

European Heritage - Statement of Heritage Impact

Austral Public School Upgrade

Prepared for NSW Department of Education

February 2025

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NSW Department of Education

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Executive Summary

This Statement of Heritage Impact (SoHI) has been prepared to support a Review of Environmental Factors (REF) for the Department of Education (DoE) for the upgrade of Austral Public School (APS) (the activity). The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as “development permitted without consent” on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37 of the T&I SEPP.

The management measures developed to reduce impacts and capture the current school grounds before change are outlined in Table 1.1:

Table 1.1 Mitigation measures

Mitigation Number/Name	Aspect/Section	Mitigation Measure	Reason for Mitigation Measure
1	Unexpected Finds Procedure	Include an unexpected finds procedure in the construction environmental management plan (CEMP). Unexpected finds may take the form of Aboriginal artefacts, historical artefacts, or human skeletal remains. If unexpected finds are unearthed any time during the project, work will cease, and an archaeologist will be called to assess the find.	Supports cultural heritage by addressing unexpected finds appropriately and meeting heritage legislative requirements.
2	Design Review and Impact Assessment	A review of the proposed works and the impact assessment by a nominated heritage consultant is required if further design developments occur.	Keeps the proposed works acceptable from a heritage perspective, addressing any potential impacts from design changes.

TABLE OF CONTENTS

Abbreviations and acronyms	iv
1 Introduction	1
1.1 Background to the project	1
1.2 Subject site location	1
1.3 Site description	1
1.4 Aims and methods of this report	4
1.5 Limitations	5
1.6 Authorship	6
2 Statutory framework	7
2.1 Heritage listings	7
3 Historical context	9
3.1 Colonisation and settlement	9
3.2 Tenure of the subject site	9
3.3 Austral Public School	11
4 Heritage inspection	24
4.1 Introduction	24
4.2 Site inspection	24
4.3 Built heritage	37
4.4 Archaeological potential	37
5 Significance assessment	43
5.1 The significance framework	43
5.2 Assessment of significance	43
5.3 Statement of significance	45
5.4 Significance of individual components	45
6 Proposed works	49
7 Heritage impact assessment	52
7.1 Assessment guidelines	52
7.2 Impact assessment	52
7.3 Summary of heritage impacts	54
8 Summary and recommendations	56
8.1 Conclusion	56
8.2 Recommendations	56

Appendices

Appendix A	Legislative context	A.1
Appendix B	Site phasing plans	B.1
Appendix D	Assessments of significance framework	C.1

Tables

Table 1.1	Mitigation measures	2
Table 1.1	Project scope	4
Table 2.2	Heritage register search	7
Table 3.1	Austral Public School – Analysis of historical aerial photographs – 1930 to 2022	20
Table 3.2	Austral Public School – Development timeline	22
Table 4.1	Existing buildings and built elements – Austral Public School	25
Table 4.2	Existing external and landscape elements – Austral Public School	32
Table 4.3	Summary of archaeological potential, disturbance and significance	40
Table 5.1	Significance assessment — Austral Public School	43
Table 5.2	NSW heritage assessment gradings	45
Table 5.3	Significance assessment of existing buildings and built elements	46
Table 7.1	Impact assessment gradings	52
Table 7.2	Heritage impact assessment – Matters for consideration	52
Table 8.1	Mitigation measures	57
Table 9.1	NSW heritage assessment criteria	C.2

Plates

Plate 2.1	Heritage map HER-008 as per Schedule 5 of the Liverpool LEP 2008. The site is shown by the red outline but is not listed.	8
Plate 3.1	Early to mid-nineteenth century; approximate location of the subject site in red outline	10
Plate 3.2	Parish of Cabramatta historic map, late nineteenth century. The school site is outlined in red.	11
Plate 3.3	Original ‘Hoxton Park’ subdivision mapping with the Austral Public School site marked in blue.	12
Plate 3.4	1923 Parish of Cabramatta	13
Plate 3.5	Specification letter to introduce seating to the original Austral Public School building.	14
Plate 3.6	Sketch plan of the original school building dating from c.1933.	15
Plate 3.7	Sketch plan of the original school building dating from c.1934.	16
Plate 3.8	Sketch site plan of Austral Public School dating from c.1938.	17
Plate 3.9	The c.1956 timber and weatherboard school building at its opening (now demolished).	18

Plate 3.10	The c.1978 site and development plan for Austral Public School.	19
Plate 5.1	The location of demolished buildings shown on a current aerial photograph.	41
Plate 7.1	Proposed demolition plan for the subject site.	50
Plate 7.2	Overall site plan illustrating the proposed works and changes to the school site.	51

Abbreviations and acronyms

Abbreviation	Long form
CHL	Commonwealth Heritage List
CMP	Conservation Management Plan
DA	Development application
DCP	Development Control Plan
DoE	Department of Education
DP	Deposited Plan
DPE	Department of Planning and Environment
EIS	Environmental Impact Statement
EMM	EMM Consulting Pty Ltd
EP&A Act	Environmental Planning and Assessment Act 1979
EPI	Environmental Planning Instrument
ha	hectares
Heritage Act	NSW Heritage Act 1977
HLEP	Hills Shire Local Environmental Plan 2019
km	Kilometre(s)
LEP	Local Environmental Plan
LGA	Local Government Area
m	metres
Mm	millimetres
NHL	National Heritage List
NSW	New South Wales
NWGC	North West Growth Centre
RNE	Register of the National Estate
S170	Section 170 of the <i>Heritage Act 1977</i> (NSW)
SEARs	Secretary Environmental Assessment Requirements
SHR	State Heritage Register
SINSW	School Infrastructure NSW
SoHI	Statement of Heritage Impact
SRISI	Summary Report of Initial Site Investigations
SSD	State Significance Development

SSI	State Significance Infrastructure
UNESCO	United Nations Educational, Scientific and Cultural Organisation
Vol	Volume
WHL	World Heritage List

1 Introduction

1.1 Background to the project

EMM Consulting Pty Limited (EMM) has been engaged by The Department of Education (DoE), through School Infrastructure New South Wales (SINSW) to prepare a Statement of Heritage Impact (SoHI) for proposed construction and upgrade works (proposed works) at Austral Public School in Austral, NSW. SINSW plans to upgrade the school in response to predicted growth in the south-western Sydney region.

The design and technical documentation defines and illustrates the proposed works. The intent of the activity is to allow for upgrades to Austral Public School that will provide a CORE 35 primary school compliant with the EFSG. The works will increase the capacity of the school from 681 students and 40 FTE teachers to 734 students and 64 FTE teachers, respectively. Furthermore, provision within the expanded 734 student capacity will be made for the creation of 30 support class students places.

This statement of heritage impact follows a summary report of initial site investigations (SRISI) prepared by EMM (May 2023) to help guide the initial design development and feasibility phase. This SoHI is the second step in fulfilling the requirements for the management of historical heritage for the planned development at Austral Public School, supporting a Review of Environmental Factors (REF) for an activity that requires approval under Part 5 of the EP&A Act.

1.2 Subject site location

The subject site is located at:

Address	205 Edmondson Avenue, Austral 2179
Lot//DP	Lot 865 DP 2475, Lot 1 DP 398106, Lot 865 DP 2475, Lot 1 DP 509613, Lot 2 DP 509613, and Lot 1 DP 512119
School ID	41357
LGA	Liverpool Local Government Area
Parish	Cabramatta
County	Cumberland

1.3 Site description

Austral Public School is located 38 km south-west of the Sydney Central Business District at 205 Edmondson Avenue in the Liverpool Local Government Area (LGA). The subject site is bordered by a commercial district to the north, rural properties to the east, residential lots and the Rural Fire Brigade to the south, and the Austral Church of Christ to the west. The subject site covers approximately 3.8 hectares (9.3 acres) including the school precinct, oval and surrounding vegetation.

An unnamed non-perennial drainage line is located approximately 400 m east of the subject site towards the east end of Tenth Avenue. This drainage line flows from the north where it connects to Kemps Creek approximately 2.5 km north-west of the subject site. The State Heritage Listed Upper Canal System (Pheasants Nest Weir to Prospect Reservoir) is located 800 m east of the subject site.

The site has an area of 2.986 ha and comprises of 6 allotments, legally described as:

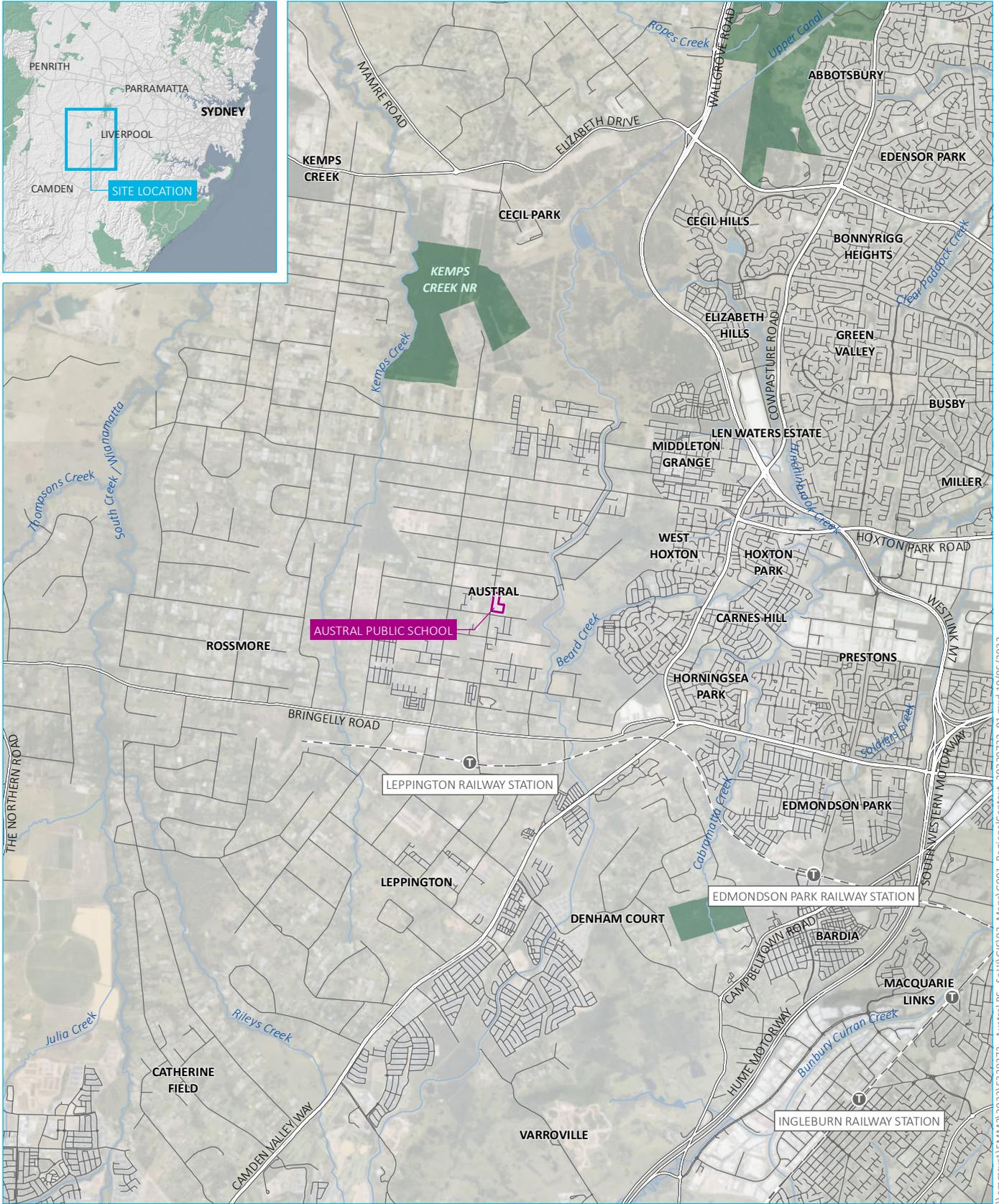
- Lot 1 DP 398105
- Lot 1 DP 398106
- Lot 1 DP 509613
- Lot 1 DP 512119
- Lot 2 DP 509613
- Lot 865 DP2475

The site currently comprises an existing co-educational primary (K-6) public school with:

- 8 permanent buildings;
- 14 demountable structures;
- interconnected paths;
- covered walkways;
- play areas: and
- at-grade parking.

The Austral Community Pre-school is also located within the site.

The existing buildings are clustered in the northern part of the site, ranging between 1 to 2 storeys in height. There is a sports oval in the south-eastern portion of the site, and a densely vegetated informal play area located in the south-western portion of the site.



Source: EMM (2022); ABS (2021); DFSI (2020); GA (2011); Metromap (2022)



- KEY**
- Subject site
 - Train station
 - Rail line
 - Major road
 - Minor road
 - Named watercourse
 - Named waterbody
 - NPWS reserve

- INSET KEY**
- Major road
 - NPWS reserve
 - State forest

Regional context

Austral Public School
Figure 1.1



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Source: EMM (2022); DFSI (2020); Metromap (2022)



- KEY
- Subject site
 - Cadastral boundary

Site context

Austral Public School
Figure 1.2

\\emmsvr1\EMM\2022\E220373 - Austral PS - Soil\GIS\02_Maps\G002_LocalContext_20220722_01.mxd 10/05/2023

1.4 Aims and methods of this report

The project's main objective is to assess the heritage value of the school grounds through listing status or through the investigation to prepare this SoHI.

The subject site selected for the proposed upgrades at Austral Public School was researched by:

- preparing a report in accordance with the scope of works requested by SINSW
- reviewing the State Heritage Inventory (SHI) to identify, which, if any buildings are gazetted heritage items listed on a formal heritage register (Table 2.1)
- primary and secondary research to provide a summary historical analysis to address the question of heritage potential and assist in assessing the heritage significance of Austral Public School and associated buildings, built and landscape elements
- a site inspection, which included a general overview of the subject site, an examination of the site for any archaeological evidence, and documentation of the existing structures on site.

Table 1.1 Project scope

Report scope and objective	Section in this report
Attend the relevant Pre-Planning Application meetings with the project team and other key authorities as required.	Actioned outside this report
Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.	Section 7
Provide a Statement of Heritage Impact (SoHI) prepared by a suitably qualified heritage Services supplier in accordance with the guidelines in the NSW Heritage Manual (Heritage Office and DUAP, 1996) and Assessing Heritage Significance (OEH, 2015). The SOHI is to address the impacts of the development on the heritage significance of the site and adjacent areas and is to identify: <ul style="list-style-type: none"> i) How the development is consistent with any relevant Conservation Management Plan ii) All heritage items (state and local) within the vicinity of the site including built heritage, landscapes and archaeology, curtilage and setting of the items, detailed mapping of these items, and assessment of why the items and site(s) are of heritage significance iii) The impacts of the development on heritage item(s), heritage significance or cultural heritage values of the site, including visual impacts, required BCA and DDA works, new fixtures, fittings and finishes, any modified services iv) The attempts to avoid and/or mitigate the impact on the heritage item(s), heritage significance or cultural heritage values of the site v) The attempts to interpret the heritage significance identified into the development vi) Justification for any changes to the heritage fabric or landscape elements including any options analysis. 	This report
If the SoHI identifies impact on potential historical archaeology, a historical archaeological assessment should be prepared by a suitably qualified archaeologist in accordance with the	

Table 1.1 Project scope

Report scope and objective	Section in this report
<p><i>Archaeological Assessment Guidelines</i> (NSW Heritage Office, 1996) and <i>Assessing Significance for Historical Archaeological Sites and 'Relics'</i> (Heritage Council of NSW, 2009).</p> <p>This assessment should identify what relics, if any, are likely to be present, assess their significance and consider the impacts from the development on this potential archaeological resource. Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations or salvage program.</p>	
Provide all original research materials (documents, drawings, pictures, maps,) reference lists and locations of references and bibliographies in digital format for future retrieval by SINSW.	Section 3, 0 and Appendix B
Consideration of potential development footprints, including height and setback requirements and details of any heritage listings and restrictions such as heritage curtilage, potential archaeology, potential Aboriginal archaeology and actual and potential heritage, items and significant views.	Section 4
Where demolition of a heritage item is proposed, a substantial comparative analysis and inventories (following NSW Heritage Division guidelines) of comparable heritage items owned by department must be undertaken within the LGA and Planning Region and/or State. Any report that proposes demolition of a heritage item or contributory or neutral fabric needs to demonstrate that there is no viable alternative to demolition in accordance with the requirements of the State Agency Heritage Guide as demolition is considered a last resort option.	No demolition works are proposed.
Preparation of an inventory (following NSW Heritage Division guidelines), using primary research, for eventual inclusion in the Department's section 170 Heritage and Conservation Register.	Not part of this scope
Design and Heritage Interpretation advice on the fenestration, detailing, materials and colour for new buildings in the view shed or proximity of significant heritage elements on the site.	Not part of this scope
If requested, preliminary feedback on how any refurbishment of the heritage buildings, and new buildings, can celebrate and make visible heritage elements, and recommend text and images for site displays on context awareness.	n/a
Attend meetings with the project team and coordinate with other Services suppliers as required.	Actioned outside this report.
Identify key issues and constraints and provide advice to the project team during the preparation of the Planning Application, including issues established through discussions with the relevant authorities during the Pre-Planning Application process.	Section 8.2
Allow for submission of Draft report and one client revision before final submission.	Actioned outside this report.

1.5 Limitations

This SoHI is based on existing and publicly available environmental data, archaeological information and reports about the subject site. The background research did not include any independent verification of the results and interpretations of externally sourced existing reports (except where the ground-truthing was undertaken). This report does not consider Aboriginal heritage unless specifically related to historical and/or built heritage values. Such heritage items are addressed in the Aboriginal heritage assessment.

Appendix A provide an overview of the statutory and non-statutory obligations of the client in relation to heritage. The overview is based on the experience of the authors in the heritage sector. It is not legal advice. Legislation, regulations, and guidelines change, and users are encouraged to ensure their statutory obligations have not changed since the report was written.

The historical analysis provided in this section of this report is based of freely available digital and physical historical resources associated, both written and visual, that reference and are relevant the subject site and project.

More comprehensive research into the site, including the obtaining historical resources from the State Archives Collection (Museums of History NSW), was also conducted by Anthony Dakhoul (NWT) on 20 February 2024. All information provided in this report, including graphics, which have been sourced from the State Archives Collection have been referenced and attributed to the State of New South Wales through Museums of History NSW.

1.6 Authorship

This report was authored by Amelia O'Donnell (EMM) and Anthony Dakhoul (NWT Heritage Consulting Pty Ltd). Additions and quality assurance was provided by Pamela Kottaras (EMM). Revisions following provision of comments by SINSW were undertaken by Susan Lampard (EMM).

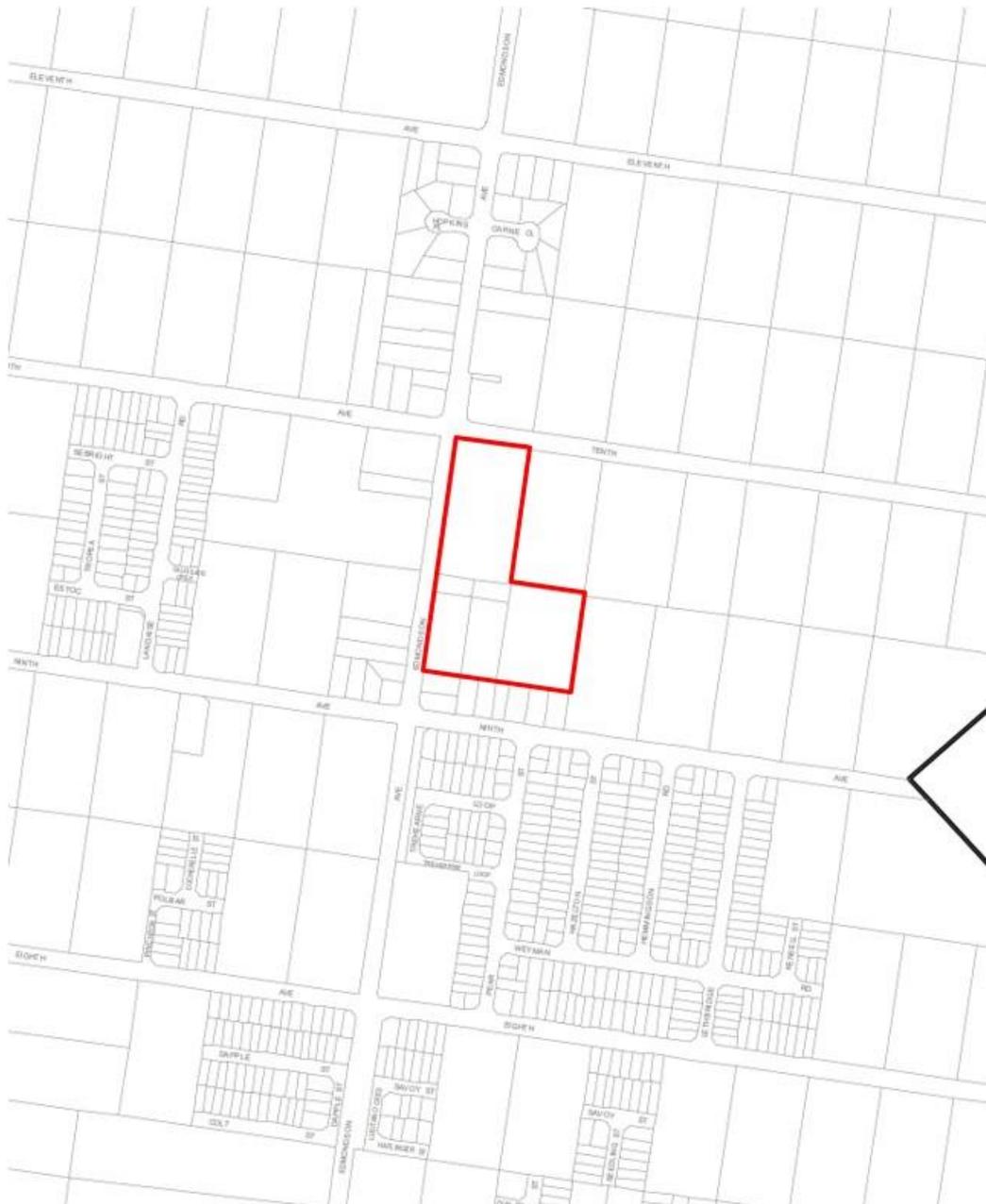
2 Statutory framework

2.1 Heritage listings

Statutory and non-statutory listings in vicinity (<1 km) of Austral Public School are listed in Table 2.1 and shown in Plate 2.1 (outlined in red). There are no identified heritage items within the subject site. The nearest heritage item to the site is the Upper Canal System (800 m east) which is listed on the NSW State Heritage Register.

Table 2.1 Heritage register search

Jurisdiction	Heritage Register	Listing	Distance from subject site
Federal	World Heritage List	No listed items	-
	Commonwealth Heritage Register	No listed items	-
	National Heritage Register	No listed items	-
	Register of the National Estate (non-statutory)	No listed items	-
State	State Heritage Register	5051481 – Upper Canal System	800 m east - not impacted by the proposed works.
	Section 170 Heritage and Conservation Register (Regional Parklands 2001)	No listed items	-
	State Environmental Planning Policy (Western Parkland City 2021)	No listed items	-
Local	Liverpool Local Environmental Plan 2008	No listed items	-



(Source: Liverpool LEP 2008)

Plate 2.1 Heritage map HER-008 as per Schedule 5 of the Liverpool LEP 2008. The site is shown by the red outline but is not listed.

3 Historical context

3.1 Colonisation and settlement

Prior to European settlement, the subject site was occupied by the people of the Darug language group. While there is debate over the exact territory of Aboriginal groups prior to contact, the lands of the Darug covered most of the western Sydney region (Tindale 1974). The Cumberland Plain was a point of first contact between many Aboriginal peoples and Europeans, with the same environmental factors that supported Aboriginal groups also attracting European settlers and agriculture.

The expedition by Governor Phillip to Prospect Hill in 1788 found lands to the west more suitable for farming than those of the Sydney Cove area. In the same year, the township of Rose Hill, renamed Parramatta the following year, was established and settler colonialism rapidly expanded in the area. Competition between Aboriginal groups and European settlers for resources quickly inflamed tensions leading to an escalation of violence throughout the region. On 1 May 1801 Governor King issued a public order requiring Aboriginal people around Parramatta, Prospect Hill and Georges River to be 'driven back from the settlers' habitations by firing at them' (Flynn 1997).

Historical disturbance and land clearance in the subject site began sometime after 1819 when Thomas Carne was granted 700 acres (283 ha) of land (Plate 3.1) by the colonial government, used for agricultural and pastoral purposes (Liverpool City Library Local History Collection n.d.). It is likely that the property retained this function well into the late nineteenth century.

3.2 Tenure of the subject site

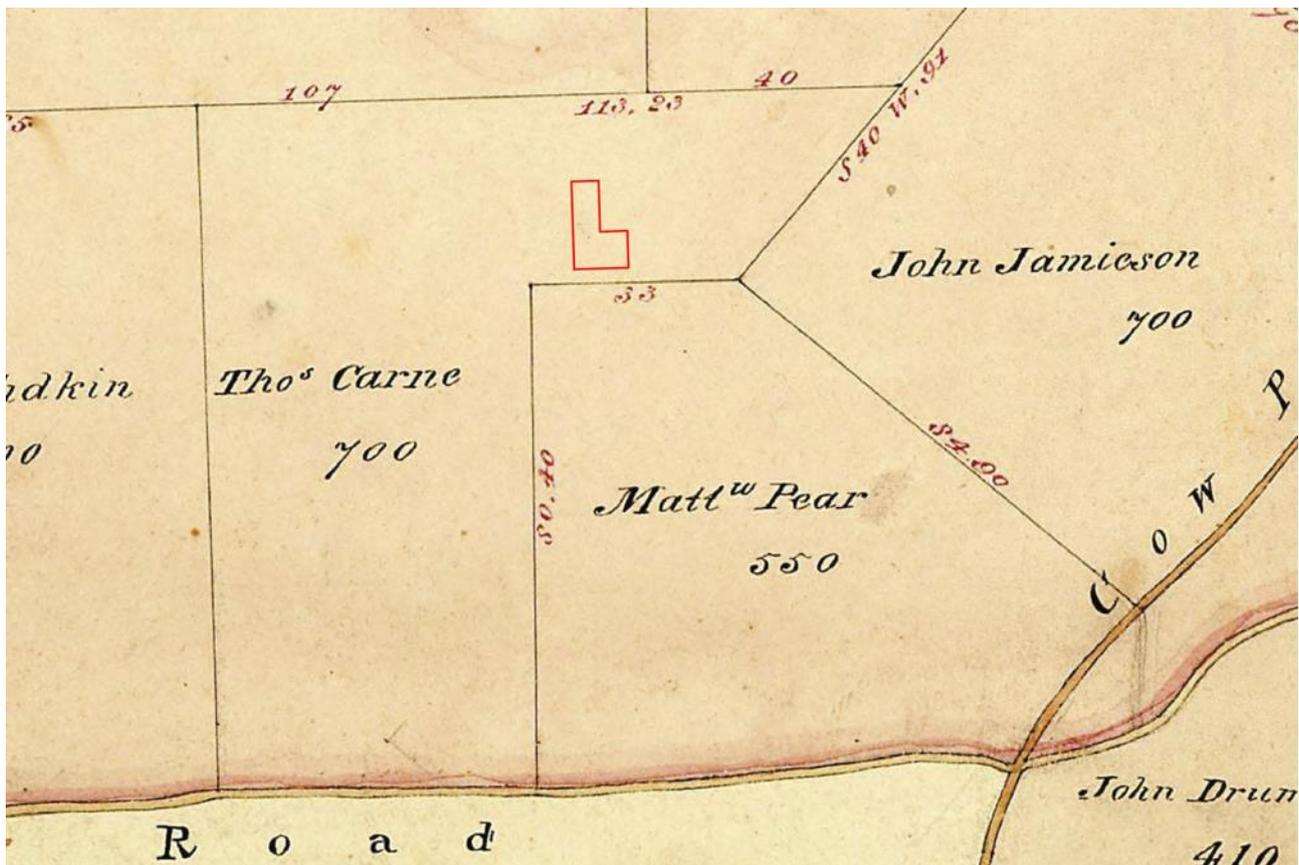
In 1788, at the earliest stages of the Colony, Governor Phillip granted land to select convicts who had served their time or been pardoned. The rich alluvial soils of the Cumberland Plains resulted in land grants being released in the greater Liverpool area by Governor Hunt from the 1790s onwards to encourage settlement and increase food production. Larger lots were particularly granted to those who were married. Settlement on the fringes of the County of Cumberland began in 1792, expanding from Parramatta north-west to Richmond and Windsor then along watercourses to the south, over the next decade (Ecological Australia 2016, Casey & Lowe Pty Ltd 2002). The first land parcels around Prospect Hill were granted during this period.

The rate and expanse of settlement growth in the early colony concerned the Government as the burgeoning colonial economy was susceptible to potential profiteering (Nicoladis 2000). Moreover, settlement was edging closer to the Government cattle stocks in the 'Cow Pastures' around modern Camden (Nicoladis 2000). As such, Governor King kept a tight control over land grants west of Parramatta.

In 1810, Governor Macquarie formally declared the establishment of the town of Liverpool, which developed into a regional centre that catered to the surrounding land parcels that were being granted primarily to mix of government officials, ex- soldiers, wealthy settlers and farmers (Australian Museum Business Services 2012:13).

The first land parcel surrounding the subject site was granted in 1810 to John Jamieson (700 acres, *Cow-de-Knaves*) located approximately 600 m east of Austral Public School. In 1818 James Foster (300 acres, *Eccleston*), James Williamson (800 acres, *Dungarthell*), William Fidkin (700 acres, *Stanfield Park*) and Matthew Pear (500 acres, *Bellevue*) were awarded land grants (Plate 3.1)(Australian Museum Business Services 2012).

On 31 August 1819, Lieutenant Thomas Carne was granted 700 acres (283.28 hectares), that included the land associated with the subject site, for use as pastoral land (*The Sydney Gazette and New South Wales Advertiser* 1823). In 1820, Carne acquired the adjoining Bellevue Farm and was later put up for sale in 1822, however, it failed to sell. Upon his return to England and resignation as Coroner in 1825, Carne put both his original grant and Bellevue Farm up for rent (*The Sydney Gazette and New South Wales Advertiser* 1824).

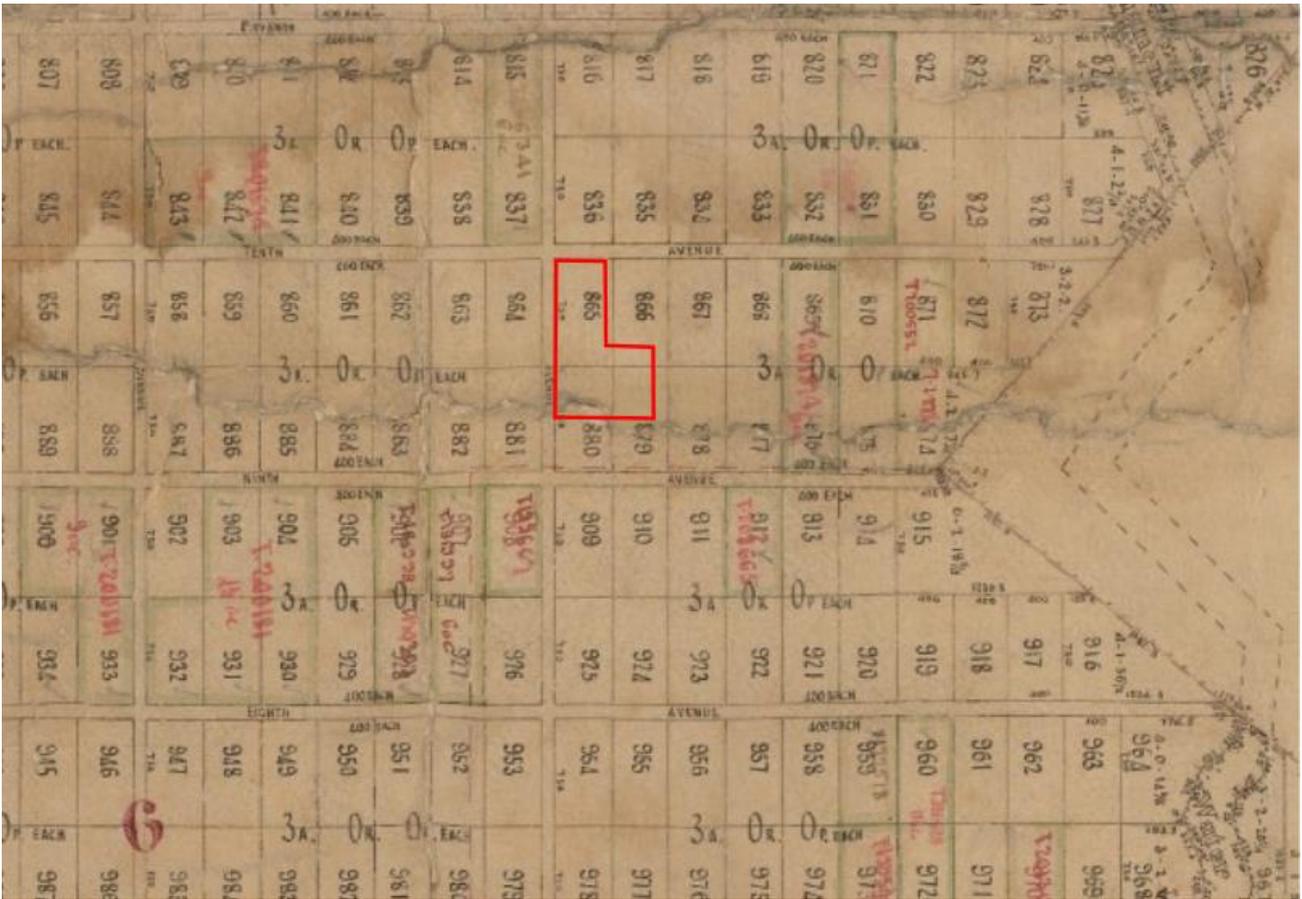


Source: NSW Land and Water Conservation: AO Map Number 199; Parish of Cabramatta

Plate 3.1 Early to mid-nineteenth century; approximate location of the subject site in red outline

By 1887, Carne's land grant, was owned by Phillips & Company, also known as the 'Austral Banking and Land Proprietary', who commenced with a large scale subdivision of the land into lots for development (Plate 3.2), as part of the wider 'Hoxton Park Estate' subdivision. The original school and subsequent 'Austral' township were established as a result of the subdivision, both named after the aforementioned company (Australian Museum Business Services 2012).

In the late 1920s, Austral was surveyed as a possible soldier's settlement after World War I and experienced a population increase during the Depression years (Austral Public School 1993). By 1930, most of the wider area had been cleared of its original vegetation, with small remnant patches remaining inside the subject site and surrounding region. For many years after World War II, the suburb of Austral remained peri-urban, with many residents living on small acreages with various crops and gardens. Gradually over time, small scale infrastructure was constructed in the lots surrounding the school site including significant land clearing. This consistent, long-term disturbance is likely to have had a significant impact on the surface and subsurface integrity of the soils. The subject site is currently bounded by residential lots, acreage, and commercial properties.



Source: triSearch Parish Plan: DP2475

Plate 3.2 Parish of Cabramatta historic map, late nineteenth century. The school site is outlined in red.

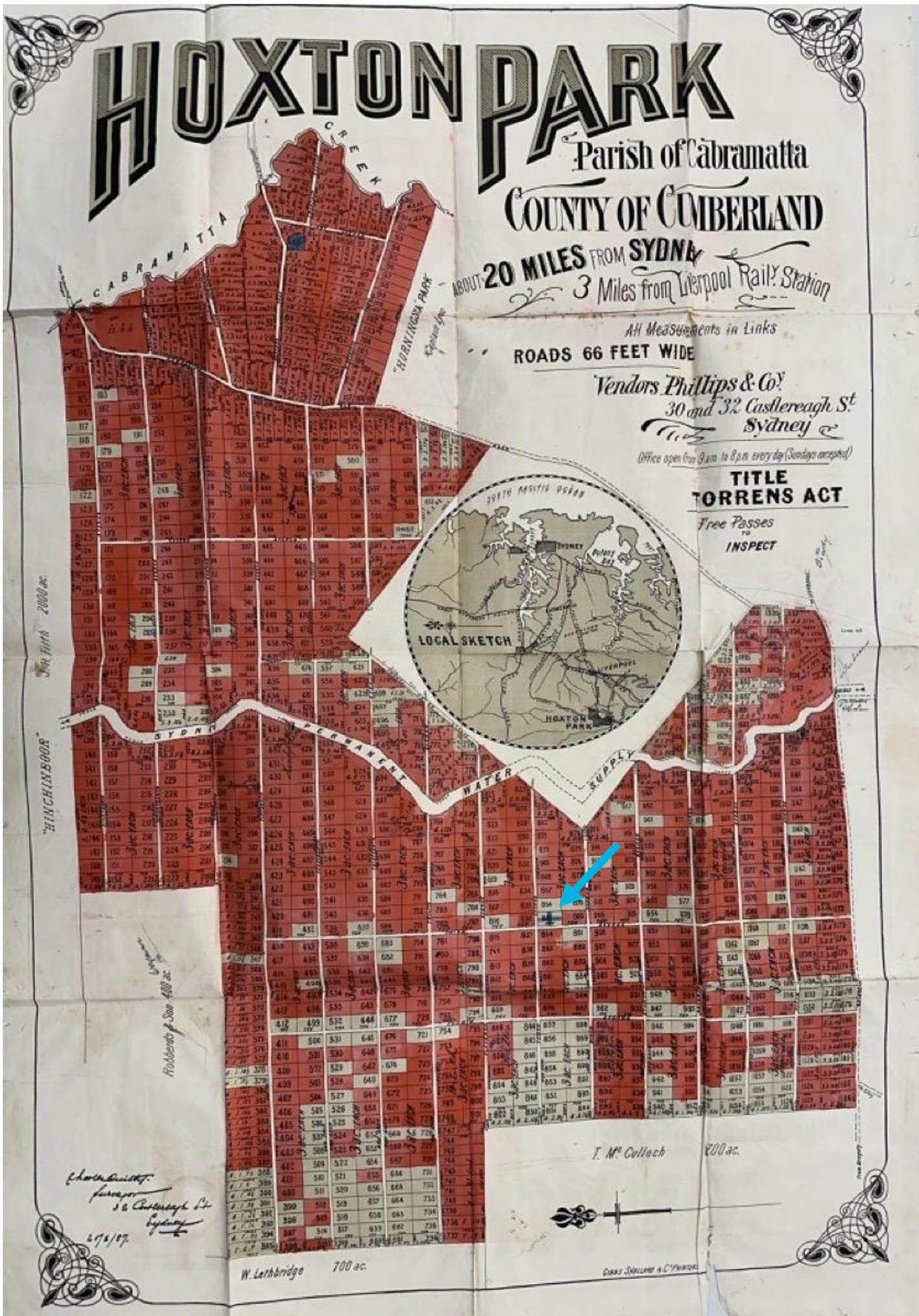
3.3 Austral Public School

3.3.1 The school's establishment

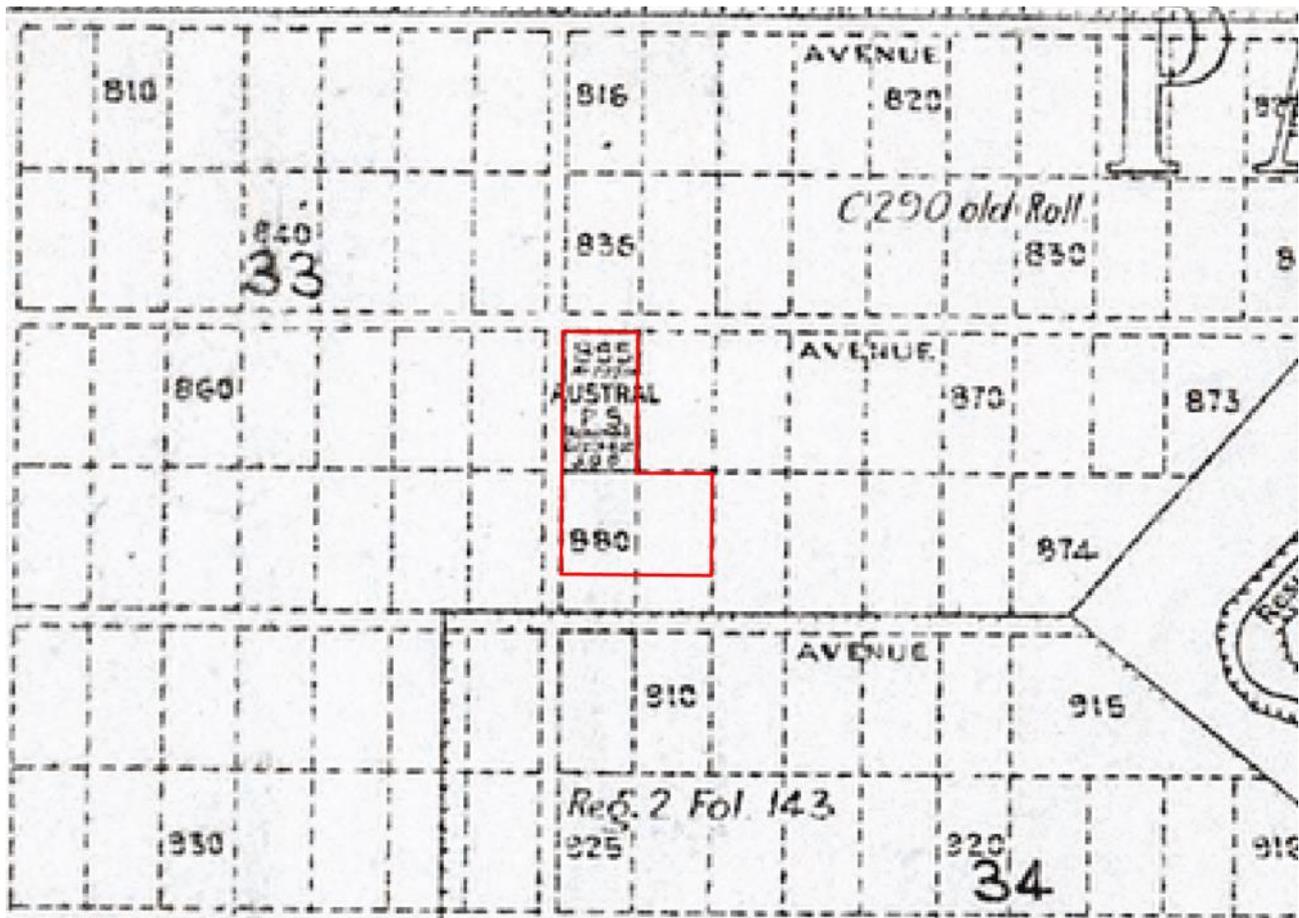
The earliest available historical information indicates that in 1891, a public school was proposed to be established in Hoxton Park (*The Daily Telegraph* 1891). This application requested for another school to be constructed for the 44 children living on the western section of Hoxton Park (Liverpool City Library 2024). In response, 'Austral Banking and Land Proprietary' granted the three acre Lot 865 at the corner of Tenth and Third associated with the 'Hoxton Park Estate' subdivision, avenues for the establishment of the school site (Plate 3.3). A report prepared by a government inspector noted that 'a wooden school building to accommodate 50 children be erected' as part of the school's establishment (Austral Public School 1993).

Austral Public School was gazetted one year later in 1892 to Lot 865. The newly established school site was cleared of vegetation, fencing erected, the required school building constructed and formally opened in 1893. Historical mapping dating from c.1923 illustrates that the 'Austral Public School' was present and formally allocated, prior to any major developments in the surrounding area (Plate 3.4).

The position of the future school was probably chosen because of its centrality to nearby properties and homesteads and future lots, the prevalence of existing routes or the general lack of availability of land at the time in the area. The site may have also been selected as there may have been existing utilities and possibly buildings present that could be repurposed or modified for use by the school.



Source: © State of New South Wales through Museums of History NSW, NRS-3829-2- [5/14736]-55/14736.2A
 Plate 3.3 Original 'Hoxton Park' subdivision mapping with the Austral Public School site marked in blue.



Source: NSW Land Registry Services: 752019

Plate 3.4 1923 Parish of Cabramatta

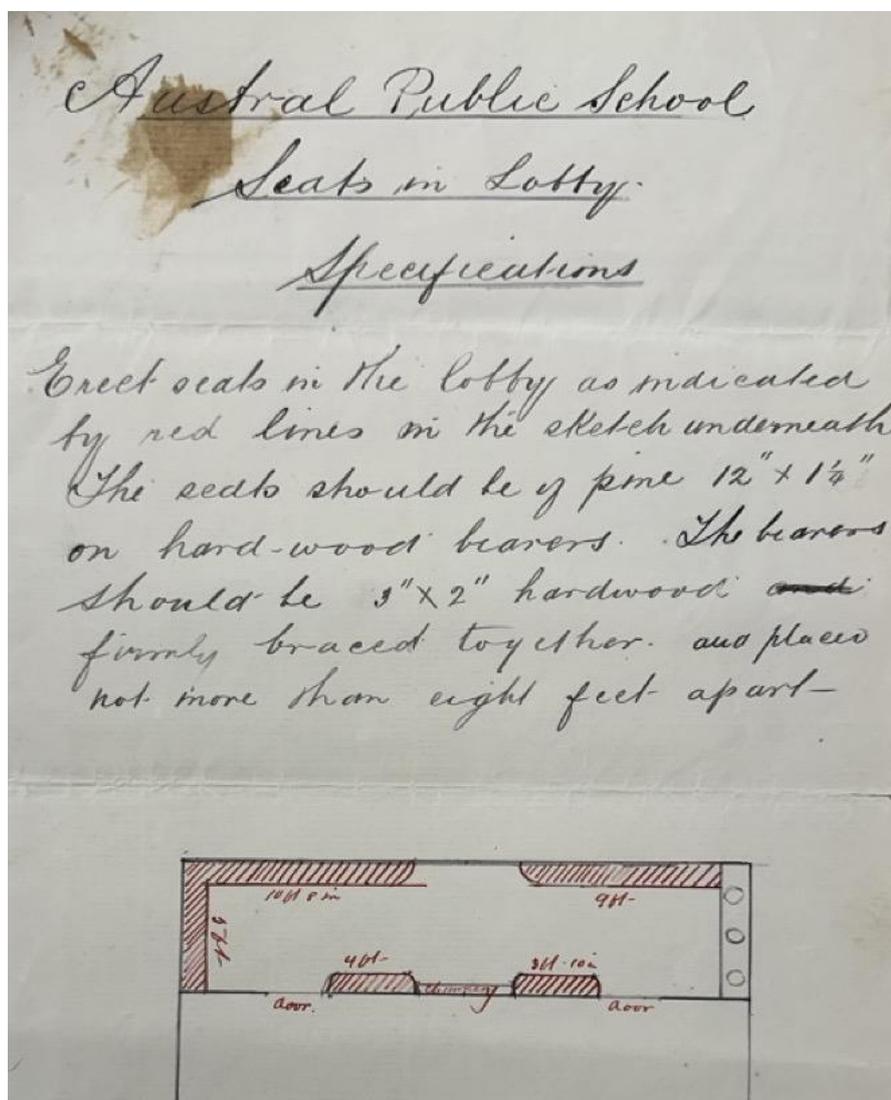
3.3.2 Early structural development

Schools constructed in rural NSW during the nineteenth century generally included a single, schoolroom building, often in conjunction with various ancillary structures including a separate teacher’s residence, sheds and toilets (NSW Schoolhouse Museum of Public Education 2022). In this period, building materials were produced locally, usually near the place of construction. Prior to Austral Public School’s construction, shingles were split from Casuarina (*Casuarina equisetifolia*) or ironbark (*Eucalyptus paniculata*) that were common throughout the Cumberland Plain (Thompson 2011). Nails were made locally, as imported English or North American nails bent when hammered into Australian woods. The Liverpool Steam Brickworks became operational from the late 1800s and became the main source for local building materials (Thompson 2011). Bricks from this factory are easily identifiable with the prominent ‘Liverpool’ stamped on one side and ‘MC’ on the other (Thompson 2011).

Available historical records relating to Austral Public School dating from the late nineteenth century provide predominantly written evidence of the early structural development of Austral Public School. Records dating from 1894 to 1897 indicate that the school requested the investigation of an inadequate water supply, the removal of five trees and the boring holes to the school building walls for ventilation. A 1903 letter to the Department of Education notes that no teacher’s residence was present at Austral Public School and that an allowance for the head teacher be allocated for external rent (Museums of History NSW, NRS-3829-2-[5/14736]-55/14736.2A). There is no clear evidence to suggest the presence of buildings other than the school building at the school site, in the late nineteenth century.

The earliest description of the original school building dates from 1907 in a letter outlining works to be done to the building, providing an indication of the building’s original scale, materiality, and architectural detailing. The

school building is described as being 26' x 14' x 9.5'. The works are described as involving 'the whole of the outside woodwork of the school room, the lobby, the closets, the gates...The tanks, spouting, down piping and all iron-work". The letter notes that windows are timber framed and include sashes and glass panes (Museums of History NSW, NRS-3829-2-[5/14736]-55/14736.2A). In the same year, seats to the lobby area of the school building were proposed and introduced, including the first visual illustration of the building (Plate 3.5).



Source: © State of New South Wales through Museums of History NSW, NRS-3829-2- [5/14736]-55/14736.2A

Plate 3.5 Specification letter to introduce seating to the original Austral Public School building.

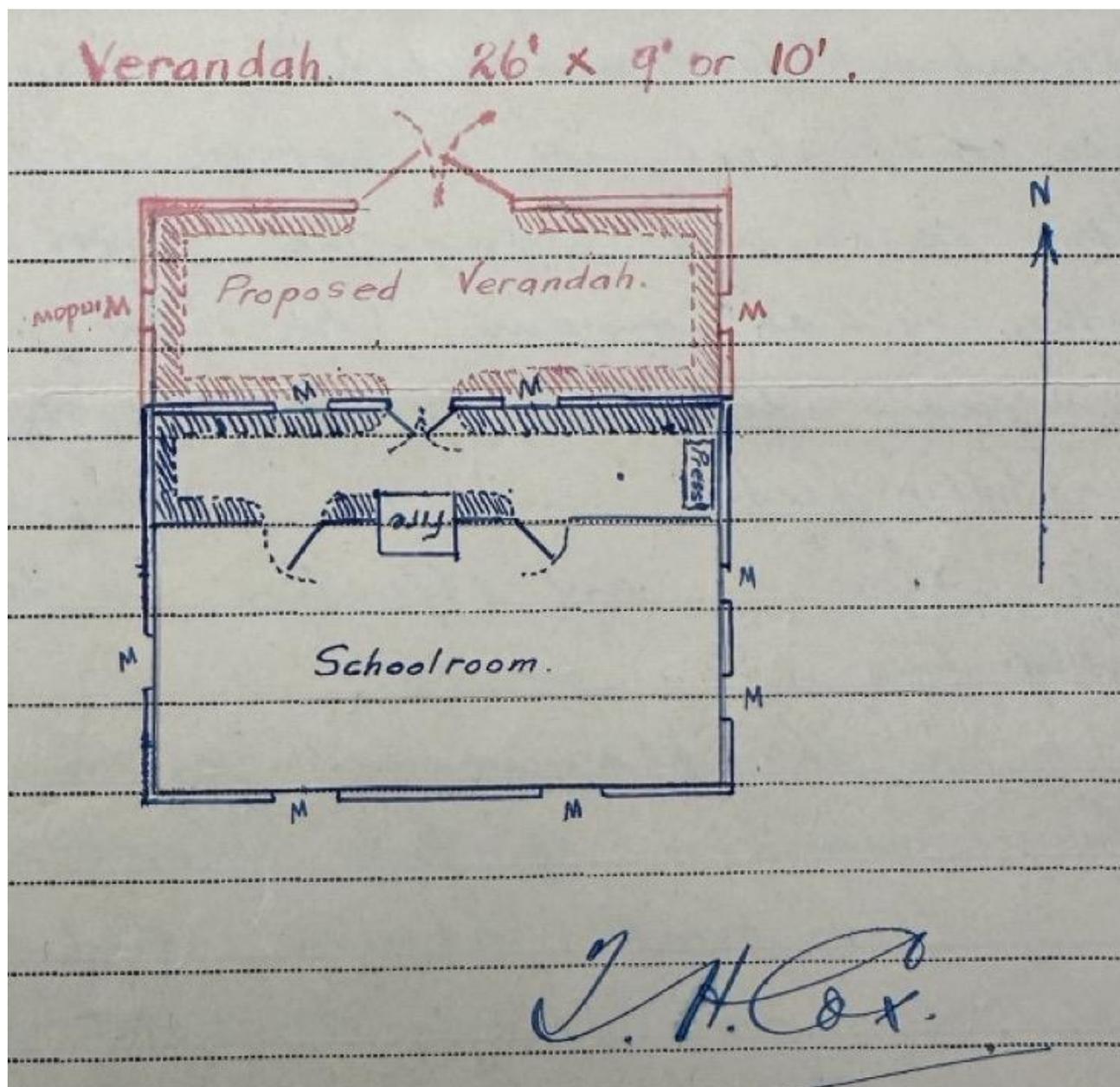
A weather shed was requested by the school and local community to be introduced to the school building first in 1897, 1901, 1907 and at 17 other dates till 1940 (Austral Public School 1993). The weather shed was proposed to provide greater amenities and shading to the school building; however, the request was consistently rejected by the Department of Education for various reasons including the availability of funds and the presence of trees in the school site that were deemed to provide adequate to provide shade. A weather shed is not known to have been constructed Austral Public School.

During the World War I, a public call-out was released asking for assistance in digging slit trenches and air raid shelters for the children's safety in case of attack. At this time the senior boys created Victory Gardens. Produce from these gardens was sold to the community and profits were given to the war fund (Liverpool City Library 2024). In 1921, lighting was introduced to the school site and building.

In 1933, a letter for the introduction of a verandah to the original school building includes the first identified sketch plan of the building that included at the time, a simple plan consisting of two sperate internal spaces; the

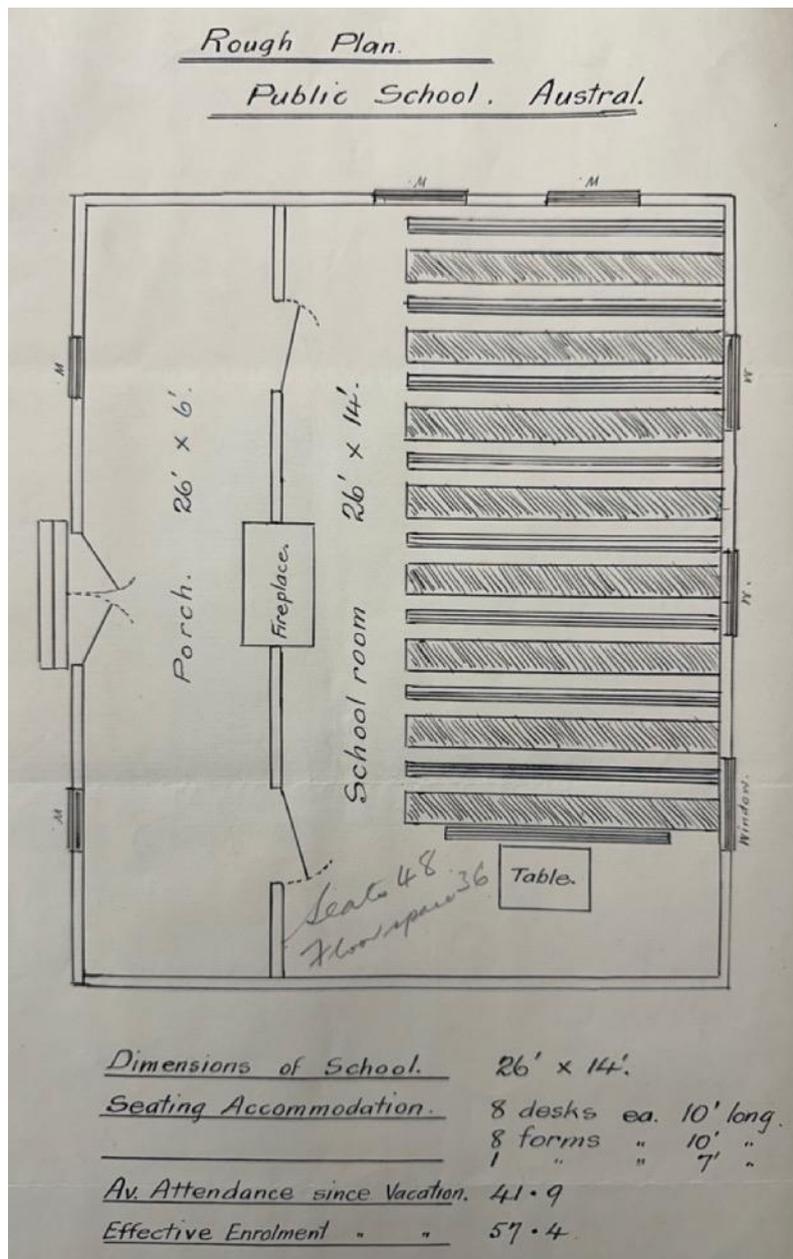
'schoolroom' and the 'lobby' or 'porch' (Plate 3.6). The building is oriented north-south with access to the building via double doors the lobby, to the north elevation. The lobby included two windows and timber seating. The schoolroom was accessed via two doors to the east and west of a central fireplace, with five windows associated with the space. Records indicate that proposed verandah was not constructed.

In 1934 a petition to extend the school room, erect a shelter shed, repaint the school building and repair fencing was submitted to the Department of Education that included a rough sketch plan of the school building illustrating that the porch was 26' x 6' and the schoolroom is 26' x 14', that included eight, 10' desks 10' and associated seating (Plate 3.7). The proposed works were rejected by the Department of Education who proposed the transfer of an existing school building and attending students from the then Rossmore School to Austral Public School to address capacity issues.



Source: © State of New South Wales through Museums of History NSW, NRS-3829-2- [5/14736]-55/14736.2A

Plate 3.6 Sketch plan of the original school building dating from c.1933.



Source: © State of New South Wales through Museums of History NSW, NRS-3829-2- [5/14736]-55/14736.2A

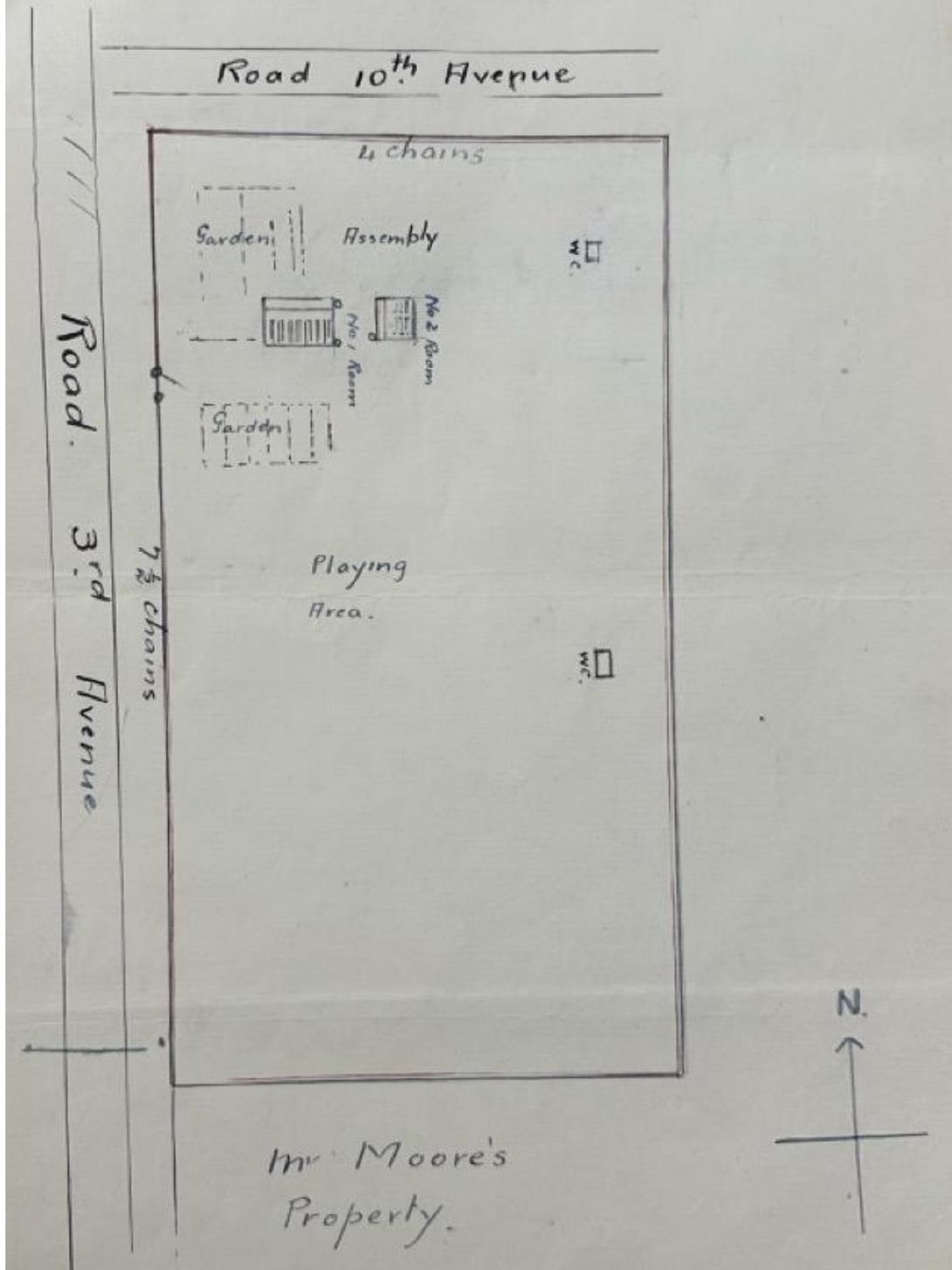
Plate 3.7 Sketch plan of the original school building dating from c.1934.

A series of inspection letters prepared by the Department of Education dating from 1938 note that the school was too crowded, resulting in poor conditions for students. A site plan dating from the same year illustrates the school site, the original school building located to the north-west and a proposed new, portable school building adjacent to it. The school site appears to be largely undeveloped and includes two water closets to the east, two garden areas and a large playing area (Plate 3.8). The portable classroom was transferred in 1939, likely from the Rossmore School, and repairs and refurbishment of then then two school buildings were conducted. The new, portable classroom building included a verandah area, porch, a schoolroom space with a fireplace, windows and six tables and an external water tank. Based on historical aerial photographs, an additional portable school building and other secondary buildings were introduced to the school site between 1939 and 1947 (Appendix B.2).

Plan of Austral School ground.

Area 3 acres.

Scale = 1 inch = 1 chain



Source: © State of New South Wales through Museums of History NSW, NRS-3829-2 - [5/14736]-55/14736.2A

Plate 3.8 Sketch site plan of Austral Public School dating from c.1938. Sketch plan; not to scale

3.3.3 Later structural development

An advertisement in 1950 indicates that temporary classrooms were required for extra student numbers (*The Biz* (Fairfield) 1950). Around the same time there was a general rise in infrastructure construction throughout greater Sydney, including the erection of many other schools. In 1956, on the portable classrooms in the school was transferred to Hazelbrook Public School (roughly 40 km north west of the subject site) (*Government Gazette of the State of New South Wales 1956*). In the same year, Austral Public School purchased two additional, smaller lots (Lots A & B) to the south of the original school lot and a new, large timber and weatherboard school building was constructed to the south of the original school building (Plate 3.9).



Source: 'Austral Public School Centenary 1893-1993', 1993

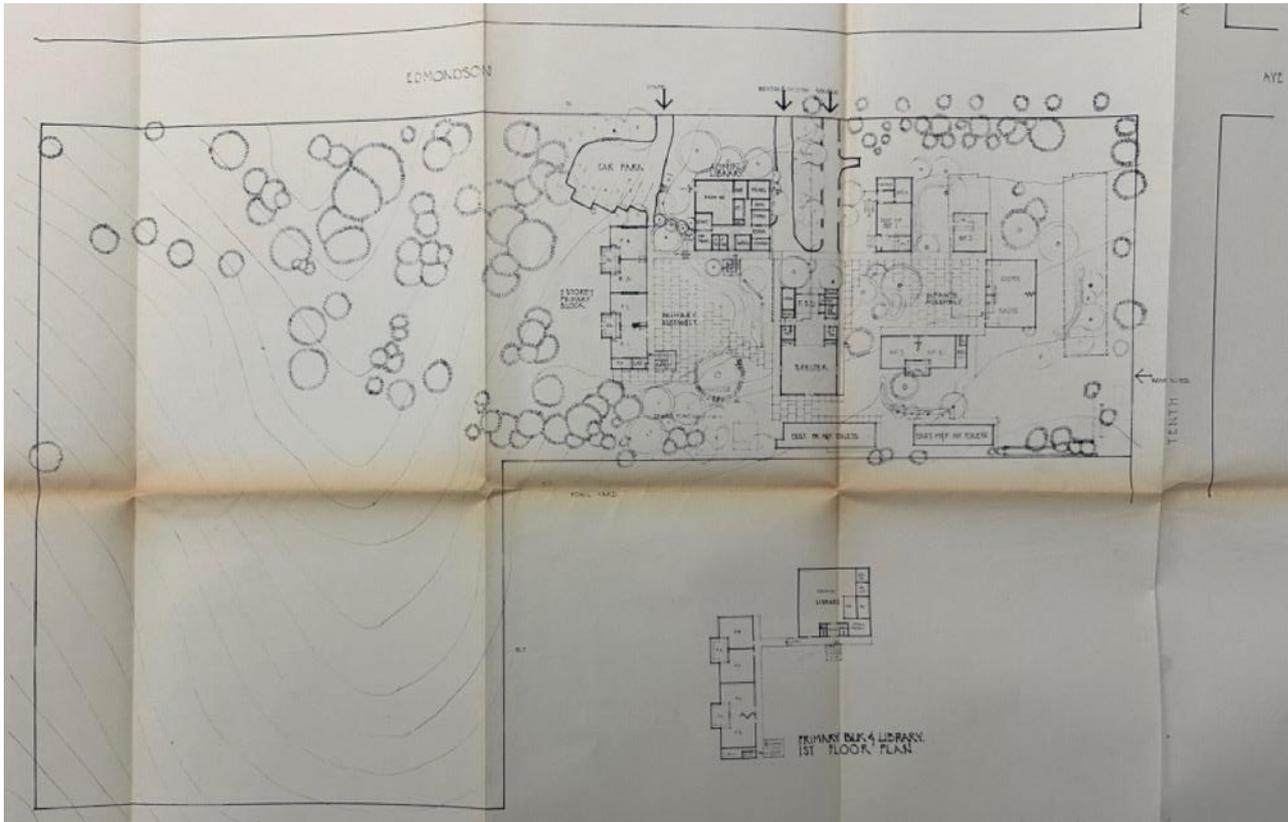
Plate 3.9 The c.1956 timber and weatherboard school building at its opening (now demolished).

Between 1961 and 1965 two new toilet blocks and septic tank/s were installed at the school (*Government Gazette of the State of New South Wales 1962a*). During that period, one of the existing timber classrooms was painted and extended (*Government Gazette of the State of New South Wales 1962b*). By 1961, an additional four classrooms, an office, staffroom and storeroom were introduced to the school. Between 1963 and 1964 the school site was further expanded by the resumption and purchase of three additional lots to the south; Lot 879 to the south-east and Lot A and B to the south-west, forming the current school boundary. This expansion facilitated the introduction of larger outdoor areas, including a sports field to the south-east of the school site.

Significant development of the site occurred between 1975 and 1978 including the demolition of school buildings erected prior, include those constructed in the 1950s and 1960s. In this time, a series of new school buildings were constructed to the central and northern section of the site being the existing Building A (Classroom Building), Building B (School Office Building) and Building C (Canteen and School Hall) the with the toilet blocks Building G and Building H (1961-1965), Building D (1965-1970) Building E (1961-1965) and Building I (1961-1965) retained. The original 1978 development plan for the school site included the demolition of Building E and Building I and replaced with three new school buildings, however these works did not eventuate (Plate 3.10).

The existing Block D (Pre-School) was constructed between 1965 and 1970. Various external works were also conducted between 1978 and 1979, particularly the introduction of the south-east sports field and associated

drainage; however the majority of the south section of the school site remained undeveloped. Few documented changes occurred during the late-twentieth century however in 2011, the existing Building I, introduced between 1961 and 1965, was renovated and significantly modified.



Source: © State of New South Wales through Museums of History NSW, NRS-4352-11- [10/57790]-S.5087.9

Plate 3.10 The c.1978 site and development plan for Austral Public School.

3.3.4 Historic aerial photographs

The following analysis of available historical aerial photographs dating from 1930 to 2022 (92 year period) aims to provide further information related to the structural and landscape developments to the subject site throughout the majority of the twentieth and twenty-first centuries.

It is important to note that the quality and legibility of the historical aerial photographs is highly variable due to the period of its capture, environmental factors including the level of sunlight, the type of camera (i.e.. digital or film) and the manner in which the image was developed and digitised. In conjunction, any buildings, built elements or features that were present on the subject site and demolished prior to 1930 cannot be identified.

The following analysis of available historical aerial photographs provides a description of patterns of development on the subject site including construction and demolition works, land clearing and modifications to the terrain. The reference images have been included as Appendix B and include a diagrammatic identification of all buildings and built element constructed and demolished.

Table 3.1 Austral Public School – Analysis of historical aerial photographs – 1930 to 2022

Year	Key development/s	Reference Image
1930	<p>At this time, the school site boundary occupied only the north section of the subject site and included only three (3) identifiable structures. All rectilinear in form and of different scales. The largest, located closest to the west site boundary, is likely to have been the original school building introduced when the school was formally opened in 1893. The smaller, ancillary structures may have been toilet blocks, sheds or any other minor structure related to the function of the school. The subject site appears to be largely undeveloped surrounding the identified structures and includes mature trees and faint indications of informal roadways and pathways.</p> <p>It is unclear as to what, if any, developments occurred to Austral Public School and the subject site between 1893 and 1930 (37 years). Based on the history of the surrounding area, significant population growth did not occur in Austral until after World War II, therefore little increase in the capacity of the school was required and by extension, little development of the school site. This is substantiated by the beginnings of major development at the site starting from 1960 onward.</p>	Appendix B.1
1947	<p>From 1930 to 1947, the north of the school site was significantly cleared of vegetation, the smaller ancillary buildings present in the 1930 image are demolished and the main school building is retained. In conjunction, seven (7) new school buildings and structures are introduced. A cluster of three buildings was located near to the retained main school building being the introduced, portable classrooms. The other identified buildings were the first toilet blocks to the east as well as other likely storage, staff and shed buildings.</p> <p>The two gardens identified in historical research are present to the north and west of the main school building whilst roadways and pathways remain informal. This garden is likely to be the Victory Gardens, planted in the 1920s to commemorate World War I.</p> <p>The south of the subject site was not part of the school site at this time. The south-east section appears to be utilised for agricultural purposes and the south-west section remained largely undeveloped with informal pathways and mature trees.</p>	Appendix B.2
1961	<p>From 1947 to 1961, the majority of the north section of the subject site appears to have been cleared and the majority of the buildings identified in the 1930 and 1947 photographs demolished, including the original main school building. Only two buildings dating from 1930-1947 were retained and six (6) new buildings were constructed.</p> <p>A large, rectilinear building was introduced to the centre-north of the subject site that is likely to have been the new classroom building constructed in 1956. Two moderate sized buildings were constructed near the retained 1930-1947 buildings that may have been the teachers' residences and/or smaller classrooms. Two smaller buildings were located to the east and west of the subject site that may have been toilets, stores, or sheds.</p> <p>A sports field or oval is present to the centre of the subject site, directly south of the newly constructed buildings. Pathways connecting school buildings appear to be formalised and the area to the north of the large classroom building appears to be of a built ground surface, possibly of an asphalt or concrete. The northern garden present in 1947 is present and indications of a new garden area including formalised plantings, appears present to the north of the large classroom building and along the north-west boundary of the subject site.</p> <p>The south of the subject site was not part of the school site at this time (incorporated in 1956 and 1963 to 1964) and remains largely unchanged, with greater vegetation and mature trees present to the south-west and cleared, agricultural land to the south-east.</p>	Appendix B.3

Table 3.1 Austral Public School – Analysis of historical aerial photographs – 1930 to 2022

Year	Key development/s	Reference Image
1970	<p>Between 1961 and 1970, major development of the subject site had occurred. The first major addition was the land to the south of the subject site, incorporating that former agricultural and undeveloped land into the school site. The second, was major building developments to the north and east of the subject site including the construction of seven (7) new school buildings and the demolition of the 1930-1947 buildings and the majority of 1947-1961 buildings. Only two of the 1947-1961 buildings were retained being the c.1956 classroom building and a nearby smaller building to the south-west.</p> <p>Five of the seven new buildings constructed between 1961 and 1970 are still present and in use at Austral Public School: Building D (Preschool), Building E (Classroom Building), Building I (Classroom Building) and buildings H and G (Toilets). Two other buildings to the south of Building H were present at this time, their function is unknown.</p> <p>Areas around buildings include pathways and asphalted, open areas, with little green space or turfed areas to the north of the subject site. A series of plantings line the north-west and north boundary of the subject site. The sports field in the centre of the subject site is still present in that location.</p> <p>The southern sections of the subject site, incorporated between 1956 and 1964, appear to have been cleared of vegetation, particularly to the south-east. The south west retains a large number of mature trees. A drainage channel is present to the south section of the subject site, extending from the east to west boundaries. This may indicate attempts to rectify drainage issues in this area and land levelling for the future sports field.</p>	Appendix B.4
1978	<p>Between 1970 and 1978, more construction works were initiated than demolition works, including three (3) new school buildings to the centre of the subject site, still present in the site as Building A (Classroom Building), Building B (School Office Building) and Building C (Canteen and School Hall). The demolition of the 1947-1961 classroom building and associated element as well as the central oval, were required to facilitate the introduction of these buildings. Significant external spaces were also introduced including the open play area to the north and west of Building A and Building C and the entry garden area to the north of Building B.</p> <p>The north of the subject site remains largely unchanged from 1970 to 1978 with all 1961-1970 buildings retained, including associated open areas, pathways, and green spaces. A large sports field was introduced to the south-east section of the subject site including low kerbing, grates, and drainage, separating the sports field and the south-west section of the subject site, that remains undeveloped with mature trees.</p>	Appendix B.5
1986	<p>Between 1978 and 1986 no major development occurred on the subject site. Three of the smaller ancillary buildings were demolished, and all other buildings present in 1978 retained. A small extension to Building D was introduced at this time.</p> <p>Plantings and green spaces appear to have been retained or introduced throughout the site, particularly areas surrounding the 1970-1978 buildings. The south of the subject sites appears unchanged, with a minor structure introduced to the centre-south, adjacent to the sports field.</p>	Appendix B.6
2022	<p>Between 1986 and 2022 little development occurred with the exception of a full renovation of Building I to the north of the subject site in 2011. The 1978 layout and arrangement of buildings remains largely unchanged.</p> <p>Various changes to the outdoor areas surrounding buildings occurred between 1986 and 2022 including the introduction of covered walkways, COLAs, and awnings in the spaces between buildings. The open area to the east of Building A was asphalted in this period, as well as other isolated locations to the north of the subject site. To the south, the sports field was retained, a basketball court introduced to the south-west and as well as two demountable buildings to the centre of the subject site. An uncovered parking area was introduced to the west of Building A.</p>	Appendix B.7

3.3.5 Development timeline

Table 3.2 provides a summarised timeline of the key historical development of the subject site. This information was derived from the historical overview, available historical resources, and the analysis of historical aerial photography of the subject site.

Table 3.2 Austral Public School – Development timeline

Year	Key development/s
1819	<ul style="list-style-type: none"> • 700 acre land parcel granted to Thomas Carne. • No clear evidence of a homestead or other buildings/objects constructed in the subject site based on historical plans
1825	<ul style="list-style-type: none"> • Thomas Carne returned to England, leaving his land to let.
1887	<ul style="list-style-type: none"> • Land on which the subject site was located was purchased by 'Austral Banking and Land Proprietary' from Carne and subdivided as part of the wider 'Hoxton Park' subdivision. Streets planned in the surrounding area.
1891	<ul style="list-style-type: none"> • Three acres of land provided to the local community from 'Austral Banking and Land Proprietary' for the foundation of a public school. Lot 865 of the 'Hoxton Park' subdivision selected.
1893	<ul style="list-style-type: none"> • Original school building constructed. • School formally opened with 21 children in attendance.
1894-1897	<ul style="list-style-type: none"> • Minor works conducted to school site and original school building.
1907	<ul style="list-style-type: none"> • Timber seating introduced to the lobby of the original school building.
1920s	<ul style="list-style-type: none"> • Victory Gardens planted for the war effort with the produce sold to the community for the war fund. • Lighting introduced to the school site.
1923	<ul style="list-style-type: none"> • The school's location illustrated in overall plan for the Austral suburb.
1930	<ul style="list-style-type: none"> • 3 school buildings present including the likely main classroom building and teacher's residence. • Vegetation relatively thick throughout northern section of the block. • Oval section sparsely vegetated. • Two buildings and possible well inside subject site.
1938-1939	<ul style="list-style-type: none"> • Transfer of portable classroom from the Rossmore School to Austral Public School. • Repair and refurbishment of original school building and new portable classroom.
1939-1947	<ul style="list-style-type: none"> • Introduction of second portable classroom and other secondary buildings. • Increase in the number of buildings at school to eight, with two previous structures demolished (smaller structures). • Original classroom building retained.
1956	<ul style="list-style-type: none"> • Portable classroom transferred from Austral Public School to Hazelbrook Public School. • Purchase and amalgamation of two small lots to the south of the original school site. • Construction of a large, timber and weatherboard school building.
1947-1961	<ul style="list-style-type: none"> • New toilet blocks and septic tank installed. • Old timber classroom painted and extended. • Increase in the number of buildings to 9. • Construction of office, staffroom, storeroom, and other facility buildings. • Introduction of school sports field/oval to the south of the large classroom building and centre of subject site.
1961-1965	<ul style="list-style-type: none"> • Construction of the existing Building G and Building H toilet blocks, Building E and Building I. • Introduction of septic tank/s.

Table 3.2 Austral Public School – Development timeline

Year	Key development/s
1963-1964	<ul style="list-style-type: none"> • School site expanded to include three additional lots to the south of the original school site, forming the current school site boundary and subject site.
1965-1970	<ul style="list-style-type: none"> • 9 buildings present. • Original school building appears to have been demolished as well as other earlier buildings. • Retention of 1965 school building. • Construction of the existing Building D. • Introduction of 2 ancillary buildings to north-east of subject site. • Areas to the north section of the subject site asphalted. • Vegetation cleared throughout to the south of the subject site.
1975-1978	<ul style="list-style-type: none"> • 11 school buildings present. • Demolition of 1956 school building and sports field/oval. • Construction of 3 large school buildings to the centre of subject site. • Introduction of several outdoor spaces and play areas throughout north of subject site. • Sports field introduced to the south-east section of the subject site.
1986	<ul style="list-style-type: none"> • 8 school buildings present. • No major construction works. • Demolition of smaller ancillary buildings to the west and east of north section of the subject site. • Vegetation maturing throughout subject site.
Present	<p><u>Demolished historical buildings.</u></p> <p>A total of 18 historic buildings demolished:</p> <ul style="list-style-type: none"> • 3 original school buildings dating from 1893–1930. • 7 buildings dating from 1930–1947. • 4 buildings dating from 1947–1961. • 2 buildings dating from 1961-1970. <p><u>Existing Buildings</u></p> <p>A total of 8 buildings are present in the subject site:</p> <ul style="list-style-type: none"> • Building A - constructed in 1978. • Building B - constructed in 1978. • Building C - constructed in 1978. • Building D - constructed between 1965-1970. • Building E - constructed between 1961-1965. • Building I - constructed between 1961-1975, renovated in 2011 with significant internal and external modifications. • Building H - constructed between 1961-1965. • Building G - constructed between 1961-1965. • Current sports field - introduced in 1978. <p><u>Developments from 1986 to 2022</u></p> <ul style="list-style-type: none"> • Introduction of covered walkways, COLAs, gardens, and awnings in the spaces between existing buildings. • New gardens, turfing and asphalted, external areas. • Internal and external modifications to existing buildings. • The introduction of temporary demountables to the centre of the subject site.

4 Heritage inspection

4.1 Introduction

This section of the report is an analysis of the data collected in the field, the historical research, historical maps and plans and an understanding of similar site types.

4.2 Site inspection

4.2.1 Summary

A site inspection of the subject site was undertaken by Anthony Dakhoul (NWT) on 2 February 2024. The primary aims of the field inspection were to:

- identify any historic or existing buildings and/or structures within the subject site and assess their significance
- characterise the landscape to aid predictions of previous historical disturbance
- identify sites or areas that would require further investigation if planned for development as part of the project
- identify sites or areas to be avoided by development, where possible
- identify areas with minor or negligible historical heritage value that are most suitable for development.

4.2.2 Field methods

Site recording of the subject site was achieved through photographing existing buildings and/or structures and built elements, landscapes, landforms, and any signs of previous land disturbance in the subject site. Where possible, photographs of the interior of school buildings were captured and all outdoor spaces within the subject site were both surveyed and photographed.

4.2.3 Field results

i Buildings and built elements

The key aim of the site inspection was the identification, description and photographic recording of all existing buildings and built elements in the subject site in order to assess their heritage value both individually, as a group and in relation to the overall heritage values of the school site. The following Table 4.1 provides the results of this process and includes information relating to the eight (8) identified school buildings as well as all other identified built and landscape elements:

Table 4.1 Existing buildings and built elements – Austral Public School

Building	Function	Location	Date	Description	Condition	Image
Building A	Classroom Building	Centre of subject site	1978	<ul style="list-style-type: none"> • A two storey, red brick, rectilinear structure with concrete floor pads. • Weatherboard panelling is applied to external walls above and below windows and doors. • The roof structure is asymmetrical, open gable with terracotta, Marseilles roof tiles. Roof joists extend to eaves that are clad with plasterboard sheeting. • Windows are metal framed and casement with sections of fixed glazing. • Doors include timber panels and framing and metal hardware with some additional security doors. • The northern elevation of the building includes integrated, covered walkways to the ground and upper level. The roofing above the walkway is integrated with the main roof structure and supported by brick columns. Balustrades are simple, metal and painted a blue colour. • Access to the building and internal classroom spaces is achieved via multiple entry points to all levels. • Building A is a general example of a late, mid-twentieth century building, generally reflective of the type and architectural style of school building present in the subject site. 	This building is in overall good condition with some minor internal and external modifications.	

Table 4.1 Existing buildings and built elements – Austral Public School

Building	Function	Location	Date	Description	Condition	Image
Building B	Head Office	Centre-north of the subject site	1978	<ul style="list-style-type: none"> • A two storey, red brick, rectilinear structure with concrete floor pads. • Weatherboard panelling is applied to external walls above and below windows and doors. • The roof structure is symmetrical, open gable with terracotta, Marseilles roof tiles. Roof joists extend to eaves that are clad with plasterboard sheeting. • Windows are metal framed and casement with sections of fixed glazing. • Doors include timber panels and framing and metal hardware with some additional security doors. • The building includes several, integrated awnings and associated covered walkways that are reflective of the structure and materiality of the main roof structure. • The south elevation includes a small, single storey, ancillary structure (fully enclosed) with weatherboard cladding and skillion roof structure. • Main access to the building interior is achieved via a doorway to the north elevation with minor access points to other elevations. • Building B was constructed in tandem with Building A. Both buildings are connected by a shared covered walkway and frame an uncovered playground. Building B similarly a general example of a late, mid-twentieth century building, generally reflective of the type and architectural style of school building present in the subject site. 	This building is in overall good condition with some minor internal and external modifications.	

Table 4.1 Existing buildings and built elements – Austral Public School

Building	Function	Location	Date	Description	Condition	Image
Building C	Canteen and School Hall	Centre-north of the subject site	1978	<ul style="list-style-type: none"> • A single storey, red brick, rectilinear structure with a concrete floor pad. • Weatherboard panelling is applied to external walls above and below windows and doors. • The roof structure is symmetrical, open gable with terracotta, Marseilles roof tiles. Roof joists extend to eaves that are clad with plasterboard sheeting. • Windows are metal framed and casement with sections of fixed glazing. • Doors include timber panels and framing and metal hardware with some additional security doors. • The building includes several, integrated awnings and associated covered walkways that are reflective of the structure and materiality of the main roof structure. • Main access to the building is via a concrete ramp framed by a brick retaining wall, to the west elevation. The main entry external area is covered by an extension of the roof structure. The concrete ramp includes metal balustrades painted blue. • The roof structure includes exposed, bolted timber joists and purlins, visible to the interior and exterior of the building. • Building C was constructed in tandem with Building A and B and is similarly a general example of a late, mid-twentieth century building, generally reflective of the type and architectural style of school building present in the subject site. 	This building is in overall good condition with some minor internal and external modifications.	

Building D
Pre-School
Centre-north of the subject site

1965-1970

- Building D is comprised of three building sections:
 - The main building section (1964-1969) - elevated single storey, red brick structure with a concrete floor pad and masonry base. The roof structure to this building section is open gable roof structure with corrugated metal sheeting. Windows to the main building section south elevation extend across the majority of the wall structure, are timber framed and both casement with both small upper and lower awning and fixed sections.
 - The thin western extension (1980-1990) – similarly constructed of red brick with a skillion roof structure the covers a walkway. Windows are metal framed and include security mesh.
 - A central extension (1975-1978) – similar in design and construction to buildings A, B and C including a redbrick structure with weatherboard external panelling and metal framed, casement windows.
- Main access to the building is to the south elevation, through the main building section. Access is via concrete stairs as the terrain is lower than the building ground floor to the south. The terrain is level with the building ground floor to the north elevation of the building, therefore no stairs are present.
- A covered walkway connects Building D with the nearby Building C. This walkway was likely introduced during the construction of Building C. Along with Building B, these three buildings frame the main entry garden area for the school site.
- Building D is generally reflective of the type and architectural style of school building present in the subject site.

This building is in overall good condition with some minor internal and external modifications. There is evidence of some moderate cracking to external masonry walls. As noted, two building extensions have been introduced to the north elevation of the main building section in the latter half of the nineteenth century. This would have resulted in modifications to the building's wall and roof structure.



Building E	Classroom Building	North of the subject site	1961-1965	<ul style="list-style-type: none"> • A single storey, timber structure, clad in weatherboard panelling. • The overall structure is elevated onto brick piers with main access to the north elevation, via concrete stairs to a covered verandah that spans the entire length of the building. The flooring of the verandah is timber panelling. • An open gable roof structure with corrugated metal sheeting. The roof structure extends over the verandah and is supported by a series of simple, rectilinear, timber posts. • Windows are timber framed and double hung, often arranged in pairs, and include security/fly screens. • Doors are timber framed and include fanlights, blue painted timber panels, metal hardware and security screen doors. • A large awning has been fixed to the south elevation of the building. Along with Building D and C, Building E frames a COLA and outdoor play area to the south. • The interior consists of two large classrooms. • This building is singular in the subject site due to its design, timber construction and weatherboard clad exterior. It is not reflective of the general style of other school buildings constructed in the 1970s (masonry structures). The building is more reflective of a style of building that dates from the nineteenth and early twentieth centuries. It is unclear as to why this building was constructed in this manner however it likely reflects the style and construction of an historic buildings once present in the subject site, prior to 1950.
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This building is in overall good condition with some minor internal and external modifications and replacement of original fabric.



Table 4.1 Existing buildings and built elements – Austral Public School

Building	Function	Location	Date	Description	Condition	Image
Building G and Building H	Toilet Blocks	North-east of the subject site	1961-1965	<ul style="list-style-type: none"> • Building G and Building H are both small, single storey, red brick structures that function as the toilet blocks. This is their original function. • Both include skillion roofs with corrugated metal sheeting, metal framed windows to upper sections of walls, large entry openings with metal gates and are accessed via concrete stairs to their western elevations. • Building G includes an awning structure to its west elevation (later addition). • These two buildings are the oldest existing buildings in the subject site and are broadly reflective of the type and architectural style of school building present in the subject site. 	This building is in overall good condition with some minor internal and external modifications.	 

Table 4.1 Existing buildings and built elements – Austral Public School

Building	Function	Location	Date	Description	Condition	Image
Building I	Classroom Building	North of the subject site	1961-1965 (original building), 2011 (significant renovation)	<ul style="list-style-type: none"> • A single storey, red brick structure with a covered verandah to the south elevation. • An open gabled roof structure with corrugated metal sheeting and roof vents. • Upper sections of external walls are clad with white painted corrugated sheeting (vertical). • The roof structure extends over the verandah and is supported by metal columns. • The building and verandah floor structure is concrete, and access is via stairs and ramps to the south elevation. <p>This building was first constructed in the 1960s and was significantly renovated, refurbished, and modified in 2011. It appears that a significant portion of the original building fabric has been demolished or replaced, including the main building structure, roof structure, windows doors, and internal spaces. Little to no heritage fabric remains present to this building.</p>	Good condition.	 

ii Other external and landscape elements

Table 4.2 Existing external and landscape elements – Austral Public School

Element	Location	Description	Image
Covered walkways	Throughout the subject site, applied to or associated with school buildings	<p>Various covered walkways and associated awnings in two types:</p> <ul style="list-style-type: none"> • skillion roofed awnings with terracotta Marseilles roof tiles, supported by brick columns. Often associated with Buildings A, B, C and D, matching their date of construction, architectural style, and materiality; and • flat roofed metal awnings supported by thin metal posts. Often associated with Buildings E, G, and I. Recent in make and applied to buildings. 	

Table 4.2 Existing external and landscape elements – Austral Public School

Element	Location	Description	Image
COLAs	North of the subject site	<p>The subject site includes two COLAs:</p> <ul style="list-style-type: none"> to the north section of the subject site framed by Building E and Building I. Includes a metal awning structure with a curved roof form with corrugated metal sheeting supported by large cylindrical columns. to the north of the subject site, framed by Building C, Building D and Building E. Includes a large metal awning structure with a gabled roof with corrugated metal sheeting supported by large metal columns. 	

Table 4.2 Existing external and landscape elements – Austral Public School

Element	Location	Description	Image
Open playgrounds and outdoor built play areas	Centre of the subject site	Uncovered playground spaces with bitumen ground surfaces located to the north and east of Building A.	

Table 4.2 Existing external and landscape elements – Austral Public School

Element	Location	Description	Image
Gardens and gathering spaces	Throughout the subject site	Various gardens and gathering spaces located to the west of Building B, South of Building D, north of Building G and east of Building E. Often these spaces include formal landscaping, garden beds, planters and seating.	

Table 4.2 Existing external and landscape elements – Austral Public School

Element	Location	Description	Image
Large sports field and un-developed external areas	South of the subject site	<ul style="list-style-type: none"> Large, open spaces and the school sports field occupy the majority of the southern sections of the subject site. These spaces are part of the lots acquired for the 1956 and 1963-1964 expansion of the school site and have remained largely undeveloped. The school sports field is located to the south-east and includes a flat, turfed area that abuts the boundaries of the subject site, lined by mature trees and vegetation. To the south west of the school site is a largely undeveloped, external area that includes mature trees, turfing and uneven terrain. A single basketball court is located to the south-west corner. The sports field and this area is divided by low kerbing and grates. demountables have been recently introduced to this area, directly south of Building A. 	

4.3 Built heritage

Based on the site inspection and above analysis, all buildings in the study were constructed after 1960 with no surviving historical buildings identified in historical aerial photography prior to this date. Based on the summary history of Austral Public School and the analysis of historical aerial photography in this report, starting in the late 1950s, significant built development to the north of the subject site was proposed and occurred in quick succession, including the demolition of historic buildings and land clearing. As a consequence, key historic buildings including the original school building, were removed from the subject site.

The south of the subject site was incorporated into the original school lot in 1956 and 1963-1964, to introduce a large sports field and increase the outdoor spaces for the school. Based on historical aerial photographs dating from c.1930 to 1961, this section of the subject site does not appear to have been structurally developed prior to its acquisition and did not include any notable, historical structures or built elements. Land clearing and levelling occurred to facilitate and maintained the current sports field that has resulted in historic land disturbance. The south-west of the subject site has remained largely undeveloped with only a sports court introduced in recent times.

No buildings of heritage significance have been identified. The built heritage sensitivity of the subject site is therefore considered **none**.

4.4 Archaeological potential

Archaeological potential describes the likelihood of archaeological resources being present in an area, considering the historical patterns of development (and impacts) and use of the subject site, physical features of the landscape, and the results of the site inspection.

Where an assessment of significance has determined that archaeological resources are of local or State significance, their status becomes that of *relics*, which are protected under section 139 of the Heritage Act.

Relics are deposits, artefacts, objects, or material (resources that have been assessed as being of significance), related to the settlement of the area that comprises NSW.

i 1819 Land grant

There is no clear or direct historical source to indicate that the subject site was developed structurally from its acquisition in 1819 as part of the 700 acre Thomas Carne land grant until the formal opening of Austral Public School in 1893. The land is known to have been utilised primarily for pastoral purposes and was not located near the main roadway. Bringelly Road to the south, where homesteads were typically located, may have included minor built elements such as fencing, cattle tracks or wells. The site inspection did not identify any major or minor built elements or archaeological resources at ground level that would date from early to late nineteenth century, prior to the introduction of the school.

There are no plans that indicate evidence of structures on the 1819 land grant. However, should archaeological resources from this period be identified, they are likely to meet the threshold of relics and be protected under section 139 of the Heritage Act.

The construction of Austral Public School would have created high to moderate levels of localised disturbance to the subject site when the original school house and what was probably the toilet that would have been required on the site.

The likelihood of relics associated with the 1819 land grant is **low** considering the known historical uses of the land followed by introduction of the school in 1893.

The north section of the site was where the school first was built and where of the structural development historically occurred. It has been identified that the earliest known built elements in the subject site included the three original or early school buildings/structures identified in the 1930 historical aerial photograph (Appendix B) as well as slightly later buildings dating from between 1930 and 1947. These buildings are of an unknown make and function and may have had associated footings or areas excavated or trenched to introduce building piles and services.

The construction of new and larger school buildings began in the mid-twentieth century and largely ceased by the late-twentieth century. These works included the ongoing demolition of older buildings and the construction of new buildings and structures to the ground level, rather than on piles that would have included ground disturbance in the form of trenching and excavation for building foundation, ground levelling works and piling. In conjunction, continuous disturbance has occurred to the north and central sections of the subject site to introduce COLAs and play areas, pathways, covered walkways and an open car parking area.

As previously noted, no buildings dating from prior to 1960 are present on the subject site but several buildings dating from the mid-twentieth century onwards are. No significant, archaeological features associated with now-demolished buildings, including footings, building pads, structural remnants, or surface level artefacts, were identified during the site inspection of the subject site.

If archaeological resources related to the school survive, they may be protected beneath existing structures such as current buildings, concrete associated with minor, external built elements including walkways and playground.

Demolition of the earlier buildings related to the school, and the construction of the existing buildings would have caused physical impacts to the ground through trenching and the introduction of building foundations and new structural elements. If archaeological resources of known structures survive, they may be truncated as a result of historical processes that have occurred on the subject site. As such, it is considered that the archaeological resources may not meet the threshold of relics.

The subject site has functioned as a school site since its opening in 1893, and from then to 1930 there was one school, and logically, a WC. As such there is a potential for previously unidentified minor, subsurface built elements including filled trenches, building piles, cess pits, sumps, water pipes, cisterns or wells dating from various periods of the school's history, to be uncovered during any future excavation and trenching works, particularly to the north of the subject site and below turfed and concreted outdoor areas. This potential has been assessed to be **low to moderate**.

The open turfed areas to the south of the subject site have historically been minimally developed. The sports field has experienced ground disturbance to level terrain, clear vegetation and introduce the physical elements associated with bleachers, courts, and ovals. These areas have also been actively and historically used by students and require ongoing maintenance including re-turfing and lawn mowing. This has resulted in consistent and ongoing surface disturbance. No surface level archaeological resources were identified during the inspection, including to the minimally developed south-west sections of the subject site. The archaeological potential for school-related relics in this area of the school is **low**.

4.4.2 Summary

Historical resources, artefacts, and object fragments from all periods of the school's history may be unearthed, *in situ* or in disturbed contexts, if excavation or trenching were to occur, particularly in the north section of the site in deposits either underneath existing structures, concrete pads, near areas where historic buildings have been demolished or within the cleared vegetated area between the school buildings and the oval. The type, make, condition and frequency of archaeological resources is unclear, however they are likely to almost exclusively be related to the historical functions and activities of the school, or activities that are supplementary to that function.

Artefacts dating from the earliest periods of the school's history (1893 to the mid-twentieth century), if found in secure deposits, may be assessed as being of heritage significance and therefore meet the relics threshold.

In light of the above assessment, the following can be summarised with regard to the archaeological potential for relics in the subject site with reference to the grading criteria within the *Archaeological Assessments* guidelines (NSW Heritage Office, 1996):

- 1818–1891: There is **low** potential to uncover built elements and archaeological resources dating from the early to late nineteenth century (1818 to 1891). In this period the subject site was part of a property that had a primarily pastoral function and there is no clear evidence to suggest the presence of significant buildings or built elements, prior to the construction and opening of the school between 1892 and 1893.
- 1891–present: Austral Public School – The subject site is **low to moderate** archaeological potential to uncover built elements including footings, building pads or deeper structures and deposits related to now demolished buildings and structures to the north and central sections of the subject site, except for the water closets (WCs) that were built in the 1930s and those that were built prior to the 1930s upgrade. This is largely due to the historical patterns of development and disturbance in that section of the subject site.
- There is a **moderate** potential to the north and a **low** potential to the south of the subject site to uncover either *in situ* or disturbed resources including artefacts and architecture dating from all periods of the school's history trenching works were to occur. The type, make, condition and frequency of these resources and artefacts is however unclear.
- The rapid construction programs of the 1960s and 1970s are likely to have caused significant disturbance to the subject site, but due to the nature of such development, archaeological resources may survive intact in some location.

Plate 4.1 is an excerpt from the plans in Appendix B and illustrates the historical phases of the subject site. Taking into consideration the subsequent disturbance associated with the construction of later school buildings, Plate 4.2 identifies three areas of archaeological potential. The area of moderate potential adjacent to Edmondson Avenue is associated with two 1930-1947 school buildings. While the potential is moderate, the likelihood of the archaeological resources in this area being able to answer substantial research questions is considered to be limited and therefore the resources, if present, are unlikely to meet the threshold of local significance and would not be considered relics under the Heritage Act. An area of low potential towards the north end of the site is similarly associated with a school building from the 1930-1947 period. There has been greater ground disturbance in this area and therefore the potential to uncover substantial intact resources is considered to be low. As with the first area, the ability of archaeological resources in this area to answer research questions of substance is considered to be low and therefore not relics under the Heritage Act. The area of moderate potential on the east boundary is associated with buildings constructed during the period 1961-1970. These have no research potential.

Table 4.3 Summary of archaeological potential, disturbance and significance

Historical Phase	Archaeological Potential	Possible Resources	Disturbance	Potential Significance
Phase 1. 1819-1892: Initial land grant	Low - nil	Postholes, excavated ditches, sawpits, isolated iron, glass and ceramic historical artefacts and refuse pits	The ground surface has been extensively modified through the construction and use of the school. The possible archaeological resources from this phase are ephemeral and would be easily removed through the construction of the existing school buildings and landscaping. It is not anticipated that the archaeological resource would be retained. The disturbance would have equally impacted all possible resources.	Local
Phase 2. 1893-1949: Early school development	Low	Postholes, foundations, traces of timber floors, masonry chimneys, cobbled or Portland concrete surfaces, pit latrine, masonry wells and cisterns	The early buildings associated with the original school are, for the most part, located under buildings constructed during the 1970s. It is considered that excavation for the foundations of these extant buildings would have removed all evidence of the earlier buildings. The disturbance would have equally impacted all possible resources, with the exception of cisterns. Due to the nature of cisterns, the lower portions of cisterns are more likely to be preserved.	Unlikely to meet thresholds for significance (relics)
Phase 3. 1950-1980: Later school development	Moderate	Infrastructure trenching, lost items	Minimal disturbance as there has not been subsequent development that has resulted in ground disturbance.	None
Phase 4. 1981-present: Modern school development	Moderate	Infrastructure trenching, lost items	Minimal disturbance as there has not been subsequent development that has resulted in ground disturbance.	None



Source: Base image from Metromaps

Plate 4.1 **Location of demolished buildings**



Source: Base image from Metromaps

Plate 4.2 Areas of archaeological potential

5 Significance assessment

5.1 The significance framework

In NSW, historical value is ascribed to buildings, places, archaeological sites, and landscapes modified in the Australian historical period for purposes other than traditional Aboriginal use. The assessment of heritage significance is based on the *Burra Charter* (Australia ICOMOS 2013) and further expanded upon in *Assessing Heritage Significance* (Department of Planning and Environment (NSW), 2023).

The *Assessing Heritage Significance* (Department of Planning and Environment 2023) document lists seven (7) criterion to identify and assess heritage values that apply when considering if an item is of state or local heritage significance, which are set out in Table 9.1 (Appendix C).

5.2 Assessment of significance

Austral Public School and the buildings and built elements located in the subject site have not been identified as being individual or collective items of National, State, or local heritage significance. Currently, no significance assessment exists for Austral Public School.

The following assessment of heritage significance for Austral Public School, provided in Table 5.1, aims to establish the heritage status of the subject site and identify whether it meets one or more of the seven significance criteria. The assessment is based on the historical information and analysis compiled in this report and will form the basis for the impact assessment provided in Section 7.

Table 5.1 Significance assessment — Austral Public School

Criterion	Assessment
(a) Historical significance <i>An item is important in the course, or pattern, of NSW's cultural or natural history (or the cultural or natural history of the local area).</i>	<p>The school site is broadly associated with Thomas Carne's 700 acre land grant from 1819. The school is more closely associated with the historic lot established in the 1887 subdivision of Carne's land grant, conducted by 'Austral Banking and Land Proprietary' whom the suburb of Austral and the school is named after. The original school lot is significant as it was donated to the local community in 1881 for the purpose of introducing a public school in the local area.</p> <p>The school's primary importance lies in its role as a local educational institution and its association with an important phase of social development in the area. The school has been a part of the local community since its establishment in 1893, serving as the only educational hub in the suburb of Austral.</p> <p>Furthermore, the school's growth demonstrates the changing demographics of the area and its adaptive nature catering to the evolving needs of the community. It has witnessed shifts in the local population and has played a significant role in providing education to various generations throughout its continuous operation. This is reflected in the significant developments at the school, particularly during the post-World War II, mid-century period. The significance under this criterion is intangible and is not supported or subject to the retention of built structures.</p> <p>Austral Public School meets this criterion for local heritage significance.</p> <p>Archaeological resources from the early to late nineteenth century when the subject site was used as a farm would be of local significance.</p> <p>Archaeological resources from the earliest school use of the subject site would be of local significance.</p>

Table 5.1 Significance assessment — Austral Public School

Criterion	Assessment
<p>(b) Historical Association <i>An item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's cultural or natural history (or the cultural or natural history of the local area).</i></p>	<p>Austral Public School is not known to have a strong or special association with a person(s) or organisation that has made an important contribution to the history of the local area. This includes those involved in its development and notable alumni or staff both current and historic.</p> <p>Austral Public School does not meet this criterion for State or local heritage significance.</p>
<p>(c) Aesthetic/creative/technical achievement <i>An item is important in demonstrating aesthetic characteristics and/ or a high degree of creative or technical achievement in NSW (or the local area).</i></p>	<p>Austral Public School includes eight mid to late twentieth century buildings dating from 1961 to 1978. With the exception of Building E, there is a common architectural language to all the buildings reflecting in their masonry construction, modern design and general materiality, scale and colour. Building E is a timber structure clad in weatherboard panelling and does not represent the prevailing architectural style.</p> <p>All eight existing buildings do not represent any particular creative or technical achievement in design or technique that is of note or acclaim or a high degree of technicality, nor have they been known to influence the wider architectural or technical styles of other buildings or sites in the local area. The materiality, design and scale of each building is considered general and orthodox to the period of their construction. Building I was constructed between 1961 and 1965 however renovations to the building in 2011 resulted in significant modifications and the loss of the majority of the building's historic fabric.</p> <p>Archaeologically, there is no evidence to suggest that archaeological evidence of the school fulfils this criterion.</p> <p>Austral Public School does not meet this criterion for State or local heritage significance.</p>
<p>(d) Social, cultural, spiritual Significance <i>An item has strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural, or spiritual reasons.</i></p>	<p>Austral Public School has a strong association with the local community for social and educational reasons. It has been in continuous operation since 1893, serving as a place of education and socialisation for generations of students.</p> <p>The school is important to the community for its historic and continued contributions to the social and educational history of the local area. It represents a place of community service, providing education to the local population. The significance under this criterion is intangible and is not supported or subject to the retention of built structures.</p> <p>Austral Public School meets this criterion for Local heritage significance.</p>
<p>(e) Research Potential <i>An item has potential to yield information that will contribute to an understanding of NSW's cultural or natural history (or the cultural or natural history of the local area).</i></p>	<p>There is unlikely to be archaeological resources dating from the early to late nineteenth century in the subject site. Archaeological resources relating to the early phases of the Austral Public School are unlikely to yield information that is not available from other sources.</p> <p>Austral Public School does not meet this criterion for State or local heritage significance. .</p>
<p>(f) Rarity <i>An item possesses uncommon, rare, or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area).</i></p>	<p>Austral Public School and its associated buildings and built elements do not contain uncommon, rare, or endangered aspects specific to the school's or local area's cultural or natural history. The general, modern architectural design and construction of existing buildings are not unique or rare to the local area, the context of their period of construction or in relation to the architectural vernacular they represent.</p> <p>Austral Public School does not meet this criterion for State or local heritage significance.</p>

Table 5.1 Significance assessment — Austral Public School

Criterion	Assessment
<p>(g) Representativeness <i>An item is important in demonstrating the principal characteristics of a class of NSW’s cultural or natural places; or cultural or natural environments (or a class of the local area’s cultural or natural places; or cultural or natural environments).</i></p>	<p>Austral Public School was founded in 1893 however no buildings from this period, or from any period prior to 1960 remain. As such the school is not considered representative of education buildings from the late Victorian period nor any period up until the mid-twentieth century.</p> <p>Existing buildings date from 1961 to 1978 were constructed in quick sequence over 17 years, resulting a broad cohesion of architectural style, construction, materiality and scale, with the exception of Building I and later additions to existing buildings. These buildings represent a key and significant stage of development of Austral Public School and remain largely intact, in situ. However, there is insufficient comparative evidence to suggest that Austral Public School demonstrates the principal characteristics of public schools from this period. .</p> <p>Austral Public School does not meet this criterion for State or local heritage significance.</p>

5.3 Statement of significance

Austral Public School has been assessed as meeting two of the seven criteria for *local* heritage significance, being criterion a (historical) and criterion d (social).

The school's primary importance lies in its role as a local educational institution and its association with an important phase of social development in the area, meeting criterion a. The school has been a part of the local community since its establishment in 1893, serving as the only educational hub in the suburb of Austral, meeting criterion d.

The school's growth demonstrates the changing demographics of the area and its adaptive nature catering to the evolving needs of the community. It has witnessed shifts in the local population and has played a significant role in providing education to various generations throughout its continuous operation. This is reflected in the significant developments at the school, particularly during the post-World War II, mid-century period. The significance under these criteria is intangible and is not supported or subject to the retention of built structures.

5.4 Significance of individual components

5.4.1 Gradings of significance

The *Assessing Heritage Significance* (Department of Planning and Environment (NSW), 2023) document also identifies the heritage gradings for which items (or features or components) that were recorded on site have been assessed against, which are set out in Table 5.2, and which provide context for each individual item’s contribution to the cultural landscape. The result of the assessments of significance may determine that an individual component does not meet the threshold for local or State significance as an individual item, but that it does contribute to the significance of the cultural landscape. These gradings have been listed in Table below.

Table 5.2 NSW heritage assessment gradings

Grading	Justification	Status
Exceptional	Rare or outstanding element directly contributing to an item’s local or state significance.	Fulfils criteria for local or State listing.

Table 5.2 NSW heritage assessment gradings

Grading	Justification	Status
High	High degree of original fabric. Demonstrates a key element of the item's significance. Alterations to not detract from significance.	Fulfils criteria for local or State listing.
Moderate	Altered or modified elements. Elements with little heritage value, but which contribute to the overall significance of the item.	Fulfils criteria for local or State listing.
Little	Contribute to the intangible values by allowing for the ongoing historical use of the site. Difficult to interpret.	Does not fulfil criteria for local or State listing.
Intrusive	Damaging to the item's heritage significance.	Does not fulfil criteria for local or State listing.

Source: *Assessing heritage significance* (NSW Heritage Office 2001, p.11), with modifications.

The result of the assessments of significance may determine that an individual component does not meet the threshold for local or State significance as an individual item, but that it does contribute to the significance of the cultural landscape.

5.4.2 Significance assessment of existing buildings and built elements

The following significance assessment for individual built elements in the subject site has been conducted with consideration of the contributions of elements, both individually and collectively, to the overall significance of Austral Public School (Section 5.2 and 5.3). The gradings in Table 5.2 provide context within the existing assessment of significance.

Table 5.3 Significance assessment of existing buildings and built elements

Building /Item	Date	Assessment	Grading of significance
Original school lot and boundaries (north section of the subject site).	1893	The original school lot to the north of the subject site was first established in 1887 when the 1819 Thomas Carne Land grant was purchased by 'Austral Banking and Land Proprietary' and subdivided for development. In 1891, the lot was gifted to the local community by the company to establish a public school, formally opened in 1893. The original school lot and boundaries were established over 130 years ago and the school site was opened, prior to any major developments in the surrounding local area.	High
Additional lots added to the original school lot (south section of the subject site)	1956, 1963-1964	The southern sections of the current school lot were incorporated into the subject site and original school lot (Lot 865) in 1956, 1963 and 1964 and are not associated with the original 1893 school, or its early development. The south sections of the subject site have historically remained largely un-developed with only the sports field and minor built elements introduced in 1978.	Little
Building A	1978	Buildings A, B and C were constructed in sequence and completed in the same year. They represent a cohesive architectural and construction type and the final, significant building developments of	Little
Building B	1978		Little

Table 5.3 Significance assessment of existing buildings and built elements

Building /Item	Date	Assessment	Grading of significance
Building C	1978	the twentieth century, in the subject site. The buildings are of a general mid-century modern style and are not noted as being architecturally or technically exceptional or rare in terms of vernacular, in the local community. Some modifications have been introduced to the buildings, however, are generally minor with the majority of the original building fabric retained.	Little
Building D	1965-1970	<p>Building D reflects the overall architectural vernacular of the buildings in the subject site and is the only classroom building constructed in the late 1960s.</p> <p>The building includes a series of casement windows to its south elevation that are unique to the subject site. The building is not, however, noted as being architecturally or technically exceptional in the subject site or local community. Building D has been modified to introduce two additional wings introduced in the 1970s and the late twentieth century. This, along with other minor internal and external modifications has resulted in the loss of some original building fabric.</p>	<p><i>Original building</i> Little</p> <p><i>Later extensions</i> Little</p>
Building E	1961-1965	<p>Building E is the only timber and weatherboard building present in the subject site. The manner of construction and existing building fabric is not noted as being aesthetically or technically exceptional and the building as experienced some significant modifications, particularly to its internal spaces.</p> <p>The building is unique in that it was constructed in the early 1960s (modern period) in the same timeframe as masonry buildings G and H, however it does not reflect either the construction or style of the aforementioned buildings, nor a modern architectural vernacular. The overall design and construction of Building E reflects, to a greater degree, buildings of the late Victorian and early twentieth century.</p>	Little
Building G	1961-1965	Buildings G and H are two of the earliest remaining buildings in the subject site and have maintained their function as toilet blocks since their introduction, with little modification. The buildings are however minor in scale and function and are not noted as being architecturally or technically exceptional in the subject site or local community.	Little
Building H	1961-1965		Little
Building I	1961-1965, 2011	Although Building I was constructed in the early 1960s significant refurbishment works conducted to the building in 2011 a wholistic replacement of materials and structural additions that have resulted in the near completed loss of original building fabric. Only the footprint and overall scale and form of the original building remains.	Little
Brick awnings and covered walkways associated with buildings A, B, C and D	1978	The brick construction covered walkways and awnings were introduced in 1978 as part of the construction of buildings A, B, C (1978) and D (1965-1970). These built elements share a common materiality and design and are physically integrated with the aforementioned buildings. Covered awnings frame and define external spaces and provide structural connection between individual buildings.	Little

Table 5.3 **Significance assessment of existing buildings and built elements**

Building /Item	Date	Assessment	Grading of significance
Sports Field including concrete kerbing and grates.	1978	<p>The current sports field to the south-east of the subject site was introduced in 1978 and is significant for its facilitation of sporting and recreational activities for the school, a historic function, likely dating to the foundation of the school.</p> <p>This landscape element is however the second iteration of a sports field in the subject site, is located outside the boundaries of the original school site and has experienced consistent re-turfing, vegetation removal and human activity. This has resulted in significant ground disturbance. No structures were identified within or adjacent to the sports field.</p>	Little
All other school buildings, built elements, and landscaping introduced in the late twentieth and twenty-first centuries including the basketball court, asphalted areas, parking areas and temporary demountable buildings.	Recent	These built elements are recent and do not contribute to the heritage values of the subject site.	None

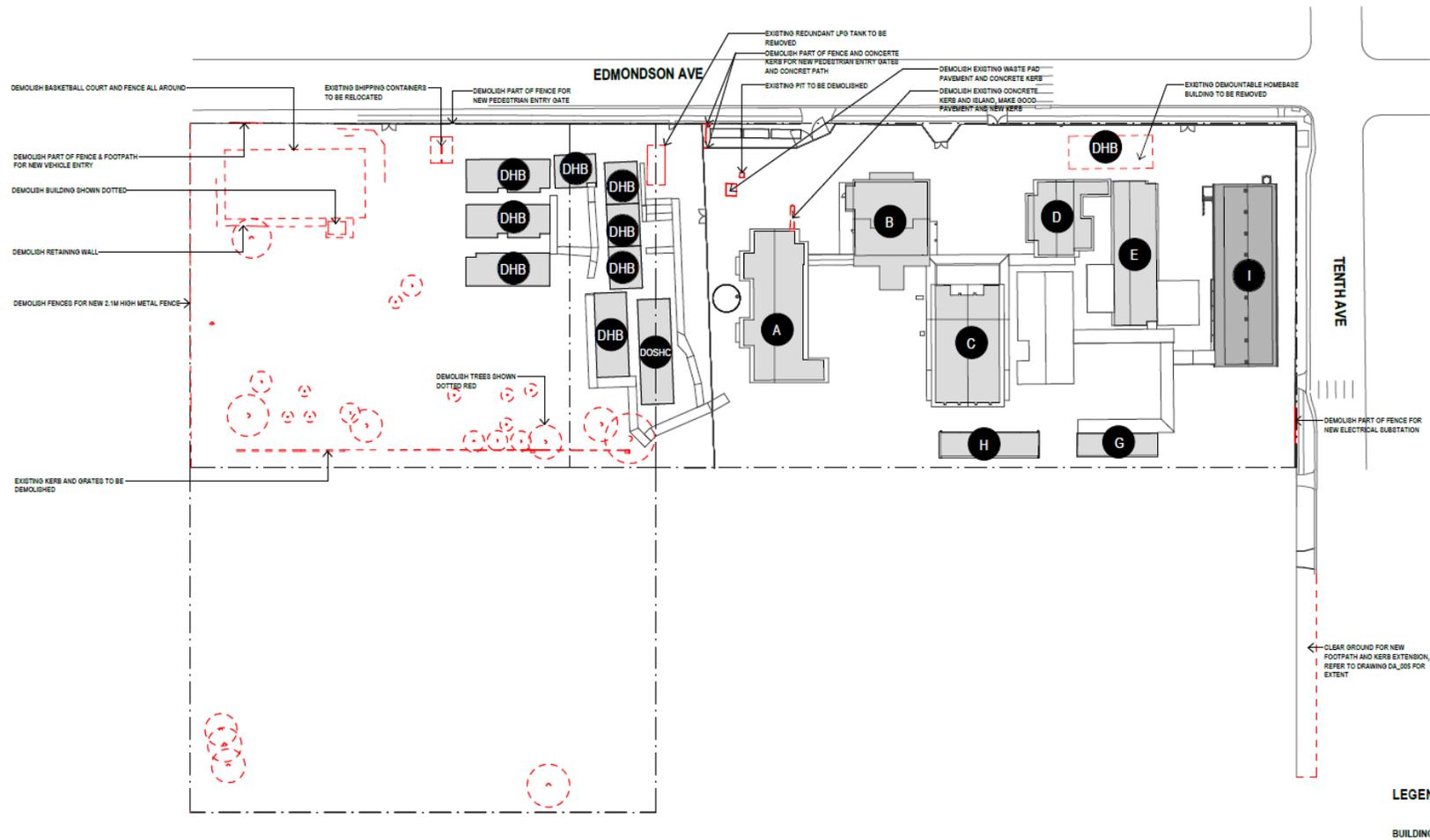
6 Proposed works

SINSW has provided EMM with the architectural and design documentation prepared by Pedavoli Architects dated December 2024, outlining the proposed works to the subject site, individual buildings and to landscaping and external areas, described below:

- Demolition of existing structures and removal of trees, as well as other site preparation works;
- The erection of a new 3-storey building comprising teaching spaces that includes 20 permanent teaching spaces and 3 support teaching spaces;
- Conversion of the first floor of Building B from a Library to staff annex (staff room) and minor modifications on the ground floor;
- Refurbishment and change of school function of Building I from classrooms to a Library;
- At-grade parking (57 new spaces, including 1 accessible space);
- New driveway and access gate from Edmondson Road;
- Erection of a substation within the site on the northern boundary;
- Upgrade of the sports field;
- Internal pathways, fencing, utility upgrades and associated works; and
- Off-site public domain improvements including retention and upgrading of the Kiss & Drop area and a temporary pedestrian road crossing on Tenth Avenue.

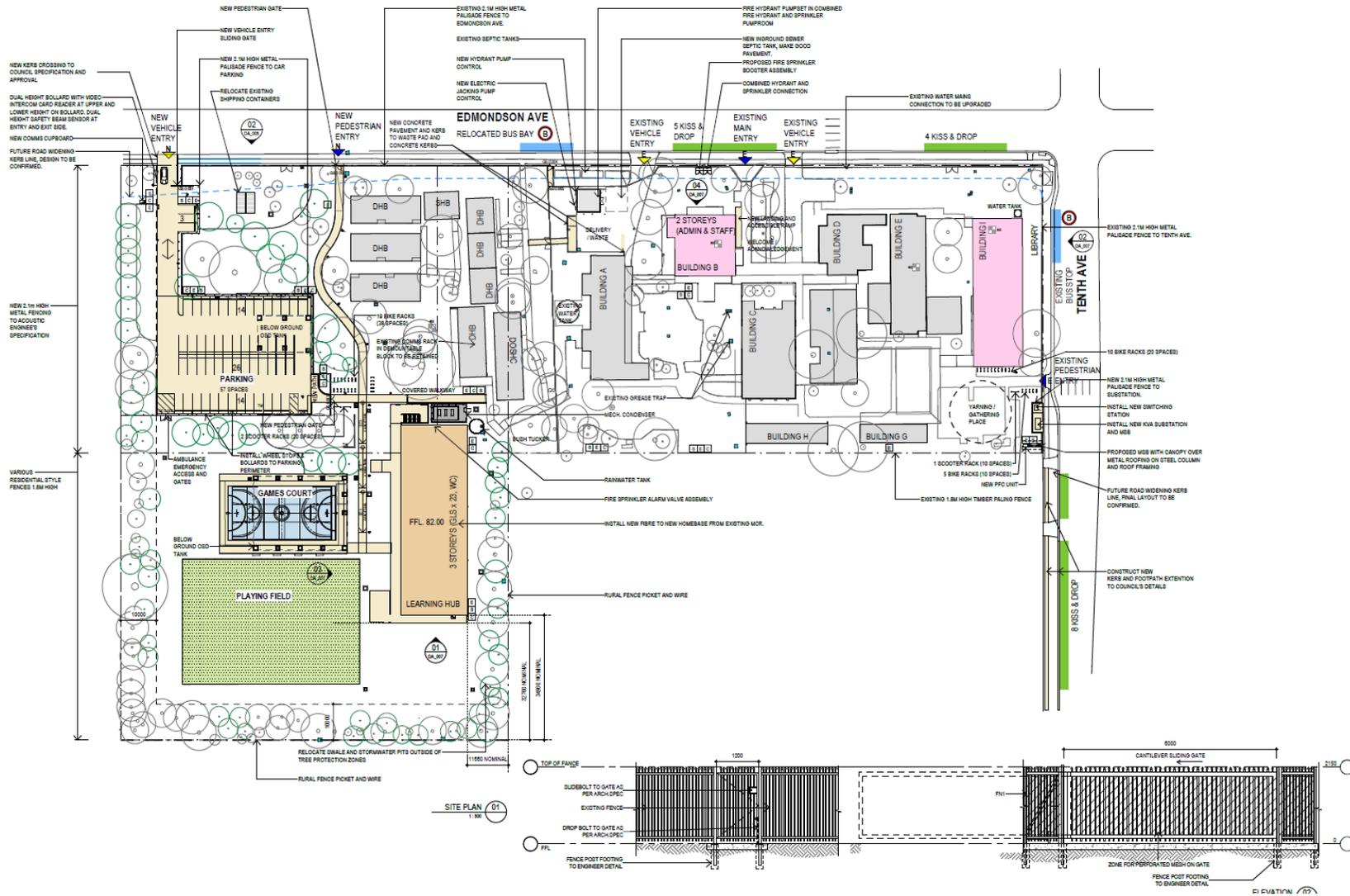
The intent of the activity is to allow for upgrades to Austral Public School that will provide a CORE 35 primary school compliant with the EFSG. The works will increase the capacity of the school from 681 students and 40 FTE teachers to 734 students and 64 FTE teachers, respectively. Furthermore, provision within the expanded 734 student capacity will be made for the creation of 30 support class students places.

Below shows the scope of works for the proposed activity.



Source: Pedavoli Architects - APS-PA-00-00-DR-A-REF_004 A

Plate 6.1 Proposed demolition plan for the subject site.



Source: Pedavoli Architects - PS-PA-00-00-DR-A-REF_005 A

Plate 6.2 Overall site plan illustrating the proposed works and changes to the school site.

7 Heritage impact assessment

7.1 Assessment guidelines

This assessment of heritage impact has been conducted with consideration of the assessment guidelines identified in the *Guidelines for preparing a statement of heritage impact* (NSW Department of Planning and Environment 2023) document. The following assessment of the degree of impacts listed in Table 7.1 has been developed to provide a systematic assessment method, with reference to the levels of grading identified by heritage specialist Dennis Gojak.

Table 7.1 Impact assessment gradings

Impact Grading	Impact type
Major	Impacts that substantially affects fabric or values of State significance. Visual impacts will substantially affect the significance and the setting of the item.
Moderate	Impacts that cause irreversible loss of fabric or values of local significance; minor impacts on State significance. Visual impacts will affect the significance and the setting of the item but can be ameliorated through active management.
Minor	Impacts that cause reversible loss of local significance fabric or where mitigation retrieves some value of significance; loss of fabric not of significance but which supports or buffers local significance values. Visual impacts may affect the significance and the setting of the item but can be ameliorated through active management.
Negligible	Negligible or no impacts (enhances access to understanding or conservation of fabric or values of State significance. Visual impacts to significance and setting will not be noticeable.
Positive	Impacts that enhance access to understanding or conservation of fabric or values of local and State significance. The enhancement of visual qualities and setting are a result of the design.

7.2 Impact assessment

Table 7.2 Heritage impact assessment – Matters for consideration

Matter	Discussion	Impact assessment
1 Fabric and spatial arrangements	<p>The north section of the subject site has been identified as the location of existing of the majority of existing buildings and historic structural developments. The site boundary will remain unchanged, and the majority of existing historic school buildings are to be retained with no proposed changes to their building fabric.</p> <p>Only minor internal modifications to Building B (Head Office – 1978) and Building I (Classroom Building – 1961-1965,2011) have been proposed. Building B is of moderate heritage significance to the subject site, and Building I is a significantly modified building with little heritage value and remaining heritage fabric. In conjunction, these works are related solely to the upgrade of existing services and would not impact the vast majority of the fabric of each building.</p>	Negligible

Table 7.2 Heritage impact assessment – Matters for consideration

Matter	Discussion	Impact assessment
2	<p>Setting, views and vistas</p> <p>There are no proposed, significant changes to the setting of the school site or existing buildings located to the significant north section of the subject site. Only minor alterations of the landscape to the less significant south section of the subject site would be required to introduce the proposed new school building, open car parking area, games court and walkways (proposed built elements).</p> <p>The proposed built elements are solely located to the southern section of the subject site that is at a lower elevation to the north section of the subject site and a large distance away from all existing buildings.</p> <p>The proposed new school building is an appropriate footprint and setback with only minor visual impact to and from existing buildings as viewed primarily from the south-east corner of the subject site. This is due to its discrete location to the south-east of the subject site (lower elevation), its significant setback from Edmondson Avenue and the retention of mature trees that obstruct views to the building in the subject site and the public domain. All other built elements including the car park, walkways, and games court are low in profile, located to the far south of the subject site and would have minor visual impacts.</p>	Minor
3	<p>Landscape</p> <p>The landscape to the significant north section of the subject site would remain largely unchanged. Landscape works are relegated to the south section of the subject site that is currently an undeveloped open space to the south-west and a sports field to the south east. The proposed infrastructure works would only require minor trenching predominantly to areas where existing infrastructure and services are located and to previously disturbed terrain. No major excavation works are proposed.</p> <p>Note that the introduction of the sports field in 1978 and historic land and vegetation clearing, including agricultural activities prior to the amalgamation of the southern section with the original school lot, has modified the ground surface to the south of the subject site. Similarly, external area works to the north section of the subject site, including the introduction of walkways, gardens and outdoor play areas, has too resulted in a landscape modified and built up over time.</p> <p>Historic vegetation, plantings and terrains throughout the subject site have been periodically removed, culled and modified. No gardens, green spaces or plantings have been identified in the subject site that are of notable heritage significance. All identified historic gardens or plantings, including the 1920s Victory Garden, have been demolished.</p>	Minor
4	<p>Use</p> <p>Austral Public School has functioned as an important educational facility in the local area since its establishment in 1893. The proposed built elements aim to both continue and enhance this function by meeting the current needs of the school and local community, whilst retaining all remaining buildings and the significant area defined by the original school lot (north of the subject site).</p>	Positive
5	<p>Demolition</p> <p>No demolition of existing buildings has been proposed. Only demolition of minor built and landscape elements of little or no heritage value have been proposed, largely located to south of the subject site.</p>	Negligible
6	<p>Curtilage</p> <p>The subject site is not listed as a National, State or local item of heritage significance nor is it located in a heritage conservation area listed in the Liverpool Local Environmental Plan 2008. There is no identified heritage curtilage associated with the subject site.</p> <p>The boundaries of the subject site first established in 1887 as part of the subdivision of the Thomas Carne land grant) and expanded in 1956 and 1963-1964 to include additional lots to the south, will remain unchanged.</p>	n/a
7	<p>Moveable heritage</p> <p>No moveable heritage was identified and assessed during the site inspection of the subject site.</p>	n/a

Table 7.2 Heritage impact assessment – Matters for consideration

Matter	Discussion	Impact assessment
8	Historical archaeology	Negligible
9	Aboriginal cultural heritage	n/a
10	Natural heritage	n/a
11	Conservation areas	
12	Cumulative impacts	Minor

7.3 Summary of heritage impacts

The proposed works in their current form, have been assessed as having a no greater than minor impact on the established heritage values of the subject site due to the following measures inherent in the proposed works implemented to avoid, minimise and/or mitigate adverse impacts:

7.3.1 Built heritage

- No modifications are proposed to the significant north section of the subject site associated with the 1887 Hoxton Park subdivision (Lot 865) that would become the first school site in 1883.
- All extant buildings in the subject site are to be retained.

- Two extant buildings (Building B (Head Office – 1978) and Building I (Classroom Building – 1961-1965,2011)) are to undergo minor services upgrades to their internal spaces. No external works to these buildings have been proposed.
- All proposed built elements are to be located to the south section of the subject site that is not strongly associated with the early history of Austral School (amalgamated into the school site in 1956 and 1963-1964), that has been historically undeveloped and does not include any notable buildings or built elements of notable heritage significance to the subject site.
- One new classroom building has been proposed, located to the south-east of the subject site in a discrete location, away from existing buildings and the public domain. Visual impacts are further mitigated by the appropriate scale and setback of the building.
- All other proposed built elements being the open car parking area, the games court and walkways would be of a low profile, are located to the far south of the subject site and would have no physical impacts to existing buildings and negligible visual impacts to the subject site.
- The proposed works include the demolition of 21 trees located to the south-west section of the subject site to facilitate the construction of the proposed built elements. These trees have no particular heritage significance. A large number of trees will be retained to the south section of the subject site that assist in mitigating visual impacts.
- The proposed works aim to continue and enhance the historic, education function of the subject site and meet the needs of the local community, whilst retaining all historically significant elements; the remaining extant buildings and the boundaries to the north section of the subject site.

7.3.2 Archaeological heritage

No ground disturbance is proposed for areas of identified archaeological potential and therefore no archaeological impacts are anticipated.

Measures to manage the residual risk of unexpected finds are included in the recommendations in Section 8.2.

8 Summary and recommendations

8.1 Conclusion

Austral Public School is a historic educational facility that has been assessed in this report as having local historical significance. Its significance is derived from over 130 years of continued history in the local area, the retention of the original school lot boundary, to the north of the subject site, and its continued social and educational contributions to local community. Several extant buildings have been identified in the subject site dating from 1961 to 1978. These school buildings are associated with the most prolific period of development at the subject site and collectively contribute to its overall significance. No buildings dating from the period of the school's establishment in 1893, until 1961, were identified on the subject site, nor the presence of any surface-level archaeological resources, such as footings, building foundations or other historical built elements.

The proposed works have been assessed as having no greater than minor impact on the heritage values of the subject site. All proposed works are relegated to the less significant and less visually prominent southern section of the subject site that was amalgamated into the original school site in 1956 and 1963-1964 and has historically remained largely undeveloped. All extant buildings and the historical site boundaries are to be retained with only minor, internal services upgrades to two existing buildings, one of which has been significantly modified in 2011 (Building I).

One additional classroom building has been proposed that would constitute a minor visual change to the subject site. Any potential visual impacts are mitigated by the building's location to the south-east of the subject site and its setting at a lower elevation, in relation to the public domain and to existing buildings located to the north of the subject site. All other proposed works are either related to landscaping or are minor built elements, including a new car parking area and games court. These built elements are visually recessive and appropriately located to the south of the study area.

The continuation and enhancement of the historic, educational function of the subject site is embedded in the proposed works and is a positive heritage outcome, achieved through a proposal that has minimal impacts to the heritage values of the subject site.

The archaeological potential is low across most of the site, with a small possibility that earlier school-related structures may survive beneath, or adjacent to, current buildings. The survival of significant archaeological resources in an intact and substantial state is not anticipated in the area of impact, but if they do, they are not likely to be of local significance and would therefore not be deemed a relic under the Heritage Act. Refer to the recommendations for measures to manage the residual risk.

8.2 Recommendations

The management measures developed to reduce impacts and capture the current school grounds before change are outlined in Table 8.1:

Table 8.1 Mitigation measures

Mitigation Number/Name	Aspect/Section	Mitigation Measure	Reason for Mitigation Measure
1	Unexpected Finds Procedure	Include an unexpected finds procedure in the construction environmental management plan (CEMP). Unexpected finds may take the form of Aboriginal artefacts, historical artefacts, or human skeletal remains. If unexpected finds are unearthed any time during the project, work will cease, and an archaeologist will be called to assess the find.	Supports cultural heritage by addressing unexpected finds appropriately and meeting heritage legislative requirements.
2	Design Review and Impact Assessment	A review of the proposed works and the impact assessment by a nominated heritage consultant is required if further design developments occur.	Keeps the proposed works acceptable from a heritage perspective, addressing any potential impacts from design changes.

9 References

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Appendix A

Legislative context

A.1 Environment Protection and Biodiversity Conservation Act 1999 (Commonwealth)

The *Environmental Protection and Biodiversity Conservation Act 1999* (EPBC Act) provides a legal framework to protect the environment. The EPBC Act definition of environment includes places of natural, Indigenous, and historic heritage value. Under the EPBC Act, heritage places can be listed on:

- World Heritage List (WHL) – places inscribed on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage List
- National Heritage List (NHL) - places of significance to the nation
- Commonwealth Heritage List (CHL) - items belonging to the Commonwealth or its agencies.

They may also be identified as an unlisted item by a Commonwealth agency and managed under a heritage management plan (HMP) framework. The EPBC Act requires actions on Commonwealth land (Section 26) and actions undertaken by a Commonwealth agency (Section 28) to be assessed to determine whether they are likely to have a significant impact on the environment.

Additionally, actions that may impact on Matters of National Environmental Significance (MNES) must also be assessed for impacts. MNES that relate to heritage include identification on the WHL or NHL. Under the EPBC Act, an action that may have a significant impact on a MNES is deemed to be a ‘controlled action’ and can only proceed with the approval of the commonwealth minister for the Environment. An action that may potentially have a significant impact on a MNES is to be referred to the Department of Agriculture, Water, and the Environment for determination as to whether it is a controlled action. If deemed a controlled action, the project is assessed under the EPBC Act for approval.

A.2 Environmental Planning and Assessment Act 1979

The EP&A Act establishes the framework for development assessment within NSW, with one of the objects of the Act being to promote the sustainable management of built and cultural heritage, including Aboriginal cultural heritage.

As the majority of development assessment and consent is undertaken by Local Government (council), the EP&A Act directs council to prepare a local environmental plan (LEP) and development control plans (DCPs) for their local government areas. LEPs developed under the standard instrument provide planning consistency across the State. Schedule 5 of the standard instrument provides a list of identified environmental heritage items in the LGA, impacts to which are to be considered during the development assessment and approval process. DCPs provide policies that are specific to the local environment and character of the LGA or a subset of the LGA. The NSW department with responsibility for planning may also prepare state environmental planning policies (SEPPs) to guide planning across the State.

The purpose of all assessment processes is to consider impacts to, among other things, cultural heritage items and places, as well as relics (archaeological sites and deposits of local or State significance) associated with the proposal and to identify measures to avoid, mitigate or ameliorate impacts.

A.3 The Heritage Act 1977

The Heritage Act is the primary piece of State legislation affording protection to items of environmental heritage (natural and cultural) in NSW that have been formally placed on the State Heritage Register (SHR). Under the Heritage Act, ‘items of environmental heritage’ include places, buildings, works, relics, moveable objects and precincts identified as significant based on historical, scientific, cultural, social, archaeological, architectural, natural or aesthetic values. State significant items are listed on the SHR and are given automatic protection under the Heritage Act against any activities that may damage an item or affect its heritage significance.

The Heritage Act also protects 'relics', regardless of their listing status. It applies to all land in NSW, except Commonwealth land. Section 4(1) of the Heritage Act (as amended 2009) defines 'relic' as follows:

.... any deposit, artefact, object, or material evidence that:

- relates to the settlement of the area that comprises New South Wales, not being Aboriginal settlement, and
- is of State or local heritage significance.

Section 139(1) of the Heritage Act states that:

A person must not disturb or excavate any land knowingly or having reasonable cause to suspect that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, damaged or destroyed unless the disturbance or excavation is carried out in accordance with an excavation permit.

Permits to disturb or excavate relics are issued by the NSW Heritage Council or a delegate of the NSW Heritage Council under Section 140 (for relics not protected by an SHR listing) or Section 60 (for relics protected by an SHR listing) of the Heritage Act. Exceptions or exemptions to these permits are applicable under certain conditions.

The Heritage Act identifies the category of 'works', which refers to past evidence of infrastructure, and is viewed as separate to that of archaeological relics under the Heritage Act. Works may be buried, and are therefore archaeological in nature, but exposing a work does not trigger reporting obligations under the Heritage Act unless it is considered that the item is of State significance.

The Heritage Act also requires government agencies to identify and manage heritage assets in their ownership and control. Under Section 170 of the Heritage Act, government agencies must establish and keep a register which includes all items of environmental heritage that have been identified by the agency, or that are listed on the SHR, an environmental planning instrument, or which may be subject to an interim heritage order that are owned, occupied or managed by that government body. Under Section 170A of the Heritage Act all government agencies must also ensure that items entered on its register are maintained with due diligence in accordance with State Owned Heritage Management Principles approved by the NSW Minister for Planning, Industry and Environment (DPIE) on advice of the NSW Heritage Council.

Heritage NSW also maintains the State Heritage Inventory (SHI). The SHI is not a single statutory register, but a central collection of locally listed statutory heritage items maintained by Heritage NSW.

A.4 Liverpool Local Environmental Plan 2008

Part 5, Section 5.10 addresses the conservation of heritage significance within the LGA. The objectives of the Local Environmental Plan (LEP) in relation to heritage are:

- a) to conserve the environmental heritage of Liverpool
- b) to conserve the heritage significance of heritage items and heritage conservation areas, including fabric, settings and views
- c) to conserve archaeological sites
- d) to conserve Aboriginal objects and Aboriginal places of heritage significance.

To achieve these objectives, development consent is required to demolish, move, alter, disturb or excavate a heritage item, an Aboriginal object or a building, work, relic or tree within a heritage conservation area. Schedule 5 of the LEP provides a list of heritage items, conservation areas and archaeological sites within the LGA.

A.5 Non-Statutory Heritage Registers

Non-statutory listing is an acknowledgment of a site's, or place's importance to sections of the community. Listings on such registers do not place legal requirements on development, but nevertheless influence the future of such listed items. Non-statutory registers reviewed as a part of this assessment include:

- National Trust of Australia, NSW (NT) - the NT is made up of autonomous state chapters. Each chapter is a community-based and non-government organisation, with a mandate to conserve and promote Australia's natural and cultural heritage. Classification by NT is a strong acknowledgment of heritage significance and while statutory constraints are not applicable, classification offers protection through visibility and community action.
- Register of the National Estate (RNE) - the RNE is an archived list of heritage items that were protected under the now repealed Commonwealth *Heritage Commission Act 1975*, which was replaced by the EPBC Act. While many items were transferred from the RNE to the NHL or CHL, those that were not remain on the RNE as an indication of their heritage value.

Appendix B

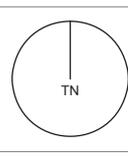
Site phasing plans

Appendix B

Site phasing plans



LEGEND	
	SITE BOUNDARY
	DEMOLISHED BUILDINGS
	BUILDINGS - UP TO 1930
	BUILDINGS - 1930-1947
	BUILDINGS - 1947-1961
	BUILDINGS - 1961-1970
	BUILDINGS - 1970-1978
	BUILT ELEMENTS 1984-2022



CLIENT
SCHOOLS INFRASTRUCTURE NSW

PROJECT
AUSTRAL PUBLIC SCHOOL - SOHI

TITLE
AUSTRAL PUBLIC SCHOOL

HISTORIC AERIAL PHOTOGRAPH - 1930

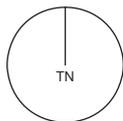
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SCALE NTS	DRAWN AD	DRAWING NO 001
PROJECT E231265	REVISION A	



LEGEND		
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	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



LEGEND		
	SITE BOUNDARY	
	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



CLIENT
SCHOOLS INFRASTRUCTURE NSW

PROJECT
AUSTRAL PUBLIC SCHOOL - SOHI

TITLE
AUSTRAL PUBLIC SCHOOL

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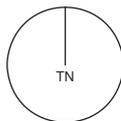
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PROJECT E231265	REVISION A	



LEGEND		
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	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



LEGEND		
	SITE BOUNDARY	
	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



CLIENT
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PROJECT
AUSTRAL PUBLIC SCHOOL - SOHI

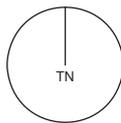
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HISTORIC AERIAL PHOTOGRAPH - 1978

HISTORIC AERIAL PHOTOGRAPHS		
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PROJECT E231265	REVISION A	



LEGEND		
	SITE BOUNDARY	
	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



CLIENT
SCHOOLS INFRASTRUCTURE NSW

PROJECT
AUSTRAL PUBLIC SCHOOL - SOHI

TITLE
AUSTRAL PUBLIC SCHOOL

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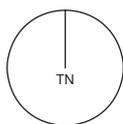
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SCALE NTS	DRAWN AD	DRAWING NO 006
PROJECT E231265	REVISION A	



LEGEND		
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	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



LEGEND		
	SITE BOUNDARY	
	DEMOLISHED BUILDINGS	
	BUILDINGS - UP TO 1930	
	BUILDINGS - 1930-1947	
	BUILDINGS - 1947-1961	
	BUILDINGS - 1961-1970	
	BUILDINGS - 1970-1978	
	BUILT ELEMENTS 1984-2022	



CLIENT
SCHOOLS INFRASTRUCTURE NSW

PROJECT
AUSTRAL PUBLIC SCHOOL - SOHI

TITLE
AUSTRAL PUBLIC SCHOOL
DEMOLISHED HISTORIC BUILDINGS

HISTORIC AERIAL PHOTOGRAPHS		
SCALE NTS	DRAWN AD	DRAWING NO 008
PROJECT E231265	REVISION A	

Appendix C

Assessments of significance framework

C.1 Significance criteria guidance

Table 9.1 NSW heritage assessment criteria

Criterion	Description	Explanation
a)	An item is important in the course or pattern of NSW's (or the local area's) cultural or natural history (Historical Significance).	The significance or the importance of a place or object in demonstrating the course or pattern of an area's cultural or natural history may be identified through the application of one or more threshold indicators, including earliness, representativeness, regional or local importance, distinctiveness or exceptionality, rarity, or some other quality of the place.
b)	An item has strong or special association with the life or works of a person, or group of persons of importance in NSW's (or the local area's) cultural or natural history (Associative Significance).	The significance of a place or object that has a strong or special association with a particular individual, community or cultural group for social, cultural or spiritual reasons may be identified through the application of one or more threshold indicators, including the importance or distinctiveness of the person, group or organisation in an area's history, the degree or extent of the association, the length of association, the influence of the association, or some other quality of the place. The association is not just about prominent people. It could be an association with an individual who has done something extraordinary for an area.
c)	An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area) (Aesthetic Significance).	The significance of a place or object of aesthetic significance may be identified through the application of one or more threshold indicators, including the degree of intactness, integrity, or deterioration of the place, or by its setting and location context, or by demonstrated representation, or by some other quality of the place. A high degree of creative or technical achievement may be identified through the application of one or more threshold indicators, including its intactness, integrity, whether it has received peer recognition or award or some other quality of the place. In some instances, places and objects have been so modified that they no longer meet the state threshold and might be considered of local significance.
d)	An item has a strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural or spiritual reasons (Social Significance).	The significance of a place that has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons may be identified through the application of one or more threshold indicators, including the length of association for a community, the degree or extent of the association or attachment, a significant former association for a community or some other quality of the place.
e)	An item has the potential to yield information that will contribute to an understanding of NSW's (or the local area's) cultural or natural history (Research Significance).	The significance of the potential of a place or object to reveal information that contributes significantly to our understanding of NSW's history may be identified through the application of one or more threshold indicators, including earliness, rarity, extensiveness, intactness or some other quality of the place. Almost all places or objects of cultural heritage significance have the potential to yield information in some way; however, this 'potential to yield', or the degree to which a place or object may contribute to our understanding of an area's past, must be qualified by a strong presumption that a place or object has research potential.
f)	An item possesses uncommon, rare or endangered aspects of NSW's (or the local area's) cultural or natural history (Rarity).	The significance of the rarity or uncommonness of a place may be identified through the application of one or more threshold indicators, including intactness/integrity, distinctiveness, exceptionality or some other quality of the place or object.
g)	An item is important in demonstrating the principal characteristics of a class of NSW's (or the local area's) cultural or natural places or environments (Representativeness).	The significance of a place illustrates the principal characteristics of a class of cultural places. It may be identified through the application of one or more threshold indicators, including the degree of intactness/integrity, earliness, rarity or uncommonness, sustained use, exceptionality, or some other quality of the place.

Source: *Assessing heritage significance* (Department of Planning and Environment (NSW), 2023:21).

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