

MEMO

To: [REDACTED]

Re: Permit Application P339875  
 Carlton North Primary School, 60 Lee Street Carlton North, Yarra City (H1626)  
 RFI response

Date: 1 November 2024

[REDACTED]

Thank you for your RFI letter dated 18 October 2024.

We have tabulated your queries and requests for info and provide responses below in the table.

RFI comment/ query	Response
<p><i>It is noted that there had been a series of changes to the main building since the 1870's, including an extension of the east and west wings in 1910. The plan, in 1920 shows the building with class rooms with platforms running east-west. The 1937 changes made some fundamental changes to room arrangements which were realigned to run north-south and were accessed from a south corridor, and this will be taken into account as part of this permit application.</i></p>	<p>Noted.</p> <p>The Design Team is aware the building has undergone considerable internal alterations over its life to respond to changes in pedagogy; and with regulatory matters, teaching resources and enrollments believed to play a contributory in physical changes to the building's interiors. The proposed works are part of this lineage of adaptations and changes to the physical fabric to accommodate evolved teaching practices and school operations.</p> <p>A CMP had been proposed for the place to develop a better understanding of the building's history, themes and chronological development, and archaeological potential but a CMP supported/deemed necessary by HV's Permits Officer at Pre-app stage.</p>
<p><i>As you are aware the school is built on the site of the former Collingwood Stockade, which was established in 1853 to house convicts who worked in nearby bluestone quarries. When the stockade was closed in 1866, the site was acquired by the Mental Hygiene Department as an asylum, before becoming a school site in 1973. It is noted that the site has</i></p>	<p>A preliminary archaeological assessment has been commissioned, and is currently underway.</p> <p>The preliminary report will be issued to HV's archaeological team in November 2024 for review.</p>

<p><i>the potential to contain historical archaeological remains associated with the former Collingwood Stockade (1853-1866) and Asylum (1866-1873). It is recommended that a Historical Archaeology Assessment be undertaken (by a qualified historical archaeologist) at this stage to determine if the place has the potential to contain historical archaeological remains that may be affected by the proposed works. Should a permit be issued, and surface and subsurface works uncover significant historical archaeological features, deposits and/or artefacts once works commence this can result in significant delays in construction and completion of the works. There is blanket protection in the Heritage Act 2017 for all historical archaeological sites at least 75 years old.</i></p>	
<p><i>There are some concerns with the application documentation, as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>The Heritage Impact Statement does not include a detailed description of all of the works proposed in the application.</i></li> </ul>	<p>An updated HIS is attached, a detailed schedule with written description is included. . The drawing set also graphically describe all of the works and should be read in tandem with the HIS.</p>
<ul style="list-style-type: none"> <li>• <i>The Architectural Drawings, specifically to works to adapt the current library for use as a staff room with kitchen/tea point facilities and renovation of hall to accommodate the new library space lack detail. Clarification is required on:</i> <ul style="list-style-type: none"> <li>○ <i>Location of the proposes A/C units proposed in the library</i></li> <li>○ <i>LED Lighting in the library</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Additional joinery drawings have been provided to the existing and proposed library spaces to prove additional level of detail <ul style="list-style-type: none"> <li>○ All wall mounted AC units have now been added to 1:100 plans (H13, H16, H19, H22, H28)</li> <li>• ACs in staff breakout space to be replaced and located in current locations</li> </ul> </li> </ul> <p>An additional AC to be located where there is currently a WAP and conduit</p> <ul style="list-style-type: none"> <li>• AC units to other areas have been located either where there is full height acoustic panelling to conceal refrigerant conduits or on new stud walls (in wall)</li> </ul>

<ul style="list-style-type: none"> <li>○ <i>Details of glazed wall to new planning space</i></li> <li>○ <i>Staff planning Areas (old library) - Are all original and early wall shelving to be kept?</i></li> <li>○ <i>Why is there a need to remove a proportion of a wall adjacent to the staff breakout area in old library?</i></li> <li>○ <i>Detailed section of the original library showing how the kitchen bench and storage joinery sit adjacent to original fabric.</i></li> </ul>	<ul style="list-style-type: none"> <li>• AC units in new library space have been located just below top of window with the intention to conceal conduits behind proposed acoustic panelling</li> <li>○ Additional joinery drawings have been added detailing LED task lighting. All LED lighting is either to backlight the stained glass windows or concealed LED task lighting in joinery which has been clearly noted</li> </ul>
<ul style="list-style-type: none"> <li>• <i>There are a series of 1937 glazed timber partitions that open into the class rooms off the corridor, that have been further modified. Physical evidence suggest that the new window frames to the classrooms can be used and fitted into framing. It is expected that this detail is provided</i></li> </ul>	<ul style="list-style-type: none"> <li>○ An additional internal elevation has been added on drawing H20</li> </ul> <p>Glazing heights to match adjacent original door. 5 bay structure similar to corridor glazing.</p> <ul style="list-style-type: none"> <li>○ Confirming all original and early wall shelving is to be kept throughout the project.</li> </ul> <p>Joinery locations were all adjusted to suit following pre-app ie. Low joinery located under timber shelves with high level joinery shifted to where there is no timber shelf</p> <ul style="list-style-type: none"> <li>○ Additional joinery sections have been provided on H20. All proposed joinery sits below the dado rail</li> <li>• A further detail has been added on H18. Timber head and jambs in question to be retained. New window components to be sized accordingly to ensure alignment to existing head</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The construction of the decking around the new multi-use hall in site's north-west corner and impact on the TPZ &amp; SRZ of the existing tree. No decking details are shown.</i></li> </ul>	<ul style="list-style-type: none"> <li>• See structural engineering drawings showing decking and floor slab</li> </ul> <p>Floor slab is suspended on screw piles so sits above the TPZ soil level</p>

	Decking is proposed to be a 'Surefoot' non destructive/no concrete footing system
<ul style="list-style-type: none"> <li>No supporting Arborist documentation has been submitted</li> </ul>	<ul style="list-style-type: none"> <li>See attached current arborist report supporting current design</li> </ul>
<ul style="list-style-type: none"> <li>No landscaping plans have been submitted.</li> </ul>	<ul style="list-style-type: none"> <li>See attached detailed landscape drawings</li> </ul>
<ul style="list-style-type: none"> <li>Lack of renders/ perspective/ 3D views to understand the impact of the proposed new development.</li> </ul>	<ul style="list-style-type: none"> <li>Additional 2 x pages of renders can be found at back of drawing set H32 &amp; H33 with an emphasis of building in context</li> </ul>

<p><i>In light of the matters raised above and to assist the Executive Director, Heritage Victoria in determining your application, you are required to provide the following additional information under s98 of the Heritage Act 2017 (the Act):</i></p>	
<ul style="list-style-type: none"> <li>Renders/perspective/3D views to understand the visual impact of the proposed new development.</li> </ul>	Additional 2 x pages of renders can be found at back of drawing set H32 & H33 with an emphasis of building in context
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>Updated architectural drawings to address elements not fully documented in the application set provided.</li> </ul>	Attached in RFI response.
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>A Scope of conservation Repairs as outlined in the HIS.</li> </ul>	Scope of heritage repairs can be found on drawings A160-162 (DD package) in the previous link I sent you.
<ul style="list-style-type: none"> <li>Landscaping Plans (including outdoor decking, ramps &amp; gates)</li> </ul>	Attached in RFI response
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>Arborist Information.</li> </ul>	Attached in RFI response
<ul style="list-style-type: none"> <li></li> </ul>	



<ul style="list-style-type: none"> <li>• <i>A revised Heritage Impact Statement to address matters raised in discussion and points above.</i></li> </ul>	<p>Attached in RFI response</p>
<ul style="list-style-type: none"> <li>• <i>You may wish to provide further information to assist with consideration of how the proposed new development is required for the reasonable and economic use of the place. If you do not wish to provide further information regarding reasonable or economic use, you must advise of this in your further information response. Further guidance can be found in the Heritage Victoria Policy Reasonable or economic use <b>available</b> <a href="#">here</a>.</i></li> </ul>	<p>A VSBA Asset Management Plan was prepared 2022-23</p> <p>The AMP provides a statement of the school's present position, focus areas of pedagogy and professional development, community, and current accommodation and facilities and potential improvement to improve teaching and learning.</p> <p>In this case best/reasonable use is addressed in the building works by:</p> <p><b>Multi-purpose hall:</b></p> <ul style="list-style-type: none"> <li>• This new building provides an all weather Phys Ed space. The Upper School central hall is currently used for all weather PE which is noisy and disruptive to the adjoining class rooms.</li> <li>• The hall will also improve community gathering and assembly.</li> </ul> <p><b>Staff Room and Staff Planning Room:</b></p> <p>The Professional Learning Communities (PLCs) program run by the school to improve leadership and training of staff will be enhanced by the larger Staff Room and adjacent Staff Planning Room.</p> <p><b>Prep Area:</b></p> <p>Better location for Prep/foundation students at the centre of the school, adjacent to main entry, administration and Staff Room areas for improved introduction into the school community, and improved incidental surveillance.</p> <p>Room layouts Improved flexibility of teaching.</p> <p>Part C of the AMP identifies teaching practices, staff development programs and touches on changes in the building environment required to best accommodate these.</p> <p><i>A CNPS focus on numeracy improvement was identified through 2021 NAPLAN data, leading to work starting in 2022 to build teacher capacity to provide appropriate challenge and support for all students (i.e., differentiation).</i></p>

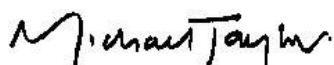
*Additionally, in 2022, CNPS school improvement leaders began Professional Learning Communities (PLCs) training. In 2023, this training has been filtered through to all staff with the outcome being that PLC structures are consistently embedded. The collaborative practice of PLCs provides a space for teachers to plan, measure and evaluate the impact of teaching and learning, whilst strengthening teacher collaboration, continually building teacher capacity and knowledge; and improving instructional practice in differentiating student learning. The next stage of embedding the PLC culture is increasing the opportunity for staff to share the necessary data and resources, plan and have the open, confidential data discussions effective PLCs require.*

*Current educational spaces are also limited and lack the ability for flexible teaching and learning to occur, therefore not allowing students to safely work in a variety of ways - i.e., independently, in various group sizes, as a whole class.*

*The school's teaching and learning models, curriculum and programs provide opportunities for Specialist classes including Performing Arts and Physical Education that are not disrupted by weather and do not disrupt the learning within the other classrooms ensuring a strong Academic Emphasis across the school. Teachers work in collaboration and are able to observe each other's teaching and learning easily from classroom to classroom to ensure best practice and consistent teaching and learning across the school.*

Please contact me if you have any queries or require additional information.

Yours sincerely



Michael Taylor  
Director MTA&H  
Heritage Adviser, Architect ARBV Reg No. 14847