



Melbourne Grammar School  
Master Plan - Volume One

Senior School  
South Yarra Campus

APPROVED BY THE MINISTER  
PLANNING ON

20 MAY 2004



## Amendment C90 Melbourne Planning Scheme

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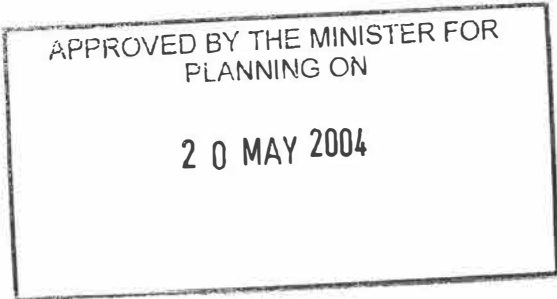
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**Peter Elliott Pty Ltd**  
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APPENDICES

- A Traffic Study – Grogan Richards Pty Ltd 25 October 2001
- B Traffic Study – Grogan Richards Pty Ltd 26 March 2003
- Robert Sands Pty Ltd – new car park heritage considerations
- VicRoads – letter 25 March 2003
- Grogan Richards – St.Kilda Road set out plan 100765/T/01(P2)



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## 1.0 EXECUTIVE SUMMARY

### Summary Section 2.0 Introduction

The master plan will provide the basis for forward planning and a framework for the future development of the campus. It contains a set of principles and goals which address the long term, whilst setting out an immediate five to ten year development phase. No master plan should be fixed in stone, and so it will be subject to regular review. Whilst the School has a stable population, there is still a need to upgrade and reconfigure the building stock to accord with current and projected facility requirements. That in the end is the purpose of the master plan.

### Summary Section 3.0 Existing Conditions

The original (15 acre) site and the School's earliest buildings, are instantly recognisable as Melbourne Grammar School. The complex of nineteenth century bluestone buildings set within a verdant landscape of ovals and perimeter plantings forms the core character of the School and is of the highest architectural and cultural significance.

For the main site, buildings are grouped into four distinct precincts as part of the total spatial framework of the campus; being:

- i) Wadhurst Middle School
- ii) The Lodge, Barrett Gates and Driveway
- iii) The Original Quadrangle Complex and Domain Road Buildings
- iv) The Bromby Street Group

Until the last decade, the architectural language of the School consisted of two main stylistic streams (and their derivatives):

- i) The Gothic Revival style with Tudor overtones
- ii) The Contemporary International style.

The conservation plan (Robert Sands - 1999) provides a direction for the future development of the site in a manner which conserves its built heritage values. The plan ranks the built fabric into three 'levels of significance' - primary, major contributory, and minor contributory. The plan also provides a number of useful observations and recommendations regarding the future development of the School.

The campus is subject to a complex range of planning and heritage controls, the most important being: the City of Melbourne's Heritage Overlay Controls, and Heritage Victoria's Register listing of some 20 building and landscape elements.



#### Summary Section 4.0 The Senior School

The School's Mission Statement outlines the aims and intent under the following headings:  
*Whom we seek to serve; What we seek to offer them; How we achieve our vision and mission;  
 Why we exist.*

*"From its foundation in 1858, Melbourne Grammar has established a reputation for providing an all-round education of outstanding quality. With strength in its academic, cultural and sporting endeavours, the School aims to provide students with the capacity for learning and growth that will last a lifetime."*

The School has an extensive curriculum covering all key areas of learning. It is organised around 12 core Faculties and various departments, which are largely discipline based.

The system of eleven Houses is the main organisational unit within the School. Their primary function is to attend to the students' pastoral care, as well as being an effective means of promoting the growth and development of the individual boy.

#### Summary Section 5.0 The Master Plan

The master plan is founded upon a set of long-term goals and principles, which are mostly concerned with defining and locating the fundamental elements that constitute the campus. These include such things as: spatial organisation, built form, heritage issues, entry and address, pedestrian circulation, service and vehicle parking, landscape, open space, vistas and so on.

The Senior School grounds are now more or less fully developed as far as the extent of building footprint is concerned. Aside from the Heritage listed buildings, there is room, though, to reconfigure, alter, demolish and rebuild individual buildings, particularly along the Domain Road frontage.

The campus has been designated into three distinct built form precincts, being:

- a) Precinct 1: The Early School
- b) Precinct 2: Domain Road Infill
- c) Precinct 3: Bromby Street

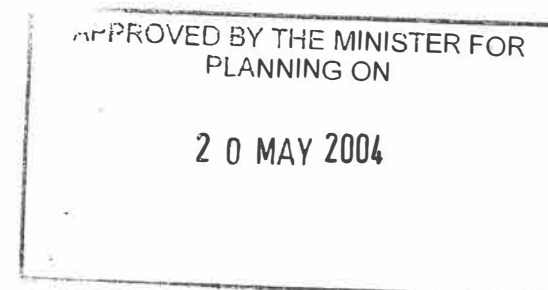
plus, off-site Music Faculty.

Within each precinct, specific building spatial envelopes are proposed which respond to the context of that precinct.

The master plan includes details of a series of future priority projects. They constitute a significant new phase of development of the campus over a period of several years. The projects are listed as follows:

1. Music
2. Drama and Theatre
3. Library Resource Centre
4. Information Technology Centre
5. Design Technology Centre
6. L.O.T.E. Centre
7. Staff Common Room
8. Student Change Rooms and Lockers
9. Grounds Facilities and Storage
10. Car and Bicycle Parking
11. Sundry Space Relocation.

The master plan also provides a spatial framework which locates all academic Faculties, Departments and support facilities.





**Summary Section 6.0 Project Work Sheets****1. Music**

The Master Plan recommends that the School

- a) *consolidate the Music Faculty at No. 3 Bromby Street. This includes a refurbished Myer Music School and the provision of new teaching and staff facilities within the former residence.*
- b) *locate a new orchestral rehearsal and instrument storage space in a new basement addition to the west side of Memorial Hall. This will connect to other Drama and Theatre spaces in an expanded basement under the Hall and above ground addition to the west.*

**2. Drama and Theatre**

The master plan recommends that the School:

- a) *provide a dedicated drama teaching facility in the Coleman Room*
- b) *upgrade the Memorial Hall as the School's main performance venue, including new basement and extension for back-of-house facilities and for an orchestral rehearsal space.*
- c) *continue to use the Quadrangle, the Chapel and other School venues for various productions.*
- d) *continue to hire off-campus facilities on an as needs basis for large School productions not able to be accommodated on site.*

**3. Library Resource Centre**

The master plan recommends that the School:

- a) *undertake a significant new development along the Domain Road frontage to accommodate a new Library Resource Centre, Lecture Theatre and I.T. Department.*
- b) *provide an improved access and circulation system by separating all built form from the North face of the North Quadrangle Building. This will involve the modification of the Luxton Dining Hall and associated facilities.*

**4. Information Technology Centre**

The master plan recommends that the School:

- a) *relocate and upgrade the I.T. Department so as to better serve both Wadhurst and Senior School in a new location along Domain Road*
- b) *configure the I.T. Department to directly interface with the Library Resource Centre as a combined facility*
- c) *restructure the publications section to be incorporated within I.T.*

**5. Design Technology Centre**

The master plan recommends that the School:

- a) *consolidate the Design Technology Resources and Learning Centre in the basement of the Bromby Buildings in an expanded facility.*

**6. L.O.T.E. Centre**

The master plan recommends that the School:

- a) *consolidate the L.O.T.E. Centre into the first floor space vacated by the Library.*

**7. Staff Common Room**

The master plan recommends that the School

- a) *expand and consolidate the staff common room in its current location by extending into the south east corner of the Quadrangle Building.*

**8. Student Change Rooms and Lockers**

The master plan recommends that the School:

- a) *provide separate facilities for Book and Tog lockers from the internal change rooms in the Rhoden building by progressively relocating to new covered outdoor areas.*
- b) *provide improved facilities for visiting 1st teams with new change rooms in the Neill Building.*
- c) *upgrade the spectator viewing areas overlooking the Main Oval in the vicinity of the Rhoden and Neill buildings.*
- d) *Install a new electronic scoreboard for the Main Oval.*

**9. Grounds Facilities and Storage**

The master plan recommends that the School

- a) *consolidate the grounds staff and equipment together with the maintenance department in a single location in the basement of the Centenary Building.*
- b) *reconfigure and upgrade the existing rubbish and recycling facilities with a new improved 'yard' on Domain Street adjacent to the Bromby Buildings.*
- c) *reconfigure the School's main storage facility into an expanded basement in Bromby South.*

**10. Car and Bicycle Parking**

The Master Plan recommends that the School:

- a) *adopt a long term car parking policy which progressively removes the number of 'on grade' car parking spaces within the main site.*
- b) *implement in the interim the removal of the 11 car spaces on the main driveway, followed by the five spaces on the forecourt to the west quadrangle.*
- c) *provide secure bicycle parking facilities for students and staff.*

**11. Sundry Space Relocation**

The master plan recommends that the School:

- a) *implement a series of minor consequent space relocations, all as part of the larger space shifts within the School.*

**12. Construction Management Plan**

The Master Plan recommends:

- a) *"that a condition be imposed on any planning permit issued for buildings and works on the land requiring the preparation and approval of a Construction Management Plan prior to the commencement of any buildings and works"*

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## 2.0 INTRODUCTION

### 2.1 Background

This Master Plan document was commissioned by the School Council in September 1996. The brief for the study was formulated from an earlier discussion paper prepared by the Headmaster, Paul Sheahan. This outlined the need for two Master Plans - one for the South Yarra Site: Senior School (Volume One), and one for the Caulfield Site: Junior School (Volume Two). Key extracts from that discussion paper are as follows:

*Melbourne Grammar School is an independent Anglican School which seeks to attract students of outstanding academic ability as well as those who will benefit from its broad and challenging educational experience.*

*"This preparatory material for the development of a Master Plan will deal ... more with buildings and structures than the complete educational plan of the School, though it must be understood that no Master Plan for a School can ignore the 'mission' or 'vision statement' of the institution and the educational philosophy of the School..."*

*It should also be assumed that a Master Plan should endeavour to 'see' no more than ten years hence from the time of its production. Beyond that time, needs might change, the school itself might be quite different and delivery of the curriculum might well have entered a new phase. No Master Plan should be 'fixed in stone', either; new, previously unforeseen factors can come into play that necessitate a modification, or, in some cases, a complete change.*

*In addition, the proper planning of a school requires an appreciation of the fact that not every requirement can be attended to when a new building is proposed. It is unwise to finish with a collection of buildings that, in themselves, are a 'potpourri' of short-term needs.*

*Within the Master Plan there are various elements:*

- *An analysis of current buildings and facilities, including classroom space usage;*
- *An understanding of the shortcomings of the current inventory of buildings;*
- *A detailing of facility requirements;*
- *A consideration of spatial positioning of new buildings, including an appreciation of the relational requirements of teaching faculties;*
- *Analysis of ways in which current building/classroom usages may be altered to accommodate needs;*
- *An appreciation and accommodation of the aesthetic qualities of the site/s;*
- *A 'goal' or end-point for development in the given time frame."*

Inevitably during the process of developing the Master Plan some of the aims and content of the study have changed from the original intent. Various development options were vigorously debated and modelled prior to adoption.

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The Master Plan process has been a valuable forum for discussion about numerous issues affecting the ongoing development of the School. In particular, the Master Plan establishes:

- A set of ongoing priorities and principles for the physical development of the two campuses;
- A reference document for forward planning;
- A schedule of built space projections;
- A framework to protect against the ad hoc;
- A forum for reflection and confirmation of the school's educational aims and objectives.

Whilst the School has a stable population which is unlikely to change in the foreseeable future, there is still a need to upgrade and reconfigure the building stock to accord with current and projected facility requirements. That in the end is the purpose of the Master Plan.

### 2.2 Acknowledgments

Many individuals have contributed to the content of this study by direct involvement through a number of School Committees or via feedback from various presentations.

Special thanks must go to the Master Plan Committee, who provided leadership and direction for the study.

The Master Plan Committee membership was:

Chairman:	Paul Sheahan	Headmaster
Secretary:	David Temple	Bursar
	Chris Bradtke	Director of Curriculum
	James Burton	Property Manager
	Ann Badger	Director - Community Relations
	Peter Elliott	Architect Master Planner

More latterly, Peter Tooke (Deputy Headmaster) joined the Committee.

During the developmental phases of the Master Plan Study interim presentations were made to the Buildings and Grounds Committee and the School Council.

The Master Planning exercise has taken several months and ranged over many complex issues confronting the future development of the School.

Peter Elliott



### 3.0 EXISTING CONDITIONS

#### 3.1 A Brief History

An extensive history of the development of the School is included in Section 2.0 of the 'Melbourne Grammar School, Conservation Plan' by Robert Sands Pty Ltd Architects, dated October 1998. Section 6.1, Bibliography and Sources, includes primary and secondary references. This covers the full period from 1858 when the School first opened on this site, to the present day.

#### 3.2 Existing Conditions – A Description

##### 3.2.1 Introduction

The South Yarra Campus has three component parts: *Wadhurst Middle School* and the *Senior School* within the main site, and a series of nearby *Off Site Facilities*. (Figure 1).

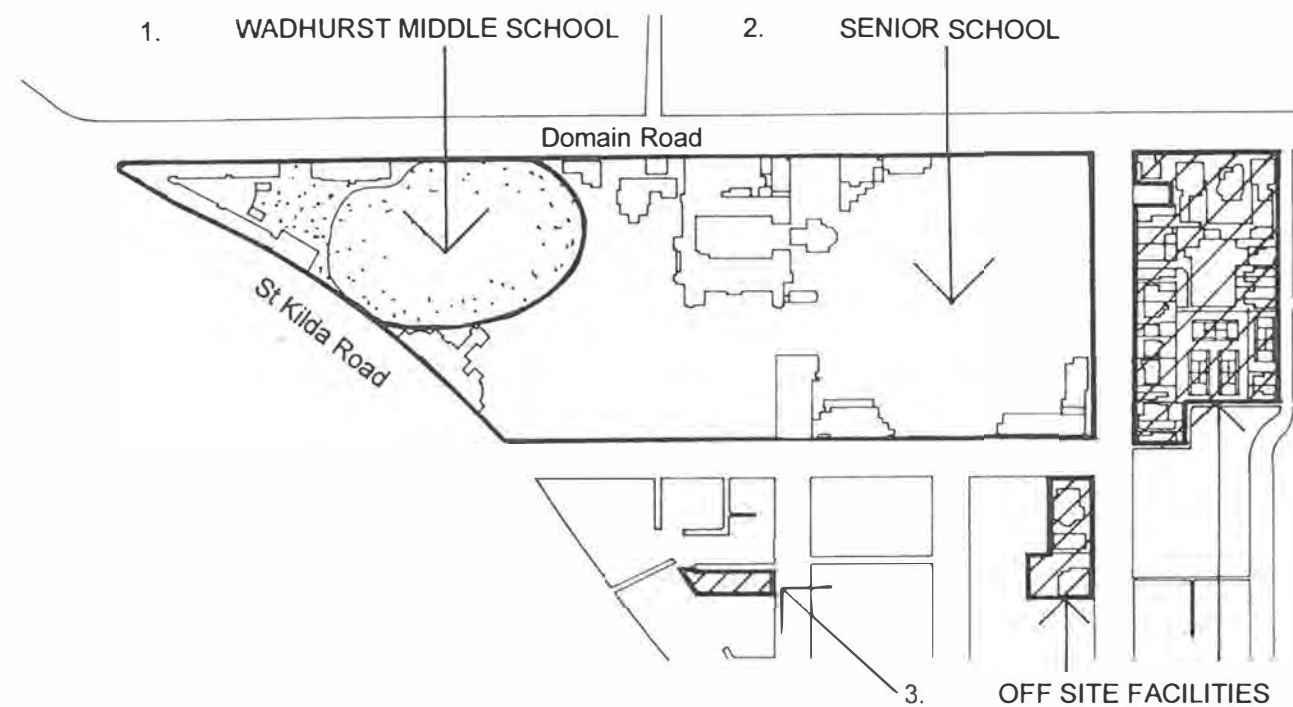
In recent times, the School has been incrementally updating the building stock with a series of significant projects, including the residential boarding complex, the Lodge, the Motor Works Art Centre, and Wadhurst.

The brief for this Master Plan is for the development of the balance of the *Senior School* within the main site (and including the Music Centre at No. 3 Bromby Street).

##### 3.2.2 The Site Context

The complex of nineteenth century bluestone buildings set within a verdant landscape of ovals and perimeter plantings forms the core character of the School and is of the highest architectural and cultural significance.

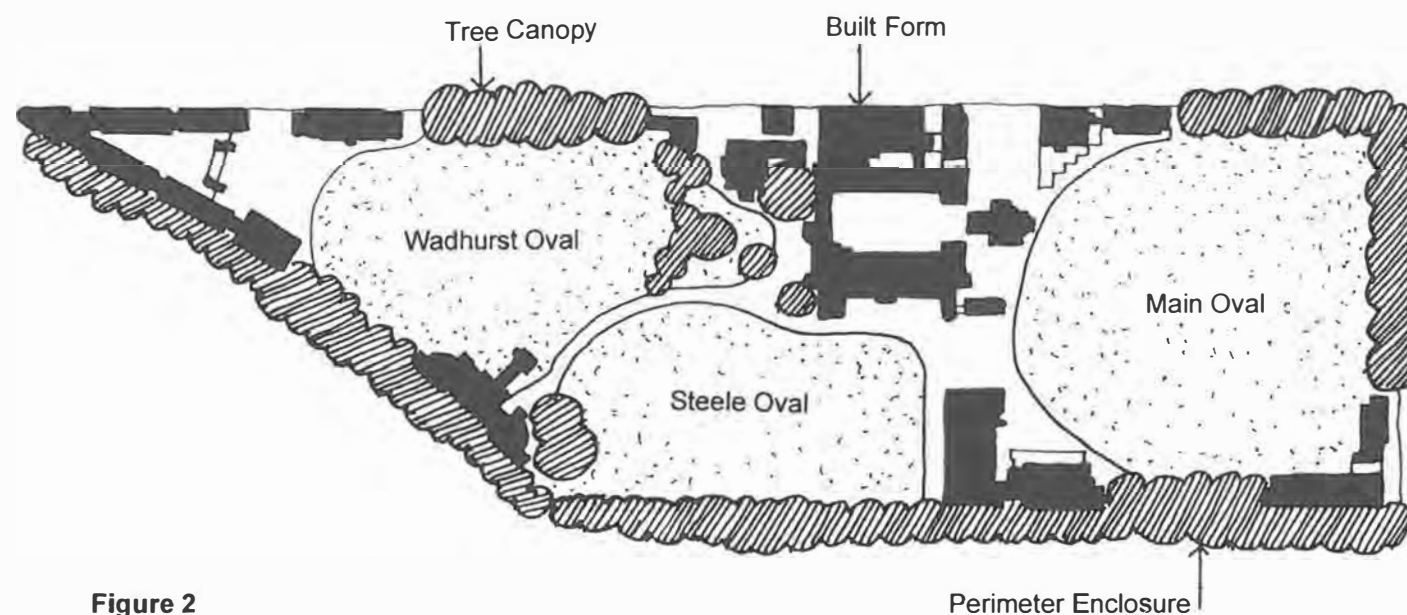
The original (15 acre) site and the School's earliest buildings, although altered and added to, still retain their original design ethic. The School is instantly recognised by its west and south facades as viewed from St Kilda Road. The island nature of the site, surrounded by broad tree-lined streets makes for a striking setting. This together with the original open nature of the grounds means that there is always a dramatic view into or out of the School.



**Figure 1**  
**CAMPUS COMPONENTS**

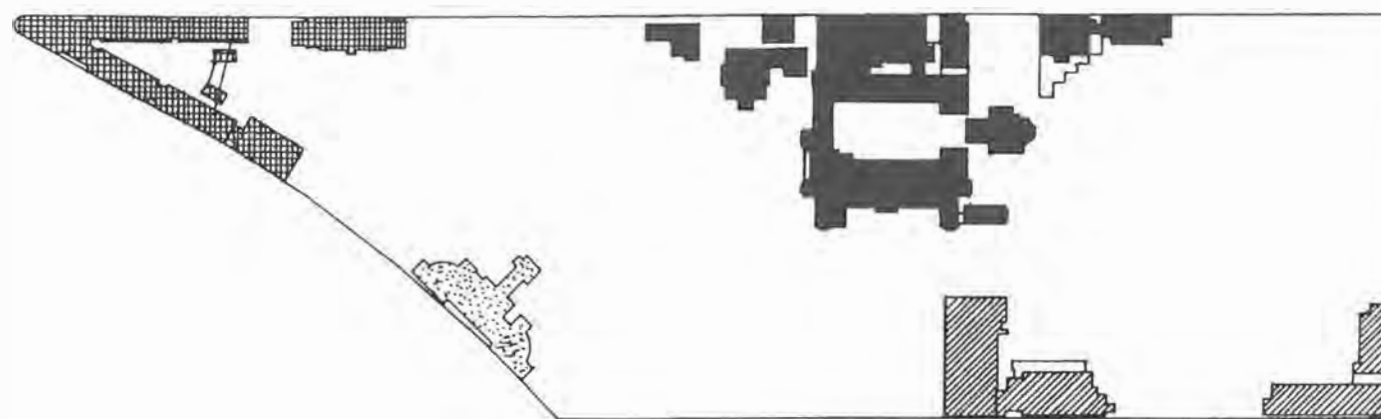










**Figure 2**  
**SPATIAL FRAMEWORK**

3 Interlinked Ovals



- |   |    |  |
|---|----|--|
|  | 1. | WADHURST                                   |
|  | 2. | THE LODGE AND GATES                        |
|  | 3. | ORIGINAL QUADRANGLE AND DOMAIN ROAD INFILL |
|  | 4. | BROMBY STREET GROUP                        |

**Figure 3**  
**BUILT FORM PRECINCTS**

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### 3.2.3 Spatial Framework

Clearly, the landscape setting and grounds form the spatial framework for the campus. This framework is structured around a generous open landscape of three main interlinked ovals - Wadhurst, Steele and Main.

The built form and tree plantings reinforce the primacy of the open space by defining a series of outdoor rooms. Aside from the centre stage location of the original School building and quadrangle, the balance of the buildings and avenues of trees are held to the perimeter edges of the site. It is this simple but striking relationship of built form to landscape, which is the hallmark of the campus (Figure 2).

### 3.2.4 Built Form Precincts

For the main site, buildings are grouped into four distinct precincts as part of the total spatial framework, being (Figure 3):

- i) Wadhurst Middle School has been virtually completely rebuilt (1998/99). Its angular chevron shape anchors the St Kilda and Domain Roads corner of the campus.
- ii) The Lodge, Barrett Gates and Driveway form the principal address from St Kilda Road and frame views to the main Quadrangle buildings beyond.
- iii) The Original Quadrangle Complex and Domain Road Buildings form the core of the Senior School and place the bias of built form along the Domain Road frontage. The Ross Gates and the Chapel Quadrangle become the principal northern address.
- iv) The Bromby Street Group - Here a trio of buildings being the Memorial Hall, the Centenary Building and the Bromby Buildings anchor the southern edge of the site by forming two more or less equal bookends around the Main Oval, on the street boundaries.

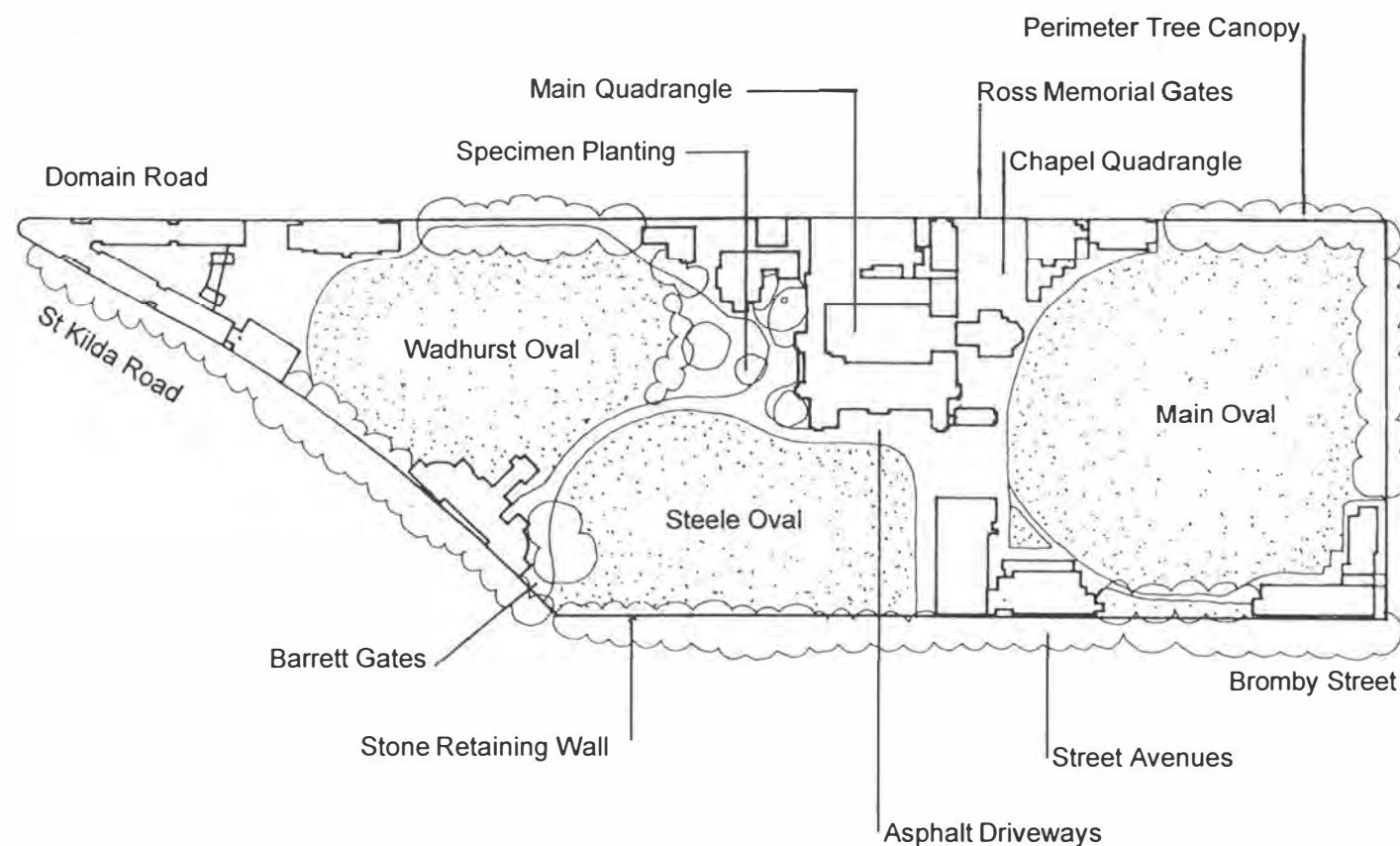
### 3.2.5 Architectural Language

Until the last decade the architectural language of the School consisted of two main stylistic streams (and their derivatives):

- i) the Gothic Revival style with Tudor overtones
- ii) the Contemporary International style.

The founding mid-nineteenth century Gothic Revival style with its Tudor overtones formed the core of the original School. Over time, numerous additions have occurred to the Quadrangle complex, generally in the same 'manner and materials'. This has given the campus a strong and cohesive architectural base, which continued well into the 1930s. As with all schools, distinct periods of rebuilding occurred as well as periods of consolidation and little change. By the early 1950s a new era began with the introduction of the 'Contemporary International' style by architects- Mockridge





**Figure 4**  
**LANDSCAPE ELEMENTS**

Stahle and Mitchell. In particular the Bromby and Centenary Buildings are exemplary examples in siting, manner and choice of materials. These buildings have flat roofs and expressed concrete frames with grey concrete block infill panels and carefully proportioned windows.

Whilst the quality of these International style buildings is uneven, they do form a second cohesive stylistic group, which is now as much a part of the character of the School as the original nineteenth century buildings.

It is the complex of 1970s and 1980s additions to Domain Road which are of lesser merit, and therefore likely to be redeveloped or demolished over time. Old School House, the Luxton Dining Hall and the Library extension all have problematic relationships to the original Quadrangle complex as well as the street. Further east, the Rhoden and Neill buildings, whilst soundly sited in urban design terms, also do not address the street.

The 'Conservation Plan' (1998) lists those buildings, structures and landscape elements which are of primary heritage significance, as well as those which are 'contributory' (major, minor) or non-contributory (can redevelop or demolish).

Overall, the campus is now subject to strict planning and heritage controls. This includes a significant number of listed or registered buildings as well as the vast majority of the open space.

### 3.2.6 Landscape Elements

The soft landscape is almost entirely a continuous grassy ground plane with avenues of established trees forming a dramatic canopy effect, with virtually no understorey. This is complimented by an equally simple hard landscape of asphalt driveways and paths with quadrangles of red brick paving. The simple, uncluttered landscape of today is in strong contrast to the former nineteenth century appearance of the School, which was more intensely landscaped with various plantings, garden beds and fencing.

Of special significance is the remnant original specimen plantings to the west face of the main Quadrangle building.

The perimeter of the main site is well contained by stone retaining walls to the lower Bromby Street frontage, and various steel and timber picket fencing to the other boundaries (with the exception of a portion of paling fence to Domain Road). There have always been multiple gates at the School, two of which are memorial gates, being the J.G. Ross Memorial Gates (1909) - Domain Road and Chapel Quadrangle - this being the main northern entrance to the Senior School; and Barrett Gates (1928) - St Kilda Road entry adjoining the Lodge, which were relocated and renewed. (See Figure 4).

### 3.3 The Conservation Plan

#### 3.3.1 Introduction

Given the architectural and cultural significance of the South Yarra campus, it became necessary for the School to provide a detailed Conservation Plan to satisfy statutory planning permit requirements. This task was completed in January 1999 with the final issuing to the City of Melbourne and Heritage Victoria of the Conservation Plan document, prepared by Robert Sands Pty Ltd Architects.

The intention of the Conservation Plan is to provide direction for the future development of the site in a manner which conserves its built heritage values. A Conservation Plan should be accepted by all parties involved, and should form the basis for consideration of any development proposal.

The plan involves historical research, an examination of the physical evidence, an assessment of significance, all leading to a Conservation/Policy Plan.

#### 3.3.2 Statement of Significance

An important aspect of the plan is the Statement of Significance, for it summarises the core reasoning as to why the School is of primary historical, aesthetic and social significance. The following is an extract from Section 4.4 of the Plan on Page 88:

**"Statement of Significance"**

*Melbourne Grammar School is of primary historical, aesthetic and social significance.*

*The School marks the initial introduction of the non government school system and its subsequent development into an important alternative means of education. As such it is the oldest denominational school on its original site and buildings in the state.*

- *The site contains the earliest buildings of the school in an instantly recognisable and externally intact form.*
- *The buildings and the site have aesthetic significance in their design, siting and setting*

*The school exhibits recognisable and externally unaltered examples of the work of Webb and Taylor and Mockridge Stahle and Mitchell and to a lesser extent other practitioners.*

- *Melbourne Grammar School (along with Geelong Grammar School) began the concept in the colony of Victoria of the denominational school within the Church of England (later the Anglican Church) in Melbourne. Although not the first denominational school established (Scotch College 1851 and St Patrick's College 1854) it is the oldest still on its original site. Its ties with the Church remain and many of its students have been instrumental in the development of the State, entering all walks of life."*

#### 3.3.3 Levels of Significance

The purpose of ranking the built fabric is to provide specific direction in relation to the conservation of heritage values and to indicate where there is greater scope for renewal or adaptation without diminishing the significance of the site overall. The following list is from page 89 of the Conservation Plan (See Figure 5):

Buildings and Elements of Primary Significance are:

- 101 The Lodge and Main Gates
- 108 West Wing
- 109 South Wing
- 107 North Wing
- Quadrangle
- 106 Cuming Wing
- 105 Jubilee Wing
- 111 Chapel and Interior including Organ
- Three ovals
- Two specimen trees
- Mature plantings around site
- Open vista from St Kilda Road including driveway layout and forecourt.

This group of buildings forms the historic core of the site. They relate directly to or stem from the foundation of the School.

Buildings of Major Contributory Significance are:

- 114 War Memorial Hall
- 115 Centenary Buildings
- 116/117 Bromby Buildings
- 110 Staff Common Room
- Chapel Quad and Remnant Gymnasium Wall.

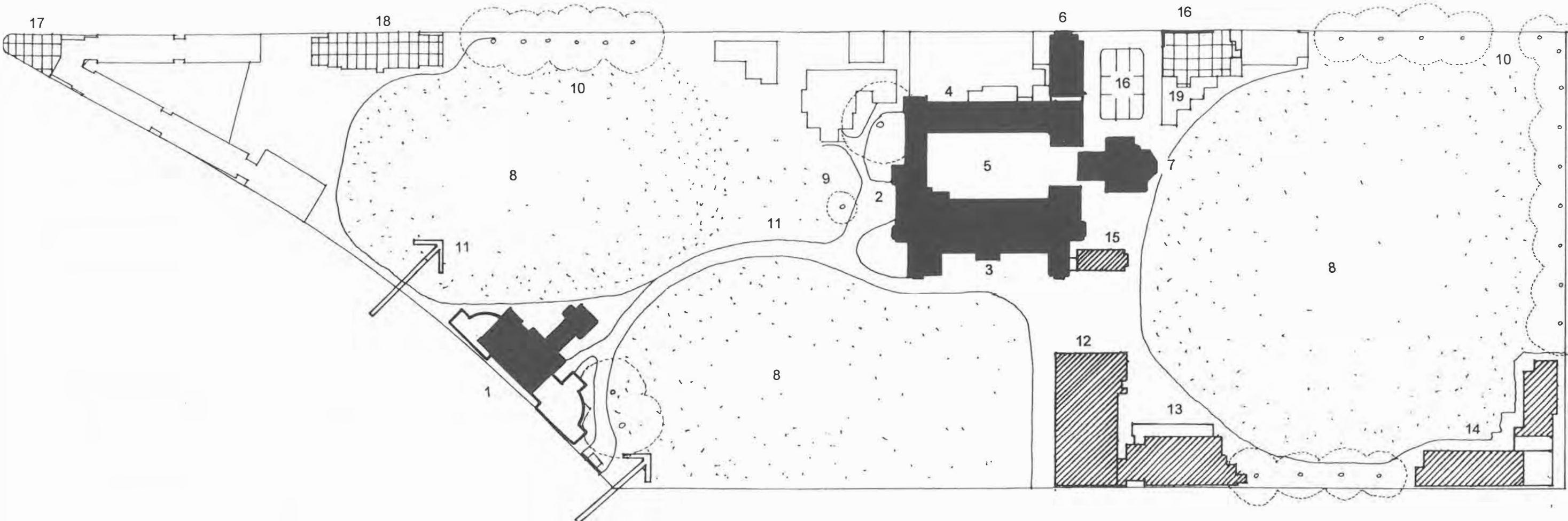
Buildings of Minor Contributory Significance are:

- 304 Wadhurst Music School
- 301 Wadhurst Hall and Interior
- Wadhurst Classrooms (demolished)
- 112 Rhoden Building.

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- PRIMARY SIGNIFICANCE**
- 1. The Lodge and Main Gates
  - 2. West Wing
  - 3. South Wing
  - 4. North Wing
  - 5. Quadrangle
  - 6. Jubilee Wing
  - 7. Chapel
  - 8. Three Ovals
  - 9. Two Specimen Trees
  - 10. Mature Plantings
  - 11. Open Vistas, Driveway and Forecourt

- MAJOR CONTRIBUTORY SIGNIFICANCE**
- 12. War Memorial Hall
  - 13. Centenary Building
  - 14. Bromby Buildings
  - 15. Staff Common Room
  - 16. Chapel Quadrangle and Remnant Gymnasium Hall

- MINOR CONTRIBUTORY SIGNIFICANCE**
- 17. Wadhurst Music
  - 18. Wadhurst Hall
  - 19. Rhoden

**Figure 5**  
**CONSERVATION PLAN**  
**Levels of Significance**

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### 3.3.4 Future Development

In relation to the future development of the School, the Conservation Plan makes a number of useful observations and recommendations, some of which are paraphrased as follows:

- In considering future development of the campus, it is evident that the School grounds are now more or less fully developed in terms of building area. To increase building area over existing open area would begin to erode the open aspect of the School. If the School is to retain its position it must therefore be able to redevelop facilities which might have reached the end of their viable and economic life (i.e. buildings which are not of significance). New buildings however should follow an accepted sympathetic design ethic, which enables them to sit comfortably in their precinct.
- Adaptation and re-use of significant buildings should be the preferred conservation option for future use. The campus has a long history of both altering buildings and adding to them.
- Any new building on the site boundary should address both the streetscape and the School.
- Aside from those buildings listed as having primary and/or major contributory significance, the balance can be altered, redeveloped or even demolished depending on their ranking.
- The first group of buildings is within the precinct containing the historic core of the original School. The following buildings have been noted as able to be redeveloped or removed (Figure 6):
  - i) Old School House (Building 103)
  - ii) Parts of the additions to the original wings facing onto Domain Road, including the Luxton Dining Hall (Building 104), the Library (Building 104)
  - iii) Rhoden Building (Building 112)
  - iv) Neill Building (Building 113).

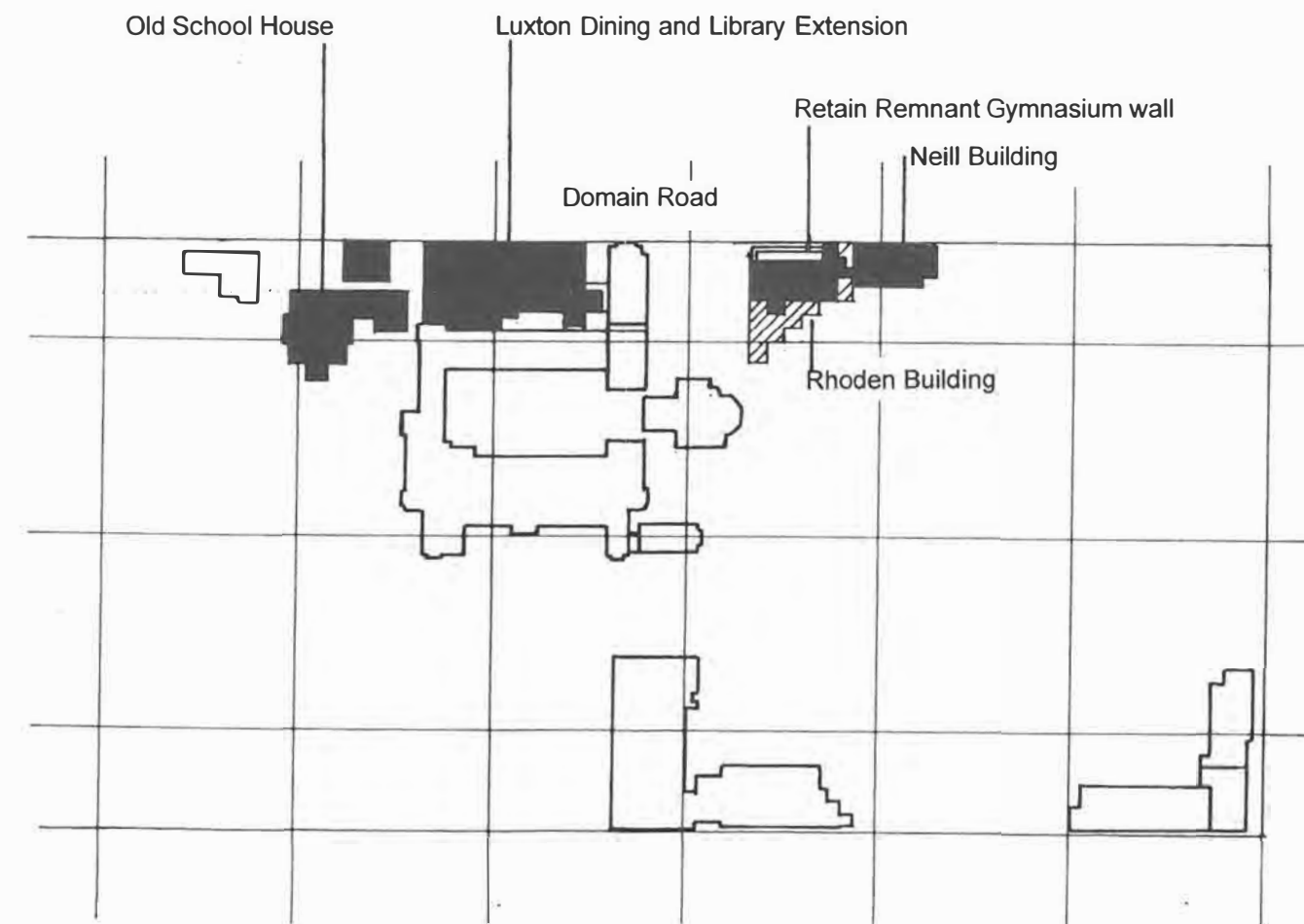
NOTE: Old Headmaster's House (Building 102) has been added to the Heritage Victoria Register in October 2000, although it lies within a future development zone.

- The second group of Buildings is Wadhurst, which is well advanced with its redevelopment plans.
- The third group of buildings is the Centenary and Bromby buildings. They form a strong and cohesive group, which *"could perhaps be demolished or redeveloped... but on balance are significant examples of their time and are well sited"*. Retention and alteration is the strong preference for this group and includes the Memorial Hall.

- The fourth group of buildings is off site in a predominantly residential precinct. The School has been successful in integrating its various expanding departments into the surrounding residential neighbourhood. Each building must relate to its localised context rather than any language developed for the School.

*"In conclusion it is suggested that a contextual language be resolved and agreed for each precinct to allow the school to grow and change with changing conditions but at the same time to recognise and reinforce its famous built tradition and heritage."*

(page 91)



**Figure 6 (B)**  
**BUILDINGS ABLE TO BE REDEVELOPED**  
**OR DEMOLISHED (wholly or partially)**

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### 3.4 Town Planning and Heritage Controls

#### 3.4.1 Introduction

The campus is subject to a complex range of planning and heritage controls, and that includes the following authorities and organisations:

- The City of Melbourne
- Heritage Victoria
- The National Trust
- Australian Heritage Commission

The City of Melbourne has a new planning scheme enacted in March 1999. Heritage Victoria has recently amended the Register (19 October 2000) and added a number of buildings and other landscape features to the existing Listing. Whilst the National Trust and the Australian Heritage Commission do not have statutory controls, their citations add significance to the heritage status of the campus.

#### 3.4.2 The City of Melbourne

a) The New Format Planning Scheme (March 1999)

Planning schemes in Melbourne have been under review for some time and 'New Format Planning Schemes' are being progressively enacted by the Minister for Planning and Local Government. The City of Melbourne was among the first schemes to come into effect in March 1999.

The Melbourne Planning Scheme has a new standardised structure which contains the State Planning Policy Framework, the Local Planning Policy Framework, including the Municipal Strategic Statement and Local Planning Policies.

Within this larger document, the four main sections of relevance are:

- Local Planning Policy
- Zoning
- Heritage Overlays
- Design Development Overlays.



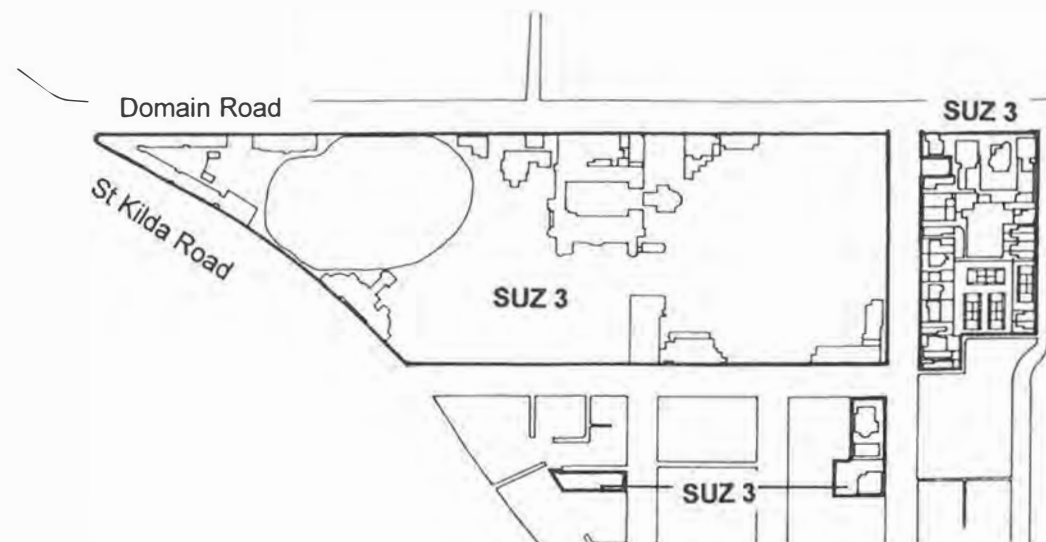


Figure 7  
MCC ZONING

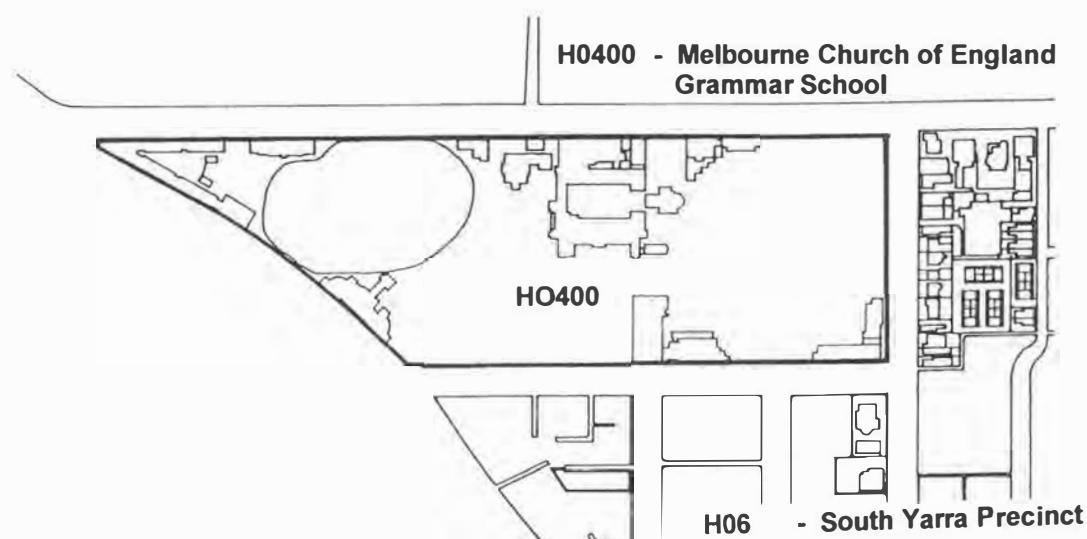


Figure 8  
MCC HERITAGE OVERLAYS

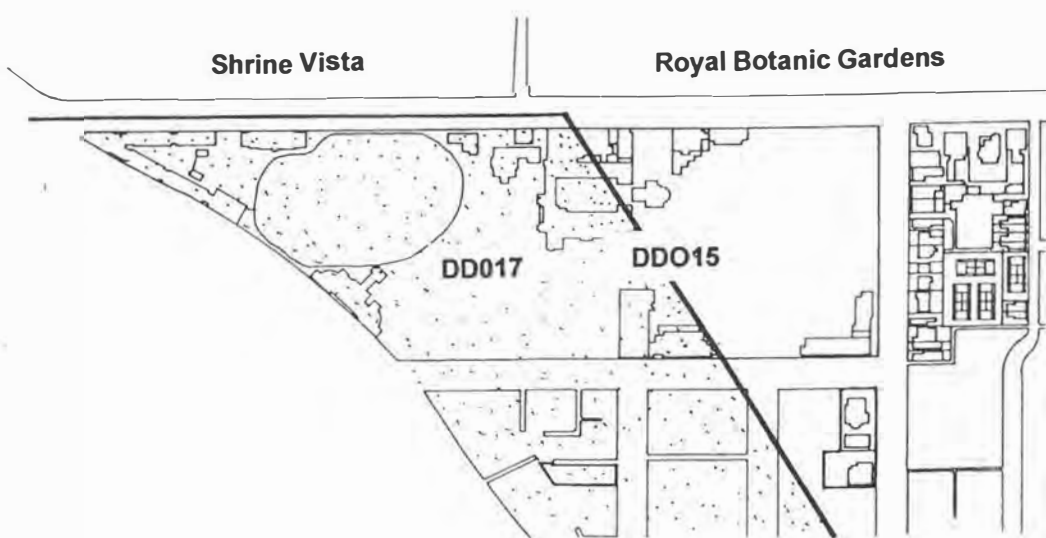


Figure 9  
MCC - DESIGN DEVELOPMENT OVERLAYS

b) Zoning

The whole School property is in a *Special Use Zone* - **SUZ3**  
PRIVATE SPORTS GROUNDS AND RELIGIOUS AND EDUCATIONAL  
INSTITUTIONS (See Figure 7).

The zoning includes the main site plus all off-campus sites (e.g. the residences, the Boarding and Physical Education complexes, the Motor Works, etc.).

c) Heritage Overlays

Heritage Overlays replace Urban Conservation Zones in the new format planning scheme. The overlays designate 'places' or precincts' within the schedules as follows (See Figure 8):

The main School site is covered by Heritage Overlay No.

**H0400 - Melbourne Church of England Grammar School.**

The balance of the off-site properties is covered by Heritage Overlay No.

**H06 - South Yarra Precinct.**

d) Design Development Overlays

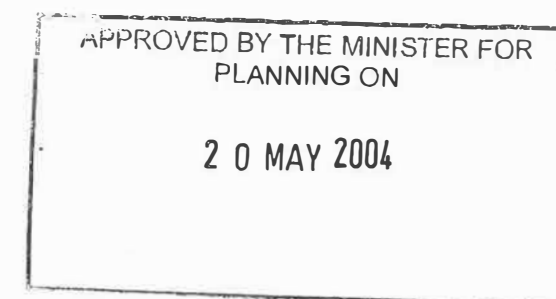
The design development overlays essentially designate maximum building heights and protect view lines. The School is split into two zones as follows (See Figure 9):

**DDO15 - Royal Botanic Gardens**

Among other controls, this designates a maximum building height of 12 metres and covers the whole site.

**DDO17 - Shrine Vista**

This designates maximum building heights, which are not to exceed the shrine vista control formula. (i.e. protects views of the Shrine and its outline as seen from outside the State Library). This covers the area west of the diagonal line running approximately from Dallas Brooks Drive through to Domain Street at Toorak Road.





e) Streetscape Clarifications

Streetscape Classifications are still referred to, in this instance being covered by the South Yarra Map. This identifies individual buildings as having architectural or historic significance (Gradings A to E) in addition to whole 'streetscapes' (graded Level 1 down to Level 3).

The South Yarra Map appears to be incomplete and is now out of date. It does not show all the correct individual buildings as graded, nor does it show any streetscape gradings for the main site.

f) South Yarra Conservation Study (1984)

This document is still referred to for individual building and streetscape gradings. It was undertaken by Meredith Gould and is referred to by Robert Sands in the 1998 Conservation Plan for the School.

g) Master Plans

A local provision exists within the Melbourne Planning Scheme, which allows for certain public notification and appeal rights exemptions if a 'master plan' is approved by the responsible authority. Whilst the City of Melbourne is encouraging approved master plans, it appears that all permit applications need only be accompanied by 'any master plan for the site'. The School has already anticipated such a requirement by the commissioning of a master plan document

The School has decided to seek a planning scheme amendment to include the Master Plan as an 'Incorporated Document'.

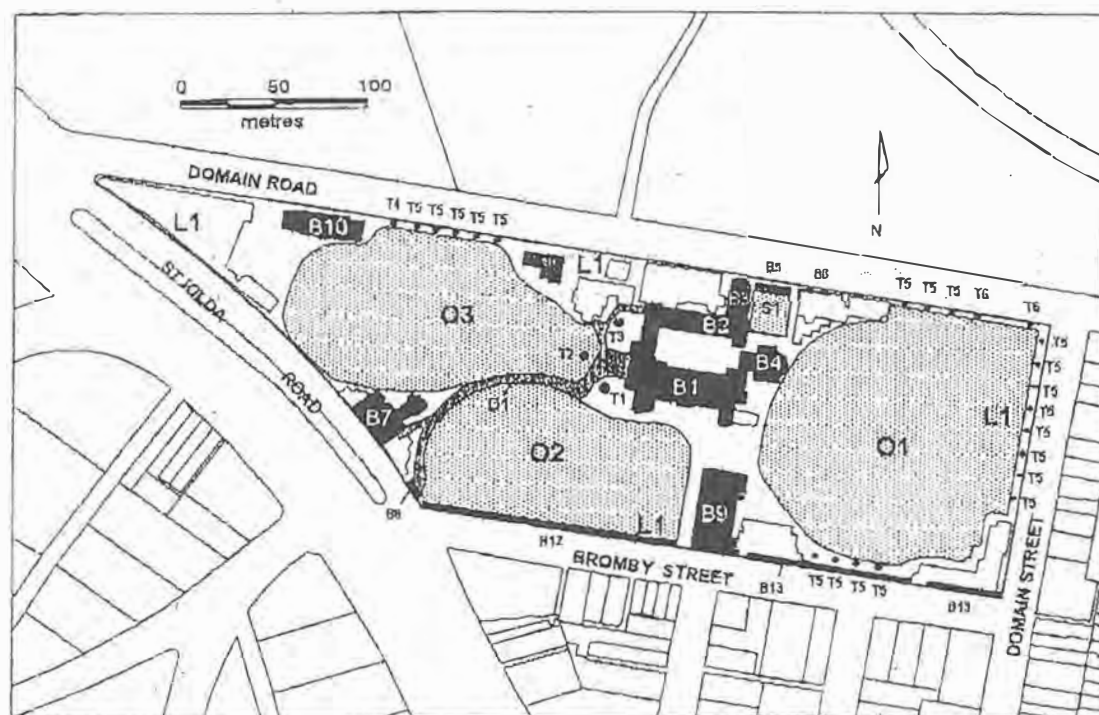
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## VICTORIAN HERITAGE REGISTER

HERITAGE REGISTER NUMBER: H19

NAME: MELBOURNE GRAMMAR SCHOOL



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### 3.4.3 Heritage Victoria

Parts of Wadhurst and the Senior School are listed on the Victorian Heritage Register - **Item H19**. The School was first listed in 1966, and amended in October 2000.

Some buildings and landscape items listed are not matched by the gradings in either the Robert Sands Conservation Plan (1998) or the Melbourne City Council's South Yarra Conservation Plan (1984). Presumably this is a matter for ongoing discussion.

#### VICTORIAN HERITAGE REGISTER NO. 19

##### Melbourne Grammar School

Amended in accordance with Section 46 of the Heritage Act (1995) on 19 October 2000.

To the extent of:

1. All the buildings known as:
  - B1 The Quadrangle 1858-1876 and Quadrangle Lamp
  - B2 Cuming Wing, 1898, 1907 (Godfrey and Spowers & Inskip and Butler)
  - B3 Jubilee Wing 1913 (Godfrey and Spowers)
  - B4 Chapel, 1892 (A.E. Johnson)
  - B5 Ross Gates 1910
  - B6 Remnant Gymnasium, 1907
  - B7 Lodge 1858-1916 (Webb and Taylor)
  - B8 Barrett Gates 1927
  - B9 Memorial Hall 1928 (Hugh L. Peck)
  - B10 Wadhurst Hall 1940
  - B11 Residence 1939
  - B12 Bromby Street Retaining Wall and Fence
  - B13 Bromby Street Wall
2. All the Trees and Landscape Features known as:
  - T1 Magnolia grandiflora
  - T2 Araucaria heterophylla
  - T3 Ulmus Procera
  - T4 Platanus x acerifolia
  - T5 Ulmus x hollandica x 20
  - T6 Ulmus hollandica "Purpurascens" x 2
  - O1 Main Oval
  - O2 Steele Oval
  - O3 Wadhurst Oval
  - S1 Chapel Square
  - D1 Driveway from St Kilda Road
3. All the land marked L1 on Diagram 19 held by the Executive Director, being the land described in Certificate of Title Vol. 2500 Fol. 960 at South Yarra Parish of Melbourne South, County of Bourke, of the building B1, as marked on Diagram 68 held by the Executive Director.



## 4.0 THE SENIOR SCHOOL

### 4.1 A Description

*"From its foundation in 1858, Melbourne Grammar has established a reputation for providing an all-round education of outstanding quality. With strength in its academic, cultural and sporting endeavours, the School aims to provide students with the capacity for learning and growth that will last a lifetime. The first Headmaster, Dr Bromby, sought to instil a love of 'good learning' in his pupils and this has continued to be a key goal of the School."*

*The School aims to foster the varied individual talents of its students, giving them the knowledge, skills and self-confidence to make the most of their abilities in a complex and changing world. The overall program, both in and out of the classroom, is in accordance with the best traditions of a liberal education. Given its Christian foundation and values, the School emphasises the importance of service. The religious and spiritual dimension of the School is an integral part of school life. The School is organised into three linked educational structures, each designed to meet the particular needs of its student body:*

- **Grimwade House** - the co-educational Primary School, Prep to Year 6, with approximately 640 boys and girls
- **Wadhurst** - the Junior Secondary School, Years 7 and 8, with approximately 340 boys
- **Senior School**, Years 9 to 12, with approximately 780 boys.

*Financially independent of the Anglican Church, the School is governed by a thirteen member Council, of which the Anglican Archbishop of Melbourne is ex-officio President. The Headmaster is the chief executive officer and is responsible to the Council for the internal regulation and management of the School."*

This is an extract from Page 3 of the School Prospectus.

### 4.2 School Aims and Mission

#### **Whom We Seek to Serve**

Melbourne Grammar School is an independent Anglican School which seeks to attract students of outstanding academic ability and those who will benefit from our broad and challenging educational experience.

#### **What We Seek to Offer Them**

Melbourne Grammar School fosters the pursuit of excellence by offering an educational experience ranging across intellectual, social, cultural, spiritual and physical pursuits. Core elements of this experience are that it:

- is challenging;
- is broad;
- maximises potential;
- stimulates the individual;
- is dynamic;

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- is integrated; and
- fosters creativity.

As an Anglican school we:

- value and affirm our historical present links with the Anglican Church in the Diocese of Melbourne;
- offer our programs within the context of the Christian faith, ethics and worship as understood in the Anglican Church;
- encourage students to explore and develop their personal faith as part of an integrated understanding of the meaning of human life; and
- recognise and respect other expressions of religious faith.

#### **How We Achieve Our Vision and Mission**

We provide the Melbourne Grammar School experience by:

- promoting participation;
- catering for the individual;
- being flexible;
- fostering independent thought;
- inspiring creativity;
- being liberal and open-minded;
- emphasising scholarship;
- encouraging personal responsibility for learning;
- forging a partnership with the home;
- encouraging an on-going relationship with the School and its communities.

and

- by attracting, motivating and retaining the very best staff.

and

- by ensuring policy independence and striving for financial independence.

#### **Why We Exist**

Melbourne Grammar School exists as a school to encourage students to:

- develop their intellectual talents to the full and acquire a lifelong love of learning;
- work together in intellectual, artistic and physical pursuits;
- develop their own spiritual and moral values, and become mature, integrated personalities;
- gain confidence to exercise leadership and contribute first within the School and later in the wider community;
- have an awareness of, and care for, their human and physical environment in a rapidly changing world;
- grow in tolerance, understanding and compassion.

Melbourne Grammar School seeks to influence community and educational standards.

### 4.3 Curriculum

The School has an extensive curriculum covering all key areas of learning.

The Senior School's academic structure is organised around 12 core Faculties. Within the Faculties are various Departments, which are largely discipline based.

#### *Academic Faculties and Departments*

<i>Faculty</i>	<i>Departments</i>
1. LOTE	French, German, Chinese, Japanese, Latin
2. INFORMATION TECHNOLOGY	
3. BUSINESS STUDIES	
4. MATHEMATICS	Economics, Legal Studies, Accounting
5. LEARNING STRATEGIES	
6. SCIENCE	
7. DESIGN TECHNOLOGY	ESL, Learning Strategies
8. PHYSICAL EDUCATION	
9. EARTH STUDIES	
10. CREATIVE ART	Middle School Science, Chemistry, Physics, Biology
11. MUSIC	
12. HUMANITIES	
	Geography, Environmental Studies
	Drama, Graphic Communication, 2D and 3D Studies
	English, Classics, History, Politics, Religious Studies.

The use of personally owned notebook computers is an integral part of classroom activity in all subjects. The impact of new technologies, timetabling and teaching methods all have an effect on how classroom space is configured and used. Given the age of the School and heritage nature of much of the building stock, it is not surprising that the spaces on offer and the curriculum have to live with each other. Much of the school is of the traditional classroom format, but offering considerable variety of accommodation, by size and format of rooms.

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### 4.4 Co-Curricular Activities

Melbourne Grammar School is known for the diversity and richness of the program it offers outside the classroom. Co-curricular activities are seen as an integral part of the School's program. A wide variety of sports, activities and clubs in the School's excellent facilities foster and extend students' individual interests and talents and complement the academic curriculum.

The co-curricular program includes:

- Sports
- Outdoor Education
- Art and Craft
- Music
- Debating and Public Speaking
- Drama
- Chess
- Community Service
- Voluntary Clubs

### 4.5 Houses

Senior School students are grouped into eleven Houses - two boarding and nine day Houses. Each House is supervised by a Head of House assisted by House Tutors. The Houses are the main organisational unit and their prime function is to attend to the students' pastoral care throughout their time in school. The School regards the House system as its most important and effective means of promoting the growth and development of the individual boy, of securing his integration into the full life of the School and of enabling him to develop his particular talents in classroom and co-curricular activities.

Boys are given leadership experience in teams, clubs, activities and especially in the Houses. Senior boys assist the Heads of House in the House and School Prefects assist in the daily organisation of student activities.

<i>House Name</i>	<i>Location</i>
1. Bromby	Q001
2. Bruce	Q111
3. Deakin	R201
4. Hone	Q008
5. Miller	N202
6. Morris	Q106
7. Perry	Boarding
8. Ross	Q011
9. Rusden	Q002
10. School	Boarding
11. Witherby	R101

#### 4.6 Support Facilities

There are a number of support facilities, which are critical to the functioning and operation of the School. These include:

1. School Counsellor
2. School Chaplain
3. Careers Centre
4. Library and Resource Centre
5. The Bursar and Financial Administration
6. Property Services
7. Community Relations, Development and Foundation
8. Dining Hall and Kitchen.

#### 4.7 Boarding

Melbourne Grammar has a proud tradition of offering boarding at a secondary level to students from Victoria, other states and overseas. Boarders are valued and active members of the School Community. Boarders are accommodated in three separate boarding houses within a boarding precinct which opened in February 1998.

#### 4.8 Staff Numbers

The School has a large and dedicated staff.

• Wadhurst Academic	40
• Senior School Academic	84
• Other Support Staff	85
• Casuals	14
<b>TOTAL</b>	<b><u>223</u></b>

#### 4.9 Student Numbers

• Wadhurst – Middle School (Yr 7 + Yr 8)	= 340 boys
• Senior School	<u>780</u> boys
<b>TOTAL</b>	<b><u>1120</u></b>
(includes 118 Residential boarders)	

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## 5.0 THE MASTER PLAN

### 5.1 The Overall Context

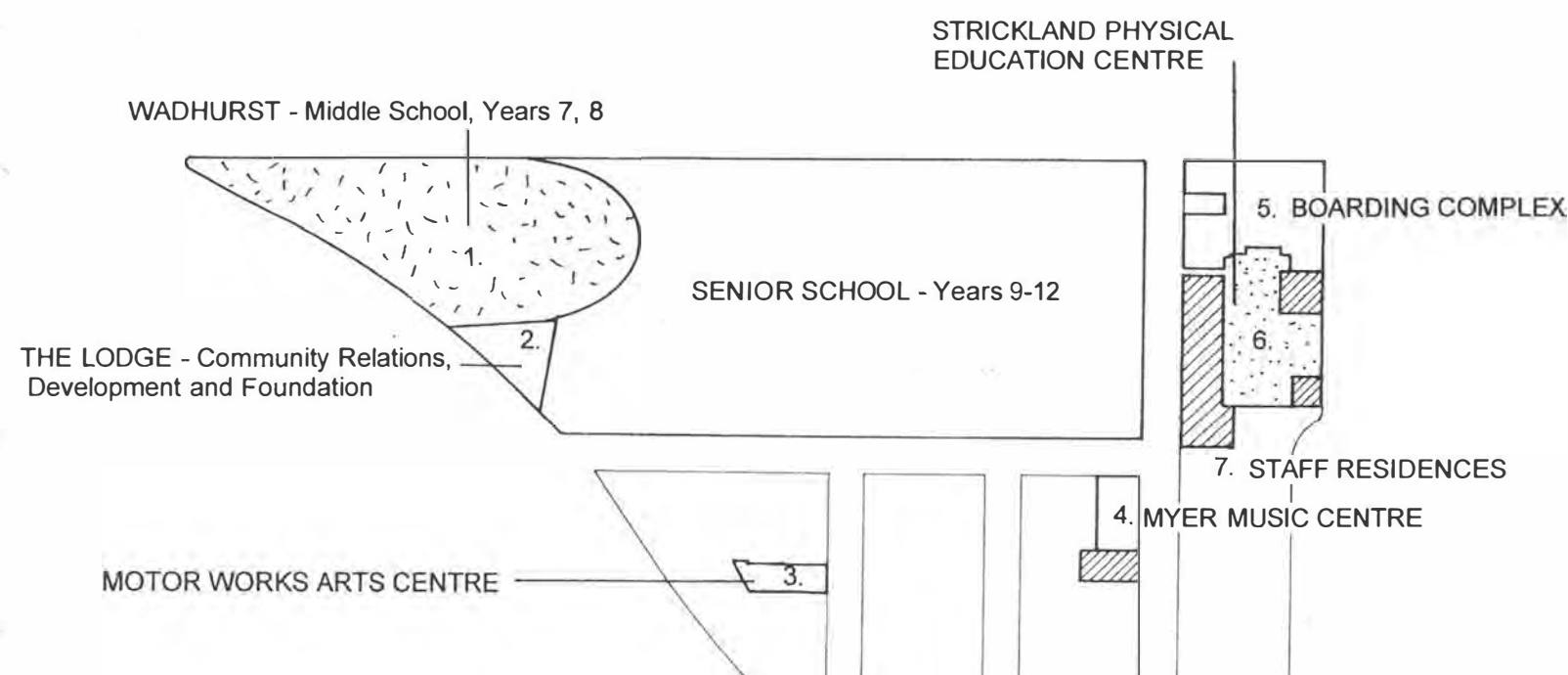
Whilst this Master Plan document deals specifically with the Senior School within the main site, there is an overall strategy in place developed over a number of years, into which this study meshes.

That strategy locates all principal academic and extra curricular activities of the School within distinct precincts both on the main site and in the nearby neighbourhood (Figure 10).

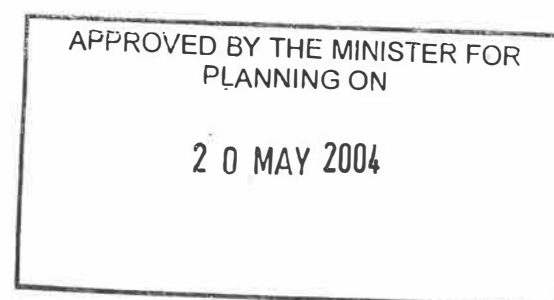
Established components of the School already dealt with in recent times include:

Precinct	Activity
1. Wadhurst	• Middle School, Years 7 and 8.
2. The Lodge St Kilda Road	• Community Relations, Development and Foundation
3. The Motor Works Arts Centre Arnold Street	• Creative Arts, 2D and 3D Studies, Graphic Communication
4. Myer Music Centre Domain Street	• Music Practice (note also the subject of this study)
5. The Boarding House Complex Domain Road, Domain Street and Hope Street	• A group of seven main buildings around a central Quadrangle which consolidates all boarding accommodation, including a health centre, and House Masters.
6. The Strickland Physical Education Centre Domain and Hope Streets	• Indoor Swimming Pool and Gymnasium with outdoor Tennis Courts.
7. Staff Residences	• Individual houses located mostly in Domain and Hope Streets

The balance of the school property being the Senior School on the main site (and the Myer Music School in Domain Street) are the subject of this study.



**Figure 10**  
**THE MASTER PLAN**  
**OVERALL CONTEXT**



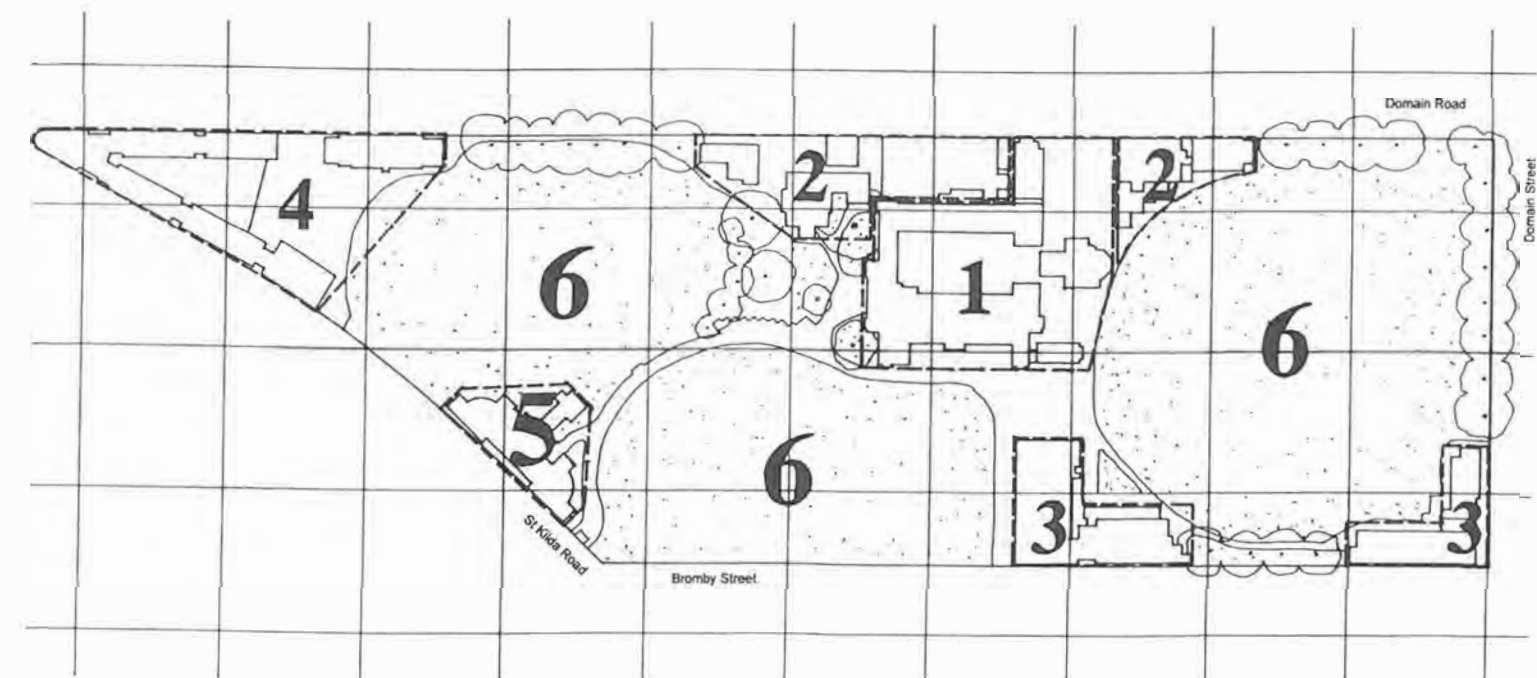
## 5.2 Principles of the Master Plan

The Master Plan should offer a clear view of the long term character and form of the campus. Accordingly, the plan is based on a set of ongoing principles, which provide the framework for the physical development of the campus. It is a forward planning document with a ten year time frame, and assumes a stable population of staff and students. The Master Plan will be subject to regular review by the School on an 'as needs' basis. It will undergo a major review at the expiry of ten years in 2011.

The final configuration of the Master Plan is built around the following 12 *major principles*, together with the projected spatial needs of the School. These principles are also described in the attached drawings.

1. Consolidate the campus into six main site zones, with all Senior School academic buildings located in three built form precincts being: the original Quadrangle zone; the Domain Road infill zone; and the Bromby Street zone (Figure 11).
2. Maintain and continue the concept of off site facilities in close proximity to the main site. This is to relieve accommodation pressure on the main site.
3. Conserve the landscape setting of the School, in particular the generous open nature of the grounds structured around three main interlinked ovals (Figure 18).
4. Maintain and reinforce the spatial framework of the campus, where built form and principal tree plantings define a series of outdoor rooms. Buildings and avenues of trees are essentially held to perimeter edges of the site creating a simple but striking relationship between built form and landscape (Figure 2).
5. Conserve the heritage elements of the site, including listed buildings structures and landscape features as well as those which have special significance to the School community (Figure 5).
6. Continue to adapt and re-use valued existing building stock, as well as selectively redeveloping and upgrading buildings on the Domain Road frontage.
7. Protect the sweeping view lines to the historic core of the School and so reinforce the known character of the School.
8. Maintain and reinforce the pedestrian circulation system as an open network of pathways, quadrangles and forecourts. Improve circulation and access to the north face of the Quadrangle building in the vicinity of the Library and Luxton Dining Hall (Figure 19).
9. Maintain the existing formal address points to the School with the two ornamental gateways, driveways and Quadrangles. Upgrade and improve Domain Road entry serving the west side of the Quadrangle building (Figure 20).

10. Remove in the short term the existing car parking on the driveway and the forecourt to the west of the main Quadrangle building. In the longer term, the School should work towards removing all at grade parking within the main site (Figure 21).
11. Consolidate the grounds staff and Maintenance Department into a single facility onto Bromby Street, and establish a new refuse and recycling facility on Domain Street.
12. Continue with the academic structure of the School based around 12 core Faculties and the complementary student House system (Figure 12).



**Figure 11**  
**MASTER PLAN SITE ZONES**  
**Main Site**

1. Original Quadrangle Zone
2. Domain Road Infill Zone
3. Bromby Street Zone
4. Wadhurst Zone
5. The Lodge Zone
6. Open Space Recreation Zone

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### 5.3 Goals of the Master Plan

Inherent in the Master Plan is the desire to encourage and facilitate the fostering of a quality educational environment. The following are broadly stated objectives for the physical character and urban form of the campus. This will form the basis of the assessment of the future development of the School

a) A View for the Future

The Master Plan should offer a clear view of the long term character and form of the campus, which is compatible with the educational goals and philosophy of the School.

b) Flexibility

The dynamic nature of education demands that there be flexibility in the spaces and the plan to accommodate changing needs. Whilst the School has a stable population, there is still the need to upgrade and reconfigure the building stock for new needs.

c) Existing and New

The character and form of the campus is well founded in the traditions of the School. The Master Plan, therefore, consolidates the known, as well as proposing careful new insertions.

d) Identity and Address

The campus has an established and identifiable character with a strong sense of address. There is the need though, to improve access and address to the buildings fronting Domain Road in the vicinity of the Library and Dining Hall. A number of buildings could improve their relationship to the public street.

e) Environmentally Sustainable Design

Buildings and open space should be responsive to a wide range of environmentally sustainable design criteria. This includes considering such matters as orientation, solar gain, solar shading, topography and landscape, protection from winds and other climatic features, and selection of materials.

f) Spatial Organisation

The existing built form to open space relationships are strong and well founded, and are indicative of the guidelines needed for new buildings and spaces.

Generally, buildings should be one two or three storeys, possibly with basements where levels allow. This produces optimum school environments, balancing accessibility, proximity and amenity, whilst satisfying the need to take account of economic site development. As a rule, ground floor levels should relate to adjacent finished outdoor levels for ease of access (disabled requirements).

The space between buildings is of critical importance to the character and functioning of the campus. These spaces should be perceived as a series of outdoor rooms or courts, around which there is built form.

g) Landscape

The landscape setting fulfils an important function in unifying the campus as well as providing a high level of amenity. A variety of hard and soft landscapes should be provided to optimise the flexibility for outdoor activity. This includes informal and structured play, sport and other active and passive pursuits.

In relation to materials, a simple, unifying palette should be maintained to reinforce the existing landscape features.

h) Pedestrian and Vehicular Circulation

Clear systems of vehicular and pedestrian circulation should be maintained to ensure a safe school environment. As a general rule, vehicles should be separated from pedestrians, particularly within the main academic core.

Given the space limitations on the campus and the high cost of providing off site or underground car parking, the School has limited options for locating staff car parking.

i) Urban Design – Architecture / Materials

The campus has a strong and cohesive architectural and urban form, built around two main stylistic periods - the Victorian Gothic Revival (with Tudor overtones) and the Contemporary International style, all with later variations.

The campus has distinct built form precincts, which should be reinforced each in their own manner. New structures should establish their own contemporary architectural language, but in a way which forms a dialogue with the existing parts, and responds to the surrounding built form, streetscape and neighbourhood character.

Building facades should be articulated with surface modelling and careful detailed components. Building designs should minimise the appearance of ventilation and exhaust ducts to street frontages.

Given that the majority of new space is to be added in basements, the extent of built form change to the campus is limited to the Domain Road frontage and part of Bromby Street around the Memorial Hall. Buildings will therefore have two frontages, one external to the public street and the other internal to the School.

Materials generally have been limited to the grey/blue/black palette of bluestone, coloured concrete and blockwork. This has produced a unified campus appearance.

More recently the palette has expanded to include more metallic finishes (Wadhurst).





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#### 5.4 Locating Academic Facilities

The master plan is founded upon the Academic structure of the School and the locations of various Faculties, Departments and Support Facilities. This is diagrammatically represented in Figure 12, which forms the basis for all subsequent built form planning. The diagram shows both existing buildings retained and new built form generated. The rationale of the new built form is described in more detail in the remainder of this Section, together with the detailed project development lists in Section 6.0.

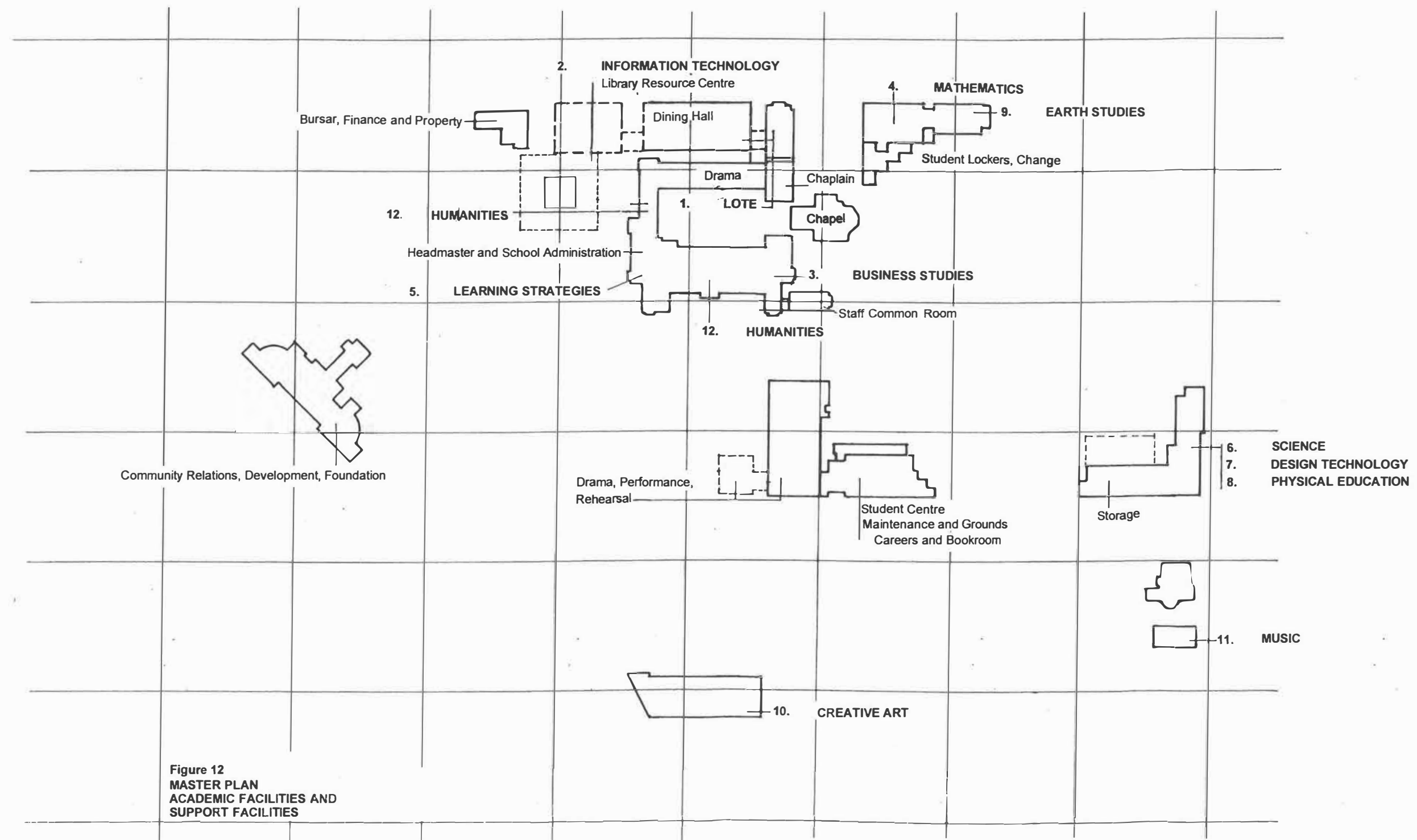


Figure 12  
MASTER PLAN  
ACADEMIC FACILITIES AND  
SUPPORT FACILITIES

## 5.5 Built Form Precincts

### 5.5.1 The Rationale

The Senior School grounds are now more or less fully developed as far as the extent of building footprint is concerned. Aside from the listed heritage buildings, there is room though, to reconfigure, alter, demolish and rebuild individual buildings but within similar locations to the existing built form.

The spatial configuration and urban form of the School is based upon historic precedence, where buildings align with the perimeter street system and the internal open space system of three interlinked ovals. Most buildings therefore have two faces, one external to the public street and the other internal to the School. It is this concurrent relationship of built form to street and open space which is the essential character of the campus and is to be maintained.

### 5.5.2 Built Form Precincts

Existing and new built form has been located within three distinct precincts as follows:

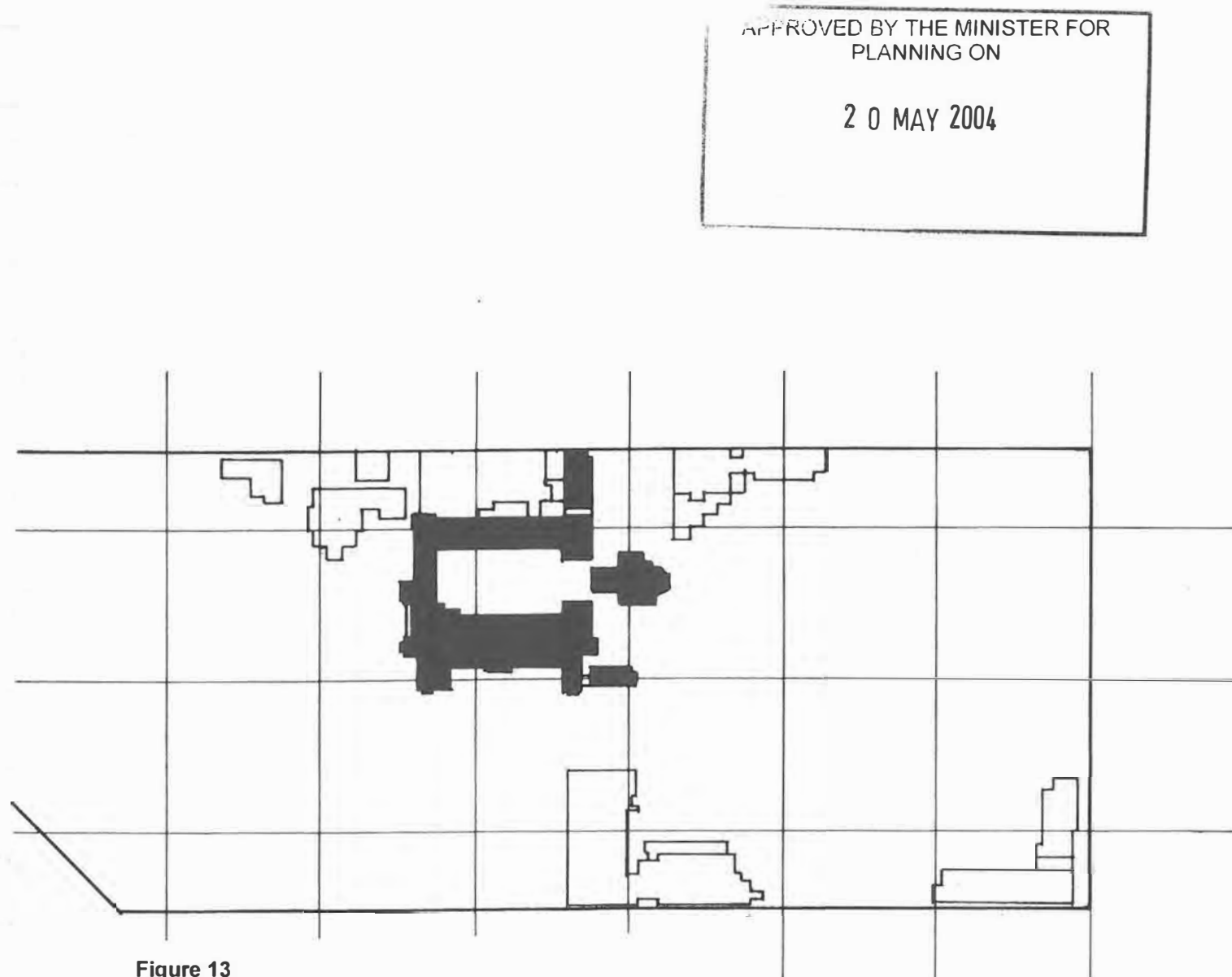
#### a) Precinct 1: The Early School

This is the historic heart of the School, being almost entirely made up of listed buildings (Figure 13). Essentially the external fabric of this complex of buildings will remain as existing, although internally ongoing changes to the accommodation will occur on an as needs basis. The central Quadrangle Building will continue to house mostly humanities classrooms, staff offices, meeting rooms and the Headmaster's office. Internal changes are proposed to the Jubilee and Cuming Wings, as well as the Staff Common Room, among other space rationalisation resulting from vacated functions.

Improvements are proposed for the North Quadrangle building by the separation of the Luxton Dining Hall and the creation of a new pedestrian accessway along the north face. This will improve circulation and access to the proposed new Library I.T. Centre on the site of Old School House.

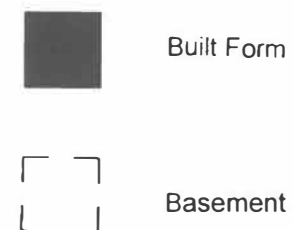
The buildings in this precinct are:

- 105 Jubilee Wing
- 106 Cuming Wing
- 107 Quadrangle North
- 108 Quadrangle West
- 109 Quadrangle South
- 110 Common Room
- 111 Chapel of St Peter.



**Figure 13**  
**EXISTING AND PROPOSED**  
**BUILT FORM PRECINCT 1 - THE EARLY SCHOOL**

**Figure 14a**  
EXISTING BUILT FORM PRECINCT 2 -  
DOMAIN ROAD INFILL



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**Figure 14b**  
PROPOSED BUILT FORM PRECINCT 2 -  
DOMAIN ROAD INFILL

future development  
Proposed new Library Resource and I.T. Centre  
Classroom future development

**b) Precinct 2: Domain Road Infill**

This precinct contains a group of fairly recent buildings aside from the Bursar's office, which dates from the late 1930s (Figure 14a). This is the precinct where the most amount of change will occur, since the building stock has the least architectural significance. The proposed built form for the precinct is shown in Figure 14b. Old School House (1973) is currently being used as decanting space while Wadhurst is being rebuilt, since its original use as boarding accommodation is no longer required. It is proposed to demolish Old School House and construct the new Library Resource Centre on the site. The new building should have a well considered relationship to Domain Road and the west facade of the Quadrangle Building and provide an improved entry pathway from Domain Road. The Former Headmaster's House at 47 Domain Road will remain as the Bursar and Property Manager's Office, with the possibility that at a future time the redevelopment potential of the site will be considered.

The Luxton Dining Hall and Library Buildings (1978) will be redeveloped, as a result of the decanting of the Morris Library into a new facility. Some refurbishment, demolition and new building will occur and in the process it is intended to improve the relationship of these buildings to Domain Road and the north wing of the Quadrangle Building. Also it will be necessary to open up a better circulation system of entries, alleyways and courtyards along the north face of the Quadrangle Building, both for Senior School and Wadhurst students, who will need access to the Library and its associated facilities. In the process this will be an opportunity to improve the relationship between the Luxton Dining Hall building and the north west corner of the Quadrangle Building.

Further east along Domain Road, the Rhoden (1984) and Neill (1969) buildings provide a built form that flanks both the Chapel forecourt and the Main Oval. Aside from the remnant bluestone gymnasium wall on Domain Road, these buildings have little architectural significance. Whilst they are well located in urban design terms, they are poorly planned internally and are therefore recommended to be redeveloped in the future. In the interim, the undercroft spaces to the Rhoden building form a useful spectator zone for the Main Oval, but could be significantly improved.

In summary, this precinct on the Domain Road frontage offers the most capacity for redevelopment (alteration, addition, demolition, refurbishment and new construction). Redevelopment in this zone will not only enhance the streetscape quality of this part of the campus, but will provide significant opportunity for new and upgraded spaces.

The buildings in this precinct are:

- 102 47 Domain Road
- 103 School House
- 104 Luxton Dining and Library
- 112 Rhoden Building
- 113 Neill Building.



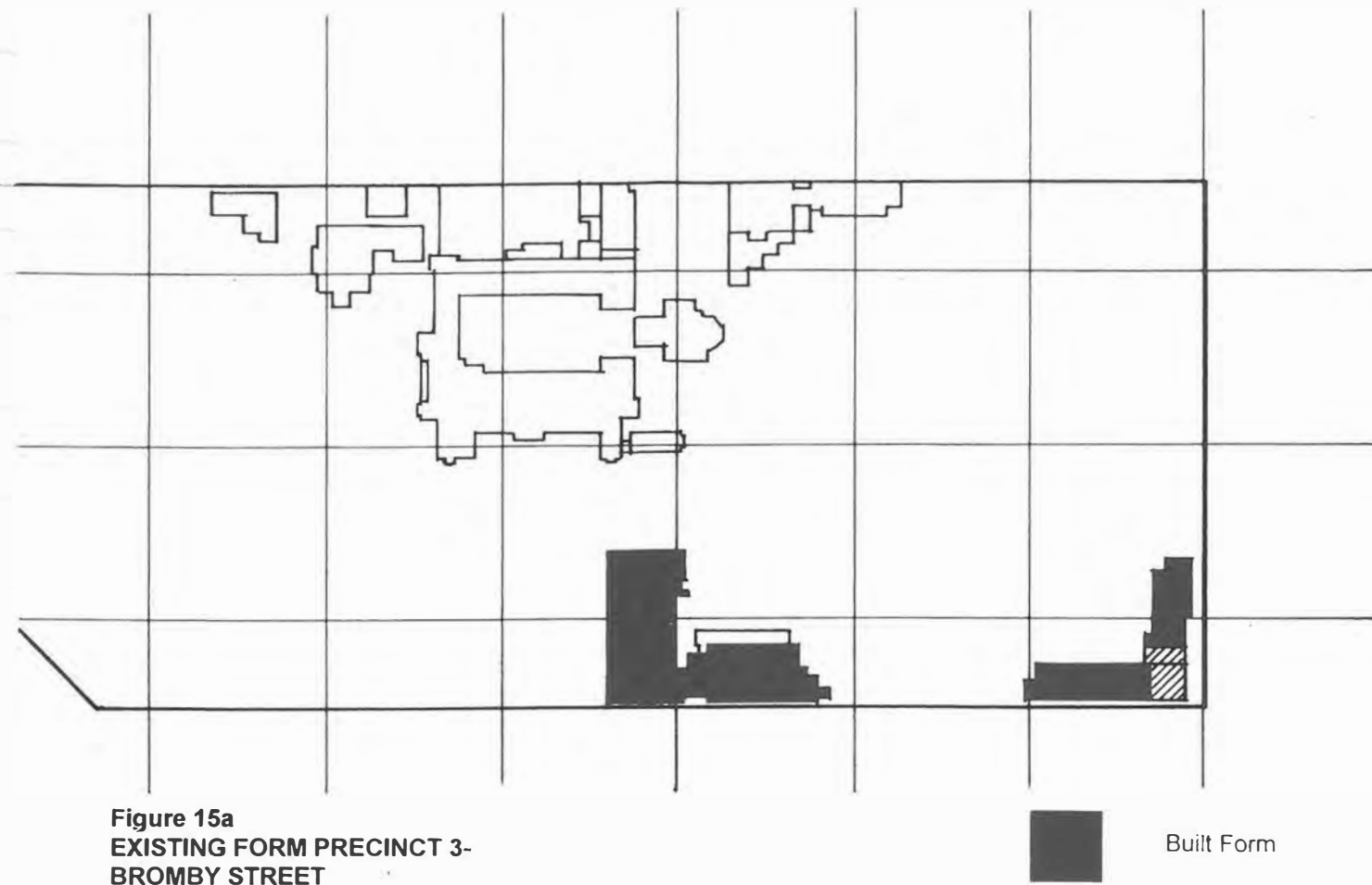


Figure 15a  
EXISTING FORM PRECINCT 3-  
BROMBY STREET

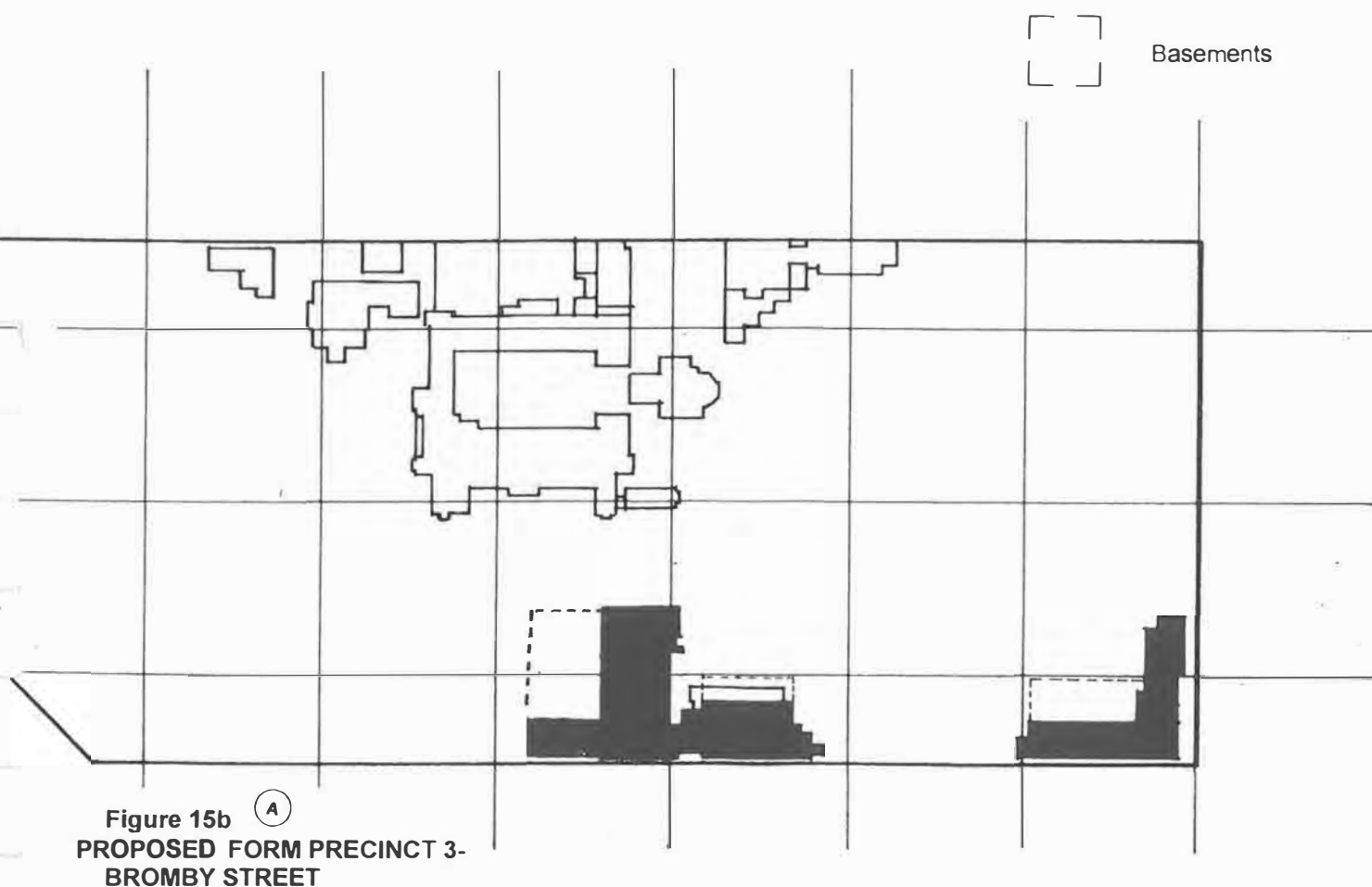


Figure 15b (A)  
PROPOSED FORM PRECINCT 3-  
BROMBY STREET

### c) Precinct 3: Bromby Street

The trio of buildings which make up this precinct have a strong and cohesive urban form, being two more or less equal 'L' shaped bookends anchoring the southern edge of site and facing the Main Oval (Figure 15a).

As a group, these buildings have considerable architectural merit and remain an important part of the campus. Changes are planned, but they mostly involve internal refurbishment, plus minor extensions and new or expanded basements. The proposed built form for the precinct is shown in Figure 15b.

The Memorial Hall will be altered to improve the venue for music, drama and theatre performances as well as rehearsal and backstage facilities. A new pavilion extension is proposed to the south west corner of the Hall, along with the relocation of the Steele driveway westwards to axially align with the Witherby Tower. The extension adds a counterbalancing form to the west, in the manner of the eastern Centenary Building, but on a smaller scale.

An extensive basement is proposed both under the Hall and to the west, incorporating the existing underground substation. Modifications are also proposed to south end of the Hall on Bromby Street to enlarge the stage and provide improved flytower facilities.

The Centenary Building has been recently extended and refurbished as a new Student Centre, and so no further built form changes are proposed.

The Bromby Buildings house the main Science facilities for the Senior School, and this will remain for the medium term. At some future time the School will review the teaching of Science, and this may involve refurbishment or redevelopment of these buildings. The basement and the driveway area will be redeveloped into a new Design Technology Centre and expanded storage area.

It is planned to upgrade and consolidate the School's rubbish and recycling facilities into the area adjoining the former driveway off Domain Street between the Bromby wings.

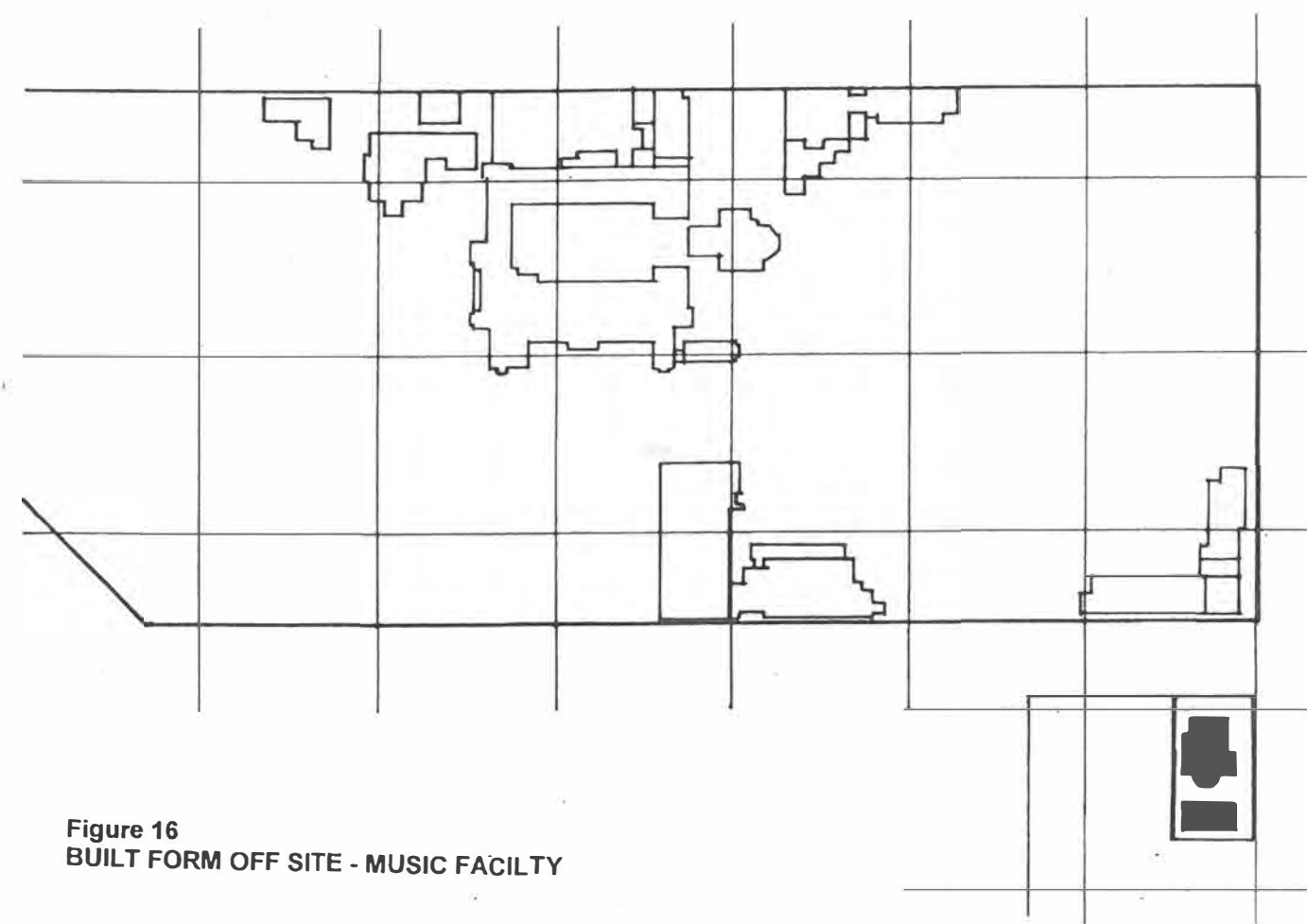
The buildings in the precinct are:

- 114 Memorial Hall
- 115 Centenary Building
- 116 Bromby South Wing
- 117 Bromby North Wing.



**d) Off-Site: Music Facility**

The existing Myer Music Centre and the residence at 3 Bromby Street currently provide the main teaching facility for senior music (Figure 16). It is proposed to retain this as the music centre by upgrading accommodation within the residence and by improvements to the site including street entries, fencing and landscaping.



**Figure 16**  
**BUILT FORM OFF SITE - MUSIC FACILITY**



## 5.6 Master Plan Diagrams

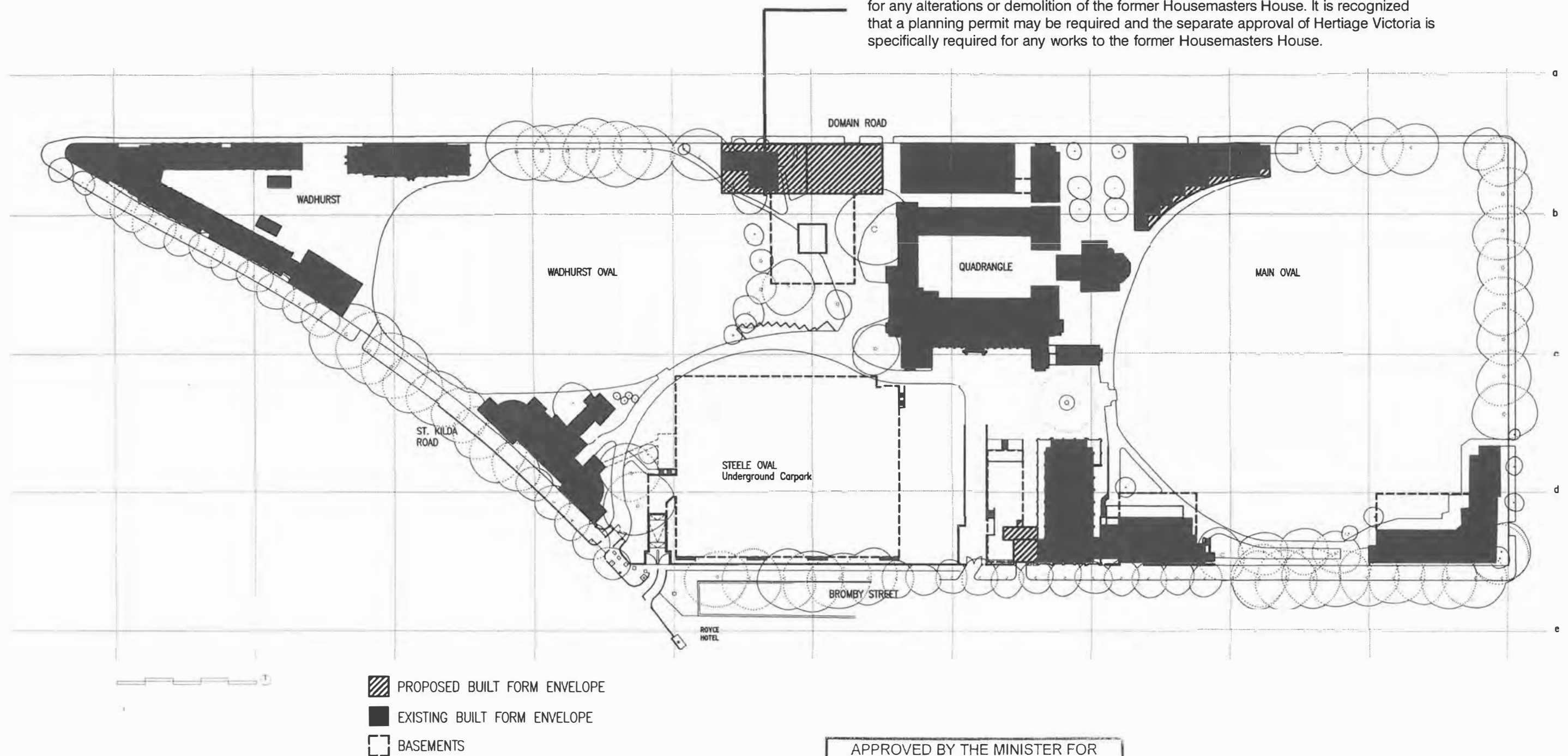
The goals and principles of the master plan are represented in a series of site plan diagrams as follows:

- Figure 17 Proposed Built Form - Ground Level
- Figure 18 Proposed Landscape Framework Plan
- Figure 19 Proposed Campus Pedestrian Circulation Routes
- Figure 20 Proposed Campus Address and Access Points
- Figure 21 Proposed Campus Vehicle Access and Car Parking.

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The building envelope defines the maximum built form in a particular location. This may include the retention of the existing building, or equally it may involve, alterations, additions, or even removal. This building envelope is not to be interpreted as consent or support for any alterations or demolition of the former Housemasters House. It is recognized that a planning permit may be required and the separate approval of Heritage Victoria is specifically required for any works to the former Housemasters House.



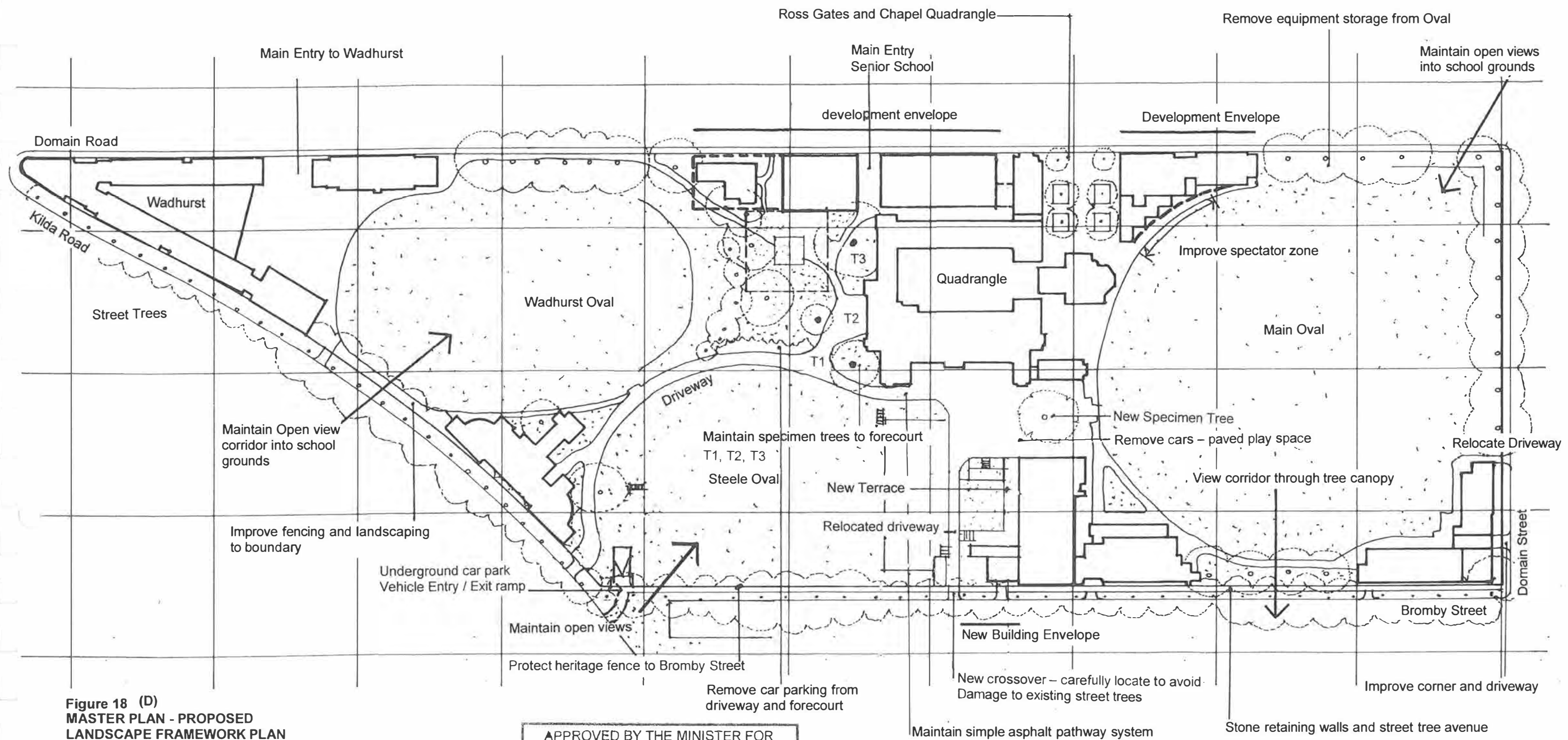
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Fig 17(D)

The Master Plan  
Proposed Built Form - Ground Level





**Figure 18 (D)**  
**MASTER PLAN - PROPOSED**  
**LANDSCAPE FRAMEWORK PLAN**

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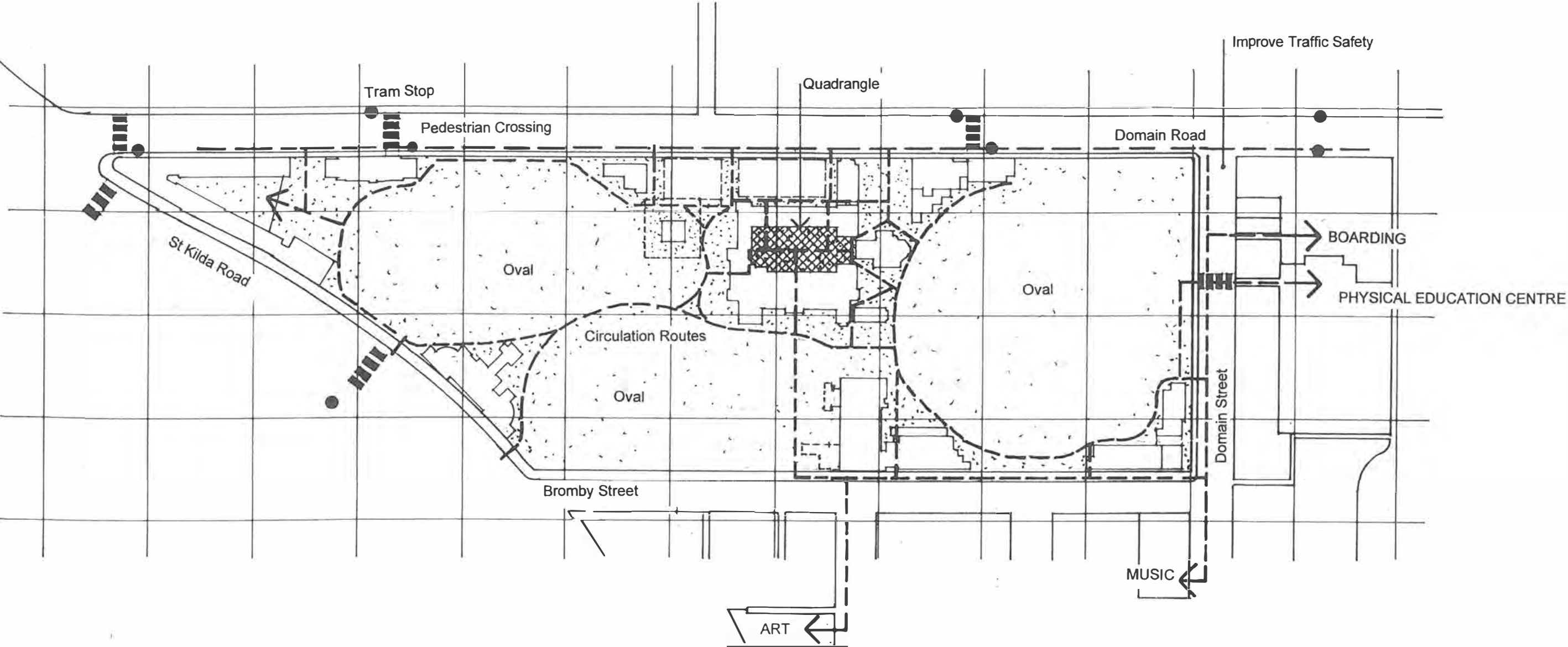


Figure 19  
PROPOSED PEDESTRIAN  
CIRCULATION ROUTES

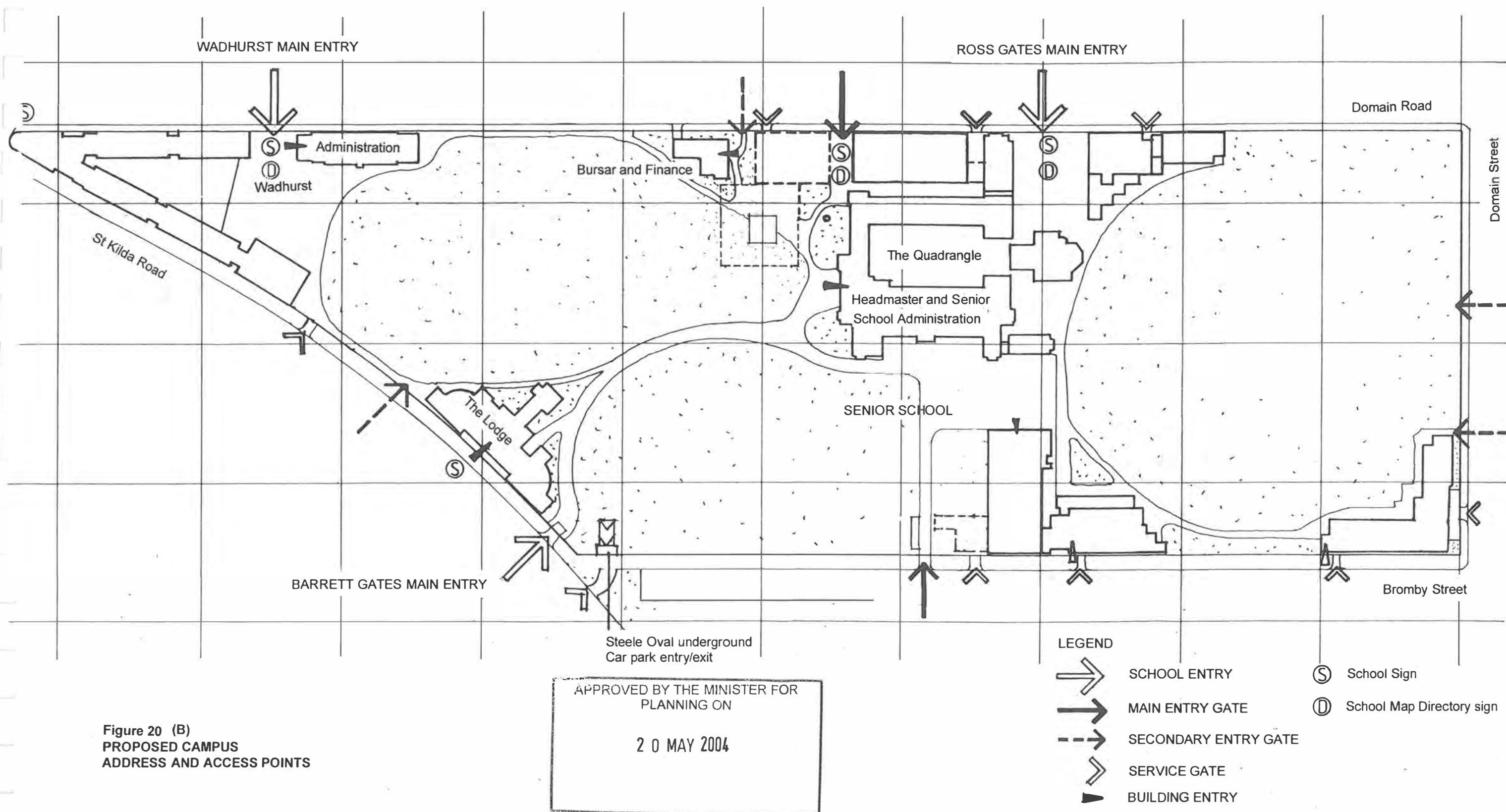
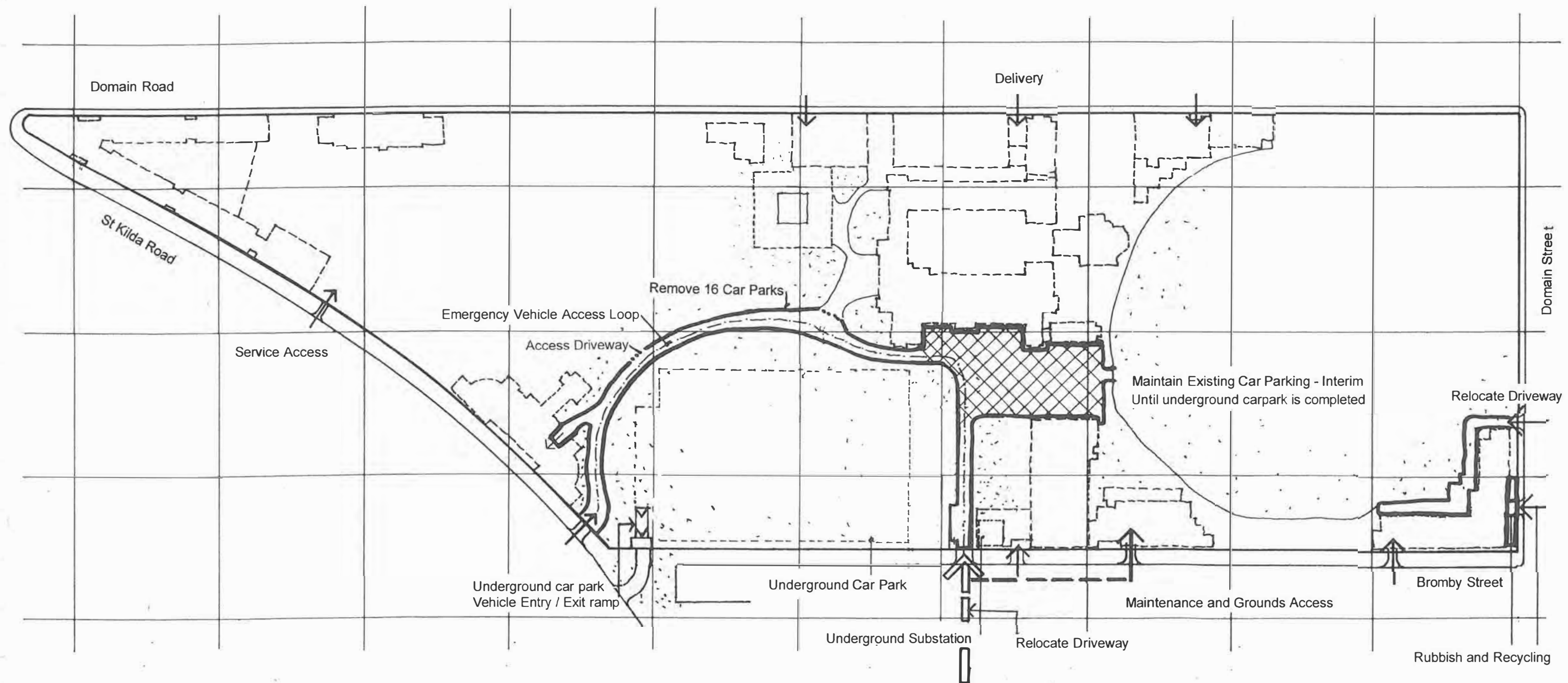


Figure 20 (B)  
PROPOSED CAMPUS  
ADDRESS AND ACCESS POINTS



**Figure 21 (C)**  
**PROPOSED CAMPUS**  
**VEHICLE AND CAR PARKING**

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## 5.7 Project Development List

### 5.7.1 Proposed Projects

The following projects are listed as the School's next series of development priorities. They will constitute a significant new phase of development of the campus over a period of several years. The projects are listed in general order, although a separate process will establish the budgeting, logistics, staging and implementation procedure.

#### Project Development List

- I Music
- II Drama and Theatre
- III Library Resource Centre
- IV Information Technology
- V Design Technology Centre
- VI L.O.T.E. Centre
- VII Staff Common Room
- VIII Student Change Rooms and Lockers
- IX Grounds Facilities
- X Car and Bicycle Parking
- XI Sundry Space Relocation.

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Given the number of projects envisaged, much of the existing building stock is affected in some way. The process of reconfiguring the space needs of the School is not unlike moves in a giant jigsaw puzzle. As you move one piece of space, a series of other consequent space moves is required.

The task of the Master Plan is to put an order and logic into the space moves so that the amount (square metres) and location of each space fits within the total spatial concept for the campus. This space model for the Senior School is based upon defined precincts for each of the 12 academic Faculties, and several support facilities.

The project work sheets that follow in Section 6.0 are still at a conceptual level. They will require more extensive testing for size and appropriate fit once a full brief is established for each component.

The dynamic nature of education means that 'space' will be regularly reconfigured. The impact of new technologies, timetabling and curriculum teaching and learning methods, class structure and size, all have an effect on how space is configured and used.

### 5.7.2 Project Review

The master plan will be subject to regular review (annual or biennial) as new priorities arise. Some ongoing issues for the next review phase include:

#### i) Re-development of General Classrooms

An annual refurbishment program for general classrooms was begun in 1994. By the end of 1999, 17 classrooms have been completed in Mathematics, LOTE, Business Studies and Humanities areas. Classrooms will continue to be progressively upgraded on an ongoing basis.

#### ii) Re-development of Science Facilities

The science Faculty currently occupies 3 floors in the Bromby Buildings. Bromby South (1954) was extended in 1961 as a science facility. The building has subsequently undergone a number of alterations, extensions and upgrades. The most recent refurbishment program (1994/1999) progressively upgraded the teaching, laboratory and ancillary spaces. These facilities are considered adequate for present needs.

Expected technological and scientific advances, as well as changes to teaching methods in the 21st Century will require the Science facilities to be reviewed at a future time.

#### iii) Faculty and House Bases

The current Faculty and House base locations will continue until a fuller review is undertaken.

#### iv) Re-development of Rhoden and Neill buildings

These buildings are relatively inefficient and are proposed to be redeveloped at some future date.

### 5.7.3 Proposed Project Sequence

Whilst the eleven projects (5.7.1) have been listed in general order, the actual sequence of construction will be dependent on a number of complex factors, like planning and heritage approvals, availability of space, and so on. The following 'Project Sequence Table' outlines a number of discrete project packages A-G inclusive. Each of these project packages of works can occur independently of each other, although a number of sub-projects within each package are sequentially dependent on each other.

For instance, the L.O.T.E. Centre (Priority IV) cannot be commenced until the new Library Resource Centre (Priority III) is complete, since L.O.T.E. occupies the former Library space.

A number of project packages could proceed in parallel or concurrently, if desired, depending on an assessment on the degree of disruption to the School's operation.

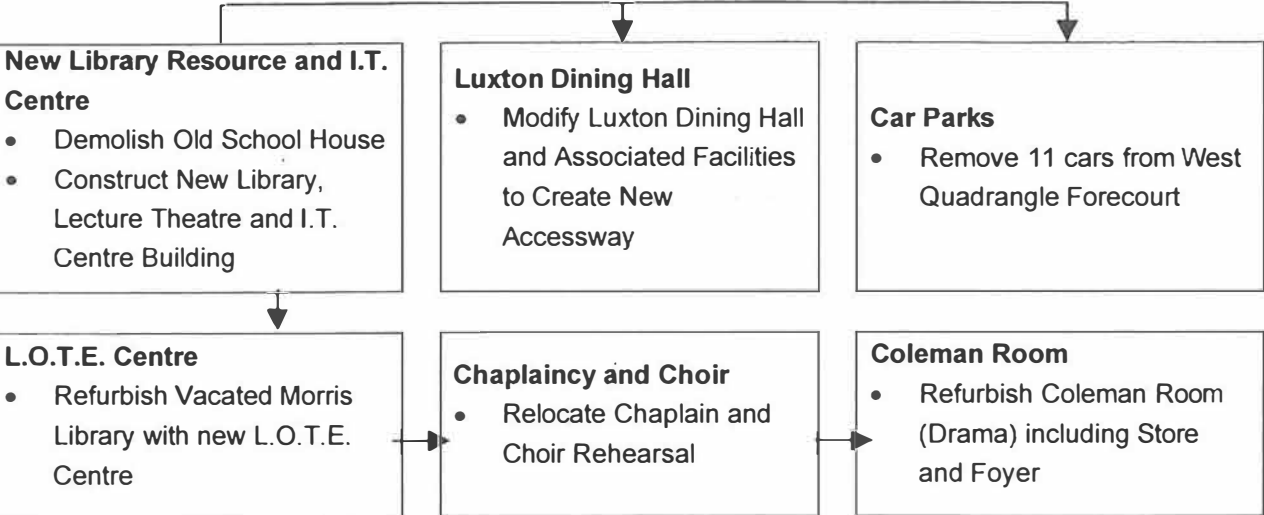
For instance, some of the minor subprojects could occur without impediment since the spaces already exist, like relocating the Visiting 1sts Team's Change Room to the Neill Building.

PROJECT SEQUENCE TABLE

PROJECT PACKAGE A: MUSIC (I), DRAMA AND THEATRE (II)

<b>Memorial Hall Refurbishment and Extension Project</b> <ul style="list-style-type: none"><li>Relocate Steele Driveway</li><li>Construct New Basements</li><li>New Music Rehearsal Room Extension</li><li>Refurbish Interior</li></ul>	<b>Myer Music School</b> Selected Internal Alterations	<b>3 Bromby Street</b> Refurbish post 2001
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PROJECT PACKAGE B: LIBRARY RESOURCE CENTRE (III), INFORMATION TECHNOLOGY CENTRE (IV)



PROJECT PACKAGE C: DESIGN TECHNOLOGY (V)

<b>Bromby Building</b> Refurbish and Extend Basement for New Design Technology Department, Including Relocation of Driveway	<b>Storage (IX)</b> <ul style="list-style-type: none"><li>New Basement Stores to Bromby Building</li></ul>	<b>Recycling Facility (IX)</b> <ul style="list-style-type: none"><li>New Recycling Facility</li></ul>
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PROJECT PACKAGE D: STAFF COMMON ROOM (VII)

<b>Staff Common Room Project</b> <ul style="list-style-type: none"><li>Relocate Classrooms from Quadrangle South and Refurbish Staff Common Room Facilities</li></ul>
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PROJECT PACKAGE E: STUDENT CHANGE ROOMS AND LOCKERS (VIII)

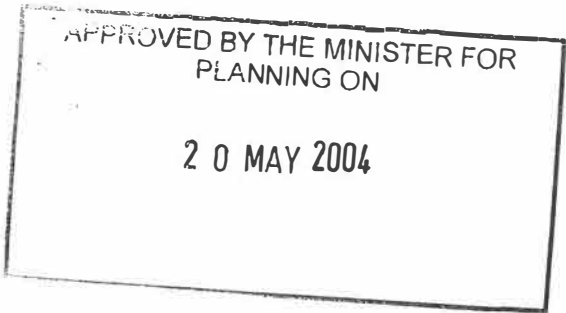
<b>Neill Building</b> <ul style="list-style-type: none"><li>New Change Facilities for Visiting Firsts and Relocated Student Lockers in Former Tuckshop Zone</li></ul>	<b>Scoreboard</b> <ul style="list-style-type: none"><li>New Scoreboard to Main Oval</li></ul>	<b>Lockers</b> <ul style="list-style-type: none"><li>Relocate Lockers Progressively</li></ul>
---	---	---

PROJECT PACKAGE F: CAR AND BICYCLE PARKING (X)

<b>New Car Parking Facilities</b>	<b>New Bicycle Racks</b>
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PROJECT PACKAGE G: SUNDRY (XI)

<ul style="list-style-type: none"><li>Refurbish and Relocate Various Classrooms and Staff Offices</li></ul>	<ul style="list-style-type: none"><li>Refurbish/Relocate Various Classrooms and Staff</li></ul>
---	---



### 5.8 Building Envelope Schedule

The following 'Building Envelope Schedule' further defines the Master Plan by detailing the nature of proposed changes; for instance whether, an addition, a new building, or internal only, etc.

Building	Footprint	Height	Comments
No. 3 Bromby Street	As existing	As existing 2 storey	Internal alterations, plus External alterations to the single storey rear section – new entrance from Domain Street Demolition of outbuildings and fences, new landscaped entry zone addressing Domain Street.
Myer Music Centre	As existing	As existing 2 storey	Internal alterations, plus External alterations to open entry stair (east).
Memorial Hall	Existing Hall plus addition (west).  New basements under Hall and to west with Terraces over	As existing. Fly tower to match main Hall roof. West addition to match height of existing parapet.	Internal alterations, plus New fly tower addition (south) New additions (west) New basements under landscaped and paved terraces.
Quadrangle Building	As existing	As existing 2 storey	Internal alterations, External alterations to north west corner, where Luxton Dining Hall is cut back to create new pedestrian link. New glass roof over access way at gutter line.
Luxton Dining	Reduces by 100 m <sup>2</sup>	As existing 1 storey	Demolish south end of Dining Hall to create new covered access way. Alter External facades (north, west, south).
Kitchens and ex-Library (includes Jubilee Wing)	As existing	As existing 2 storey	Internal and External alterations, including north and south façade. Demolish protruding south stair to create access way. Build new stair and glass roof over access way.
School House and Garage	Demolish	-	Demolish for new Library

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Building	Footprint	Height	Comments
New Library, Information Technology Resource Centre	1360 m <sup>2</sup> basement with internal light court 560 m <sup>2</sup> @ Ground Floor level and above.	12 metres above existing ground level on Domain Road.	New building including basements.
Bromby Buildings	As existing Infill undercroft space (125 m <sup>2</sup> ) and Add new basement (200 m <sup>2</sup> )	As existing 3 storeys above basements.	Internal alterations. Infill ex-driveway and undercroft with new basement and ground floor levels. Extend main basement under Main Oval.
Staff Room	As existing Add 8.0 m <sup>2</sup> to First Floor	As existing 2 storeys plus half basement	Infill First Floor recess.
Rhoden and Neill	Similar to existing except envelope follows the main Oval Boundary and retains heritage Gymnasium wall.	12 metres above ground level on Domain Road.	Internal alterations in interim. Development site for new building.
Former Headmaster's Residence *	Enlarged building envelope.	12 metres above ground level on Domain Road.	Future development site, on larger footprint and to maximum height of 12 metres.
New Underground Car Park	5200 m <sup>2</sup> plus	One Level Basement under Steele Oval	200-car Car Park including escape stairs and exhaust ventilation shafts.

#### Footnote

\*

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**5.9 Traffic Survey**

The School commissioned Grogan Richards Pty Ltd, to undertake a transport survey of student and staff travel patterns (February 2001).

The findings of that survey are included in **Appendix A** in a separate report titled:

“Melbourne Grammar School

South Yarra Campus

Traffic Engineering Review of  
the Master Plan”

**Dated 25<sup>th</sup> October 2001**

Refer to **Appendix B** for a supplementary report by Grogan Richards Pty Ltd titled:

“Melbourne Grammar School

Proposed Access to Basement Car Park”

**Dated 26<sup>th</sup> March 2003**

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## 6.0 PROJECT WORK SHEETS

### 6.1 Music

The Master Plan recommends that the School

- a) *consolidate the Music Faculty at No. 3 Bromby Street. This includes a refurbished Myer Music School and the provision of new teaching and staff facilities within the former residence.*
- b) *locate a new orchestral rehearsal and instrument storage space in a new basement addition to the west side of Memorial Hall. This will connect to other Drama and Theatre spaces in an expanded basement under the Hall and above ground addition to the west.*

The Myer Music School (1960) offers flexible teaching and practice spaces of varying sizes and will continue to be the main focus for Senior School music.

The former residence at No. 3 Bromby Street is to provide accommodation for staff including administrative offices and a small ground floor flat. Staff offices also double as teaching spaces and easily fit within the existing room structure of the residence. This is not only an economical solution, but sympathetically maintains the heritage fabric of this early dwelling constructed in 1865 with later additions (Figure 22).

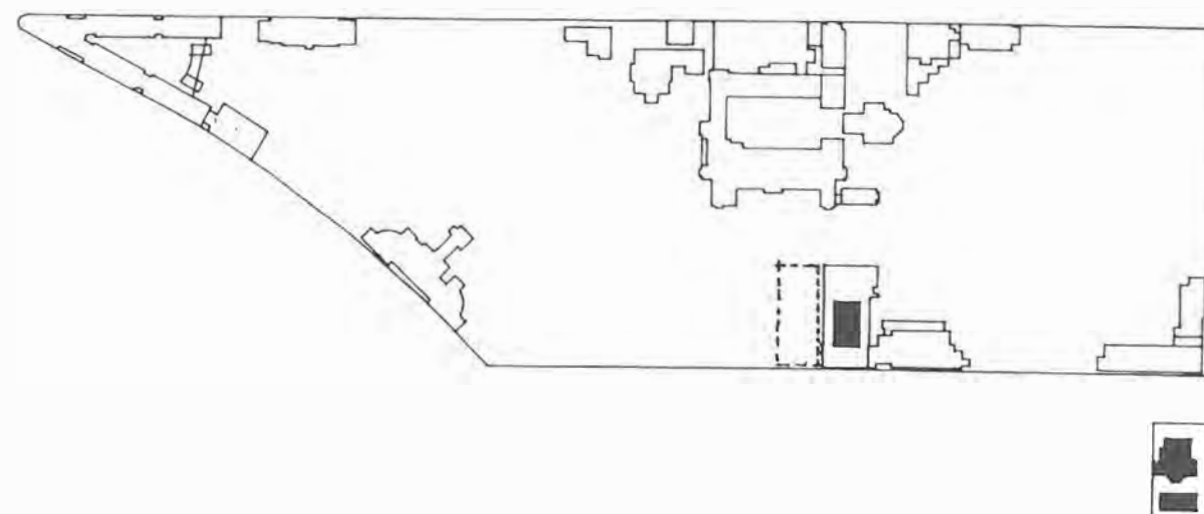
An improved entry off Domain Street and enhanced landscaped courtyard, fencing and garden spaces are proposed. This will also include the removal of some untidy external outbuildings like the carport etc.

Given that No. 3 Bromby Street is within a residential area and the site is relatively small, the orchestral rehearsal space does not fit and therefore will need to be located elsewhere.

Previously orchestral rehearsal was located in the Old Gymnasium (160 m<sup>2</sup>) in the Centenary Building prior to its conversion to the new Student Centre Cafeteria. This was a convenient location because of its proximity to Memorial Hall.

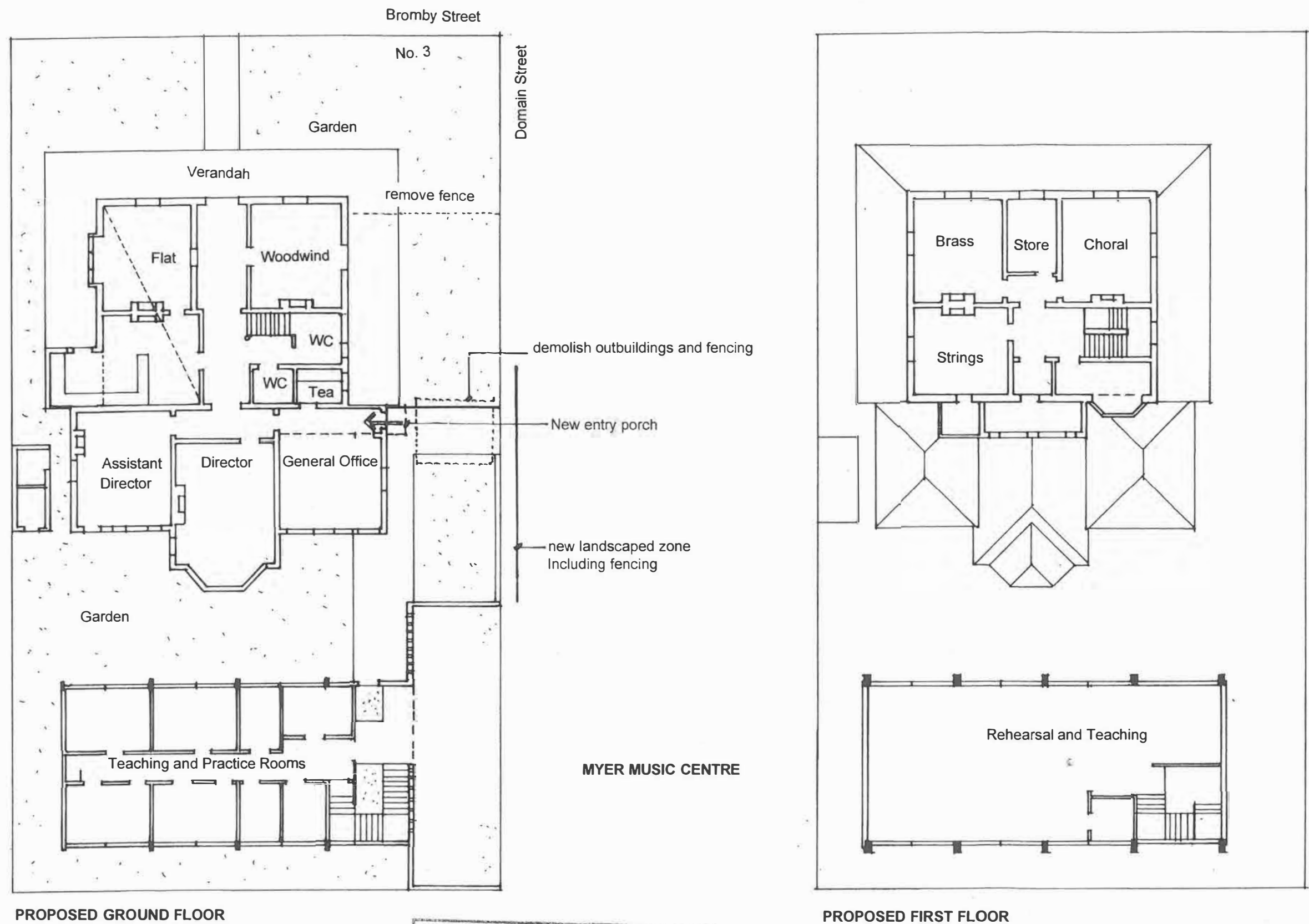
Orchestral performance forms an important component of the School's academic and cultural activities and is closely connected with the Memorial Hall as a major venue. Likewise instrument storage for the orchestra is best located where both performance and rehearsal take place. Given the heritage significance of Memorial Hall, the limited spare internal space available, the proposal is to create new basement and above ground extensions that link directly to the Hall and Stage on the west side of the Hall (Figure 23). The basement will be hidden below landscaped terraces and the above ground addition will become a western bookend pavilion in a similar manner to the Student Centre on the east, but smaller. Such spaces will also increase the flexibility of Memorial Hall for drama and theatrical productions as well as be useful for examinations. The basement will extend under the Hall and the new extension envelop the existing underground Substation. The basement will contain ancillary spaces, prop and costume stores, dressing room facilities, toilets, workshop, extra rehearsal rooms, chair store, etc. It will also expand into the existing under stage area formerly occupied by the maintenance workshops.

The existing driveway will need to be relocated westwards on axis with the Witherby Tower.



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PROPOSED GROUND FLOOR

PROPOSED FIRST FLOOR

Figure 22 (B)  
MUSIC  
3 BROMBY STREET

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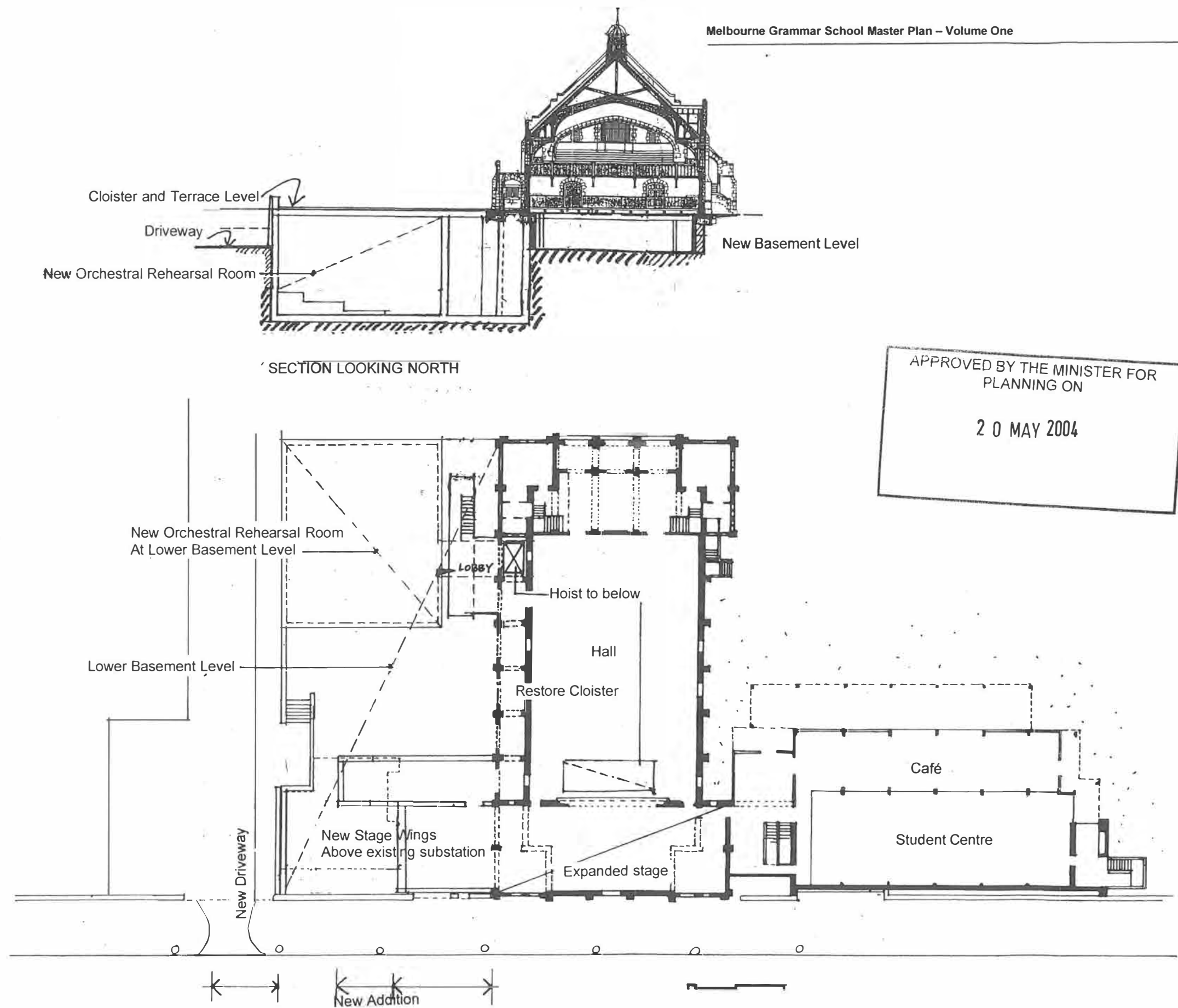
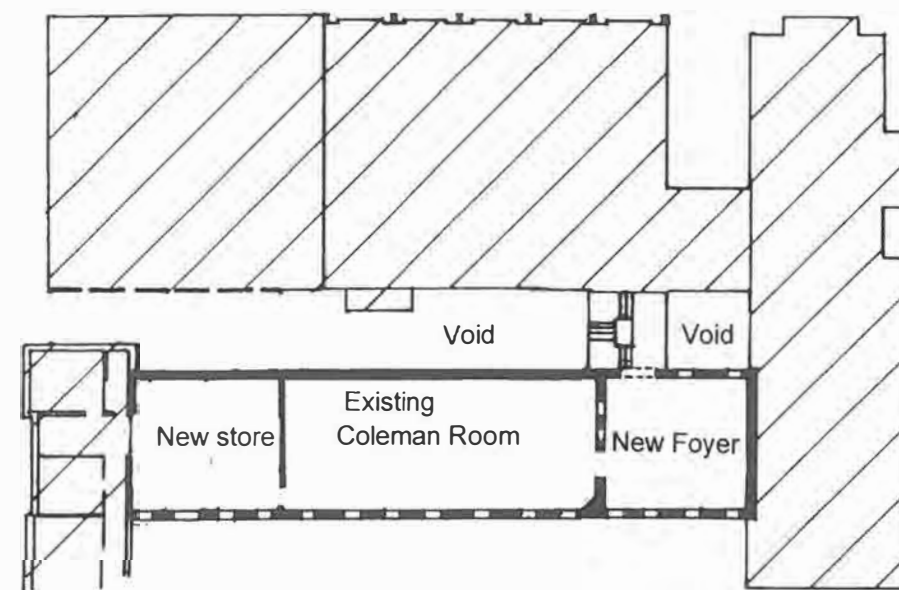
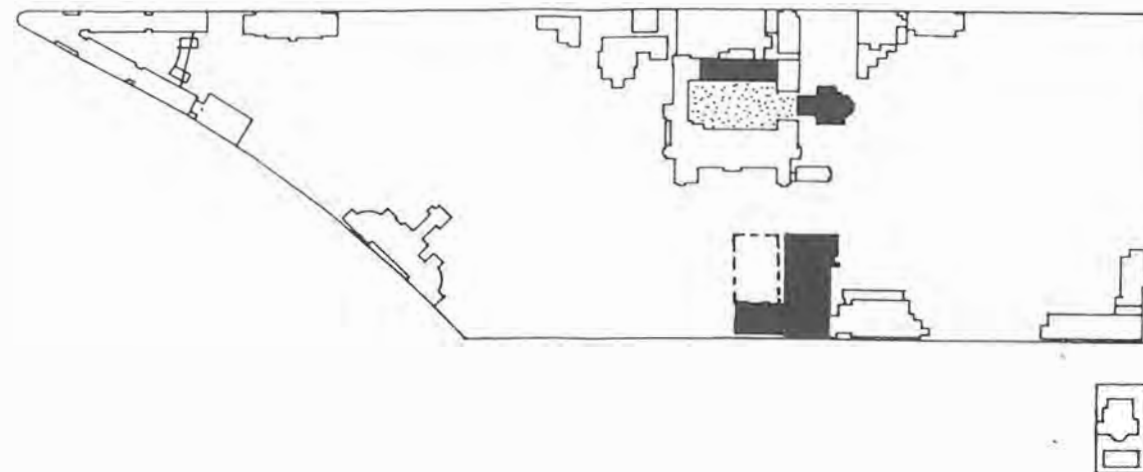


Figure 23  
MUSIC - ORCHESTRAL REHEARSAL  
MEMORIAL HALL



FIRST FLOOR  
North Quadrangle

Figure 24 (B)  
DRAMA - COLEMAN ROOM

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## 6.2 Drama and Theatre

The master plan recommends that the School:

- provide a dedicated drama teaching facility in the Coleman Room
- upgrade the Memorial Hall as the School's main performance venue, including new basement and extension for back-of-house facilities and for an orchestral rehearsal space.
- continue to use the Quadrangle, the Chapel and other School venues for various productions.
- continue to hire off-campus facilities on an as needs basis for large School productions not able to be accommodated on site.

Currently drama, theatre and music are widely spread in various venues within the campus as well as occasionally outside the School. This reflects the School's need for access to multiple specialised venues of different seating capacities and performance formats. The vast majority of teaching, performance and rehearsal can be accommodated within School facilities, albeit upgraded. The Memorial hall will remain the central venue since it could seat the whole School. Its shortcomings as a performance venue relate mostly to the inadequacy of the stage, wings and back-of-house facilities. It was designed as a flat floor flexible assembly and presentation venue and, in that sense, it still works well.

Given the significance of Memorial Hall it will continue to be the main School assembly, function and performance venue. Significant improvements can be made but within the limitations of the historic structure and its siting (e.g. the back wall of the stage is on the Bromby Street boundary). The idea of building a new dedicated Performing Arts Centre at South Yarra has not been advanced due to the expense and lack of an appropriate site. The various School plays, musicals, orchestral, band and chamber concerts are normally conducted in the following venues, all of which are to remain:

- Memorial Hall
- The Quadrangle (outdoor)
- Coleman Room
- The Chapel.

The School can continue to hire outside venues like St Martins Theatre, the Melbourne Concert hall, or the Robert Blackwood Hall for occasional special events not able to be accommodated within the School (e.g. annual concert and play).

The requirements for the teaching, rehearsal and performance of music are also dealt within Section 6.3.

The teaching of drama will occur in the Coleman Room, which is a flexible flat floor venue of 174 m<sup>2</sup>. (Figure 24). It is intended to build a new 250 seat tiered lecture theatre as part of the library project. This will significantly reduce the use of the Coleman room for year group functions, thereby allowing the space to be properly timetabled for Drama.



The upgrade of Memorial Hall then becomes very important for the delivery of music, drama and theatre, as well as assemblies, presentations, examinations, reunions and other functions (Figure 25).

The seating capacity of the Hall is:

- 220 examination candidates (ground level only)
- 733 seated ground floor (stackable)
- 75 balcony (increase to 175 when classroom removed).

The upgrade should include the following proposed works:

- increase stage size and the wings, and fly tower as far as constraints will allow.
- possible retractable seating (500) format, although retain flat floor for flexibility.
- New control room, on the balcony for sound, lighting and projection (demolish classroom).
- improved lighting facilities.
- restore seating capacity to balcony (possible rebuild in new format).
- direct stair access from wings to understage.
- renovate understage (former maintenance workshop) for props workshop and store, and general back-of-house and link to new basement beyond.
- remove storage areas to former west cloisters and restore.
- Construct new orchestral rehearsal and instrument storage room, linked directly to Hall and Stage.
- Construct new basement for ancillary facilities such as prop and costume stores, dressing change facilities, toilets, workshop, extra rehearsal space, chair store, bump in and bump out spaces, etc. Provide platform floor hoist up to stage level.
- Completely refit the interior of the Hall.

The proposed relocation of the Steele Driveway to align axially with the Witherby Tower and the South Quadrangle has been suggested by the School as a way of improving this important entrance from the south. The idea of relocating the driveway has created the opportunity to expand the Memorial Hall westward in a similar manner to the Centenary Building to the east but on a smaller scale.

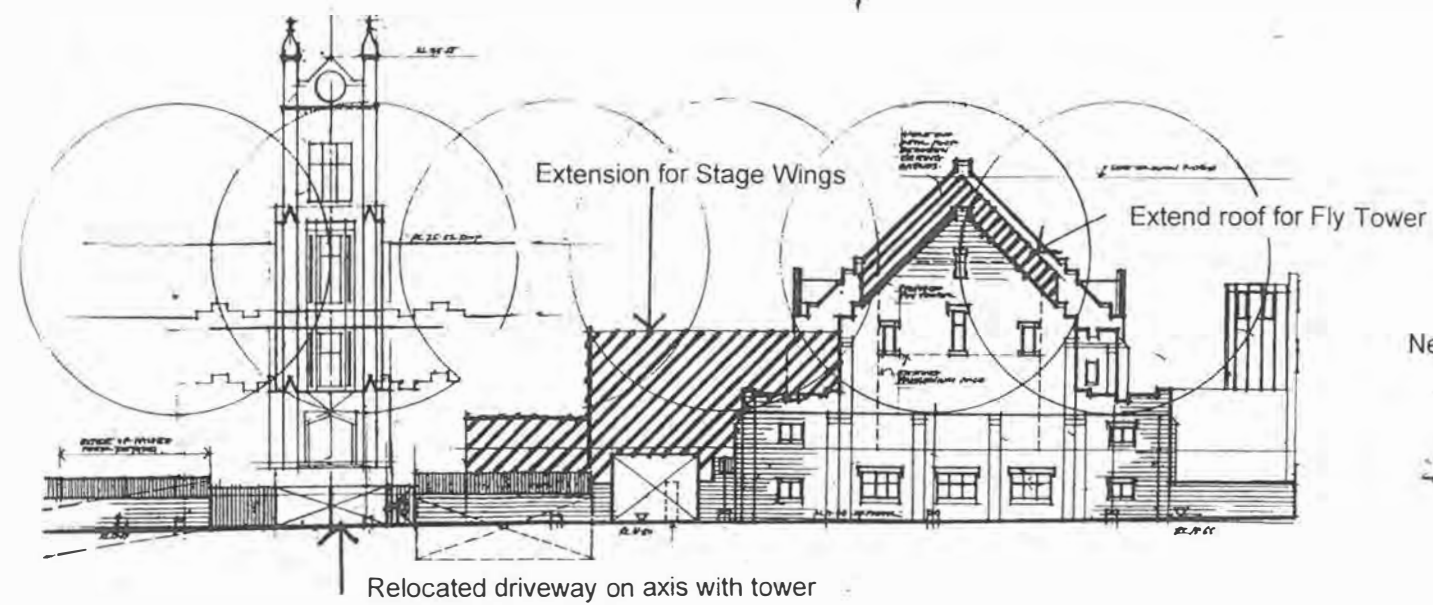
The relocation of the Steele Driveway and modifications to the Bromby Street retaining wall will require Heritage Victoria approval, since the retaining wall is listed on the register. There are precedents for relocating gates and fences within the School, and the proposal is to shift the existing stone walls into the new driveway location on axis with the Witherby Tower. This not only provides an improved vista of the South Quadrangle and Tower, it also creates the opportunity to improve the outdoor spaces to the west of the Hall. By restoring the open cloisters to the west, a new outdoor gathering and spillover space will be created, either as a lawn or Terrace.

The above ground addition to the west of the Hall will be at stage level and provide much needed stage wings and prop assembly space. This new addition is envisaged as being similar to the Cafeteria extension, being a voluminous, single space with part glazing at the low level and bluestone and zinc cladding above. At the lower level, an expanded basement built around the existing underground substation will provide a new back-of-house facility for the Hall.

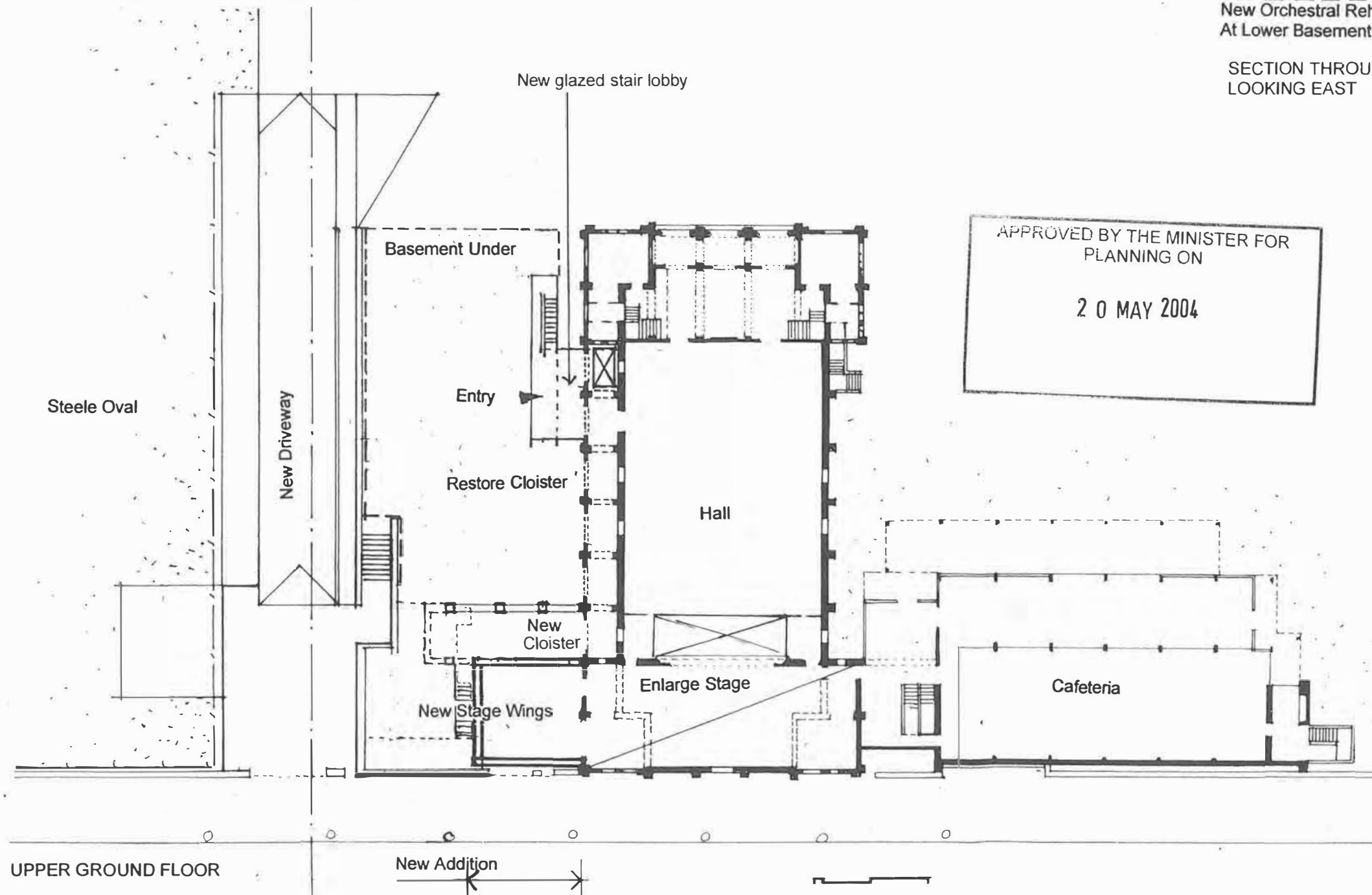
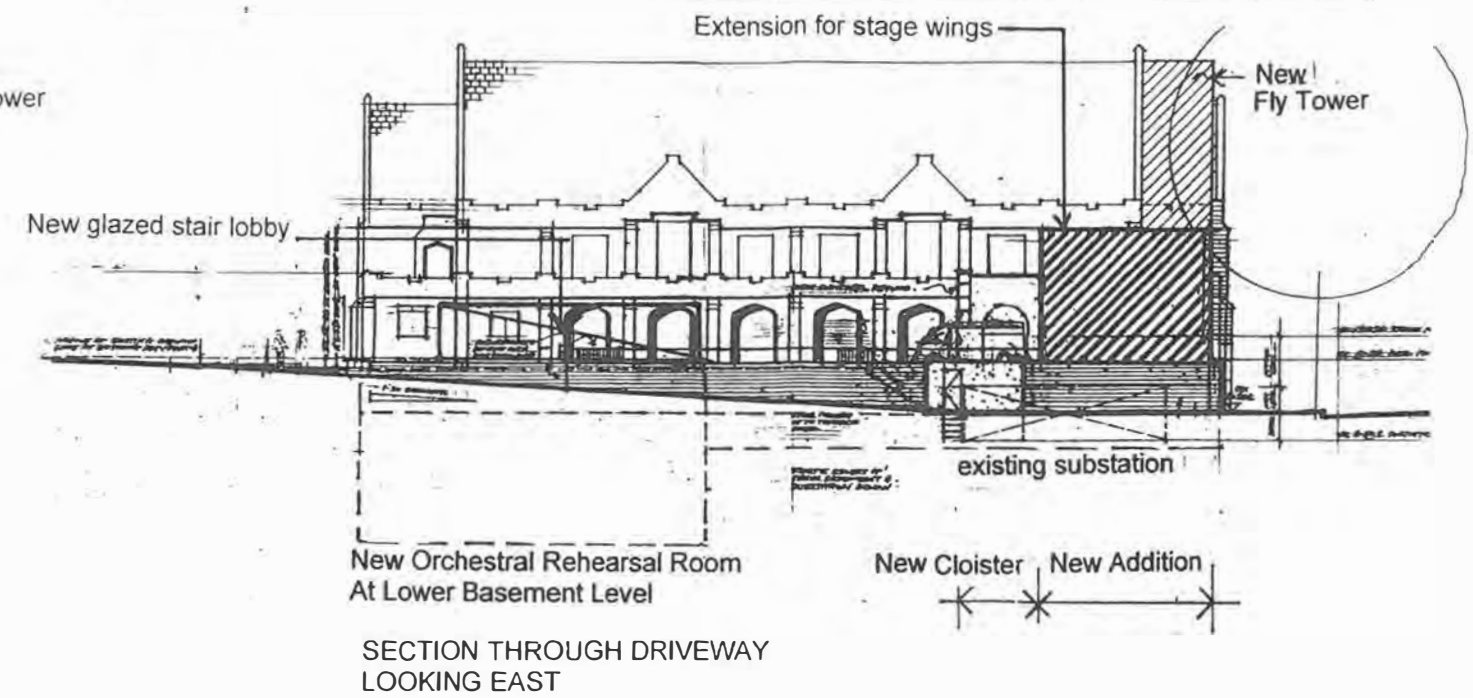
The relocation of the Steele Driveway bisects the existing astro turf sports zone at the eastern edge of the Steele Oval. The proposed new sporting complex at Todd Road Port Melbourne will allow a new configuration of Steele Oval facilities. Refer to Section 6.11.2 for the proposed new layout for the Steele Oval area.

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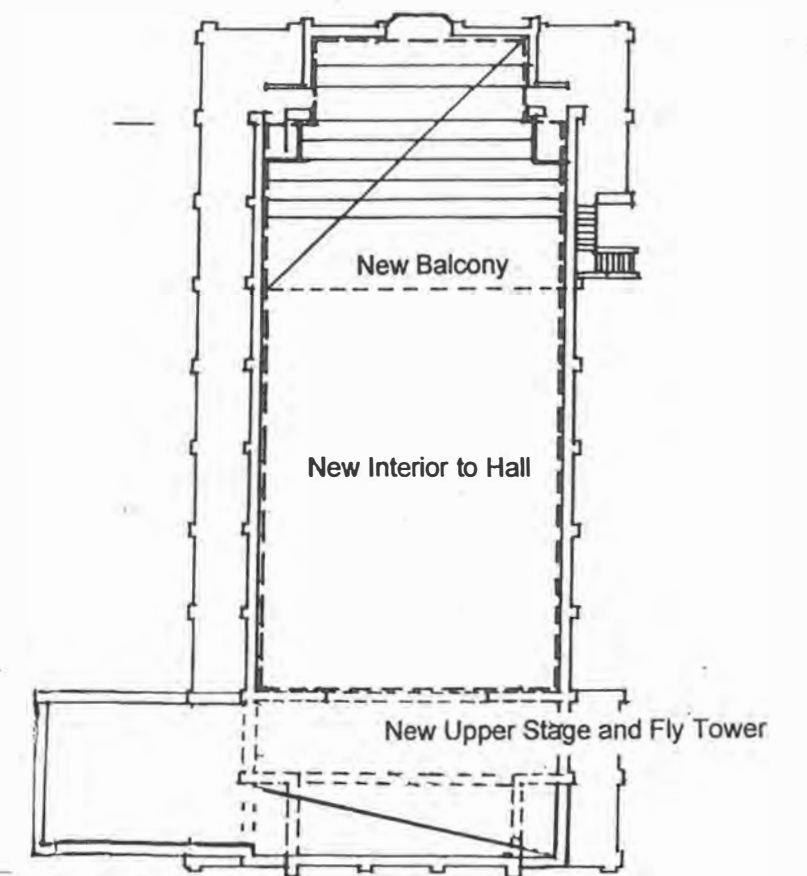
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BROMBY STREET ELEVATION

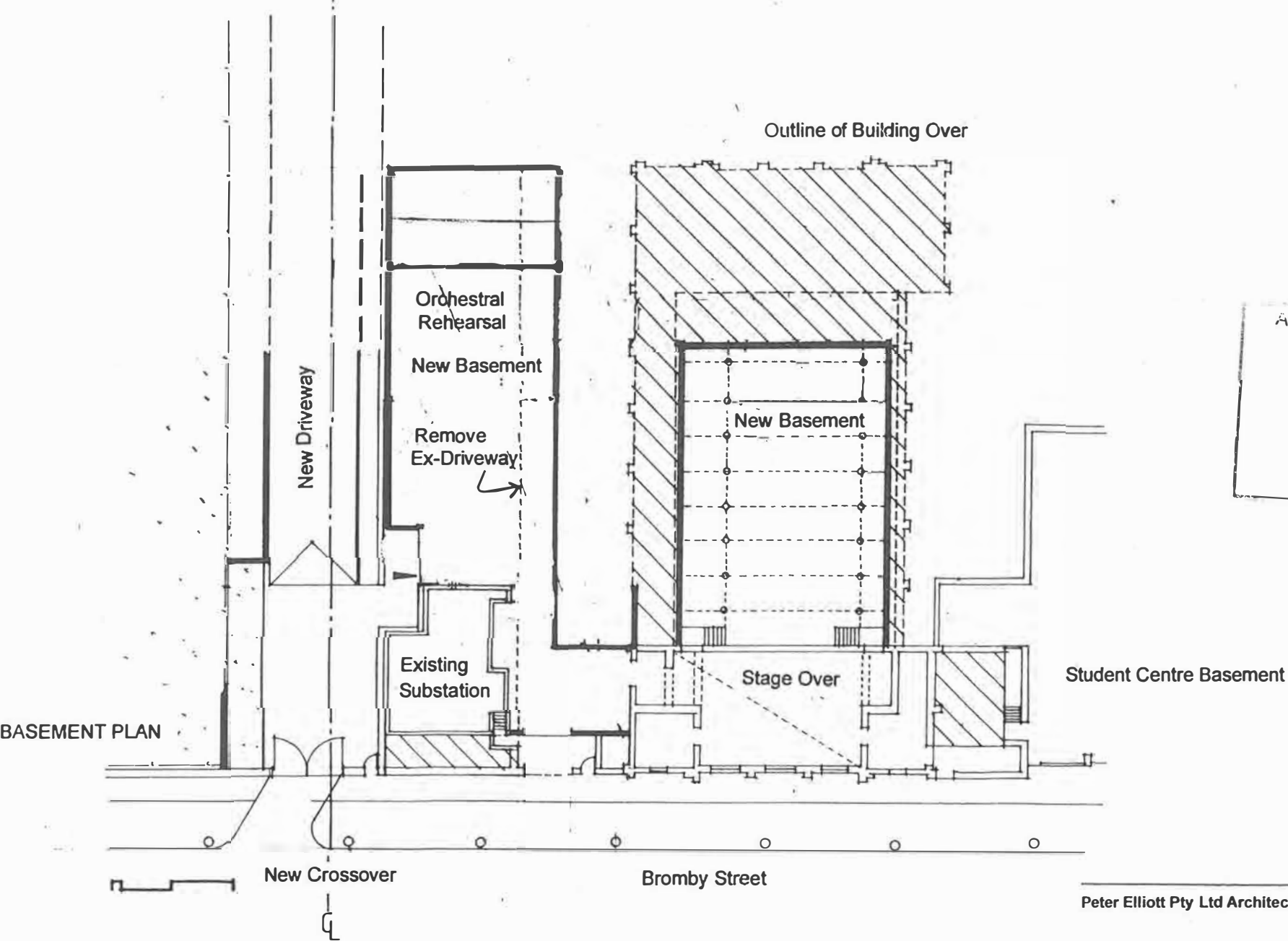
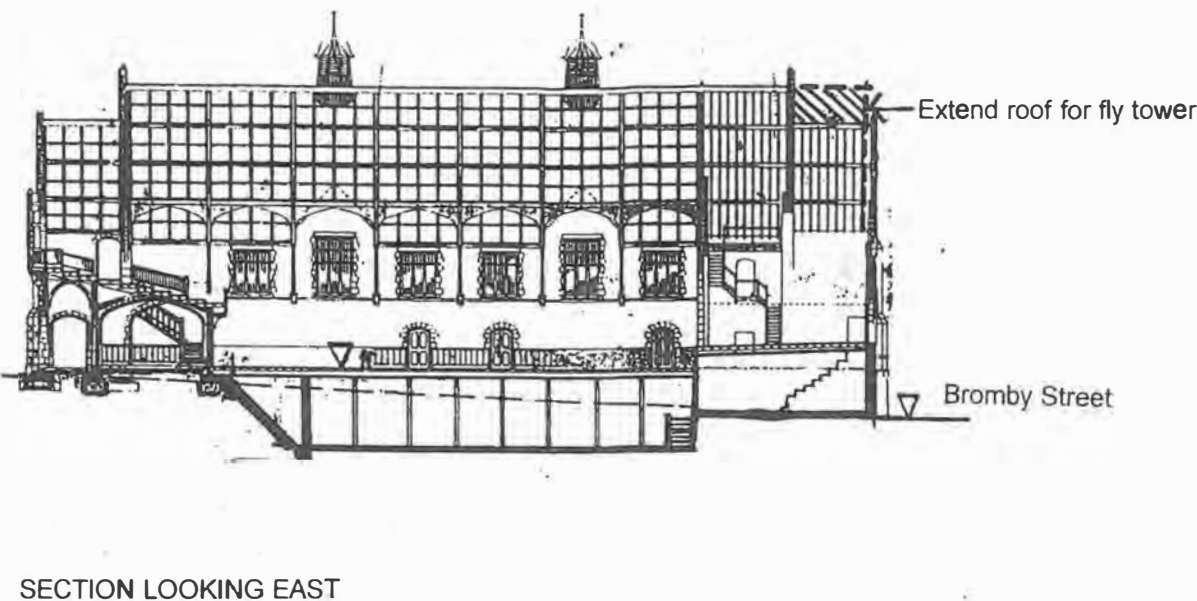
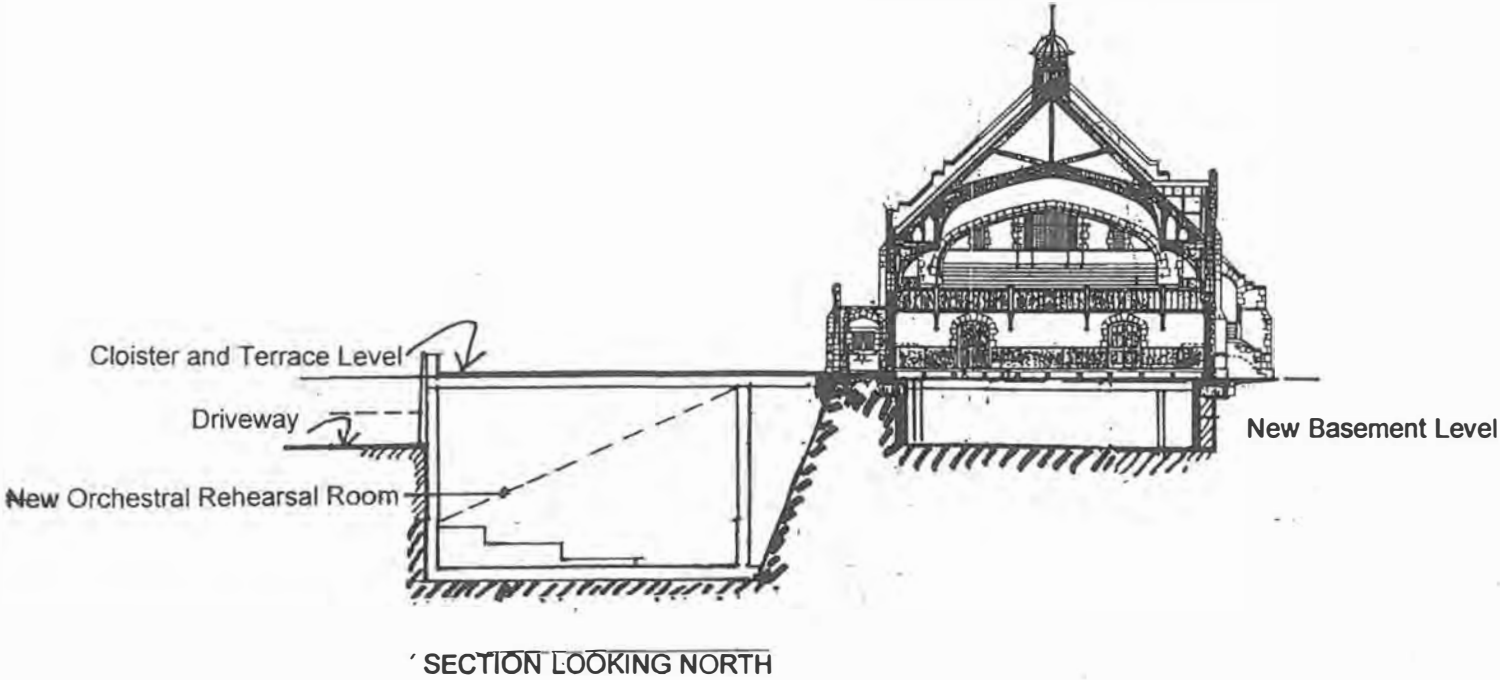


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UPPER LEVEL PLAN

Figure 25a  
MEMORIAL HALL  
ALTERATIONS & EXTENSIONS



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Figure 25b (A)  
MEMORIAL HALL  
ALTERATIONS & EXTENSIONS

### 6.3 Library Resource Centre

The master plan recommends that the School:

- a) undertake a significant new development along the Domain Road frontage to accommodate a new Library Resource Centre, Lecture Theatre and I.T. Department.
- b) provide an improved access and circulation system by separating all built form from the North face of the North Quadrangle Building. This will involve the modification of the Luxton Dining Hall and associated facilities.

#### 6.3.1 Requirements

The I.T. Library Resource Centre will serve the students and staff of both Wadhurst and the Senior School. Having a combined client base of about 1200 students and 115 academic staff, it will need to be significantly larger than the current Morris Library. The existing Senior School Library was built in its current form in 1976, concurrently with the Luxton Dining Hall. The existing Wadhurst Library is temporarily housed in a new building designed to become a gymnasium.

The Library Resource Centre will be a space to store and provide access for printed, hard copy, audio visual and electronic resources and include the following sub-spaces:

Book, Poster, Newspaper, Periodical and large format folio display sections, Video and Audio collections, Reserve Collection, Literature Files, Catalogue access, wide reading area, electronic study and resources area, circulation and loans desk, security zone and foyer, CD ROM store, staff offices and work room, seminar room, special collection, closed stack, lecture theatre and amenities.

Section 6.4, separately details the requirements for the I.T. department, although it is intended that it forms part of a combined facility.

#### 6.3.2 Existing Space Provision

For comparative purposes, the areas of following existing facilities are listed:

a)	Existing Senior Library	770 m <sup>2</sup>	FECA
b)	Existing Wadhurst Library (Temporary & Excludes mezzanine)	290 m <sup>2</sup>	FECA
	<b>COMBINED TOTAL</b>	<b>1060 m<sup>2</sup></b>	

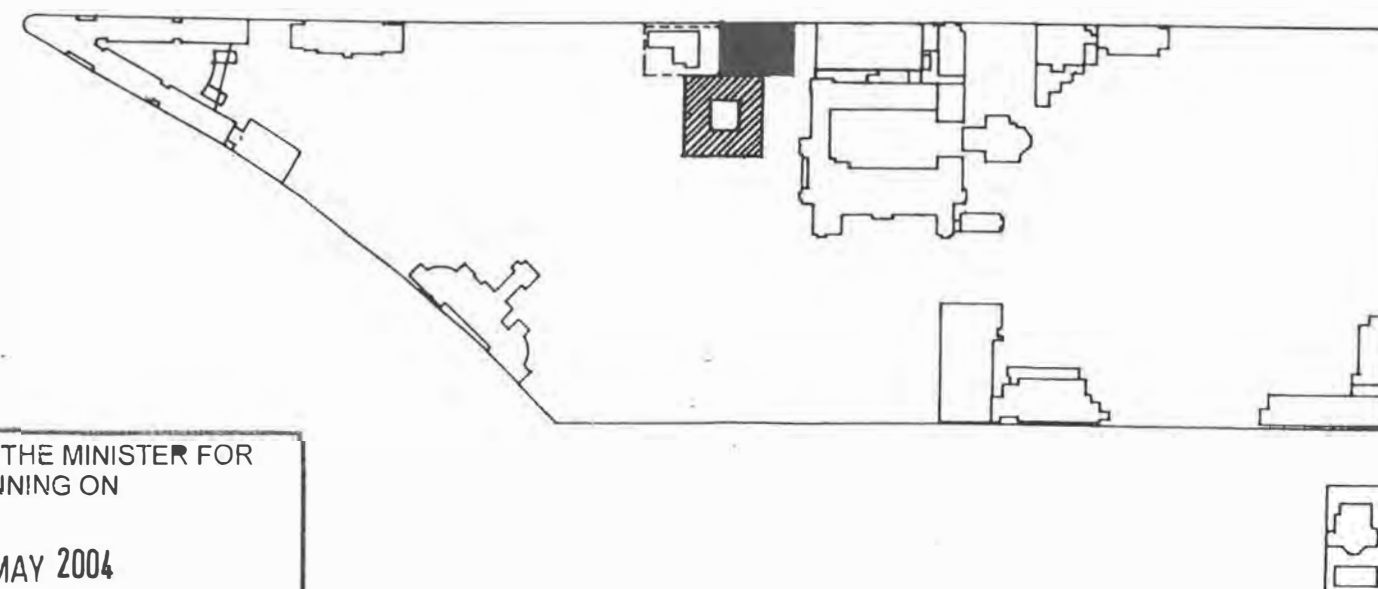
#### 6.3.3 Projected Space

From the brief prepared by the School, the following areas have been projected for master plan purposes:

a)	New Library Resource Centre		
i)	Entry, circulation desk and open access book display etc.	1000 m <sup>2</sup>	FECA
ii)	Staff areas, closed stack, etc.	230 m <sup>2</sup>	FECA
b)	New I.T. Department I.T. support, classrooms, etc.	395 m <sup>2</sup>	FECA
c)	New 250 seat Lecture Theatre Theatre, Foyer and Amenities	500 m <sup>2</sup>	FECA
d)	Publications, say	-100 m <sup>2</sup>	
	<b>SUBTOTAL</b>	<b>2225 m<sup>2</sup></b>	<b>FECA</b>

#### NOTE:

- FECA = Fully Enclosed Covered Area, i.e. total area measured to the inside face of all external walls.
- An itemised space projection table is included at the end of this Section 6.3.
- For I.T. Department requirements, cross refer to Section 6.4.



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### 6.3.4 Siting Options

Given the size of the new library, I.T. Complex (2225 m<sup>2</sup> FECA) and the requirement for a central location to serve both Wadhurst and Senior School, the only suitable site available is in the vicinity of Old School House, along the Domain Road frontage (Figure 26).

An option to refurbish and extend the existing Senior Library was investigated, but did not satisfy, access, functionality, area, or logistic requirements. The Morris Library is currently entered via an internalised stair accessed from a passageway in the North Quadrangle, making it effectively landlocked.

The most significant impediment to expanding the existing Senior Library is the lack of available site and floor area to accommodate the new complex. Even with the relocation of the Luxton Dining Hall and kitchens on the ground floor, there would still be insufficient space. Equally, whilst the existing 1976 Dining Hall and Morris Library extension appears to have been designed to take an additional floor, this is not recommended. Adding more building bulk along the northern boundary would further impact on the Quadrangle Buildings in an unacceptable way.

A new building is therefore proposed on the site of Old School House (demolish) and beyond. The size of the complex (2225 m<sup>2</sup> FECA) requires a building of 2 to 3 levels with a significant proportion located in a top lit basement format.

Whilst this portion of the Domain Road frontage offers the most possibilities for a new development, there are still significant constraints on any new built form to both footprint and vertical scale. This is due to its close proximity to the heritage registered Quadrangle complex, the large Elm tree, the edge of the Wadhurst Oval and the former Headmaster's Residence at 47 Domain Road (Figure 27).

The status of the former Headmaster's Residence (103) is problematic, since whilst it is not considered significant in Robert Sands' Conservation Plan (1999), it has been added to the Heritage Victoria Register (revision 2000). The residence (now the Bursar's Office) lies within a future Building Envelope, which is expansion space for the IT Library complex. As outlined in Section 3.3.4 Future Development, and the Conservation Plan, Generally the buildings along the Domain Road frontage are "able to be altered, redeveloped or removed depending on their ranking". The building envelope defines the maximum built form in a particular location. This may include the retention of the existing building, or equally it may involve, alterations, additions, or even removal, subject to Heritage Victoria's approval.

The footprint of the new Library IT complex, is then defined by Domain Road (north), the entry accessway to the North Quadrangle (east), 47 Domain Road (west), and the Elm Tree/Wadhurst Oval (south). The height of the new building should rise no more than an equivalent scale to the Quadrangle complex. This will probably mean two effective storeys above ground, plus basements.

The entry to the new complex is likely to be on the south facing the historic forecourt to the main Quadrangle building. This provides easy access for students from Wadhurst, but poses a problem for Senior School, since the Luxton Dining Hall and the West Quadrangle block any effective pathway.

It is therefore recommended that a new accessway be created along the north face of the North Quadrangle. This will not only have the significant benefit of improving circulation; it will open up the face of the North Quadrangle to view again, and better resolve a rather unfortunate interface with the Luxton Dining Hall.

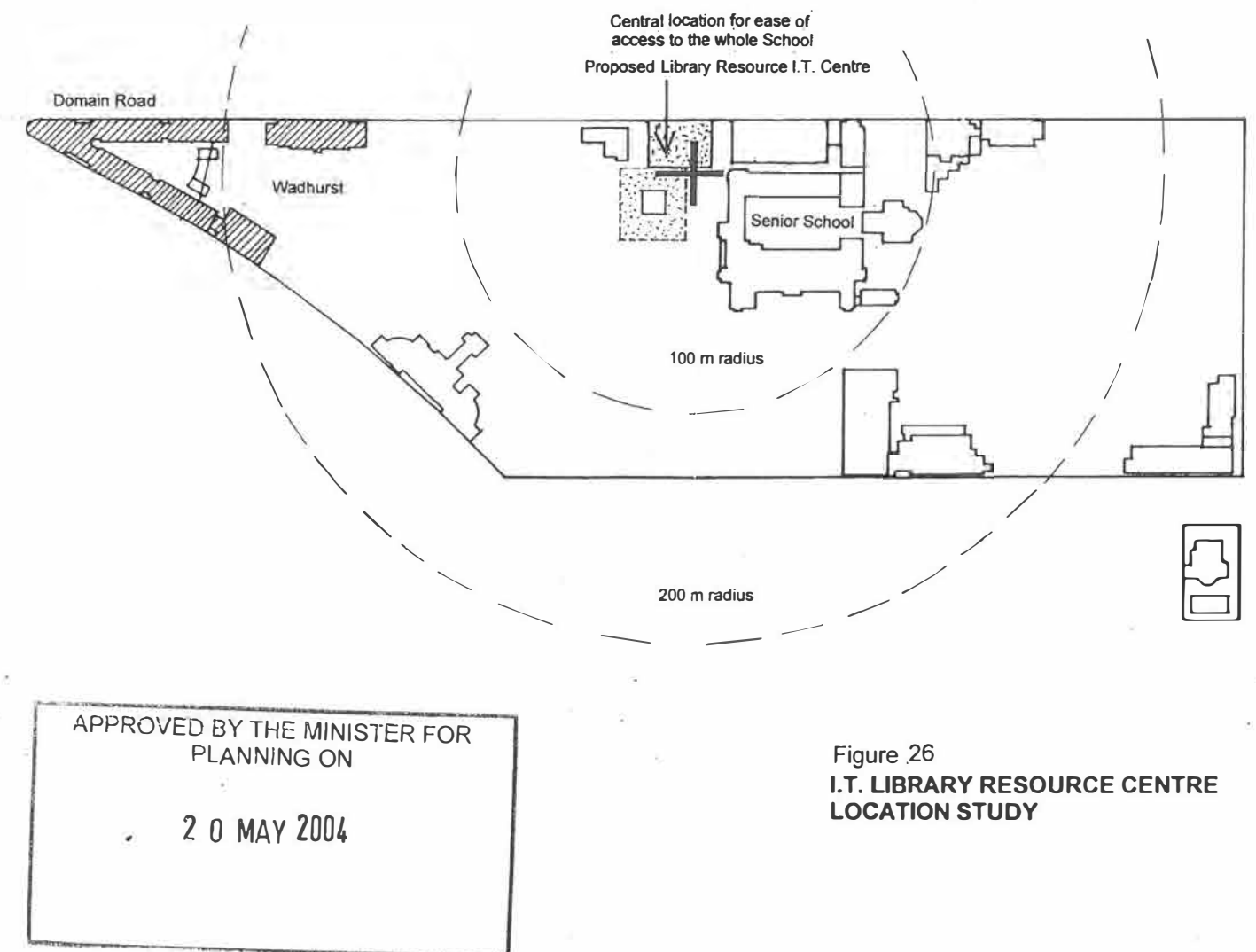


Figure 26  
I.T. LIBRARY RESOURCE CENTRE  
LOCATION STUDY



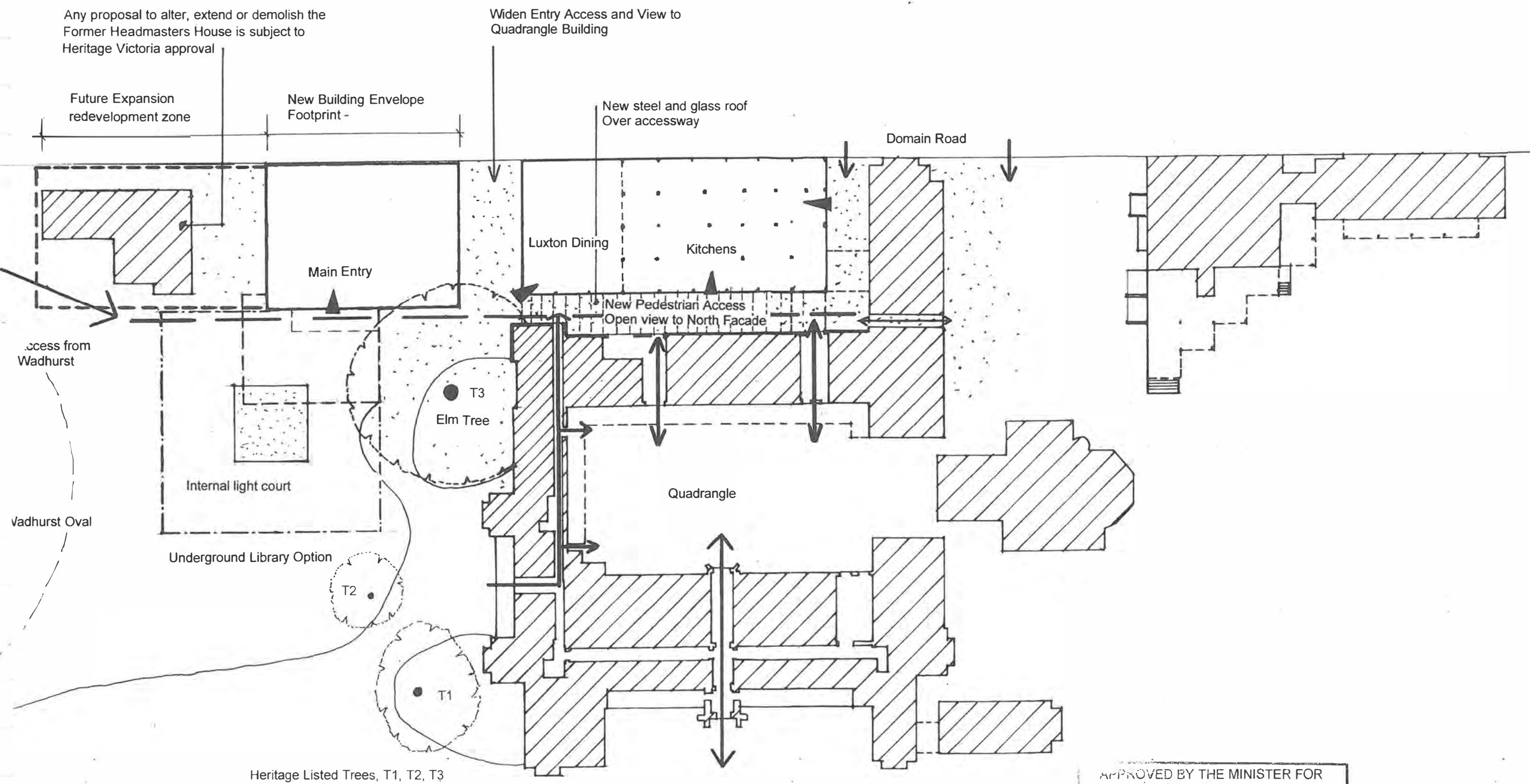


Figure 27 (B)  
I.T. LIBRARY RESOURCE CENTRE  
SITING STUDY

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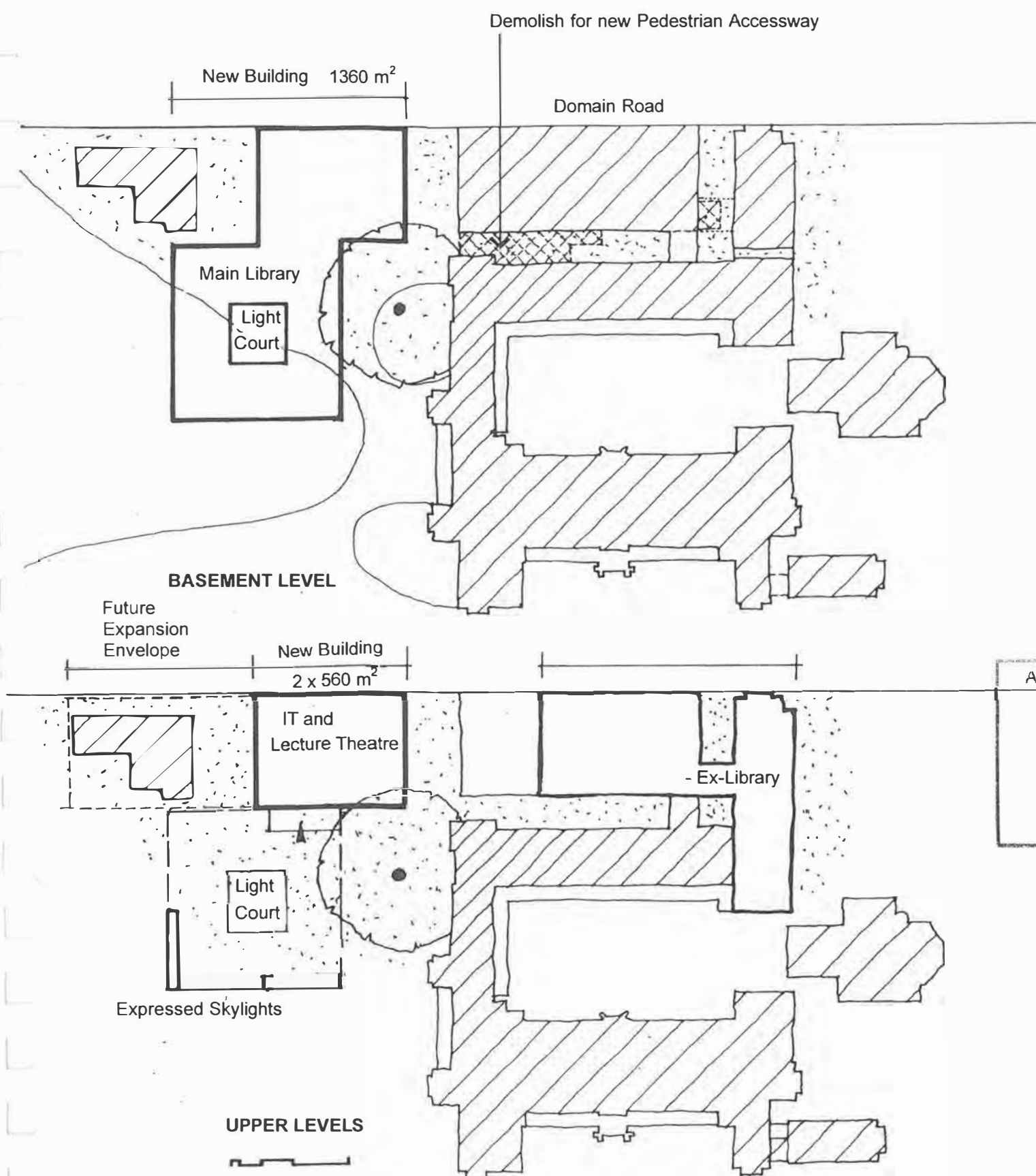


Figure 28  
I.T. LIBRARY RESOURCE CENTRE  
ENVELOPE STUDY

### 6.3.5 The Proposal

The proposal is to construct the main Library underground on a single level, with a central light court and other roof top skylights (Figure 28). The roof of the Library would be turf covered, since it forms the main western forecourt to the Quadrangle. Such a building has interesting architectural and environmental design possibilities. It also leaves the western face of the Quadrangle uninterrupted to view and opens up the north face in a much improved way (Figure 29).

The above ground components of the complex then will house Information Technology and the 250 seat Lecture Theatre. This will be in a more compact two-storey building, having a major ground level entry foyer which services the Lecture Theatre, IT one level over and the Library one level below. The foyer will contain a passenger and goods lift serving all levels.

Internally the book stack can line the outer basement walls, with useable study space wrapped around an internal sunken light court. The light court also acts as a secure outdoor teaching and study space, associated with the library.

From a logistic point of view, this proposal has the least disruption to the operation of the School, since the new building can be built independently of the existing building stock. Once the new building is complete, and the former Library vacated, refurbishment works can then be undertaken on the freed space (see Section 6.6 L.O.T.E. Centre).

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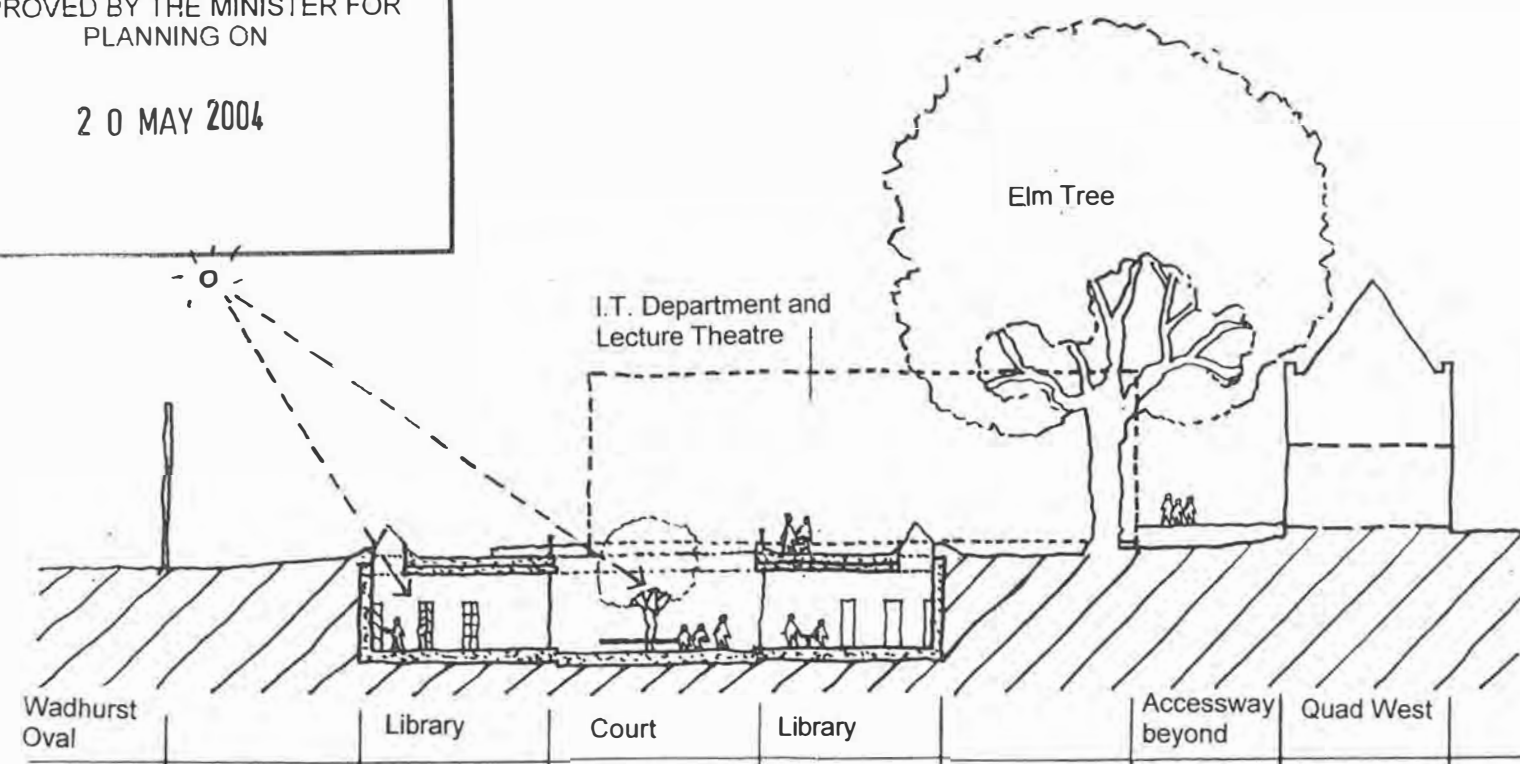


Figure 29  
NOTIONAL SECTION LOOKING NORTH  
NEW LIBRARY RESOURCE CENTRE

## New I.T. Library Resource Centre

Facility	Space Required FECA	Space Available FECA Footprint
a) Demolish School House New I.T. Library Resource Building <ul style="list-style-type: none"> <li>Basement Main Library</li> <li>Ground Floor Lecture Theatre and Entry Lobby</li> <li>First Floor I.T.</li> </ul>	1230 m <sup>2</sup>  560 m <sup>2</sup> 395 m <sup>2</sup>	1360 m <sup>2</sup>  560 m <sup>2</sup> 560 m <sup>2</sup>
b) Retain Dining Hall but reduce and alter to create east west accessway to Quadrangle North	space lost 100 m <sup>2</sup>	ex-publications 100 m <sup>2</sup>
c) Existing Library is Surplus for another use.	-	770 m <sup>2</sup> available

## 6.3.6 New Accessway - North Quadrangle

The need to create a new passageway along the north face of the Quadrangle building requires alterations to the Luxton Dining Hall, associated areas, and the stairways serving the Morris Library on the first floor.

The Dining Hall will be maintained at its existing size of 300 m<sup>2</sup>, but reconfigured internally, once the southern end of the room is demolished for the new accessway. This will also involve relocation of the servery and the private dining room (Giles Room). With the relocation of publications (100 m<sup>2</sup>) and the probable rationalisation of the laundry, sufficient space exists for this reorganisation.

The stairways serving the first floor, along with service ducts and boilers, can be rationalised as part of the refurbishment of the vacated Library.

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## SPACE PROJECTION - I.T. Library Resource Centre

AREA	NETT m <sup>2</sup>	FECA m <sup>2</sup>
1.0 Library		
1.1 Book Display 60,000 volumes plus growth @ 1 m <sup>2</sup> /180 books	335 m <sup>2</sup>	
1.2 Newspaper Display 20 student @ 3 m <sup>2</sup>	60 m <sup>2</sup>	
1.3 Periodical Display 6 Students, 200 Volumes @ 5 m <sup>2</sup>	30 m <sup>2</sup>	
1.4 Video and Audio Collection Compactus for 5,000 units, @ 20 linear metres	12 m <sup>2</sup>	
1.5 Poster Collection 300 items on racks	8 m <sup>2</sup>	
1.6 Reserve Collection 800 items	10 m <sup>2</sup>	
1.7 Literature Files Filing cabinets, say 15	12 m <sup>2</sup>	
1.8 Catalogue Access 18 Computers x 4 m <sup>2</sup>	72 m <sup>2</sup>	
1.9 Large Format Folios 300 items/ m <sup>2</sup> /60+	5 m <sup>2</sup>	
1.10 Reading 25 Students easy format @ 2.5 m <sup>2</sup>	65 m <sup>2</sup>	
1.11 Electronic Study 25 Student corals @ 2.5 m <sup>2</sup>	65 m <sup>2</sup>	
1.12 Circulation/Loans Desk 3 Staff	60 m <sup>2</sup>	
1.13 Security Barriers	15 m <sup>2</sup>	
1.14 Foyer	50 m <sup>2</sup>	
1.15 CD ROM Store (See 1.12)		800 m <sup>2</sup> x 1.25 = 1000 m <sup>2</sup>
2.0 Director's Office	16 m <sup>2</sup>	
3.0 Staff Work Area 7 Staff @ 7 m <sup>2</sup> plus ancillary and Compactus	100 m <sup>2</sup>	
4.0 Seminar Room 15 Students @ tables @ 2.3 m <sup>2</sup>	35 m <sup>2</sup>	
5.0 Special Collection 6,000 items, Limited access 1 m <sup>2</sup> /180 books	30 m <sup>2</sup>	
6.0 Closed Stack 2,000 items, Compactus 1 m <sup>2</sup> /360 books	6 m <sup>2</sup>	187 m <sup>2</sup> x 1.25 = 233 m <sup>2</sup>
7.0 Student Electronic Resource 12 Students and equipment plus 4 workstations	50 m <sup>2</sup>	
8.0 Technical Support (I.T.) 3 People plus store and workspace	38 m <sup>2</sup>	
9.0 A.V. Viewing 8 Students	15 m <sup>2</sup>	
10.0 Classrooms 2 x Standard classrooms @ 60	120 m <sup>2</sup>	
11.0 Director's Computing Office	15 m <sup>2</sup>	
12.0 Systems Manager's Office	12 m <sup>2</sup>	
13.0 Help Desk	28 m <sup>2</sup>	
14.0 Server Room	35 m <sup>2</sup>	313 m <sup>2</sup> x 1.25 = 391 m <sup>2</sup>
15.0 Lecture Theatre 250 Seat @ 290 Foyer @ 50	340 m <sup>2</sup>	
16.0 Amenities Kitchen/Store	10 m <sup>2</sup>	
17.0 Toilets	50 m <sup>2</sup>	400 m <sup>2</sup> x 1.25 = 500 m <sup>2</sup>
18.0 Reprographics	80 m <sup>2</sup>	80 m <sup>2</sup> x 1.25 = 100 m <sup>2</sup>
TOTALS		1780 m <sup>2</sup> x 1.25 = 2,225 m <sup>2</sup>

#### 6.4 Information Technology Centre

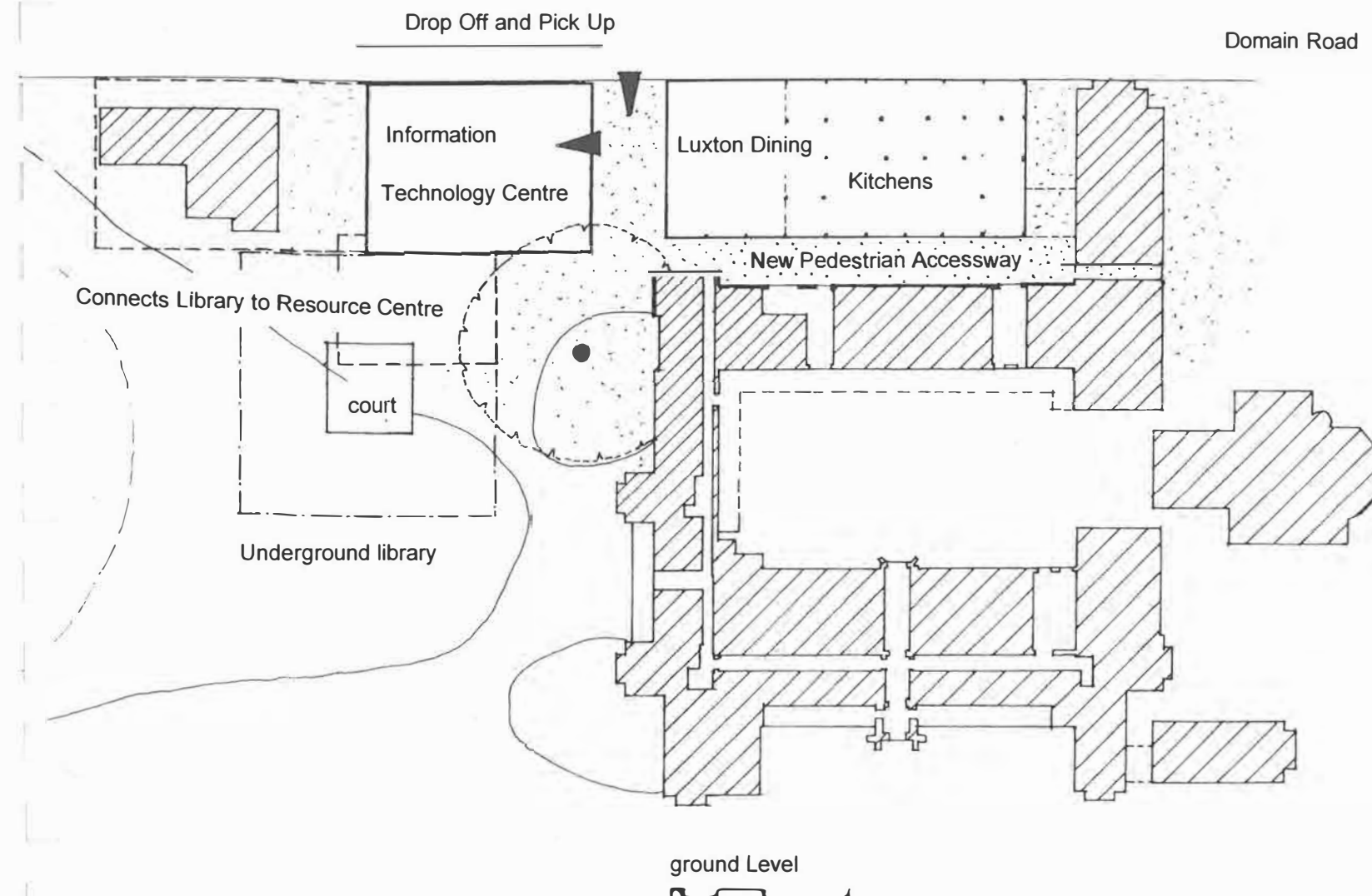
The master plan recommends that the School:

- relocate and upgrade the I.T. Department so as to better serve both Wadhurst and Senior School in a new location along Domain Road*
- configure the I.T. Department to directly interface with the Library Resource Centre as a combined facility*
- restructure the publications section to be incorporated within I.T.*

The Information Technology Department serves both Wadhurst and the Senior School, and therefore needs to be located for convenient access by all students, staff and parents. This is preferably on or near the ground floor and close to the street for ease of drop-off and pick-up of lap top computers to the Help Desk (Figure 30). Information Technology also has a close working relationship with the Library Resource Centre and needs to adjoin this facility. The Information Technology areas are used primarily for student classes although they are also used for staff in-service sessions.

The Department requires approximately **375 m<sup>2</sup> FECA**, and will include: server room, technicians' repair room, storage, student resource area, a double classroom (shared with Library), staff offices and technical support and help desk.

Publications currently occupies **100 m<sup>2</sup>**, although this may reduce if absorbed into I.T.



**Figure 30**  
**I.T. DEPARTMENT**  
**LOCATION STUDY**

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## 6.5 Design Technology Centre

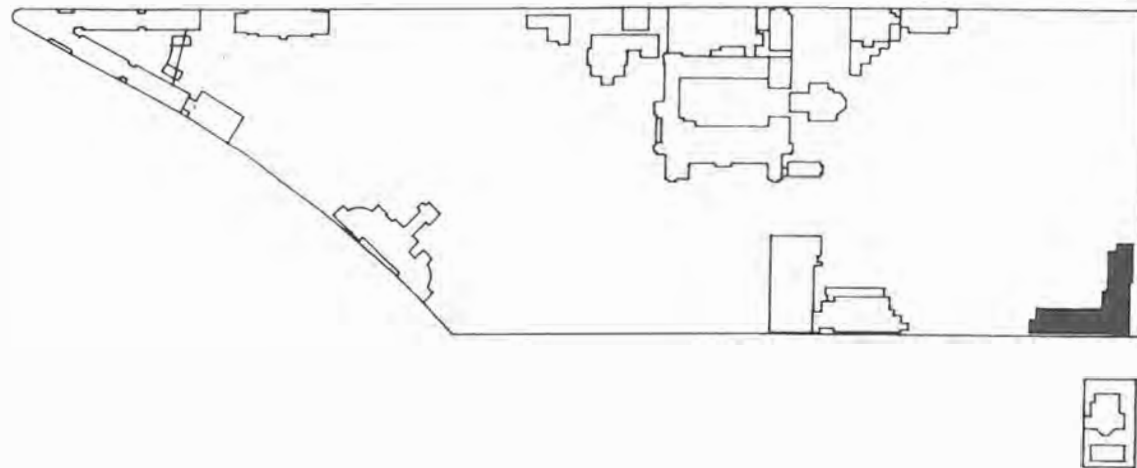
The master plan recommends that the School:

- a) *consolidate the Design Technology Resources and Learning Centre in the basement of the Bromby Buildings in an expanded facility.*

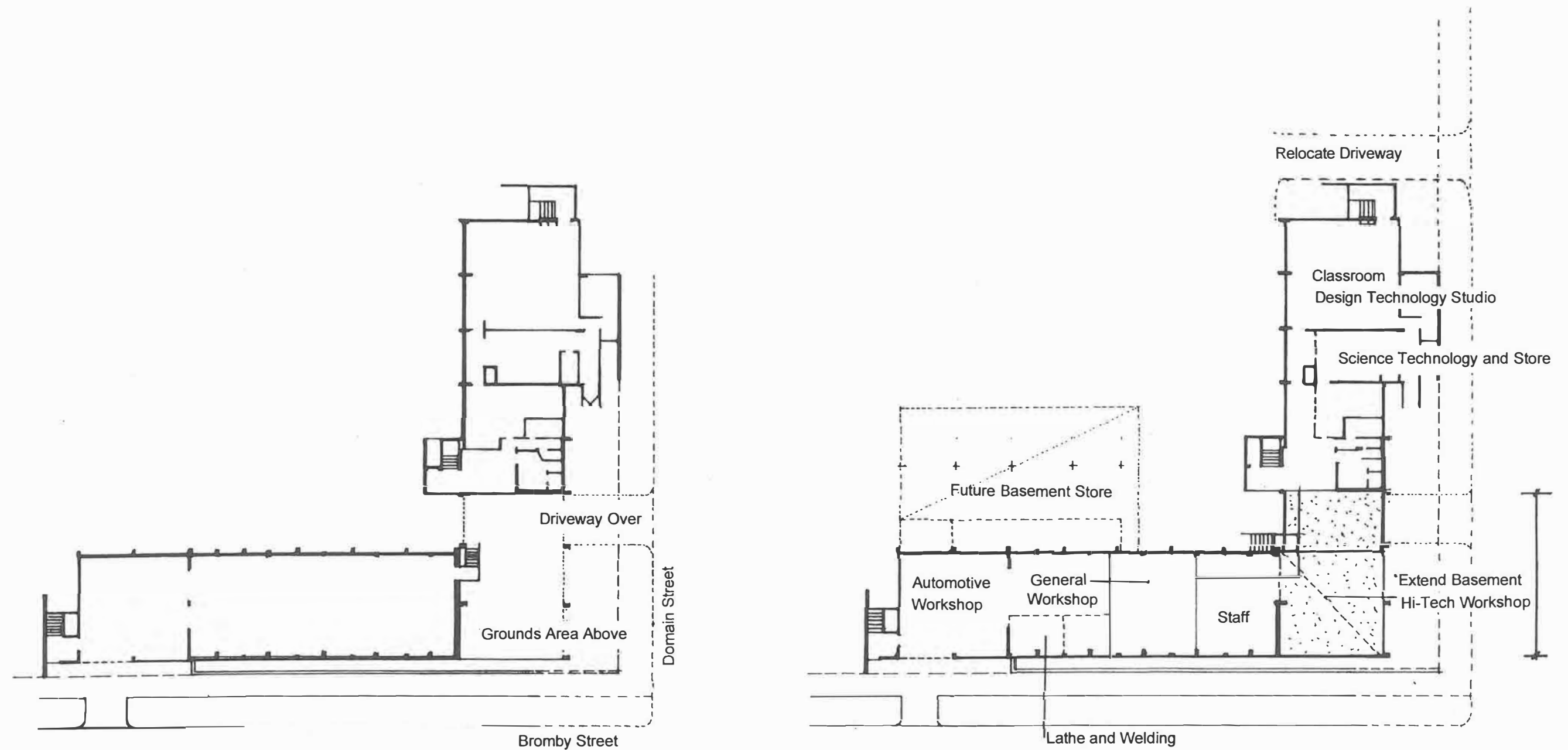
From a curriculum perspective, design technology is a broadly based discipline that could equally fit within a science or creative arts course, depending on the selected emphasis. In this instance, the proposal is to provide studio/workshop facilities where students are encouraged "... to design, make, evaluate and solve problems using a variety of materials and construction processes". Consequently it is closely related to hands-on creative arts spaces, but with a higher level of technology via electronics, instrumentation, robotics, automotive and general materials engineering processes.

Whilst the existing two-storey Motor Works Creative Arts facility has been designed to provide for an additional floor, the Bromby Building is the preferred location. To add a third level to the Motor Works building would be complex, expensive, and is not ideal for machine workshops. It would also adversely alter the high-ceiling top-lit spaces currently a feature of the facility. Such an addition may eventually be necessary, but for the foreseeable future, while simpler solutions exist, it should remain a two-storey building.

Design Technology is currently located in cramped facilities in the basement of Bromby North along with the automotive workshop in Bromby South. As a 3/4 level basement with street level access and natural light, it is ideally suited to general workshop accommodation and is easily expanded to the east into the ex-grounds staff area (Figure 31). Bromby South and Bromby North basements should be joined into a single 'L' shaped facility to maximise the useable space as well as improve access. This will involve the relocation of the central driveway northwards due to the ¾ raised level of the basement. Consolidating design technology in the Bromby Building basement is a sound strategy being well located in relation to both Science laboratories and creative arts studios.







EXISTING BASEMENT

PROPOSED BASEMENT

Figure 31  
DESIGN TECHNOLOGY  
BROMBY BUILDINGS

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6.6 L.O.T.E. Centre

The master plan recommends that the School:  
a) consolidate the L.O.T.E. Centre into the first floor space vacated by the Library.

The L.O.T.E. Centre is to service the teaching of Languages Other Than English, and includes Latin, French, German, Japanese and Chinese.

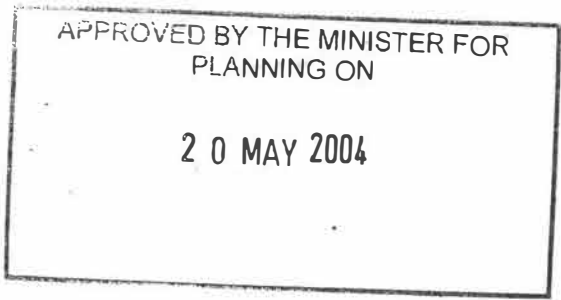
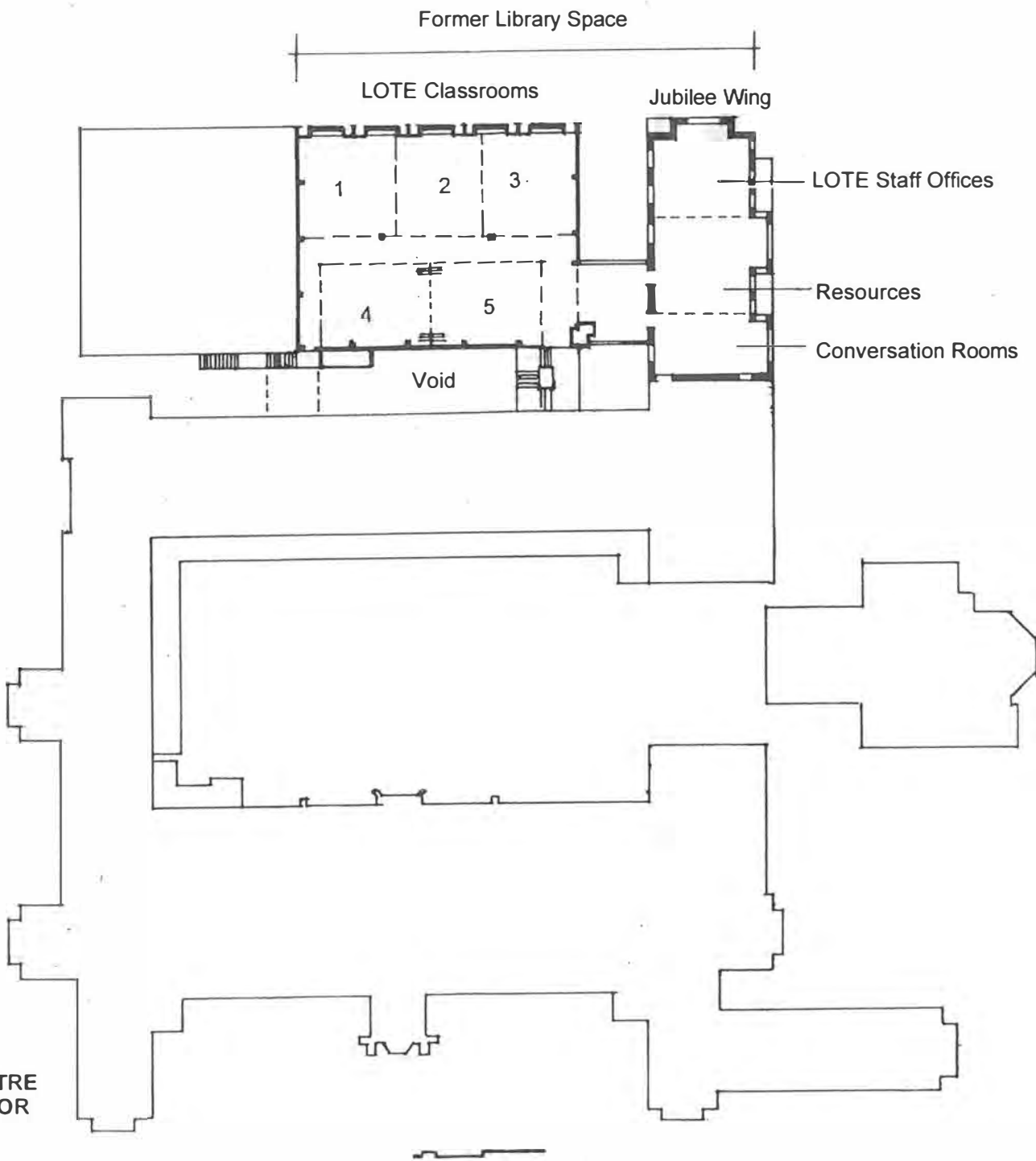
The facility will contain an administrative suite of staff offices, common photocopy, printing and storage, a resource area, with five classrooms and three conversation rooms (Figure 32).

At this point no specialised language laboratories are planned, although the L.O.T.E. centre will share with I.T./Library/Audio Visual and needs nearby access to these facilities.

Space Projection Requirements:

	Nett
• 5 Classrooms @ 60 m <sup>2</sup>	300 m <sup>2</sup>
• Staff accommodation for 13 plus common facilities	85 m <sup>2</sup>
• Conversation Rooms and Resource Area	55 m <sup>2</sup>
<b>TOTAL</b>	<b>440 m<sup>2</sup></b>
Grossing Factor 1.25 x 440 =	550 m <sup>2</sup> FECA

Figure 32  
LOTE CENTRE  
FIRST FLOOR



6.7 Staff Common Room

The master plan recommends that the School

- a) *expand and consolidate the staff common room in its current location by extending into the south east corner of the Quadrangle Building.*

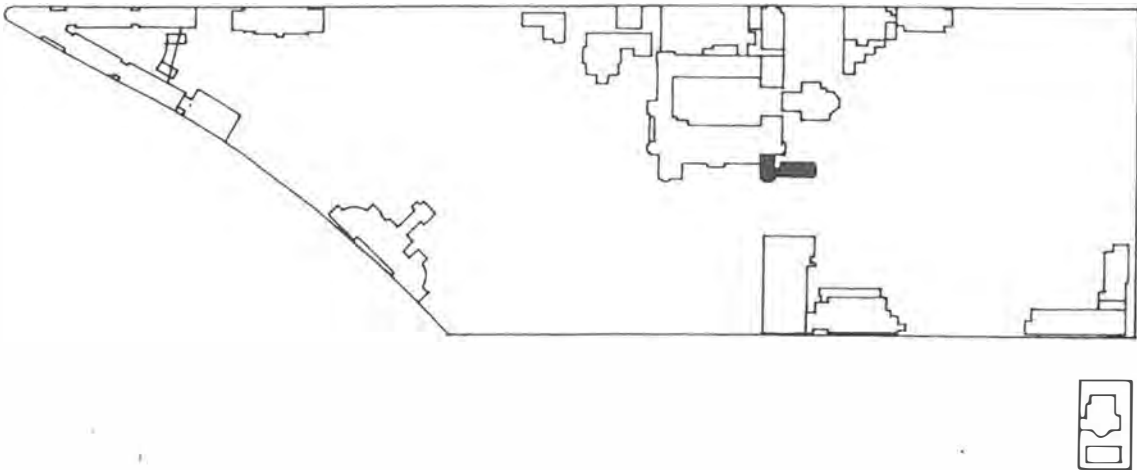
The staff common room (1961) was originally built for 40 people and now typically houses 70 plus on a daily basis. There is no longer a need for dedicated staff work areas as originally designed, given that staff studies are now distributed around the campus. There is a need though to expand and reconfigure the facility to accommodate up to 100 staff at various times, for meetings, social and professional gatherings, work preparation, photocopying, disseminating information (pigeon holes and notice boards) and change rooms. The current three-level format is good, albeit too small, with change facilities on the lower level, work room in the midlevel and Jarrett Room above. The common room is well located, being in a central and prominent position.

Whilst the common room has been built in the same manner as the South Quadrangle (a registered heritage building), it has no heritage significance. Given the location, though, it would be both expensive and difficult to significantly alter the external fabric of the common room. It is therefore recommended to expand into the south (east) Quadrangle building by occupying and altering the interior to existing rooms Q007 and Q009 (Figure 33). The proposal, is to infill at the first floor, and interlink the south Quadrangle with the common room in the recessive zone above the arched passage (remove the ex-kitchenette). This is subject to heritage approval.

An important aspect of the proposal is the provision of a welcoming lobby zone where staff can pass through to the common room facilities during non-teaching times.

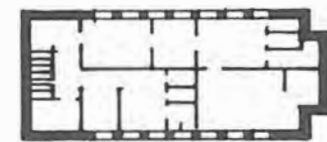
The space projection is as follows:

Area	Existing Useable	Proposed Useable
• Basement	71 m <sup>2</sup>	71 m <sup>2</sup>
• Ground Floor	73 m <sup>2</sup>	100 m <sup>2</sup>
• First Floor	73 m <sup>2</sup>	127 m <sup>2</sup>
TOTAL	217 m <sup>2</sup>	298 m <sup>2</sup>



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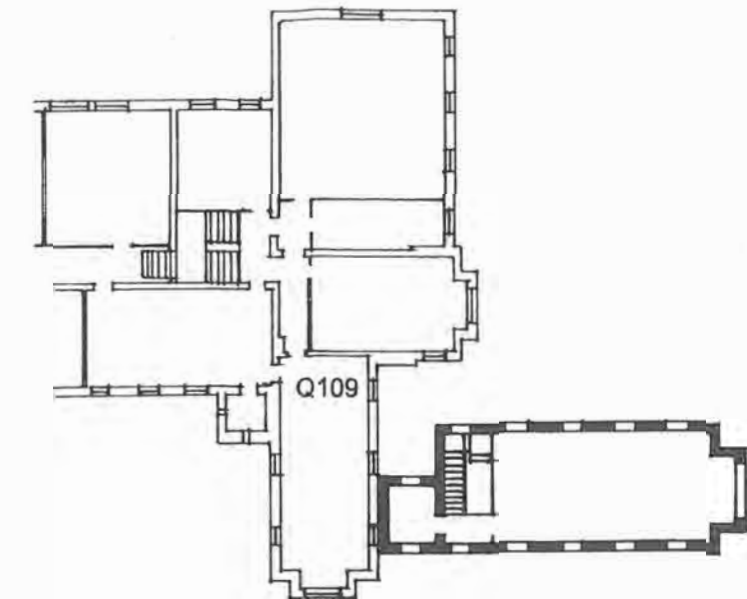
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PLANNING ON  
20 MAY 2004



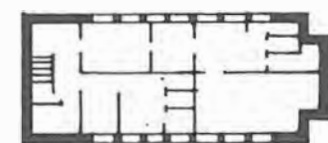
EXISTING BASEMENT 71 m<sup>2</sup>



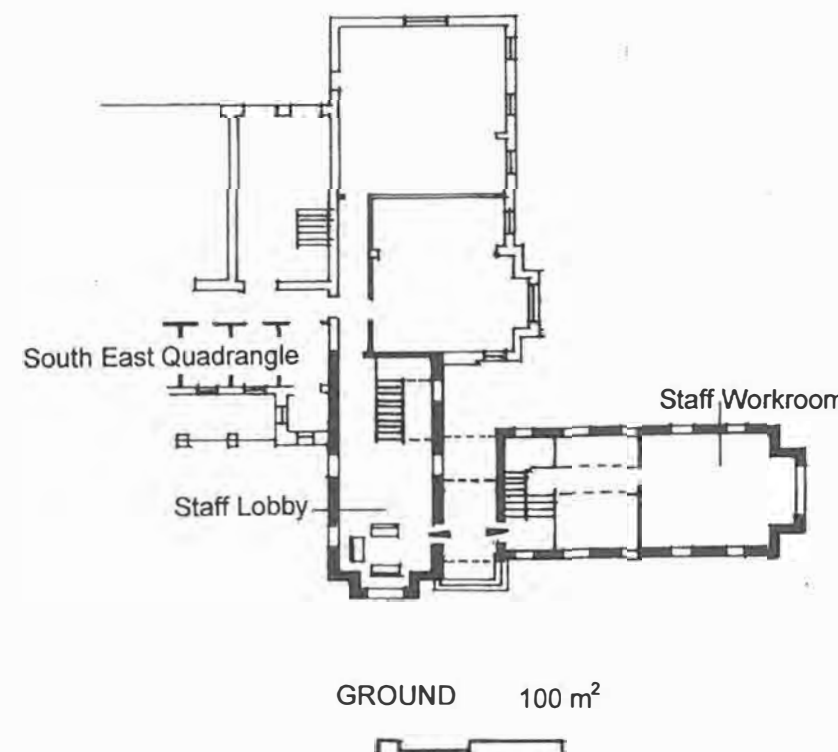
EXISTING GROUND 73 m<sup>2</sup>



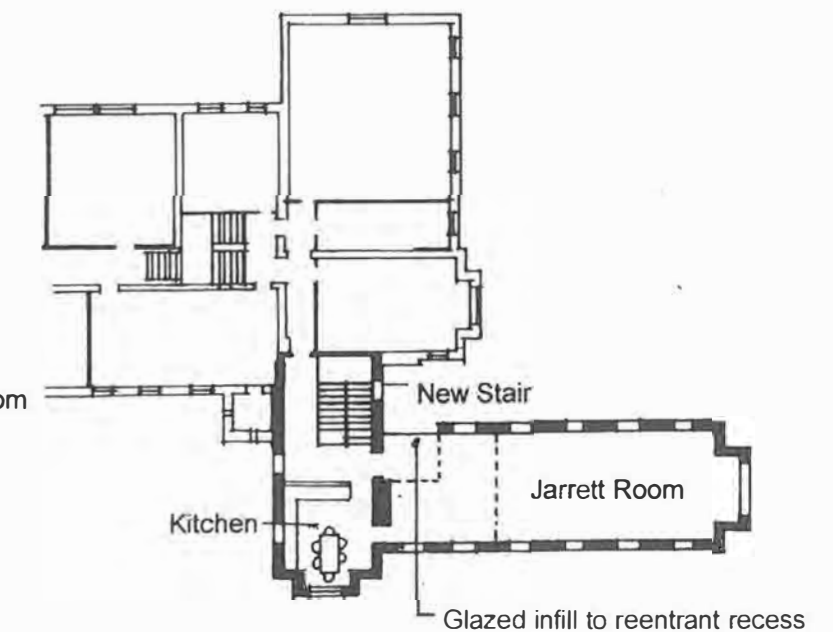
EXISTING FIRST 80 m<sup>2</sup>



BASEMENT 71 m<sup>2</sup>



GROUND 100 m<sup>2</sup>



FIRST 127 m<sup>2</sup>

Figure 33  
STAFF COMMON ROOM

## 6.8 Student Change Rooms and Lockers

The master plan recommends that the School:

- provide separate facilities for Book and Tog lockers from the internal change rooms in the Rhoden building by progressively relocating to new covered outdoor areas.
- provide improved facilities for visiting 1st teams with new change rooms in the Neill Building.
- upgrade the spectator viewing areas overlooking the Main Oval in the vicinity of the Rhoden and Neill buildings.
- Install a new electronic scoreboard for the Main Oval.

### 6.8.1 Student Book and Tog Lockers

The sharing of the basement wet changing rooms with the book and tog lockers is an unsatisfactory arrangement. The preferred location is in more open and accessible areas like the verandahs to the North Quadrangle. Lockers should be covered and grouped so as to provide good distribution for convenience and access. Given the layout of the Senior School, there are relatively limited existing locations where lockers can be placed. Thus there is a need to create new covered outdoor facilities.

The current location of book and tog lockers is as follows:

372	indoor within changing rooms (to be relocated)
338	covered outdoor areas (to remain)
710	Total

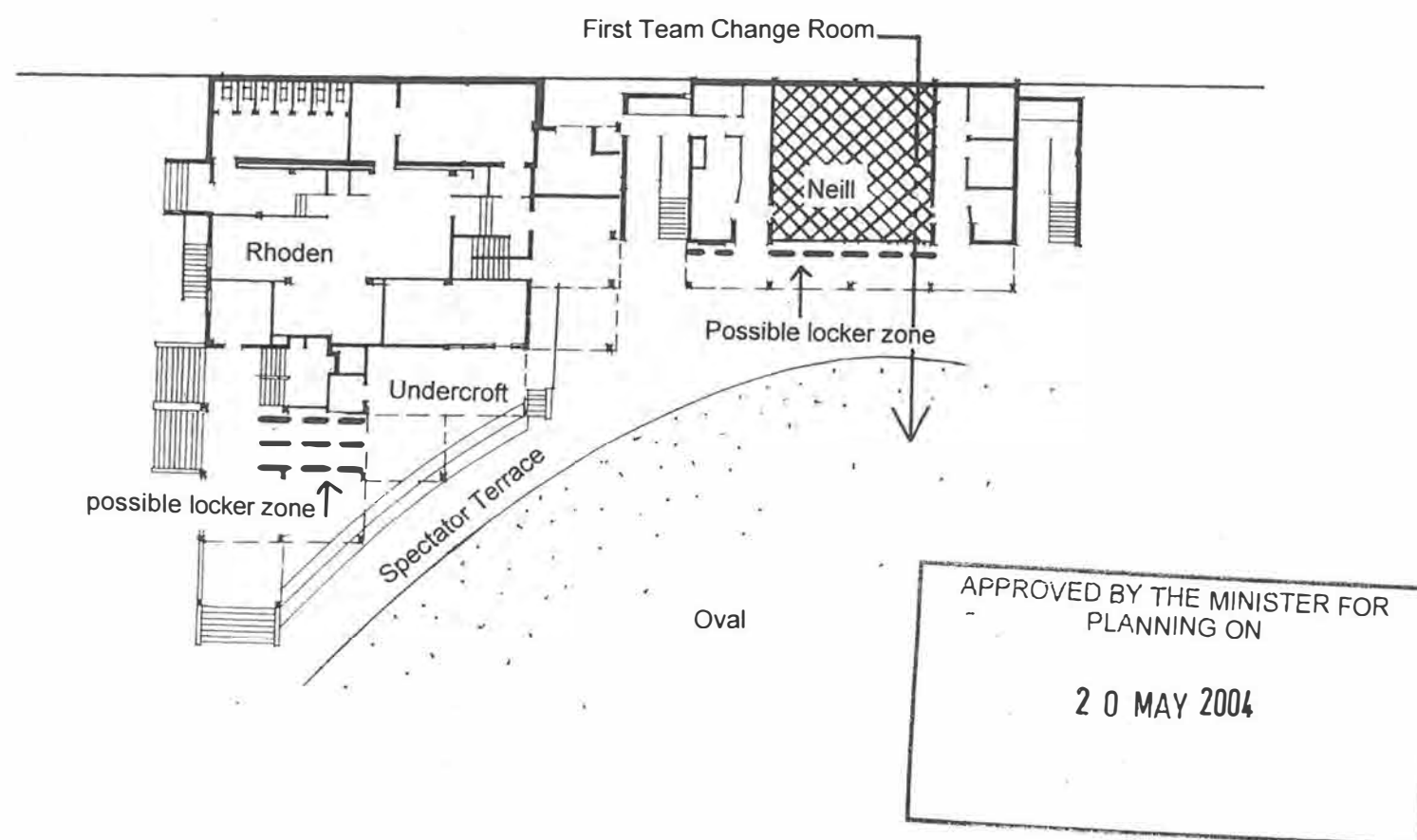
The existing 208 indoor sports lockers in the Rhoden Building and the 104 half-size boarders' lockers to the main Quadrangle north verandah are to remain.

Opportunity exists to relocate some 200 lockers to the undercroft areas facing the Main Oval in the Rhoden and Neill Buildings (Figure 34). The remaining 172 lockers will require new facilities, since no other existing verandahed or undercroft spaces are available. Lockers could be grouped in freestanding double banks under an awning type roof structure or progressively incorporated into new building upgrades (e.g. Library Information Technology). The full relocation of lockers will have to occur progressively over a number of years.

### 6.8.2 First Teams Change Rooms

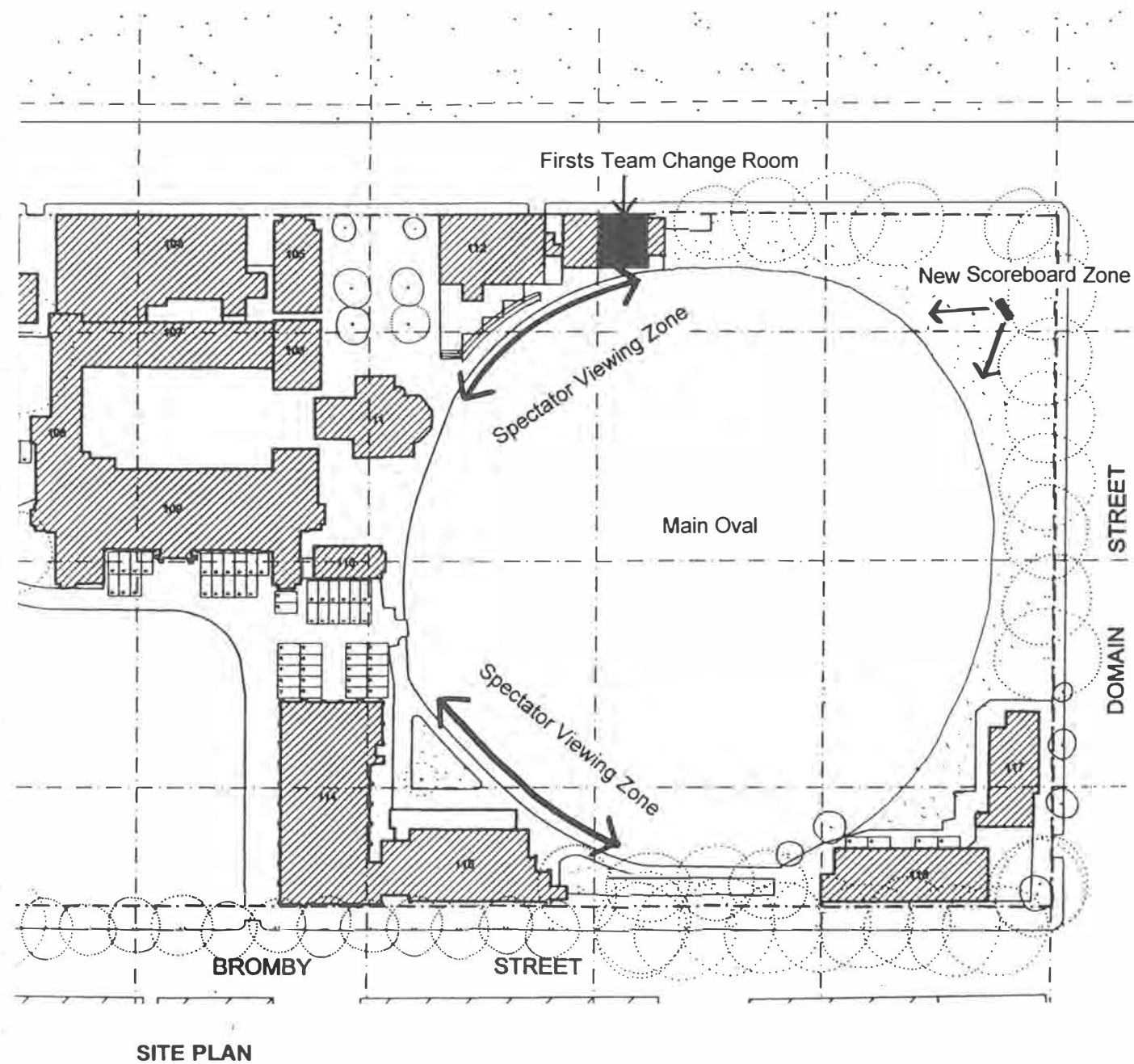
The First Teams change room facilities can be readily improved by relocating from south west Quadrangle to the former Tuckshop in the Neill Building (Figure 34).

This location allows for a large room separate from the other change facilities and it also has an excellent view over the Main Oval.



**Figure 34**  
**STUDENT LOCKERS AND**  
**VISITOR CHANGE**





### 6.8.3 Spectator Viewing Areas

The existing stepped terrace spectator area to the base of the Rhoden Building is a good location for viewing the Main Oval, and should be retained in some form in whatever redevelopment may occur in the future (Figure 35). The stepped brick terrace to the east of the Neill building is not well located and is allocated as a possible bicycle enclosure location.

### 6.8.4 Scoreboard

A new electronic scoreboard is required to replace the old board on the Centenary Building. The suggested location is on the north east corner of the Oval, connected to a PC driven controller in a cricket store/score room adjoining the old Prefects' Study in the Rhoden Building (Figure 35).

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**Figure 35**  
**SPECTATOR VIEWING AND SCOREBOARD**  
**MAIN OVAL**

## 6.9 Grounds Facilities and Storage

The master plan recommends that the School

- consolidate the grounds staff and equipment together with the maintenance department in a single location in the basement of the Centenary Building.*
- reconfigure and upgrade the existing rubbish and recycling facilities with a new improved 'yard' on Domain Street adjacent to the Bromby Buildings.*
- reconfigure the School's main storage facility into an expanded basement in Bromby South.*

### 6.9.1 Grounds Facilities

Currently Grounds facilities are scattered around the campus in various 'make do' locations. This is basically due to the problems of lack of space and any long-term plan to accommodate their requirements. Pieces of equipment like gangmowers and rollers are located around the edge of the Main Oval, and sports equipment like goal posts, hockey and soccer goals are also dotted around the grounds.

The existing Grounds facility needs to be relocated, because the area at the eastern end of Bromby South is required for the expansion of Design Technology.

The new basement/lower ground floor to the Centenary Building is an ideal location for a new facility since Grounds and Maintenance have recently been restructured into a single administrative unit under the Property Manager.

The Grounds Section can occupy a 200 m<sup>2</sup> area to the north west corner of the basement immediately adjoining Maintenance, and so form an efficient unit sharing facilities like lunch room, toilets, showers, etc (Figure 36). Operationally this is a good location since the new crossover serving the basement is only a short distance along Bromby Street to the main access driveway adjoining the Memorial Hall. This driveway is the main service access spine for the whole School.

Whilst most equipment can be accommodated within the basement, there will still be a need for some 'satellite' storage locations around the grounds. This is to maintain flexibility and minimise 'double handling', particularly for some sports equipment which is used seasonally. Also the existing soil and turf bin area to the west end of Bromby South will be retained, since it is best located immediately adjoining the Main Oval.

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### 6.9.2 Rubbish and Recycling

Currently the main rubbish skip is located in an unsightly loading bay area directly facing Domain Road between the Jubilee Wing and the Kitchen Stores. Also, due to the lack of space the School has an ineffective recycling facility, which needs to be addressed. Whilst the Dining Hall kitchen requires its own special (food) rubbish area, the balance of the facility could be located elsewhere.

Due to ease of access and the availability of an enclosed outdoor space, it is proposed to provide a recycling and rubbish station, either side of the driveway serving the Bromby buildings along Domain Street (Figure 36). The existing walled courtyards can be easily altered and expanded to provide for wheelie bins, recycling bails and bins, and mobile skips, including a wash down area.

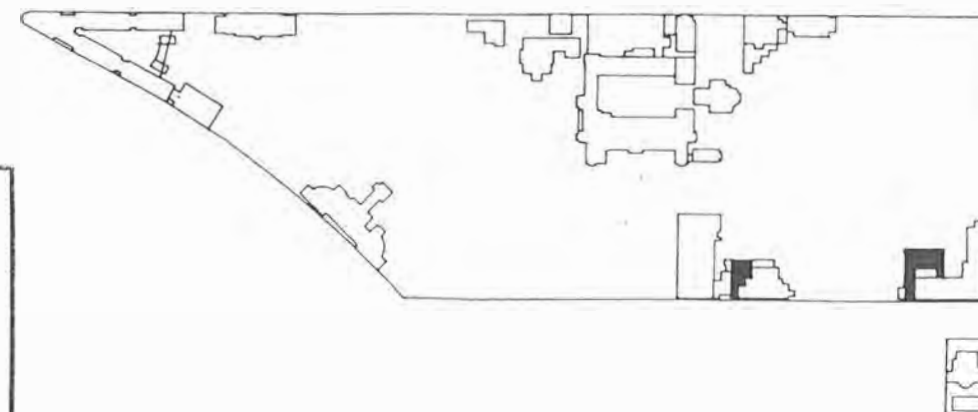
This driveway is being closed as a vehicle access route with the space being infilled for Design Technology (Figure 31) and Classrooms (Figure 46). The new rubbish and recycling enclosure will retain and reuse the existing crossover, and be screened from view by the installation of a new sliding gate.

### 6.9.3 General Storage

The projected requirements for storage of large items for outdoor education, cadets, etc., is up to 200 m<sup>2</sup>.

The storage facility previously allocated to the basement of the Centenary Building has been reallocated to the Grounds Section.

A new basement store is proposed by expanding the existing Bromby South Building basement to the north under the Main Oval and practice wicket area (Figure 36). This would be in a similar configuration to the new Centenary Building basement. A new store in this location has the advantage of adjoining the automotive and design technology workshops as well as being able to share the existing crossover and garage door on Bromby Street. An internal ramp area will be required, since the expanded basement will need to be at a lower floor level to gain adequate head clearance.



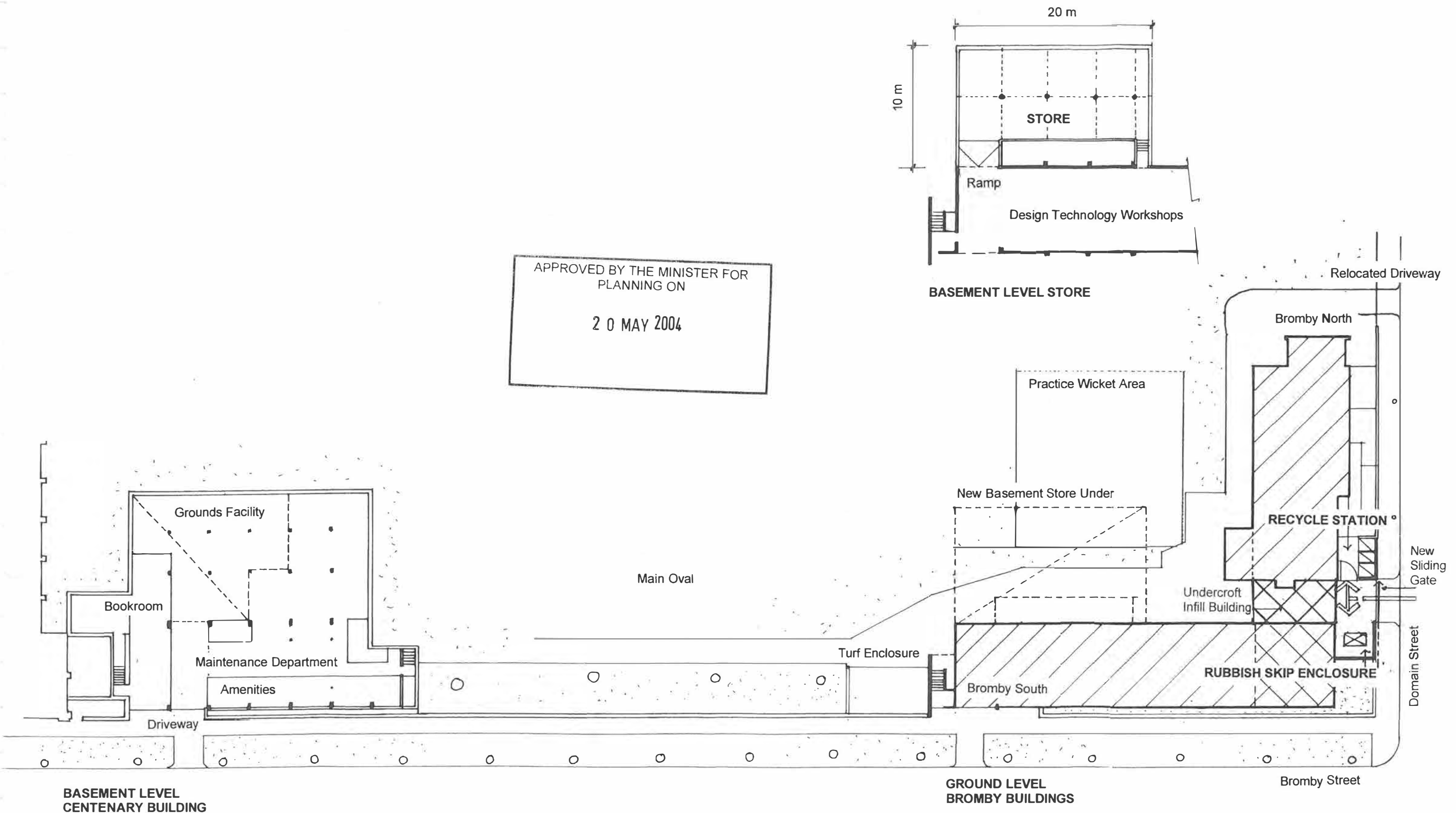


Figure 36  
 GROUNDS FACILITY AND STORAGE

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**6.10 Car and Bicycle Parking**

The Master Plan recommends that the School:

- adopt a long term car parking policy which progressively removes the number of 'on grade' car parking spaces within the main site.
- implement in the interim the removal of the 11 car spaces on the main driveway, followed by the five spaces on the forecourt to the west quadrangle.
- provide secure bicycle parking facilities for students and staff.

**6.10.1 Car Parking**

Currently there are **72** marked car parking spaces within the main site including 19 tandem (Figure 37). In addition, there is capacity for several more cars on the main driveway and hard stand areas for deliveries and other short term vehicular use. The extent of on site car parking is (normally) determined by town planning requirements as administered by the local municipality. In this instance, because the School has occupied the site for so long, car parking has accumulated over time to the extent that space is available. As part of the master planning process, the School commissioned a separate Traffic Study by Grogan Richards. Reference should be made to this study for details of a survey of staff and student traffic patterns.

The School is well served by public transport and there is short term and metered all day street parking available in the vicinity. Given that the campus bounds the edge of a residential area, not surprisingly there are parking restrictions specifically relating to the school use.

There are several reasons to reduce the impact of cars on the campus, and they include:

- enhancement of the historic setting;
- improved campus amenity
- increased space available for other outdoor activities;
- safer school environment.

Whilst there is a desire to remove the cars, the reality is there are very limited alternatives available, as the following options indicate:

- Option One: Reduce the numbers and do not replace  
 Option Two: Purchase/Lease nearby suitable property(s)  
 Option Three: Reserve spaces in nearby commercial car park if available  
 Option Four: Construct an underground car park, under the Steele Oval.

Obviously there are various combinations of the above options, but most involve considerable expense. Currently on site parking is free of charge, so the School would have to address the problem of how to fund off site or underground car parking facilities.

**Preferred Option – Option Four – Underground Car Park – Steele Oval**

The Master Plan recommends the construction of a 200 car underground car park, thereby allowing the removal of all 'on grade car parking'. Entry and exit to the car park will be via a new crossover off St Kilda Road, separate to the existing driveway.

**Interim**

Upon removal of 16 spaces on the driveway and forecourt, the balance of the car parking is virtually all in the one location between the south quadrangle and the Memorial Hall. This is a reasonably good location, since it is easily served off the main driveway to Bromby Street. It is also a compact configuration, thereby keeping to a minimum the overall presence of cars on site (Figure 38).

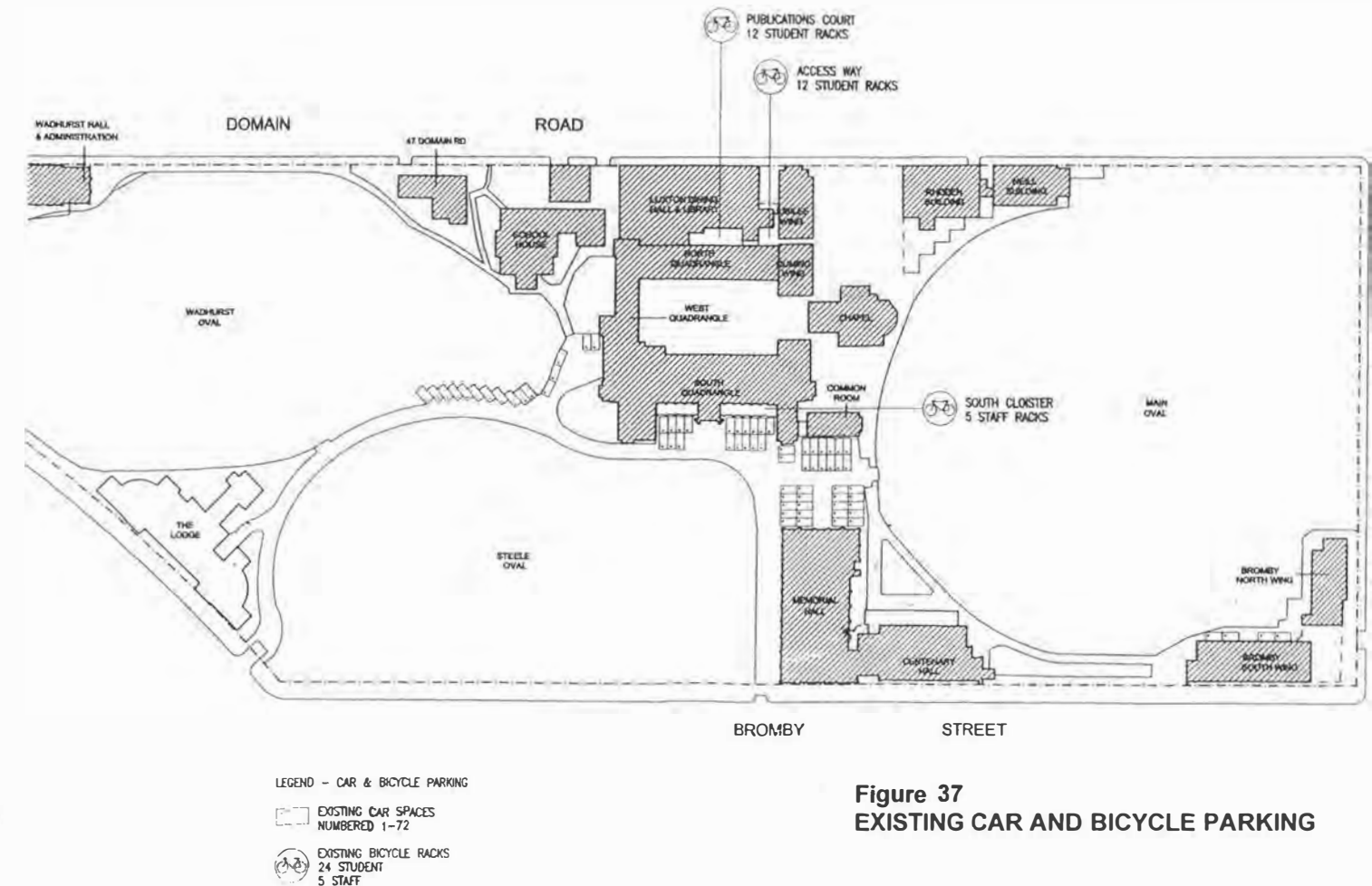
**6.10.2 Bicycle Parking**

Currently there are a limited number of secure bicycle racks for the Senior School students and staff (see Figure 37). Whilst no audit of use/demand has been undertaken, it is well established that the provision of secure bicycle parking encourages bicycle use.

*Bicycle Victoria* recommends that lockable racks and enclosures be distributed in areas that are conveniently located near destinations (i.e. near building entries), and where they can be easily visually supervised. Locations should be away from major gates and/or areas of higher risk of theft or tampering.

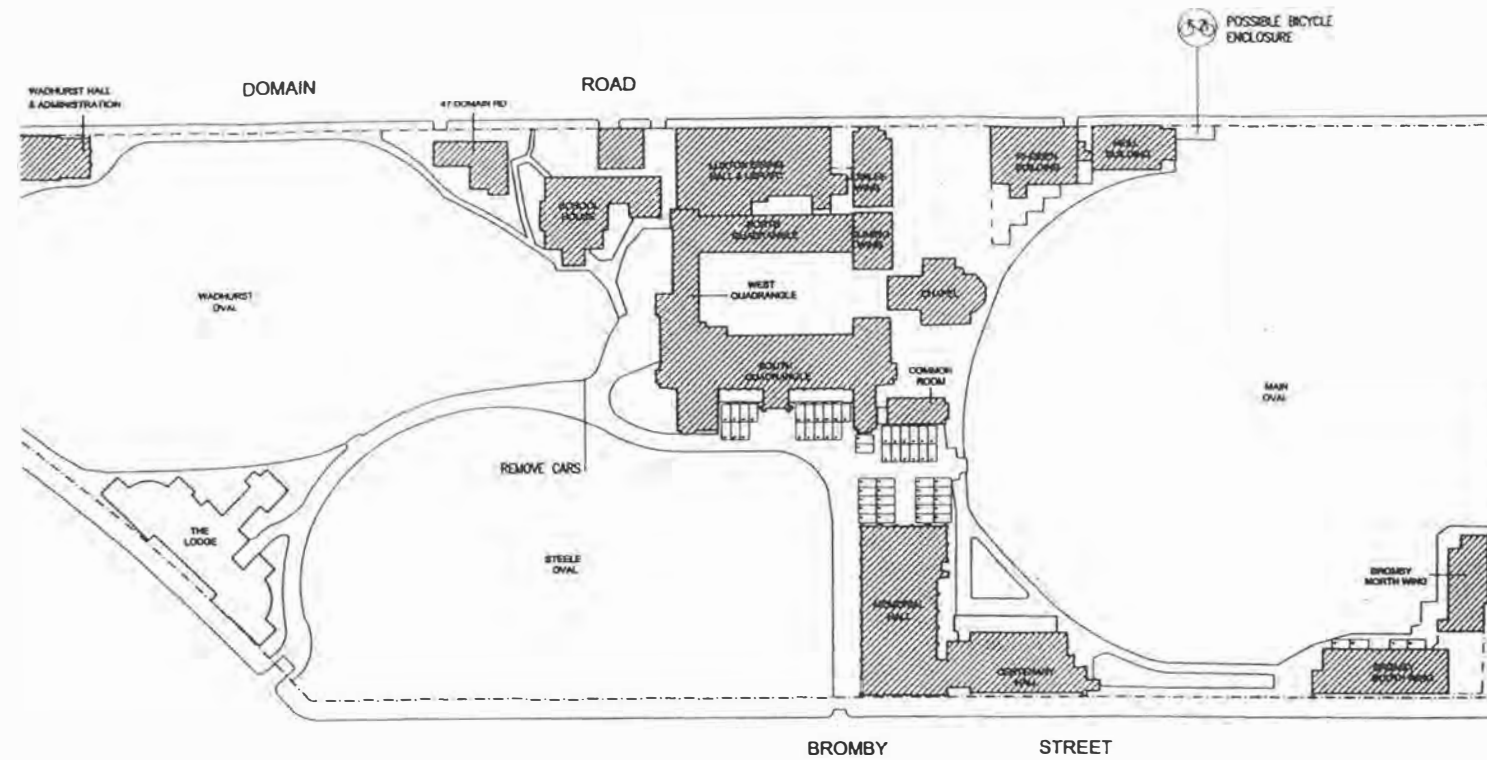
New racks and enclosures can be added progressively and then monitored to confirm usage levels.

One suggested new location for a secure enclosure is on the existing paved area to the east of the Neill Building facing the Main Oval.



**Figure 37**  
**EXISTING CAR AND BICYCLE PARKING**



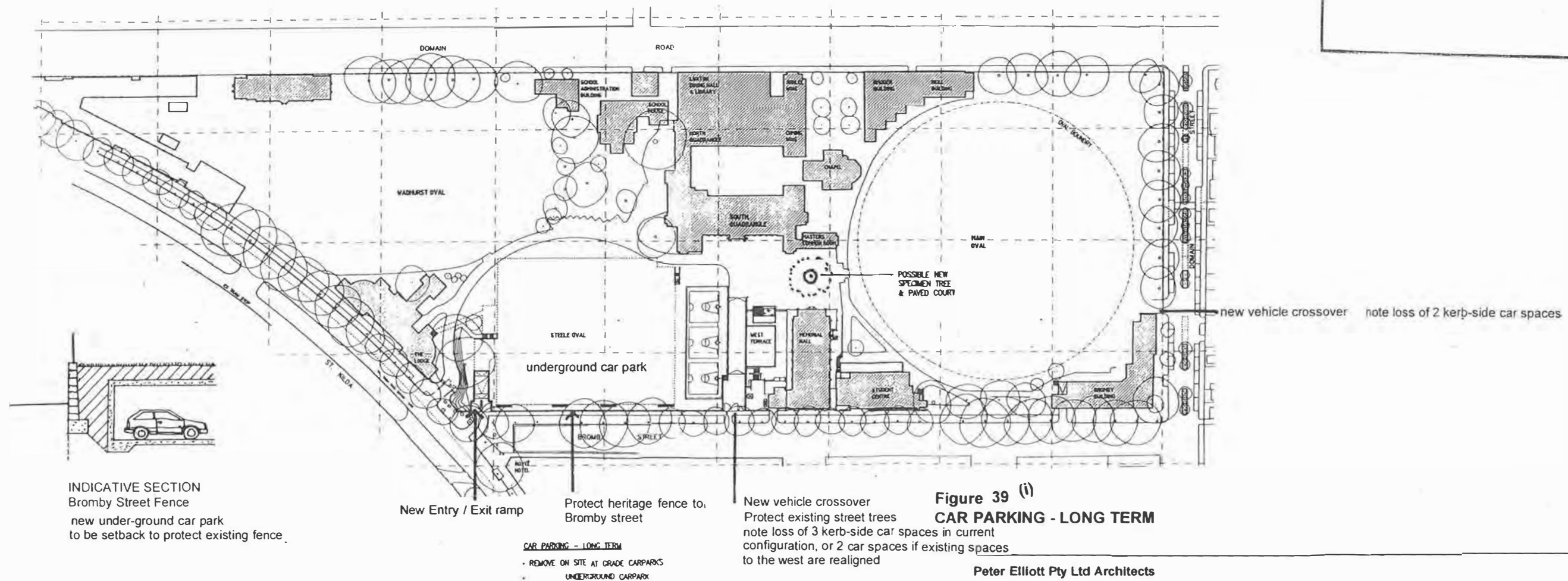
**CAR PARKING - INTERIM**

- REMOVE 11 SPACES FROM DRIVEWAY
- REMOVE 5 SPACES FROM FORECOURT
- BALANCE ON SITE = 56 SPACES

**Figure 38**  
**CAR PARKING - INTERIM**

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**Figure 39 (i)**  
**CAR PARKING - LONG TERM**

**CAR PARKING - LONG TERM**

- REMOVE ON SITE AT GRADE CARPARKS
- UNDERGROUND CARPARK

New vehicle crossover  
Protect existing street trees  
note loss of 3 kerb-side car spaces in current  
configuration, or 2 car spaces if existing spaces  
to the west are realigned

Peter Elliott Pty Ltd Architects



## 6.11 Sundry Space Relocation

The master plan recommends that the School:

- a) *implement a series of minor consequent space relocations, all as part of the larger space shifts within the School.*

### 6.11.1 Chaplain and Choir Rehearsal

It is proposed to relocate the Chaplain from the first floor area adjoining the Coleman Room, to the ground floor of the Cuming Wing (Q009). This will allow for an enlarged foyer to serve the Coleman Room and bring the Chaplain to a more accessible location immediately adjoining the Choir Vestry, and the Chapel (Figure 40). The adjoining classroom can be incorporated into a choir rehearsal space.

### 6.11.2 Steele Oval

Steele Oval Existing Uses (refer to figure 41)

Steele Oval currently is comprised of two main areas being:

- i) a turf zone - nominally 100 x 65m  
used for various formal sports, practice and play  
sports include: junior cricket, soccer, rugby, hockey and athletics
- ii) an astro turf zone - nominally 30 x 50m  
used for various formal sports, practice and play.  
sports include: 1 x cricket practice pitch, athletics practice, hurdles, long/high/triple jumps, hockey and basketball practice.  
The astro turf zone is also used for various informal ball games, but is restricted to sports shoes only.

Steele Oval Proposed Uses (refer to figure 42)

The configuration and usage patterns of Steele Oval will change in the near future due to two factors:

- i) New sporting facilities planned at Todd Road, Port Melbourne, will allow a number of sports to be relocated from South Yarra.
- ii) The proposed relocation of the Steele driveway 15m westward as part of the Memorial Hall refurbishment project bisects the existing astro turf area.

As a result of this an opportunity exists to reconfigure the Steele Oval turf and astro turf zones as follows:

- a) create a new first class sport practice facility to also cater for casual play.
- b) relocate main formal sporting events at Todd Road, including Junior cricket, soccer, hockey and rugby (as Steele Oval will become too small for such sports).
- c) construct a new all-purpose hard paved zone for various activities including basketball (3 half courts). This will improve casual play facilities, since boys will not have to change shoes.
- d) construct a new astro turf zone for sports practice (sport shoes only), including

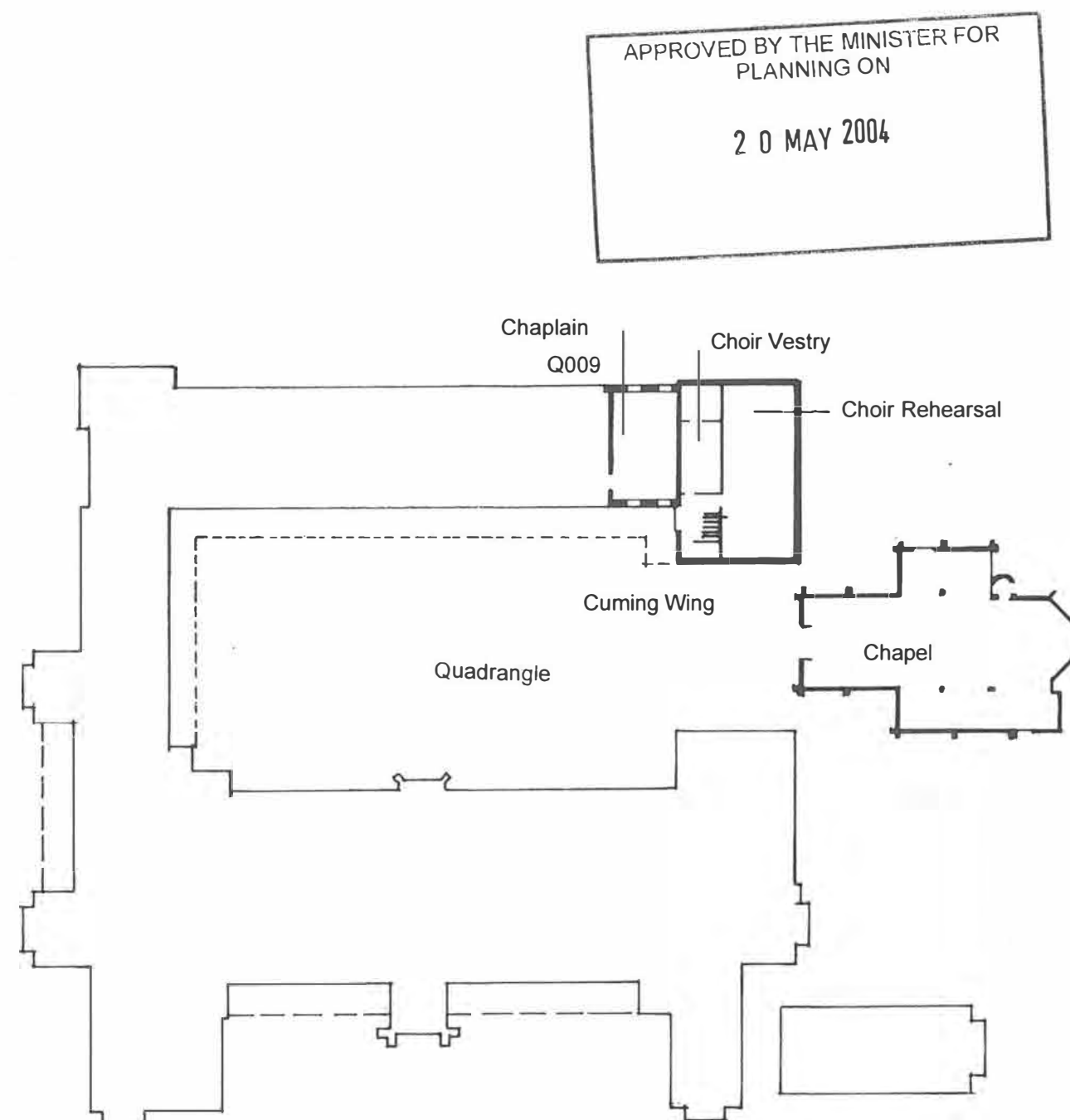
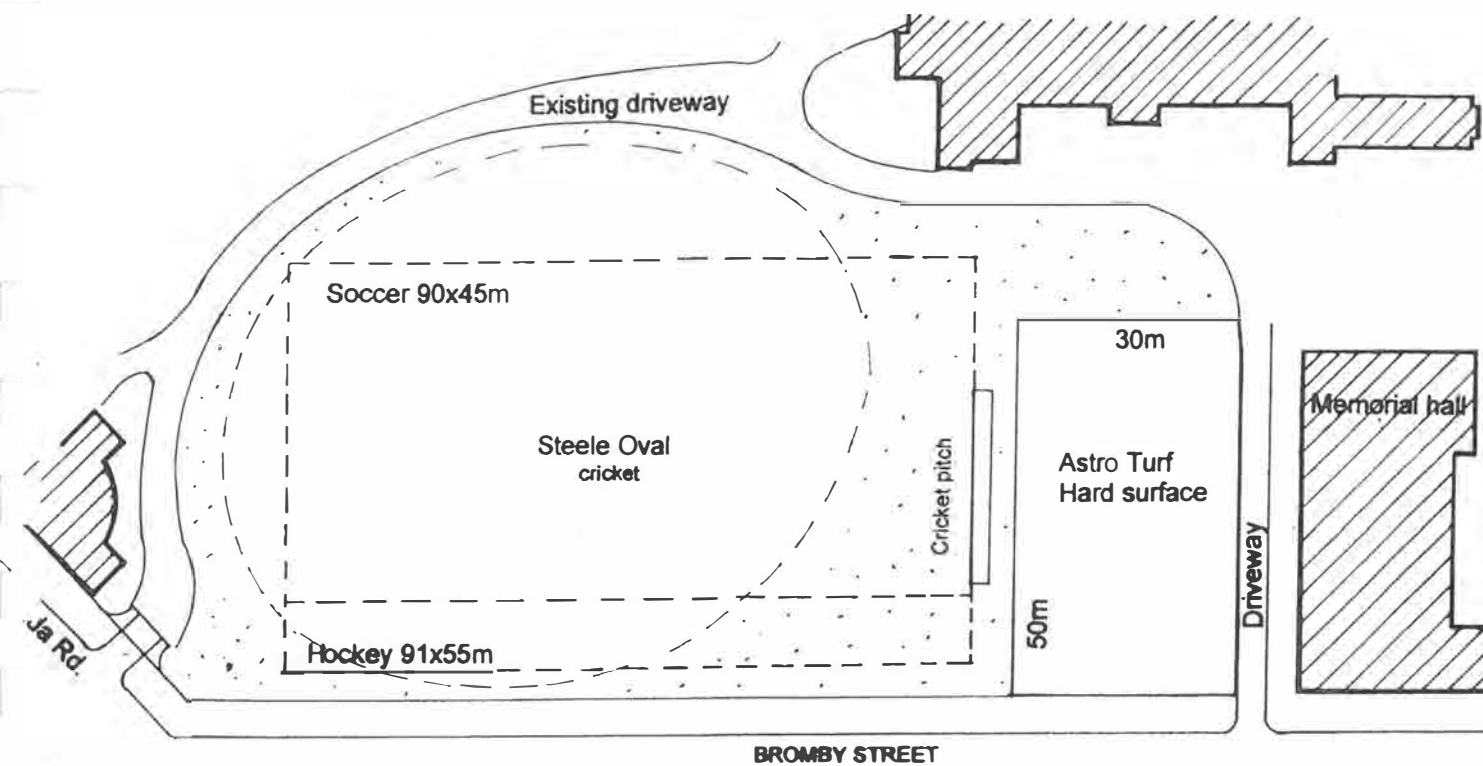
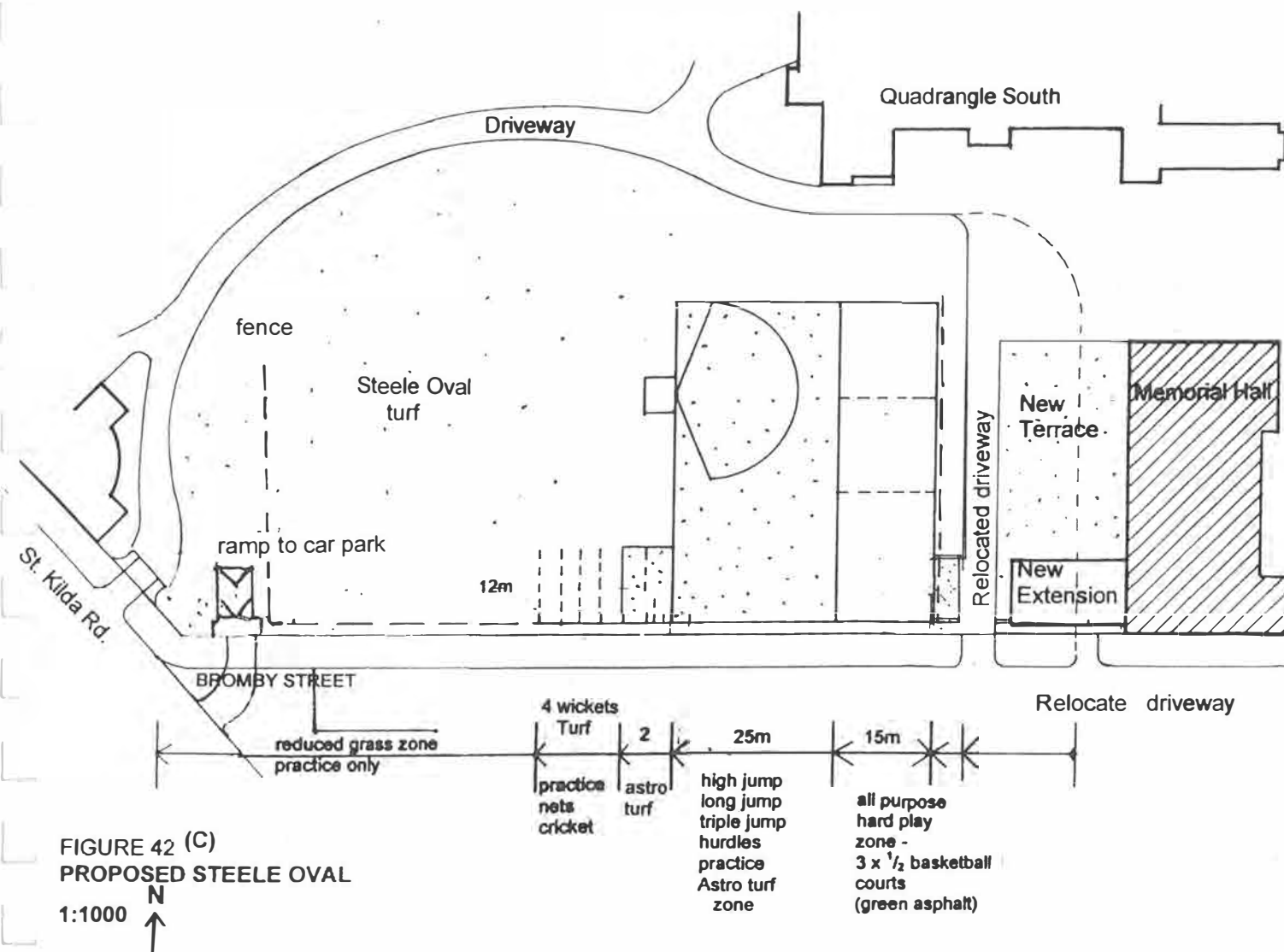


Figure 40.  
CHAPLAIN



**FIGURE 41  
EXISTING STEELE OVAL**  
1:1000  
N ↑



**FIGURE 42 (C)  
PROPOSED STEELE OVAL**  
1:1000  
N ↑

- hockey, hurdling, high/long/triple jumps and cricket (2 x wickets).
- e) relocate 4 turf cricket practice wickets from the north side of the Wadhurst Oval (adjoining 47 Domain Road) to the South side of Steele Oval. The existing pitches are unsatisfactory due to shading problems from nearby trees.
- f) maintain a large turf area for various sports and athletic practice sessions as well as casual play.

#### 6.11.3 Classrooms

- i) General purpose and specialist classrooms form the core of the teaching facility for any school. With the rationalisation and relocation of a series of major spaces within the School, a number of classrooms have been restructured as a consequence. Figures 43 to 46 show a diagrammatic location of all classrooms.
- ii) The Rhoden and Neill classroom buildings lie within a future building envelope. They will be replaced with a new classroom building complex with a very similar footprint and maximum height. The existing buildings are very inefficient and whilst they can be upgraded internally in the interim, the School plans to replace them at a future time. The footprint is defined by the existing constraints of the Chapel court, the remnant gymnasium wall, and the boundary of the Main Oval.

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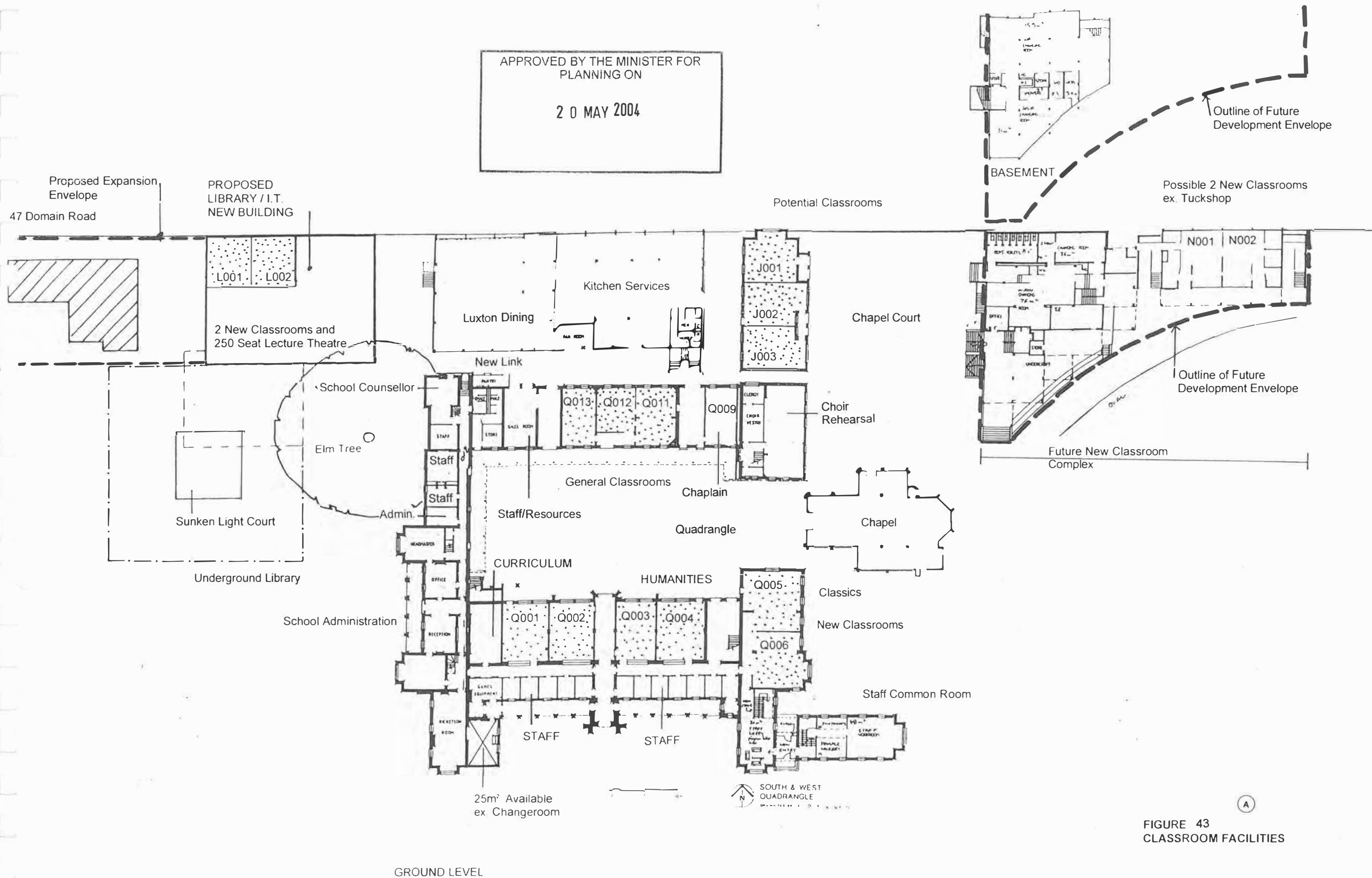


FIGURE 43  
CLASSROOM FACILITIES

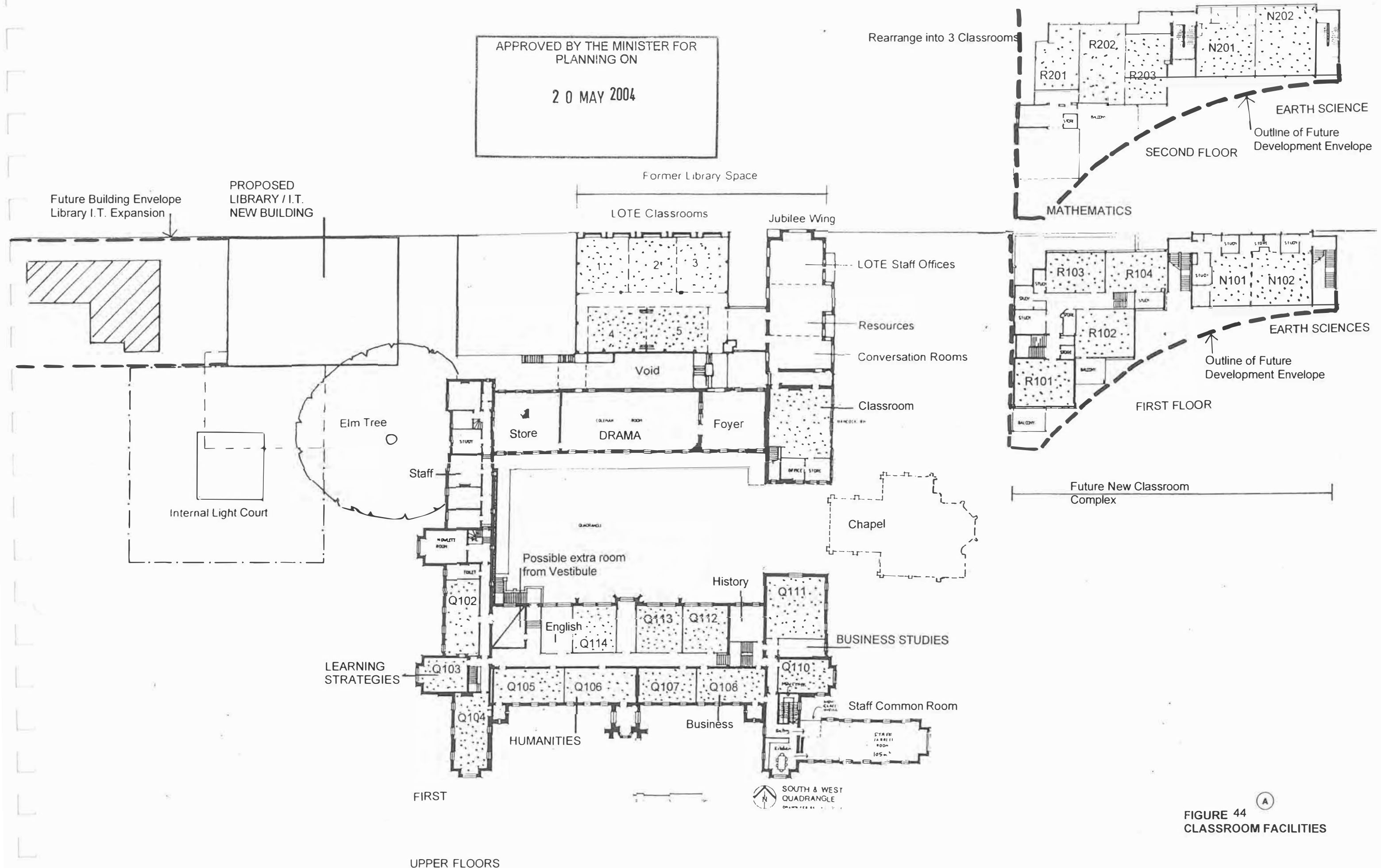
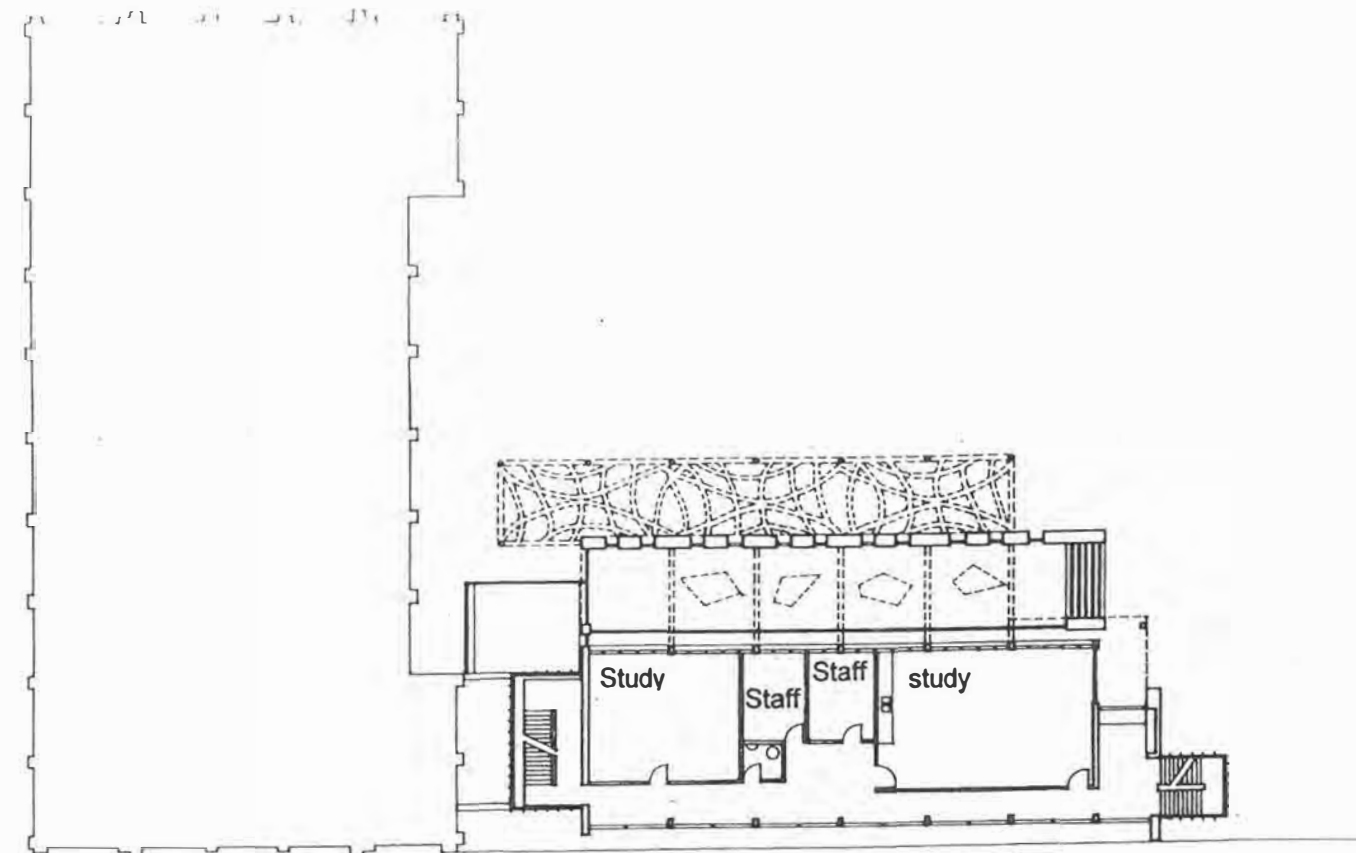
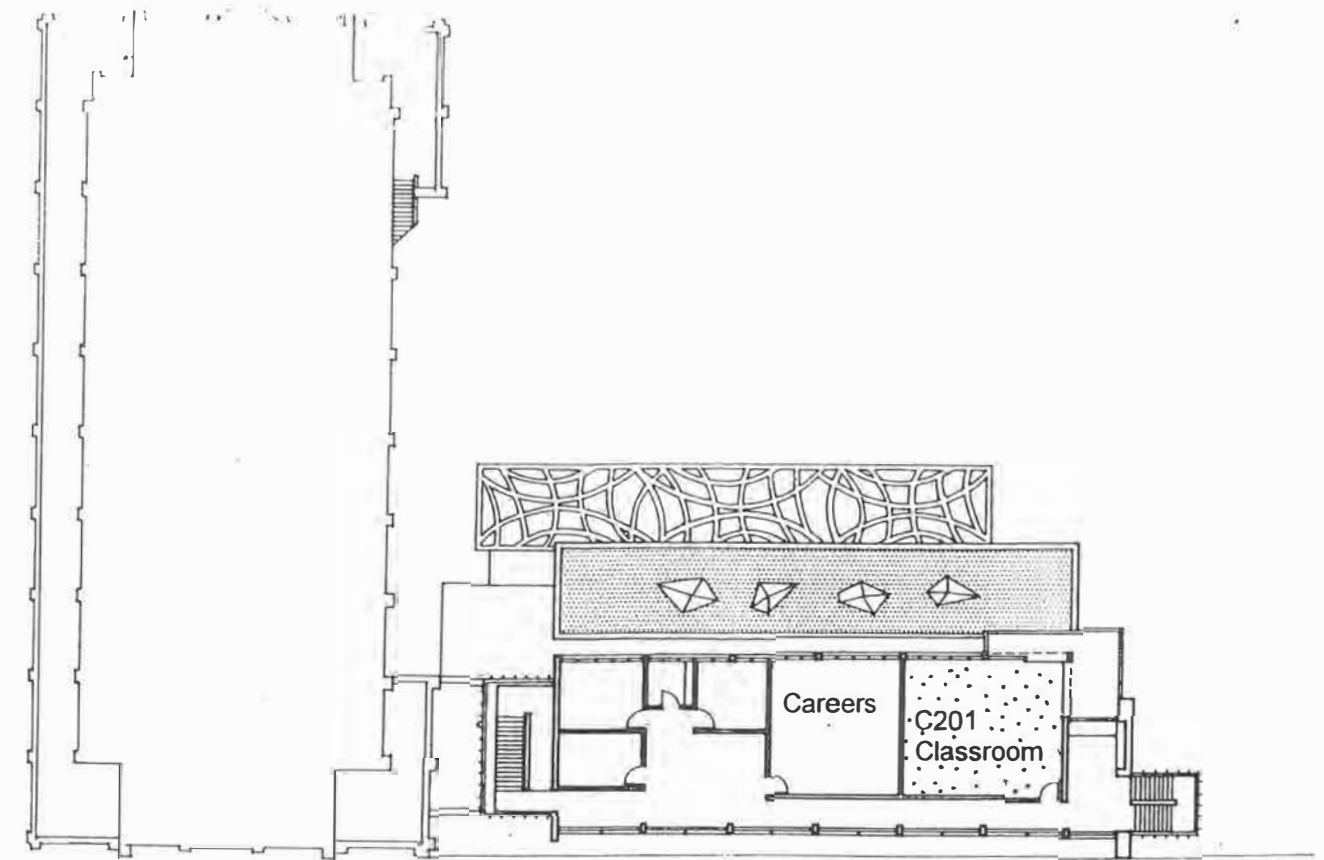


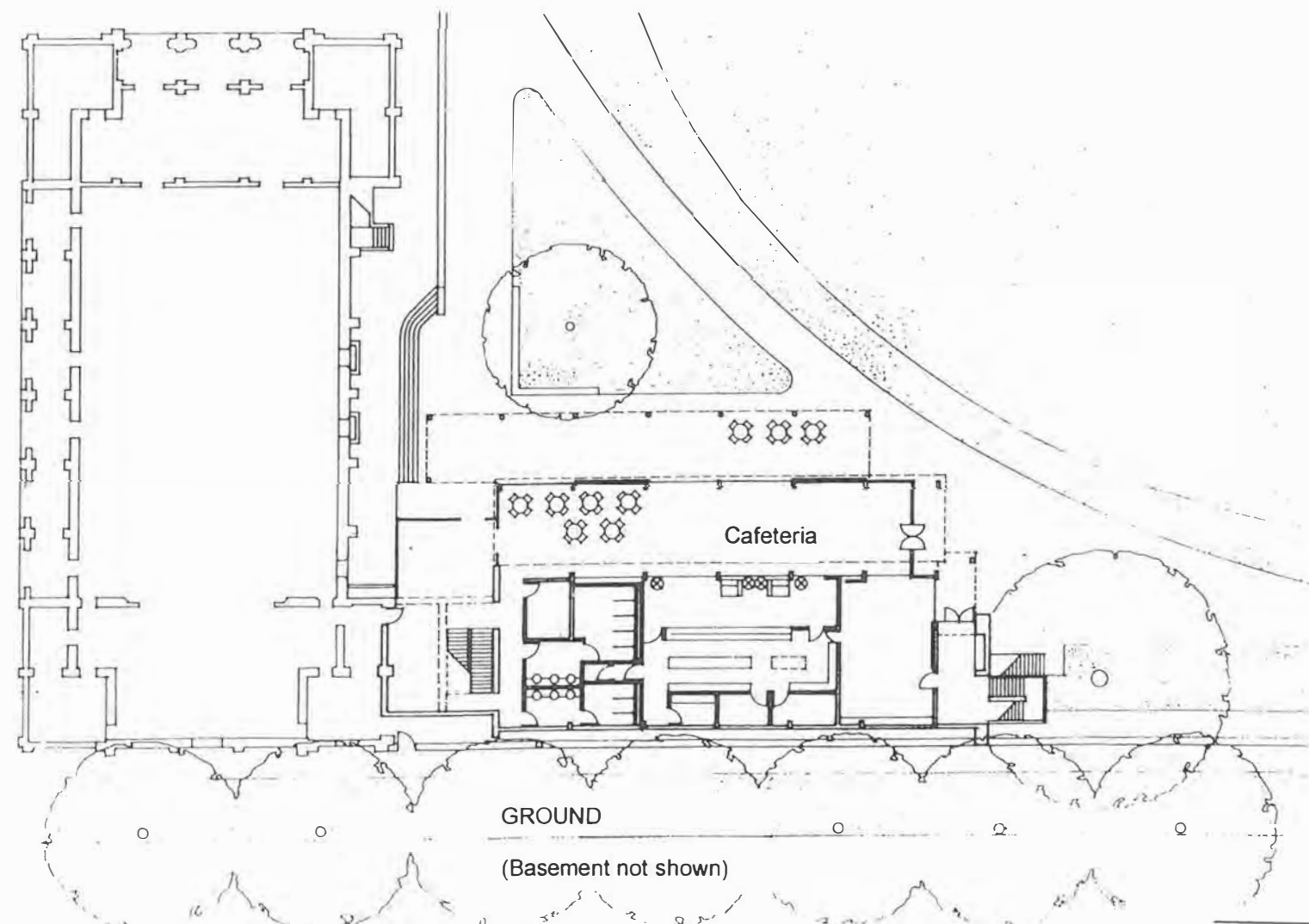
FIGURE 44  
CLASSROOM FACILITIES



FIRST



SECOND



GROUND

(Basement not shown)

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FIGURE 45  
CLASSROOM FACILITIES  
Student Centre  
Centenary Building

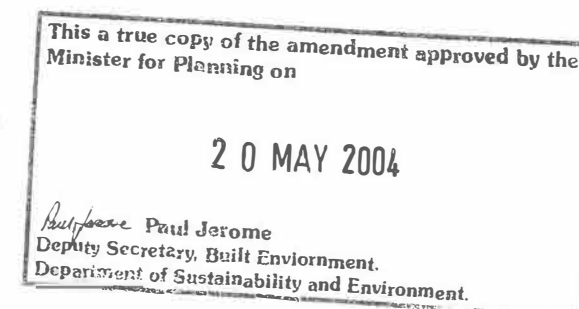


## APPENDIX A

Attached is the “Traffic Engineering Review of the Master Plan”

By, Grogan Richards Pty Ltd

Dated 25 October 2001





**MELBOURNE GRAMMAR SCHOOL  
SOUTH YARRA CAMPUS**

**TRAFFIC ENGINEERING REVIEW OF  
THE MASTER PLAN**

This a true copy of the amendment approved by the  
Minister for Planning on

**20 MAY 2004**

*Barbara* Paul Jerome  
Deputy Secretary, Built Environment.  
Department of Sustainability and Environment.

Prepared by:

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25 October 2001

GR Ref: 100765REP001A.doc/SH/GA

Reviewed by: *[Signature]*

Date: 25/10/01

Authorised by: *[Signature]*

Date: 25/10/01

## 1. INTRODUCTION

### 1.1. Preamble

Grogan Richards Pty Ltd has been retained by Melbourne Grammar School to provide traffic engineering advice in association with the development of a Master Plan for the Senior School.

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 the development contemplated within the Master Plan and provides a recommended strategy for the management of staff parking and student drop-offs and pick-ups.

In the course of preparing this report, the School and surrounding area have been inspected, inventories of existing parking prepared and staff and student surveyed to determine modes of transport and on-going car parking demands.

## 2. BACKGROUND AND EXISTING CONDITIONS

### 2.1. Location and Land Use

Melbourne Grammar Senior School is located, along with Wadhurst Middle School within the South Yarra Campus of School and situated to the south of the Royal Botanic Gardens and Kings Domain in South Yarra.

The main area of the Campus is bounded by Domain Road to the north, Domain Street to the east, Bromby Street to the south and St Kilda Road to the west, as shown in Figure 1.

Melbourne Grammar Boarding Centre and the Strickland Physical Education Centre are located to the east of the main campus between Domain Street and Hope Street. Two other off site facilities, the Myer Music Centre and the Motor Art Works Centre are located to the south of Bromby Street.

The area immediately surrounding the School is principally residential in nature except to the north where the Royal Botanic Gardens, Kings Domain and the Shrine of Remembrance are located. To the west of St Kilda Road it is primarily office in nature.

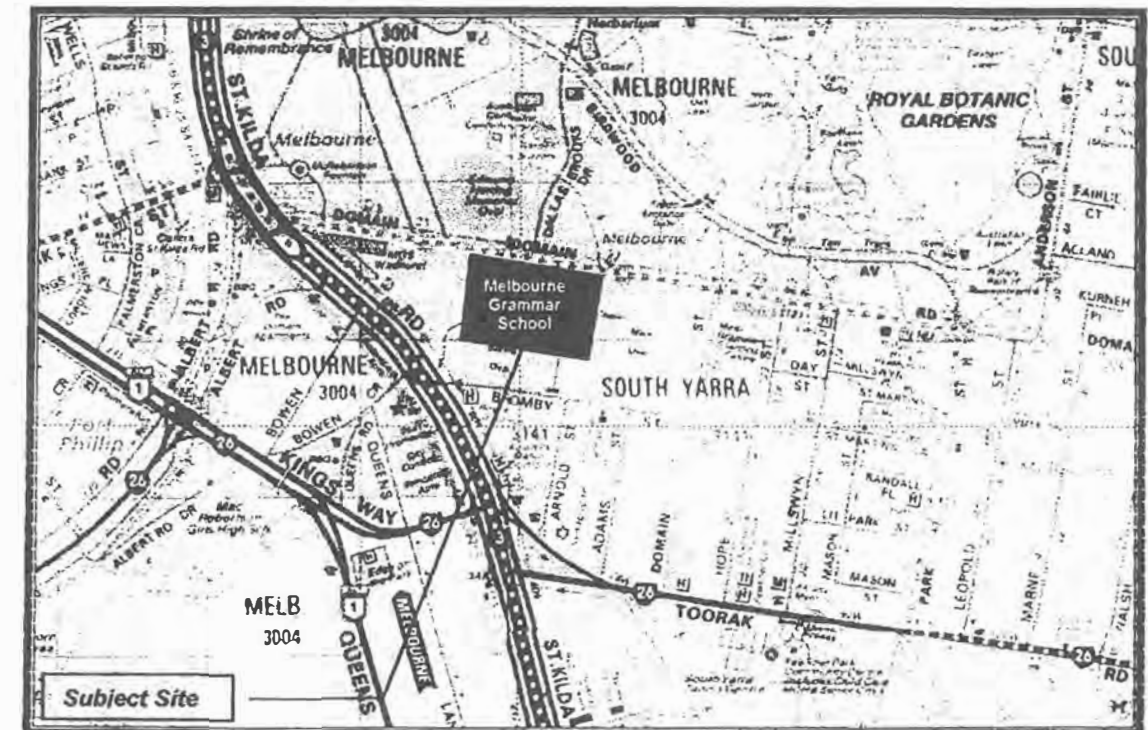
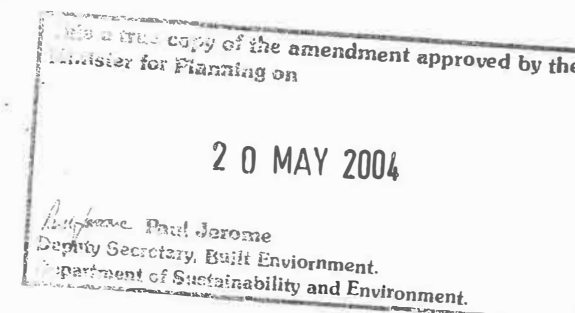


Figure 1: - Locality Plan

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## 2.2. Road Network

Domain Road is classified as a collector road, running in an east west direction between Punt Road and St Kilda Road.

Domain Road has a pavement width of approximately 14½ metres, which provides comfortably for parallel parking along each kerb and a single traffic lane in either direction.

Car Parking on the southern side of the street, adjacent to the School, is restricted to 3-hour and ¼-hour time limits during school hours. Parking on the northern side of the street is metered with a combination of 3-hour, 2-hour and unrestricted bays.

Tram route 8 runs along Domain Road within the normal running carriageway.

Domain Street is also a collector street but runs north south linking Domain Road with Toorak Road.

Domain Street has a pavement width of 15 metres, which allows for parallel parking on either kerb and the centre median, and a single lane of traffic in either direction.

Parking along the eastern kerb of the street is restricted to permit holders only, whilst spaces in the centre and along the western kerb are available for non-permit holders, although these are controlled by 2-hour and 1-hour restrictions respectively.

Bromby Street is a local street that runs west from Domain Street towards St Kilda Road. There is no vehicular connection between Bromby Street and St Kilda Road.

The street has a pavement width of 12 metres, which allows for parallel parking along both kerbs and a single lane of traffic in each direction.

On the north side of Bromby Street, adjacent to the School frontage, parking is ½-hour, 2-hour and 3-hour bays. Along the southern kerb is a combination of ½-hour, 2-hour disabled and permit holder bays.

St Kilda Road is a major arterial route into Melbourne. Adjacent to the School the road comprises of 4 major lanes and segregated tram tracks with service roads on either side.

The service road that forms the western boundary of the School has a width of approximately 8½ metres, which accommodates 2-hour metered parallel parking bays along its eastern kerb and a single lane of traffic.

Arnold Street and Adams Street are local streets running parallel to Domain Street between Domain Road and Toorak Road.



Dallas Brooks Dr is a local street that runs north from Domain Road through Kings Domain to Birdwood Avenue.

The street has a pavement width of approximately 9 metres with no standing along the western kerb and unrestricted metered, 2-hour and 3 hour bays along the eastern kerb.

## 2.3. Public Transport

The School, located adjacent to St Kilda Road, is extremely well situated in terms of public transport accessibility as shown by Table 1.

Table 1: - Public Transport Provision

Service	Location	Route No	Route
Trams	Domain Road	8	Toorak to Melbourne University
	St Kilda Road	3	East Malvern to Melbourne University
		5	Malvern to Melbourne University
		6	Glen Iris to Melbourne University
		16	St Kilda Beach to Melbourne University
		64	East Brighton to Melbourne University
		67	Carnegie to Melbourne University
		72	Camberwell to Melbourne University
Buses		216	Brighton Beach to Deer Park West
		219	Brighton Beach to Sunshine Park
		220	Gardenvale to Sunshine

South Yarra Train Station is approximately 1.8km to the east via a short tram trip on route number 8. South Yarra Station provides access to the Frankston and Sandringham Lines to the south.

Other rail lines are easily accessed from Flinders Street Station, a short tram ride along St Kilda Road.

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Minister for Planning on

20 MAY 2004

*Paul Jerome*  
Deputy Secretary, Built Environment





### 3.2. Student and Staff Numbers

The South Yarra Campus currently accommodates a total of 1120 boys, comprising of 340 students within Wadhurst, the Middle School, and 780 students in the Senior School.

Of these students 118 pupils are boarders.

Data supplied by the School indicates that enrolments at the South Yarra Campus have been stable for the past 12 years.

Current staff levels at the Campus have been obtained from the School and are set out within Table 3.

**Table 3: - South Yarra Campus, 2000 Staff Level**

	Total Staff
Wadhurst Teaching	40
Senior Teaching	84
Support Staff	85
Casual Staff	14
Total	223

Clearly not all staff will be on site at any one time. A review of the part time roster indicates that a maximum of around 216 staff (effective full time staff) are on site at any one time, varying by time of day and day of week.

### 3.3. On-Site Parking

Car parking for some staff is available on-site with 72 marked spaces as shown on Figure 3.

Sixteen of these spaces are located along the access driveway from St Kilda Road and in the School forecourt with virtually all of the remaining 56 spaces located between the South Quadrangle and the Memorial Hall.

Fifty-seven parking spaces are allocated to individuals with ten more spaces allocated on a seniority basis. The remaining 5 spaces are designated as shared spaces.

Five staff bicycle parking spaces are located to the south of the South Quadrangle.

A total of 24 student bicycle racks are located between the Luxton Dining Hall & Library and the North Quadrangle.

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**20 MAY 2004**  
*Paul Jerome*  
 Deputy Secretary, Built Environment,  
 Department of Sustainability and Environment.

### 3.4. Staff Parking Requirements

In order to determine staff travel mode and hence parking demands a questionnaire was distributed to all members of staff during the second week of the new term. A copy of the questionnaire is attached in Appendix 1.

A total of 175 responses were received, equivalent to a 78% response rate.

Travel to work modes, derived from the questionnaire, are outlined in Table 4. From this the maximum number of staff using each mode has been calculated.

**Table 4: - Staff Travel Mode**

	Percentage Modal Share	Total Staff Travelling By Each Mode
Car as driver	67%	149
Car as passenger	4%	9
Public Transport	16%	36
Bicycle	< 1%	0
Walk	13%	29
Total	100%	223

However it has been stated previously that the maximum staff on site at any one time equates to 216, therefore the maximum car drivers and hence parking demand is equivalent to: -

$$216 \text{ staff} \times 67\% = 145 \text{ vehicles}$$

The school can accommodate 72 vehicles within the school campus and 3 additional vehicles accommodated within outlying school property, such as the boarding house and the Old School House. The remaining staff park on street as indicated in Table 5.

**Table 5: - Staff Parking Locations**

	Percentage per Location	Maximum Staff Cars per Location
Arnold Street	5%	7
Birdwood Avenue	8%	12
Bromby Street	6%	9
Dallas Brookes Dr	3%	4
Domain Road	21%	31
Domain Street	4%	6
St Kilda Road	1%	1
School Campus	50%	72
Other Off Street	2%	3
	100%	145



Of the staff that park on the school grounds 90% or 65 vehicles access the school from Bromby Street. The remaining 10% or 7 vehicles use either St Kilda Road or accesses from Domain Road.

Based on counts of the Bromby Street entrance gate it is considered that the distribution of trips leaving the school, particularly in the afternoon, shifts towards St Kilda Road with approximately 65% of teacher vehicles departing the site via this street whilst the remaining 35% use Bromby Street

### 3.5. On-Street Parking Demand

Spot surveys of parking occupancy levels in streets surrounding the school undertaken on Wednesday 28<sup>th</sup> March 2001 at 11am illustrate the parking demand in the area during normal school hours.

The occupancies in surrounding streets at this time are set out within Table 6.

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20 MAY 2004

Paul Jerome  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.



Table 6: - On Street Parking Demand

Street	Location	Side	Restrictions	Total Spaces	Occupied Spaces
Arnold Street	Between Bromby & Toorak Rd	E	1/2 P 7.30-5.30pm Mon-Fri, 7.30am-12.30pm Sat	9	9
		E	Permit Zone 7.30am-11pm Mon-Sun	10	8
		W	2 P 7.30am-5.30pm Mon-Fri, 7.30am-12.30 Sat	29	29
		W	1/2 P 7.30am-5.30pm Mon-Fri, 7.30am-12.30 Sat	7	7
Birdwood Avenue	Between Domain St & Shrine of Remembrance	S	P Ticket 7.30am-5.30 Mon-Fri	45	45
		S	3P 7.30am-5.30pm Mon-Fri	23	23
		N	P Ticket 7.30am-5.30 Mon-Fri	28	28
		N	3P 7.30am-5.30pm Mon-Fri	13	13
Bromby Street	Between Domain St & St Kilda Rd	S	Permit Zone 7.30am-11pm Mon-Sun	30	19
		S	1/2 P 7.30am-11pm Mon-Sun,	21	19
		N	2 P 7.30-5.30 Mon-Fri, 3P 7.30-11pm Sat & Sun	18	11
		N	1/2 P 7.30am-5.30pm Mon-Fri, 7.30am-12.30Sat	6	3
Dallas Brooks Drive	Between Domain Rd & Birdwood Ave	E	P Ticket 7.30am-5.30pm Mon-Fri	15	15
		E	2 P 7.30am-5.30pm Mon-Fri	4	4
		E	3 P 7.30am-5.30pm Mon-Fri	13	13
Domain Road	Between St Kilda Rd & Domain St	S	4 P Ticket 7.30-5.30pm Mon-Fri, 7.30-12.30 Sat	8	8
		S	2 P Ticket 7.30-5.30pm Mon-Fri, 7.30-12.30 Sat	40	1
		S	1/2 P 7.30am-5.30pm Mon-Fri	4	0
		N	2 P Ticket 7.30-5.30pm Mon-Fri, 7.30-12.30 Sat	12	6
		N	P Ticket 7.30am-5.30pm Mon-Fri	32	32
		N	3 P Ticket 7.30am-5.30pm Mon-Fri	25	13
Domain Street	Between Domain Rd & Toorak Rd	W	1 P 7.30am-5.30pm Mon-Fri, 7.30am-12.30 Sat	40	28
		C	2 P 7.30am-5.30pm Mon-Sun	23	23
		E	Permit Zone 7.30am-11pm Mon-Sun	45	31
St Kilda Rd	Between Bromby St & Domain Rd	E	2 P Ticket 7.30am-5.30	22	18
			Total	522	406

### 3.6. Student Arrival and Departure Characteristics

To identify student arrival and departure patterns, questionnaires were distributed to all pupils on 9<sup>th</sup> February 2001. A copy of this questionnaire is attached as Appendix 2.

Pupils filled in the questionnaire within their "form period" and under the supervision of a teacher.

A total of 891 responses were received, equivalent to a 79% response rate.

Table 7 indicates the travel mode of students to and from the School as identified from the questionnaire.

**Table 7: - Student Travel Mode**

	Wadhurst Pupils		Senior Pupils		All Pupils	
	Arr.	Dep.	Arr.	Dep.	Arr.	Dep.
Car	44%	17%	38%	21%	37%	20%
Public Transport	49%	75%	50%	64%	52%	68%
Bicycle	1%	1%	0	2%	1%	1%
Walk	6%	7%	12%	13%	10%	11%
Total	100%	100%	100%	100%	100%	100%

From the above results it is apparent that, as with many schools, there is a shift from car travel in the morning to public transport in the afternoon. Also it is apparent from the surveys that as pupils get older they are more likely to walk to school.

In general pupils from Wadhurst exhibited a lower car occupancy than the Senior School. Both Schools indicated a greater pupil sharing in the morning than the evening as shown by Table 8.

**Table 8: - Student Car Occupancy**

	Wadhurst Pupils		Senior Pupils		All Pupils	
	Arr.	Dep.	Arr.	Dep.	Arr.	Dep.
Students per Car	1.30	1.23	1.43	1.32	1.36	1.29

## 4. THE MASTER PLAN

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

It is understood that the Master Plan will have no impact on either staff or student numbers.

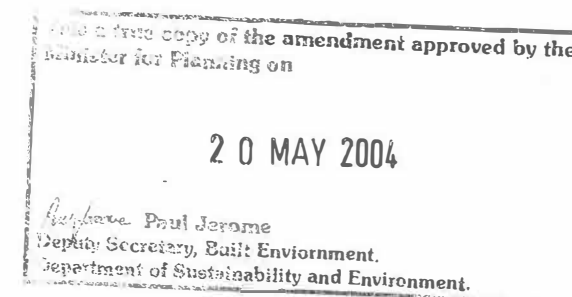
In terms of traffic and parking issues The Master Plan prepared by Peter Elliott Architects, envisages the eventual removal of all at grade parking on the site to provide a more connective pedestrian orientated environment.

In the interim it is foreseen that the 16 parking bays along the access driveway and in the school forecourt would be removed leaving 56 parking bays within the school grounds, adjacent to the South Quadrangle.

In the long term it is proposed to remove the final 56 parking spaces and provide an underground car park located under the Steele Oval to the west of the Memorial Hall.

To replace the existing at grade parking the School proposes to construct a 200 space car park under the Steele Oval and accessed via a 6 metre wide ramp from the existing driveway off St Kilda Road. Whilst this level of parking will be well in excess of the staff parking demands, the School wishes to provide an additional 55 spaces that can be used for visitors.

It is not proposed to close any of the existing vehicle accesses to the School.





## 5. CAR PARKING REQUIREMENTS

### 5.1. Parking Requirements Under the 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 having the following requirement: -

*Primary School – 1 car space per employee*

*Secondary School – 1.2 car spaces per employee*

Applying these rates to the total employees of the school would result in a parking requirement for 268 spaces. Clearly the School at present with only 72 parking spaces does not accord with the parking requirements under the Planning Scheme.

Clause 52.06 does recognise that the Planning Scheme parking requirements may be reduced or waived provided that any reduction can be justified due to the following: -

- *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*

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20 MAY 2004

*Paul Jerome* Paul Jerome  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.

## 5.2. Adequacy of Parking Facilities

### 5.2.1. Interim Scenario

Clause 52.06 indicates that proposals should not be required to "make good" any deficiency in parking exhibited by an existing use. Therefore it is apparent that the interim parking solution only needs to justify a reduction of 16 parking spaces on site.

At present only 72 staff can park their cars within the School Campus, the remaining 77 staff will park on-street (71 vehicles) or in other off street locations (6 vehicles).

The reduction in parking on the School Campus will result in 16 additional staff cars having to utilise the on street parking.

Surveys of existing parking demand on the streets surrounding the school indicate that during school hours there are 12 3-hour and 60 2-hour parking bays available. As a temporary measure it is considered acceptable for the 16 staff vehicles that will be removed from the site to park in either 2 or 3 hour bays and move parking areas during the day.

Staff will clearly chose the longer parking limits first therefore it is concluded that some 12 staff will relocate to the 3-hour bays on Domain Road with only 4 staff using 2-hour parking spaces.

It is therefore concluded that the additional demand due to the interim on site parking scheme can be comfortably accommodated within the surrounding streets.

### 5.2.2. Final Scenario

In the final scenario the School wishes to provide a 200 space car park located beneath the Steele Oval.

Two hundred (200) parking spaces will comfortably accommodate the 145 parking spaces required by staff and it is understood that the additional 55 spaces will provide a reserve supply for any visitors (parents and guests) to the school.

Clearly therefore the proposed development will result in a significant number of cars that are currently parking on-street relocating to the school thereby improving the general amenity and the availability of parking surrounding the Royal Botanic Gardens and Kings Domain.







## 6. TRAFFIC IMPLICATIONS

### 6.1. Preamble

The Master Plan for Melbourne Grammar School does not contain any plans to increase pupil or staff numbers. Therefore it can be concluded that there will be no increase in traffic volumes to the area as a whole as a result of the proposal.

The Master Plan, however, does include changes to parking provision in the interim and long term, which will have a knock on effect on traffic distribution around the school.

### 6.2. Interim Scenario

In the interim scenario 16 parking bays will be lost from the Campus and vehicles that previously used these spaces will be forced to park in the surrounding streets.

Therefore 16 arrivals into and 16 departures from the school will no longer occur at the school entrance, although they will continue to occur within the surrounding area, starting and finishing at on street parking bays rather than the School itself.

Additional traffic movements will be generated due to the 16 vehicles having to move parking spaces at some point during the day, however these movements will only occur during off peak periods.

It is therefore concluded that in the interim scenario the Master Plan will have no material impact on traffic conditions in the peak periods and during the day in general.

### 6.3. Long Term Scenario

Long term it is proposed to accommodate all staff parking demands on site within a 200 space basement car park accessed from the existing driveway off St Kilda Road.

The existing Bromby Street access, although no longer providing access to on site parking will however remain open for use by maintenance, emergency and delivery vehicles.

Analysis of staff arrival and departure patterns indicates that staff tend to arrive at the school between 6am and 1pm with most staff, 80%, arriving some time between 7am and 9am. Staff departures tend to occur between 12 noon and 9pm with 83% of departures occurring between 3pm and 7pm.

Less than 1% of staff arrivals by car (1 car) and 2% of staff departures by car (3 cars) occur during the arrival and departure overlap period, 12noon to 1pm.



### 6.3.1. Peak Hour Vehicle Arrivals and Departures

The peak hours for staff arrivals and departures by car were identified as between 7.30am and 8.30am and between 4pm and 5pm respectively. During these periods approximately 61% of staff vehicles arrived and 29% of staff vehicles departed respectively.

Given that up to 223 staff could visit the site in one day and that 60% of these would drive it is anticipated that the proposed new car park will attract 82 arrivals in the morning peak hour and 39 departures in the evening peak hour.

Of these staff vehicle movements 2 arrivals and 8 departures already use St Kilda Road in the peak periods to access the school.

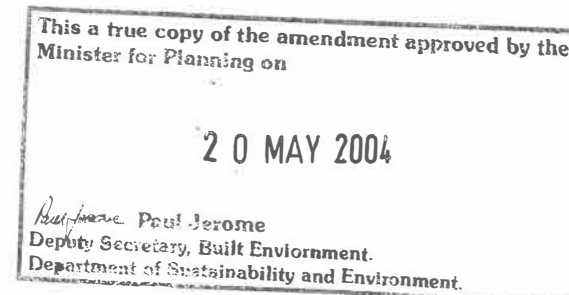
Therefore it is concluded that the proposed car park will result in 80 additional movements, approximately 1 every 45 seconds on the St Kilda Road service road in the morning peak hour and 31 additional movements in the afternoon peak hour. This increase in traffic, given the non residential aspect of the service road and existing traffic levels in the area, will have no material impact on the capacity of the street.

### 6.3.2. Bromby Street Implications

In the long term it is understood that the existing access to the School from Bromby Street will be limited to maintenance, emergency, delivery and other similar traffic.

Surveys of this access indicated that of the 120 to 150 or so vehicles that used this access everyday only 20 were maintenance or delivery type vehicles, with the remaining 100 to 130 vehicles being cars primarily entering or exiting the car park.

Given that in the future all car parking spaces would be accessed off St Kilda Road it can therefore be concluded that as a result of the Master Plan traffic volumes along Bromby Street would reduce by between 100 and 130 vehicle movements per day, improving the general amenity of the area.







## APPENDIX 1

This a true copy of the amendment approved by the  
Minister for Planning on

20 MAY 2004

*Paul Jerome*  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.

### Melbourne Grammar School – Staff Travel Questionnaire

Name \_\_\_\_\_

Teaching/Non Teaching \_\_\_\_\_

Full Time Residential, Full Time Non Residential or Part Time \_\_\_\_\_

How long will you be on the school premises today? From \_\_\_\_\_ To \_\_\_\_\_

1. How did you travel to school this morning?

Bicycle	
Bus	
Car Driver	
Car Passenger	
Train	
Tram	
Walk	

2. If you travelled by car how many other school members travelled with you?

Staff	
Students (please indicate form)	

3. If you travelled by car where did you park?

School campus	
Domain Road	
St Kilda Road	
Bromby St	
Domain Rd	
Elsewhere (please specify)	

4. If you parked on the school campus where did you enter the school grounds?

Brumby Road	
St Kilda Road	
Elsewhere (Please Specify)	

5. How will you travel home from the school tonight?

Bicycle	
Bus	
Car Driver	
Car Passengers	
Train	
Tram	
Walk	

6. If you will travel by car how many other school members will travel with you?

Staff	
Students (please indicate form)	

7. What time are you likely to leave the school tonight?

--	--

8. If additional parking was available on the school site would you drive

--

#### Residential Staff Only

9. Do you own a car?

Yes	
No	

10. If you own a car where do you keep it?

Within School Grounds	
On Street (Please specify where)	



Melbourne Grammar School – Student Travel Questionnaire

Student Name \_\_\_\_\_

Year & House \_\_\_\_\_ Boarder \_\_\_\_\_ Day Pupil \_\_\_\_\_

APPENDIX 2

1.	How did you travel to school this morning?	Bicycle Bus Car Driver Car Passenger Train Tram Walk	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	If you travelled by car how many other school members travelled with you?	Staff Students (please indicate form)	<input type="checkbox"/> <input type="checkbox"/>
3.	If you travelled by car where were you dropped off?	School campus Domain Road St Kilda Road Bromby St Domain Rd Elsewhere (please specify)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	How will you travel home from the school tonight?	Bicycle Bus Car Driver Car Passenger Train Tram Walk	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	If you will travel by car how many other school members will travel with you?	Staff Students (please indicate form)	<input type="checkbox"/> <input type="checkbox"/>
6.	If you will travel by car where will you be picked up?	School campus Domain Road St Kilda Road Bromby St Domain Rd Elsewhere (please specify)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.	What time will you be leaving the school tonight?		_____

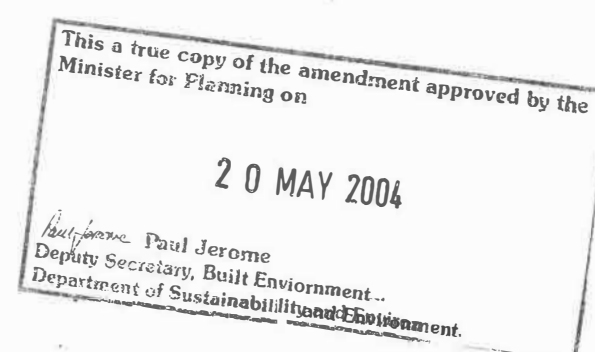
This a true copy of the amendment approved by the  
Minister for Planning on  
  
20 MAY 2004  
  
Paul Jerome  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.

## APPENDIX B

Attached is:

(Addendum No. 3 attachments – 12 March 2003)

- Grogan Richards Pty Ltd, Traffic & Transportation Engineers,  
“Proposed Access to Basement Car Park” dated 26 March 2003
- Robert Sands Pty Ltd, Conservation Architect  
“Proposed New Car Park” – heritage considerations
- VicRoads, Metropolitan North West Region  
Letter from Thuan Nguyen, Planning Engineer, Land Use & Traffic Management  
Dated 25 March 2003
- Grogan Richards Pty Ltd, St.Kilda Road Set-Out Plan Drawing No. 100765/T/01 (P2)



26 March 2003

Ref: 100765/SH/GA

Peter Elliott Architects  
Level 3  
453 Elizabeth Street  
MELBOURNE 3000

Attention: Mr Peter Elliott

Dear Peter,

RE: MELBOURNE GRAMMAR SCHOOL  
PROPOSED ACCESS TO BASEMENT CAR PARK

Further to your memo of the 13<sup>th</sup> November 2002 I set out below my comments on the proposal to provide vehicle access from St Kilda Road to the proposed 200-space basement car park proposed for Melbourne Grammar School (MGS).

As you are aware our original proposal to provide access to the basement car park via St Kilda Road was unacceptable to Vic Roads as indicated in their letter of the 29<sup>th</sup> January 2002, which stated that: -

*"Vic Roads believes that it is not appropriate to use the existing driveway off St Kilda Road as the main access point for Melbourne Grammar School. Given the location and the geometry of this driveway, and the expected amount of traffic generated to and from the school in peak hours, there would be traffic congestion and potential traffic accidents at this location. This therefore will affect the safety of motorists and the level of service of St Kilda Road."*

*A second concern is that if the existing driveway off St Kilda Road were to be used as the main access point, motorists on St Kilda Road wanting to turn right into the school would be forced to make an uncontrolled right turn movement on St Kilda Road, which Vic Roads strongly discourages.*

*The movements of vehicles turning right out from the school into St Kilda Road is also considered dangerous as motorists have to cross four lanes of southbound traffic and wait for a gap in the northbound traffic to be able to turn into St Kilda Road."*

I understand that it is now proposed to provide access to the car park via a new entry/exit that will link into St Kilda Road approximately 15 metres south of the existing St Kilda Road access, as indicated within plan MPCP103 (Rev D). I also understand that whilst the existing gates must remain due to their heritage value vehicle traffic using this access will be negligible.



Grogan Richards Pty. Ltd.  
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Web www.grorich.com.au

- 2 -



#### Proposed Access Geometry

From plan MPCP103 (Rev D) it is apparent that the proposed access to the basement car park will be located to the west of Bromby Street and oriented north south from the back of the Bromby Street Footway. No vehicle connection is proposed to Bromby Street.

The access ramp will be set back approximately 6 metres from the property boundary and approximately 20 metres from the edge of St Kilda Road Service Road and will comprise a 1 in 6 gradient with 2 metre 1 in 8 transitions at either end.

The geometry of the ramp will therefore accord with AS2890.1, The Australian Standard for Off Street Car Parking and is considered acceptable.

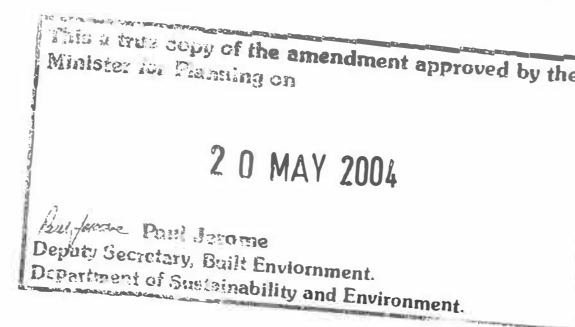
#### Amendments to the Service Road

In association with the car park access it is proposed to reduce the current 30 metre long median break opposite Bromby Street by approximately 25 metres and realign the northern kerb, as indicated in Grogan Richards Plan 100765/T/01/P2.

The extension to the median break will prevent vehicles from Melbourne Grammar School (MGS) turning right into and out of the site whilst the proposed kerb realignment will also prevent vehicles from the main carriageway entering the service road.

It is therefore considered that the proposed median break amendments will prevent right turns in and out of the site and therefore removes Vic Roads concerns regarding these manoeuvres and their impact on St Kilda Road.

Vic Roads have reviewed Grogan Richards Plan 100765/T/01/P2 and indicated in their letter of the 25<sup>th</sup> March 2003 that they are satisfied with the amendment to the median break and its relationship to the proposed access to the School.





### Traffic Generation

At present the majority of traffic generated by the Melbourne Grammar School (MGS) utilises Bromby Street to access on site parking, however some traffic does utilise the St Kilda Road access.

Therefore surveys were undertaken at the existing MGS St Kilda Road access on Wednesday 27<sup>th</sup> November 2002, between 7.30am and 9.30am and 3pm and 7pm. Table 1 summarises the results of these surveys.

**Table 1: - Existing Traffic Volumes**

	St Kilda Rd Southbound Service Road	MGS St Kilda Rd Access	
		Ingress	Egress
<b>AM Peak</b> (8am to 9am)	717	5	3
<b>School Peak</b> (4pm to 5pm)	854	0	10
<b>PM Peak</b> (5.30pm to 6.30pm)	1047	0	2

From our original analysis of staff travel patterns and the impact of the proposed 200 space basement car park it is anticipated that staff will generate approximately 82 vehicle arrivals with negligible departures in the morning and negligible arrivals and 39 departures in the afternoon peak.

In general the school generates relatively few traffic movements in the PM Peak.

However to provide a robust assessment the following vehicle movements have been assumed: -

- AM Peak 82 arrivals, 10 departures
- School Peak 10 arrivals, 39 departures
- PM Peak 20 arrivals, 20 departures

The impact of these manoeuvres on the St Kilda Road Service Road has been analysed assuming that traffic on the service road forms a single lane and that all MGS vehicles will turn left out of the site, as will be the case with the proposed access arrangements and median kerb realignment.

The results of this analysis are set out within Table 2.



**Table 2: - Capacity of the Proposed Access**

	St Kilda Road Service Road			Proposed Access		
	DoS	Ave Delay	95%ile Queue	DoS	Ave Delay	95%ile Queue
<b>AM Peak</b> (8am to 9am)	0.43	1s	0	0.05	26s	0
<b>School Peak</b> (4pm to 5pm)	0.47	0	0	0.22	35s	1
<b>PM Peak</b> (5.30pm to 6.30pm)	0.58	0	0	0.22	56s	1

It is apparent from Table 2 that the proposed school access will comfortably be able to accommodate the anticipated traffic demands with no material impact queuing or through traffic on St Kilda Road Service Road.

It should be noted that the above analysis is considered to provide a conservative assessment for vehicles exiting the School as in reality it is anticipated that most of this traffic will utilise natural gaps in southbound traffic generated by the existing traffic signals at the intersection of St Kilda Road and Domain Road.

Based on the above analysis it is considered that the new access to Melbourne Grammar School in association with the proposed median and kerb works to the existing break between the service road and the southbound carriageway of St Kilda Road addresses Vic Roads concerns with regards access to the basement car park from St Kilda Road and will have no material impact on existing traffic in the area.

I trust that the above is of assistance, however if you have any queries regarding the above you can contact me directly on 8415 7707.

Yours Sincerely

Gillian Austin  
Senior Traffic Engineer  
GROGAN RICHARDS PTY LTD

This a true copy of the amendment approved by the Minister for Planning on

20 MAY 2004

Paul Jerome  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.



## 1.0 INTRODUCTION

It has been decided to construct an underground carpark at the South Yarra campus of Melbourne Grammar School to remove cars from the school grounds and therefore avoid the clash between cars and pedestrians and the visual blight of parked cars.

The ideal location for the carpark is beneath one of the ovals to minimise any affect to existing buildings, landscape and to reduce the construction costs as much as possible.

Discussions with the neighbours and council have resulted in the decision not to use Bromby Street, Domain Street or Domain Road as accesses, leaving only St.Kilda Road as a possible access point.

The Steele Oval is seen as the best solution with regard to the above criteria with the added bonus that the ground level of the oval is over a metre above that of Bromby Street thereby minimising the amount of ramping required and its visibility.

## 2.0 DISCUSSION

The St.Kilda Road frontage of the school is its main street frontage although the older buildings face both St.Kilda Road and Bromby Street.

The main entrance to the school is through the Barrett Gates off St Kilda Road with the driveway much in its original location winding up to the original basalt buildings. The whole frontage is contained with buildings the gates and an iron palisade fence with a basalt plinth. Access into the Wadhurst Oval area to the north is not practicable because it is closely surrounded by buildings whose levels relate directly to those of the oval. An access ramp could not be easily located without severely diminishing its usability.

The only existing location for direct access into the Steele Oval area from St.Kilda Road is through the Barrett Gates. These gates and the adjacent fencing are a memorial and of significance to the school.<sup>1</sup> They are not wide enough to allow for proper two-way traffic. There is also a large oak tree close by, also significant. The introduction of a carpark entry in this location would require widening of the gate opening, thereby rendering the gates themselves useless, which is inappropriate in heritage terms, and the installation of a highly visible ramp and carpark entrance which is also inappropriate. In addition, the resolution of pedestrian separation, ceremonial use and the carpark access would be extremely difficult. Security would also be problematic.

Bromby Street has been closed to traffic at its western, St.Kilda Road, end with a planted reservation. The original alignment of the basalt street kerb around the corner from St.Kilda Road into Bromby Street has been unfortunately obscured.

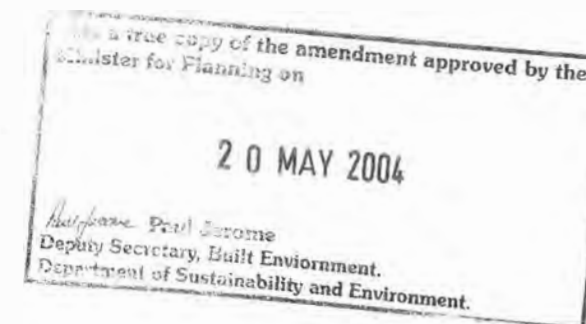
The recommendation is to install a new entrance to the proposed carpark reinstating the original corner alignment. Access would be only from the outer carriageway of St.Kilda Road and the opening would be discretely around the corner and out of sight from the main gates. This location separates the two entrances, maintains the Barrett Gates and pedestrian entry, works better for ramping and security and does not change the status quo as far as traffic in Bromby Street is concerned.

A new opening in the contributory Bromby Street bluestone retaining wall is required. This can be incorporated neatly with minimal damage to the other fabric.

## 3.0 CONCLUSION

The carpark will ultimately be of great benefit to the school. The only feasible access points to St Kilda Road are the existing main gates or a new Bromby Street entrance, both of which

require alterations to elements of heritage significance to the school. On balance the better solution would be the Bromby Street proposal as it is less damaging visually, less destructive in heritage terms and more practicable.



<sup>1</sup> Melbourne Grammar School, Conservation Plan; Robert Sands Pty. Ltd., 1998, p93.

**vic roads**

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Ms Gillian Austin  
Grogan Richards Pty Ltd  
150 Oxford Street  
COLLINGWOOD VIC 3066

25 March 2003

Contact: Thuan Nguyen  
Telephone: (03) 9313 1146  
Our Ref: SY/MBN/PSA/C46  
Your Ref: 100765LET005/SI/CA

Dear Ms Austin

**RE. MELBOURNE GRAMMAR SCHOOL  
PROPOSED MODIFICATION TO St KILDA ROAD MEDIAN BREAK**

I refer to your letter dated 18 March 2003 seeking VicRoads' comments and approval for the proposed changes to the St Kilda Road median break, as part of the Amendment C46 to the Melbourne Planning Scheme – Melbourne Grammar School, South Yarra Campus.

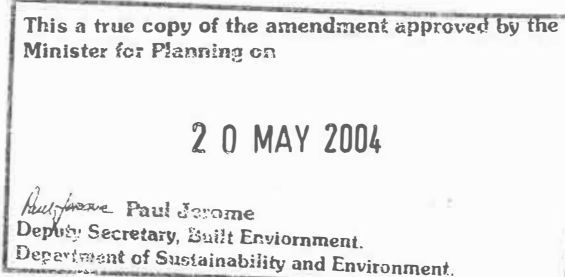
VicRoads has examined and is satisfied with the functional layout plan as shown on drawing no. 100765/T/01, Issue P2, dated 18/02/03, attached in your letter, for the proposed changes to the St Kilda Road median break, as part of the Amendment C46 to the Melbourne Planning Scheme – Melbourne Grammar School, South Yarra Campus.

Should you have any queries, please contact me on 9313 1146 by telephone or at [thuan.nguyen@roads.vic.gov.au](mailto:thuan.nguyen@roads.vic.gov.au) by e-mail.

Yours sincerely

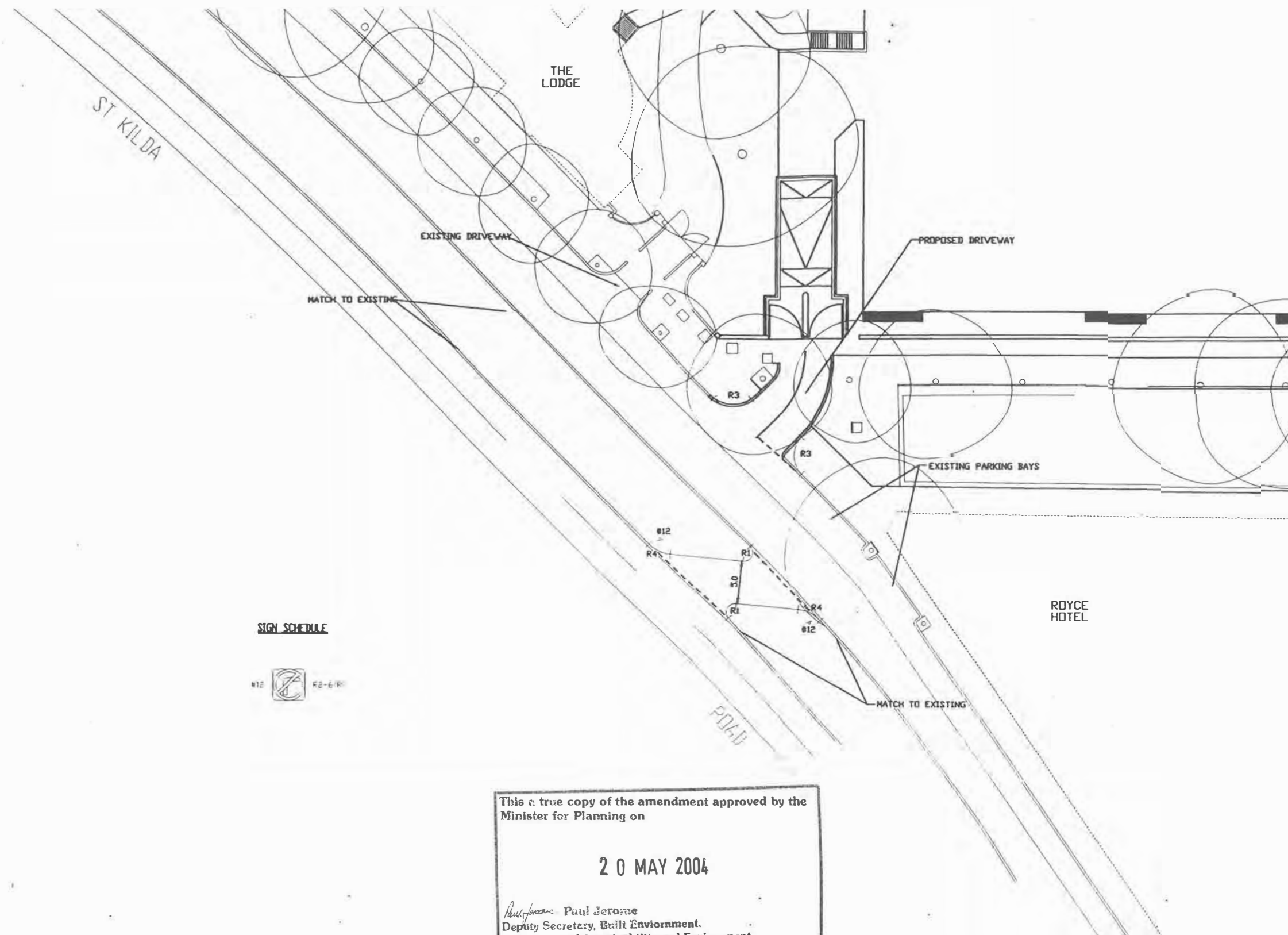
**THUAN NGUYEN – PLANNING ENGINEER  
LAND USE AND TRAFFIC MANAGEMENT**

cc. John Tekieli – City of Melbourne  
Mr Phillip Priest – City of Melbourne



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SIGN SCHEDULE



This is a true copy of the amendment approved by the Minister for Planning on

20 MAY 2004

*Paul Jerome*  
Deputy Secretary, Built Environment,  
Department of Sustainability and Environment.

PRELIMINARY PLAN

FOR DISCUSSION PURPOSES ONLY  
SUBJECT TO CHANGE WITHOUT NOTIFICATION  
DATE OF ISSUE: 18/02/03

<p><b>LEGEND</b></p> <ul style="list-style-type: none"> <li>EXISTING PEDESTAL</li> <li>NEW PEDESTAL</li> <li>NEW JOINT USE POLE</li> <li>P.T.C. POLE</li> <li>S.E.C. POLE</li> <li>3 ASPECT LANTERN (200W)</li> <li>PAST ARM (OUTREACH) AS DEDICATED</li> <li>PER. PUSH BUTTON &amp; LANTERN</li> <li>INTERNALLY ILLUMINATED SIGN</li> <li>STREET LIGHTING LANTERN</li> <li>EXISTING STREET LIGHT LANTERN</li> </ul>	<ul style="list-style-type: none"> <li>DETECTOR LOOP</li> <li>EXISTING LOOP</li> <li>TRAFFIC SIGNAL CONTROLLER</li> <li>RAISED REFLECTIVE PAVEMENT MARKER</li> <li>600mm DIA. CONDUIT JUNCTION PIT</li> <li>300mm DETECTOR PIT</li> <li>SIGN</li> <li>DIRECTION SIGN</li> <li>N.S.A.T. NO STOPPING ANY TIME</li> <li>N.S. NO STOPPING</li> <li>N.R.T. NO RIGHT TURN</li> <li>G.N.T.P. GIVE WAY TO PEDESTRIANS</li> </ul>	<ul style="list-style-type: none"> <li>ACTIVE VEHICLE GROUP</li> <li>PROHIBITED VEHICLE GROUP</li> <li>PROHIBITED PEDESTRIAN MOVEMENT</li> <li>RAISED PAVEMENT MARKER</li> <li>RAISED REFLECTIVE PAVEMENT MARKER</li> <li>SIDE ENTRY PIT</li> <li>GRATED PIT</li> <li>SEWERAGE PIT</li> <li>FIRE HYDRANT OR PLUG</li> <li>STOP VALVE</li> <li>GAS &amp; FUEL CORP. VALVE</li> </ul>	<ul style="list-style-type: none"> <li>ELECTRICITY SUPPLY PIT</li> <li>TELSTRA PIT OR BOX</li> <li>TELSTRA PILLAR</li> <li>UTILITY UNCLASSIFIED</li> <li>EXISTING FEATURE</li> <li>S.E.C. OVERHEAD</li> <li>UNDERGROUND SEWER MAIN</li> <li>S.E.C. UNDERGROUND</li> <li>UNDERGROUND GAS</li> <li>UNDERGROUND WATER</li> <li>TELSTRA</li> </ul>
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#### GENERAL NOTES

1. BASE INFORMATION OBTAINED FROM PETER ELLIOTT PTY. LTD.  
2. ALL DIMENSIONS ARE TO FACE OF KERB AND CHANNEL UNLESS OTHERWISE SPECIFIED.  
3. DECLARED MAIN ROAD, ST KILDA ROAD, SPEED ZONE - 60KM/H.  
4. ALL SIGNAGE AND LINES MARKING IS TO BE IN ACCORDANCE WITH VICTORIAN TRAFFIC ENGINEERING MANUAL VOL. 2.

P2	18.02.03	ISSUED FOR APPROVAL	ENG	CA
P1	18.02.03	ISSUED FOR INFORMATION	ENG	CA

**Grogan Richards Pty.**  
Consulting Engineers  
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web: www.groganrich.com.au

Client: MELBOURNE GRAMMER SCHOOL

Project: MELBOURNE GRAMMER SCHOOL  
Location: ST KILDA ROAD, MELBOURNE  
City of MELBOURNE Ref. No. 2K, K3

Title: FUNCTIONAL LAYOUT

Design: ENG	Drawn: ENG	Date: 18.02.03
Checked: ENG	Authorised: ENG	
Out File: 100765	Sheet: 1/250	Job: 100765 / T / 01
Scale: 1:250	Number: 100765 / T / 01	P2