Master Plan has been prepared which incorporates design responses to the site analysis. The site analysis prepared by Crone Ross Architects should be read in the context of the following:

- The School has developed over a number of years and the current building layout reflects the evolution of the School.
- The following areas have been identified as appropriate for redevelopment:
 - Passive recreation area at the south-east corner of the school site.
 - Tennis courts situated on the Walsh Street frontage.
 - Cluster of small residential buildings in the north-east corner of the School, along the Walsh and Clowes Street frontages.
 - Passive recreation and assembly space east of the Gymnasium.
 - Existing tennis courts on Clowes Street.
- The School is located within a residential area, and shares boundaries with residential properties to the south and to the north-east. In acknowledging the relationship to residential properties, any new development must have regard to the residential amenity of

surrounding properties. New developments must also take into account the character and scale of development on adjoining properties.

- The inclusion of a traffic management plan as part of the background to the Master Plan has been developed to minimise the impacts of traffic and parking within the surrounding area.

6. PROPOSED WORKS

As part of the continued maintenance and improvements to existing facilities, the following development works are proposed for Merton Hall Campus within the Master Plan context:

1. Alterations and additions to Rushen House and Walsh Street House into Education Centre as part of Lower Primary Precinct of campus.

Project to also incorporate re-working of landscape.
2. Provide new three-storey Science Centre along with potential fourth floor at rear of building. Demolish building adjacent to 281 Walsh Street Vol 2799 Fol 799.
3. Alterations and additions to existing Science Centre including a new top floor, north-south walkway, basement level flat for the caretaker, a basement level archive area and a link to the library.
4. Provide new Swimming Centre with reoriented roof top multi-purpose synthetic sports surface (hockey, tennis etc) at existing hockey field level.

Lower level swimming and diving facilities. Provide car parking for facility.
5. Provide new two-storey Lower Primary facilities including: Prep, Year 1 and Year 2 classrooms, Art Room, small Library, multi-purpose room, after school/lunch room, staff areas, toilets, etc.

Provide associated underground car parking for staff on site.
6. Create new identifiable student entrance adjacent to Ross Hall and east-west covered walkway linking general purpose classrooms and the library. Extend existing classrooms to the south.
7. Refurbish ground floor area of Ross Hall, including a new kitchen, entry, refectory and overhead glazed courtyard between refectory and resource centre.

8. Extension to gymnasium.
9. Improve first floor gymnasium - Chapel link and access.
10. Possible two-storey educational building.
11. Utilize existing top floor room plus extension to roof space of Phelia Grimwade Administration building to provide for Head of Boarding School accommodation.

7. GUIDELINES FOR THE ASSESSMENT OF FUTURE DEVELOPMENT OF THE SCHOOL

The use and development of the School shall be in accordance with the following guidelines which must be considered by the Responsible Authority in assessing any applications for approval.

7.1. *Broad Design Principles*

- Provide a safe environment for the school site.
- Respect the amenity of the adjoining and surrounding residential properties.
- Ensure the design of the built form will make a positive contribution to the streetscape and character of the neighbourhood.
- Encourage architecture which responds to the existing built form including school buildings and the surrounding residential area.
- Respect and enhance the 'garden' character of the area.
- Ensure the integration of any proposed development with the existing school buildings and character of the neighbourhood.
- Ensure the provision for on-site car parking does not detract from the streetscape amenity or from the amenity of surrounding properties.
- Development should achieve the principles of architecture and urban design contained within Clause 19.03-2 of the State Planning Policy Framework of the new format Melbourne Planning Scheme.

7.2. *Built Form, Building Envelopes and Streetscape*

- Encourage architecture that respects and responds to the existing built form.
- Development of the site is to complement and contribute to the surrounding built form and streetscape and neighbourhood character.
- Building façades to be articulated by variation in external materials, colours and architectural elements that complement the existing school buildings and dwellings in the surrounding residential environs. Use of red brick on the Walsh Street frontage is encouraged.
- Building massing and articulation is to reinforce the neighbourhood character.
- Provide the opportunity to enhance the landscaping theme around the perimeter of the school site.
- Provide the opportunity to enhance the landscaping within the school campus to achieve an attractive and effective theme to link the varying building styles and forms.
- Provide the opportunity to improve the provision, integration and layout of on-site car parking.
- The façade of the Swimming Centre and car park in Walsh Street (to be) suitably articulated to reduce the visual impact of building bulk and mass.
- Building designs should seek to minimise the provision and appearance of ventilation and exhaust ducts to street frontages.

7.3. *Pedestrian and Vehicle Access*

- Ensure safe and convenient pedestrian and vehicular access and egress to and from the site.
- Minimise pedestrian/vehicle conflict on and off the site.
- Minimise vehicle crossing widths.
- Provide safe and effective pedestrian linkages within the school boundaries.
- Ensure a functionally integrated development with good pedestrian and vehicle linkages.

- Provision of on-site car parking designed to ensure vehicles can manoeuvre safely within the site and exit in a forward direction.
- The appearance, location and layout of on-site car parking should not detract from the streetscape amenity of adjoining residential streets.

7.4. *Heritage Guidelines*

- The significance of the heritage place and whether the proposal will adversely affect the natural or cultural significance of the place.
- Any applicable heritage study and any applicable conservation policy.
- Whether the location, bulk, form or appearance of the proposed building will adversely affect the significance of the heritage place.
- Whether the location, bulk, form and appearance of the proposed building is in keeping with the character and appearance of adjacent buildings and the heritage place.
- Whether the demolition, removal or external alteration will adversely affect the significance of the heritage place.
- Whether the proposed works will adversely affect the significance, character or appearance of the heritage place.
- Demolition shall not proceed until a building contract has been entered into for the construction of the replacement building, unless the Responsible Authority approves earlier demolition on the grounds of structural insufficiency or hazard or safety grounds.

7.5. *Use of the Swimming Centre*

- The following hours of operation shall be applied to the Swimming Centre except with the prior written approval of the Responsible Authority:

6:00am – 8:00pm Monday to Friday

8:00am – 8:00pm Saturdays & Sundays

School boarders may use the Swimming Centre outside these hours.

- The School must use its best endeavours to ensure that prior to 8:00am all users of the Swimming Centre alight from vehicles within the car park.
- The use of the Swimming Centre is restricted staff and students of the School and informal use by the school family, namely current and past students; current staff and their partners and children; parents and siblings of current and past students.
- The Swimming Centre must not be hired or rented out or used for commercial purposes except with the prior written consent of the Responsible Authority. The School may however levy a charge on the members of the school family for use of the centre in such circumstances, as it deems appropriate.

7.6. *Swimming Centre and Car Park (Stage 4)*

The School must satisfy the following requirements in relation to the Swimming Centre and car park to the satisfaction of the Responsible Authority:

- The School must commission an appropriately accredited acoustic engineer to prepare a report in relation to the design and use of the Swimming Centre and the underground car park in Walsh Street and this must be submitted to and approved by the Responsible Authority prior to the grant of a permit for the Swimming Centre construction. The acoustic report must detail any sound attenuation work or devices required to ensure that the noise levels in the premises will not exceed the levels specified in the State Environment Protection Policy (Control of Noise from Commercial, Industrial or Trade Premises within the Melbourne Metropolitan Area) No. N-1. Any recommended sound attenuation works or devices must be undertaken/installed to the satisfaction of the Responsible Authority.
- Prior to the commencement of Stage 4, the School must prepare a Traffic Management Plan to address the current and future school related traffic and parking in and around the Merton Hall Campus. The Traffic Management Plan must be prepared to the satisfaction of the Responsible Authority and take into account the Responsible Authority's preference for the deletion of ten car spaces from the Walsh Street car park and the addition of ten car spaces to the Clowes Street car park. Once approved, the Traffic Management Plan shall form part of this Master Plan.
- If required by the Responsible Authority, prior to the commencement of the use of the Swimming Centre, the School will replace existing street trees in Walsh Street with advanced specimens, at its cost, in accordance with an agreed street tree planting plan to the Responsible Authority's satisfaction.

8. STUDENT AND STAFF NUMBER STATEMENT

The number of students attending Melbourne Girls Grammar - Merton Hall Campus shall not exceed 880. This includes up to 125 Boarding students to be accommodated on the site.

The staff numbers at the Merton Hall Campus shall comprise not more than:

<i>Merton Hall Campus Staff Numbers</i>	<i>Maximum</i>
Full time	62
Part time (Full time equivalent)	31
Administration	25
Boarding	4
TOTAL	122

9. STAGING

To provide an understanding of the School's prioritisation of the additional facilities required at Merton Hall Campus, the Staging of the Master Plan is expected to follow the numerical assignment of the proposed works, that is:

1. Alterations and additions to Rushen House and Walsh Street House into Education Centre as part of Lower Primary Precinct of campus.

Project to also incorporate re-working of landscape.

2. Provide new three-storey Science Centre along with potential fourth floor at rear of building. Demolish building adjacent to 281 Walsh Street Vol 2799 Fol 799.
3. Alterations and additions to existing Science Centre including a new top floor, north-south walkway, basement level flat for the caretaker, a basement level archive area and a link to the library.
4. Provide new Swimming Centre with reoriented roof top multi-purpose synthetic sports surface (hockey, tennis etc) at existing hockey field level.

Lower level swimming and diving facilities. Provide car parking for facility.

5. Provide new two-storey Lower Primary facilities including: Prep, Year 1 and Year 2 classrooms, Art Room, small Library, multi-purpose room, after school/lunch room, staff areas, toilets, etc.

Provide associated underground car parking for staff on site.

6. Create new identifiable student entrance adjacent to Ross Hall and east-west covered walkway linking general purpose classrooms and the library. Extend existing classrooms to the south.
7. Refurbish ground floor area of Ross Hall, including a new kitchen, entry, refectory and overhead glazed courtyard between refectory and resource centre.
8. Extension to gymnasium.
9. Improve first floor gymnasium - Chapel link and access.
10. Possible two-storey educational building.
11. Utilize existing top floor room plus extension to roof space of Phelia Grimwade Administration building to provide for Head of Boarding School accommodation.

10. OTHER ISSUES

10.1. *Informal Notification*

If required by the Responsible Authority, the School will notify nearby residences (as directed by the Responsible Authority) of the lodging of any applications for planning permits relating to the implementation of the Master Plan.

10.2. *Review of the Master Plan*

If in the view of the Responsible Authority, applications for permits demonstrate a need for a review of the Master Plan, it should be reviewed at the request of the Responsible Authority.

architectural plans
prepared by Crone Ross Architects



LEGEND

- ⓑ BASEMENT
- ① ONE STOREY
- ② TWO STOREY
- ③ THREE STOREY
- ④ FOUR STOREY

CORPORATION LANE

LEVELS SHOWN TO AHD + GROUND FLOOR LEVELS OF EXISTING BUILDINGS SHOWN

CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

SITE PLAN
EXISTING CONDITIONS
LOWER LEVEL

DRAWN BY	ET/YI
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-02
CAD FILE NUMBER	2000MP-02



GRANT ROSS ARCHITECTS PTY LTD
237 LOWER HEIDELBERG ROAD
HEIDELBERG VIC 3083
TELEPHONE 03 9459 1144
FACSIMILE 03 9459 4201
EMAIL GROSS@VICNET.VIC.AU

FOOTED DIMENSIONS TAKE PRECEDENCE OVER SERIES DIMENSIONS
CONTRACTORS SHALL VERIFY ALL CRITICAL DIMENSIONS ON SITE AND NOTIFY THIS OFFICE IMMEDIATELY OF ANY DISCREPANCIES.
THIS DRAWING MUST BE SUBMITTED TO THIS OFFICE FOR APPROVAL PRIOR TO CONSTRUCTION. CONTRACTOR TO ENSURE THAT DRAWING IS CURRENT. ISSUE BEFORE COMMENCEMENT OF WORK. DRAWINGS MUST BE READ IN CONJUNCTION WITH THE SPECIFICATION.



LEGEND

- Ⓑ BASEMENT
- ① ONE STOREY
- ② TWO STOREY
- ③ THREE STOREY
- ④ FOUR STOREY

CORPORATION LANE

LEVELS SHOWN TO AHD + GROUND FLOOR LEVELS OF EXISTING BUILDINGS SHOWN

CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

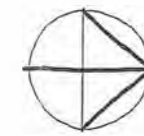
SITE PLAN
EXISTING CONDITIONS
UPPER LEVEL

DRAWN BY	ET/YI
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-03
CAD FILE NUMBER	2000MP-03



GRIEVE ROSS ARCHITECTS PTY LTD
237 LOVER HEIDELBERG ROAD
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TELEPHONE 03 9451 1144
FACSIMILE 03 9451 4201
E MAIL GROSS@GROSSARCHITECTS.COM.AU

FIGURED DIMENSIONS TAKE PRECEDENCE OVER SCALED DIMENSIONS.
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LEGEND

- EXISTING BUILDINGS
- GRADE A BUILDINGS
- GRADE C BUILDINGS
- GRADE D BUILDINGS



HOS: SOUTH YARRA PRECINCT MELBOURNE PLANNING SCHEM
WITHIN THIS HERITAGE OVERLAY AREA PRESERVE PERIMETER
WALLS, GATES & OTHER STRUCTURES OF CONSERVATION MERIT



CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

HERITAGE PLAN

DRAWN BY	ET/YI
CHECKED	PC
DATE	10.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-04
CAD FILE NUMBER	2000MP-04

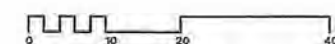


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E-MAIL: CROSS@ROSS.VICNET.NET.AU

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LEGEND

1. ALTERATIONS AND ADDITIONS TO RUSHEN HOUSE AND WALSH STREET HOUSE INTO EDUCATION CENTRE AS PART OF LOWER PRIMARY PRECINCT OF CAMPUS. PROJECT TO ALSO INCORPORATE MINOR DEMOLITION WORK & RE-WORKING OF LANDSCAPE.
2. PROVIDE NEW THREE STOREY SCIENCE CENTRE ALONG WITH POTENTIAL FOURTH FLOOR. DEMOLISH BUILDING ADJACENT TO 281 WALSH STREET VOL. 2799 FOL 799
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4. PROVIDE NEW SWIMMING CENTRE WITH REORIENTED ROOF TOP MULTI PURPOSE SYNTHETIC SPORTS SURFACE (HOCKEY, TENNIS ETC) AT EXISTING HOCKEY FIELD LEVEL. LOWER LEVEL SWIMMING & DIVING FACILITIES. PROVIDE CAR PARKING FOR FACILITY.
5. PROVIDE NEW TWO STOREY LOWER PRIMARY FACILITIES INCLUDING PREP, YEAR 1 AND YEAR 2 CLASSROOMS, ART ROOM, SMALL LIBRARY, MULTI-PURPOSE ROOM, AFTER SCHOOL LUNCH ROOM, STAFF AREAS, TOILETS ETC. PROVIDE ASSOCIATED BASEMENT CAR PARKING FOR STAFF ON SITE.
6. CREATE NEW IDENTIFIABLE STUDENT ENTRANCE ADJACENT TO ROSS HALL AND EAST - WEST COVERED WALKWAY LINKING GENERAL PURPOSE CLASSROOMS AND THE LIBRARY. EXTEND EXISTING CLASSROOMS TO THE SOUTH.
7. REFURBISH GROUND FLOOR AREA OF ROSS HALL, INCLUDING A NEW KITCHEN, ENTRY, REFECTORY AND OVERHEAD GLAZED COURTYARD BETWEEN REFECTORY AND RESOURCE CENTRE.
8. EXTENSION TO GYMNASIUM
9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
10. POSSIBLE TWO STOREY EDUCATIONAL BUILDING. DEMOLISH EXISTING HOUSE (VOL. 4960 FOL. 921)
11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELLA GRIMWADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.



CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

SITE PLAN
LOWER & BASEMENT LEVEL

DRAWN BY	ET/YI
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-05
CAD FILE NUMBER	2000MP-05



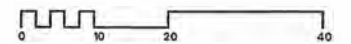
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FACSIMILE 03 3400 1101
EMAIL DORRIS@DORRIS.VIC.NET.AU

FIGURES DIMENSIONS TAKE PRECEDENCE OVER SCALED DIMENSIONS.
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LEGEND

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2. PROVIDE NEW THREE STOREY SCIENCE CENTRE ALONG WITH POTENTIAL FOURTH FLOOR, DEMOLISH BUILDING ADJACENT TO 281 WALSH STREET VOL 2789 FOL 799
3. ALTERATIONS AND ADDITIONS TO EXISTING SCIENCE CENTRE INCLUDING A NEW TOP FLOOR, NORTH - SOUTH WALKWAY, BASEMENT LEVEL FLAT FOR THE CARETAKER, A BASEMENT LEVEL ARCHIVE AREA AND A LINK TO THE LIBRARY.
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8. EXTENSION TO GYMNASIUM
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11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELIA GRIMWADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.



CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN

MERTON HALL CAMPUS

TITLE

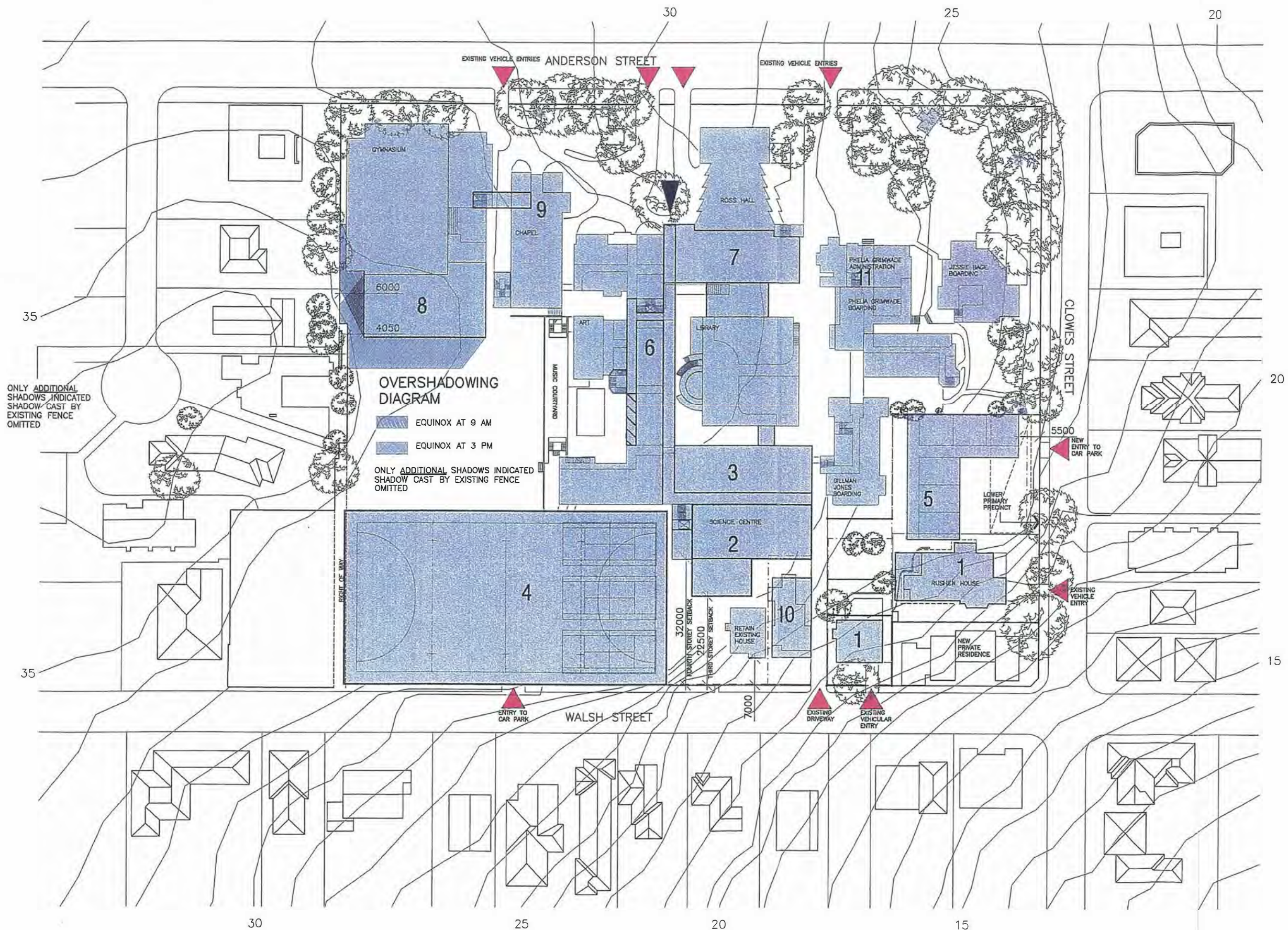
SHADOW DIAGRAM
FOR STAGE 8

DRAWN BY	ET/YI
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-07
CAD FILE NUMBER	2000MP-07



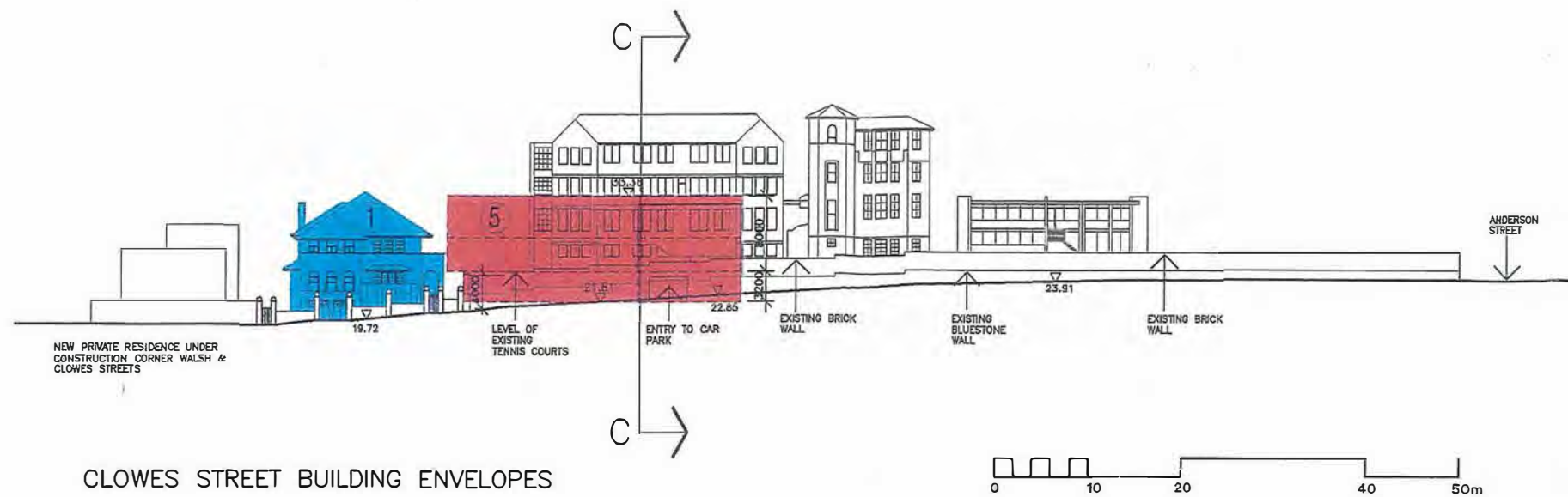
DRONE ROSS ARCHITECTS PTY LTD
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TELEPHONE 03 9433 1100
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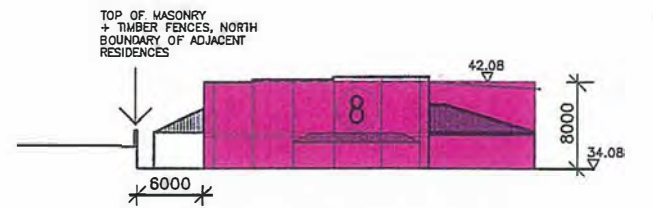
LEGEND

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8. EXTENSION TO GYMNASIUM
9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
10. POSSIBLE TWO STOREY EDUCATIONAL BUILDING. DEMOLISH EXISTING HOUSE (VOL 4950 FOL 921)
11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELIA GRIMMADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.

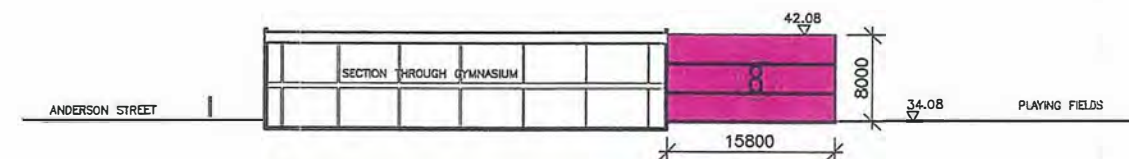


CLOWES STREET BUILDING ENVELOPES

ALL EXISTING STREET TREES ARE TO BE RETAINED



EAST ELEVATION OF GYMNASIUM WITH PROPOSED EXTENSION OVERLAYED



GYMNASIUM EXTENSION SECTIONS

CLIENT
MELBOURNE GIRLS GRAMMAR

PROJECT
MASTERPLAN
MERTON HALL CAMPUS

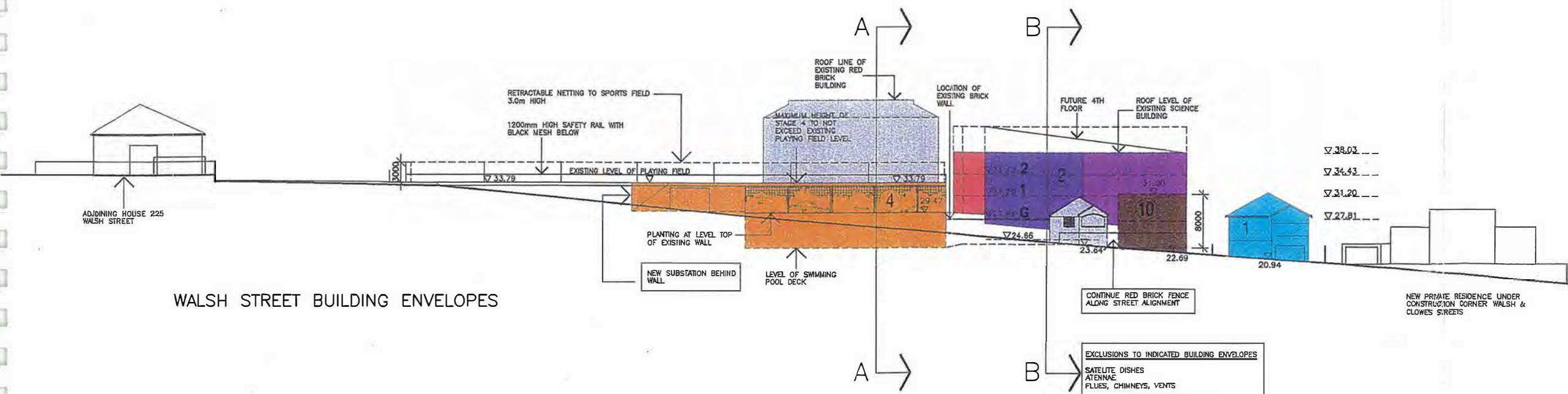
TITLE
ELEVATIONS/
BUILDING ENVELOPES

DRAWN BY	YI
CHECKED	PC
DATE	JULY 2001
SCALE	-
DRAWING NUMBER	MP-08A
CAD FILE NUMBER	2000MP-08A



GROVE ROSS ARCHITECTS PTY LTD
231 LOVELL HEIDELBERG ROAD
IVANHOE EAST VICTORIA 3079
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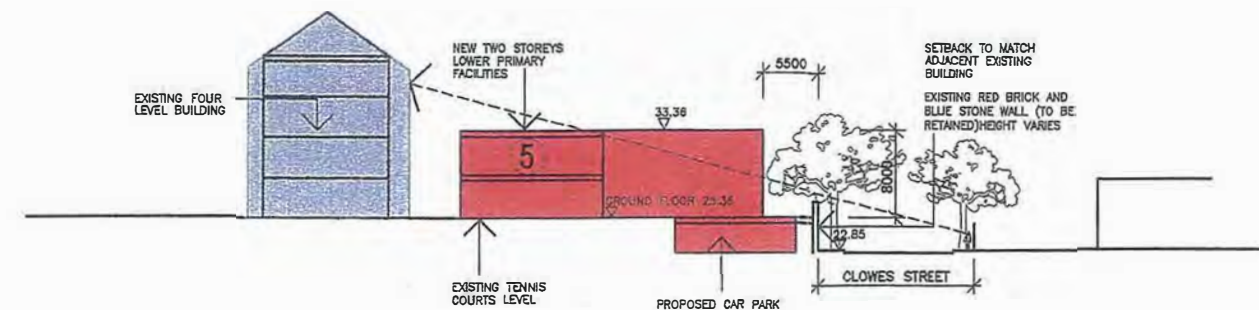
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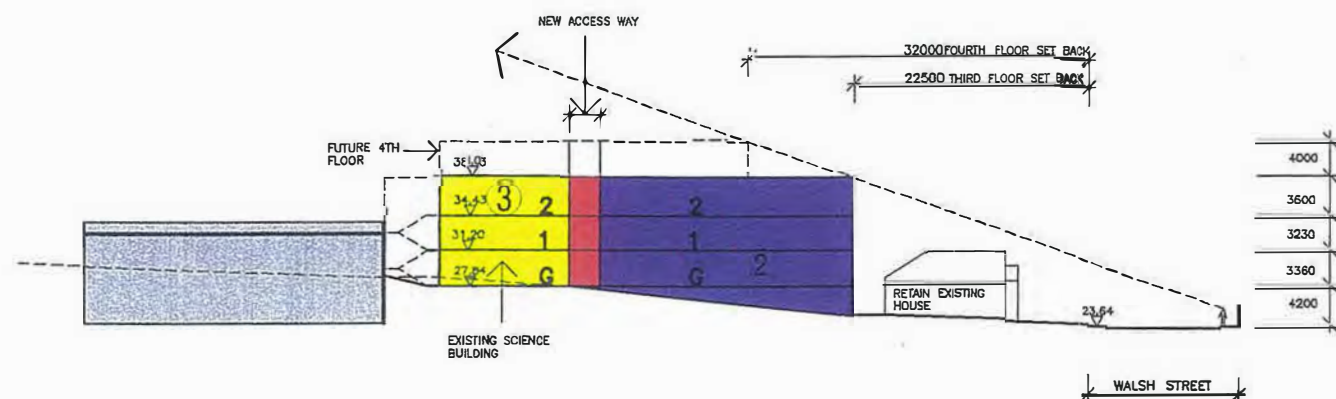
WALSH STREET BUILDING ENVELOPES

LEGEND

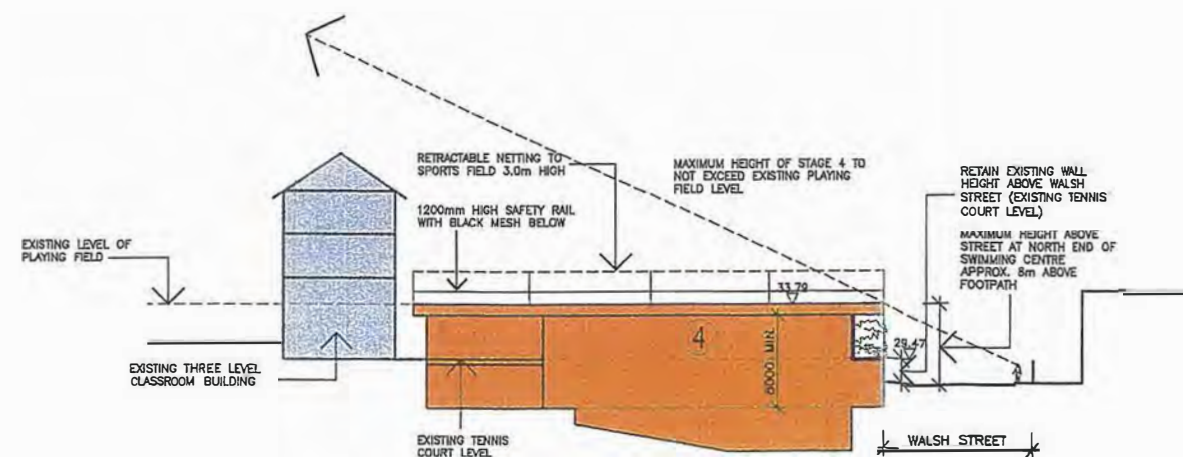
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9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
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SECTION CC



SECTION BB



SECTION AA

CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

SECTIONS



DRAWN BY	YI
CHECKED	PC
DATE	JULY 2001
SCALES	-
DRAWING NUMBER	MP-08B
CAD FILE NUMBER	2000MP-8B



BURKE ROSS ARCHITECTS PTY LTD
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FACSIMILE 03 9455 9201
E-MAIL CRODROSS@VICTORIANET.NED.AU

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LEGEND

-  EXISTING BUILDINGS
-  DEVELOPMENT AREAS



CLIENT
MELBOURNE GIRLS GRAMMAR

PROJECT
MASTERPLAN
MERTON HALL CAMPUS

TITLE
MAJOR DEVELOPMENT
OPPORTUNITIES PLAN

DRAWN BY	ET
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-09
CAD FILE NUMBER	2000MP-09

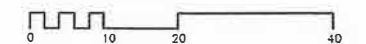


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TELEPHONE 03 9448 1199
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LEGEND

- BUILDINGS FOR REFURBISHMENT OR ALTERATION
- NEW BUILDINGS OR ADDITIONS
- 1. ALTERATIONS AND ADDITIONS TO RUSHEN HOUSE AND WALSH STREET HOUSE INTO EDUCATION CENTRE AS PART OF LOWER PRIMARY PRECINCT OF CAMPUS. PROJECT TO ALSO INCORPORATE MINOR DEMOLITION WORK & RE-WORKING OF LANDSCAPE.
- 2. PROVIDE NEW THREE STOREY SCIENCE CENTRE ALONG WITH POTENTIAL FOURTH FLOOR. DEMOLISH BUILDING ADJACENT TO 291 WALSH STREET VOL 2798 FOL 798
- 3. ALTERATIONS AND ADDITIONS TO EXISTING SCIENCE CENTRE INCLUDING A NEW TOP FLOOR, NORTH - SOUTH WALKWAY, BASEMENT LEVEL FLAT FOR THE CARETAKER, A BASEMENT LEVEL ARCHIVE AREA AND A LINK TO THE LIBRARY
- 4. PROVIDE NEW SWIMMING CENTRE WITH REORIENTED ROOF TOP MULTI PURPOSE SYNTHETIC SPORTS SURFACE (HOCKEY, TENNIS ETC) AT EXISTING HOCKEY FIELD LEVEL. LOWER LEVEL SWIMMING & DIVING FACILITIES. PROVIDE CAR PARKING FOR FACILITY.
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- 8. EXTENSION TO GYMNASIUM
- 9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
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- 11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELIA GRIMWADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.



EXTENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN MERTON HALL CAMPUS

TITLE

PROPOSED CHANGES

DRAWN BY	ET
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-10
CAD FILE NUMBER	2000MP-10



BRINK ROSE ARCHITECTS PTY LTD
237 LOWER HEIDELBERG ROAD
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EMAIL BRINKROSE@VICTNET.NET.AU

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REVISION

DATE

BUILDINGS FOR REFURBISHMENT OR ALTERATION

NEW BUILDINGS OR ADDITIONS

1. ALTERATIONS AND ADDITIONS TO RUSHEN HOUSE AND WALSH STREET HOUSE INTO EDUCATION CENTRE AS PART OF LOWER PRIMARY PRECINCT OF CAMPUS. PROJECT TO ALSO INCORPORATE MINOR DEMOLITION WORK & RE-WORKING OF LANDSCAPE.
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9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPL. LINK AND ACCESS.
10. POSSIBLE TWO STOREY EDUCATIONAL BUILDING. DEMOLISH EXISTING HOUSE (VOL 1960 FOL 921)
11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELA GRAMMADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.

0 10 20 40

ENTRY

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

CIRCULATION DIAGRAM

DRAWN BY	ET
CHECKED	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-11
DWG FILE NUMBER	2000MP-11



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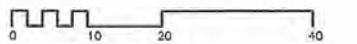
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VEHICULAR ENTRY
MAJOR PEDESTRIAN ROUTES

LEGEND

1. ALTERATIONS AND ADDITIONS TO RUSHEN HOUSE AND WALSH STREET HOUSE INTO EDUCATION CENTRE AS PART OF LOWER PRIMARY PRECINCT OF CAMPUS. PROJECT TO ALSO INCORPORATE MINOR DEMOLITION WORK & RE-WORKING OF LANDSCAPE.
2. PROVIDE NEW THREE STOREY SCIENCE CENTRE ALONG WITH POTENTIAL FOURTH FLOOR. DEMOLISH BUILDING ADJACENT TO 281 WALSH STREET VOL 2799 FOL 799
3. ALTERATIONS AND ADDITIONS TO EXISTING SCIENCE CENTRE INCLUDING A NEW TOP FLOOR, NORTH - SOUTH WALKWAY, BASEMENT LEVEL FLAT FOR THE ONETAKER, A BASEMENT LEVEL ARCHIVE AREA AND A LINK TO THE LIBRARY
4. PROVIDE NEW SWIMMING CENTRE WITH REORIENTED ROOF TOP MULTI PURPOSE SYNTHETIC SPORTS SURFACE (HOCKEY, TENNIS ETC) AT EXISTING HOCKEY FIELD LEVEL. LOWER LEVEL SWIMMING & DIVING FACILITIES. PROVIDE CAR PARKING FOR FACILITY.
5. PROVIDE NEW TWO STOREY LOWER PRIMARY FACILITIES INCLUDING PREP, YEAR 1 AND YEAR 2 CLASSROOMS, ART ROOM, SMALL LIBRARY, MULTI-PURPOSE ROOM, AFTER SCHOOL/LUNCH ROOM, STAFF AREAS, TOILETS ETC. PROVIDE ASSOCIATED BASEMENT CAR PARKING FOR STAFF ON SITE.
6. CREATE NEW IDENTIFIABLE STUDENT ENTRANCE ADJACENT TO ROSS HALL AND EAST - WEST COVERED WALKWAY LINKING GENERAL PURPOSE CLASSROOMS AND THE LIBRARY. EXTEND EXISTING CLASSROOMS TO THE SOUTH.
7. REFURBISH GROUND FLOOR AREA OF ROSS HALL, INCLUDING A NEW KITCHEN, ENTRY, REFECTORY AND OVERHEAD GLAZED COURTYARD BETWEEN REFECTORY AND RESOURCE CENTRE.
8. EXTENSION TO GYMNASIUM
9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
10. POSSIBLE TWO STOREY EDUCATIONAL BUILDING. DEMOLISH EXISTING HOUSE (VOL 4960 FOL 921)
11. UTILIZE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHELA GRIMWADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.



CLIENT

MELBOURNE GIRLS GRAMMAR

PROJECT

MASTERPLAN
MERTON HALL CAMPUS

TITLE

MAJOR OPEN SPACES PLAN

DRAWN BY	ET
CHECKED BY	PC
DATE	19.01.2001
SCALE	1:500 (AT A1 SIZE)
DRAWING NUMBER	MP-12
CAD FILE NUMBER	2000MP-12



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FIGURED DIMENSIONS TAKE PRECEDENCE OVER SCALED DIMENSIONS.
CONTRACTORS SHALL VERIFY ALL CRITICAL DIMENSIONS ON SITE AND NOTIFY THIS OFFICE IMMEDIATELY OF ANY DISCREPANCIES.
SHOP DRAWINGS MUST BE SUBMITTED TO THIS OFFICE FOR APPROVAL PRIOR TO MANUFACTURE. CONTRACTOR TO ENSURE THAT DRAWING IS CURRENT ISSUE BEFORE COMMENCEMENT OF WORK. DRAWINGS MUST BE READ IN CONJUNCTION WITH THE SPECIFICATION



landscape plans
prepared by Chris Dance Land Design Pty Ltd

LANDSCAPE ARCHITECTURAL CONCEPT

FOR

MELBOURNE GIRLS GRAMMAR

MERTON HALL CAMPUS

MASTER PLAN DEVELOPMENT

Revised 08 August 2001

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LANDSCAPE ARCHITECTURAL CONCEPT

Chris Dance Land Design was appointed in August 1999 to contribute to the preparation of a Master Plan for the Melbourne Girls Grammar School, Merton Hall campus. In addressing Landscape and Urban Design issues associated with the Master Plan, the following steps have been taken:

- I. Site Investigations
- II. Design Principles Development
- III. Master Plan Guidelines Development

Graphic and verbal information on each phase is provided on the plans and in this report.

I. SITE INVESTIGATIONS

Extensive site investigations have taken place in order to understand and assess the existing conditions and overall character presented by the site. The findings of these investigations have been mapped and can generally be described as follows:

A. Entries

- The formal entries to the school occur along the western boundary (Anderson Street), which is characterised by high quality garden plantings.
- Informal entry to the school is also enabled via Walsh Street. This boundary is characterised by buildings and sporting fields.

B. Pedestrian Circulation

- The main pedestrian circulation throughout the site occurs along a centrally located east-west axis, with numerous secondary axes branching off towards the north and south.
- Most pedestrian circulation occurs between a series of key external spaces. These are generally self-contained however the connections between them can be improved, particularly at building junction points. A brief summary of each space is given below.

C. Spatial Character

Entry Forecourt (adjacent to Chapel):

Characteristic of the garden character mentioned above, this densely planted, enclosed space is now used mainly for parking. However it remains an important access node for many major school buildings, and so should continue to present an attractive and welcoming character. The large Plane trees within this area are also an important feature as they contribute positively to the streetscape character of Anderson Street.

Entry Forecourt (adjacent to Phelia Grimwade Boarding House):

This paved space is presently the school's main entry forecourt, providing access from Anderson Street to the Boarding House, School Reception and main circulation spine. As with the entry forecourt adjacent to the Chapel, reserved parking is provided in this area and a formal character displayed.

Boarding House Gardens (front of Jessie Bage Boarding House):

Located beside the entry forecourt described above, in the north west corner of the site, this is the most extensive garden area within the campus. Comprising a mix of lawn, exotic garden beds and several large deciduous trees, this space is clearly an area for informal recreation. It also serves a valuable purpose in framing the edge of the adjacent entry forecourt. The exotic character of the space is also an important link with the Royal Botanic Gardens and the Anderson Street streetscape generally.

Boarding House Gardens (rear of Jessie Bage Boarding House):

Situated at the rear of the Boarding House, this is a key linking space, providing a connection between the boarding house building and associated tennis courts, and also the main east-west pedestrian spine. The character of this space is informal, comprising mostly lawn and established trees, and it is also fairly enclosed.

Rooftop Garden:

Located centrally above the Library and adjacent to the main east-west pedestrian spine, this is a popular passive recreation areas for students. The general landscape character of this area is relatively simple, and comprises hard paving, seat walls, lawn, minimal shrubbery and small feature trees. Informal plastic furniture is also provided.

Sports Field:

This is the major open space for the school, serving primarily a sporting function. Given this role, this space comprises mostly lawn, with a few scattered trees around the perimeter. Along its western and southern sides, adjacent residential uses and school buildings provide some sense of enclosure, however for the most part, this area is characteristically open in nature, allowing for some extensive views to the north and east.

Central Courtyard:

Having recently been upgraded, this space is formal in character and comprises a raised garden bed of lawn, small shrubs and a feature tree, and extensive red brick paving. Although the main function of this space is to link key spaces, it also allows for some informal recreation usage and frames the entry to adjacent buildings.

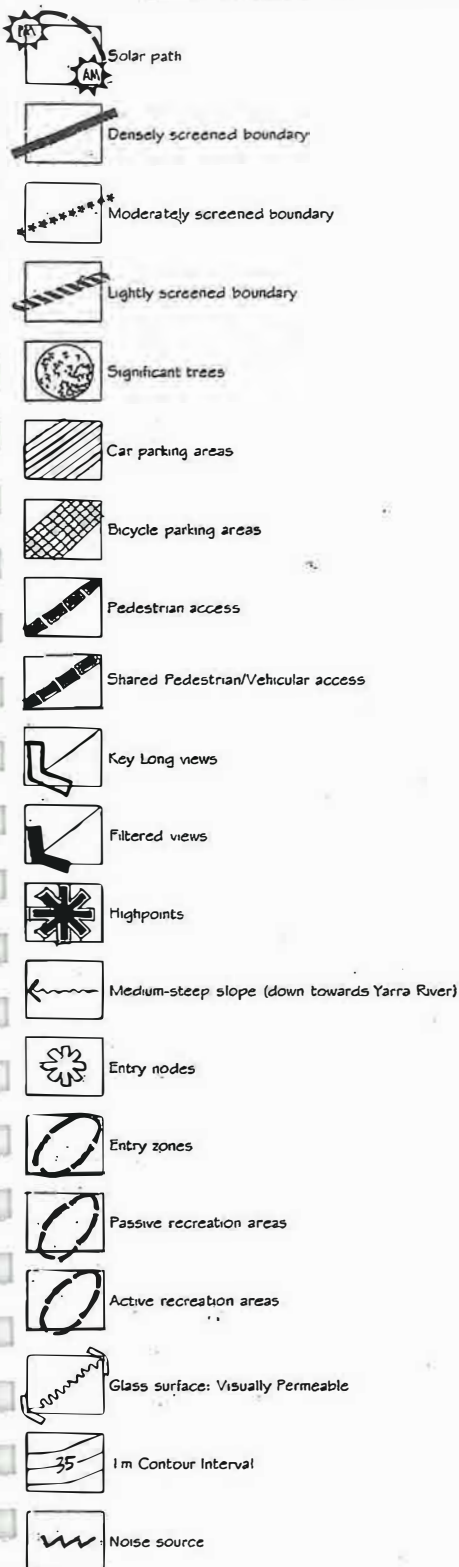
Lower Level Tennis Courts:

Serving an active recreational role, these two tennis courts are enclosed on all sides by high cyclone fencing or buildings. Being located on high ground along the Walsh Street boundary, extensive views are also enabled from this area.

D. Views

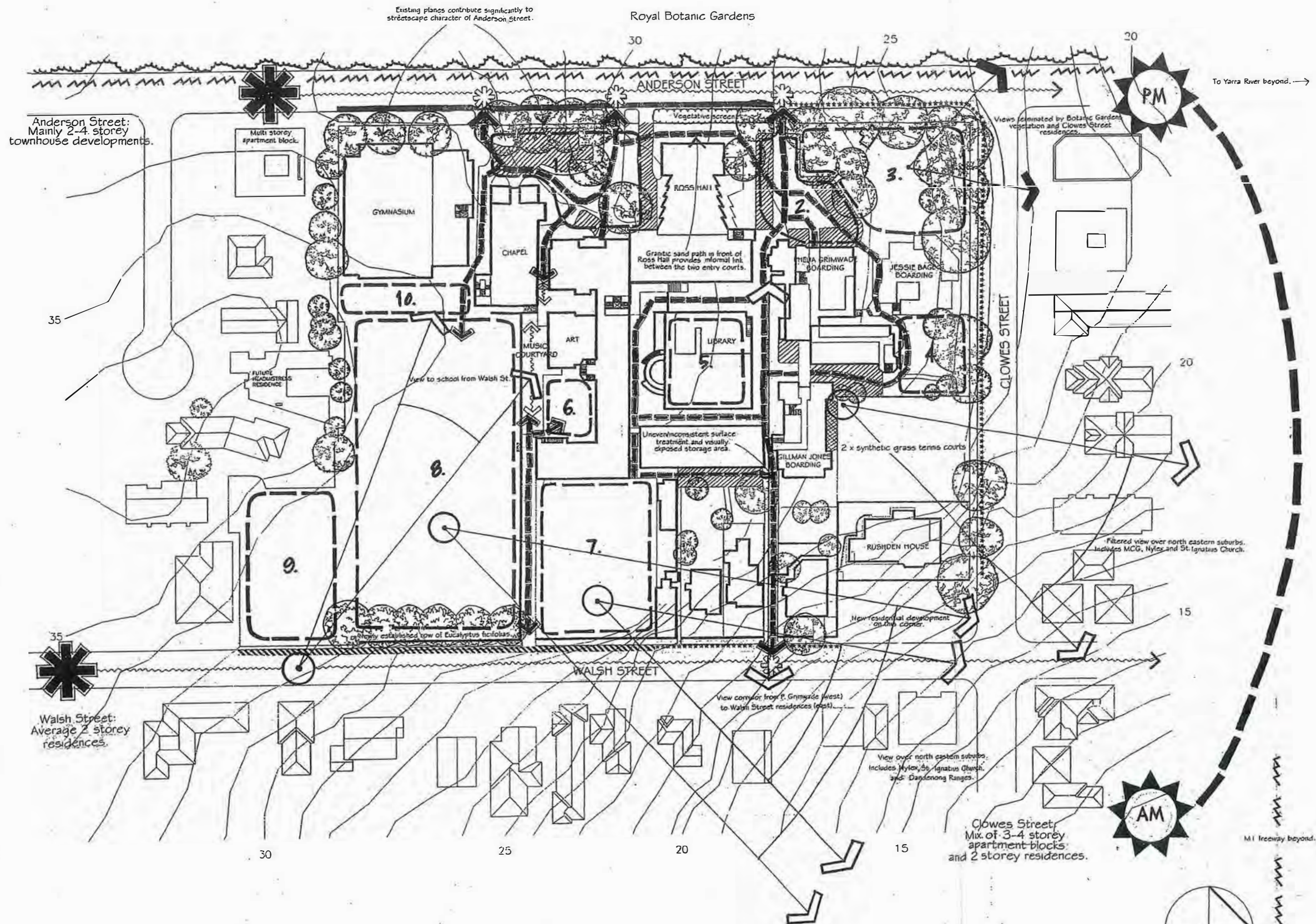
- As a function of topography, extensive views are provided over the northern and eastern suburbs from key locations within the site, namely the sports field and lower level tennis court along the Walsh Street boundary.
- Conversely, internalized views are fairly limited due to the high density of school buildings and the enclosed nature of most external spaces. In general, it is only across the open sporting fields that internal views are enabled, however these too are limited and/or terminated by building mass.
- A major viewing corridor is located along the central east-west pedestrian spine and this enables views from the administration building (west), right down to Walsh Street (east).
- The openness of the eastern boundary, particularly the south east corner, enables views into the school site from Walsh Street.

LEGEND



DESCRIPTION OF KEY EXTERNAL SPACES

- ENTRY FORECOURT (ADJACENT TO CHAPEL)**
Characteristic of the formal garden character described above, this densely planted, enclosed space is now used mainly for parking. However it remains an important access node for many major school buildings, and so should continue to present an attractive and welcoming character. The large Plane trees within this area are also an important feature as they contribute positively to the streetscape character of Anderson Street.
- ENTRY FORECOURT (ADJACENT TO PHELIA GRIMWADE BOARDING HOUSE)**
This paved space is presently the school's main entry forecourt, providing access from Anderson Street to the Boarding House, School Reception and main circulation spine. As with the entry forecourt adjacent to the Chapel, reserved parking is provided in this area and a formal character deployed.
- BOARDING HOUSE GARDENS (FRONT OF JESSIE BAGE BOARDING HOUSE)**
located beside the entry forecourt described above, in the north west corner of the site, this is the most extensive garden area within the campus. Comprising a mix of lawn, exotic garden beds and several large deciduous trees, this space is clearly an area for informal recreation however it also serves a valuable purpose in framing the edge of the adjacent entry forecourt. The exotic character of the space is also an important link with the Royal Botanic Gardens and the Anderson Street streetscape generally.
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Situated at the rear of the Boarding House, this is a key linking space, providing a connection between the boarding house building and associated tennis courts, and also the main east-west pedestrian spine. The character of this space is informal, comprising mostly lawn and established trees and, due to the nature of surrounding uses, is also fairly enclosed.
- ROOFTOP GARDEN**
Located centrally above the library and adjacent to the main east-west pedestrian spine, this is one of the more popular passive recreation areas for students. The general landscape character of this area is relatively simplistic, and comprises a mixture of hard paving, seat walls, lawn, minimal shrubbery and small feature trees. Informal plastic furniture is also provided.
- CENTRAL COURTYARD**
Having recently been upgraded, this space is formal in character and comprises a raised garden bed of lawn, small shrubs and a feature tree, and extensive red brick paving. Although the main function of this space is to link key spaces, it also allows for some informal recreation usage and provides an important function in framing the entry to adjacent buildings.
- LOWER LEVEL TENNIS COURTS**
Serving an active recreational role, these three tennis courts are enclosed on all sides by high cyclone fencing or buildings. Being located on high ground along the Walsh Street boundary, extensive views are also enabled from this area.
- SPORTS FIELD**
This is the major open space for the school, serving primarily a sporting function. Given this role, the space comprises mostly lawn, with a low scattered trees around the perimeter. Along its western and southern sides, adjacent residential uses and school buildings provide some sense of enclosure, however for the most part, this area is characteristically open in nature, allowing for some extensive views over the northern and eastern suburbs.
- OVERFLOW SPACE (SOUTH EAST CORNER)**
This area is currently used for passive recreation however due to a lack of facilities and distance from the main school building, it is not used to its full potential. Given this, the area is earmarked as a site for potential development in the future. The landscape character of this space is open, comprising lawn surrounded by timber retaining walls/benches in the south west corner.
- OVERFLOW SPACE (ADJACENT TO GYMNASIUM)**
Adjacent to the school gymnasium on the eastern side, this grassed space provides an informal link between the gym and the open sports field to the east. It also acts as an area for passive recreation, a spectator space during sports events and also as an assembly area. These functions could easily be shifted to another location, hence freeing up the space for potential development.



MELBOURNE GIRLS GRAMMAR SCHOOL DEVELOPMENT OF A MASTERPLAN

SITE RESPONSE: EXISTING CONDITIONS

Scale 1:500

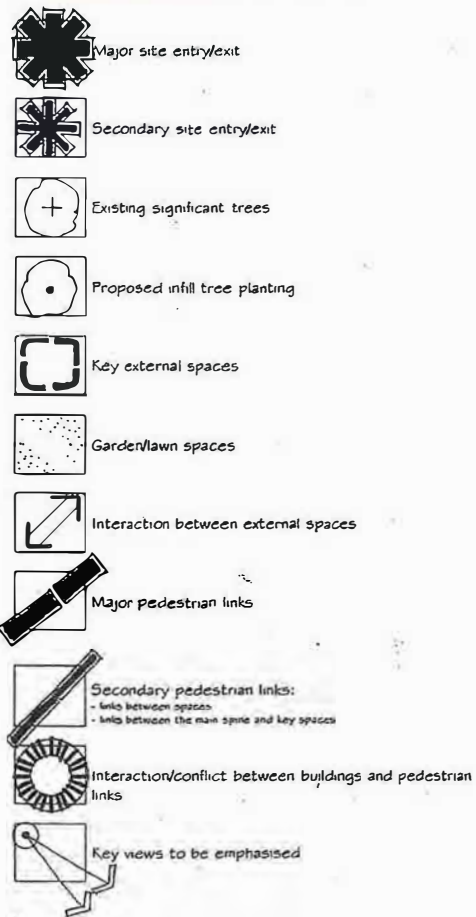
September 1999

Dwg.No 99/778/LSK1



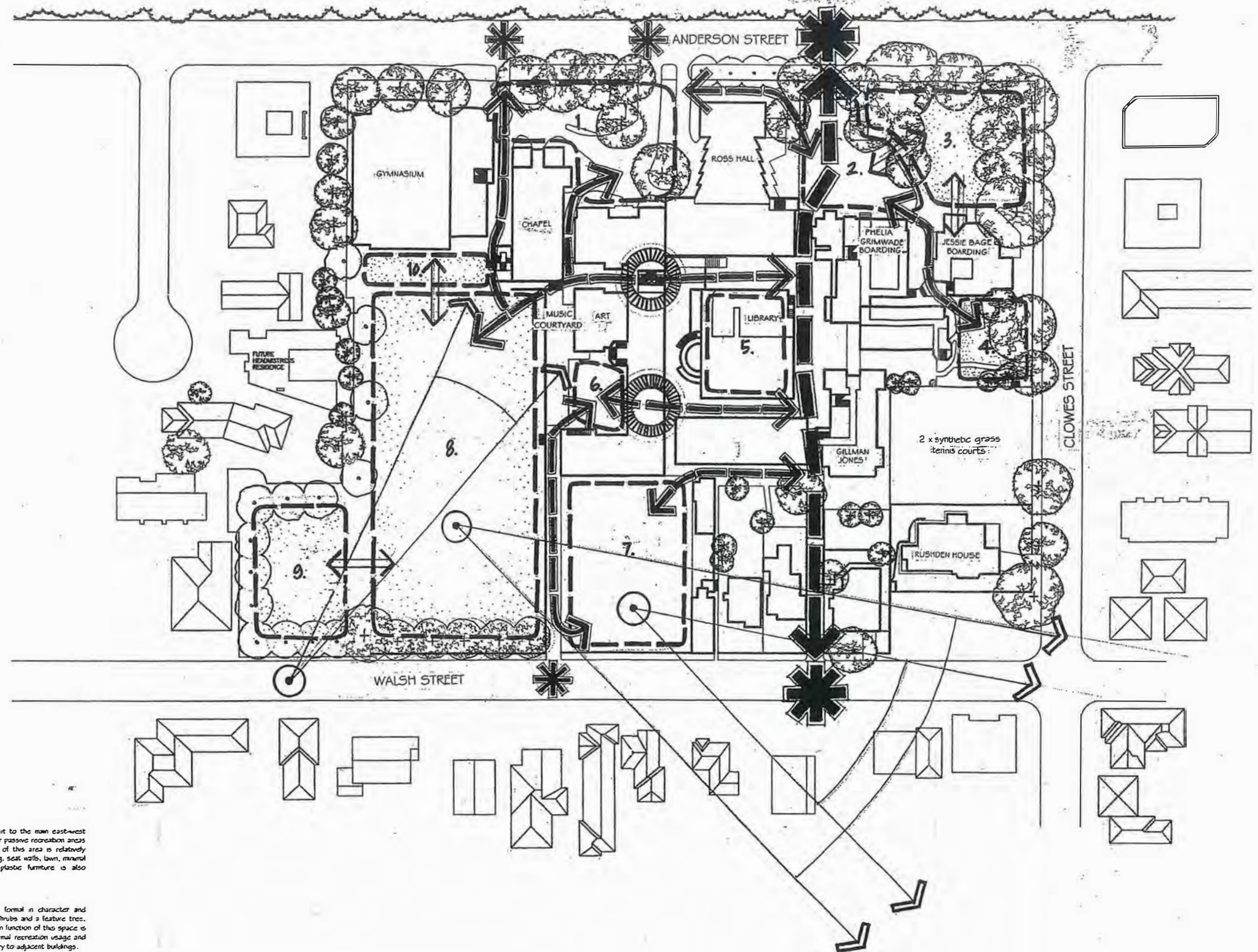
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LEGEND



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MELBOURNE GIRLS GRAMMAR
MERTON HALL CAMPUS
DEVELOPMENT OF A MASTERPLAN

SITE RESPONSE:
SPATIAL RELATIONSHIPS

Scale 1:500

September 1999

Dwg No 99/778/LSK2



II. DESIGN PRINCIPLES

Based on our site investigations, a number of principles can be defined to guide the landscape development of the campus and support proposed building functions. As landscape development is to be over time and staged, the following principles should be referenced at each step:

A. Develop a common approach to individual external spaces through:

- a common plant palette,
- common pavement themes, and
- common furniture and signage forms.

This should allow the particular character of individual spaces to develop within a unifying framework. This common approach should be applied to existing spaces, and also to spaces created by future building works, to "tie" these spaces into the campus as a whole.

B. Develop the main east-west pedestrian axis to:

- provide better access between the proposed building envelopes,
- link external spaces,
- lead pedestrians,
- create a common character.

C. Strengthen the gardenesque character of the western boundary, particularly:

- around the entry nodes/forecourts,
- within the already established garden areas, and
- in terms of its relationship to the street.

D. Take advantage of key external views over the northern and eastern suburbs. This may influence the design of both buildings and external spaces.

E. Recognise the eastern boundary as the informal, active edge of the campus in so far as it is:

- used as a student entry/pick-up/drop-off point.
- dominated by built form rather than landscape.

- F. **Adopt a unifying approach to garden plantings** across the campus, particularly on boundaries. This will concentrate on ornamental species, primarily exotic, but with some Australian species.
- G. Future developments should **respect the character and contribute to the amenity of the surrounding neighbourhood**. This will be achieved by factors such as:
- building form.
 - building height.
 - vegetation.
 - materials.
- H. Future developments should also **recognise the significance of heritage buildings** on the site through:
- maintaining sightlines,
 - appropriate architectural expression, and
 - careful plant species selection.

III. MASTER PLAN GUIDELINES

Based on the aforementioned spatial analysis and design principles, the Master Plan guidelines recommend key landscape actions and the creation of a general landscape character as described below:

A. Gymnasium and Chapel Garden (area west of Stage 9 buildings)

The garden spaces on Anderson Street are dominated by magnificent Plane trees (*Platanus orientalis*), which make a significant contribution to the streetscape. Landscape works will be quite simple in these areas, concentrating upon reinforcement of existing plantings with appropriate exotic evergreen shrubs.

B. New Student Entry at Ross Hall (area between Stage 6 and 7 buildings)

There are a number of key landscape actions that would complement buildings in this area and would help to create a new entry node. These include:

- Provide new tree planting to define the entry path and separate it from the Chapel car park.

- Establish theme pavements to be used throughout the campus to designate key circulation routes.
- Supplement existing low level planting with appropriate species to reinforce the strong 'garden' character of the Anderson Street frontage.
- Install an entry arbor adjacent to Ross Hall, creating a pedestrian scale and a sense of arrival.

C. Phelia Grimwade Entry (area between Anderson Street & Stage 11 building)

For visitors, this should appear as the main entry to the school, with Phelia Grimwade House approached across a defined forecourt. The existing car park, however, presents a large expanse of undifferentiated pavement, which diminishes the impact of the view to Phelia Grimwade House.

A detailed re-design of the entry forecourt should consider:

- Rationalization of car park, with efficient use of space to retain same capacity.
- Differentiation of vehicular and pedestrian circulation, perhaps incorporating a more generous central island.
- Introduction of planting into the space, continuing the exotic garden character established on Anderson Street.
- Retention, and reinforcement, of unimpeded views to Phelia Grimwade House. This may require a review of existing signage.

D. Jesse Bage Gardens (area east and west of Jesse Bage House, along Clowes Street)

Front: This large western garden space has a significant positive impact upon both the Anderson Street streetscape, and the Phelia Grimwade House forecourt. This impact should be reinforced where possible by retention and protection of the significant existing trees within the area. Additional trees are not required, in order to maintain the open quality of the lawn area, however forward planting of replacement trees may be advisable, subject to arboricultural advice.

The garden quality of this space could be enhanced through:

- Establishment of a perimeter hedge separating the garden from car parking.
- Supplementary planting to the site boundaries to enclose the space and break views to Clowes Street.

Rear: The smaller eastern garden is a pleasant space dominated by open lawn and a number of large perimeter trees. This space would benefit further from additional shrub planting to its northern edge, screening the chain mesh boundary fence and residences to the north of Clowes Street. This would also assist in creating a stronger sense of enclosure.

E. Lower Primary Precinct (area east of Stage 5 building)

Planting to the front of the future Lower Primary Precinct should continue the themes already established along the Clowes Street boundary. These include a mix of deciduous and evergreen canopy trees (with the emphasis upon deciduous trees), with an understorey of low-medium height, primarily evergreen, exotic shrubs.

F. Science Centre Garden (area to the east of Stage 2 building)

The opportunity exists to use this space to reinforce the existing streetscape character created by other residences along Walsh Street (i.e. a mix of medium-tall deciduous and evergreen trees, behind masonry or brick walls). An increased setback to the proposed Science Centre and retention of the existing 'Ceramics House' would help to enhance this theme, as would the configuration of proposed planting in this area.

G. Swimming Centre (area east of Stage 4 works, along Walsh Street boundary)

The future swimming centre will present to Walsh Street a red brick wall of variable height, incorporating glass bricks and planter boxes in sections. The proposed planter boxes will sit flush with the top of the existing wall (Refer Architectural elevation). This treatment will, in effect, continue a streetscape interface that is typical of the majority of Walsh Street. Planting will also be consistent, with the wall being covered by evergreen climbers and shrubs such as black bamboo.

The proposed multi-purpose sports pitch, above the swimming centre, will be constructed at the same level as the existing lawn sports field. Some underground parking will also be provided in association with the Swimming Centre (29 spaces) and will be accessed by a new crossover along the Walsh Street frontage.

H. Southeast Garden (area south of Stage 4 works)

The opportunity exists to consolidate this corner of the site in a way that continues the prevalent land use theme and garden pattern along Walsh Street. This could be done by way of:

- A mix of medium-tall deciduous or evergreen ornamental trees.
- Lower storey, mainly evergreen flowering shrubs.
- Evergreen climbers to 'soften' the front fence.

The interface with existing residential properties to the south and west will be managed through the careful use of ornamental shrubs and trees to create an attractive space in keeping with local garden character, whilst at the same time providing an effective buffer. Potential plant species generally should not exceed 3-4 metres in height and/or should have an open canopy so that adequate levels of solar exposure and views to the north from adjacent residences are enabled. Potential plant species in this area may include the following:

- Birch (*Betula* spp.)
- Maple (*Acer* spp.)
- Pear (*Pyrus* spp.)
- Camellia (*Camellia* spp.)

Along the eastern boundary of this area, evergreen flowering gums will be planted, like on the southern boundary, to create a consistent edge to the school.

I. Gymnasium Extension (area to the east of Stage 8 building)

The future extension of the gymnasium to the east, as indicated on the plan, will be buffered on its southern and eastern sides by densely planted medium sized trees and tall evergreen shrubs. The eastern façade will feature a paved 'spill-out' space planted with red-flowering gums to extend the line existing along the southern edge of the site and create a consistent edge to the informal sports lawn.

J. Major Pedestrian Spine (runs west-east through subject site from Stage 1 to Stage 7/11 buildings)

This main pathway, which traverses the site from Anderson Street on the west side to Walsh Street on the east side, lacks the detail and vegetation that is common elsewhere. In order to consolidate this space, the following design elements should be considered:

- A mix of paving materials relevant to the school and appropriate to pedestrian use.
- Use of material to respond to circulation patterns, particularly lateral movement between spaces.
- Use of vegetation or architectural features as 'framing' elements to emphasise the sense of passage/entry when pedestrians pass under elevated walkways or go through buildings.
- Softening of long east-west views, possibly through the introduction of small trees in red-brick planters, continuing a theme established with the White Garden and the Creative Arts Centre.
- Consistent use of low level planting to continue themes already established on the site.

A detailed design is required to develop these themes, based upon detailed survey plans.

K. Suggested Plant Palette

To maintain consistency with the existing gardenesque neighbourhood character, a limited palette of ornamental plants should be used. **Possible** species include:

Trees:

- Elm (*Ulmus spp.*)
- Birch (*Betula spp.*)
- Pear (*Pyrus spp.*)
- Flowering Gum (*Corymbia ficifolia*)
- Lemon Scented Gum (*Corymbia citriodora*)
- Magnolia (*Magnolia spp.*)
- Maple (*Acer spp.*)
- Plane Tree (*Platanus spp.*)
- Sweet Gum (*Liquidambar styraciflua*)











Garden Bed Plantings:

- Burkwood Viburnum (*Viburnum burkwoodii*)
- Camellia (*Camellia spp*)
- Cherry Laurel (*Prunus laurocerasus*)
- Hydrangea (*Hydrangea spp.*)
- Korean Viburnum (*Viburnum carlesii*)
- Michelia (*Michelia doltsopa*)
- New Zealand Flax (*Phormium tenax*)
- Spirea (*Spiraea spp.*)

Low Level Planting at Building Edges and in Planters:

- Azalea (*Azalea spp.*)
- Clivia (*Clivia miniata*)
- Lily-of-the-Valley Bush (*Pieris japonica*)
- Sweet Violets (*Viola odorata*)
- Lavender (*Lavandula spp.*)
- Woolly Lamb's Ears (*Stachys lanata*)
- Black Bamboo (*Phyllostachys nigra*) – along Walsh Street boundary in particular
- Chinese Star Jasmine (*Trachelospermum jasminoides*) – along Walsh Street boundary in particular
- Creeping Fig (*Ficus pumila*)
- Boston Ivy (*Parthenocissus tricuspidata*)

LEGEND

-  Key external spaces
-  Key views to maintained
-  Proposed building envelopes
(Refer Architectural Drawings for further explanation)
-  Urban Conservation Control:
Grade A buildings
-  Urban Conservation Control:
Grade C buildings
-  Urban Conservation Control:
Grade D buildings
-  Reinforce boundary plantings
-  Major pedestrian spine
-  Reinforcement of major pedestrian spine
-  Walsh Street boundary - informal boundary

- Future developments should also recognise the significance of heritage buildings on the site through:
 - maintaining sightlines,
 - appropriate architectural expression,
 - careful plant species selection.
- Maintain and strengthen, where possible, the gardenesque character of the western boundary, particularly:
 - around the entry nodes/forecourts,
 - within the already established garden areas, and
 - in terms of its relationship to the street.
- Develop the main east-west pedestrian axis to:
 - provide better access between the proposed building envelopes,
 - link external spaces,
 - lead Pedestrians,
 - create a common character.
- Adopt a unifying approach to garden plantings across the campus, particularly on boundaries. This will concentrate on ornamental species, primarily exotic, but with some Australian species.
- Develop a common approach to individual external spaces through:
 - a common plant palette,
 - common pavement themes,
 - common furniture and signage forms.

This should allow the particular character of individual spaces to develop within a unifying framework.

This common approach should be applied to existing spaces, and also to space created by future building works, to 'tie' these spaces into the campus as a whole.

- Recognise the eastern boundary as the informal, active edge of the campus in so far as it is:
 - used as a student entry/pick-up/drop-off point,
 - dominated by built form rather than landscape.

- Future developments should respond to the character and contribute to the amenity of the surrounding neighbourhood. This will be achieved by factors such as:
 - building form,
 - building height,
 - vegetation,
 - materials.

- Take advantage of, where possible, key external views over the northern and eastern suburbs. This may influence the design of both buildings and external spaces.

MELBOURNE GIRLS GRAMMAR MERTON HALL CAMPUS DEVELOPMENT OF A MASTERPLAN

DESIGN PRINCIPLES

Scale 1:500

September 1999

Dwg. No 99/778/LSK3



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LEGEND

EXISTING TREES



EXISTING TREES

PROPOSED TREES, SUCH AS:

Elm (*Ulmus spp.*)
Flowering Gum (*Eucalyptus icitola*)
Lemon Scented Gum (*Corymbra citriodora*)
Magnolia (*Magnolia spp.*)
Maple (*Acer spp.*)
Plane Tree (*Platanus spp.*)
Sweet Gum (*Liquidambar styraciflua*)
Pear (*Pyrus spp.*)
Birch (*Betula spp.*)

GARDEN BED PLANTING TO SUPPLEMENT EXISTING PLANTINGS, SUCH AS:

Burkwood Viburnum (*Viburnum burkwoodae*)
Camellia (*Camellia spp.*)
Cherry Laurel (*Prunus laurocerasus*)
Hydrangea (*Hydrangea spp.*)
Korean Viburnum (*Viburnum carlesii*)
New Zealand Flax (*Phormium tenax*)
Red-leaf Photinia (*Photinia 'Robusta'*)
Spiraea (*Spiraea spp.*)

PROPOSED LOW LEVEL PLANTING AT BUILDING EDGE, SUCH AS:

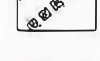
Azalea (*Azalea spp.*)
Climax (*Climax minima*)
Lily-of-the-Valley Bush (*Lilium japonica*)
Sweet Violet (*Viola odorata*)
Lavender (*Lavandula spp.*)
Woolly Lamb's Ears (*Stachys lanata*)
Black Bamboo (*Phyllostachys nigra*) - along Walsh Street boundary in particular
Chinese Star Jasmine (*Trachelospermum jasminoides*) - along Walsh Street boundary in particular
Creeping Fig (*Ficus pumila*)
Boston Ivy (*Parthenocissus tricuspidata*)

PEDESTRIAN ENTRY & PATHWAY



PEDESTRIAN ENTRY & PATHWAY

PAVEMENT CHANGE, TO INDICATE DIRECTION CHANGE



PAVEMENT CHANGE, TO INDICATE DIRECTION CHANGE

VEHICULAR CIRCULATION AND PARKING



VEHICULAR CIRCULATION AND PARKING

ENTRY NODES (existing)



ENTRY NODES (existing)

ENTRY NODES (proposed)



ENTRY NODES (proposed)

GYMNASIUM EXTENSION

The future extension of the gymnasium to the east, as indicated, will be buffered by dense planting of medium size trees and tall evergreen shrubs. The eastern facade will feature a paved 'spill-out' space, with planting of red-flowering gums to extend the line existing along the southern edge of the site and complete a consistent edge to the informal sports lawn.

SOUTHEAST GARDEN

The opportunity exists to consolidate this corner of the site in a way that continues the prevalent land use theme and garden pattern along Walsh Street. This could be done by way of:

- a mix of medium-tall deciduous or evergreen ornamental trees along the eastern boundary
- lower storey, mainly evergreen flowering shrubs
- evergreen climbers to 'soften' the front fence

The interface with existing residential properties to the south and west will be managed through the careful use of ornamental shrubs and trees to create an attractive space in keeping with local garden character, whilst at the same time providing an effective buffer. Potential plant species generally should not exceed 3-4 metres in height and/or should have an open canopy so that adequate levels of solar exposure and views to the north from adjacent residences are enabled. Potential plant species may include the following:

- Birch (*Betula spp.*)
- Maple (*Acer spp.*)
- Pear (*Pyrus spp.*)
- Camellia (*Camellia spp.*)

Along the eastern boundary of this area, evergreen flowering gums will be planted, like on the southern boundary, to create a consistent edge to the school.

GYMNASIUM AND CHAPEL GARDEN

The garden spaces on Anderson Street are dominated by the magnificent Plane trees (*Platanus orientalis*), which make a significant contribution to the streetscape. Landscape works will be quite simple in these areas, concentrating upon reinforcement of existing plantings with appropriate exotic evergreen shrubs.

NEW STUDENT ENTRY AT ROSS HALL

There are a number of key landscape actions that would complement building works in creating this new entry:

- Provide new tree planting to define the entry path and separate it from the Chapel car park.
- Establish theme pavements to be used throughout the campus to designate key circulation routes.
- Supplement existing low level planting with appropriate species to reinforce the strong 'garden' character of the Anderson Street frontage.
- Install an entry arbor adjacent to Ross Hall, creating a pedestrian scale and a sense of arrival.

PHILIA GRIMWADE ENTRY

For visitors, this should appear as the main entry to the school, with Philia Grimwaade House approached across a defined forecourt. This existing car park, however, presents a large expanse of undifferentiated pavement, which diminishes the impact of the view to Philia Grimwaade House.

A detailed re-design of the entry forecourt should consider:

- Rationalization of car parking, with efficient use of space to retain capacity.
- Differentiation of vehicular and pedestrian circulation, perhaps incorporating a more generous central island.
- Introduction of planting into the space, continuing the exotic garden character established on Anderson Street.
- Retention, and reinforcement, of unimpeded views to Philia Grimwaade House. This may require a review of existing signage.

JESSE BAGE GARDENS

Western: The large western garden space has a significant positive impact upon both the Anderson Street streetscape, and the Philia Grimwaade House forecourt. This impact should be reinforced by retention and protection of the significant existing trees within the area. Additional trees are not required, in order to maintain the open quality of the lawn area, however forward planting of replacement trees may be advisable, subject to arboricultural advice. The garden quality of the space would be enhanced through:

- Establishment of a perimeter hedge separating the garden from car parking
- Supplementary planting to the site boundaries to enclose the space and break views to Clowes Street.

Eastern: The smaller eastern garden is a pleasant space dominated by open lawn and a number of large perimeter trees. The space would benefit further from additional shrub planting to its northern edge, screening the chain mesh boundary fence and the residences to the north of Clowes Street, creating a stronger sense of enclosure.

EAST-WEST PATHWAY

The main pathway, entering the school from Anderson Street on the west side and Walsh Street on the east, lacks the detail and vegetation that is common elsewhere. Design elements to be considered include:

- a mix of paving materials relevant to the school and appropriate to pedestrian use
- use of material to respond to circulation patterns, particularly lateral movement between spaces
- use of vegetation or architectural features as 'framing' elements to emphasise the sense of passage/entry when pedestrians pass under elevated walkways or go through buildings
- softening of long east-west views, possibly through the introduction of small trees in red-brick planters, continuing a theme established with the White Garden and the Creative Arts Centre
- consistent use of low level planting to continue themes already established on the site.

A detailed design is required to develop these themes, based upon detailed survey plans.

LOWER PRIMARY PRECINCT (in front of #5)

Planting to the front of the future Lower Primary Precinct should continue the themes already established along the Clowes Street boundary, to protect and enhance the neighbourhood character. These include a mix of deciduous and evergreen canopy trees (with the emphasis upon deciduous trees), with an understory of low-medium height, primarily evergreen, exotic shrubs.

PROPOSED BUILDING WORKS

(FOR STAGING AND DETAIL INFORMATION, PLEASE REFER TO THE ARCHITECT'S PLANS)

1. ALTERATIONS AND ADDITIONS TO RUSHEN HOUSE AND WALSH STREET HOUSE INTO EDUCATION CENTRE AS PART OF LOWER PRIMARY PRECINCT OF CAMPUS. PROJECT TO ALSO INCORPORATE RE-WORKING OF LANDSCAPE.
2. PROVIDE NEW THREE STOREY SCIENCE CENTRE ALONG WITH POTENTIAL FOURTH FLOOR.
3. ALTERATIONS AND ADDITIONS TO EXISTING SCIENCE CENTRE INCLUDING A NEW TOP FLOOR, NORTH - SOUTH WALKWAY, BASEMENT LEVEL FLAT FOR THE CARETAKER, A BASEMENT LEVEL ARCHIVE AREA AND A LINK TO THE LIBRARY.
4. PROVIDE NEW SWIMMING CENTRE WITH REORIENTED ROOF TOP MULTI PURPOSE SYNTHETIC SPORTS SURFACE (HOCKEY, TENNIS, ETC.) AT EXISTING HOCKEY FIELD LEVEL. LOWER LEVEL SWIMMING AND DIVING FACILITIES. PROVIDE CAR PARKING FOR FACILITY.
5. PROVIDE NEW TWO STOREY LOWER PRIMARY FACILITIES INCLUDING PREP, YEAR 1 AND YEAR 2 CLASSROOMS, ART ROOM, SMALL LIBRARY, MULTI-PURPOSE ROOM, AFTER SCHOOL LUNCH ROOM, STAFF AREAS, TOILETS ETC. PROVIDE ASSOCIATED UNDERGROUND CAR PARKING FOR STAFF ONLY SITE.
6. CREATE NEW WIDE-OPEN STUDENT ENTRANCE ADJACENT TO ROSS HALL AND EAST-WEST COVERED WALKWAY LINKING GENERAL PURPOSE CLASSROOMS AND THE LIBRARY. EXTEND EXISTING CLASSROOMS TO THE SOUTH.
7. REFURBISH GROUND FLOOR AREA OF ROSS HALL INCLUDING A NEW KITCHEN, ENTRY, RECREATORY AND OVERHEAD GLAZED COURTYARD BETWEEN RECREATORY AND RESOURCE CENTRE.
8. EXTENSION TO GYMNASIUM.
9. IMPROVE FIRST FLOOR GYMNASIUM - CHAPEL LINK AND ACCESS.
10. POSSIBLE TWO STOREY EDUCATIONAL BUILDING. DEMOLISH EXISTING HOUSE (Vol 4960 fol 921)
11. UTILISE EXISTING TOP FLOOR ROOM PLUS EXTENSION TO ROOF SPACE OF PHILIA GRIMWADE ADMINISTRATION BUILDING TO PROVIDE FOR HEAD OF BOARDING SCHOOL ACCOMMODATION.

MELBOURNE GIRLS GRAMMAR
MERTON HALL CAMPUS
DEVELOPMENT OF A MASTERPLAN

LANDSCAPE CONCEPT PLAN

Scale 1:500

JANUARY 2001

Dwg.No 99/778/LSK4



traffic assessment
prepared by Grogan Richards Pty Ltd



**MELBOURNE GIRLS GRAMMAR
MERTON HALL CAMPUS**

**TRAFFIC ENGINEERING REVIEW
OF MASTER PLAN**

Prepared by:

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Reviewed by: 

Date: 7 - 08 - 01

Authorised by: 

Date: 7.8.01



1. INTRODUCTION

Grogan Richards Pty Ltd has been retained by Melbourne Girls Grammar to provide traffic engineering advice in association with the development of a Master Plan for the development of the Merton Hall Campus of the School situated in Anderson Street, South Yarra.

This report, which has been prepared to accompany the Master Plan, assesses the existing management of car parking and traffic movements associated with the School, reviews the proposed traffic engineering implications of development contemplated within the Master Plan and provides a recommended strategy for the management of staff parking and student drop off and pick up.

In the course of preparing this report, the School and surrounding area have been inspected, inventories of existing parking prepared and a survey of existing staff undertaken to determine mode of transport and ongoing car parking demands.

2. BACKGROUND AND EXISTING CONDITIONS

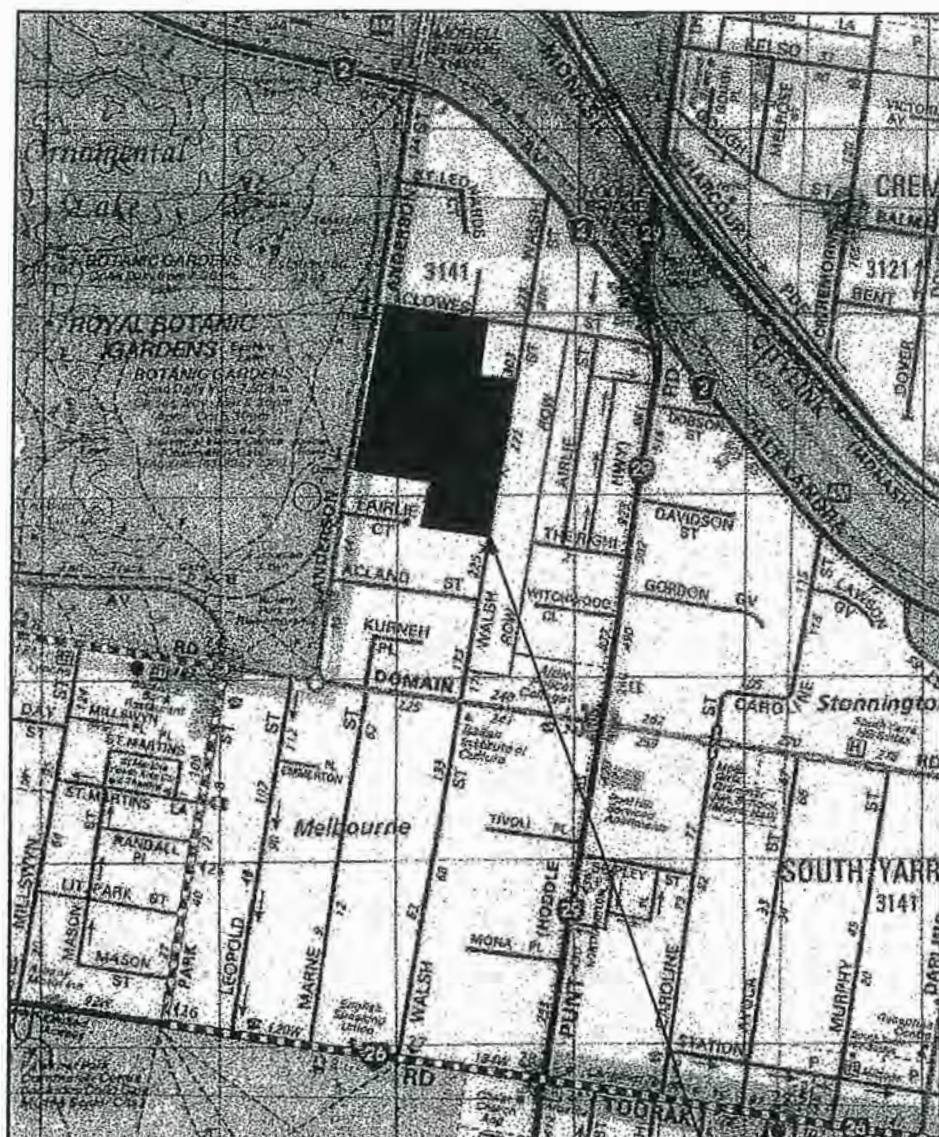
2.1. Location and Land Use

The Merton Hall Campus of Melbourne Girls Grammar is situated on the eastern side of Anderson Street in South Yarra as shown in Figure 1, generally located within the block bounded by Anderson Street, Clowes Street to the north, Walsh Street to the east and Acland Street to the south.

The School has road frontage and access from Anderson Street, Clowes Street and Walsh Street.

Merton Hall Campus currently accommodates the pre-preparatory, prep and secondary (Year 7 to 12) components of Melbourne Girls Grammar, with the primary (Years 1 to 6) school situated at a separate campus in Caroline Street, South Yarra.

To the west of the School, on the western side of Anderson Street are the Royal Botanic Gardens, which have two pedestrian gates from Anderson Street located opposite the School. To the north, east and south, land use is predominantly residential, consisting of a mixture of apartment buildings and detached houses.



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Subject Site

LOCALITY MAP

FIGURE 1

2.2. Road Network

A plan showing the surrounding road network and parking controls is attached as Figure 2.

Anderson Street is classified as a collector road, running in a north south direction between Alexandra Avenue and Domain Road.

Anderson Street has a road pavement width of approximately 12.5 metres, which provides comfortably for parallel parking along each kerb and a single traffic lane in each direction.

Car parking on the eastern side of the street adjacent to the School is restricted by a mix of 3 hour, 2 hour and ¼ hour time limits during school hours, which facilitates drop off and pick ups. Parking on the western side of the street adjacent to the Botanic Gardens is controlled by 3 hour time limits.

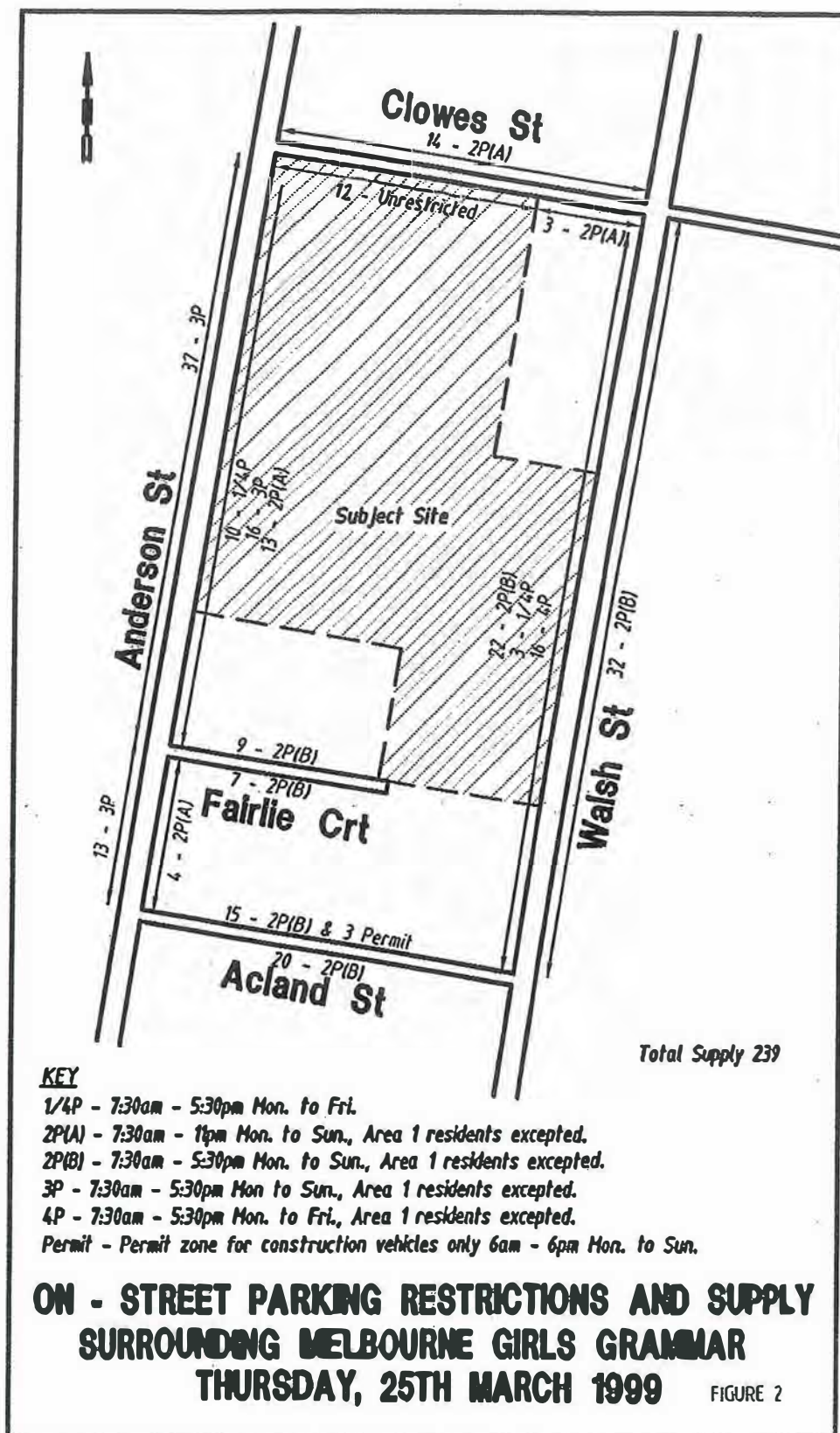
Clowes Street is a local street, which runs east from Anderson Street to Punt Road. The intersection of Punt Road and Clowes Street is restricted to left in movements only from Punt Road, which limits through traffic activity using the street.

Adjacent to the School, Clowes Street has a pavement width of 14.6 metres, which comfortably allows for parallel parking and two traffic lanes. East of Walsh Street, angle parking is permitted on the north side of the street, with parallel parking opposite.

Parking is unrestricted along the south side of Clowes Street adjacent to the School, with the exception of 3 spaces west of Walsh Street, which are controlled by 2 hour restrictions. Parking on the north side is controlled by 2 hour restrictions.

Walsh Street is a local street, which runs in a north-south direction between Alexandra Avenue and Toorak Road. The street has a pavement width of approximately 7.0 metres wide with parallel parking permitted along each kerb. Parking on both sides of the street is generally controlled by 2 hour time limits, with the exception of 3 x ¼ hour spaces adjacent to the Early Learning Centre and 16 x 4 hour spaces predominantly adjacent to the frontage of the School.

Airlie Street is a local street which runs to the south from Clowes Street to the east of Walsh Street. Airlie Street has a pavement width of approximately 7 metres, which allows two way traffic movement. Kerbside parking on both sides of Airlie Street is unrestricted.



2.3. Public Transport

The School, located within the inner suburbs of Melbourne is comparatively well served by public transport.

A list of services within 300 metres walking distance is shown in Table 1.

Table 1: Public Transport Services

Service	Location	Route No.	Route
Trams	Domain Road, 300m south	8	Toorak to Melbourne University
Buses	Punt Road, 200m east	246	Elsternwick Station to La Trobe University
	Alexandra Ave, 200m east	605	Gardenvale to Flinders Street

The Richmond Train Station is a short bus trip to the north of approximately 800 metres, providing access to the City, Belgrave, Lilydale, Frankston, Pakenham, Dandenong, Alamein, Sandringham and Glen Waverley lines.

In addition, the Domain Road tram links to St Kilda Road and the Domain Interchange, which provides connection to train services to most southern and south eastern suburbs.

3. CURRENT OPERATION OF SCHOOL

3.1. Student and Staff Numbers

During 1999, the Merton Hall Campus accommodated a total enrolment of 633 girls within the secondary school area and 37 in pre-preparatory. A total of 110 of the secondary school students are boarders who reside on the campus.

Total enrolments for 1999 for Melbourne Girls Grammar were 859 students, including 189 primary students at Morris Hall in Caroline Street.

It is understood that during the fourth term of 1999 and the first term of 2000 all primary school students also attended the Merton Hall Campus due to building works at Morris Hall.

Data supplied by the School indicates that enrolments at Merton Hall Campus have fluctuated over the past 12 years, peaking in 1990 when 676 students were enrolled.

Staff levels at Merton Hall Campus in 1999 are shown in Table 2.

**Table 2: Merton Hall Campus
1999 Staff Levels**

Staff	Full Time	Part Time	Total
Teaching/ancillary	50	27	77
Early learners centre	2	5	7
Administration and maintenance	28	2	30
Boarding House	4	6	10
Total	84	40	124

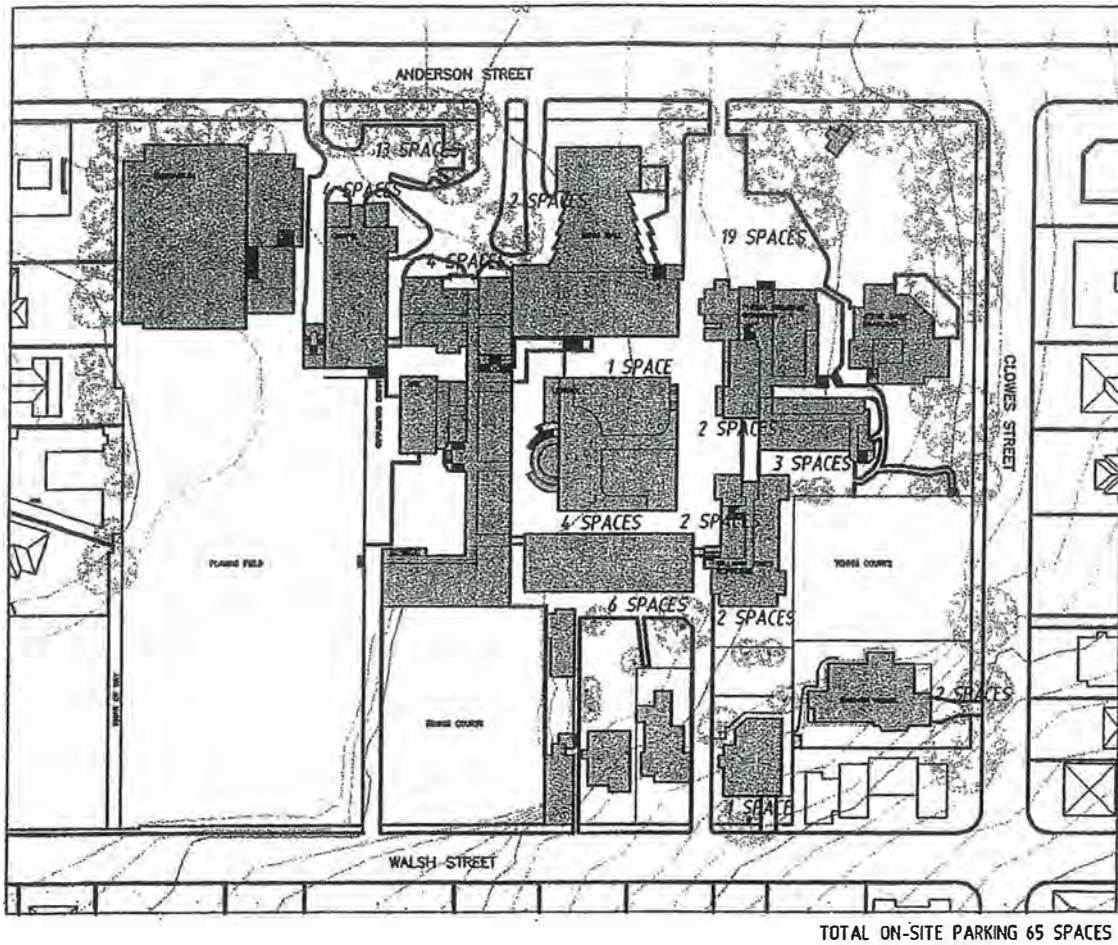
Due to the variation in attendance of part time staff, not all staff members are on campus at one time. A review of the part time roster indicates that a maximum of around 104 staff (effective full time staff) are on site at any one time, varying by time of day and day of week.

3.2. On-site Car Parking

Car parking for the majority of staff is available within the campus with 65 vehicles accommodated off street in locations as shown in Figure 3.

There is one additional space used by the Principal in front of the Principal's residence on campus.

Discussions with School administration indicate that 50 on-site spaces are allocated to selected staff, with the balance used on a "first come/first served" basis.



MELBOURNE GIRLS GRAMMAR ON SITE PARKING



FIGURE 3

3.3. Staff Parking Requirements

In order to determine staff travel mode and parking demands, a questionnaire survey was distributed to all staff on Monday 15th March 1999. A copy of the questionnaire is attached in Appendix 1.

A total of 85 responses were received, equivalent to a 68% response rate. The 85 respondents comprised 56 full time staff and 29 part time.

Travel to work modes derived from the questionnaire are outlined in Table 3.

Table 3: Staff Travel Mode

Mode	Full Time	Part Time	Total	Percentage
Car as driver	52	27	79	93%
Train or tram	2	1	3	3.5%
Walk	2	1	3	3.5%
Total	56	29	85	100%

It was noted that, while no respondents stated that they travelled to work as a car passenger, 15 car drivers indicated that they normally have at least one passenger associated with the School. While this may be predominantly students, it is expected that some staff travel to School as a passenger from time to time.

Assuming however, that at a peak attendance of 105 staff, 93 percent are car drivers, a maximum demand of around 98 spaces is generated.

With all 65 spaces on campus occupied, some 33 staff vehicles are reliant on on-street spaces at peak times.

Staff responses to the questionnaire show that most on-street parkers are part time staff members who are generally able to park in 3 and 4 hour areas adjacent to the School in Anderson Street and Walsh Street. In addition, some staff park in the unrestricted areas of Clowes Street and in Airlie Street.

3.4. On-Street Parking Demand

Spot surveys of parking occupancy levels in streets surrounding the School undertaken on Tuesday 30th March 1999 at 2:30pm, illustrate the parking demand in the area during normal school hours.

Parking occupancies in surrounding streets in areas of varying parking control at this time are detailed in Table 4. These surveys demonstrate the extent of parking generated by the School and surrounding land uses between drop off and pick up times.



Table 4: On Street Car Park Occupancy Survey

Street	Side	Location	Supply	Restriction	Tues, 30/3/99, 2:30pm	
					Occupancy	Vacancies
Anderson Street	East	Clowes St to Fairlie Court	13	2 hour	3	0
			16	3 hour	14	2
			10	15 minute	0	10
	West	Fairlie Court to Acland St	4	2 hour	1	3
		Clowes St to Fairlie Crt	37	3 hour	31	6
		Fairlie Crt to Acland St	13	3 hour	5	8
Clowes Street	North	Anderson St to Walsh St	14	2 hour	8	6
	South	Anderson St to Walsh St	12	Unrestricted	12	0
			3	2 hour	2	1
Walsh Street	East	Clowes St to Acland St	32	2 hour	8	24
	West	Clowes St to Acland St	22	2 hour	2	20
			3	15 minute	0	3
			16	4 hour	16	0
Fairlie Court	North	Anderson St to end	9	2 hour	5	4
	South	Anderson St to end	7	2 hour	4	3
Acland Street	North	Anderson St to Walsh St	15	2 hour	9	6
			3	Permit Zone for construction vehicles	1	2
	South	Anderson St to Walsh St	20	2 hour	16	4
Total			249		137	102



As can be seen, demand is moderate with some 239 spaces surveyed, only 137 spaces were occupied.

Predominant demand occurred in Anderson Street adjacent to the Botanic Gardens and in areas with restrictions allowing parking for periods longer than 2 hours.

Parking associated with the School appeared to occur in 3 hour areas on the east side of Anderson Street, in unrestricted areas on the south side of Clowes Street and in 4 hour areas in Walsh Street.

Parking demands for other users in the area, including the Botanic Gardens, appear to be moderate during school hours.

3.5. Drop Off and Pick Up Activity

Grogan Richards Pty Ltd undertook surveys of student drop off and pick ups at Merton Hall Campus on Wednesday 16th February, 2000.

Surveys were undertaken by recording the number of children arriving and departing the School in half hourly intervals between 7:30am and 9:30am in the morning and between 2:30pm and 4:30pm in the afternoon.

It is noted that, at the time of the surveys a total of approximately 850 students were attending the Merton Hall Campus, with primary school girls from Morris Hall temporarily located on the site during building works.

The total attendance approximates the maximum student numbers contemplated within the Master Plan.

The results of the survey, showing travel mode, point of entry to the School and distribution of arrivals and departures is shown in Tables 5 and 6.

**Table 5: Merton Hall Campus
Student Mode of Transport
Wednesday 16 February, 2000**

Time	Anderson St Total				Walsh St Total				Total			
	Walk	Car	Other	Total	Walk	Car	Other	Total	Walk	Car	Other	Total
7.30-8.00am	16	58	1	75	11	11	0	22	27	69	1	97
8.00-8.30am	124	110	0	234	63	13	0	76	187	123	0	310
8.30-9.00am	44	41	25	110	37	12	1	50	81	53	26	160
9.00-9.30am	0	2	3	5	0	2	0	2	0	4	3	7
Total	184	211	29	424	111	38	1	150	295	249	30	574
2.30-3.00pm	0	0	0	0	0	0	0	0	0	0	0	0
3.00-3.30pm	152	75	26	253	74	19	0	93	226	94	26	346
3.30-4.00pm	130	59	1	190	16	11	2	29	146	70	3	219
4.00-4.30pm	19	8	0	27	1	1	0	2	20	9	0	29
Total	301	142	27	470	91	31	2	124	392	173	29	594

**Table 6: Merton Hall Campus
Drop Off/Pick Up Traffic Generation
Wednesday 16 February 2000**

Time	Anderson St			Walsh St			Total		
	Students	Cars	Ratio	Students	Cars	Ratio	Students	Cars	Ratio
7.30-8.00am	58	52	1.12	11	9	1.22	69	61	1.13
8.00-8.30am	110	94	1.17	13	11	1.18	123	105	1.17
8.30-9.00am	41	37	1.11	12	11	1.09	53	48	1.10
9.00-9.30am	2	2	1.00	2	2	1.00	4	4	1.00
Total	211	185	1.14	38	33	1.15	249	218	1.14
2.30-3.00pm	0	0	0.00	0	0	0.00	0	0	0.00
3.00-3.30pm	75	59	1.27	19	17	1.12	94	76	1.24
3.30-4.00pm	59	47	1.26	11	8	1.38	70	55	1.27
4.00-4.30pm	8	7	1.14	1	1	1.00	9	8	1.13
Total	142	113	1.26	31	26	1.19	173	139	1.24

The following observations on the results are relevant:

- Approximately 43 percent of students to the School are dropped off in the morning, with most parents using Anderson Street.
- Only 29 percent of students are picked up in the afternoon, with a significant proportion appearing to be dropped off in the morning by parents on their way to work but returning home in the afternoon by public transport or other means.
- Pedestrian activity to and from the School is predominantly directed to and from bus stops in Punt Road and tram stops in Domain Road, although some students appear to walk to areas away from the immediate School frontage to prearranged pick up areas.
- Drop offs occur over a 90 minute period although pick ups are more concentrated around the 3:20pm finish time.
- Short term parking restrictions in Anderson Street and Walsh Street appear to reasonably cater for drop off and pick up demands with relatively low levels of congestion or double parking evident.

4. THE MASTER PLAN

The Master Plan for Merton Hall Campus provides for the future development of the School over a ten year time frame, including development works which are expected to be required.

The Master Plan, prepared by Crone Ross Architects, envisages an 11 stage development program, which encompasses the works and changes to parking set out within Table 7.

Table 7: - Impact on Parking of Each Stage

Stage No	Description	On-Site Parking	On-Street Parking
1	Alterations and additions to Rushen House and Walsh Street House into an Education Centre as part of the Lower Primary Precinct of campus. Re-working of landscaping.		
2	Provide new three-storey Science Centre along with potential fourth floor at rear of building.	- 6	
3	Alterations and additions to the existing Science Centre including a new top floor, north-south walkway, basement level flat for the caretaker, a basement level archive area and a link to the library	- 4	
4	Provision of a new Swimming Centre with roof top synthetic sports surface at existing hockey field level. Lower level swimming and diving facilities. Provide car parking for facility.	+ 29	- 1
5	Provide new two-storey Lower Primary facilities including: Prep, Year 1 and Year 2 classrooms, Art Room, small Library, multi-purpose room, after school/lunch room, staff areas, toilets etc. Provide associated underground car parking for staff on site.	+ 10	- 1
6	Create new identifiable student entrance adjacent to Ross Hall and east-west covered walkway linking general purpose classrooms and the library. Extend existing classrooms south.		
7	Refurbish ground floor area of Ross Hall, including a new kitchen, entry, refectory and overhead glazed courtyard between refectory and resource centre.	- 1	
8	Extension to gymnasium		
9	Improve first floor gymnasium – Chapel link and access		
10	Possible two-storey educational building		
11	Utilise existing top floor room plus extension to roof space of Phelia Grimwade Administrative building to provide for Head of Boarding school accommodation.		
Net Change		+ 28	- 2



It is proposed in association with the above building program, to establish a Lower Primary Precinct on the campus.

The maximum number of students accommodated on the campus, inclusive of the Lower Primary Precinct is expected to be 880, with boarding students comprising 125 of this total.

It is proposed to accommodate approximately 100 students in the new Lower Primary Building that will be constructed as part of Stage 5 of the Master Plan and will include additional on-site parking.

The increase in student numbers will result in an increased staffing requirement, with the following staffing levels outlined in Table 8 expected for a maximum number of 880 students.

Table 8: Anticipated Maximum Staff Numbers

Staff	Existing	Maximum
Full time	52	62
Administration	28	31
Part Time (EFT)	20	25
Boarding House	4	4
Total	104	122

5. CAR PARKING CONSIDERATIONS

5.1. Parking Requirements Under Melbourne Planning Scheme

Car parking requirements for land uses within the City of Melbourne are specified under the provision of Clause 52.06 of the Melbourne Planning Scheme.

The table at Clause 52.06-6 sets out the number of spaces required according to the use of the land with Schools attracting the following:

Primary School – 1 car space to each employee

Secondary School – 1.2 car spaces to each employee

For ultimate development of the Merton Hall Campus as a secondary school with 122 equivalent full time staff, a total provision of 147 car spaces is required.

Alternatively, if the projected increase in activity on the site is assessed against 1999 levels, 18 additional staff require an additional provision of 22 car spaces under the Planning Scheme.

Clause 52.06-6 of the scheme allows a permit to be granted to reduce or waive the parking requirement if the responsible authority is satisfied that a reduction is justified having regard to the following decision guidelines.

- Any relevant parking precinct plan.
- The availability of car parking in the locality.
- The availability of public transport in the locality.
- Any reduction in car parking demand due to the sharing of car spaces by multiple uses, either because of variation of car parking demand over time or because of efficiencies gained from the consolidation of shared car parking spaces.
- Any car parking deficiency or surplus associated with the existing use of the land.
- Any credit which should be allowed for a car parking demand deemed to have been provided in association with a use which existed before the change of parking requirement.
- Local traffic management.
- Local amenity including pedestrian amenity.
- An empirical assessment of car parking demand.
- Any other relevant consideration.

It is considered appropriate to consider a reduction in parking provided on site having regard, in particular to:

- a) Available parking in the area
- b) Public transport availability
- c) Parking deficiencies related to the existing use of the land

5.2. On-Site Parking

While it will not be possible to increase on-site parking to a level to accommodate all staff demands, it is proposed to ensure that parking for additional staff will be available on site.

In addition, over the life of the Master Plan, it is proposed that the provision of additional parking on site will result in a reduction in on street staff parking.

As shown in Table 8, it is expected that a maximum of 122 effective full time staff will be required to cater for the requirements of peak student enrolments, an increase of 18 over existing levels.

Assuming that similar travel mode occurs, it can be expected that an additional demand for approximately 17 car spaces will be required.



In order to ensure that increase in staff numbers does not result in additional on street parking, the following strategy is recommended: -

- a) Provision of 29 additional parking spaces within stage 4 as part of the Swimming Centre development.
- b) A further 10 car spaces to be provided in association with the construction of the Lower Primary Building in Stage 5.

5.3. On Street Parking

The management of on street parking in the area of the School is the responsibility of Melbourne City Council and accordingly any modifications must be approved by Council, most likely in consultation with nearby residents.

The current restrictions provide a very good balance between short term, medium term and resident requirements, and major changes are not considered necessary or desirable in association with the Master Plan.

As indicated in Table 4, on street parking demands for staff are generally accommodated in 3 and 4 hour zones in Walsh Street and Anderson Street and in the restricted section of Clowes Street, all adjacent to the School boundary.

While this provides very well for current levels of "overflow" staff parking, the use of these areas for staff parking does reduce the amount of available space for drop off and pick ups.

Existing restrictions in Anderson Street, Clowes Street and Walsh Street will initially be retained, however as student numbers increase with development of the Master Plan, additional short term drop off areas may need to be established to cater for likely increased demand.

The use of drop off areas should be monitored periodically and extensions to short term restrictions considered if additional space is required.

6. TRAFFIC CIRCULATION AND MANAGEMENT

6.1. Drop off and Pick Up Management

Traffic activity generated by the School is concentrated on the relatively short periods at start and finishing times, with low levels of traffic generated outside of these times.

Current arrangements for access have been in place for many years and it is not proposed to modify existing patterns in conjunction with the Master Plan.

The provision of short term parking on the east side of Anderson Street and the west side of Walsh Street encourages an anti-clockwise circulation pattern which is efficient and safe.



Provision of the use of Walsh Street in a northbound direction and Anderson Street in a southbound direction should be undertaken by the School from time to time, encouraging drop offs and pick ups adjacent to the School frontage and minimising the need for children to cross the street.

In association with periodic review of parking restrictions, traffic movements particularly in Walsh Street should also be monitored. If congestion levels increase to unacceptable levels, consideration could be given to imposing restrictions on the east side of the street to restrict drop offs opposite the School and reinforce southbound traffic movements.

6.2. Swimming Centre Management

Stage 4 of the Master Plan for the School proposes the construction of a Swimming Centre on the campus on the site of the existing Hockey Field.

It is proposed that the centre will be predominantly used by students of Merton Hall Campus who at present are required to travel to other off-site locations for instruction, training or competition, often requiring bus movements to and from the School.

It is understood that external usage will be limited, with the facility only to be used for instruction and training by the Morris Hall campus of Melbourne Girls Grammar in Caroline Street and possibly by the students of Christ Church Grammar in Punt Road. Both schools are within easy walking distance of Merton Hall Campus and bus transport will not be required.

Usage of the pool will include interschool swimming meetings, which are expected to be held at the pool three times during Terms 1 and 3. House sports will also be held twice per year.

Interschool swimming meetings will involve attendance from 3 other schools with competition held between 4:00pm and 6:00pm on a weekday as an after school activity.

The pool will also be used as a training facility for students of Merton Hall Campus with training sessions for swimming squads expected to be held before school, with girls being dropped off from 6:30am Monday to Friday.

Car parking is proposed for the Swimming Centre with access from Walsh Street that will predominantly cater for staff parking and drop offs for training squad members.

It is proposed that buses and other parking associated with competition will be facilitated along the Anderson Street frontage of the School and on the western side of Anderson Street adjacent to the Botanic Gardens. Surveys of parking demand in the late afternoon period indicate that sufficient space is available at that time to accommodate up to three buses, which is the total expected to be generated. It is noted that before school training and interschool and house sport usage will generate parking demands outside of school drop-off and pick-up times and hence reduces any potential conflict for parking demand.



In general, the level of traffic generated by the Swimming Centre is expected to be low, limited to drop offs for before school training and competition events held three times per term which can be expected to generate up to 3 buses from approximately 3:45pm.

It is considered that the level of activity expected can be accommodated without modification to existing traffic circulation and car parking restrictions.



MELBOURNE GIRLS GRAMMAR

STAFF QUESTIONNAIRE

It is requested that the forms be distributed on Monday, 15 March, 1999 with completed surveys returned to the office for collection by Thursday, 18 March, 1999.

Q1 How do you normally travel to and from school?

Car as driver	<input type="checkbox"/>	Bus	<input type="checkbox"/>
Car as passenger	<input type="checkbox"/>	Walk	<input type="checkbox"/>
Train	<input type="checkbox"/>	Tram	<input type="checkbox"/>
Other.....			

Q2 If you drive a car, how many people are normally in your vehicle, other than yourself who are associated with Melbourne Girls Grammar? ☐

Q3 If you drive to work, where do you normally park?

Within the school grounds	<input type="checkbox"/>
On street	<input type="checkbox"/>

If on street, which street?.....

Q4 In what suburb do you live?.....

Q5 Do you have any comments regarding parking and traffic at Melbourne Girls Grammar?

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Q6 Do you work at Melbourne Girls Grammar? Part-time ☐ Full-time ☐

If part-time, what days and what times are you in attendance?.....

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